

BCC Planning and Assessment Timeline 2009-2018 since the last MSCHE Self-Study (2009)

Academic Year	Activity/Product
2009-10	<ul style="list-style-type: none"> ▪ Academic Assessment Manager hired to coordinate assessment efforts and support for academic departments and programs. ▪ General Education Coordinating Committee initiated planning for a comprehensive, systemic process to assess student learning as defined by the College’s proficiency-based model of Gen Ed, including: <ul style="list-style-type: none"> ○ Institutional-level learning outcomes for General Education proficiencies and objectives, with corresponding assessments drafted and distributed for comment to all academic departments; ○ inventories of all courses, demonstrating in which courses Gen Ed proficiencies covered; ○ a preliminary mapping of Gen Ed proficiencies as well as disciplinary outcomes for Liberal Arts AA transfer program drafted; ○ successful application to the Summer 2010 General Education and Assessment Institute of the Association of American College and Universities with a prospectus for creating a faculty training program to implement assessment of General Education outcomes within their disciplines. ▪ Departmental General Education Initiatives included assessment of student work and outcomes analysis of General Education proficiencies in two highly enrolled courses ART 11 and PSY 11.
2010-11	<ul style="list-style-type: none"> ▪ Progress report submitted to and accepted by the Middle States Commission on Higher Education (MSCHE). ▪ A comprehensive, analytically-based plan to systemically improve freshman year outcomes and experiences developed as part of the College’s engagement with the John Gardner Institute for Excellence in Undergraduate Education. Products generated from Freshman Year effort include: a freshman year analysis & recommendations (including rationale/theories of action for each recommendation with bibliography); nine Foundations of Excellence Dimension reports, including a summary of each current situation, sources of evidence, and recommendations. ▪ Periodic Academic Self-Study guidelines, procedures & calendar of program reviews revised in compliance with Middle States standards and best assessment practices, & published on college website. ▪ Examples of using program reviews, assessment & analysis to enhance decision-making and support improvements included: Art & Music (use of external evaluator recommendations to inform curriculum update & e-portfolio assessment in selected courses); Program maps with General Education alignment and assessment tools developed in several departments (Automotive Technology, MLT program, Nuclear Medicine Technology, Biology -Lib Arts, Education Associate Programs). ▪ Progress in General Education and Assessment includes:

	<ul style="list-style-type: none"> ○ implementation of a comprehensive, faculty development program in assessment; ○ completion of institutional level General Education student learning outcomes; ○ development, implementation & documentation of a formal assessment structure and cycle (including development of program level learning outcomes that align with institutional General Education outcomes ; ○ mapping /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 & assessment tools; ○ dissemination of information about general education and assessment.
2011-12	<ul style="list-style-type: none"> ▪ In December 2011, BCC formed a Pathways Steering Committee (PSC) to address the curricular aspects of the Common Core, based upon CUNY guidelines communicated by the CUNY Office of Academic Affairs. At the time our Pathways Implementation Report was prepared (4/1/12), the BCC PSC had approved 140 courses for inclusion in the Common Core. BCC Curriculum Committee approved 15 courses as part of the Common Core, which was presented to the College Senate. ▪ All components of the Common Core discussed at the BCC Senate beginning in Fall 2012. ▪ General Education proficiencies (and their assessment with rubrics designed for first semester proficiency) included in pilot for new First Year Seminar course (an innovative effort designed to improve both student engagement and engaged teaching practice). ▪ BCC participated in CUNY pilot of CLA examination. The College is hoping that the CLA faculty development initiative will be revitalized ▪ Course learning outcomes (CLO's) assessment reports from eight academic departments, were submitted. All reports of completed outcomes assessments included curriculum changes if they were deemed necessary. These reports are posted in Assessment Team ePortfolio.
2012-13	<ul style="list-style-type: none"> ▪ President appointed Strategic Planning and Assessment (SPA) Committee to oversee the College's strategic planning and assessment activities and to inform the Executive Teams' decisions and directions. This committee is responsible for preparation of MSCHE PRR and develop new Strategic Plan. ▪ Draft PRR to be ready for campus-wide review in FA13 and submission in April, 2014 ▪ Use of e-portfolio formalized as an essential component of the First Year Seminar (FYS) course as a teaching and assessment tool, with all faculty participating in e-portfolio training.

