

**Progress Report to the  
Middle States Commission on Higher Education**

From

**Bronx Community College of  
The City University of New York**  
Bronx, NY 10453

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**April 1, 2011**

**Subject of the Follow-Up Report:**

“At its session on June 25, 2009, the Commission on Higher Education acted to reaffirm the accreditation of Bronx Community College, and requested a follow-up report by April 1, 2011, documenting (1) implementation of an organized and sustainable process to assess the achievement of student learning goals, including direct evidence of student achievement of learning outcomes (Standard 14) and (2) implementation of a documented assessment process for general education learning outcomes (Standard 12).

**Date of the Evaluation Team’s Visit: March 22-25, 2009**

## Introduction:

This report is presented in response to the request from the Commission on Higher Education to “document (1) implementation of an organized and sustainable process to assess the achievement of student learning goals, including direct evidence of student achievement of learning outcomes (Standard 14), and (2) implementation of a documented assessment process for general education learning outcomes (Standard 12)”.

Prior to the BCC Self Study and Evaluation Team visit in Spring 2009, Bronx Community College had made considerable progress in establishing both a General Education Initiative and an Academic Assessment Program. However, as highlighted in the Self-Study and Evaluation Team Report, progress was uneven across the campus and both efforts lacked a formal systematic and sustainable structure that would facilitate the implementation of meaningful assessment in all courses and programs (including general education).

Since the Spring of 2009, the College has devoted significant effort and resources to systematically coordinate the General Education and Assessment efforts in order to:

- assure that all courses, programs and general education proficiencies have clearly articulated learning outcomes
- implement an organized program for evaluating students learning at all levels
- generate assessment findings that provide evidence that students are achieving learning outcomes
- provide evidence that assessment results are used to improve teaching and learning and as a meaningful component of institutional assessment<sup>1</sup>

To these ends, we have accomplished the following since the Middle States Evaluation Team visit in March, 2009:

- creation of a faculty-led General Education and Assessment Team (GEAT) charged with the implementation, training and oversight of the General Education and Assessment program

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<sup>1</sup> Fundamental elements of Assessment of Student Learning from *Characteristics of Excellence*, p.66-67

- investment in the personnel comprising GEAT, including the hiring of an Academic Assessment Manager and providing reassigned time to faculty team members
- creation and implementation of a comprehensive faculty development program in assessment with required participation from all academic departments
- completion of institutional level General Education student learning outcomes development, implementation and documentation of a formal assessment structure and cycle (which includes the development of program level learning outcomes that align with institutional General Education; mapping and assessing these outcomes at the course level in all degree programs; documenting the results of assessment of student learning in all degree programs; using the results of assessment for demonstrating, sustaining or improving student learning)
- collection and review of course syllabi, program outcomes maps and assessment tools
- creation and dissemination of information about general education and assessment

We are pleased to present this report as a chapter reflecting significant progress in the area of academic assessment at the College. The report includes a brief profile of the College, a review of the College's efforts and progress up to the time of the Middle States Evaluation Visit in March, 2009, and a summary of the College's efforts and outcomes since the Evaluation Team visit in Spring, 2009. The Appendices include examples of assessment products and materials. We will be more than happy to provide any additional materials as requested by the Commission.

### **College Profile**

Since its creation in 1957, the mission of Bronx Community College (BCC) has been to provide access and opportunity for academic success and upward social and economic mobility to the widely diverse population of the Bronx, NY. As a comprehensive community college, BCC provides students with an education that enables them to move with equal facility into productive or rewarding careers or increasingly advanced higher education programs. BCC seeks to graduate students who are prepared to live within, profit from and contribute to a 21<sup>st</sup> century global environment marked by diversity, change and expanded opportunities for learning and growth. (See *BCC Mission and Vision* in Appendix 1.)

BCC has 40 active programs registered with the NY State Dept of Education: 33 are associate degree programs and 7 are certificate programs. Approximately one-half of the student population (51%) are enrolled in transfer programs (AA, AS), 47% in Associate in Applied Sciences (AAS), and 2% in certificate programs.

Students at BCC are largely low-income and are immigrants or of immigrant descent from more than 100 countries. Virtually all (96%) are from ethnic minorities, and two-thirds are first generation college-enrolled. Half were born outside of the continental United States, and 59% speak a language other than English at home (for most the language is Spanish). Many incoming students are academically under-prepared for college level work, with 85% requiring remediation in at least one basic skill area. In addition, many students have adult responsibilities including dependent children and full-time jobs. Despite a variety of personal and academic challenges, BCC students are powerfully motivated to succeed. The College offers a variety of programs and supports to ensure that all students can succeed. BCC graduates consistently demonstrate excellence in both the workplace and in senior colleges.

