



2018-19 to 2021-22

Periodic Unit Review (PUR) Report

The Center for Teaching and
Learning (CTL)

Academic Affairs



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LAGUARDIA COMMUNITY COLLEGE

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Overview of the Center for Teaching and Learning (CTL)

Established in 1999 as the Center for Excellence in Teaching with Technology; and renamed to CTL in 2001 with the increased emphasis on wider range of pedagogies and professional development in addition to technology. Housed in Academic Affairs, it has helped to establish and scale a range of innovative practices supporting student success. Its primary focus, however, is to provide semester- and year-long professional development activities which are aligned with the college's strategic priorities, and promote pedagogical innovation for faculty in support of student learning and engagement. The Center also offers opportunities and support for activities which assist faculty in reappointment, tenure, and promotion, such as publication and leadership. While these could be seen as fulfilling the central roles related to teaching and learning, the Center also supports several Academic Affairs initiatives related to student success: implementation of core competencies and communication abilities college-wide and outcomes assessment; First Year Seminar, e-Portfolio and instructional technology, and team-based advisement.

Functions

Some of the above initiatives are supported by mentor programs housed in the CTL: Student Success Mentors, Student Technology Mentors, and Peer Advisor Academy. They provide students with meaningful paid work experience while also supporting college's goals for student success.

The mission of the CTL as expressed in its 2020-21 Annual Assessment Report and in the Four-year Summary of AES Assessment Plan reads: "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." During the CTL PUR process the mission was slightly revised and is provided later in this report.

The CTL directors, program and administrative staff, and members of the CTL Advisory Council (AC) in 2022-23 who contributed to PUR process for the CTL:

CTL Directors: Pablo Avila, Michele Piso Manoukian, Ellen Quish,

CTL Program Staff: David Brandt, Estefany Gonzaga, Julissa Camilo Valerio, Ali Abdallah, Thomas Rospigliosi, Rohit Kumar Jha, Stanley Villa, Kyoung Kang,

CTL Administrative Staff: Jesse Wolfe, Aarkieva Smith, Frehiwot Leyeh

CTL AC members in 2022-23: Anita Baksh, Rachel Boccio, Luke Cardaio, Milena Cuellar, Jasmine Edwards, Charlie Elias, Arianne Fernandez, David Housel, Jenny Lugo, Kevin Mark, Ian McDermott, Wendy Nicholson, Dusana Podlucka, Cara Shousterman, Kayla Williams.

Evaluating the annual assessment trend data

CTL as an administrative education support unit started the PUR process in 2022-23. Assessment process started with the review of the data from the *Summary of AES Assessment Plan for PUR Year 2022-23* which includes four years of data, and the *Annual Assessment Report for 2021-22*. In comprehensive discussions with CTL directors, CTL AC, and CTL all staff we reviewed the documents and then, using the *Annual Assessment Report from 2021-22* as a starting point, created the *Annual Assessment Plan for 2023-24*. This process started in February of 2023 and continued over the spring and summer semesters.

CTL directors and all staff were actively engaged in the CTL PUR process. We reviewed the data from the past four years AY 2019-2022, and discussed annual assessment results for each goal and associated objectives/outcomes. The discussions included explanations of how or why some targets were met, and others were not met, or the reasons some measures were changed. The CTL AC members were given the same reports, but were asked to focus their discussions on the data for Goal 3 (*Support & strengthen the implementation & assessment of new Core Competencies and Communication Abilities college-wide*) and Goal 4 (*Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty*). Those were the recommendations and next steps from the CTL Annual Assessment Report for 2021-22. The summary table of the annual assessment results over the past years is provided here separately for each goal.

Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results				Target /baseline	Indicator**
			2018-19	2019-20	2020-21	2021-22		
1. Support the implementation of team-based advisement and a revised First Year Seminar that includes updated advisement practices and tools.	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.	1 - Build Student Access and Success	FYS Fall 2018 Cohort • + 17.0 points in next semester retention • + 0.7 credits in one year accumulation	FYS Fall 2019 Cohort • + 10.0 points in next semester retention • + 1.5 credits in one year accumulation	FYS Fall 2020 Cohort (n=2,514) • + 11.7 points in next semester retention • + 3.8 credits in one year accumulatio	FYS Fall 2021 Cohort (n=2,929) • + 11.9 points in next semester retention • + 2.4 credits in one year accumulation	+13.0 retention and +2.0 credits in first year.	Mixed - not met for retention met for credits
	1.2 Increase next-term persistence for advised students (new)		The measure was modified	• The Adv. 2.0 model was put on hold • Fall 2019 Interventions: 493 • Resolved Rate: Spring 2020 (61%).	• The Adv. 2.0 model continued on hiatus. • Fall 2020 Interventions: 1,532. Spring 2021 Interventions: 1,322 • Resolved Rate: Spring 2021 (57%).	• The Adv. 2.0 model continued on hiatus. • Fall 2021 Interventions: 1,358. Spring 2022 Interventions: 760 • Resolved Rate: Fall 2021 (54%)	New: 80% next term persistence for advised students and 70% C2C interventions "Resolved."	Not met

While the Objective 1.1 was not met for retention but was met for credit accumulation, objective 1.2 was not met. The discussions of the CTL directors and staff raised the problem of the CTL or the FYS team having little influence over advisement initiatives at the college that impact advisement in FYS. For example, the Adv 2.0 was on hold for the three of the years under review, and consequently not met. This was an objective largely dependent on the initiatives at the college separate from the CTL, and the CTL would only have had a role had the Advisement 2.0 not been put on hold. Those were important discussions that lead to a close analysis of how the objectives under a certain goal should be defined and measured so that we measure an activity of the Center more directly connected to a goal and a specific objective. For example, in support of Objective to increase next term persistence for advised students, the CTL dependent action is to train peer advisors on specific aspects of advising introduced in Advising 2.0. A discussion revolved around whether it may be a more direct measure of a CTL activities in support of Goal 1 (*Support the implementation of team-based advisement and a revised First Year Seminar that includes updated advisement practices and tools*) to capture how well the CTL training prepared peer advisors and how confident they are that they would be able to advise students appropriately. The measure for that could be a post training survey. Objective 1.2 (*Increase next-term persistence for advised students*) can be an indirect measure of the effectiveness of that advisement because next term

persistence can be impacted by many other factors besides advisement provided by the CTL Peer mentors.

Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results				Target /baseline	Indicator**
			2018-19	2019-20	2020-21	2021-22		
Goal 2. Support the development and implementation of coherent, program-based and interactive student ePortfolios that connect learning across courses and co-curricular activities.	2.1 Support integration of ideas through ePortfolio use, from First Year Seminars through Capstone Courses.	2 - Strengthen Learning for Students - and for Faculty, Staff and the College	• 85.9% indicated that they often or very often have connected ideas from courses to prior experiences and knowledge	• 86.6% indicated that they often or very often have connected ideas from courses to prior experiences and knowledge	• 84.4% indicated that they often or very often have connected ideas from courses to prior experiences and knowledge	• Fall 2021 Interventions: 1,358 vs. 1,532 in Fall 2020. Spring 2022 Interventions: 760 vs. 1,322 in Spring 2021.	82.1% in eP courses or workshops connect ideas to prior learning	Met
	2.2 Increase course completion rates for students in target courses.		• 5.2% point higher course completion in target courses for Showcase ePortfolio	• -1.5% point lower course completion in target courses for Showcase ePortfolio	• 14.0% point higher course completion in target courses for Showcase ePortfolio	• Resolved Rate: Fall 2021 (54%) and Spring 2022 (52%) vs. Spring 2021 (57%, revised) and Spring 2020 (61%, revised).	+5.0 point higher course completion in target courses	This measure was modified in 2021-22

Objective 2.1 (*Support integration of ideas through ePortfolio use, from First Year Seminars through Capstone Courses*) was met in all four years. Objective 2.2 was not consistently met and was revised in 2021-22 to Objective 2.2 (*Students demonstrate co-curricular learning through reflection activities linking college and career*) and its revised measure was participation rates in career and transfer focused co-curricular learning activities. This change is similar to other changes that were made in order to more precisely define the ways we could measure possible impacts of an activity so that the measure captures more direct effect of an activity.

Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results				Target /baseline	Indicator **
			2018-19	2019-20	2020-21	2021-22		
3. Support & strengthen the implementation & assessment of new Core Competencies and Communication Abilities college-wide, and build inclusive learning opportunities across departments.	3.1 Increase Gen Ed assessment deposits.	2 - Strengthen Learning for Students - and for Faculty, Staff and the College	measure revised	measure revised	• Baseline (Fall 2020 Session I): 28.0% (7,892/28,211) of students in the earmarked courses deposited 1 or more assignments.	• Fall 2021 Session I: 19.6% (4,371/22,328) of students in the earmarked courses deposited 1 or more assignments.	Calculate Baseline rates from previous years; Evident increases	Not met
	3.2 Increase mean scores in college-wide Benchmark Readings (BR).			• 2019-20 BR mean score for students in 45+ credit: IPS: 5.47; G: 4.36; I: 4.59 W: 5.77; O: 5.91; D: 4.66	• 2020-21 BR mean score for students in 45+ credit: IPS: 5.49; G: 4.36; I: 4.48 W: 6.30; O: 5.42; D: 5.08	• 2021-22 BR mean score for students in 45+ credit: IPS: 5.46; G: 4.07; I: 4.97 W: 6.22; O: 5.02; D: 5.47	IPS: 5.4; G: 4.4; I: 4.55; W: 5.9; O: 5.5; D: 4.85	Surpassed
	3.3 Reduce # of artifacts scored "not applicable" to the indicated rubrics.			• 10.0% of artifacts scored 88	• 10.9% of artifacts scored 88	• 8.4% of artifacts scored 88	% decrease in scores of "not applicable"	Met
	3.4 Increase design & implementation of new assignments.			• 75.4% of participants who completed survey (non-FYS seminars) reported they implemented assignment (46/61)/ 80.3% (49/61) rate the experience "extremely useful." (AY 18-19 was 56% implementation and 23% 'plan to implement')	• 87.7% (57/65) of the survey respondents reported assignment implementations as a result of seminar participation. (96% (22/23) of respondents from COIL, LC, and WID reported assignment implementation.) • 78.5% (51/65) of all respondents rated seminar experience "extremely useful". (78.3% (18/23) of respondents from COIL, LC, and WID rated "extremely useful").	• 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 survey rated that their seminar experience is useful or extremely useful/relevant to teaching.	Minimum 75% of CTL seminar participants rate experience "extremely useful"	Surpassed

The objective 3.1 was revised in the first two years but still not met in the last two years. The objectives 3.2 and 3.3 were surpassed and met, and the objective 3.4 was surpassed. Although most objectives under this goal were met or surpassed, the goal generated a lot of discussions in the CTL AC meetings regarding the appropriateness of including such a large college wide goal in the assessment plan for the CTL. The main reasons to exclude this goal from the CTL assessment plan was that there is very little direct influence of the CTL activities on the implementation of Objectives 1 through 3 under Goal 3. Objective 3.4 (*Increase design and implementation of new assignments*) is the only one directly related to the CTL seminars and workshops in which new assignments are created and one measure of the success of such activities is the self-reporting by participating faculty if the new assignments were implemented in their courses. We decided to include elements of this objective and its measures under Goal 3 of the CTL Annual Assessment Plan 2023-24.

Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results				Target /baseline	Indicator **
			2018-19	2019-20	2020-21	2021-22		
4. Coordinate & support faculty/staff PD that address the diverse needs of our new majority students and faculty.	4.1 Increase course completion rates for students in target courses.	4 - Build Inclusive Community to Achieve the College Mission		<ul style="list-style-type: none"> 147 full-time and 44 adjuncts completed the CTL needs assessment. (191) Students taught by A&A + LAC seminar participants had +7.0% completion rate (82.9 vs. 75.9) 	<ul style="list-style-type: none"> Courses taught by inclusive pedagogies seminar participants had 1.6% point higher completion than courses taught by non-CTL participants. (77.9% vs. 76.3%); 	<ul style="list-style-type: none"> +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%). 	+5.0 point higher course completion in target courses	Measure changed

The objective 4.1 was changed. This was another area of the AES Assessment results that generated discussion in the CTL AC meetings. Increasing course completion rates of students in target courses was seen as a measure that could be influenced by many other factors impacting course completion in courses taught by faculty who have participated in the CTL professional development seminars. It was seen as an indirect measure of the quality of professional development. A number of different measures that could be more directly tied to success and efficiency of professional development provided to staff and faculty were recommended in the discussions with the CTL AC. They are described in section c. Review of Units' mission goals and objectives.

Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results				Target /baseline	Indicator **
			2018-19	2019-20	2020-21	2021-22		
5. Support Peer Mentoring and Advising Programs by employing LaGuardia students in student success support roles.	5.1 Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position.	5 - Advance Career and Workforce Development		Retention/grad rate thru Spring 2020 for peers starting in Fall 2018: 100% for SSMs, 93.8% PAs, 84.6% for STMs	<ul style="list-style-type: none"> 1-year retention/grad rate for peers starting in Fall 2019: 100% SSMs, 100% PAs, 100% STMs. 1-year retention/grad rate for peers starting in Spring 2020: 100% SSMs, 94.7% PAs. We didn't hire new STMs in Spring 2020. 	1-year retention/grad rate for LaGCC student peer mentors: <ul style="list-style-type: none"> 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) 	85% of Peers graduate or retained within 2 years of joining program	Surpassed

Goal 5 is one of the strong vibrant areas of the CTL and also one for which a lot of funding and staff resources are dedicated. The average number of Student Success Mentors (SSM), Student Technology Mentors (STM), ePortfolio and instructional technology support staff, most of them current or former LaGuardia students, in each semester over the above four-year period is 91 mentors in part time positions, ranging from a high of 133 in fall 2019, to the low of 55 in spring 2021. In addition to these part time positions, there are approximately six full time professional staff supporting the mentor programs. Student mentors, most of whom are integral part of the First Year Experience (FYE), are a vital contribution to student academic success and retention in the first year. Just as importantly, the employment in these roles, which brings intensive professional development opportunities contributes to the mentors' own academic success and future job readiness. In the discussions with the CTL all staff, we decided to keep this goal, and we added some more nuanced objectives in the assessment plan for AY 2023-24.

Reviewing the unit's mission, goals and objectives

After reviewing the four-year data, we analyzed the *Annual Assessment Report for 2021-22*, discussed each goal, objectives and measures and reviewed them collectively to create a plan for the transitional year 2023-24. At the All Staff meeting on June 7, 2023, we reviewed a draft of the *Annual Assessment Plan for 2023-24* and engaged in a modified SWOT analysis. Since the unit performed an in-depth SWAT analysis in 2018, prior to this meeting the staff reviewed the SWOT analysis findings from 2018 and decided what was still relevant for the CTL. The staff from each program reviewed the goals relevant to their program with these two guiding questions:

1. After reviewing the SWOT from 2018, what remains relevant?
2. After reviewing the draft of the *Annual Assessment Plan for 2023-24*, what strikes you as important in the goal assigned to you? How do you think the CTL's mission is aligned with this goal?

Kyoung, who is responsible for most data collection and analysis in the CTL, was tasked with reviewing the assessment plan data and visiting each group for about ten minutes to give comments on the proposed measures and data collection for those measures. Jesse and Aarkieva, who provide administrative support for all programs, were tasked with reviewing administrative processes and tools in place in support of Goal 4. They reviewed CTL's administrative to support to mentor programs and seminars administration and brainstormed areas where any changes may be needed for smoother and more efficient operations. For example, they reviewed processes connected to the CTL budget, semester mentor budget projections and spending reports, monitoring of spending, ordering procedures, hiring processes, orientations, timesheet and leave monitoring, etc. and proposed specific changes in those area. All of the changes proposed at this meeting are described below, and in the section on measures and associated targets.

We made a slight revision to the mission and changed it from "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" to "The CTL commits to strengthen and promote a culture of collaboration, continuous learning and innovation for all LaGuardians while prioritizing equity and access for all students and contributing to our students' intellectual growth and career development." The rationale for that change was that a large number of CTL activities focus on career development, while there are relatively fewer ones focused on students' "civic welfare."

The goals and objectives of the *Annual Assessment Plan for 2023-24* were revised mainly to articulate the objectives which were more completely under the direct influence of the CTL and less dependent on initiatives and actions within other departments or divisions. Another reason for that change was that revising our objectives allows us to focus in on what measures more directly and accurately capture whether a specific CTL activity is successful and how we define that success. This is explained in more details under Goal 3.

We decided to remove team-based advisement and outcomes related to advisement, and rewrote Goal 1 to focus only the First Year Seminar.

Goal 1. Support a First Year Seminar that advances student equity and inclusion by fostering peer-to-peer relationships, the delivery of accessible content, accessible practices, and the implementation of culturally responsive practices.	
College's Strategic Plan Goal 1. Build Student Access and Success	
Objectives	Measures
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.	<ol style="list-style-type: none"> 1. Retention data for all disaggregated by race and first-generation status of all FYS students who were counted as enrolled by LaGuardia IR (Retention= next semester enrollment compared to non-FYS students in the same period) 2. Credit accumulation and GPA (FYS students' credits accumulated in one year (includes credits earned in the same semester in which they took FYS) compared to non-FYS students) 3. FYS Student experience survey results.

The revised Goal 1 has only one objective, namely to 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, and three measures that will be used to evaluate how well this objective was met. One change from the previous year is that the retention data will be disaggregated by race and students' first-generation status. While the data on race is available in CUNYfirst, we need to define a way to collect the data on first-generation status. Since we learned that it is not available from CUNYfirst, we will decide on a definition of first-generation students, construct questions about it to be included in the FYS student experience survey. These changes reflect the addition of "prioritizing equity and access for all students" in the mission statement. Disaggregating the data in that way will allow us to better monitor if we are making progress with respect to equity and access for all students served by the FYS. A major revision of the FYS student experience survey which is used as another measure of this objective, was done in consultation with the IR and the revised simplified and shortened survey has been distributed to students in fall 2023.

