Monitoring Report to the
Middle States Commission on Higher Education

From

Bronx Community College of the City University of New York
Bronx, NY 10453

Thomas A. Isekenegbe, Ph.D., President

April 1, 2016

Subject of the Follow-Up Report:

Documenting further implementation of:

1. the institution's new strategic plan, articulating institutional and unit level goals that reflect conclusions drawn from assessment results and establish clear linkages with CUNY Performance Management Process (PMP) goals (Standard 2);

2. an organized and sustained process for the periodic review of non-academic units, with evidence that results are used to improve programs and services (Standard 7); and

3. an organized and sustained process to assess the achievement of institutional and program level student learning outcomes in service areas and academic programs, with evidence that assessment information is shared with appropriate constituencies and used to improve teaching and learning (Standard 14).

Contents:

Chapter 1: Overview and Introduction

1.1 Executive Summary – Bronx Community College MSCHE Monitoring Report
1.2 Overview of Bronx Community College

Chapter 2: Standard 2 - Planning, Resource Allocation and Institutional Renewal

2.1 MSCHE Commission Action
2.2 Background
  2.2.1 CUNY and BCC Performance Management Process (PMP)
  2.2.2 Annual Planning, Budgeting and Reporting
  2.2.3 Development of BCC Strategic Plan
2.3 Detailed Progress Since Submission of Periodic Review Report (April 1, 2014)
  2.3.1 Implementation and Operationalization of the BCC Strategic Plan
2.4 Example of the Full Cycle: Development of a Strategic Goal and Objective with Corresponding Activities, Budgets, and Assessments
2.5 Annual Planning, Budgeting and Assessment Linked to BCC Strategic Plan, CUNY PMP, and Personnel Evaluations in Spring 2015
2.6 Linking and Mapping Strategic Plan with Other Institutional Plans

Chapter 3: Standard 7 – Institutional Assessment

3.1 MSCHE Commission Action
3.2 Background
3.3 Detailed Progress Since Submission of Periodic Review Report (April 1, 2014)
  3.3.1 Assessment Program Goals
  3.3.2 Institutionalizing Periodic Review and Administrative Department Self-Study
  3.3.3 Improving Assessment Practice and Management of Assessment Products
  3.3.4 Assessment Structures and Supports
3.4 Examples Providing Evidence of Assessment Used for Institutional Improvements

Chapter 4: Standard 14 – Assessment of Student Learning

4.1 MSCHE Commission Action
4.2 Background
4.3 Detailed Progress Since Submission of Periodic Review Report (April 1, 2014)
  4.3.1 Structures and Support to Improve Assessment of Student Learning Outcomes
  4.3.2 Efforts/Investments in Promoting Excellence in Assessment of Student Learning Outcomes
4.4 Examples Providing Evidence of Assessment Used for Improvement of Student Learning Outcomes (in Non-Academic Programs, Academic Courses and Academic Programs)

Chapter 5: Conclusion

Tables:

Table 1: BCC Annual Planning, Budgeting and Reporting Calendar
Table 2: Comparative Student Success Metrics (BCC and CUNY Community Colleges)
Table 3: Comparative Student Satisfaction with Academic and Support Services
Table 4: BCC Faculty and Staff Satisfaction with BCC Student Services and Supports
Table 5: Example from BCC Implementation Plan
Table 6: Example from Operational Plan
Table 7: Student Learning Outcomes Assessment at BCC

Appendices

1. BCC Institutional Planning, Budgeting and Assessment Model
2. CUNY Support for Planning, Budgeting and Assessment
3. BCC Strategic Plan
4. Theories of Action Informing BCC Strategic Plan
5. Linking BCC Goals with CUNY PMP
6. BCC Implementation Plan
7. BCC Operational Plan
8. President's Annual Report Call Letter
9. Academic Affairs Annual Report
10. Academic Affairs Corrective Action Plan
11. BCC ECP Performance Assessment
12. BCC Year End Report 2014-15
13. BCC PMP 2015-16 Targets
14. Guidelines for Periodic Administrative Departmental Self Study
15. BCC Guidelines for Periodic Academic Review and Departmental Self-Study
16. BCC Schedule for Periodic Administrative Self-Study
17. Fall 2015 Assessment Calendar
18. Taskstream sample
19. BCC FOE Plan
20. FYP Facts
21. FYP Incubator
22. FYP Research Brief
23. BCC Accredited Academic Programs
24. BCC Pathways Courses
25. Guidelines, Rubrics and Tools for Creating and Assessing Student Learning Outcomes
26. New Faculty Seminar Assessment Project Reports

Acronyms

AA	Associate in Arts
AACU	American Association of Colleges and Universities
AAS	Associate in Applied Science
ABT	Ability to Benefit
AS	Associate in Science
ASAP	Accelerated Study in Associate Programs
ASC	Academic Success Center
BCC	Bronx Community College
BIT	Behavioral Intervention Team
CAE	Council for Aid to Education
CAP	Classroom Assessment Project
CD	College Discovery
CLA	Collegiate Learning Assessment
COSO	The Committee of Sponsoring Organizations of the Treadway Commission
CTLT	Center for Teaching, Learning & Technology
CUNY	City University of New York
DAC	Department Assessment Coordinator
DPS	Department of Public Safety
FOE	Foundations of Excellence
FYP	First Year Program
FYS	First Year Seminar
GAO	Government Accountability Office
IPBAM	Institutional Planning, Budgeting and Assessment Model
IR	Institutional Research
IT	Information Technology
LAS	Liberal Arts and Science
MSCHE	Middle States Commission on Higher Education
NASFAA	National Association of Financial Aid Administrators
PMP	Performance Management Process
SLO	Student Learning Outcomes
SMART	Specific, Measurable, Attainable, Relevant, Timely

Chapter 1. Overview and Introduction:

1.1 Executive Summary – Bronx Community College MSCHE Monitoring Report

Following the Bronx Community College's Periodic Review Report (June 1, 2014), the Reviewer Analysis (August 1, 2014) and the College's Response to the Reviewer Analysis (September 1, 2014), the Middle States Commission on Higher Education (MSCHE) voted to accept the Periodic Review Report and to reaffirm accreditation (November 20, 2014), and

1. **To request a monitoring report, due April 1, 2016, documenting further implementation of the institution's new strategic plan, articulating institutional and unit level goals that reflect conclusions drawn from assessment results and establish clear linkages with CUNY Performance Management Process (PMP) goals (Standard 2).**

Summary of BCC's Response since November 20, 2014

A new Strategic Plan (*Building a Community of Excellence: 2015-20*) was unanimously approved by the BCC College Senate (December 11, 2014); Goals from the Strategic Plan were linked with CUNY PMP goals. The BCC Strategic Plan was further developed into a Five-Year Implementation Plan with Goals, Objectives, Major Efforts and Products/Outcomes (April, 2014), and detailed into a one-year Operational Plan (including timelines and accountabilities). This Operational Plan was synchronized with the individual annual unit/department goals for this 2015-16 academic year, with budget decisions based on correspondence of plans/budget requests with the Strategic Plan in support of the College's Mission. Annual reports from Divisions and Units included a section describing how assessment results were used to "close the loop" leading to changes/improvements reflected in the goals for upcoming cycle.

2. **To request a monitoring report, due April 1, 2016, documenting further implementation of an organized and sustained process for the periodic review of non-academic units, with evidence that results are used to improve programs and services (Standard 7).**

Summary of BCC's Response since November 20, 2014

In addition to the annual departmental assessment reports, BCC created *Guidelines for Periodic Review of Non-Academic Departments* in 2014 and implemented a process (beginning in Fall 2015) for Periodic Review of Non-Academic Departments that replicates the process currently used in academic departments. A four-year cycle of Periodic Review for Non-Academic Departments was developed, with the first cycle commencing in 2015-16 (with 8 currently participating administrative departments). The Review Report includes the following:

- Department Description (mission, core functions, products/services, constituents, relationship of department's activities and functions to BCC Strategic Plan/CUNY PMP)
- Department Assessment (identification of current professional standards/norms for department; extent to which department meets those standards/assessment; identification of department objectives and student learning outcomes (if appropriate); approaches of assessment of objectives and learning outcomes; and demonstration of how assessment results are used to make changes/improvements)

In addition to the implementation of periodic review of non-academic departments, all non-academic departments have engaged in a full review and reporting of their mission, department/program objectives, student learning outcomes, assessment tools and measures and assessment reports.

3. **To request a monitoring report, due April 1, 2016, documenting further implementation of an organized and sustained process to assess the achievement of institutional and program level student learning outcomes in service areas and academic programs, with evidence that assessment information is shared with appropriate constituencies and used to improve teaching and learning (Standard 14).**

Summary of BCC's Response since November 20, 2014

The College initiated sustained efforts to support a more comprehensively organized and effective process for conducting and using departmental, programmatic and student learning outcomes assessment in both academic and non-academic programs. The aim was to bring participation in assessment practice to full scale and to improve the quality and utilization of assessment results across the campus. BCC therefore invested significantly in supporting assessment at the College, including the following steps:

- Created an **Assessment Council** (comprised of faculty members with reassigned time from all Academic Departments and each Administrative Division) and additional FT staff allocated to the Assessment Office;
- Provided on-site workshops -- *Performance Task Workshops* for faculty and staff, facilitated by the Council for Aid to Education (CAE), which supported meaningful assessment of reasoning and analysis and written communication skills;
- Sent a team of faculty/staff to *AAC&U's Network for Academic Renewal's General Education and Assessment: From My Work to Our Work* conference;
- Engaged all academic and administrative departments in professional development activities in the production/improvement of the following documents: mission statement, department/ program objectives and learning outcomes, assessment tools, assessment reports during Fall 2015. Support was also provided at Assessment and Administrative Council Meetings and at workshops.
- Purchased and installed Taskstream Assessment Software. Taskstream is expected to serve as a college-wide transparent repository for all assessment artifacts and reports at all levels. Primary staff have been trained and are uploading recently submitted planning and assessment products. Additional training sessions for faculty and administrators are scheduled during Spring 2016.

These investments have contributed to assessment-based improvements in both student learning outcomes and student progress and success.

The new President, Thomas A. Isekenegbe, his new executive leadership team, and the entire campus community has diligently and collaboratively worked to address each of the MSCHE requirements, while striving to further develop a culture of assessment at the College. This report describes what steps the College has taken to fully respond to the request for documentation and provides evidence of the College's compliance with MSCHE standards that were cited in the request for the monitoring report.

