

REVIEW OF THE CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY

Classification of Instructional Programs (CIP) Code: 90.1313

Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

OVERVIEW

The Center for Teaching, Learning, and Technology (CTLT) was formed in 2005 when two previously existing units (the Center for the Advancement of Teaching and Faculty Technology Support Services) were merged into a single Center charged with providing support to faculty and staff who wish to improve or enhance their teaching and learning productivity, in part – and where appropriate – through the intentional and effective use of technology. The unit affiliated with the Office of the Provost at Illinois State University in the Division of Academic Affairs. The main function of CTLT is provision of support for all aspects of teaching and learning on campus. CTLT staff accomplish this work through the creation of professional development programming focused on evidence-based pedagogies, the provision of consultations for course instructors across all areas of course design and delivery, and the support of all educational technologies adopted for use on campus. The Center provides robust resources and supports to all course instructors at Illinois State.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

CTLT staff conducts ongoing and regular processes central to self-study. The center's programs, resources and services are under constant review as the center collects usage and participation data, review evaluation data, and make frequent evidence-informed changes to the center's practice. This self-study is the outcome of multiple, collaborative efforts across CTLT's staff over time, with inputs from individuals representing various external units and constituencies. While CTLT's Interim Director constructed the initial draft of this report, others have contributed to shape its final form. Center staff have reviewed historical information, quantitative and qualitative evaluation data, internal processes, and routine practices to identify the primary accomplishments of the last four years and to identify strengths and opportunities for growth as a Center. This final draft is a result of the Center staff's collaborative efforts to report on efforts to serve the Illinois State University teaching and learning community for the last five years.

Accomplishments since the prior program review

The following list is a sample of accomplishments by the CTLT staff over the period of review.

- CTLT staff's involvement with the development of the Framework for Inclusive Teaching Excellence (FITE) through data collection and analysis processes was critically important to driving needed change in the types of programming offered at the Center and the focus of that programming
- CTLT leadership and staff have worked to align all programming with the FITE, which anchors the work of the Center and allows a focus on evidence-informed and relevant-to-campus pedagogies
- CTLT staff has helped support college-specific professional development through serving as mentors on the GROWTH Leadership team. Through their work with individual college administration and faculty, staff promoted the need for and integration of equitable, diverse, and inclusive teaching practices into all academic colleges at Illinois State.
- Adaptations made to the University-Wide Teaching and Learning Symposium have led to a focus on scholarly approaches to teaching as well as delivering content across modalities (face-to-face and virtual).
- New Faculty Orientation has been redesigned to offer an online orientation component and tailored professional development options for the week prior to the fall semester to meet the varied needs of new-to-Illinois State course instructors. In addition, Center staff are collaborating with the University Faculty Mentoring Network to support the needs of this group of faculty on campus.

- Programs such as the Teaching Scholars-in-Residence and Faculty Fellows have allowed for mentoring of faculty already demonstrating excellence in teaching and learning. Other programs (e.g., course reinvention workshop series) allow for peer mentoring and CTLT staff mentoring of faculty new to professional development for teaching. Mentoring opportunities for early career faculty were expanded in the last three years, as well, with the development and implementation of the University Faculty Mentoring Network. This multi-level mentoring advances professional development and scholarly teaching.
- The creation of professional development specifically intended for graduate students has added opportunities for this cohort of course instructors that was lacking in the past. Specifically, two teaching-related certificate of completion programs were developed exclusively for graduate students interested in targeted programming aimed at evidence-informed teaching.
- The establishment of certificate programs in Foundations of Diversity and Inclusion have led to over 300 course instructors participating in at least one workshop on the topics of equity, diversity, and inclusion and 100 instructors earning certificates of completion for an entire workshop series.
- Staff doubled the number of programs and consultations to support instructors during the global pandemic, creating new and innovative ways to share information about high-quality online instruction with stakeholders across campus.
- CTLT has increased the number of course instructors involved in programming as facilitators and peer mentors in support of scholarly teaching and learning.
- Center staff have secured funds and support for a new registration system for all programming.
- Center staff managed a large and complex physical move from the ITDC building to Williams Hall.
- Center staff worked with the Provost Office on research and data analysis that provided the foundation for new initiatives related to professional development.
- Center staff supported the Provost's Office Microaggressions workshop initiative, helping to schedule and deliver workshops to all academic schools/departments on campus and analyze data collected from participants.
- Upgrades to the software programs used in Opscan have increased the efficiency of this area of CTLT and allows for increased report generating functionality for course instructors and researchers.
- Following an internal audit in the fall of 2020, the logistics of how Graphics bills and accepts payment for services was moved to an online platform, leading to increased efficiencies in logistics for the unit.

