

Annual Assessment Report EXECUTIVE SUMMARY

Unit name: Center for Teaching & Learning

Assessment year: AY 2020-21

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 2019 cohort
Retention: +10.0 percentage points next semester. (+17.0 for Fall 2018 cohort)
Credits: +1.5 credits in first year. (+0.7 Fall 2018)
- *Overview of recommendations and next steps*
We will monitor the dip in retention rates from Fall 2019 to gauge the impact of the pandemic on initial enrollment vs. final enrollment in Spring 2020.

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).
Next-term persistence for advised students (new)
#C2C interventions and Resolve Rate (new)
- *Overview of findings or outcomes*
The Adv. 2.0 model was put on hold, including the expectation to complete Student Success Plans
Despite remote learning & shift from Adv. 2.0 model, next-term persistence increased in Fall 2020 (78% vs. 76% Fall 2019).
+210.8% in Fall 2020 C2C Interventions compared to the Spring 2020 baseline (1,532 vs. 493; recorded 1,512 interventions in Spring 2021, 1,322 in the first session & 190 in second session.)
+4.0 point increase in Spring 2021 Interventions "Resolved" rate compared to Spring 2020 baseline (64% vs 68%)
- *Overview of recommendations and next steps*
Leaders in Academic and Students Affairs have begun meeting to discuss changes to the advisement model as more classes begin to meet in person in Fall 2021. Working with input from members of the Advising Council, the IS team in IT continued to adjust the Interventions tools to improve this work.

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*
84.4% of FYS and Capstone students in Fall 2020 indicated they connect ideas in ePortfolio courses and workshops to prior experiences/ knowledge. This decreased from 86.8% the previous fall and 85.9% Fall 2018.
- *Overview of recommendations and next steps*
The ePortfolio Leadership Team has been on pause during the pandemic, as team leaders in Academic Affairs have shifted their support to remote learning. We will restart the ePLT in 2021-22.

Objective/outcome 2.2

Increase course completion rates for students in target courses.

- *Measures*
Completion rates in courses taught by CTL seminar participants compared to sections with no participants. % reporting applied learning from seminars.
- *Overview of findings or outcomes*
14.0 point higher course completion in target courses for Showcase ePortfolio: 90.9% target courses vs. 76.9% for comparable sections. (-1.5% points in AY19-20 for Capstone and ePortfolio seminars)
- *Overview of recommendations and next steps*
All 7 participants who responded to survey indicated implementing a project, but we must increase survey completion rates in these online seminars.

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 2020: 12,053 Deposits in 244 courses. (Decreased from 16,426 deposits in 334 courses Fall 2019.) The average # of deposits per course was 49.4 per course this year versus 49.2 in the year prior.
- *Overview of recommendations and next steps*
We are reconsidering a change in how we report this outcome, i.e., as a % of enrollments in targeted courses rather than an absolute #.

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*
2020-21 Benchmark Readings: Valid Score Sets: 2,690 [2,619 in 2019-20]
Learning Competencies: IPS: 5.49; Global: 4.36; Integrative Learning: 4.48 [5.47; 4.36; 4.59 in 2019-20]
Communication Abilities: Written: 6.30; Oral: 5.42; Digital: 5.08 [5.77; 5.91; 4.66 in 2019-20]
- *Overview of recommendations and next steps*
45+ credit averages increased over last year in IPS (+0.4%), Written (+9.2%), and Digital (+9.0%), and achieved or surpassed the target. The averages remained the same as last year in Global and decreased in Integrative (-2.4%) and Oral (-8.3%).
We expect to offer a Focus Seminar in Oral Communication in the spring, which will be the first time offering this support. In addition to an Oral Communication Focus Seminar, we will do more analysis of our Global Learning outcomes to determine effective professional development opportunities.

