

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: 2014-2016

AES Department: Center for Innovation in Teaching and Learning (CITL)

Department Head: Dr. Amarjit Kaur

Department Assessment Liaison: Dr. Amarjit Kaur

Date Submitted:

❖ **Mission/goal statement or description of the Department:**

The mission of the CITL is to empower faculty to continuously improve student learning outcomes through the appropriate and productive use of best practices in teaching and technology.

CITL engages faculty as leaders, mentors, teachers, support teams, and participants in professional development programs. These professional opportunities help with integrating innovative strategies and techniques for both online courses and face-to-face classes. The training workshops help faculty and staff to keep up with college supported tools and applications. Together with faculty support team, we assist faculty to design distance learning courses and provide technical support to students taking these courses.

❖ **Department's Core Objectives/Outcomes:**

1. Provide administrative support for running distance learning courses
2. Provide consultation service for designing online and face-to-face courses
3. Provide level-3 student support for distance learning
4. Develop instructional materials to support faculty and students
5. Coordinate technology and pedagogy training workshops for faculty and staff
6. Promote events to exchange ideas and best practices on teaching and learning

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

1. **Department's Goal(s) or Outcome(s) to be assessed (from the above section):**

To measure level of participation, satisfaction, learning and impact on teaching of the newly initiated multi-day training program leading to substantive changes in delivering course activities in the classroom.

Definition of Terms

Participation: Track attendance to find out who is participating at the Institute

Satisfaction: Participant’s level of satisfaction at the end of 2-day program

Learning: Teaching and learning project proposals

Impact on Teaching: Changes implemented in the course

2. Means of Assessment:

Participation	Track attendance
Satisfaction	Faculty satisfaction survey at the end of 2-day program
Learning	Activity design exercise (A design worksheet was distributed to select one class activity that will be redesigned using the strategies and techniques learned at the institute)
Impact on Teaching	Post-event follow up survey (A mid semester survey was delivered to collect how an idea is being implemented in the class)

- **Feedback from Vice President:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Tools use to collect data and timeline:

1. Attendance – at the institute (5/19/15)
2. Faculty Satisfaction Survey – at the close of the Institute (5/20/2015)
3. Activity Design Template - 2 week period (5/19/2015-6/1/2015)
4. Follow up survey – Spring semester (3/7/16-3/31/16)

Analyses:

- Tabulating numeric data collected from the attendance roster, design template and 2 surveys
- Chunking open ended feedback by themes

3B. Desired results department and Vice President would like to see.

- **Feedback from CIE:**

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

The number of adjuncts and full time faculty were equally represented at the institute.

	Number of attendees
Adjuncts	25
Full Time	28
Total	53

See attached, for a list of the activities proposed, activities implemented in the class and faculty satisfaction feedback.

5. Recommendations for Improvement:

See attached faculty feedback

- **Feedback from Vice President:**

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

The design templates were given to the SI planning team to provide feedback to institute participants. The results from the CITL Summer Institute 2015 follow up survey were used to plan training opportunities and logistics for next year's institute. Some of the changes included providing two tracks each day for participants to switch to the track of their choice at the end of the lunch break and including a shorter lunch break with time for informal discussions on the attended session.

The planning team met before this year's SI to revisit challenges with using the existing design template for a course activity. This led to revising the design template. The format of the new template is now divided into before, during and after tasks. It also includes a section on lesson reflections to build a continuous cycle of planning for offering the same activity next semester.

- **Feedback from CIE:**

Last Updated: August 2013