1.2 Overview of Bronx Community College

Since its creation in 1957, the mission of Bronx Community College (BCC) of the City University of New York (CUNY) has been to provide access and opportunity for academic success and upward social and economic mobility to the widely diverse population of the Bronx. BCC is part of the City University of New York, which is the largest urban public university in the country and is comprised of 24 institutions, including seven community colleges. The Bylaws of the Board of Trustees comprise the highest policy source within the University, including academic, budgetary and personnel matters. The President is the chief executive officer of the College. The President reports to the Chancellor of the City University of New York, who in turn reports to the CUNY Board of Trustees.

As a comprehensive community college, BCC provides students with an education that prepares them for productive careers and/or increasingly advanced higher education programs. The College's vision is to graduate students who are prepared to understand, thrive in and contribute to a 21st-century global community marked by diversity, change, and expanded opportunities for life-long learning and growth.

BCC has 42 active programs registered with the New York State Department of Education: 13 are AA/AS degree programs; 21 are AAS programs; and 8 are certificate programs. Over two-thirds (66%) of the students are enrolled in transfer programs (AA/AS), while 31% are enrolled in Associate in Applied Sciences (AAS) degree programs and 3% in certificate programs. Most recently, BCC ranked #31 nationally in the production of Associate Degrees for Minority Students (Community College Week 2015).

The vast majority of BCC students (97%) are ethnic minorities, representing more than 60 countries of origin. Approximately one-half (51%) are employed, and almost one-third (31%) are supporting children. Approximately one-half (53%) are first generation college students, and (53%) have an annual household income less than $20,000. Almost all (90%) of entering BCC freshmen require remediation in one or more basic skill area (reading, writing, mathematics), with almost one-quarter (24%) requiring remediation in all three (3) basic skill areas.

Recent Events

Thomas A. Isekenegbe assumed the Presidency of BCC in August, 2015. Shortly, thereafter, BCC was selected to be the First CUNY ASAP (Accelerated Study in Associate Programs) College as part of a larger CUNY plan to significantly increase associate degree attainment rates in New York City. ASAP is a highly successful academic support program that provides students with advisement, academic support and financial resources. BCC has consistently demonstrated impressive 3-year graduation rates (most recently 61%) for BCC ASAP students. In addition to this recognition, BCC was selected in January, 2015 as one of only 150 community colleges nationally to be eligible for the fourth Aspen prize for Community College Excellence. This is likely in response to nationally available data on the progressively increasing college-wide student performance metrics (including an increase in the 3-year graduation rate from 11% to 16%). We believe this and other improvements are the result of the College's intentional efforts to take strategic actions and make continuous improvements in student learning, student success and institutional effectiveness.

Chapter 2. Standard 2 - Planning, Resource Allocation and Institutional Renewal

2.1 MSCHE Commission Action (November 20, 2014):

To request a monitoring report, due April 1, 2016, documenting:

Further implementation of the institution's new strategic plan, articulating institutional and unit level goals that reflect conclusions drawn from assessment results and establish clear linkages with CUNY Performance Management Process (PMP) goals (Standard 2).

2.2 Background:

BCC has engaged in an organized annual process of planning, budgeting and assessment that has been guided by our Institutional Planning, Budgeting and Assessment Model (IPBAM), first implemented in 1999 **(**Appendix 1: BCC Institutional Planning, Budgeting and Assessment Model**)** along with the College's first Strategic Plan. The BCC IPBAM represents an ongoing cycle of assessment, visioning, strategic planning, operational and budget planning and outcomes assessment, which is designed to: develop goals and objectives in support of the College's Mission and Vision; allocate resources accordingly; and conduct assessments to evaluate progress, effectiveness and changes required to assure quality and support continuous improvement.

The College's planning, budgeting and assessment program and processes have evolved over time in conjunction with the CUNY Master Plan as well as the CUNY Performance Management Process (PMP), which was first implemented in 2001. This process engages all CUNY colleges each spring in an assessment of institutional progress on university and college goals as well as a delineation of goals and targets set for the following year.

2.2.1 CUNY and BCC Performance Management Process (PMP)

The PMP process is used to formalize the key objectives and assess the performance across all of the CUNY Colleges. The CUNY Chancellor utilizes the PMP results and feedback from the Central Office Executive Staff to assess the effectiveness of the various colleges and to allocate resources.

Across the CUNY System, performance expectations are clearly aligned to organizational objectives and defined in a Performance Management Process (PMP) which sets improvement goals in a vast array of indicators. Performance is tracked and reported on by the Office of Institutional Research and Assessment, and the Chancellor uses this information to assess the performance across the University. The Central Office staff also reports on the various colleges' administrative functions as part of the Chancellor's annual review. This assessment evaluates each college's effectiveness related to budget, procurement, financial aid administration, and investments. These factors are utilized by the Chief Audit Executive of the University when developing the annual audit plan, as well as by the Central Budget office when determining funding allocations. (Appendix 2: CUNY Support for Planning, Budgeting and Assessment)

At BCC, each spring the BCC President engages each College Division (and each department within each division) in the development of an annual assessment report, a plan for the upcoming year along with a corresponding budget request. Assessments and plans are linked to the College's Strategic Plan (and

corresponding Annual Operational Plan) and the CUNY PMP Goals. Budget requests are evaluated considering correspondence of requests to the College's priorities and strategic directions. Division reports are synthesized into an Annual College Assessment and the Plan that is submitted by the College President to the CUNY Chancellor as part of the Annual CUNY Performance Management Process (PMP). BCC has maintained records of these reports (including the College's annual assessments and charted improvements) since they were initiated in 2001.

Since the College's submission of the Periodic Review Report in June 2014, BCC has made much progress in the implementation of refinements and improvements in our planning, budgeting and assessment efforts, which will be discussed in greater depth in the latter part of this chapter.

2.2.2 Annual Planning, Budgeting and Reporting

Since 1999, BCC has participated regularly in an annual planning, assessment and budgeting process and, since 2001, in correspondence with the annual CUNY (PMP) Performance Management Process. Each Spring, the CUNY Chancellor identifies CUNY performance goals for the year and requests the College Presidents and Deans to assess progress on prior year's goals and targets and to develop goals and targets for the upcoming year. The CUNY and BCC budget cycle corresponds with the CUNY/BCC Annual PMP planning and assessment process, as documented in table below:

Table 1: BCC Annual Planning, Budgeting and Reporting Calendar

Timeline	Activity
January-February	Mid-year financial plan review and update Mid-year review of annual plan progress CUNY Chancellor initiates new PMP Cycle
March – April	BCC President calls for Annual Reports/Division Budget Call Letter E-Procurement/CUNYFirst shutdown for Requisitions Third Quarter Financial Report Collection of Faculty Scholarship Information
May-June	Annual Division (Planning/Assessment) Report Completion/Submission & Review. ***(Assessment results guide formation of new goals and inform budget allocations***) Reviews of Annual Budget Submissions Preparation/Submission of Annual College Report Draft Start-up Budget
July-August	Draft Ending Budget Condition (prior year) Initial Budget Allocation from CUNY Reconcile Draft Budget Condition with CUNY Allocation Finalize Budget eProcurement/CUNYFirst Opens for Submission of Requisitions Initial Budget Allocation from CUNY Implement Draft Budget
September-October	Share Annual Report with Campus Community Consultation with College Personnel and Budget Committee Finalize Start-Up Budget First Quarter Financial Report
November-December	Fall semester indicators calculated and disseminated Mid-Year Review of Operational and Budget Plans

Each Spring, the BCC President calls for Annual Reports from Each Division Vice President (Academic Affairs, Administration and Finance, Student Affairs and Strategic Initiatives). In turn, each Vice President calls for reports from their Department Chairs and Directors, with every Department and Division documenting assessments for prior year and goals/targets for upcoming year. Last spring 2015, the assessment and goal reports at BCC were directly linked to the most recently completed operational plan for the College, which was an outgrowth of the Strategic Plan. Annual Division Reports addressed the following questions: (1) what was accomplished in 2014-15? (2) what are the major challenges/opportunities impacting the Division? (3) what are the goals and targets for 2015-16? In addition, Division Vice Presidents completed budget templates for each of the Departments in their Divisions, which linked budget requests to the Strategic Plan.

2.2.3 Development of the BCC Strategic Plan

The development of the BCC Strategic Plan (*Building a Community of Excellence: 2015-20*) was coordinated by the College's Strategic Planning and Assessment Committee in collaboration with the President's Executive Council from 2011 to 2014. The plan emerged from: (1) a campus wide analysis of the College's strengths, weaknesses, opportunities and challenges; (2) a comprehensive institutional self-study undertaken through the auspices of the John Gardner Foundations of Excellence, which included a thorough review of the literature as well as assessment of BCC data; and (3) the City University of New York (CUNY) Master Plan and Performance Management Program Goals.

The campus community reaffirmed commitment to the College's Mission, Vision and Values as part of the Strategic Planning Process and articulated the following Goals in the new BCC Strategic Plan 2015-20: Building a Community of Excellence (Appendix 3: BCC Strategic Plan):

1. Build a Community of Excellence
2. Empower Students to Succeed
3. Deepen Student Learning
4. Develop World Citizens
5. Cultivate a 21st Century Curriculum
6. Enhance the Campus Environment
7. Promote a Reputation for Excellence

The new BCC Strategic Plan aims to support the College Mission and Vision, while institutionalizing effective practice by enhancing the College culture (its beliefs, practices and rewards) in all areas of campus life. The overarching goal of the plan is to build a "Community of Excellence" characterized by a culture that: (1) fosters evidence-based decision making; (2) promotes mentoring of faculty and students; and (3) facilitates collaboration, alignment and integration in all college activities and processes. The theoretically and empirically-based objectives to help us achieve these goals, and the theories of action informing them, are articulated in Appendix 4: Theories of Action Informing BCC Strategic Plan.

2.3 Detailed Progress Since Submission of Periodic Review Report (April 1, 2014)

Following a three-year period (2011-14) to design the new BCC Strategic Plan, the College moved rapidly to finalize approval and initiate implementation of the plan in pursuit of institutional excellence and in support of the College's Mission and Vision. These efforts demonstrate BCC's commitment to the

successful execution of the Strategic Plan as well as our affirmative response to the MSCHE requirements relating to Standard 2.

