



ASSESSMENT PLAN ANALYSIS

2024-2025

The Center for Teaching and Learning

Abstract

The Center for Teaching and Learning (CTL) at Georgia College & State University (GCSU) implements and maintains an annual internal assessment plan, informed by feedback from CTL staff, to evaluate the impact of CTL services. Guided by the theme “We foster empowerment,” the plan focuses on ensuring CTL services continue to empower others by building and fostering connections through acknowledgment and responsiveness and by providing meaningful resources. This report presents an analysis of both quantitative and qualitative data collected each year through the assessment plan to evaluate the effectiveness of CTL’s teaching and learning support services and offers recommendations to inform ongoing improvement.

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Reporting Period: July 1, 2024, to June 30, 2025

Executive Summary

The *CTL Assessment Plan Analysis 2024–2025* evaluates the effectiveness and impact of programs, services, and resources provided from July 1, 2024, to June 30, 2025. The analysis includes both quantitative and qualitative data collected from multiple assessment areas to determine how CTL continues to advance its mission to *foster empowerment* through connection, responsiveness, and resource sharing.

Key Findings & Recommendations

This year’s analysis demonstrates that CTL remains a cornerstone for empowering faculty through consultation, collaboration, and continued learning. Consultations saw increased engagement and sustained near-perfect satisfaction ratings (4.99/5), indicating high confidence in CTL’s responsiveness and expertise. Faculty noted the center’s effectiveness in supporting course organization, technology integration, and instructional design, which reflects alignment with university priorities to enhance teaching quality and innovation.

In several areas, CTL’s assessment revealed both achievements and opportunities for refinement. While participation in midterm course feedback remained limited, past participants reported meaningful gains in self-reflection. GeorgiaVIEW/D2L continued to represent many technical support requests, reaffirming the importance of sustained training in this area. Progress was also made toward developing a tiered classification system for active learning classrooms, a key step toward ensuring that faculty who use active learning strategies are placed in environments that support their instructional methods.

Communications and marketing efforts evolved significantly during this cycle. The CTL newsletter was successfully rebranded as *Elevate to Celebrate* to highlight faculty achievements and promote teaching excellence. Five (5) editions were published, featuring nine (9) faculty success stories and reaching a growing readership. At the same time, social media engagement expanded across all platforms, with LinkedIn followers increasing by 403%, Instagram by 13%, and Facebook by 6.5% evidence of CTL’s growing visibility both within and beyond the university community. These outcomes reflect a stronger, more strategic approach to storytelling and outreach, fostering a deeper sense of institutional connection.

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The Center’s professional development programming maintained its positive trajectory, with workshops, courses, and certificated programs continuing to receive strong evaluations for relevance and quality. The newly launched *Communicating Student Success Outcomes @ GCSU* micro-course, built on one-hour, self-paced modules with digital badges, introduced a more flexible model that contrasts with previous, longer, non-badged offerings. Early participation trends and faculty feedback suggest this concise, goal-oriented structure increases motivation and completion rates. Depending on the program's continued growth and completions, CTL may introduce an assessment in the future to examine how participants integrate these tools into their teaching practice.

Grant activity remained steady, with sixteen (16) total Academic Affairs Small Grants awarded, supporting 158 students, including 133 undergraduates and 25 graduates, and 31% of these projects led to subsequent state or national grants. Meanwhile, Community-Based Engaged Learning Grants engaged two (2) faculty members and thirteen (13) students. Faculty and student participation in the HIPs Summer Institute continued, marking the program’s sixth year and bringing the cumulative total to ninety-two (92) faculty completers since inception. Structural enhancements, such as including student participation in the opening plenary and collaborative projects, strengthened the program’s transformative potential. Faculty also recommended streamlined administrative support and increased funding to address inflation and professional development costs. In response, CTL proposes raising the professional development stipend from \$500 to \$750 to better align with national averages for faculty professional development.

While some in-house grants, including the Faculty Learning Community and SoTL Grants, continued to see no engagement, this trend could reflect a shift in faculty interests and institutional priorities. In response, CTL should explore new grant models such as Well-Being and Sustainability in Teaching Initiatives and Digital and AI-Enhanced Teaching Innovation Grants, which more closely align with emerging trends in teaching and learning.

The Center’s ongoing support for new faculty remained strong. The New Faculty Community of Practice exceeded its participation goal, with over 16% of active new faculty engaged in sessions that fostered mentorship and continued growth beyond

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orientation. Faculty who participated often attended multiple sessions, signaling interest in ongoing community building and development during their first year.

Additional progress was evident in programs like Quality Matters (QM), which continued to earn exceptional participant feedback, highlighting the facilitator’s engagement, clarity, and expertise. The Thank-a-Teacher @ GCSU program received 1,163 total acknowledgments since its inception, reflecting sustained student appreciation for teaching excellence. Meanwhile, Special Collections utilization modestly increased from nine (9) to sixteen (16) checkouts, suggesting incremental interest but also reinforcing the need for continued promotion and alignment with evolving teaching trends.

Through strategic refinements to programs, enhanced communication channels, and the integration of high-impact, faculty-centered learning experiences, CTL continues to play a vital role in advancing the university's goals for teaching and learning excellence.

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Services for Evaluation

We categorized our services into two categories: Inputs and Outputs. CTL inputs are faculty consultations, structured feedback processes, and responsive technical support services that draw upon CTL staff expertise, instructional design knowledge, and institutional resources to support effective teaching practices. CTL outputs include high-impact programs, active-learning instructional spaces, professional learning opportunities, strategic communication channels, and curated teaching resources designed to enhance faculty success and student learning.

Following our data review, we updated the list of CTL services to remove offerings no longer available and to align with current operational priorities. The table below provides an overview of CTL services.

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CTL Inputs & Outputs

Table 1 – CTL Services

| CTL Services | |
|--------------|--|
| Inputs | <ul style="list-style-type: none">-Consultations-Midterm Course Feedback-Technical Support Tickets |
| Outputs | <ul style="list-style-type: none">-Active Learning Classrooms-Communications & Marketing<ul style="list-style-type: none">• CTL Newsletter, <i>Elevate to Celebrate</i>• CTL Website• FrontPage• Notes from the CTL• Social Media (Facebook, Instagram, and LinkedIn)-Faculty Success<ul style="list-style-type: none">• Academic Affairs Small Grants Program• Community-based Engaged Learning Grants• Faculty Learning Community Grants• Scholarship for Teaching and Learning (SoTL) Grants-Programming<ul style="list-style-type: none">• CTL Faculty Resources Course• CTL Sponsored Informational, Panel Sessions & Workshops• Communicating Student Success Outcomes @ GCSU• Digital Bootcamp• High-Impact Practices (HIPs) Summer Institute• Instructor Peer Coaching (IPC)• New Faculty Community of Practice• New Faculty Orientation (NFO)• Quality Matters (QM)• Thank-a-Teacher @ GCSU-Special Collections – Faculty Books |

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Assessment Plan Matrix

After reviewing the range of services provided, reflecting on the guiding question “*What are we doing?*”, and evaluating our established goals, we developed a structured plan to monitor the impact of our efforts. This plan is presented in the Assessment Plan Matrix, which builds upon the initial framework established during the first year of implementation and incorporates updates informed by current priorities, outcomes, and institutional needs. Focus areas are based on prioritized challenges, which in turn inform the development of key actions. The implementation plan includes progress-monitoring factors (i.e., checkpoints) to guide them on how the results will be applied. The implementation details who will be responsible for the different elements of the plan and the required materials and resources.

After evaluating the services, we assessed the overall effectiveness of the plan's different aspects. For example, effectiveness measures were based on assessment methods, platforms, user experience, and needed changes to our assessment process or services. We continue to update the matrix as our office services evolve to ensure alignment with current initiatives and institutional priorities.

