

# Institutional Effectiveness Plan

May 2019



Office of Institutional Effectiveness and Analytics

## TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	3
<b>OVERVIEW</b> .....	3
<b>INSTITUTIONAL FOUNDATIONS</b> .....	3
<b>INSTITUTIONAL EFFECTIVENESS</b> .....	4
<b>DEFINITION</b> .....	4
<b>INSTITUTIONAL EFFECTIVENESS MODEL</b> .....	4
<b>STRATEGIC PLANNING</b> .....	7
<b>STRATEGIC PLANNING PROCESS</b> .....	7
<b>INSTITUTIONAL/STRATEGIC GOALS</b> .....	7
<b>STRATEGIC PLANNING OUTCOMES</b> .....	7
<b>STRATEGIC OBJECTIVES</b> .....	7
<b>CUNY PERFORMANCE MANAGEMENT PROCESS</b> .....	8
<b>ASSESSMENT</b> .....	8
<b>ROLE OF ASSESSMENT AND STRATEGIC ACTIVITIES</b> .....	8
<b>BASICS OF ASSESSMENT</b> .....	8
<b>ROLES AND RESPONSIBILITIES IN ASSESSMENT</b> .....	10
<b>OPERATIONAL PLANNING</b> .....	13
<b>ACADEMIC PROGRAMS</b> .....	13
<i>Annual Academic Assessment</i> .....	14
<i>General Education Assessment</i> .....	15
<i>Academic Program Review (APR)</i> .....	17
<b>ADMINISTRATIVE, EDUCATIONAL, AND STUDENT SUPPORT (AES) UNITS</b> .....	19
<i>Annual AES Assessment</i> .....	20
<i>AES Unit Review</i> .....	21
<b>RESOURCE ALLOCATION</b> .....	23
<b>BUDGET DEVELOPMENT AND ALLOCATION</b> .....	23
<b>ASSESSING THE INSTITUTIONAL EFFECTIVENESS PLAN</b>	
<b>MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE)</b> .....	25

<b>CONCLUSION</b> .....	26
<b>APPENDIX A: INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT GLOSSARY</b> .....	28
<b>APPENDIX B: ACRONYMS</b> .....	31
<b>APPENDIX C: ADMINISTRATIVE, EDUCATIONAL, STUDENT, SUPPORT SERVICES UNITS</b> .....	32
<b>APPENDIX D – ACADEMIC PROGRAM INVENTORY</b> .....	33
<b>APPENDIX E - ACADEMIC PROGRAM REVIEW SCHEDULE</b> .....	
<b>APPENDIX F – ADMINISTRATIVE, EDUCATIONAL, STUDENT, SUPPORT SERVICES UNIT REVIEW SCHEDULE</b>	

## INTRODUCTION

### OVERVIEW

Student learning and development is central to BMCC's purpose as an institution of higher education. Over the years, the College has engaged in assessment, evaluative, and planning processes at every level to ensure that students attain the knowledge, skills, and attitudes necessary for a successful realization of their academic, personal and career goals. Additionally, the College is focused on ensuring that an institutional environment for effective student learning is maintained by the administrative, educational, and student support units at BMCC. The plan for the assessment of institutional effectiveness presented in this document builds upon and adds to these existing practices for the purpose of continuing improvements within the College's programs and services, and demonstration that the College is making measured progress towards achievement of the mission.

The plan has been designed with the following aims:

-  To present the College's Institutional Effectiveness Plan and model and communicate the importance of assessment, planning, and resource allocation using an integrated approach;
-  To foster among the College's constituents a clear understanding of the broad context in which assessment occurs and the roles they play as participants and practitioners of assessment;
-  To foster among the College's constituents a clear understanding of the broad context in which planning occurs and the roles they play as participants and practitioners of planning;
-  To establish a coordinated set of centralized and decentralized activities that allow assessment, evaluation, and planning to be conducted consistently in a systematic, on-going, and sustainable fashion;
-  To furnish practical guidance and support for the creation and implementation of plans to assess student learning and the support for student learning at the course, unit, program, and institutional levels; and
-  To make certain that assessment results are disseminated and used effectively and appropriately to improve teaching and learning and to inform planning and resource allocation decisions.

### INSTITUTIONAL FOUNDATIONS

Institutional effectiveness, at its core, is about documenting evidence that the College is progressing towards achievement of its mission. Making the case for achievement of the mission requires not only a planning-based mission statement, but also goals that are derived from the statement. These institutional goals act as proxies for achievement of the mission.

As part of the 2015-2020 BMCC strategic planning process, the College engaged its constituents in a review of the institutional mission and goals. Overwhelmingly, the internal and external community members indicated that the existing mission and goals did not effectively communicate either the purpose of the College or its priorities. As a result, the new mission statement is:

*Borough of Manhattan Community College is a vibrant, pluralistic learning community committed to the intellectual and personal growth of students. Working closely with organizations across New York City and beyond, we prepare students from around the globe for degree completion, successful transfer, career achievement, lifelong learning, and civic participation.*

With the new statement, the College was challenged with establishing a new set of goals. The decision was made not only to pare the goals down, but also to establish the institutional goals as strategic goals. They are as follows:

-  Strengthen college readiness and improve the effectiveness of developmental offerings;
-  Improve the student experience;
-  Facilitate timely degree completion, graduation, and transfer;
-  Prepare students for 21<sup>st</sup> century careers and contribute to workforce development in New York City; and
-  Cultivate institutional transformation, innovation, and sustainability.

## INSTITUTIONAL EFFECTIVENESS

### DEFINITION

While the foundation of institutional effectiveness is documented progress towards the achievement of the institutional mission, each College, given its unique structures, terminology, and history, should consider operationalizing a definition that makes sense within the given context. Towards that end, institutional effectiveness at BMCC is defined as:

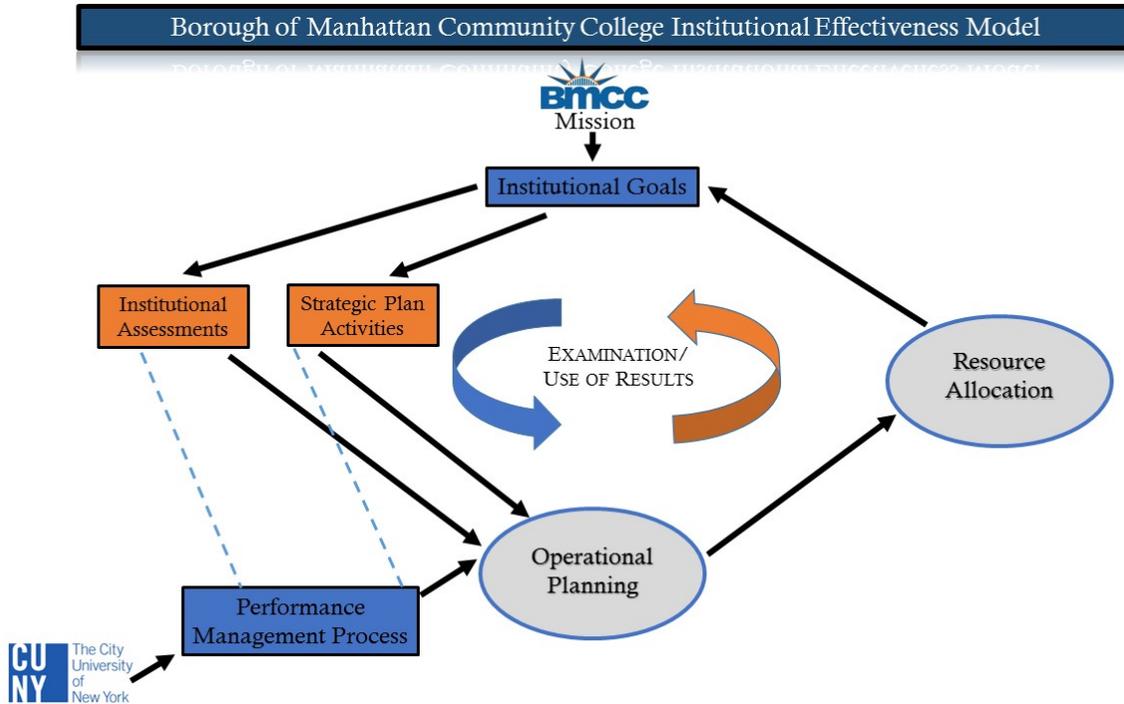
*The degree to which BMCC is achieving its mission as evidenced by yearly progress made towards the achievement of its institutional goals, strategic planning outcomes, and strategic objectives. The institutional effectiveness system, which allows for the tracking of progress, is an integrated planning model that incorporates comprehensive and systematic assessment, periodic evaluation, effective planning processes, and data influenced resource allocation.*

To ensure that the College operationalizes this definition, a comprehensive institutional effectiveness model has been developed.

