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

**2018-19** **Annual Report**

Minnesota State University, Mankato

Division Academic Affairs

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

Date 2020-04-06

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

Participation at CETL events declined for a third year, but we attribute this year’s decline to our focus on targeted support and asynchronous materials. Potential student impact (measured by number of students enrolled in courses taught by participants) was higher than previous years, which suggests that focusing on departments and colleges may be more effective than open calls that recruit a handful of faculty scattered across the institution.

CETL’s curriculum included 7 professional learning communities (PLCs), 3 workshops/series, 2 marquee events, a year-long mini grant cohort, an asynchronous online training, and individual consultations. The number of SCOT observations, peer mentoring, and teaching observations continued to decline, probably because of less promotion.

After two years of scheduling events *after* participants had registered, we returned to scheduling events in advance. PLCs were booked at 9:00, 10:00, and 11:00 am on Fridays, which increased attendance at first. However, many departments, colleges, and committees also use this strategy, and some faculty reserve Fridays for their scholarship. Lesson learned: All times are equally bad.

August’s New Faculty Workshop was attended by approximately 75% of new hires. Feedback was strongly positive for the focus on designing courses, learning D2L Brightspace, and getting ready for the first five weeks in the classroom. Identifying the new faculty and reaching them during the summer break between institutions continues to be a challenge, and HR continues to resist sharing the information with us far enough in advance to prepare for the event. Lesson learned: Be friends with the Deans’ administrative assistants.

Total attendance at the second Scholars at Work Conference doubled from last year, and feedback suggested they appreciate the opportunity to share their work and learn from their peers. However, many participants attended only one presentation, and many presenters presented their own work and left. In several cases, the conference organizers were the only ones in the audience. Lesson learned: Internal conferneces may never have the prestige of external ones.

The Game-Based Learning (GBL) Cohort expanded upon the certificate offered by Carrie Miller in AY2017 and AY2018. This year-long cohort began with a two-day retreat to learn characteristics of learning games and to brainstorm projects. Participants designed and tested games in fall 2018 and implemented them in spring 2019. Participants received $1000 grants for professional development expenses from the Office of the Provost.

We lacked administrative support for most of the year. (A 0.5 OAS intermediate was hired in November but left in January.) The CETL director continued juggling both roles, but some projects and formal assessment were limited in scope.

# II. Highlights:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2018-19 | 2017-18 | 2016-17 |
| Professional Learning Communities  | 7 | 11 | 18 |
| Scholars at Work Seminars | -- | -- | 15 |
| Scholars at Work Conference Participants | 60 | 30 | -- |
| Book Discussion Groups | 2 | 6 | 7 |
| Mentoring Pairs | 4 | 1 | 26 |
| Peer Faculty Observations | 10 | 1 | 20 |
| Students Consulting on Teaching (SCOT) | 6 | 9 | 9 |
| Individual Consultations | 30 | n/a | n/a |
| Workshops on Demand | 3 | 6 | -- |
| Game-Based Learning Mini Grants | 12 | -- | -- |
| Differentiating 400/500 Course (asynchronous) | 1 | -- | -- |
|  |  |  |  |
| Total participants | 216 | 376 | 394 |
| Potential Student Impact | 17,135 | 12,360 | 13,000 |

# 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. Game-based Learning Cohort
2. Developed an asynchronous online course to help faculty learn how to effectively differentiate 400/500 stacked courses. (This was a response to the HLC areas of concern.)
3. Built a D2L course template for FYEX 100 First Year Seminar and planned to support instructors in 2019-20.
4. Developed a “getting started” information sheet for Withdraw & Redirect course instructors.

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

1. Content developed for the new CETL webpage – intended to be a first stop and encourage faculty to reach out for more information
2. Wrote monthly emails to CETL list serve.

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

1. Continued the Build Your Online Course Boot Camps with ATS and Accessibility Resources
2. Refined the New Faculty Workshop with ATS, CESR, RASP, WAC (August 20, 2019)

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

1. Documented CETL Director activities and information (ongoing).
2. Created a Microsoft Team to store documentation, shared materials, and other items to facilitate transition between directors.

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. Continued promoting the Purple Standard for Online Course Design and the Competencies for Online Instructors.

| ***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**Anecdotal data**Stakeholder interviews**Participant surveys* | *Maintain 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* | *At least 15 faculty and staff will participate in at least one event each semester focused civic engagement* |  |  |

## 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: 216 total participations

* 2017-18: Implemented the RSchoolToday program for managing event registrations.
* 2018-19: Without administrative support, attendance tracking was inconsistent.
* 2019-20 Goal: Remind facilitators to record and report attendance regularly.
* Event scheduling methods
* 2017-18: Poll participants to schedule events. Polling participants yielded no greater participation/attendance than setting dates in advance.
	+ 2018-19: Schedules dates for recurring events on Fridays to accommodate the greatest flexibility in faculty schedules.
	+ Goal: Continue scheduling in advance. Experiment with Monday-Thursday mornings (8:30 – 10:00 am) and afternoons (3:00 – 4:30) events to work around “prime time” for teaching.

