

Spring 2024

# Needs Assessment Analysis

CENTER FOR TEACHING AND LEARNING  
GEORGIA COLLEGE & STATE UNIVERSITY

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## Introduction

This needs assessment analysis evaluates the current offerings and services provided by the Center for Teaching and Learning (CTL) at Georgia College and State University (GCSU). It gathers feedback on participants' perceptions of CTL programming and services. The assessment aims to identify areas for improvement and prioritize needs to better support the sample population.

## Background Information

The needs assessment is conducted internally and specifically targets participants who interact with the CTL's programming and services. The CTL plays a crucial role in supporting professional development, faculty success and enhancing teaching and learning effectiveness.

## Methodology

Data was collected through a survey distributed by Qualtrics. The survey included questions about interests in various topics, satisfaction with current CTL offerings, suggestions for improvements, and additional comments.

Participants were selected, and data was collected anonymously through the survey platform. Qualitative data from open-ended responses and quantitative data from Likert-scale questions were analyzed to identify common themes and trends.

## Findings

Key findings from the needs assessment analysis include:

- **Interest in Critical Thinking and Problem-Solving:** Critical thinking and problem-solving emerged as topics of high interest among participants, with a significant number expressing a "Very Interested" response.
- **Technology-Related Topics:** Participants were interested in using technology, particularly artificial intelligence (AI). This suggests a growing recognition of the importance of technology in education and a willingness to explore its applications further.
- **Diverse Learning Opportunities:** Participants expressed interest in diverse topics outlined in the self-reported learning priorities portion of this report, indicating the need for a comprehensive approach to curriculum and programming that addresses various aspects of learning and development

highlighted in the table that provides a side-by-side interest comparison of the self-reported data.

- **Faculty Development:** The survey responses underscore the significance of faculty development initiatives in addressing the diverse interests and needs of instructors. Providing opportunities for professional growth and skill enhancement is crucial for promoting effective teaching and learning practices.
- **Alignment with Institutional Goals:** The survey's topics of interest align with the institution's overarching goals and priorities, reflecting a commitment to fostering critical thinking, innovation, and global citizenship among students and instructors.

### Self-reported Learning Priorities

- **Critical Thinking and Problem-Solving Skills:** The high level of interest in critical thinking and problem-solving indicates a strong demand for initiatives that promote effective decision-making. Continue implementing workshops with integrative technology and active learning strategies to cultivate critical thinking and problem-solving strategies from a cross-disciplinary approach.
- **Technology Integration:** With a notable interest in technology-related topics (i.e., AI and GeorgiaVIEW/D2L), there is a continued need to support instructors in effectively integrating technology tools and platforms into teaching practices. This involves continuing to offer training sessions, resources on educational technology tools, and opportunities to collaborate and share best practices in technology-enhanced teaching.
- **Assessment and Feedback:** Helping students understand how well they are learning and providing timely feedback are crucial aspects of the teaching and learning process. Instructors may benefit from workshops or resources focused on assessment strategies, formative feedback techniques, and the use of data-driven approaches to monitor student progress and improve learning outcomes.
- **Engaging Activities and Assignments:** Interactive activities and collaborative assignments can enhance student learning experiences by increasing engagement. Workshops, peer mentoring programs, and resources on active learning strategies can assist instructors in designing and implementing engaging instructional activities tailored to their disciplines and student populations.

## Recommendations

Based on the identified needs, the following recommendations are proposed:

- **Workshops:** Offer a series of faculty development workshops focused on critical thinking, problem-solving skills, technology integration, assessment, and feedback strategies. These workshops should provide practical strategies, resources, and best practices for enhancing teaching effectiveness and promoting student engagement.
- **Technology Support Services:** We will continue to provide comprehensive technology support services to instructors, including training sessions, online resources, and one-on-one consultations, to help them effectively utilize educational technology tools and platforms in their teaching.
- **Assessment and Feedback Resources:** Continue to develop resources and guidelines for faculty to enhance assessment practices and provide meaningful feedback to students. Offer training on designing authentic assessments, implementing formative assessment strategies, and using data analytics to inform instructional decision-making.
- **Interdisciplinary Collaboration:** Continue facilitating interdisciplinary collaboration and networking to promote the exchange of ideas, innovative teaching practices, and research collaborations. Also, continue organizing interdisciplinary workshops to encourage cross-disciplinary dialogue and collaboration on teaching and learning initiatives.
- **Peer Mentoring and Support Networks:** Establish peer mentoring programs and support networks to facilitate knowledge sharing, mentorship, and collaboration among faculty members. Encourage experienced faculty to mentor junior colleagues, focusing on providing guidance on content-specific topics related to their discipline.
- **Ongoing Evaluation and Feedback:** Conduct a needs assessment at least once annually by collecting feedback to identify areas for improvement and refine programming based on input.