Table 2 – Assessment Plan Matrix

| Service | Area(s) of Focus | Key Actions | Implementation Plan | Implementation |
|-------------------------|---|------------------------------------|---|---|
| Consultations | Consultation Type – What are we being contacted about most? | Track consultation types | Track consultation types to determine if trends exist | Who’s Responsible: All who conduct consultations, CTL Staff & Systems Analysis, Alison Shepherd Assessment Platform: <i>Smartsheet</i> |
| Midterm Course Feedback | Participation & Faculty Goals – Why has participation declined in the midterm feedback process? Are the midterm course feedback processes | Track participant feedback results | Contact both the observer and the requester to assess their overall experience to determine what changes are needed | Who’s Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: <i>MS Planner</i> |

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| Service | Area(s) of Focus | Key Actions | Implementation Plan | Implementation |
|-----------------------------------|--|--|--|--|
| | helping faculty reach their goals? | | | |
| Technical Support Tickets | Volume, Types of Requests – What issues are recurring? | Monitor the ticketing system to determine if there are trends in technical support requests to resolve any technical global problems & user experience | Generate reports to decide which training may be necessary based on identified user errors and what system/issues we need to explore based on the recurrence | Who's Responsible: CTL Director, Jim Berger, or Systems Analyst, Alison Shepherd Assessment Platform: <i>CTL Ticketing System</i> |
| Active Learning Classrooms | Active learning programming – Are faculty engaging in active learning programming? | Monitor completers for active learning programming | Ensure that active learning remains a visible and relevant instructional initiative at GCSU by monitoring program completions over time | Who's Responsible: CTL Director, Jim Berger Assessment Platform: <i>Smartsheet</i> |
| CTL Newsletter | Faculty Success – Are we promoting faculty successes through the newsletter? | Monitor the number of faculty success stories shared through the newsletter | Continue proactive outreach to faculty for stories that highlight teaching and scholarly activities | Who's Responsible: CTL's Administrative Assistant, Katie Smith & Instructional Designer, Jaclyn Queen Assessment Platform: <i>Newsletter publications</i> |
| CTL Website | Content – Is the content valuable? | Monitor page views to determine visitor content interactions | Compare page views over time | Who's Responsible: CTL Director, Jim Berger Assessment Platform: <i>Google Analytics</i> |
| FrontPage | Announcement Post & Views – How much and what types of information are we sharing through FrontPage? How many views does each post generate? | Monitor the user/department posting report | Track the announcement titles and the number of views | Who's Responsible: Department Admin, Katie Smith Assessment Platform: <i>FrontPage analytics</i> |

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| Service | Area(s) of Focus | Key Actions | Implementation Plan | Implementation |
|--|---|--|---|--|
| Notes from the CTL | Are faculty opening and engaging with the <i>Notes from the CTL</i> ? | Monitor reports to track reader interactions | Track open rates, read time, and interaction trends | Who's Responsible: CTL Director, Jim Berger Assessment Platform: <i>MS Outlook Viva Insights</i> |
| Social Media – Facebook, Instagram & LinkedIn | Following – Are we reaching our target audience through Facebook, Instagram & LinkedIn? | Monitor reports tracking followers | Compare the total followers over time | Who's Responsible: CTL's Administrative Assistant, Katie Smith & Instructional Designer, Jaclyn Queen Assessment Platform: <i>Facebook, Instagram & LinkedIn analytics</i> |
| Academic Affairs Small Grants Program | Student Engagement & Grant Continuation – Are students participating in the grant process | Monitor students' participation in grants and the number of grants that lead to other grants | Monitor reports to determine the overall percentage of students participating in grants, the number of students participating, and the percentage of grants that lead to other grants | Who's Responsible: Director, Jim Berger Assessment Platform: <i>MS Excel</i> |
| Community-based Engaged Learning Grant | Faculty & student participation in community projects – Do faculty and students impact the community? | Monitor the number of faculty and student participation in grants each year | Review and report the number of faculty and student participants in the grant | Who's Responsible: Director, Jim Berger Assessment Platform: <i>MS Excel</i> |
| Faculty Learning Community Grants | Faculty Engagement – Who's applying for grants and participating in the learning communities? | Track faculty demographics for applicants (i.e., rank and department) and keep attendance records for members attending learning communities | Each applicant will submit with their application their rank and department, and learning community leaders will track annual attendance records for each meeting | Who's Responsible: Director, Jim Berger, & Faculty Learning Community leaders Assessment Platform: Qualtrics for the application & Excel or GeorgiaVIEW for maintaining the attendance record |

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| Service | Area(s) of Focus | Key Actions | Implementation Plan | Implementation |
|--|---|--|---|--|
| Scholarship of Teaching and Learning (SoTL) Grants | Student Engagement & Grant Continuation – Are students participating in the grant process? | Monitor students' participation in grants | Monitor reports to determine the overall percentage of students participating in grants | Who's Responsible: Director, Jim Berger Assessment Platform: <i>Qualtrics</i> |
| CTL Faculty Resources Course | Faculty Engagement – What percentage of registrants are accessing the course, and what topics are faculty interested in? | Monitor the GeorgiaVIEW/D2L course reports to determine engagement by tracking the percent of faculty logging into the course, the percent of overall topics accessed, and the top three (3) to five (5) topics most and least visited | Track faculty engagement percentages and review the most and least reviewed topics | Who's Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: <i>GeorgiaVIEW/D2L reports</i> |
| CTL Sponsored Information, Panel Sessions & Workshops | Participant Attendance & Satisfaction – How many people attend sessions, and did the session meet participant expectations? | Monitor and report attendance records for each session, and review survey responses on satisfaction | After each session, we will capture attendance data in Smartsheet. Also, we will track participant satisfaction | Who's Responsible: Administrative Assistant, Katie Smith Assessment Platform: <i>Qualtrics & Smartsheet</i> |
| Communicating Student Success Outcomes @ GCSU | Faculty Enrollment & Completion – Are faculty engaging with and completing the self-paced course? | Monitor and report enrollments and completions | During the reporting period, monitor enrollments & completions to determine if self-paced models work for our faculty | Who's Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: <i>GeorgiaVIEW/D2L</i> |
| Digital Bootcamp | Online Course Quality & Faculty Satisfaction – Can faculty develop high-quality online | Review participant sandbox courses to ensure all online learning components are included correctly | Monitor faculty sandbox courses to verify integration of session content | Who's Responsible: Instructional Designer Specialist, Simeco Vinson & Instructional Designer, Jaclyn Queen |

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| Service | Area(s) of Focus | Key Actions | Implementation Plan | Implementation |
|--|---|---|---|---|
| | courses through our training? | | | Assessment Platform: GeorgiaView/D2L |
| High-Impact Practices (HIPs) Summer Institute | Faculty Participation & Implementation – How many faculty are completing the institute? | We will review participation reports every five (5) years to determine if the desired number of faculty are completing the institute. | Faculty completion numbers will be reviewed in 2025 & 2030 to assess whether the institute reached 50% of the faculty | Who’s Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: GeorgiaView/D2L |
| Instructor Peer Coaching (IPC) | Faculty Completion – How many instructor pairs are completing the process? | We will review the number of instructor pairs who engage and complete the process. | Each year, we will track and compare faculty participation from initiation through completion. | Who’s Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: GeorgiaView/D2L |
| New Faculty Community of Practice | Faculty Engagement & Program Effectiveness – What percentage of NFO active participants attend and receive support through NFA? | Monitor attendance reports for each session | After each academy, the CTL will monitor participation to determine if 15% of active new faculty attend. | Who’s Responsible: Instructional Designer, Jaclyn Queen Assessment Platform: Participation Records |
| New Faculty Orientation (NFO) | Faculty Preparedness – Does NFO prepare faculty for the first week of class? | Survey faculty | CTL will review survey results to make any substantive changes to NFO, as needed. | Who’s Responsible: Director, Jim Berger (CTL Team) Assessment Platform: Qualtrics surveys |
| Quality Matters (QM) | Workshops: APPQMR, DYOC & IYOC – Are the workshop offerings | Monitor workshop survey to determine program effectiveness | After each workshop, we will review participant survey feedback | Who’s Responsible: Instructional Designer Specialist, Simeco Vinson |

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| Service | Area(s) of Focus | Key Actions | Implementation Plan | Implementation |
|-------------------------------|---|--|---|--|
| | meeting faculty expectations? | | | Assessment Platform: <i>Quality Matters</i> participant surveys |
| Thank-a-Teacher @ GCSU | Student Feedback – Are students continuing to acknowledge valued faculty teaching behaviors @ GCSU? | Monitor the number of unique student contributions to the initiative | We will compare how many students provide teacher acknowledgments | Who's Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: <i>Qualtrics</i> analytics |
| Special Collections | Faculty Use – Are faculty checking out books from CTL's Special Collection? | Monitor the number of books checked out each year | Review the special collection data | Who's Responsible: Instructional Designer Specialist, Simeco Vinson Assessment Platform: <i>Excel</i> analytics |

Data Findings, Insights & Results

We reviewed each area on the matrix and reached the following conclusions about the data, carefully examining both quantitative and qualitative data points. This review assessed specific engagement, performance, and effectiveness metrics across various initiatives. Our goal was to identify trends, strengths, and potential areas for improvement.