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

*Assessment Method: Stakeholder interviews, Participant surveys*

* Podcast series
* 2017-18: Developed podcast miniseries with Michael Manderfeld.
	+ 2018-19: We were unable to coordinate schedules to continue the podcast series.
* Continuing preparation emails to CETL email list
* 2017-18: Wrote weekly promotional email with teaching & learning tips.
* 2018-19: Continued teaching tips/promotional emails monthly.
* 2019-20 Goal: Continue monthly emails.
* New Faculty Orientation
* 2017-18: New Faculty Orientation became a one-day course design workshop designed to help faculty prepare for their first day in the classroom.
	+ 2018-19 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 learning about the services available to them through the Center for Excellence and Innovation. The focus on teaching, particularly the demonstration of basic features to build a course in D2L Brightspace, was useful. The shift to Tuesday (based on previous year’s feedback) fit well into the Orientation Week activities.
	+ 2019-20 Goal: Continue the new model.
* Offer customized professional development for colleges.
* 2017-18: Build Your Online Course Series for COB, SBS, Counseling & Student Personnel, Elementary Education, and two open-enrollment groups.
	+ 2018-19:
		- Build Your Online Course Series for COB and SBS.
		- Differentiating 400/500 Level Courses online asynchronous course designed for SBS, then opened to all faculty.
		- Computer Science Project-Based Learning Cohort
	+ 2019-20 Goal: 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. The Scholars At Work Conference, a one-day interdisciplinary conference for Minnesota State University faculty, was developed in 2017 in collaboration with CESR, IT Solutions, and Library Services.
	* 2018 (Year 1): Participants enjoyed the keynote and meeting new people, but 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.
* 2019 (Year 2): Event was moved to the lower level of the library for an informal atmosphere that would encourage drop ins. Attendance doubled to 60 participants. Ninety-five percent were satisfied with the overall experience (65% excellent). The most common complaint was low attendance/small audiences and the most common suggestion for improvement was advertising the event.
* 2019-20 Goal: Collaborate with Graduate Studies & Research to create a day of faculty excellence by using the Douglas R. Moore lecture as the conference closing keynote.

*I found the opportunity to present what I've been working on to be really exciting. The connections I made at the meeting included questions, ideas, encouragement and offers to collaborate. I liked the initial opening event discussion and wanted very much to stay for additional sessions.*

*I really enjoyed the variety of presentations that were offered. I like having the conference confined to one side of the library basement. It seemed like there were more opportunities (and time) to encounter and talk with presenters and attendees.*

*The no-pressure, come-and-go format was great and encouraged me to attend.*

*I like the choice of using one side of the library basement. More unified feeling than in CSU. I think we should think of ways to further boost attendance so that there aren't nearly empty sessions.*

1. Build Your Online Course Series
* 2018-19 feedback: At least 80 percent of participants indicated that the workshops met or exceeded their expectations. They noted the value of examples of online activities, technologies, and course designs. Unfortunately, the IT Solutions instructional designers and I did not follow through on the previous year’s feedback to create a D2L course or Microsoft Team to store materials supporting the trainings.
* Goal for 2019-20: Continue promoting the Purple Standard for Online Course Design, online course reviews (peer & SCOT), and the Competencies for Online Teaching.

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

*Assessment methods: Observations of participant discussions, feedback by participants*

* Anecdotal information from faculty suggest these groups are thought-provoking and useful. The PLCs are useful ways to develop their internal professional networks.
* 2019-20 Goals: Increase attendance. Formalize feedback.

# 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.
	+ Adjunct faculty support
	+ Writing a learning syllabus
	+ Writing measurable learning outcomes
* Finish writing new CETL website content and publish the new site. (Completed in November 2019)

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
* Cultural Competency Cohort
* Academic Trends & Issues
* Women in Higher Ed
* Book discussions

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

* Adjunct Faculty Online Orientation and Teaching Resources (delayed from previous year)

Identify ways to support innovative work that supports student learning.

* When funding permits, continue mini grants for specialized topics.
* Seek grants or use online tuition differential to support some events.

# VI. What was learned from the assessment results?

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

Moving the New Faculty Orientation to Tuesday and focusing on basics of course design and D2L Brightspace were well received and should continue.

Greater coordination of materials is needed between presenters for for workshop series.

The Scholars at Work Conference met its goal to double attendance to 60 participants in 2019. Find new ways to promote the event and bolster attendance.

Developing asynchronous online modules for faculty development was now a priority to accommodate busy schedules and information “on demand,” but faculty participation and completion were low. Promote the events better, but realize that lack of time is not the only obstacle. Practical value of CETL events needs to be promoted.

A better, more consistent plan must be developed for annual program assessments.

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

Development began on professional development materials that could be accessed asynchronously and on demand. Implemented spring 2019.

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.