### INSTITUTIONAL EFFECTIVENESS MODEL

BMCC has established an institutional effectiveness model guided by an integrated process that connects assessment, planning, and resource allocation. Each of these elements are important and are expanded upon later in this document, however, since the College's model is driven by an integrated framework, it is important to demonstrate how these three crucial pieces interact. The model is illustrated below with the specific elements addressed afterwards.

**Figure 1: BMCC Institutional Effectiveness Model**



*System / College Mission and Goals*

BMCC, as one of the 24 institutions within the City University of New York (CUNY), is not only bound to the College mission and goals, but also to the mission and goals of the university. CUNY engages in a performance management system known as the Performance Management Process (PMP). This approach establishes yearly university and sector goals (performance targets) and allows colleges to establish unique, relevant, and appropriate college goals (also performance targets). While the College reports on the University and sector targets, the institution used the opportunity to target the outcomes and objectives within the strategic plan to establish yearly priorities under the college goals. These targets, along with the College’s strategic goals, are the foundation for assessment, evaluation, and planning at BMCC. All assessment and evaluations must be aligned with one or more of the strategic goals and, by extension, are often aligned with the CUNY PMP college goals.

*Institutional Assessments and Evaluations*

The primary vehicle for gathering the information necessary to improve student learning and the environment for student learning, as well as for documenting institutional effectiveness, resides within the institutional assessments and evaluations. Assessments reflect regular examinations of how effectively academic programs and AES units are achieving their student learning outcomes (SLOs) and

support outcomes (SOs). Focused on continuous improvement, these assessments, which are aligned with the strategic goals, result in information utilized to make improvements that enhance student success. Evaluations, which are periodic in nature and take place through academic program review (APR) and AES unit review, provide the opportunity to make an overall judgment of effectiveness through the review of assessment results and additional information. Without systematic, yet faculty and staff driven assessments and evaluations, BMCC would not possess the information necessary to document progress towards mission achievement.

#### Strategic Activities

While assessments of SLOs and SOs are essential to the assessment of institutional effectiveness, programs and units engage in myriad activities that are connected to the strategic plan. To document these activities, department chairs are charged with identifying yearly goals that are aligned with one or more of the College's five strategic goals. On the AES side, the assessment of SLOs and SOs is paired with a listing of strategic activities and these activities, which reflect yearly prioritized actions, are connected to the strategic planning outcomes and strategic objectives.

#### Operational Planning

Operational planning is so titled because it is premised on operationalizing the strategic plan. In other words, this planning process is based on making documented, annual progress towards achievement of the strategic plan. Given that the assessments and strategic activities are aligned with the strategic goals, planning outcomes, and objectives, they form the basis for operational planning. Through the use of results, academic programs and AES units develop plans that seek to improve student learning and support outcomes. This process reflects the collection of information as well as the actions put in place to realize enhanced results.

#### Resource Allocation

While the budget process is central to the resource allocation process, it is not inclusive. In fact, resource allocation is as much about redeployment of existing resources to ensure greater student success. Resources can and often do reflect money; however, people, time, and systems are important resources whose impact should not be underappreciated. As a result of conducting assessments or evaluating the impact of strategic activities, units may determine during the planning process that the results necessitate a need for either redeployment of existing or the creation of new resources. The assessment and planning cycle has been aligned with the institutional budget cycle so that department, unit, and division leaders can utilize the information to make a data-influenced request.

#### Examination / Use of Results

The topic of examination/use of results was placed in the center of the model because it reflects the nature of institutional effectiveness. Regardless of the stage or element addressed, the model is built on continuous assessment and improvement through the use of results. This includes the Institutional Mission and Goals, which as indicated earlier, were changed and codified in spring 2016 as a result of constituent input, data analysis, and environmental scanning.

## STRATEGIC PLANNING

### **STRATEGIC PLANNING PROCESS**

BMCC embarked on a year-long process to develop a five-year strategic plan, the result of which is “Reaching Greater Levels.” The plan runs from the 2015-2016 through the 2019-2020 academic years and engaged more than 300 faculty, staff, students, and administrators in focus groups, town halls, data gathering and analysis, and writing processes. Both the institutional mission and goals were changed during the process and the plan has been established as the framing tool for the Colleges operational planning processes. The full document can be found on the BMCC website.

### **INSTITUTIONAL/STRATEGIC GOALS**

As noted earlier, the College made the strategic and intentional decision to establish a new set of institutional goals that would also operate as the strategic goals. This decision has helped shape an operational planning process whereby all academic programs and AES units can both easily align activities (assessments and strategic) with the strategic plan and engage in relevant, useful assessments that will help drive decision making and enhance student learning and the environment for student learning. The College is committed to a comprehensive institutional effectiveness process that engages and significantly involves the entire community.

### **STRATEGIC PLANNING OUTCOMES**

To ensure that the strategic plan was designed for continual evaluation of progress towards achievement of the strategic goals, the College established expected outcomes. These 20 Strategic Plan Outcomes (SPOs) are statements that act as one of two proxies for determining the effectiveness of the plan’s implementation. The College runs, on a yearly basis, a series of dashboards that document yearly progress. While academic programs and AES units identify alignment between their assessments and strategic activities, the College is not implying a cause and effect relationship. Rather, the alignment between the programs and units and the SPOs and strategic goals ensures that the College is able to pursue target strategies aimed at improving student learning and the environment for student learning.

By ensuring that the assessments and strategic activities align with the SPOs, BMCC is able to inventory all efforts in a given year associated with achievement of these outcomes. Additionally, new, major initiatives must align with these outcomes and a number of new initiatives are already coming on line based on the need for data to track progress.

### **STRATEGIC OBJECTIVES**

As was the case with the strategic planning outcomes, the College identified a number of specific, targeted interventions that operate as a central operational planning element. The 25 Strategic Objectives are statements that act as the second of the two proxies utilized for determining the effectiveness of the

plan. The College runs, on a yearly basis, a series of dashboards that document yearly progress towards realization of these objectives. Again, academic programs and AES units are required to identify how the assessments and strategic activities align with the strategic objectives, but no case is being made for cause and effect between the activities and changes reflected within the dashboards.

### **CUNY PERFORMANCE MANAGEMENT PROCESS**

The City University of New York engages in a performance management process (PMP) that is designed to set goals and measure progress for each of the 24 institutions in the system. These goals are separated into university wide goals, sector goals, and college focus goals. The goals are set in the spring of each year and colleges and universities track and report their progress for each of the goals during the following academic year. A major part of the process is to look at the strengths and weaknesses that emerge from the reporting and to find ways to address these in the coming years.

