

Annual Assessment Report EXECUTIVE SUMMARY

Unit name: Center for Teaching & Learning

Assessment year: AY 2021-22

Mission

In collaboration with faculty, staff, and students, the CTL commits to strengthen and promote a culture of continuous learning and innovation for all LaGuardians while contributing to the intellectual and civic welfare of our students.

Assessment results by goal and objectives

Goal 1: Support the implementation of team-based advisement and a revised First Year Seminar that includes updated advisement practices and tools.

Supporting Strategic plan goal: 2 – Build Student Access and Success

Objective/outcome 1.1

Increase one-semester retention and completed credits in the first year for students enrolled in First Year Seminar compared to students in the same major not enrolled.

- *Measures*
Retention data (FYS next semester attendance compared to non-FYS)
Credit accumulation (FYS credits in one year compared to non-FYS)
- *Overview of findings or outcomes*
FYS Fall 2021 Cohort (n=2,929)
Retention: + 11.9 points in next semester retention (+11.7 Fall 2020)
Credits: + 2.4 credits in one year accumulation (+3.8 credits Fall 2020)
- *Overview of recommendations and next steps*
Outcomes remain high, with retention target nearly met and improving over previous year (+12.1% for new first-time students) and credit accumulation met, an improvement over F19 cohort. Notable lower retention for 1st-semester LMF takers needs further investigation given size of enrollment. Consider establishing a policy for FYS co-req.

Objective/outcome 1.2

New: Increase next-term persistence for advised students

- *Measures*
Advisement Rates and Completion of Smart Goals or other plans for students in Adv. 2.0 departments.
New: C2C interventions and resolve rates.
- *Overview of findings or outcomes*
The Adv. 2.0 model continued on hiatus, with all students not in special programs case-loaded to SAS advisors. Peer Advisors supported this work.
Fall 2021 Interventions: 1,358 vs. 1,532 (F20). Spring 2022 Interventions: 760 vs. 1,322 (Sp21).
Resolved Rate: Fall 2021 (54%) & Spring 2022 (52%) vs. Sp21 (57%, revised) & Sp20 (61%, revised).
In Winter and Spring 2022, AA and SA leaders/staff determined a new advisement model for staff, faculty, and peers. AA staff work with faculty/staff to update digital tools to support timely communication around student progress.
- *Overview of recommendations and next steps*
The data suggest that caseload sizes for SAS staff remained too high, contributing to less use of SSPs in addition to SEMS and Schedule Builder. Discussions among AA and SA administrators and staff, and faculty and Chairs, led to a revised advising model to be implemented in Spring 2023 after Fall I/II PD. We will resume monitoring persistence rates for CTL-supported activities following the implementation.

Goal 2: Support the development and implementation of coherent, program-based and interactive student ePortfolios that connect learning across courses and co-curricular activities.

Supporting Strategic plan goal: 2 - Strengthen Learning for Students - and for Faculty, Staff and the College

Objective/outcome 2.1

Support integration of ideas through ePortfolio use, from First Year Seminars through Capstone Courses.

- *Measures*
Students surveyed in FYS, Capstone, & workshops "connect ideas from courses to prior experiences and knowledge." (SLO)
- *Overview of findings or outcomes*
86.1% of 2,500+ students surveyed in Fall 2021 and Spring 2022 FYS and Capstone indicated that they often or very often have connected ideas from courses to prior experiences and knowledge.
- *Overview of recommendations and next steps*
In addition to impactful FYS/Capstone Studio Hours, CTL staff supported 648 students in eP workshops and held an in-person student eP Showcase. CTL held two eP Leadership Team meetings in the spring to begin re-boot of eP activities. Through innovation grants and new eP charrettes connected to Title V grant, we will work with the Humanities Alliance team to expand Showcase Portfolio activities.

Objective/outcome 2.2

Increase course completion rates for students in target courses.

