



NOTA BENE

UPDATES FROM ACADEMIC AFFAIRS

WINTER 2016
VOL. 1, NO. 2

THE BCC ADVANTAGE : POWERED BY ASAP

Dr. Claudia V. Schrader

Many of you know of my volunteer work with Habitat for Humanity's Global Village program. Since 2006, I have traveled around the world building houses for families in need. I've mixed cement with a shovel in Ethiopia, climbed on top of scaffolding in Vietnam, carted gravel in a wheelbarrow in the rain in El Salvador and laid cement bricks in 100 degree weather in Ghana. I've been asked on occasion what it is that draws me to this work. It is simply the amazing gratification that comes with helping others and knowing that I will make a difference for generations to come ... And I have also come to realize that I enjoy building things.



As fate would have it, in early October, President Isekenegbe shared exciting news with the campus community regarding CUNY's Accelerated Study in Associate Programs (ASAP) expansion at BCC. As a national associate degree completion program with proven results, ASAP expansion at BCC will provide more students with the opportunity to obtain their degrees in three years or less.

As Provost, I am excited for this opportunity to work alongside members of our vibrant college community as we build a better BCC for all students. Our ASAP expansion efforts coupled with our strategic plan in which we endeavor to "Build a Community of Excellence" - will provide the college with a needed platform and resources to engage in a comprehensive redesign which aims to better serve and support all students who choose to call BCC their academic home.

Over the next year, our comprehensive planning and redesign efforts will ensure that the College is characterized by enhanced teaching, learning and effective practices such as those gleaned from ASAP core elements like high-touch advisement and structured pathways that will enable all BCC students the opportunity to experience increased persistence, performance and completion rates. The ability to enter and complete their associate degrees within three years will indeed provide our students with an advantage as they transfer to senior colleges or enter the workforce.

We will need broad and active participation from the campus community to make this possible for our students. Whether you serve on a committee or not, you will be integral to this process and the outcomes we want for our students. Each and every member of our college community has an important role to play as we build a better future for our students. Like my work with Habitat, I truly believe that the work we do today will have an immediate impact on the students we serve and on generations to come.

Save the date!

3RD ANNUAL WINTER CONFERENCE

KEEPING THE PROMISE



The theme of this year's conference is "Keeping the Promise" to our students to provide them access to higher education and to support them in meeting their education goals. This year we are very excited to invite colleagues from all CUNY Community Colleges to attend and submit proposals. This conference will provide an opportunity for CUNY's seven community colleges to collectively reflect on our mission as educational institutions and our individual roles as educators, program directors, and staff.

Thursday, January 14th, 2016

<https://bcc-cuny.digication.com/bccwpdc/Home/>

ALEX'S CORNER

Dr. Alexander Ott

Accreditation Update! (Please keep reading!) I am aware that accreditation is not viewed by many as a “fun” topic. I ask you, though, to soldier on–this is as important as it is brief!

As you are all aware, BCC has an institutional accreditor, the Middle States Commission on Higher Education, or “Middle States,” for short. Institutional accreditation is essential for multiple reasons, including the following: Academically, it both encourages institutional quality and it signals this quality to all stakeholders. Financially, institutional accreditation is necessary to receive the federal and state grants on which so many of our students depend. Dr. Nancy Ritze, Dean for Research, Planning and Assessment, is leading BCC’s efforts to prepare an important report for Middle States due in spring 2016.



Less well known, though, is that BCC has multiple program-level accreditors. In some fields, program-level accreditation is essential to validate the degree being awarded and to ensure students are able to participate fully in the professions for which they are being prepared. The full list of accreditors for BCC programs can be found on p. 10 of the 2015-2016 catalog. Our many program-level accreditations are a particular point of pride for BCC.

The 2014-2015 academic year was very successful in regard to BCC program accreditations: the Business and Information Systems programs had their accreditation reaffirmed through 2024; the Paralegal Studies programs were reapproved by their accreditor through 2020; and the Nursing (RN) program received continual accreditation through spring 2020 from its accreditor. I know you join me in congratulating the department chairs, program coordinators, faculty, students, and alumni in these three areas. These accreditation successes would have been impossible without the exceptional efforts and leadership provided by Professors Rosemary Quinn, Howard Clampman, Ray Canals, Ellen Hoist, and Deborah C. Morris.

The current academic year will bring a program-level accreditation review for the AAS Radiologic Technology program. The Joint Review Committee on Education in Radiologic Technology (JRCERT) will be at BCC for a Site Visit on April 11-12, 2016. The BCC Radiologic Technology program, led by Prof. Virginia Mishkin, has been working tirelessly in preparation for this visit.

If you are interested in learning more about program accreditation or have any questions or comments, please contact me at alexander.ott@bcc.cuny.edu.

