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

**Annual Report TEMPLATE**

Minnesota State University, Mankato

Division Academic Affairs

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

Date 2017-Oct-16

1. Executive summary/reflection:  *250-300 words, paragraph style*

The Center for Excellence in Teaching and Learning (CETL) has supported faculty professional development at Minnesota State Mankato since the fall of 2002. CETL programs are designed to help faculty improve student engagement, design more organized courses, create better student learning outcomes, and enhance their teaching careers. Participants in our various faculty groups can find support and encouragement while discussing, improving, and developing innovative teaching strategies.

In December 2016, Dr. Patricia Hoffman ended her term as director of CETL. Dr. Jennifer Veltsos began a three-year term in the role starting January 2017. Following the transition, no data was found regarding learning objectives or learner satisfaction. This report is based upon descriptive and anecdotal data only. A new plan for CETL assessment will be proposed for the period covering August 2017 – December 2019.

Participation in CETL events dropped slightly during the 2016-17 year. Fewer programs were offered because of the transition between directors. Errors and unclear messaging during the transition may have affected participation as well.

Needs analysis conducted during the spring 2017 semester suggest that CETL is offering a variety of programming that meet the interests of faculty and the goals of deans and administrators. Goals and initiatives for the 2017-18 year are listed below.

* Continue to develop and diversify CETL programming.
* Improve communication and promotion of CETL programs.
* Collaborate and cooperate with the other service areas located in ML 88 and across the university.
* Document CETL activities and procedures into a handbook that will facilitate transition between directors.
* 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. Highlights:

During the 2016-17 academic year, CETL sponsored the following events:

|  |  |  |
| --- | --- | --- |
| 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 | **13,000+ potential student impact** |

1. 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.

1. Learning Outcomes/Service Improvements: *Please include 3-5 learning outcomes/service improvements.*
   * 1. Service Improvement 1: Continue to develop and diversify CETL programming.
   * Conducted needs analysis during spring 2017 semester.
   * Supervised the revision of SCOT training.
   * Developed a protocol for peer observations.
   * Introduced the weekly Shut Up and Write event in May 2017.
     1. Service Improvement 2: Improve communication and promotion of CETL programs.
   * New email format implemented on August 1, 2017.
     1. Service Improvement 3: Collaborate and cooperate with the other service areas located in ML 88 and across the university.
   * Writing a Syllabus and Concept Map for College of Business (April 11, 2017)
   * Build Your Online Course Boot Camp with ATS (August 7-11, 2017)
   * New Faculty Workshop with ATS and CESR (August 18, 2017)
     1. Service Improvement 4: Document CETL activities and procedures into a handbook that will facilitate transition between directors.

| ***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* | **AY 2016-17 participation**  *456 total participations*  *At least 132 unique participants in PLC, SAW, and book groups*  *Participation by college:*  *AHN = 74*  *A&H = 96*  *COB = 35*  *ED = 48*  *SET = 50*  *SBS = 88*  *These numbers are estimates only. Data collection was inconsistent due to staffing changes.*  **Implementation of ideas**  *No data available for AY 2016-17*  **Participant satisfaction**  *No data available for AY 2016-17* | *Based on interviews with faculty and departments, we are developing a podcast to provide on-demand professional development programming. Weekly emails contain teaching & learning tips.*  *Based on feedback from participants in certificates and one-on-one consultations, the New Faculty Orientation was revised into a course development workshop and a series of emails about teaching, learning, productivity, and University services.*  *Based on interviews with faculty, we are experimenting with polling participants to schedule events rather than setting dates in advance.*  *Based on interviews with deans, we offer the option of customized professional development for colleges.*  *To be more responsive to faculty, assess demand for programs, and identify areas for improvement, we are using a “fail fast” approach to CETL programming and scheduling for 2017-18.*  *To facilitate reporting, we are using the RST system to register and track participants.* |
| **ISLO 2: Civic engagement**  *Participants will demonstrate the awareness, knowledge, and skills to actively participate individually or collectively on issues of societal concern.* | *SLO #: 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* | *8 participants in professional learning community related to civic engagement*  *40 participants in 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.* |