As is the case with the College mission and goals, the PMP goals serve an important function as a foundation within the annual operational planning process. The university and sector goals reflect the documentation of progress towards achievement of standard metrics (e.g. increasing the number of full-time faculty or rates such as retention, graduation, and transfer) and, as such, are used primarily for reporting and trend analysis. The college focus goals, however, are more directly aligned with the operational plan. These goals, which reflect college priorities and are initially developed during the annual planning retreat, emanate from the College's strategic plan. At the retreat, College results for the University and sector goals are evaluated and also inform yearly planning. During yearly assessment and strategic activity planning processes, both academic programs and AES units report on the alignment with the strategic plan as well as the PMP.

## **ASSESSMENT**

### **ROLE OF ASSESSMENT AND STRATEGIC ACTIVITIES**

As noted earlier and reflected in the Institutional Effectiveness Model, the ability to gauge institutional effectiveness is dependent upon the assessments and activities conducted by academic programs and AES units. Determining how effectively these activities impact student learning and the environment for student learning provides the information necessary to determine if goals, institutionally and at the program and unit levels, are being met. Achievement of these goals provides a proxy for institutional effectiveness through the intentional, systematic alignment of mission, goals, and outcomes.

Accordingly, assessment is central within this plan.

### **BASICS OF ASSESSMENT**

Among the many definitions of assessment to be found in the substantial literature on the subject, the following definitions have attained almost classic standing among assessment practitioners and have been adopted by many institutions. These statements are informative as an introduction to the assessment process and also in agreement with BMCC's goals for the assessment of student learning and the environment for student learning. They include assessment as:

-  ***“the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.”*** [Marchese, T. (1987). AAHE Bulletin #40, p. 3; quoted in Palomba, C. & Banta, T. (1999) Assessment Essentials, p. 8]
  
-  ***“...an ongoing process aimed at understanding and improving student learning.*** It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.” [Angelo, T. A. (1995). “Reassessing (and Defining) Assessment.” AAHE Bulletin #48, p. 7]
  
-  ***“...a process of setting goals or asking questions about student learning and development; gathering evidence that will show whether these goals are being met; interpreting the evidence to see what can be discovered about students’ strengths and weaknesses; and then actually using those discoveries to change the learning environment so that student performance will be improved.*** [Wright, B. D. (2004). “More Art Than Science: The Postsecondary Assessment Movement Today.” Elements of Quality Online Education, p. 185.]

Assessment is a recurring process of inquiry and improvement in which clearly articulated SLOs and SOs, aligned with appropriate institutional, program, and unit missions and goals, are measured against pre-established performance criteria. Assessment results may meet or exceed expectations, fall short in some way, or uncover unanticipated learning or unexpected outcomes. Disparities between performance expectations and actual assessment results form the basis for dialogue and possible action. It is important to note that missed targets don’t equate to failure. The only way to fail at assessment is to fail to conduct the assessment or utilize the results. When the results of assessment activities are used to bring about improvement in teaching or learning or in support of the learning environment, it reflects the appropriate use of results for improvement. The cyclic nature of this process is illustrated below.

**Figure 2: Assessment Cycle**



The center of this diagram highlights the intersection between SLO and SO assessment and institutional effectiveness. This interrelationship forms the core of BMCC's assessment philosophy. Step four in this cycle does not simply terminate in change at the local level. Within academic programs, the completion of this cycle does not necessarily result in course level change, but often leads to departmental and ultimately institutional response and improvements. Likewise, changes made within a unit not only impact the goal, but can effect change as the unit and College level. Conversely, departmental and unit changes resulting from assessment may lead to changes in courses or to the outcomes within units. In other words, the examination and use of assessment results involves both "top-down" and "bottom-up" co-responsiveness across the various levels of assessment.

### **ROLES AND RESPONSIBILITIES IN ASSESSMENT**

Assessment is a college-wide effort undertaken to improve its educational programs and services, and enhance student learning and development. The process requires significant collaboration between the Institutional Effectiveness and Analytics Office, Academic Programs, AES units, the Academic and AES Assessment Committees and the Cabinet. Through the use of our Assessment Management System (AMS) PlanningPoint, the College Website, and workshops, assessment information is widely disseminated so that communication is enhanced. More specifically, however, numerous parties hold specific responsibilities including:

#### **Students**

-  Take an active role in learning
-  Participate fully in assessment activities in the classroom
-  Develop self-assessment skills
-  Work with faculty as partners in learning

## **Faculty**

-  Incorporate assessment in the early stages of instructional planning
-  Use assessment tools to enhance student learning
-  Contribute to the effective implementation of course and curricular changes based on assessment results

## **Staff**

-  Help foster optimal campus learning environment with appropriate student support services
-  Use assessment tools to enhance student learning and the environment for student learning
-  Collaborate with faculty to develop effective assessment strategies

## **Department Chairs/Unit Directors**

-  Support faculty and staff in the development of effective assessment techniques
-  Work with faculty and staff to develop and assess SLOs and SOs
-  Coordinate department/unit efforts in creating and implementing program or department/unit assessment plans
-  Use assessment results to support curriculum review and service improvements
-  Collect and organize input from faculty and staff for department or unit reports

## **BMCC Academic Assessment Committee**

-  Review assessment reports, facilitate college-wide discussions, and make recommendations based on specific assessment findings.
-  Collaborate with the Office of Institutional Effectiveness and Analytics to monitor implementation of the Assessment Plan.
-  Work with academic departments and administrative units in the development and implementation of departmental, unit and divisional assessment plans.

## **BMCC AES Assessment Committee**

-  Review and provide recommendations on annual assessments and unit reviews for all AES units.
-  Review and provide recommendations regarding the annual Institutional Effectiveness Report.
-  Consult with the Office of Institutional Effectiveness and Analytics to facilitate college-wide discussions regarding AES assessment.

## **Director of Assessment**

-  Serves as a resource for committees engaged in outcomes assessment and planning activities
-  Assists faculty and staff in developing outcomes assessment plans

-  Conducts assessment training workshops for faculty and staff
-  Collects, reviews, and analyzes assessment reports from faculty and staff
-  Monitors progress on assessments and evaluations and issues periodic reports
-  Designs and coordinates institutional effectiveness assessments in response to external evaluators and for reaccreditation

### **Institutional Research Specialist**

-  Leads the collection, analysis and reporting of data in support of the Institutional Effectiveness Plan

### **Dean for Institutional Effectiveness and Strategic Planning**

-  Responsible for full implementation of the College's Institutional Effectiveness plan
-  Leads institutional strategic and operational planning and related assessment

### **Executive Cabinet**

-  Insures that academic and unit assessment plans and activities are in alignment with the Institutional Effectiveness Plan, BMCC strategic priorities and CUNY initiatives
-  Reviews academic and AES units under their purview
-  Works with the Institutional Effectiveness and Analytics Office
-  Provides leadership and resources to allow the implementation of effective assessment strategies

## OPERATIONAL PLANNING

Operational planning at BMCC is the College's systematic approach for evaluating and documenting yearly progress towards achievement of the strategic plan. Through the annual assessments and strategic activities as well as periodic evaluative endeavors, each of which is aligned with the College mission and strategic goals, the College produces an annual Institutional Effectiveness report that documents progress and provides an inventory of activities associated with successful achievement of the strategic planning outcomes (SPOs) and strategic objectives.

As indicated earlier, the assessment of SLOs and SOs constitute the annual assessment activities while the Academic Program Review and AES Unit Review are the College's institutional effectiveness evaluation activities. Overall, there are six categories of assessments and evaluations coordinated through BMCC's Institutional Effectiveness plan and the following section highlights the purpose, responsibilities, timelines, support, and communication processes associated with each.

