



# EVALUATING A FACULTY DEVELOPMENT PROGRAM: NEW FACULTY SEMINAR

*SHYLAJA AKKARAJU (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)*

# NEW FACULTY SEMINAR STRUCTURE

## Topics

- **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

## Schedule

Fall	January	Spring
Four 3-hour workshops (one each month)	3-day intensive workshop	Four 3-hour workshops (one each month)  <i>3 hours reassigned time</i>

# NEW FACULTY SEMINAR PARTICIPANTS

## Faculty Mentors

- Shyla Akkaraju (2014-15, 2016-17)
- Abass Abdullahi (2015-16)
- Laura Broughton
- Jordi Getman-Eraso

## Technology Mentors

- Mark Lennerton
- Albert Robinson
- Delwar Sayeed

## New Faculty

- *BCC full-time faculty members (instructor, lecturer, librarian, assistant professor)*
- 2014-15: 25 participants
- 2015-16: 16 participants
- 2016-17: 12 participants

# NEW FACULTY SEMINAR PROGRAM BENCHMARKS

## Fall

- Pre-seminar survey
- Attendance
- Feedback surveys for each meeting
- Short assignments, including reflections as blog posts and readings

## January

- Attendance
- Feedback surveys
- Reappointment Papers

## Spring

- Attendance
- Feedback surveys
- **Career Plan**
- **Teaching ePortfolio**
- **Classroom Assessment Project**
- Post-seminar reflections



## COMMON ASSESSMENT ELEMENTS:

- Conceptualization/Depth of Understanding
- Planning/Timeline
- Structure/Organization
- Fidelity of Implementation
- Alignment among Projects

**PROFESSIONAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_ Department: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_ Department: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

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<b>YEAR 1 (2016-2017)</b>	<b>Y1 (201</b>
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<b>YEAR 1 (2016-2017)</b>	<b>YEAR 2 (2017-2018)</b>
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<i>Jan. 2017 – apply 1<sup>st</sup> reappointment</i>	<i>Sept. 21 2<sup>nd</sup></i>
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**SERVICE (to Department, College, University, Community)**

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<b>YEAR 1 (2016-2017)</b>	<b>YEAR 2 (2017-2018)</b>	<b>YEAR 3 (2018-2019)</b>	<b>YEAR 4 (2019-2020)</b>	<b>YEAR 5 (2020-2021)</b>	<b>YEAR 6 (2021-2022)</b>	<b>YEAR 7 (2022-2023)</b>

PSC-CJNY Release time	F16 _____ hrs	F17 _____ hrs
	S17 _____ hrs	S18 _____ hrs



davidpuglia

[site map](#)

[About Me](#) | [Curriculum Vitae](#) | [Teaching Philosophy](#) | [Pedagogy Projects](#) | [Career Plan](#) | [New Faculty Seminar Reflection](#)

## Career Plan

1 of 5

**PROFESSIONAL DEVELOPMENT PLAN**

Name: David Puglia Department: English Date of Submission: February 3, 2016

**TEACHING EFFECTIVENESS**  
(Assessment, Improvements, Faculty Development Programs, Course Coordination and Development)

YEAR 1 (2015-2016)	YEAR 2 (2016-2017)	YEAR 3 (2017-2018)	YEAR 4 (2018-2019)	YEAR 5 (2019-2020)	YEAR 6 (2020-2021)	YEAR 7 (2021-2022)
<i>Jan. 2016 – apply 1<sup>st</sup> reappointment</i>	<i>Sept. 2016 – apply 2<sup>nd</sup> reapp.</i>	<i>Sept. 2017 – apply 3<sup>rd</sup> reapp.</i>	<i>Sept. 2018 – apply 4<sup>th</sup> reapp.</i>	<i>Sept. 2019 – apply 5<sup>th</sup> reapp.</i>	<i>Sept. 2020 – apply 6<sup>th</sup> reapp.</i>	<i>Sept. 2021 – 7<sup>th</sup> reapp. tenure</i>
<ul style="list-style-type: none"> <li>• New Faculty Seminar</li> <li>• Accelerated Online Course Development</li> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Blackboard training</li> </ul>	<ul style="list-style-type: none"> <li>• ePortfolio seminar</li> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Online courses</li> <li>• Revive Eng 73</li> <li>• Introduction to Jewish Folklore</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Online courses</li> <li>• Develop new courses for</li> <li>• CUNY Conference on Best Practices in Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Online courses</li> <li>• CUNY Conference on Best Practices in Reading and Writing Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Online courses</li> <li>• CUNY Conference on Best Practices in Reading and Writing Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Online courses</li> <li>• CUNY Conference on Best Practices in Reading and Writing Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• ASAP</li> <li>• Writing Intensive</li> <li>• Online courses</li> <li>• CUNY Conference on Best Practices in Reading and Writing Instruction</li> </ul>

