



BCC'S NEW FACULTY SEMINAR: IMPACTS AND RESULTS

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BCC FACULTY DAY

APRIL 15, 2016

NEW FACULTY SEMINAR PARTICIPANTS

Faculty Mentors	Technology Mentors	New Faculty
<ul style="list-style-type: none">• Shyla Akkaraju (2014-15)• Abass Abdullahi (2015-16)• Laura Broughton• Jordi Getman-Eraso	<ul style="list-style-type: none">• Mark Lennerton• Albert Robinson• Delwar Sayeed	<ul style="list-style-type: none">• BCC full-time faculty members starting in Fall of the stated year

2014-25:
25 participants

2015-16:
16 participants

NEW FACULTY SEMINAR TIMELINE

Fall

- Four 3-hour workshops
(one each month)

January

- 3-day workshop

Spring

- Four 3-hour workshops
- 3 hours reassigned time

NEW FACULTY SEMINAR BENCHMARKS

Fall

- Attendance
- Short assignments, including reflections as blog posts and readings

January

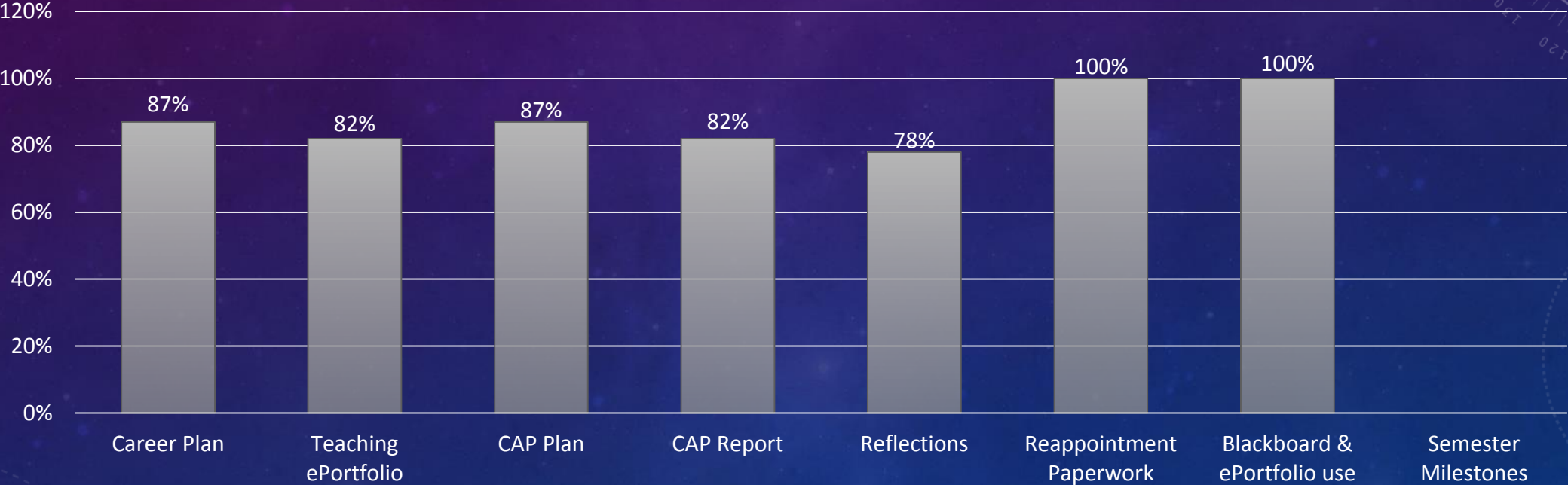
- Attendance
- Reappointment Papers

Spring

- Attendance
- Career Plan
- Teaching ePortfolio
- **Classroom Assessment Project**

2014-2015 NEW FACULTY MET 75% BENCHMARK FOR ALL MEASURED ACTIVITIES

New Faculty Performance Rates



THE 2015-2016 COHORT IS IMPROVING ON THE SUCCESS OF THE 2014-2015 COHORT

	2014-2015 cohort	2015-2016 cohort
Number of participants (Fall)	25	16
Number completing presurvey	21 (84%)	12 (75%)
Number of participants (Spring)	23 (92%)	16 (100%)
Average number attending workshops	20 (80%)	13 (79%)
Number presenting at Faculty Day	21 (84%)	16 (100%)
Average number completing feedback forms for each of the workshops	19 (76%)	TBD
Number successfully completing Career Plan	20 (80%)	12 (75%)
Number successfully completing eportfolio	19 (76%)	TBD
Number successfully completing CAP plan	20 (80%)	14 (87.5%)

