

Office of Institutional Effectiveness

Welcome to the inaugural edition of *Assessment Update*, Bronx Community College's periodic newsletter on all things assessment. This is first of several communications designed to keep the BCC community abreast of assessment-related news and activities.

Office of Institutional Effectiveness

In June, the Office of Institutional Effectiveness (OIE) was created. Reporting directly to the president, OIE brings together assessment, institutional research, accreditation, and testing, which were previously housed in separate departments under the Office of Academic Affairs. This new office will be better equipped to respond to the College's growing need for data, analyses and assessment expertise. OIE is currently located in Language, Philosophy, and Nichols Halls.

New Website

OIE, working in conjunction with the Office of Communications and Marketing, launched a redesigned website. OIE's web presence contains enhanced information about assessment, including sections devoted to academic and administrative assessment, academic program review, accreditation, and surveys. There is even a section devoted to frequently asked questions (FAQs). Plans are underway to merge reports and other materials from the Institutional Research website in the coming months. The new site is accessible from the BCC home page under the *About* menu or directly at the following link - www.bcc.cuny.edu/academics/oie/.

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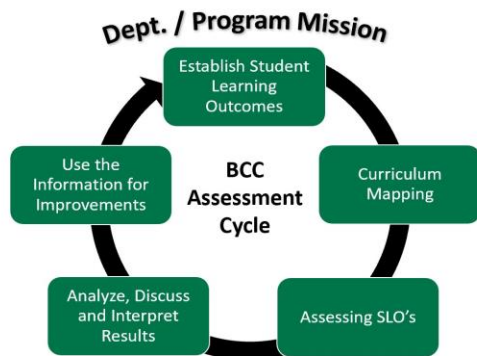
BCC Faculty Assessment Council

The BCC faculty Assessment Council is comprised of representatives ("coordinators") from the College's 14 academic departments, First Year Program, and the Library. The Council is responsible for supporting campus-wide efforts to assess student learning and for guiding faculty and others in the development and management of assessment activities. The Council meets throughout the academic year on the first Tuesday of each month. Agendas and [minutes](#) from previous Council meetings are available on the OIE website using your BCC password. Following is a summary of activities from last academic year.

2022-23 Assessment Council Activities

As the College emerged from the pandemic, the Council was infused with the energy of several new faculty and administrative support staff. At the start of the year, the Council reviewed/revised the Council's charge, mission, and objectives to better align with the current needs of the College. The Council distributed a survey to instructors to assess departmental assessment practices to identify new professional development activities. Results from this survey were used to develop several workshops to be offered this semester (below).

Last fall, coordinators also reviewed and revised program student learning outcomes (PSLOs) for each program in their respective departments to reflect the latest curriculum requirements. The PSLOs' were used to create new curriculum maps aligning courses and other student experiences.



Last spring, OIE and the Council developed BCC's first-ever Assessment Handbook. The handbook guides faculty and others engaged in learning outcomes assessment through the college's new [five-step assessment cycle](#) (see figure to left). The handbook provides faculty with strategies for conducting assessments and includes simple templates and other useful tools for assessing student learning in the classroom and beyond. The guide is available on [OIE's website](#).

General Education Assessment

The Council made strides toward systematically assessing BCC's general education curriculum, also known as Pathways. A subcommittee of the Council recommended adopting a competency-based approach for assessing Pathways learning outcomes, mirroring practices employed at several CUNY community colleges. The following six competencies were aligned with Pathways SLOs and were adopted after review by the BCC Senate:

Communication: Communicate effectively in various forms (including written and oral).

Critical Thinking: Evaluate evidence and arguments critically and analytically.

Quantitative Reasoning: Ability to reason and solve problems using quantitative evidence in various fields of interest and in everyday life.

Scientific Reasoning: Apply scientific methods and reasoning to investigate issues/problems in the natural and social sciences in order to draw conclusions and create new knowledge.

Digital Technology Competence: Acquire necessary knowledge and skills to use a wide array of technological tools.

Information Literacy: Identify, locate, and effectively use and share information

Three working groups of the Council convened to develop rubrics for three competencies: Written Communication, Quantitative Reasoning, and Information Literacy. Each group met multiple times to draft and refine the rubrics, and in early May, the rubrics were completed (additional rubrics will be developed this year). The rubrics will be utilized later this year to assess student artifacts from select Gen Ed courses in English, Biological Sciences, Chemistry, History, Math, and Social Sciences. The Gen Ed assessment process will be the focus of a future newsletter.



RUBRIC FOR INFORMATION LITERACY

Definition: The ability to know when there is a need for information, to able to identify, locate, and effectively use and share that information for the problem at hand.

Directions: Please rate work samples on each dimension on the left side of the rubric. Evaluators are encouraged to assign a zero to any work that does not meet Level-1 performance.

Dimensions	Accomplished (Level 4)	Competent (Level 3)	Achieving/Developing (Level 2)	Beginning/Novice (Level 1)	Does not meet
Identify extent of information required	Provides a clear, focused, and complete topic. Key concepts are identified. Demonstrates a sophisticated understanding of what information is needed.	Provides a sufficient topic. Most key concepts are identified. Demonstrates an adequate understanding of what information is needed.	Provides an incomplete topic. Some key concepts identified. Demonstrates a minimal understanding of what information is needed.	Does not provide a topic or topic is unclear. Concepts are unclear. Does not demonstrate an understanding of what information is needed.	
Gather relevant information	Identifies and gathers detailed and appropriate information effectively.	Identifies and gathers sufficiently detailed and appropriate information.	Identifies and gathers some information.	Gathers minimal information.	
Use information	Communicates and applies information effectively on the assigned topic.	Communicates and applies information adequately on the assigned topic.	Communicates and applies some information on the assigned topic.	Communicates and applies information minimally on the assigned topic.	
Includes Citation	Cites references and sources correctly and consistently.	Cites references and sources adequately. Minor errors in citation format.	Cites references and sources inconsistently. Significant errors in citation format.	Cites references and sources incorrectly or missing citation.	

Upcoming Assessment Workshops

12:00 – 1:30pm (HyFlex Format): North Hall and Library - Rm. 133

September 29: Sharing Online Teaching & Learning Practices in Synchronous and Asynchronous Classes

[Registration Link](#)

October 27: Designing assignments and exams for online modalities

December 8: Using Formative and Summative Assessment for Online Teaching vs. In-person Teaching