Consultations

The table below summarizes consultation topics, highlighting the most frequently addressed tickets to identify trends. We established a threshold of ten (10) occurrences as the minimum for a topic to be considered trending.

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Table 3 – Consultation Topics & Contact Numbers

| Consultation Topic | Number of Contacts |
|---|--------------------|
| <i>Class Organization & Structure</i> | 52 |
| <i>Other</i> | 51 |
| <i>GeorgiaVIEW/D2L</i> | 34 |
| <i>Technology Tools</i> | 13 |

This year's consultation topics closely mirrored last year's patterns, with Class Organization & Structure, GeorgiaVIEW/D2L, and Technology Tools remaining the most frequently supported areas. The high number of requests for assistance with course organization (52) and GeorgiaVIEW/D2L (34) indicates a sustained need for guidance in course design and navigation. In contrast, “Other” topics (51) often involve specialized or unique instructional needs, highlighting the broad scope of support that faculty seek from CTL. These trends suggest that faculty consistently rely on CTL for foundational course design, technology integration, and responsive problem-solving throughout the academic year.

Midterm Course Feedback

Building on last year's findings, our goal for this assessment cycle was to continue evaluating participants' experiences with the course feedback processes to determine whether the benefits identified in prior years—such as self-reflection, improved engagement strategies, and strengthened communication with students—remain consistent over time.

However, despite multiple attempts, we were unable to obtain follow-up feedback from participants in this cycle. Without their input, we cannot assess the ongoing impact of the process based on the measures we outlined.

If the lack of follow-up response continues, we will need to reconsider our approach to post-participation assessment. Potential adjustments may include integrating an immediate reflection component at the end of the feedback process or embedding short surveys in post-session communications (i.e., letters).

Our ongoing goal is to ensure that the course processes continue to provide meaningful, actionable insights while capturing data that informs the program's refinement and sustainability.

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Technical Support Tickets

Among the technical support categories, GeorgiaVIEW/D2L continued to generate the most support tickets, followed by third-party tool issues. This distribution is consistent with patterns observed in previous years, indicating that most faculty assistance requests fall within navigation questions, access challenges, and integrations with external instructional tools. Although the total number of tickets increased during this reporting period, the type and frequency of issues remained largely stable, suggesting recurring areas where additional support and training may be beneficial.

As part of our assessment plan, CTL monitors these reports to identify user errors that may indicate gaps in faculty knowledge, as well as recurring system issues that may require escalation or closer coordination with LMS administrators. The consistency of this year’s data affirms that our faculty still need ongoing guidance on several core GeorgiaVIEW/D2L functions.

To proactively address these needs, CTL maintains a dedicated Brightspace (GeorgiaVIEW/D2L) training course designed to strengthen instructors’ proficiency and reduce preventable user errors. Insights from the annual ticket analysis inform updates to this course and help determine which topics to highlight in future workshops, how-to guides, and targeted communications.

Moving forward, CTL will continue to monitor technical support trends to determine when new training modules are needed and to ensure recurring user issues are addressed.

Table 4 – Tickets by System

| <i>Tickets by System</i> | 2024 | 2025 |
|---------------------------------|-------------|--------------|
| <i>GeorgiaVIEW/D2L</i> | 854 | 1,120 |
| <i>3rd Party</i> | 82 | 134 |
| <i>Other-Not Listed</i> | 1 | 10 |
| <i>Office365</i> | 5 | 8 |
| <i>SRIS</i> | 2 | 5 |
| <i>Videoconferencing</i> | 1 | 1 |
| <i>Total</i> | 945 | 1,278 |

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Active Learning Classrooms

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. The course had eight (8) completers in the Fall 2023 semester and six (6) completers in the Spring 2024 semester.

During this reporting period, we have a total of thirty-one (31) Active Learning 101 completers and four (4) Active Learning 102 completers.

Communications & Marketing

CTL Newsletter

The CTL newsletter was rebranded as *Elevate to Celebrate* beginning in February 2025 to intentionally showcase faculty successes and achievements. This change was informed by our assessment findings, which indicated that newsletter engagement was highest when faculty success stories were featured. During this reporting period, five (5) editions were published, highlighting nine (9) faculty success stories.

As part of our ongoing evaluation, we revised our metric for tracking readership and engagement after identifying limitations in the accuracy of Smore analytics. While our initial goal was to monitor faculty interaction rates, this adjustment ensures that future measurement strategies will be grounded in reliable data sources.

We solicit faculty success stories that align with the university’s current initiatives and strategic priorities, highlighting how faculty contribute to student engagement, teaching innovation, research excellence, and community impact. This intentional alignment helps the *Elevate to Celebrate* newsletter as both a recognition platform and a communication tool that reinforces the university’s mission.

After observing one complete cycle of the rebranded format, we plan to explore whether establishing a specific annual target for faculty success features would further enhance visibility and participation. At present, we are mindful that setting a numerical goal may not be feasible without understanding the volume of available stories or the faculty's willingness to participate each cycle. Continued monitoring will help determine whether a measurable target is appropriate in future reporting periods.

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CTL Website

The Center for Teaching and Learning (CTL) continues to monitor faculty engagement through its website analytics to identify high-impact content areas and guide ongoing improvements. This year’s data shows that CTL web resources remain a crucial access point for instructional support, recognition programs, and professional development opportunities.

Across all CTL pages, engagement patterns indicate consistent site use throughout the year, with notable spikes around significant academic periods (i.e., semester starts, SRIS reporting windows, and award deadlines). Page views and active user metrics suggest that faculty increasingly use the CTL website as a practical hub for immediate, task-oriented resources rather than extended browsing.

The table below compares top-performing pages.

Table 5 – Comparison of Top-Performing Pages

| Top-Performing Pages | | |
|---------------------------------------|-------|-------|
| Page Name | 2024 | 2025 |
| Learning Technologies Resources | 4,586 | 6,788 |
| Student Rating of Instruction (SRIS) | 1,719 | 463 |
| Faculty Teaching & Service Awards | 1,580 | 503 |
| Thank-a-Teacher @ GCSU | * | 1,162 |
| Academic Affairs Small Grants Program | 55 | 593 |

Note: In this table, the asterisk (*) denotes that the page did not exist.

Moderate but growing activity was also noted on pages related to Professional Development Opportunities, New Faculty, and Instructor Peer Coaching (IPC), signaling increased awareness of CTL’s faculty learning opportunities and mentoring initiatives.

This year’s analytics confirm that CTL resources tied to technology, recognition, and research funding remain the most utilized. While average engagement times stay under two minutes, this suggests users are efficiently locating key information rather than disengaging early.