## Action Plan

An action plan will be developed to address the recommendations, including:

- Form peer mentoring groups or communities of practice focused on specific teaching and learning topics, disciplines, or career stages.
- Pair experienced faculty mentors with junior colleagues to provide guidance, support, and professional development opportunities.
- Publish the findings in this report to faculty for review to increase transparency, collaboration, engagement, and continuous improvement.

## Conclusion

In conclusion, the needs assessment analysis has provided valuable insights into the current landscape of CTL support services. After thoroughly examining the survey data, several key findings emerged, highlighting areas of strength and opportunities for growth and improvement.

The analysis revealed a strong interest in technology integration and student engagement strategies. There was an expressed desire for professional development opportunities that focus on enhancing teaching effectiveness, integrating innovative instructional methods, and promoting active learning experiences for students. Additionally, there was a notable interest in critical thinking and problem-solving.

Furthermore, the assessment identified a need for comprehensive support services and resources to assist in curriculum development, assessment design, and technology utilization. Survey respondents desired accessible tools, training sessions, and consultation services to help navigate the complexities of course design, instructional technology tools, and assessment strategies. Moreover, there was a call for increased collaboration and networking opportunities to facilitate knowledge sharing through peer mentoring and interdisciplinary collaboration.

Based on these findings, several recommendations and action steps have been proposed to address the identified needs and enhance the overall quality of teaching

and learning experiences at the institution. By implementing the recommended strategies, CTL can continue empowering stakeholders with the necessary skills, resources, and support systems to excel in teaching roles and promote student success.

## Appendices

Below are supplementary materials that provide additional context and support for the needs assessment analysis conducted for the Center for Teaching and Learning (CTL). These materials include data collected from survey questions during the assessment process. The appendices serve to enhance transparency, facilitate a deeper understanding of the methodology employed, and offer insights into the qualitative and quantitative data gathered throughout the analysis.

## Survey Distribution

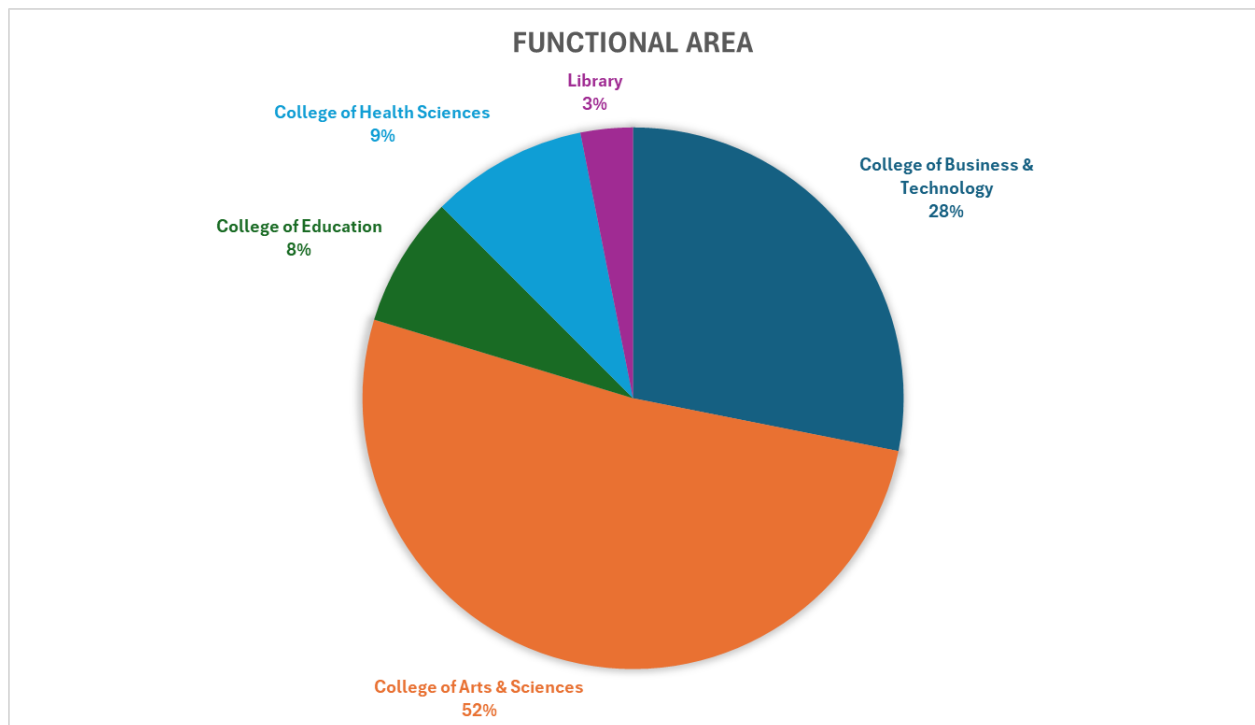
The survey response rate was 11%, based on 684 emails sent to potential participants. Seventy-six (76) individuals initiated the survey, and 54 completed it.

