

Bronx Community College Campaign for Success Plan FY08 September, 2007

Bronx Community College's new strategic *Campaign for Success Plan* has emerged from the College's comprehensive planning process, from analysis of the literature on student and institutional success, and from specific knowledge about our students and programs. The efforts included in the plan will be sufficiently supported with the necessary human, physical and fiscal resources from a variety of sources (including CUE, COMPACT, tax levy and grant funds).

I. BCC Campaign for Success: 2007-08 Goals

The overarching five-year goals for the *BCC Campaign for Success* are to:

1. Improve student performance, progress and attainment with focused efforts to increase student engagement and capacity;
2. Improve teaching and learning by advancing faculty knowledge and use of learning theory and instructional technology;
3. Strengthen the curriculum, faculty development and student core knowledge by integrating General Education objectives and proficiencies into the curriculum.¹

These goals will be achieved through implementation of strategic and systemic plans, that include (but are not limited to) the efforts and activities that comprise this Campaign Plan (see Appendix 1 – Activity Tables). The *BCC Campaign for Success Plan* is synchronized, within the Office of the President, with all institutional long-range and annual activity plans, including the CUNY Performance Management Program (PMP).² The *Academic Success Council* (a body created in Fall 2006 and chaired by the Senior Vice President of Academic Affairs), will continue to provide oversight and assessment of the BCC Campaign efforts and outcomes. Specific five-year performance benchmarks include:

Five-Year BCC Campaign for Success Goals
<ul style="list-style-type: none">▪ Continue eight-year trend of annual enrollment increases;▪ Increase one-year retention rate for entering freshmen cohort from 64% - 75%;▪ Increase six-year graduation rate for entering freshmen cohort from 22% - 30%;▪ Increase all remedial course pass rates to 66% or > (current rates from 32% - 60%);▪ Increase exit-from-remediation test pass rates to 75% (current rates from 45% -66%);▪ Increase % of students at the sophomore level (30+ credits) from 32% to 45%;▪ Decrease % of students in academic difficulty (GPA< 2.0) from 25% to 18%.▪ All 15 academic departments and 5 cross-dept programs will: have defined technology proficiency standards & learning outcomes; have undertaken systematic training, implemented & assessed their strengthened, technology-enriched courses & curricula.▪ 60 instructional areas (more than half of the campus total) will be equipped to deliver technology-enriched courses.

¹ There are several ongoing efforts supporting this goal (General Education in the Core Curriculum, WAC, Quantitative Literacy Across the Curriculum, among others), but they will not be detailed as part of this report.

² BCC FY08 Goals & Targets will be used as an example in the PMP section of Chancellor Goldstein's web page.

One-year performance improvement goals are consistent with the College's PMP goals as indicated below:

One-year BCC Campaign for Success Goals (correspond with PMP goals)
<ul style="list-style-type: none">▪ Increase pass rate in exit from reading test rate from 66.1% to 68.1% (PMP 3.2.1)▪ Increase pass rate in exit from writing test rate from 65.7% to 67.7% (PMP 3.2.2)▪ Increase pass rate in exit from math test rate from 55.2% to 60% (PMP 3.2.3)▪ Increase the percentage of students who have met basic skills proficiency in reading, writing and math by the 30th credit from 54.5% to 56.5%. (PMP 3.2.4)▪ Increase pass rates on the CPE from 89.8% to 90.3% (PMP 3.3.2)▪ Increase one-year retention rates from 63.1% to 65.1%. (PMP 4.1.1)▪ Increase the six-year graduation rate from 20.8% to 22.8%. (PMP 4.2.1)▪ Increase the percentage of instructional FTEs offered partially or totally online from 0.7% to 3.0%. (PMP 1.4.1)

This *Bronx Community College Campaign for Success Plan FY08* will specifically detail two major initiatives supporting the BCC Campaign Goal #1 (To Improve Student Performance, Progress and Attainment), with the following major efforts:

Activity 1: Focus efforts of the new *Academic Success Center* (guided by the analyses assessed by the *Academic Success Council*) to systematically reduce academic risk; improve academic performance; increase student attainment; and accelerate degree completion (PMP 3.1.1) with particular improvements in:

- One-year retention rates for incoming freshmen
- The percentage of students in "good academic standing"
- The pass rates on exit from remediation examinations

Activity 2: Develop and begin implementation of a comprehensive plan to increase the number of nursing aspirants who enter and successfully complete the nursing program. (PMP 4.2.1) by:

- Increasing the number of high achieving entering students in the nursing pipeline:
- Increasing the % of nursing students who graduate
- Increasing the % of graduating students who take and pass the NCLEX

This plan will detail another major effort supporting the BCC Campaign Goal #2 (To Improve Teaching and Learning by Advancing Faculty Knowledge and Use of Learning Theory and Instructional Technology), with the following:

Activity 3: Implement an integrated instructional technology development program, which will tightly integrate faculty training, carefully planned infrastructure development, and a student mentor program that supports technology-based teaching and learning. The project will enhance technology utilization by faculty and technology proficiency acquisition by students. (PMP 1.4.2)

II. Applying the Lessons of Last Year's Campaign

In its first year, the *BCC Campaign for Success* efforts: (1) supported the creation of an *Academic Success Council* (chaired by the Senior Vice President for Academic Affairs) to oversee and assess the Campaign plan, activities and outcomes; and (2) initiated the creation of the *Academic Success Center*, designed to coordinate and centralize academic and student supports as a response to a new academic standing policy (which more readily identifies students in academic difficulty, limits the credit load of probationary students and more readily dismisses students from the College). See Appendix 2 for a summary of the policy change rationale and early progress.

The initial goals of the Center were to: (1) develop and implement an orientation program for all freshmen to learn about academic policies, procedures and technological advisement, degree audit and registration tools (OSSES); and (2) strategically and intrusively manage the academic advisement of differentiated student groups through the efforts of the new *Academic Success Center*. Conceptualized as part of the College's strategic planning and Campaign for Success planning efforts, the following progress has been made to date:

- A facility has been renovated to house the Center (with staff currently moving in).
- A freshman orientation/registration program has been designed, piloted, assessed improved and expanded from 100 students participating in one of four sessions for Spring 2007 registration to 800 students participating in one of 20 sessions for Fall 2007 registration. (see Appendix 3 for program plan and rationale.)
- Existing staff positions have been reframed in a coordinated organizational structure to support the primary functions of the Center (see organizational chart on page 8).

The Campaign for Success Council was established (see Appendix 4 for membership and Appendix 5 for original Council Proposal) and analytical groups were formed to analyze evaluative questions relating to the four Campaign Pillars (Changing the Culture, Improving Teaching and Learning, Coordinating Services for Students and Assessing the Campaign). This year, Council Task Forces are currently being established, with specific and time-limited charges, which will guide the efforts and outcomes of the Center.

Other noteworthy accomplishments of the BCC Campaign for Success efforts (which we are continuing to develop and enhance, but are not described in this report) include:

- Development, in-depth internal evaluation, and expansion of freshmen integrative learning communities (resulting in higher course pass & retention rates);
- Integration of general education proficiencies into the course redesign of 3 major core courses; and development of a quantitative literacy initiative across the curriculum;
- Continued Gateway course improvement efforts (including a variety of strategies such as curriculum redesign, targeted supplemental instruction, changing prerequisites).
- The Reading department modeled successful efforts utilized by the English department to offer exit from remediation testing at mid-semester – followed by targeted tutoring for nonpassing student. The results have been promising. Both English and Reading exit from remediation test pass rates are the highest in CUNY at 66%. The Math department will follow-up with a similar pilot this year.

Some of the major challenges and obstacles during the first year of our Campaign for Success involved the following: lack of consensus about what information is most critical to provide for students in a freshmen orientation; lack of an organized system for providing advisement for academic warning and probationary students; and unclear expectations about specific roles and responsibilities with respect to functions of the Council and the Center's staff.

This year's Campaign for Success is more realistically addressing fewer objectives, which have been identified as those with the greatest priority. We are enthusiastic that our plans are analytically-driven and realistically developed, with objectives that are specific, measurable and time-limited. Information systems and analytical resources are fully available and accessible to assist our progress throughout the academic year. In particular, the Office of Institutional Research (OIR) will provide all analyses for the Campaign efforts, which will assure the accuracy of information, appropriateness of statistical measures and consistency in the analysis of results. OIR has already developed data files for each entering cohort of students, beginning with Fall 2000. (see Appendices 6 and 7). These files include demographic data (age, gender, ethnicity, incoming skill levels, etc), experiential information (participation in special programs, course load, courses taken) and performance data (grades, credits earned, ratio of remediation completed, academic standing). In addition, access to our SIMSMirror (a relational data base mirror of the SIMS data base), will enable further analysis and development of applications to support our efforts. Formative and summative evaluation reporting will be scheduled at the scheduled Academic Success Center meetings (see attached Activity Plans). Finally, the plan and its activities are being supported with appropriate fiscal, physical and human resources to achieve the stated goals.