ASSESSMENT NEWS

Dr. Richard LaManna

9 Principles

While assessment activity continues across BCC’s academic departments, we can strengthen our commitment to improving student learning with some foundational observations from our national experts. Peggy L. Maki served as friend and advisor to the newly formed BCC Assessment Team that worked four days (and a couple of nights) at the American Association of Colleges and Universities’ (AACU’s) 2010 Institute on General Education and Assessment at the University of Vermont in 2010. In her highly regarded *Assessing for Learning: Building a Sustainable Commitment Across the Institution* (AAHE, 2004), Peggy reviewed the now famous “9 Principles of Good Practice for Assessing Student Learning,” originally composed by Trudy W. Banta, K. Patricia Cross, Barbara D. Wright and other scholars as contributing members of the American Association for Higher Education. Here are the principles that our own presentations and workshops and those scheduled for Spring 2016 uphold . . . slightly revised:



1. Assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement.
2. Because learning is a complex process, assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in student performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. [E.g., mission statements, goals, outcomes.]
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Assessment can help us understand which students learn best under what types of pedagogy.
5. Assessment is a process whose power is cumulative; assessment works best when it is ongoing, following a continual cycle and making changes.
6. Because student learning is a campus-wide responsibility, assessment fosters wider improvement when representatives from across all departments of the educational community are involved.
7. Assessment works best when it begins with issues of use and illuminates questions that the educational community really cares about.
8. Assessment leads to improvement when it is part of a larger set of conditions that promote change. Assessment’s greatest contributions occur on campuses where the quality of teaching and learning is visibly valued and developed.
9. Through assessment, educators meet responsibilities to students, their families, and to the public.



COACHING FOR ACADEMIC SUCCESS

Dean Bernard Gantt

Academic advising is an awesome responsibility and those providing it are instrumental in enriching the student's educational experience by:

- connecting a student's personal goals to curricula;
- providing an outline of the degree requirements for graduation;
- providing relevant information about career options and opportunities; and
- assisting the student in creating an academic plan.

A pre-requisite to a successful academic advisement experience is student participation in the decision-making process.



A new academic advisement model, envisioned by Dr. Schrader, was implemented during the Fall 2014 semester and follows the successful ASAP model. As the recently appointed Dean for Academic Services, I was charged with facilitating the cross training and implementation. Guided by Frostburg State University Professor Jeffrey L. McClellan's article "Developing Trusting Relationships in Academic Advising: A Review of the Literature with Recommendations for Practices," the existing Academic Success Center advising team, as well as the newly hired STEM Advisors, were trained in the Success Coach philosophical approach. At the root of this approach is the concept of developing a trusting relationship with students through academic advisement: "trust is not behavior (e.g., cooperation), or a choice (e.g., taking a risk), but an underlying psychological condition that can cause or result from such actions" (Rousseau, Sitkin, Burt, & Camerer, 1998, p. 395).

Success Coaches foster a positive relationship with students by providing one-on-one academic advisement and connecting them with various facets on campus. Success Coaches also believe that a successful academic advisement experience serves as:

- a medium for communicating the college's policies, procedures and expectations;
- a bridge for a student's traversal to student life; and
- a path for a smoother road toward graduation.

Functioning as liaisons to assigned academic departments and utilizing a caseload management approach, Success Coaches deliver comprehensive academic advising services to specific groups of students as identified by academic department chairpersons and the Academic Success Center Director, Octavio Melendez.

Preliminary assessment results from the Office of Institutional Research suggest that the new academic advisement model is a success. Customer satisfaction rates from the "Give Me 5 Survey" have risen consistently, ranging around 90% during the summer/fall 2015 advisement period. One student commented: "I really appreciate the school assigning a success coach to assist with my concerns and academic goals." While a faculty member noted: "I am writing to share our faculty's appreciation of having a dedicated success coach this semester."

SCHOLARLY WORKS AND PUBLICATIONS

Professor Howard Clampman, Chair of the Business & Information Systems Department and the BCC Curriculum Committee, has been asked by the SUNY Program Review Coordinator at Nassau Community College (NCC) to lead a two-person site-visit team to evaluate the self-study of two of their academic programs in the spring 2016 semester. This program review is in accordance with SUNY's five-year program review cycle. As the lead site observer, Professor Clampman will be writing the site visit report to be presented to NCC's Chief Academic Officer.

Professor Jonathan Lewis Katz, Assistant Professor of English, was awarded a New York Foundation for the Arts (NYFA) Fellowship over the summer. In 2015, the NYFA awarded 91 grants to 95 artists from diverse cultural backgrounds totaling an amount of \$642,000. Artists' fellowships, awarded in 15 different disciplines, estimate an individual sum of \$7,000 to artists living and working in the state of New York for unrestricted use. These awards are intended to fund an artist's vision or voice, regardless of the level of his or her artistic development. For more information, visit nyfa.org.

