

**STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS**  
**2013 - 2014 Unit Action Plan – Year Four**

**Unit Name: Center for Teaching and Learning**

**Unit Mission**

The mission of the Center is to promote, encourage and support a culture of excellence in teaching and learning and research. The Center for Teaching and Learning will serve as a primary resource for the exploration of new modes of teaching, strategies for assessing student learning, and the integration of technology into the classroom.

**Goal 1.1: Identifying Training Opportunities**

Plan for 2013-2014 This section due by May 17, 2013.				Report for 2013-2014 This section due by May 1, 2014.	
Objective	Action or Activity	Evaluation Measure	Performance Standard	Data/Findings	Status*
1.1 Provide creative & innovative learning environments	<p><b>Identify training opportunities.</b></p> <p>Develop, design, and implement a survey instrument (i.e. faculty &amp; staff) that identify training opportunities.</p> <p><b>Benchmark Dates:</b></p> <ul style="list-style-type: none"> <li>✓ Develop stage by 10-9-13</li> <li>✓ Design stage by 10-23-13</li> <li>✓ Implementation stage by 11-1-13</li> </ul>	<p><b>Survey Instrument.</b> <i>See Appendix A-1.</i></p> <p><b>Feedback Form:</b> <i>See Appendix A-2.</i></p> <p><b>Helpdesk System:</b> (i.e. emails, &amp; phone logs) <i>See Appendix A-3.</i></p> <p>The data will be analyzed with descriptive statistics (i.e. modes) to identify training opportunities. Counts will be analyzed on a monthly basis.</p>	<p>Data collected from the staff needs assessment (i.e. survey) will help to assess training opportunities for the staff of RSU. This will assist in scheduling workshops, webinars, or training sessions.</p> <p>The helpdesk system will identify areas of need, training workshops or sessions can be configured.</p>	See explanation below.	See explanation below.

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Plan for 2013-2014 This section due by May 17, 2013.				Report for 2013-2014 This section due by May 1, 2014.	
Objective	Action or Activity	Evaluation Measure	Performance Standard	Data/Findings	Status*
<b>Data/Findings</b>					
<ul style="list-style-type: none"> <li>• Initially a 2% reduction in helpdesk emails and phone messages from the previous academic year will be used as a benchmark to analyze modes and frequency distribution tables.</li> <li>• <b>Staff Needs Assessment</b> – a needs assessment was completed, but has not been sent out to staff.</li> <li>• <b>Adobe Form Central</b> – after the pilot phase and the 30 day trial, the service and trial was abandoned. The products did not fit our needs regarding training feedback.</li> <li>• <b>Outlook</b> – emailing system, a directory structure of ecampus helpdesk categories were created. Faculty and student emails were categorized by faculty or student and systematically divided into technology or LMS issues.</li> </ul>					
<b>Status *</b>					
<ul style="list-style-type: none"> <li>• A “Staff Needs Assessment” was developed. It is anticipated that the survey will be sent to staff members of RSU in the 2014-2015 academic year - <b>ongoing</b>. (See “<b>Staff Needs Assessment</b>” <b>Appendix A</b>)</li> <li>• “<b>Training Feedback</b>”, a six question feedback form was designed and implemented by 10/16/2013 - <b>completed</b>.</li> <li>• The training feedback form was delivered via email, handout, or through Adobe Form Central, a free feedback form (50 or less) several classes used this method to provide CTL feedback. The service failed and did not fit the needs of the department - <b>completed</b>.</li> <li>• Helpdesk system. It was determined that the system should be monitored using Outlook. Through a filtering system, helpdesk tickets are executed, tracked, and logged - <b>ongoing</b>. (see <b>table 1 &amp; 2 below Appendix A</b>)</li> <li>• 2014-2015 academic year a survey will be sent to students measuring experience and self-efficacy. Students must have enrolled and completed an online course at RSU - <b>ongoing</b>.</li> </ul>					

\*Appropriate **Status** descriptors include the following: Completed, Ongoing, In Progress, Rescheduled for next year, Action/Activity withdrawn, or Other. If Other, please briefly describe whether the action or activity is completed, will continue, or has been modified for the coming year.

