
Bronx Community College

Campus Assessment Plan

Office of Assessment

August 3, 2017

I. ASSESSMENT OVERVIEW

A Definition & Purpose of 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.

B Philosophy of 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>)

C History of 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 will take place Friday, December 1st, 2017.

II. STRUCTURE AND FUNCTIONS

Two departments are responsible for the administration of assessment at Bronx Community College: Office of Assessment, which oversees academic and student success assessment; and Office of Institutional Research, Planning & Assessment, which oversees institutional and administrative assessment. They work jointly to advise, guide, record and report on all assessment matters.

The Assessment Council, formed in 2015, is comprised of a faculty member from each academic department, the campus library, and the Director of Writing Across the Curriculum. Materials for the work of the Council is generated from the Office of Assessment, often with input from the Dean of Research, Planning and Assessment. Instruction at the Council is performed by the Assessment Manager, the Assessment Team (currently made up of two faculty members) and the Academic Program Specialist.

The Assessment Council meets every 2 or 3 weeks, for a total of 8 meetings per semester.

The Assessment Team is made up of the Assessment Manager, the Academic Program Specialist, 2 professors, the Dean of Research, Planning and Assessment, and the Associate Dean of Academic Affairs and Faculty Development. The Team meets approximately 6 times per semester and communicates regularly on email.

III. ASSESSMENT COMMITTEES

A Assessment Council

Made up of a faculty member from each of BCC's 14 academic departments, 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 currently finalizing the details of BCC's revised General Education program and will serve as primary assessors for student artefacts in first year of the new General Education program. Council members share information, ideas and work jointly on projects. The Council has brought a greater depth to faculty understanding and practice of assessment.

B Administrative Council

BCC's Administrative Council is comprised of deans, directors and coordinators representing the College's 60+ non-academic programs. In 2015, programs submitted mission statements, program outcomes and tools for programmatic assessment. All programs have a designated area on Task Stream software. In Fall 2017 the Administrative Council will meet three times to revisit its assessment readiness and begin assessing its programs.

C Gold Standard Committee

In December, 2014, the BCC College Senate voted unanimously to approve Bronx Community College 5-Year Strategic Plan that would commence in 2015. The Strategic Plan's vision is to "invest in each student's success by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals." To help students achieve their goals in the 21st century, the strategic plan champions seven major goals: *Build a Community of Excellence, Empower Students to Succeed, Deepen Student Learning, Develop World Citizens, Cultivate a 21st Century Curriculum, Enhance the Campus Environment, Promote a Reputation for Excellence.*

Based on the shared values of Respect, Integrity, Engagement, Excellence and Empowerment, the Gold Standard Committee, comprised of BCC faculty and staff, oversees the implementation of the Strategic Plan across campus, and the ongoing assessment of its promise to "Build a Community of Excellence."

Appendix 1: Bronx Community College Strategic Plan (2015-20).

IV. ACADEMIC ASSESSMENT

Department Assessment

A Annual Report & 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.

Appendix 2: Annual Report and Plan (Academic Departments)

B Periodic Academic Review (PAR)

CUNY PAR Guidelines: "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.

Appendix 3. I.B.5. – CUNY Academic Program Review Guidelines

BCC PAR Guidelines:

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 (Directly above)
- 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.*)

Appendix 4: BCC Guidelines for Periodic Academic Review & Departmental Self Study

Student Learning Outcomes Assessment

A New Faculty Seminar

"With the collaborative sponsorship of the Office of Academic Affairs and the Center for Teaching, Learning & Technology, the New Faculty Seminar provides orientation and guidance to new full-time faculty in sessions led by senior faculty members, administrators and staff. The format is a mix of informational presentations, group discussions, and interactive workshops. Topics range from an introduction to college resources, policies and procedures to pedagogical

issues and best practices. New areas continue to be added that reflect current college initiatives. These initiatives include an emphasis on general education goals and student learning outcomes assessment” (BCC website).

Newly hired faculty receive two semesters of professional development and career guidance. Included are several units that deal with normative assessment of student learning, as well as the elements of self-assessment as each newly hired faculty member receives pedagogical instruction in areas as diverse as Blackboard software and identifying scholarship goals.

- B Course Assessment** 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 SLO’s, instructors can determine if critical outcomes are being met in student work, whether SLO’s are still relevant, and specifically how might the course be improved. 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.

Appendix 5.1: 8-Point Template w/ Loop Closed

Appendix 5.2: Course Assessment: Narrative Template

- C Program Assessment** 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.

Appendix 7.1: Mission Statements for Academic Departments & Programs

Appendix 7.2: Learning Outcomes for Academic Programs & Options

Appendix 7.3: Creating Tools & Establishing Measures

Appendix 7.4: Program Assessment Sample (Aligned to Task Stream Software)

- D** The aim of **General Education Assessment** is to consistently 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 assessment plan, based on the Required and Flexible Core. In Fall 2017 the Assessment Council will begin assessing student artefacts from the interdepartmental courses listed in the “Buckets.”

Appendix 8.1: Guidelines for Developing 3-Year Assessment Plan for Flexible Core Buckets

Appendix 8.2: Example: 3-Year Assessment Cycle for *World Culture and Global Issues*: Student Learning Outcomes mapped to VALUE Rubrics

Appendix 8.3: Three-Year Assessment Cycle for Flexible Core Bucket, Blank

Appendix 8.4: Completed GenEd 3-Year Assessment Cycle Plan for US Experience and Its Diversity

V. ADMINISTRATIVE & STUDENT SUPPORT DEPARTMENT ASSESSMENT

- A Annual Assessment**

All administrative departments and programs complete an annual assessment report. While all administrative departments do not have SLO’s, all have a mission statement, program goals or outcomes, a benchmark/target/measurement and an appropriate tool (rubric, survey, narrative report, data mine, etc.) for assessing whether goals or objectives are being met. In 2015, the Office of Institutional Research and the Office of Assessment worked jointly to instruct and to

assist administrative department heads in assessing their departments/programs. Several workshops were held and materials developed. In Fall 2017, the Administrative Council will meet three times to enter the next stages of assessment.

Appendix 9.1: Assessment Report/Non-Academic Programs (6-Point Template)

Appendix 9.2: Reporting Instrument for Non-Academic Assessment (Narrative Template)

B Student Learning Outcomes Assessment (Student Success)

Student Success departments that come under the **Division of Academic Affairs and Student Success** often have SLO's. These programs have daily and/or regular interactions with students and/or consistently see the same students, thereby making the survey 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.

Appendix 10.1: Student Success Assessment Report for Student Learning Outcomes

Appendix 10.2: Student Success Survey Results, Follow-Up Report & Instructions

C Periodic Administrative Self-Study (PASS)

PASS is a "formal review in which a department analyzes strengths and weakness in regard to key departmental functions and responsibilities: *department mission and goals, programs and courses, student learning assessment, faculty and teaching, current students and graduates, and future challenges and directions.*

"The review also attempts to answer 2-3 key questions that can be determined in consultation with Academic Affairs" (*quoted from Periodic Academic Review – Brief Overview*)

Appendix 11: Periodic Administrative Self Study (PASS) Guidelines

VI. INSTITUTIONAL ASSESSMENT

VII. 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.

Note: 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.

APPENDIX

BCC ASSESSMENT PLAN

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Appendix 1. Bronx Community College Strategic Plan (2015-20)

Building a Community of Excellence

Mission

Bronx Community College serves students of diverse backgrounds, preparations and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. We offer students access to academic preparation that provides them with the foundation and tools for success in their educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities.

Vision

Bronx Community College will effectively invest in each student's success by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals. Graduates will be prepared to understand, thrive in, and contribute to a 21st-century global community marked by diversity, change, and expanded opportunities for lifelong learning and growth.

Values

- Respect
- Integrity
- Engagement
- Excellence
- Empowerment

GOALS: 2015-20

GOAL 1: BUILD A COMMUNITY OF EXCELLENCE

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

GOAL 2: EMPOWER STUDENTS TO SUCCEED

1. Promote student engagement, cultural competency and knowledge of college expectations and community standards
2. Assure a cohesive academic experience (from pre-college through post-graduation) including clear pathways, organized experiences, and consistent communications with clear oversight and accountabilities in place.
3. Provide efficient, accessible, user-friendly, and integrated student services and support structures that address the holistic needs and well-being of every BCC student.