*\*Add more columns as needed.*

1. Expectations and initiatives for upcoming year:

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

Dr. Veltsos spent the spring 2017 semester conducting a needs analysis for CETL by reviewing existing programming, reviewing procedures, and meeting with stakeholders (members of Cabinet and Extended Cabinet, Council of Deans, departments, and individuals) about their goals and ideas for ways that CETL can support teaching and learning. The results of this research identified four areas of focus for the 2017-18 year:

1. Continue to develop and diversify CETL programming.
   1. Develop a procedure for online course observations through SCOT and peer faculty consulting.
   2. Develop new professional learning communities for online teachers, second year faculty, and mid-career (post tenure) faculty.
   3. Revise an existing professional learning community to focus exclusively on first year faculty and emphasize instructional design and university services.
   4. Create a bi-weekly podcast about teaching, learning, and technology with the instructional designers.
   5. Develop instructional design and teaching support for adjunct faculty.
2. Improve communication and promotion of CETL programs.
   1. Increase participation in CETL events by promoting the ability to participate using Telepresence or video conference software.
   2. Increase participation and “push” 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. Create opportunities for professional development on demand by updating the content of the CETL website.
3. Collaborate and cooperate with the other service areas located in ML 88 and across the university.
   1. Encourage the other service areas in ML 88 to use RST for program registrations, which will facilitate tracking enrollment and attendance for planning and reporting.
   2. Assist Continuing and Professional Education with annual reporting using RST data.
   3. Develop programming in collaboration with the other service areas in ML 88.
4. Document CETL activities and procedures into a handbook that will facilitate transition between directors.
   1. Document 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.
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. Review and recommend models of professional development.
   2. Review and recommend models of instructional design.
   3. Review and recommend models of teaching in action in online programs.
   4. Design a professional development schedule to support faculty in these areas.
   5. Assist in the design of a learning and technology orientation for 100% online students.
6. What was learned from the assessment results?

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

The needs analysis suggests that CETL has a good reputation within the University. Administrators and Deans are strongly supportive of our programming; deans regularly encourage their faculty, particularly new faculty, to participate in events as part of their professional development plans. Although every department chair was contacted to offer to meet with them or their departments about questions, ideas, and concerns, only eight departments did so. Anecdotal data suggest many faculty do not believe they need the services CETL offers, yet they are also not aware of the breadth and depth of offerings.

The last assessment report available is for the 2014-15 year. It appears that the previous director did not assess CETL in the 2015-16 and 2016-17 years. No assessment data was collected during the 2016-17 year and no evaluation instrument was found. Thus, the assessment plan must be revised and built into our procedures.

Data that is available from program registrations indicates (a) faculty in their first three years of service are some of our most frequent users, (b) there is a core of approximately 20 mid-career faculty who regularly participate and lead CETL programs, and (c) many participants enroll in more than one CETL program. Future assessment and research should investigate why participation drops off for new faculty as they near tenure, what keeps the core group coming back for more, and how can we encourage former participants to begin attending CETL events again.

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

The entire catalog of CETL programming was reviewed. Following the needs analysis, new and continuing programs were mapped onto the following goals:

1. Align CETL’s activities with strategic planning across the University.
2. Collaborate with diversity/inclusion training at the University.
3. Respond to the HLC 2016 Final Report Criterion 3 Teaching and Learning.
4. Assist in new faculty onboarding and update the CETL new faculty orientation event.
5. Improve online course design and experience.
6. Assist in preparation for graduate teaching assistants and adjunct faculty.

This assessment report has encouraged CETL to develop a new assessment plan and recommend to the next director that the plan be reviewed and revised immediately following the next transition.

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

No report or feedback were available to use in this year’s assessment.