CENTER FOR TEACHING & LEARNING EXCELLENCE

NEVADA STATE COLLEGE

ANNUAL REPORT

2019-2020

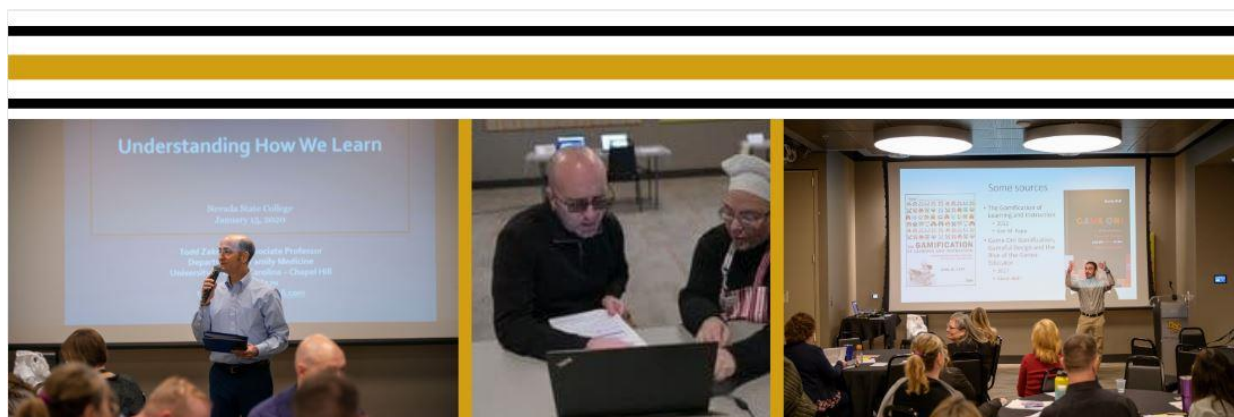**CENTER FOR TEACHING &
LEARNING EXCELLENCE**
NEVADA STATE COLLEGE

July 2020

Established in 2016, **the Center for Teaching and Learning Excellence** (CTLE) at Nevada State College provides professional development services and support to full-time faculty and part-time instructors. Those services include facilitating workshops, coordinating campus-wide training events, coaching and consulting faculty, and many other activities, as shall be summarized in this annual report.

Several key items to highlight:
1) **95% of NSC's full-time teaching faculty participated in at least one or more CTLE professional development activities and services** during Fall 2019, Spring 2020, and Summer 2020.
2) **40% of Nevada State's full-time teaching faculty participated in a Faculty Learning Community** during 2019-20, including 73% of our cohort of new full-time faculty.
3) The CTLE again **facilitated the annual Teaching Fellows Institute (TFI)** during Summer 2020, assisting and supporting the innovative course design projects of four (4) faculty.
4) In January 2020 the CTLE organized and sponsored the **1st Annual Faculty Symposium on Teaching and Learning**, a day-long professional development opportunity that drew attendance from 79 full-time and 7 part-time faculty.

On behalf of the CTLE, we thank the faculty, Executive Leadership Team, Office of the Provost, deans, department chairs, and Faculty Senate for your continued support. As we continue to build and expand the CTLE, it is imperative to have administrators encourage faculty to participate, clearly communicate that NSC values innovation, and recognize faculty who invest time and effort towards improving their teaching.

Sincerely,

The CTLE Team
- **Chris Garrett,** Director
- **Sierra Adare-Tasiwoopa api,** Instructional Technologist
- **Christine Draper,** Instructional Designer
- **Jack Agamba,** Instructional Designer

Mission

- The Center for Teaching and Learning Excellence (CTLE) provides professional development opportunities for full-time faculty and part-time instructors at Nevada State College in order to improve student learning outcomes and support the college's academic mission.

Faculty Learning Outcomes

- Expand evidence-based pedagogical awareness
- Incorporate evidence-based best practices in course design, instructional delivery, and assessment
- Collaborate in a community of teaching scholars
- Engage in reflective practice

CTLE Contributions to
the College's Strategic Plan

- CI2.3: Expand resources and support for ensuring the accessibility of instructional and other materials.
- CI3.1: Revise and enhance the core curriculum
- CI4.1: Implement peer-reviewed quality assurance program based on best practices for online teaching and learning
- CI4.3: Enhance training for faculty teaching online courses
- CI4.4: Increase students' technological literacy to enhance their ability to succeed in an online environment.
- OC1.2: Improve support for part-time instructors.
- OC2.2 Design college-wide programs to increase leadership opportunities for faculty and staff.

CTLE Objectives

- Create inclusive, engaging learning environments
- Facilitate interdisciplinary dialogue and collaboration
- Foster a culture of continuous improvement
- Support integrating technology to enhance quality and efficiency

Guiding Principles/Philosophy

- Create a safe space for faculty
- Offer a variety of programs and activities
- Provide services that are confidential, voluntary, and formative

CTLE Highlights for 2019-2020

- **Engaged faculty in discussions and reflective practice about teaching and learning via our Faculty Learning Communities program.**
    - During Fall Semester 2019, six (6) Faculty Learning Communities were organized and engaged 35 teaching faculty (23 full-time and 12 part-time). In the spring there were seven (7) FLCs, with 38 teaching faculty (33 full-time and 5 part-time) participating. During 2019-2020, these FLCs addressed a variety of topics, including Mentoring, Effective Teaching Practices, Motivational Syllabus, Making Thinking Visible, Productivity, Online Active Learning, Minds Online, Hitting Pause, The Art of Changing the Brain, and How Humans Learn. Each FLC met monthly to discuss readings, best practices, and receive feedback on innovative ideas and learning activities. Two faculty proposed and facilitated FLCs: Rachel Bower led a group that studied about "R for Mathematics," and Nate Silva inspired faculty about using gamification as an instructional tool. During 2019-2020, 40% of our full-time teaching faculty participated in an FLC. In addition, **73% of new full-time faculty** engaged in FLCs. At the 1st Annual Faculty Symposium on Teaching and Learning each FLC group from Fall 2019 shared brief presentations on what they learned.

- **Organized and facilitated the annual New Faculty Orientation in two-day training and coordinated mentoring for new faculty.**
    - The CTLE offered its annual, campus-wide orientation and fourteen (14) new full-time faculty attended August 14-15, 2019—the largest cohort of new hires. In addition to introducing new faculty to campus partners and resources for student success and faculty support, for the first time a second day of orientation was added to new faculty orientation, providing training on instructional technology and utilizing Canvas, our learning management system. The CTLE Director also ensured that mentoring partnerships were established for each new faculty member who requested a mentor. The CTLE organized several events during the school year to facilitate and encourage mentoring conversations.

Supported faculty in pursuing and completing CTLE Teaching Academy Certificates.