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Front Page

During this reporting period, the Center for Teaching and Learning (CTL) continued tracking the titles and views of departmental posts on FrontPage to answer the guiding questions: “*How much and what types of information are we sharing?*” and “*How many views does each post generate?*”

A total of 55 posts were made between July 1, 2024, and June 30, 2025. Collectively, these posts reflect a mix of communications on faculty development, grants, technology updates, recognition, and institutional initiatives. Thematic analysis revealed that recognition and community-building posts received the highest engagement, with the most-viewed items including *Join GCSU’s Artificial Intelligence Community of Practice* (188 views), *Congratulations to the 2024–2025 Instructor Peer Coaching Cohort* (126 views), and *Fulbright Scholar Program* (123 views). Similarly, *Thank-a-Teacher* announcements and *High-Impact Practices Summer Institute* calls consistently attracted strong engagement.

Content focused on GeorgiaVIEW/D2L updates and instructional technology also performed well, with posts like *Old GeorgiaVIEW/D2L Courses to Be Deleted This Summer* (114 views) and *Having a Problem in GeorgiaVIEW? Remember the 10-Minute Rule* (71 views) to demonstrate the importance of timely, operational messaging. In contrast, general workshop announcements and routine reminders—such as *Peer Feedback on Teaching*—garnered lower engagement, suggesting that faculty are more responsive to time-sensitive, celebratory, or directly tied to professional advancement content.

Overall, the number of posts is consistent with last year’s trends. Thematically, the data indicate that faculty are most likely to engage with *FrontPage* content that (1) celebrates colleagues and students, (2) shares funding or recognition opportunities, and (3) offers concise, relevant updates on instructional technology and teaching innovation.

Moving forward, CTL will continue to monitor engagement patterns and post regularly to maintain visibility of services, ensuring the campus community remains aware of available programs, opportunities, and resources.

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Also, because the current data collection process is manual and takes approximately one hour of administrative time to compile, CTL plans to reach out to FrontPage administrators to explore more efficient, automated methods for extracting this data in future cycles.

Notes from the CTL

While we initially attempted to track access, registration, and overall impact of *Notes from the CTL* through Smore analytics—specifically by monitoring link clicks, button interactions, and readership data—we found that Smore’s analytics do not provide sufficiently accurate or detailed information to support our assessment plan. Moving forward, we will explore alternative methods to evaluate engagement. We plan to examine Microsoft Outlook’s Viva Insights features, which can provide aggregate-level engagement analytics, such as open rates, read times, and interaction trends, and may yield the results we are looking for.

Transitioning to these Microsoft-based tools will not only enhance our ability to capture meaningful engagement data but also eliminate the need for an additional paid program, thereby streamlining processes and making more efficient use of existing institutional resources.

Social Media

During the last reporting period, we launched a LinkedIn page, allowing us to begin comparing engagement and follower growth across all our social media platforms. Before this addition, CTL already maintained active Facebook and Instagram accounts, which have served as important channels for promoting programs, celebrating faculty accomplishments, and sharing teaching and learning resources.

Having a consistent presence across these platforms allows the Center for Teaching and Learning to broaden its reach, engage diverse audiences, and strengthen its visibility within and beyond the university community. With these platforms now well established, we are positioned to begin tracking follower trends over time.

The table below presents the number of followers across each platform by reporting period, illustrating both growth and overall reach.

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Table 6 – Social Media Followers

| | 2024 | 2025 |
|------------------|------|------|
| Facebook | 155 | 165 |
| Instagram | 392 | 443 |
| LinkedIn | 30 | 151 |

The Center for Teaching and Learning (CTL) observed measurable growth across all social media platforms during this reporting period, reflecting expanded visibility and engagement within and beyond the university community.

- Facebook followers increased from 155 to 165, an increase of 6.5%.
- Instagram followers rose from 392 to 443, reflecting a 13% increase.
- LinkedIn, which was launched during the previous reporting period, experienced the most significant growth, from 30 to 151 followers, a 403% increase.

Note: Percentage increases were calculated by dividing the number of new followers by the number of followers from the previous year and multiplying by 100.

This dramatic rise in LinkedIn engagement suggests that the platform is becoming an important avenue for professional networking and for connecting CTL’s initiatives to broader academic and teaching communities. Meanwhile, steady growth on Facebook and Instagram demonstrates ongoing interest from internal audiences, including faculty and students, who engage with CTL’s programs, resources, and success stories.

Having now established a consistent presence across all three platforms, CTL is well-positioned to begin tracking engagement trends longitudinally to determine which platforms and content types generate the most meaningful interactions. These insights can guide future social media strategy, ensuring that CTL continues to share faculty achievements and strengthen its institutional visibility through targeted, data-driven outreach.

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Faculty Success

Academic Affairs Small Grants Program

During the reporting period, sixteen (16) Academic Affairs Small Grants were awarded, engaging a total of 158 students—133 undergraduates (84%) and 25 graduate students (16%)—in faculty-led research and creative projects. Student participation was broad: 12 of the 16 grants (75%) included undergraduates, and 8 (50%) included graduate students. Overall, 158 students participated in all projects, demonstrating strong student involvement in the grants process. In addition, five of the sixteen grants (31%) generated external outcomes by leading to new state or national grant applications or awards, demonstrating the program’s continued role as a catalyst for expanding research and creative activity beyond campus.

Community-based Engaged Learning Grants

During this reporting period, two faculty members participated in the Community-Based Engaged Learning Grant program. Of these projects, one actively involved 13 undergraduate students, integrating classroom learning with meaningful community engagement. This participation highlights the continued value of community-based learning as a high-impact practice that connects academic inquiry with civic responsibility. While the overall number of faculty participants was limited, the depth of student involvement reflects the program’s ongoing potential to foster experiential learning, strengthen faculty-community partnerships, and enhance student understanding of real-world applications of their coursework.

Faculty Learning Community Grants

For the second consecutive assessment year, the Faculty Learning Community Grant received no applications, and funds were not utilized during this reporting period. The continued lack of engagement suggests that faculty may not perceive a strong connection between the grant’s purpose and their professional development needs or current teaching priorities. This may also indicate that the grant structure or eligibility criteria no longer align with emerging faculty interests or the evolving instructional landscape.

To address this ongoing trend, the CTL should reexamine the grant’s goals, promotion strategies, and relevance to ensure alignment with faculty needs and institutional objectives. Potential actions include clarifying how the grant supports

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professional growth and increasing visibility through targeted communication (i.e., direct email).

Scholarship of Teaching & Learning (SoTL) Grants

For the second consecutive assessment period, the in-house CTL grant program received no applications and had no active grants. CTL should continue to review the grant's structure, communication strategy, and alignment with faculty priorities. Possible next steps include increasing promotion through targeted outreach (i.e., direct email) and offering additional information sessions to clarify eligibility. If engagement remains low, CTL may consider redirecting resources toward initiatives with higher faculty participation.

Programming

The Center for Teaching and Learning at Georgia College & State University offers programs that support faculty success through professional development, instructional design support, and innovative teaching resources. The offerings include interactive workshops, certificated training series, faculty learning communities, and grant support to enhance teaching effectiveness and engagement. Through these programs, CTL fosters evidence-based, inclusive, and engaging teaching practices, empowers instructors with practical strategies and tools, and advances excellence in student learning across disciplines.

CTL Faculty Resources Course

We seek to determine the percentage of registrants accessing the course and what topics they are interested in by monitoring our GeorgiaVIEW/D2L faculty resources course reports. We analyzed engagement by tracking the percentage of faculty logging into the course, the percentage of overall topics accessed, and the most and least visited topics.

410 visited content as opposed to 379 users from the previous year, accounting for about 47% (410/874) versus 48% (379/787) of the prior year. The active course users accessed about 78% of the materials, compared with 76% of the previous year.

In broad terms, faculty interest centers on building inclusive, accessible courses and using simple, reliable instructional technologies, particularly video tools, to support student learning. Usage data shows that inclusive course design resources and Kaltura

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video creation and publishing guides consistently attract the highest engagement, indicating a strong preference for practical, implementation-focused support materials.

