Faculty Center for Teaching & Learning 2020-2025 Strategic Plan
Academic Year 1 (Fall 2020-Summer 2021) Assessment Report

This is a summary report of the progress made towards meeting the FCTL Strategic Plan goals for academic year 2020-21. The 2020-2025 FCTL Strategic Plan grew out of a review of both the Center's mission statement and strategic plans from teaching centers at various colleges across the country. The five goals of the FCTL Strategic Plan are also in alignment with the College's 2017-2025 Strategic Plan, *Impact 2025: An Uncompromising Focus on Student Success*, most notably the following goal: "Ensure students are challenged by intellectually rigorous teaching and learning techniques inside and outside the classroom leading to high academic standards through a culture focused on assessment of student learning outcomes and continuous professional development of faculty." The FCTL's Strategic Plan operates under the belief that the Faculty Center for Teaching and Learning is responsible for the continuous professional learning of the faculty and that faculty professional learning must be faculty-driven and data-based. Each of the following goals reflects that crucial aspect of the Center's mission.

Assessment Report prepared by:

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Goal 1: Promote a culture of academic excellence by ensuring new PT and FT faculty are supported during their first year at the College and beyond				
Status	Planning	Developing	Competent	Exemplary
Action Item 1: Assume responsibility for full-time faculty first year orientation program		X		
Action Item 2: Develop and oversee a part-time faculty orientation program		X		
Action Item 3: Develop and maintain a faculty mentoring program	X			
Goal 2: Increase engagement, retention, and student success through continuous faculty professional development				
Status	Planning	Developing	Competent	Exemplary
Action Item 1: Continue to offer interdisciplinary professional learning communities (IPLCs) with a conscious shift to hybrid format			X	
Action Item 2: Partner with SSI (Student Success Initiatives) and other College offices to promote faculty use of the College's early alert system to improve retention outcomes		X		
Action Item 3: Partner with the Office of Online Learning	X			

(formerly FLOAT) to promote faculty use of the College's learning management system to improve student engagement and academic success				

Goal 3: Support innovations in technology to enhance student learning				
Status	Planning	Developing	Competent	Exemplary
Action Item 1: Partner with Office of Online Learning to share access to excellent instructional practices and technology	X			
Action Item 2: Facilitate faculty use of academic tools/apps such as OER, Kahoot, and Remind			X	
Action Item 3: Encourage faculty to identify new technologies to enhance student learning		X		

Goal 4: Strengthen teaching, learning, and assessment through interdisciplinary approaches				
Status	Planning	Developing	Competent	Exemplary
Action Item 1: Assist the Office of Curriculum Development with Gen Ed assessment (to begin fall 2020 and implementation scheduled for fall 2021)			X	
Action Item 2: Offer programming to assist faculty in evaluating and responding to feedback from students and colleagues	X			

Action Item 3: Continue to offer programming to assist faculty on assignment design and assessment of student learning			X	

Goal 5: Become a driving force of pedagogical development in the region				
Status	Planning	Developing	Competent	Exemplary
Action Item 1: Connect with other faculty teaching centers at area community colleges to share ideas and cultivate best practices for faculty development				X
Action Item 2: Partner with peer institutions to hold conference/workshops (planning will begin fall 2020)				X

Goal 1: Promote a culture of academic excellence by ensuring new PT and FT faculty are supported during their first year at the College and beyond

Action Item 1: Assume responsibility for full-time faculty first year orientation program
Status: Developing

2020-21 FCTL fellow Dr. Lynette Luckers (Counseling) developed an online orientation program for new faculty entitled P.R.I.D.E. Providing Resources for an Inclusive Driven Environment. Luckers conducted three Zoom sessions where she invited panelists to speak to the new FT faculty on topics such as classroom management, trauma-informed teaching, Starfish, and the Canvas Learning Management System. Much of the fellowship was used to develop an online orientation course for new full-time faculty on Canvas. The orientation course has not been published, as a part of a decision to incorporate more learning tools that overlap for full-time and part-time faculty members and to place the orientation under the Center facilitator's responsibilities, rather than a faculty fellow. A revised online orientation course will be launched during the 2021-22 academic year.

Action Item 2: Develop and oversee a part-time faculty orientation program

Status: Developing

Adjunct Support Center Facilitator Ben Baker (Philosophy) developed an online orientation program and expanded the existing resources available online. The ASC on the FCTL website includes the following topics: Adjunct Support Center, Adjunct Recognition, Getting Started at The College & FAQ's, Teaching Support Resources, Student Support Resources, Employee Benefits and Union Resources, Professional Development, Career & Employment Resources, as well as videos created under the previous ASC facilitator. Additionally, Baker conducted round table orientation sessions on topics such as Starfish, the use of Canvas, and HR related topics. At the end of this academic year (2020-21), the Adjunct Support Center Facilitator position was eliminated in part due to the College receiving a five-year Title III grant which will aid in expanding professional learning programs for all faculty, regardless of status. Additionally, the information on the Adjunct Support Center website will need to be revised. Due to Covid and declining enrollment, new part time faculty have not been hired. When the College returns to pre-pandemic operations and new part-time faculty are hired, the need for an orientation specifically for adjunct faculty will be considered.

