Bronx Community College 2nd Annual Assessment Day

December 7th, 2018   North Hall Library

PRESENTATION 1

ZipGrade: A Teaching Tool for Collecting and Analyzing Data for Course-Wide and Individual Student Improvement

Presenter: Mervan Agovic (Biological Sciences)

10:30 – 11:15, Room NL 120 *(Shares time slot with Presentation 2)*

In addition to being an efficient, user-friendly and cost-effective replacement for industry standard test score machines, ZipGrade application (for both Android and iOS) allows for rapid and accurate data collection, data analysis, and publishing of student reports. As an assessment tool with an integrated statistical item analysis, ZipGrade enables educators to study correlations between students who answer a question correctly and how well those students perform on the test overall. In addition, through item analysis teachers gain insights of item difficulties, item discrimination, and distractors. With the indicators of item effectiveness, teachers can make decisions about whether to retain items for future tests, revise them, or eliminate them from the question pool. Most importantly, item analysis helps educators obtain immediate feedback on how students are performing and thereby helps improve student learning and class retention before the semester is over, making ZipGrade an excellent formative assessment tool.

PRESENTATION 2

Supplemental Learning to Increase Exposure and Basic Knowledge in Nursing Education

Presenter: Nefertiti Cano (Nursing and Allied Health Sciences)

10:30 – 11:15, Room NL 120 *(Shares timeslot with Presentation 1)*

Nursing education has many challenging concepts for faculty to teach and students to learn in a short period of time, but nursing-degree programs are limited in credit hours given the design of the program itself. Because of this, concepts that are key to the successful progressive growth of nursing students are not part of the AAS curriculum; however, these concepts are of great significance to the future success of the student while in college and professionally. Concepts such as research-and-evidence based practice, concept mapping, and critical thinking are key for successful nursing education and practice today. To help students, early semester workshops were introduced beginning Spring 2018 and continued in Fall 2018 to acclimate nursing students to major concepts in nursing education and practice. Concept mapping and Nursing Evidence Based Practice workshops were developed and offered to incoming and current nursing students in order to increase basic knowledge of these concepts, increase participation and engagement, and chart successful progression through the program. Pre- and-post workshop surveys were distributed to measure previous exposure, intent, expectations, and retained knowledge. Participation in these workshops was voluntary, and outcome measures were positive in all parameters. Survey results demonstrated the willingness of student workshop participation, lack of exposure to concepts, and the usefulness of introductory workshops as a supplemental teaching strategy to increase student success.

PRESENTATION 3

AMPed Up: BCC's Academic Master Plan as Program Assessment from an Institutional Perspective

Presenter: **Alexander Ott, Associate Dean, Curriculum Matters and Academic Programs (Office of Academic Affairs)**

10:30 – 11:15, Room NL 136

Academic program assessment at BCC typically occurs in two forms. (1) As part of an iterative process that examines whether students are learning what we expect them to learn in a program (program learning outcomes assessment) and (2) As part of a Periodic Academic Review in which a department performs a deeper analysis of its programs, often including a review of program learning outcomes, curricula, and student enrollment factors. The first form of assessment is from a student learning perspective; the second is from a departmental perspective. What both forms typically lack is an explicitly institutional perspective. BCC's Academic Master Plan (AMP) assumes an institutional perspective, particularly in the context of program enrollment variables and trends, as well as program alignment with the labor market. Come to this session to learn the following (1) how we developed the AMP, (2) key data tools used to analyze enrollment and labor market trends, and (3) findings and next steps.

PRESENTATION 4

The Road to Assessment in ASAP: Need Levels, Competencies and Learning

Presenters: **Melanie Robles, ASAP Associate Director, Thomasina Brown, ASAP Advisor, Carmela Oniszko, ASAP Advisor, Christina Randall, ASAP Advisor,**

10:30 – 11:15, Room NL 144

This presentation will cover the preliminary journey of the ASAP Student Development and Group Advisement Committee in creating learning outcomes to assess the advisement and development experience of the ASAP student, from acceptance to degree completion. The group will share why the work was started, how it evolved, where they are in the process and next steps. Additionally, presenters will share how the learning outcomes are used to inform advisement best practices, standardize group advisement content, create continuous and consistent messaging, assess student's current need levels, strategize to increase retention and graduation rates, personalize advisement approaches, and enhance professional development to improve staff performance.

PRESENTATION 5

Closing The Loop: The Final Step . . . The Next Step

Panel: Theresa Smalec (Communications Arts & Sciences), Stephanie Marshall (Evening & Weekend Services), John Molina (Chemistry and Chemical Technology), Richard LaManna (Academic Affairs)

11:25 – 12:15, Room NL 120

You have sat in on the workshops. You have read articles, viewed various examples of assessment materials. You have developed outcomes, a rubric, a survey, perhaps all three. You know your students, some of whom are struggling; you want to make sure they are getting the most out of your course or program. You tally up and interpret the data   from the outcomes assessment that you carefully developed and performed. Now what? The next step, commonly referred to as Closing the Loop, is the final step. The "loop" is the circular process of assessment; to complete or "close" requires taking what you have learned and making changes in the next iteration of your course or program. Once you have performed those actions, you have arrived, once more, at the starting point for the next assessment of your course or program learning outcomes. The heart of the panel, made up of two faculty members and one program coordinator, all of whom excel at closing the loop, discuss the different ways they interpret data and use the information to make improvements.