Analysis of Needs to be Addressed by the BCC Campaign for Success

The following specific problems or needs will be addressed in the targeted and strategic efforts that are part of the Campaign plan.

Problem 1: Detection of academic risk factors and implementation of interventions have not been coordinated and systematically implemented.

Many BCC students enter the College with academic and personal risk factors. Overall, student performance and persistence remain too low, represented by high failure rates in remedial and gateway courses, low credit accumulation, poor academic standing, low retention and low graduation rates. The demand for early detection and intervention for at-risk students has been highlighted with the implementation of a new academic standing policy, which much more readily identifies students on warning, probation and suspension and limits the number of credits allowed for students on probation. While there are many caring advisors, counselors and faculty on campus, there has not been a coordinated and centralized unit to manage information, tracking and services for students.

Problem 2: Well-developed information and electronic tools have been created but not fully utilized to assist in the organization of service delivery for all students groups.

BCC has developed a strong infrastructure for accessing, processing and analyzing student information, which has a strong potential for the particular needs of enrollment

management at the community college level.³ Creation of the SIMSMirror (a relational data base that is an exact replication of the SIMS data base) has enabled the College to create several state-of-the art electronic tools, including e-advisement, e-grades, e-attendance, among others that we have acquired, such as Degree Solutions⁴. Recently, in 2006-07, the College was able to implement (within a single academic year) 100% compliance with a new policy that required utilization of electronic attendance and grading processes (which enabled the College to comply with financial aid reporting requirements relating to the Return to Title IV). There are no such requirements for other electronic tools (such as Degree Solutions and the electronic academic advisement form), and the feasibility and projected impact of such requirements has not yet been studied, but is hypothesized to be beneficial. This is currently being analyzed in an Academic Advisement Audit (see design in Appendix 8), the results of which will be assessed by a task force of the Academic Success Council, which will be chaired by the Director of Administrative Systems.

Problem 3: Barriers to degree completion for our strongest students have not been scientifically documented or systematically addressed.

While the College has recently developed and expanded a vibrant honors program, there has never been a strategic effort to identify and address the particular barriers to graduation for our best (and most advanced) student population. While, there has been some documentation of the successes of individual programs for advanced students at the College, no comprehensive analyses have been completed and no comprehensive plan of action developed. (As of the first week in the Fall 2007 semester, 20% of the upper sophomores registered (n=236) have honor's grade point average status (3.2 or >), while 56% (n=839) are in good academic standing). A Task Force of the Academic Success Council (chaired by the Honors Program Director) will identify strategies to accelerate degree completion of these groups.

Problem 4: While the NCLEX pass rate for BCC graduates is consistently quite high (85% or more), too few of the entering nursing aspirants successfully enter the clinical nursing sequence and/or complete the nursing degree.

BCC attracts a significant number of nursing aspirants (estimates range from 15% -20% of the entire student population of approximately 9000 students), yet less than 200 students are enrolled in the clinical nursing program at any one point in time. After a systematic effort to improve the outcomes (particularly the NCLEX pass rates) of nursing graduates, the College has continued to demonstrate consistently strong post-graduate outcomes (NCLEX pass rates at or above the college goal of 85% and fairly consistently above the CUNY and State averages). In addition, the College has invested energy and resources in developing strategies to address the significant workforce demand for nursing graduates, the challenges of addressing the poor preparation of most incoming students for the academic rigors of the nursing program; and strategies to significantly increase the production of excellent nursing graduates from the College. Specifically, the College has: created a Health Science Academy in the Fall 2007, which parallels the ASAP program components for strong entering students to accelerate their preparation to enter the allied health fields; engaged in joint research projects with colleagues from Teachers College (TC), Columbia University, including a case study of the progress of community college

³ Ritze, Nancy. "Enrollment Management in the Comprehensive Community College: A Case Study of Bronx Community College" in *New Directions for Community Colleges: Community College Missions in the 21st Century, Number 136. Winter 2006.* <http://www3.interscience.wiley.com/cgi-bin/fulltext/113525153/PDFSTART>

⁴ Degree Solutions is the BCC name for Degree Works

nursing aspirants⁵ and participated in a U.S. Department of Education Institute of Education Sciences (IES) grant that is testing a curricular supplement (created by TC and BCC faculty) designed to prepare community college students to succeed in their pre-nursing and nursing courses.