- o In collaboration with our CTLE Faculty Advisory Board back in the Fall of 2017 we designed and introduced a new professional development program called the CTLE Teaching Academy. Currently, two certificates are offered to all full-time and part-time faculty and can be completed in one to two years. Certificate requirements include engaging in workshops, Faculty Learning Communities, Teaching Circles, and writing a reflective essay (see Appendix). There are two certificates with an estimated investment of 13-20 hours to complete the **Foundations of Teaching Certificate**. As of July 2020, nineteen (19) faculty (including two Part-Time Instructors) completed the requirements for the Foundations of Teaching Certificate. The following fifteen (15) were recognized at Fall Convocation on August 21, 2019:
    - Sarah Bryans-Bongey, SOE
    - Vanessa Mari, SOE
    - Serge Ballif, LAS
    - Aaron Wong, LAS
    - Jessica Price, LAS (PTI)
    - Emily Hoover, LAS
    - Kayla Bieser, LAS
    - Vu Duong, LAS
    - Sherri Coffman, SON
    - Susan Growe, SON
    - Patricia Nill, SON
    - Christine Beaudry, SOE
    - Lori Navarrete, SOE
    - Christina Squires, LAS
    - Malak Charara, LAS (PTI)

- o During 2019-2020, the following faculty completed the requirements for the **CTLE Teaching Academy: Foundations of Teaching Certificate** (*three are new faculty who just began at NSC August 2019*):
    - Amber Morczek, LAS*
    - Lance Hellman, LAS*
    - Nicholas Carroll, LAS*
    - Wendi Benson, LAS

- o In addition, two full-time faculty have completed the **CTLE Teaching Academy Advanced Certificate: Reflective Practitioner** and were recognized at Fall Convocation on August 21, 2019:
    - Vanessa Mari, SOE
    - Patricia Nill, SON

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✦ Initiated inaugural CTLE Faculty Fellowship program.

o The CTLE Faculty Fellowship provides an opportunity for a full-time faculty member to dedicate time to a special project related to the scholarship of teaching and learning or faculty development. The fellowship is for one year and provides one course release. The CTLE Faculty Fellow also receives funding to travel to a conference to present on their project. The process is competitive, and applications were evaluated by a committee. During this inaugural year, Kayla Bieser (Associate Professor of Biology) was named as the CTLE Faculty Fellow. Dr. Bieser's project included analyzing data related to her work on Course-based Undergraduate Research Experience (CURE) in her genetics course, expanding CURE to more institutions, and writing a manuscript on her bioinformatics curriculum. She also led a Faculty Learning Community on incorporating authentic research into the classroom. She also organized and hosted a two-day workshop at Nevada State College for students, faculty, and staff from various institutions on Data Carpentry Genomics in partnership with the Nevada Center for Bioinformatics.

✦ Coordinated and facilitated the 2020 Teaching Fellows Institute.

o In the midst of budget restraints due to the effects of COVID-19, the Office of the Provost provided funding to continue the Teaching Fellows Institute (TFI) during Summer 2020. Because of limited funding, only four projects were accepted out of the nine faculty proposals. This year the TFI theme was online course design, and the emphasis was on promoting the standards and principles outlined in the Online Quality Assurance Rubric. The CTLE Team facilitated this six-week professional development program. During TFI, each faculty member engaged in workshops, discussions about teaching and learning, and online course design working sessions. Four college faculty made significant progress on their respective course projects:

- **Christine Beaudry, SOE**: re-designing EDEL 453 for an online format, integrating technology tools
- **Heather Lang-Cassera, LAS**: Developing a fully online version of ALS 101 that will showcase campus resources for student success
- **Brian Martinelli, LAS**: designing a new online Astronomy course/lab (AST 104/105) to be offered in the Core Curriculum
- **Amber Morczek, LAS**: revising CRJ 200 online course making it more interactive and ensure accessibility of materials

✚ **Planned and coordinated 2019 Fall Convocation.**
- o The CTLE Team engaged in the planning process for the 2019 Fall Convocation event with CTLE Director Chris Garrett serving as chair and Christine Draper and Sierra Adare-Tasiwoopa api contributing on the planning committee. The Fall Convocation event, held on Wednesday, August 21, featured Keynote Guest Speaker, Dr. Jillian Kinzie (National Survey of Student Engagement, Indiana University). **Attendance for fall convocation was a record high for the college with 171 participants**. In her keynote presentation, Dr. Kinzie address the topic, "Making the Case for High-Impact Educational Practices." She also facilitated a breakout session later that afternoon on best practices in learning outcomes assessment. In the post-event survey, the feedback on the event was overwhelmingly positive. On a 5-point scale regarding the overall value of the presentation, the keynote session received a 3.85 rating from convocation attendees. Fall Convocation was held during a challenging time of moving School of Education Faculty down to the Dawson Building. To help all of us keep things in perspective, we opened the convocation with a video presentation created just for this occasion: "Nevada State College: Remembering the Past and Envisioning our Future." The video featured several of the college's pioneers sharing humorous stories about some of the various obstacles they encountered over the years—all part of the challenges that come with the accelerated growth of our young institution.

  Several Comments from Convocation Attendees:

  - ▪ *"I liked how we were placed at tables based on what we chose as our hobby. I like how we had a choice of breakout sessions and the variety of topics that were discussed throughout the day."*
  - ▪ *"The keynote speaker was outstanding!"*
  - ▪ *"I thought that this was by far the best guest speaker we've had at any of the convocations I have attended."*
  - ▪ *"The keynote was very good, and it helped to serve as a way to solidify to new faculty that teaching is important."*

✚ **Provided travel grants for faculty to engage in conferences.**
- o The CTLE provided funding to support faculty to participate in:
  - ▪ **InstructureCon** (July 2019 in Long Beach, California):
    - • Katie Durante, LAS
    - • Sherri Coffman, SON
    - • Rachel Bowers, SOE
    - • Sharon Jones (*coordinated funding support via SOE*)
    - • Sierra Adare-Tasiwoopa api, CTLE

⬦ Initiated and facilitated new Leadership Learning Communities.

- o In Fall 2019 CTLE Director Chris Garrett approached President Bart Patterson with a proposal for a Leadership Academy Certificate Program. An important component of that proposed Leadership Academy is the Leadership Learning Community. Toward that end, the CTLE offered the first Leadership Learning Community (LLC) in Fall 2019 for department chairs, associate department chairs, faculty, and other campus administrators.   The LLC is similar to the FLC concept, providing opportunities for meaningful, candid conversations on important topics in a safe, confidential space. The first LLC engaged eight (8) campus leaders and focused on key principles essential for effective leadership, utilizing the text *Academic Administrators Guide to Exemplary Leadership.* During Summer 2020, a second LLC was co-facilitated by Chris Garrett and Shantal Marshall on the topic of promoting an equity-minded campus culture, and eleven (11) campus leaders participated in discussions.

⬦ Recognized for outstanding contributions to our campus community.

- o The CTLE was nominated for Nevada State College's "Be the Difference Award" by faculty for its dedicated efforts to improve student learning outcomes through faculty development. Unfortunately, the annual Spring Awards Ceremony was postponed due to COVID-19, and we have not heard yet whether or not the CTLE was selected for this award. In their nomination letters, faculty comments included:

  - ▪ *"CTLE as a unit has exhibited remarkable service to full-time and part-time faculty over the past three years, and their services grow bigger and better each year. The CTLE unit has played a major role in improving teaching and learning across all schools and departments of the campus. CTLE also builds leadership skills among those of us who are directors and administrators within our teaching units. I have been able to take what I have learned from CTLE programs and work with faculty in my unit to initiate conversations, conduct peer observations, and even conduct research studies on how to improve teaching and learning with our students. I can honestly say that working with CTLE staff has revolutionized my teaching, and given me a voice to influence other faculty. The staff of CTLE are worthy of praise and deserving of this award."*   –**Sherri Coffman, Professor of Nursing**

  - ▪ *"They do a great job of supporting the faculty so that we can support our students to the best of our ability. The CTLE is always available to help faculty work on their courses and they do it in a very happy and supportive manner. Their professional development help faculty of all experience and skill levels to increase their overall effectiveness when it comes to teaching our unique student population. Their guidance help faculty to design their courses to be more student-friendly. They positively impact the faculty and by extension the students of our college as well. The CTLE is constantly soliciting feedback from faculty as to how they can improve their services and they respond promptly to all requests for assistance."*
    –**Nate Silva, Lecturer of Biology**

Coordinated the Peer Review Evaluation Process for the Online Quality Assurance Initiative.

