Bronx Community College

Assessment Plan and Guidebook

改善

**(In support of our Mission and in the spirit of "Kaizen",
the Japanese term for Continuous Improvement)**

**Office of Assessment and
Office of Institutional Research, Planning & Assessment
Updated January 2018**

INTRODUCTION

This guidebook has been created for use by the entire BCC campus community to facilitate effective assessment and planning practices in order to support student learning, student success and institutional effectiveness. Each section provides a contextual framework as well as step-by-step guidelines and tools. This guidebook will continue to change and be modified as we learn more about those practices that yield the most effective results.

Effective planning and assessment practices are important as they:

1. Support the *BCC Mission* to:
    "Provide students with the foundation and tools for success in their educational and/or professional plans and instill in them the value of informed and engaged citizenship and service to their communities"

2. Are consistent with the *Bronx Community College (BCC) Strategic Plan* (*Building a Community of Excellence*), as we seek to:
    "*Foster continuous improvement with use of analysis and evidence driving all academic, student support and administrative decisions*" (BCC Goal 1, Objective 1)

3. Are in the spirit of ***kaizen*** (改善), which is the Japanese term for "improvement". Kaizen refers to activities that continuously improve all functions and involve all employees.

4. Are required by the Middle States Commission on Higher Education (MSCHE), our institutional accreditor, which assures students and the public of the educational quality of higher education. Institutions must demonstrate compliance with 15 Requirements and 7 Standards, including the following:

    *   The institution evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. (Requirement 8)
    *   The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. (Requirement 9)
    *   Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. (Requirement 10).
    *   Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. (Standard
        V: Educational Effectiveness Assessment)
    *   The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. (Standard VI: Planning Resources and Institutional Improvement)

I. ASSESSMENT AND PLANNING OVERVIEW

OVERVIEW

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**) [Appendix 1.1: BCC IPBAM]**, first implemented in 1999, along with the College's first Strategic Plan. The BCC IPBAM represents an ongoing cycle of assessment, visioning, strategic planning, operational and budget planning, outcomes assessment and student learning 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 in every sector of the college.

The College's planning, budgeting and assessment program and processes have been informed by the MSCHE standards and requirements and are geared towards advancing the College's Mission, Vision and *Strategic Plan:2015-20, Building a Community of Excellence* **[Appendix 1.2: BCC Strategic Plan].** These processes have evolved over time in conjunction with the CUNY Master Plan, CUNY Strategic Framework, CUNY Performance Management Process (PMP) and the CUNY General Education Pathways Program. The current BCC Assessment Framework **[Appendix 1.3: BCC Assessment Framework]** outlines the dimensions of each assessment category for every assessment sector (classroom, courses, academic programs, departments, college) including:

- Organization of assessment (guidelines, tools, timelines)
- Responsibility for assessment
- Assessment focus
- Assessment analysis and reporting
- Feedback and Review
- Adjustment (changes/improvements informed by assessment)

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 (SPA) 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 (FoE), which included a thorough review of the literature as well as assessment of BCC data **[Appendix 1.4: FoE Executive Summary]**; 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:

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 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 1.5: Theories of Action Informing BCC Strategic Plan]**.

Planning and Assessment Program Goals

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

- Comply with MSCHE accreditation expectations[1] to:

  ➢ Demonstrate that students have accomplished educational goals consistent with their program of study;

  ➢ Continuously assess and improve programs and services and to respond effectively to opportunities and challenges.

- Foster continuous improvement with the use of analysis and evidence driving all academic, student support and administrative decisions.

- Adopt and implement best business practices and professional standards across the College

- 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.

II. STRUCTURE AND FUNCTIONS

OVERVIEW

All divisions, departments and individuals at BCC are expected to engage in assessment practice leading to improvements and/or innovations. The President and his Executive Cabinet assume full responsibility for oversight of assessment activities at the College and assure that assessment is a valued enterprise. Two departments have responsibility for administration of the assessment activities at the college:

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[1] MSCHE Standards for Accreditation and Requirements of Affiliation (13th Edition)

- Office of Assessment, which oversees academic and student success assessment.
- Office of Institutional Research, Planning & Assessment, which oversees institutional and administrative assessment.

