

Faculty Center for Teaching & Learning 2020-2025 Strategic Plan Academic Year 2 (Fall 2021-Summer 2022) Assessment Report

This is a summary report of the progress made towards meeting the FCTL Strategic Plan goals for academic year 2021-22. 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

<i>Status</i>	<i>Planning</i>	<i>Developing</i>	<i>Competent</i>	<i>Exemplary</i>
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

<i>Status</i>	<i>Planning</i>	<i>Developing</i>	<i>Competent</i>	<i>Exemplary</i>
Action Item 1: Continue to offer interdisciplinary professional learning communities (IPLCs) with a conscious shift to hybrid format			X	
Action Item 2: Partner with Student Success Initiatives (SSI) and other College offices to promote faculty use of the College's early alert system (Starfish) to improve retention outcomes		X		
Action Item 3: Partner with the Office of Online Learning and Media Services to promote faculty use of the College's learning management system (Canvas) to improve student engagement and academic success		X		

Goal 3: Support innovations in technology to enhance student learning				
<i>Status</i>	<i>Planning</i>	<i>Developing</i>	<i>Competent</i>	<i>Exemplary</i>
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				
<i>Status</i>	<i>Planning</i>	<i>Developing</i>	<i>Competent</i>	<i>Exemplary</i>
Action Item 1: Assist the Office of Curriculum Development with Gen Ed assessment	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				
<i>Status</i>	<i>Planning</i>	<i>Developing</i>	<i>Competent</i>	<i>Exemplary</i>
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				X

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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

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

Building on the work of 2020-21 FCTL fellow Dr. Lynette Luckers (Counseling), who developed an online orientation program for new faculty, a revised online orientation course was launched during the 2021-22 academic year. The FCTL facilitator conducted one synchronous Zoom session with eight new FT faculty and there were three modules on topics such as classroom management, trauma-informed teaching, Starfish, and Canvas Learning Management System. In spring, new FT faculty were encouraged to pursue an independent project.

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

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

Faculty Fellows

During the 2021-22 academic year, the FCTL sponsored two faculty fellows:

Carol Nickolai, PhD, Adjunct, Anthropology

This fellowship explored how Universal Design for Learning (UDL) can be used to benefit and more effectively reach all students. It included faculty from a variety of disciplines, combining social science with STEM faculty in order to draw from the widest experience and most diverse

application setting possible to examine some of the practices associated with UDL to see how they can be used to more effectively include all students. Although UDL is often associated primarily with accommodations for students with disabilities, basic practices can benefit all students and seamlessly include everyone in the classroom. UDL offers a perspective on how to more effectively include all students in the learning experience. This includes all the other identities our students bring with them – gender, race, culture, language, economic background, and more. This Community of Practice explored ways to leverage UDL to make suggestions on how improve/update materials to better serve all students.

Miles Grosbard, EdD, Professor of Architecture

Through this fellowship, faculty participants developed projects, exercises and assignments that more fully engage students in the learning process, moving from a passive approach (letting the course material pour over them) to a more active, dynamic, vigorous and self-affirming approach. In the twenty-first century, students who join us at CCP expect to be engaged, stimulated and involved in the learning process. Gone are the days of “here it is, take it, and then repeat it back to me” as college level pedagogy. Engaged students learn better, deeper, and more persistently than passive learners. I don’t think the challenge of developing activities for students to DO rather than “read about” is at all constrained by intrinsic characteristics of individual academic disciplines. Rather, the possibility and challenge of engaging students in a “learning by doing” is only limited by the patterns we ourselves became familiar with as students.

High-Impact Practices (HIPs)

In late spring 2021, based on a survey in which faculty indicated their interest in and familiarity with various high-impact practices, the PL Core Team identified the following four HIPs as practices either currently in use by or of interest to CCP faculty: Active Learning, Collaborative Learning, Open Educational Resources (OER), and Problem-Based Learning (PBL).

At the Summer Institute on High-Impact Practices, held virtually over three days in June 2021, approximately 50 faculty representing 14 departments attended sessions on these four HIPs, as well as sessions emphasizing the value of sustained professional learning as a means of driving student success.