GOAL 3: DEEPEN STUDENT LEARNING

1. Promote and reinforce active teaching and learning for application among all faculty members
2. Promote integrated faculty development.
3. Promote and encourage excellent teaching and scholarship (including scholarship-of-teaching) in promotion and tenure processes.

GOAL 4: DEVELOP WORLD CITIZENS

1. Develop sustainable and mutually beneficial partnerships within local and global communities.
2. Engage the College (including faculty, staff, students) and community partners as active civic participants and leaders in local and global initiatives.
3. Expand and develop purposeful campus life experiences for students to promote leadership, personal development, civic engagement, cultural immersion and cultural competency.

GOAL 5: CULTIVATE A 21ST CENTURY CURRICULUM

1. Review, evaluate, update and develop programs to maintain currency and congruence with the College's mission.
2. Strengthen program outcomes by maintaining formal linkages with four-year colleges and industry.
3. Promote mastery of a strong general education in all programs (through the Implementation and assessment of the CUNY Pathways core curriculum)

GOAL 6: ENHANCE THE CAMPUS ENVIRONMENT

1. Develop and implement strategically focused enhancements to the infrastructure and accessibility of the campus facilities.
2. Optimize use of campus space and resources to support existing and emerging needs and opportunities.
3. Invest in and use technology to enhance learning, access information and increase productivity.
4. Protect the security and integrity of the campus infrastructure and environment.
5. Preserve and conserve landmark Campus

GOAL 7: PROMOTE A REPUTATION FOR EXCELLENCE

1. Build and promote a brand around a learning-centered culture.
2. Promote pride in BCC.
3. Engage faculty, staff, students, alumni and supporters in telling their BCC success stories.
4. Illustrate BCC as a premier institution with branding messages and media sources.

Approved (unanimously) by the BCC College Senate on December 11, 2014

Appendix 2. Annual Report and Plan (Academic Departments)

Due June 1, 2017

2016-17 Closing the Loop

Refer to your 2015-16 Annual Report. Identify and discuss how areas cited as “in need of attention or improvement” were addressed and describe results.

2016-17 Annual Report (4 page maximum)

Please provide data, a brief narrative) discussing the following: ***(Align annual outcomes with BCC Strategic Objectives)***

1. Enrollment, retention and graduation rates for programs (Data from IR will be forthcoming)
2. Student retention initiatives
3. Student highlights
4. Department initiatives
5. Faculty scholarship (publications)/creative activity and other highlights (Fall 2015 and Spring 2016)
6. Grants pursued/awarded
7. Faculty participation in college wide/ university wide professional development activities
8. Description of linkages/collaboration with other departments, institutions or external agencies
9. Summary of assessment; program review and/or accreditation activities
10. Faculty hires, retirements and other
11. Curriculum development, modifications, or enhancements
12. Additional accomplishments; areas in need of attention/improvement

2017-18 Annual Plan, Goals and Targets (2 page maximum)

Please indicate 2017-18 Goals/Targets related to:

1. Student enrollment, retention and graduation
2. Student retention initiatives
3. Department initiatives
4. Professional development for faculty
5. Linkages/collaboration with other departments, institutions or external agencies
6. Assessment, program review and/or accreditation activities
7. Faculty hires
8. Curriculum development, modification/enhancement
9. Areas in need of improvement
10. Other

Strategic Plan: Building a Community of Excellence (BCE) GOALS/OBJECTIVES

GOAL 1: BUILD A COMMUNITY OF EXCELLENCE

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

GOAL 2: EMPOWER STUDENTS TO SUCCEED

- 1.1 Promote student engagement, cultural competency and knowledge of college expectations and community standards
- 1.2 Assure a cohesive academic experience (from pre-college through post-graduation) including clear pathways, organized experiences, and consistent communications with clear oversight and accountabilities in place.
- 1.3 Provide efficient, accessible, user-friendly, and integrated student services and support structures that address the holistic needs and well-being of every BCC student.

GOAL 3: DEEPEN STUDENT LEARNING

- 1.1 Promote and reinforce active teaching and learning for application among all faculty members
- 1.2 Promote integrated faculty development.
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- 1.4 Illustrate BCC as a premier institution with branding messages and media sources

Appendix 3. I.B.5. – Academic Program Review Guidelines

I.B.5

RESOLUTION ON CITY UNIVERSITY OF NEW YORK UNIVERSITY-WIDE GUIDELINES FOR FORMAL, PERIODIC ACADEMIC PROGRAM REVIEW

Whereas, the Board of Trustees' Resolution on Academic Program Planning of June 28, 1993 endorsed "the continuation, and where needed, initiation of intensification, of campus-based planning, program review and program development activities..."; and

Whereas, the Board 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 after consultation with appropriate groups and governance bodies and with the approval of the Committee on Academic Policy, Program and Research and the Board of Trustees..."; now therefore be it

Resolved, that the City University of New York University-Wide Guidelines for Formal, Periodic Academic Program Review be approved effective June 1, 1994.

EXPLANATION

The guidelines for University-wide use have been prepared pursuant to the Board's Resolution on Academic Program Planning and take into account the review practices existing at many CUNY colleges, as well as ideas developed by the Council of Presidents and the University Faculty Senate. The overall collegial process of consultation began with the Academic Council, the Council of Presidents, and the Advisory Committee on Academic Program Planning, all of which conducted reviews of the guidelines and recommended that the draft document be reviewed by the colleges and their governance bodies, the University Faculty Senate, and the University Student Senate.

The College Presidents (and the Chairpersons of the University Faculty Senate and the University Student Senate with their organizations), were asked to initiate a process of campus-based consultation and to elicit responses to the draft document. The Colleges, the University Faculty Senate, and the University Student Senate were asked to submit those responses to the Vice Chancellor for Academic Affairs by April 1, 1994.

By April 13, responses were received from eleven colleges, as well as from the University Faculty Senate. Informal telephone conversations with several colleges and the University Student Senate elicited further responses. These responses were considered by the Vice Chancellor of Academic Affairs in preparing and submitting this final document.

I.B.5.-Academic Program Review Guidelines

City University of New York

University-Wide Guidelines for Formal, Periodic Academic Program Review

April 22, 1994

Forward

Formal, periodic academic program review is a common practice at colleges and universities in the United States. For some academic programs, particularly those in pre-professional or professional fields, such review is part of an accreditation process conducted by an external agency, usually a national professional organization. For other programs, including most undergraduate degree programs in the liberal arts and sciences, program review is a campus-based activity, initiated by campus administrators and carried out by departmental faculty as a means of monitoring program quality and identifying issues that may require college action. In both instances, an academic program review can be regarded as an audit of both qualitative and quantitative data about a particular program.

The purpose of academic program review, according to the Association of American Colleges, should be to increase the self-consciousness of faculty members and administrators about their educational practices so that they can improve the quality of teaching and learning. To some extent, of course, academic program review is (or should be) a continuous process. As faculty members teach and advise their students, they often think about the effectiveness of what are doing. In addition, much of what they learn from their students has implications for the further development of their courses. Ideally, they will also consider the implications of what they have learned for the program as a whole and discuss those aspects with colleagues. The result is a continual fine-tuning of courses and modifications of the program whenever the evidence suggests that such modification is needed. The guidelines contained in this document are intended to supplement this ongoing process by encouraging formal, systematic reviews of all academic programs on a regular basis.

Statement of Board of Trustees, Policy

On June 28, 1993, the CUNY Board of Trustees adopted the Resolution on Academic Program Planning that includes the following statement:

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 after consultation with appropriate groups and governance bodies and with the approval of the Committee on Academic Policy, Program, and Research and the Board of Trustees.

In adopting the Resolution, the Board recognized that many individual CUNY colleges have a history of conducting academic program reviews. Among these campuses, there is wide

agreement that this activity should involve substantial input from the program's faculty in preparing a self-study; a review and report prepared by external, professional peers; and shared faculty and administrative responsibility in the college's response to both the self-

study and the external review and in making future plans for the program. The Council of Presidents and University Faculty Senate also endorse these elements of academic program review.

The guidelines for University-wide use contained in this document have been prepared pursuant to the foregoing Board policy and take into account the review practices existing at many CUNY Colleges, as well as ideas developed by the Council of Presidents and the University Faculty Senate.

Guidelines

1. Responsibility for Reviews

Consistent with the provisions of these guidelines, each college shall develop procedures for the formal, periodic review of academic departments and/or programs, under the leadership of the College President and in accordance with the College governance plan.