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: 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 IIII 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 IIII 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 IIII 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 IIII I = 6	Clearly identified long and short-term goals and plans, and what is required to accomplish them in detail IIII IIIII III = 14
PSC-CUNY Time 13/23 = 57%	Reassigned time is not mapped on the career plan IIII 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 IIII 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%)





Hello

Hi! My

More import

- Price
- Community
- Communication



## Hello BCC

I'm Prof. Roni Ben-Nun

Graphic & Web Designer by trade, hard nose by choice!

I may be soft on the inside, but it would take lots of wall-busting to prove it...

## 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

Criteria	Levels of Achievement		
	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 IIII IIII I (52%) (48%)	Welcome with extensive and informative content about faculty member IIII IIII (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 IIII IIII (48%) (43%)	Teaching philosophy develops in depth the pedagogical notions ascribed to by the faculty member IIII III (38%) (35%)
Example Assignments/Activities (33% Meets or Exceeds)(31%)	No or only nominal reference to sample assignments/activities IIII IIII 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 IIII (24%) (22%)
Classroom Assessment Project (76% Meets or Exceeds)(70%)	No classroom assessment project III (19%) No eP - II (26%)	CAP includes goals, requirements and rubric IIII (24%) (22%)	CAP includes goals, requirements, rubric and reflection on expected outcomes and experiences. IIII IIII II (57%) (53%)
Reflections (76% Meets or Exceeds)(70%)	No reflections III (19%) No eP - II (26%)	Basic reflection on at least one NFS element IIII (24%) (17%)	In depth reflections on various NFS related elements IIII IIII 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 IIII IIII 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)

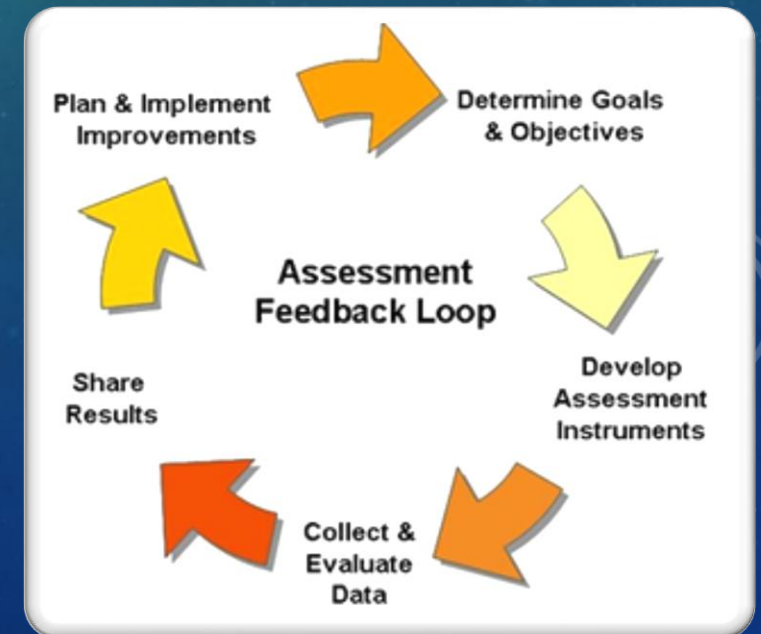
23 participants finishing the year (May 2015)

19 completed teaching eportfolios, 2 started but did not 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)

# THE CLASSROOM ASSESSMENT PROJECTS (CAPS)



- 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





# CAP FOUNDATION: TOPICS ADDRESSED BEFORE FACULTY CREATE 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





## 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**

Ulane 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

# Teaching

Teaching Philosophy

Classes

Classroom Assessment Example

[Classroom Assessment Project \(Spring 2015, Completed\)](#)