2.3.1 Implementation and Operationalization of the BCC Strategic Plan

After engaging the College community in broad dissemination and discussion about the Strategic Plan across campus, the College Senate voted unanimously to approve the Plan in December 11, 2014. During the Spring 2015 semester, the College community engaged in the following efforts and created the following products:

1. Alignment of BCC Strategic Goals with CUNY PMP Goals (Appendix 5: Linking BCC Goals with CUNY PMP);
2. Further development of implementation and operational plans which included: clear articulation of institutional, divisional and unit level goals; major efforts; anticipated products and outcomes; timelines, and accountabilities.
3. Linking assessments and plans to budget requests and allocations for 2015-16.
4. Linking institutional assessments and plans to personnel evaluations.

A Five-Year Implementation Plan (Appendix 6: BCC Implementation Plan) and a more detailed Operational Plan (Appendix 7: BCC Operational Plan) were developed to correspond directly with each of the 7 goals (and corresponding objectives) articulated in the Strategic Plan. The Implementation Plan details a summary of "evidenced-based" activities and anticipated products/outcomes for each goal and set of activities in the plan, while the Operational Plan identifies timelines and accountabilities.

2.4 Example of the Full Cycle: Development of a Strategic Goal and Objective with Corresponding Activities, Budgets, and Assessments

One of the major challenges facing BCC is the lack of student academic success. Students enter the College powerfully motivated to succeed, but retention and graduation rates, along with other measures of student achievement, have historically been disappointingly low.

Table 2: Comparative Student Success Metrics (BCC and CUNY Community Colleges)

Student Success Metrics	BCC Metrics	CUNY Community College Average Metrics
One-year Retention Rate (First-time, Full-time Students) FA 13 entrants	61.2%	65.7%
Four-year Graduation Rates (First-time, Full-time Students) FA10 Entrants	19.1%	23.5%
% students earning 30 equated credits per year	11.9%	16.7%

Source: CUNY PMP Data Book (August 2015)

In addition, both students and faculty consistently have reported--on surveys, in focus groups, through complaints and in meetings--that student support services (academic advisement and tutoring) were disorganized, inaccessible and ineffective.

Table 3: Comparative Student Satisfaction with Academic and Support Services (Noel Levitz SSI)

Support Area Assessed	BCC	CUNY Community College Average
Satisfaction with Academic Advising Effectiveness	5.1	5.1
Satisfaction with Campus Support Services	4.9	5.1
Satisfaction with Service Excellence	5.1	5.2

Source: CUNY PMP Data Book (August 2013). (Satisfaction ratings are from 1 to 7 where 1= "not satisfied at all" and 7= "very satisfied." The scale is derived from a combination of survey items.)

Table 4: BCC Faculty and Staff Satisfaction Trends Regarding BCC Student Support Services

	Percent Rating Satisfactory or Better		
Support Services	**Spring 11**	**Spring 13**	**Spring 15**
Tutoring Services	78%	65%	74%
Advisement Process	59%	40%	45%

Content Analysis of Faculty/Staff Survey Comments reported in October, 2014 included the following:

1. There were 48 negative comments regarding Advisement/Registration, such as:
   - Poorly organized/ineffective/chaotic/needs complete overhaul/students suffer
   - Advisement should be in Academic Affairs/Advisors should be designated to each Academic Department/Division constantly reorganized and poorly serving students
2. There were 16 negative comments regarding Tutoring, suggesting:
   - Not enough tutor services/centralize tutoring

In response to these issues, the following Goal and Objectives were developed and presented in the BCC Strategic Plan:

For each objective associated with each of the seven goals presented in the Strategic Plan, the College identified Major Efforts and Products/Outcomes for the five-year period in the BCC Implementation Plan. The following example demonstrates how Goals and Objectives were further developed and presented in the BCC Implementation Plan. The major efforts and products/outcomes identified for Goal 2/Objective 2.3 are presented in the Implementation Plan as follows:

Table 5: Example from BCC Implementation Plan

Goal 2: Empower Students to Succeed

Objectives	Major Efforts	Products/Outcomes
2.3 Provide efficient, accessible, user-friendly, and integrated student services and support structures that address the holistic needs and well-being of every BCC Student.	a. Create one-stop centers for student services. b. Develop integrated academic advisement and support services.	a. One-stop centers (enrollment services, tutoring, on-line) established. b. Increased student utilization/satisfaction with academic and student support services/resources.

(From BCC Implementation Plan)

In an effort to further develop timelines and accountabilities, each activity within each objective for each of the seven Strategic Goals was staged over the 5-year period, with team leads identified and resource requests identified for those activities planned for Year 1 (2015-16). This was presented as follows for our example of Goal 2-Objective 2.3 in the BCC Operational Plan:

Table 6: Example from Operational Plan

GOAL 2: Empower Students to Succeed

Objectives

2.3 Provide efficient, accessible, user-friendly, and integrated student services and support structures that address the holistic needs and well-being of every BCC student.

Objective/Activity	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Team Leads
2.3a Create 1-stop Centers for Student Services (Tutoring)	X	X	X	X	X	X	VPS AA/SA
2.3b Develop Integrate Advisement and Support	X	X	X	X	X	X	VPS AA/SA

(From: BCC Operational Plan)

Examples of Planned Activities and Resources Allocated Regarding Goal 2/Objective 2.3

Learning Commons Case Study – Evidence Linking Planning and Budgeting

Activities

The Learning Commons was created to provide a central location to support and encourage collaborative learning among students, which is home to group, peer and individual tutoring, as well as supplemental instruction (SI, and exam review sessions). This Learning Commons houses all developmental math tutoring, and offers a Learning Commons resource corner displaying manuals, study guides, and models for students to use to aid with their studies. Students can also reserve study rooms equipped with whiteboards. Student usage of the commons is monitored with TutorTrac.

Outcomes

1. Renovated a large facility to house a state-of-the art collaborative learning center.
2. Enhanced the existing center tutoring experience by reorganizing the tutoring offerings to eliminate conflicts;
3. Increased utilization of tutoring services through expanded hours and collaboration with academic departments;
4. Increased satisfaction with tutoring services as noted by students, faculty, and staff.

Resource Allocations

1. Restructured the Tutoring Center to include a coordinator, an administrative assistant, clerical support staff, tutors, SI leaders, and student liaisons ($87,000)
2. Hired additional tutors to begin to address student tutoring needs;
3. Hired SI Leaders to provide additional SI services in collaboration with the academic departments;
4. Created a newly designed space for the Learning Commons ($190, 463 and BCC labor costs)

Academic Advisement Case Study -– Evidence Linking Planning and Budgeting

Activities

Revised the mission, vision, and goals for the Academic Success Center; developed learning objectives to properly assess the effectiveness of the ASC's engagement with students; trained all success coaches on the use of newly created administrative tools; conducted 2 Mini Retreats with all success coach staff and selected support service staff; conducted 1 Academic Advisement Bootcamp – Training Program with 125 participants from across the campus; deployed success coaches into the academic departments in order to streamline the facilitation of academic advisement services within the departments.

Outcomes

1. Enhanced the existing one stop center experience by including satellite locations within the academic departments as well as the Evening/Weekend Office;
2. Increased student utilization of advisement services through expanded hours and collaboration with academic departments & support service areas;
3. Increased satisfaction with advisement services as noted on surveys by faculty, staff, students.

Resource Allocations

1. Restructured the Academic Success Center to include a director and associate director;
2. Hired additional success coaches to assist with managing student caseload ($171,027);
3. Enhanced the appearance of the ASC Office space;
4. Conducted 2 ASC Retreats for 30 administrative & success coach staff (breakfast and lunch);
5. Conducted 1 Academic Advisement Bootcamp for 125 participants (breakfast and lunch).

2.5 Annual Planning, Budgeting and Assessment Linked to BCC Strategic Plan, CUNY PMP, and Personnel Evaluations in Spring 2015

Following the completion of the Strategic, Operational and Implementation Plans, BCC was well-prepared in Spring 2015 to link annual assessments and plans to the BCC Strategic Plan, as well as the CUNY Performance Management Process (PMP) Goals. As in past years, the Interim President called for Annual Reports from each of the Divisions (Appendix 8: President's Annual Report Call Letter). As described earlier, Vice Presidents, in turn, requested annual reports from each of the units in their Divisions. (See Division examples from Academic Affairs – Appendix 9: Academic Affairs Annual Report and Appendix 10: Academic Affairs Corrective Action Plan).

In addition, the Interim President requested each of the Executive Staff members (VPs, Deans and Executive Directors) to complete a Self-Assessment which documented PMP metrics relating to their performance. The CUNY format links executive evaluations to the CUNY Performance Management Program (PMP) goals as well as the individual College focus goals. The self-assessment (see example in Appendix 11: BCC ECP Performance Assessment) which was used in the President's annual evaluation of Executive Staff.

The College-wide Annual Report was written as a synthesis of the Division Annual Reports (reflecting progress and aspirations on College strategic priorities linked to PMP goals), which was prepared in

accordance with the CUNY Performance Management Program (PMP) and was submitted to the Chancellor of the City University of New York (Appendix 12: BCC Year End Report 2014-15 and Appendix 13: BCC PMP 2015-16 Targets).

2.6 Linking and Mapping Strategic Plans with Other Institutional Plans

Under the leadership of BCC President Thomas A. Isekenegbe and his new team, the College is in the process of updating, improving and, in some cases, creating and linking plans (Facilities Master Plan, Information Technology Plan, Academic Plan, and Assessment Plan) to correspond with the BCC Strategic Plan. As shown earlier in this report, BCC purchased TASKSTREAM Assessment Software to facilitate the documentation, management, utilization and tracking of the variety of planning and assessment efforts and documents at the College. As all plans are updated or developed, the goals and objectives will be linked with the College's Strategic Goals.

Chapter 3. Standard 7 - Institutional Assessment

3.1 MSCHE Commission Action (November 20, 2014):

To request a monitoring report, due April 1, 2016, documenting:

An organized and sustained process for the periodic review of non-academic units, with evidence that results are used to improve programs and services (Standard 7).

