

Bristol Community College Assessment Day
Building a Culture of Evidence in Excellence through Assessment
Wednesday, November 3, 2021
9:00 AM – 4:15 PM

If you require any technical assistance on this day, please email Nicholas O'Brien: Nicholas.O'Brien@bristolcc.edu

Time	Topic
9:00 AM – 9:45 AM	Welcome – President Laura L. Douglas, Ph.D. Student Panel: Learning Narratives & Competency Building Making Connections – Danielle Licitra/Assessment Sub-Council Group
9:45 AM – 10:45 AM	Workshop Session I
10:45 AM – 11:00 AM	Break
11:00 AM – 12:00 PM	Workshop Session II
12:00 PM – 1:00 PM	Lunch Note: The general space from the morning will be available for colleagues to engage in discussion during lunch.
1:00 PM – 3:45 PM	Academic Affairs Customized Workshops
Break 2:30 PM-2:45 PM	Student Services and Enrollment Management Customized Workshops
3:45 PM – 3:50 PM	Break
3:50 PM – 4:15 PM	Closing, Next Steps, and Evaluation

Workshop Session I			
Time	Track	Topic	Facilitator(s)
9:45 AM – 10:45 AM	Open	Ensuring HIPs are High-Impact: Assessing the Elements of High-Impact Practices	Tim Hathaway
	SSEM	Establishing Alignment: Mission/Goals/SLOs of CAS	Danielle Licitra
	Open	NECHE Standards & Committee Interest	Chad Argotsinger, Jennifer Puniello, JP Nadeau, & Subcommittee Co-Chairs
	AA	Introduction to Curriculum Mapping: Why Is It Important and How Do We Start?	Kathleen Pearle, Patricia Sherblom
	AA	Research Paper Writing – The Miagi Method	Sandy Lygren
	AA	Equity by Design: Four Strategies for Creating Assessments that Promote Equity	Robyn Worthington
	Open	Concept Mapping	William Duffy
	SSEM	Community College Survey of Student Engagement (CCSSE): Results to Inform the Assessment of Bristol's student services	Angelina Medeiros, Jade Vieira
	Open	Creating Accessible Assessment Tools Beyond the Classroom	Julie Jodoin-Krauzyk, Kitt Kelleher
	Open	Assessing Impact: How do we know we're hitting the mark?	Laurel Whisler, Emily Brown, Kellie Fassbender
Workshop Session II			
Time	Track	Topic	Facilitator(s)
11:00 AM – 12:00 PM	Open	Ensuring HIPs are High-Impact: Assessing the Elements of High-Impact Practices	Tim Hathaway
	SSEM	ABCDs of Writing SLOs	Danielle Licitra
	AA	Introduction to Curriculum Mapping: Why Is It Important and How Do We Start?	Kathleen Pearle, Patricia Sherblom
	Open	Goal Setting 101	Chad Argotsinger, April Lynch
	Open	NECHE Standards & Committee Interest	Jennifer Puniello, JP Nadeau, & Subcommittee Co-Chairs

	Open	Assessing Value in HIPs, Co-curricular Programs, and Courses with Social Learning Spaces	Laurel Whisler
	SSEM	SLOs, Measurement & Improving Practice	William Duffy
	Natural Sciences	Natural Sciences: Formal Assessment Development	Michael Sipala
	OTA	OTA Curriculum Design Review/Reimagining	Johanna Duponte-Williams, Constance Messier
Academic Affairs Customized Workshops			
Time	Topic		Facilitator(s)
1:00 PM – 3:45 PM Break 2:30 PM-2:45 PM	Competency Norming & Scoring: Oral Communication		Robyn Worthington, Vinny Vincent
	Competency Norming & Scoring: Human Expression		David Ledoux, Erin Smith
	Competency Norming & Scoring: Critical Thinking		Brian McGuire, Alyssa Frezza
	Competency Norming & Scoring: Written Communication		Michael Geary, Emily Brown
	Veterinary Health Care/Vet Technology Curriculum Mapping & SLO's		Christine Houghton, Jessica Macho
	Early Childhood Education Curriculum Mapping		Melissa Cardelli, Carole Tessier
	Communication Program Mission, Vision, and Curriculum Mapping		Shelly Murphy
	Psychology Course Alignment with Program Goals		NancyLee Devane
	Arts Department-specific Assessment Work (dept only)		Marisa Millard
	Natural Sciences: Formal Assessment Development		Michael Sipala
	Curricular Mapping for ESL		Diane Mason
	Authentic Assessment in Adult Education: Methods and Tools - A Sharing Session		Nancy Labonte
	OTA Curriculum Design Review/Reimagining		Johanna Duponte-Williams, Constance Messier
	Nursing: NCLEX Pass Rates, EPLSO Criterion 6.2 a.		Dorothy Chase
	ASL 101 Standardized Challenge Exam for CPL (dept only)		Sandy Lygren, Dana Schlang
	Business Department (dept only)		Vivien Ojadi

