



A Learning College

Closing the Loop w/ ePortfolio & Assessment

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CUNY CUE meeting¹





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- What is “Closing the Loop”?
- LaGuardia’s Approach
- LaGuardia’s Case Study
- Our Lessons Learned & Next Steps



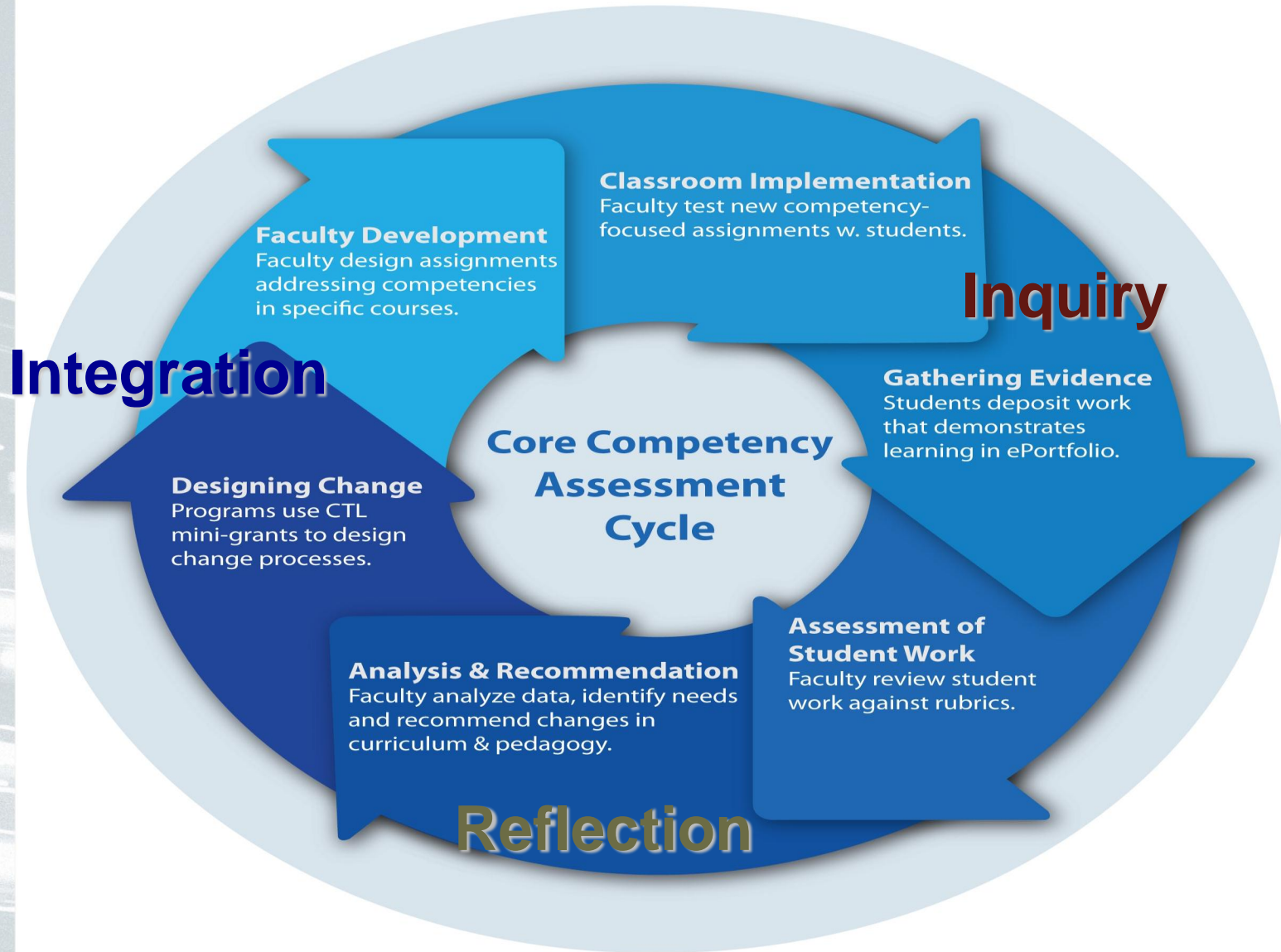
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“Closing the Loop”

- Using assessment evidence to make change designed to improve student learning.
- A challenging task: In Banta’s 2009 study of assessment programs at 150 colleges, only **6%** demonstrated a meaningful closing the loop process



Our Assessment Cycle



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Individual Faculty

Read & Assess
Student Work in
Courses

- Provide developmental guidance & assessment in classes

Faculty in Programs Read & Assess Student Work in **Periodic Program Reviews**

- Make changes in curriculum & pedagogy, based on findings

Faculty Collegewide

Read & Assess Student
Work in **Benchmark
Readings**

- Assess progress on core competencies across programs.