In September of 1996, Carolyn G. Williams became the fourth President of the College. After fifteen years of distinguished service, she plans to retire at the end of this academic year. Carole M. Berotte Joseph (who is currently President of Massachusetts Bay Community College) will become the fifth President of Bronx Community College in July, 2011.

**Status of General Education and Assessment at the time of the Team Visit in 2009:**

At the time of the site visit, the BCC proficiency-based General Education model approved by the BCC Senate in 2004, and adopted also by many community colleges nationwide

and within the City University of New York, was a visible and important curriculum theme on our campus. It declared that:

Graduates from BCC will have acquired and demonstrated the knowledge and proficiencies they need to successfully transfer to a four-year baccalaureate program and/or to work in their chosen fields. They will be well-informed, globally aware, engaged world citizens making a meaningful contribution to society. They will be self-directed, committed to their physical and mental well-being, and to lifelong learning.

It consisted of the following specific general education proficiencies:

- |                                   |                                                                                                                                                                       |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Communication                  | Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, statistical, symbolic and graphic |
| 2. Reasoning & Analysis           | Analyze, interpret, evaluate and integrate information and apply results                                                                                              |
| 3. Mathematical Methods           | Use mathematics/statistics to solve problems                                                                                                                          |
| 4. Scientific Method              | Use the scientific method to understand the natural and physical worlds                                                                                               |
| 5. Information Literacy           | Use technology to support professional and academic careers                                                                                                           |
| 6. Personal & Professional Growth | Foster self-development, personal values, and civic responsibilities to navigate with academic, personal and professional integrity and accountability                |

Through 2004-2006 individual faculty members had developed sets of exercises to reinforce general education proficiencies in their courses. However, this implementation was limited to only one or two faculty in each department, and their work did not encompass re-envisioning course syllabi in terms of our General Education proficiencies. Movement to modify syllabi in order to make these proficiencies transparent took place during 2006-2010, with those faculty teaching courses in multiple sections of the following courses which comprise liberal arts courses required in most of the College's curricula, and therefore have the highest enrollments: Fundamentals of Composition and Rhetoric (ENG 10/11), Interpersonal Communications (CMS 11), History of the Modern World (HIS 10/11), Introduction to Art (ART 11), and Introduction to Psychology (PSY 11). These efforts focused upon embedding the proficiencies in student

learning, and they included some assessment of student outcomes linked to General Education goals and proficiencies. Development of “Bigger Picture” or “General Education” interdisciplinary exercises in syllabi for these courses was a key component of helping students understand how their courses relate to each other.

Likewise, at the time of the Middle States team visit, there was a renewed focus on assessment as an important faculty activity. During 2009, a group of faculty and administrators experienced in assessment practice were convened by the Senior Vice President of Academic Affairs to function as mentors to promote and widen the use of effective assessment practices across the curriculum. (See samples of course and program assessment materials in Appendices 2-4.) In order to institutionalize these practices, faculty began to embed assessment into the periodic departmental/academic program self-study and review process. With input from Departmental Chairpersons, new guidelines for the academic review process were written so that departmental self-studies would include reporting on assessment of student learning as the centerpiece. Beginning in Spring 2009, the first of three faculty cohorts began to use these guidelines in a six-semester cycle for academic review, with the first semester devoted to development of learning outcomes to be assessed in the following two semesters. Summaries of the departmental self-studies are included in the annual institutional assessment process and report. (See Departmental Self-Study Guidelines in Appendix 5 and a sample executive summary in the Appendix 6.)

### **Progress to Date and Current Status**

The Middle States Evaluation team that visited the College in March 2009 noted and commended the College for having begun meaningful assessment activities in a few programs. They also emphasized that comprehensive assessment based upon development of learning

outcomes and student demonstration of learning in all academic programs and courses was needed as a college-wide priority. The Middle States team also noted our General Education proficiencies and efforts to embed them in some of our courses. But here, too, they called upon the College “... to implement a coordinated and cohesive program that engages all faculty and enriches all students.”