Student Services and Enrollment Management Customized Workshops		
Time	Topic	Facilitator(s)
1:00 PM – 3:45 PM Break 2:30 PM-2:45 PM	Competency Norming & Scoring: Oral Communication	Robyn Worthington, Vinny Vincent
	Competency Norming & Scoring: Human Expression	David Ledoux, Erin Smith
	Competency Norming & Scoring: Critical Thinking	Brian McGuire, Alyssa Frezza
	Competency Norming & Scoring: Written Communication	Michael Geary, Emily Brown
	Disability Services	Julie Jodoin-Krauzyk
	Assessment & SLO Development for Student Success Center	Meredith Michaelson
	Developing Student Learning Outcomes for Admissions	Katie Spavento
	Multicultural Affairs	Rob Delaleu
	Registrar's Office	Donna Davis
	Academic Advising	Shanna Howell
	Testing	Kristine Resendes

Assessment Day Learning Objectives:

- (1) As a result of attending at least 2 workshops, participants will be able to indicate up to three assessment concepts related to their work (alignment, SLOs, curriculum mapping, rubric development, assessment frameworks, etc.)
- (2) As a result of attending at least 2 workshops, participants will be able to apply at least one concept towards a current or future assessment initiative (SLOs, curriculum mapping, rubric design, alignment, identify areas of assessment)
- (3) As a result of attending at least 2 workshops, participants will be able to develop 1 actionable step within their area that contributes to building a Culture of Evidence.

Sessions and Workshop Descriptions

9:45 AM – 10:45 AM	Workshop Session I
--------------------	--------------------

Ensuring HIPs are High-Impact: Assessing the Elements of High-Impact Practices

Tim Hathaway | Academic Coordinator, Academic Innovation & Professional Development

Introduction o0066 the concept of high-impact practices and the elements identified in research literature which are associated with positive impacts on student outcomes. A rubric will be provided for faculty to self-assess their own pedagogy, and examples of how to apply it. As a result of participating, attendees will be able to apply a rubric toward a future assessment initiative (i.e. assessing quality of HIPs)

Establishing Alignment: Mission/Goals/SLOs of CAS

Danielle Licitra, Ph.D. | Senior Special Coordinator – Institutional Assessment, Academic Innovation & Professional Development

Staff whose work is mainly co-curricular will benefit from this workshop. Establishing alignment beginning with the Institutions Mission and working through steps of the assessment cycle/CAS are critical in demonstrating how an area contributes to the larger institution goals. Areas will begin to align their work using a mapping technique and the CAS Program Review for guidance.

NECHE Standards

Chad Argotsinger Ph.D. | Chief of Staff, Academic Affairs

JP Nadeau | Professor of English, Arts & Humanities

Jennifer Puniello | Interim Dean, Arts & Humanities

Subcommittee Co-Chairs

A brief overview of each NECHE standard will be shared out by a chair or a co-chair. Faculty & Staff are encouraged to reach out if they have an interest participating in a subcommittee.

Introduction to Curriculum Mapping: Why Is It Important and How Do We Start?

Kathleen Pearle Ph.D. | Dean, Behavioral and Social Sciences and Education

Patricia Sherblom Ph.D. | Associate Dean, Behavioral and Social Sciences and Education

A curriculum map is a communication tool that visually aligns learning outcomes with the content of individual courses or experiences in the program. Learn about how to use this tool in your area or department

Research Paper Writing – The Miagi Method

Sandy Lygren, Ed.M., CI/CT | Professor and Co-Coordinator, Deaf Studies; Coordinator, Credit for Prior Learning; Department Chair, World Languages

Often, prior to coming to us, students have had very little practice with researching or synthesizing their research into writing. Come learn a fun way to "trick" your students into practicing key elements of good synthesis to avoid plagiarism and encourage success. Participants will leave with 3 assessment activities they can use in any discipline that has required reading.