There were fewer topics with no visits this year, 66, compared to last year’s 68. We analyzed the themes that received no visits. The topics that did not receive any visits to the course revolve around several key themes. For example, materials developed for earlier instructional contexts, particularly those created during periods of rapid transition to remote teaching, showed limited ongoing use, suggesting that faculty have largely moved beyond those needs. Similarly, highly technical or procedural resources focused on tool setup, system functions, or troubleshooting tended to attract less attention, especially when they lacked an explicit connection to instructional practice and decision-making.

A review of unused faculty resource topics revealed consistent patterns in engagement. Faculty showed limited use of outdated or context-specific materials, highly technical or procedural guides, and lengthy multimedia content that requires substantial time commitments without a clear instructional purpose or outcome. Resources related to accessibility, inclusion, and equity also demonstrated lower engagement when presented primarily as static, informational, or reference-based materials rather than applied teaching strategies. Similarly, generic or externally hosted resources without a clear institutional or instructional context saw minimal use. Overall, the analysis indicates that faculty are most responsive to practical resources that are clearly aligned with their immediate teaching goals, institutional priorities, and current instructional challenges.

CTL Sponsored Information, Panel Sessions & Workshops

We seek to better understand faculty participation and satisfaction in our sponsored informational sessions, panel discussions, and workshops by monitoring attendance records and analyzing results from our end-of-program surveys.

The table below presents the number of participants and corresponding attendance data for each event.

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Table 7 – Numbers for Sessions & Workshops

| Fall 2024 Sessions | Registrations | Materials Only | Participants | Attendance % |
|--|---------------|----------------|--------------|--------------|
| Active Learning 102 – 8/16 @ 3:30 to 4:30 p.m. & 12/17 @ 3:30 p.m. to 4:30 p.m. | 6 | 0 | 6 | 100% |
| COE Graduates GeorgiaVIEW Overview – 8/10 @ 10:30 a.m. | 23 | 0 | 23 | 100% |
| Brightspace Advanced Training Course for Instructors – 8/14-8/15 @ 9:00 to 10:30 a.m. | 5 | 0 | 5 | 100% |
| Brightspace Essentials Training Course for Instructors – 8/14-8/15 @ 11:00 a.m. to 12:30 p.m. | 16 | 5 | 10 | 63% |
| Academic Affairs Small Grants Program 8/28 @ 2:00 p.m. or 8/29 @ 3:00 p.m. | 7 | 4 | 6 | 85% |
| Roadmap Workshop I - 9/4 @ 10:00 a.m. | 13 | 1 | 9 | 69% |
| Quality Matters - Designing Your Online Course (DYOC) – 9/6 & 9/13 @ 1:00 p.m. to 4:00 p.m. - CANCELLED | 4 | 0 | 0 | 0% |
| Teamwork – Collaborative Excellence: Enhancing Teamwork through Liberal Arts Perspectives – 9/18 @ 1:00 p.m. | 17 | 0 | 11 | 65% |
| Critical Teaching Behaviors – 9/24 @ noon or 9/25 @ noon | 12 | 1 | 4 | 33% |
| How Students Define Success - Part I – 10/1 @ noon or 10/2 @ noon | 5 | 0 | 3 | 60% |
| Critical Thinking – Navigating the Liberal Arts Landscape – 10/3 @ 1:00 p.m. | 11 | 1 | 4 | 36% |
| How Students Define Success - Part II – 10/8 @ noon or 10/9 @ noon | 6 | 3 | 4 | 60% |
| Quality Matters - Improving Your Online Course (IYOC) – 10/4 & 10/11 @ 1:00 p.m. to 4:00 p.m. - CANCELLED | 4 | 0 | 0 | 0% |

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| Fall 2024 Sessions | Registrations | Materials Only | Participants | Attendance % |
|---|---------------|----------------|--------------|--------------|
| Liberal Arts at the Intersection: A Roadmap for Creative Problem-Solving – 10/16@ 2:00 p.m. | 10 | 2 | 5 | 50% |
| Faculty Stress: Using Pedagogy, Technology, and Mindfulness to Lighten the Load – 10/21 @ 2:00 p.m. | 10 | 1 | 5 | 50% |
| Communication – Charting your Course – 10/31 @ 11:00 a.m. | 6 | 2 | 3 | 50% |
| Quality Matters - Apply the QM Rubric (APPQMR) – 11/1 & 11/8 @ 12:30 to 4:30 p.m. | 0 | 0 | 0 | 0% |
| Roadmap Wrap-up – 11/11 @ 1:00 p.m. | 8 | 0 | 6 | 75% |
| Hearing US Presidential Candidates in the Digital Age: The Trax on the Trail Project – 11/13 @ 11:00 a.m. | 25 | 0 | 23 | 92% |
| Empowering All Students Through an Inclusive Syllabus – 11/20 @ 11:00 a.m. - CANCELLED | 2 | 0 | 0 | 0% |
| Digital Bootcamp – 8/14 & 12/16 @ 8:30 to 9:00 a.m. | 4 | 2 | 3 | 0% |
| Active Learning 101 – 12/16 & 12/17 @ 10 to 11:30 a.m. | 4 | 0 | 4 | 100% |
| Total | 197 | 22 | 121 | 61% |

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| Spring 2025 Sessions | Registrations | Materials Only | Participants | Attendance % |
|--|---------------|----------------|--------------|--------------|
| Digital Bootcamp | 3 | 0 | 3 | 72% |
| Active Learning 102 | 4 | 0 | 4 | 77% |
| Active Learning 103 | 2 | 0 | 2 | 71% |
| Brightspace Essentials Training Course for Instructors | 3 | 0 | 3 | 90% |
| Brightspace Advanced Training Course for Instructors | 4 | 0 | 4 | 70% |
| Quality Matters DYOC | 10 | 0 | 9 | 47% |
| Academic Affairs Small Grants Workshop | 7 | 0 | 3 | 43% |
| The Pedagogical Power of Role-Playing Simulations | 8 | 0 | 4 | 50% |
| CTL Faculty Resources Workshop | 8 | 0 | 8 | 100% |
| DHC Faculty Fellows Presentations | 8 | 0 | 8 | 100% |
| Active Learning 101 | 13 | 0 | 10 | 77% |
| Active Learning 102 | 4 | 0 | 4 | 100% |
| Active Learning 103 | 2 | 0 | 2 | 100% |
| Total | 76 | 0 | 64 | 84% |

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| Summer 2025 Sessions | Registrations | Materials Only | Participants | Attendance % |
|--|---------------|----------------|--------------|--------------|
| Unlock the Power of GeorgiaVIEW – 5/14 & 5/16 | 18 | 1 | 13 | 72% |
| Active Learning 101 – 5/13 & 5/14 | 13 | 0 | 10 | 77% |
| Quality Matters: Improving Your Online Course (IYOC) – 5/28 & 5/29 | 24 | 0 | 17 | 71% |
| Empower Your Teaching: Designing Instructional Templates with Canva – 6/3 or 6/4 | 29 | 3 | 26 | 90% |
| 5-Minute Strategies to Boost Student Well-Being in Class – 6/5 & 6/6 | 30 | 4 | 21 | 70% |
| Being Well Means Teaching Well: Finding Joy in the Journey – 6/12 & 6/13 | 15 | 3 | 7 | 47% |
| Enhance Your Teaching with Kaltura: Creating, Storing, and Sharing Videos – 6/16 or 6/17 | 24 | 1 | 13 | 54% |
| Total | 153 | 12 | 107 | 70% |
| Annual Total | 426 | 34 | 292 | 69% |

We continued using the survey from the previous year. Questions were:

- How satisfied were you with the content and materials presented?
- Were you satisfied with the session facilitator(s)?
- How likely are you to apply the knowledge or skills gained?
- How will you use the information?
- How did you hear about this learning opportunity?

We received 60 survey responses, all positive.