3.2 Background

BCC has engaged all departments and units on campus (including all academic and non-academic units) in annual planning and assessment activity and reporting since 1999. As part of this effort, all divisions/departments/units have completed an annual report that highlights assessment results from the past year and identifies goals and targets for the upcoming year. The specifications for the reports have remained roughly the same over the past several years, and includes the following:

BCC Division/Department/Unit Annual Report Format

The purpose of the annual report is to reflect upon this past year's events and accomplishments; highlight challenges and opportunities; and identify goals, targets, plans and related resource requirements for the upcoming year. Specifications for the Reports include:

1. **Assessment of the Division/Department/Unit progress this past year; identification of major challenges, risks and opportunities; and identification of goals and targets for upcoming year:**
   - What was attempted and accomplished?
   - What activities or initiatives impacted these outcomes?
   - What challenges were faced?
   - What are goals/targets/resource requirements for the upcoming year?

2. **Review and update Administrative Functions and Management Summary Reports, including:**
   - Unit mission/functions/products/services
   - Student learning outcomes (when appropriate)
   - Assessment measures for each function/product/service

While "compliance" with the annual reporting requirement has been quite high at the College, the quality of assessment practice and the utilization of assessment for continuous improvement (in support of the College's mission) has been uneven. In addition, as noted by MSCHE, BCC had planned, but not yet implemented a periodic review process for non-academic departments at the time the BCC PRR was submitted. Finally, the fundamental objectives set forth in our new Strategic Plan 2015-20 include the following overarching Goals and Objectives, which demand a more robust and collaborative institutional assessment effort:

Overarching goal/objectives in the BCC Strategic Plan
Strategic Goal 1: Build a Community of Excellence

1. Foster continuous improvement with use of analysis and evidence driving all academic, student support and administrative decisions.
2. Promote mentoring and professional development at all levels across the College to support the learning and development of all members of the campus community.
3. Foster a culture of collaboration, integration and alignment of curriculum, student support and administrative processes.

President Isekenegbe and his new Executive Leadership Team encouraged, supported and provided significant resources to assure that BCC would engage in an institutional assessment initiative (including student learning assessment) that would facilitate institutional progress, improvement and accountability in pursuit of the Strategic Plan and Objectives.

3.3 Detailed Progress Since Submission of Periodic Review Report (April 1, 2014)

3.3.1 Assessment Program Goals

Consistent with the new BCC Strategic Plan, *Building a Community of Excellence: 2015-20*, BCC has been implementing a revitalized formal assessment program. This program is designed to:

- Foster continuous improvement with the use of analysis and evidence driving all academic, student support and administrative decisions (Goal 1, Objective 1.1a in Strategic Plan).
- Support the development of analytical tools and analytical capability across the campus to strengthen the impact and value of assessment efforts (Goal 1, Objective 1.1b in Strategic Plan).
- Comply with accreditation expectations to "assure the fulfillment of the college's mission and goals, continuously assessing and improving programs and services; and responding to challenges and opportunities" (MSCHE Characteristics of Excellence).
- Adopt and implement best practices and professional standards across the College (utilizing self-assessment tools based on the COSO framework, NASFAA and GAO). Ensure ongoing transparency and communication; that processes and controls evolve as automation is introduced; that controls are adequate to provide reasonable assurance that resources are safeguarded against waste, loss, and misuse; that operations are efficient and effective; that specific management objectives are achieved; that financial and performance reports are reliable; and that there is compliance with applicable laws and regulations.
- Facilitate the collection, maintenance and accessibility of assessment materials to document assessment of institutional, program and student learning outcomes – which can then be used to guide improvements in teaching, learning and service delivery (in support of Strategic Goals, CUNY PMP Goals and Targets).
- Assure that BCC effectively and specifically responds to the most recent formal action taken by the Middle States Commission on Higher Education (MSCHE) at its November 20, 2014 meeting.

3.3.2 Institutionalizing Periodic Review and Administrative Department Self-Study

The Strategic Planning and Assessment Committee developed *Guidelines for Periodic Review and Administrative Departmental Self-Study*, both reviewed and approved by the President's Cabinet and Executive Council. (Appendix 14: Guidelines for Periodic Review and Administrative Departmental Self-

Study). These guidelines were modeled after the Guidelines already being used by the Academic Departments for Periodic Academic Program Review (Appendix 15: BCC Guidelines for Periodic Academic Review and Departmental Self-Study).

A four-year calendar has been created, so that every administrative area/department will have engaged in a periodic self-study by our next Middle States Self-Study and Team Visit (2018-19)--with the exception of the pioneering group for the first year (who are all volunteers and assessment leaders on campus). The participants will be grouped according to a unifying theme (such as academic support services, pre-college programs, etc.), so that they can benefit from the expertise and insights of others engaged in the same process with a similar focus.

The first cycle of participants in the Periodic Review and Administrative Departmental Self-Study have been identified and are currently engaged in the self-study process. They include: Information Technology, Public Safety, Physical Plant Services, CUNY Language Immersion Program, College Discovery, Academic Assessment, and Institutional Research. The Schedule for all Administrative and Student Support Departmental Periodic Self Study is documented in Appendix 16: BCC Schedule for Periodic Administrative Self-Study.

Brief Description of Periodic Departmental Self Study

The Guidelines for Periodic Non-Academic Departmental Review provide a framework for administrative and student support departments at BCC to draw upon the standards and approaches to assessment that parallel those used in the Academic Departments at the College. The self-study is envisioned as providing a reflective report on the department's contribution to realizing the College's mission and achieving the goals of the College, while highlighting the extent to which a department fulfills its own mission and goals, and evaluating the effectiveness of major functions and use of resources. The Self-Study is designed to answer the following questions:

- What are key components of the Department (mission, functions, products, services, constituents)?
- In what ways do the functions/activities of this department contribute/relate to the College's Mission and Strategic Goals?
- Departmental Assessment (of departmental objectives/student learning outcomes)
- Closing the Loop (Evidence of Lessons Learned/Changes/improvements resulting from Assessment)

Support for Periodic Self Study

Assessment support for the Periodic Departmental Self-Study is being provided by a professional team of research and assessment specialists on campus, including: staff from the Office of Institutional Research (providing research and evaluation support); staff from the Office of Academic Assessment; members of the Assessment Team (faculty provided with reassigned time to support excellent assessment practice across the campus); the Dean of Research, Planning and Assessment and the Associate Dean of Academic Affairs. Consistent with a major overarching objective of our strategic plan to promote mentoring and professional development, we expect that assessment mentors will be cultivated in each cycle of the self-study process to support those in subsequent cycles.

3.3.3 Improving Assessment Practice and the Management of Assessment Products

While there has been a great deal of assessment work done at BCC over the past decades, the College has not had a centralized structure (including a single repository of information or a single calendar of activities and accountabilities) for all dimensions of assessment activities. This year (2015-16) we have been seeking to streamline and strengthen our assessment practice, including the collection and dissemination of evidence of assessment results and impacts. As part of this effort, all academic and administrative/support departments have been asked to participate in the review, submission and peer review of the following products. While most departments had developed some (or all) of these products, this exercise gave everyone the opportunity to evaluate and improve on what already existed and create anew (if necessary):

1. Departmental Mission Statement
2. Program Objectives/Learning Outcomes (where applicable)
3. Assessment Measures
4. Annual Assessment Reports (Summary of Results/Evidence of Use for Improvements)

An ambitious and comprehensive calendar of annual activities (meetings, training sessions, workshops, deadlines) was developed and implemented during the fall semester. (Appendix 17: Fall 2015 Assessment Calendar). Each month of the fall semester was devoted to each of the assessment products that would be collected from all academic and administrative departments. Meetings of the Chairpersons, the Assessment Council and the Administrative Council were devoted to discussion about each of the expectations and additional workshops (one-on-one assistance was also provided).

The following tools have been put in place to facilitate the completion of all required assessment products across the campus:

- Guidelines and evaluation rubrics have been developed for each product (mission, department objectives, student learning outcomes, assessment reports) to be used for the development, revisions, and peer review of those products.
- Resources (written materials, rubrics, workshops) have been provided throughout the year to support high quality and effective assessment practice.
- Feedback has been solicited about the assessment processes and evaluation materials from the campus community.
- Peer review of products from all academic and administrative/student support departments has been encouraged and occurred at regularly scheduled meetings.
- Products from all departments are in the process of being uploaded to TaskStream Software (see more information about this in following section).
- The cycle will repeat in following years. (Annual assessment reports will continue to be required of all departments. Only updates will be required for mission statements, department objectives, learning outcomes and assessment measures.)

3.3.4 Assessment Structures and Supports

Assessment Council

The Assessment Council was established by the Vice President of Academic Affairs in the summer 2015, with one faculty member designated from each Academic Department as the "Department Assessment Coordinator" (DAC) for his/her department and one representative from each of the major Administrative Divisions (Academic Affairs, Student Affairs, Administration and Finance and Strategic Initiatives). In addition to the faculty members, the Council is comprised of the College's Assessment Manager, the Dean of Institutional Research, and representatives from the Center for Teaching, Learning & Technology (CTLT) and the Office of Academic Affairs which will serve as the oversight body for the Council. Department Assessment Coordinators are awarded 3 hours of reassigned time each academic year in the spring and their responsibilities are as follows:

Department Assessment Coordinator Roles and Responsibilities:

- Serve on Assessment Council committee
- Engage in the alignment of institutional and departmental missions, general education and Pathways outcomes.
- Advocate faculty-driven assessment measures that are realistic and streamlined to help departments and programs improve student learning, pedagogical effectiveness, and institutional success.
- Facilitate the process of course and program assessment within the department and provide assistance to colleagues on assessment practices.
- Keep his/her Chair and department colleagues updated on department and campus-wide assessment matters.
- Report on and evaluate the outcomes of implemented assessment practices, help formulate action plans, and consult with academic department chair, faculty and staff to oversee, track and project the actions necessary to maintain effective departmental, programmatic and student level learning outcomes.
- Attend related professional development workshops (schedule permitting) on assessment.
- Receive assessment software training.

Institutional Effectiveness Committee

The ultimate goal of our assessment program is to continuously make improvements based on assessment results and achieve or exceed the goals set forward in our Strategic Plan. To this end, President Isekenegbe has recharged the *Institutional Effectiveness Committee (Gold Standard) Committee),* which was previously called the Strategic Planning and Assessment Committee to monitor and chart institutional progress towards achieving the goals set forth in our Strategic Plan (*Building a Community of Excellence)*. As documented in this report, the College has made much progress to date.

