The LaGuardia Center for Teaching and Learning (CTL) leads programs designed to engage faculty in priority College initiatives, advance innovative teaching, encourage faculty professional growth, and enrich student learning at LaGuardia Community College. Based in the Office of Academic Affairs, the Center responds to the needs of faculty and students, departments, and the VP for Academic Affairs. The Center’s overall work most centrally addresses two key College Goals of the 2006-7 Strategic Plan:

- Raise Academic Quality – Strengthen CUNY flagship and priority college programs, and continuously update curricula and program mix.
- Raise Academic Quality – Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity.

Led by faculty/staff teams, Center seminars engage full-time and part-time faculty in both formal and informal settings, from year-long faculty seminars to Brown Bag lunches and one-to-one consultations. In 2000-2001 the Center led one seminar program serving 20 faculty. In 2006-7 the Center guided more than a dozen sustained programs, working with 175 full- and part-time faculty in intensive exploration of key classroom issues, from literacy building to learning communities, from internationalizing LaGuardia to the scholarship of teaching and learning. Supported with funds from a range of outside funders and institutional sources, CTL seminars are carefully documented and evaluated.

This report supplements the end of year Strategic Plan reports submitted in June 2007. It summarizes key evaluation data gathered and analyzed by OIR over the past four months. The report is divided into five sections, focusing on different aspects of the Center’s work:

I. Center for Teaching and Learning Profile: Overview of CTL programs for 2006-7, and Summary of Research Findings
II. ePortfolio: Data on a program that has emerged as a signature initiative for the Center and the College
III. General Education: Data on programs that focus on building student skills in key general education competencies
IV. Teaching with Technology: The Center’s work with new digital technologies
V. Fundamentals of Professional Advancement: Strengthening instruction and student success in a new Cooperative Education course

This report by necessity offers only highlights of the extensive data gathered through OIR and through the seminar process. It focuses particularly on quantitative data and student outcomes. It does not address seminar process or changes in faculty practice; nor does it examine the qualitative data gathered by the Center.
An Overview

Strategic Plan Item 2.1.1: Offer 10 faculty development seminars, serving 125 ACE and AA faculty. 20 additional faculty will participate in “mini-seminars” on topics such as digital storytelling, teaching online and hybrid courses, and exploring recent developments in pod-casting and other such technologies. Expand offerings to adjuncts in areas of internationalizing and developmental skill pedagogies.

The Center for Teaching & Learning ran 17 sustained seminar programs in 2006-7 (including 2 sustained mini seminars), addressing a wide range of topics. In the list below, the seminars are grouped as they are in this report, keyed to items in the Strategic Plan.

<table>
<thead>
<tr>
<th>Area</th>
<th>Seminar</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen'l Education</td>
<td>Building Info Literacy in the Disciplines</td>
<td>11</td>
<td>227</td>
</tr>
<tr>
<td>Gen'l Education</td>
<td>Critical Thinking Across the Curriculum</td>
<td>7</td>
<td>68</td>
</tr>
<tr>
<td>Gen'l Education</td>
<td>Project Quantum Leap</td>
<td>15</td>
<td>*</td>
</tr>
<tr>
<td>Gen'l Education</td>
<td>Writing in the Disciplines</td>
<td>18</td>
<td>257</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>51</td>
<td>552</td>
</tr>
<tr>
<td>Teaching &amp; Tech</td>
<td>Digital Storytelling – Fall</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Teaching &amp; Tech</td>
<td>Digital Storytelling – Spring</td>
<td>19</td>
<td>242</td>
</tr>
<tr>
<td>Teaching &amp; Tech</td>
<td>Designed for Learning</td>
<td>21</td>
<td>482</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>62</td>
<td>724</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>FY Academy-Fall</td>
<td>16</td>
<td>118</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>FY Academy-Spring</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>ePortfolio in the Professions</td>
<td>14</td>
<td>428</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>ePortfolio Ldrship Colloquium</td>
<td>20</td>
<td>575</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>Fundamentals of Prof’l Advancement</td>
<td>15</td>
<td>901</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>Liberty Partnership/ HS Pilot</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>89</td>
<td>2,138</td>
</tr>
<tr>
<td>Prof’l/Other</td>
<td>Carnegie Seminar</td>
<td>11</td>
<td>***</td>
</tr>
<tr>
<td>Prof’l/Other</td>
<td>New Faculty Colloquium</td>
<td>12</td>
<td>***</td>
</tr>
<tr>
<td>Prof’l/Other</td>
<td>Difficult Dialogues</td>
<td>17</td>
<td>425</td>
</tr>
<tr>
<td>Prof’l/Other</td>
<td>New Student Seminar</td>
<td>7</td>
<td>124</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>47</td>
<td>549</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>249</td>
<td>3,963</td>
</tr>
</tbody>
</table>

