CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 19-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs** Dept ID: **200516**

Department: **Center for Effective Teaching and Learning** Fund Code: **TL48A**

Prepared By: **Alaa Elmani** Program Code:

Budget: **$ 51,055** Expenditure: **$ 25,555.08** Project ID:

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

CETL infrastructure is heavily dependent on this lottery account. These resources help support our educational technology lab (FA 138); the technology-enhanced active learning classrooms (FA 143, KH B1006, SH C366); materials and supplies for New Faculty Orientation; and maintenance, software, and equipment costs in CETL. Since our office supports Canvas, Zoom, iClickers, Turnitin, and Qualtrics, this account helps fund these services, as well as any professional development materials (e.g., books, printing, etc.) needed to help support Cal State LA faculty in their success in using these tools. These efforts directly support the strategic pillars of Student Success and Academic Distinction.

CETL cannot assist faculty with teaching and learning needs without our Student Assistants. They provide much needed support to the hundreds of faculty who email, phone or visit our lab each week. Our Center mission is to improve teaching practice and thereby increase student success and we uniquely support Academic Distinction on campus.

2. **Provide key performance metrics to measure and sustain success.**

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Between Summer 2019 through Spring 2020 CETL facilitated 200 workshops with a total of 1,350 faculty attending at least one workshop. Over the last fiscal year, CETL services helped support faculty such that 74% of all courses taught had a Canvas course shell published. In previous years, our all-time-high was 65% of courses being available to students in the Learning Management System.

Similarly, CETL has maintained virtual support services via Zoom. When the CETL educational technology lab (FA 138) closed, CETL still maintained a support model via email, ServiceNow tickets, and drop-in Zoom support. These drop-in consults with faculty typically last between 10-20 minutes. Prior to the pandemic, CETL fielded thousands of phone calls and emails each year. Since March 2020, CETL has logged 3,113 Zoom support tickets, assisting faculty with a wide range of issues to help them transition to remote teaching.

3. **Describe program outcomes and results. Identify challenges encountered.**

Due to our efforts, Cal State LA successfully transitioned a large majority of our faculty to Canvas through CETL's virtual support service. This transition was done when the CETL educational technology lab (FA 138) closed due to the pandemic. Over Spring and Summer 2020, CETL held numerous Canvas webinars—many that were at capacity—to help with the transition. By supporting CETL professional development to aid in this transition, and by maintaining the active learning classrooms, we are seeing successful results.

Challenges include sufficient space. Many faculty call CETL home and use the collab as a home base and work on their courses in the lab.

Our Student Lab Assistants provide instructional and academic technology lab support at a very busy service point; in turn they each receive exceptional professional development and mentoring. Many of our Student Lab Assistants go on to graduate programs. Our CETL programming is uniformly well regarded and receives national recognition (Brown & Kurzweil, 2017).

Challenges include sufficient staffing. Students are busy and have varying schedules, which are difficult to match with available open support services times.