Goal 2. Support the development and implementation of coherent, program-based and core ePortfolios that prompt students to connect learning across courses and co-curricular activities	
College's Strategic Plan Goal 2. Strengthen Learning for Students - and for Faculty, Staff and the College	
Objectives	Measures
2.1 Provide and facilitate the use of ePortfolio as a tool to support integration of ideas and experiences across courses and co-curricular experiences, from First Year Seminars through Capstone Courses and key courses in the middle.	<ol style="list-style-type: none"> 1. Students surveyed in FYS, Capstone, and in courses in between these two demonstrate the following student learning objective (SLO): "connect ideas from courses to prior experiences and knowledge and future goals." 2. Student participation in structured ePortfolio Design Studio sessions and workshops that connects them with industry professionals through work in their ePortfolios. SLO: rubric assessment of participants' ePortfolios demonstrates reflection on co-curricular experiences across courses in the disciplines. 3. The number of students in courses without a Studio Hour component and without the direct support of a Student Success Mentor who receive ePortfolio support to create and build their ePortfolios.

<p>2.2 Promote faculty participation from across disciplines in ePortfolio conversations that focus on advancing ePortfolio pedagogy, facilitating its integration in the curriculum, promote its usability across key areas such as career and transfer readiness, and spearhead ways to assess our ePortfolio practice at the college.</p>	<ol style="list-style-type: none"> 1. The number of faculty and staff participating in monthly ePLT meetings identifying ways to support key college-wide ePortfolio initiatives. 2. The number of faculty teaching key courses between FYS and Capstone participating in a seminar to create assignments or activities that foster career readiness, transfer readiness, and co-curricular integration in students' ePortfolio.
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Goal 2, focused on ePortfolio, remained largely the same. The main difference under the revised goal was that in addition to the objective of supporting students in their use of ePortfolio, and using a specific SLOs as a measure, another objective focusing on promoting greater use of ePortfolio among faculty was added and formulated as Objective 2.2. As per the feedback provided by the IR, the success of this objective will be measured by the number of faculty participating in these activities.

In discussions with the ALT (Assessment Leadership Team) leaders, Goal 3 from the assessment plan from 2021-22 to support and strengthen the implementation and assessment of new Core Competencies and Communication Abilities college-wide was removed, and in the 2023-24 CTL Assessment Plan, Goal 4 became Goal 3. This decision was also supported by the CTL AC and CTL directors. In the discussions in the AC, although a unanimous consent to remove this Goal and its objectives from the CTL Assessment plan was reached, the AC members offered a number of good suggestions to improve the success of this goal, however, they are mostly outside of the scope of influence of the CTL, and directly related to the activities of academic departments.

<p>Goal 3. Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty</p>	
<p>College's Strategic Plan Goal 4. Build Inclusive Community to Achieve the College Mission</p>	
<p>Objectives</p>	<p>Measures</p>
<p>3.1 Strengthen the integration of pedagogical tools such as, OER (Open Educational Resources), FYS OER, open pedagogy, UD (Universal Design), AI (Artificial Intelligence), hybrid and online learning, or COIL (Collaborative Online International Learning) experiential and global learning that address the diverse needs of LAGU students.</p>	<ol style="list-style-type: none"> 1. Baseline number of seminars/workshops that explicitly focus on or promote the use of the above tools in their design. 2. Post-survey immediately after the completion of the seminar to determine to what degree the participation in the seminar influenced participants' 1. instructional/pedagogical practice, 2. scholarship, 3. programmatic/departmental activity, or 4. college contribution. 3. Student data: faculty participating in the CTL seminars designate specific course sections they teach for which the student success data is collected and compared to overall pass rates in that course.
<p>3.2 Increase the opportunities for cross departmental and program collaboration among LaGuardia faculty and staff and provide PD opportunities around advising/mentoring conversations with students and/or use of advising technologies.</p>	<ol style="list-style-type: none"> 1. The number of seminars/workshops and the diversity of participants by departments and programs. 2. Specific questions about collegiality and collaboration, and about advising and mentoring students are included in the post-survey of seminars and other professional development events by the CTL. (E.g., Have you partnered with others/colleagues in the development or application of the seminar/workshop concepts, present at conferences or shared in other forums? Have you had conversations with colleagues about advising practices and/or advising technologies?)

Goal 3 generated most of discussions and input from the CTL AC and its associated objectives were revised completely. The first objective is connected to prioritizing the CTL provided professional development which emphasizes pedagogical approaches that support LaGuardia’s diverse population of learners. The second objective is motivated by two sources. One is the review of data revealing an imbalance across departments in faculty and staff participation in CTL professional development activities, highlighting the need for new or expanded opportunities that encourage cross-departmental collaboration. The second part of objective 3.2 is connected to providing PD opportunities around advising/mentoring conversations with students and/or use of advising technologies. This is related to the measure from the four-year assessment data that looks at the number of advised students in FYS. As the primary focus of the CTL is to provide professional development for faculty and staff, we agreed that measuring specific aspect of the professional development that relates to advising and creating a culture of advising being “everyone’s responsibility” may be a more appropriate measure of the success of CTL activities than measuring the number of advised students.

Goal 5 from the old assessment plan was revised and became Goal 4. The 2023-24 Assessment Plan includes an additional objective under Goal 4. Objective 4.2 was added in the CTL All Staff meeting by the staff supporting mentors to better reflect this aspect of the work they do with mentors, specifically, when designing customized professional development for mentors which takes into account mentors’ specific needs, and feedback from supervisors and faculty working with mentors. Since the professional development provided to mentors is always evaluated and refined, adding this more specific objective and its measure will more accurately capture and reflect the efforts that go into creating and delivering meaningful and relevant professional development that is tailored to specific mentors’ needs and that may vary from one cohort of mentors to the next.