- *Measures*
Completion rates for students participating in Innovation Grant Pilots.
- *Overview of findings or outcomes*
This was not an appropriate measure for this new Innovation Grant mode, which unfolded in various ways. 36 faculty in Innovation Grant Pilots served 1,000+ students by providing 16 Transfer & Career workshops, 11 Co-curricular activities including 1 Advising session, and 15 extra-curricular events in Fall 2021 and Spring 2022. 60.4% (652/1079) of the students served in Innovation Grants Pilots in the Biology, Chemistry, Math, Computer Science, and Education programs developed an integrative ePortfolio.
- *Overview of recommendations and next steps*
New Innovation Grant models unfolded in various ways, with 3 Clusters (STEM, Education, Computer Science) utilizing ePortfolio. We are revising our approach to these activities to support the new model described above in 2.1; however, we will support ongoing mini-grants that incorporate more co-curricular reflection or use of digital badges in their projects.

Goal 3: Support & strengthen the implementation & assessment of new Core Competencies and Communication Abilities college-wide.

Supporting Strategic plan goal: 5 - Advance Career and Workforce Development

Objective/outcome 3.1

Increase Gen Ed assessment deposits.

- *Measures*
Revised: Deposit rates based on enrollment in targeted courses. Baseline (F20 Session I): 28.0% (7,892/28,211) of students in earmarked courses deposited 1 or more assignments.
- *Overview of findings or outcomes*
We continued Fall-only deposits except for courses offered in short-semesters only and other requested courses. Our revised metric provides a more accurate representation of artifact deposits. Fall 2021 Session I: 19.6% (4,371/22,328) of students in these courses deposited 1 or more assignments.
- *Overview of recommendations and next steps*
We attribute the decrease to particular challenges of Fall 2021, esp. shift in and out of in- person learning from mid-semester through exams. ALT will continue support and communication around depositing.

Objective/outcome 3.2

Increase mean college-wide Benchmark Reading (BR) scores.

- *Measures*
Average scores for Competencies/Abilities for students in 45+ credit to <13 credit bucket. (SLO)
Benchmark Reading scores from previous years. (SLO)
- *Overview of findings or outcomes*
2021-22 Benchmark Readings: Valid Score Sets: 2,152 (84.4%) of scored artifacts [82.2% in 2020-21]
Mean score for students in 45+ credit:
Learning Competencies: IPS: 5.46; Global: 4.07; Integrative Learning: 4.97 [5.49; 4.36; 4.48 in 2020-21]
Communication Abilities: Written: 6.22; Oral: 5.02; Digital: 5.47 [6.30; 5.42; 5.42 in 2020-21]
Mean score for students in <13 credit:
IPS: 4.36; G: 4.10; I: 3.90 | W: 5.71; O: 5.26; D: 3.78
- *Overview of recommendations and next steps*
23 Faculty in Oral Comm Focus Seminar or WID. Targets were met in Integrative & Digital and sustained in IPS & Written. Global & Oral remain challenging. MSCHE commendation for LaGuardia's eP-based Assessment process. Reports shared with 6 PPR teams. We will assess Oral scores from this year's participants in next BR. We will offer Global Learning Charrettes and a Global Focus Seminar in AY23.

Objective/outcome 3.3

Reduce # of artifacts scored "not applicable" to the indicated rubrics.

- *Measures*
Year-over-year comparisons.
- *Overview of findings or outcomes*
8.4% of artifacts scored 88 compared with 10.9% previous year. Global Learning surpassed Oral Communication artifacts with the highest rate of 88s this year.
- *Overview of recommendations and next steps*
This was the lowest rate of 88s in 5 years of analysis. ALT members analyzed scorer comments, with Global & Oral receiving the most (see above): 28/33 comments of 88s in Global indicated "wrong assignment," and 32/24 Oral Comm comments on 88s were files that had no Oral component, e.g., PPT slides with no audio.

Objective/outcome 3.4

Increase design & implementation of new assignments.

- *Measures*
% CTL seminar/mini-grant participants implement new or revised assignments.
- *Overview of findings or outcomes*
CTL offered seminars, workshops, and Benchmark Readings for 268 full-time faculty, 94 adjuncts, 16 staff. (a total of 378 with duplicates)
87.7% (57/65) of faculty completing CTL seminar survey reported that they revised assignment or plan to design new assignment.
98.3% (58/59) of faculty completing CTL seminar survey rated that their seminar experience is useful or extremely useful/relevant to teaching. (Oral Comm Focus Seminar used a different survey tool.)
- *Overview of recommendations and next steps*
Targets met for CTL participant outcomes. We will offer Global Learning seminar and Charrettes next year and work with CTL Advisory Council to determine appropriate assessment of these seminars.