A new charge for the *Institutional Effectiveness (Gold Standard) Committee* includes the following*:*

1. Monitor the College's progress implementing the Strategic Plan (*Building a Community of Excellence 2015-20);*
2. Chart the College's progress in achieving the outcomes articulated in the Strategic Plan;

3. Monitor the development, implementation and outcomes of College plans corresponding with the Strategic Plan (such as Academic, Facilities, IT, Enrollment Management, and Assessment Plans);
4. Identify existing efforts (and make additional recommendations) to address major issues expressed in President's Listening Tours;
5. Evaluate Annual College/CUNY PMP Reports relative to implementation of plans and corresponding outcomes;
6. Submit Annual Report to the President and communicate with the College Community

Office of Institutional Research (IR)/Office of Information Technology (IT)

The Office of Institutional Research Planning and Assessment provides analytical support for any variety of assessment efforts, including accreditation review, departmental self-studies, expanding general knowledge base, funding proposals, informing programmatic and policy decisions, marketing campaigns and program evaluations. Services include ad-hoc data queries, qualitative and quantitative data analysis, survey design and administration, evaluation and assessment project planning, logic model support, database development and qualitative research (including interviews, observations, and focus groups). Standard reports (such as college and student profiles; student/faculty and staff satisfaction survey results; enrollment data; student performance and persistence data, etc.) are routinely provided to the campus community in a variety of formats.

The Offices of IT and IR work collaboratively with a variety of departments to develop electronic tools to facilitate use of information and analysis by campus constituents. Some of these include:

- ***Enrollment Dashboard*** provides users with the following information: daily advisement/registration by cohort (continuing, freshmen, readmits, transfer and permit students); special programs; department; by assigned success coaches and by major. The Dashboard also provides users with term comparisons by enrollment, advisement and FTE's.
- ***Retention Management View*** provides Success Coaches with current data for each student on their caseload including and not limited to their registration status, GPA, midterm grades, early alert status and number of credits earned. Success Coaches are able to sort their caseloads according to particular variables to support outreach efforts.
- ***Early Academic Progress Report*** provides faculty with an opportunity to identify and report an early semester evaluation of student's academic performance.

Taskstream Software

In order to support an organized and systematic institutional assessment and improvement program, BCC purchased *TASKSTREAM,* an assessment software package. Taskstream AMS shall serve BCC as a college wide transparent repository for all assessment artifacts and reports at all levels. Furthermore, Taskstream's AMS platform provides the necessary visibility to ensure compliance, governance, and cross boundary best practices in pursuit of effective and superior institutional assessment.

The software package will enable us to map strategic and operational plans as well as college, general education, program and course learning outcomes for all administrative, academic and student support departments. In order to expedite the utilization of the software (in the interest of meaningful assessment practice and improvement), the college engaged in an ambitious collection of assessment

products during Fall 2015 (discussed in more detail below). These products are now being uploaded by Assessment staff members, so that, when faculty and staff are trained (during Spring 2016) in the use of Taskstream, they will already see their department's assessment products and can proceed in the process of meaningful assessment and improvement activity. See sample front page for the Business Department at Appendix 18: Taskstream Sample.

3.4 Selected Examples of Assessment Used for Institutional Improvement

While the College has only recently implemented a systematic process for periodic review of non-academic departments, there has been encouragement and support for substantive assessment practices over the past years. There have been increased efforts most recently to highlight these best assessment practices – in publications, at workshops and in regular meetings--to support good practice at the College. In order to accommodate the different assessment styles across the campus, a variety of assessment reporting formats have been encouraged/utilized. Some examples follow:

BCC First Year Program

Note: Readers of the BCC Periodic Review Report commended BCC for this effort to improve the first-year success of its students and suggested that assessment in this area may serve as a model for effective ways to conduct assessment in other service areas. We have taken this advice very seriously.

Desired Outcomes or Objectives:
Improve first year student learning and performance outcomes and serve as an incubator for a variety of high impact practices.

Assessment Results:
In 2010-11, BCC engaged in a comprehensive campus-wide self-study under the auspices of the John Gardner Foundations of Excellence in the First Year. (Appendix 19: BCC FOE Plan). The results of this self-study (which included assessment of the successful but then small BCC ASAP Program) impacted the development of the current BCC Strategic Plan and also the development of a new First Year Program, which was first implemented in Fall 2012 and continues to grow and improve. (Appendix 20: FYP Facts)

- The First Year Program is being used strategically to both positively impact student success in the first year and as an incubator for high impact practices (assessment, pedagogy and student support) across the campus. (Appendix 21: FYP Incubator)
- The First Year Program has resulted in significant gains in student learning and persistence, which have been widely analyzed and disseminated across and beyond the campus (http://ccrc.tc.columbia.edu/publications/redesigning-student-success-course-sustained-impact.html) (including the assessment protocols which have impacted these gains and improvements). (Appendix 22: FYP Research Brief)

Next Steps/Action Plan:
This successful effort to institutionalize a high impact program for all students at BCC was a factor considered by CUNY is selecting BCC to be named the first ASAP College. The program's impact on student success metrics (including a 5%-point increase in the 3-year graduation rate from 11% to 16%) also likely impacted the recent invitation from the ASPEN Foundation for BCC to apply for the prestigious ASPEN award.

Department of Judicial Affairs (Fall 2015) – Assessing Awareness of Resources for Dealing with Disruptive Students

Desired Outcomes or Objectives
Academic department chairpersons will be able to identify resources for dealing with disruptive and disturbed students.

Assessment Results
Based on survey results, it appears that most responding chairs have a good understanding of how to report student conduct matters (75%); how to differentiate between disturbed and distressed student behavior (62.5%); know who to reach out to when dealing with this type of student behavior (87.5%); understand when it is appropriate to involve Public Safety in student conduct matters (75%); understand the role of the Faculty Student Disciplinary Committee (65%); and understand the various support services available to them for managing these types of situations (87.5%). However, 50% of responding chairs did not have an understanding of the various sanctions available to address disciplinary matters; and 50% did not understand the role of the Behavioral Intervention Team and when to reach out to them

Next Steps/Action Plan
1. Launch a webpage for the Office of Judicial Affairs containing information, policies and resources pertaining to student conduct and concerning behavioral issues;
2. Stream line the process for faculty reporting of conduct and BIT matters through use of the webpage;
3. Increase faculty workshops on issues related to BIT and conduct.

Evaluating Effectiveness of an Affective Assessment Instrument for Developmental Students

Desired Objectives
Identifying and addressing affective needs of BCC students.

Results
A pilot study was conducted to evaluate the effects of an affective assessment instrument which was developed and tailored for students at BCC. The instrument asked developmental students a series of questions to determine the campus support services which might best address their non-cognitive needs and provided them with personalized reports recommending specific resources available at this college based on their individual responses. The study used follow-up surveys and end of semester pass and retention rates to determine the extent to which students attended the services, were satisfied with campus resources, and benefitted from the affective assessment instrument. Findings indicated that students had a wide range of affective needs, required frequent reminders about available resources, and needed ongoing assistance from financial aid counselors, academic advisors, disability specialists, and tutors. These results indicate that developmental students could benefit from institution-designed affective assessment instruments, but that colleges need to use these instruments to provide information to faculty and staff about student needs, guide students to specific resources, closely track student attendance in support services, and follow-up with students regularly to track their progress.

Next Steps/Action Plan
Discussions are underway about expanding use of this instrument for a larger group of students at BCC.

Department of Public Safety Assessment Report (Fall 2015) – Improving Satisfaction with Public Safety

Objectives:

Improve DPS Campus Satisfaction rate with the Campus Community by 1.5 percent from excellent / average performance.

Assessment Findings:

Despite the campus being statistically safer (based upon crime statistics), there is still a perception / concern (based on annual survey results) for overall more foot patrols that were requested with a greater Public Safety presence on campus.

Action Plan:

Reorganize Campus Patrol Strategy for greater on-campus patrol visibility, coupled with additional Crime Prevention outreach to the College community on all levels. In addition, enhanced training/professional development in key areas for front line staff to include community policing concepts, emergency response and crises intervention.

BCC Testing Office –Fall 2015 Assessment – CUNY Test Preparation Efficacy

Description of a specific Department/Program Topic, Issue, Problem or Question

Incoming BCC students take placement exams in order to be placed in appropriate developmental or college level courses. At BCC, nearly nine out of ten freshmen require developmental courses in at least one area. Nearly half of a sample of BCC placement test takers (44%) report not having prepared for the exam. Given the lack of attention to test preparation on exams that determine their course sequences and related length of path to graduation, the BCC Testing Office decided to coordinate test preparation efforts utilizing testing office spaces and utilizing highly effective test preparation facilitators from various programs and departments at the college.

How well do new students who participate in test prep workshops compare on course placements with those who do not participate?

387 students participated in placement test and ATB (Ability to Benefit) workshops between October 2014 and August 2015. Based on a sample who tested between October 2014 and January 2015 and who have course placement codes based on these tests, we found that large percentages of workshop students place out of developmental courses in Reading, Writing and/or Math or place in higher level remedial courses compared to a group of incoming students who did not take a Testing office workshop.

Outcomes/Impact: (Changes or improvements made/proposed as a result of assessment)

Based on the demonstrated positive impact of test prep workshops (fewer students taking the workshop required the lowest level of math remediation (33%) compared to 56% of those with no workshop; and more students placed in credit-bearing freshman composition (71%) compared to 63% for those who did

not take the workshop. There is a need to better understand how BCC can best prepare students for the placement exams in general. Some recent proposals include: Test Preparation workshops offered to Bronx Opportunity Network (BON) students; Offer workshops to students who are considered "high fails" on Math and Reading placement test; Offer pre-test and post-test workshops targeting incoming Ability to Benefit (ATB) test takers on new ACCUPLACER exams. The post-test workshop will enable students who score below one or more cutoffs to re-test before the beginning of the upcoming semester.

What are best methods to obtain referrals to test prep workshops?
A better coordinated referral network needs to be established in order to increase participation rates in test preparation workshops. Efforts include: Admissions office referrals through targeted new student communications/student orientations; referrals during recruitment efforts.

New Questions/Next Steps:
Test preparation needs to be an integral part of new student orientation efforts, particularly in light of ASAP expansion. The Testing Office will continue to assess and evaluate its own effectiveness in providing for these services in context of the wider institutional need for them. We will continue to work with all constituents to make high quality test preparation a key component of student orientation efforts at BCC.