Goal 4. Create and sustain meaningful employment opportunities for current LaGuardia students and alumni pursuing bachelor's degrees or in early career stage through the CTL peer mentoring programs that includes SSMs, STMs, IDAs and peer advisors.	
Strategic Plan Goal: Advance Career & Workforce Development	
Objectives	Measures
4.1 Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position.	1. One-year retention, graduation and transfer rates for students starting CTL peer mentoring roles in Fall 2023/Spring 2024.
4.2 Create meaningful professional development opportunities for all CTL peer mentors. Cater to their specific needs based on exit survey data, faculty/supervisor feedback, and where they are at in their academic/professional journey.	1. Retention of peer mentors in their mentor roles. 2. A benchmark from faculty/supervisor feedback to measure the increase in mentors’ skills, for example, communication skills in the form of SLO.

Measures and associated targets

Once we agreed on what goals to remove and edited the mission, we analyzed the objectives in detail to ensure that the measures we are proposing are adequate and meaningful. It is worth noting very active

and thoughtful engagement and contribution of all staff members in this process. All discussions reflected deep investment of the CTL staff in the success of their programs, a keen interest in defining measures and targets for objectives and continuous fine tuning of assessments, especially surveys. Two major survey instruments were revised, the survey of the CTL seminar participants and the FYS Student Experience survey which is used in measures related to both, the FYS and ePortfolio. We revised both surveys as a team, and requested and received feedback from the IR director's team. We met to discuss in detail their feedback on the FYS survey and piloted the revised FYS student experience survey in fall 2023. In the process, we collectively defined the following measures and targets and plan to define and refine measures with more specificity in each annual assessment plan so that we can collect relevant data. (For example, determine specific cohorts of FYS students for which data is collected, class sections in which ePortfolio is used, etc.)

Objectives	Measures	Annual Targets
Goal 1. Support a First Year Seminar that advances student equity and inclusion by fostering peer-to-peer relationships, the delivery of accessible content, accessible practices, and the implementation of culturally responsive practices		
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.	1. Retention data for all disaggregated by race and first-generation status of all FYS students who were counted as enrolled by LaGuardia IR (Retention= next semester enrollment compared to non-FYS students in the same period) 2. Credit accumulation and GPA (FYS students' credits accumulated in one year (includes credits earned in the same semester in which they took FYS) compared to non-FYS students) 3. FYS Student experience survey results.	We will establish targets for 2024-25 based on the review of data for 2023-24.
Goal 2. Support the development and implementation of coherent, program-based and core ePortfolios that prompt students to connect learning across courses and co-curricular activities		
2.1 Provide and facilitate the use of ePortfolio as a tool to support integration of ideas and experiences across courses and co-curricular experiences, from First Year Seminars through Capstone Courses and key courses in the middle.	1. Students surveyed in FYS, Capstone, and in courses in between these two demonstrate the following student learning objective (SLO): "connect ideas from courses to prior experiences and knowledge and future goals." 2. Student participation in structured ePortfolio Design Studio sessions and workshops that connects them with industry professionals through work in their ePortfolios. SLO: rubric assessment of participants' ePortfolios demonstrates reflection on co-curricular experiences across courses in the disciplines. 3. The number of students in courses without a Studio Hour component and without the direct support of a Student Success Mentor who receive ePortfolio support to create and build their ePortfolios.	We will establish a baseline in 2023-24, and set targets accordingly.
2.2 Promote faculty participation from across disciplines in ePortfolio conversations that focus on advancing ePortfolio pedagogy, facilitating its integration in the curriculum, promote its usability	1. The number of faculty and staff participating in monthly ePLT meetings identifying ways to support key college-wide ePortfolio initiatives. 2. The number of faculty teaching key courses between FYS and Capstone participating in a seminar to create assignments or activities that foster career readiness,	We will establish baseline in 2023-24, and set

across key areas such as career and transfer readiness, and spearhead ways to assess our ePortfolio practice at the college	transfer readiness, and co-curricular integration in students' ePortfolio.	targets accordingly.
Goal 3. Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty		
3.1 Strengthen the integration of pedagogical tools such as, OER (Open Educational Resources), FYS OER, open pedagogy, UD (Universal Design), AI (Artificial Intelligence), hybrid and online learning, or COIL (Collaborative Online International Learning) experiential and global learning that address the diverse needs of LAGU students	<ol style="list-style-type: none"> 1. Baseline number of seminars/workshops that explicitly focus on or promote the use of the above tools in their design. 2. Post-survey immediately after the completion of the seminar to determine to what degree the participation in the seminar influenced participants' 1. instructional/pedagogical practice, 2. scholarship, 3. programmatic/departmental activity, or 4. college contribution. 3. Student data: faculty participating in the CTL seminars designate specific course sections they teach for which the student success data is collected and compared to overall pass rates in that course. 	We will establish baseline in 2023-24, and set targets accordingly.
3.2 Increase the opportunities for cross departmental and program collaboration among LaGuardia faculty and staff and provide PD opportunities around advising/mentoring conversations with students and/or use of advising technologies	<ol style="list-style-type: none"> 1. The number of seminars/workshops and the diversity of participants by departments and programs. 2. Specific questions about collegiality and collaboration, and about advising and mentoring students are included in the post-survey of seminars and other professional development events by the CTL. (E.g., Have you partnered with others/colleagues in the development or application of the seminar/workshop concepts, present at conferences or shared in other forums? Have you had conversations with colleagues about advising practices and/or advising technologies?) 	We will establish baseline in 2023-24, and set targets accordingly.
Goal 4. Create and sustain meaningful employment opportunities for current LaGuardia students and alumni pursuing bachelor's degrees or in early career stage through the CTL peer mentoring programs that include SSMs, STMs, IDAs and peer advisors		
4.1 Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position	1. One-year retention, graduation and transfer rates for students starting CTL peer mentoring roles in Fall 2023/Spring 2024.	Meet previous years' targets (83%-100%)
4.2 Create meaningful professional development opportunities for all CTL peer mentors. Cater to their specific needs based on exit survey data, faculty/supervisor feedback, and where they are at in their academic/professional journey	<ol style="list-style-type: none"> 1. Retention of peer mentors in their mentor roles. 2. A benchmark from faculty/supervisor feedback to measure the increase in mentors' skills, for example, communication skills in the form of SLO. 	We will establish a baseline in 2023-24.

The survey for the participants in CTL professional development seminars was revised in spring 2023 and the revised survey was distributed to participants in fall 2023 seminars. However, as we continued to revise goals and objectives related to the CTL professional development, it became apparent that the survey would have to be revised once more to capture specific measures under objectives 3.1 and 3.2.