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<b>Goal 1.2: Technology Hardware and Software</b>					
<b>Plan for 2013-2014</b> This section due by May 17, 2013.				<b>Report for 2013-2014</b> This section due by May 1, 2014.	
<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
1.1 Provide creative and innovative learning environments	<p><b>Technology Hardware and Software</b></p> <p>Update the faculty multimedia lab to foster a more enhanced teaching and learning environment.</p> <p><b>Benchmark Dates:</b></p> <ul style="list-style-type: none"> <li>✓ Develop stage by 8-15-13</li> <li>✓ Design stage by 9-10-13</li> <li>✓ Implementation stage by 10-15-13</li> </ul>	<p><b>Scheduling System:</b> Create an instrument to record numbers of registrations vs. number of attendees of training opportunities. Implement the use of the scheduling assistant to track invitees to training opportunities.</p> <p><b>Feedback forms:</b> (collected after training sessions) to indicate how faculty and staff perceive the multimedia faculty lab measuring response to learning environment, updated equipment, updated software, and lab layout/design.</p>	<p><b>See Budget Request.</b></p> <p>Acquisition all equipment, software, and resource systems.</p>	See explanation below.	See explanation below.
<b>Data/Findings</b>					
<ul style="list-style-type: none"> <li>• <b>Outlook</b> – using the “New Meeting” feature of Outlook, CTL was able to coordinate training events with staff and faculty.</li> <li>• <b>Adobe Form Central</b> – after the pilot phase and the 30 day trial, the service and trial was abandoned. The products did not fit our needs to track feedback. However; the form created to collect feedback is still used and distributed through email. CTL will continue testing various feedback systems.</li> </ul>					

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**Status \***

- A system for tracking training opportunities was developed and implemented 9-9-2013 - **completed**.
- Using the calendar feature within Outlook, invitees are tracked along with communication messages - **ongoing**.
- Feedback forms have been used to gather information about the training experience and how we can improve the next training session - **completed**.
- Trainings offered: Webinars, Windows 8, Camtasia, General LMS, Turnitin, Respondus, PDF, and Smartboard - **completed**.

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<b>Goal 1.3: Design, Develop and Conduct Workshops/Training Sessions</b>					
<b>Plan for 2013-2014</b> This section due by May 17, 2013.				<b>Report for 2013-2014</b> This section due by May 1, 2014.	
<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
1.1 Provide creative and innovative learning environments	<p><b>Design, develop and conduct workshops/training sessions.</b></p> <p><b>Benchmark Dates:</b></p> <ul style="list-style-type: none"> <li>✓ Develop stage by 11-1-13</li> <li>✓ Design stage by 11-15-13</li> <li>✓ Implementation stage by 12-20-13</li> </ul>	<p>Specific to HLC standards; design, develop, and implement training practices that align with accreditation standards.</p> <p>Conference calls and scheduled meetings, develop the objectives and criterion specific to the accreditation.</p>	<p><b>HLC Site Visit</b> Align objectives &amp; criteria with HLC standards.</p> <p>Specific to training faculty and staff (i.e. LMS, new teacher, hardware &amp; software), incorporate best practices and processes in the design and dissemination of training materials based on feedback from the review.</p> <p>Use the self-study as a catalyst to define weak points of design and offerings specific to LMS, new faculty orientation, and various hardware &amp; software.</p>	See explanation below.	See explanation below.
<p><b>Data/Findings</b></p> <p><b>Preparing for the HLC visit and reflecting back on the self-study, several areas of improvement have been identified specific to this objective and the Center for Teaching and Learning.</b></p> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>• <b>SSL added to LMS</b> – 12-20-2014 Added a Security Socket Layer to our current LMS. This eliminates any unauthenticated users into the system.</li> </ul>					

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- **Update the LMS** – 12-18-2013 the LMS was updated and now current to accommodate web enhanced tools and to eliminate any security issues that may have plagued the system.
- **Online proctoring service** - We are working on best practices and service contracts.
- **TurnItIn Originality Service** –The TurnItIn pilot was fully implemented into the LMS system. This service checks the originality of student papers and research. The tools also can be used to enhance students writing and citing skills.
- **Tutor.com** – Offer an online tutoring service through tutor.com. Students in select categories can access a tutor 24/7.

**New Initiatives**

- **Quality Matters Oklahoma Online Course Review Checklist (OOCRC) (see *Oklahoma Online Course Review Checklist*)** - This checklist is used to measure the quality of online courses offered at RSU. This is in accordance with Oklahoma State Regents for High Education, and Southern Regional Education Board.
- **Formed an Instructional Design Committee** – Comprised of departmental faculty, the committee was formed to examine best practices as it applies to course layout and design and LMS navigation. The committee has begun reviewing checklist items OOCRC. This will help guide faculty with course design as it relates to layout and navigation, thus delivering a quality and consistent product to our students.