Problem 5: The current condition of academic technology is reflected by: an unevenly developed, under-resourced landscape of IT equipment and support; gaps and shortcomings in academic applications of technology; poor coordination between IT infrastructure development and academic planning; and low levels of student information technology proficiencies.

BCC updated its Technology Plan in Fall 2006, which identified priorities including: the development of a strategy to ensure the development and adoption of curriculum-based technology competencies for students; ensure the ongoing evolution and maintenance of a high-quality, technology-enriched teaching and learning environment; and maintain an effective faculty development framework to promote effective integration of educational and information technologies. In Spring 2007, the Senior Vice President of Academic Affairs commissioned an external consultant to examine the deployment of technology in all academic programs. The *2007 Assessment Study of the Use of Technology within Courses and Program of Study*, detailed several strengths as well as several weaknesses.

III. Implementation and Activity Plans

ACTIVITY 1: Focus Efforts of the Academic Success Center to Improve Student Performance and Persistence (addresses problems 1,2,3)

Rationale:

In response to the challenges cited above, the first BCC Campaign for Success Plan (2006-07) established the blueprint for the creation of an *Academic Success Center*, which is designed to centralize and coordinate academic and student supports. That Center will begin full operations in September, 2007 and will immediately function to:

- Coordinate and streamline advisement efforts of staff in academic affairs (academic advisement), student development (counseling and freshmen orientation courses); enrollment management (registrar) and faculty in academic departments.
- Systematically identify, advise, and follow-up progress of at-risk students (on academic warning and probationary students), with an organized and rigorously implemented case-management approach.
- Coordinate the information and referral processes relating to academic support services (like tutoring, the writing lab, math lab, counseling, etc).
- Identify and address the advisement and referral needs of specialized groups of students (nursing aspirants) as well as each segment of the BCC population according to academic status and standing. (see distribution in Appendix 9).

⁵ Perin, Dolores. *Academic Progress of Community College Nursing Aspirants: An Institutional Research Profile*. In *community College Journal of Research and Practice*, 30:657-670, 2006 (BCC was the undisclosed subject of this article, the information for which was supplied and analyzed by the BCC Office of Institutional Research).

First year efforts will focus on: opening of the new facility; developing and documenting job descriptions and business processes; bringing to full scale a comprehensive academic orientation (including academic, OSSES-e-tools training and registration) for all incoming freshmen and transfers; and developing strategic management processes for assisting at-risk students (those with academic standings of "academic warning" and "academic probation"). (PMP 3.1.1).