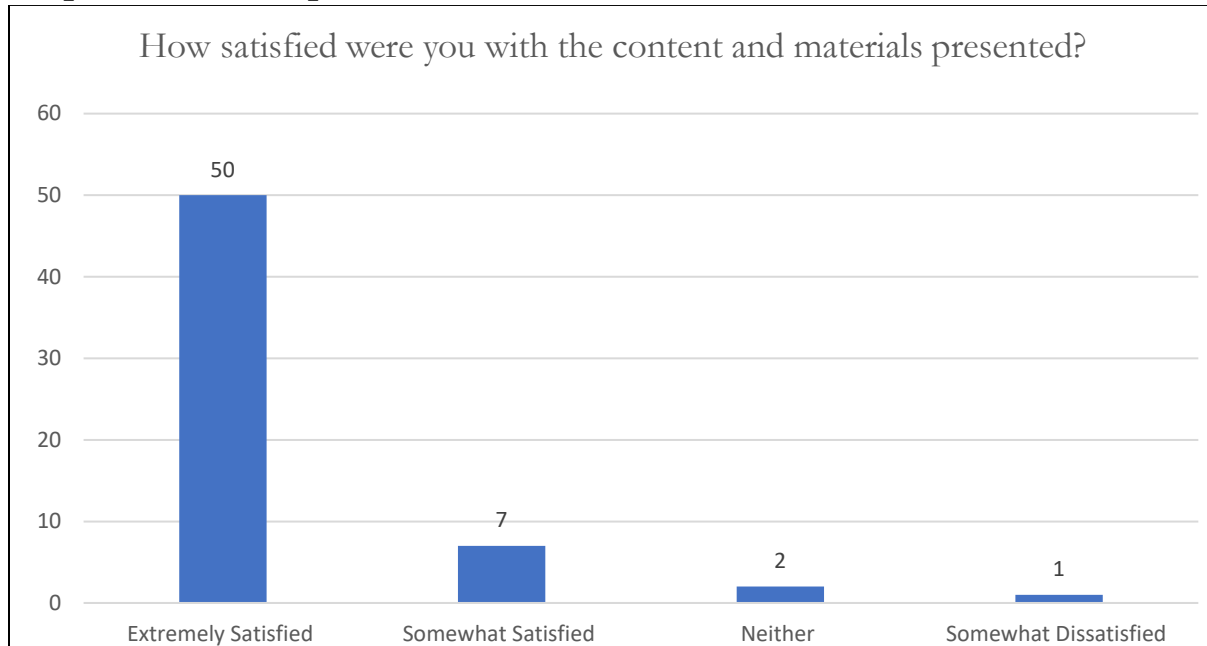
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Graph 1 shows how participants responded to the question: How satisfied were you with the content and materials presented?

Graph 1 – Workshop Satisfaction



All 60 participants who responded to the survey answered “Yes” to the question, “Were you satisfied with the session facilitator(s)?”

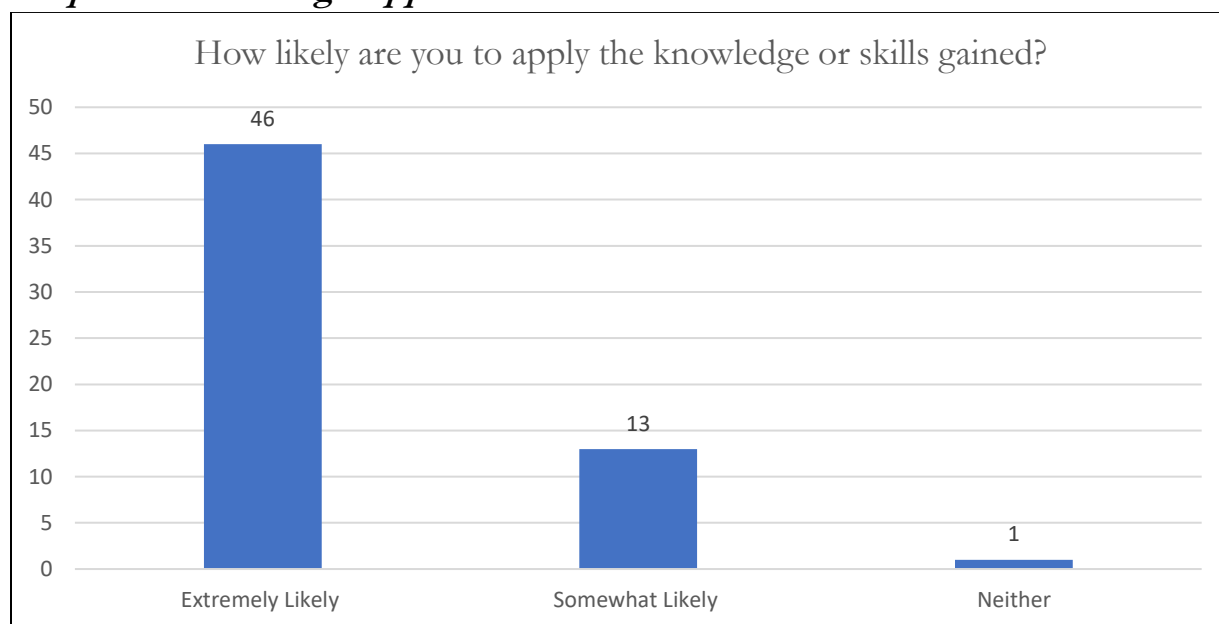
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Graph 2 shows how participants responded to the question: How likely are you to apply the knowledge or skills gained?

Graph 2 – Knowledge Application



Based on responses to the survey question "How will you use the information?", participants offered a variety of insights and key takeaways. Here's a summary of the responses:

- **Course Design & Technology** emerged as a key theme, with participants finding GeorgiaVIEW/D2L tools—such as quizzes, rubrics, announcements, and “existing activities”—helpful for organizing courses and saving time. Many plan to integrate video and audio, Kaltura, and recording tools for asynchronous and applied learning, while others expressed interest in experimenting with innovative technologies before requiring students to use them. Strategies such as pre- and post-tests and embedding quizzes in lab videos were suggested to support assessment and learning outcomes.
- **Teaching & Student Engagement** were also highlighted, with participants planning to incorporate student feedback, peer feedback, and

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reflective exercises into collaborative and group work. There was a strong emphasis on creating safe classroom environments for practice and experimentation, as well as on implementing short, targeted activities—such as five-minute mindfulness exercises, yoga, or check-ins—to improve focus and well-being. Participants also emphasized the importance of promoting goal setting, fostering a sense of belonging, and supporting student mental health to enhance learning and classroom climate.

- **Content Development** was another area of focus, particularly the integration of liberal arts for health science students to cultivate continuous learning and intellectual curiosity. Participants plan to use clear language and intentional strategies to foster ongoing departmental discussions and better adapt teaching materials to students' needs. Additionally, several attendees reported applying these insights to professional contexts, including grant proposals, government papers, and presentation development.
- **Professional Growth & Application** were evident, as participants indicated that the insights gained would inform not only teaching but also faculty support, administrative responsibilities, and grant preparation. Some noted that the material would also serve personal knowledge or casual interests, while emphasizing the need for adaptable, responsive strategies that address students' stress levels, engagement, and learning preferences.
- **Implementation & Follow-Up** surfaced as participants expressed intentions to apply strategies immediately or selectively, experimenting to determine what works best in their classrooms. Some individuals noted that they require additional time or support to implement specific tools or techniques fully. Overall, many plan to enhance teaching strategies by incorporating discussions, quizzes, study sessions, and interactive tools such as videos, concept maps, and other engaging course elements.

Finally, for the question that addressed “How did you hear about this learning opportunity?” participants responded that they heard about the opportunity from either email (29), Weekly Notes from the CTL (26), FrontPage (3), New Faculty Orientation (1), or a “Professor” (1).

So what does this mean in a nutshell? Overall, the data suggest that when faculty attend CTL programming, they find it highly valuable and intend to apply what they learn. Still, there is a noticeable gap between registrations and actual participation in

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some sessions. Across Fall 2024, we had 197 registrations and 121 participants, yielding an overall attendance rate of 61%. Several sessions (i.e., *Active Learning 102*, *COE GeorgiaVIEW Overview*, *Brightspace training*, *Active Learning 101*) achieved 100% attendance, while others experienced lower turnout or were cancelled due to low enrollment.

