**Co-Curricular/Service Unit & Programs**

**2017-18** **Annual Report**

Minnesota State University, Mankato

Division Academic Affairs

Unit/Program Center for Excellence in Teaching & Learning (CETL)

Date 2018-Oct-15

# Executive summary/reflection:  250-300 words, paragraph style

The small decline in participation at CETL events continued during the 2017-18 year.

Attendance data shows participation the Scholars at Work seminars has been chronically low for several years. In mid-fall 2017, CETL stopped accepting requests to present stand-alone seminars and began planning the Scholars at Work Conference, a one-day interdisciplinary event to share teaching, research, scholarship, and creative activity with colleagues within the institution. Attendance was small (30 people) but engaged. We realized too late that we scheduled the event on Good Friday. Lesson learned: Check religious holidays before selecting dates.

Thinking that low participation in professional learning communities was caused by schedule conflicts, CETL experimented with scheduling events facilitated by the Director only *after* participants had registered. The experiment had no significant impact on participation and may have scared off some prospective participants. Lesson learned: Just pick dates in advance and let the chips fall where they may.

In response to faculty feedback from the spring 2017 needs analysis, CETL offered more professional development “on demand” through customized workshops, a weekly teaching and learning email a podcast mini-series. In 2018-19, the email series will scale back to monthly and all new content is being written for the new website (still in development).

The CETL administrative assistant was on medical leave for much of 2017-18 before retiring in May 2018; the position is currently vacant. Some of the plans for improvement in last year’s assessment report were placed on hold while the Director juggles both positions. (Search for a new administrative assistant is underway.)

# II. Highlights:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017-18** |  | **2016-17** |
| 11  11  6  22  1  1  5  9  6  1  285  376 | Professional Learning Communities  Scholars at Work Seminars  Book Discussion Groups  Faculty & Staff Facilitators  Peer Faculty Consultation  Faculty Mentor/Mentee Pair  Students Consulting on Teaching (SCOT)  SCOT Observations + Focus Groups  Build Your Online Course Workshops  Scholars At Work Conference  Certificates Awarded  Total Participants | 18  15  7  26  20  20  9  23  136  394 | Professional Learning  Communities  Scholars at Work Seminars  Book Discussion Groups  Faculty & Staff Facilitators  Peer Faculty Consultations  Faculty Mentors/Mentees  Students Consulting on Teaching (SCOT)  SCOT Observations + Focus Groups  Certificates Awarded  Total Participants |
|  | **12,360 potential student impact** |  | **13,000 potential student impact** |

# III. Mission Statement:

CETL’s mission is to support the University’s faculty as they improve their teaching and create excellent learning experiences for our students.

# IV. Learning Outcomes/Service Improvements: Please include 3-5 learning outcomes/service improvements.

Service Improvement 1: Continue to develop and diversify CETL programming.

1. Developed a procedure for online course observations through SCOT and peer faculty consulting.
2. Developed new professional learning communities for online teachers, second year faculty, and mid-career (post tenure) faculty.
3. Revised an existing professional learning community to focus exclusively on first year faculty and emphasize instructional design and university services.
4. Created a podcast miniseries about teaching, learning, and technology with the instructional designers.
5. Developed instructional design and teaching support for adjunct faculty. (still in progress)

Service Improvement 2: Improve communication and promotion of CETL programs.

1. Increased availability of CETL events to faculty at alternate locations by promoting the ability to participate using Telepresence or video conference software.
2. Pushed professional development to faculty and staff by revising the weekly CETL email blasts to include teaching and learning tips (including tips that are appropriate for staff as well as faculty), descriptions of programs, direct links to registration, information about internal and external opportunities beyond CETL, and using an informal, conversational tone.
3. Created opportunities for professional development on demand by updating the content of the CETL website. (still in progress)

Service Improvement 3: Collaborate and cooperate with the other service areas located in ML 88 and across the university.

1. Build Your Online Course Boot Camps with ATS and Accessibilty Resources
2. New Faculty Workshop with ATS, CESR, RASP, WAC (August 21, 2018)
3. Encouraged the other service areas in ML 88 to use RST for program registrations, which facilitates tracking enrollment and attendance for planning and reporting.
4. Assisted Continuing and Professional Education with annual reporting using RST data.
5. Developed Scholars at Work Conference with CESR, IT Solutions, and Library Services.

Service Improvement 4: Document CETL activities and procedures into a handbook that will facilitate transition between directors.

1. Documented procedures for peer observations, PLC and book group facilitation.
2. Improve accuracy of data reporting within CETL and with Continuing and Professional Education using the RST registration system.
3. Documented CETL Director activities and information (ongoing).