Objective/outcome 3.3

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

- *Measures*
Year-over-year comparisons.
- *Overview of findings or outcomes*
10.9% of artifacts scored 88 compared with 10.0% previous year. However, we saw considerable improvement in Digital Communication: a 1.9 percent point improvement over last year. Oral Communication artifacts had highest rate of 88s.
- *Overview of recommendations and next steps*
Create resources and communicate to faculty in ear-marked courses.

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*
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.) (75.4% in 2019-20)
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". (AY 19-20 was 75.4% implementation and 80.3% 'extremely useful'.)
22 faculty in Focus Seminars designed General Education assignments.
- *Overview of recommendations and next steps*
We saw +12.3 percent point increase in assignment implementation over the previous year (75.4%), and the seminar experience rate surpassed the target. While positive, we will implement a process to improve the seminar participant survey response rate. The final session for the Spring 2021 Focus Seminars is a showcase this fall—we will encourage participants to submit these to the Assignment Library.

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*

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%);

Students taught by Beyond the Pandemic seminar participants had 1.1% point above the courses taught by non-participants. (79.0% vs. 77.9%) (+7.0 higher completion in 2019-20 for students in target courses (Language Across the Curriculum, Access & Ableism)).

100% (33/33) of the survey respondent in LAC, WGS, DEI, and BP reported that they applied learning from seminars.

- *Overview of recommendations and next steps*

Increases in pass rates are below the target but remain positive. The year-long Language seminar had a 6.4 point higher course completion; DEI had +2.7 point completion; Gender & Sexuality showed -3.2 point completion. Completion with a C or higher in Beyond the Pandemic was 3.7 points higher for students in participants' courses. CTL's 2021-22 Strategic Plan includes a goal to implement a Council where these data can be shared and discussed in greater depth with partners. We expect to bring more transparency and opportunity toward addressing this area of the College's goals.

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*

For peers starting in Fall 2019: 100% retention/grad rate for SSMs, for PAs, and for STMs thru Spring 2021. (100%, 93.8%, 100% respectively in Fall 2018 cohort.)

For peers starting in Spring 2020: 100% retention/grad rate for SSMs and 94.7% for PAs; no new STMs hired in Spring 2020.

- *Overview of recommendations and next steps*

The results show the success of the program. For peers starting in Fall 2019, there's 15.4% increase in STM rates and 6.2% increase in PA rates compared to last year's data. We adjusted the measure to 1-year outcomes as recommended last year. We did not hire new peers in several programs last fall because of late budget decisions; this will reduce the cohort sizes for assessment next year.

Overall summary

Throughout 2020-21, staff in the Center continued to support remote learning through seminars, workshops, resource development, and peer supports. CTL staff and their collaborators helped faculty become more acclimated to the pedagogies of online synchronous instruction and created spaces for them to prepare for asynchronous instruction. As demonstrated, the Center sustained outcomes in most areas comparable to previous years; at the same time, Center leaders included new metrics and activities to support remote learning, such as a well-attended workshop before the Spring 2021 semester for faculty using of the Interventions tool co-designed by IT, Student Affairs staff and Academic Affairs. In addition to the above, the CTL team helped create activities for Instructional Staff, Spring Opening Sessions, and an end-of-the-year check-in with Faculty.

The most significant challenges concerned coordination and communication around student-facing support, as faculty and staff across divisions strived to address students' needs while processing evolving university directives. As staff balanced their work, some areas did not receive equal attention, e.g. survey response rates in CTL seminars. CTL directors will address this issue in 2020-21.

The Center is the unit often called upon to respond to and support new CUNY and LaGuardia initiatives, such as the HyFlex instructional modality. We have been fortunate during the pandemic to identify concerns and collaborate across the College to find solutions. A significant part of this nimble responsiveness is the continual input about the student experience from our various peer mentoring programs; the insights of these student-employees continue to support the expansive reach of CTL learning inside and outside of the classroom.

An Appendix

- The completed 2019-20 and 2020-21 assessment plans are online in the AES SharePoint site.