### **ACADEMIC PROGRAMS**

The assessment of student learning outcomes, which is accomplished through course embedded assessment, is led by faculty and resides within the academic departments. The establishment of SLOs at the institution, program, and course level has been conducted by faculty within the departments with the support of staff from Academic Affairs and the Offices of Institutional Effectiveness and Analytics (IEA). Evidence of student learning, which is guided by expectations within the disciplines and in accordance with applicable accreditation bodies, is essential to ensuring the effectiveness of the teaching and learning environment. Accordingly, the assessment of student learning is a priority at BMCC.

Academic programs have worked with a systematic approach to the assessment of student learning through the following:

-  Development of SLOs which reflect the knowledge, skills, and attitudes that departments expect students to develop as a result of completing their program of study;
-  Establishing core principles included within all syllabi that include the identification of SLOs at the course level as well as general education outcomes;
-  Conducting annual assessments, general education assessments, and periodic Academic Program Reviews; and
-  Developing and implementing curriculum maps designed to document progress points where faculty and students identify where program level SLOs are introduced, reinforced, and mastered.

This Institutional Effectiveness plan codifies many of these systematic principles while avoiding standardization. BMCC recognizes that each program is directed, led, and instructed by discipline and content experts who require the flexibility to establish appropriate SLOs for their courses and programs.

### Annual Academic Assessment

The College's academic programs engage in an annual process of assessing student learning that allows for course-embedded assessment to inform faculty about the success of students in achieving program level SLOs. By utilizing a variety of courses which have course level SLOs aligned with program level SLOs, the annual assessment of student learning provides useful, relevant, and necessary information that assists faculty and chairs in making adjustments designed to improve student learning and the likelihood that students demonstrate achievement of the program level SLOs. Academic programs use curriculum maps and assessment calendars to assist with choosing which courses to assess. In making these decisions, academic programs must include the assessment of not only the program specific SLOs, but also the general education outcomes contained within the syllabi. Many years ago, the College made the decision to embed at least one general education outcome into each course syllabus. This decision increased the flexibility of general education assessments as departments were provided with the opportunity to assess any number of courses to meet the expectation. Accordingly, programs should choose at least one general education outcome embedded within course syllabi to assess between Academic Program Reviews. These annual assessments are also an important foundation for the periodic program reviews that examine the comprehensive assessment history in order to help plan for the future.

#### **RESPONSIBILITIES:**

Ultimately, faculty are responsible for all assessment conducted within courses and for the purpose of assessing student learning. In partnership with the Office of Institutional Effectiveness and Analytics, the Department Chairs and Assessment Coordinators are responsible for conducting the annual assessment activities. All information will be input into the College's AMS.

#### **TIMELINE:**

Annually, academic programs determine which outcome they will assess, in which course they will assess it, and will conduct the assessment during the academic year.

#### **SUPPORT/REVIEW:**

In addition to departmental faculty, whose support is essential for effective academic assessment, there are two groups most responsible for providing support to academic departments. The first is the Office of Institutional Effectiveness and Analytics. The Director of Assessment is responsible for ensuring that academic programs are supported in every phase of assessment – from the decision about the course and SLO assessed to instrument design, analysis, and use of results. The director is supported by office staff and AMS training is available from the Institutional Research Specialist. Another important resource for the academic departments is the Academic Assessment Committee. Co-chaired by the Dean for Institutional Effectiveness and Strategic Planning and a faculty member, the committee is constituted by faculty from every academic department. The committee is responsible for reviewing assessments, providing recommendations to departments, and

continually analyzing and evaluating the effectiveness of the Institutional Effectiveness plan. Finally, the Office of Academic Affairs is responsible for final oversight and provides professional development activities to support effective academic assessment.

### **COMMUNICATION:**

The Department Chair, in collaboration with the Assessment Coordinator, is responsible for communicating with departmental faculty throughout the assessment process – including results. Where appropriate, the Office of Institutional Effectiveness and Analytics is available to provide support. The Assessment Coordinator is also responsible for communicating the results to the Academic Assessment Committee. At the end of each year, the Office of Institutional Effectiveness and Analytics will compile the information into the AMS and provide a yearly report on assessment activity. Minutes from the committee meetings will be posted on the Office of Institutional Effectiveness and Analytics website and assessment results will be posted to a secure site.

### **General Education Assessment**

BMCC engages in a continuous assessment of the general education student learning outcomes by conducting assessments across the seven different areas throughout the curriculum in every department. These outcomes operate as institution-level SLOs and reflect the knowledge, skills, and attitudes that, as determined by faculty, students should possess upon graduation **regardless** of academic program. As noted above, departments should assess general education outcomes embedded within course syllabi as part of their annual SLO assessment. The general education assessment process, which is described below, involves the assessment of the College's general education courses as well as other courses throughout the curriculum. These assessments are essential to the College as they provide the information necessary for the Liberal Arts Academic Program Review and review of general education overall. These assessments allow for a comprehensive review of the College's largest academic program.<sup>1</sup>

### **RESPONSIBILITIES:**

Faculty in academic departments are responsible for the assessment of general education courses at the College. Working with Academic Affairs, and the Office of Institutional Effectiveness and Analytics, and the Liberal Arts Program Review Committee, Department Chairs and Assessment Coordinators are responsible for assessing the general education courses within their respective departments. These courses align with the College's institution-level SLOs and the general education Pathways requirements across CUNY. Pathways also ensures general education requirements fulfilled at the institution will carry over seamlessly if a student transfers to another CUNY college. The general education

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<sup>1</sup> The BMCC General Education Learning Outcomes are the outcomes that were voted and agreed upon by faculty at the College. The learning outcomes are not the learning outcomes established by Pathways. The BMCC general education assessment process is embedded within all courses at the college and is not dependent on just the Pathways core curriculum courses.

curriculum also serves as the foundation for the Liberal Arts major at the College. Pathways information will be input into the College's AMS.<sup>2</sup>

**TIMELINE:**

The general education curriculum at the College consist of three required common core areas and five flexible core areas. These areas have been aligned with the College's seven general education outcomes. The College's general education outcomes are assessed within a four-year cycle and the fifth year culminates with the Liberal Arts program review.

Departments that have courses within the required core must assess at least two required general education courses within the four-year cycle. Departments with courses in the flexible core must assess at least one general education course within the four-year cycle.

**April/May:** The Director of Assessment will send reminders and meet with each academic department responsible for conducting general education assessment to plan for the following academic year. Department Chairs and Assessment Coordinators will select which course(s) will be assessed in the next year and begin the development of an assessment plan.

**October:** By October 31, Assessment Coordinators will submit their assessment plans through the AMS to the Director of Assessment. The Academic Assessment Committee reviews the previous year's assessments and provides feedback to the Coordinators and Department Chairs.

**October – May:** Assessment Coordinators will conduct assessments where they are most appropriate and collect results for analysis. The Office of Institutional Effectiveness and Analytics will support coordinators as requested.

**May – June:** By June 1, Assessment Coordinators will submit final reports, including discussion of results and next steps through the AMS to Academic Affairs and the Office of Institutional Effectiveness and Analytics. The Office of Institutional Effectiveness will provide summary reports to the Academic Assessment Committee.

**SUPPORT/REVIEW:**

Departmental faculty responsible for the assessment of the Pathways general education curriculum are also supported by the Office of Institutional Effectiveness and Analytics. The Director of Assessment ensures that academic programs are assessing core general education courses and supports assessment design, analysis, and interpretation of results. Office staff supports the director and AMS training is available from the Institutional Research Specialist. The Liberal Arts program review committee serves as additional support for the assessment of general education courses. Comprised of faculty and administrators, the Liberal Arts Program Review Committee uses information from the general education curriculum

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<sup>2</sup> The assessment of Pathways leaning outcomes is aligned with but different than the general education assessment that is conducted across the College. Pathways assessment focuses on courses offered within the general education core curriculum.

assessments in the evaluation of and making recommendations for the Liberal Arts major and the general education curriculum. The Academic Assessment Committee also supports this process and provides feedback to departments on general education curriculum assessments. Lastly, the Office of Academic Affairs is responsible for final oversight and ensures general education requirements are aligned with CUNY standards.

