**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 2020-Sep-3

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

Despite the closure or cancelation of many spring programs as a result of our move to remote work, participation at CETL events remained steady during the 2019-20 year. This included increases in asynchronous and remote programming to support online and FlexSync teaching preparations for Fall 2020.

The Scholars at Work seminar was cancelled and will now be held as a webinar in Fall 2020. In the past it has experienced chronically low attendance. 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.

In response to faculty feedback, CETL offered more professional development certificate programs and developed plans for incentivized faculty development by creating the Faculty Peer Coaching program and the Faculty Fellows program. Additionally, we will launch an Advisory Board to increase CETL engagement across the campus. We also offer on a more limited basis, customized workshops, a weekly teaching and learning email. In 2019-20, the email series will offer weekly updates and support as this has been requested by campus.

Additionally, we experienced a full staff change in CETL during the 2019-2020. A new Office Coordinator began in August 2019 and a new Director was hired in January 2020. This led to changes in program offerings and disruption in program offerings in Fall 2019. However, we were able to build momentum and programming for Spring and Summer 2020.

# II. Highlights:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2019-2020 | 2018-19 | 2017-18 |
| Professional Learning Communities  |  | 7 | 11 |
| Scholars at Work Seminars | -- | -- | -- |
| Orientation | 3 | 60 | 30 |
| Book Discussion Groups | 1 | 2 | 6 |
| Mentoring Pairs | 0 | 4 | 1 |
| Peer Faculty Observations | 3 | 10 | 1 |
| Students Consulting on Teaching (SCOT) | 5 | 6 | 9 |
| Individual Consultations | n/a | 30 | n/a |
| Workshops on Demand | 3  | 3 | 6 |
| Faculty Peer Coaches | 2 | -- | -- |
| Differentiating 400/500 Course (asynchronous) | 1 | 1 | -- |
|  |  |  |  |
| Total participants | 280 | 216 | 376 |
| Potential Student Impact | 14,328 | 17,135 | 12,360 |

# 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. Created and offered Technology Orientation for adjuncts, new faculty, and graduate teaching assistants.
2. Created a Faculty Fellows program focused on closing the opportunity gap, online education, and classroom equity.
3. Created a Faculty Peer Coaching program.
4. Created an Advisory Board to provide support for program development.
5. Created an asynchronous FlexSync teaching certificate.
6. Developed new enterprise tools certificate programs (Zoom, MediaSpace, Teams).

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

1. Created a library repository for teaching and learning resources in collaboration with the library.
2. Offered more virtual programming for faculty and staff.
3. Created opportunities for professional development on demand by updating the content of the CETL website.
4. Created a weekly newsletter with resources and updates that is shared with faculty and adjuncts.

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 Accessibility Resources
2. New Faculty Workshop with ATS, CESR, RASP, WAC.
3. Encouraged the other service areas in ML 88 to coordinate registration with CETL.
4. Created a library repository for teaching and learning resources in collaboration with the library.
5. Coordinated with Student Success to offer programming for faculty to develop their advising skills.

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

1. Continue to document procedures for peer observations, PLC and book group facilitation.
2. Improve accuracy of data reporting within CETL.
3. Documented CETL Director activities and information (ongoing).
4. Created policies for offering CETL programming for more accurate measurement of outcomes.

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.
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 2019-20 participation: 280 total participations

* Plan for 2020-21: Create digital check-in and attendance tracking to record and report attendance regularly.

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

*Assessment Method: Stakeholder interviews, Participant surveys*

1. 2019-2020: Created a library repository for teaching and learning resources in collaboration with the library.
	* In Collaboration with the Library, we are working on a library of resources for faculty to be able to access to improve teaching and learning with assignment examples and teaching strategies.
	* Plan for 20-21: Continue to collaborate with the library to expand offerings and promote as a campus resource.
2. 2019-2020: Offered more virtual programming for faculty and staff.
	* With the quick move to online course in the spring, we moved our programming to include virtual offerings. This allowed more participants the opportunity to be engage.
	* Plan for 20-21: Offer a FlexSync model for future programming to be more accommodating with participants schedules. Record sessions for asynchronous programming as needed.
3. 2019-2020: Created a weekly newsletter with resources and updates that is shared with faculty and adjuncts.
	* With a collaboration with IT Solutions, we created a more interactive and accessible newsletter that is shared with the campus community each week.
	* Plan for 20-21: Continue to offer a CETL newsletter as instructors are seeking ongoing updates and resources.
4. 2019-2020: 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.
	* Plan for 2020-21: Continue to revise the Orientation format. Seek permission to schedule the event on Tuesday again in 2019. Continue the New Faculty Cohort to support during their first year.
5. 2019-20: Pre-schedule events to guide registration.
	* Polling participants yielded no greater participation/attendance than setting dates in advance. Thus, we have chosen to pre-schedule programming for better planning by participants.
	* Plan for 2020-21: Schedule dates for recurring events to accommodate the greatest flexibility in faculty schedules.
6. 2019-2020: Offer customized professional development for colleges.
	* A “Build Your Online Course” workshop series was offered to Math and Stats, SBS, and two open-enrollment groups.
	* 2020-21: 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: This event was cancelled due to the quick move online.
	* 2020-21: Schedule the conference on in early fall and offer as a virtual program.
2. 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.
	* 2020-21: 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.
3. Offer more certificate programs on specific teaching strategies
	* Feedback: Participants welcomed the idea to learn more about the enterprise tools offered through MinnState and how to use those tools
	* 2020-21: Work with Instructional Designers and other Center Leadership to offer more programming.

### 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.*

* 7 completed participants in 1 book studies related to civic engagement.
* Anecdotal information from faculty suggest this group was 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.
* Participate in a formal external review of CETL.

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
* Faculty Peer Coaches Program
* Book discussions (fall 2020: Culturally Responsive Teaching)

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
* Faculty of Color Cohort

Identify ways to support innovative work that supports student learning.

* Received an FRG to examine the campus and classroom experiences of students of color
	+ Hire and train students of color to conduct the research
	+ Better understand the student experience on our campus

# 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 our program offerings to have specific outcome and design requirements will lead to more consistency in experiences and facilitator expectations. The goal is that faculty will feel a greater sense of accomplishment and completion will lead to great improvements in student learning and retention.

Establishing essential and on-going offerings that are connected to our mission will also ensure faculty and receiving consistent information that may lead to cultural change. We also need to offer new programs each semester to continue to attract faculty across campus.

The Scholars at Work Conference will be offered virtually to attempt to expand interest. Our goal is to double attendance to 60 participants in 2021.

Registration and attendance data show that participation is now improving. Likely this is due to a demand in online teaching support related to the pandemic; however, we hope that this is allowing more faculty and instructors across campus to use CETL as a resource to support their teaching.

# 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. We developed an Advisory Board that will guide the development of a strategic plan to grown and enhance program offerings.