* New program, Implementation with students in Fall 2008
** Represents only the # of students served by faculty enrolled in ePortfolio seminars. For total #s of ePortfolio students, see page 5
*** Programs do not focus on specific classrooms & pedagogies

The Center engaged full and part-time faculty from every part of the College. Some faculty took part in more than one seminar:

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-T Academic Affairs</td>
<td>183</td>
<td>127</td>
</tr>
<tr>
<td>P-T Academic Affairs</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>ACE &amp; High Schools</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>249</td>
<td>175</td>
</tr>
</tbody>
</table>

Academic Faculty Headcount, by Dept
Faculty from every department participated in Center seminars, with the largest contingents from English, Math, NAS and Co-op.
Fundraising, Awards and Presentations
The Center’s documented effectiveness attracted national attention and significant resources to LaGuardia. The highlights of the Center’s fundraising work in 2006-7 include key roles in three major grant projects:

- Helping to plan and launch a $500,000 FIPSE grant for Project Quantum Leap, beginning Oct. 2006
- Spearheading the design and writing of a successful $620,000 FIPSE proposal for an ePortfolio dissemination program, submitted June 2007
- Playing a key role in the design and writing of a successful $2.75 million proposal from Title V designed to advance advisement, assessment and integrative learning at LaGuardia, submitted August 2007

The Center’s achievements continue to help advance LaGuardia’s national reputation as an educational leader. Center staff and faculty representatives made presentations at more than a dozen major national and international academic conferences. Building on the success of its programs and its previous awards (including the Hesburgh and the MetLife Foundation awards) Center programs played a primary role in LaGuardia’s winning bid for the 2007 Bellwether Award for Instructional Innovation.

Research and Findings
The Center has focused major effort on advancing our own learning, identifying new approaches to classroom practice and examining their impact. The Office of Institutional Research structures our data management. We rely upon their professional expertise to plan and carry out this process. Drawing upon a range of different instruments, the data elements gathered for each program are shaped by program goals and structures, and by funders’ requirements. Data elements for individual programs are highlighted in the pages that follow. Looking across programs, a summary of key outcomes would include:

- **Outcome:** The Center’s programs are gaining in scope and significance. *Evidence:* Center programs engaged faculty from virtually every part of the College in 2006-7, focusing sustained attention on key issues of pedagogy and practice. Faculty in Center programs experimented in courses enrolling nearly 4,000 students in 2006-7. The ePortfolio initiative extended the Center’s impact, reaching more than 6,000 students in 2006-7.

- **Outcome:** Higher levels of engagement in the academic behaviors that produce success. *Evidence:* CCSSE data shows that students in courses taught by faculty engaged with Center programs are more likely to be engaged in key academic behaviors, such as: working hard, collaborating with other students, building writing skills, and doing work that requires higher order thinking skills. Data from ePortfolio, DFL, and FPA classes consistently shows significantly higher scores than both national and College norms.

- **Outcome:** Improved learning in courses. *Evidence:* Students in courses taught by faculty engaged in Center programs are learning more, as measured by course pass rates and “high pass” rates. For example the average high pass rate (C or above) for students who completed courses taught by DFL faculty was 77.8%; the average high pass rate for students in comparison courses (sections of the same course, taught by non-DFL faculty) was 69.5%.
Center for Teaching and Learning Profile

- **Outcome: Higher CPE pass rates.** *Evidence:* Students in courses taught by faculty engaged in Center programs were more likely to build crucial cognitive skills, as measured by pass rates on the high-stakes CPE examination. For example, the average pass rate for students in courses related to the Center’s General Education programs was 96.8%. The average CPE pass rate for students in enrolled in comparison classes was 92.0%.