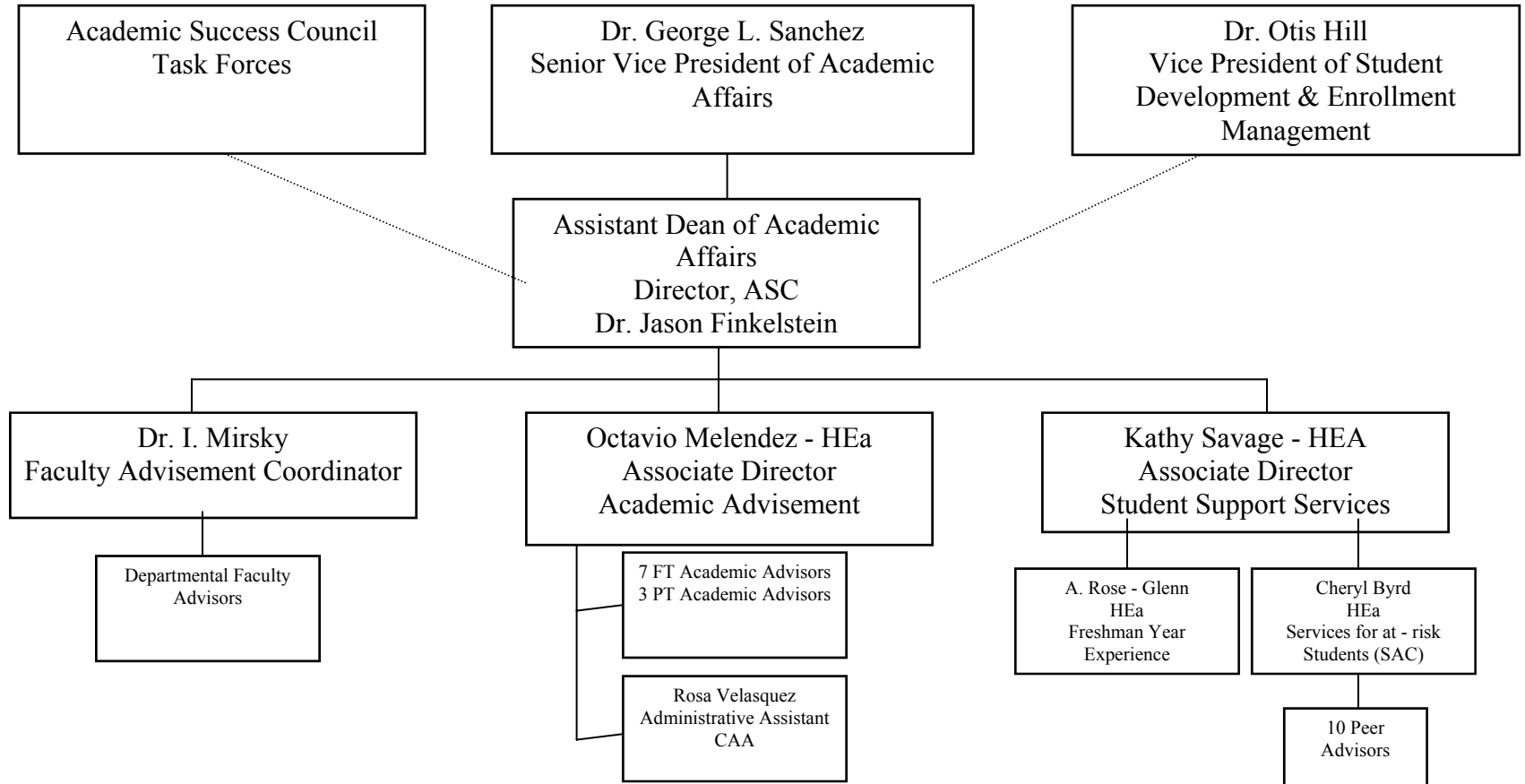
Strategies:

This year, the work of the *Academic Success Council*, will continue to be directed by the Senior Vice President for Academic Affairs to specifically support and systemically assess the operations and outcomes of the *Academic Success Center*. The mission of the Academic Success Center is to coordinate and centralize academic and support services in order to promote and support student achievement and success. The goals of the Center are:

1. To implement a student academic achievement model, which ensures a standardized academic orientation, academic advisement, e-tools orientation, and course registration for all incoming students;
2. To provide academic advising services during the freshman year using a developmental advising model;
3. To implement a model where students will be "transferred" to their major department for academic advisement when it is determined that they have completed pre-requisites and have a reasonable assurance of academic success;
4. To identify and provide specialized advisement (and tracking) for at-risk students populations (on academic warning, probation, suspension);
5. To plan and implement a series of professional development activities for professional academic advisors and faculty advisors;
6. To develop and implement programs designed to reduce the number of students at-risk and prevent poor academic standing;
7. To create and utilize electronic tools to identify student needs, refer students to particular services and assess the impact on student success.

The Center will coordinate the efforts of seven existing staff members from the academic advisement office, faculty departments, enrollment management, and student development. Three new academic advisors will be hired to support the Center's efforts. The following is a graphic representation of the functional model for the Center, which represents a collaboration between the Divisions of Academic Affairs, Student Development and academic faculty.

Academic Success Center
A Collaborative Functional Model Including Academic Affairs and Student Development



Academic Success Council Task Forces

These staff members and other key participants in the Campaign efforts (who are also members of the Academic Success Council) will lead the efforts of Academic Success Council Task Forces described below. (PMP Goals 3.1.4, 4.1.1, 4.2.1, 6.1.2, 9.3.1). Each Task Force Leader has been identified and invited to a Project Management Training Session scheduled for September 26, 2007.⁶ Each of the Leaders are members of the *Academic Success Council*; have functional responsibilities either in or associated with the *Academic Success Center*; have demonstrated their ability to lead an effort, typically utilize analytically-driven decision making tools and have a track record of delivering results.