- o In Fall 2018, the CTLE commenced work on an initiative to improve the quality of online teaching and learning. As part of our work in the initial phase of the Online Quality Assurance Initiative a faculty working group comprised of five faculty and three staff members from the CTLE designed a rubric that will be used to evaluate online courses. In addition to designing the rubric we also tested it out by evaluating three NSC courses. The CTLE coordinates and facilitates the Online Quality Assurance Review Process. During Fall 2019 we continued the initiative as a program we've dubbed as "Mission Possible" with training provided by the CTLE Team to faculty reviewers on how to use the rubric. Nine faculty reviewers were divided into three teams who then evaluated nine online courses (three courses per review team). Of the nine online courses reviewed, four were submitted by part-time instructors. Faculty voluntarily request to receive feedback on their online courses through this peer review process. Over three review cycles (Fall 2018, Spring 2019, and Fall 2019) a total of 18 online courses have been evaluated using the Quality Assurance Rubric.

Coordinated the 3rd Annual Excellence in Online Learning Webinar and Luncheon Event.

- o In 2017-2018, we offered the first webinar and luncheon event for faculty that featured Ariel Anbar (Arizona State University) who shared his gamified online science course. In Fall 2018, the CTLE sponsored the second annual event—an online workshop led by Courtney Stewart and Travis Thurston (Utah State University) that focused on creating student-centered online learning activities. In Fall 2019 we organized the third annual event with guest speaker Diane Reddy (University of Wisconsin-Milwaukee) who shared a presentation on "Mastery-Based Learning and Amplified Assistance" to promote student success in online learning environments. Sixteen faculty attended this luncheon event. The rationale driving this event is the premise that in order to help faculty improve their online teaching they need to be exposed to and see exemplary models of excellence in online teaching and learning.

⯎ Organized and facilitated the 1ˢᵗ Annual Faculty Symposium on Teaching and Learning.

- o In order to provide a focused, conference-like professional development experience for our teaching faculty, we planned, sponsored, and facilitated this symposium which we intend to make an annual event. The symposium featured two sessions presented by guest/keynote speaker, Todd Zakrajsek (University of North Carolina), on the topics of dynamic lecturing and the science of learning. When asked if attending this event was worth the investment of time and effort, faculty respondents responded affirmatively (overall rating: 3.47 on a 4.0 scale). At the symposium each FLC group from Fall 2019 shared brief presentations on what they learned in their respective FLCs. In addition, prior to the symposium, NSC faculty were invited to submit conference-like proposals for scholarly presentations at the symposium on teaching and learning, and these proposals were peer-reviewed before being accepted for inclusion in the program. Those five faculty presentations included:
    - ▪ **Molly Appel**: Rebooting Class Presentations with Student-Driven "Teach-Ins": Inclusive, Critical Pedagogy for All Disciplines
    - ▪ **Sherri Coffman and Anna Taber**: A Concept Analysis of Universal Design for Learning in Higher Education
    - ▪ **Rachel Herzl-Betz**: Universal Design for "Someone Else": Six Persistent Myths about Accessible Writing Pedagogy
    - ▪ **Wendi Benson**: Mastery Over Mediocrity: How Specifications Grading Helps Students Learn from Mistakes
    - ▪ **Nate Silva**: Using narrative and storylines to engage undergraduate students

  Examples of post-event feedback received & key takeaways shared from faculty attendees:

    - ▪ *"I appreciated the faculty-led breakout sessions because they presented realistic, data and experience-driven suggestions conducted with our own students and classrooms."*

    - ▪ *"One simple and silly thing that I started using immediately going through my lecture slides backwards as a recap. I watch Todd [Zakrajsek, our guest speaker] do it and thought: 'why have I never thought of that?'"*

    - ▪ *"Resist being the 'sage on the stage' and be prepared with experiential learning activities that will help students put into practice what they learn. Provide brief lectures to prepare students to learn by doing."*

    - ▪ *"The keynote speaker [Todd Zakrajsek] was fantastic. Thank you for bringing him to campus. I enjoyed the entire presentation from beginning to end."*

LIST OF CTLE PROGRAMS, ACTIVITIES, SERVICES, AND RESOURCES

Faculty Learning Communities	New Faculty Orientation	Consultations on Teaching
Teaching Academy Certificate	Mentoring Partnerships	Consultations on Technology
Workshops (campus-wide)	Portfolio Training	Annual Faculty Symposium on Teaching and Learning
Requested Topic Workshops at School/Dept. Faculty Meetings	Teaching Observations with Formative Feedback	Mid-Term Feedback (Small-Group Instructional Diagnosis)
Coaching on Scholarship	Teaching Circles	Canvas Site with Resources
Faculty Showcase Events	Bi-Monthly CTLE Newsletter	Books on Teaching & Learning
Active Learning Retreat	Canvas Training Sessions	Evaluating Teaching Training
Teaching Fellows Institute	Online Course Renovation Collaborative	Assessment Training
Annual Excellence in Online Teaching Event	Consultations on Accessibility and ADA Compliance	Online Quality Assurance Initiative (Peer Review)

ASSESSMENT OF FACULTY LEARNING OUTCOMES

Upon completion of these programs, we surveyed faculty participants and asked them to self-assess their progress in each of the four **Faculty Learning Outcomes** through their involvement with CTLE programs and services. That data is summarized below.

	Teaching Fellows Institute	CTLE Teaching Academy Certificate	Faculty Learning Communities
Engaging in critical self-reflection about my work as a teacher	100% strongly agreed	100% strongly agreed or agreed	80% strongly agreed
Expanding my knowledge of evidence-based teaching and learning methods	100% strongly agreed or agreed	100% strongly agreed	100% strongly agreed or agreed
Incorporating best practices in course design, instructional methods, and/or assessment	100% strongly agreed	100% strongly agreed or agreed	100% strongly agreed or agreed
Collaborating in a community of teaching scholars	100% strongly agreed	100% strongly agreed	100% strongly agreed or agreed

ASSESSMENT OF FACULTY LEARNING OUTCOMES

Teaching Academy Certificate Program

After fulfilling all of the required learning activities for the Teaching Academy: Foundations of Teaching Certificate, the teacher is asked to reflect on their own professional development as a result of their involvement in this program.   The following reflection was submitted by Dr. Wendi Benson, Associate Professor of Psychology. This example illustrates how opportunities are provided in CTLE activities for faculty to develop in each of the four **Faculty Learning Outcomes**.

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1) How has your involvement in CTLE professional development activities (workshops, Faculty Learning Communities, consultations, Teaching Circles) helped you as a teacher and faculty member at Nevada State College? *These activities always inspire me to try new things and help me figure out which topics to dig deeper into (through research or joining a FLC). The CTLE is an invaluable resource for faculty.*

2) Please describe any experiences of personal growth and progress during your learning experiences in the CTLE activities. *The Gamification FLC inspired me to gamify my spring PSY 210 class. Students earned Stat*Points throughout the semester by participating in class, contributing to online discussions, and attending Supported Study and Office Hours. They used Stat*Points to earn individual rewards (e.g., notecard for Quiz) and class rewards (e.g., snacks and a Quiz study guide). The student with the most Stat*Points received a custom 3-D printed trophy ☺. I also used what I learned in the Collaborative Learning FLC to begin using collaborative testing and to redesign my PSY 210 class around Cohort groups who work together and support each other throughout the semester. See the attached syllabus for how Stat*Points and Cohort Groups were used in PSY 210. I also worked with Sierra and Nate in a Teaching Circle for effective online classes, which helped me develop a version of PSY 450 online that students LOVE (mean evaluation rating last semester = 4.81, up from 4.17 before the overhaul). (FLOs: LEARNED AND INCORPORATED BEST PRACTICES) Finally, I met June Eastridge at a CTLE workshop for developing proposals for the Intermountain Teaching for Learning Conference. This led to a study examining the impact of collaborative testing in statistics, which was published this year in Teaching of Psychology. (FLO: COLLABORATE WITH FACULTY COLLEAGUE)*

3) Please share your reflections of any new learning activities, methods, or innovative ideas that you've recently implemented into your teaching. *See above. (FLO: ENGAGE IN REFLECTIVE PRACTICE)*

4) If you have any indicators or evidence of impact for changes you've made in your teaching (e.g., anecdotal, student evaluations, course assessments, etc.) please share that with us.