2. Frequency of Reviews

Each college should periodically conduct full reviews of all academic departments, and/or programs, and/ or clusters of departments and/ or programs. These reviews may occur with whatever frequency the college chooses, but should occur at least every ten years. The only exception to this requirement, at the discretion of the Presidents, shall be those departments, programs, and clusters that are subject to formal specific program reviews by a professional accreditation body. In both cases, it would be the college's responsibility to establish a schedule, as of the effective date of these guidelines, that ensures the regular frequency of reviews for all academic departments, programs, and clusters and, where desired, of all major academic support services.

3. Programmatic Self-Study

These guidelines should be designed to produce a self-study that:

- encourages members of a department to analyze its curriculum in relation to the goals of the department, the College, and the University;
- investigates the effectiveness of its curriculum in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate to the review of the program, professions, industries, and employers;

reviews various characteristics to determine strengths and weaknesses;

- considers needed changes;
- evaluates the current levels of resources on the ongoing program;
- suggests needed changes in program, departmental organization, and resources.

Collegiate procedures may allow for the use of alternative formats to achieve the above attributes; however, all self-studies should include the following elements:

- discussion of the goals of the program in relation to the mission of the department, college, and University, as well as the perceptions and expectations of students;
- description of the curriculum, including introductory, major, and elective courses, as well as articulation and collaboration with other programs;
- discussion of measures of program activity in such areas as courses and sections offered and enrollments;
- discussion of measures of faculty activities in such areas as teaching, research, and professional service;
- discussion of the design and delivery of instruction;
- discussion of measures of resources, in such areas as operating budgets, faculty, facilities, and equipment;
- discussion of measure of program results, in such areas as retention, degrees awarded, and post-graduation experiences of students;
- discussion of program quality as reflected in such measures as student course evaluations; external recognition of the program, faculty, and students; and surveys of the alumni; and
- discussion of a plan for the future, to include such topics as curriculum development; faculty recruitment, retention, and development; and facilities and equipment development.

4. External Review

Each formal, periodic academic program review should include a site visit, resulting in a written report, conducted by a team of external peers in the discipline, cluster, or program area. This team should be selected from appropriate institutions and professional organizations. In specific instances, and for good reason, a College President may request a waiver of the requirement of a site visit through the Board Committee on Academic Policy, Program, and Research.

5. Plan of Action

Each college should make provision for a plan of action to be developed in response to the periodic reviews. For example, at the departmental level, the faculty members might prepare

written responses to the report of the external peers, correcting factual inaccuracies and responding in detail to the recommendations of the external committee. At the college level, this plan of action might include written responses to the self-study and external report, as well as the preparation of an academic plan for the program, based on the external report and the program's response, with a proposed timetable, prepared by the college's chief academic officer in consultation with the appropriate faculty, chairperson, and deans.

6. Information to Board of Trustees

The Trustees' Resolution on Academic Program Planning requires that the Chancellor report regularly to the Board Committee on Academic Policy, Program, and Research on campus-based program review activities. Consistent with this, each College President should inform the Chancellor of the programs reviewed each year and also forward to the Board of Trustees, through the Chancellor, a statement summarizing the major points of the self-studies, the college's plans of action, and the external review reports; upon request, these documents will be forwarded.

Appendix 4. Guidelines for Periodic Academic Review and Departmental Self-Study

**Bronx Community College
City University of New York**

Office of Academic Affairs

Guidelines for Periodic Academic Review and Departmental Self-Study

January 2017

**Guidelines for
Periodic Academic Review and Departmental Self-Study**

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I. Overview of the Periodic Academic Review

The requirement for departmental and program academic review as a formal periodic process, including both a self-study and external evaluation, has a long academic tradition. This tradition has been codified as a requirement by the CUNY Board of Trustees in Policy 1.06. Per this requirement, the Periodic Academic Review must occur at least once every ten years for all academic departments and programs.

These *BCC Guidelines for Periodic Academic Review and Departmental Self-Study* draw upon two major sources:

1. The CUNY Policy and guidelines regarding periodic academic program review and
2. The standards and approaches to assessment defined by the Middle States Commission on Higher Education, which is BCC's institutional accreditor.

These *Guidelines* are intended for use in internal college reviews to assist faculty in writing a departmental self-study as well as preparing for the site visit by external reviewers. In addition to the external reviewers, other readers of the self-study will be department faculty and college administrators.

The self-study is envisioned as providing a reflective report on the department's contribution to realizing the college's mission and achieving its goals. In addition to providing a snapshot of the department's instructional activities and resources, curriculum development and engagement, and organizational infrastructure, the self-study should provide evidence and analysis of faculty assessment of student learning and how faculty use outcomes assessment to shape departmental curricular, instructional, and resource planning.

In compliance with Middle States' Standards, three key ideas shape the purview of these *Guidelines*:

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 and learning as the basis for departmental planning.

Drawing primarily from CUNY Policy 1.06, section 3.6, this process of academic review should produce a self-study that:

- a) Encourages members of a department to analyze its curricula and course offerings in relation to the goals of the department, the college, and the University
- b) Investigates the effectiveness of its curricula, course offerings, and teaching in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate, to the review of the program by professions, industries, and employers
- c) Reviews various characteristics to determine strengths and weaknesses

- d) Considers possible changes, including whether a program needs major revision or, should conditions warrant as much, whether a program should potentially be discontinued.
- e) Evaluates the current levels of resources required for the ongoing degree programs and course offerings
- f) Suggests needed changes in degree programs, departmental organization, and resources

In consultation with the Office of Academic Affairs (OAA), planning for the site visit by two external evaluators begins in the last stages of preparing the self-study. Selection of external evaluators will be made in a collaborative process between OAA and the department. After the site visit and receipt of the external evaluators' report, the department will be asked to prepare an evidence-based action plan for improving instruction and the curriculum. On-going updates on the status of items on the action plan will be requested on a regular basis by OAA.

Note: External agency program accreditation reviews follow agency-generated guidelines and procedures for self-study preparation that incorporate accreditation agency standards and procedural expectations. Departments that offer externally accredited programs may reference these findings as appropriate when engaging in a self-study and periodic academic review.

II. Components of the Self-Study Report

A. Executive Summary

This section should summarize the report, including the major questions asked, findings, and recommendations. (It is typically best to wait until the self-study is nearly complete before attempting to write the executive summary.)

B. Department-Specific Inquiry Questions

Overarching, department-specific questions can help focus the self-study on areas of particular interest or concern. These questions (typically 2-3) may focus upon recent program or course revisions, new courses or programs, changes in instructional infrastructure, grant-funded initiatives, recently introduced resources, particular barriers or challenges for student success, or other matters. These questions may arise in several ways: They could be prepared by the Office of Academic Affairs and presented to the department with a request to investigate/address. These questions may also be departmentally generated, perhaps through a preliminary analysis of data compiled for Section II.E, from a review of CUNY PMP and Middle States reports, or from faculty experience in the classroom. The self-study should provide answers to these questions, but where they are embedded in the narrative and in the appendices may vary, depending upon the nature of the questions.

C. Department Overview

Provide a departmental mission statement with goals that relate to the college's mission, goals, and strategic planning (See college catalog and/or Web site). The department's mission and goals should reflect its values and vision with regard to instructional and other areas of departmental faculty work; curricula, programs, and courses; and co-curricular programs. This discussion should include identification of the career and/or educational pathways for which the department's coursework and programs prepare students after they graduate from BCC. Departmental mission and goals may be contextualized by any one or more of the following:

1. One or more degree or certificate programs offered, including dual/joint programs with CUNY senior colleges.
2. Multi-sectioned courses or sequence(s) of courses taken by students in several programs across disciplines and departments.
3. Departmental faculty involvement with other instructional programs: Honors, Remedial Programs, Teaching with Technology, Writing Across the Curriculum, etc.
4. Clinical, internship, practicum, or other program capstone learning experiences.
5. Other departmental faculty work that is related to or supports instruction (e.g., advisement, adjunct faculty development, co-curricular programs, student clubs, etc.).

D. Programs and Courses

1. Identify student learning outcomes in departmental courses and all degree programs, providing details of what students should be able to demonstrate, know or perform after completing each required course and each program offered in the department. This includes courses in the department preparing the self-study that fulfill curriculum requirements for students in programs offered by other departments. Focusing on one or two key SLOs, explain why and how these learning outcomes will be important for graduating students who transfer to senior colleges and/or seek employment. Note: Course-level SLOs can be provided in syllabi in the appendix.
2. Discuss the assessment process of Pathways core courses offered by the department. How does this assessment relate to the broader institutional assessment of general education?
3. Discuss courses offered with special focus or modality (e.g., writing intensive, honors, teaching with technology). If your department offers distance-learning / online courses, please be sure to discuss these courses. Describe the relationship between objectives of the course as it is usually offered and the objectives of the course when offered in this modality. Describe student learning assessment of these courses and what analysis of findings suggests about future offerings of them in this mode.