Service Improvement 5: Assist Academic Affairs in developing a strategy for improving quality of teaching, learning, and student experience in 100% online programs through the Online Learning and Models Capability Audit.

1. Reviewed and recommended models of professional development.
2. Reviewed and recommended models of instructional design.
   * Selected Quality Matters certification as a “gold” standard for online course design.
   * Created an internally reviewed “purple” standard for online course design.
3. Reviewed and recommended models of teaching in action in online programs (aka Competencies for Online Instruction)

| ***Institutional Student Learning Outcomes (ISLO)*** | ***Program/Division Student Learning Outcomes (SLO)*** | ***Assessment Methods/Measure (How were outcomes assessed?)*** | ***Assessment Benchmark(s)*** | ***Assessment Findings/ Results*** | ***Improvements based on results*** |
| --- | --- | --- | --- | --- | --- |
| **ISLO 1: Academic achievement**  *Participants will demonstrate competence in specific areas of academic disciplines that will directly impact their career endeavors.* | *SLO #1: Improve participation rates in CETL programs related to teaching and learning.*  *SLO #2: Improve faculty teaching, course design, and student learning experiences.*  *SLO #3: Improve faculty satisfaction with CETL programming.* | *Program registrations*  *Program attendance logs*  *Stakeholder interviews*  *Participant surveys*  *Stakeholder interviews*  *Participant surveys* | *Increase participation rates (overall and by college) compared to previous year.*  *Implementation of ideas and techniques into student learning experiences within 12 months.*  *Improve participant satisfaction ratings to an average of 4.0 or greater on a 5.0 Likert scale across colleges* | *See below* | *See below* |
| **ISLO 2: Civic engagement**  *Participants will demonstrate the awareness, knowledge, and skills to actively participate individually or collectively on issues of societal concern.* | *SLO #4: Improve faculty and staff knowledge/skills in civic engagement through discussions in professional learning communities (PLC), Scholars at Work (SAW) seminars, and book discussion groups.* | *Participant surveys*  *Observations of participant discussions*  *Reflections by participants in Professional Development Passports* | *At least 15 faculty and staff will participate in at least one event each semester focused civic engagement* |  |  |

*\*Add more columns as needed.*

## Assessment Findings/Results & Improvements Based on Results

### SLO #1: Improve participation rates in CETL programs related to teaching and learning.

*Assessment Method: Program registrations, Program attendance logs*

AY 2017-18 participation: 376 total participations

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AHN | A&H | Bus | Ed | SET | SBS | Lib | Other | Grads |
| 25 | 40 | 34 | 41 | 33 | 45 | 14 | 18 | 28 |

* 2017-18: Implemented the RSchoolToday program for managing event registrations.
  + Registration tracking and transcript retrieval was easier and more consistent. Attendance tracking was inconsistent.
* Plan for 2018: Remind facilitators to record and report attendance regularly.

### SLO #2: Improve faculty teaching, course design, and student learning experiences.

*Assessment Method: Stakeholder interviews, Participant surveys*

1. 2017-18: Developed podcast miniseries.
   * Metrics demonstrate that episodes that are incorporated into CETL events have higher listening rates than stand-alone episodes.
   * 2018-19: Time permitting, create another set of 8 podcasts. Incorporate them into workshops and PLCs when possible.
2. 2017-18: Wrote weekly promotional email with teaching & learning tips.

* Click-through rates unavailable. Unsolicited feedback, sometimes as many as 30 messages, strongly supported the series. The pace of weekly emails was unsustainable, however.
* 2018-19: Continue teaching tips/promotional emails monthly.

1. 2017-18: New Faculty Orientation became a course design workshop designed to help faculty prepare for their first day in the classroom.
   * Event feedback: All of the participants who responded to the evaluation request indicated the event met or exceeded their expectations. They enjoyed meeting other new faculty and having lunch with their deans. The focus on teaching, particularly the demonstration of basic features to build a course in D2L Brightspace, was useful. Comments on the feedback form and from participants during the event indicated dissatisfaction with the timing: Friday is too late for help with preparing for the first day/week of class.
   * With consent from the Provost and the Faculty Association, the event was moved to Tuesday, August 20 this year to give the new faculty more time to implement ideas from the workshop.
   * 2018-19: Continue using the revised Orientation format. Seek permission to schedule the event on Tuesday again in 2019. Continue the New Faculty Cohort to support during their first year.
2. 2017-18: Poll participants to schedule events.
   * Polling participants yielded no greater participation/attendance than setting dates in advance.
   * 2018-19: Schedule dates for recurring events on Fridays to accommodate the greatest flexibility in faculty schedules.
3. 2017-18: Offer customized professional development for colleges.
   * A “Build Your Online Course” workshop series was offered to COB, SBS, Counseling & Student Personnel, Elementary Education, and two open-enrollment groups.
   * 2018-19: Continue offering customized workshops on demand to groups of 5+. Offer a menu of potential workshops to show the range of topics available.

