ENGAGING FACULTY IN CLASSROOM-LEVEL ASSESSMENT THROUGH BCC'S NEW FACULTY SEMINAR

LaGuardia Community College

January 11, 2016

Shylaja Akkaraju (Associate Professor of Biological Sciences, BCC)
Laura Broughton (Associate Professor of Biological Sciences, BCC)
Jordi Getman-Eraso (Associate Professor of History, BCC)
Abass Abdullahi (Professor of Biological Sciences, BCC)

- **Semester milestones**: important deadlines and activities

- **Career Planning:** expectations, responsibilities, and planning

- **Pedagogy:** successful BCC strategies and the teaching eportfolio

- **Assessment:** Classroom Assessment Projects (CAP)

- **Building community**: forming and strengthening relationships with colleagues

NEW FACULTY SEMINAR STRUCTURE

Faculty Mentors	Technology Mentors	New Faculty
• Shyla Akkaraju (2014-15) • Abass Abdullahi (2015-16) • Laura Broughton • Jordi Getman-Eraso	• Mark Lennerton • Albert Robinson • Delwar Sayeed	• BCC full-time faculty members starting in Fall of the stated year

2014-25:
25 participants

2015-16:
16 participants

NEW FACULTY SEMINAR PARTICIPANTS

Fall	January	Spring
• Four 3-hour workshops *(one each month)*	• 3-day workshop	• Four 3-hour workshops • 3 hours reassigned time

NEW FACULTY SEMINAR TIMELINE

- Analytical Skills from one's discipline can be applied to a faculty member's development as an educator

- Research, data collection and analysis, synthesis, presentation and publication work as well for assessment as they do for discipline-specific research

- Properly conducted assessment can lead to both

  - Improved teaching and learning, and

  - Publications for career advancement

FACULTY ARE PRIMARILY TRAINED AS ACADEMICS IN THEIR DISCIPLINES

- Classroom Assessment Projects (CAPs) are essential and significant products created by participants in BCC's New Faculty Seminar (NFS)
- Faculty work individually or in pairs to create and implement small, 1-semester projects that assess an aspect of one of their courses
- CAPs are tied to the student learning outcomes of the course
- CAPs are rooted in a firm theoretical pedagogical foundation
- CAPs are documented through
  - Poster presentations at the spring BCC Faculty Day
  - Reports posted in the faculty's individual Teaching eportfolios
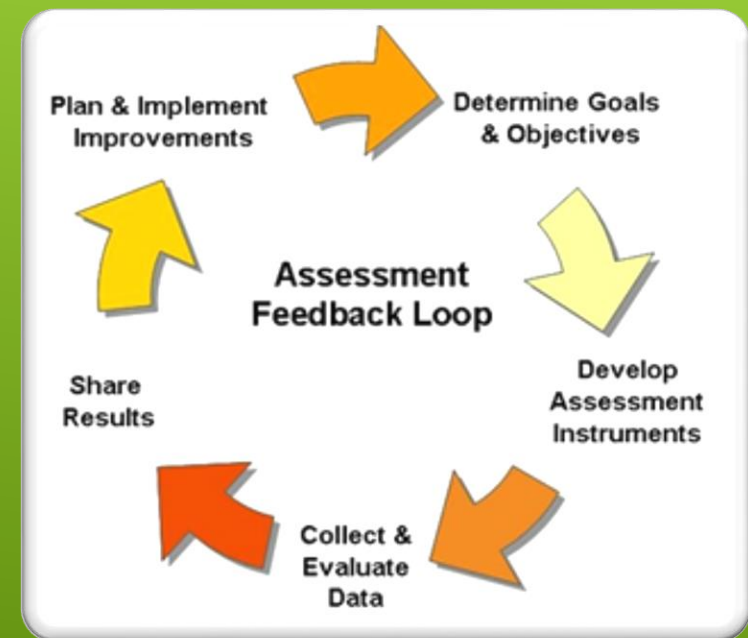
THE CLASSROOM ASSESSMENT PROJECTS (CAPS)