Equity by Design: Four Strategies for Creating Assessments that Promote Equity

Robyn Worthington | Associate Professor, History

Equitable assessments not only promote learning but also help all students to feel that they belong in a college classroom. But how do we create equitable assessments? This workshop will focus on four high-impact practices that can be readily implemented into course assessments to create more equitable classroom experiences. Participants will learn strategies for making their assessments varied, transparent, structured for maximum learning, and how to provide targeted feedback.

Concept Mapping

William Duffy, Ph.D. | Senior Special Programs Coordinator, Academic Innovation & Professional Development

Participants will be able to explore/create visual representations (Concept Map) of how participants (students) interact/achieve success in your area.

Community College Survey of Student Engagement (CCSSE): Results to Inform the Assessment of Bristol's student services

Angelina Medeiros, M.A., CAGS, LMHC | Director, Strategic Analytics and Institutional Research

Jade Vieira, MPP, MBA | Research Analyst, Strategic Analytics and Institutional Research

Data from CCSSE will be shared to inform co-curricular practices & considerations as staff engage in building out effective learning opportunities & assessment initiatives.

Creating Accessible Assessment Tools Beyond the Classroom

Julie Jodoin-Krauzyk, M.Ed., MA | Director, Disability Services

During this workshop, participants will develop a process for intentionally considering access while developing assessment tools inside in the classroom and across college departments. The presenter will review essential elements of Universal Design that can guide (not only test, but) survey question and focus group talking point development. Participants will deepen their understanding of how to comply with accessibility requirements throughout the assessment process. In addition, all participants will be encouraged to identify at least one current or future assessment initiative to tweak according to this refined design process. Ultimately, participants will be utilizing more inclusive assessment tools which can more equitably encourage participation and render more inclusive data or results.

Assessing Impact: How do we know we're hitting the mark?

Laurel Whisler, M.A., M.L.S. | Associate Dean, Library Learning Commons

Emily Brown | Coordinator of Library Research & Instruction, Library Learning Commons

Kellie Fassbender | Coordinator of Learning Resources, Library Learning Commons

This session is a case study of how the Library Learning Commons areas of Research/Instruction and Subject Tutoring are developing an assessment plan. We will 1) present initial assessment data from FY21, 2) outline our thinking process for articulating impact we hope to see from translating our values and goals/student learning outcomes into programs and services, and 3) share a template we are using to design our assessment plan around discrete measures of impact. Goals for session participants will be to leave with a framework for thinking broadly about linking goals or student learning outcomes to measures of impact and to be equipped with a tool to structure their own assessment plan.

Ensuring HIPs are High-Impact: Assessing the Elements of High-Impact Practices

Tim Hathaway | Academic Coordinator, Academic Innovation & Professional Development

Introduction of the concept of high-impact practices and the elements identified in research literature which are associated with positive impacts on student outcomes. A rubric will be provided for faculty to self-assess their own pedagogy, and examples of how to apply it. As a result of participating, attendees will be able to apply a rubric toward a future assessment initiative (i.e. assessing quality of HIPs)

ABCD's of Writing SLOs

Danielle Licitra, Ph.D. | Senior Special Coordinator – Institutional Assessment, Academic Innovation & Professional Development

Participants will have an opportunity to learn the ABCD method of writing SLOs. Examples and break-out opportunities to create Student Learning Outcomes will be provided.

Introduction to Curriculum Mapping: Why Is It Important and How Do We Start?

Kathleen Pearle Ph.D. | Dean, Behavioral and Social Sciences and Education

Patricia Sherblom Ph.D. | Associate Dean, Behavioral and Social Sciences and Education

A curriculum map is a communication tool that visually aligns learning outcomes with the content of individual courses or experiences in the program. Learn about how to use this tool in your area or department

Goal Setting 101

Chad Argotsinger Ph.D. | Chief of Staff, Academic Affairs

April Lynch | Chief Strategy Implementation Officer

A key element of the CAS/Functional Area & Program Review process is using your research to set goals for the following year. This session will review key elements of goal setting and discuss how to craft goals that support Bristol's strategic plan. Participants will leave with a clear understanding of goal setting and as it related to our current plan. This session would be appropriate for anyone who plans to support the CAS/Functional Area or Program Review process.

