Assessment Report



**Assessment Report**

Admin - Center for the Advancement of Teaching

Admin - Center for the Advancement of Teaching: Assessment Report

# General Information

**Mission**

The mission of CAT is to cultivate and sustain a university culture that values and engages in inclusive teaching practices to promote intellectual and personal growth. CAT supports the University’s commitment to teaching excellence through partnerships, interpersonal relationships, and programming that are built on trust, evidence-based practices, and ongoing critical reflection.

**SACSCOC Standard**

7.3 - Administrative Effectiveness

Admin - Center for the Advancement of Teaching: Assessment Report

Courses Taught by CAT Instructors

The percentage of FIU courses taught by participants of CAT programming will increase.

**Area of Emphasis**:Administrative Services

**Strategic Priorities**:Learner Success

**Outcome Start Date**:07/01/2019

**Outcome End Date**:06/30/2030

**Outcome Status**:Active

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| **Assessment Method** | **Results & Analysis** |
| **Assessment Instrument:** Tracking Log  **Assessment Method Name:** CAT Participant Teaching  **Assessment Method:** To calculate increase in the percentage in FIU courses taught by participants of CAT programming, data will be gathered via attendance tracking logs for CAT programming and the Panthersoft database with instructor course information.  **Sampling:** All participants of CAT programming and list of FIU courses per instructor each academic year  **Minimum Criteria for Success:** CAT aims to increase the number of FIU courses taught by participants of CAT programming by one percent compared to each previous academic year.   Justification: An increase of 1 percent is equivalent to course redesign in approximately 30 sections, which is time-consuming and impacts between 1,500 and 7,000 each year, depending on course type.  **Method Start Date:** 07/01/2019  **Method End Date:** 06/30/2030  **Method Status:** Active | **Results Date**: 11/08/2022  **Reporting Period**: 2021 - 2022  **Criterion Status**: A. 100% Met  **Results**: In AY 21-22, unique CAT participants (n=781) taught 5726 (\*correction: 4084) sections of courses with 175,075 (\*correction: 115,402) instances of enrollment. As mentioned in last year’s report, the AY20-21 participant data was skewed high (n=1,200 and sections=7,710) because of the unprecedented demand for Hybrid certification as faculty met the needs of FIU during the pandemic. Therefore, we will use the pre-pandemic, AY19-20 data as the comparison year for AY21-22. In AY19-20, unique CAT participants (n=645) taught 3,813 sections of courses. This is an increase of over 50% and so surpasses our goal, stated last year, of surpassing the AY19-20 numbers by 2%.  \*Corrections were made in October 2023 after review of data file of class schedule downloaded from BI in which duplicates of classes were present due to administrative and course assistant roles.  **Analysis**: It is important to note that in Summer and Fall 21, more class sections were offered to reduce class size, a safety measure put in place during the pandemic. This change significantly increased the total number of class sections taught by CAT participants, thereby impacting the percent increase of FIU courses taught by participants. We anticipate that the schedule and the demand for hybrid certification will return to pre-pandemic levels during the course of AY22-23.  **USE OF RESULTS**  **Use of Results Date**: 11/08/2022  **Use of Results for Improvement**: Improvement in Information Dissemination: While the data indicate high levels of faculty participation in CAT programming and do not need to make improvements to meet current goals, CAT aims always to improve its services for and communication to faculty. To that end, in Spring 2021, CAT reignited its Instagram account by hiring a temporary employee with social media skills. The new account features CAT programming, faculty and staff profiles, and information about teaching. The Instagram account is https://www.instagram.com/cat.fiu/ and currently has just over 100 followers.  Improvement in Gathering Information: As well, in order to ensure data validity and accuracy, the check-in process for CAT events was updated in the Spring of 2022 so that it now automatically populates the CAT data sheet upon completion at an event.  **Administrative Area Improvement Category**: Information Dissemination  **FOLLOW-UP**  **Action/Improvement Plan**: |

Instructional Decisions: Pedagogy

Instructors participating in CAT programming will report making changes or planning to make changes to their teaching as a result of program participation.