**Status \***

- Building on best practices from the distance education committee, an instructional design committee was formed comprised of faculty members from each department. This committee was formed to develop a training program, course templates, and review the Quality Matters Oklahoma Online Course Review - **ongoing**.
- A committee comprised of the director for CTL, technical coordinator, faculty, ADA compliance officer, web specialist, and director of Marketing are strategizing to formulate a plan of action. First meetings are scheduled for the third week in October based on availability - **completed**.
- Contacted an HLC director and a consultant and discussed assessment security and authentication. Results: implemented SSL certificate to minimize any bots an unauthorized access - **completed**.
- Updated criterion Chapter 4 Criterion 3 dealing with training from the CTL Department pertaining to security “authentication” and security of assessments. Updated integrity and honesty policy - **completed**.

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- Will migrate to Blackboard in Summer 2015 – **ongoing**.
- OSHRE mandated Quality Matters online checklist initiated – **ongoing**.
- Blackboard training program to run pilot in Summer 2014 – **ongoing**.
- It has been determined that the student tutorial along with the faculty training program needs to be replaced. Currently the student tutorial for the current LMS is being redesigned. The tutorial would be used as a resource to teach students how to navigate and use the elements contained in the ecampus system - **ongoing**.

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<b>Goal 1.4: Disseminating Materials Via...</b>					
<b>Plan for 2013-2014</b> This section due by May 17, 2013.				<b>Report for 2013-2014</b> This section due by May 1, 2014.	
<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
1.1 Provide creative and innovative learning environments	Disseminate materials via e-campus, emails, web links, webinars and CTL newsletter.  <b>Develop the following:</b> <ul style="list-style-type: none"> <li>• Training Materials</li> <li>• LMS Announcements</li> <li>• Tips &amp; Tricks</li> <li>• Communication Tools               <ul style="list-style-type: none"> <li>○ Newsletter</li> <li>○ Training Opportunities</li> </ul> </li> </ul> <b>Benchmark Dates:</b> Develop stage by 11-25-13  Design stage by 2-15-14  Implementation stage by 3-20-14	<b>Self-Completion Check:</b>  Measure successes and failures based on e-campus redesign, incorporating instructional design practices, web enhancement, graphic specialists, and peer review.  Implement the usage of the scheduling assistant to track invitees to training opportunities.	300 Attendees.	See explanation below.	See explanation below.



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**Data/Findings**

**See Appendix B:**

Several key points:

- Total of Trainings
- Total of helpdesk tickets
- Total Services

As this is the benchmark year for collecting data, future strategic goals will be established based on this data. The data will be analyzed on an as needs basis to establish training opportunities, services, or eliminating some reoccurring helpdesk ticket issues.

- Noted as a possible positive outcome, e-campus student login helpdesk tickets dramatically decreased although there is no solid evidence to support the claim that an LMS announcement directly reduced the number of helpdesk tickets submitted for student logins from fall to spring. **(see Table 3 appendix B)**

**Status \***

- It was discussed that RSU begin working towards developing, designing, and implementing a training program and implementing the best practices from the distance education committee - **ongoing**.
- A committee comprised of the director for CTL, technical coordinator, faculty, ADA compliance officer, web specialist, and director of Marketing are strategizing to formulate a plan of action to update (i.e. format, color of the website, e-campus, and hillcat hub) - **completed**.
- New training courses are constructed on e-campus to help disseminate training needs for the various services offered through CTL - **completed**.
- A mandatory comprehensive training program comprised of three levels was on the table for approval. Talks regarding the program were tabled - **ongoing**.

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<b>Goal 2.1: Plan, Design, Research, Quote, Propose, and Implement a New State of the Art HD Multipoint Network</b>					
<b>Plan for 2013-2014</b> This section due by May 17, 2013.				<b>Report for 2013-2014</b> This section due by May 1, 2014.	
<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
5.2 Evaluate continuously university processes, structures, activities and outcomes; modifying as appropriate	Plan, design, research, quote, propose, and implement a new HD Multipoint Network technology and equipment for Rogers State University.  <b>Benchmark Dates:</b>  <ul style="list-style-type: none"> <li>✓ Develop stage by 7-19-13</li> <li>✓ Design stage by 8-15-13</li> <li>✓ Implementation stage by 1-5-14</li> </ul>	Propose, purchase, and install ITV classroom technologies in Claremore, Pryor, and Bartlesville campuses.	Evaluate and implement new ITV classroom technologies.  Order equipment, test, and train faculty before Spring semester of 2014	See Explanation Below.	See Explanation Below.
<b>Data/Findings</b> <ul style="list-style-type: none"> <li>• System successfully installed and implemented as of January of 2014.</li> <li>• A punch list and system adjustments have been ongoing through the spring semester.</li> </ul> <b>Status *</b> <ul style="list-style-type: none"> <li>• Approved 9/30/2013, CV system will be ordered, installed, testing, and training will be targeted completion before the Spring semester of 2014 - <b>completed.</b></li> </ul>					

