

Goals:

1. **Participation:** “The Center for Excellence in Teaching and Learning will provide professional development opportunities for Parkland College faculty, staff and administration.”
2. **Impact on Faculty and Staff Development:** “The Center for Excellence has a positive impact on the development of employees.”
3. **Impact on Student Learning and Campus Experience:** “The Center for Excellence will have a positive impact on student learning through the development of faculty, and a positive experience on our campus through the development of employees.”

Outcomes/Objectives**1. Participation****a. Number of Programs**

Goals for number of programs by semester:

Semester	Goal	Benchmark
Summer 2010	20	SU09: 15
Fall 2010	125	FA09/SP10 avg: 123
Spring 2011	125	FA09/SP10 avg: 123

b. Facilitators by Semester

Goals for number of facilitators (duplicated) by semester:

Semester	Goal	Benchmark
Summer 2010	20	SU09: 16
Fall 2010	140	FA09/SP10 avg: 136
Spring 2011	140	FA09/SP10 avg: 136

c. Participation goals by Semester

Goals for duplicated participation by semester:

Semester	Goal	Benchmark
Summer 2010	130	SU09: 125
Fall 2010	1625	FA09/SP10 avg: 1624
Spring 2011	1625	FA09/SP10 avg: 1624

Goals for unduplicated participation by semester:

Semester	Goal	Benchmark
Summer 2010	100	SU09: 99
Fall 2010	445	FA09/SP10 avg: 442
Spring 2011	445	FA09/SP10 avg: 442

2. Impact on faculty/staff

- a. On our Spring 2011 Faculty Survey, we asked faculty to respond to the following statement: "The Center for Excellence has a positive impact on my professional learning and development as a faculty member." Our goal is that 90% of respondents reply "Strongly Agree" or "Agree."
- b. On our Fall 2010 Staff Survey, we asked staff to respond to the following statement: "The CETL has a positive impact on my professional development as a Parkland employee." Our goal is that 90% of respondents reply "Strongly Agree" or "Agree."

3. Impact on student learning and campus experience

- a. On our Spring 2011 Faculty Survey, we asked faculty to respond to the following statement: "The Center for Excellence has a positive impact on student learning." Our goal is that 80% of respondents reply "Strongly Agree" or "Agree."
- b. On our Fall 2010 Staff Survey, we asked staff to respond to the following statement: "The CETL has a positive impact on students' experiences at Parkland through the professional development of employees." Our goal is that 80% of respondents reply "Strongly Agree" or "Agree."

Measures/Findings

1. Participation

a. Number of Programs

Actual number of programs by semester:

Semester	Goal	Actual	% of Goal
Summer 2010	20	26	130%
Fall 2010	125	119	95%
Spring 2011	125	111	89%

Discussion: In the summer 2010 semester, we increased programming significantly due to having a full staff (summer 2009 was just 1/3 and later 2/3 staff). We also started a new summer retreat for support staff, which was a successful summer professional development event. We will plan to offer a few more programs for faculty and staff during the 2011-2012 academic year to reach our fall and spring goals.

b. Number of Facilitators

Actual number of facilitators(duplicated)by semester:

Semester	Goal	Actual	% of Goal
Summer 2010	20	25	125%
Fall 2010	140	130	93%
Spring 2011	140	160	114%

Discussion: We're very fortunate to have such a participatory faculty and staff and as a result have great success with the large number of facilitators from various employee groups that share their expertise with their colleagues. Our spring 2011 faculty survey did indicate a slight interest in bringing a few more "experts" from outside of Parkland to speak on relevant and timely topics. We will pursue this during the 2011-2012 academic year.

c. Participation by Semester

Actual duplicated participation by semester:

Semester	Goal	Actual	% of Goal
Summer 2010	130	130	100%
Fall 2010	1625	1316	81%
Spring 2011	1625	1279	79%

Actual unduplicated participation by semester:

Semester	Goal	Actual	% of Goal
Summer 2010	100	196	196%
Fall 2010	445	387	87%
Spring 2011	445	391	88%

Discussion: With the added programming for summer 2010, we saw a large increase in participation. We'll work to sustain this level of activity during summer sessions. At the beginning of the fall 2010 semester, there was a significant change to our marketing/advertising of CETL sessions. Historically, we relied on e-mails sent to "-ALL" to advertise our sessions throughout the semester. That option was replaced with posting announcements in the new college portal: My.Parkland. We received feedback from our faculty and staff surveys as well as from our faculty and staff advisory committees regarding this change. The feedback overwhelmingly called for us to advertise our sessions via e-mail once again, as our audience preferred to receive information about our sessions in this format. We believe this change contributed greatly to lower than expected attendance in the fall 2010 and spring 2011 semesters.

Looking forward, we will consult with the Professional Development faculty and staff subcommittees to devise ways to increase participation and effectively advertise our sessions.

2. Impact on faculty/staff:

- a. 85% of respondents “Strongly Agree” or “Agree” with the statement: “The Center for Excellence has a positive impact on my professional learning and development as a faculty member.” We were a bit short of our goal of 90%.
- b. 97% of respondents “Strongly Agree” or “Agree” with the statement: “The CETL has a positive impact on my professional development as a Parkland employee.” We have surpassed our goal of 90%.

Discussion: Digging deeper into the data, we found that 78% of part-time faculty responded “SA” or “A,” to the statement, “The Center for Excellence has a positive impact on my professional learning and development as a faculty member,” while 90% of full-time faculty responded “SA” or “A.” We are aware that our programming does not serve part-time faculty as well as we serve full-time faculty due to the schedules of part-time faculty in addition to their commitments outside of Parkland. During the 2011-2012 academic year, we will solicit more feedback from part-time faculty and explore ways to make programming more available to them.

3. Impact on student learning and campus experience:

- a. 74% of respondents “Strongly Agree” or “Agree” with the statement: “The Center for Excellence has a positive impact on student learning.” We were shy of our goal of 80% by 6%.
- b. 96% of respondents “Strongly Agree” or “Agree” with the statement: “The CETL has a positive impact on students’ experiences at Parkland through the professional development of employees.” We have surpassed our goal of 80% by 16%.

Discussion: Regarding the statement, “The Center for Excellence has a positive impact on student learning,” again, when looking closer at the data we discovered a gap between the response of part-time faculty vs. full-time faculty. 72% of part-time faculty replied “SA” or “A,” to this question compared to 78% of full-time faculty. We believe that because full-time faculty are able to attend more professional development events on campus, they more strongly support the impact on student learning in their courses. As we explore ways to expand and deliver programming for part-time faculty, we will emphasize implications for student learning in our development efforts.