The Pedagogical Concepts:

- Demographics of the student body
- Providing structure; scaffolding
- Experiential learning
- Communicating using images
- Threshold concepts
- Metacognition
- Flipping the classroom
- Documenting teaching and learning

The Assessment Concepts:

- Empathy
- Writing to learn
- Teaching philosophy
- The SMART framework
- Creating student learning outcomes (SLOs)
- Assessment vehicles (exams, essays, oral presentations, performances, projects)
- Assessment tools (scantrons and rubrics), in particular creating and using rubrics

Specific
Measurable
Attainable
Relevant
Timed

CAP FOUNDATION: TOPICS ADDRESSED BEFORE FACULTY CREATE CAPS

Fall	January	Spring
• Intro to pedagogy and assessment • Create teaching philosophy • Start IRB certification	• Formulate projects: • Create SLOs • Pick assessment vehicle • Pick assessment tool • Set benchmarks • Create project implementation plan	• Implement CAP • If necessary, get IRB approval • Collect data • Analyze data • Present CAP at Faculty Day • Write CAP report on Teaching eportfolio

CAP TIMELINE

PLANNING CLASSROOM ASSESSMENT PROJECT (CAP)

1. Identify the Problem
2. Write a list of SLOs
3. Formulate a Strategy to address the Problem
4. Specify the assessment vehicle (e.g. assignment) and tool (e.g. Rubric)
5. Specify the benchmarks for student performance

IMPLEMENTING CLASSROOM ASSESSMENT PROJECT (CAP)

1. Explain project to students (if necessary)
2. Give assignment and explain rubric
3. Collect data
4. Assess samples using rubric
5. Evaluate results and impact on student success – were benchmarks met?
6. Closing the loop – what are you going to do about it?

EXAMPLES OF CAPS FROM 2014-15

- https://bcc-cuny.digication.com/stacia_reader_edd_mph/coursework

- https://bcc-cuny.digication.com/Lysniak/CAP

- **Problem:** Students don't easily understand the cardiovascular system

- **Strategy**: Use of a walk-through to learn the cardiovascular system in 3 health and physical education classes: PEA 11, PEA 15, HLT 91

- **Conclusions:** Students who participated in the walkthrough showed increased understanding of the circulatory system over those who did not

- This CAP lead to a grant proposal in Fall 2015 that seeks to spread the use of the walkthrough to more courses, including Biology

SYSTEMATIC AND PULMONARY CIRCULATION LESSON FOR COMMUNITY COLLEGE STUDENTS
ULANA LYSNIAK, ED.D. & STACIA READER, ED.D.

New Faculty Seminar Classroom Assessment Project:
Systematic and Pulmonary Circulation Lesson for Community College Students

Ulana Lysniak, Ed.D. & Stacia Reader, Ed.D.
Bronx Community College, City University of New York

Background

Several of the Health, Physical Education and Wellness Department courses teach lessons that focus on the systematic and pulmonary circulation. Students have had conceptual difficulties in retaining cardiovascular function content. Therefore, exploring different ways to teach this material for retention is important. Different techniques were utilized in the classes: expository text, as a form of self-explanation, as well as a flipped classroom. Self-explanation is the process of generating explanations to oneself, which has been shown to improve acquisition of new knowledge and the integration of it into existing knowledge (Chi, de Leeuw, Chiu, & LaVancher, 1994). Expository text, clear, concise, and organized writing, is used to efficiently translate information to the reader (Kaakinen, Hyönä, & Keenan, 2002, 2003). And the techniques of a flipped classroom, replacing the transmissive lecture with pre-/post-class work and active in-class tasks, can increase students' learning outcomes (Abeysekera & Dawson, 2015).