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<b>Goal 2.2: Best Practices for Online Course Design and Development</b>					
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<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
5.4 Advance the principles and practices of shared governance through active participation of all constituencies	<p>Best practices for online course design and development.</p> <ul style="list-style-type: none"> <li>✓ Develop a core group of delegates to overhaul the LMS system (Angel) in regard to overall appearance, best practices (instructional design, ADA compliancy &amp; Section 508). Group members consist of the following persons: <ul style="list-style-type: none"> <li>• Director, Center for Teaching and Learning</li> <li>• Technical Coordinator, Center for Teaching and Learning.</li> <li>• Marketing Director</li> <li>• Web Designer</li> <li>• Graphics Specialist</li> <li>• Accessibility Specialist</li> </ul> </li> </ul>	<p>Published and implemented guide for faculty that describes best practices for the teaching and development of online classes.</p> <p><b>Student Focus Groups:</b> Feedback in initializing a friendly, navigable, accessible, and eye-appealing LMS system.</p> <p><b>Distance Education Committee:</b> Further detail the best practices for distance education through meetings that focus on development of our current online courses.</p>	Collaboration with the Distance Education and Technology Committees to develop best practices		

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	<ul style="list-style-type: none"> <li>• 2 Instructional Designers</li> </ul>				
<p><b>Data/Findings</b></p> <p><b>See objectives 1.1 above</b></p> <p><b>Status *</b></p> <ul style="list-style-type: none"> <li>• A committee comprised of the director for CTL, technical coordinator, faculty, ADA compliance officer, web specialist, and director of Marketing are strategizing to formulate a plan of action.</li> <li>• First meetings are scheduled for the third week in October based on availability.</li> </ul>					

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<b>Goal 2.3: Rework the IRB Submission Process</b>					
<b>Plan for 2013-2014</b> This section due by May 17, 2013.				<b>Report for 2013-2014</b> This section due by May 1, 2014.	
<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
5.4 Advance the principles and practices of shared governance through active participation of all constituencies	Overhaul the IRB submission process. Evaluate current practices and processes and streamline the application process. Cutout unnecessary proceduralized steps that inhibit the research application process.  <b>Benchmark Dates:</b> Develop stage by 10-1-13  Design stage by 10-15-13  Implementation stage by 11-15-13	<b>Survey Instrument:</b> Measure satisfaction of IRB applications using current students/faculty who have recently submitted IRB applications.	The benchmark would be established based on earliest results of applicant satisfaction using day/hours as the dependent variable as categorized as time.  Data would be collected across a 2-year (4 semester) span.  Upon implementation use the same survey instruments to measure successes and	See Explanation Below.	See Explanation Below.
<b>Data/Findings</b>					
<ul style="list-style-type: none"> <li>• <b>A condensed version of the IRB Application was implemented 1/6/2014</b></li> <li>• The office will continue monitoring the application process and if other changes need to be implemented, new versions will be made readily available.</li> <li>• <b>IRB committee’s review process has been revised to accommodate a new IRB application. Standard checklists, at one time were used for consistency. These exempt, expedited, and full board review lists were revisited. It was determined that a</b></li> </ul>					

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**checklist sheet be submitted with a review.**

**Status \***

- A condensed IRB application process was initiated on 10/15/2013. New forms and more informative descriptions were included in the forms. Initially Dr. Lee, Dr. Kim, and several students have received the new forms. Informal qualitative interviews will be given to those individuals to determine how the new system is received. A tracking system is implemented to measure the approval process time. Other forms, videos, tutorials will be developed to help further enhance the application process - **ongoing**.

<b>Goal 2.4: Research Symposium</b>					
<b>Plan for 2013-2014</b> This section due by May 17, 2013.				<b>Report for 2013-2014</b> This section due by May 1, 2014.	
<b>Objective</b>	<b>Action or Activity</b>	<b>Evaluation Measure</b>	<b>Performance Standard</b>	<b>Data/Findings</b>	<b>Status*</b>
5.4 Advance the principles and practices of shared governance through active participation of all constituencies	Research Symposium, faculty and students showcase their research studies and projects conducted through Rogers State University. Full paper research with a poster session highlighting all departments in a completion setting.	Yes/No	Success of the event evaluated by feedback forms and overall participation of faculty and student. Because this is the inaugural event, success determined by the satisfaction of those in attendance.	Postponed to a future academic year	Initial email was sent, overwhelming response for the symposium was given from the deans, and IRB committee members.

