Center for Teaching and Research Excellence

Summary of Results

The efforts by the Center for Teaching and Research Excellence in the 2010-2011 academic year has resulted in the following outcomes.

- Relocated CTRE space and adjusted staffing to meet support requirements

- In the process of establishing a CTRE Advisory Board to guide programming and budget allocations

- Managed the transition to a new course management system, which included

  o 60+ workshops on Moodle

  o 181 online courses (24% increase over 2009-2010)

  o 3466 online student enrollments (27% increase over 2009-2010)

  o 76 hybrid courses (53% increase over 2009-2010)

- Established a CSU-Instructor site in Moodle with resources for teaching online

- Published monthly newsletters

- Training and support for 47+ instructors using iPads in instruction

- Administration and support of online teaching tools, including the establishment of contracts and payment for seven different service vendors

- Establishment of scheduled maintenance cycles for technology

- Classroom and departmental presentations on the use of Moodle and other technology tools

- Individual consultations

- Certification for online instructors (June 2011 release)

- Facilitation of three faculty showcases highlighting the success of our faculty in the areas of grant writing, publications, and service (www.tinyurl.com/csushowcase)

- Administered the distribution of $25,000+ in grant funding for 18 faculty members to enhance their research and development

- Initiated the Student Nominated Advisor of the Year Award

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Purpose

development area has a program specialist. Both areas and the director are supported by an office administrator.

Student workers, graduate assistants, and interns are brought on staff as needed to provide necessary coverage and assistance.

Funding

The CTRE is primarily funded through the distance education fee assessed on each online and hybrid course (#310411). In addition, appropriated funds are provided in accounts for faculty development (#0403) and distance learning (#0411).

The funding for the unit is spent in the following priority order: 1) licensing for software and equipment needed to support online learning and instruction; 2) improving the quality of instruction; 3) programmatic opportunities for faculty; 4) support for individual instructors' professional development; and 5) operational expenses.

Please note, that even though the budget increased substantially this year, with the inclusion of distance learning fees; so did the recurring expenses. For example, in the 2011 fiscal year, there was over $140,000 in software licensing costs alone. In addition, approximately $30,000 was spent on equipment to support faculty teaching distance learning courses.

A breakdown of the operational funding (not including salaries) available to the CTRE since 2003 is provided below.
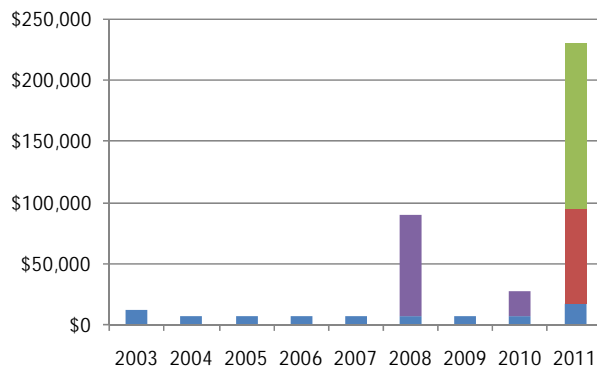
Faculty Input

Given the purpose of the CTRE is to build a community among the faculty, it is imperative that faculty actively participate in the direction and events of the Center. This will be accomplished through two faculty committees and through an annual survey administered to all faculty members.

The first faculty committee, the Distance Education Committee, has been established through the UPI contract to assess, recommend, develop, and evaluate activities specifically related to the growth and promotion of distance education at the University. The Committee is to also assess the variety, quality, and depth of course offerings

Support for Online Instruction
With the passing of Julian Schienbuks and the transition from Blackboard to Moodle, this academic year was one marked with change. Though many aspects were challenging, we were fortunate to have come through the year with a renewed sense of service, a focus on communication, and an attitude striving towards excellence.
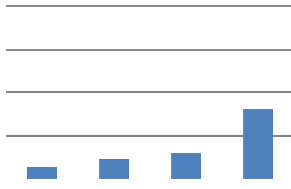
CSU has been a member of this organization since 1995 and on average just over 6 faculty members participate in FRN activities each year.

Membership for FRN is currently $7,000 per year. This membership is currently being evaluated to see if there is a justifiable return on investment to support the cost of membership. Two faculty members have agreed to help promote and assist in an assessment of the return on the investment for the membership.