These departments work jointly to plan, advise, guide, record and report on all assessment matters. There are also committees of faculty, students and staff that are focused on assessment efforts.

ASSESSMENT AND PLANNING COMMITTEES

Assessment Council

Comprised of faculty members from each of BCC's 14 academic departments (who receive reassigned time for their participation), the Assessment Council meets every 2 or 3 weeks in each semester for two hours, on all matters of academic assessment. Council members serve as resources and voices for their departments in matters of course, program and General Education assessment processes. The Council is guided by an Assessment Team, which is made up of the Assessment Manager, the Academic Program Specialist, two-three professors who receive reassigned time, the Dean of Research, Planning and Assessment, and the Associate Dean of Curriculum Matters and Academic Programs. 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, and General Education (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, program and general education assessment within the department and provide assistance to colleagues on assessment practices.
- Keep chairpersons 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, including BCC Assessment Day.
- Receive assessment software training.

Administrative Council

BCC's Administrative Council is comprised of deans, directors and coordinators representing the College's 60+ non-academic and student support programs. The Council was created to facilitate the

dissemination of information, improve communication and increase collaboration between administrative departments. Over the past few years, the Administrative Council has been an effective means for disseminating information about assessment and for coordinating assessment activities. Administrative and student support programs have developed and submitted mission statements, program and student learning outcomes, assessment tools and measures, and annual/periodic assessment reports.   All programs have a designated area on Task Stream software.

Gold Standard 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 (SPA) 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.

The 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

ASSESSMENT RESOURCES

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.

Academic Assessment Office and Assessment Team

The Academic Assessment Office and the Assessment Team provide leadership, mentoring and consultation to support chairpersons, faculty and staff in the development, measurement and assessment of student learning outcomes for courses, programs, general education and for student support and administrative departments. The team provides training, guidance and resources to all members of the campus community.

Taskstream Software

In order to support an organized and systematic institutional assessment and improvement program, BCC purchased *TASKSTREAM,* an assessment software package. Taskstream AMS serves 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.

E-Portfolios

As part of the College's Middle States Self-Study Process (which commenced in 2016-27 and will culminate with a Self-Study Report and evaluation visit by a peer led team in Spring 2019), the following e-portfolios have been created as resources for the process. They house a great deal of information that can be used for a variety of information and analytical purposes. These are expected to be continuously updated with new information and reports.

- **Institutional Research** includes a wide variety of research reports and tables, including college profiles, trend reports, performance reports and survey results.
  https://bcc-cuny.digication.com/oir/Welcome

- **MSCHE Roadmap Documentation** includes a wide variety of reports that are included in the BCC MSCHE Documentation Roadmap, but are categorized to be used in a variety of ways. Categories include:

  - ✓ Accreditation documentation (historical reports and correspondence with MSCHE and other program accreditors)
  - ✓ BCC Annual Reports (College reports, Department Reports, Faculty Scholarship)
  - ✓ BCC Documents (Governance Plan, Strategic Plan)
  - ✓ Research Reports and Briefs (for initiatives such as ASAP, First Year Program, New Faculty Seminar)

    https://bcc-cuny.digication.com/msche_roadmap_documentation/ASAP/

- **Assessment Plan** includes all of the information that is included in the BCC Assessment Plan document, but is presented in a user-friendly electronic format.

  https://bcc-cuny.digication.com/BCC.Assessment.Plan/Home/

III. ACADEMIC ASSESSMENT

OVERVIEW

Definition & Purpose of Academic Assessment

Simply put, assessment is a process undertaken to improve student learning and services.
A more elaborate definition comes from *Learner-Centered Assessment on College Campuses:*
"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." (Huba & Freed, 2000)

Bronx Community College practices various types of assessment in support of its mission to provide students with an education that is "broad in scope and rigorous in its standards." To this end, the College has developed systematic and standardized methods of assessment across its academic and non-academic departments. BCC subscribes to the belief that evidence-based assessment of its programs is essential to provide a dynamic education responsive to student needs.