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**Budget Request Supplement for Academic Year 2013-2014**  
**Year Three – Strategic Planning Cycle**

This section due by May 17, 2013.							This section due by May 1, 2014
University Objective	Action for 2013-2014	Requested Resources				Estimated Cost	Was the Budget Request Approved?
		Human	Financial	(Enter Amount Approved)	Other (e.g., Technology)		(Enter Amount Approved)
1.1 Provide creative and innovative learning environments		Effective tracking and reporting tool to systematically capture counts. This tool also tracks phone, email, and features for drop in customers.	\$500.00 for cost of a tracking software		Software purchase		<b>Ongoing</b>
1.1 Provide creative and innovative learning environments		Suitable and adequate equipment in the faculty multimedia lab.	\$975.00 \$1300.00 \$600.00		Smart TV  Laptop  Adobe Professional Pro 7 licenses		<b>Completed</b>

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5.2 Evaluate continuously university processes, structures, activities and outcomes; modifying as appropriate		Evaluate, design, research, and finalize quote for new CV equipment for 3 campuses.	\$281,819.60, equipment, hardware, & software		HD Multiport Network		<b>Completed</b>
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# Rogers State University

## STAFF NEEDS ASSESSMENT

### SECTION I

Name: <input style="width:90%;" type="text"/>	Training for fiscal year: <input style="width:90%;" type="text" value="2013-2014"/>	
Current Position: <input style="width:95%;" type="text"/>	Supervisor Status: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Location: <input style="width:95%;" type="text"/>	Years of Service to RSU: <input style="width:50%;" type="text" value="1"/>	# of workshops attended last year <input style="width:50%;" type="text" value="1"/>

### SECTION II: TRAINING NEEDS ASSESSMENT

**Skill Categories:** Using this form, identify employee training needs by clicking on the box to the left of the training topics or that applies to the identified skills, knowledge or abilities for improving or enhancing the employee's job performance.

### SECTION III: TRAINING PLAN

**Objectives:** What training and development activities do you plan on attending the next fiscal year.

Outlined by the professional development plan, proposed training is contingent upon approval by the PDC committee and administration this is also regulated on the availability of funds.

Priority Rank 1 = Immediate Need 2 = Within 3 months 3 = Within 6 months 4 = Within 9 months 5 = Within 12 months	Type of need for training: Work Related Personal Enhancement New Skill Set	Activity to Improve Job Performance (e.g., training courses, on-the-job training projects, self-study programs, special tasks, committee assignments, attending conferences, mentoring initiatives, training others, Inter-Division collaborations, internships, apprenticeships, continuing education opportunities, professional certification avenues, etc.)	Estimated Cost (If known)
<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	Cost <input style="width:50%;" type="text"/>
<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	Cost <input style="width:50%;" type="text"/>
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<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	<input style="width:95%;" type="text"/>	Cost <input style="width:50%;" type="text"/>

### SECTION IV: CAREER DEVELOPMENT

The information above is for the upcoming fiscal year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Signature <input style="width:95%;" type="text"/>	Date <input style="width:95%;" type="text"/>
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**Administrative skills**

- Facilitating Teams
- Decision Making
- Grant Writing & Management
- Legislative Process
- Negotiating
- Office Management
- Planning/organizing
- Problem solving
- Purchasing/Requisition
- Statistical Analysis
- Strategic planning
- Time management

**Communications**

- Active Listening
- Business Writing
- Communication Styles
- Cross-cultural Communications
- E-mail Protocol
- Facilitation
- Grammar, Punctuation, Spelling
- Letters & Memos
- Presentation Techniques
- Public speaking

**Customer Service**

- Achieving Results
- Customer Service Skills
- Customer Service Strategies
- Handling Hostile Customers
- Handling the Media
- Phone Power

- Quality Service in the Public Sector

**Financial Management**

- Auditing
- Public Accounting Principles
- State Budgeting Process

**Health and Safety**

- Accident Investigation & Reporting
- Back Injury Prevention
- Chemicals & Gases
- CPR
- Dealing with Hostile People
- Driving Safety
- Ergonomics
- First Aid
- Hazard Communications
- Health & Safety in the Office Env.
- Laboratory Safety
- Personal Protective Equipment
- Self-defense
- Sexual Harassment Prevention
- Slips, Trips, & Falls
- Stress Management
- Threats & Violence in the Workplace
- Wellness