General Education Learning Outcomes Development and Assessment

In Fall 2009 a General Education Coordinating Committee, appointed by the Senior Vice President of Academic Affairs, began the first step in developing a shared college-wide vision of what we expect our graduates to be able to do or know after completing their education at BCC. The committee realized that it needed to do this in order to begin to plan a process for organizing assessment for both General Education and for courses in the major. The committee drafted institutional learning outcomes for all of the General Education proficiencies and the global learning objective, together with suggestions for possible means for assessing these outcomes. In Spring 2010, the institutional learning outcomes were given to department chairpersons to engage faculty in examining what the committee proposed, and to provide the Committee with suggestions in light of their departmental courses and programs. All comments and questions received were appended to the draft for ongoing refinement. The Institutional General Education Learning Outcomes are represented in the following table:

**Bronx Community College Institutional Level General Education Outcomes**

<b>Proficiency/ Objective</b>	<b>BCC Gen Ed Statement</b>	<b>Institutional Level Student Learning Outcomes ("Students will. . .")</b>
Global Awareness	They will be well-informed, globally aware, engaged world citizens.	Be able to apply knowledge gained in their disciplinary studies to global contexts.
Communication	Use reading, writing, listening and speaking to	Read, listen, and observe carefully in order to acquire and comprehend information and ideas communicated to them,

	find, interpret, and communicate information in various modes, including aesthetic, statistical, symbolic, and graphic.	organizing them in an easily retrievable form.  Interpret the information and ideas and communicate them effectively. Speak and write clearly and coherently according to accepted standards.
Reasoning & Analysis	Use abstract reasoning, including the ability to analyze, interpret, evaluate, and integrate information; apply the results; and formulate and solve problems.	Identify and explain the components of a theory, argument, position, genre, or style that they are studying.  Evaluate the content and context of the work that they are studying and use the results in order to solve a problem or complete a task.
Mathematical Methods	Use mathematical methods to solve problems.	Demonstrate mastery of basic mathematical concepts involving arithmetic, algebra, and plane geometry.  Use mathematical concepts to formalize problems in a variety of academic disciplines and in real life.  Use logical reasoning and mathematical techniques (including computational, graphical, and statistical methods) in order to analyze and solve these problems.
Scientific Method	Use the scientific method to understand the natural and physical worlds.	Demonstrate their ability to ask a question, use logic to formulate a hypothesis to be tested from the question, set up an experiment/observation to test the hypothesis, analyze the results, synthesize a conclusion in the appropriate discipline or be able to interpret the reports of an experiment/observation.
Personal Growth and Professional Development	Use continued self-development to examine personal values and civic responsibilities. Navigate college and career requirements with academic, personal, and professional integrity and accountability.	Develop knowledge, abilities and personal ethics to fulfill academic and professional standards and goals needed to transfer to four-year programs or obtain employment.  Define their own values and beliefs while developing an understanding and respect for the values and beliefs of others in order to live as contributing members of society.  Take an active role in their own success: know what college resources are available, determine which resources they need, know how to access those resources and get the help they need to realize their own goals and complete the program of their choice.
Information Literacy	Use Information Technology to support professional and academic careers.	Be able to identify and access the information in relevant media (in print or online) needed to solve a problem or complete a task, evaluate its credibility, and use it to solve the problem/complete the task in a manner consistent with the standards of the appropriate discipline or profession.  Be able to use the appropriate technology and other resources to meet institutional, academic, and professional requirements.

At the same time, the Office of Institutional Research collected inventories of all courses and programs completed by each department over the 2009/10 school year. These surveys indicated to what extent formal assessment already existed within BCC programs and where General



Education proficiencies and objectives were covered in BCC courses. (See sample Course/Program Inventories in Appendix 7.)

As Academic Affairs took on a systematic collection of syllabi for all BCC courses in Spring 2010, members of the General Education Coordinating Committee began revising their own syllabi to include specific student learning outcomes tied to General Education proficiencies and objectives. (See samples in the Appendix 8.)

#### Creation of General Education and Assessment Team

In the Spring 2010, the Senior Vice President of Academic Affairs sought to organize the existing General Education and program level assessment initiatives into a single coordinated effort, with increased resources and responsibilities. To make assessment of student learning sustainable within this broad scope, the coordination of faculty assessment for both General Education and courses in the major was identified as a significant priority. The implementation strategy involved including discipline-specific learning outcomes within the General Education proficiency of “Personal Growth and Professional Development.” This would enable the College to address Middle States Standards 12 and 14 together, in a coherent, comprehensive and sustainable process.