- [Manuscript published in Teaching of Psychology on Collaborative Testing (click on this link)](#)
- PSY 210 revised syllabus (See Appendix B)
- "Stat*Point Earners" for PSY 210 (See Appendix B)

CTLE PROGRAM STATISTICS
Full-Time Faculty Participation
in at least One or More CTLE Faculty Development Activity

2019-2020 (Fall, Spring, and Summer Combined)

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	17	17	0	100%
LIBERAL ARTS & SCIENCES	59	55	4	93%
NURSING	25	25	0	100%
LIBRARY	5	4	1	80%
Totals	106	100	6	**94%**

Fall 2019

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	14	14	0	100%
LIBERAL ARTS & SCIENCES	61	39	22	63%
NURSING	26	21	5	80%
LIBRARY	5	2	3	40%
Totals	106	76	30	**72%**

Spring 2020

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	17	15	2	88%
LIBERAL ARTS & SCIENCES	59	42	17	71%
NURSING	25	23	2	92%
LIBRARY	5	2	3	40%
Totals	106	82	24	**77%**

CTLE PROGRAM STATISTICS

Part-Time Faculty Participation
in at least One or More CTLE Faculty Development Activity

Fall 2019

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	2
LIBERAL ARTS & SCIENCES	17
NURSING	1
Totals	20

Spring 2020

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	1
LIBERAL ARTS & SCIENCES	9
NURSING	3
Totals	13

CTLE PROGRAM STATISTICS
Fall 2019

Professional Development Activity	Number of Participants[1]	Overall Rating[2]
New Faculty Orientation	14	3.5
Canvas Workshop for English Department I	15	
Canvas Workshop for English Department II	10	
Tech Tools/ Informal Assessments for LAS	15	
Gen Z and ABC's of Accessibility	23	3.7
Advanced ASL Workshop	6	
Fall Convocation Innovations in Teaching with Tech	5	
New Design Tools	8	3.6
3 Reading Strategies	5	4.0
SOE Session: Self-Care and New Gradebook	16	
ADA Compliance Working Session I	11	3.8
ADA Compliance Working Session II	21	3.0
Fearless Teaching	7	4.0
3rd Annual Excellence in Online Teaching Event	16	3.25
Teaching Tricks and Treats	13	
Active Learning Techniques	5	3.5
Embedding Quizzes in YuJa Videos	3	4.0
Universal Design for Writing	6	
New Faculty Mentoring Luncheon	16	
FLC: R for Mathematics	20	
FLC: Game on Educators!	12	
FLC: Minds Online	11	
FLCs: Hitting Pause	109	
FLC: The Art of Changing the Brain	48	
FLC: How Humans Learn	25	
Leadership Learning Community	22	
Individual Consultations	299	
Teaching Circles	13	
Totals	774	

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[1] In this column, each meeting, activity, or consultation attended by an individual counts as a participation.

[2] Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "Participating in today's workshop was worth the investment of time and effort."

CTLE PROGRAM STATISTICS
Spring 2020

Professional Development Activity	Number of Participants[3]	Overall Rating[4]
Faculty Symposium on Teaching and Learning	86	3.47
Workshop: How to Support Your Students' Study Skills	6	4.0
Workshop: Alternative Assessment Methods	7	3.75
Workshop: Learning Strategies in Larger Classes	10	3.38
Training: SON Respondus Monitor Demo and ADA Compliance	25	
Workshop: Instructional Technology Test Kitchen	10	4.0
Workshop: Turn It In Workshop	6	4.0
Workshop: Canvas Conferences Virtual Workshop	21	
Discussions Webinar	4	
Workshop: A Low-Tech Option: Chat in Canvas	4	
Workshop: Communication: Announcements in Canvas	15	
Workshop: Cranium Café Workshop	6	
Workshop: Setting Up Awesome Exams in Canvas	17	
Workshop: Analytics Zoom Check-In	2	
Workshop: Conversations, Connections, Collaboration	5	
Workshop: Comp Pedagogy Coffee Date and Zoom Meeting	1	
Workshop: Nursing Course Coordinator & Course Lead Meeting	9	
Workshop: Conversations, Connections, Collaboration	4	
Workshop: New Analytics Workshop	7	
Faculty Online Discussion Groups on Remote Instruction	18	
FLC: Mentoring	8	
FLC: Missing Course	18	
FLC: Motivational Syllabus	8	
FLC: Making Thinking Visible	7	
FLC: Be More Productive	4	
FLC: Online Active Learning	33	
Individual Consultations	528	
Totals	869	

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[3] In this column, each meeting, activity, or consultation attended by an individual counts as a participation.
[4] Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "Participating in this workshop/activity was worth the investment of time and effort."

CTLE PROGRAM STATISTICS

Summer 2020

Program/Activity	Number of Participants[5]	Overall Rating[6]
Teaching Fellows Institute	48	4.00
Portfolio Workshop: Teaching	5	
Portfolio Workshop: Service	4	
Portfolio Workshop: Scholarship	4	
Portfolio Workshop: Consolidated	3	
Leadership Learning Community: Equity-Minded	21	
Teaching Online: Tips and Tech	7	
TRIO Online Technology Training	11	
TRIO Online Best Practices Workshop	11	
Nepantla Training	18	
NURS 448 Training	15	
Nursing Online Training	3	
CTLE Individual Consultations	334	
Totals	484	

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[5] In this column, each meeting, activity, or consultation attended by an individual counts as a participation.

[6] Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following paraphrased question: "[This activity] was a useful and valuable experience."

SUMMARY OF DATA-
FACULTY FEEDBACK SURVEYS

❖ **What influenced your decision to participate in the Teaching Fellows Institute?**

Opportunity to make time to connect with campus partners and resources	50%
Desire to collaborate with others on my project	75%
My professional development needs (e.g., seek support in improving a course and/or my teaching)	100%
Scheduled during summer	75%
Stipend was offered	100%
Needed support and structure for an innovative project idea	100%

❖ **What activities were valuable to you during the Teaching Fellows Institute (TFI)?**

Networking, feedback, and discussions with other TFI faculty participants	100%
Receiving feedback and support from CTLE facilitators	100%
Mini-Workshop Sessions	100%
Structured Design Time	100%
Networking and meeting with Campus/Staff Partners	75%

Comments/Feedback from Teaching Fellows Institute Participants:

▪ *"The small group setting was great. I really liked the opportunity to know what my peers were working on and be able to provide meaningful feedback. I would suggest keeping some aspect of working together in small groups (4 people) as TFI gets larger again."*

▪ *"This is a challenging question as I really think that, overall, the institute was excellent. If I had to make a suggestion, it might be to begin with showing some exemplars of courses and approaches, so you have this in mind when you're designing your own. For example, once I had a better idea of what the design tools could do, I revised my format for some of my templates. I know there are examples of different components (and I appreciate those) but it would be nice to several 'full' courses, or at least with enough content (home page, syllabus, and a week or two of modules with corresponding content and activities) for different types of courses to get a more comprehensive ideas of possibilities and approaches. This might also provide folks with more ideas for suggestions on what they would like to focus on during the mini-presentations…just a thought. Really, overall, a great experience. Thank you!"*

