

Center for Teaching & Learning (CTL) Needs Assessment - Spring 2025



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Executive Summary

This report summarizes the findings from the Center for Teaching and Learning's Spring 2025 needs assessment survey, which received responses from 71 faculty members across all academic colleges and the library. The goal was to identify instructional needs, barriers, and areas of opportunity for continued instructional development and support.

Key Findings

1. Core IMPACTS Integration

- Faculty awareness of Core IMPACTS is inconsistent.
- Many requested workshops, tools, and collaboration opportunities.
- Some faculty do not know what Core IMPACTS is or feel it's irrelevant to their courses.

2. Supporting Student Well-Being

- Strong interest in incorporating resilience-building strategies.
- Faculty prefer ready-made materials and short training sessions.
- Time constraints and lack of clarity on their role in student wellness are significant concerns.

3. Career-Ready

- Faculty wants to integrate career-ready content but faces time limitations and low student engagement.
- Most feel confident in teaching concepts but need better ways to assess them.

4. Student Success & Data Use

- Faculty seek guidance on defining and tracking student success.
- Nearly 30% are unclear on institutional student success initiatives.

- Top requests include early alert systems and training on using student data effectively.

5. Teaching Effectiveness

- Faculty report a lack of effective measures to assess their teaching.
- Concerns include low student evaluation response rates and potential bias.
- Interest in alternative methods like peer reviews and teaching portfolios.

6. Workshop Participation Factors

- Time constraints and topic relevance (i.e., Liberal Arts Skills in the Professions and Individual Wellbeing series) are the top drivers for attendance.
- Faculty value flexible formats, networking, and professional growth opportunities.

Recommendations

A. Create Plug-and-Play Resources

- Develop toolkits and sample activities for Core IMPACTS and student well-being strategies.

B. Offer Targeted Workshops

- 3-part Core IMPACTS integration series.
- 5-minute strategies for student well-being.

C. Foster Collaboration

- Identify Core IMPACTS faculty leaders and develop faculty-led sessions on Core IMPACTS and the QEP.
- Promote peer-led learning and support.

D. Assess Current Teaching Effectiveness Measures

- Review existing methods for assessing teaching effectiveness to determine how well they support instructors
 - Provide faculty with a way to address low student evaluation response rates early in the student survey process, enabling them to gather more feedback during the survey period and enhance the quality and interpretability of their results.
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Conclusion

Faculty are engaged, willing to innovate, and eager for practical, time-efficient tools to improve teaching and support student success. CTL has an opportunity to lead meaningful change by aligning its offerings with the needs identified in this assessment, fostering a culture of collaboration, well-being, and instructional excellence.

Purpose of the Report

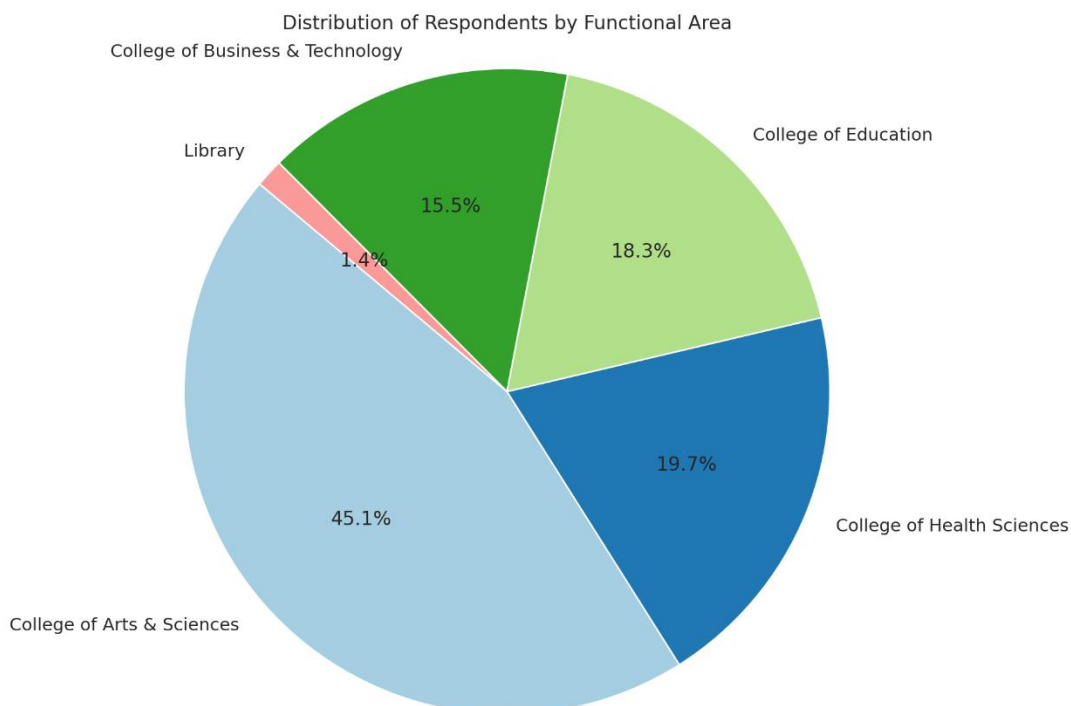
This report presents an independent analysis of the Spring 2025 CTL Needs Assessment Survey to uncover trends, identify gaps, and offer actionable insights. It provides independent interpretation based on the data and insights from working with instructors, identifying areas for improvement, and outlining potential directions for programming and support.