We will incorporate a Project Management model⁷ for implementing the work of the Task Forces. Each Task Force will be directed by a Team Leader, who will: (1) receive specific and time-limited charges from the Senior Vice President of Academic Affairs; (2) participate in the Project Management training and ongoing coaching on campus; (3) present analyses and assessment results to the Academic Success Council for further review and feedback; (4) be held accountable for results. The task forces will be charged to engage in analysis to support the following:

Objectives (Team Leader)	Expected Results
Accelerate degree completion for students at the upper sophomore level, who are in good academic standing. (Dr. Jordi-Getman Eraso, History Department/Honors Program Coordinator)	Overall graduation rate will increase – as will the overall quality of graduates
Establish policies and procedures concerning use of electronic academic advisement forms (and other electronic tools). (Ms. Edi Ruiz, Administrative Systems Manager)	Use of electronic tools will increase, which will increase the n/% of students taking appropriate course schedules, increase the rate at which students will complete their degrees, and increase overall efficiency.
Create electronic appeals communications and record keeping processes (Dr. Isabel Mirsky, Communications Department/Faculty Advisement Coordinator)	Academic advisement and decisions regarding student appeals will be recorded in a central database – which will streamline and simplify information flow –which will increase productivity in addressing student appeals issues.
Develop and document business processes and calendars to implement corrective action plans for all academic warning and probation students: (Mr. Octavio Melendez, Associate Director of Academic Advisement)	The creation of business processes and calendars to coordinate and record advisement and action plans for at-risk students will minimize advisement errors, will reduce duplication of efforts, improve service to at-risk student populations, and improve student performance and persistence.
Evaluate new freshmen registration program & develop plan to bring to full-scale (Ms. Colleen Simpson, Executive Assistant to the Associate Dean of Enrollment)	New freshmen program will empower all new students with the information and tools they need to be successful college students.

⁷ Several members of the BCC ERP team have participated in the CUNY training in Project Management. As part of a larger campus effort to promote more effective campus operations, the BCC Campaign for Success leadership team will participate in a Project Management Training Session (in September, 2007) which will be delivered by *The Ouellette Group, LLC* (the group providing CUNY training). They will continue to receive coaching from our campus Project Management Leader (Chris Efthimiou) who will continue to be mentored by the Ouellette Group.

Management)	
Conduct weekend/evening feasibility study (Dean David Taylor, Associate Dean of Administration and Finance)	Study results will inform the strategic expansion of evening/weekend offerings in order to better meet student needs and to accelerate degree completion for working adults.

ACTIVITY 2: Increase the Number of Capable Students in the Clinical Nursing Pipeline, Nursing Program and Degree Completers (addresses problem 4)

Rationale:

- BCC has developed a strong nursing program with good results (on the NCLEX exam and in the workplace, reflected by job placement rates, starting salaries and focus group sessions with employers of BCC graduates)
- Like many other colleges, BCC has a great many more nursing aspirants than students who can gain admittance into the clinical program.
- The College has been engaged in serious research about this issue and has resolved some pre-clinical barriers to student success. One example involves registration for PHM 10 (Pharmacology), which previously presented an enrollment barrier to many students – for two reasons. One, students were allowed multiple repeats of the class, which in some cases prevented other students from entrance. Two, the nursing department managed the enrollment into PHM 10 with cumbersome business practices. The Nursing Department, Academic Advisement, Registrar and OIR collaborated to develop an electronic application and selection process with transparent selection requirements that now function effectively to enroll qualified students into the course.

Strategies:

- Increase the number of high achieving students in the nursing pipeline with the implementation of the Health Science Academy, which is modeled after the ASAP program, and is an accelerated program designed to prepare students for allied health majors. In its first semester (Fall 2007) there are 83 students enrolled, who will participate in an accelerated program of pre-nursing preparation.
- Identify the factors that impact student retention and completion for students who are admitted into the Clinical Nursing Program – which may be academic or more likely nonacademic (since grades in nursing courses are good) – and develop strategies to address those particular issues (maybe scholarship program, etc).
- Evaluate the current status of the evening nursing program (which is not robust with enrollment) – to be done in connection with the Task Force on Evening Weekend.
- Conduct a nursing program growth feasibility study, which assesses the following:
 - Number of faculty lines required
 - Number of hospital affiliations and clinical slots
 - Space, facility and other resource requirements
 - Resolution of NLN as either an entrance or advisory issue

Activity Objectives:

- Increase the number of nursing aspirants completing the pre-nursing sequence.
- Increase the number of nursing aspirants eligible to enroll in PHM 10 (requires improving math proficiency).
- Increase the number of students enrolled in first nursing course sequence.
- Increase the number of nursing degree completers.
- Increase the number of NCYLEX (successful) completers.