Despite these variations in attendance, satisfaction, and perceived usefulness remain consistently strong. All 60 survey respondents reported being satisfied with the facilitator, and the majority indicated that they were likely to apply the knowledge or skills gained. Qualitative responses show that faculty are using CTL sessions to:

- Improve course design and make better use of GeorgiaVIEW/D2L and related technologies,
- Enhance student engagement, well-being, and classroom climate, and
- Support their own professional growth, including grant writing and scholarly work.

Communication channels also seem to work well: most participants learned about sessions through email and Notes from the CTL, with additional outreach through FrontPage and word of mouth.

In sum, the programming is meeting its goals for quality and relevance; the main opportunity moving forward is to continue refining topics, formats, and scheduling to convert more registrants into attendees—especially for series-based and specialized sessions—while sustaining the strong satisfaction and learning application already demonstrated.

Communicating Student Success Outcomes @ GCSU

The *Communicating Student Success Outcome @ GCSU* was launched as a self-paced, asynchronous professional development opportunity designed to help instructors clarify and communicate student success expectations through the Transparency in Learning and Teaching (TILT) framework. The course, structured around three key modules—Defining Student Success, Measuring Student Success, and Communicating Student Success—offers a digital badge for each completed section and a cumulative badge for full completion.

During this reporting period, 16 faculty enrolled in the course. Of these participants, two (2) faculty members completed all three modules, while one additional faculty member earned at least one (1) badge, indicating partial progress.

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Initially, there was some skepticism about adopting another self-paced model, as previous efforts—such as the Digital Bootcamp—saw low completion rates and limited engagement. However, the new micro-course design has proven more effective and accessible so far. Unlike the longer, more intensive self-paced courses offered in the past, this model features short, one-hour modules that provide immediate application and digital badging upon completion, offering both flexibility and a tangible sense of accomplishment.

As participation continues to grow, CTL may introduce an additional assessment to evaluate how faculty apply the course's concepts and tools in their teaching. This follow-up will provide valuable insight into the program's long-term instructional impact and help guide future enhancements to the self-paced professional learning model.

Digital Bootcamp

Building on our commitment to advancing effective instructional practices, CTL has taken a proactive step by restructuring the Digital Bootcamp, which remains tailored to empower faculty to address the challenges and opportunities of online teaching. The course is a 10-hour certificated course series designed to provide a framework of resources and support to facilitate online teaching at Georgia College & State University. The learning framework presented is based on Quality Matters (QM) principles, allowing learners to apply the concepts to an actual course using our current learning management system, GeorgiaVIEW/D2L.

Throughout this course, learners are presented with several assignment artifacts, participate in discussions, and engage in interactive assignments. Upon completing this course series, participants will have developed a fully vetted online course through the Center for Teaching and Learning. The Digital Bootcamp will offer instructors three (3) certificate options, equipping them with practical skills: Brightspace Essentials Training Course for Instructors and/or Brightspace Advanced Training Course for Instructors (3 hours), focusing on using core tools in the learning management system (LMS); Quality Matters (QM) Certification, focusing on best practices for online course design, communication, assessment, and meeting QM standards in one (1) of three (3) courses: Designing Your Online Course (DYOC), Improving Your Online Course (IYOC), or Apply the QM Rubric (APPQMR) (6 to 8

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hours); and Digital Bootcamp Certification, which encompasses all components of the course, including the one (1) hour capstone.

Participants are guided and supported throughout each course as they complete several assignment artifacts, participate in discussions, and engage in interactive reading assignments and resources.

Since its restructuring from self-paced to the current structure, we have had ten (10) more completions from last year, bringing our total to sixteen (16) completions. The self-paced model only saw two (2) completions. The new course model still equips instructors with theoretical insights and actionable strategies to create vibrant, impactful online learning experiences for their students. It allows them to apply the learning to a course through a reviewed course development process.

High-Impact Practices (HIPs) Summer Institute

Now in its sixth year, the program continues to evolve. In recent cycles, the institute has incorporated Creative Endeavors components and expanded opportunities for student participation—including involvement in the opening plenary and collaboration with faculty on research and other summer institute activities.

Students who participated in transformative experiences consistently expressed appreciation for the opportunities, emphasizing how the projects aligned with their career aspirations and provided authentic, real-world applications of classroom learning.

Faculty feedback has been invaluable in shaping the program's future direction and has been positive since Summer 2025, emphasizing both the program's continued value and opportunities for enhancement. Participants expressed appreciation for the institute's structured guidance, mentorship, and collaborative environment. One faculty member, returning for a second year, noted that the experience helped them complete a full syllabus, design assignments, and develop a final research project for their music history course. They highlighted the benefit of receiving targeted feedback on developing effective teaching materials that streamline students' research processes.

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The table below provides completion data:

Table 8 – Faculty Completions in the HIPs Summer Institute

| <i>Year</i> | <i>Number of Completers</i> |
|--------------|-----------------------------|
| 2020 | 22 |
| 2021 | 20 |
| 2022 | 17 |
| 2023 | 16 |
| 2024 | 9 |
| 2025 | 8 |
| Total | 92 |

Over the six years (2020–2025), the HIPs Summer Institute has engaged 92 faculty completers. While there is a downward trend in completions, the program continues to deliver meaningful outcomes in course redesign, student engagement, and faculty development. In response to this reality, we have restructured the program’s design to spotlight a different transformative experience each summer, added new transformative experiences (i.e., Creative Endeavors and Integrated Writing), increased student-faculty collaboration, and enhanced project support—to maintain relevance and effectiveness. For example, initially, the professional development stipend tied to participation in 2020 was \$300; it was later increased to \$500, and we are now proposing an increase to \$750 per participant. This proposed increase acknowledges rising market and inflation pressures. Professional development costs in higher education continue to rise, and institutions often allocate larger training budgets. For example, according to the [Training Industry Report](#), organizations spent an average of \$774 per learner on training and development in 2024.

By raising the stipend, we enhance the institute’s competitiveness, reduce financial barriers to participation, and reaffirm our institutional commitment to high-impact teaching and learning practices. We will reassess how this increase impacts involvement in the next iteration during summer 2026.

Instructor Peer Coaching

This year marks the first time the Instructor Peer Coaching (IPC) initiative has been formally incorporated into our assessment plan. The program is designed to pair

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faculty from different departments to engage in a year-long cycle of professional growth focused on active learning, technology integration, effective lecturing, feedback practices, and classroom management. The process includes establishing goals, developing an action plan, conducting reciprocal observations during the fall and spring semesters, and completing written reflections that connect teaching practices to the university's mission and strategic priorities.

Our goal is to produce ten (10) unique faculty members who are trained in implementing active learning strategies, technology, effective lectures, and feedback in well-managed classrooms. In the 2024–2025 cohort, six faculty members began the peer coaching process. Of these, four completed all required components, including the end-of-cycle summary submitted in May, while two participants remain active and will complete their work. For first-year implementation, this level of engagement demonstrates strong interest in the coaching model and reflects faculty commitment to sustained, reflective practice.

This process provides CTL with a more comprehensive view of teaching development on campus by capturing growth from both members of each pair, rather than the single-instructor perspective generated by PFoT or SGID. By documenting goal-setting, observation summaries, and reflective analyses, the initiative creates a richer evidence base for teaching effectiveness and professional learning.

Going forward, CTL will continue to track how many faculty members begin and complete the process each academic year. These annual comparisons will help us identify participation trends, refine the support offered during training and implementation, and evaluate how the coaching model contributes to a campus culture.

New Faculty Community of Practice

The New Faculty Community of Practice is designed to provide comprehensive, wraparound services to support and prepare new faculty members for success. Building on the foundation established during New Faculty Orientation (NFO) to extend throughout the academic year. Meetings are held on the first Friday of each month, from September through May. Participants receive resources to deepen their understanding of institutional culture and expectations.