Respondent Demographics

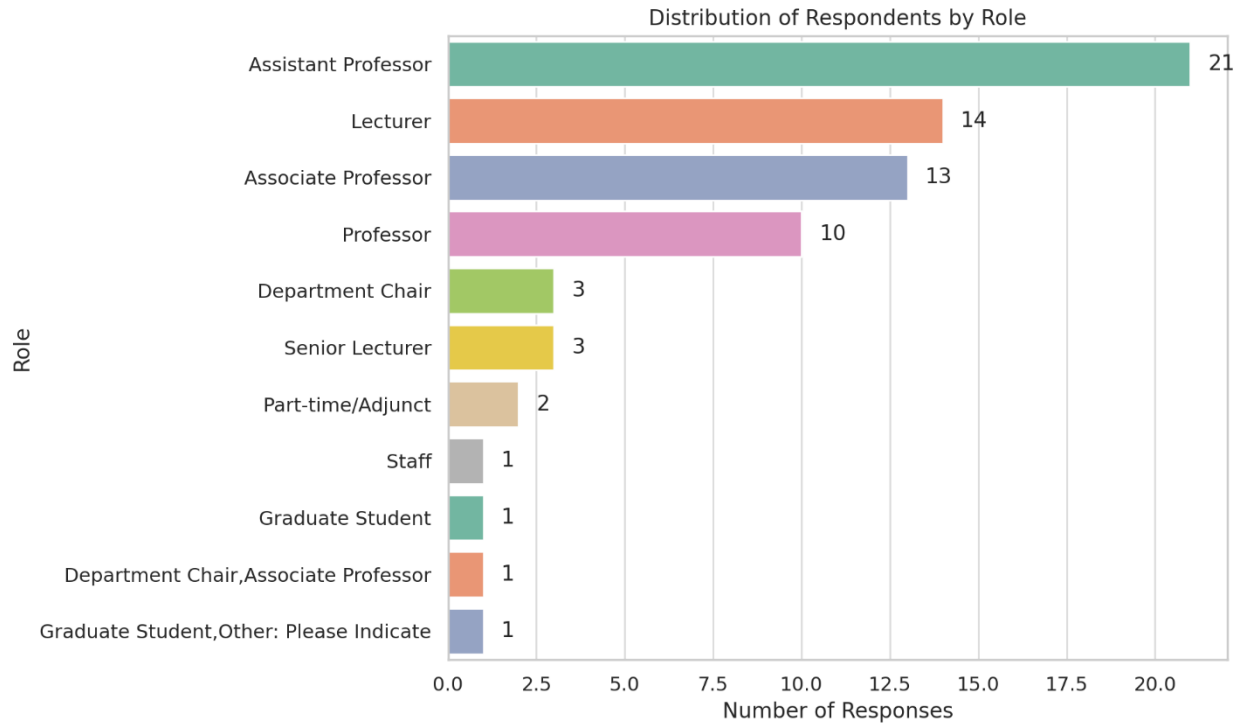
Faculty from all four academic colleges and the library responded, with a strong representation from full-time teaching faculty. Respondents included Lecturers, Assistant Professors, Associate Professors, and a smaller number of full Professors and academic leaders. This range indicates diverse teaching perspectives and responsibilities.

A total of 71 faculty and instructors responded to the Spring 2025 CTL Needs Assessment survey. They represented all four academic colleges, with the largest group coming from Arts & Sciences (~45%), as well as the library. Most respondents were full-time faculty members, comprising a mix of ranks: approximately one-third Assistant Professors, one-fifth Associate Professors, one-fifth Lecturers, and the remainder Professors, Chairs, or other professionals. This broad participation provides a diverse perspective across disciplines and roles.