Lesson Objectives

Students in Health 91 (Critical Issues in Health Education), PEA 15 (Walking, Jogging, and Weight Training) and PEA 11 (Fitness for Life) are required to learn the circulatory system of the heart, the lungs, and the body's tissue. Obtaining a foundational understanding of the circulatory system further facilitates students' knowledge of the delivery of oxygen to the muscle tissue, the release of carbon dioxide through exhalation, and the occurrence of cardiovascular disease. This introduces the importance of adopting healthy heart behaviors in their lifestyles. At the end of the lesson students will be able to:

- Identify and define the cardiorespiratory system terminology.
- Demonstrate a basic understanding of the cardiorespiratory circulation of the heart.
- Explain oxygenated and deoxygenated blood.
- Explain when and where oxygenation and deoxygenation takes place.

Pedagogical Approach

The use of three phases in the systematic and pulmonary circulation lesson for students:
- Information-transmission-teaching out of class (Abeysekera & Dawson, 2015).
- Concept engagement in the classroom (Strayer, 2011).
- Expository text (Kaakinen, Hyönä, & Keenan, 2002, 2003), self-explanation (Chi, de Leeuw, Chiu, & LaVancher, 1994, and walk through.

Information-Transmission Teaching Outside of Class

Material was posted on Blackboard for the students to study prior to class. There were notes for the students to read, diagrams for them to examine, and videos for them to watch before their lesson. The material included:

- The Heart Lesson
  - The heart muscle
  - Systemic and pulmonary circulation
- Diagrams
  - Systemic and pulmonary circulation
  - Capillary exchange
  - Actual human heart image
- Videos
  - The systemic circulation of the heart

  https://www.youtube.com/watch?v=7XaftdE_h60

  - The pulmonary circulation of the lungs

  https://www.youtube.com/watch?v=466zDaHlozU
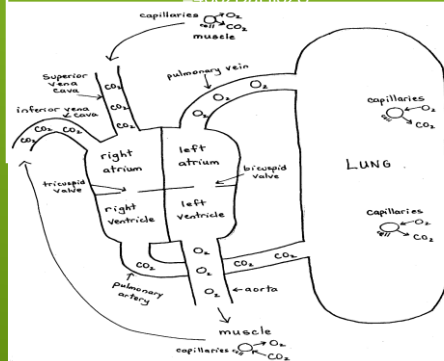
Concept Engagement in the Classroom

- More personalized teaching while doing interactive activities: A review of learned Blackboard materials.
- Interactive classroom discussion: Guidance rather than lecturing as learned concepts are revisited.
- Problem solving by applying newly learned knowledge: Students were encouraged to answer each other's questions about learned material.

Expository Text, Self-Explanation, and Walk Through

- Chalk is used to draw an outline of the heart, lungs, arteries, veins, and muscles on the classroom or gymnasium floor. Students use expository text and self-explanation as they act as a red blood cell and move through the systematic and pulmonary circulation.
- Students take turns walking through the systematic and pulmonary circulation diagram; when they are oxygenated, they hold up a sheet of red construction paper, and when they are deoxygenated, they flip it to the blue side.
- Students enact the systematic and pulmonary circulation blood flow by integrating expository text reading and self-explanation at every one of the blood flow terms.

Expository text and self-explanation walk through:
- superior vena cava, or inferior vena cava;
- right atrium;
- tricuspid valve;
- right ventricle;
- pulmonary artery;
- Lungs;
- capillaries (CO_2 exhaled into the air, O_2 enters the blood);

Outcomes Assessment

- Students were assessed using a written exam.
- Instructors determine if students achieve a grade of 70% or above and demonstrate an understanding of the systemic and pulmonary systems.

Results

Among the students who participated in the lesson on systemic and pulmonary circulation, 65% of the PEA classes were able to demonstrate a basic understanding of coronary circulation in the post exam and received a grade of 70% or above. Of those who did not participate in the walk through, only 22% received a grade of 70% or above.

Discussion

This exercise deviated from the typical flipped classroom and self-explanation (no immediate quiz given and an expository text was used). While this might be the case, it is clear that students who participated in the walk through had a chance to reinforce their understanding of the material. This may have resulted in the higher examination scores.

Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), 1–14.
Chi, M. T. H., de Leeuw, N., Chiu, M. H., & LaVancher, C. (1994). Eliciting self-explanations improves understanding. *Cognitive Science*, 18(3), 439-477.
Kaakinen, J. K., Hyönä, J., & Keenan, J. M. (2002). Perspective effects on on-line text processing. *Discourse Processes*, 33, 159–171.
Kaakinen, J. K., Hyönä, J., & Keenan, J. M. (2003). How prior knowledge, WMC, and relevance of information affect eye fixations in expository text. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 29(3), 447.
Strayer, J. F. (2011). The flipped classroom: Turning traditional education on its head. *Knewton*.

CAP Project

Below is a summary and link to my CAP project poster.

New Faculty Seminar Classroom Assessment Project: Systematic and Pulmonary Circulation Lesson for Community College Students

Ulana Lysniak, Ed.D. & Stacia Reader, Ed.D.

Abstract

Background: Several of the Health, Physical Education and Wellness Department courses teach lessons that focus on the systematic and pulmonary circulation. Obtaining a foundational understanding of the circulatory system facilitates students' knowledge of the delivery of oxygen to the muscle tissue, the release of carbon dioxide through exhalation, and the occurrence of cardiovascular disease. We utilized different techniques to teach this material for retention including expository text, as a form of self-explanation, and flipped classroom.

Lesson Objectives: Students in PEA 15 (Walking, Jogging, and Weight Training), PEA 11 (Fitness for Life), and HLT 91 (Critical Issues in Health Education) were required to learn the circulatory system of the heart, the lungs, and the body's tissue. The objectives of this lesson were for the students to be able to: identify and define the cardiorespiratory system terminology, demonstrate a basic understanding of the cardiorespiratory circulation of the heart, explain oxygenated and deoxygenated blood, and explain when and where oxygenation and deoxygenation takes place.

Assessment: Students were assessed using a written exam. Instructors determined if students achieved a grade of 70% or above and demonstrated an understanding of the systemic and pulmonary systems.

Results: Among the students who participated in the lesson on systemic and pulmonary circulation, 65% of the PEA classes and 45% of the HLT classes were able to demonstrate a basic understanding of coronary circulation in the post exam and received a grade of 70% or above. Of those who did not participate in the walk through of the diagram, only 22% of the PEA classes and 9% of the HLT classes received a grade of 70% or above.

Discussion/Conclusion: This exercise deviated from the typical flipped classroom and self-explanation (no immediate quiz given and an expository text was used). While this might be the case, it is clear that students who participated in the walk through had a chance to reinforce their understanding of the material. This may have resulted in the higher examination scores.

STACIA READER'S BLOG POST DESCRIBING CAP

Post includes:

- Background & problem
- SLOs
- Assessment vehicle & benchmark
- Results
- Discussion & conclusion

-

- **Problem:** ENG 11 evidence the greatest difficulty is the effective integration of material from sources, whether primary or secondary, into their own argument-driven writing, sometimes even resulting in accidental plagiarism.

- **Teaching Strategy:**
  Employ additional scaffolding within the assignment sequence for the final, research essay.

- **Benchmark:**
  75% of students score a "Developed" in at least 4 of the 6 categories in the Source Integration in Argument Paper rubric.

- **Conclusions:** results for students who did complete both steps are encouraging enough that I intend to retain this modified step in the research paper scaffolding and will consider ways to integrate a form of it into other, especially literature-based, courses.

EFFECTIVE INTEGRATION OF MATERIAL FROM SOURCES
JOHN R. ZIEGLER, ENGLISH DEPARTMENT

Teaching

Classroom Assessment Project (CAP) for ENG 11 (Composition and Rhetoric I)

Problem:
One of the skills with which students ENG 11 evince the greatest difficulty is the effective integration of material from sources, whether primary or secondary, into their own argument-driven writing. Often, such material is either loosely connected or drowns out the student's own voice and analysis, sometimes even resulting in accidental plagiarism.

Teaching Strategy:
In order to address this problem, I plan to employ additional scaffolding within the the assignment sequence for the final, research essay.