New Faculty Seminar Reflection

## 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 approach 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 in 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



## ASSESSMENT REPORT/NON ACADEMIC PROGRAMS

Department: CTLT

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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
<b>CAP Planning</b>  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. III III III III
<b>Project</b>  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. III III	Has completed the project by specifying all the required elements, reporting results, and closing the loop III III I
<b>Organization</b>  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 III III III
<b>Depth of Understanding</b>  19/23 = 83%	Demonstrates only a superficial understanding of how the CAP works IIII	Demonstrates an understanding of how the CAP works III III	Demonstrates a deep understanding of how the CAP works. III III I



# FEEDBACK SURVEYS

- For each topic covered during the workshop session:
  - Likert scale rating (very helpful, helpful, indifferent, no helpful)
  - Space for written comments

New Faculty Seminar

**CTLT**  
CENTERS FOR TEACHING & LEARNING TECHNOLOGY

**Feedback Survey**  
November 4, 2016

Please let us know how helpful you found the different discussions today by 1) selecting the appropriate description for each part of today's workshop and 2) commenting on any aspects that were particularly helpful or could be improved:

**Visit with President Lickona**  
Very Helpful / Helpful / Indifferent / Not Helpful

Comments:

**Career: How to Navigate Reappointment, Tenure, and Promotion**  
Very Helpful / Helpful / Indifferent / Not Helpful

Comments:

**Pedagogy: ePortfolios**  
Very Helpful / Helpful / Indifferent / Not Helpful

Comments:

**Assessment: Classroom Assessment Projects (CAPs)**  
Very Helpful / Helpful / Indifferent / Not Helpful

Comments:

**BRONX COMMUNITY COLLEGE**      **WE ARE CUNY**      The City University of New York

# REFLECTIONS:

Bain and Bask describe bottleneck issues related to threshold concepts--the same concepts described in the Cousin' article. One bottle I find is an insistence that a basic core course be taught the exact same way regardless of an instructor's expertise or area of interest. Departmentally-driven assignments may "sound good" but my experience is that they can be stifling to instructors and students. While a committee of full time department members may have good intentions on developing an assignment that will be applicable to all sections regardless of the instructor (or the student demographic, for that matter), we move away from a sense of academic freedom in order to create parity, or "fairness" among all sections. This contradicts the least/most principal as defined in Bain (203) in that instructors are not given freedom to develop assignments that meet a particular class audience's needs. Every class is organic and unique: imposing a "me too" assignment has challenges, especially when those assignments don't meet immediate needs of the student (and end up confusing them).

## New Faculty Seminar Reflection

At this time last year I lived in a rural area in Pennsylvania and taught in the American Studies program at Penn State. Today, I'm sitting on my couch in my apartment in Manhattan in the final week of my first year teaching at Bronx Community College. It has been a whirlwind year.

New Faculty Seminar helped me get through the year. Having senior faculty as dedicated mentors was an appreciated resource and getting the chance to meet fellow first-year faculty is an opportunity I don't think I would have otherwise had. I also appreciated the commitment of the university for giving us time to get acclimated to the college.

One participant mentioned the discussions about teaching were the most important part of New Faculty Seminar. I disagree. I've taught for a long time, but I've never experienced anything like The City University of New York before. For me, the much more demanding task was getting a handle on how to be a part of the massive bureaucracy that is CUNY.

I would recommend formally combining the threshold concepts project and the classroom assessment project into one project (as many of us did), and using the reclaimed time to make space for learning to navigate the behemoth that is The City University of New York. And, if at all possible, to have New Faculty Seminar begin *before* the first day of class.

## ASSESSMENT REPORT/NON ACADEMIC PROGRAMS

Department: CTLT

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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