A Learning
College:
Systematic Inquiry
into Student
Learning

Students examine their own learning in
reflective ePortfolios



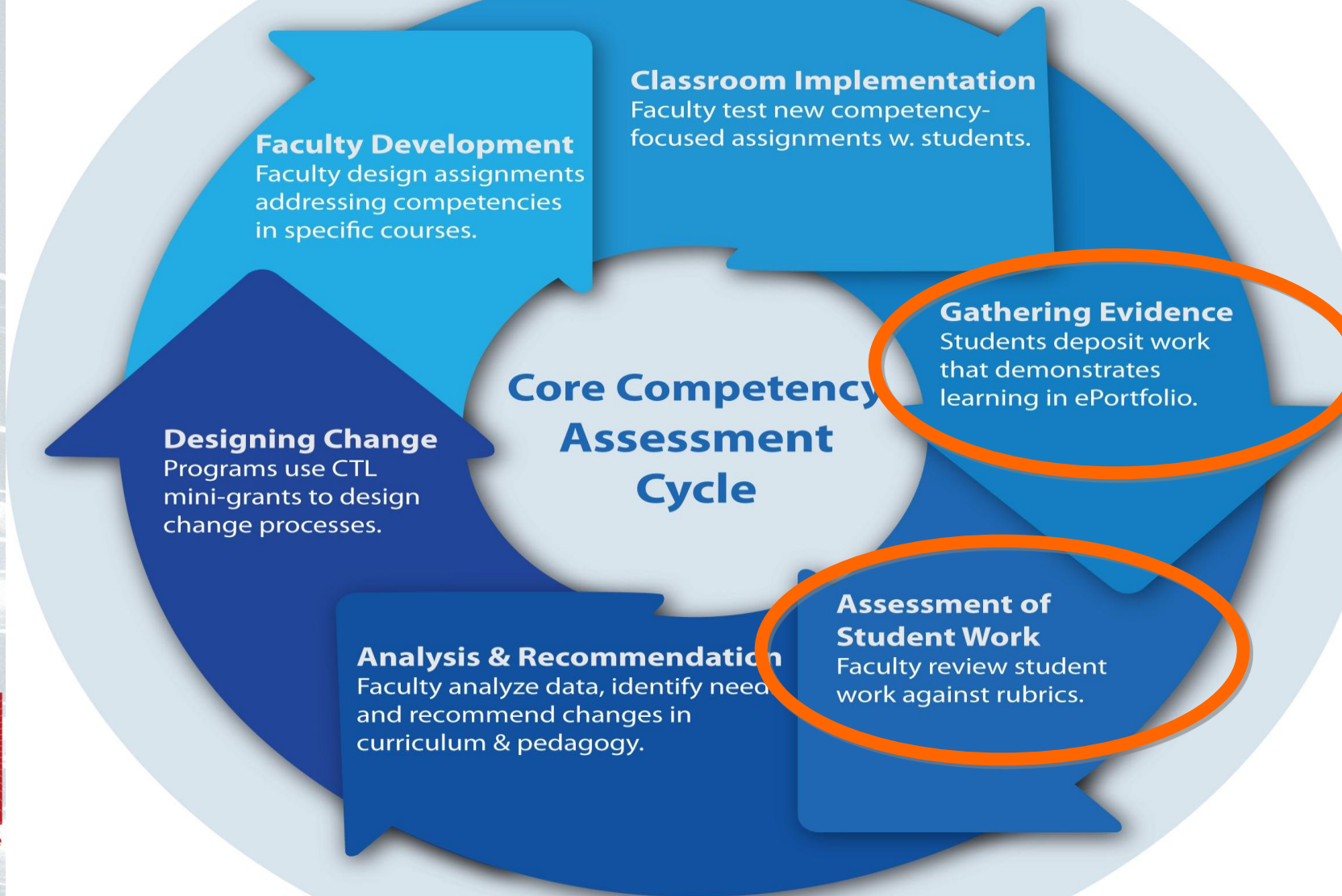
LaGuardia
Community College

ePortfolios Support Authentic Assessment

- Students **document & reflect** on their learning
- Builds engagement & **student success**
- Helps us **gather & organize artifacts** for college-wide assessment process
- Grounding assessment in authentic artifacts **helps faculty identify changes** in pedagogy & curricula to improve student learning



Our Assessment Cycle



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Gathering Evidence

Competency Grid

ELN 120

| All Competencies

Download Report

Add Competency

Reorder Competencies

STATUS KEY: N/A Waiting for Student Waiting for Faculty Complete Passed Not Passed

	oral comm	Quantitative Reasoning	Critical Lit	Critical Reasoning	Quantitative Reasoning - Assignment	Research - Assignment	Technological Literacy - Assignment	Oral Communication - Assignment					
<u>BRUNA</u>													
<u>BINLIN</u>													
<u>SARA</u>													
<u>SELMA</u>													
<u>SENDY</u>													
<u>SABRINA</u>													
<u>SILKY</u>													
<u>JEANNE</u>													
<u>HUA</u>													



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Assessment of Student Work

2011 Oral Communication

Start Date: Jan 01, 2011 | End Date: Dec 31, 2011
Oral Communication

2011 Quantitative Reasoning

Start Date: Jan 01, 2011 | End Date: Dec 31, 2011
Quantitative Reasoning

2011 Research

Start Date: Jan 01, 2011 | End Date: Dec 31, 2011
Research

2011 Technological Literacy

Start Date: Jan 01, 2011 | End Date: Dec 31, 2011

2012 Urban Studies

Start Date: Apr 25, 2012 | End Date: Apr 25, 2012

2013 Winter Critical Literacy

Start Date: Jan 04, 2013 | End Date: Jan 04, 2013

2013 Winter Oral Communication

Start Date: Jan 04, 2013 | End Date: Jan 04, 2013

2013 Winter Quantitative Reasoning



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Core Competencies

- **4 General Education Competencies:**
 - *Critical Literacy* (includes: Critical Thinking, Reading, and Writing,)
 - *Oral Communication*
 - *Quantitative Reasoning*
 - *Information and Research Literacy*
- **Programmatic Competencies**
 - Defined by programs and majors
 - As appropriate, defined by outside accrediting bodies