In fall 2021, 40 faculty committed to engaging in a semester-long professional learning program by participating in an interdisciplinary professional learning community. There were six learning communities in total: 3 Active Learning, 1 Collaborative, 1 OER, and 1 PBL. Each community had a facilitator and was assigned a liaison from the Core Team. The learning communities met virtually via Zoom throughout the semester and were invited to learn more about the HIP through the resources and discussions in the Canvas community for their selected HIP. Each Canvas community was created and maintained by a moderator: Jennifer Schneider (Active Learning), Taoufik Ennoure (Collaborative Learning), Jalyn Warren (OER), and Nicole Vadino (PBL). Faculty participating in a learning community were invited to an orientation during PD Week, and the recording was shared via email and in the orientation module in Canvas for those unable to attend.

In terms of deliverables, faculty in the learning communities were asked to complete four surveys: pre- and post-implementation, a description of the HIP assignment and its relation to a CLO, and a reflection on the assignment. Faculty were also asked to distribute a link to an anonymous student survey at the end of the semester.

Support for the HIPs learning communities included two PDW sessions: a presentation from the HIPs moderators and the previously mentioned orientation, and the PL Core Team liaisons were in frequent contact with their assigned learning community facilitators throughout the semester.

While assessment of the student outcomes data from Fall 2021 is encouraging as it suggests that the HIPs have a positive impact on student success, the sample size was too small to draw any broader conclusions at this time, hence the need for continued work in the HIPs. (For more detail, see Fall 2021 HIPs Benchmarks Report at the end of this report.)

In Spring 2022, support for the HIPs professional learning cohort included two PDW sessions: a presentation from faculty who participated in the fall cohort, as well as an orientation for spring participation in a HIP learning community. Based on feedback from faculty who participated in the learning communities in the fall, Spring 2022 saw an adjustment to the HIPs Learning Communities; whereas in fall faculty were organized into six communities, in the spring there was one community per HIP. The four faculty moderators from fall continued in this role. Additionally, the spring term saw the removal of the expectation for the LCs to meet three times throughout the semester.

Another change concerned deliverables; based on feedback from the fall cohort, spring faculty were still asked to complete the pre- and post-implementation surveys and to share a link to an anonymous survey with their students, but, instead of two additional surveys about the HIP assignment, faculty in spring were provided with instructions on how to take a screen shot of the CLO aligned with the HIP in AEFIS and to email the image to the FCTL. In terms of participation, with 8 faculty from the fall continuing to participate in a learning community and 11 new faculty electing to participate, efforts to scale up the HIPs are still a work in progress. In terms of assessing the impact of the HIPs on student outcomes, at the time of this report, data from spring is forthcoming.

Cultivating a Culture of Excellence in Teaching & Learning

This virtual session held on October 22, 2021 featured Achieving the Dream's Director of Teaching & Learning, Jonathan Iuzzini, along with faculty mini-presentations on the four High-Impact Practices and included a discussion of how to expand our collective capacity for excellence in teaching and learning.

Virtual Learning Exchange Series

Launched in Fall 2021, the Virtual Learning Exchange Series (VLX) was conceived to bring faculty together for informal chats about specific topics each week of the month. The four topics were Starfish, Canvas, inclusive teaching practices, and using data to inform your teaching. The first three topics were based on Title III grant objectives, and the topic of data-driven teaching was selected as a result of a renewed commitment to using data to make informed decisions about teaching practices. Attendance varied each week throughout the series, with a total of 16 faculty participating in the conversations.

The VLX also went through with some changes for the spring. Instead of rotating between four topics each week throughout the semester, the series met biweekly, and participants discussed short articles from the [Faculty Focus website](#). The selected articles all dealt with classroom teaching and were sent in advance of the VLX along with discussion questions. Ten faculty attended the VLX Series, which, while a decline from fall, feedback from the participants continues to suggest that the experience has value as it provides an opportunity to connect informally with colleagues from across the College and engage in conversations about teaching, share obstacles, tips, and insights.

Summer-Fall 2021 Professional Learning Programming	# of PT	# of FT	Total # of Participants
Summer Institute (June 15-17)	24	27	51
HIPs Learning Communities	11	27	38
Virtual Learning Exchange Series (VLX)	10	14	24
Cultivating a Culture of Excellence in T&L (Oct. 22)	3	14	17
Gen 1: Leading the Pride Kick-Off (Nov. 8)	3	13	16
Let's Get Trauma Informed! (Nov. 19)	3	13	16
TOTAL	54	108	162