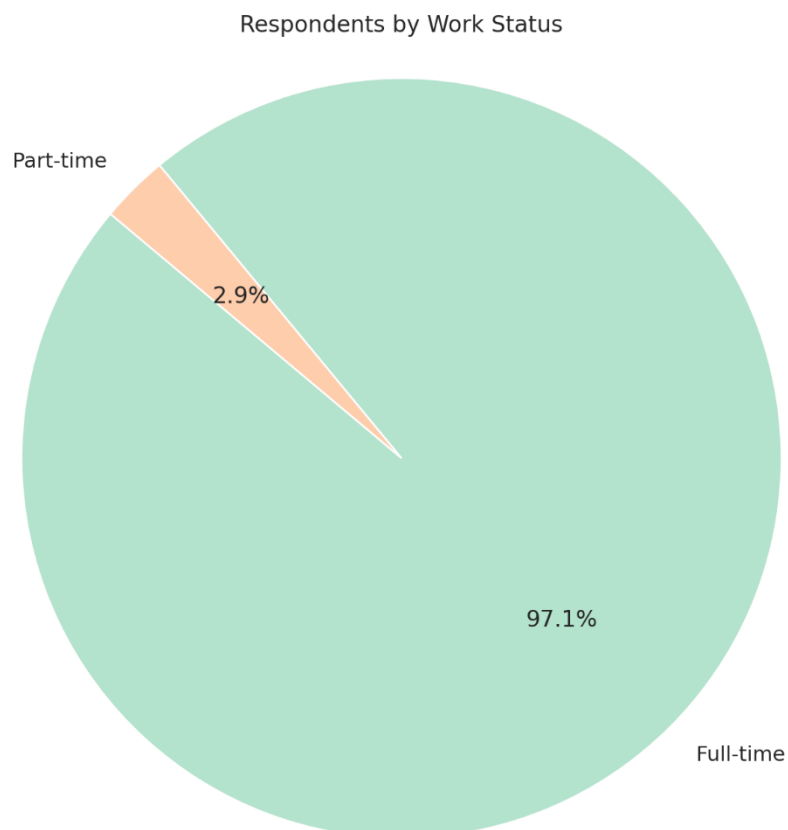
The pie graph shows the distribution of respondents by functional area.



The bar chart displays the number of respondents by their institutional role.



The pie graph shows the work status of respondents.



Key Findings and Analysis

Understanding and Integrating Core IMPACTS

Faculty responses revealed inconsistent awareness and varied needs related to the Core IMPACTS initiative:

- Many instructors requested guidance on aligning course content with CORE competencies.
- There was a notable interest in cross-disciplinary collaboration, suggesting that faculty want to learn from peers.
- Others expressed a need for ready-to-use resources and examples to support implementation.
- However, several respondents selected “Other” and commented that they either didn’t know what Core IMPACTS was or felt it did not apply to their course.

Implication:

There is a need for both foundational education and practical implementation strategies. Faculty need to understand the why, not just the what, of Core IMPACTS. Without clarity on its relevance, full participation will remain limited.

Support Needs for Core IMPACTS Integration

“Core IMPACTS” refers to a set of institutional learning principles or competencies (likely part of the general education or core curriculum initiative). Faculty were asked how CTL can help them integrate these Core IMPACTS principles into their courses. The results show a proactive interest in workshops and collaboration, as well as a need for resources. However, a notable number of respondents either didn’t know what Core IMPACTS was or felt it didn’t apply to them (primarily if they teach graduate or non-core courses). Among those interested, the most popular forms of support were:

- Workshops on integrating CORE competencies – ~30% want CTL workshops that specifically focus on how to incorporate Core IMPACTS outcomes into teaching strategies. Faculty are seeking hands-on training sessions to learn and share ideas for implementation.

- Cross-disciplinary collaboration opportunities – ~27% would like opportunities to collaborate with faculty across disciplines on Core IMPACTS integration. This could mean learning communities or interest groups where instructors exchange practices on embedding core competencies, recognizing that good ideas can come from any field.
- Access to resources/tools – ~23% seek tangible resources (curriculum materials, guides, examples) to help infuse Core IMPACTS principles into their courses. Having ready-to-use tools or reference materials can make the integration process easier.
- Guidance on alignment – ~19% want guidance on aligning their course content with Core IMPACTS learning outcomes. This might involve mapping course objectives to CORE outcomes or understanding how to tweak content to address those broader competencies.
- Assessment design help – ~17% would appreciate assistance in designing assessments that measure Core IMPACTS outcomes. Ensuring that these principles are not only taught but also assessed effectively is a smaller but relevant need.
- One-on-one consultation – ~15% are interested in personalized support (one-on-one consultations) for implementing Core IMPACTS in their specific context. This suggests a segment of faculty who might benefit from individualized guidance from CTL.
- Awareness and relevance: In the open responses, several faculty admitted, “I don’t know what CORE is,” or felt it *didn’t apply* to their courses. This highlights an initial gap in communication – some faculty need a basic introduction to Core IMPACTS and clarification of its relevance, especially outside the core undergraduate curriculum.