Benchmark Readings

Conducted annually since 2011

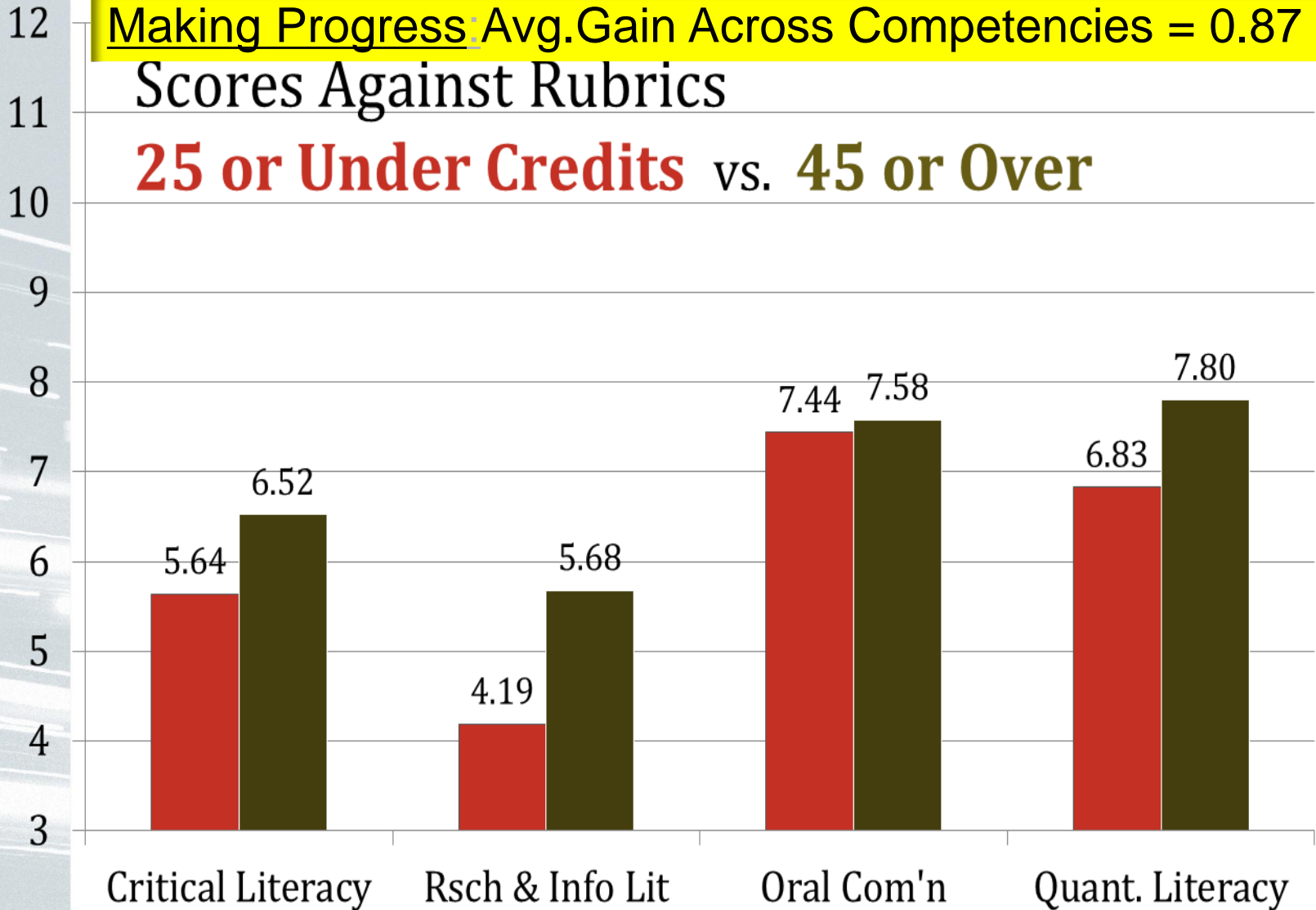
- Focus on Gen Ed Competencies: Critical Literacy, Research and Information Literacy, Quantitative Reasoning, and Oral Comm.
- Over 50 faculty have participated, full-time and adjunct, from all departments.
- Results reported to college at-large and to programs doing PPRs



