Annual Assessment Report
EXECUTIVE SUMMARY

Unit name: Center for Teaching & Learning   **Assessment year:** AY 2018-19

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*
  Fall 2017 cohort
      Retention: +17.0 percentage points next semester.
      Credits: +2.6 credits in first year.
- *Overview of recommendations and next steps*
  Continue 2nd and launch 3rd wave of Re-booting the FYS seminar for FYS faculty to learn new tools, assignments, etc.

Objective/outcome 1.2

Increase completion of Smart Goals or other plans for students in Advisement 2.0 departments.

- *Measures*
  Completion of Smart Goals/ Student Success Plan for students assigned to Peer Advisors).
- *Overview of findings or outcomes*
  Fall 2018: 59% of students assigned to Peers completed SSP.
- *Overview of recommendations and next steps*
  Continue to support all wave departments of Adv. 2.0

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."

- *Overview of findings or outcomes*
  85.9% of FYS, Capstone, eP workshops students indicated they connect ideas in eP courses and workshops to prior experiences/ knowledge.
- *Overview of recommendations and next steps*
  Consider eP support in light of new Title V grant.

Objective/outcome 2.2
Increase course completion rates for students in target courses.
- *Measures*
  Completion rates in courses taught by CTL seminar participants compared with courses taught by non-CTL participants.
- *Overview of findings or outcomes*
  +5.2 point higher completion in target courses.
- *Overview of recommendations and next steps*
  Continue CTL support & prep for new Perkins plan

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*
  Year-over-year comparison of Fall deposits.
- *Overview of findings or outcomes*
  Fall 2018: 15,511 Deposit (+1,554 over Fall 2016 baseline)
- *Overview of recommendations and next steps*
  Assessment Leadership Strategic Plan

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.
  Benchmark Reading scores from previous years.
- *Overview of findings or outcomes*
  2018-19 Benchmark Readings: Valid Scores: 2,335
      Learning Competencies: IPS: 5.10; Global: 4.17; Integrative Learning: 4.32
      Communication Abilities: Written: 5.62; Oral: 5.21; Digital: 4.62
- *Overview of recommendations and next steps*
  Prep & Conduct Benchmark Readings 4.0

Objective/outcome 3.3
Reduce # of artifacts scored "not applicable" to the indicated rubrics.
- *Measures*
  Year-over-year comparisons.
- *Overview of findings or outcomes*
  15% of artifacts scored 88.
- *Overview of recommendations and next steps*
  Close-the Loop activities

Objective/outcome 3.4

Increase design & implementation of new assignments.

- *Measures*
  CTL seminar/mini-grant participants implement new or revised assignment.
- *Overview of findings or outcomes*
  56% of participants implemented assignment; 23% designed & planned to implement next semester.
- *Overview of recommendations and next steps*
  New Mini-grants

Goal 4: Support Peer Mentoring and Advising Programs by employing LaGuardia students in student success support roles.

Supporting Strategic plan goal: Provide LaGuardia's Strategic Plan

Objective/outcome 4.1

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

- *Measures*
  Two-year retention and graduation rates for students in CTL peer mentoring programs.
- *Overview of findings or outcomes*
  <u>For peers starting in Fall 2017</u>: 100% retention/grad rate for SSMs, 88.5% for PAs, and 85.7% for STMs thru Spring 2019.
- *Overview of recommendations and next steps*
  Revamp STM training through Tech 2.0 initiative.

Overall summary

Given the broad scope of the Center's work and its deep integration within Academic Affairs, it is important to note that the assessment of the CTL as a unit, while necessary for accountability and documentation, reflects many of the broad projects of Academic Affairs and includes decision-makers and stakeholders across the College. This includes staff and faculty who do not report directly to the CTL. Several of the measures included here relate to the structural and administrative supports that CTL provides. For example, many of the key activities here involve staff who reported to the Associate Provost. It's also worth noting that some of the measures are related directly to grant-funded evaluation methods.

Given the high success rate of students working in our peer mentoring programs, we revised the measurement to a one-year outcome for students hired in the role. We also added a new goal to address the new Strategic Plan goal of building an inclusive community. The area in need of the most attention relates to Gen Ed outcomes assessment as we continue to focus on the newest Competencies and Abilities. The College made very good progress on the Digital Communication Ability over the past two years by offering workshops, seminars, and mini-grants and encouraging the use of the new ePortfolio; in light of this, we are offering CTL/mini-grant assignment design Focus Seminars in only Global Learning and Integrative Learning in 2019-20.

An Appendix

- The Appendix includes the assessment template, outcomes of Benchmark Readings, and FYS data from our external evaluator.