2014-2015 NEW FACULTY

Jose Acevedo	Adijat Adebola	Kevin Bookhamer
Stefan Bosworth	Gregory Cobb	Kelvin Cooper
Stephen Duncan	Hisseine Faradj	Wedsly Guerrier
Sunej Hans	Jillian Hess	Natasha Howard
Yunchun Hu	Prathibha Kanakamedala	Ulana Lysniak
Sharmila Mukherjee	Elissa Nelson	Andrea Ortuno
Stacia Reader	Monika Sikand	Cynthia Tobar
Marjaline Vizcarrondo	John Ziegler	
	Charles Edeki	Harini Mittal

2015-2016 NEW FACULTY

Kevin Bozelka	Minkyung Choi	Joseph Donica
Sophie Francis	James Fuller	Julio Garay
Rajendra Gharbaran	Ivan Horozov	Edward Lehner
Deborah Lewittes	Eugene Mananga	David Puglia
Jonathan Scott	Enyuan Shang	Kaemanje Thomas
Syed Rashid Zaidi		

CAP TIMELINE

Fall

- Intro to pedagogy and assessment
- Create teaching philosophy
- Start IRB certification

January

- Formulate projects:
 - Create SLOs
 - Pick assessment vehicle
 - Pick assessment tool
 - Set benchmarks
 - Create project implementation plan

Spring

- Implement CAP
- If necessary, get IRB approval
- Collect data
- Analyze data
- Present CAP at Faculty Day
- Write CAP report on Teaching eportfolio