**Information Technology**

- Advanced Microsoft Access
- Advanced Microsoft Excel
- Advanced Microsoft Word
- Basic Keyboard Skills

**Supervisory**

- Basic Lead-worker
- Basic Supervisory
- Conducting Productive Meetings
- Coaching & Counseling
- Delegation
- Discipline & Control
- Employee Motivation
- Grievance Procedures
- Hiring/Interviewing
- Human Relations
- Labor Relations
- Leadership
- Managing a Diverse Workforce
- Managing Technical Employees
- Mentoring
- Participatory Management
- Performance Appraisals
- Performance Management
- Project Management
- Resolving Conflicts
- Team building
- Train-the-Trainer
- Working with the union
- Writing Position Descriptions

**Other**


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- Beginning Microsoft Access
- Beginning Microsoft Excel
- Beginning Microsoft PowerPoint
- Beginning Microsoft Word
- Introduction to the Internet
- Microsoft Project
- PhotoShop
- Video/Teleconference Technology
- Voice Activation Technologies
- Windows 7

**Organizational Development**

- Continuous Quality Improvement
- Mastering Change
- Succession Planning

**General Skills**

- Assertiveness
- Attitudes
- Balancing Life and Work
- Career Development
- Compliance
- Conflict Resolution
- Coping with Change
- Maximizing Your Memory
- Pre-retirement Planning
- Professional Image
- Self-discipline & Emotional Control
- Speed Reading

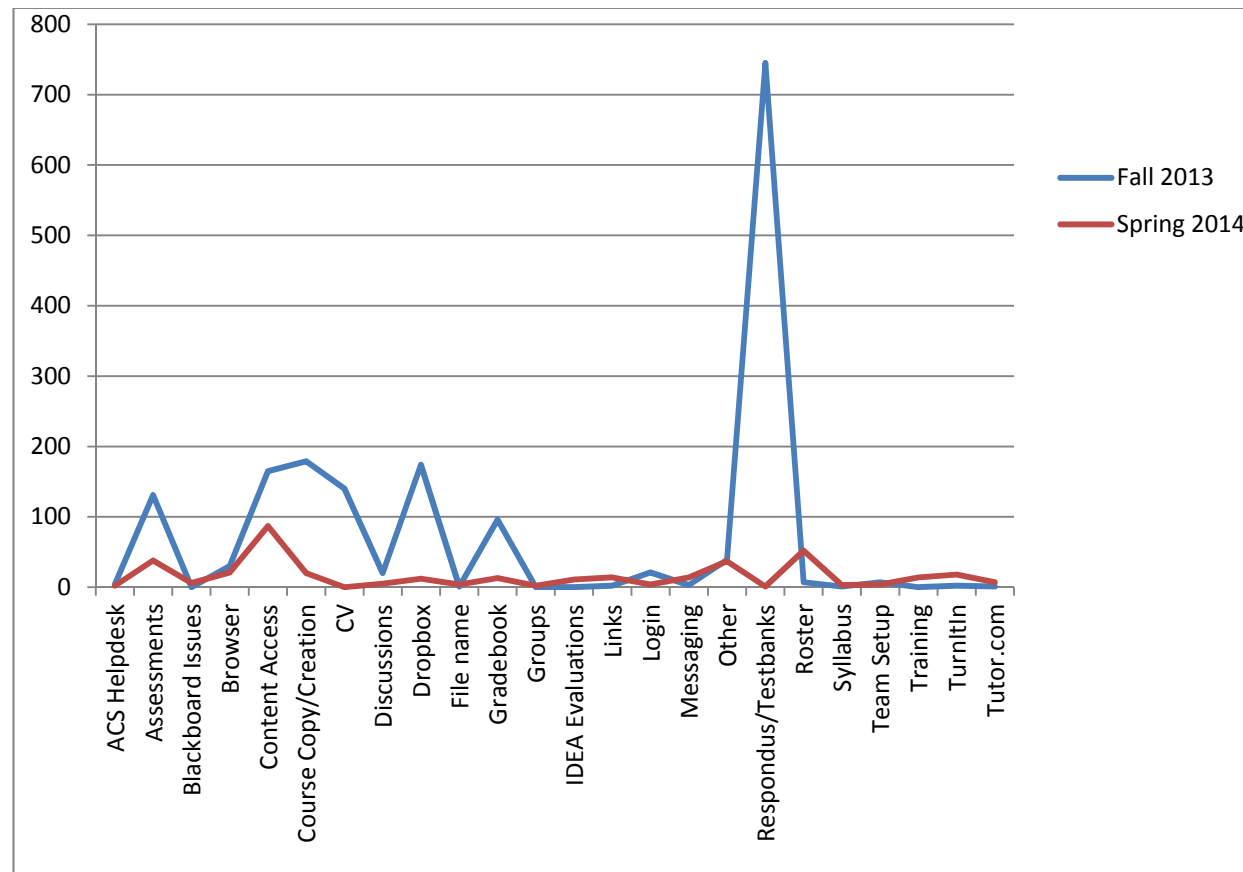
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**Appendix A cont.**