Insight: For successful Core IMPACTS integration, CTL might consider a two-pronged approach: educate and engage. First, raise awareness and understanding of what Core IMPACTS entails (perhaps through info sessions or briefings), since a portion of the faculty are currently in the dark or unconvinced of its applicability. Then, provide multiple avenues of support – workshops for skill-building, resource repositories, collaborative forums, and one-on-one mentoring – to help faculty across departments weave CORE principles into their teaching. The strong interest in

collaboration also suggests that creating faculty learning communities around Core IMPACTS could be a practical approach to enhancing faculty development.

Challenges Supporting Student Well-Being

Faculty expressed strong interest in incorporating well-being practices into their teaching, but with support:

- The most requested resource was ready-made course materials to address emotional, social, and academic resilience.
- Faculty also wanted training on how to foster well-being effectively in the classroom.
- A smaller number requested help designing assignments or assessments that promote resilience.
- Some concerns were raised around role boundaries, with a few faculty noting they are not mental health professionals.

Implication:

While faculty are receptive to participating in the Bobcats FIRST QEP, the data reveals a general need for clearer guidance on their role in promoting student well-being, as well as accessible, easy-to-implement resources to minimize the workload.

Faculty members were asked about the difficulties they face in supporting students' social and emotional well-being. The most common challenge by far was limited time to address these issues alongside academic content (mentioned by ~48% of respondents). Many also struggle with knowing how to handle sensitive situations or even recognizing when a student needs support. Fewer faculty members indicated a lack of awareness of support resources or a need for more training in inclusive strategies, suggesting that these areas are less widespread concerns. Key findings include:

- Time constraints – Nearly half of the respondents feel they don't have enough time in class to attend to students' well-being needs while covering content.
- Uncertainty handling issues – ~35% are unsure how to approach sensitive student issues, and ~31% find it hard to tell when a student is in distress.

- Resource awareness gaps – About one-fifth lack awareness of available student support services on campus, potentially limiting referrals.
- Need for training – ~13% said they need more training in inclusive/supportive classroom strategies (a smaller group, but still notable).
- Other concerns – A few noted unique challenges, such as severe student mental health issues requiring professional intervention, the limitations of online classes for building rapport, or reported no difficulties in this area.

Insight: Overall, time management and confidence in intervening are the most significant pain points. Faculty members want to help students but often feel constrained by syllabus demands and are unsure of the best practices for handling sensitive situations. This suggests interest in strategies to integrate well-being support efficiently and guidance on recognizing and responding to student mental health needs.

Support Needs for Student Well-Being Initiatives (Bobcats FIRST QEP)

The Bobcats FIRST QEP (Quality Enhancement Plan) focuses on student well-being and resilience-building strategies. Faculty were asked what support would help them integrate these well-being and resilience strategies into their courses. Responses indicate substantial interest in ready-made materials and training, tempered by some faculty expressing that mental health support is outside their scope. The top needs are very pragmatic: having materials to use in class and training on how to foster well-being. Key support types requested:

- Ready-made materials – The most popular choice (about 44% of respondents) was *ready-to-use course materials and resources related to student resilience and mental health*. Faculty value having lesson plans, activities, or modules they can plug into their courses to address well-being without having to create content from scratch.
- Training on fostering well-being – ~39% want training (workshops or seminars) on how to encourage students' emotional, social, physical, and intellectual well-being in the classroom. This aligns with earlier noted challenges – faculty are seeking guidance on concrete techniques to support student resilience and holistic well-being as part of their teaching practice.

- Workshops on integration – ~27% would like workshops specifically on integrating well-being discussions into their teaching approach. This might include how to broach topics such as stress management, growth mindset, or resilience during regular classes in a pedagogically sound manner.
- Guidance on assessment/activities – ~27% also want guidance on designing assessments and activities that support student wellness. They may be seeking ideas for assignments that encourage reflection, measure improvements in resilience, or incorporate well-being topics, as well as guidance on how to effectively evaluate these.
- Belonging and connection strategies – ~24% indicated interest in strategies for promoting a sense of belonging and social connection among students. Fostering community in the classroom is seen as a component of student well-being, and faculty are looking for techniques to build that supportive environment (essential for first-year students in the QEP's context).
- Consultations (individual support) – A smaller group (~10%) would use one-on-one consultations to align their course content with the QEP's well-being goals. This is similar to Core IMPACTS, where a minority prefers personalized help.
- Reservations noted: In the comments, a few faculty members expressed reservations, with some feeling that “we are not mental health counselors” and that professionals should handle serious student mental health issues. Others teaching at the graduate level felt the QEP (likely aimed at undergraduates) was not relevant to them. A couple of respondents said no additional support was needed for them. These comments suggest that while many faculty want to engage with student well-being, others are concerned about the boundaries of their role or the applicability of these initiatives to their context.