Assessment

The Center has developed and implemented an extensive plan for assessing progress toward meeting its goals. For each goal the Center has identified outcome measures, data to be collected and analyzed, benchmarks for tracking and comparing data, and a timeline for data collection. Data are discussed at Program Team, Communication Team, and Coordinator meetings on a regular basis to ensure that the data collected are used to support continuous quality improvement for the Center and the community of teachers and learners that the center staff serve. CTLT's Assessment Plan has four specific areas of focus to guide the Center's work and fulfill its mission. Each target has specific types of data that are collected in support of the Center's assessment efforts.

1. **Developing knowledge and skills:** The center offers a wide range of opportunities to help members of the campus community to develop, apply, and evaluate the application of knowledge and skills. These include intensive programs, customized workshops, consulting services, and formative instructional evaluation services.
2. **Expanding knowledge with colleagues:** The center organizes and facilitate a wide range of opportunities to participate in interactive explorations of issues and ideas. These include seminars, panel discussions, peer consulting, teaching-learning communities, and conferences.
3. **Instructional and professional support:** The center provide material, information, and financial resources to support the campus community in developing and applying expertise as well as pursuing scholarly projects. These resources include access to equipment, software, and the CTLT website and library;

assistance producing instructional and scholarly materials; assistance documenting project outcomes; and grant programs.

4. **Scholarship support:** The center supports scholarship on innovative instructional and professional practices and technologies through grant programs for projects, research data analysis services, and scholarly collaborations. The center also initiates and disseminates original research on professional and instructional practices and technologies.

Resources

The budget for CTLT has remained relatively stable since the last report. The Operational General Revenue budget funds a variety of items and initiatives, including agreements for services for work done by individuals not employed by Illinois State University, books and other materials necessary for programming, software/hardware for use in the Center, professional development for Center staff, office supplies, office technologies (e.g., copier), and other routine costs associated with the work of the Center. The Personnel General Revenue budget funds the wages and salaries of all Center staff and includes additional payments for course instructors and workshop facilitators, teaching/learning grants for course instructors, as well as additional payments to workshop participants and CTLT's share of the Outstanding University Graduate Student Teaching Awards (also funded through the Graduate School). CTLT has a full-time staff of 13 and employs six Illinois State University students (as of fall 2020). Financial support for the center comes primarily from the University. CTLT strives to be a good steward of those resources by operating within its means and, with modest funding increases, expanding the scope of its support for teaching and learning. Changes in CTLT staffing to support new and expanded programs have been managed within the context of available funding rather than through requests for additional personnel. The annual Teaching-Learning Symposium is funded primarily through grants from the Foundation budget.

Response to previous program review recommendations

1. The committee urges CTLT to continue its one-on-one work with academic units and to communicate availability of that opportunity to all campus units.

How CTLT communicates about opportunities: CTLT relies on several channels of communication to connect with instructors and staff. Chief among these are direct email messages using lists of course instructors updated through regular PRPA requests. These messages are sometimes coordinated with other groups (e.g., the Graduate School, the Center for Civic Engagement) emphasize messages with specific populations. A list of weekly events is emailed to academic departments' administrative assistants for distribution. CTLT also makes use of the University's News.IllinoisState and Events.IllinoisState web feeds. In addition, specific campaigns are targeted through the *ISU Report*, the institution-wide, weekly newsletter for faculty and staff. CTLT makes use of social media channels including Twitter and Facebook. Since late 2016, CTLT has produced episodes of *Let's Talk Teaching*, a podcast for instructors at Illinois State.