Background Information:
Holton, Derek, and David Clarke. "Scaffolding And Metacognition." *International Journal Of Mathematical Education In Science & Technology* 37.2 (2006): 127-143. *Academic Search Complete*. Web. 5 Mar. 2015.

Horstmanshof, Louise, and Sonya Brownie. "A scaffolded appraoch to Discussion Board use for formative assessment of academic writing skills." *Assessment & Evaluation in Higher Education* 38.1 (2013): 61-73. *Academic Search Complete*. Web. 20 Jan. 2015.

Van de Pol, Janneke, Monique Volman, and Jos Beishuizen. "Scaffolding In Teacher–Student Interaction: A Decade Of Research." *Educational Psychology Review* 22.3 (2010): 271-296. *Academic Search Complete*. Web. 11 June 2015.

Desired Outcomes:
Students will be able to, in an argument essay that uses sources, select at least one piece of relevant evidence from a source for each major reason for or objection to the main claim of their essay, restrict each instance of evidence to an appropriate length, meaningfully connect that evidence to the central claim of the paragraph in which it appears, and properly cite each use of an outside source using the MLA system of documentation.

Benchmark:
75% of students will score a "Developed" in at least 4 of the 6 categories in the Source Integration in Argument Paper rubric.

JOHN ZIEGLER'S BLOG POST DESCRIBING CAP

First half of Post includes:

- Problem
- Teaching Strategy
- Background info (Sources)
- SLOs
- Benchmark
- Assessment vehicle

Assessment Vehicle:
The draft of the final, research paper in ENG 11, with source integration measured by the associated rubric.

Rollout:
I will modify the formal outline step of the final, research essay assignment to include a requirement to 1) list and properly cite at least one quote from each source that the student plans to use, under the associated "reason," 2) paraphrase each of these quotes, and 3) specify to what "reason" for the essay's main claim each quotation relates.

The outline step follows an annotated bibliography and precedes a rough draft of the essay. Writing out the evidence will potentially keep discrete uses of evidence shorter, keeping source use more in balance with the students' own analysis, paraphrasing will help to avoid plagiarism, and specifying the relationship allows another opportunity for students to think about their argument's logical structure, as well as an opportunity for more/earlier feedback from the instructor on their planned use of sources.

Rubric for Source Integration in Argument
Paper: SourceIntegrationRubric.pdf

Results and Conclusions:
• 93.3% of submitted drafts scored D or H in 4 of 6 categories
• 46.6% of submitted drafts scored D or H in 6 of 6 categories
• 40% of submitted drafts scored D or H in 5 of 6 categories
• 1% of submitted drafts scored D or H in 4 of 6 categories
• 1% of submitted drafts scored D or H is 2 of 6 categories

Most of the "Emerging" scores fell in the final two categories on the rubric, those dealing with incorrect or missing citations and Works Cited pages. The added step in the outline assignment did seem to create more balanced and better integrated use of sources as compared to my Fall 2014 ENG 11 sections. This comparison is admittedly based on my own impression, as I did not record data on the Fall sections (though such data might be at least partially reconstructed). Revising the rubric to introduce greater nuance might also be beneficial.

