Annual Assessment Report
EXECUTIVE SUMMARY

Unit name: Center for Teaching & Learning   **Assessment year:** AY 2019-20

<u>**Mission**</u>

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.

<u>**Assessment results by goal and objectives**</u>

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*
  <u>Fall 2018 cohort</u>
      Retention: +17.0 percentage points next semester, surpassing 13% target (+17.0 for Fall 2017 cohort).
       Credits: +0.7 credits in first year. (+2.6 Fall 2017; target is +2.0 credits)
- *Overview of recommendations and next steps*
  Final year of QED study of *Project Completa*; we will move to descriptive stats. Ensure more FY students enroll in 1st semester, including session 2. Offer hybrid PD seminar to support faculty teaching latest FYS disciplines.

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*
  <u>Fall 2019</u>: 44% of students assigned to Peers completed SSP. (59% in Fall 2018)
- *Overview of recommendations and next steps*
  Case-loading of Tier 2b was suspended in Spring 2020. 63% of all students in Tier 2b who were advised had a completed SSP. We will work with Student Affairs to support the advisement model for remote learning, including outreach to 11,000 students in March when we transitioned to remote learning in order to connect student to faculty and refer then to services and resources. They also contacted 2.500 students to support retention and ensure Spring II and Fall I registration.

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*
  86.8% of FYS and Capstone students in Fall 2019 indicated they connect ideas in eP courses and workshops to prior experiences/ knowledge. This increased from 85.9% the previous fall, surpassing the target of 82%.
- *Overview of recommendations and next steps*
  We did not assess eP workshops separately, but this demonstrates continued practice in Integrative Learning. Next year, we will focus on supporting the transition of students' 'learning portfolio' to a Showcase ePortfolio through a CTL seminar. We have suspended eP mini-grants during the remote learning period.

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*
  Students in target courses (taught by participants in ePortfolio and Capstone seminars) had a 1.5 percentage point lower completion than the same courses taught by faculty who did not participate. (The same comparison in AY18-19 resulted in completion rates that were 5.2 points higher).
- *Overview of recommendations and next steps*
  Target courses with comparison sections were identified by only 3 of 10 Capstone participants and 6/12 ePortfolio seminar participants. Additionally, only 5 of the 15 participants who responded to the survey indicated implementing their project during the transition to remote learning. CTL will offer the eP Showcase seminar in 2020-21; the next Capstone seminar will be AY 21-22. We are also revising the eP Leadership Team structure.

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 2019: 16,426 Deposit (+2,469 over Fall 2016 baseline)
- *Overview of recommendations and next steps*
  We did not require deposits in Spring 2020 unless requested by Program Directors. We will resume depositing activities in Fall 2020.

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: 5.47; Global: 4.36; Integrative Learning: 4.59
> *Communication Abilities:* Written: 5.77; Oral: 591; Digital: 4.66

- *Overview of recommendations and next steps*
  The 45+ average scores increased for each Competency/Ability over last year.
  All 45+ credit averages increased over last year: IPS: +7.3%; G: +4.5%; I: +6.3%
  W: +2.7%; O: +13.4%; D: +0.8%. With the exception of Written and Digital Abilities, they also achieved or surpassed their targets.
  Next year report on Global & Integrative Focus Seminar outcomes and offer IPS & Digital seminars in Spring 21. We will continue to provide Focus Seminars to meet our targets for ALL Competencies & Abilities.

Objective/outcome 3.3

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

- *Measures*
  Year-over-year comparisons.
- *Overview of findings or outcomes*
  10.0% of artifacts scored 88.
- *Overview of recommendations and next steps*
  This is an improvement of 5.0 percentage points over last year. While considerable improvement has been made in Oral Communications, we must continue to address technical issues with depositing and/or scoring these Oral Comm. artifacts.

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*
  75.4% of participants completing the survey (46/61) implemented assignment; 80.3% (49/61) rated the experience "extremely useful." (AY 18-19 was 56% implementation and 23% 'plan to implement')
- *Overview of recommendations and next steps*
  Survey completion rates were low compared to previous years, with the challenges of remote learning a likely factor. We must continue to support more thorough collection of participant surveys.

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.
- *Overview of findings or outcomes*
  +7.0 higher completion for students in target courses (Language Across the Curriculum, Access & Ableism).
- *Overview of recommendations and next steps*
  We suspended Women, Gender & Sexuality mini-seminar, which had met only once before the shift to remote learning. Most of the 21 who started the seminar will return for the fall re-launch.

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*
  Two-year retention and graduation rates for students in CTL peer mentoring programs.
- *Overview of findings or outcomes*
  <u>For peers starting in Fall 2018</u>: 100% retention/grad rate for SSMs, 93.8% for PAs, and 100.0% for STMs thru Spring 2020.
- *Overview of recommendations and next steps*
  We did not adjust the measure to 1-year outcomes but will do so with the fall 2019 starting cohort of peers.

<u>**Overall summary**</u>
The Center has met most of its objectives to support broad college initiatives with financial support from CUNY, the College, and federal and foundation grants. The impact of COVID-19 and subsequent shift to remote learning resulted in the suspension of one CTL seminar and implementing a pause on the Advisement 2.0 model.

The biggest impact of the remote learning environment was on the CTL staff's support for remote learning, initially with the move online and support for synchronous learning tools (Zoom, WebEx) and the implementation of 2 CTL Teaching for Distance Learning workshops (May, June) that reached ~160 faculty by the end of June. (A third workshop was implemented in July.) CTL staff also coordinated participation in the SPS training offered through CUNY.

We will continue to support faculty in the design of asynchronous course activities and the use of the suite of distance learning tools, such as the new Zoom license. Additionally, our Student Technology Mentors, Peer Advisors, and other peer mentors will support students and faculty struggling with online teaching and learning,. We will also launch a new mini-grant initiative to support the objectives of the College's most recent Title V grant.

<u>**An Appendix**</u>
- The completed 2018-19 assessment plan is online in the AES SharePoint site. The CTL 2019 Needs Assessment results are included as an Appendix.