Types of targeted supports provided by CTLT: While CTLT has a robust slate of programming in the fall, spring, and summer terms each year, the Center has developed something called a "workshop by request." This is a mechanism for individual departments, schools, colleges, or other campus units to request a customized workshop or training on a topic related to teaching and learning. Since January of 2017, there has been impressive engagement on the part of the campus community with these workshops by request:

- From January 2017-September 2021 CTLT has offered 71 workshops by requests for a total of 127.5 hours of professional development programming.
- Participants from 68 different departments/schools/colleges/other units attended these sessions.
- There were 1092 total attendance records for these 71 workshops, with a total of 1949 professional hours across 806 unique participants.

Beyond workshops by request, CTLT staff played an integral role in the GROWTH teams that provide college-specific professional development for teaching in a customized and data-driven manner. Five program coordinators work with the GROWTH Leadership Team to plan for professional development and mentor faculty leaders within

each college. CTLT staff provide resources, consult with college administration and GROWTH Team leaders, and help interpret data to identify specific needs for each college, related to teaching and learning supports.

2. CTLT might explore how it might best support instructors who are trying to integrate their research into their teaching or trying to promote research through the classroom. This is an emerging area of opportunity for CTLT. The current Interim Director for the Center also serves the university as the Cross Endowed Chair in the Scholarship of Teaching and Learning. With those dual roles, the Center can integrate a teacher-scholar perspective into all the center's programming and resource development. Center leadership and staff have developed a Learn-Apply-Study continuum to guide program development efforts. With this continuum, course instructors participating in CTLT's programming can learn about a new pedagogy, work to apply it in their course(s), and then study the impacts of any changes that were applied. This work has been supported by CTLT and the Office of the Cross Chair, as is the new Teaching Scholars-in-Residence program, piloted this year to integrate expert faculty into the development of evidence-informed resources and opportunities for course instructors across campus. The annual University-Wide Teaching and Learning Symposium, organized and sponsored by CTLT, has also adapted to focus exclusively on scholarly approaches to teaching and learning.

As part of the "study" component of the continuum described above, Center staff have begun to invite participants in CTLT programming to engage in scholarship of teaching and learning (SoTL) projects to better understand the impacts of their teaching on student learning. An example of this is currently underway with seven instructors who participated in the "Reinvent Your Course for Equity, Diversity, and Inclusion" workshop series this summer. Together with CTLT staff these instructors are undertaking a collective autoethnography to analyze changes to teacher behavior following participation in this workshop series and how these changes might affect student learning.

Additionally, the interim director of CTLT serves the campus community as the Chair of the University Teaching Committee (UTC), which is a group of appointed, past teaching award winning faculty who act in an advisory capacity to the Provost. The UTC revamped their grant program for teaching innovations to integrate assessment and data collection into all proposals. Outcomes from such data collection can easily become SoTL projects which can be disseminated in a variety of ways. Additionally, the UTC revised the Outstanding University Teaching Awards to align with FITE.

For over seven years, the Office of the Cross Endowed Chair has supported an internal-to-campus journal (*Gausius*) to highlight the research on teaching and learning done at Illinois State. During the summer of 2021, an advisory group of experienced SoTL faculty and CTLT staff worked to plan a wholesale revisioning of the journal to be an open-access, peer-reviewed journal that could accept submissions from all over the world. The new journal, now titled the *Journal of Scholarly Teaching in Higher Education*, should be ready for initial submissions in the spring of 2022. In conjunction with the Cross Endowed Chair, CTLT staff will be involved in all aspects of this journal's function.

3. The committee suggests that CTLT consider expanding their consultation services. Recognizing that CTLT staff resources are limited, the committee further suggests that CTLT consider inviting faculty members from units across campus, including past winners of university teaching awards, to join a peer-to-peer consultation effort. CTLT has maintained and expanded its consultation services in the last five years, in terms of the types of consultations the center staff offer and the number of consultations the center staff have conducted. As an example of the scope of impact for the Center's consultation services, from 2017-2020, CTLT staff have facilitated over 1250 consultations with course instructors. Types of consultations include: Midterm chats, classroom observations, video advantage, ReggieNet support, blended and online course support, accessibility support, 1:1 consultations, and candidate welcomes.