Goal 4: Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty.

Supporting Strategic plan goal: Build Inclusive Community to Achieve the College Mission

Objective/outcome 4.1

- *Measures*
Completion rates in courses taught by CTL seminar participants compared with courses taught by non-CTL participants.
% reporting applied learning from seminars.
- *Overview of findings or outcomes*
Outcomes for online/distance education nearly met target for increased pass rates. +4.1 point Pass with D-above for 830 students in courses taught by HyFlex and Auto-graded Assignments participants (68.8% v. 64.7%). OER FYS courses were designed but not implemented in spring; FIJ was not classroom-based.
- *Overview of recommendations and next steps*
As above, work with CTL Advisory Council to determine appropriate assessment of these seminars.

Goal 5: Support Peer Mentoring and Advising Programs by employing LaGuardia students in student success support roles.

Supporting Strategic plan goal: Advance Career & Workforce Development

Objective/outcome 5.1

Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position.

- *Measures*
One-year retention and graduation rates for students starting CTL peer mentoring roles in Fall 2019/Spring 2020.
- *Overview of findings or outcomes*
A total of 159 CTL student peers in Fall 2020 - Spring 2021 (no-duplicates): 69 PAs; 60 SSMs; 27 STMs & IDAs; 3 eP Consultants.
1-year retention/grad rate for LaGCC student peer mentors indicates sustained outcomes for Peer programs. Hiring of new Peers resumed in Spring 2021:
Fall 2020 starting cohort: 100% SSM (1/1). No new hires for PA and STM.
Spring 2021 starting cohort: 95.6% PA (22/23); 100% STM (6/6); 83.3% SSM (10/12)
- *Overview of recommendations and next steps*
Recruitment for these peer mentor roles has been challenging during the pandemic, an experience shared by colleagues across LaGuardia. We have met with the Foundation staff and determined increasing pay for students in higher-end role, i.e., SSMs, which we will implement in AY22-23.

Overall summary

About 24% of all classes in Fall 2021 and 67% of all classes in Spring 2022 transitioned back to in-person mode or hybrid mode at a minimum. While CTL staff continued to support remote learning through seminars, workshops, resource development, and peer support, CTL also created a space for faculty to prepare for a flexible learning modality (HyFlex) that allows teaching on campus with students joining remotely or in-person simultaneously. In collaboration with IT, the CTL team supported the installation of the necessary technology for this new modality in classes, workshops, and seminars throughout 2021-22.

As indicated, the CTL met or sustained outcomes in most areas compared to previous year, with data providing strong evidence of improvement particularly in FYS retention, ePortfolio student feedback, and peer mentors' professional growth. CTL leaders and colleagues in Academic Affairs also supported the design of deeper experiential learning co-/extra-curricular activities for students in more than half our academic programs, with STEM, Education, and Computer Science clusters in Innovation Grants Pilots implementing program-based interactive ePortfolio practices. In addition to the above, the CTL team helped create activities for Instructional Staff and Opening Sessions, as well as promoted adjunct participation in CTL seminars and Benchmark Readings.

The most significant challenges were in the area of advising, as the tiered-based approach of Advisement 2.0 remained on pause. We will work with our SA colleagues to implement the revised advising model going forward and incorporating Milestones and Progress Checks into our PD work. We will also meet with faculty from the Ad Hoc Online Learning Committee of the Senate to determine how best CTL can support faculty and students in a broad range of teaching and learning modalities.

For most LaGuardians, the return to more in-person learning and support services happened in fits and starts, which added new challenges to CTL work. Continued Zoom fatigue and the difficulty for the College to track student vaccinations and communicate updates to faculty and students made for a difficult fall semester, as did the spike in Covid cases in the winter. Faculty and staff stretched themselves to provide support while completing the MSCHE Self Study and convening with the site visit team in March. To that end, we are thrilled that the work of the CTL and its many collaborators was recognized for commendations in several categories, but we are equally-concerned that faculty and staff need additional resources and support to re-energize and engage with the new challenges they face in addressing students' learning loss, trauma, and social isolation.

An Appendix

- The completed 2021-22 assessment plan is online in the AES SharePoint site.