Action Item 3: Develop and maintain a faculty mentoring program
Status: Planning
The Advisory Committee will meet and discuss the mentoring program and how this program should be structured.

Goal 2: Increase engagement, retention, and student success through continuous faculty professional development

Action Item 1: Continue to offer interdisciplinary professional learning communities (IPLCs) with a conscious shift to hybrid format
Status: Competent

During the 2020-21 academic year, five faculty fellows offered four year-long programs to the College community:
- Shante Antrom (Business Leadership, Fashion, and Hospitality): "Courageous Pedagogy: Encouraging Cultural Sensitivity"
- Lynette Luckers (Counseling): "P.R.I.D.E. Providing Resources for an Inclusive Driven Environment"
- Molly O'Connor (Chemistry) and Amena Coronado (Philosophy): "Connection from Afar: Best Practices for Increasing Student Engagement in Online Classes"
- Calion Lockridge (Psychology): "An Interdisciplinary Community of Practice for the General Education Essential Skills (GEES)"

Additional professional learning sessions included:

- Trauma-Informed Teaching During COVID (October 14, 2020)
- "A Seat at the Table" (March 31, 2021)*
- "Being Black, Breaking Barriers" (April 20, 2021)*
- "Equity-Centered Inclusive Syllabi" (June 23, 2021)
- Service Learning Information Session (July 15, 2021)
- Online Library Services Information Session (August 12, 2021)

*Presented in partnership with the Diversity Fellowship Program

Additionally, thanks to a five-year Title III grant, in June 2021, the FCTL hosted a Summer Institute on High-Impact Practices (HIPs). In accordance with best practices outlined in Achieving the Dream's *Teaching & Learning Toolkit*, this three-day professional learning conference was faculty-led and laid the foundation for sustained professional learning on implementing four HIPs in the classroom: Active Learning, Collaborative Learning, Open Education Resources (OER), and Problem-Based Learning. 40 faculty from across the College attended the Summer Institute and committed to continuing the work in the fall.

Action Item 2: Partner with SSI and other College offices to promote faculty use of the College's early alert system (Starfish) to improve retention outcomes
Status: Developing

ASC facilitator Ben Baker hosted roundtable discussions with the College community that included how to use the Starfish Early Alert system to support student retention.

Action Item 3: Partner with the Office of Online Learning (formerly FLOAT) to promote faculty use of the College's learning management system to improve student engagement and academic success
Status: Planning

Goal 3: Support innovations in technology to enhance student learning

Note: Due to the realignment of the Office of Online Learning (formerly FLOAT), action items under Goals 2 and 3 will need to be modified and collaborations between FCTL and the Office of Online Learning need to be explored.

Action Item 1: Partner with the Office of Online Learning (formerly FLOAT) to share access to excellent instructional practices and technology
Status: Planning

Action Item 2: Facilitate faculty use of academic tools/apps such as OER, Kahoot, and Remind
Status: Competent

2020-21 Faculty Fellows Molly O'Connor and Amena Coronado's year-long program "Connection from Afar: Best Practices for Increasing Student Engagement in Online Classes" focused on using academic tools and apps for online learning.

Additionally, Jalyn Warren (Library) presented at the Summer Institute on High-Impact Practices (HIPs) on Open Educational Resources (OER) and will lead a small interdisciplinary group of faculty committed to using OER in their classes in Fall 2021.

Action Item 3: Encourage faculty to identify new technologies to enhance student learning
Status: Competent

The Center hosted numerous programs throughout the year to support faculty in their use of excellent instructional practices and technology. Sessions included:

- Student Panel on Online Learning (October 16, 2020)
- Collaborative Creation of Online Courses (December 3, 2020)
- EdPuzzle: The Missing Piece of Your Online Class (December 8, 2020)
- Engaging Students in Synchronous Sessions (July 29, 2021)

GOAL 4: Strengthen teaching, learning, and assessment through interdisciplinary approaches

Action Item 1: Assist the Office of Curriculum Development with Gen Ed assessment (planning to begin fall 2020 and implementation scheduled for fall 2021)
Status: Competent

FCTL Fellow Calion Lockridge offered a year-long program "An Interdisciplinary Community of Practice for the General Education Essential Skills (GEES)."

Action Item 2: Offer programming to assist faculty in evaluating and responding to feedback from students and colleagues
Status: Developing

FCTL Fellow Dr. Lynette Luckers as part of the new faculty orientation during a panel discussion with the deans on "Transitioning to Teaching In-Person: Classroom Management" there was a conversation on how to respond to student email, peer emails, and how reactions can be assessed by the other person in the conversation.