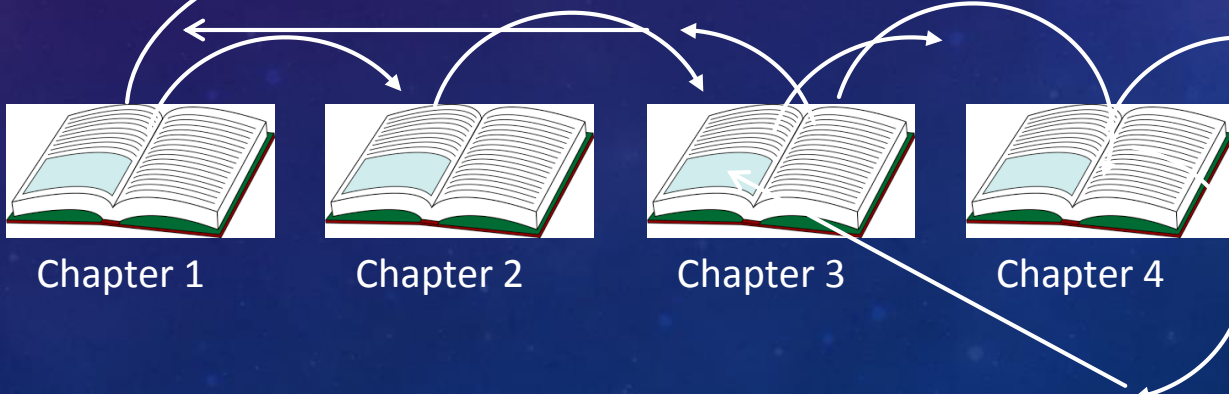
CONNECTING CONTENT AND CONCEPTS: LESSONS FROM ANATOMY & PHYSIOLOGY – J. FULLER

3 Previous Semesters of Bio23 (N= 108 students)

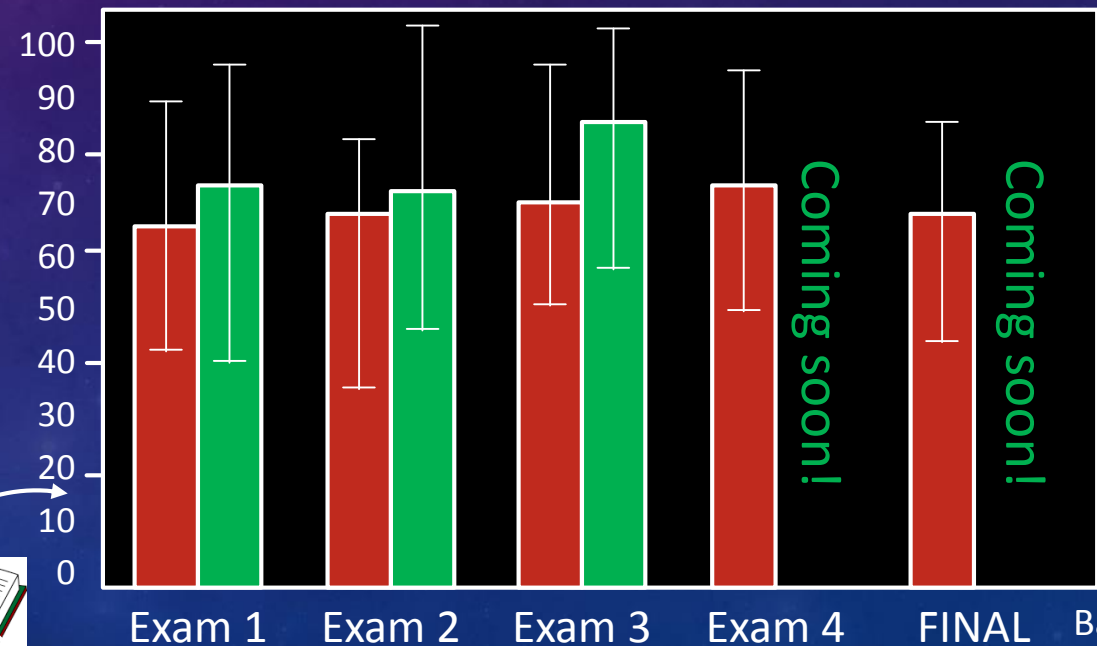
Current Semester of Bio23 (N= 43 students)

The Project

- Employ pedagogical techniques to encourage students to:
 - **identify connections** among course topics and
 - **use the connections** to master and integrate **new material**



Preliminary Data



Bars indicate median exam score. Whiskers indicate range.

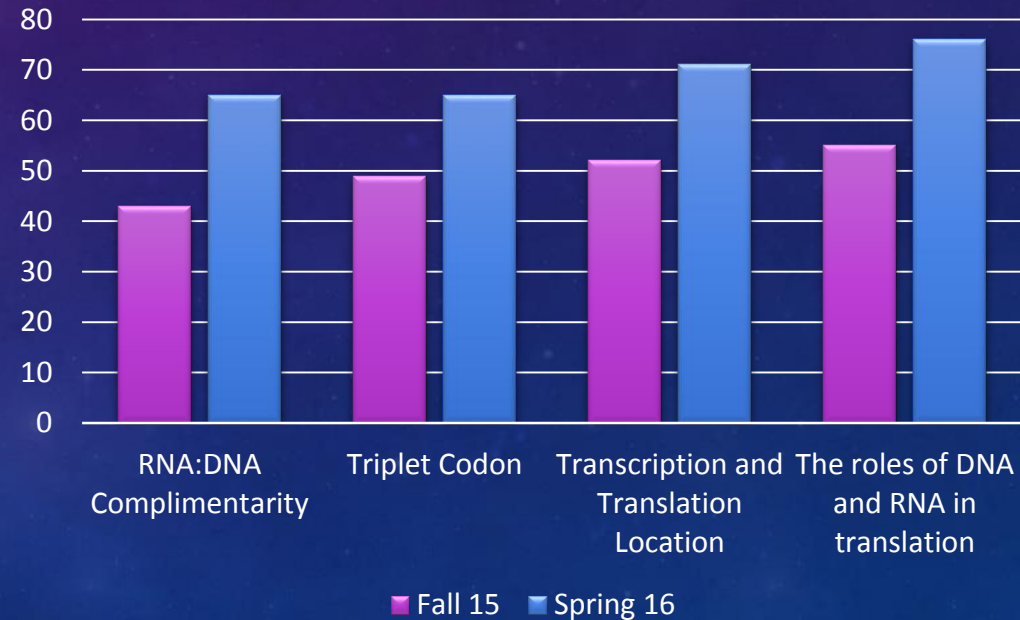
James L. Fuller
Biological Sciences

UTILIZING VIDEO ANIMATIONS ON INTERNET TO FACILITATE THE UNDERSTANDING OF GENE EXPRESSION PROCESS – E. SHANG

THE PROBLEM

A significant number of students in our Bio 23 and Bio 21 classes have very little biology or science background and have difficulty to grasp these concepts, which is indicated in the final exam result, that majority of students did not answer the related questions correctly.