**Area of Emphasis**:Administrative Services

**Strategic Priorities**:Learner Success

**Outcome Start Date**:07/01/2019

**Outcome End Date**:06/30/2030

**Outcome Status**:Active

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| **Assessment Method** | **Results & Analysis** |
| **Assessment Instrument:** Survey (Describe in Detail Below)  **Assessment Method Name:** CAT Survey Questionnaire  **Assessment Method:** Data will be gathered via surveys distributed within a few days post-programming.  **Sampling:** N/A  **Minimum Criteria for Success:** At least 80% of instructors participating in CAT programming will report making changes or planning to make changes to their teaching as a result of the programming.  **Method Start Date:** 07/01/2021  **Method End Date:** 06/30/2030  **Method Status:** Active | **Results Date**: 11/08/2022  **Reporting Period**: 2021 - 2022  **Criterion Status**: A. 100% Met  **Results**: In the AY 21-22, CAT facilitated 23 professional development offerings that included a post-survey asking participants to report if they made or plan to make changes to their teaching as a result of the programming. Of the 159 participants that completed the post-programming survey, 84% (n=134) of respondents reported either making changes (n=29) or a plan to make changes (n=105) to their teaching as a result of participating in CAT programming.  **Analysis**: An overarching goal for CAT programming is that participants leave the programming with an “action plan” for how to advance teaching practices that are inclusive, learning-centered, and evidence-based. In the case of multi-session programming that spans several weeks or months, participants are encouraged to make changes during their participation based on data from their classes and/or research supported practices shared by CAT faculty developers and fellows. The results suggest that this may be an effective approach for galvanizing participant changes in teaching practices and course design, which is consistent with CAT’s mission of promoting evidence-based teaching  **USE OF RESULTS**  **Use of Results Date**: 11/08/2022  **Use of Results for Improvement**: Upon closer examination of the post-survey data, only 50% of survey respondents reported either making changes or planning to make changes as a result of an offering focused on the use of educational technology. CAT leadership will work with the facilitator to identify reasons for this deviation from other CAT programming and brainstorm revisions to the workshop design and facilitation.    The CAT team will report results to stakeholders (faculty, students, and university executive administration) via the following communication:  \*posting annual report on the CAT website;  \*printing annual report and submitting to Vice Provost of Faculty Leadership and Success, and  \*reporting regularly to the Faculty Senate.  **Administrative Area Improvement Category**: Modify Services  **FOLLOW-UP**  **Action/Improvement Plan**: |
| **Assessment Instrument:** Survey (Describe in Detail Below)  **Assessment Method Name:** CAT Survey Questionnaire  **Assessment Method:** CAT will calculate the percentage of participants of CAT programming related to pedagogy who report on the CAT Annual Participant Survey either agreeing or strongly agreeing that their instructional decisions directly impact student success. Survey is distributed in May of each year.  The survey section asks respondents to indicate their level of agreement (4-point scale of strongly agree to strongly disagree) with each of the following four statements:  - For deep and meaningful learning to occur, students need to engage with course concepts in a variety of ways (e.g., via different activities/exercises). - For deep and meaningful learning to occur, students need to receive specific and timely feedback on their work. - Instructors play a critical role in student success. - I feel motivated towards and committed to helping students succeed.  The final score for each participant is the average of the four questions. Calculating the percentage of survey respondents agreeing that instructional decisions directly impact student success entails dividing the total number of survey respondents by the total number of participants with a final score of 2.5 or higher.  **Sampling:** All participants of CAT programming who complete the CAT Annual Participant Survey.  **Minimum Criteria for Success:** Participants of CAT programming related to pedagogy report either agree or strongly agree that their instructional decisions directly impact student success.  **Method Start Date:** 07/01/2019  **Method End Date:** 06/30/2021  **Method Status:** ARCHIVED |  |

Gateways to Graduation Courses

The overall passing rates for Gateways to Graduation courses will increase.