E. Student Learning Assessment

Summarize faculty assessment of student learning outcomes since the last departmental self-study, indicating which courses or programs have been assessed and how assessment results have been used. In particular, describe in detail faculty assessment activities in the last 2-3 years with specific discussion

of materials documenting these activities and results that are included in the Appendix of the self-study. Your discussion should feature the process for the following:

1. Development of learning outcomes.
2. Determining how and what student work or products were assessed.
3. Development and use of assessment tools such as rubrics or other measurements with criteria for evaluating or rating student performance.
4. Sampling and collecting student work.
5. Conducting outcomes analysis of the levels of student performance and learning.

Discuss how assessment findings are being used, or will be used, to improve or sustain curricular currency, student learning, and teaching effectiveness. Include a description of plans and efforts already underway leading to curricular reform or introduction of new teaching practices and resources.

F. Faculty and Teaching

Provide a snapshot profile of current departmental full-time tenured and tenure-track faculty including tenure status; rank; teaching area (include courses each usually teaches); research area; WAC trained (include course number and number of sections of WI courses offered in last 3 years); Honors sections (which courses?). Indicate the number of substitute and adjunct faculty in the last academic year, and provide a breakdown by courses showing the number of sections taught by full time tenured/tenure-track, substitute faculty and adjuncts. Please note that some of this information can be presented in tabular form. Discuss staffing and personnel changes in the last 3 years and the context or reason for these changes.

Describe methods and criteria of evaluating faculty's knowledge in departmental academic disciplines and teaching practices, and discuss methods and criteria used to keep courses current and ensure effective teaching. Include discussion of departmental organizational structures and other arrangements (faculty orientation and mentoring, etc.) that promote and nurture a culture of shared accountability and collaboration for curricular and instructional planning, implementation, and assessment. Include discussion of efforts through departmental and institutional supports, such as the Center for Teaching, Learning, and Technology, to address improving pedagogical competencies of the faculty.

Describe strategies to promote student success, analyze their effectiveness, and discuss plans for improvement. As relevant, include current faculty assignments or engagements in leadership roles for co-curricular programs that are departmental, divisional, or college wide.

Assess the adequacy and use of course-based resources to enrich student learning, advance teaching excellence, and realize the achievement of educational goals. Describe how the department evaluates use of these resources and their impact on achieving instructional goals and sustaining or improving student learning.

F. Current Students and Graduates

Describe departmental academic support for students with respect to advising, tutoring, lab facilities, technology and other resources, and discuss how they are impacting student success. Where this is available, describe outcomes assessment and its findings for gauging the effectiveness of these resources. Indicate what sort of planning is underway, or will be developed, to assess these student supports and use assessment findings to improve student success.

Discuss and analyze data provided in the Appendix regarding enrollment trends in departmental courses—especially concerning passing and withdrawal rates or trends—and programs in the last five years. Analyze student progression through sequenced courses. Discuss projected enrollment and staffing for the next three years, and explain the basis for this projection.

For departments with AA, AS, AAS degree and certificate programs, provide information on the transfer and success of graduates in baccalaureate programs within CUNY. The Office of Institutional Research can help you to obtain data from the CUNY Institutional Research Database. Analyze this data and discuss how it can be used for designing direct assessment of student learning in specific courses and programs. (Consult with the Dean of Research, Planning and Assessment, as appropriate.)

For AAS and Certificate programs, provide information on employment of graduates based upon surveys and outreach to graduates and employers. Useful information includes which features of the curriculum and teaching practices helped prepare the graduates for their positions; which knowledge and skills continue to be of use; and which areas or skills graduates would recommend be addressed or emphasized for future program students.

In this section of the self-study, describe how the department keeps course equivalencies in CUNY First (formerly found in TIPPS) current with curriculum and course development and revisions. Identify courses for which updating is needed, and provide a plan for accomplishing this. Please review course equivalencies as currently published in CUNY First for all required courses that are offered in your department, including courses required for students in majors offered by other departments, e.g., courses in core and required areas of study, and courses in specialization areas of curriculum patterns.

It is very important that equivalencies for non-Pathways and major courses are up-to-date on CUNY First so that students will not encounter difficulty in having BCC required courses accepted for transfer at CUNY senior colleges, especially the colleges to which most of our students transfer (e.g., Lehman, John Jay, CCNY, and Baruch). Transferability of courses should be stated clearly on CUNY First, indicating senior college degree credit for an equivalent course at the senior college. A CUNY First entry indicating that a course transfers for elective credit is not sufficient for this purpose and needs attention. Please identify all courses that need to be reviewed and evaluated, and indicate your department's plan for contacting and consulting with the appropriate senior college department to collaborate on getting CUNY First equivalencies updated as soon as possible.

Departments that have associate degree programs should evaluate the effectiveness of existing articulation agreements and describe plans for appropriate updating or modification. This is of particular importance for associate degree programs which were revised to include the Pathways Common Core and for other curriculum revisions since the existing agreement was written. Indicate in the self-study

which agreements need to be updated, what specifically needs to be modified, and the department's plans for doing this in collaboration with the senior college.

Note that CUNY expects each associate degree program to have at least one articulation agreement with a CUNY senior college. This includes AAS programs that have parallel or related programs at a senior college. In cases where programs may not be able to articulate seamlessly, negotiations with the senior college may result in a "best fit" agreement that ensures a maximum number of transfer credits toward the baccalaureate degree. Describe departmental plans for creating new articulation agreements for programs that do not yet have an agreement with a CUNY senior college.

For assistance with CUNY First equivalencies and articulation agreements, please contact the Academic and Transfer Resources Coordinator.

H. Emerging Challenges and Future Directions

Identify emerging challenges that might impede the mission of the department. Describe how the challenges may be addressed. Identify future curricular or pedagogical goals and directions the department is considering. Explain the rationale for them, including a description of assessment results and analysis that contextualizes future planning. This question can be used to summarize answers to the department-specific inquiry questions.

Discuss what aspects of departmental work should be strengthened, how and why; and what needs to be changed, how and why.

I. Appendices

Please include the following as appendices to the self-study document.

1. Curriculum patterns of all associate and certificate programs and course descriptions offered by the department as published in the most recent BCC Catalog. Include Chancellor's University Report for curriculum and course updates since the most recent Catalog was published, if applicable.
2. The latest version of syllabi for all department courses offered in the last 5 years. All syllabi should include clearly-stated student learning outcomes.
3. Assessment tools, including completed assessment report forms; templates; rubrics or other measurements with criteria for evaluating or rating student work.
4. Samples of different performance levels of student work (presented anonymously) for courses that have been assessed in the last 3 years.
5. Curriculum program maps showing the alignment of courses and program level student learning outcomes (for departments with degree and certificate programs).
6. Enrollments, pass and withdrawal rates of fall and spring courses for the last 5 years (include summer courses in programs that have summer clinical coursework).
7. Degree program enrollment and graduation in the last 5 years. (For departments with degree programs.)
8. Existing articulation agreements.

III. Periodic Academic Review Process and Calendar

The Periodic Academic Review process generally occurs over three semesters:

Semester 1: Academic Review Planning and initial self-study draft

Discussion of *Periodic Academic Review Guidelines* with OAA and on a departmental level with faculty. Development of questions to guide the departmental self-study. Initial draft of self-study prepared.

Semester 2: Self-Study Completion

Review/revision of the Self Study document by department leadership and faculty. Consultation with and review by OAA with appropriate feedback and revision.

Semester 3: Site Visit and Action Plan

In consultation with OAA, external reviewers receive self-study document, visit campus, and prepare a post-visit review report. Department responds to report and prepares action plan.

Additional information is available on request from OAA with suggested timelines and details on the site visit.

Appendix 5. Course Assessment

Appendix 5.1. 8-Point Template w/Loop Closed

Department:

Chair:

Preparer(s):

Semester:

Year:

1. Course(s) Assessed	<i>Closing the Loop</i> Changes Made to Course Since Last Assessment	2. Course Outcomes: Please Indicate if Revised/New from Last Semester <i>Students will be able to . . .</i>	3. Assessment Vehicle	4. Scoring Tool (Rubric, Scantron, etc.)	5. Benchmark <i>or</i> Milestone (Optional)	6. Sample Size	7. Results	8. Recommendations and Action Plans (Boxes will expand; Use separate sheet if necessary.)