- **Outcome: Higher levels of student satisfaction.** *Evidence:* Data from the ACT Opinion Survey shows that students in Center-related courses were more likely to be satisfied with their LaGuardia education. For example, on the question, “If you could start college over, would you choose LaGuardia?” the mean score (on a scale of 1-5) for FPA students was 3.97. In comparison, the College-wide mean was 3.63.

- **Outcome: Higher retention rates.** *Evidence:* Examination of semester-to-semester retention showed that students in Center-related courses (including ePortfolio, FPA, and interdisciplinary skill-building courses) were significantly more likely to stay at the College. For example, the one-semester return rate for students in ePortfolio courses in Fall 2006 was 77.5%; for students in all non-ePortfolio courses college-wide, the one-semester return rate was 71.9%. This is consistent with one-semester retention data gathered on ePortfolio courses over two years, examining more than 5,000 students.

**Conclusion**
In 2006-7 the Center’s programs served thousands of LaGuardia faculty and students, and analysis of key indicators demonstrates that the Center’s positive impact on student learning is both broad and deep. The Center’s far-reaching and multifaceted efforts contributed significantly to gains made by the College as a whole, including the College’s outstanding CPE pass rates, the second highest in CUNY. And the cumulative effect of the Center’s on-going work with ePortfolio and other programs should be considered as a major contributing factor in the College’s progress on two crucial Measures of Institutional Effectiveness: 1) the improvement of LaGuardia’s overall semester-to-semester retention, where Spring-to-Fall return rates are now the highest they have been in five years; and 2) the increase in LaGuardia’s overall one-year retention rates, which improved to hit the College target of 63.4 for the Fall 2006 entering freshmen class.
**An Overview**

**Strategic Plan Item 1.3.1:** Expand ePortfolio to serve 5,500 - 6,000 students. Pilot use of work collected through ePortfolio for program assessment. Collaborate to research alternative ePortfolio systems. Design and begin implementation of next generation ePortfolio software platform.

The ePortfolio project is a major college-wide initiative, coordinated by the Center but dependent on the hard work and creativity of faculty and staff from almost every division. It seeks to spur faculty innovation, support program assessment, and enhance student learning and success. The Center’s June report outlined the progress of the initiative, the structure of ePortfolio seminars, support provided to college-wide assessment, and the development (in collaboration with IT) of new infrastructure. This report highlights emerging trends in data gathered on students who worked with ePortfolios in 2006-7.

With more than 6,300 students actively depositing or building ePortfolios in their classes in 2006-7 (plus an additional, undetermined number working independently of any class), LaGuardia has established itself as one of the largest ePortfolio projects in higher education worldwide. The scale of LaGuardia’s work, combined with the striking visual quality of its ePortfolios and the well-documented impact on student learning, has attracted broad recognition, including major awards and grants for the College.

The 2006-7 ePortfolio cohort was split between the 2,817 students who only deposited work in the system (where it can be later used for portfolio building and/or program assessment) and the 3,722 students who engaged in a more substantial process of building an ePortfolio.

Students built ePortfolios in the FY Academy and Fundamentals of Professional Advancement (where they have an ePortfolio Studio Hour, led by an ePortfolio Consultant) and in many different non-Studio or Free-Standing ePortfolio courses, ranging from New Student Seminar to Principles of Accounting, Clinical Kinesiology, and LIB200, the Liberal Arts Capstone. The data analyses that follow focus on students who built ePortfolios.
**ePortfolio and Student Learning: Engagement**

Experts nationwide have identified engagement in key academic behaviors as an indicator for educational success. Research shows that engagement is particularly important for the achievement of at-risk students, particularly low income and “minority” students.

The widely respected NSSE and the CCSSE instruments examine student engagement in these key behaviors. According to the CCSSE, LaGuardia rates much higher on engagement than most community colleges. For the past three years, the Center has used the CCSSE to examine the engagement levels of ePortfolio students, comparing the scores of ePortfolio students to College and National means.