Professor Jonathan Scott, Assistant Professor of English, will be presenting, "The Revolution Will Be Live: Highlights from the Bolivarian Revolution," for the English Department Faculty Lecture Series at Bronx Community College, February 2016. Abstract of this presentation: When Gil Scott-Heron rapped, in his famous spoken word poem "The Revolution Will Not Be Televised," about the coming of an American revolution so sweeping and popular that not even the commercial mass media would be able to keep up with it, he didn't have in mind today's revolutions in Latin America and the Caribbean. Of course he was thinking of the left-populist movement in the United States, during the late 1960s and early 1970s, organized around the civil rights and anti-war struggles. That revolution never happened, but the one in Latin America and the Caribbean actually did. Known as the Bolivarian Revolution, it started in the early 2000s and continues today to win contests for state power all across the South of the hemisphere. While it's true that it has not been televised in North America, this isn't a result of its mass popular-democratic scale, à la Gil Scott-Heron. Rather it's because of a U.S. corporate media blackout. My paper will focus on two aspects of the Bolivarian Revolution: (1) its major moments; and (2) the near-total absence of information about it in the U.S. mainstream media, which I argue has been conscious and deliberate. For more information on this presentation, please contact Professor Scott at jonathan.scott@bcc.cuny.edu.

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SUBMISSIONS

Submissions for the next issue are due no later than February 12, 2016 and should be sent to Ms. L. Vicki Cedeno, loida.cedeno@bcc.cuny.edu in the Office of Academic Affairs.

Submission guidelines:

- All text should be submitted in Microsoft Word
- Telephone and email information should be included with content
- Accuracy is key: names, dates, awards, locations, titles should be clearly and accurately represented
- All submissions are subject to approval and editing by the OAA

PUBLICATIONS

Andrews, Carl R. "Embedded Librarianship: Best Practices Explored and Redefined." *The International Journal of Educational Organization & Leadership*, 2015: Vol .22 (2), 1-14.

Scott, Jonathan. "Secularism from Below: On the Bolivarian Revolution." *Global Secularisms in a Post-Secular Age*. Eds. Michael Rectenwald, Rochelle Almeida, and George Levine (Berlin: de Gruyter, 2015): 223-233.

FACULTY SPOTLIGHT

Art and Music

A Conversation with Professor Lisa Amowitz



Please tell us about some of your recent accomplishments.

My third published young adult novel, *Until Beth*, was released in September. Signed copies are currently available in the campus bookstore along with my two previous books, *Breaking Glass* and *Vision*. I was awarded a 2014 Gold Moonbeam for *Vision* in the category of young adult horror/mystery and will be honored in City University's Salute to Scholars on December 8th.

I have also designed numerous book covers for the publishing industry and illustrated the interior of a middle grade children's book. I visited London this summer and was a guest at a cutting edge design studio and had dinner with a BCC alum residing in the city.

This year also saw the establishment of the Digital Arts Advisory Board. Funded by a Job Linkages grant and assisted by Academic Affairs, the group saw its first meetings last May and June. The group is largely formed of industry professionals and successful alumni who are inspired to give back to BCC. To that end, we held our very first ART PROS TALK on November 12th given by Alumnus Christopher A. Pindling, who works as a professional Motion Graphics artist and Animator at CBS Sports.

What are your future goals here at BCC?

To continue to connect students, industry leaders, alumni, the community to create a continuous loop of design information and creativity. I also hope to see Bliss Hall become a center for art and creativity on this campus – a hub for our students to be inspired and share their passions, for faculty and students to connect, and for the campus at large to gather to experience the visual arts. We are not well known on this campus, but hang out with us long enough and our enthusiasm for design and art will draw you in – no pun intended!

What is your teaching philosophy and outlook on higher education?

I am a firm believer that community colleges are the entry ramp to unlimited success. That through the kind of hands-on education we offer, we can lift students' confidence and belief in their futures, and that they, in turn become ambassadors for good in their own communities. In short, education is the key to EVERYTHING and I want to keep turning that key as long as I possibly can.

What advice would you give to an aspiring educator?

First, love the subject you teach with a passion. It's hard to convey passion for something if you don't feel the same passion. Then, break down your own learning process and visualize how you can help others follow, at first, then find their own way. Secondly, in addition to loving your subject, you must love the act of teaching—you must love the experience of watching another human being grow and learn.

The Learning Commons is now open to all!

**Meister Hall
Sub-basement 003**

**Monday - Friday
10am to 8pm**

**Saturday
10am to 2pm**

The Learning Commons is designed to encourage collaborative learning among students. The large new space provides for group, peer and individual tutoring, in addition to the Supplemental Instruction (SI) Program currently available to students. A resource corner is also available to students, featuring manuals, study guides, and models that students can use to aid their studies. Students can utilize one (1) of the study rooms through reservation. Students are welcome to lounge in the state-of-the-art seating area to catch up on their reading and/or studies. Eight computers available for students to use for research and course related work. Vending machines are also available, so students can enjoy a snack as they study, read, and/or do research. Please relay the message and spread the word!