## Question Responses

Participants were asked to indicate their functional area(s), and the responses were categorized as follows:

- College of Business & Technology: 18 responses
- College of Arts & Sciences: 33 responses
- College of Education: 5 responses
- College of Health Sciences: 6 responses
- Library: 2 responses

Chart 1 - The chart shows the participants' functional areas.

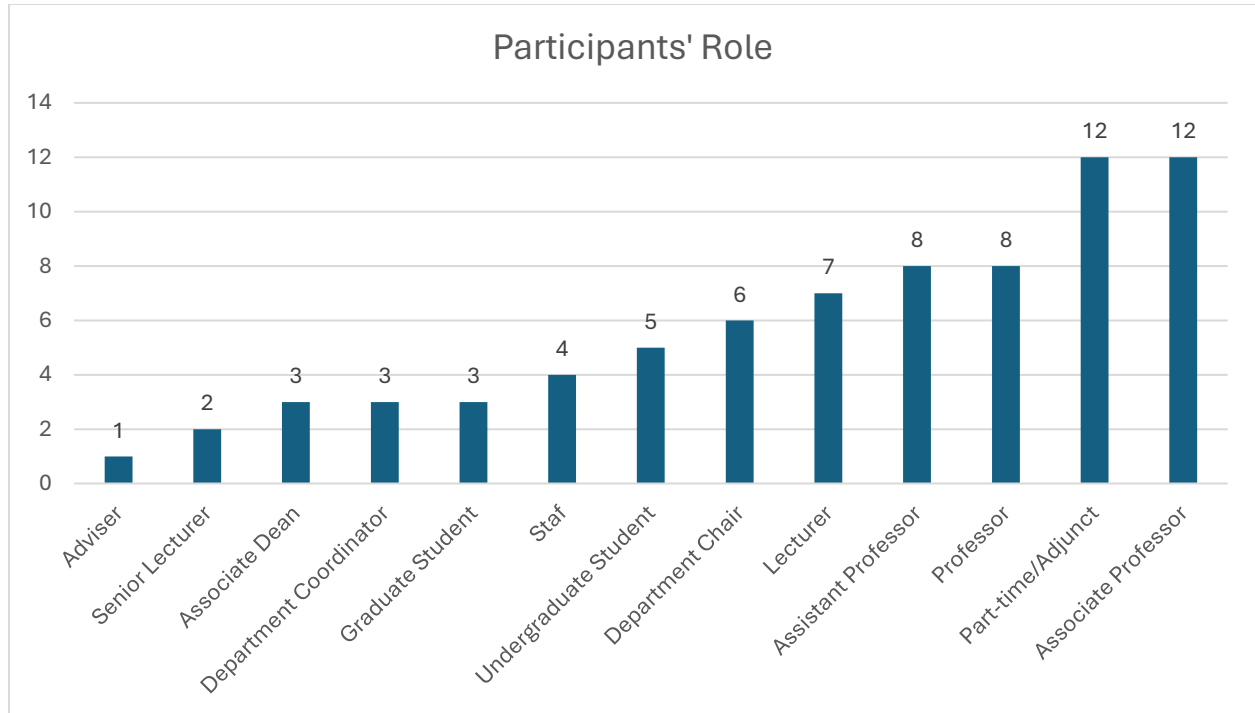


Participants were asked to indicate their role(s), and the responses were categorized as follows:

- Lecturer: 7 responses
- Senior Lecturer: 2 responses
- Professor: 8 responses
- Adviser: 1 response
- Undergraduate Student: 5 responses
- Department Coordinator: 3 responses
- Associate Professor: 12 responses
- Part-time/Adjunct: 12 responses
- Staff: 4 responses
- Assistant Professor: 8 responses
- Associate Dean: 3 responses
- Department Chair: 6 responses
- Graduate Student: 3 responses



Chart 2 – The chart shows participants' roles.