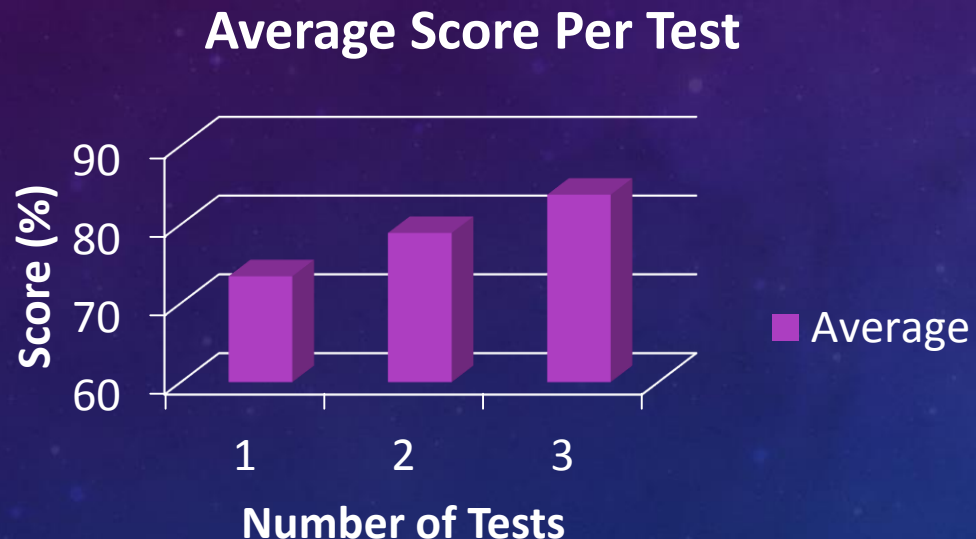
% OF STUDENTS ANSWERING QUESTION CORRECTLY



Enyuan Shang, PhD
Biological Sciences

DESIGNING A PASSIVE FILTER CIRCUIT – S. R. ZAIDI

DATA



CONCLUSION

- Although the class project is not yet completed, three preliminary test scores show consistent learning progress of the students.
- Hence the designing of an electronic circuit appears to give students more knowledge and their learning curve improves

UNDERSTANDING THE CONCEPT UNDERLYING LINEAR EQUATIONS – I. HOROZOV

DATA: Midterms for MTH 05 in Fall 2015 and Spring 2016.

Passing $\geq 70\%$, Borderline between 60% and 70%, Failing $< 60\%$.

	Passing	Borderline	Failing
Spring '16	58%	17%	25%
Fall '15	33%	14%	52%

ANALYSIS: The data shows substantial improvement in the understanding of the concepts in the current semester.

- Passing rate has almost doubled.
- Failing rate has decreased by more than a half.

MEDIA LITERACY & CRITICAL THINKING – K. BOZELKA

MEDIA TEXTS (FILMS) PAIRED WITH CRITICAL ANALYSES

- *Fifty Shades of Grey* (Sam Taylor-Johnson, 2015)
- Anthony Lane, “No Pain, No Gain”

- *The Glass Shield* (Charles Burnett, 1994)
- Jonathan Rosenbaum, “The World According to Harvey and Bob”

- *Hugo* (Martin Scorsese, 2011)
- Anthony Lane, “Fantastic Voyages”

- *Kung Fu Hustle* (Stephen Chow, 2004)
- Sam Ho, “Review: Kung Fu Hustle”

- *Magic Mike XXL* (Gregory Jacobs, 2015)
- David Edelstein, “*Magic Mike XXL* Delivers Exactly the Dumb, Shirtless Fun You’d Expect”



Kevin John Bozelka, Ph.D.
Communication Arts and Sciences

APPLYING CLASSROOM LEARNING TO THE MUSEUM EXPERIENCE – D. LEWITTES

Learning objectives – to be able to write an analysis of an artwork without being given historical context or background. To write based purely on observation, visual fact, and one's arsenal of terms.



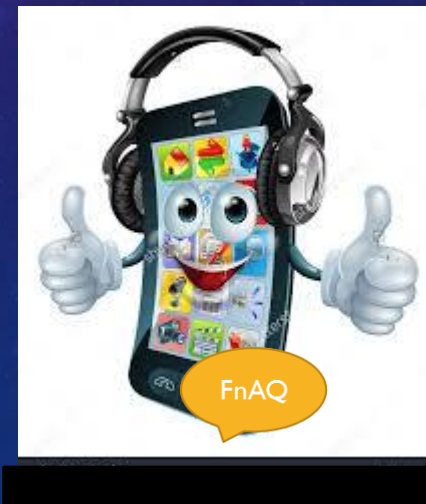
Spend time with your artwork.

Deborah Lewittes
Art & Music

F_NAQ: FREQUENTLY NEVER ASKED QUESTIONS IN CHEMISTRY – J. GARAY

STRATEGY:

F_NAQ is an app with typing, writing, pasting functions where students will post their questions that automatically will pop up on the instructor's screen anonymously.