Appendix 5.2. Course Assessment: Narrative Template

SPRING 2016

(Mock Sample)

Course Assessment's three stages:

1. **Define** the most important goals for students to achieve as a result of participating in an academic class or experience (outcomes)
2. **Evaluate** how well students are actually achieving those goals (assessment)
3. **Use** results to improve the academic experience (closing the loop) [Note: All boxes expand.](#)

Course Number & Name

Department

Preparer/Contact Person

Outcomes Assessed *(These should coincide with outcomes on course syllabus.)*

Assessment & Closing the Loop

Data Source	<i>Describe where and when data was collected and sample size.</i>
Means of Assessment	<i>Describe method of assessment you used (e.g., capstone project, essay, embedded questions, ePortfolio, etc.) and briefly describe the students' task.</i>
Means of Scoring	<i>Describe how you scored the assessment. For example, did you use a rubric or holistic grading key? Please attach rubric or other instrument.</i>
Assessment Results	<i>Present your data and describe your analysis of data.</i>
Close the Loop	<i>On the basis of your assessment results, what changes do you intend to make? Please give a detailed analysis of how you and/or your program intends to proceed with the next iteration of this course. Use extra pages if necessary.</i>

Appendix 7. Program Assessment

Appendix 7.1. Mission Statements for Academic Departments & Programs

Bronx Community College <i>Mission Statements for Academic Departments & Programs</i> 2015-2016

Department:	Assessment Council Member
Department Chairperson:	Email & Extension of Council Member
Program Coordinator(s):	Date Submitted:

Part 1: MISSION STATEMENT

(Note: All Boxes Will Expand)

I. Mission Statement of Your Department:
II. Program(s) Listed in Your department:
III. Mission Statement(s) of the Program(s):

SA/Assessment Team: 9.14.2015

Mission Statements are due no later than Monday, September 28th, 2015. PLEASE TYPE IN ALL BOXES and SEND ENTIRE PAGE to Richard.LaManna@bcc.cuny.edu. If you have questions, X5355. Thank you.

Appendix 7.2. Learning Outcomes for Academic Programs & Options

<p style="text-align: center;">Bronx Community College <i>Learning Outcomes for Academic Programs & Options</i> 2015-2016</p>

(Note: All Boxes Will Expand)

Department:	Assessment Council Member
Department Chairperson:	Email & Extension of Council Member
Program Coordinator(s):	Date Submitted:

Part 2: PROGRAM LEARNING OUTCOMES

Name of Program/Option: _____

1.
2.
3.
4.
5.

Name of Program/Option: _____

1.
2.

3.
4.
5.

Program/Option Outcomes are due no later than Tuesday, October 27th, 2015. All boxes will expand. "Five" is arbitrary for the number of outcomes; add outcome numbers if necessary. PLEASE TYPE IN ALL BOXES and SEND ENTIRE PAGE to Richard.LaManna@bcc.cuny.edu. If you have questions, X5355. Thank you.

Name of Program/Option: _____

1.
2.
3.
4.
5.

Program/Option Outcomes are due no later than Tuesday, October 27th, 2015. All boxes will expand. "Five" is arbitrary for the number of outcomes; add outcome numbers if necessary. PLEASE TYPE IN ALL BOXES and SEND ENTIRE PAGE to Richard.LaManna@bcc.cuny.edu. If you have questions, X5355. Thank you.

Appendix 7.3. Creating Tools and Establishing Measures

Hi All,

The Question Method that Chris Efthimiou presented at the Administrative Council meeting (11/20) provides a valuable path to determining appropriate tools and measures for our upcoming department, program, or unit assessment. A step-by-step walk through the boxes will be beneficial to both examine what we have already done. Please note that I have edited the information delivered that day so as to narrow our focus and to provide continuity to the earlier presentations and materials.

Information Required	Key Question(s)	Information Source(s)	Data Collection Methods
What Do You Need To Answer The Question?	What Do You Want To Know?	Where Are You Going To Get It?	How Are You Going To Get It?
<ul style="list-style-type: none"> •Mission Statement •Department or Program or Unit objectives or learning outcomes 	<ul style="list-style-type: none"> •Success rate •Scope •Timeframe •Population 	<ul style="list-style-type: none"> •Stakeholders •Program officials or participating students •Program documents •Databases 	<ul style="list-style-type: none"> •Structured surveys •Focus groups •Structured interviews •Case studies •Data extractions •Document retrieval <p>BENCH MARKS</p>
BOX 1	BOX 2	BOX 3	BOX 4

BOX 1 - We already have what we need—a Mission Statement that established the work of our department, program or unit, (basically, why it exists) and Program Objectives or Learning Outcomes that you earlier developed for your department, program or unit.

BOX 2 - Success rate examples: How many students are successfully meeting the benchmark(s) in your pre-college program, or how efficiently is trash being collected, or how quickly are students moving through their bursar stops, or how can the wait time for a student who requests a tutor be reduced, or how quickly does the Help Desk respond to requests, etc. Our

timeframe is usually a semester, or the entire school year, and our population could be everything from servicing returning combat vets to parents who bring their children to the daycare center to probationary students seeking re-admittance or to high-school students in our pre-college programs.

BOX 3 - The population you serve, or, in many cases, the services you provide. You might already have records or documents to get you started on the assessment cycle.

BOX 4 – Listed are some of the TOOLS you might use to retrieve or generate the information you seek. Many of you could use surveys, but there are other means as well. In departments, programs or units that have learning outcomes, a rubric might be more appropriate. For others, three focus groups per semester might be more appropriate. The crucial point is that you are consistent in whatever TOOLS you chose for the assessment over time so that you can see patterns, both good and bad, to which you can respond.

NOTE: A Benchmark is an arbitrary standard, usually a grade or number, used in quantitative analysis. In academic outcomes assessment, 70% might be the benchmark for a mathematics class. To say that all students should score at least 70% on the learning outcomes embedded in a final exam, is unrealistic. However, one might establish a benchmark that says 70% of all students will score 70% is more realistic, and, often a good place to start. Non-Academic assessment of a program or service can follow a similar path. For example, a benchmark for students going to a math center for help, might be “Students will wait no longer than fifteen minutes to see a tutor”; or “the floors of Colston Hall will be serviced (washed, waxed and buffed) three times each semester”; or, “students attending a summer orientation program will respond ‘satisfactorily’ on exist surveys 90% of the time.”

FINAL NOTE: TOOLS AND MEASURES ARE DUE NOVEMBER 30, 2015. IF YOU HAVE QUESTIONS OR WOULD LIKE ASSISTANCE ON ANY ELEMENT OF YOUR ASSESSMENT, PLEASE CONTACT EITHER THE ASSESSMENT TEAM OR OFFICE OF INSTITUTIONAL RESEARCH.

Appendix 7.4. Program Assessment Sample (Aligned to Task Stream Assessment Software)

(**Note:** When completed, this entire report should be placed into Document Archive, “Attachment Section.” Individual parts of the report should be entered into designated areas.)

Department

FINE ARTS - CROSSROADS COMMUNITY COLLEGE

Program

AMERICAN ROOTS MUSIC

Preparer/Contact Person & Department Chair

DR. MCKINELY MORGANFIELD / DR. ROBERT JOHNSON

- Directions:**
- 1. Mission Statement (Program Description and Goals)**
 - 2. Learning Objective/Outcomes**
 - 3. Assessment Plan:**
 - Outcomes to be assessed**
 - Tools**
 - Targets**
 - 4. Assessment Findings:**
 - Finding per Measure**
 - Overall Recommendations**
 - Overall Reflection**
 - 5. Action Plan/Directions (“Closing the Loop”)**
 - 6. Status Report**

TIP: When preparing for Program Assessment, you might want to discuss the following questions with your colleagues before engaging the assessment process:

- What do we really want to know about our program?
- What do we hope to gain from assessing the programmatic outcomes?
- Are the PLO’s viable? Meaning, will asking students to perform these specific actions and measuring performance provide the information about student learning we are seeking?
- Do the materials covered in the courses of the program build upon one another?
- Are students given enough time to master the outcomes?

