## 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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide creative &amp; innovative learning environments</td>
<td>Identify training opportunities. Develop, design, and implement a survey instrument (i.e. faculty &amp; staff) that identify training opportunities.</td>
<td>Survey Instrument. <em>See Appendix A-1.</em> Feedback Form: <em>See Appendix A-2.</em> Helpdesk System: (i.e. emails, &amp; phone logs) <em>See Appendix A-3.</em></td>
<td>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. The helpdesk system will identify areas of need, training workshops or sessions can be configured.</td>
<td>See explanation below.</td>
<td>See explanation below.</td>
</tr>
<tr>
<td>Benchmark Dates:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Develop stage by 10-9-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Design stage by 10-23-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Implementation stage by 11-1-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS
#### 2013 - 2014 Unit Action Plan – Year Four

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
</table>

#### Data/Findings
- 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.
- **Staff Needs Assessment** – a needs assessment was completed, but has not been sent out to staff.
- **Adobe Form Central** – 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.
- **Outlook** – 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.

#### Status *
- 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 - **ongoing**. *(See “Staff Needs Assessment” Appendix A)*
- “Training Feedback”, a six question feedback form was designed and implemented by 10/16/2013 - **completed**.
- 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 - **completed**.
- Helpdesk system. It was determined that the system should be monitored using Outlook. Through a filtering system, helpdesk tickets are executed, tracked, and logged - **ongoing**. *(see table 1 & 2 below Appendix A)*
- 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 - **ongoing**.

*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.*
### Goal 1.2: Technology Hardware and Software

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide creative and innovative learning environments</td>
<td><strong>Technology Hardware and Software</strong>&lt;br&gt;Update the faculty multimedia lab to foster a more enhanced teaching and learning environment. <strong>Benchmark Dates:</strong>&lt;br&gt;☑ Develop stage by 8-15-13 &lt;br&gt;☑ Design stage by 9-10-13 &lt;br&gt;☑ Implementation stage by 10-15-13</td>
<td><strong>Scheduling System:</strong> 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. <strong>Feedback forms:</strong> (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.</td>
<td><strong>See Budget Request.</strong>&lt;br&gt;Acquisition all equipment, software, and resource systems.</td>
<td>See explanation below.</td>
<td>See explanation below.</td>
</tr>
</tbody>
</table>

### Data/Findings

- **Outlook** – using the “New Meeting” feature of Outlook, CTL was able to coordinate training events with staff and faculty.

- **Adobe Form Central** – 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.
<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A system for tracking training opportunities was developed and implemented 9-9-2013 - <strong>completed</strong>.</td>
</tr>
<tr>
<td></td>
<td>Using the calendar feature within Outlook, invitees are tracked along with communication messages - <strong>ongoing</strong>.</td>
</tr>
<tr>
<td></td>
<td>Feedback forms have been used to gather information about the training experience and how we can improve the next training session - <strong>completed</strong>.</td>
</tr>
<tr>
<td></td>
<td>Trainings offered: Webinars, Windows 8, Camtasia, General LMS, Turnitin, Respondus, PDF, and Smartboard - <strong>completed</strong>.</td>
</tr>
</tbody>
</table>
### Goal 1.3: Design, Develop and Conduct Workshops/Training Sessions

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide creative and innovative learning environments</td>
<td>Design, develop and conduct workshops/training sessions.</td>
<td>Specific to HLC standards; design, develop, and implement training practices that align with accreditation standards. Conference calls and scheduled meetings, develop the objectives and criterion specific to the accreditation.</td>
<td>HLC Site Visit Align objectives &amp; criteria with HLC standards. 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. 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.</td>
<td>See explanation below.</td>
<td>See explanation below.</td>
</tr>
</tbody>
</table>

#### Data/Findings

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.

#### Security
- **SSL added to LMS** – 12-20-2014 Added a Security Socket Layer to our current LMS. This eliminates any unauthenticated users into the system.
STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS
2013 - 2014 Unit Action Plan – Year Four

- **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.
• 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.
## Goal 1.4: Disseminating Materials Via...