Insight: The high demand for ready-made resources and training indicates that faculty are willing to incorporate student well-being initiatives if provided with practical support. Many want to do the right thing for students, but need assurance they're doing it correctly and efficiently. At the same time, CTL might acknowledge faculty concerns by clarifying the extent to which instructors are expected to address mental health issues and when to refer students to professional help. Emphasizing that

resilience-building in class is about creating a supportive learning environment (not replacing counseling services) could help get buy-in from those who are hesitant.

Career-Ready Integration Challenges

Faculty are eager to help students develop career-ready skills, but face barriers:

- Top obstacles include limited time and low student engagement with career-focused activities.
- Access to industry partnerships and resources for embedding real-world applications was also cited.
- In contrast, many faculty felt confident in integrating the skills but struggled to assess them effectively.

Implication:

Faculty need a Career-Ready Skills Integration Toolkit featuring quick-win ideas, example assignments, and employer partnerships. CTL could also provide assessment rubrics for teamwork, communication, and problem-solving.

Integrating career preparation and “soft” skills (like teamwork and communication) into coursework is another area of inquiry. In terms of helping students develop career-ready skills, two obstacles stood out: lack of time in the curriculum and low student engagement in career-related activities (each cited by about 37% of respondents). Other factors, such as difficulty in securing guest speakers or the need for additional resources and training to embed career skills, were secondary.

Interestingly, relatively few faculty members felt unaware of industry expectations or unable to connect course material to real-world applications, suggesting that most understand what is needed but struggle to implement it. Key points on career-ready skills obstacles:

- Time limitations – ~37% find it hard to squeeze in career-readiness content or activities due to an already packed syllabus.
- Student engagement – ~37% report that students often lack interest in career-focused assignments or opportunities, reducing their effectiveness.
- Access to industry connections – ~18% cited insufficient access to employer partnerships or guest speakers, indicating a moderate need for help linking courses with external partners.

- Need for resources/training – ~14% would like more resources or training on embedding career skills into courses.
- Lesser factors: Only about 10% felt unsure of current industry expectations, and an even smaller group (~6%) had trouble linking course topics to “real-world” contexts – most can make those connections, but getting students on board is harder.

When it comes to integrating career-ready skills, the survey revealed a somewhat different pattern. A significant number of faculty indicated no major challenges here (many selected “none” or similar in the open comments). Among those who do face challenges, the primary issue is a lack of effective assessment strategies (about 28% of respondents). Designing suitable assignments and fitting it into the curriculum were concerns for only around 14–15%. Specific findings on integration:

- Assessment – The top challenge (nearly 3 in 10 respondents) is determining how to measure or evaluate students’ growth in skills such as teamwork and communication.
- Designing activities – ~14% struggle to find or create assignments that genuinely foster career-ready skills development.
- Curriculum integration – ~15% find it challenging to incorporate these skills into course content in a meaningful way.
- General confidence – Notably, a large portion indicated *no significant issues*: many commented that they already integrate career-ready skills or that it’s a regular part of their courses. A few remarked that labeling career-ready skills as “soft” skills is misleading, as they consider them essential and already emphasize them.
- Other notes – Some unique challenges mentioned include large class sizes or classroom layouts that hinder interactive activities, as well as student disengagement (when students are unmotivated, exercises may fail to engage them).

Insight: For career-ready skills, faculty could use support in embedding career content without sacrificing too much class time and in motivating students to engage in these activities. Many faculty members feel capable, but those who need help specifically want better ways to assess skills such as communication and teamwork. This suggests

that resources such as rubrics, sample activities, or assessment tools could be beneficial. One additional approach could be hiring industry experts to teach.

Student Success Gaps and Data Needs

Faculty were asked where they see gaps in promoting student success, as well as what would help them use student data to improve retention and success. The responses paint a picture of challenges with assessment and data use, rather than a lack of concern. Significant gaps have been identified, including difficulties in tracking and measuring student success, as well as uncertainty about which data points to focus on. Additionally, nearly 30% are not fully clear on the various student success initiatives at the institution or how those apply to their work. In terms of support, the faculty voiced a strong desire for early warning systems and guidance on using data effectively. Key findings:

- **Defining/Measuring Success:** ~38% of respondents struggle with creating or tracking measures of student success in their courses/programs. Similarly, about 31% are unsure about identifying the *right* indicators or data points that signal student success. This suggests a need for clearer frameworks or tools to evaluate student progress.
- **Understanding Initiatives:** ~28% feel they have gaps in understanding institutional student success initiatives (such as retention programs or the QEP) or how those initiatives relate to their teaching.
- **Early Alert Tools:** To address these challenges, the most-requested resource (41% of respondents) is early warning systems for at-risk students, such as utilizing GeorgiaVIEW/D2L gradebook analytics or setting alerts when a student is underperforming. Faculty see value in tech tools that flag struggling students, allowing them to intervene earlier.
- **Data Guidance:** About one-third (32%) want more guidance on using data to track student progress – this could include training on interpreting dashboards, making sense of performance trends, or identifying which metrics matter.
- **Intervention Strategies:** A quarter (25%) would like workshops on designing interventions based on data insights. This indicates that faculty don't just want data for its own sake – they want to know *how to act* on the data to help students succeed.