#### **COMMUNICATION:**

The Department Chair and Assessment Coordinator are responsible for sharing information with departmental faculty throughout the general education assessment process. IEA can provide support as needed. Department Chairs and Assessment Coordinators are also responsible for providing final reports to the Office of Institutional Effectiveness and Analytics. The Director of Assessment will present a summary report on general education curriculum assessment to the Academic Assessment Committee and the Liberal Arts Program Review Committee.

#### *Academic Program Review (APR)*

As indicated previously, the APR is an evaluative process that allows academic programs to review assessments and the effectiveness of the program in order to propose changes that will continue to enhance student learning. In addition to reviewing assessment results, programs will examine student outcomes, the curriculum map, emerging trends, SWOT results, facilities, adequacy of support, and other factors. An added, beneficial component of the APR is the external review. Upon completion of the internal portion of the review, two external content experts within the discipline or an affiliated discipline will review the documentation, participate in a site visit, and provide a formal report that, in conjunction with the internal recommendations, will result in an action plan. This process allows programs, with support from Academic Affairs and the Office of Institutional Effectiveness and Analytics, to make a judgement on progress and move forward with improvements. The process takes approximately 2.5 years, including preparation.

#### **RESPONSIBILITIES:**

Ultimately, faculty are responsible for all assessment conducted within courses and for the purpose of assessing student learning. In partnership with the Office of Academic Affairs and the Office of Institutional Effectiveness and Analytics, the APR committee, Department Chair, and Assessment Coordinator are responsible for conducting the APR. All information will be input into the College's AMS. .

#### **TIMELINE**

The APR is a comprehensive, multi-year process that is conducted every five years. The Academic Assessment and Evaluation Calendar (Appendix E) provides the full schedule.

#### **PREPARATION SEMESTER**

The Department Chair identifies a Program Review Leader and a Review Committee to develop the Self-Study.

The Chair, Program Review Leader and Committee convey the timeline and guidelines for program review to the entire Department and solicit feedback.

With assistance from the IEA, the Department uses AMS to store and develop APR documents. The entire Department and IEA will have access to the site to facilitate collaboration on the development of the self-study.

IEA provides a Departmental Data Set for program review through the SharePoint site, including for key gateway courses in the program. IEA conducts “Working with Data Workshops” with each Review Team to assess the results from the standard data set, determine unique departmental data needs, and to discuss possible interpretations.

The Program Review Team develops/refines the program assessment plan through the College’s AMS.

**SELF-STUDY YEAR: FALL SEMESTER:**

The Program Review Team collects additional program-specific data as needed/available; analyzes data, student outcomes and other information collected; and develops a detailed outline and supporting documentation.

By December, IEA conducts a focus group session with students likely to graduate from the program in the spring (or with students having enrolled in at least 9 credits for departments without majors) and reports to the Chair on their perceptions about the strengths and weaknesses of the Program.

By December, IEA facilitates a Strengths, Weaknesses, Opportunities, and Threats (SWOT) session with the Program Review Team and provides a final report.

**SELF-STUDY YEAR: SPRING SEMESTER:**

By May 30, the Chair submits the final Self-Study Report to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and the Director of Assessment.

**EXTERNAL REVIEW SEMESTER: (FALL OR SPRING OF YEAR 2)**

The Chair submits names of potential external reviewers to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and the Director of Assessment; two reviewers are chosen by the Provost (one reviewer may be from another CUNY institution).

The Chair and Director of Assessment schedule external visit and confirm the agenda.

External reviewers conduct site visit, including an exit conference with the Provost.

External Reviewers submit findings and recommendations to the Provost, Chair, and Dean for Institutional Effectiveness and Strategic Planning.

**IMPLEMENTATION YEAR(S)**

Provost meets with the Chair, Program Review Team, and the Dean to discuss the self-study

and external reviewers' findings and recommendations.

The Department refines the program improvement plan and submits it to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and Director of Assessment, subject to the final approval of the Provost.

The Office of Academic Affairs provides ongoing support, as mutually agreed upon by the OAA and the Department Chair, to implement improvement plans.

After the external review, the program may determine that it needs to make changes to their APR. The uploaded document should be uploaded in the AMS and shared with the Chair, the Provost, and the Dean for IEA and Strategic Planning.

#### **SUPPORT/REVIEW:**

In addition to departmental faculty, whose support is essential for effective academic assessment, there are two groups most responsible for providing support to academic departments. The first is the Office of Institutional Effectiveness and Analytics. The Director of Assessment is responsible for ensuring that academic programs are supported in every phase of the APR. Another important resource for the academic departments is the Academic Assessment Committee. Co-chaired by the Dean for Institutional Effectiveness and Strategic Planning and a faculty member, the committee is constituted of faculty from every academic department. Finally, the Office of Academic Affairs is responsible for final oversight and provides professional development activities to support effective program reviews.

#### **COMMUNICATION:**

The Department Chair, in collaboration with the APR Chair and Committee, is responsible for communicating with departmental faculty throughout the program review process. Where appropriate, the Office of Institutional Effectiveness and Analytics is available to provide support. The Assessment Coordinator is also responsible for communicating the results to the Academic Assessment Committee. At the end of the process, a report will be generated from the AMS and will be provided to faculty in the department, the Office of Academic Affairs, IEA, and the Academic Assessment Committee. In addition, the final report will be posted to a secure site so that all academic programs can review the information.

#### **ADMINISTRATIVE, EDUCATIONAL, AND STUDENT SUPPORT (AES) UNITS**

In addition to assessing the effectiveness of student learning in the classroom, BMCC is committed to fully assessing the environment for student learning. This includes educational units that have a direct impact on student learning, student support units that indirectly impact student learning through supporting units engaged directly in student learning, and administrative units that provide indirect support for student learning by providing backbone services and functions associated with maintaining institutional operations. Assessment within these units is an important part of the

College's institutional effectiveness system given that they provide co-curricular learning, support for student learning, and institutional support. While some units possess and assess student learning outcomes, a number of units engage in the assessment of support outcomes (SOs). SOs reflect the quality, effectiveness, and impact of the services, activities, and functions of units in support of achieving the College mission, institutional goals, and enhancement of student learning.

AES Units are major contributors to the College's systematic approach to the assessment of student learning and the environment for student learning through the following:

-  Development of SLOs which reflect the knowledge, skills, and attitudes that units expect students to develop as a result of exposure to the units (not applicable to all AES units);
-  Development of SOs which reflect the effectiveness, quality, efficiency, or accuracy of the services, processes, activities, or functions provided in support of the environment for student learning;
-  Development of unit goals that are aligned with the College's institutional/strategic goals and which detail the daily functions of the unit;
-  Development of a mission that is aligned with BMCC's mission and provides information on who it serves, how it serves, what the unit does, and what resources are provided; and

This Institutional Effectiveness plan codifies many of these systematic principles while avoiding standardization. BMCC recognizes that each AES unit is led and staffed by content experts within their fields who are best equipped to determine the appropriate mission, goals, and outcomes for the unit.

### *Annual AES Assessment*

The College's AES Units engage in an annual process of examining methods for enhancing student learning and the environment for student learning through the assessment of SLOs and SOs. Over a four-year process between AES Unit reviews, the units assess each outcome at least once with the intention of using the results to improve student learning and help the College achieve its mission. By engaging in this process, units are also able to determine how effectively they are achieving their unit goals and, by extension, their unit mission. These annual assessments are also an important foundation for the periodic AES unit reviews that examine the comprehensive assessment history in order to help plan for the future.