▪ *"I'd like a smidge more time for course prep."*

Goals, Activities, and Outcomes

Goal	Program/Activity	Faculty Learning Outcome
-Educate & facilitate discussions on teaching & learning	-Workshops -Faculty Learning Communities -Active Learning Retreat -Teaching Fellows Institute -Teaching Academy Certificates -CTLE Faculty Fellow -Online Course Renovation Collaborative	-Expand evidence-based pedagogical awareness -Incorporate evidence-based best practices in course design, instructional delivery, and assessment
-Promote critical reflection on teaching practices & provide formative feedback	-Teaching Circles -Teaching Academy Certificates -Portfolio training -Faculty Learning Communities -Formative teaching consultations -Mid-Term Feedback (Small Group Instructional Diagnosis) -Scholarship of Teaching and Learning (SoTL) -Teaching Fellows Institute -Online Course Renovation Collaborative	-Engage in reflective practice -Collaborate in a community of teaching scholars
-Provide support to faculty toward achieving promotion & tenure	-Portfolio training -Teaching Academy Certificates -Mentoring -CTLE Faculty Fellow -Faculty Writing Sessions and Retreats	-Engage in reflective practice - Incorporate evidence-based best practices in course design, instructional delivery, and assessment

CTLE Team
Director: Chris Garrett, PhD
Instructional Technologist: Sierra Adare-Tasiwoopa api, PhD
Instructional Designer: Christine Draper, PhD
Instructional Designer: Jack Agamba, PhD (new hire, started July 1, 2020)

CTLE Engagement in Committee Work & Campus Service
- Core Curriculum Committee (chair)
- Sustainability Council
- Campus Bookstore Vendor Selection Committee
- At-Large Senator, Faculty Senate
- Mentoring Committee
- Service Learning Committee
- Diversity and Inclusion Taskforce, CEDI
- First Generation Subcommittee (chair)
- Diversity and Inclusion Support Group (founding member)
- Attracting and Engaging Diverse Faculty and Staff Subcommittee
- 2019 Diversity Summit Planning Subcommittee
- Chair, Fall 2019 Convocation Planning Committee
- Spring 2020 Convocation Planning Committee
- Staff Professional Development Day Committee
- OpenStax Institutional Partner Project
- Technology Advisory Committee
- English Core Learning Outcomes Revisions and Policies Committee
- Search Committee, Teacher Education Faculty Search.
- Search Committee, Adjunct Faculty Coordinator Search
- Sabbatical Leave Committee
- Search Committee, IT-Network & Systems Administrator Search
- Search Committee, Community Engagement and Diversity Initiatives Director Search
- Adjunct Faculty Affairs Committee
- Administrative Faculty Affairs Committee
- Canvas Workgroup Committee

CTLE Engagement in External Committees and Professional Service

- Peer Reviewer, *Studies in American Indian Literature*.
- Reviewer, *To Improve the Academy Journal*, Professional and Organizational Development (POD) Network
- Reviewer, *The Reading Teacher Journal*, International Literacy Association
- Proposal Reviewers, International Consortium for Educational Development Annual Conference
- Proposal Reviewer, 8th Annual Georgia Undergraduate Research Conference
- Planning Committee, Intermountain Teaching for Learning Conference
- Executive Board, Intermountain Consortium for Faculty Development
- Proposal Reviewers, Professional and Organizational Development (POD) Network Conference

Customized Services (Campus Projects)

- Submitted proposal and collaborated with President Patterson in designing new Leadership Academy Certificate program for our college faculty and administrators
- Assisted Abby Peters in designing the new faculty orientation for the School of Liberal Arts and Sciences
- Consulted with the 2020 Undergraduate Research & Creative Works Conference Planning Committee on taking the conference online in April 2020
- Presented workshop on Paraphrasing and Turnitin as part of Amber Howerton's Scientific Writing Workshop
- Contributed to the Humanities Department's Learning Outcomes revision retreat
- Designed Evidence Room on Canvas for Accreditation for School of Nursing
- Designed HR training for Search Committee Members
- Engaged in Nursing Research Group on Universal Design for Learning
- Developed an Escape Room module for Nursing
- Developed an Online Escape Room video and module for LAS faculty
- Participated in the English Department Retreat
- Contributed to and modified the Student Services "Be Supported" Canvas course shell
- Developed an Early Feedback Survey for LAS faculty
- Developed instructions and examples of a quality discussion post and quality discussion response for LAS faculty
- Developed a Peer Review module for LAS faculty
- Developed a module on Annotation, Bibliography, and Literature Review for LAS faculty
- Conducted a Turnitin and Plagiarism workshop with students in a Science course
- Conducted an ePortfolio workshop with students in a First-Year Experience course
- Developed a Strategies for Reading and Annotating Scholarly Articles page for LAS faculty
- Completely revised Flight School (including nine new videos)
- Made 8 new educational technology tools tutorial videos
- Updated 6 educational technology tools tutorial videos
- Made 55 step-by-step guides for Canvas and other Instructional Technology tools
- Developed Icebreaker Padlet assignment for LAS faculty
- Conducted a Respondus Monitor demo
- Initiated acquiring Respondus Monitor for the college
- Developed a module with guides and tutorial videos for new Nursing PTI Orientation

Publications

- Garrett, C.E, & Draper, C. A. (Anticipated late 2020). Higher Education Faculty Certificate Program: Foundations of Reflective Teaching. In Otherine Johnson Neisler (Ed.), *The Palgrave International Handbook of Academic Professional Development Centers*. London, UK: Palgrave-Macmillan.
- Garrett, C. E. Three Key Principles for Improving Discussions in College Classrooms, *Journal on Empowering Teaching Excellence*, Vol. 4, No. 1, 2020: 53-62.
- Garrett, C.E. Other Pilgrims: Sequels, Imitations, and Adaptations of *The Pilgrim's Progress*, *International Journal of English Literature and Social Science* (Vol. 5, No. 1), 2020: 13-20.

Conference and Creative Works Presentations

- Adare-Tasiwoopa api, S. Creative Presentation/Poetry Reading, Blue Sage Writers Guild Indigenous Peoples' Day: A Collaborative Reading of Native Voices in Poetry.
- Adare-Tasiwoopa api, S. Intermountain Teaching for Learning Conference, Provo, Utah (March 2020)
- Draper, C. A., "Engaging Emergent Bilinguals with Story," NVTESOL 1st Annual Conference Nevada State College. (September 2019).
- Draper, C. A., Scott, H., & Reidel, M., "Ain't I a Woman: Women's Fight for Freedom," Tucson Festival of Books, Tucson, AZ. (Paper accepted but conference cancelled due to Covid-19).
- Draper, C. A., & Reidel, M. "Story-time on Campus: Using Children's Literature to Foster Student Engagement." Lilly Conference: Innovative Strategies to Advance Learning, Asheville, NC. (August 2019).