During the pandemic, CTLT staff facilitated the development of a robust Online Teaching Mentors group. Over 30 experienced course instructors with advanced training in blended and online learning were invited to help mentor their peers across campus through an asynchronous online discussion board and virtual 1:1 consultations. This group has been active since March 2020, with many of the online mentors also helping to design and deliver workshops about best practices in online and blended teaching and learning in support of all instructors on campus. It should be

noted that all Quality Matters-based professional development (e.g., DART, AIM, TOP) that is facilitated in the Center includes faculty mentors to support those enrolled in these programs that also focus on online and blended course development and support.

CTLT coordinators support GROWTH programming for college-specific professional development for each of the academic colleges at Illinois State. Staff are college-level leaders and work with college deans and other administrators to mentor faculty in the design and implementation of workshops and other trainings in support of teaching and learning. Staff also assist in the assessment of these professional development experiences and, in this capacity, liaise with staff from University Assessment Services several times each year to maintain forward momentum for data collection and reporting to Provost's office staff.

Lastly, in the summer of 2021, a new Teaching Scholars-in-Residence program was piloted to address student engagement, equity/diversity/inclusion, and student success. Through a competitive process 12 faculty applied for three Scholar-in-Residence positions. Those selected have developed professional development workshops and have extended relationships with other faculty on campus as part of a planned mentoring program. Two Scholars-in-Residence were past winners of one of Illinois State's Outstanding University Teaching Awards.

4. The committee welcomes recent CTLT efforts to design and deliver programs and services that address the unique professional development needs of graduate students. The committee urges CTLT to continue and expand these efforts through collaborations with other units at the University, such as the Graduate School, individual departments/schools, the Council on General Education, and/or Milner Library. The center has strengthened existing programming for graduate students and has introduced two new certificate of completion programs tailored to the unique needs of this population. Staff have partnered with the Graduate School to promote the two certificates of completion and with Milner Library on individual workshops. This dedicated programming is designed to recognize that graduate students have multifaceted roles across campus, as students, teaching assistants, instructors, and all manner of other graduate assistantships. The overall goal of this programming is to help graduate students improve their confidence as college teachers, and the individual components are meant to work separately or together, depending upon a student's availability, interest level, and goals.

Additionally, center staff have worked with Human Resources to stop waitlisting graduate assistants for CTLT programming and to enable graduate assistants to receive the same stipends that other categories of employees receive. By eliminating barriers and treating graduate students more equitably, CTLT hopes they will feel more welcome to join events during the academic year and the summer.

5. The committee supports the CTLT goal of raising the profile of the center in the field of professional/educational development. This might be done through participation by CTLT Team members in national or international conferences or through original research. Center leadership and staff have been productive in working to raise the teaching and learning profile of the Center and of the institution, at large. These efforts have included 12 published works and 18 conference presentations by CTLT staff and collaborators. Additionally, many of the center staff members are active contributors to external committee and professional service organizations.

6. The committee asks CTLT to implement its formalized assessment plan during the next program review cycle and to report in its next self-study report about its assessment activities during the cycle, findings of those activities, changes to programs and services based on those findings, and any changes made or planned to be made to the assessment plan based on experiences of center staff with the new plan.

As requested by the Academic Planning Committee in response to the 2016 Program Review, the center staff developed a Strategic Assessment Plan. Moving forward, the CTLT leadership and staff have the following ideas to pursue in the coming year:

- The assessment plan needs to be revised to measure the impact of the work of the Center, rather than simply attendance and perceptions of programmatic quality. Thus, work is already underway to pilot different ways of collecting data from participants in CTLT programming to better understand changes in teaching behavior and student success as a result of workshops and other trainings.

- As CTLT works with Dr. Cuenca-Carlino on plans to revise the structure of professional development on campus, revisions to the assessment plan will need to be made to account for this new structure.

Major findings of this self-study

What is working?