**Area of Emphasis**:Administrative Services

**Strategic Priorities**:Learner Success

**Goal**:Graduation

**Outcome Start Date**:07/01/2019

**Outcome End Date**:06/30/2030

**Outcome Status**:Active

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| **Assessment Method** | **Results & Analysis** |
| **Assessment Instrument:** Database  **Assessment Method Name:** G2G Passing Rate  **Assessment Method:** Data for all courses in the G2G project will be gathered via the AIM dashboard, which holds passing rates for all Gateways to Graduation courses.  Note: The Gateway Student Perceptions & Behaviors Survey used in the Gateway programming is sent to all students enrolled in sections of Gateway courses and the data is analyzed and reported back to faculty. While CAT will not report the results of that survey here, it is an additional element in the process that results in improved student outcomes in G2G courses.  Justification: Current Gateway passing rate average is 78%. A stretch goal is to achieve a stable average Gateway passing rate of 85%. This would place Gateway courses closer to the overall undergraduate student success rates across disciplines.  **Sampling:** All courses in the Gateways to Graduation project.  **Minimum Criteria for Success:** Overall passing rates for Gateway to Graduation courses will increase by 1% from each previous year.  **Method Start Date:** 07/01/2019  **Method End Date:** 06/30/2030  **Method Status:** Active | **Results Date**: 11/09/2022  **Reporting Period**: 2021 - 2022  **Criterion Status**: B. 90% to 99% Met  **Results**: Course passing rate is ultimately the metric we hope to improve in order to advance the project goal of reducing time to graduation. However, this has been a less reliable measure of improved student learning since AY 2019-20, when FIU shifted to remote learning as a response to the covid pandemic.    Passing Rates in AY19-20 and AY20-21 were inflated due to pandemic-related accommodations and shifts in modalities. The closest comparison would be to AY18-19. In AY 21-22, the overall success rate in Gateway Courses is 78%. In the Use of Results section, we outline a more detailed process for assessing our Gateway efforts. This includes the number of courses and faculty that CAT is working with as well as student survey responses to the Gateway Survey of Student Behaviors & Perceptions and individual course passing rates.  **Analysis**: Course passing rates appear to have been elevated a bit during the period of remote learning (See attached Passing Rates in Gateway Courses document). Faculty tended to offer more leniency in an effort to accommodate the difficult conditions some students were facing, and some university policies were relaxed, as well. Overall passing rates for gateway courses returned to the lower AY 2018-19 level in AY 2021-22, likely as a result of the return to previous course policies as well as some students struggling to return to in-person classes and adjust to demands on their time that had changed over the course of the pandemic.  **USE OF RESULTS**  **Use of Results Date**: 11/09/2022  **Use of Results for Improvement**: Proposed new measures for G2G assessment   Phase 1 - Data exploration & development of redesign   At least three (3) courses will engage in the G2G redesign process each year of the project.   At least twelve (12) faculty will participate in G2G data exploration and professional development programming.   Phase 2 - Redesign implementation, assessment & refinement   Student survey responses reflect improved course experience. Redesign implementation includes use of either Gateway Survey of Student Behaviors & Perceptions or other appropriate survey for assessment at the end of the Fall term implementation.   Course passing rates improve 1% above previous year.  **Administrative Area Improvement Category**: Improvement of Assessment  **FOLLOW-UP**  **Follow-Up & Evidence Date**: 11/09/2022  **Follow-Up**: For AY21-22, the course level evaluations are included in the attached G2G Assessment Ay21-22 document.  **Follow-Up Evidence Documents**:  [G2G Assessment AY21-22.pdf](https://reports.nuventive.com/report/db3ae503-6d65-4091-8978-4a75d6e93c84/link/69612ffc-3819-494c-b395-997c7608411d/GySVsTMDHexc/G2G%20Assessment%20AY21-22.pdf)  **Action/Improvement Plan**:  **Follow-Up & Evidence** |