APPENDIX A

The CTLE Teaching Academy Certificates

Goals for the CTLE Teaching Academy:
- Encourage engagement in the CTLE programs
- Provide opportunity to recognize faculty who strive to improve their teaching
- Provide a structured program that identifies key areas of expected competencies for our teachers

Learning Objectives

Those who pursue Teaching Academy Certificates will be able to:
- Examine your own assumptions about teaching and learning
- Engage in the process of experimenting, assessing, and revising your teaching strategies and practices in order to improve student learning
- Practice critical reflection to catalyze your professional growth as a teacher

Foundational Teaching Topics

Learning Theory & Strategies
- Bloom's Taxonomy, Metacognition, Learning Strategies, Study Cycle, Growth Mindset

Course Design
- Backward Design, Facilitating Diverse Ways of Learning

Teaching Methods
- Discussion-Based Learning, Collaborative Learning, POGIL, Technology Tools (e.g., Canvas), Online Teaching, Service Learning, Experiential Learning

Assessment
- Formative Assessment, Summative Assessment, Grading, Providing Meaningful Feedback

Foundational Ability

Reflective Practice and Observation
- Peer-reviewed teaching, receiving formative feedback

Logistical Notes
- ➤ The CTLE Teaching Academy Certificate can be completed at your own pace during a one or two-year period
- ➤ Approximately 13-14 hours required to complete the CTLE Teaching Academy Certificate: Foundations of Teaching
- ➤ Approximately 12-15 additional hours required to complete the CTLE Teaching Academy Advanced Certificate: Reflective Practitioner
- ➤ Certificate recipients will be recognized at Fall Convocation annually in August

The CTLE Teaching Academy Certificate: Foundations of Teaching

Learning Experiences:
- ➢ Attend at least five (5) **CTLE Workshops** that include at least two (2) Foundational Teaching Topics

- ➢ Actively engage in a **Faculty Learning Community** (FLC) on a teaching and learning topic for at least one (1) semester (active engagement=attend at least 75% of the scheduled FLC meetings)

- ➢ Participate in a **CTLE Teaching Circle** (an interdisciplinary partnership, focused on formative feedback):
  - o receive two (2) teaching observations from your Teaching Circle colleagues and engage afterwards in reflective sessions;
  - o provide one (1) teaching observation for your Teaching Circle colleague and provide feedback afterwards in a reflective session.

- ➢ Write a one to two-page **reflective essay about your personal growth as a teacher** during these learning experiences; share reflections on new activities and innovative ideas that you implemented into your teaching; record how you assessed the impact of those implementations. This reflective essay will be shared at the end-of-the-year celebratory event for the Teaching Academy (held in the spring).

The CTLE Teaching Academy Advanced Certificate: Reflective Practitioner

Those who have successfully completed the CTLE Teaching Academy Certificate are invited to continue to develop their skills as reflective practitioners by fulfilling these additional Learning Experiences:

- ➢ Attend at least two (2) additional **CTLE Workshops** (with the goal of additional breadth, covering each of the Foundational Teaching Topics)

- ➢ Actively engage in one additional (1) **Faculty Learning Community** on a teaching and learning topic (active engagement=attend at least 75% of the scheduled meetings).

- ➢ Participate in one additional **CTLE Teaching Circle**:
  - o receive two (2) teaching observations from your Teaching Circle colleagues and engage afterwards in reflective sessions;
  - o provide one (1) teaching observations for your Teaching Circle colleagues and provide feedback afterwards in reflective sessions.

- ➢ Request the **Mid-Semester Feedback from Students** (aka Small Group Instructional Diagnosis) service conducted by the CTLE and engage in the consultation process to discuss student responses.

- ➢ Submit your **Teaching Portfolio** to the CTLE to post in a digital repository to share with NSC faculty. The Teaching Portfolio should include your teaching philosophy statement, teaching strategies, assessment methods, response to course evaluations, statement on professional development, and artifacts of teaching and learning.

APPENDIX B

SEE PAGES ATTACHED BELOW

Spring

20

Nevada State College

Introduction to Statistical Methods

PSY 210

What should I be able to do after this class?

- Compute statistical values by hand and with Microsoft Excel

- Display and explain results from commonly used statistical analyses (in simple and scientific terms)

- Carefully evaluate reports about research

Remember:

Understanding research and statistics will help you:

- Avoid being fooled by research shared in the media.

- Seek objective answers and act accordingly.

This class will be challenging, but you have the tools to succeed.

Class Meetings
When: Tu & Th 12:30 – 1:50pm
Where: KAB 215

Your Professor
Wendi Benson, Ph.D.
Email: Canvas Inbox
Office: KAB 119
Office Hours: Tu & Th 11:30-12:20pm

Your Course Assistant (CA)
Frances Hampton
Email: Canvas Inbox
$S_{upported}$ S_{tudy}: Tu&Th 2-3pm (KAB 215)
Office Hours: Th 11-11:30am (KAB 109)

Email Wendi or Frances to schedule individual or group tutoring!

Table of Contents

Note to math-leery: You do not need to be a math whiz to succeed in this course! Calculations require introductory high school algebra and I will help you learn calculations

What can I expect from this class?

Which candidate received the most attention on social media after the debate? Is college GPA a significant predictor of job performance? Did attending Supported Study have a substantial impact on improving student grades? None of these questions can be answered without statistics!

In addition to giving you the power of statistics skills, this class will help you think critically about "research-based" conclusions presented in the media, at work, in school, and everywhere in between!

My PSY 210 class is a **Flipped Format:** You will read relevant textbook material and view comprehensive lectures online for each chapter to complete Practice Problems BEFORE class. Most in-person classes are devoted to Practice Activities where you will discuss Practice Problem concepts and problem solving with your assigned cohort groups, other peers, Course Assistant, and Professor.

You will have opportunities to earn Stat*Points to unlock excused absences, snacks, and bonus resources for Quizzes (see tab in Canvas for details). You will also be assigned to Cohort Groups for in-class activities and discussions.

Results from a major survey conducted by the Association of American Colleges and Universities suggest that over 50% of employers feel that the following college learning outcomes are very important for potential hires to be successful:

• Working with numbers/statistics

• Analyzing/solving complex problems

• Critical/analytical thinking

• Written communication

• Applying knowledge/skills to the real world

HIRED!
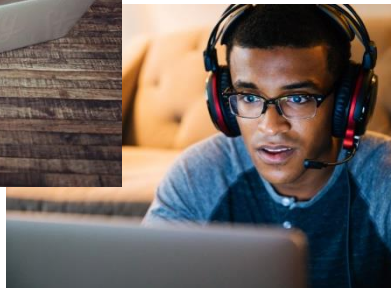
What are some ways I can be successful in this class?

After many years of teaching statistics (in person and online), I know what separates the successful students from the rest.

✓ I use Announcements to keep you in the loop! Make sure you are receiving email notifications of Announcements. *Click on your picture in Canvas, go to Notifications, and set-up notifications for Announcements.*

✓ Do not suffer in silence! Talk to each other and ask questions in class, office hours, and through the Questions and Answer Forum.

✓ Do not procrastinate! Manage your time wisely. Do not assume how long the lectures and assignments will take and give yourself plenty of time to complete them.

✓ Attend Office Hours and Supported Study Sessions as much as possible and seek tutoring at the Academic Success Center or through Smart Thinking Tutoring on Canvas.

✓ Complete the Practice Problems to the best of your ability WITHOUT NOTES using only your formula sheet and statistical tables. This will prepare you for Quizzes and will give you the opportunity to identify what you do not understand. I am only grading Practice Problems for completion to make sure you made an honest attempt at the answers. It is perfectly acceptable to make mistakes on the Practice Problems!

✓ Take notes on your notes. After reading the textbook, watching the lecture, and attending the Practice Day, summarize your notes in a cohesive and easy to study Word document (that is easily searchable using the Find feature in Word). Then study this for the Quiz!

✓ Have a positive attitude! Accept that this class will be challenging. If you are having difficulty that means you are in the process of learning valuable information

What materials are required?

Suggested (NOT Required)

Textbook – Gravetter & Wallnau (2014). Essentials of Statistics for the Behavioral Sciences, 8th Edition. New York: Thomson Wadsworth. ISBN: 9781133956570

Textbooks can be purchased or rented online through the Nevada State Bookstore in the RSC or amazon.com.

If you want to purchase the 7th edition (ISBN: 9780495812203) to save money, be mindful of the different chapter numbers.

Required

Computer – To complete this class you must have access to a computer with the minimum technical requirements for Canvas and the ability to stream online videos through YouTube.