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Our goal was to engage at least 15% of active new faculty, defined as those who attended New Faculty Orientation (NFO). Attendance records were reviewed, with each new faculty member counted only once, regardless of how many sessions they attended. During this reporting period, nine (9) new faculty members participated, representing just over 16% of the active new faculty cohort—thereby exceeding our participation goal. Although each participant was counted only once, several attended multiple sessions, demonstrating sustained interest in the topics presented and continued engagement with the community. This reflects a positive trend in new faculty involvement in ongoing professional development opportunities beyond initial orientation.

New Faculty Orientation (NFO)

New Faculty Orientation (NFO) was held in the first week of August 2024. Fifty-six (56) new faculty attended and were welcomed by President Cox on August 1, 2024. 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 a student and faculty panel.

Overall, the evaluations of the New Faculty Orientation were positive, offering actionable feedback on each session. The suggestions and ratings inform planning for the next NFO, and consequently, CTL staff meet annually to implement revisions based on constructive feedback.

Quality Matters (QM)

As suggested, we will monitor surveys at the end of each workshop to determine whether any scheduling or marketing changes are needed based on the feedback. 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.

The survey data revealed consistent, positive feedback highlighting the facilitator's thoroughness, professionalism, and ability to foster interactive learning environments. Participants emphasized that the workshops were well-organized, reflective, and relevant, noting that discussions and shared experiences enhanced their understanding of the QM standards and how to apply them within their own courses. Several

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participants remarked that the sessions provided valuable, actionable strategies for improving course design, clarity, and alignment with QM principles.

Collectively, the responses reflect strong satisfaction and a meaningful impact, particularly in engagement, clarity of instruction, and opportunities for collaboration. Faculty expressed appreciation for the facilitator’s responsiveness, encouragement of participation, and the creation of a supportive environment that allowed for open dialogue and diverse perspectives.

This 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 9 – Quality Matters Participants Numbers

| Criteria | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|-----------------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-------------|
| Workshops | 9 | 6 | 3 | 0 | 2 | 2 | 3 | 2 | 2 |
| Participants | 79 | 61 | 30 | 0 | 29 | 27 | 24 | 16 | 34 |
| Evaluations Completed | 54 (68%) | 30 (49%) | 29 (97%) | 0 (0%) | 26 (90%) | 21 (78%) | 18 (75%) | 11 (69%) | 24 (71%) |

Moving forward, CTL will continue to use participant feedback to refine future QM offerings.

Thank-a-Teacher @ GCSU

For this assessment plan, we compared the number of students who provided teacher acknowledgments during the Fall and Spring semesters. The table below shows the number of faculty we have acknowledged by semester.

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Table 10 – Number of Thank-a-Teacher @ GCSU Acknowledgements

| <i>Semester</i> | <i>#</i> |
|------------------------|-----------------|
| <i>Fall 2021</i> | 205 |
| <i>Spring 2022</i> | 74 |
| <i>Fall 2022</i> | 124 |
| <i>Spring 2023</i> | 166 |
| <i>Fall 2023</i> | 171 |
| <i>Spring 2024</i> | 128 |
| <i>Fall 2024</i> | 148 |
| <i>Spring 2025</i> | 147 |
| <i>Total</i> | 1,163 |

The initiative continues to offer students a meaningful way to recognize faculty who have had a positive impact on their learning experience. During this reporting period, 147 student acknowledgments were submitted in Spring 2025 and 148 in Fall 2024, bringing the cumulative total to 1,163 acknowledgments since the program’s inception in Fall 2021.

While participation levels fluctuate slightly by semester, the data show steady, sustained engagement over time, demonstrating that the program has become an established part of the student experience at Georgia College & State University. The consistent number of submissions each term suggests ongoing student interest in expressing gratitude and highlights the continued influence of faculty on student success and well-being.

Special Collections

We assess faculty engagement with CTL’s Special Collections by tracking the number of books checked out during each reporting period. In this cycle, sixteen (16) books were checked out, compared to nine (9) in the previous year. The collection now includes 388 books, reflecting a modest increase of three (3) titles from the prior year. Despite the larger collection and higher circulation, the overall utilization rate increased only slightly to just over 2%, indicating continued opportunity to promote awareness and use of these professional development resources among faculty.

Here’s a list of book topics that have been checked out:

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- *10 to 25: The Science of Motivating Young People* – David Yeager, Ph.D.
- *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* – John Medina
- *Collaborative Learning Techniques: A Handbook for College Faculty* – Elizabeth F. Barkley, Claire Howell Major, and K. Patricia Cross
- *Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education* – David Clark and Robert Talbert
- *Greenwich Village, 1913: Suffrage, Labor, and the New Woman* – Mary Jane Treacy
- *Learning from Each Other: Refining the Practice of Teaching in Higher Education* – Michele Lee Kozimor-King and Jeffrey Chin
- *Rousseau, Burke, and Revolution in France, 1791* – Mark C. Carnes and Gary Kates
- *Small Teaching: Everyday Lessons from the Science of Learning* – James M. Lang
- *Stolen Focus: Why You Can't Pay Attention—and How to Think Deeply Again* – Johann Hari
- *Teaching with AI: A Practical Guide to a New Era of Human Learning* – José Antonio Bowen and C. Edward Watson
- *The Constitutional Convention of 1787: Constructing the American Republic* – John Patrick Coby
- *The Threshold of Democracy: Athens in 403 B.C.* – Mark C. Carnes and Josiah Ober
- *The Threshold of Democracy: Athens in 403 BCE* – Josiah Ober, Naomi J. Norman, and Mark C. Carnes
- *The Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England* – Michael P. Winship and Mark C. Carnes
- *What the Best College Teachers Do* – Ken Bain
- *Why Don't Students Like School?* – Daniel T. Willingham

Overall, the checked-out materials reflect a strong commitment to improving teaching effectiveness, understanding learning science, and adapting to emerging challenges and technologies in higher education. The mix of titles (i.e., teaching- and learning-focused, psychological, and civic-focused) shows a balanced interest in both instructional innovation and liberal education values.

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“We foster empowerment!”

Reporting Period: July 1, 2024, to June 30, 2025

According to the librarian, the rise in circulation this year may be due to several factors, including increased marketing and the collection's greater visibility, a greater need for teaching and learning resources, return visits from previous borrowers, and positive word of mouth among faculty who have found the materials helpful. Collectively, these factors suggest growing engagement with CTL's professional development resources and the importance of maintaining and promoting this collection as a crucial support for faculty teaching and scholarship.

Summary

The CTL's work during 2024–2025 directly supports GCSU's strategic vision of becoming a nationally preeminent public liberal arts university by aligning our services with the core pillars of Imagine 2030.

- **Innovate:** Through our redesigned self-paced micro-course for instructors and increased engagement with instructional technology programming, CTL promotes new methods and tools for teaching and learning.
- **Distinguish:** By amplifying faculty successes (i.e., the “Elevate to Celebrate” newsletter), CTL contributes to strengthening the university's reputation and unique liberal arts identity—demonstrating how faculty achievements differentiate GCSU among peers.
- **Empower:** CTL's commitment to supporting faculty professional growth, well-being, and teaching effectiveness reflects the pillar of Empower—fostering an environment where instructors are equipped to lead, innovate, and thrive through our session offerings.
- **Engage:** Our programming, workshops, grant opportunities, and communications foster collaborative, inclusive relationships both internally (faculty to faculty) and externally (students and community). This aligns with the Engage pillar, which emphasizes reciprocal partnerships and meaningful engagement across campus.
- **Advance:** The data-driven assessment, increased visibility of faculty work through social media (e.g., a 403% LinkedIn growth), and tracking of student participation in grant-funded projects support the Advance pillar's emphasis on inclusive excellence, research visibility, and preparing students and faculty as global citizens.

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By continuously monitoring consultations, support tickets, program participation, and survey feedback—as described in this assessment plan—CTL ensures its initiatives remain aligned with institutional priorities. In doing so, the Center helps position GCSU to fulfill its mission of providing an expansive educational experience, highly intentional engagement, inclusive excellence, and leadership preparation.