Spring 2022 Teaching Certificates

In addition to continuing the programming on HIPs and the VLX series, the Title III PL Core Team offered four teaching certificates through the FCTL in the spring (see below). These teaching certificates were designed to be practice-minded and consisted of three synchronous Zoom sessions that were also uploaded to the corresponding Canvas community so faculty could complete the modules at their own pace. In addition to attending or viewing the session, each module included a discussion or other activity to engage faculty in the material. Faculty received a certificate of completion. The certificates, session topics, Core Team organizers, and session presenters were as follows:

A. Best Practices in Online Teaching (organizers: Catherine Malele & Christine Veal)

1. Student Engagement in the Virtual Classroom (Taoufik Ennoure)
2. Using Breakout Rooms to Create a Community of Inquiry (Jean Byrd)

3. Breaking Out of Zoom: Jamboard and Google Docs (Talar Kaloustian)

B. Equity-Minded Teaching (organizers: Girija Nagaswami & Stephanie Scordia)

1. Inclusive Syllabi (Girija Nagaswami & Laura Davidson)
2. Grading for Equity/Implicit Bias (Jennifer Schneider & Shawne Johnson)
3. Culturally Responsive Teaching (Amy Birge-Caracappa & Faye Allard)

C. Gen 1 Ally (organizers: Edite Birnbaum & Khalica Collins)

1. Understanding Our Gen 1 Students (Diane Brisbon & Fred Dukes, III)
2. Your Role in Supporting Gen 1 Students (Khalica Collins, Aubria Nance, Michael Di Salvia)
3. Strategies for Supporting Gen 1 Students in the Classroom (Diane Brisbon & Fred Dukes, III)

D. Trauma-Informed Teaching (organizer: Judy Cruz-Ransom)

1. Trauma 101 (Shawne Johnson & Julie Odell)
2. Becoming a Trauma-Informed Educator (Judy Cruz-Ransom & Malika Rahman)
3. Vicarious Trauma & Self Care (Leslie Davila)

Summer Institute on Equity

The FCTL partnered with the College's Equity Initiative to host a Summer Institute on Equity. This three-day College-wide virtual conference, held June 7-9, 2022, was faculty-led and laid the foundation for sustained professional learning on diversity, inclusive teaching, and equity. Recordings of the sessions are available [here](#).

Spring-Summer 2022 Professional Learning Programming	# of PT	# of FT	Total # of Participants
HIPs Learning Communities	1	10	11
Virtual Learning Exchange Series (VLX)	2	8	10
Best Practices in Online Teaching	-	-	26*
Equity-Minded Teaching	-	-	26*
Gen 1 Ally	-	-	14*
Trauma-Informed Pedagogy	-	-	25*
Joint Area Community College Conference	3	11	14
Summer Equity Institute (college-wide)	4	80	84
TOTAL	36	149	185

* as of August 2022

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

As part of the VLX series, faculty engaged in discussions about Starfish and its ability to monitor student performance and communicate with student support colleagues.

Action Item 3: Partner with the Office of Online Learning and Media Services to promote faculty use of the College's learning management system to improve student engagement and academic success

Status: Developing

The facilitator and PLC met with Dean of Online Learning and Media Services throughout spring and summer 2022 to discuss professional learning for faculty in the areas of online teaching and classroom technology. One concrete development that grew out of these talks was the OLAG—Online Learning Advisory Group. The FCTL facilitator and PLC also met with Director of Online Learning to discuss a Canvas training course for faculty new to using Canvas.

Goal 3: Support innovations in technology to enhance student learning

Action Item 1: Partner with the Office of Online Learning to share access to excellent instructional practices and technology

Status: Developing

With the arrival of a new Dean of Online Learning, Dr. Karen Rege, in February 2022, the FCTL facilitator and PLC met with her, Online Learning staff, and faculty to begin developing plans for faculty PL around Quality Matters.

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

Status: Developing

As part of the Title III work on High-Impact Practices, Associate Professor Jalyn Warren (Library) lead a small interdisciplinary group of faculty interested in using Open Educational Resources (OER) in their classes in fall 2021 (10 faculty) and spring 2022 (7 faculty).

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

Status: Developing

The FCTL, in partnership with Title III, developed a Best Practices in Online Teaching certificate to support faculty in their use of excellent instructional practices and technology. As of August 2022, 26 faculty enrolled in the certificate and four completed it. Additionally, prior to the return to in-person teaching in spring 2022, on February 3, 2022, the FCTL and Title III Core Team held a Teaching Slam where six faculty from across the Divisions presented on a topic related to student engagement. 15 faculty attended the slam.