#### **RESPONSIBILITIES:**

Ultimately, AES unit managers and staff are responsible for all assessment conducted within their individual units for the purpose of assessing student learning and the environment for student learning. In partnership with the Office of Institutional Effectiveness and Analytics, the unit managers are responsible for conducting the annual assessment activities. All information will be input into the College's AMS.

### **TIMELINE:**

Annually, AES units determine which outcome(s) they will assess and then complete the assessment during the year. In addition, units will complete the action plan developed from the previous year's assessment.

### **SUPPORT/REVIEW:**

In addition to unit managers and staff, whose support is essential for effective AES assessment, there are two groups most responsible for providing support to the units. The first is the Office of Institutional Effectiveness and Analytics. The Director of Assessment is responsible for ensuring that AES units are supported in every phase of assessment – from the decision about the SLO or SO assessed to instrument design, analysis, and use of results. The director is supported by office staff and AMS training is available from the Specialist for Assessment. Another important resource for the AES units is the AES Assessment Committee. Co-chaired by the Dean for Institutional Effectiveness and Strategic Planning and a unit director, the committee is constituted by a representative body from the AES divisions. The committee is responsible for reviewing assessments, providing recommendations to units, and continually analyzing and evaluating the effectiveness of the Institutional Effectiveness plan.

### **COMMUNICATION:**

The unit manager is responsible for communicating with staff throughout the assessment process – including results. Where appropriate, the Office of Institutional Effectiveness and Analytics is available to provide support. The manager is also responsible for communicating the results to the AES Assessment Committee through the Director of Assessment. At the end of each year, the Office of Institutional Effectiveness and Analytics will compile the information from the AMS and provide a yearly report on assessment activity. Minutes from the committee meetings will be posted on IEA's website and assessment results will be posted to a secure site.

### ***AES Unit Review***

As indicated previously, the AES Unit Review is an evaluative process that allows units to review assessments and the effectiveness of the unit in order to propose changes that will continue to enhance student learning and the environment for student learning. In addition to reviewing assessment results, programs will examine operations, staffing, facilities, SWOT results, and other factors. An added, beneficial component of the unit review is the external review. Upon completion of the internal portion of the review, two external content experts within the field or with extensive experience within the field will review the documentation, participate in a site visit, and provide a formal report that, in conjunction with the internal recommendations, will result in an action plan. This process allows units IEA, to make a judgement on progress and move forward with improvements. The process takes approximately 1.5 years, including preparation.

### **RESPONSIBILITIES:**

AES unit managers and staff are responsible for assessment conducted within the units for the purpose of assessing student learning and the environment for student learning. In partnership with the Office of Institutional Effectiveness and Analytics, the unit managers are responsible for conducting the annual assessment activities. All information will be input into the College's AMS.

### **TIMELINE:**

The AES Unit Review is a comprehensive process that is conducted every 5 years. The AES Assessment and Evaluation Calendar provides the full schedule (See Appendix F ).

### **PREPARATION SEMESTER**

The AES Unit manager selects a Unit Review Leader and an internal Review Committee to develop the Self-Study.

The manager, Unit Review Leader, and Committee convey the timeline and guidelines for unit review to the entire unit and solicit feedback.

With assistance from the Office of Institutional Effectiveness and Analytics (IEA), the AES Unit sets up a SharePoint site to store and develop documents. The entire unit, committee, and IEA will have access to the site to facilitate collaboration on the development of the self-study.

IEA works with the AES unit to determine what data is necessary to support the Unit review. Additionally, the staff works with the unit to review previous assessments, results from major initiatives, and important documents and reports that can help provide future direction.

### **SELF-STUDY YEAR: FALL:**

By November, the Unit Review Committee collects additional data as needed/available; analyzes data, chooses and confirms two external reviewers, and completes the first three chapters of the review (History, Unit Profile, Internal Committee)

By December, IEA facilitates a Strengths, Weaknesses, Opportunities, and Threats (SWOT) session with the Unit Review Committee and provides a final report.

By December 15, the Unit Review Committee completes the fourth chapter, analysis of the SWOT.

### **SELF-STUDY YEAR: SPRING:**

By March 1, the Unit Review Committee completes the Planning and Assessment chapter and submits the complete draft to the unit and Director of Assessment for feedback.

By May 30, the unit receives the final report from the external reviewers.

By June 30, the unit integrates findings from the external reviewers, establishes recommendations and an action plan, and submits the document to the Dean for Institutional Effectiveness and Strategic Planning and appropriate cabinet member.

#### **SUPPORT/REVIEW:**

There are two groups most responsible for providing support to AES units during their unit review. The first is the Office of Institutional Effectiveness and Analytics. The Director of Assessment is responsible for ensuring that AES units are supported in every phase of the review. Another important resource is the AES Assessment Committee. Co-chaired by the Dean for Institutional Effectiveness and Strategic Planning and an AES unit director, the committee is constituted by individuals broadly representing AES divisions.

#### **COMMUNICATION:**

The unit manager, in collaboration with the Unit Review Chair and Committee, is responsible for communicating with unit staff throughout the review process. Where appropriate, the Office of Institutional Effectiveness and Analytics is available to provide support. The unit director is also responsible for communicating the results to the AES Assessment Committee through the Director of Assessment. At the end of the process, a report will be generated from the SharePoint site and will be provided to staff in the unit, divisional leadership, IEA, and the AES Assessment Committee. In addition, the final report will be posted to a secure site so that all AES units can review the information.

## **RESOURCE ALLOCATION**

Ensuring that academic programs and AES units are provided with the necessary resources to improve student learning and the environment for student learning is essential to achieving the institutional mission. Resource allocation, however, does not simply reflect finances. In fact, often the most important resources available are people and time. Additionally, resource allocation is often confused with budgets and the budgeting cycle. While important, finances are often tight and an important tactic utilized to ensure that sufficient financial resources are available to achieve missions is strategic redeployment of existing resources. Effective resource allocation, both for new and existing resources, requires the use of assessment results.

#### **BUDGET DEVELOPMENT AND ALLOCATION**

In June of every year the college Budget Office sends to all operating units (Division of Academic Affairs, Division of Student Affairs and individual Administrative Departments) the OTPS Budget Request template and memorandum, which establish the format and guidelines for next fiscal year budgetary considerations. This template shows three prior years approved OTPS budgets and actual expenditures, current fiscal year approved budget and actual expenditures, and the proposed allocation for next fiscal year equal to the current year initial budget. Due to the uncertainty of the next year budget allocation at that time, the Budget Office allocates to the individual departments the same amount for OTPS expenditures as in the current fiscal year. Each operating unit is

expected to determine the priorities based on their missions and goals within the parameters of their initial budget allocations. The operating units are also encouraged to submit their funding requests for any additional needs, related to programs, initiatives and acquisitions proposed to expand the institutional goals. If they exceed the initial budget allocation, the proper substantiation/justification is required.

The Budget Office meets with representatives of Academic Affairs and Student Affairs divisions and with each department outside of these two divisions to discuss their budget requests and justifications for additional funding. Each operating unit must demonstrate that their budget request is related to the college's institutional mission and goals. All new budget requests must demonstrate an alignment with the strategic goals, strategic outcomes, and/or strategic objectives. Ideally, these requests are also based on results from academic and AES assessments and operational planning.

Once all budget requests are received and discussed, the Budget Office summarizes them and presents the proposed initial budget to the Cabinet for review. The College executives review requests for funding of additional needs, related to programs, initiatives and acquisitions that exceed the initial budget allocations and establish the priorities. The operating units may be asked to revise their OTPS budget requests based on the expected amount of budget allocation for the college overall and projected PS cost for the next fiscal year.