Participants were asked to indicate the teaching modality(ies) they currently use; the responses were categorized as follows:

- Face-to-face: 44 responses
- Online/distance: 10 responses
- Hybrid: 9 responses

Participants were asked to indicate the days of the week they are on campus, and the responses were categorized as follows:

- Monday: 56 responses
- Tuesday: 35 responses
- Wednesday: 52 responses
- Thursday: 45 responses
- Friday: 42 responses

Participants were asked to indicate which areas of improvement would help them be more effective in reaching learning outcomes, and the responses were categorized as follows:

- Increasing engaging activities and classroom assignments (i.e., group work): 32 responses
- Use of technology (i.e., AI): 18 responses
- Helping students understand how well they are learning: 30 responses

Participants were asked to indicate their level of interest in learning more about the following topics, and the responses in each topic area were as follows:

#### Topic Interest - Civic Engagement

- Very Interested: 5 responses
- Somewhat Interested: 18 responses
- Not Interested: 17 responses

#### Topic Interest - Critical Thinking

- Very Interested: 36 responses
- Somewhat Interested: 10 responses
- Not Interested: 4 responses

#### Topic Interest - Creative Thinking

- Very Interested: 21 responses
- Somewhat Interested: 18 responses
- Not Interested: 6 responses

#### Topic Interest - Ethical Reasoning

- Very Interested: 20 responses
- Somewhat Interested: 22 responses
- Not Interested: 8 responses

#### Topic Interest - Foundations and Skills for Lifelong Learning

- Very Interested: 19 responses
- Somewhat Interested: 22 responses
- Not Interested: 9 responses

#### Topic Interest - Global Learning

- Very Interested: 13 responses
- Somewhat Interested: 26 responses
- Not Interested: 11 responses

#### Topic Interest - Information Literacy

- Very Interested: 24 responses
- Somewhat Interested: 21 responses
- Not Interested: 5 responses

#### Topic Interest - Inquiry and Analysis

- Very Interested: 24 responses
- Somewhat Interested: 22 responses
- Not Interested: 5 responses

#### Topic Interest - Integrative Learning

- Very Interested: 22 responses
- Somewhat Interested: 20 responses
- Not Interested: 7 responses

#### Topic Interest - Intercultural Knowledge and Competence

- Very Interested: 21 responses
- Somewhat Interested: 20 responses
- Not Interested: 9 responses

#### Topic Interest - Oral Communication

- Very Interested: 23 responses
- Somewhat Interested: 19 responses
- Not Interested: 6 responses

#### Topic Interest - Problem-Solving

- Very Interested: 27 responses
- Somewhat Interested: 17 responses
- Not Interested: 4 responses

#### Topic Interest - Quantitative Literacy

- Very Interested: 14 responses
- Somewhat Interested: 18 responses
- Not Interested: 17 responses

### Topic Interest - Reading

- Very Interested: 21 responses
- Somewhat Interested: 20 responses
- Not Interested: 9 responses

### Topic Interest - Teamwork

- Very Interested: 23 responses
- Somewhat Interested: 18 responses
- Not Interested: 9 responses

### Topic Interest - Written Communication

- Very Interested: 27 responses
- Somewhat Interested: 13 responses
- Not Interested: 7 responses

The table below provides a side-by-side comparison of the data:

	Very Interested	Somewhat Interested	Not Interested	Total
Civic Engagement	5	18	17	40
Critical Thinking	36	10	4	50
Creative Thinking	21	18	6	45
Ethical Reasoning	20	22	8	50
Foundations and Skills for Lifelong Learning	19	22	9	50
Global Learning	13	26	11	50
Information Literacy	24	21	5	50
Inquiry and Analysis	24	22	5	51

	Very Interested	Somewhat Interested	Not Interested	Total
Integrative Learning	22	20	7	49
Intercultural Knowledge and Competence	21	20	9	50
Oral Communication	23	19	6	48
Problem-Solving	27	17	4	48
Quantitative Literacy	14	18	17	49
Reading	21	20	9	50
Teamwork	23	18	9	50
Written Communication	27	13	7	47

Interpretation: The chi-square statistic is approximately 117.58, and the p-value is significantly smaller than the conventional significance level of 0.05. With 30 degrees of freedom, the critical value of the chi-square statistic at a significance level of 0.05 is approximately 46.98. Since the p-value is much smaller than 0.05, we reject the null hypothesis. There is sufficient evidence to conclude that there is a statistically significant association between the level of interest and the topic area. So, in summary, the observed differences in interest levels across topics are statistically significant.