- Other needs: Only a small number (roughly 8–10%) wrote in other suggestions or said, “not applicable.” Some comments raised issues, such as large class sizes making individualized follow-up difficult, or uncertainty about which measures the administration values for student success.

Insight: These results underscore the need for support throughout the assessment cycle – from understanding what “student success” means in measurable terms, to tracking it with data, to responding with targeted interventions. Faculty are especially interested in practical tools (like early warning systems) and actionable data use strategies to improve student outcomes directly.

CTL Workshop Engagement

The survey also proved what factors influence faculty decisions to attend CTL offerings (workshops, seminars, etc.). The data here is obvious: time and topic relevance are the overwhelming drivers for attendance. Nearly everyone indicated that having the time available in their schedule and a topic that aligns with their teaching or professional development needs are essential. Other factors, such as format, networking opportunities, or location, play a role for some, but far fewer consider institutional mandates or colleague recommendations as primary reasons. In order of importance:

- Availability in schedule – This was the top factor, checked by about 80% of respondents. If a session fits into a faculty member’s busy schedule (or if they can spare the time), they are much more likely to attend. Time is a precious commodity, so scheduling and workload alignment are critical.
- Topic relevance – Close behind, ~76% attend only if the workshop topic is directly relevant to their teaching interests or learning goals. Faculty members clearly prioritize events that address their current needs or classroom challenges.
- Professional growth opportunity – ~41% indicated that the opportunity for general professional development and growth motivates them. This suggests that many faculty members value CTL sessions for building their teaching skills or enhancing their careers, aside from any immediate classroom application.
- Session format – ~39% care about the format of the session (for example, in-person vs. virtual). Convenience and format preference matter; some

individuals may prefer face-to-face networking, while others require the flexibility of online options.

- Networking – Approximately 23% of attendees attend CTL events to meet and network with other instructors. While not the top factor for most, nearly a quarter of respondents view community-building as a benefit of workshops.
- Location and Logistics – Approximately 14% consider the location of the session (on-campus venue, etc.) as a deciding factor, which may relate to convenience or travel time. Similarly, a handful mentioned the materials and resources provided (11%) as a minor incentive.
- External or minor factors: Only ~10% cited *institutional requirement or encouragement* as a factor, indicating that extrinsic pressure or mandates are rare or not very motivating in this context. Likewise, personal recommendations from colleagues (13%) and “other” reasons (4%, e.g., a specific speaker’s expertise) were less influential overall.

Insight: To boost attendance at CTL programs, CTL might consider offering multiple formats (in-person and online) and highlighting the professional growth and networking benefits, which can also help draw participants. Notably, making workshops “mandatory” or relying solely on top-down encouragement appears ineffective – faculty attend by choice when they see the value.

Challenges in Assessing Teaching Effectiveness

Assessing one’s own teaching effectiveness is a nuanced challenge, and respondents highlighted several pain points. The most common issue (mentioned by ~37% of faculty) is a lack of effective measures for teaching performance. In other words, instructors aren’t confident that existing metrics fully capture their teaching quality. Additionally, using student learning outcomes as a gauge for teaching is tricky for many (~28%), and about 18% are unsure how best to reflect on or self-evaluate their teaching practices. Feedback from student evaluations also surfaced: while only ~14% selected difficulty interpreting Student Rating of Instruction (SRIS) feedback as a provided option, numerous “other” comments revealed frustration with low student response rates and biases in course evaluations. Key points include:

- Limited measures: 36% feel they lack effective ways to measure how well they are teaching. They may rely on student feedback or grades, but aren't convinced those tell the full story of their teaching effectiveness.
- Linking to student outcomes: 28% find it challenging to use student performance data (like exam scores or retention) to judge their teaching impact. This suggests a need for better methods to correlate teaching strategies with student success.
- Self-reflection uncertainty: 18% are not sure how to systematically reflect on and improve their teaching practices. They may want guidance on reflective teaching techniques or peer review processes.
- Interpreting evaluations: 14% struggle with interpreting student evaluations (SRIS) – for instance, making sense of mixed feedback or knowing how to act on it.
- Evaluation participation and biases (from comments): Many respondents wrote that low student participation in course evaluations is a serious issue (often, less than half the class responds, making the data less reliable). Others noted that students may base their ratings on their own grades or personal factors, which can skew the results. Some pointed out that certain biases in student evaluations (gender, ethnicity, etc.) make them unfair measures of teaching effectiveness. Essentially, faculty are concerned that the standard evaluation system doesn't give an accurate or complete picture of their teaching quality.