Microsoft Office – Many of the documents you will need to access and submit throughout the semester are in *Microsoft Word* and *Microsoft Excel* format. As an NS student, you can download a free copy of *Microsoft Office* using the instructions →

Get Your Free Copy of Microsoft Office

1.) Log into the NSC Portal then click on Apps -> Microsoft Office 365 from the QuickLaunch area

2.) Once logged into Office 365 click on the link to Install Office 2016

3.) Download and run the installer to install Office

4.) When prompted to activate office, enter your e-mail address as firstname.lastname@students.nsc.edu along with your NSC password

Contact Information & Technology Services for help (702) 992-2400.

How does this class meet NSC Learning Outcomes?

Outcomes	Level	Course Objectives	Assessments
Develop Communication Abilities	Clarity	Display and explain results from commonly used statistical analyses (in simple and scientific terms)	All
	Persuasion	Display and explain results from commonly used statistical analyses (in simple and scientific terms)	All
Develop Critical Thinking Abilities	Analysis	Carefully evaluate reports about research Compute statistical values by hand and with Microsoft Excel	Discussions and Excel Assignments Practice Problems, Knowledge Checks, and Excel Assignments

What **assignments** will I be required to complete?

Quizzes
In-Person

There will be 4 in-class Quizzes based on sub-sets of chapters covered throughout the semester. You will be given a formula sheet and statistical tables for Quizzes.

Make-up Quizzes will not be permitted unless extreme documentable circumstances prevent you from taking the Quiz on the scheduled day. You must notify me of a request for a retake by 11:59pm on the day of the Quiz.

Earn Stat*Points to unlock Quiz snacks, study guides, practice quizzes, notecards, and a cumulative replacement quiz.

Knowledge Checks
Complete on Canvas Modules

There will be 15 Knowledge Checks based on the video lectures. Knowledge Checks will be due the night after the Practice Day devoted to that chapter's content.

Knowledge Checks will include multiple choice questions and will have no time limit. Although you will be able to exit and resume the Knowledge Checks, you will only be able to submit it once. After the due date, you will receive your score and will be able to view specific feedback for each question.

<u>You will be allowed to use the lecture, notes, and textbook for the Knowledge Checks.</u> Collaborating with others is <u>not</u> permitted and will not serve you well when it comes to your preparation for Quizzes.

The 14/15 highest scoring Knowledge Checks will count toward your final grade (so you can miss 1 or perform poorly on 1 without impacting your final grade).

Excel Assignments
Submit Microsoft Word and Excel Documents

There will be 4 Excel Assignments that allow you to analyze real-world data using the Data Analysis tools in *Microsoft Excel* and a step-by-step video tutorial that demonstrates how to perform and interpret each analysis.

Late Excel Assignments will be accepted up to 2 days late with a 10% penalty each day. Only the highest scoring 3/4 count toward your final grade.

Practice Problems and Participation
In-Person

There are 16 Practice Problem sets based on the video lectures and available through the Modules tab on Canvas. **You must show completed Practice Problems at the beginning of class and participate in the Practice Day activity in class to receive credit.**

After the activity, I will post the key for the Practice Problems so all students will have access to the correct answers to study.

Earn Stat*Points (see tab in Canvas) to get up to 2 excused absences on Practice Days.

Discussion Days
In-Person

Three ass days will be devoted to discussing research ideas and problematic reports of research in the media. You will need to submit a Discussion Day Preparation sheet and participate in class to earn full credit.

I can provide an alternate assignment If you have extreme documentable circumstances that prevent you from attending class.
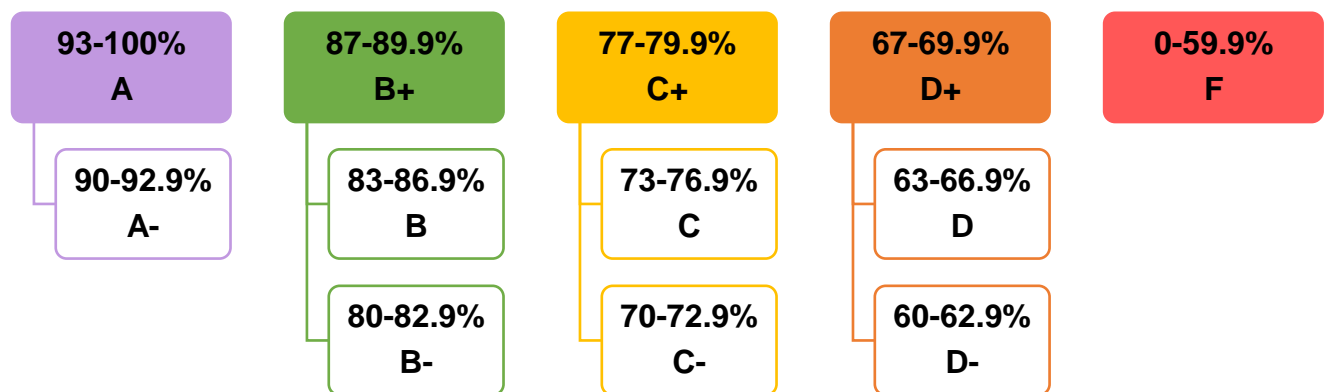
What is collaborative learning and Cohort Groups?

Collaborative learning is the process of discussing course concepts and learning from mistakes and successes with a group of your peers. Research suggests students taking statistics classes with collaborative learning built-in tend to have higher levels of success (Gorvine & Smith, 2015).

Cohort Groups involve collaborative learning with a tight-kilt and reliable group of peers sharing a common purpose. Relationships formed in Cohort Groups help college students learn, have a more positive learning experience, and broaden their perspectives in ways that cannot be achieved in a traditional lecture-style class (Drago-Severson, E., Helsing, D., Kegan, R., Popp, N., Broderick, M., & Portnow, K., 2001).

You will be **strategically assigned to cohort groups this semester and will work together** in class (and hopefully outside of class) throughout the semester (and maybe beyond)!

What is the **point structure and grading scale**?

93-100% A	87-89.9% B+	77-79.9% C+	67-69.9% D+	0-59.9% F
90-92.9% A-	83-86.9% B	73-76.9% C	63-66.9% D	
	80-82.9% B-	70-72.9% C-	60-62.9% D-	

Point Structure

Assignments	Points	%
4 Quizzes	200	50%
14/15 Highest Scoring Knowledge Checks	112	28%
3/4 Highest Scoring Excel Assignments	30	7.5%
16 Practice Problems	40	10%
3 In-Class Discussion Days	18	4.5%
Total	400	100%
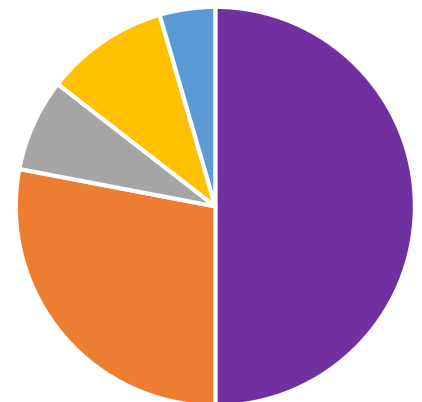
Please check your grades often and let me know if you believe there was an error in the point allocations or feedback on any assignment.

You must notify me with a detailed description of the issue via Canvas Inbox within 5 days of the grade posting for a review.