**Feedback form:**

Each formal training session will require the trainee to ask participants to complete the attached feedback form. As we migrate to a new LMS system, a comprehensive training program will be created on the basics of the LMS system. The proposed training program will be constructed in a three level certification competency based program. Until the system is developed and implemented, a hardcopy or electronic versions will be used to collect data to overcome any deficiencies due to low feedback return rates. Each survey is specific to the target audience and respective campuses.

**Table 1 Faculty - Helpdesk System Counts**



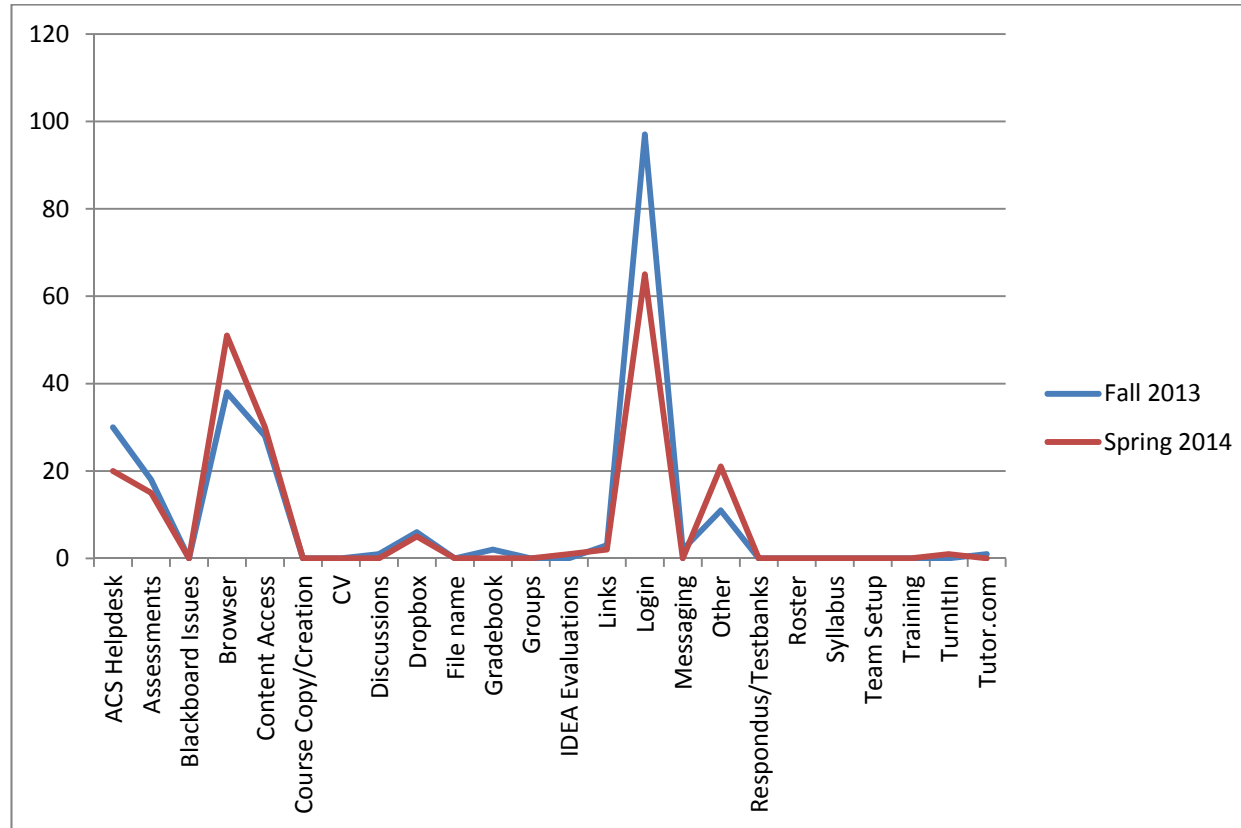
Faculty only:

X-Axis - 24 helpdesk ticket categories listed by name

Y-Axis - total ticket counts

**STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS**  
**2013 - 2014 Unit Action Plan – Year**

**Table 2 Student - Helpdesk System Counts**



Student only:

X-Axis - 24 helpdesk ticket categories listed by name

Y-Axis - total ticket counts

# Training Feedback



Name of Training

Date



1. What did you enjoy most about the training?

2. Please list 2-3 key learnings from today's curriculum, and how you anticipate applying them to your work in the future.

3. Was there any subject matter that you found confusing? If so, please provide specific examples.

4. What is the most valuable thing you learned today (knowledge or skills)?

5. Overall, how can we improve this training?

6. Any additional comments you wish to share?

Thank You!

STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS  
2013 - 2014 Unit Action Plan – Year Four

## Appendix B

**Total number of trainings, helpdesk tickets, and services provided: June – March 2014**

Ecampus	48
PDF	48
Smartboard	22
Turnitin	35
Tutor.com	1
CV	14
Miscellaneous	33
IRB Submission	100
New Faculty Orient	18
Respondus	10
Convocation	35
Camtasia	2
PowerPoint	2
<b>Total Training</b>	<b>368</b>

Trainings

Helpdesk/faculty	2301
Helpdesk/students	435
<b>Total helpdesk tickets</b>	<b>2736</b>

Helpdesk Tickets

CITI	102
Turnitin	35
Tutor.com	205
<b>Total Services</b>	<b>342</b>

Services



## Institutional Review Board Application

Type of Study:    [Exempt](#)    [Expedited](#)    Full-Board

### Project Title:

The Principal Investigator must be a full-time paid faculty. Students may only serve as a co-investigator under the supervision of a faculty member but not serve as the Principal Investigator of a research project.

[Plagiarism](#)

### Contact Information:

Principal Investigators Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
College/Department: \_\_\_\_\_  
Phone: \_\_\_\_\_

Co-investigators Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_

Co-investigators Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_

Co-investigators Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_

### [Summary](#)

*(concise statement of purpose of the study, how it will be conducted, and expected benefits)*



## Study Description

*(detailed explanation of protocol – how study will be conducted)*

### **Research question**

*(formulating the topic of inquiry into a question, objective of the study)*


### **Literature Review**

*(Highlight major theoretical tenets, not a full blown chronological review, what does the literature say about the question)*

## Research design

*(e.g., survey, double blind, placebo controlled, variables)*

### **Sample size**

*(how many subjects are needed to answer the research question with sufficient [statistical power](#)) *

### **Research subjects**

*(target sample, define eligibility, describe mechanism for recruitment)*

#### **Inclusion criteria**

**Age range**

**Gender**

**Health status**

**Special populations**

*(i.e. Children, prisoners,  
native Americans, others)*

**Other**

#### **Exclusion criteria**

**Age range**

**Gender**

**Health status**

**Special populations**

*(i.e. Children, prisoners,  
native Americans, others)*

**Other**



**Recruitment plan – You must submit a recruitment script - [Example](#) **

**Using non RSU sites to recruit? [Click here](#)**

**Using special populations? [Click here](#) **

(include specific sites, methods of recruitment (i.e. classroom, advertisement, web), where informed consent will take place, facilities, and equipment.)

### **Incentives**

(describe if there are incentives to participate, include what type of incentive and who will give out the incentives. Describe how coercion be addressed. If there is payment scheduled to participants, include the amount of payment and the proposed method and time of payment.)

### **[Methodology -Data collection methods](#)**

(operationalize variables, pilot testing if needed, instruments and/or apparatus employed, validity/reliability of measurements)

### **[Data handling](#)**

(procedures for collecting, coding, and securely storing data)

### **Statistical analysis**

(what descriptive and/or inferential statistics will be used to test the hypothesis of the study, variables defined)

## **Ethical Considerations**


### **Risks to Subjects**

(list any possible emotional, psychological, and/or physical risk to subjects)

### **Risk management**

(if risks exist, how will they be mediated)

### **Confidentiality – Will you record audio, video, or take photos? – [Click Here](#)**

([how will personally identifiable information be safeguarded](#)) 

## **Significance**

(the implications of potential results, directions for future research)

**Budget**

*(estimated costs in consumables, apparatus, instruments, compensation)*