NECHE Standards

Chad Argotsinger Ph.D. | Chief of Staff, Academic Affairs

JP Nadeau | Professor of English, Arts & Humanities

Jennifer Puniello | Interim Dean, Arts & Humanities

Subcommittee Co-Chairs

A brief overview of each NECHE standard will be shared out by a chair or a co-chair. Faculty & Staff are encouraged to reach out if they have an interest participating in a subcommittee.

Assessing Value in HIPs, Co-curricular Programs, and Courses with Social Learning Spaces

Laurel Whisler, M.A., M.L.S. | Associate Dean, Library Learning Commons

Social learning spaces, such as learning communities, service-learning opportunities, co-curricular programs, and discussion or activity-based courses provide value to students on multiple levels. Designing assessment for social learning can be challenging because the potential for learning can be broad and diffuse – students may derive different value from the same experience based on their own learning needs and developmental level. The Value Creation Framework, described by Beverly and Etienne Wenger-Trayner in their Learning to Make a Difference: Value Creation in Social Learning Spaces provides a model for proactively identifying potential value so data capture (quantitative and qualitative) can be planned from the beginning of the experience. Based on previous work with the model (Whisler, L., Anderson, R., & Brown, J. (2017) Planning for program design and assessment using value creation frameworks. The Learning Assistance Review 22:2, 59-74.), Laurel Whisler will present an overview of the Value Creation Framework and discuss how planning a social learning space sets up assessment possibilities.

SLOs, Measurement & Improving Practice

William Duffy, Ph.D. | Senior Special Programs Coordinator, Academic Innovation & Professional Development

Participants will be able to ask critical questions to deliver strong alignment between the learning taking place and the tools used to measure the learning and improve practice.

Natural Sciences: Formal Assessment Development

Michael Sipala, Ph.D. | Professor, Biology; Department Chair, Natural Sciences

The goal of this workshop is to continue the work we have started in our Department Meetings regarding Assessment for some of our Introductory courses. (These courses include BIO-111, BIO-121, CHM-113, AST-111). We plan on finalizing specific questions and specific types/forms of assessment to use for these courses.

OTA Curriculum Design Review/Reimagining

Johanna Duponte-Williams, OT, Ed.D., MS, OTR | Director, Occupational Therapy Assistant Program

Constance Messier, OTD, OTR/L | Professor, Occupational Therapy Assistant Program

Participants will be able to align SLOs in the form of ACOTE accreditation standards toward assessment of the curriculum design. Participants will be able to use curriculum mapping to re-envision the OTA program.

1:00 PM – 3:45 PM	Academic Affairs Customized Workshops
-------------------	---------------------------------------

Veterinary Health Care/Vet Technology Curriculum Mapping & SLO's

Christine Houghton | Program Coordinator, Veterinary Health

Jessica Macho | Assistant Professor, Veterinary Health

Program review of current Vet Health Care class SLOs, curriculum mapping and competency rubric. Review proposed Vet Technology program/ course SLOs and curriculum mapping.

Early Childhood Education and Childcare

Melissa Cardelli | Coordinator, Department Chair, and Professor, Early Childhood Education

Carole Tessier | Associate Professor, Early Childhood Education

Review Education Department Program Outcomes. Identify a template to use for curriculum mapping Review Education Department Program Outcomes, Identify a template to use for curriculum mapping in ECE, Start to map Review Education Department Program Outcomes, Identify a template to use for curriculum mapping in ECE, Start to map at least one ECE course at least one ECE course in ECE.

Communication Program Mission, Vision, and Curriculum Mapping

Shelly Murphy | Associate Professor and Coordinator, Communication Transfer Program

Work on mission, vision and curriculum mapping for program review and develop one actionable item that contributes to building a Culture of Evidence and one that prepares us to make progress on program review goals.

Psychology Course Alignment with Program Goals

NancyLee Devane | Department Chair and Professor, Psychology

We will go through at least two courses offered in the Psychology Department and Map them to our Program Goals. (aligned with #2) Learning Outcomes

Arts Department-specific Assessment Work (dept only)

Marisa Millard | Department Chair, Visual & Performing Arts

This time is for Theater and Visual Arts faculty to apply at least one concept toward the assessment initiative of curriculum mapping.

Natural Sciences: Formal Assessment Development

Michael Sipala, Ph.D. | Professor, Biology; Department Chair, Natural Sciences

The goal of this workshop is to continue the work we have started in our Department Meetings regarding Assessment for some of our Introductory courses. (These courses include BIO-111, BIO-121, CHM-113, AST-111). We plan on finalizing specific questions and specific types/forms of assessment to use for these courses.