After this review and approval process of the initial budget requests is completed, the proposed budget is awaiting the notification from University Budget Office (UBO) (about the next fiscal year budget allocation, which is usually received in August. In the meantime, the operating units are given access in CUNY First to OTPS budgets at the level of prior year initial allocations.

CUNY allocates tax levy budget to BMCC according to a community college budget model driven largely by student enrollment. (The methodology can be obtained by a review of the Community Colleges Operating Budget Allocation Methodology.) Based on a three-year weighted average of college enrollments the Model distributes the Controllable Allocation, which is the sum of the Model Allocation plus 90% of the estimated revenue over-collection, to various areas of college operations. These areas include: Instructional Services, Library and Organized Activities, Student Services, General Administration, General Institutional Services. The model allocates funds to two broad categories of expenditures: personnel services (PS); and other than personnel services (OTPS). In addition to the Controllable Allocation, the Model indicates specific amounts to be budgeted for certain purposes, like Adult and Continuing Education, Building Rentals, Child Care,. The integral part of the Allocation Model is the Tuition Revenue Target.

Once an actual budget allocation is received by BMCC, the Budget Office prepares the Financial Plan – a working document, which is used throughout the fiscal year to monitor the expenditures. The Budget Office also distributes the part-time PS and OTPS allocations to the operating units. The Executive Cabinet conducts a comprehensive review of the budget allocations and the financial plan. Once the President and the Cabinet approve the financial plan and divisional/departmental

allocations, they become the College's official operating budget. There are also budget development processes established for special allocations, which include Student Technology Fees, ASAP, CUNY Start, College Now, and College Discovery among others. Each of these specially funded programs has the committee or the Director responsible for the budget preparation and monitoring.

## ASSESSING THE INSTITUTIONAL EFFECTIVENESS PLAN

To ensure that the Institutional Effectiveness Plan remains relevant and useful to the College, academic programs, and AES units, the entirety of the document is reviewed on a regular basis through both formal and informal methods. Formally, there are three bodies responsible for making changes to the document. These include:

-  The Academic Assessment Committee – this is a college-wide assessment committee, co-chaired by the Dean of Institutional Effectiveness and Strategic Planning, and a faculty member that is responsible for addressing academic assessment and program review. Part of the charge of this committee is regular assessment of the Institutional Effectiveness Assessment Plan. Occasionally committee members provide recommendations to the full body regarding modifications.
-  The AES Assessment Committee – this is a college-wide assessment committee, co-chaired by the Dean of Institutional Effectiveness and a director from an AES unit, that is responsible for addressing AES annual assessment and unit review. Part of the charge of this committee is regular assessment of the Institutional Effectiveness Assessment Plan. Occasionally committee members provide recommendations to the full body regarding modifications.
-  The College's Strategic Planning Council (reconstituted as the MSCHE Self-Study Steering Committee during the Self-Study), in a joint meeting with the Assessment Committees, reviews all recommendations to the plan. Any changes approved by this joint body are implemented by staff within the Office of Institutional Effectiveness and Analytics.

In addition to these formal methods, faculty and staff work regularly with the Dean of Institutional Effectiveness and Strategic Planning and the Director of Assessment. During these meetings, faculty and staff are encouraged to share their opinions about the plan and to express any concerns. These concerns are then brought to the assessment committees for consideration.

## MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE)

BMCC is one of the more than 520 institutions of higher education accredited by MSCHE, which is the College's regional accrediting body recognized by the Department of Education. MSCHE, or Middle States, is one of six such agencies and is responsible for the accreditation of colleges and universities in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands. While the body maintains a staff to support the

operations, the standards which BMCC is responsible for have been developed and approved by the colleges and universities in the region. Institutional accreditation is a peer review process whereby colleagues from within our region, with the support of Middle States staff, review the degree to which the College meets the standards. While the College engages in the assessment of institutional effectiveness for the major purposes of supporting student success and those responsible for maintaining an effective teaching and learning environment, the College does so with consideration of the following standards:

-  Standard I: Mission and Goals
-  Standard II: Ethics and Integrity
-  Standard III: Design and Delivery of the Student Learning Experience
-  Standard IV: Support of the Student Experience
-  Standard V: Educational Effectiveness Assessment
-  Standard VI: Planning, Resources, and Institutional Improvement
-  Standard VII: Leadership, Governance, and Administration

Each of the standards is important and associated with institutional effectiveness and, accordingly, have been considered in the creation of this document.

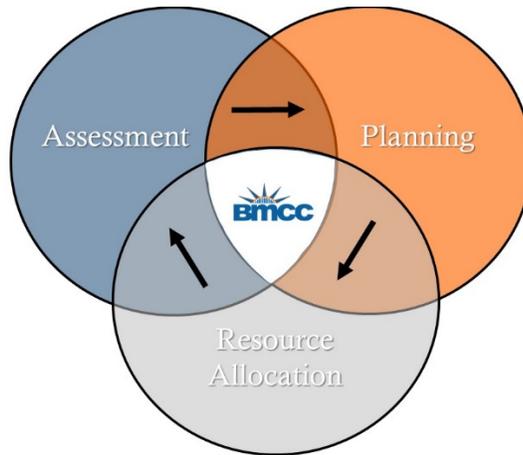
## CONCLUSION

Institutional effectiveness has become an increasingly important topic and concept within community colleges in recent years as a result of increased scrutiny and expectations regarding assessment; however, BMCC has a longstanding commitment to meeting the needs of students and delivering upon the mission. This plan, which is a revision of the earlier *Comprehensive Plan to Assess Institutional Effectiveness and Student Learning*, marks an evolution in the College's approach to assessing the achievement of mission. The completion and implementation of this revised plan is part of the intentional redesign of institutional effectiveness assessment necessitated by the College's recent strategic planning efforts. The strategic plan has become the foundation for operational planning and the innovative nature of the plan necessitated an assessment model and plan guided by an integrated planning approach.

In regards to institutional effectiveness, an integrated planning approach is one where assessment, planning, and resource allocation are aligned and coordinated to ensure synergy and efficacy of efforts. While the institutional effectiveness model presented earlier demonstrated that the institutional goals and PMP goals (university, sector, and college) are at the center, an inability to coordinate activities towards realization of the goals would preclude BMCC from achieving its mission. It is the intentional incorporation of the various efforts highlighted earlier that will allow the College to fully implement this plan, report on yearly progress, and realize enhanced student outcomes through an evidence and results based approach to improving student learning and the environment for student learning. The graphic below demonstrates the interconnections of assessment, planning, and resource allocation identified in the model and in this plan. In short,

assessments impact planning, planning is used for resource allocation, and using the findings for improvement results in enhanced institutional effectiveness (represented by the institutional logo in the center).

**Figure 3: Integrated Planning Model**



Through the provision and implementation of this plan, BMCC has positioned itself to implement its strategic plan through comprehensive operational planning, built on systematic assessment and use of results, and to realize its mission. By presenting and explaining the model, offering detailed information on the mechanics and support for assessment and planning, and addressing continuous improvement at the institutional level, BMCC has positioned institutional effectiveness as an institutional priority. In conclusion, the institutional effectiveness system and approaches established at the College guide efforts to enhance student learning and the environment for student learning.