Action Item 3: Continue to offer programming to assist faculty on assignment design and assessment of student learning
Status: Competent

The 2020-21 FCTL facilitators, working in conjunction with the Division Curriculum Assessment Facilitators (DCAFs), developed an online faculty professional learning course on assessment. Dubbed the Assessment Academy, this program launched in Spring 2021 and offered three sessions:

- Assessment 101 Basic Refresher for All (March 23, 2021)
- The Cycle of Assessment (April 14, 2021)
- Transparency in Learning and Teaching (April 27, 2021)

The sessions were conducted live and recorded and uploaded to the Canvas course along with supplementary materials designed by DCAFs. To reinforce the content, faculty enrolled in the course completed activities and assignments related to the assessment of student learning. Each session was attended by over 35 faculty members and 30 faculty members were enrolled in the course. To date, five faculty members have obtained the bronze level certificate.

Goal 5: Become a driving force of pedagogical development in the region

Action Item 1: Connect with other faculty teaching centers at area community colleges to share ideas and cultivate best practices for faculty development
Status: Exemplary

In Spring/Summer 2021, the FCTL partnered with Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) www.sepche.org to present a three-part series called "The Science of Learning: Unpacking Teaching and Learning During COVID-19." Sessions were held on March 24, April 29, and May 12 and featured Dr. Chris Jernstedt, a Professor Emeritus of Psychological and Brain Sciences and Founding Director of The Center for Educational Outcomes at Dartmouth College. This collaborative effort was made possible through the generosity of the Teagle Foundation and its support of the Southeastern Pennsylvania Consortium for Higher Education's (SEPCHE) Integrating Liberal Arts and Business Through Social Impact and Social Entrepreneurship Initiative.

Action Item 2: Partner with peer institutions to hold conference/workshops
Status: Exemplary

During the 2020-21 academic year, the FCTL partnered with Delaware County Community College to host conferences in the fall and spring semesters. "Adapting to a Changing World: Being a Student Ready College" was held on Nov. 6, 2020, and "Staying the Course: Best Practices for Being a Student Ready College" was held Feb. 24, 2021.

Looking Ahead: Planning for Year 2 (2021-22)

Title III Grant: Faculty Professional Learning Core Team
In mid-Spring 2021, under the funding of a five-year Title III grant aimed at expanding our capacity for professional learning, a small group of faculty assembled by the Vice President of Academic and Student Success and led by the FCTL facilitator and the Professional Learning Coordinator (a newly-created position under the grant) began to plan, implement, and assess faculty professional learning at the College. The first major offering was the Summer Institute on High-Impact Practices (HIPs) held virtually from June 15-17, 2021. The Faculty Professional Learning Core Team will continue to work in partnership with the FCTL to develop quality PL programming for faculty over the remaining four years of the grant. *(Goals 2, 3, 4)*

A Commitment to Inclusive Teaching
As we reflect on the first year of the Strategic Plan and look to the future, we acknowledge the need to more clearly articulate the FCTL's commitment to diversity, equity, and inclusion. The Black Lives Matter protests during the summer of 2020 were a call to those of us in higher ed to evaluate our practices and policies. For the FCTL, this means all professional learning (PL) must be offered through an equity lens. CCP faculty must have access to PL that focuses on inclusive teaching and is rooted in anti-racist pedagogy, and, as the hub of PL at the College, the FCTL must lead these efforts. *(Goals 2, 3, 4)*

Measuring the Impact of Professional Learning
In addition to these changes, we must also practice continuous assessment of professional learning programming. Looking to Year 2 (2021-22), the FCTL facilitator, working with the Title III Professional Learning Coordinator and Institutional Research, will assess the impact of PL on student learning outcomes. *(Goal 2)*

COVID-19 and Professional Learning
Academic year 2020-21 saw a continuation of the COVID-19 pandemic and taught us that PL must support faculty in terms of effective online teaching practices and in how to best support students who are struggling during these difficult times. With this in mind, the FCTL aims to develop teaching certificates in areas such as trauma-informed pedagogy as a tool for student retention and success. *(Goal 3)*

In addition to these items, as well as making progress on the action items which were still in the planning phase in 2020-21, other programming highlights for 2021-22 will include:

- Developing new sessions of the Assessment Academy *(Goal 4)*
- Launching a College-wide program to support CCP's first-generation students (in collaboration with Title III Core Team) *(Goal 2)*
- Hosting a joint virtual conference with area community colleges (planned for February 2022) *(Goal 5)*

- Partnering with the College's Academic Equity initiative to host the second Summer Institute (in collaboration with Title III Core Team) *(Goal 2)*
- Collaboration with Online Learning *(Goal 3)*