We initially planned to administer a pre and post survey, but received feedback from the IR team to just use a post survey immediately upon completion of the seminars. Some notable changes in the measure will be specific questions regarding to what degree the participation in the seminar influenced participants' scholarship, programmatic/departmental activity, or college contribution or promoted collaboration with colleges across departments that the CTL fosters (for example, have you partnered with others/colleagues, in the development or application of the seminar /workshop concepts, present at conferences or shared in other forums.) While the questions about the seminars' influence on participants instructional/pedagogical practice have always been part of the survey, these additional questions represent formal areas of the faculty professional development that the CTL also supports through its activities.

While Goal 1 specifically related to advisement was removed from the CTL Assessment plan for 2023-24, the CTL activities still have a role to play in promoting advisement as a college-wide activity. That aspect will be captured in the measures used to assess the efficacy of the CTL seminars. One of the questions in the survey used as one measure of Objectives 3.1 and 3.2 is connected to helping promote advisement as a college wide activity and is reflected in the questions about advising and mentoring students that are included in the post-survey of seminars and other professional development activities by the CTL (for example, have you had conversations with colleagues about advising practices and/or advising technologies?).

Strategies for improvement, including required resources

Goal 1: Support a First Year Seminar that advances student equity and inclusion by fostering peer-to-peer relationships, the delivery of accessible content, accessible practices, and the implementation of culturally responsive practices			
Objectives	Activities/Strategies	New Resources needed	Leading person
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.	The FYS staff will request disaggregated data by demographics such as race/ethnicity and gender.	The FYS staff will request disaggregated data from IR.	Ellen, Estefany, David
Goal 2: Support the development and implementation of coherent, program-based and core ePortfolios that prompt students to connect learning across courses and co-curricular activities			
Objectives	Activities/Strategies	New Resources needed	Leading person
2.1 Provide and facilitate the use of ePortfolio as a tool to support integration of ideas and experiences across courses and co-curricular experiences, from First Year Seminars through Capstone Courses and key courses in the middle.	Engage faculty from across disciplines and CCPD staff in the development of ePortfolio Design Studio sessions and workshops to increase students' awareness of the applicability and usefulness of ePortfolio as a digital environment to reflect on and prepare for future goals of employment and/or transfer. Provide ePortfolio support for students and mentors to promote use of ePortfolio		Pablo, Thomas

	to make explicit connections between their in-class and co-curricular learning in their ePortfolios		
2.2 Promote faculty participation from across disciplines in ePortfolio conversations that focus on advancing ePortfolio pedagogy, facilitating its integration in the curriculum, promote its usability across key areas such as career and transfer readiness, and spearhead ways to assess our ePortfolio practice at the college	Recruit, convene, and engage faculty and staff who are seasoned ePortfolio users in ePortfolio Leadership team meetings every month to share updates and support college-wide ePortfolio initiatives such as the Studio Design sessions. Support ePortfolio professional development recruiting faculty from across disciplines who teach courses between FYS and Capstone to engage them in the development of assignments, activities, or co-curricular experiences that students can add to their ePortfolios.		Pablo, Thomas
Goal 3. Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty			
Objectives	Activities/Strategies	New Resources needed	Leading person
3.1 Strengthen the integration of pedagogical tools such as, OER (Open Educational Resources), FYS OER, open pedagogy, UD (Universal Design), AI (Artificial Intelligence), hybrid and online learning, or COIL (Collaborative Online International Learning) experiential and global learning that address the diverse needs of LAGU students	<p>Review data from the CTL seminar survey that was revised in 2023, and revise the survey again to include the questions to capture the added measures.</p> <p>Facilitate professional development activities relevant to those pedagogical approaches and tools.</p> <p>Revise the CTL Website to include CTL curated resources relevant to those pedagogical tools.</p> <p>Develop an active CUNY Commons CTL presence.</p>	<p>Funding for a full-time instructional technology professional development staff person.</p> <p>Funding to support faculty positions dedicated to the application of AI in education.</p> <p>Staff time to redesign the current CTL website.</p> <p>An STM with dedicated time to maintain the CUNY Commons CTL Website</p>	Ljubica, Michele, Pablo, Kyong
3.2 Increase the opportunities for cross departmental and program collaboration among LaGuardia faculty and staff and provide PD opportunities around advising/mentoring conversations with students and/or use of advising technologies	<p>Review data from the CTL seminar survey that was revised in 2023, and revise the survey again to include the questions designed to capture the added measures.</p> <p>Analyze the results to determine whether the survey results from the added measures relate to the objectives, and further refine as necessary.</p>	<p>Staff time to engage in survey analyses, design, and redesign.</p> <p>Expert support from IR in those tasks.</p>	Ljubica, Michele, Pablo, Kyong

Goal 4. Create and sustain meaningful employment opportunities for current LaGuardia students and alumni pursuing bachelor's degrees or in early career stage through the CTL peer mentoring programs that include SSMs, STMs, IDAs and peer advisors

Objectives	Activities/Strategies	New Resources needed	Leading person
4.1 Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position			Ellen, Estefany, David, Julissa, Pablo, Thomas
4.2 Create meaningful professional development opportunities for all CTL peer mentors. Cater to their specific needs based on exit survey data, faculty/supervisor feedback, and where they are at in their academic/professional journey	Review data from the faculty/supervisor feedback to determine which skills should be emphasized in mentor training.		Ellen, Estefany, David

We revised the survey for CTL seminar participants, and although the unit is not required to collect data in the year in which it undergoes the PUR, we plan to collect the data described in the plan so that we can review it and finetune our assessment instruments. We plan to focus on CTL core or traditional teaching and learning related activities and continue to explore and define what successful participation looks like and how its impact can be best measured. The emergence of readily available generative AI tools has imposed a new content on the CTL. In order to successfully address it, we need resources to support faculty positions dedicated to this area.