Standing Requirements

1. Mission Statement (Program Description and Goals)

The Associate of Arts in American Roots Music combines scholarship with 12 credits of performance, allowing graduating students to pursue teaching and/or performance at a four-year institution. Students explore America's rich musical and cultural heritage found in a wide range of American roots music. Through lectures, discussions, presentations, concerts and scholarship, students explore the "roots" of these rich American traditions. On the performance side, students either contract for themselves, or through the Fine Arts department, at least two venues where they perform before an audience. Students seeking to qualify for this program must demonstrate proficiency with a musical instrument before being accepted. Arrangements to be made through Fine Arts office. *(Students who do not have such proficiency may pursue the AA in Music Appreciation.)* (64 credits)

2. Learning Objective/Outcomes

Students completing the program in American Roots Music, will satisfy the following outcomes:

- PLO 1 Demonstrate understanding of the concept of music as a universal language with an unique organization and structure.
- PLO 2 Demonstrate knowledge of the historic and racial elements of American music.
- PLO 3 Demonstrate regional aspects of American music, how physical and social elements shape music vocabulary and style.
- PLO 4 Write analytical commentaries based on close listening of several musical styles, employing standard terms and conventions of musical criticism.
- PLO 5 Demonstrate the ability to sight read for 3 instruments.
- PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.

3. Document Archive

Save this template and upload it in the archive area as: **Program name_semester 2016-17_final_your initials_**

2016-2017 Assessment Cycle

3. Assessment Plan: Outcomes to be assessed, Tools and Targets

Check Out	
Mission Statement (Should already be populated from the standing requirements- Edit if necessary)	
<p>The Associate of Arts in American Roots Music combines scholarship with 12 credits of performance, allowing graduating students to pursue teaching and/or performance at a four-year institution. Students explore America's rich musical and cultural heritage found in a wide range of American roots music. Through lectures, discussions, presentations, concerts and scholarship, students explore the "roots" of these rich American traditions. On the performance side, students either contract for themselves, or through the Fine Arts department, at least two venues where they perform before an audience. Students seeking to qualify for this program must demonstrate proficiency with a musical instrument before being accepted. Arrangements to be made through Fine Arts office. <i>(Students who do not have such proficiency may pursue the AA in Music Appreciation.)</i> (64</p>	
Measures/Select Set (Select existing outcome set and check off the ones to be assessed this cycle)	
PLO 1	Demonstrate understanding of the concept of music as a universal language with a unique organization and structure.
✓	<u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u>
PLO 3	Demonstrate regional aspects of American music, how physical and social elements shape music vocabulary and style.
PLO 4	Write analytical commentaries based on close listening of several musical styles, employing standard terms and conventions of musical criticism.
PLO 5	Demonstrate the ability to sight read for 3 instruments.
✓	<u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u>

Tip: A capstone project allows for a broader assessment of your program. In some cases a well-designed project can address the program's objectives *en masse*, revealing, for example, how/why related outcomes might be proving to be a challenge for students. If you have a "final class" in your program, you might be able to devise an assessment project that provides an integrated "wide-angle" view of student performance in the program.

Measures/Add New Measure (Here you will provide information regarding your tools, your targets, and/or rubrics used for analysis) Add as many as necessary and if applicable.
Outcome 2
✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u>
Measure Title: Take Home Essay, Based on a Research Question in MUS 288 (few word descriptor) Measure Type/Method: Direct Student Artifact (Direct vs. Indirect) Measure Level: Program
Details/Description: Student will write 500 word essay in response to the question: "How have historical and/or cultural or racial elements contributed to the creation of specific music forms particular to American regions?" (can be as detailed as necessary) Acceptable Target: Milestone 3 (or higher) on Inquiry & Analysis VALUE rubric, or Accomplished on departmental rubrics for 80% of student samples. Ideal Target: N/A (we all agree that 100% is ideal) Implementation Plan (timeline): Every third semester (will depend on the program) Key/Responsible Personnel: DR. MCKINELY MORGANFIELD / DR. ROBERT JOHNSON Supporting Attachments: Rubric, Assessment Tool
Outcome 6
✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u>
Measure Title: Student Performance at Departmental Music Expo (JUNE 3) (few word descriptor) Measure Type/Method: Direct Other (Direct vs. Indirect) Measure Level: Program
Details/Description: Student will perform one song on instrument of choice from three traditional styles of roots music. Choose from: Delta blues, early country, bluegrass, Cajun, Western swing, New Orleans or Kansas City jazz, gospel/spirituals, and folk. (Note: Because 2 music rooms of J.L. Hooker Hall are currently under renovation, students unable to schedule performance times were allowed to submit Podcasts or portfolios with You Tube performances made during final exams week.) Acceptable Target: Total scores of performances, podcasts or You Tubes videos averaging B- (SATISFACTORY) on departmental performance rubrics for 75% of students. Ideal Target: N/A (we all agree that 100% is ideal) Implementation Plan (timeline): Each semester. Key/Responsible Personnel: DR. MCKINELY MORGANFIELD / DR. ROBERT JOHNSON Supporting Attachments: Rubric, Assessment Tool
Check In

4. Assessment Findings: Findings per Measure, Overall Recommendations, Overall Reflection

Check Out
Findings per Measure
Outcome 2
✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u>
Measure Title: Take Home Essay, Based on a Research Question in MUS 288 (few word descriptor) Measure Type/Method: Direct Student Artifact (Direct vs. Indirect) Measure Level: Program
Findings for Take Home Essay, Based on a Research Question in MUS 288
<p>Summary of Findings: More than 2/3 of 18 sample essays scored below Milestone 3 or Accomplished on departmental rubrics.</p> <p>Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching</p> <p>Recommendations: Continue to encourage students to make use of the Writing Center and to develop a working relationship with a specific tutor or Writing Fellow if possible. The Fine Arts program is considering granting students additional points for attending the WC; however, some faculty are opposed unless students attend the WC at least 7 times per semester, arguing that attending a few times is often not beneficial and students might attend simply to gain the points. Department debate continues.</p> <p>Reflections/Notes: Sampling indicated that students were not proficient in incorporating research program-wide materials into their essays. Difficulties ranged from grammatical and technical problems in writing to presenting a too-narrow scope of how and why music arose in the chosen regions. Overall, essays tended to contain many facts but little analysis or cause/effect reasoning.</p> <p>Substantiating Evidence: (if applicable, attach documentation)</p>
Findings per Measure
Outcome 6
✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u>
Measure Title: Student Performance at Departmental Music Expo (JUNE 3) (few word descriptor) Measure Type/Method: Direct Other (Direct vs. Indirect) Measure Level: Program
Findings for Student Performance at Departmental Music Expo (JUNE 3)

<p>Summary of Findings: Average of 54 student performances: 84% on departmental performance checklist-rubric.</p> <p>Results: Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded</p> <p>Recommendations: The excellence of the student performances suggests that faculty are capitalizing on student passion for American Roots music. Over the course of the program, students discover in the many types of music offered several that appeal to them aesthetically; their passion leads them to mastery of the forms. Recommendation is for faculty to continue following the paths of instruction that have proven successful; ask individual instructors to continue to refine their approaches and share any improvements with department colleagues.</p> <p>Reflections/Notes: Students continue to excel in the performance of roots music. Because the initial appeal of early American music is first experienced through recordings or actual performances, student enthusiasm to play early American music is stronger than analysis of the music through secondary sources. Inspired by sounds of the actual music, students continue to thrive in their performances.</p> <p>Substantiating Evidence: (if applicable, attach documentation)</p>
<p>Overall Recommendation/Reflections: (Program specific details if needed, should be included here)</p>
<p>Check In</p>



5. Action Plan: Directions on “Closing the Loop”

<p>Check Out (create an operational action plan)</p>
<p>Mission Statement (Should already be populated)</p> <p>The Associate of Arts in American Roots Music combines scholarship with 12 credits of performance, allowing graduating students to pursue teaching and/or performance at a four-year institution. Students explore America’s rich musical and cultural heritage found in a wide range of American roots music. Through lectures, discussions, presentations, concerts and scholarship, students explore the “roots” of these rich American traditions. On the performance side, students either contract for themselves, or through the Fine Arts department, at least two venues where they perform before an audience. Students seeking to qualify for this program must demonstrate proficiency with a musical instrument before being accepted. Arrangements to be made through Fine Arts office. <i>(Students who do not have such proficiency may pursue the AA in Music Appreciation.)</i> (64</p>
<p>Actions/Select Set (Should already be populated)</p>
<p>Outcome 2</p> <p>✓ <u>PLO 2 Demonstrate knowledge of the historic and racial elements of American music.</u></p>
<p>Add New Action 1: Short Research Paper</p>