Curricular Mapping for ESL

Diane Manson | DC/ESL & Associate Professor, Reading/ESL

Faculty will look at ESL courses and decide where to begin with curriculum mapping, using course descriptions, SLO's and faculty expertise. This aligns with the following goal: As a result of attending at least (2) two workshops, participants will be able to apply at least one concept towards a current or future assessment initiative (SLOs, curriculum mapping, rubric design, alignment, identify areas of assessment)

Authentic Assessment in Adult Education: Methods and Tools – A Sharing Session

Nancy Labonte | Director, Adult Education

Associate Directors from each of the campus locations will share authentic assessment methods and instruments in use in their classrooms. Director will facilitate discussion on these as related to CAS program review standards and to the assessment culture at the college. As a result of attending this session, participants will be able to list up to three uses of using authentic assessment for formative purposes. Participants will also be able to apply at least one of these uses to curriculum mapping activity related to CAS review for Adult Education. As part of the session, Associate Directors will develop one actionable step that contributes to building a Culture of Evidence.

OTA Curriculum Design Review/Reimagining

Johanna Duponte-Williams, OT, Ed.D., MS, OTR | Director, Occupational Therapy Assistant Program

Constance Messier, OTD, OTR/L | Professor, Occupational Therapy Assistant Program

Participants will be able to align SLOs in the form of ACOTE accreditation standards toward assessment of the curriculum design. Participants will be able to use curriculum mapping to re-envision the OTA program.

Nursing: NCLEX Pass Rates, EPLSO Criterion 6.2 a.

Dorothy Chase, Ed.D., MS, OTR | Director, Occupational Therapy Assistant Program

Working group to discuss 1. potential reasons for decline in pass rate, 2. statistics to be collected beyond current methodology, 3. methods of improvement of NCLEX pass rate, 4. action steps.

ASL 101 Standardized Challenge Exam for CPL (dept only)

Sandy Lygren, Ed.M., CI/CT | Professor and Co-Coordinator, Deaf Studies; Coordinator, Credit for Prior Learning; Department Chair, World Languages

Dana Schlang | Professor and Co-Coordinator, Deaf Studies

Faculty who teach in the major will work collaboratively to draft, or begin to draft, a standardized ASL 101 level assessment to be used for CPL purposes.

Business Department (dept only)

Vivien Ojadi | Associate Professor and Chair, Business Administration

Faculty who teach in the department will work collaboratively to set a departmental mission statement and map out course alignments.

1:00 PM – 3:45 PM

Student Services and Enrollment Management Customized Workshops

Disability Services

Julie Jodoin-Krauzyk, M.Ed., MA | Director, Disability Services

As a team, we will be reviewing the new plan for CAS Functional Area Reviews; outline our long-term goals and timelines; and begin Year One. Participants will leave with a clear understanding of the College's expectations around our Year One CAS Review. Each member will also leave with a vision of their personal commitment and role in this process this year. As a team - we will be revising our drafted Learning & Behavioral Outcomes for Students with Disabilities. We will be expanding our initial SLO's and making them more measurable. Whenever possible, we will be incorporating more data points around Race, Equity, and Inclusion, as well.

Assessment & SLO Development for Student Success Center

Meredith Michaelson, MPA | Associate Director, Student Success Center

Area will revisit the student learning outcomes created for the Center and make refinements. Additionally, staff will create a more concrete assessment plan for the Center that goes beyond tracking the students participating in our programs. My goal would be to create a document that has our SLOs and plan in one centralized, accessible location so that we can revisit it regularly in our staff meetings.

Developing Student Learning Outcomes for Admissions

Katie Spavento | Director of Admissions

As a result of attending this time block the Admissions Office will develop 1-2 (one to two) student learning outcomes.

Multicultural Affairs

Robert Delaleu | Director of Multicultural Affairs

Multicultural Affairs will use this time to work on SLO's and how to collect and disseminate qualitative data from operations i.e., programming/events/center student spaces.

Registrar's Office

Donna Davis | Associate Registrar

The Registrar's Office will be reviewing the Strategic Goals and aligning with our current work and processes.

Advising

Shanna Howell, Ph.D. | Dean, New Bedford Campus

Dedicated time for the Advising department to discuss assessment.

Testing – Assessment Day Team Time

Kristine Resendes | Director of Assessment & Testing, Testing Center

Dedicated time for the Testing Center to begin diving into assessment.