Another caveat is that these numbers are based on submitted drafts. A number of students did not submit drafts, and those same students did not complete the outline assignment either. In contrast, almost all students who submitted drafts also completed the outline assignment, 76% of them scoring better than a C+ on the outline. Of the students who submitted drafts without completing the modified outline assignment, 50% met the benchmark and 50% did not.
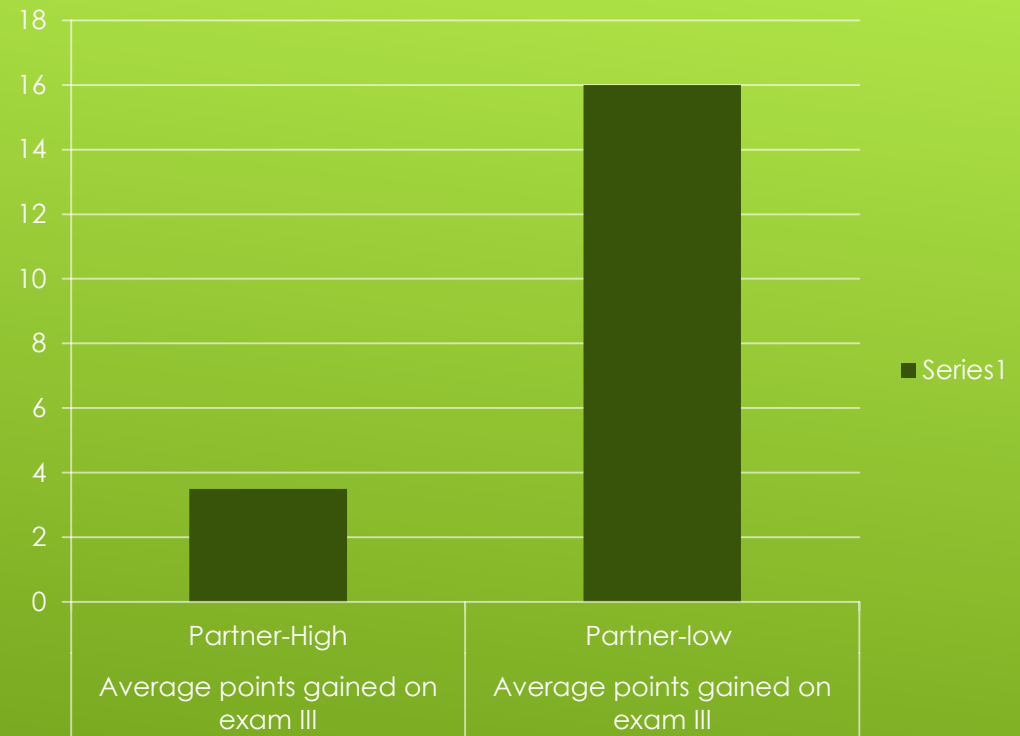
However, the results for students who did complete both steps are encouraging enough that I intend to retain this modified step in the research paper scaffolding and will consider ways to integrate a form of it into other, especially literature-based, courses.

JOHN ZIEGLER'S BLOG POST DESCRIBING CAP

Second half of Post includes:

• Rollout

• Rubric source

• Results

• Conclusions

- https://bcc-cuny.digication.com/wedsly_turenne_guerrier/Classroom_Assessment_Project

- **Problem:** Use group work and peer guidance to see if students' study skills and over-all performance can be improved.

- **Strategy:** After exam I, students with higher grades were paired with students with lower grades to study for Exam II.

- **Conclusions:** The two students who did not work with a partner did not do well. Their grades decreased significantly: S8 = -8pts; S6 = -23 pts.

Chart legend: ■ Series1

X-axis: Partner-High — Average points gained on exam III; Partner-low — Average points gained on exam III

Y-axis: 0, 2, 4, 6, 8, 10, 12, 14, 16, 18

IMPROVING STUDENT SKILLS THROUGH GROUP STUDY
WEDSLY TURENNE GUERRIER, MODERN LANGUAGES

WEDSLY GUERRIER'S BLOG POST DESCRIBING CAP

The Use of Meaningless Rewards to Inspire Student Participation
Natasha Howard (Communication Arts and Sciences) and Stefan Bosworth (Social Sciences)

Developing Self-learning and Student Engagement in Science/Astronomy Courses for Non-Science/Engineering Majors
Monika Sikand (Physics and Technology)

The Use of the Flipped Classroom in a Human Services Fieldwork Class
Gregory Cobb (Social Sciences)

**Community Building for Student Retention and Success**
Kelvin Cooper (Health Physical Education)

- 25 new faculty began in the Fall
- 23 new faculty still participating in spring 2015
- 21 faculty participated in the pre-survey
- On average, 20 faculty members attended each of the workshops
- 21 new faculty members participated in BCC's Faculty Day Poster Session on April 24, 2015