Support for Improved Research

Seed Grants. The primary method provided by the CTRE to support faculty research initiatives is through the provision of research seed grants. These $5000 grants are available to faculty members to help develop proposals for external funding or to support long-term research projects

Conference Registrations. Another method used by the CTRE to encourage faculty development this academic year has been to pay the registration fee for local conferences and workshops. For instance, the CTRE offered to pay the $30 registration fee for twenty faculty to attend the CILC Learning Communities Symposium and the $35 registration fee for twenty faculty to attend the UIC Math and Science Education Symposium. We had eight faculty members take advantage of each offer.

Student Nominated Advisor of the Year Award. This year, the CTRE initiated a new award for advisors. Students were asked to nominate their advisor for "Advisor of Year." We had 17 advisors nominated by 47 students. Each nominee's photo, general biographical information, and excerpts from the student nominations were published in a booklet and shared with all advisors and administrators at the advisors' conference.

The nominees were reviewed by a panel of administrators, faculty, and students and the two with the highest ratings received a plaque and a check for $500. This award was well received by the advisors, as they felt appreciated and acknowledged for the hard work they do.

The CTRE has budgeted for the two advisor awards for the 2011-2012 academic year and plans to add awards for teacher of the year.

Evaluation of CTRE Effectiveness

The individual staff members of the CTRE are evaluated according to standard personnel evaluations and procedures established by the Office of Human Resources and/or Academic Affairs.

The overall effectiveness of the CTRE will be assessed by the CTRE Advisory Board beginning in the 2011-12 academic year. This Board will provide an annual evaluation of the CTRE's effectiveness which will be shared with the CTRE Director, Associate Dean, Dean of the Library, and Provost and in summary with the faculty. The information provided in this evaluation can be used, as appropriate, as part of the individual evaluations of the staff.

The general faculty population also has the ability to evaluate their satisfaction with the CTRE on

5. Strategic Approach to Faculty Programming – With the development of the CTRE Advisory board, we are hoping to take a more strategic approach to the planning of faculty programming. By having a variety of people involved in the discussion of what needs to occur, we should be able to develop a more comprehensive development plan with metrics to assess impact.

6. Just in Time Resources – One of the main requests from faculty is to have resources available to them when they need them. This will require a redesign of the website and the creation of materials that meet the faculty members' needs and are available at anytime.

Table 1: Fall and Spring Comparison of Online Course Offerings, the Percentage of Growth, and the Actual Change in the Number of Courses Offered

Online courses

	Fall	Spring	Total	%	n+
2003 04	13	23	36		
2004 05	27	26	53	32%	3
2005 06	40	52	92	42%	26
2006 07	44	57	101	9%	5
2007 08	50	64	114	11%	7
2008 09	66	63	129	12%	1
2009 10	67	71	138	7%	8
2010 11	79	102	181	24%	31

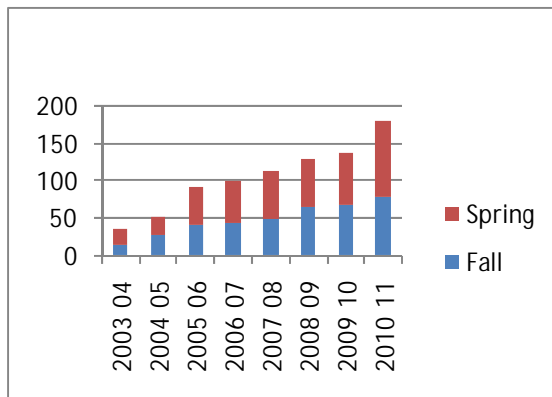Chart 1: Graph of Online Course Offerings

Table 2: Fall and Spring Comparison of Online Enrollments, the Percentage of Growth, and the Actual Change in the Number of Students Enrolled

Online Enrollments

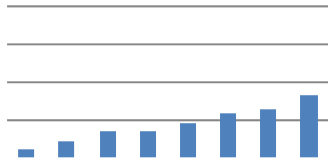|	Fall	Spring	Total	%	n+
2003 04	221	356	577		
2004 05	414	454	868	34%	98
2005 06	688	770	1458	40%	316
2006 07	715	853	1568	7%	83
2007 08	928	1117	2045	23%	264
2008 09	1155	1209	2364	13%	92
2009 10	1281	1249	2530	7%	40
2010 11	1633	1833	3466	27%	584

Chart 2: Graph of Online Enrollments

Chart 4: Graph of Hybrid Enrollments

2007