- **Collaborations:** Collaborations with other campus units have led to expansions in the scope and depth of CTLT's programming and have allowed the expertise of staff and faculty to be harnessed to advance CTLT's mission and vision.
- **Changes to Programming:** The Learn-Apply-Study continuum has allowed for a focus on depth of programming with a move away from one-time workshops and programs to allow for participants to not only gain new knowledge and skills but to apply them in a scholarly fashion across time.
- **Changes to Events:** Adaptations made to the University-Wide Teaching and Learning Symposium have led to a focus on scholarly approaches to teaching as well as delivering content across modalities (face-to-face and virtual). New Faculty Orientation has been redesigned to offer an online orientation component and tailored professional development options for the week prior to the fall semester to meet the varied needs to new-to-Illinois State course instructors.
- **Expanded mentoring opportunities:** Programs such as the Teaching Scholars-in-Residence and Faculty Fellows have allowed for mentoring of faculty already demonstrating excellence in teaching and learning. Other programs (e.g., course reinvention workshop series) allow for peer mentoring and CTLT staff mentoring of faculty new to professional development for teaching. Mentoring opportunities for early career faculty were expanded in the last three years, as well, with the development and implementation of the University Faculty Mentoring Network. This multi-level mentoring advances professional development and scholarly teaching.
- **Establishing a signature pedagogy to anchor programming:** CTLT leadership and staff have worked to align all programming with the FITE, which anchors the work of the Center and allows a focus on evidence-informed and relevant-to-campus pedagogies.
- **Addressing an underserved constituency:** The creation of professional development specifically intended for graduate students has added opportunities for this cohort of course instructors that was lacking in the past.
- **Grounding work in equity, diversity, and inclusion:** While all programming at CTLT highlights the need to create equitable and inclusive teaching and learning experiences, programming specifically focused on equity, diversity, and inclusion has expanded to include a variety of new workshop series, learning communities, and course reinventions in alignment with the FITE and institutional needs for supporting student success.

What could be improved?

- **Physical space:** Due to the move to Williams Hall in the fall of 2019, CTLT lost physical space functionality. Graphics needs more room for print job processing and storage, and CTLT staff do not have dedicated classroom space that is controlled by the Center. These issues will likely be addressed with the Center's move to Milner Library in the next few years.
- **Assessment plan utility:** An assessment plan was developed in 2018 because of the last program review/self-study. While that assessment plan provides a great deal of information about the types of data that are collected, it doesn't have a timeline for collecting data or provide any targets for those data. Additionally, most data listed in the assessment plan point toward metrics of attendance and perceptions of quality. While attendance and quality are important, the Center needs to better understand the impact of its work in terms of changes in teaching behavior and/or student success.
- **Permanent funding for online course development:** Much of the professional development for online course design and review (e.g., DART, AIM, TOP) require over 100 hours of time to complete. Thus, participants and peer mentors for those programs earn stipends. The budget for those stipends is based on

soft money requests (e.g., Provost Enhancement, AEF) and is not permanent from year-to-year. This creates uncertainty related to how these programs will be offered each year.

- **Professional Development for CTLT Coordinators:** Dedicating increased time to professional development in scholarly teaching, emerging teaching/learning technologies, and innovations in course design and teaching strategies would allow CTLT staff to stay current on the research and practices in the field of faculty development. This work would enable them to develop and deliver quality programming for campus course instructors. The professional development can take on many forms, ranging from center-based learning communities and workshops to participation in national or international conferences and workshops. The innovative programming that the center staff develops could then be shared through publications and conference presentations, which supports the CTLT goal of raising the profile of the center in the field of professional/educational development.

Initiatives for the next program review cycle

1. **Faculty development hub:** The structure of how professional development will be organized at Illinois State will be undergoing changes in the coming years, as the institution moves towards the establishment of a “faculty success hub.” CTLT leadership and staff will be working closely with Dr. Yojanna Cuenca-Carlino and others to create this hub and integrate its new structure into new and ongoing faculty and student success efforts.
2. **Move to Milner Library:** CTLT was moved from its former home (the ITDC building) to Williams Hall in 2019 to allow for the construction of a Multicultural Center for students. CTLT’s move to Williams Hall is temporary, as the long-term plan is to have CTLT housed in Milner Library. A budget for constructing the space in Milner has been approved, and an architectural firm is under contact for designing CTLT’s new physical space. It is anticipated that CTLT staff and programming will move to Milner in the next 2-3 years.
3. **Supporting a new learning management system:** A new project called “The Next LMS” launched in the fall of 2021 to explore the acquisition of a new learning management system to replace ReggieNet. CTLT staff are working closely with Dr. Yojanna Cuenca-Carlino (Provost’s Office), Dr. Rosie Hauck (Office of Academic Technology Solutions) and other staff in Technology Solutions to establish a Task Force and timeline for this work. Currently, it is expected that if a new learning management system is acquired for campus, that it would be in place in 3-4 years. CTLT staff will be involved in all aspects of the transition from one system to another and will spearhead trainings for instructors related to any new learning management system.
4. **Faculty success and student success collaborations:** Together with other campus stakeholders, CTLT leadership and staff will increase their engagement with faculty success and student success efforts, with the understanding that these are integrated efforts that should be collaborative and aligned.
5. **Revisioning assessment plan:** CTLT is moving toward establishing an assessment plan that measures impact of professional development on teaching behavior and student success. Several projects are underway in the fall of 2021 to pilot different ways to collect these data and lay the groundwork for the establishment of a new assessment plan for the Center.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Teaching, Learning, and Technology to be in Good Standing.