Insight: These findings suggest that faculty members would welcome more robust and fair ways to assess their teaching. The dominance of “lack of effective measures” and comments about student evaluations imply an interest in alternative evaluation methods, such as peer observations, teaching portfolios, or mid-term feedback, as well as strategies to improve the quality and quantity of student feedback. There is also an opportunity for CTL to support faculty in using reflective practices and data-driven techniques to evaluate and refine their teaching, rather than relying solely on end-of-semester student surveys.

Key Factors Influencing Student Learning (Open-Ended Responses)

In a final open-ended question, faculty identified what they consider the single most important factor influencing student learning in their classroom, and why. The

answers were rich and varied, but some common themes emerged across many responses:

- **Student Engagement and Motivation:** The level of student engagement or motivation was by far the most frequently mentioned theme. Faculty believe that if students genuinely care about the material and are actively engaged, learning will follow. Many respondents wrote that sparking students' interest and showing relevance to their lives/future is crucial. One noted, *"Students learn better when they find the topic interesting and believe it relates to their life and future plans."* Conversely, disengaged or unmotivated students were seen as the most significant barrier – if a student isn't willing to put in effort, even the best teaching may not land.
- **Instructor's Approach and Enthusiasm:** Several faculty members emphasized the instructor's role in shaping the learning experience. They pointed to the instructor's ability to engage the class, enthusiasm for the subject, and teaching skills as key factors in their assessment. As one response put it, *"The most important thing is the individual instructor's ability to engage the classroom."* If the teacher is passionate, clear, and caring, students are more likely to learn.
- **Classroom Environment and Trust:** Many respondents emphasized the importance of a safe and supportive classroom environment. Faculty members mentioned that students learn best when they feel comfortable participating without fear of judgment or failure. Building trust – between students and instructor, and among peers – was cited as fundamental. *"A safe learning environment fosters trust... students need to trust that they exist in a safe space to communicate and develop their ideas,"* explained one respondent. This suggests that classroom culture and rapport are considered crucial to student learning.
- **Student Well-being and Life Factors:** Building on earlier questions, some faculty members believe that students' social and emotional well-being has a significant influence on their academic performance. If students are struggling with mental health, stress, or outside responsibilities, they may not be able to focus on learning. One faculty member wrote that students' *social/emotional health* is the most critical factor – *"otherwise they are unable to focus on academic success."* This highlights the interplay between well-being and learning outcomes, underscoring the importance of initiatives that promote well-being.

- **Student Preparation and Attitude:** A few responses pointed to students' own preparedness and attitudes toward learning. Terms like responsibility, work ethic, and attitude came up. For instance, one faculty member lamented that *“students who only care about what’s on the test will not get the full benefit of learning,”* implying that a student's approach (surface learning vs. deep curiosity) makes a big difference. Another bluntly stated that some students' entitlement or lack of effort is a major hindrance, indicating that personal student factors can outweigh teaching efforts.
- **High Expectations and Academic Challenge:** Some faculty believe that maintaining high academic standards influences learning. One interesting comment was about there being “no fear of failure” – the respondent suggested that when students know almost everyone passes easily, they don't study or push themselves. The argument is that setting rigorous expectations (and not inflating grades) motivates students to learn more. This perspective highlights academic challenge as a driving factor, ensuring students put in the necessary effort.
- **Relevance and Real-World Connection:** In line with engagement, several faculty members noted that students learn best when they see the relevance or real-world application of the material. If students find the content meaningful for their lives or future careers, they are more likely to be invested in learning it. Faculty strive to make material relatable for this reason, seeing it as key to unlocking student interest.

Overall, these open-ended insights underscore that learning is multi-faceted – it's not just about curriculum, but also about human factors. Student motivation, the student-instructor relationship, classroom climate, and student well-being all intertwine to impact learning. Many faculty essentially said, in their own ways, that *learning won't happen unless students are engaged and feel supported*, regardless of other factors. This affirms the importance of the areas the survey covered (engagement strategies, well-being support, etc.) and provides a human context for the statistical results.