### SLO #3: Improve faculty satisfaction with CETL programming.

*Assessment Method: Stakeholder interviews, Participant surveys*

1. A Scholars At Work Conference, a one-day interdisciplinary conference for Minnesota State University faculty, was developed in collaboration with CESR, IT Solutions, and Library Services. Participants enjoyed the keynote and meeting new people.

* Event feedback: They would have liked to see more people at the conference, more variety in the presentations, and a clearer thread among the presentations. Seventy-three percent are somewhat or extremely likely to attend the event again in 2019.
* 2018-19: Schedule the second conference on March 29, 2019.

1. Build Your Online Course Series

* Event feedback: Ninety percent of participants indicated that the workshops met or exceeded their expectations. They noted the value of examples, interaction, and discussion with other participants, and appreciated the ideas for building engagement and creating optimum conditions for learning in online courses. They disliked the way materials were handled, however, and requested a single location to hold all of the materials, preferably a D2L course that could model the design recommendations from the workshops. Some of the facilitators have reservations about storing their materials in a shared D2L course, but the suggestion is being considered.
* 2018-19: Use Microsoft Teams to coordinate professional learning communities. Work with IT Solutions instructional designers to develop a solution for workshops co-hosted with CETL. Investigate a single D2L course for CETL that uses groups to release information to participants enrolled in workshops.

### SLO #4: Improve faculty and staff knowledge/skills in civic engagement through discussions in professional learning communities (PLC), Scholars at Work (SAW) seminars, and book discussion groups.

*Assessment methods: Participant surveys, observations of participant discussions, reflections by participants in Professional Development Passports.*

* 61 registered/35 completed participants in 6 book studies related to civic engagement.
* Anecdotal information from faculty suggest these groups are thought-provoking and useful.
* We will continue to offer PLCs, SAWs, and book groups.

# V. Expectations and initiatives for upcoming year:

*List the goals you have for your unit for the following year (list goals with a brief description).*

Continue offering faculty development on-demand.

* Work with colleges and departments, coordinate workshops with instructional designers and other facilitators.
* Develop asynchronous online modules on a variety of topics to support University initiatives and faculty interests.
* Finish writing new CETL website content and publish the new site.

Continue well-received annual programs and professional learning communities.

* CETL New Faculty Orientation: Getting Ready for the Classroom
* Scholars at Work Conference
* First Year Faculty Cohort
* Second Year Faculty Cohort
* Online Teachers Cohort
* Book discussions (fall 2018: *Just Mercy: A Story of Justice and Redemption*)

Create new opportunities for faculty (including service faculty) to connect and collaborate on teaching and learning topics

* Adjunct Faculty Cohort
* Supporting First Year Student Success (with service faculty)
* Cultural Competency Cohort
* Academic Trends & Issues
* Women in Higher Ed

Identify ways to support innovative work that supports student learning.

* CETL Mini Grant: Game Based Learning Cohort (modeled after FIGs, funded by Academic Affairs)

# VI. What was learned from the assessment results?

*Describe what members of this unit/program found most valuable and useful in the assessment results.*

Modifying the CETL New Faculty Orientation was the most useful application of the 2017-18 assessment data. Faculty have complained about the “parade of talking heads” for years. We used that to change the 2017 format. The 2017 participants appreciated the new format but complained that it came too late in the week to be useful. Assessment data offered the necessary support to make the improvements.

Greater coordination of materials is needed for workshops. Options are being reviewed and discussed with facilitators.

The Scholars at Work Conference is worth a second try. Our goal is to double attendance to 60 participants in 2019.

Registration and attendance data show that participation is slowly shrinking each year. Combined with data from the spring 2017 needs analysis and informal conversations with faculty during the 2017-18 year, developing asynchronous online modules for faculty development is now a priority.

# VII. What did the unit/program do as a result of what was learned from the assessment information?

An event evaluation form was developed and used for CETL’s largest events.

Development began on professional development materials that could be accessed asynchronously and on demand.

Programs were modified and added as described above.

# VIII. How did the unit/program make use of feedback from the previous year’s assessment?

Feedback was incorporated in the decisions to modify, add, or remove programs as described above.

A plan has been developed for annual program assessments.