	<ul style="list-style-type: none"> ▪ College received \$150,000 grant to collaborate with the Community College Research Center (CCRC) to conduct a comprehensive formative assessment of the First Year Program to inform program development, improvement, and institutionalization. ▪ Participation in the CUNY PATHWAYS initiative included 103 courses approved for inclusion in the Common Core. ▪ All Pathways courses developed well-articulated student learning outcomes. ▪ Assessment Matters Newsletter published 4 times. ▪ General Education rubrics were created for FYS course. ▪ General Assessment Plan developed by team attending the Institute on General Education and Assessment sponsored by the AACU. ▪ Annual Reports for Academic Departments added requirement to report on departmental progress on outcomes assessment of courses and programs. ▪ Newly configured Center for Teaching, Learning and Technology (CTLT) is systematically focused on providing development to support student-centered learning, which requires use of assessment leading to improvements in student learning outcomes. ▪ BCC requested and received CUNY OAA support for 2 faculty members to attend the Collegiate Learning Assessment (CLA) Institute (which helped inform a new faculty development initiative which was used in the FYS faculty development efforts).
2013-14	<ul style="list-style-type: none"> ▪ The College submitted a MSCHE Periodic Review Report as well as a report of Verification of Compliance with Accreditation-Relevant Regulations to the Middle States Commission on Higher Education (MSCHE) on June 1, 2014. ▪ Focus groups with students, faculty and staff included SWOT analyses (strengths, weaknesses, opportunities and threats) to inform the development of the College's new Strategic Plan.
2014-15	<ul style="list-style-type: none"> ▪ Current BCC Strategic Plan 2015-20: Building a Community of Excellence – approved unanimously by College Senate on December 11, 2014 ▪ Operational and implementation plans developed to correspond with Strategic Plan ▪ Guidelines for Periodic Review for Non-Academic Departments developed, with first cycle planned for 2015-16. ▪ Workshops conducted for Non-Academic departments to develop program objectives, student learning outcomes (where appropriate), and assessment protocols.

	<ul style="list-style-type: none"> ▪ New Faculty Seminar (NFS) reformulated as a year-long professional development program for new faculty to engage in exploration of pedagogy and classroom assessment.
2015-16	<ul style="list-style-type: none"> ▪ BCC Senate voted (June 16, 2016) to adopt the CUNY Pathways Core Curriculum, replacing the College’s General Education Statement and Proficiencies (which was approved by the BCC Senate in 2004). ▪ BCC Designated 1st ASAP College (engaged in planning year) ▪ Collaboration initiated with CCRC to evaluate ASAP expansion ▪ Created Assessment Council (comprised of faculty members with reassigned time from all Academic Departments and each Administrative Division) and additional full-time staff allocated to the Assessment Office. Assessment Council Members were tasked with leading the academic assessment efforts in their departments and submitting assessment products to be uploaded into TaskStream; ▪ Purchased and installed Taskstream Assessment Software. Taskstream serves as a college-wide transparent repository for all assessment artifacts and reports at all levels. Primary staff trained and uploaded recently submitted planning and assessment products. Additional training sessions for faculty and administrators were initiated in Spring 2016. (80% of all academic and administrative departments have submitted documents, which were uploaded to Taskstream). ▪ Provided on-site workshops including Performance Task Workshops for faculty and staff, facilitated by the Council for Aid to Education (CAE), designed to support 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; ▪ Revised Guidelines for Periodic Review of Non-Academic Departments and implemented a process for Periodic Review of Non-Academic departments that is modeled after 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
2016-17	<ul style="list-style-type: none"> ▪ Monitoring Report submitted to MSCHE (4/1/16) and accepted (June, 2016) ▪ MSCHE Steering Committee formed and charged ▪ MSCHE Self-Study Design submitted and approved (Spring 2017) research initiated

	<ul style="list-style-type: none"> ▪ Implementation of ASAP expansion/College Redesign with assessment of the effort ongoing
2017-18	<ul style="list-style-type: none"> ▪ 9 working groups (100+ participants) conducting research/drafting reports for MSCHE Self-Study ▪ Panel of CUNY Colleagues invited to BCC to present MSCHE advice to Steering Committee ▪ 1st Draft MSCHE Self-Study completed ▪ Periodic Administrative Self-Study (PASS) Review Group formed to develop/implement rubric and review processes for PASS Reports ▪ Campus-wide MSCHE Self-Study Review plans developed ▪ Held 1st BCC Assessment Day ▪ Assessment Council formed “Bucket Teams” to provide interdisciplinary review of Pathways SLO’s