# CHANGES IMPLEMENTED BASED ON PRIOR YEAR ASSESSMENT

## Changes in Year 2

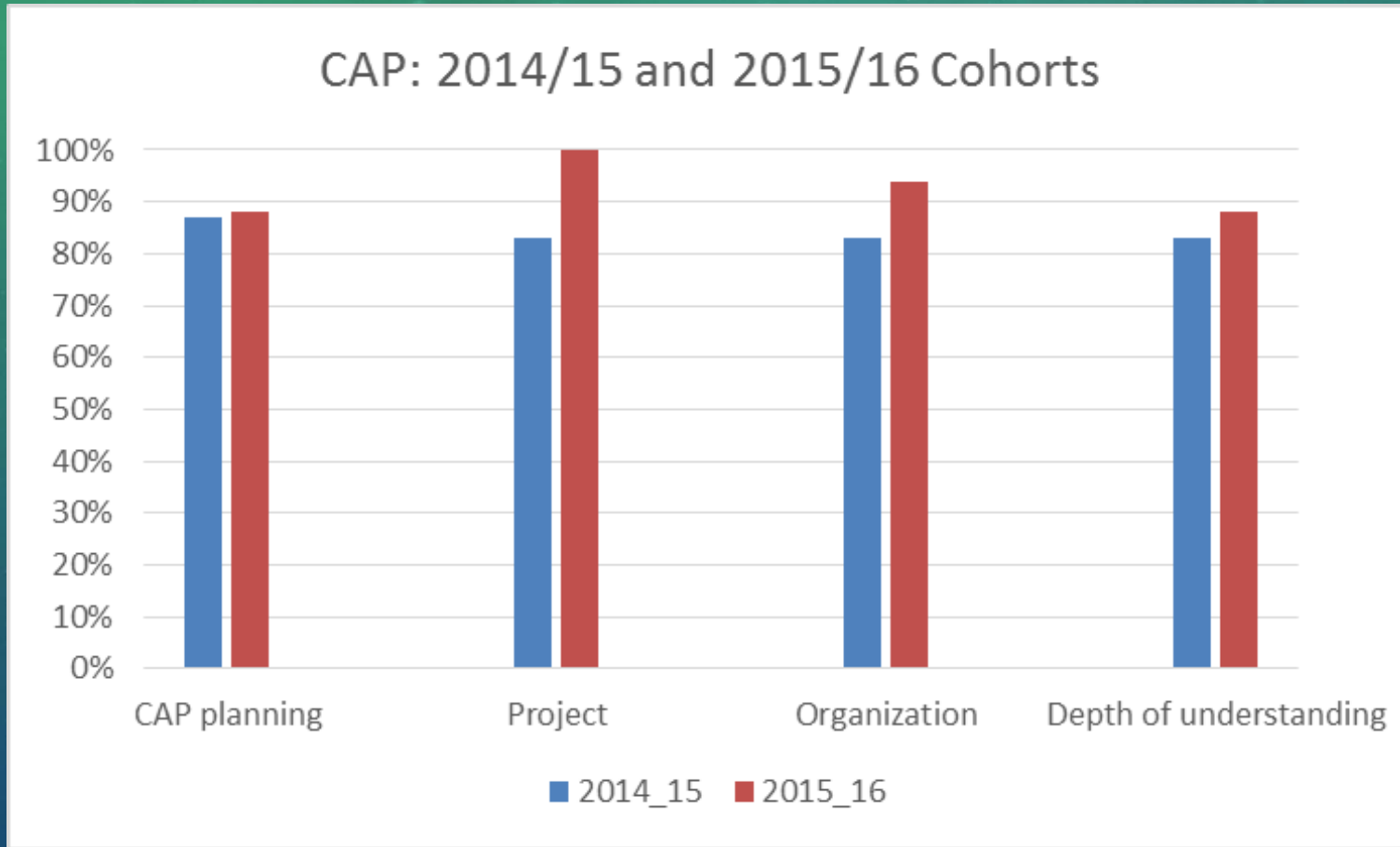
- Expected completion dates for the 3 major projects (Career Plan, ePortfolio, CAP) staggered rather than all due in May
- Increased integration of Pedagogy and Assessment activities and projects
- Creation of a social event in which year 1 and year 2 cohorts could meet

## Changes in Year 3

- Increased integration of formative reflections with all 3 topics
- Increased opportunities to work on major projects (Career Plan, ePortfolio, CAP) during workshop time
- Improved scaffolding of 3 major projects



# CAP COMPLETION RATE INCREASED IN YEAR 2



# ACKNOWLEDGEMENTS: THANK YOU!

- VP of Academic Affairs, Dr. Claudia Schrader
- The Center for Teaching, Learning, and Technology (CTLT)
- The Academic Department Chairpersons
- The faculty participants in the 2014-15, 2015-16, 2016-17 New Faculty Seminar Series