- Feedback forms:
  - On average, 19 faculty members completed feedback forms for each of the workshops

Feedback about Workshop Topics

3%

33%

64%

0.2%

☐ very helpful   ☐ helpful   ☐ indifferent   ☐ not helpful
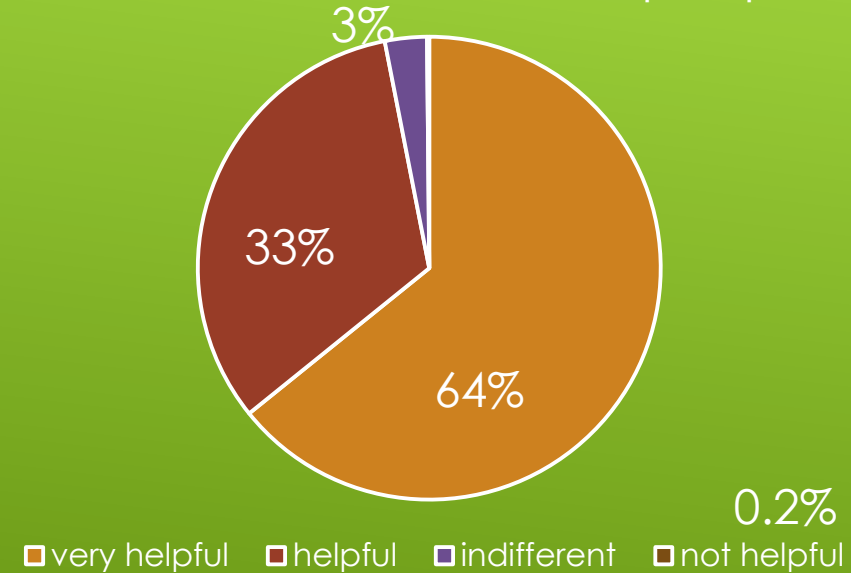
NEW FACULTY SEMINAR IMPACTS

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. *This is a job requirement, not just a program requirement.*
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

ASSESSMENT REPORT/NON ACADEMIC PROGRAMS

Department: CTLT

Program: New Faculty Seminar

Director: Mark Lennerton

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

Assessment Vehicle Rubrics: Career Plan

Criteria	Levels of Achievement		
	Needs Improvement	Meets Expectations	Exceeds Expectations
Timelines 20/23 = 87%	Unclear timelines 0 (No career plan = 3)	Timelines are clear, but some steps are missing, or out-of-order II = 2	Timelines are clear and logical, with individuals steps well-defined and reasonable IIIII IIIII IIIII III = 18
Teaching 20/23 = 87%	Goals are unclear or path to achieving goals is unclear 0 (No career plan = 3)	Identified goals, described what is required to accomplish them with some details II = 2	Clearly identified long and short-term goals and plans, and what is required to accomplish them in detail IIIII IIIII IIIII III = 18
Service 20/23 = 87%	Goals are unclear or path to achieving goals is unclear 0 (No career plan = 3)	Identified goals, described what is required to accomplish them with some details II = 2	Clearly identified long and short-term goals and plans, and what is required to accomplish them in detail IIIII IIIII IIIII III= 18
Scholarship 20/23 = 87%	Goals are unclear or path to achieving goals is unclear 0 (No career plan = 3)	Identified goals, described what is required to accomplish them with some details IIIII I = 6	Clearly identified long and short-term goals and plans, and what is required to accomplish them in detail IIIII IIIII IIII = 14
PSC-CUNY Time 13/23 = 57%	Reassigned time is not mapped on the career plan IIIII II = 7 (No career plan = 3)	Reassigned time could be better matched to specific goals 0	Reassigned time is mapped on the plan in a clear and reasonable way that makes sense with the goals IIIII IIIII III = 13

25 participants starting the year (Fall 2014)

23 participants finishing the year (May 2015)

20 handed in career plans by June 15, 2015 through the Bb site (87%)