ACTIVITY 3: Implement Integrated Instructional Technology Program (addresses problem 5)

Rationale:

BCC's efforts to enhance instructional technology have been gaining momentum for the past several years. Our planning and assessment procedures, which have identified key strengths and weaknesses, enable us to focus our objectives both on documented gaps, such as the absence of articulated technology proficiency standards for students and faculty, and uneven infrastructure distribution; as well as on organizational advantages, such as the foundation work of the College's technology advocacy group, the Teaching Learning Technology Roundtable, and a significantly improved technology infrastructure. Utilizing results from the *Assessment*, the Senior Vice President for Academic Affairs created two new positions (Academic Technology Director, and Instructional Technology Coordinator) to initiate the development and implementation of a comprehensive plan to expand technology proficiency and utilization.

Strategies:

Our plan will tightly integrate faculty training, carefully planned infrastructure development, and a student mentor program that supports technology-based teaching and learning. The project will enhance technology utilization by faculty and technology proficiency acquisition by students. This effort will support our goals of improving student performance, persistence and attainment, while also meeting the challenge underscored by the Spellings Commission report on the future of higher education: to "harness the power of information technology" to improve student learning and meet critical workforce needs.

Two new leadership positions are being filled (including the Director of Instructional Technology which has been assumed by Dr. Howard Wach) and an instructional technology coordinator will be hired to formalize and oversee a comprehensive teaching with technology program and plan. (PMP 1.4.2), which includes three components:

Activity 3A: Development of Faculty IT Instructional Capability

- Five faculty members recruited from each of three academic departments and one cross-departmental academic program⁸ will form a Faculty Cohort, which will engage in a five-step process extending over three semesters and one summer. These steps are: preliminary skills assessment, instructional technology self-study, training, implementation, and assessment. Each step will be supervised and mentored by project staff and periodically assessed to ensure expected outcomes.

⁸ These will include the Honors Program, Writing Across the Curriculum, the Health-Science Academy, Freshman Year Programs, and High School Collaborative Programs.

- Newly revised academic planning procedures will be implemented, requiring departments and programs to specify technology-based goals and outcomes as a routine part of annual planning.

Activity 3B: Student Technology Mentors as Teaching and Learning Supports

- Twelve to 15 Student Technology Mentors (STM) candidates will be recruited by faculty on the basis of established academic performance in specific courses or programs.
- Training (in hardware and software applications, instructional design and pedagogical theory, and classroom & online tutoring techniques) will be coordinated with the faculty development cycle, so that they are prepared to work when faculty begin teaching technology-enriched courses.
- Assigned to work with faculty during the implementation phase of program development, STMs will therefore be equipped to help faculty with classroom-based projects and online coursework, to troubleshoot technical difficulties faculty may encounter, and to tutor their peers—both face-to-face and online—in specific subjects for which they have already demonstrated high proficiency. The STM program will validate their academic success, provide critical technical skills, and inculcate important workplace experiences.

Activity 3C: Coordinated IT Infrastructure Development

- Instructional areas will be equipped to deliver technology-enhanced courses, which will result from newly instituted academic planning processes designed to strengthen and balance the distribution of instructional resources.

IV. Campaign for Success Assessment

Each activity of the BCC Campaign for Success has assessment integrated into the fabric of the planning and implementation phases for each effort. Each team leader will be required and expected to utilize the committed research and analytical support provided by the Office of Institutional Research. In addition, as members of the *Academic Success Council*, the team leaders will report the formative and summative evaluation results at specified meetings of the Academic Success Council. Successful and/or promising efforts will be among the first to receive the necessary resources to further enhance their projects and, most importantly, student success.

The BCC Office of Institutional Research is positioned to provide strong analytical support to the Campaign for Success efforts. At the end of this year, an evaluation will be completed with the following components:

- Documentation, interpretation and assessment of student outcomes
- Compiled evidence of how specific activities and efforts have led to specific improvements
- Demonstration of how assessment activities and their results, in turn, are utilized to make mid-term corrections and ultimate improvements in student learning and student success

The ultimate measure of the success of our *Campaign for Success* will be documented in the concrete improvements in student learning, performance and persistence.