Progress in Core Competencies

Making Progress: Avg. Gain Across Competencies = 0.87
Scores Against Rubrics

25 or Under Credits vs. **45 or Over**

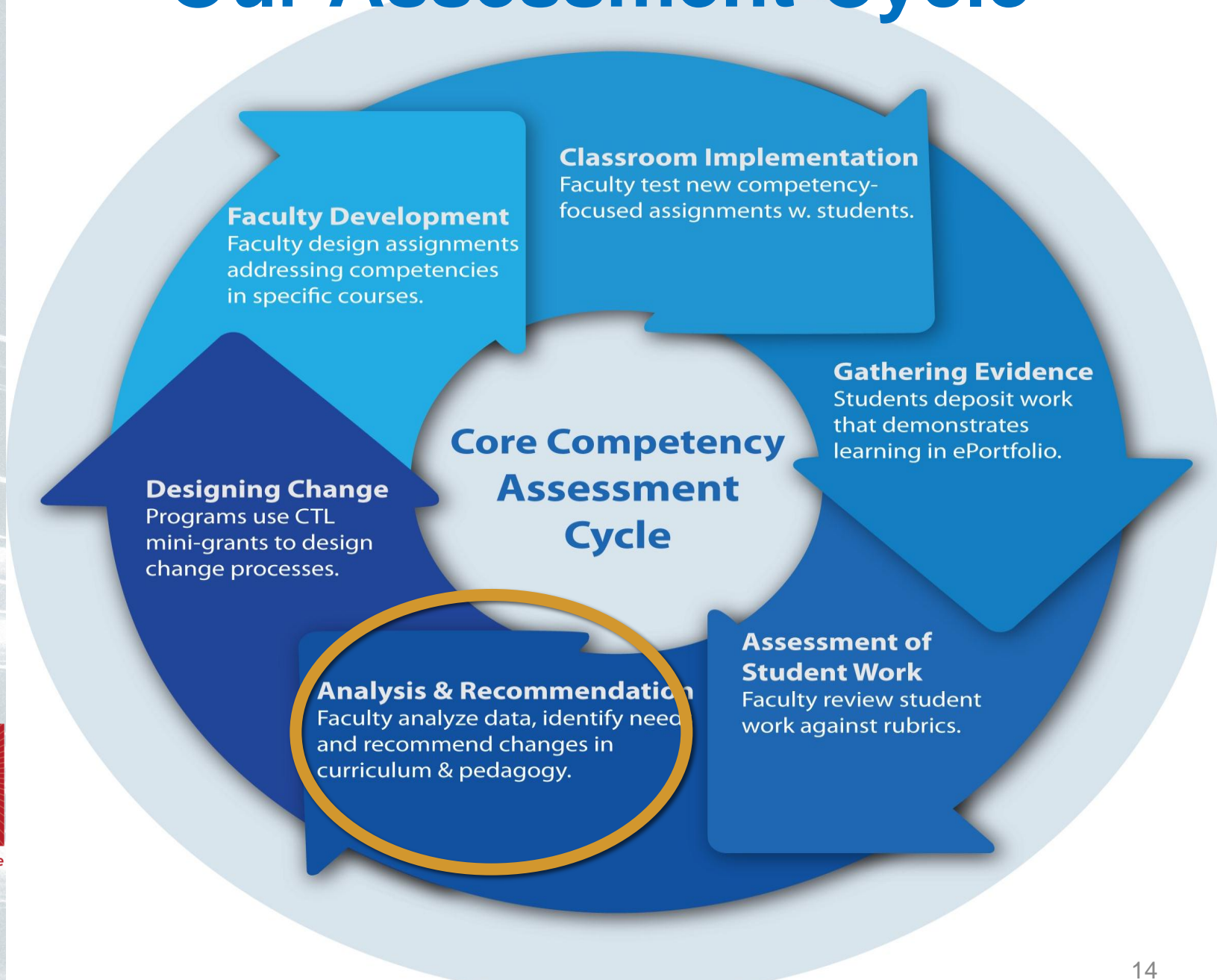


What is a Periodic Program Review?

- Programs do a PPR every 5-7 years –
Focus on 3 years of intensive work
- Faculty use evidence to assess Gen Ed &
Program competencies
- Faculty identify areas needing attention,
develop recommendations and action
plan



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PPR calendar

DEPARTMENT/UNIT - Degree	PPR LAST COMPLETED	Accreditation STATUS	Accrediting body	Last accreditation	Next accreditation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PROGRAM																
Business & Technology Department																
Accounting-A.S.	2007-2008	non-accredited							P	AR	I					P
Business Administration-A.S.	2006-2007	non-accredited						P	AR	I					P	AR
<i>Bus. Admin: Aviation Management Option</i>	new	non-accredited													P	AR
Business Management-A.A.S.	2006-2007	non-accredited						P	AR	I					P	AR
<i>Bus.Mgmt: Entrepreneurship and Small Bus. Option</i>	2006-2007	non-accredited						P	AR	I					P	AR
<i>Bus. Mgmt International Business Option</i>	2006-2007	non-accredited						P	AR	I					P	AR
Paralegal Studies-A.A.S.	2004-2005	Accredited	American Bar Association (ABA)	2013	2020	P	AR	I					P	AR	I	