The Academic Planning Committee thanks CTLT for a concise yet thorough, well-organized, and forward-looking self-study report. We recognize that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The report shows involvement by multiple stakeholders (including the Center’s leadership team, staff, graduate students, and external stakeholders)

in the review process and also evidences integration of program evaluation, including the Center review process, in the ongoing work of the Center. Particularly noteworthy in the report is the analysis of comparator and aspirational centers and identification through that analysis of initiatives CTLT might undertake to enhance its contributions to teaching and learning at the University.

The committee commends CTLT for the many services it offers faculty and staff at the University in support of teaching excellence. These services include the creation of professional development programming focused on evidence-based pedagogies, the provision of consultations for course instructors across all areas of course design and delivery, and the support of all educational technologies adopted for use on campus. We recognize that CTLT is not a static unit and has restructured its operations and modified its programs in response to changing needs at the University for programs that promote teaching excellence. The committee strongly commends the work that the center staff has done to support the University in response to the rapid pivot to remote instruction during the COVID-19 pandemic. The committee commends the center staff for their many varied contributions to support the mission and vision of the University. Some examples of these contributions include: development of the Framework for Inclusive Teaching Excellence (FITE), the adoption of the Learn-Apply-Study continuum framework for professional development, the organization of the annual teaching and learning symposium, the *Define, Align, Refine, and Teach* (DART), programs that orient and support new faculty members, support of teaching and learning communities, and support for research regarding instructional practices and technologies.

It is evident from the self-study report that CTLT has excellent assessment practices in place for the services and programs that they provide to the institution and that CTLT staff continues to use the data collected to modify those activities. In the previous review the committee asked the center staff to develop a formalized comprehensive plan for assessing the center, not only the services it provides. The committee commends the CTLT staff for the development and implementation of such a plan.

Recommendations. The Academic Planning Committee thanks the CTLT staff for the opportunity to provide input regarding the Center's objectives and outcomes, contributions to student learning, and fiscal sustainability at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with CTLT staff. In the next Center review self-study report, tentatively due October 1, 2025, the committee asks the Center staff to describe actions taken and results achieved for each recommendation.

Continue to contribute to the academic mission of the University. The committee encourages CTLT staff to continue to pursue new, innovative programming to foster connections with Illinois State University through effective use of faculty and staff experience and the involvement of students. We note that the Center is at the early stages of yet another reorganization into a comprehensive faculty development hub and encourage the center staff to continue to monitor and assess the impact of the changes on its alignment with the academic mission of the University. The committee also recommends that the center staff work closely with university faculty stakeholders as the new faculty development hub becomes operational. The committee recommends that CTLT staff continue to explore new opportunities to identify and partner with other campus units on civic engagement, sustainability programming, and outreach activities.

Develop discipline specific programming to supplement general offerings. The committee urges CTLT to continue its one-on-one work with academic units and to communicate availability of that opportunity to all campus units. One of many strengths of CTLT is its willingness to approach units to discuss services CTLT could provide to best meet their needs in the area of teaching and learning and to then design services and programs to meet those needs, in some cases providing those services in the unit.

Continue implementing and refining the comprehensive assessment plan. The committee recognizes that the CTLT leadership and staff have developed a formalized comprehensive assessment plan and are collecting artifacts and data. We recommend that the center staff review the assessment plan with respect to how the feedback is being used to inform changes. We encourage the center staff to continue the implementation of the plan and to periodically evaluate the effectiveness of the plan to identify any modifications that the staff may deem necessary.