### Plan for 2013-2014
This section due by May 17, 2013.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide creative and innovative learning environments</td>
<td>Disseminate materials via e-campus, emails, web links, webinars and CTL newsletter.</td>
<td><strong>Self-Completion Check:</strong> 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.</td>
<td>300 Attendees.</td>
<td>See explanation below.</td>
<td>See explanation below.</td>
</tr>
</tbody>
</table>

**Develop the following:**
- Training Materials
- LMS Announcements
- Tips & Tricks
- Communication Tools
  - Newsletter
  - Training Opportunities

**Benchmark Dates:**
- Develop stage by 11-25-13
- Design stage by 2-15-14
- Implementation stage by 3-20-14
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 opportunists, services, or eliminating some reoccurring helpdesk ticket issues.

- Noted as a possible positive outcome, ecampus 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, ecampus, 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**.
### Goal 2.1: Plan, Design, Research, Quote, Propose, and Implement a New State of the Art HD Multipoint Network

**Plan for 2013-2014**  
This section due by May 17, 2013.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
</table>
| 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. **Benchmark Dates:**  
- Develop stage by 7-19-13  
- Design stage by 8-15-13  
- Implementation stage by 1-5-14 | 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. |

**Data/Findings**
- System successfully installed and implemented as of January of 2014.
- A punch list and system adjustments have been ongoing through the spring semester.

**Status***
- Approved 9/30/2013, CV system will be ordered, installed, testing, and training will be targeted completion before the Spring semester of 2014 - completed.
### Goal 2.2: Best Practices for Online Course Design and Development

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Advance the principles and practices of shared governance through active participation of all constituencies</td>
<td>Best practices for online course design and development.</td>
<td>Published and implemented guide for faculty that describes best practices for the teaching and development of online classes.</td>
<td>Collaboration with the Distance Education and Technology Committees to develop best practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Develop a core group of delegates to overhaul the LMS system (Angel) in regard to overall appearance, best practices (instructional design, ADA compliance &amp; Section 508). Group members consist of the following persons:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Director, Center for Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technical Coordinator, Center for Teaching and Learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Marketing Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Web Designer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Graphics Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Accessibility Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Instructional Designers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data/Findings**

**See objectives 1.1 above**

**Status**

- 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.
### Goal 2.3: Rework the IRB Submission Process

#### Plan for 2013-2014
- **This section due by May 17, 2013.**

#### Report for 2013-2014
- **This section due by May 1, 2014.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Advance the principles and practices of shared governance through active participation of all constituencies</td>
<td>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.</td>
<td><strong>Survey Instrument:</strong> Measure satisfaction of IRB applications using current students/faculty who have recently submitted IRB applications.</td>
<td>The benchmark would be established based on earliest results of applicant satisfaction using day/hours as the dependent variable as categorized as time.</td>
<td>See Explanation Below.</td>
<td>See Explanation Below.</td>
</tr>
<tr>
<td><strong>Benchmark Dates:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop stage by 10-1-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design stage by 10-15-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation stage by 11-15-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Data/Findings
- **A condensed version of the IRB Application was implemented 1/6/2014**
- The office will continue monitoring the application process and if other changes need to be implemented, new versions will be made readily available.
- **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**
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.

---

### Goal 2.4: Research Symposium

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action or Activity</th>
<th>Evaluation Measure</th>
<th>Performance Standard</th>
<th>Data/Findings</th>
<th>Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Advance the principles and practices of shared governance through active participation of all constituencies</td>
<td>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.</td>
<td>Yes/No</td>
<td>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.</td>
<td>Postponed to a future academic year</td>
<td>Initial email was sent, overwhelming response for the symposium was given from the deans, and IRB committee members.</td>
</tr>
</tbody>
</table>

---

**Plan for 2013-2014**
This section due by May 17, 2013.

**Report for 2013-2014**
This section due by May 1, 2014.
## Budget Request Supplement for Academic Year 2013-2014

### Year Three – Strategic Planning Cycle

This section due by May 17, 2013.