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

Action Item 1: Assist the Office of Curriculum Development with Gen Ed assessment

Status: Planning

The FCTL facilitator has been in talks with the Coordinator of Curriculum Development and General Education to plan for FCTL sessions on non-academic interventions that would help in students' retention.

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

Status: Planning

Nothing to report.

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 3 sessions in 2021-22:

- Demystifying Data-Driven Assessment
- Developing Meaningful Assessment Plans
- Building, Sharing, and Using Rubrics

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. As of August 2022, 66 faculty are enrolled in the Assessment Academy, five faculty members have obtained the bronze level certificate, and two have earned silver.

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: Planning

Nothing to report.

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

Status: Exemplary

During the 2021-22 academic year, the FCTL partnered with Delaware County, Bucks County, and Montgomery County community colleges to host a virtual conference “Making an Impression: High-Impact Practices” on Feb. 23, 2022. 16 CCP faculty attended the conference, and three CCP faculty presented at the conference: Eric Neumann (FNMT), Brian Goedde (ENGL), and Elizabeth Catanese (ENGL).

Looking Ahead: Planning for Academic Year 3 (Fall 2022-Summer 2023)

A Continued Commitment to Inclusive Teaching

Keeping in mind the addition of a sixth pillar—Diversity, Equity, and Inclusion—to the College’s Strategic Plan, as we reflect on the second year of the FCTL Strategic Plan and look to the future, we acknowledge the need to more clearly articulate the FCTL’s commitment to diversity, equity, and inclusion. For the FCTL, this means all professional learning 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

We must also practice continuous assessment of professional learning programming. Looking to Academic Year 3 (2022-23), the FCTL facilitator, working with the Title III Professional Learning Coordinator and Institutional Research, will increase the assessment of the impact of PL on student learning outcomes. **(Goal 2)**

In addition to these items, as well as making progress on the action items which were still in the planning phase in 2021-22, other programming highlights for 2022-23 will include but are not limited to:

- Developing new sessions of the Assessment Academy **(Goal 4)**
- Collaborating with area colleges to plan a joint virtual conference with area community colleges **(Goal 5)**
- Partnering with the College’s Academic Equity initiative to host the second Summer Equity Institute (in collaboration with Title III Core Team) **(Goal 2)**
- Collaboration with Online Learning **(Goal 3)**

Title III – High Impact Practices Baseline Brief

Prepared for: Dr. Stephanie Scordia, Faculty Professional Learning Coordinator

Prepared by: Dr. Eric Shannon, Director of Institutional Research

Prepared on: 21-Feb-22

This document presents the results of an evaluation establishing benchmarks for the impact of High Impact Practices (HIPs) on student success.^[1] In order to provide a valid estimate of the impact of HIPs on student success, three benchmarks are presented:

1. The mean difference in pass rates between courses using HIPs in Fall 2021 versus courses not using HIPs in the Fall 2021 semester. Courses were only included in this benchmark if there were concurrent sections of the course running: at least one section using HIPs and at least one section *not* using HIPs.
2. The mean difference in pass rates between courses using HIPs in Fall 2021 versus the same courses in the previous semesters. In order to account for any success in the course impacted by the transition to online learning, the benchmark was limited to sections of the course since the Fall 2020 semester. Courses were only included in this benchmark if there were sections of the course running in previous semesters.
3. The mean difference in pass rates between courses using HIPs in Fall 2021 versus the same course taught by the *same faculty member* not using HIPs in previous semesters. This benchmark was also limited to courses since the Fall 2020 semester.

Table 1 HIPs Benchmarks

	HIPs Success Rate	No HIPs Success Rate	Difference
Same Semester	74.65%	73.19%	+ 1.46
Across Courses and Terms	76.35%	73.34%	+ 3.01
Same Instructor	69.05%	66.44%	+ 2.61

- Table 1 displays the mean difference in success rates for the benchmarks outlined above
 - o For all three benchmarks courses using HIPs have a higher success rate than courses not using HIPs
 - o The largest difference was between courses using HIPs in Fall '21 and the same courses in previous semesters (3.01 percentage points)
 - o The smallest difference was between courses using HIPs in Fall '21 and the same course not using HIPs in Fall '21 (1.46 percentage points)

^[1] For purposes of this brief, student success is defined as a student passing the course (A, B, C, or P grades).