Data on more than a dozen CCSSE questions (see graphed samples) shows that ePortfolio students are more likely to be engaged in key academic behaviors that produce educational success, including:

- **Academic Effort:** Working harder than expected to meet expectations
- **Higher Order Thinking:** More time focused on critical thinking activities
- **Writing:** More time writing and building writing skills
- **Collaboration:** More time spent working with other students

The graphs included here provide a sample of these outcomes for the students who built ePortfolio in the 2006-7 academic year and responded our CCSSE/ePortfolio survey.
CCSSE data for ePortfolio students has been consistently positive compared to national and college norms. Extended analysis of this data can contribute to the deepening of the ePortfolio field.

One interesting example is a CCSSE question focusing on engagement in reflection and self-understanding: “How much has your experience in this course contributed to your knowledge, skills and personal development in understanding yourself?” On this question, 79.9 percent of LaGuardia ePortfolio students responded Quite a Bit or Very Much. This was 11.6 percentage points higher than the LaGuardia norm, and 27.4 percent higher than the national norm.

This is the largest difference for any of questions asked of ePortfolio students. This suggestive evidence supports the argument that the constructing an ePortfolio catalyzes students’ process of creating new identities as learners.
**ePortfolio and Student Learning: Pass Rates**

Building their portfolios – reviewing and presenting their academic work, creating reflective and visually rich narratives that articulate their evolving identities as learners – ePortfolio students show increased engagement in learning. Does this translate into improved academic achievement?

Course pass rates are a key indicator for academic performance. OIR compared pass rates for students in Academy and Free-Standing (non-Studio Hour) ePortfolio courses to pass rates for students in non-ePortfolio sections of those same courses. OIR found that pass rates were significantly higher for ePortfolio sections.

OIR also examined high pass rates (C and above), the grade required to maintain good academic standing. Students in the ePortfolio courses were more likely to demonstrate high achievement than students in non-ePortfolio courses.
### ePortfolio and Student Learning: Retention

<table>
<thead>
<tr>
<th></th>
<th>Fall &gt; Spring</th>
<th>Spring &gt; Fall</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-ePortfolio</strong></td>
<td>71.3%</td>
<td>69.4%</td>
<td>70.8%</td>
</tr>
<tr>
<td><strong>ePortfolio</strong></td>
<td>76.5%</td>
<td>74.6%</td>
<td>75.1%</td>
</tr>
<tr>
<td><strong>n=912</strong></td>
<td>n=1,795</td>
<td>n=1,036</td>
<td>n=1,927</td>
</tr>
<tr>
<td><strong>n=5,670</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A third indicator for the effect of the ePortfolio process on student learning is retention. Looking at students enrolled in courses where they built ePortfolios (Academy, FPA, and Free-Standing) OIR examined their one-semester retention rate: if they did not graduate, did they return to the college the next semester?

Looking at four semesters of data, OIR found that in every semester, students building full ePortfolios were significantly more likely to return than non-ePortfolio students college-wide. The four semester mean (for a total sample of 5,670 ePortfolio-building students) was more than five percentage points higher than the mean return rate for LaGuardia’s non-ePortfolio students, over the same period of time.
An Overview

**Strategic Plan Item 1.1.5:** Implement next phase of outcomes assessment plan to strengthen programmatic and general education core competencies: complete revision of quantitative reasoning rubric; test information literacy rubric; develop rubric for technology competency; revise capstone courses; and strengthen across-the-curriculum professional development, including University-mandated Writing in the Disciplines (WID) program.

In 2006-7 the Center offered four seminars that focused specifically on helping faculty develop instructional strategies to build student skills in general education competencies:

- Writing in the Disciplines: a long-standing program, now affiliated with the Center. Intensive program supported with released-time.
- Critical Thinking Across the Curriculum. A long-standing program now affiliated with the Center and supported with stipends.
- Building Information Literacy in the Disciplines: A new program piloted in 2006-7, supported with stipends.
- Project Quantum Leap: A new FIPSE-funded program focused on basic skills courses in Mathematics. Launched in January 2007 and supported with released-time, it is first serving students in Fall 2007; data will be incorporated in future reports.