Section 1 – Describing Data and Comparing Scores

Week	Date	In Class Assignment or *Activity*	Due Date	Assignment
1	Tue. 1/21	Course Overview and Tips for Success		
	Thurs. 1/23	PRACTICE DAY Chapter 1: Introduction to Statistics	Fri. 1/24	Ch. 1 Knowledge Check
2	Tue. 1/28	PRACTICE DAY Chapter 2: Frequency Distributions	Wed. 1/29	Ch. 2 Knowledge Check
	Thurs. 1/30	PRACTICE DAY Chapter 3: Measures of Central Tendency	Fri. 1/31	Ch. 3 Knowledge Check
3	Tue. 2/4	PRACTICE DAY Chapter 4: Measures of Variability and the Normal Curve	Wed. 2/5	Ch. 4 Knowledge Check
	Thurs. 2/6	PRACTICE DAY Chapter 5: z-scores, Locations of Scores, and Standardized Distributions	Fri. 2/7	Ch. 5 Knowledge Check
4	Tue. 2/11	PRACTICE DAY Chapter 6: Probability	Wed. 2/12	Ch. 6 Knowledge Check
	Thurs. 2/13	Foundations of Statistics Workshop		
5	Tue. 2/18	QUIZ 1 (Chapters 1 – 6)		
	Thurs. 2/20	Quiz 1 Overview and Reflection Activity	Thurs. 2/20	Excel Assignment 1

Section 2 – Examining Significant Differences for a Single Group

Week	Date	In Class Assignment or *Activity*	Due Date	Assignment
6	Tues. 2/25	PRACTICE DAY Chapter 7: Probability and the Sampling Distribution	Wed. 2/26	Ch. 7 Knowledge Check
	Thurs. 2/27	PRACTICE DAY Chapter 8: Introduction to Hypothesis Testing		
7	Tue. 3/3	Hypothesis Testing Workshop	Wed. 3/4	Ch. 8 Knowledge Check
	Thurs. 3/5	PRACTICE DAY Chapter 9: Introduction to the t-statistic	Fri. 3/6	Ch. 9 Knowledge Check
8	Tue. 3/10	PRACTICE DAY Chapter 11: The t-Test for Two Related Samples	Wed. 3/11	Ch. 11 Knowledge Check
	Thurs. 3/12	Figuring out t-tests Workshop		
9	Tue. 3/17	QUIZ 2 (Chapters 7 – 9 & 11)	Wed. 3/18	Discussion Response (Standard of Living)
	Thurs. 3/19	**No Class**	Thurs. 3/19	Excel Assignment 2
			Sat. 3/21	Discussion Reply (Standard of Living)

Section 3 - Examining Significant Differences Among Multiple Groups

Week	Date	Assignment or *Activity*	Due Date	Assignment
		In Class		**Assignments Submitted on Canvas**
10	Tue. 3/24	PRACTICE DAY Chapter 10: t-Test for Two Independent Samples	Wed. 3/25	Ch. 10 Knowledge Check
10	Thurs. 3/26	PRACTICE DAY Chapter 12: Introduction to Analysis of Variance	Fri. 3/27	Ch. 12 Knowledge Check
11	Tue. 3/31	PRACTICE DAY Chapter 13: Two Factor Analysis of Variance	Wed. 4/1	Ch. 13 Knowledge Check Discussion Day Prep
11	Thurs. 4/2	Discussion Day (Create an Experiment)		
12	Tue. 4/7	***Spring Break – No Class***		
12	Thurs. 4/9	***Spring Break – No Class***		
13	Tue. 4/14	All the Things You Forgot During the Break Workshop		
13	Thurs. 4/16	QUIZ 3 (Chapters 10, 12, & 13)		
14	Tue. 4/21	Quiz 3 Overview Correlation and Regression Preview	Tue. 4/21	Excel Assignment 3

Section 4 – Examining Relationships and Significant Differences in Frequencies

Week	Date	Assignment or *Activity*	Due Date	Assignment
		In Class		**Assignments Submitted on Canvas**
14	Thurs. 4/23	PRACTICE DAY Chapter 14a: Correlation		
15	Tue. 4/28	PRACTICE DAY Chapter 14b: Regression	Wed. 4/29	Ch. 14 Knowledge Check
15	Thurs. 4/30	PRACTICE DAY Chapter 15: Chi-Square Test for Independence and Goodness of Fit	Fri. 5/1	Ch. 15 Knowledge Check
16	Tue. 5/5	Discussion (Statistics in the Media)	Mon. 5/4	Discussion Day Prep
16	Thurs. 5/7	Quiz 4 (Chapter 14 & 15)	Sat. 5/9	Excel Assignment 4 Cumulative Replacement Quiz (Unlocked by Stat*Points)

☺ **Enjoy Winter Break** ☺

What are Stat*Points

Stat*Points are designed to reward students for going the extra mile and motivate students to want to do so!
Throughout the semester, you will have opportunities to earn Stat*Points to unlock individual and class-wide rewards.

How to Earn Stat*Points

- Writing a 2-3 sentence **response to a stats bell ringer** at the beginning of class
- **Aksing or answering a question** (class or in the Q&A Discussion) – only for the 1st question and answer in class
- Finding any typos or **errors** on the syllabus (there are a few), assignments, lectures, or Canvas course – Must be first to claim in the **Attention to Detail Discussion** Board
- Thoughtful and relevant posts in the **Statistics in the Wild Discussion** Board (limit of 2 original posts, with unlimited replies to other posts)

    Post a unique YouTube video (around 5 minutes or less), news article, or some other internet resource related to any topic we have covered in class so far (NOT just anything stats-related).

    To get credit for an initial post, you must provide an explanation of how the video or article you shared is relevant to specific course topics and some critique of the accuracy of the claims. You are also encouraged to include questions for your classmates to answer and start a conversation. Thorough and/or insightful replies to others' posts will also earn you Stat*Points.

    Themes to Think About for Stats in the Wild:

    o Bad Research Making Big Impacts – Post an example of misleading, falsified, or questionable research that had an impact on society (e.g., fattening food is always bad, vaccines cause autism, OxyContin is not addictive and great for treatment of chronic pain) and speculate about the motivations and intentions of the researcher(s) and funders responsible

    o Current Issues in Research – Post a critique or provide resources to start a debate about issues related to statistics or research (e.g., college admissions or employment tests not predicting performance, ethical issues in research, difficulty getting published without statistical significance, lack of data- or results-checking prior to publication, replication crisis in social sciences, over-emphasis on p-values in statistics)

    o Polls Versus Votes – Post polling data and compare it to the actual voting results (e.g., past elections, current elections, voting on issues in Nevada or elsewhere)

    o Using Statistics to Win at Life – Post a fun video demonstrating how statistical know-how can help you in everyday life (e.g., winning board games, avoiding being fooled by statistics)

    o Shocking Statistics – Post a video or report of an accurate statistic that will blow our minds!

How to Earn Stat*Points

Effort	Stat*Points Earned by Individual
Bell Ringer Response	1
Attending Supported Study or Office Hours	1
Finding Errors in Course Materials	2
Q&A Discussion Board Question	2
In-Class Question	2
Workshop Rewards	2
Q&A Discussion Board Answer	3
In-Class Answer	3
Statistics in the Wild Discussion Board	4-8
Random Reasons	?

Stat*Points – Individual Rewards

Individual Reward	Individual Stat*Points Required
1st Excused Absence for Practice Day	15
Use 3x5" Notecard on Quiz 1	20
Use 3x5" Notecard on Quiz 2	40
2nd Excused Absence for Practice Day	50
Use 3x5" Notecard on Quiz 3	60
Use 3x5" Notecard on Quiz 4	80
Optional Cumulative Final to Replace Lowest Quiz Grade	100

Stat*Points – Class Rewards

Class Reward	Total Class Stat*Points Required
QUIZ 1	
Snacks	300
Study Guide	350
Practice Quiz	375
QUIZ 2	
Snacks	600
Study Guide	650
Practice Quiz	675
QUIZ 3	
Snacks	900
Study Guide	950
Practice Quip	975
QUIZ 4	
Snacks	1,200
Study Guide	1,250
Practice Quiz	1,275

Stat*Point Leaderboard

Each week I will update the stat point leaderboard in Canvas. You name will not be associated with your point tally. You will select an alias at the beginning of the semester.

Stat*Point Pro

The student who earns the most Stat*Points will be rewarded with a fabulous trophy and bragging rights for the foreseeable future.