Over the past several years, the participation of faculty in the CTL seminars has decreased as well as the number of seminar proposals received. One way to address this post pandemic dip in participation in professional development may be to deemphasize semester or year-long CTL seminars and provide seminars that have discrete self-contained yet thematically connected list of topics from which participants can select a few topics and dates but don't need to commit to attend all. The one session workshop has worked well in the generative AI roundtable discussion series that the CTL has organized this spring, and we plan to continue with that format. Another possible way to increase faculty participation is to fund faculty inquiry groups in which a few faculty engage together in a self-directed systemic inquiry over one or two semesters and present their projects at the CTL showcase. Their potential advantage over a seminar is a more flexible schedule of meetings and ability to pursue a very specific topic of inquiry. We will explore these different formats in an effort to increase participation.

We intend to continue to work with the members of the CTL AC to strategize about the CTL role and contribution to the college community and their input into CTL activities. In addition to our meetings over the academic year, we plan to have a half day retreat with the members of the CTL AC this June.

As part of the annual assessment process, CTL administrative office procedures were reviewed and some modifications and changes were made to strengthen the existing procedures necessary to ensure efficient operations and introduce some new ones. We introduced budget planning and monitoring for mentor programs to ensure that mentor program coordinators have a greater agency in planning their program budget and monitoring its spending. We are also reviewing our internal organization and strategizing on how to best organize our many activities. We are reviewing the CTL structures, activities,

and processes to determine if any changes would help us achieve greater efficiencies in the use of our resources and staff.

External Review

The attached External Review Report was very complimentary of the Center's important role in faculty development and specifically mentioned ePortfolio and mentorship initiatives as examples of programs that prioritize a rich educational experience for not only faculty but also students.

Based on the SWOT analysis, the external reviewer's recommendations are grouped under three critical areas where the CTL can enhance its effectiveness, and our response to how these recommendations have already been or will be integrated into the work of the Center are addressed below.

1. Diversify Professional Development Offerings and Modalities
2. Enhance Technology and AI Integration
3. Foster Cross-departmental Collaboration

The external reviewer endorsed our proposed changes and suggests expanding beyond in-person and virtual modalities. He suggests targeted communication to highlight faculty achievements, providing professional development in microlearning formats and offering tidbits of content to boost faculty engagement. All of these are excellent cost effective strategies that could help us reach a wider audience. We have already started implementing some in fall 2024, for example CTL's weekly conversations circles and will continue to add other strategies as our resources permit to reach more faculty with relevant professional development.

We appreciate the external reviewer's positive assessment of the effectiveness of faculty inquiry groups. The Center has funded faculty participation in a two day Generative AI Institute to develop their AI related projects, implement them with students in or out of classroom, over the fall or spring semesters, assess the effectiveness and present findings. While this differs somewhat from traditional inquiry group as described by the reviewer, it maintains the core benefits: intensive collaboration, self-paced work, and periodic group meetings for updates and presentations to a wider audience. The group is interdisciplinary, fosters innovation and collaboration among faculty and can serve as a resource to faculty interested in AI-enhanced learning. We will continue to explore various ways of engaging faculty in inquiry groups, specifically around pedagogical tools that address diverse needs of LaGuardia students.

In response to the reviewer's recommendations for critical improvement areas—particularly Area 2: Enhance Technology and AI Integration—we have taken steps to address technological needs. While the reviewer emphasized securing funding for an instructional technology professional, we have currently focused our resources on supporting the college-wide transition from Blackboard to Brightspace LMS, scheduled for fall 2025. This initiative is being led by the CTL Assistant Director for Educational Technology, who is coordinating all available resources to ensure a smooth transition.

Since the CTL is currently not able to hire a full time instructional technology specialist who could assist with the integration of AI into educational practice, the Center has taken a lead in forming and facilitating a working group on Generative AI (GAI). This cross-departmental initiative, comprising representatives for each academic department and two CTL staff, aims to increase GAI literacy college-wide and provide opportunities for those who want to learn more about how AI technologies can enhance student learning. This aligns with the external reviewer's recommendation under area 3. Foster

Cross-departmental Collaboration and provides another avenue for wider faculty input and engagement in professional development in addition to the CTL Advisory Council.

Conclusion

The PUR process has been a great tool for reviewing and analyzing the data that was collected from the CTL activities over past four years. Part of that process was deciding what is still relevant to the CTL's mission, identifying necessary changes, pinpointing areas for potential measurement that were previously overlooked, and prioritizing new measures that offer insights crucial to our mission, goals and objectives. It has generated a lot of constructive discussions and provided opportunities for input from different stakeholders connected to the CTL. The process of creating the CTL Annual Assessment plan for 2023-24 was especially rewarding because it underscored the commitment of everyone in the CTL to its overarching mission and to specific goals of their respective programs. We will use this year in which no data reporting is required to pilot new measures we introduced and see whether they give us better answers to the questions we have posed together as important for achieving our goals and objectives. The process also established a need to include data collection timeline and tools in each program's annual planning activities. The revised Annual Assessment Plan is added as an appendix to this report.

Appendix

2023-24 Annual Assessment Plan (PUR)

Unit/Department: Center for Teaching & Learning (CTL)

Mission: The CTL commits to strengthen and promote a culture of collaboration, continuous learning and innovation for all LaGuardians while prioritizing equity and access for all students and contributing to our students' intellectual growth and career development.

Phase 1 - goals and objectives			Phase 2 -measures and activities			Phase 3 - results, analysis, future initiatives				Optional
Goal	Strategic Plan Goals	Objective/ Outcome	Method/ Measure	2024-25 Activities	Required Resources	Results	Analysis & resulting actions	Future Initiatives?	Cross-Divisional Collaboration	Annual Targets
<p>Goal 1. Support a First Year Seminar that advances student equity and inclusion by fostering peer-to-peer relationships, the delivery of accessible content, accessible practices, and the implementation of culturally responsive practices.</p>	<p>1. Build Student Access and Success</p>	<p>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.</p>	<p>1. Retention data for all disaggregated by race and first-generation status of all FYS students who were counted as enrolled by LaGuardia IR (Retention= next semester enrollment compared to non-FYS students in the same period) 2. Credit accumulation and GPA (FYS students' credits accumulated in one year (includes credits earned in the same semester in which they took FYS) compared to non-FYS students) 3. FYS Student experience survey results.</p>		<p>The FYS staff will request disaggregated data from IR.</p>				<p>OIRA</p>	<p>We will establish targets for 2024-25 based on the review of data for 2023-24.</p>