Action Detail: Require a short research-based paper in MUS 244 and MUS 266. Implementation Plan (timeline): ASAP Key/Responsible Personnel: Departmental Chair/Faculty Measure: N/A Priority level: High Supporting Attachments: N/A
Add New Action 2: WAC, Writing Center Assistance and Library
Action Detail: Seek assistance from Writing Center/WAC Fellows; speak to Library director about spending more time on databases during library presentations. Implementation Plan (timeline): ASAP Key/Responsible Personnel: Departmental Chair/Faculty Measure: N/A Priority level: High Supporting Attachments: N/A
Outcome 6
✓ <u>PLO 6 Perform twice, solo or as band member, demonstrating three American roots styles before a peer and faculty audience.</u>
Add New Action 1: Student Performance
Action Detail: Curriculum appears to be working well. Student performances are excellent. No changes at this time. Implementation Plan (timeline): N/A Key/Responsible Personnel: N/A Measure: N/A Priority level: N/A Supporting Attachments: N/A
Check In



6. Status Report

Check Out
The ongoing assessment of the Program Learning Outcomes. This section is where you will keep track of the changes you propose and how well those changes are doing in future assessments.
Check In

Revised 3.7.2017

Appendix 8. General Education Assessment

Appendix 8.1. Guidelines for Developing 3-Year Assessment Plan for Flexible Core Buckets

BCC's General Education Assessment Program OVERVIEW

In 2015, Bronx Community College adopted CUNY Pathways' Student Learning Outcomes (SLO's) as its General Education Program. Pathways consists of 30 credits, required of all AA and AS students who entered CUNY after Fall 2013.

Students must take 12 credits in the REQUIRED core; 18 credits in the FLEXIBLE core. We use student artifacts from BCC's Pathways courses to assess GenEd at BCC.

Please refer to the "EXAMPLE" of your Flexible Core "Bucket" as you continue to read. The EXAMPLE comprises six semesters, from Spring 2017 through Fall 2019, thus completing a 3-year assessment cycle. The EXAMPLE covers only the FLEXIBLE core, composed of 5 flexible core or bucket areas. Students must take at least one course in each bucket, thus allowing us to assess a broad range of student work across different disciplines.

For a detailed explanation of Pathways, see the CUNY Pathways site:
<http://www2.cuny.edu/about/administration/offices/undergraduate-studies/pathways/>

3-Year Assessment Cycle reports are due April 4th 2017

Appendix 8.2. Example: Three-Year Assessment Cycle for Flexible Core “Bucket” World Cultures and Global Issues (w/ Student Learning Outcomes mapped to VALUE Rubrics)

SEMESTER	LEARNING OUTCOMES ASSESSED (3 Common Flex Core Outcomes)	World Cultures and Global Issues SLO's	SUGGESTED VALUE RUBRIC
SPRING 2017 General Education Assessment Report Due October 15, 2017	A. Gather, interpret and assess information from a variety of sources and points of view.	1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including but not limited to anthropology, communications, cultural studies, economics, ethnic studies, foreign languages, geography, history, political science, sociology and world literature. 2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	A. Information Literacy 1. Global Learning 2. Global Learning
FALL 2017 GenEd Assessment Report Due February 15, 2018	B. Evaluate evidence and arguments critically or analytically.	3. Analyze the historical development of one or more non-U.S. societies. 4. Analyze the significance of one or more major movements that have shaped the world's societies.	B. Inquiry and Analysis and/or Critical Thinking 3. Global Learning 4. Global Learning
SPRING 2018 GenEd Assessment Report Due October 15, 2018	C. Produce well-reasoned written or oral arguments using evidence to support conclusions.	5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. 6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	C. Written and/or Oral Communication 5. Global Learning 6. Global OR Oral OR Reading Communication

Example
Three-Year Assessment Cycle for Flexible Core “Bucket” *World Cultures and Global Issues* (w/ Student Learning Outcomes mapped to VALUE Rubrics)

SEMESTER	LEARNING OUTCOMES ASSESSED (3 Common Flex Core Outcomes)	World Cultures and Global Issues SLO's	SUGGESTED VALUE RUBRIC
FALL 2018 GenEd Assessment Report Due February 15, 2019	A. Gather, interpret and assess information from a variety of sources and points of view.	<p>1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including but not limited to anthropology, communications, cultural studies, economics, thence studies, foreign languages, geography, history, political science, sociology and world literature.</p> <p>2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>	<p>A. Information Literacy</p> <p>1. Global Learning 2. Global Learning</p>
SPRING 2019 GenEd Assessment Report Due October 15, 2019	B. Evaluate evidence and arguments critically or analytically.	<p>3. Analyze the historical development of one or more non-U.S. societies.</p> <p>4. Analyze the significance of one or more major movements that have shaped the world's societies.</p>	<p>B. Inquiry and Analysis and/or Critical Thinking</p> <p>3. Global Learning 4. Global Learning</p>
FALL 2019 GenEd Assessment Report Due February 15, 2020	C. Produce well-reasoned written or oral arguments using evidence to support conclusions.	<p>5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p> <p>6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>	<p>C. Written and/or Oral Communication</p> <p>5. Global Learning 6. Global OR Oral OR Reading Communication</p>

Appendix 8.3. Three-Year Assessment Cycle for Flexible Core “Bucket”, Blank

FLEX CORE AREA _____

DUE APRIL 4TH, 2017

SEMESTER	LEARNING OUTCOMES ASSESSED (3 Common Flex Core Outcomes)	World Cultures and Global Issues SLO's	VALUE Rubric	Assessment Tool: (Essay, Project, Test, portfolio, etc.)	Describe Sampling Strategy	Benchmark/Expect ations of Student Performance (Posting of results TBD)
SPRING 2017 General Education Assessment Report Due October 15, 2017						
FALL 2017 GenEd Assessment Report Due February 15, 2018						
SPRING 2018 GenEd Assessment Report Due October 15, 2018						
FALL 2018 GenEd Assessment Report Due February 15, 2019						
SPRING 2019 GenEd Assessment Report Due October 15, 2019						
FALL 2019 GenEd Assessment Report Due February 15, 2020						

Appendix 8.4. Completed GenEd 3-Year Assessment Cycle Plan for US Experience and Its Diversity

GENERAL EDUCATION THREE-YEAR ASSESSMENT CYCLE

FLEXIBLE CORE TEAM MEMBERS: Drs. Shylaja Akkaraju, Stefan Bosworth, Wedsly Guerrier, Elizabeth Hardman, Gerard Weber

	Your Flexible-Area Student Learning Outcomes (Pathways SLO's) for each semester	High-Enrollment Courses To Be Included in the Assessment	Name(s) of VALUE Rubric(s) To Be Used (If modified or a different rubric, please at end)	Expectations of Student Performance: Milestone or Benchmark or Performance Measure
SEMESTER				
SPRING 2017 General Education Assessment Report Due October 15, 2017	1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. 2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	HIS 20 HSC 10	SLO 1 <input type="checkbox"/> HIS 20: Final Exam Essay using Universal History Rubric <input type="checkbox"/> HSC 10: Final Exam with Standardized Questions using HSC 10 Scoring Sheet SLO 2 <input type="checkbox"/> HIS 20: Final Exam Essay using Universal History Rubric <input type="checkbox"/> HSC 10: Final Exam with Standardized Questions using HSC 10 Scoring Sheet	70% (70% of the students will receive a grade of 70% or better: or, "meets standard/developed" or above)
FALL 2017 GenEd Assessment Report Due February 15, 2018	3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. 4. Explain and evaluate the role of the United States in international relations.	CRJ 11 ECO 12	SLO 3 <input type="checkbox"/> CRJ 10: Final Exam with Standardized Questions using CRJ 10 Scoring Sheet <input type="checkbox"/> ECO 12: Final Exam with Standardized Questions using ECO 12 Scoring Sheet SLO 4 <input type="checkbox"/> CRJ 10: Final Exam with Standardized Questions using CRJ 10 Scoring Sheet <input type="checkbox"/> ECO 12: Final Exam with Standardized Questions using ECO 12 Scoring Sheet	70% (70% of the students will receive a grade of 70% or better: or, "meets standard/developed" or above)