Chapter 4. Standard 14 – Assessment of Student Learning

4.1 MSCHE Commission Action (November 20, 2014):

That BCC document an organized and sustained process to assess the achievement of institutional and program level student learning outcomes in service areas and academic programs, with evidence that assessment information is shared with appropriate constituencies and used to improve teaching and learning (Standard 14).

4.2 Background

BCC has been actively engaged in the formal assessment of student learning outcomes in academic courses and programs since 2001. The periodic academic review process, which was updated in 2014 (Appendix 15: BCC Guidelines for Periodic Academic Review and Departmental Self-Study) incorporates a strong assessment component that is informed by three key ideas:

1. Placing documentation of student learning assessment at the heart of the academic review/reporting process;
2. Envisioning the scope of assessment as a department-wide/college-wide activity with assessment results used to make improvements; and
3. Promoting analytical and meaningful reflection upon teaching and learning as the basis for departmental/college planning.

The requirement for academic program review as a formal periodic process, including a self-study and external evaluation is mandated by the CUNY Board of Trustees. BCC complies with the CUNY requirement for a 10-year cycle of review. Following preparation of the self-study report and the external evaluators' report, the academic department must prepare an evidence-based action plan for improving instruction, student learning and the curriculum. External agency accreditation reviews follow agency generated guidelines and procedures for self-study preparation that incorporate accreditation agency standards and procedural expectations. (See Appendix 23: BCC Accredited Academic Programs).

One of the biggest challenges for the College involved the engagement of non-academic departments in the articulation and assessment of student learning outcomes. The Assessment Team provided support with materials, workshops, and one-on-one training sessions to facilitate this effort. Regular meetings of the Administrative Council (comprised of all administrative and student support department heads) provided great opportunities for the earliest and most proficient adopters of assessing student learning outcomes to mentor others across campus in understanding and implementing such assessment.

As already described in prior sections of this report, BCC has worked vigorously to implement a revitalized formal assessment program. This effort involved all units of the College (academic, administrative and student support) in an organized and systematic assessment structure, which includes: (1) annual assessment activity and reporting, and (2) more in-depth periodic self-study – with the aim of assessment leading to improvements. Also, as indicated in prior sections of this report, all Departments were asked to submit essential assessment products: mission, department objectives, student learning outcomes (where appropriate), assessment tools, and assessment reports.

Effective Fall 2013, CUNY implemented the Pathways to Degree Completion Initiative across its undergraduate colleges to establish a uniform General Education Program across CUNY, thereby providing a seamless transition for students transferring within the CUNY system. CUNY Pathways included a 30-credit General Education core, which is required for all CUNY AA/AS and bachelor degree programs. The 30-credit common core consists of:

- **Required Common Core** (12 credits – 2 courses English Composition; 1 course Mathematical and Quantitative Reasoning; 1 course Life and Physical Sciences)
- **Flexible Common Core** (18 credits – 1 course World Cultures and Global Issues; 1 course US Experience in its Diversity; 1 course Creative Expression; 1 course Individual and Society; 1 course Scientific World; 1 additional course from above).

In order for courses to be designated as CUNY Pathways Course, the course syllabus must include the Common Core student learning outcomes that have been identified in accordance with those in each core area. Formal approvals follow from the Academic Department to the College Curriculum Committee and the College Senate before being forwarded to a CUNY-wide common core review committee comprised of faculty from across CUNY. Once approved, the course is identified as part of the common core. See Appendix 24: BCC Pathways Courses.

4.3 Detailed Progress Since Submission of Periodic Review Report (April 1, 2014)

4.3.1 Structures and Support for Assessment of Student Learning Outcomes

BCC has been engaged in a formal academic assessment program for several years, including routine assessment of student learning outcomes in courses, programmatic assessment of student learning outcomes as part of Periodic Academic Review, General Education assessment of student learning outcomes (in courses, programs, and college-wide). With encouragement from the Review of our Periodic Review Report, the College has now added the assessment of student learning outcomes in non-academic programs to our structure.

Table 7: Student Learning Outcomes Assessment at BCC

Student Learning Outcomes	Assessment Vehicle	Assessment Cycle
Course	Couse-level student learning outcomes (SLO's)	Annual
Academic Program	Program-level student learning outcomes (SLO's)	Periodic Academic Review Cycle
General Education	Pathways Student Learning Outcomes (SLO's) in courses/ Collegiate Learning Assessment (CLA)	Annual
Non-Academic Program	Program-level student learning outcomes (SLO's)	Periodic Administrative Review Cycle

As part of our rigorous assessment initiative this academic year – and with built-in support (provided by workshops, designated meetings, and reassigned time granted to faculty) the following products have been collected from each academic and non-academic department and are being uploaded to the Taskstream software: (1) Department and Academic Program Mission Statements; (2) Department

Objectives and Student Learning Outcomes for all courses and programs; (3) Assessment Measures; (4) Annual Assessment Reports (Summary of Results/Evidence of Use for Improvements).

While academic departments have been engaged in the identification and assessment of student learning outcomes for a number of years, there has been uneven quality of assessment practice among the academic departments. In addition, identification and measurement of student learning outcomes has clearly been a new effort for non-academic (administrative and student support) departments. In order to address both of these concerns, the College provided a number of supports to facilitate effective assessment of student learning outcomes across the College.

Curriculum Committee

As noted in the BCC Governance Plan, the Curriculum Committee is charged with the following:

1. Establish and evaluate curricular requirements for the degrees and certificates awarded by the Faculty.
2. Evaluate and approve new courses and curricula and revisions of courses and curricula currently offered by the College.
3. Approve and evaluate all new programs to be offered by the College.
4. Assemble information on all courses, both non-credit (remediation) and credit and develop procedures for the evaluation of effectiveness of these courses.

Given this authority, the Curriculum Committee provides oversight and guidance to the creation/modification of courses (including Pathways Common Core courses) and programs which includes the identification of student learning outcomes and the mechanisms for their assessment.

Measurement Workshops and Materials

During Fall 2015, the newly formed Assessment Council and the Administrative Council (comprised of all Administrative Department Heads) devoted their entire monthly meetings to each of the four assessment products required for submission (mission, department/program/learning outcomes/assessment measures and assessment reports). Additional workshops and individual mentoring sessions were also held during each month. Guidelines and rubrics were developed and distributed at each of the monthly meetings and demonstrations of excellent products and practices were scheduled. See samples of materials used in Appendix 25: Guidelines, Rubrics, and Tools for Creating and Assessing Student Learning Outcomes.

The rubrics (and tools) were reviewed and discussed at meetings of the Assessment Council and Administrative Council. Participants in these groups were urged to critique these tools. In addition, these tools were used to review and discuss the assessment products that were in the process of development and improvement. These tools are now being compiled in an Assessment Guide for the College.

4.3.2 Efforts/Investments in Promoting Excellent Assessment Practice at BCC

The goals for assessment of student learning at BCC are twofold: the first is to assure that all departments (both academic and non-academic) are participating in the identification, assessment and improvement of student learning outcomes. The second is to provide professional development and support to promote effective assessment efforts that would lead to enhanced student learning

outcomes in support of the BCC Mission and Strategic Goal 3 (Deepen Student Learning). The following professional development efforts are part of that effort:

Revised New Faculty Seminar

The New Faculty Seminar at BCC, which had been offered over the past decade as a mechanism for orienting new faculty at BCC, was significantly refocused beginning with the 2014-15 academic year. The purpose of the program is to provide a comprehensive orientation for new BCC full-time faculty members by fostering a professional development path in career planning, pedagogy and assessment. Critical to the seminar are the building of peer and mentor relationships, exposure to resources and technology, guidance in the reappointment and career planning process, and development of teaching portfolios and assessment projects. The refocusing on these three areas underscores the College's emphasis on assessment.

New faculty members receive reassigned time for participating in the New Faculty Seminar, which is contingent on participation in Fall, January and Spring workshops. Participants are also expected to complete major assignments, including an assessment project and teaching eportfolio. Approximately 50 new faculty members have participated (2014-15) or currently are participating in this effort.

Participants in the seminar are expected to complete the following:

- Develop a Classroom Assessment Project (CAP) that specifies: Student learning outcomes; Benchmark(s); Assessment vehicle(s); Assessment tool(s); Results; and Conclusions (closing loop).
- Execute a CAP; analyze results and close the loop.

<u>New Faculty Seminar Components</u>:

- New faculty were introduced to and engaged in conversations about pedagogical methods that have increased student learning and success in their departments and across the College. The faculty learned how to document in a teaching portfolio the teaching methods they are using in teaching in their disciplines at BCC.
- New faculty were introduced to assessment at the classroom level in a manner that is relevant to their own teaching and student success. Particular emphasis was placed on planning a Classroom Assessment Project (CAP), collecting and analyzing student performance data, and reporting results. This model can then be applied to course and programmatic assessments in their own departments. (See Appendix 26: New Faculty Seminar Assessment Project Reports.)

<u>Closing the Assessment Loop:</u>

- While more than one-half of respondents indicated that they had some familiarity with writing and using student learning outcomes and course assessment, only 15% said they were proficient in writing student learning outcomes and course assessments.
- Respondents to a post-seminar survey showed increased experience with writing and creating learning outcomes, as well as indicting increased familiarity with course assessment.

Performance Task Workshops

In an effort to support and encourage high quality assessment practice, the College engaged with the Council for Aid to Education (CAE) to provide two Performance Task Academy workshops at BCC during Fall 2015. The CAE administers the Collegiate Learning Assessment (CLA), which is a standardized test that uses performance-based tasks to evaluate the critical-thinking and written-communication skills of college students. It measures analysis and problem-solving, scientific and quantitative reasoning, critical reading and evaluation, and critiquing argument, in addition to writing mechanics and effectiveness. BCC is currently participating in the annual implementation of the CLA – which is used to measure these general education skills of both incoming students and those about to graduate. The College receives composite scores as well as "value-added" institutional scores. BCC results on the CLA will be used to further prompt discussion about general education student learning outcomes at BCC.