Serving a total of 552 students, these programs focus on different skills and employ different approaches. Yet they share an important similarity. Beyond skill development, they also seek to advance students’ ability to integrate their learning, to apply disciplinary and interdisciplinary approaches to solve problems and meet advanced academic expectations.

OIR data analysis reveals higher course pass rates in courses taught by faculty taking the General Education seminars - WID, BILD and CTAC -- compared to sections of the same courses taught by non-seminar faculty. (Seminar classes without appropriate comparison courses were removed from the study.) This suggests the seminars’ positive impact on student learning and achievement.

<table>
<thead>
<tr>
<th>Course Pass Rates in Seminar-related Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison Courses</strong></td>
</tr>
<tr>
<td>WID</td>
</tr>
<tr>
<td>BILD</td>
</tr>
<tr>
<td>CTAC</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Seminar-related Courses</strong></td>
</tr>
<tr>
<td>WID</td>
</tr>
<tr>
<td>BILD</td>
</tr>
<tr>
<td>CTAC</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
General Education Seminars and Student Learning

In addition to data on course pass rates, the OIR also examined the pass rates on the CUNY Proficiency Examination (CPE). In recent years, LaGuardia students as a whole have been doing very well on the CPE, making LaGuardia’s overall pass rate the second highest in CUNY. Strikingly, students from courses taught by faculty in these seminars had a significantly higher CPE pass rate than students enrolled in comparison courses.

Examining Student Work

This significant data on course pass rates and CPE pass rates is complemented by additional data based the examination of student work. For example, in a sample of five 2006-7 WID courses, pre- and post-course writing assignments were evaluated by independent readers according to a rubric designed to assess student writing. In Spring, the implementation semester, 52% of the students showed an improvement of at least one point (on the 1-6 scale) from their pre- to their post-course assessment. This represents a 7 percentage point gain, compared to student scores in Fall classes taught by the same instructor (prior to WID training). More detailed analysis showed that the WID training was particularly effective in improving the literacy of students with lower initial writing skills – the students in the greatest need.
An Overview

**Strategic Plan Item 1.3.2:** At least half of the faculty trained through Center for Teaching and Learning (CTL) professional development seminars will explore effective uses of a variety of technologies in the classroom.

Strategies for effective use of digital technologies in the classroom are introduced in virtually all CTL seminars, to some degree. Different seminars place greater or lesser emphasis on this issue. The list of seminars where relatively significant technology training is provided includes Designed for Learning, ePortfolio in the Professions, Fundamentals of Professional Advancement, ePortfolio Leadership, the Carnegie Seminar, the FY Academy, Digital Storytelling, Project Quantum Leap, the New Faculty Colloquium, Teaching the New Student Seminar, and Building Information Literacy in the Disciplines. Altogether, these seminars engaged 207 faculty (well over half of the total number of faculty working with the Center) and served at least 3,213 students.

The most intensive work around technology and pedagogy (other than ePortfolio) continues to be the Designed for Learning seminar (DFL). The award-winning DFL program, which served 21 faculty and 482 students in 2006-7, focuses on three intersections of technology and pedagogy:

- **Web-Based Inquiry** – the implementation of inquiry learning pedagogy to explore and use the abundant information resources of the World Wide Web;
- **Online Dialogue** – strategies of dialogue and exchange that take advantage of digital communication tools, such as email and threaded online discussions;
- **Student-Authored Multimedia Projects** – the use of multimedia authoring tools to enliven and empower student-authored projects, embodying a constructivist pedagogy where students participate in the social construction of knowledge.

DFL has served more than 140 Academic and ACE faculty over the past seven years and laid a valuable foundation for technological and pedagogical innovations, from ePortfolio and Digital Storytelling to improvements in student writing and critical thinking. Now DFL leaders are eager to begin incorporating new Web 2.0 technologies, seeking to advance LaGuardia’s leadership role in this area.
DFL: Skills and Engagement

Inquiry, Dialogue, Authorship and Engagement
As the Center’s foundational pedagogy program, DFL has long demonstrated strong outcomes around improved student engagement. Linking sophisticated, student-centered pedagogy with digital tools has consistently been shown to advance student engagement in writing, collaboration, and higher order thinking processes. This year’s CCSSE data continues this pattern, with engagement scores well above the national and the LaGuardia means, and in some cases leading the way for all Center programs.