PRESENTATION 6

General Education Assessment: Discussion of the Collegiate Learning Assessment (CLA+) Test and the Profile of BCC Student Performance on the CLA

Presenters: Nancy Ritze, Dean of Research, Planning & Assessment; Chris Efthimiou (Institutional Research, Testing)

11:25 – 12:15, Room NL 136

The Collegiate Learning Assessment (CLA) is used at BCC to determine academic improvements in student learning. The CLA will be introduced and placed into the framework of General Education assessment at BCC. Results from 2013 and 2018 administrations of the assessment at BCC will be presented and discussed.

PRESENTATION 7

College Discovery Academic Coaching: Demonstrating a Multi-Modal Approach to Assessment

Presenters: **Leidy Pichardo (CD Coordinator), Nathan Aiken (CD Counselor)**

11:25 – 12:15, Room NL 144

When evaluating an academic support program, a multi-modal assessment approach is beneficial in providing the most comprehensive feedback for continuous program improvement. Determining which types of assessment are currently in use and which are absent can be challenging; however, charting the methods available creates a manageable tool for assessment overview. In this presentation, the presenters utilize an assessment chart to reflect the comprehensive methods of assessment and tools applied in College Discovery's recently developed program, *CD Academic Coaching*. In Fall 2017, CD Academic Coaching was introduced as a pilot service for select students within the CD program.

PRESENTATION 8

Holistic Assessment: The Case of Introduction To Sociology

Presenters: **Devin T. Molina (Social Sciences) and Gerard Weber (Social Sciences)**

1:30 – 2:15, Room NL 120 *(Shares timeslot with Presentation 9)*

In Spring 2017, the Department of Social Sciences radically altered its approach to the assessment of *Sociology 11: Introduction to Sociology*. Whereas previously the assessment of Intro to Sociology used a common set of multiple choice exam questions, a new assessment tool was developed in the form of an essay assignment and common rubric. This new approach sought to address two shortcomings of previous approaches: Data that focused only on the acquisition of knowledge, and a lack of information on the effectiveness of the assessment or ways of improving outcomes. Under the new assessment plan, faculty create their own essay topics and assignments on sociological theory, but use a common rubric to assess the level of their students' comprehension of and ability to apply sociological theory. Additionally, faculty were asked to provide insight into their students' performance and to reflect on the effectiveness of the assignment, rubric, and assessment effort, as well as offer suggestions to improve the assessment and their teaching.

The Story So Far: Our Experience with Online Hybrid Teaching and Assessing Beginner Spanish.

Presenter: Alicia Bralove (Modern Languages)

1:30 – 2:15, Room NL 120 (*Shares timeslot with Presentation 8)*

This presentation analyzes the Department of Modern Language's experience thus far with online hybrid Spanish courses. In particular, the presentation will address the complexities involved in assessing online hybrid courses, and include the extent to which the department's offerings incorporate online hybrid instruction vs. traditional face- to face classes. The presentation will also cover student and instructor perspectives on hybrid method of instruction as a learning and teaching modality.

Organized Anarchy: Aligning Institutional Efforts for Assessment & Accreditation

Presenter: Jordi Getman-Eraso (History)

1:30-2:15, Room NL 136

Building upon the conceptual metaphor of "organized anarchy," this presentation explores the challenges faced by the very nature of institutions of higher education when preparing for regional accreditation. The presentation highlights the properties of an organized anarchy and engage participants in conversation of how these properties traditionally manifest themselves, both at BCC and other institutions. Discussion will follow, addressing the challenges of imposing a uniform hierarchical order to meet the demands of accreditation, specifically for BCC's current Middle States Self-Study effort. The roles of assessment and evaluation in the accreditation process at BCC will be emphasized.

Learning Outcomes: In this session, participants will...

1. Consider institutions of higher education as "organized anarchies" and identify challenges of codifying and assessing their value.
2. Discuss the purpose of accreditation for BCC and the requirements of Middle States accreditation.
3. Explore the role of collaboration and communication when navigating assessment and accreditation challenges.
4. Recognize tools for capturing, curating, and making transparent situational and contextual data to facilitate assessment and accreditation processes

PRESENTATION 11

First-Year Seminar Assessment: Year Two

Panel/Presenters: **Stephen Duncan (History, FYS), Mara Lazda (History), Sheldon Skaggs (Chemistry), Tica Frazer (FYS), Handan Hizmetli (Institutional Research)**

1:30 – 2:15, Room NL 144

This presentation focuses on assessment of critical thinking in student learning outcomes in the First-Year Seminar (FYS) program. Recent cohorts of FYS faculty have received specific training in critical thinking pedagogy and all FYS faculty are encouraged to include a critical thinking assignment in their curricula. Faculty are asked to have students upload these assignments to ePortfolio sites, where instructors can assess them according to a common three-part rubric. In Fall 2017, the FYS program formed an Assessment Committee, which launched a pilot study of the critical thinking student learning outcomes from FYS assignments in the 2016-17 academic year. In the 2017-18 academic year, the process was expanded as more FYS faculty began assessing assignments in ePortfolio. The panel will propose presenting the results of the progression from the pilot study to its widespread implementation.