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**

Assessment Vehicle Rubrics: Teaching ePortfolio

Levels of Achievement			
Criteria	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**
Welcome Section (100% Meets or Exceeds)(91%)	No welcome section (0%) No eP - II (9%)	Welcome with basic information about faculty member IIIII IIIII I (52%) (48%)	Welcome with extensive and informative content about faculty member IIIII IIIII (48%) (44%)
Teaching Philosophy Statement (81% Meets or Exceeds)(74%)	No teaching philosophy section III (14%) No eP - II (22%)	Teaching philosophy outlines basic pedagogical notions ascribed to by the faculty member IIIII IIIII (48%) (43%)	Teaching philosophy develops in depth the pedagogical notions ascribed to by the faculty member IIIII III (38%) (35%)
Example Assignments/Activities (33% Meets or Exceeds)(31%)	No or only nominal reference to sample assignments/activities IIIII IIIII III (62%) No eP - II (65%)	Sample assignments/ activities with instruction prompts for students III (14%) (13%)	Sample assignments/ activities with instruction prompts and student learning objectives IIIII (24%) (22%)
Classroom Assessment Project (76% Meets or Exceeds)(70%)	No classroom assessment project IIII (19%) No eP - II (26%)	CAP includes goals, requirements and rubric IIIII (24%) (22%)	CAP includes goals, requirements, rubric and reflection on expected outcomes and experiences. IIIII IIIII II (57%) (53%)
Reflections (76% Meets or Exceeds)(70%)	No reflections IIII (19%) No eP - II (26%)	Basic reflection on at least one NFS element IIIII (24%) (17%)	In depth reflections on various NFS related elements IIIII IIIII II (57%) (52%)
Interface Design (90% Meets or Exceeds)(83%)	No alteration of basic ePortfolio design I (5%) No eP - II (13%)	Some personalization and organizational design of ePortfolio IIIII IIIII II (57%) (52%)	ePortfolio interface is designed in an intuitive and graphically attractive manner that both represents the faculty member and facilitates interaction. IIIII III (38%) (35%)

25 participants starting the year (Fall 2014)
23 participants finishing the year (May 2015)
19 completed teaching eportfolios, 2 started but did complete all elements of the eportfolio and 2 did not create an eportfolio at all by June 11, 2015 (82% completed, 9% partial, 9% no eportfolio)
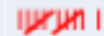
Department: CTLT Director: Mark Lennerton

Program: New Faculty Seminar Coordinators: Shylaja Akkaraju, Laura Broughton, Jordi Getman-Eraso   Year: 2015-2016

Assessment Vehicle Rubrics: Classroom Assessment Project

Criterion	Needs improvement	Meets expectations	Exceeds expectations
CAP Planning 20/23 = 87%	CAP plan was not done or did not specify three or more of the following: Learning outcomes, benchmark, assessment vehicle, assessment tool, roll out. III	CAP plan was completed but did not specify one or two of the following: Learning outcomes, benchmark, assessment vehicle, assessment tool, roll out.	CAP plan was completed and included all the following elements: Learning outcomes, benchmark, assessment vehicle, assessment tool, roll out. UHT UHT UHT UHT
Project 19/23 = 83%	Did not complete the project OR Completed the project with three or more elements missing IIII	Has completed the project by specifying nearly all the required elements of the CAP, reporting results, and closing the loop. UHT III	Has completed the project by specifying all the required elements, reporting results, and closing the loop UHT UHT I
Organization 19/23 = 83%	Needs to be better organized. It is not easy to find all the elements of the CAP IIII	The CAP is well organized with one or two unclear areas IIII	The CAP is very clear and well organized UHT UHT UHT
Depth of Understanding 19/23 = 83%	Demonstrates only a superficial understanding of how the CAP works IIII	Demonstrates an understanding of how the CAP works UHT III	Demonstrates a deep understanding of how the CAP works. UHT UHT I

- VP of Academic Affairs, Dr. Claudia Schrader

- The Center for Teaching, Learning, and Technology (CTLT), in particular:

  - *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

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CTLT
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