Practice and Mastery
Students in 2006-07 DFL courses COMPLETED a 42-item pre- and post-course survey to determine a) whether educational technologies had been implemented in their courses, and b) the impact of this implementation on their technological proficiency.

On both counts, positive outcomes were substantial. For example, students were asked how often in their courses they used computers for writing and communication on web discussion boards. In the pre-course survey, 39.1% of students responded “Never” or “Rarely.” In the post-course survey, that figure was down to 20%. Conversely, the upper end of the scale showed significant gains; before the DFL course, 25.8% said that they used the digital resources of the LaGuardia library “Often” or “Very Often.” In the post-test, that group almost doubled, going up to 44.4%.

The surveys suggest that increased exposure resulted in improved technology skills. In the pre-course survey, 28.4% rated themselves as a “Beginner” in the use of a course web page; after the DFL course, only 11.9% were still in that category. Conversely, the number of students with upper level skills rose. For example, 41.7% of pre-DFL students rated themselves as “Intermediate” or “Advanced” in creating multimedia presentations for a course. After their DFL-related class, that figure rose to 74.8%; and the percentage of students rating themselves “Advanced” nearly doubled.
DFL and Student Learning: Academic Achievement

As with ePortfolio, the combination of interactive pedagogy and technology in DFL courses tends to produce higher engagement scores. And higher levels of engagement again match up with higher levels of academic achievement.

Course Pass Rates provide significant evidence of student learning. OIR compared course pass rates for sections taught by 2006-7 DFL faculty with course pass rates for sections of the same courses, taught by non-DFL faculty.

Students in DFL courses were significantly more likely to pass their courses. And they were also more likely to achieve a high pass (C or above), which helps them maintain good academic standing.

A third piece of evidence for DFL’s impact on student learning is found in pass rates on the CPE. Again comparing sections taught by DFL faculty in the DFL seminar with sections of the same courses, taught by non-DFL faculty, OIR found that students in DFL-related sections were significantly more likely to pass the CPE.

STM Program
The Student Technology Mentor program effectively supports the efforts of DFL and other faculty to use new digital technologies to enhance student learning. In Fall 2006, 35 STMs assisted 78 faculty; in Spring 2007, 43 STMs assisted 88 faculty. In addition to supporting instructional innovation college-wide, the STM program also shows benefits for the STMs themselves. For example, of the STMs active in 2006-7, 97.9% either graduated or were still enrolled at LaGuardia the next semester.
An Overview

Strategic Plan Item 1.2.2: Conduct second year of Fundamentals of Professional Advancement (FPA) seminar, creating stronger links between program content and related internships. Infuse oral communication skills into FPA to help students build interviewing and workplace communication skills.

As detailed in its June report, CTL supported the Cooperative Education Department in running a year-long Fundamentals of Professional Advancement (FPA) seminar, serving 8 Co-op faculty. Conducted by Co-op’s Marie Sacino and Susan Sanchirico, with Humanities faculty member Louis Lucca, the seminar supported the growth and strengthening of the new FPA course, exploring pedagogical issues related to experiential education, oral communication, ePortfolio, and the broader relationship between professional program and internship goals.

As the number of FPA courses has grown, it has become the largest single site for students’ creation of their ePortfolios, a major factor in the growth of the ePortfolio initiative. For many students, the FPA course is the first (and for some students, the only) course that focuses significant attention on building a complete ePortfolio. All FPA courses incorporate an ePortfolio Studio Hour, taught by an ePortfolio Consultant, which supports the construction of the ePortfolio and its integration into the course.
**FPA and Career Development**

The FPA course seeks to help students build their understanding of career possibilities and goals, consider career in relation to individual, social, and economic factors, and use these insights to better chart their academic coursework.