Travel, Tourism and Hospitality Mgmt-A.A.S.		non-accredited							P	AR	I					P
Word Processing Specialist-CERT		non-accredited						P	AR	I						
ELA																
Education Associate:Bilingual Child-A.A.	2002-2003	non-accredited				P	AR	I					P	AR	I	
Education: Childhood - AA	1998-1999	non-accredited				P	AR	I					P	AR	I	
Education: Secondary - AA	1998-1999	non-accredited				P	AR	I					P	AR	I	
Modern Language	1997-1998	non-accredited						P	AR	I					P	AR
ESL	2008-2009	non-accredited								P	AR	I				
Spanish Translation-A.A.	new 2009	non-accredited							P	AR	I				P	AR
ENGLISH																
Writing Program (ENG099, 101, 102, & 103)	2008-2009	non-accredited								P	AR	I				P
Writing and Literature-A.A.	new 2007	non-accredited						P	AR	I					P	
Journalism Option	new 2011	non-accredited						P	AR	I						
Creative Writing	new 2011	non-accredited														
HUMANITIES																
Commercial Photography-A.A.S.	2008-2009	non-accredited								P	AR	I				
<i>Commercial Photography: Fine Arts Option</i>		non-accredited								P	AR	I				
Commercial Photography-CERT	2008-2009	non-accredited								P	AR	I				
Communication Studies-A.A.	new 2009	non-accredited						P	AR	I						P
Fine Arts-A.S.	2005-2006	non-accredited					P	AR	I							P
<i>Fine Arts: Design Studies Option- A.S.</i>	2006-2006	non-accredited					P	AR	I							P