Program Recommendations

Based on the survey findings, the following are recommended actions and programmatic offerings for the Center for Teaching and Learning (CTL) to consider:

- **Integrate Well-Being Strategies with Academic Content:** Develop workshops or resources to help faculty support student well-being within time constraints. For example, short in-class activities or conversation protocols that address emotional health in 5 minutes of class time could be introduced. Emphasize strategies for recognizing signs of student distress and approaching sensitive conversations. Partnering Counseling Services to co-host sessions can give faculty confidence in setting boundaries while still showing care, addressing top challenges in supporting student well-being. Creating a “5-Minute Strategies to Boost Student Well-Being” series that provides interactive sessions where faculty practice quick classroom check-ins, mindfulness moments, and resilience-building tasks, and includes resource packets and examples for low-lift integration.
- **Career-Ready Skills Toolkit:** Develop a toolkit or training series to embed career readiness into coursework efficiently. This could include sample modules or assignments that tie course content to real-world skills without requiring extensive class time. Additionally, consider offering a session on motivating students to engage with career-related activities – perhaps by sharing success stories or techniques (e.g., bringing in alums as virtual guest speakers if in-person speakers are difficult to schedule).
- **Assessment Methods:** Offer targeted support in assessing essential skills, including teamwork, communication, and problem-solving. For instance, CTL could introduce faculty to rubrics for evaluating group work, peer/self-assessment tools, or digital badges. A workshop could be dedicated to designing assignments that cultivate skills and methods to measure student progress in those areas. Since many faculty members are already integrating these skills, consider a showcase or panel where faculty share their approaches, especially those who indicated “no problem,” to help those seeking ideas.
- **Student Success Data & Early Alerts Training:** In collaboration with the Office of Student Success or Institutional Research, CTL might offer training on using early warning systems and data dashboards (e.g., GeorgiaVIEW/D2L analytics). Hands-on sessions can guide instructors in setting up gradebook alerts, interpreting data on student engagement (such as attendance and logins), and identifying at-risk students early in the term. Follow this with guidance on interventions – what to do when a student is flagged (such as outreach

strategies, study skill resources to share, or referral protocols). Additionally, consider creating a quick-reference guide on “Key Student Success Metrics” to demystify which data points faculty can monitor and how they tie into broader initiatives.

- **Clarify and Communicate Initiatives:** Many faculty were uncertain about Core IMPACTS and aspects of the QEP. CTL might ensure that clear and concise explanations of these initiatives are readily available. This could be accomplished through a one-page infographic that showcases the Core IMPACTS competencies and the Bobcats' FIRST QEP goals. Importantly, frame why these matter to instructors (e.g., how integrating them can enhance student learning in their classes). By improving awareness, subsequent support offerings (workshops, resources) will have greater uptake. CTL might develop a 3-part faculty workshop series: What is Core IMPACTS? Does it apply to me? How can I integrate it? Using an instructor-led model would provide practical examples and mapping exercises to show how CORE connects to various disciplines.
- **Teaching Effectiveness Beyond Student Evaluations:** In response to concerns about assessing teaching, CTL might launch a program on holistic teaching evaluation. This can include training on compiling teaching portfolios, implementing mid-semester feedback surveys, and arranging peer observations or teaching circles. Helping faculty gather and reflect on multiple sources of evidence (not just end-of-term student ratings) will empower them to assess and improve their teaching in more meaningful ways. Additionally, provide tips to improve student evaluation response rates (such as dedicating class time for evaluations or communicating their importance to students) and workshops on interpreting evaluation results constructively. Additionally, offer a session or toolkit on building a teaching portfolio, gathering and utilizing mid-semester feedback, analyzing and improving student evaluation response rates, and using peer review to supplement student ratings.
- **Flexible and Relevant CTL Programming:** Continue to schedule CTL events with faculty availability in mind, possibly repeating popular sessions at different times, as time is the primary factor affecting attendance. Moreover, use the survey's topic interest insights to plan workshop themes that directly address the expressed needs (the high response rates in areas like student engagement,

well-being, and assessment suggest these might be focal topics). Marketing for CTL events can highlight the “By Faculty, For Faculty” aspects by featuring faculty presenters or testimonies – to use peer influence (colleague recommendations were modest factors, but personal invitations or endorsements can still nudge attendance). Although institutional requirement isn’t a significant driver, securing administrative support to encourage (not mandate) participation in key development areas could still gently boost engagement. Also, planning a 30-minute session, “Using GeorgiaVIEW/D2L Data for Early Alerts for At-risk Students,” which involves utilizing intelligent agents.

The CTL Spring ’25 Needs Assessment highlights a faculty body that is motivated, thoughtful, and willing to innovate, provided it receives the proper support.

Instructors want:

- Clarity and relevance in initiatives
- Ready-made, low-effort tools
- Confidence in their teaching effectiveness
- Opportunities to learn from and with their colleagues

By targeting programming to address these needs, CTL can enhance faculty engagement and directly support institutional goals for student success.

By implementing these recommendations, CTL can directly address the needs and trends surfaced in the survey. The goal is to empower faculty with practical solutions for the challenges they identified (from student engagement to data usage), thereby ultimately improving student learning and success. The strong response rates and clear preferences in the survey provide a roadmap for CTL programming that is data-informed and faculty-centered. By following this roadmap, CTL will not only increase the relevance and impact of its offerings but also demonstrate to the faculty that their feedback is driving positive change.