<p>Goal 2. Support the development and implementation of coherent, program-based and core ePortfolios that prompt students to connect learning across courses and co-curricular activities</p>	<p>2. Strengthen Learning for Students - and for Faculty, Staff and the College</p>	<p>2.1 Provide and facilitate the use of ePortfolio as a tool to support integration of ideas and experiences across courses and co-curricular experiences, from First Year Seminars through Capstone Courses and key courses in the middle.</p>	<p>1. Students surveyed in FYS, Capstone, and in courses in between these two demonstrate the following student learning objective (SLO): "connect ideas from courses to prior experiences and knowledge and future goals." 2. Student participation in structured ePortfolio Design Studio sessions and workshops that connects them with industry professionals through work in their ePortfolios. SLO: rubric assessment of participants' ePortfolios demonstrates reflection on co-curricular experiences across courses in the disciplines. 3. The number of students in courses without a Studio Hour component and without the direct support of a Student Success Mentor who receive ePortfolio support to create and build their ePortfolios.</p>	<p>Engage faculty from across disciplines and CCPD staff in the development of ePortfolio Design Studio sessions and workshops to increase students' awareness of the applicability and usefulness of ePortfolio as a digital environment to reflect on and prepare for future goals of employment and/or transfer. Provide ePortfolio support for students and mentors to promote use of ePortfolio to make explicit connections between their in-class and co-curricular learning in their ePortfolios</p>						CCPD	Establish a baseline in 2023-24
		<p>2.2 Promote faculty participation from across disciplines in ePortfolio conversations that focus on advancing ePortfolio pedagogy, facilitating its integration in the curriculum, promote its usability across key areas such as career and transfer readiness, and spearhead ways to assess our ePortfolio practice at the college.</p>	<p>1. The number of faculty and staff participating in monthly ePLT meetings identifying ways to support key college-wide ePortfolio initiatives. 2. The number of faculty teaching key courses between FYS and Capstone participating in a seminar to create assignments or activities that foster career readiness, transfer readiness, and co-curricular integration in students' ePortfolio.</p>	<p>Recruit, convene, and engage faculty and staff who are seasoned ePortfolio users in ePortfolio Leadership team meetings every month to share updates and support college-wide ePortfolio initiatives such as the Studio Design sessions. Support ePortfolio professional development recruiting faculty from across disciplines who teach courses between FYS and Capstone to engage them in the development of assignments, activities, or co-curricular experiences that students can add to their ePortfolios.</p>							

<p>Goal 3. Coordinate & support faculty/staff PD that addresses the diverse needs of our new majority students and faculty.</p>	<p>4. Build Inclusive Community to Achieve the College Mission</p>	<p>3.1 Strengthen the integration of pedagogical tools such as, OER (Open Educational Resources), FYS OER, open pedagogy, UD (Universal Design), AI (Artificial Intelligence), hybrid and online learning, or COIL (Collaborative Online International Learning) experiential and global learning that address the diverse needs of LAGU students.</p>	<p>1. Baseline number of seminars/workshops that explicitly focus on or promote the use of the above tools in their design. 2. Post-survey immediately after the completion of the seminar to determine to what degree the participation in the seminar influenced participants' 1. instructional/pedagogical practice, 2. scholarship, 3. programmatic/departmental activity, or 4. college contribution. 3. Student data: faculty participating in the CTL seminars designate specific course sections they teach for which the student success data is collected and compared to overall pass rates in that course.</p>	<p>Review data from the CTL seminar survey that was revised in 2023, and revise the survey again to include the questions to capture the added measures.</p>	<p>Funding for a full-time instructional technology professional development staff person. Funding to support faculty positions dedicated to the application of AI in education. Staff time to redesign the current CTL website. An STM with dedicated time to maintain the CUNY Commons CTL Website</p>					OIRA	<p>Establish a baseline in 2023-24</p>
		<p>3.2 Increase the opportunities for cross departmental and program collaboration among LaGuardia faculty and staff and provide PD opportunities around advising/mentoring conversations with students and/or use of advising technologies.</p>	<p>1. The number of seminars/workshops and the diversity of participants by departments and programs. 2. Specific questions about collegiality and collaboration, and about advising and mentoring students are included in the post-survey of seminars and other professional development events by the CTL. (E.g., Have you partnered with others/colleagues in the development or application of the seminar/workshop concepts, present at conferences or shared in other forums? Have you had conversations with colleagues about advising practices and/or advising technologies?)</p>	<p>Review data from the CTL seminar survey that was revised in 2023, and revise the survey again to include the questions to capture the added measures.</p>	<p>Staff time to engage in survey analyses, design, and redesign. Expert support from IR in those tasks.</p>						

Goal 4. Create and sustain meaningful employment opportunities for current LaGuardia students and alumni pursuing bachelor's degrees or in early career stage through the CTL peer mentoring programs that includes SSMS, STMs, IDAs and peer advisors.	5. Advance Career & Workforce Development	4.1 Increase retention and graduation rates for students who complete at least one semester of employment in a CTL peer mentor position.	1. One-year retention, graduation and transfer rates for students starting CTL peer mentoring roles in Fall 2023/Spring 2024.							Meet previous years' targets (83%-100%)
		4.2 Create meaningful professional development opportunities for all CTL peer mentors. Cater to their specific needs based on exit survey data, faculty/supervisor feedback, and where they are at in their academic/professional journey.	1. Retention of peer mentors in their mentor roles. 2. A benchmark from faculty/supervisor feedback to measure the increase in mentors' skills, for example, communication skills in the form of SLO.	Review data from the faculty/supervisor feedback to determine which skills should be emphasized in mentor training.						We will establish a baseline in 2023-24
Strategic Plan Goals:										
1 - Build Student Access and Success										
2 - Strengthen Learning for Students - and for Faculty, Staff and the College										
3 - Enrich the Student Experience										
4 -Build Inclusive Community to Achieve the College Mission										
5 - Advance Career and Workforce Development										