Philosophy of Academic Assessment

Assessment examines student work, performance, or activity to discover whether students are succeeding and not succeeding in meeting the learning outcomes developed for the course or program in both the academic and non-academic areas of their education. Assessment seeks to pinpoint where the institution might enhance, improve or revise its academics and/or student services. The National

Institute for Learning Outcomes Assessment has endorsed "Nine Principles of Good Practice for Assessing Student Learning," whose ideals help shape BCC's assessment programs:

1. Assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for improvement.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

3. Assessment works best when the course and programs it seeks to improve have clear, explicitly stated purposes [and outcomes].

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

5. Assessment works best when it is ongoing, not episodic.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

7. Assessment makes a difference when it begins with issues of use and it illuminates questions that people really care about.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and to the public. (*Abbreviated: See http://www.learningoutcomesassessment.org/PrinciplesofAssessment.html*)

History of Academic Assessment at Bronx Community College

Over the past 8 years, assessment has grown significantly at BCC.   Once an educational initiative practiced randomly across campus, academic and non-academic assessment has grown into a campus-wide activity.   Since 2010 the College has placed more emphasis, time and resources into building a culture of assessment. The changes include hiring an assessment manager, sending a team of faculty and staff to AACU's General Education institute, creating a faculty assessment team, purchasing Task Stream software, forming an Assessment Council made up of faculty from the College's academic departments, organizing an Administrative Council of deans and directors from the College's non-academic programs, assigning an Academic Program Specialist to the Office of Assessment.

At present the Assessment Council is redesigning the College's General Education program based on CUNY Pathways' Student Learning Outcomes and revising program assessment processes.   The Administrative Council has begun assessing its student services and success programs by revising mission statements, outcomes, tools & measures, and submitting reports.   BCC's first Assessment Day took place Friday, December 1st, 2017. (see Assessment Day Program Schedule at [Appendix 3.1:

Assessment Day Program] (https://www.surveymonkey.com/r/SchdSessions) and see highlights from Assessment Day in Nota Bene Publication at http://www.bcc.cuny.edu/Administrators-of-the-College/documents/nota_bene_vol3_issue2.pdf.

ACADEMIC DEPARTMENT ASSESSMENT

All academic departments are expected to complete an annual Academic Department Report and Plan (which includes a significant assessment component) as well as a Periodic Academic Review (PAR), which is guided by BCC, CUNY and MSCHE policies and standards.

Annual Academic Department Assessment

The **Annual Report and Plan** is a comprehensive, detailed report of an academic department's year in review, pertaining to both student and faculty achievement in a department, as well as an expanded statement on how well the department met last year's goals, and, finally, a statement of what the department looks to achieve in next year's goals. Significantly, the Annual Report & Plan begins with a statement of how the department is "Closing the Loop" from last year. In keeping with BCC's pledge to its 2015-2020 Strategic Plan, outcomes are to be aligned to the Strategic Plan goals.

The cycle for Annual Academic Department Reporting is consistent with the College-wide Annual Reporting schedule, which is initiated by the President's call for Annual Division Reports (from the Vice President's and Deans who are his direct reports) each spring. The Department reports are submitted to the Vice Presidents and Deans who review the reports, provide feedback and utilize the information for their own evaluation, planning and reporting purposes. Annual Academic Department Reports are now housed in the MSCHE Documentation Roadmap e-portfolio at the following link:
 https://bcc-cuny.digication.com/msche_roadmap_documentation/Acad._Reports_2017