PRESENTATION 12

Assessment Design: From Deficit Thinking to a Celebration of Student Strengths

Presenters: **Shylaja Akkaraju (Biological Sciences) and Evangelia Antonakos (Mathematics and Computer Science)**

2:25 – 3:15, Room NL 120

Deficit thinking focuses on what our students cannot do well. It examines poor student-disposition behaviors and poor academic preparation, thereby providing a convenient explanation for weak student performance in our STEM courses. Traditionally, our summative assessments have largely focused on what students cannot do. We have responded to the results of these assessments by attempting "to fix" these problems using a fixed mindset approach with dispiriting results. Alternatively, adopting an asset model that focuses on what our students can do well, positively impacts student confidence, thereby helping them to conquer more difficult skills and knowledge. Teaching to student strengths using a growth mindset approach accesses cognitive benefits to students that are profound and result in greater overall student success. The presenters will demonstrate how an abundance approach that celebrates student strengths by using formative assessments can be applied in two different STEM courses.

PRESENTATION 13

Developing and Assessing Outcomes in Nonacademic and Student Support Departments

Presenters: **L. Vicki Cedeño (Academic Affairs), Handan Hizmetli (Institutional Research), Linda McKernan (Student Success)**

2:25 – 3:15, Room NL 136

Participants attending this session will learn about the major components of effective learning outcomes assessment in non-academic departments. The session will include relevant content so that participants will have a clear understanding of assessment and developing an assessment framework. Participants will partake in active assessment activities relating to developing mission statements and S.M.A.R.T. learning outcomes. Lastly, participants will be able to make distinctions between the different assessment measures, vehicles and tools, customizing every component with their departments/programs/units in mind. The overarching goal for all participants is to understand and implement the right assessment approach to foster continuous improvement of non- academic and student support programs and services.

PRESENTATION 14

Using Key Performance Indicators (KPIs) to Drive IT Innovation and Change

Presenter: **Loic Audusseau (Chief Information Officer)**

2:25 – 3:15, Room NL 144 *(Shares timeslot with Presentation 15)*

BCC Information Technology monitors and assesses hundreds of metrics to ensure our systems and processes are working as efficiently and effectively as possible to meet the needs of our students, faculty and staff. To provide transparency and hold ourselves accountable, we share Key Performance Indicators (KPIs) with BCC leadership each month. This short presentation will explain, though concrete examples, how BCC IT uses KPIs to identify issues and trends, so we can investigate solutions to correct the issues, avoid future problems, and optimize our operating processes.

PRESENTATION 15

Gaining Efficiencies and Improving Productivity in Campus Services

Presenters: **Frank Giglio and Nicole Crews (Campus Services)**

2:25 – 3:15, Room 144 *(Shares timeslot with Presentation 14)*

In the College's efforts to centralize campus services, the presenters will inform the community about BCC's newly opened Campus Service Center (CSC). They will detail the various support services the CSC provides, including the revised Bronco card, parking on campus, and Akademos (BCC's virtual bookstore), as well as future services coming to campus.

A Panel on Bronx Community College's Institutional Assessment Culture: Our Strengths, Weaknesses, and the Implications for Future Practice and Theory

Moderator: Seher Atamturktur (Biological Sciences)

Panelists: Shylaja Akkaraju (Biological Sciences), L. Vicki Cedeño (Academic Affairs), Jordi Getman-Eraso (History), Jillian Hess (English), Richard LaManna (Academic Affairs), Leidy Pichardo (College Discovery), Nancy Ritze (Dean, Planning, Research & Assessment)

3:20, Room NL 136

This panel will focus on the historical development and evolution of the assessment culture at BCC. The culture we have created is steeped in an understanding and appreciation of how systematic assessment can inform what and how we teach, so that deep and meaningful student learning is more likely to occur. We will discuss past and recent efforts to measure assessment sustainability in both academic and non-academic departments across our institution. The panel will discuss methods, trends, and significant challenges and their impact on student learning, teaching, and the core mission of BCC. Building such a sustainable culture has been extremely well served by the Provost and VP of Academic Affairs, Dean of Planning, Research and Assessment, Director of Academic Affairs, Assessment Team, Assessment Council, and Assessment Day at BCC, all contributing to a culture of evidence that enhances active and engaged learning. As a result of many assessment efforts, both academic and non-academic departments have gained insight into how to use their scholarly and creative training to design meaningful, sustained, and systematic assessment of student learning. The panel will also discuss "How can we improve our assessment culture and what are our next steps/initiatives?"