The Cooperative Education Department used several tools to examine the impact of this aspect of the course. First, they used selected questions from the CCSSE to examine student engagement in the career development process. FPA students scored significantly higher than collegewide and national norms on this aspect of engagement. Coop also developed its own survey that focused even more closely on the career development process. Results from this pre- and post-course survey suggested that the FPA experience had a demonstrable effect on students’ focus on and understanding of the career development process.
FPA and Student Engagement in Learning

Students in FPA courses rated highly in terms of engagement in key academic behaviors. CCSSE data allows comparisons between students in FPA, LaGuardia students college-wide, and community college students doing the CCSSE at schools across the nation. FPA students’ engagement scores on issues of effort, critical thinking, writing, and collaboration were consistently higher than both the College-wide and national figures.

ePortfolio and the Studio Hour play significant roles in shaping the FPA experience. Across the board, ePortfolio courses of all types -- First Year Academy and FPA (both of which have Studio Hours) and Free-standing ePortfolio courses (which do not) -- tend to produce engagement figures higher than college-wide and national norms. Interestingly, for almost every question, the ePortfolio courses with a Studio Hour generate the highest engagement scores.
FPA, Retention and Satisfaction

The Fundamentals of Professional Advancement course, including the Studio Hour, has demonstrated a positive impact on student satisfaction and retention.

An examination of questions drawn from the ACT Opinion Survey reveals that students taking the FPA course are much more likely than other LaGuardia students to respond favorably to questions about their overall satisfaction with the College.

Most significantly according to OIR data on one-semester retention, students who take FPA are notably more likely than other LaGuardia students to return the following semester. (The comparison group is the College-wide one semester retention rate for non-FPA students.)
The Center for Teaching and Learning is pleased to have the opportunity to thank everyone whose support and participation makes its work possible and meaningful. The work of the Center for Teaching and Learning and its ability to benefit LaGuardia students and faculty cannot be seen in isolation. It is part of and dependent upon a broad effort, both within and beyond the boundaries of LaGuardia Community College.

We are grateful for the leadership of President Gail O. Mellow, who has the vision to support student-centered pedagogy and the professional development programs needed to make it effective. Vice President Peter Katopes and Dean Paul Arcario provide absolutely crucial guidance and everyday support, and for this we thank them.

Our work is supported by a range of outside funders, including the Title V and the FIPSE programs of the US Department of Education, VTEA, the Ford Foundation, and several programs of CUNY Central. And our work has been strengthened by many outside collaborations, notably with the Carnegie Foundation, the AAC&U, the Integrative Learning Project, and the National Coalition for ePortfolio Research. We are pleased to have this opportunity to thank everyone for their essential support.

The Center’s work has been cross-divisional, and we are happy to be able to acknowledge the work of staff and leadership from every division who support and facilitate our efforts. The Grants Office helps us day in and day out. Our collaboration with the Division of Adult and Continuing Education is a source of pride and insight. And our intensive and productive partnership with the Division of Information Technology is unique within CUNY. Our thanks to all who make this possible.

The Center for Teaching and Learning staff works incredibly hard and collaborates with more than two dozen faculty seminar leaders to design, lead, and support our programs. Faculty leaders, program staff, ePortfolio Consultants, STMs and administrative support staff all contribute absolutely invaluable skill and hard work, playing critical roles that deserve repeated recognition.

The Center’s work is essentially based in the creativity and commitment of LaGuardia faculty. Without the faculty’s willingness to extend themselves, to take risks, to do extra work, to share experiences and insights, the Center could not exist. The faculty’s efforts, and the even more inspiring efforts of LaGuardia’s incredible students, are the foundation for every Center initiative.

This report represents sustained and remarkable effort on the part of a multifaceted team. The Office of Institutional Research provided us with mountains of data. The original research design was developed under Barbara Astone’s leadership, now continued by Nathan Dickmeyer. Jeff Weintraub and, particularly, Erez Lenchner spent days and weeks running, re-running and re-running our data reports. We absolutely depend on their skill, hard work and patience. For the Center, Denis Bejar and Ros Orgel helped process and refine the data analysis. Denis’s hard work has been particularly outstanding. The report was designed with skill and talent by Carolina Valle, guided by Priscilla Stadler. Many, many, many thanks are due to everyone involved.