This list of topics has been prioritized according to respondents who indicated either "Very Interested" or "Somewhat Interested" as their levels of interest:

1. Critical Thinking
2. Problem-Solving
3. Written Communication
4. Information Literacy
5. Inquiry and Analysis
6. Oral Communication
7. Teamwork
8. Integrative Learning

9. Ethical Reasoning
10. Intercultural Knowledge and Competence
11. Foundations and Skills for Lifelong Learning
12. Civic Engagement
13. Creative Thinking
14. Reading
15. Global Learning
16. Quantitative Literacy

### AI Analysis

As a final measure, survey comments were run through the AI tool, Claude, asking for a summary analysis of the top five (5) common themes expressed by survey respondents. The results are as follows:

- For the question, “**What current CTL offerings or resources do you find most valuable?**” The comments frequently mentioned appreciation for faculty development sessions, workshops, and opportunities for professional growth. Instructional design support, including course design and implementation assistance, was also a recurring theme. Many comments highlighted the importance of support for the learning management system (D2L/GeorgiaView), whether for gradebook setup, content delivery, or other LMS-related tasks. Integration of new and existing technologies, such as AI and active learning strategies, was another theme that emerged. Finally, the New Faculty Orientation program was mentioned as a valuable resource.
- For the question, “**What potential changes or improvements would help better serve your needs?**” the results were:
  1. **Asynchronous/Online Offerings and Resources:** Several comments suggested having more asynchronous online offerings, training modules, and resources that faculty can access at their convenience, given their busy schedules. This could include recorded workshops, self-paced courses, and digital badges for completed training.
  2. **Follow-up Support and Implementation Assistance:** A few comments recommended having follow-up sessions or dedicated time after workshops to address questions that arise while implementing what was learned. This could help reinforce the initial training and provide guidance on applying it in practice.

3. **Active Learning Initiatives and Immersive Experiences:** There was interest in more active learning cohorts and immersive experiences demonstrating active learning strategies rather than just discussing them conceptually. These techniques could make them more tangible and accessible for implementation.
4. **Centralized Resource on Faculty Support Services:** One comment suggested having a centralized resource that outlines different support services available to faculty, including who to contact for specific needs and how to accomplish various goals. This could streamline the process of finding the right resources.
5. **Support for Research and Scholarly Activities:** A couple of comments mentioned a desire for more support related to faculty research, such as access to academic journals, creating a culture around research, and assistance with special projects outside the classroom.

Other notable suggestions included offering more technical tool training (e.g., LMS, flipped classroom), reducing the focus on "teaching teachers to teach" for experienced faculty, and potentially conducting a needs assessment with students to understand their perspectives on teaching needs.

- For the question, **“Do you have additional comments on CTL programming or services?”**
  1. **Offer more asynchronous sessions and sessions outside normal business hours:** Several comments mentioned the need for asynchronous options and sessions scheduled outside of typical teaching hours to better accommodate schedules.
  2. **Increase staffing/resources for the CTL:** A couple of comments suggested providing more support and help for the CTL itself, as it seems understaffed or under-resourced to effectively meet all the faculty needs.
  3. **Improve communications clarity for new instructors:** One comment highlighted that communications from the CTL can be confusing for those new to teaching at the university level, lacking institutional context. Improving clarity here could help onboard new instructors better.
  4. **Explore expanded use of cloud storage/collaboration tools:** Providing guidance on effectively utilizing various cloud storage offerings like OneDrive, Google Drive, etc., for teaching was mentioned as a potential area to cover.



5. **Continue the excellent support, especially for D2L/GeorgiaView:** Many comments praised the excellent support provided by the CTL, especially regarding the learning management system D2L/GeorgiaView. Continuing this high level of LMS support was emphasized.

Additionally, some comments expressed gratitude for CTL's work without suggesting changes. Overall, the feedback highlighted schedule flexibility, staffing resources, onboarding support, technology tools training, and maintaining LMS assistance as areas that could enhance CTL's services.