To better align teaching and learning with assessment methods, The College contracted with CAE to offer Performance Task workshops in which faculty learn about the process of creating performance tasks. The goal of the workshop is to better align teaching and learning with assessment methods. Attendees leave the Performance Task Academies with their own performance tasks, embedded with course content specific to their area of learning. BCC offered the first Academy to faculty and staff across the campus as a kickoff to this year's robust assessment cycle. In addition, a special Academy was created as part of the faculty development training for the 20+ full-time faculty members training to teach First Year Seminar in the Fall 2016 semester. Another workshop is being planned for developmental mathematics faculty.

BCC Winter Conference

The 2015 Winter Professional Development Conference was held on January 13, 2015 as part of a two-day schedule of professional development and institutional strategic planning. It was a forum to share ideas about how to promote the success of our students, a) within our classrooms with effective teaching that leads to active learning and b) outside of our classrooms, with a cohesive and supportive campus environment. Presentations were encouraged in four broad areas: *Teaching, Learning and Student Success; Student Centered Assessment; Overcoming Obstacles in the Classroom; and Building a BCC Community of Excellence.* This last area was a springboard for discussion of areas and initiatives specifically aligned with our institutional objectives outlined in the College's strategic plan.

Interim President Eduardo Marti provided the keynote speech to open this conference. There were close to 100 participants attending 16 presentations on best practices in pedagogy, instructional support, and assessment.

The 2016 Winter Conference was held on Thursday, January 14th, 2016. The theme of this conference was "Keeping the Promise" to our students to provide them access to higher education and to support them in meeting their education goals. This was the first year that this event was open to colleagues from other CUNY Community Colleges to attend and submit proposals to spearheaded dialogues regarding issues facing the community colleges within CUNY, especially focusing on student success and institutional capacity and service.

Dr. Martha Kanter, Distinguished Visiting Professor at the Steinhardt School at New York University and long-time educator provided the keynote speech to open the conference. Over 150 participants representing eight CUNY institutions attended 35 presentations and panel discussions. The contributors

shared their best practices and ideas about how to promote the success of our students by providing the necessary education and services to meet their needs given the constraints of our institutional capacity.

Faculty Day

In May 2013, the BCC Senate Committee on Instruction and Professional Development (CIPD), with the support of the Office of Academic Affairs, organized the first Bronx Community College Faculty Day. This event grew out of faculty requests for more opportunities to meet their colleagues, share their research, and discuss experiences and innovations in the classroom. In the first year of planning, CIPD members consulted with faculty at Brooklyn College, which holds an annual Faculty Day.

Faculty Day features a keynote address and a range of individual presentations, workshops, performances and poster sessions, including: "*Navigating the Assessment Voyage: Steering the Loop with Course Learning Outcomes*"; "Creating a Holistic First-Year Experience"; "Embedded Librarian Ideas: Best Practices at Work"; "What BCC Students Can Do!"; "Resilience! Not Despair: Complicating Graduation Statistics"; "African Dance as a Vehicle for Critical Thinking and Engaged Global Activism"; "The Geographic Literacy of Urban Community College Students"; "Ideology of Globalization."

Participation has grown from approximately forty faculty members in 2013, to seventy in 2015. In addition, the Center for Teaching, Learning, and Technology has become an important partner. Keynotes include: Sara Goldrick-Rab (University of Wisconsin, Madison), *Debating College for All;* Susan Bickerstaff (Community College Research Center, Columbia University) "Agents of Change: Faculty as Learners and Leaders in an Era of Reform in Community Colleges"; Thomas Bailey, (Director of the Community College Research Center, Columbia University Hall of Fame) "The Faculty Role in *Redesigning America's Colleges.*"

4.4 Examples Providing Evidence of Assessment Used for Improvement of Student Learning Outcomes (in Non-Academic Programs, Academic Courses and Academic Programs)

As previously reported, we made a major effort to engage non-academic departments in the development and assessment of student learning outcomes. The following presents a few examples of these efforts.

Examples of Student Learning Outcomes Assessment in Non-Academic Departments

College Discovery

The College Discovery program at Bronx Community College provides supportive services to selected students who show potential for success but have defined educational and economic needs. College Discovery supports the intellectual, personal, and professional growth of students through college orientation, tutoring, one-on-one counseling, supplemental instruction, and financial support.

SLO 1: By the end of their first semester CD incoming freshmen will know the policies of their opportunity program as measured by correctly identifying 4 out of 5 of the following:

Minimum # of contacts with counselor; Minimum # of contacts with academic support; Minimum retention standard as established by CUNY (GPA Requirements and Credit Accumulation); Maximum 3 of semesters of eligibility for CD; Attend college full-time.

Assessment
Based on Survey Results - 65% of our student population attends tutoring as required; 79% attends tutoring in-house; 55% have met with their individual CD counselor as required by the program; 70% answered correctly on how many number of counseling visits is mandated by program; 10% answered correctly on how many number of contacts with tutoring is mandated by the program; 45% answered correctly on the minimum GPA you need to be good Academic Standing within the program; 23% answered correctly on the maximum number of semesters of eligibility mandated by the program; 13% answered correctly on the maximum number of semesters you are allowed to be a part-time student in the program.

Action Plan
In 2016-2017 we will develop, expand and implement the Learning Community and New Student Seminar for all incoming CD students. New students will be required to enroll in a semester long freshman experience consisting of theme-based learning communities that include academic instruction, a counseling component, and co-curricular activities that support the selected theme.

SLO 2: By the end of the second semester, 75% of incoming CD freshmen will know the CUNY academic integrity policy as measured by correctly identifying instances of 3 out of 4 of the following: Cheating; Plagiarism; Obtaining unfair advantage;

Assessment/Action Plan
- To create a new questionnaire that includes both Learning Outcomes 1 and 2.
- To administer the New Student Survey bi-annually during our CD General Meetings.

Office of disability Services

SLO 1: Students attending Freshman Orientation will be able to identify and locate college resources. (For example Writing Center, Math Tutoring, Financial Aid, Library, Student Life, AT Computer labs, Help Desk) Benchmark 70% of students surveyed will identify 100% of the resources.
Assessment: On survey, the following % of students surveyed (n=179/61% of total population) knew where to go for assistance in: Writing help (82%); Math tutoring (81%); Financial Aid Assistance (96%); Library (93%); Student Life/Clubs (55%); Help Desk (70%).
Action Plan: Include more information about Student Life/ Help Desk (CF) in our Freshman Orientation.

SLO 2: Students will be able to identify their accommodations, the responsibilities related to the accommodations, and the grievance process.
Benchmark 85% of students surveyed will be able to identify individual accommodations.
Assessment On survey the following % of students surveyed were able to: identify their accommodations (83%); knew student responsibilities related to accommodations (50%); knew where to go to file a grievance (80%).
Action Plan: We will incorporate changes into our new student orientation, with more focus on student responsibilities (i.e. communicate with professors and this office throughout the semester).

Analysis
This is very enlightening. While 83% of students surveyed knew what their accommodations were, only 50% had a good grasp of what their responsibility as a student with a disability was. Based on this, we have incorporated changes into our new student orientation, with more focus on student responsibilities (i.e. communicate with professors and this office throughout the semester)

Financial Aid

SLO1: Freshmen students will be able to identify Financial Aid Requirements

Assessment: Survey administered following presentation in First Year Seminar Class demonstrated the following % of students correctly identifying: the minimum number of credits to be considered full-time (96%); the various types of financial aid (67%); relationship between satisfactory academic progress and financial aid eligibility (93%)/**Comments:** students suggested getting information earlier in the semester.

Action Plan: Continue to give presentations to students in First Year Seminar Classes, but do so earlier in the semester. Consider providing/advertising information at time-sensitive periods (such as providing information about requirements relating academic progress to financial aid eligibility at the time that Early Academic Progress Reports are done.

Analysis
Prior to the implementation of assessing student learning outcomes in non-academic departments, the Financial Aid Office did not conduct systematically organized presentations for all of the students in the First Year Seminar. While there is no previous baseline survey data available, we will be able to continue to study the potential impact of the presentations that were done in Fall 2015 on the subsequent financial-aid related behaviors of students who heard the presentations.

Examples of Student Learning Outcomes Assessment in Academic Courses and Programs

BCC has been actively engaged in assessing student learning outcomes in courses for more than a decade. As mentioned earlier in this report, all courses reviewed by the Curriculum Committee and those that are forwarded to CUNY to be part of the Pathways Core Curriculum must also have clearly articulated and assessable student learning outcomes. In addition, Academic Departments have already mapped (or are currently in the process of mapping) the learning outcomes in their courses to the learning outcomes for their programs as well as for the Institutional General Education Outcomes.
All of this work is currently being uploaded to the Taskstream Software, which will facilitate the use and sharing of this information. The following are a few examples of how assessment results are used to improve student learning outcomes in courses and programs.

English 11 (Freshman Composition Assessment) /Final Exam Essay

This semester's results mark a significant improvement over last semester's results. We surpassed our benchmarks in three out of four categories – often by a substantial margin. "Citation" remains the only category below benchmark. Citation continues to pose problems for our ENG 11 students. For this

reason, our ENG 11/12 committee will take up the issue of how best to prepare our students for this portion of the exam. We will also work on creating a rubric for ENG 12, which will focus more intently on research and citation. Because it is obvious that students graduating from ENG 11 perform sufficiently well in all other categories, citation and research ought to be more of a focus for ENG 12 classes.

Business Communication (COM 31) Assessment 2015

(Assessment Vehicle-Final Exam; Benchmark -70% of students will score>=70 on Final Exam)
Interpretation:
Students are having slight difficulties with the ability to develop language arts skills to compose correctly written sentences (SLO#1).
Action Plan:
In order to enhance SLO#1 and continue to reinforce SLO #2, the Department will continue to:

- Pre-test students to determine areas that need remedial reinforcement.
- Administer language arts skills post-test throughout the semester to monitor improvement.
- Perform constant review of language arts skills (grammar),

Basic Reading Skills (RDL 01)

SLO1: Comprehension & Analysis of Academic Text
Results**:** 65% of students earned full credit in this section cumulatively.
Action Plan: Assigned tutoring sessions. Workshop recommendation. More focus on group work as a precursor to individualized work.

SLO2: Organization of Thought
Results: 74% of students earned full credit cumulatively.
Action Plan: Repeated activities to enhance understanding, particularly in the area of locating the main idea in a reading section.