 See **Appendix 3.2: Format for Annual Academic Report and Plan** for the format for Annual Academic Department Reporting. See the following link for a sample report:
https://s3.amazonaws.com/files.digication.com/M183ccb48a5a9216ddbc12396c32a5b06?AWSAccessK
eyId=AKIAJBQAXZEE3MAI6INA&Expires=1515619739&Signature=JAdZjtm4MvWjJCmqpFSzc%2BW5Xig%
3D&response-content-disposition=inline%3B%20filename%3D%22HPER.pdf%22

Periodic Academic Review (PAR)

All BCC's academic departments are all expected to conduct a comprehensive Periodic Academic Review (PAR) according to regular schedule. In order to maintain consistency and thoroughness across its departmental PAR's, Bronx Community College's guidelines incorporate two major sources:

- CUNY policy and guidelines for periodic academic program review
- Standards for Accreditation and Requirements of Affiliation, 13th ed., Middle States Commission on Higher Education (MSCHE)

Hence, BCC's periodic assessment review guidelines are based on three crucial components derived from these sources:

1. "They place documentation of student learning assessment at the heart of the academic review process and reporting.

2. They envision the scope of assessment as a department-wide activity with assessment results used to make improvements.

3. They are intended to promote analytical and meaningful reflection upon teaching learning as the basis for departmental planning." (*BCC's Guidelines for Periodic Academic Review and Departmental Self-Study, January 2017*.

[see **Appendix 3.3: BCC Guidelines for Periodic Academic Review (PAR)**
[see **Appendix 3.4: CUNY Guidelines Periodic Academic Review (PAR)**

The BCC processes of periodic academic review are consistent with the CUNY Guidelines, which state that:

"Resolved, that all academic programs be subject to a formal, periodic review procedure, including both self-study and external assessment, to be conducted in accordance with guidelines for academic program review to be established by the Chancellor" *(I.B.5. – Academic Program Review Guidelines*). The CUNY charge for its colleges to review annually all academic programs is a long-standing resolution (1992) designed to reinforce the primacy of systematic, conscious examination of academic programs for college faculty to make changes beneficial to student learning and success.

Highlights (edited) of CUNY Guidelines: Accordingly, the Programmatic Self- Study should:

- Encourage departments to analyze curriculum in relation to department, College and University goals
- Investigate effectiveness of its curriculum in relation to desired outcomes as perceived by internal and external stakeholders
- Review strengths and weaknesses
- Evaluate current levels of resources
- Suggest needed changes in program, department, and resources

Self-studies should include (edited):

- Discussions of goals for all stakeholders
- Description of curriculum, as well as articulation/collaboration with other programs
- Discussion of measures
- Discussion of design and delivery of instruction
- Discussion of resources
- Discussion of measure of program results
- Discussion of program quality
- Discussion of future of program, i.e., curriculum, faculty recruitment, retention, etc.

Evaluation and Utilization of Periodic Academic Review (PAR) Findings

As part of the Periodic Review Process an external team of peers are invited to review the Self-Study Report and conduct a site visit at the campus.

The Self-Study process and products are overseen by the Associate Dean for Curriculum Matters and Academic Programs. The Provost, Associate Dean and Department Chair utilize the findings from the Self-Study Reports for future planning, budget and personnel allocations and changes to curriculum, student support, and departmental organization and structure. See sample report at
https://s3.amazonaws.com/files.digication.com/Mae9071e576d3f81806e0f5d0574ce323?AWSAccessKe yId=AKIAJBQAXZEE3MAI6INA&Expires=1515622244&Signature=QtWTIIf0cJVLI2BTJX3LwSIldRI%3D&resp onse-content-disposition=inline%3B%20filename%3D%22EnglishDepartmentSelfStudy2017.pdf%22.