<table>
<thead>
<tr>
<th>University Objective</th>
<th>Action for 2013-2014</th>
<th>Requested Resources</th>
<th>Estimated Cost</th>
<th>Other (e.g., Technology)</th>
<th>Was the Budget Request Approved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide creative and innovative learning environments</td>
<td>Effective tracking and reporting tool to systematically capture counts. This tool also tracks phone, email, and features for drop in customers.</td>
<td>Human</td>
<td>Financial</td>
<td>(Enter Amount Approved)</td>
<td>Software purchase</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$500.00 for cost of a tracking software</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.1 Provide creative and innovative learning environments</td>
<td>Suitable and adequate equipment in the faculty multimedia lab.</td>
<td></td>
<td>Financial</td>
<td>(Enter Amount Approved)</td>
<td>Software purchase</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$975.00</td>
<td></td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1300.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$600.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Evaluate continuously university processes, structures, activities and outcomes; modifying as appropriate</td>
<td>Evaluate, design, research, and finalize quote for new CV equipment for 3 campuses.</td>
<td>$281,819.60, equipment, hardware, &amp; software</td>
<td>HD Multiport Network</td>
<td>Completed</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

Rogers State University

STAFF NEEDS ASSESSMENT

SECTION I

<table>
<thead>
<tr>
<th>Name:</th>
<th>Training for fiscal year: 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Position:</th>
<th>Supervisor Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes    No</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location:</th>
<th>Years of Service to RSU: 1</th>
<th># of workshops attended last year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Priority Rank</th>
<th>Type of need for training:</th>
<th>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.)</th>
<th>Estimated Cost (If known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Immediate Need</td>
<td>Work Related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = Within 3 months</td>
<td>Personal Enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = Within 6 months</td>
<td>New Skill Set</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = Within 9 months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 = Within 12 months</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
<th>Cost</th>
<th>Cost</th>
<th>Cost</th>
</tr>
</thead>
</table>

SECTION IV: CAREER DEVELOPMENT

The information above is for the upcoming fiscal year.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
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

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

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

Supervisory
- Basic Lead-worker
- Basic Supervisory
- Conducting Productive
- Coaching & Counseling
- Meetings
- 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


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

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS Helpdesk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Browser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Copy/Creation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropbox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>File name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gradebook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEA Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Login</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Setup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TurnItIn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor.com</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty only:
X-Axis - 24 helpdesk ticket categories listed by name
Y-Axis - total ticket counts
Table 2  Student - Helpdesk System Counts

[Diagram showing ticket counts for various systems over two years, with categories including ACS Helpdesk, Assessments, Blackboard Issues, Browser, Content Access, etc.]

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!
### Appendix B

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

<table>
<thead>
<tr>
<th>Trainings</th>
<th>Helpdesk/Tickets</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecampus</td>
<td>48</td>
<td>Helpdesk/faculty 2301</td>
</tr>
<tr>
<td>PDF</td>
<td>48</td>
<td>Helpdesk/students 435</td>
</tr>
<tr>
<td>Smartboard</td>
<td>22</td>
<td><strong>Total helpdesk tickets 2736</strong></td>
</tr>
<tr>
<td>Turnitin</td>
<td>35</td>
<td>CITI 102</td>
</tr>
<tr>
<td>Tutor.com</td>
<td>1</td>
<td>Turnitin 35</td>
</tr>
<tr>
<td>CV</td>
<td>14</td>
<td>Tutor.com 205</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>33</td>
<td><strong>Total Services 342</strong></td>
</tr>
<tr>
<td>IRB Submission</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>New Faculty Orient</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Respondus</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Convocation</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Camtasia</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PowerPoint</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total Training</strong></td>
<td><strong>368</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Helpdesk Tickets**

| Helpdesk/faculty                  | 2301               |
| Helpdesk/students                 | 435                |
| **Total helpdesk tickets**        | **2736**           |

<table>
<thead>
<tr>
<th>Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI</td>
<td>102</td>
</tr>
<tr>
<td>Turnitin</td>
<td>35</td>
</tr>
<tr>
<td>Tutor.com</td>
<td>205</td>
</tr>
<tr>
<td><strong>Total Services</strong></td>
<td><strong>342</strong></td>
</tr>
</tbody>
</table>
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)*