Fundamentals of Interpersonal Communication (COMM 11)/Oral Presentation

SLO1: Students will be able to decide on, research for, organize, and deliver a short information speech. (Gen Ed Proficiency A).
Oral Presentation: Assessment of student grades for the Fall 2015 semester closely replicates results from prior semesters. In both Spring 2015 and Fall 2014, 93% of students met the benchmark. In Fall 2015, there was a small decrease (-3%).The department modified the grading rubric in Summer 2014 to place greater emphasis on organization, having three research sources, and submitting an outline before speech delivery. Stricter preparation standards continue to result in largely satisfactory speeches. In rare sections where a significant percentage (25-60%) of students did not meet the benchmark, a contributing factor is that 25-40% of those underperforming students did not submit an outline. Instructors should stress outlines are mandatory and worth 20% of the overall oral presentation grade.

History of the World – HIS10/HIS 11

It is clear from the assessment results that we need to reconsider broadly and specifically the approach to the courses, seeking to identify pedagogical approaches that more successfully help students develop

the analytical and writing skills the courses are designed to foment. The issue is especially evident because we require essay writing in all our courses.

- We will discuss the results in two forums: Monthly department meetings; A new departmental subcommittee on assessment.
- Topics we will address: How to foster student learning and skills-development, especially in writing; Tying skills development to specific learning outcomes; Maintaining rigorous standards through scaffolding skills development.
- Faculty members' timely participation in assessment will be more strongly stressed with the double aim of increasing sampling and developing a stronger culture of assessment within the department.

Build upon Recently Implemented Changes:

- In the Fall 2015 semester, we revised the HIS 10 and 11 assessment rubric, incorporating language and evaluative concepts that were clearer and better tied to our student learning outcomes. We will be implementing its use in all HIS 10 and 11 sections next semester, Spring 2016.
- We continue to develop our Faculty Resources website (https://bcc-cuny.digication.com/history_faculty_resources/Welcome/) introduced early in the Fall 2015 semester, to offer our instructors access to pedagogical materials and inspiration. This website offers: syllabi templates, assessment tools, sample assignments, skills development tools, and other materials. It is a valuable resource for all faculty members to share ideas about meeting our students' learning objectives and our goals as a department. Both new and more experienced adjuncts are being referred to it to ensure a coherent development of syllabi while offering model assignments that have proven successful with our BCC students.

Biology Department – Program Assessment

Following the Periodic Academic Review, the Biology Department identified eleven goals they would like to address over the next five years. The primary goal will be to create a new A.S. degree in Biology, considering the data in the PAR that the present LAS-Biology option is not working as well as it should. The low graduation rate is indicative of problems associated with the degree and points to the need to re-imagine the degree program. The major goals outlined by the department include: (1) Creating an A.S. in Biology; (2) Increasing recruitment in Biology programs and marketing for programs; (3) Increasing numbers of Biology majors completing the program; (4) Creating an effective strategy for advisement; (5) Increasing active learning in Biology classes and research opportunities for students; (6) Reaching 100% participation in assessment process. Improving and expanding the assessment process; (7) Raising the standards in Biology courses; (8) Working with other departments to align content and SLOs (for PLOs); (9) Increasing space available for Biology Department activities; (10) Adjusting schedules and expectations for staff; (11) Finding funding for needed activities.

Health, Physical Education and Wellness Department (Academic Department)

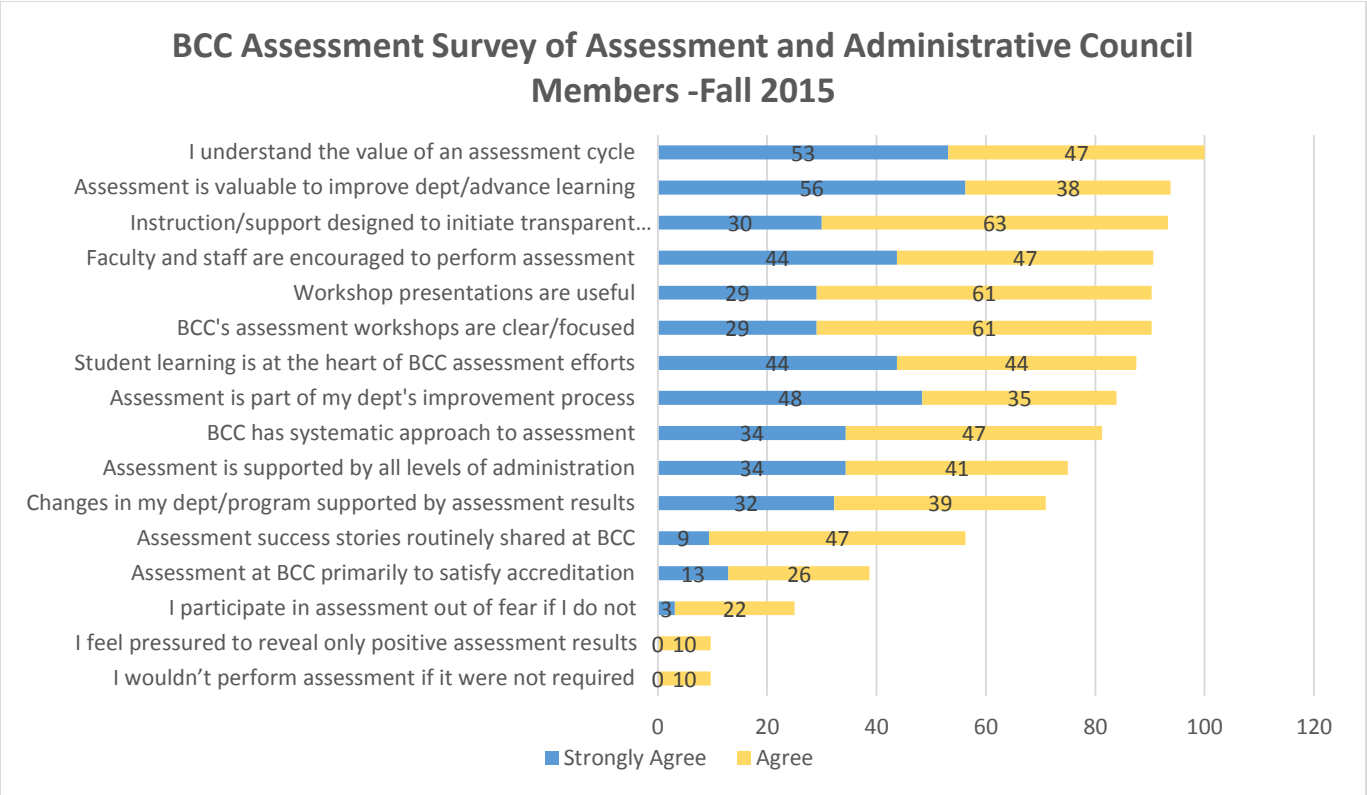
Following the Periodic Academic Review of the Health, Physical Education and Wellness Department, the Therapeutic Recreation curriculum was revised to make BIO 24, Anatomy and Physiology II, an option (it is no longer required). This is as a result of feedback from the Lehman site evaluator who highlighted that Lehman's program requires only A&P I. Since students often struggle in BIO 24, this change will likely improve student success in the program.

Chapter 5. Conclusion:

The faculty and staff at BCC have worked diligently (1) to assure that the College is in full compliance with all of the MSCHE Standards of Excellence; and (2) to cultivate a "culture of evidence" that is intended by the spirit and strategies articulated in our Strategic Plan. Preparing this Monitoring Report has greatly assisted BCC in affirming and strengthening our strategic planning, institutional and student learning assessment efforts and outcomes.

Assessment of Our Assessment Efforts

Given the aggressive program that we implemented this year, we were mindful to maintain a focus on both compliance (getting everyone to participate) and quality (improving assessment practice and resulting improvements in student learning and institutional effectiveness). In the interest of assessing our assessment program, we administered a survey to all of the members of the Assessment and Administrative Councils. As the Chart below demonstrates, we met our benchmark (of 80% agreeing/strongly agreeing) with a number of important sentiments, including: measures of the value, purpose and meaning of assessment; measures of BCC support for assessment, etc. While we have tried to demonstrate and highlight best assessment practice and assessment success stories across the campus, the survey suggests we could do a better job– which is on our agenda for this semester.



We are currently in the process of conducting a more comprehensive assessment of our planning, budgeting and assessment practices as part of the first cohort of administrative departments to participate in periodic self-study. While we have made significant progress over the past two years, there is much more that can be accomplished. We anticipate that the periodic review process will assist the College is strengthening our processes and practices, which will lead to improvements in both student learning and institutional effectiveness.

We feel confident, that this monitoring report clearly demonstrates that BCC is in compliance with the MSCHE standards raised as concerns following the Periodic Review Report. In summary:

1. BCC has finalized its Strategic Plan, which was approved by the College Senate; developed more detailed corresponding Implementation and Operational Plans (that articulate goals, objectives, major efforts, products, outcomes, timelines and accountabilities); and linked the Strategic Plan to the CUNY PMP. (Standard 2)

2. BCC has further developed and implemented a process for periodic review of non-academic departments – in addition to the annual assessment process already in place – which provides evidence that results are used to improve programs and services. A protocol for non-academic self-study has been developed and is currently being implemented, with an expectation that all non-academic departments will engage in periodic self-study before the next major self-study and site visit. Evidence of improvements resulting from assessment is being collected and documented in TASKSTREAM software. (Standard 7)

3. BCC has further developed and institutionalized assessment of student learning outcomes – both in academic and nonacademic departments. A major effort to assure that all courses, programs and departments have clearly articulated and assessable student learning outcomes was mounted with a structured system in place (TASKSTREAM) to function as a repository for those student learning outcomes as well as assessment results. (Standard 14).

Next Steps:

While we are very pleased with the progress we have made over the past 2 years, there is still more work to be done. We need and plan to:

- Continue to highlight the best practices across campus as a mechanism for college-wide improvement and provide ongoing mentoring and support;
- Compile all of our support documents and tools to facilitate easy access and use;
- Take full advantage of the functionality that Taskstream will provide (both with respect to transparency and integration);
- Maintain and improve a positive culture of planning, budgeting and assessment that has developed at BCC in support of improvements in student learning and institutional effectiveness.

As noted earlier, BCC was selected to spearhead CUNY's most ambitious ASAP expansion effort because of the College's "high quality management, outstanding ASAP graduation rates and college leadership committed to institutional transformation". President Isekenegbe and his new executive leadership team are implementing this transformation, guided by our Strategic Plan and supported with our budgeting and assessment infrastructure.