Adjusting the Process

- Providing sustained, collective support
- Engagement w/ Program Directors
- Multiple follow-ups with program faculty
- CTL Mini-grants: Programs have option to apply CTL for support needed to implement change
- Link to Strategic Planning



Our Assessment Cycle



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Program Directors

- Powerful group of campus leaders
- Charged w/ relating assessment process to their colleagues
- Crucial and effective because PPR focuses on the major.
- Developed grids, implementation plans, general competency assignments, and data collection



A case study: Business Administration

- 1) **PPR Finding:** Scores on oral communication low in accounting, business administration & other business majors.
- 2) **Follow-Up Action:** Using a mini-grant, faculty tested an intervention, using Communication faculty, who did classroom workshops & trained other business faculty.



Business Administration

3) Action: Evaluate the Intervention – Faculty assessed pre- & post-student speeches:

- Avg. score increased from 3.05 to 3.675
- 60% of students showed improvement

Departmental Conclusion:
Intervention was effective; must be expanded to reinforce/deepen impact.



Building a “Culture of Assessment”

- **Spring 2012:** Middle States commends LaGuardia for creating “a culture of assessment,”
- **Spring 2013:** College-wide Faculty Meeting highlights the work and the recommendations of 6 programs that engaged in PPR in 2012-13.
- **2013-14:** College-wide engagement in developing new Core Competencies.



Closing the Loop Lessons Learned

Key factors include:

- Using ePortfolio to build on authentic student work
- Faculty ownership of assessment; faculty-led assessment team; involving program directors
- Institutional Leadership
- Support Change: Mini-grants via CTL
- Inquiry, Reflection & Integration as design principles



<http://c2l.mcnrc.org>

Framework

Partners

About Connect to Learning

Development

Outcomes Assessment

Technology

Scaling Up

Outcomes Assessment

ePortfolio initiatives can move **Outcomes Assessment** beyond accountability by *spotlighting* student work, *engaging* faculty and staff, and *supporting* student, faculty, and institutional learning.

In an era where higher education is increasingly asked to demonstrate and enhance what students are learning, the development of meaningful approaches to outcomes assessment is a growing priority. On C2L campuses, ePortfolio-based outcomes assessment advances student, faculty, and institutional learning.

Campus Stories



Explore the ways campus teams **link ePortfolio and Outcomes Assessment**, often a pivotal step for the scaling up of ePortfolio initiatives.

C2L Analysis



Examine how **ePortfolio and authentic student work** deepens General Education and programmatic Outcomes Assessment, creating a culture of learning.