	Your Flexible-Area Student Learning Outcomes (Pathways SLO's) for each semester	High-Enrollment Courses To Be Included in the Assessment	Name(s) of VALUE Rubric(s) To Be Used (If modified or a different rubric, please at end)	Expectations of Student Performance: Milestone or Benchmark or Performance Measure
SPRING 2018 GenEd Assessment Report Due October 15, 2018	5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. 6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.	HIS 20 (though with some re-phrasing to allow academic freedom, esp. with a broad interpretation of "belief") POL 11	SLO 5 <ul style="list-style-type: none">HIS 20: Final Exam Essay using Universal History Rubric SLO 6 <ul style="list-style-type: none">POL 11: Final Exam with Standardized Questions using POL 11 Scoring Sheet	70% (70% of the students will receive a grade of 70% or better: or, "meets standard/developed" or above)
FALL 2018 GenEd Assessment Report Due February 15, 2019	1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. 2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	HIS 20 HSC 10	SLO 1 <ul style="list-style-type: none">HIS 20: Final Exam Essay using Universal History RubricHSC 10: Final Exam with Standardized Questions using HSC 10 Scoring Sheet SLO 2 <ul style="list-style-type: none">HIS 20: Final Exam Essay using Universal History RubricHSC 10: Final Exam with Standardized Questions using HSC 10 Scoring Sheet	70% (70% of the students will receive a grade of 70% or better: or, "meets standard/developed" or above)

	Your Flexible-Area Student Learning Outcomes (Pathways SLO's) for each semester	High-Enrollment Courses To Be Included in the Assessment	Name(s) of VALUE Rubric(s) To Be Used (If modified or a different rubric, please at end)	Expectations of Student Performance: Milestone or Benchmark or Performance Measure
SPRING 2019 GenEd Assessment Report Due October 15, 2019	3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. 4. Explain and evaluate the role of the United States in international relations.	CRJ 11 ECO 12	SLO 3 <ul style="list-style-type: none"> CRJ 10: Final Exam with Standardized Questions using CRJ 10 Scoring Sheet ECO 12: Final Exam with Standardized Questions using ECO 12 Scoring Sheet SLO 4 <ul style="list-style-type: none"> CRJ 10: Final Exam with Standardized Questions using CRJ 10 Scoring Sheet ECO 12: Final Exam with Standardized Questions using ECO 12 Scoring Sheet 	70% (70% of the students will receive a grade of 70% or better: or, “meets standard/developed” or above)
FALL 2019 GenEd Assessment Report Due February 15, 2020	5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. 6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.	POL 11	SLO 5 <ul style="list-style-type: none"> HIS 20: Final Exam Essay using Universal History Rubric SLO 6 <ul style="list-style-type: none"> POL 11: Final Exam with Standardized Questions using POL 11 Scoring Sheet 	70% (70% of the students will receive a grade of 70% or better: or, “meets standard/developed” or above)

Appendix 9. Administrative & Student Support Assessment

Appendix 9.1 Assessment Report/Non Academic Programs (6-Point Template)

Department, Program, or Unit:

Director:

Preparer(s):

Year:

Mission Statement:

Department or Program Assessed	<i>Closing the Loop</i> Changes Made Since Last Assessment	<i>Goals, Objectives or Outcomes</i> 1.	<i>Scoring Tool (Rubric, Survey, data.)</i> 2.	<i>Benchmark, Milestone or Target</i> 3.	<i>Sample Size/ Pool Size</i> 4.	<i>Results</i> 5.	<i>Action Plan</i> 6.

Boxes will expand.

PLEASE SEND COMPLETED ASSESSMENT REPORT TO Loida.Cedeno@bcc.cuny.edu by January 8th, 2016.

Appendix 9.2. Reporting Instrument for Non-Academic Assessment (Narrative Template)

Due: January 8th, 2016 To: Loida.Cedeno@bcc.cuny.edu

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

Analysis/Assessment (What was studied?/How was it studied?/ What were the findings?)

New Questions/Next Steps

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

Appendix 10. Student Learning Outcomes Assessment (Student Success)

Appendix 10.1. Student Success Assessment Report for Student Learning Outcomes

Department or Program:

Director & Preparer:

Semester/Year: Spring 20

All Boxes Expand

1. Close the Loop Please list any changes that have been made since last survey or assessment	2. Student Learning Outcomes What students are expected to know or demonstrate in your program	3. Survey Questions Aligned to SLO's Questions Must Reflect Student Learning Outcomes	4. Survey Pool Size	5. Results Numbers & Percentage	6. Action Plan Based on Survey Results What Actions You Will Take To Improve Student Learning

Please forward to Loida.Cedeno@bcc.cuny.edu

Questions, comments, assistance: Richard.LaManna@bcc.cuny.edu

Revised: 6/5/2017

Appendix 10.2. Student Success Survey Results, Follow-Up Report & Instructions

(All boxes expand. Use as many rows as needed)

Department _____ Program _____ Director _____

Survey Administered Date(s) _____ Semester(s) _____

Survey Questions (Based on Student Learning Outcomes)	Data Results	Information Gained from Data	Comments on Information	Changes Made Based on Survey Information

How to Fill Out Student Success Survey Results and Follow-Up Template Report

Box 1 Survey Question	Box 2 Data Results	Box 3 Information Gained from Data	Box 4 Comments on Information	Box 5 Changes Made Based on Survey Information
<p>The entire survey question need not be reproduced; however, action verbs—<i>understands, knows, will find, asked, etc.</i>—should be clearly stated. Remember, your survey is based upon <u>student learning outcomes</u>. What specifically, are you asking the student to know or do? The student’s action to prove he or she knows or does something needs to be clearly identified.</p>	<p>The results from the survey in percentage points.</p>	<p>What the data is telling you about student engagement with your survey.</p>	<p>Interpretation of the data.</p> <p>(Note: A survey generates <i>data</i>; data interpreted becomes <i>information</i>.)</p>	<p>What changes, if any, will you be making, based on the responses from the survey question? In some cases it might be helpful to administer the question over a couple of semesters, depending on the response rate. Or, the results might be so clear, you will make changes immediately.</p>

Rev. 4.17.17

Please send completed Survey Analysis Templates to Vicki at Loida.cedeno@bcc.cuny.edu

Questions/Discussions: Richard.LaManna@bcc.cuny.edu

Appendix 11. Periodic Administrative Self Study (PASS) Guidelines

- I. Executive Summary**
- II. Program Overview**
 - a. Brief Organizational History (include significant changes in the past 5 years)
 - b. Description of services provided to students, faculty, students (and other constituencies)
 - c. Mission Statement
 - d. Vision Statement
 - e. Department Goals/Objectives
 - f. Student Learning Outcomes
 - g. Alignment with BCC Strategic Plan
- III. Management Review** (Review of all the following areas; Discussion of findings – strengths, challenges and areas in need of improvement)
 - a. Key processes and procedures
 - b. Record keeping procedures
 - c. Website/Marketing Materials/Printed Resources
 - d. Space
 - e. Technology/ Other Resources
 - f. Budget
- IV. Staffing Review** (Review of all staffing structure; Discussion of findings – strengths, challenges and areas in need of improvement)
 - a. Organizational Structure
 - b. Staff Roles and Responsibilities
 - c. Supervision structure (one to one; group meetings)
 - d. Training Structure
- V. Assessment Plan** (How, what and when assessments of department objectives and learning outcomes are conducted in the department; what assessment tools and other data are reviewed/considered; what are the significant assessment results and how have results been used to make changes or improvements.)
- VI. Self Study Methodology** (Description of the current self study process; include role and responsibilities of involved staff members)
- VII. Findings** (include data tables or charts; highlights of comments from surveys)
 - a. Areas of Strength
 - b. Areas in Need of Improvement
 - c. Action Plans and Timelines
- VIII. Recommend two-three (2-3) colleagues external to the college familiar with the operations of the department who will conduct a review of the area. At least one (1) must be from a community college within CUNY. Include name, title, affiliation and contact information.**

The Peer Review process is a voluntary (non-paid) commitment. Peer Reviews are expected to spend one day on campus and submit a report of their findings.

IX. Peer Review Areas/ Report

- a. Summary (Names and affiliation of External Review Team, review dates and process)
- b. Program Overview
- c. Management Review
- d. Staff Overview
- e. Assessment Plan
- f. Strengths
- g. Areas in need of Improvement
- h. Recommendations

Appendices

Assessment Instruments (Surveys, Questionnaires, Data reports)
Department Organizational Chart
Samples of Printed Resources