Julio Garay, PhD
Chemistry & Chemical Technology

TEACHING CULTURAL STUDIES TRANSFER IN U.S. LITERATURE AND THOUGHT – J. DONICA

RESULTS SO FAR

- 73% of students have written at least three discussion boards in which other students have ranked their analysis with a 3 or 4.
- 64% of students have successfully transferred literary analysis to other cultural forms.
- 82% of students have successfully identified the use of transfer in their peers' discussion boards.

FOOD AND FOLKLORE PEDAGOGY: TASTING AND SAMPLING DEFINITIONS – D. PUGLIA

Definition: I believe foods and folklore go together for the fact that the consumption and beliefs carried by different foods vary among cultures and backgrounds, such as folktales and other stories vary from backgrounds.



An example of student work: Mexican Flag Gelatin

Tradition: In my family there are many traditional foods that are made for rare and special occasions. Often times the holiday brings in foods that my grandmother makes such as posole and tamales; however there is one special food that is unique to my family; one that is one of my personal favorites. The food that I am talking about is jello; a tradition that my grandmother has been making since I was very young. This gelatin comprises of three layers stacked on top of each other; which are always the same colors red, white, and green. I believe my grandmother does this to represent the Mexican flag;

David J. Puglia, Ph.D.
English

ACKNOWLEDGEMENTS: THANK YOU!

- VP of Academic Affairs, Dr. Claudia Schrader
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 - Mark Lennerton, Director of the CTLT
 - Albert Robinson, Assistant Director of the CTLT
 - Sylvia Barnes-Verette
 - Maribel Lugo
 - Delwar Sayeed
- The Academic Department Chairpersons
- The faculty participants in the 2014-2015 and 2015-2016 New Faculty Seminar Series



ASSESSMENT REPORT/NON ACADEMIC PROGRAMS

Department: CTLT

Director: Mark Lennerton

Program: New Faculty Seminar

Coordinators: Shylaja Akkaraju, Laura Broughton, Jordi Getman-Eraso Year: 2015-2016

Desired Outcome	Assessment Vehicle	Assessment Tool	Benchmark	Sample Size	Results	Action Plan
Reflect on their teaching, career, and assessment practices at the end the year.	Reflections	Rubric	75%	23	78%	This was assigned last minute and not given sufficient weight or guidance. That said, it provided some of the most thoughtful written reflection of the whole seminar. Definitely deserves further development and refinement.
Develop a career plan and fill out a career planning matrix	Career Plan	Rubric	75%	23	87%	The career plan could be handed in earlier - to allow for earlier feedback and possibly a revision process.
Complete paperwork for the first year reappointment	Data	-n/a-	100%	25	Assumed 100%	Information about what was required was provided to participants, but participants were not required to hand in their reappointment papers. <i>This is a job requirement, not just a program requirement.</i>
Develop a teaching portfolio using the e-portfolio platform	e-Portfolio	Rubric	75%	23	82%	Although completion numbers rose in the weeks following the end of the semester, the introduction to eportfolio platform and pedagogy earlier on (fall semester) and a scaffolded approach to portfolio development would better prepare faculty to use this technology/pedagogy.
Develop a classroom assessment project that specifies the following elements: student learning outcomes, benchmark(s), assessment vehicle(s), assessment tool(s), results, and conclusions (closing the loop).	CAP plan	Rubric	75%	23	87%	We need to develop a formative assessment for this stage and provide detailed feedback in writing.
Execute a CAP, analyze results, and close the loop.	CAP report	Rubric	75%	23	83%	74% of the participants exceeded expectations. If a mini-assessment was done at the planning stage with feedback, these numbers may increase.
Demonstrate the ability to use blackboard and e-portfolio	e-Portfolio Blackboard	Data	100%	23	100%	No change
Follow the semester milestones throughout the year to fulfill responsibilities as a faculty member		Data	75%	23		We need to develop an action plan to assess this goal.
Complete pre-seminar survey (September 2014)	Survey	Survey	75%	25	84%	Review survey and revise to better match seminar goals. Revise seminar to address survey results.
Complete post-seminar survey (June 2015)	Survey	Survey	75%	23	65%	We need to provide the post-seminar survey earlier and encourage more participation.
Completed 2 out of 3 of the following: Career Plan, Teaching Portfolio, CAP			75%	23	78%	We need to create a definition of completion for each benchmark that firmly distinguishes between "completion" and partial completion and tie those to program completion

2014-2015 FEEDBACK SURVEYS WERE OVERWHELMINGLY POSITIVE

FEEDBACK SURVEYS FROM WORKSHOP SESSIONS