To this end, a new group, the General Education and Assessment Team (GEAT) was convened by the Senior Vice President of Academic Affairs in 2010. The team consists of two co-leaders (a senior faculty member and the Academic Assessment Manager hired in Spring 2010), three faculty fellows (one from each of the College’s three divisions: humanities, sciences, and careers), a Dean of Academic Affairs, and the Director of the Center for Teaching Excellence.

The Academic Assessment Manager, a newly created position, has primary responsibility for coordinating assessment efforts and assisting academic departments and programs through the assessment process. In addition, the GEAT faculty members receive reassigned time to devote to this assessment effort. The team meets regularly to plan, prepare and monitor assessment efforts and training of faculty.

The College applied for and was accepted to participate in the annual summer institute on General Education and Assessment sponsored by the Association of American Colleges and Universities. In June 2010, BCC sent the newly formed General Education and Assessment Team to the summer institute at the University of Vermont. Based upon their experiences at the institute, the team developed an organized and systematic plan, which involves participation of curriculum coordinators in a series of workshops intended to prepare faculty to:

- develop program level learning outcomes that align with institutional General Education outcomes
- map and assess these outcomes at the course level in all degree programs
- document the results of assessment of student learning in all degree programs
- use the results of assessment for sustaining or improving student learning

This approach was designed to help us address expectations that emerged in our 2009 Middle States accreditation review and begin the assessment cycles to facilitate academic improvement.

#### Implementation of General and Assessment Training Program

The General Education and Assessment Team developed a series of four training workshops for program coordinators, which began in Fall 2010. Curriculum included:

- review of General Education proficiencies and objectives at BCC
- creation of and coordination between course-level and program-level student learning outcomes
- alignment of program-level outcomes with newly created BCC institutional-level student learning outcomes

- alignment of course and program-level outcomes with BCC General Education proficiencies and objectives
- mapping of outcomes across courses in a program to determine where program-level assessment should take place
- revision of syllabi to include course-level student learning outcomes and their links to specific General Education proficiencies and objectives
- creation of rubrics or other assessment tools for program and course-level assessment of these outcomes
- data collection and sampling techniques; preparation of an assessment report and action plan for any pedagogical changes decided upon as a result of the assessment

The workshops are organized for four faculty cohorts, representing all academic departments, with a series of four sessions for each cohort. The sessions for cohorts 1 and 2 occurred in Fall 2010; the sessions for cohorts 3 and 4 are taking place in Spring 2011. These workshops provide guidance as well as begin a new stage at BCC for the practice of assessment in all programs. Cohorts 1 and 2 included program coordinators and other faculty members, primarily in transfer (AA and AS) degree programs and options. Cohorts 3 and 4 included program coordinators and other faculty members teaching courses in career (AAS) degree programs. Attendance in the training sessions and participation in the structured assessment activities was planned especially for the curriculum coordinators in all academic departments. The series of four workshops was held on both Thursday evenings and Friday afternoons for participant convenience and were spread across the semester so that participants could work with their departments or program sub-committees to build consensus as they created and mapped outcomes for their programs and courses in these programs. Each participant was assigned a specific GEAT member as a mentor to work with over the course of the assessment cycle. (Workshop materials are available on the BCC website at [https://bcc-cuny.digication.com/GenEd/Workshop\\_1](https://bcc-cuny.digication.com/GenEd/Workshop_1) or see Appendix 9.)

General Education has been widely publicized on campus, with the creation of a pamphlet (see Appendix 10), presentations made at various meetings and venues, a web page (see

Appendix 11 or go to <http://www.bcc.cuny.edu/GeneralEducation/>) and further details on a General Education e-portfolio (see Appendix 12).

### Additional Professional Development and Training

The first in a semi-annual series of sessions on topics related to assessment, and General Education in particular, was held at the Center for Teaching Excellence, in Fall 2010 on “Reasoning and Analysis in the Discipline”. It focused on helping faculty to identify the various forms this proficiency takes in the range of disciplines represented in academic departments across the college and to better acquaint them with levels of reasoning as laid out in Bloom's Taxonomy. Robyn Torosyan, a noted expert in the field of pedagogy and meta-cognition, was brought in to lead the day-long series of workshops. This subject was chosen to correspond to this year's GEAT workshops, which introduced the first round of General Education assessment focused on the General Education proficiencies of Reasoning & Analysis, Mathematical Methods, and Scientific Method, three closely inter-related proficiencies.