Student Learning Outcomes Assessment

Overview

Student learning is the central to all activities and efforts at BCC. BCC has been actively engaged in the formal assessment of student learning outcomes in academic courses and programs for several years, including routine assessment of student learning outcomes in courses, academic program assessment, and general education assessment of student learning outcomes (in courses, programs, and college-wide). The College also engages the administrative and student support departments in the assessment of student learning outcomes (which is covered in greater detail in the section on Departmental Assessment).

Student Learning Outcomes Assessment at BCC

Student Learning Outcomes	Assessment Vehicle	Assessment Cycle
Classroom	Faculty-developed	Annual (formally as part of New Faculty Seminar)
Course	Couse-level student learning outcomes (SLO's)	Varies by Department
Academic Program	Program-level student learning outcomes (SLO's)	Annual/Periodic Academic Review Cycle
General Education	Pathways Student Learning Outcomes (SLO's) in courses/ Collegiate Learning Assessment (CLA)	Annual- CLA Course-level varies Bucket teams on cycle
Non-Academic Program	Program-level student learning outcomes (SLO's)	Annual/Periodic Administrative Review Cycle

Classroom Focused Assessment (Revised New Faculty Seminar-NFS)

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 e-portfolio. 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.

  New Faculty Seminar Components:

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.

Course Assessment

BCC seeks to improve student intellectual performance and to evaluate the efficacy of each course by establishing specific outcomes, tools and methods of measuring student achievement through student work reflective of the course outcomes.

Course Assessment is foundational at BCC. By assessing course student learning outcomes (SLO's), instructors can determine if critical outcomes are being met in student work, whether SLO's are still relevant, and specifically how the course might be improved to support student learning. In all academic departments, there is at least one program or option that is assessed via the learning outcomes in the courses, which align to the program outcomes. Faculty may work from either of the two offered templates.

Academic Program Assessment

BCC evaluates the ongoing success of each academic program by assessing student performance through either a capstone experience that brings together all of the program outcomes or by systematically assessing program outcomes through the curriculum's courses whose outcomes align to the program.

General Education Assessment

BCC consistently seeks to apprise whether students are reaping the highest benefits of BCC's general education program. In 2016, BCC's Faculty Senate unanimously approved CUNY Pathways' Student Learning Outcomes as its new GenEd program. During the 2016-17 college year, the Assessment Council focused on a new interdisciplinary assessment plan, based on the Required and Flexible Core. In Fall 2017 the Assessment Council will began assessing student artefacts from the interdepartmental courses listed in the "Buckets."

IV. ADMINISTRATIVE & STUDENT SUPPORT DEPARTMENT ASSESSMENT

All administrative and student support departments complete an annual report as well as a more in-depth Periodic Administrative Self-Study (PASS), which parallels the Periodic Academic Review (PAR) of the academic departments. In 2015, the Assessment Office and the Office of Institutional Research provided training and support for each department to update (or develop) their mission statement, program goals or outcomes, student learning outcomes (if appropriate), benchmarks, targets or metrics and tools (rubric, survey, narrative, etc) for assessing whether goals or objectives are being met.

Annual Report

The purpose of the annual report is to:

- Update/modify department mission, objectives, learning outcomes, assessment measures.
- Document past year accomplishments, challenges and outcomes relative to:
    - Departmental goals articulated in prior year
    - BCC goals and objectives (BCC Strategic Plan)
- Summarize assessment results (relating to department objectives and/or student learning outcomes) and indicate how these led to (or are expected to lead to) improvement and/or innovation.
- Articulate goals, targets and resource requirements for upcoming year (linking to departmental goals, BCC objectives & priorities, and departmental learning outcomes (if appropriate).