Additional Resources



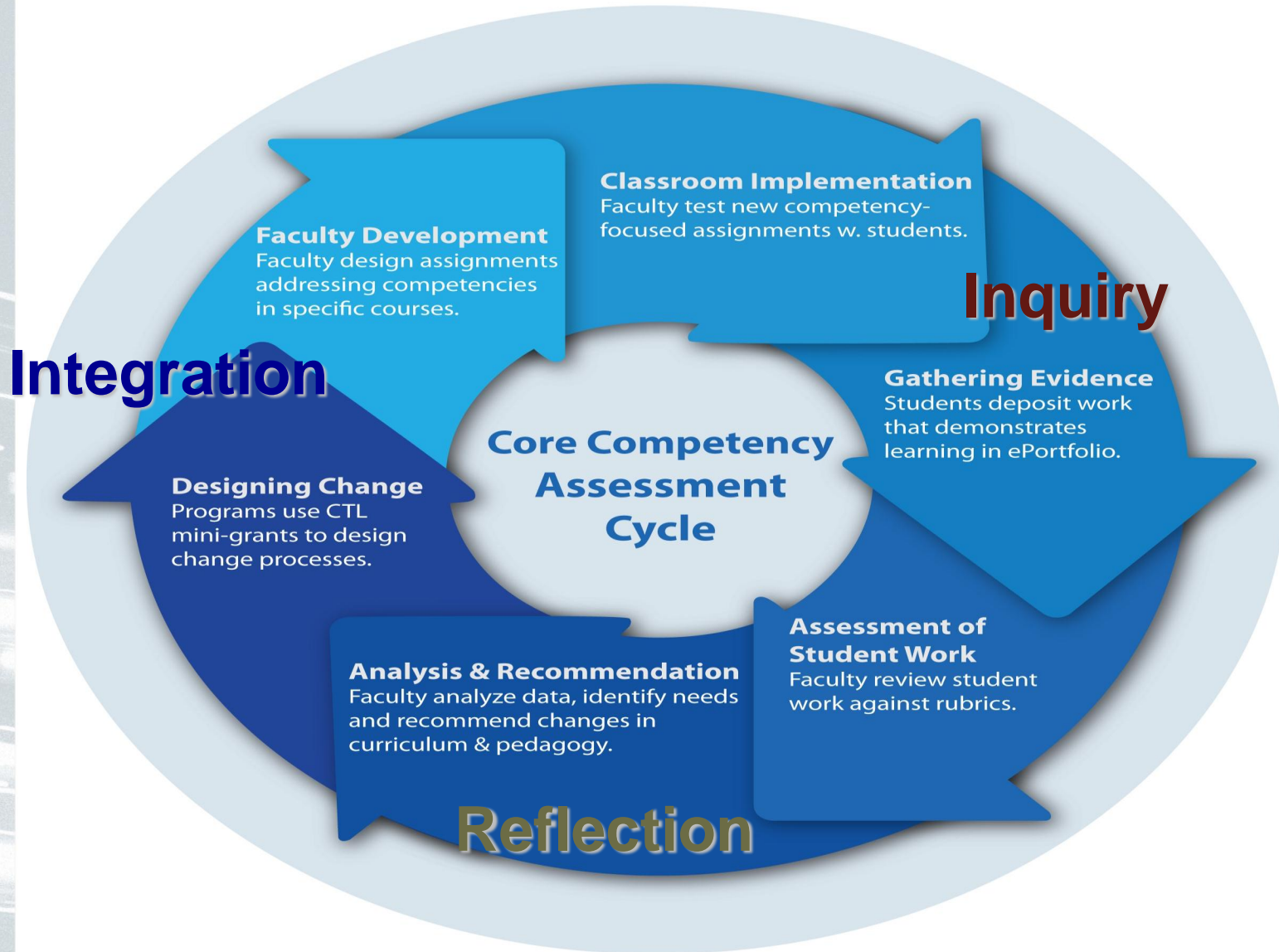
Browse the list of **articles, presentations, and other multimedia resources** related to ePortfolio-based Outcomes Assessment.



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QUESTIONS?



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References

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Thank you!

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How do you 'close the loop'?

-Talk to your neighbor:

- **How far along** are you at closing the loop at your campus?
- What are the **challenges** to closing the loop on your campus?
- What have you **learned** from your experience that will help you in future efforts to close the loop?



Gen Ed Outcomes Assessment Two Complementary Structures

- **Benchmark Readings**

College-wide readings of student work related to Gen Ed competencies

- **Periodic Program Reviews**

Each major (program) reviewing student work related to both Gen Ed AND programmatic competencies



Our next steps...

- Rethinking competencies
 - Testing ways to measure *Integrative Learning*.
- Alignment with Student Affairs and co-curricula assessment
- Refining PPR process.
- Evaluation of assessment-based changes in curricula and pedagogy