The second semi-annual General Education and Assessment Day at the Center for Teaching Excellence is scheduled for April 6, 2011. The subject chosen for the program is “Sampling Methods” to better educate faculty across the disciplines in the nuts and bolts of creating meaningful assessment results. Monthly workshops in General Education, Assessment and Integrated Skills Reinforcement have been added to the new faculty orientation and training series, which is held every fall and is required for all new faculty on campus.

In addition, the Office of Instructional Technology has added a “General Education and Assessment” component to faculty training in using electronic portfolios to advance reflective learning. Faculty trainees have students submit work posted to their e-portfolios to assessment groups to use in testing the efficacy of the electronic assessment portion of this software in

tracking written or graphic communication. The e-portfolio platform is particularly well suited to effective assessment practice. It allows for taking a piece of student work through a workflow which allows the work (artifact) to be archived and held and then, when assessment takes place, the artifact can be evaluated against standards, using a rubric (which is part of the online system) and then included in a large scale quantitative assessment which the system can generate. E-portfolios are valuable frameworks for assessing a student's learning over extended periods of time – through careful scaffolding – and they can serve as a way to measure growth. Planning and development is underway to utilize e-portfolio in a newly designed Freshman Seminar Course (which will be required for all first semester freshmen) as well as in capstone courses and elsewhere across the curriculum.

### Implementation of Formal Systematic Assessment Architecture

The General Education and Assessment Team created a structure for assessment activity that follows the training program curriculum. Academic departments/programs are expected to assess General Education and discipline-based proficiencies<sup>2</sup> on a regular basis with the goal of completing a comprehensive institutional review cycle every three to four years. The first of the General Education proficiencies to be assessed are Reasoning and Analysis, Mathematical Methods, and Scientific Method.

The General Education and Assessment Team conducted a review of all the course syllabi collected from the departments in Spring 2010 and met with their mentees to initiate syllabus revision. Revisions of syllabi for all required courses are expected over the course of the three-

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<sup>2</sup> Discipline-based objectives are addressed within the Personal and Professional Development General Education proficiency.

year assessment cycle, with each revised syllabus being due as that course is first scheduled for assessment.(See Appendix 13.)

The team also created a *Master Assessment Calendar* for BCC, which demonstrates how the College will complete assessment of the General Education Proficiencies and Objectives within all degree programs at BCC by Spring of 2014.(See Appendix 14.) In organizing the assessment effort, two major decisions were made: (1) Faculty teaching courses in degree programs would be divided into two groups: those teaching courses primarily in AA and AS degree programs would train together (in Fall 2010) and work within one schedule because of the strong interrelationship among the disciplines represented in their courses; while those teaching AAS degree programs would train together within a second group (in Spring 2011) and work within one schedule because of a similarity of needs and expertise sourced in curricula with career/employment goals or as a result of guidelines or requirements from external accrediting agencies; and (2) All degree programs require some measure of discipline-specific knowledge and proficiencies from graduating students in addition to the college's General Education proficiencies and objectives. However, recognizing that such discipline-specific knowledge and proficiencies are part of the "professional development" of the AA/AS/AAS student, it was decided that they should be assessed whenever the new assessment calendar called for assessment of the General Education proficiency of "Personal Growth and Professional Development." It was understood that the assessment schedule would be modified whenever a program had too extensive a list of purely discipline-specific proficiencies to assess at once; but including discipline-specific student learning outcomes under the general heading of "professional development" meant that Standards 12 and 14 would always be handled in tandem

in a single comprehensive and coordinated effort. The timeline of activities for the cohorts follows:

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**Cohorts 1 and 2:**

- Fall 2010 - faculty created or refined their assessment tools
- Spring 2011 - faculty collect and assess student work using these tools
- Fall 2011 - faculty analyze assessment findings and create action plans based upon their outcomes analysis
- November 30, 2011, faculty will submit a report on their assessment, its findings, and action plans to the Academic Assessment Manager

**Cohorts 3 and 4:**

- Spring 2011 - faculty creating or refining their assessment tools
- Fall 2011 - faculty collecting and assessing student work using these tools
- Spring 2012 - faculty analyze assessment findings and create action plans based upon their outcomes analysis
- April 30, 2012 - faculty submit a report on their assessment, its findings, and action plans to the Academic Assessment Manager

Specific expectations for participants in each cohort include the following:

- Assignment of a specific GEAT member to each faculty participant as a mentor to work with over the course of the assessment cycle
- Collection of Program/Option Outcomes Maps and General Education Alignments from AA and AS degree programs and options are expected by June 30, 2011.(See Appendix 15 for samples.
- Collection of revised syllabi and assessment tools for all courses being used for program/option level assessment in Spring 2011 (see Sample in Appendix 16)
- Collection of student work being used in all AA/AS courses being assessed for 1) Reasoning & Analysis, 2) Mathematical Methods, and/or 3) Scientific Method by the end of term
- Random samples of student work with all identifying information (section numbers, student names, instructor names) will be stored in a secure area within the departmental office for assessment in September 2011

Plans for Fall 2011 include:

- Collection of Assessment Reports (due 9/30) and action plans (due 11/30) from student materials collected in Spring 2011 by AA and AS degree program. Where assessment action plans require pedagogical changes, those will be implemented in Spring 2012
- Collection of Program Outcomes Maps and General Education Alignments from AAS degree programs, to be completed by October 15 along with collection of revised

syllabi and assessment tools for all courses being used for program-level assessment in Spring 2012. (For terms after FA11, see the assessment calendar in Appendix 14)

### Outreach program to all constituencies on BCC campus

The General Education and Assessment Team engaged in a comprehensive outreach program to publicize and familiarize the campus community about the General Education and Assessment Initiative. They met with:

- the President's Executive Council to preview the GEAT Plan for 2010-11
- the new Vice President and Deans of Student Development (and staff from the Office of Instructional Technology) to work on embedding of General Education Proficiencies and Objectives in a revised Freshman Seminar to be piloted in Fall 2011. Since new students at BCC (beginning with those in the Freshman Seminar Pilot) will be creating personal electronic portfolios for use throughout and beyond their college careers, plans were also made to utilize the assessment feature of Digication's e-portfolio system to allow for both initial and formative assessment in General Education Proficiencies and Objectives for these students
- the Director of Student Life, officers of the Student Government Association and Student Senators to raise awareness of General Education on the BCC Campus. Materials were distributed to students at Freshman Convocation in this and all subsequent terms
- Faculty Senators at the Faculty Council to raise awareness and answer questions arising from assessment and the relationship between General Education and discipline-specific learning outcomes
- the Senate Curriculum Committee through which all new and revised courses and programs must pass before being submitted to the University Chancellor to explain what assessment documentation would be required as part of the approval process. (See Appendices 17-18 for samples of new program and course documents)
- the Chairs' Council and the Vice-President's/Deans /Chairs to keep department heads and administrative leaders abreast of all developments
- the Senate Committee on Instruction and Professional Development

### **Conclusion**

Bronx Community College has a deep commitment to providing a strong liberal education for all of our students. As part of that commitment, we are making significant progress towards: clearly articulating the expected learning outcomes for all courses and programs as well as our general education proficiencies; evaluating student learning at each of these levels; providing



evidence that students are achieving learning objectives; and using assessment results to continuously improve teaching and learning. This report documents our progress toward “the (1) implementation of an organized and sustainable process to assess the achievement of student learning goals, including direct evidence of student achievement of learning outcomes (Standard 14), and (2) implementation of a documented assessment process for general education learning outcomes (Standard 12)”. We have a well articulated structure, with clear objectives and concrete timetables, a formal training program and an infrastructure for ongoing mentoring. There is a framework in place to guide the use of assessment results in improving student learning. The College’s annual institutional assessment program includes review of these academic assessment efforts and products. We continue to explore the potential of new tools (such as those provided by e-portfolio) to facilitate the quality of our assessment work. Our efforts to date, and our planned timetable suggests, that by the time of our Periodic Review in 2014, we will have completed a full cycle of course, program and general education assessment.

Prior to the last Middle State Self Study and Evaluation visit, the College focused assessment efforts on building understanding and capacity for conducting meaningful academic assessment and using assessment results. Since the Self-Study and Evaluation Visit in 2009, the College has made significant progress towards bringing the effort to full scale. In addition, we anticipate developing a comprehensive evaluation of this initiative in order to: determine the extent to which our plans are being implemented; assure that quality assessment activity is occurring and that assessment results are being well used; and to evaluate the extent to which assessment results are being used to improve teaching and learning.

We have made significant progress in developing a framework for assessment of student learning and in building capacity to conduct quality assessment as well. We look forward to

charting how these efforts will continue lead to improvements in the teaching and learning outcomes at Bronx Community College.