Review/Feedback of Annual Report
- VP's/Deans provide feedback (commendations/recommendations) to departments to support improvement and innovation

    Appendix 4.1:   Format for Annual Administrative/Student Support Report

    Appendix 4.2:   Assessment Report/Non-Academic Programs (6-Point Template)

    Appendix 4.3:   Reporting Instrument for Non-Academic Assessment (Narrative Template)

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Periodic Administrative Self-Study (PASS)

The Periodic Non-Academic Departmental Review provides 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 comprehensive 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:

1. What are the key components of the Department?

2. How does the department contribute to the College's Mission, Goals and Objectives?

3. Comprehensive assessment of department objectives and learning outcomes.

4. Evidence of how assessment has/will impact improvement/innovation.
Review/Feedback

- Internal Review Group
- External Colleague review
- Supervisor

See guidelines in **Appendix 4.4: Periodic Administrative Self Study (PASS) Guidelines.**

Student Learning Outcomes Assessment in Administrative and Student Support Departments

The Assessment Office and Office of Institutional Research provide support to the many programs which have daily and/or regular interactions with students in their development, assessment and improvements in student learning outcomes relative to the department's mission and goals. Often (but not always), in these departments, a survey is the chosen instrument for assessment since no actual student "work" is expected. (Note: the questions and degrees of responses can often be taken directly from a rubric designed for student success assessment.) Most surveys are conducted each semester, though some programs are better represented by an annual survey. Results are included in both Annual and Periodic Reports as well as often submitted to the Taskstream System, overseen by the Assessment Office

Appendix 4.5: Student Success Assessment Report for Student Learning Outcomes

Appendix 4.6: Student Success Survey Results, Follow-Up Report & Instructions

V. INSTITUTIONAL ASSESSMENT

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.

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.

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:

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.

VI. ASSESSMENT RESOURCES

A   AAC&U VALUE Rubrics
Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics are nationally regarded as THE standard in rubric excellence.
The rubrics are concise for assessment application while being comprehensive in breadth. The sixteen rubrics cover all major learning areas—*communication, quantitative reasoning, critical thinking, information literacy, the scientific method*—as well as those currently emerging on the BCC campus: teamwork, integrative learning, civic knowledge & engagement, intercultural knowledge, lifelong learning, ethical reasoning and action.
One would be hard-pressed to find negative reviews of the rubrics or to argue against the linguistic meticulousness by which they engage cognitive thinking, describe knowledge and performance, and approach the multi-dimensionality of critical thought. Besides intellectual and practical skills, the rubrics cover areas of personal and social responsibility.
The language of the rubrics is not carved in stone; departments and faculty across the country modify the rubrics to suit specific interests and address local needs. The rubrics are rich enough within their parameters of interest to allow for modification without losing their sense of authority.
<u>Note:</u> for VALUE rubrics and information: https://www.aacu.org/value/rubrics

B   PowerPoint Presentations
(Office of Assessment has created dozens of PowerPoint Presentations, some as far back as 2010. At this time, we are revisiting the most relevant ones to place on BCC's Assessment

website. In light of recent changes to BCC's General Education program and the many changes taking place in assessment across campus, we think it best to wait, and, going forward, revise and/or create new PowerPoints as assessment practices become standardized.

C   Developing Assessment Materials:
- Mission Statement
- Outcomes/Objectives
- Tools/Measures, etc.

Assessment website is currently under construction. Documents, PowerPoints, guides, and other resources will be added as BCC's Assessment Plan is completed/approved.

D. Assessment Resources available on Assessment E-portfolio at https://bcc-cuny.digication.com/bcc.assessment.plan/Powerpoint_Presentations1/published

- Constructing Objectives or Outcomes (10-23-15)
- Tools and Measures II (11-3-15)
- How Do We Know Our Students Are Learning (12-1-15)
- Findings from President's Listening Tours (2-26-16)
- Building a Shared Vision: Success for All BCC Students (6-22-16)
- BCC Assessment Program and MSCHE Standards at a Glance (8-24-16)
- Focus on Results/Guided by Values (10-21-16)
- BCC MSCHE Self-Study Kickoff (1-23-17)
- Advancing Excellence with Assessment at BCC (2-24-17)
- Advancing General Education Assessment at BCC (2-14-17)
- General Education Assessment (2-14-17)
- MSCHE Self-Study Orientation (5-17)