## APPENDIX A: INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT GLOSSARY

Academic Assessment Committee – Gathers and reviews information on assessment at the institutional, program and course levels, including for General Education, as well as Academic Program Review; monitors implementation and assesses the effectiveness of the Institutional Effectiveness Plan; works with academic departments in the development and implementation of departmental assessment plans; reviews assessment reports and facilitates college-wide discussions on assessment

Academic Program – A degree granting program within an academic department at the College

Academic Program Review - The Academic Program Review is an evaluative process that allows academic programs to review assessments and the effectiveness of the program in order to propose changes that will continue to enhance student learning. In addition to reviewing assessment results, programs will examine student outcomes, the curriculum map, emerging trends, SWOT results, facilities, adequacy of support, and other factors. An added, beneficial component of the APR is the external review. Upon completion of the internal portion of the review, two external content experts within the discipline or an affiliated discipline will review the documentation, participate in a site visit, and provide a formal report that, in conjunction with the internal recommendations, will result in an action plan. This process allows programs, with support from Academic Affairs and the Office of Institutional Effectiveness and Analytics, to make a judgement on progress and move forward with improvements. The process takes approximately 2 years, including preparation.

Administrative, Educational, Student Support Services (AES) Unit – Defined units at the College that support student learning and the environment for student learning, includes areas that provide backbone support to the functioning of the Institution.

AES Unit Review - The unit review provides an opportunity for units to stop and determine the meaning of the various assessments, to gauge progress, examine philosophies and visions, and establish a plan of action for success in the future. During the unit review year in assessments, AES units meet internally with staff in the unit, collaborate with colleagues whom they work with regularly, and receive input from external parties regarding their effectiveness and current direction. A template, which is housed in the College's AMS, PlanningPoint, is provided to help guide the process. Additionally, staff from IEA are available and will help facilitate the SWOT, assist with logistics, and will attend internal committee meetings to provide guidance. The AES Unit Review allows units to take approximately 18 months to examine how effectively they have been meeting goals and making progress towards achieving their unit mission.

AES Assessment Committee – Gathers and reviews information on assessment and AES Unit Reviews; monitor implementation and assesses the effectiveness of the Institutional Effectiveness Plan; works with AES in the development and implementation of unit assessment plans; reviews assessment reports and facilitates college-wide discussions on assessment

Assessment – Assessment is a recurring process of inquiry and improvement in which clearly articulated SLOs and SOs, aligned with appropriate institutional, program, and unit missions and goals, are measured against pre-established performance criteria. Assessment results may meet or exceed expectations, fall short in some way, or uncover unanticipated learning or unexpected outcomes. Disparities between performance expectations and actual assessment results form the basis for dialogue and possible action.

Assessment Management System/PlanningPoint – The online PlanningPoint system is a data management tool designed to meet assessment and planning needs and to overcome common assessment obstacles. This tool is used by the College to store, record, and show alignment between assessment activities across the institution, institutional mission and goals, and ensure institutional effectiveness. It has been implemented to ensure a systemic, organized, and ongoing assessment process is implemented at the College.

Evaluation – Whereas assessment represent opportunities for continuous improvement and is not about making a judgement, evaluation is about measuring progress against a standard or set of expectations. The Academic Program Review process and AES unit process, both of which are periodic in nature, reflect an evaluative process where academic programs and AES units utilize assessment and other data to determine the effectiveness of service to students and those responsible for promoting student success.

General Education Outcomes – The seven general education outcomes that operate as institution-level SLOs and reflect the knowledge, skills, and attitudes that, as determined by faculty, students should possess upon graduation regardless of academic program; at least one general education outcome should be embedded on each course syllabus.

Goals – Clear, meaningful statements of the unit’s purpose (functions); they stem from the unit mission statement, but are also aligned with an institutional goal

Institutional Effectiveness – Institutional effectiveness, at its core, is about documenting evidence that the College is progressing towards achievement of its mission. Making the case for achievement of the mission requires not only a planning-based mission statement, but also goals that are derived from the statement. These institutional goals act as proxies for achievement of the mission. BMCC’s commitment to delivering upon its mission to ensure, enhance, and fully support student success. The College engages in comprehensive and systematic assessment, evaluation, and planning processes aligned with the institutional goals and with the strategic planning outcomes and strategic objectives that emerged through the strategic planning process. Through annual assessments, periodic evaluations, and planning within all academic programs and AES, units, the College tracks progress and ensures continuous improvement.

Institutional Goals/Strategic Goals – The five statements of purpose defined by the College during the Strategic Planning process. These statements are aligned with the institutional mission and operate as proxy measures for institutional effectiveness since positive movement towards achieving

these goals mark progress towards achieving the mission.

Mission – A succinct, broad declaration of purpose; an anchor for evaluation of institutional effectiveness.

Office of Institutional Effectiveness and Analytics - The Office of Institutional Effectiveness and Analytics (IEA) is responsible for and provides support in ensuring the implementation of the College's Institutional Effectiveness plan, which provides BMCC with evidence of progress towards achievement of its mission and institutional goals. In this role, IEA provides institutional oversight, guidance, and support for strategic and operational planning, expertise and support to academic departments and AES units regarding the use of assessment results for the enhancement of student learning, research design and methodology guidance, and the information and analyses that support the College's planning, assessment, and operational functions and enhance program, departmental, and institutional decision-making.

Outcomes – Student learning outcomes (SLOs) are statements of what students will know, think, or do as a result of unit efforts; Support outcomes (SOs) are statements of expectation regarding the delivery of services, processes, activities, or functions to students, faculty, or staff.

Operational Planning – The process of inventorying the annual assessments and strategic actions taken to ensure that SLOs and SOs assessed, that action plans are put in place for improvement, and that progress is tracked regarding the achievement of the Strategic Planning Outcomes and Strategic Objectives.

Strategic Planning – The process of involving the College community in reviewing the College mission and goals, establishing strategic priorities to be achieved over a number of years, and determining both baselines and targets for improvement.

Strategic Objectives – Specific prioritized activities that have established key performance indicators (KPIs) and which are aligned with the Strategic Planning Outcomes.

Strategic Planning Outcomes – A list of prioritized outcomes that are expected as a result of focusing assessments, planning, resource allocation, and strategic action around these outcomes.

**APPENDIX B: ADMINISTRATIVE, EDUCATIONAL, STUDENT, SUPPORT SERVICES UNITS**

Advisement and Transfer	Information Technology
Accessibility	Information Technology
Admissions	Institutional Effectiveness and Analytics
Adult and Continuing Education	Instructional Testing
ASAP	International Student Services
Athletics and Recreation	Internships
BMCC Express	Learning Resource Center
BMCC Learning Academy	Library
Bursar	Manhattan Educational Opportunity Center
Call Center	MECA
Career Development	Peer Mentoring
CETLS	Public and External Affairs
College Discovery	Public Safety
College Now	Registrar
COPE	Research Program
Counseling	Single Stop
CUNY Service Corps	Strive for Success/CBO
Development	Student Activities
Early Childhood Center	Student Conduct
E-Learning	Student Success and Outreach
Facilities Planning	Study Abroad
Finance (Finance, Procurement)	Upward Bound
Financial Aid	Urban Male Leadership Academy (UMLA)
First Year and New Student Programming	Veteran Services
Grants Administration	Women's Resource Center
Health Services	Writing Center
Human Resources	

## APPENDIX C – ACADEMIC PROGRAM INVENTORY

BMCC Academic Departments	BMCC Academic Programs	BMCC Academic Departments	BMCC Academic Programs
Academic Literacy and Linguistics		Music & Art	Art History
Accounting	Accounting		Studio Art
	Forensic Accounting	Nursing	Nursing+
	Accounting Certificate		
Allied Health Sciences	Health Information Technology+	Science	Science
	Paramedic+		Biotechnology Science
	Respiratory Therapy+		Engineering Science
Business Management	Business Management		Science for Forensics
	Business Administration	Social Science, Human Services, & Criminal Justice	Criminal Justice
	Small Business/Entrepreneurship		Human Services
	History		
Center for Ethnic Studies <sup>^</sup>			Sociology
Computer Information Systems	Computer Information Systems		Gerontology*
	Computer Network Technology		Psychology
	Computer Science	Speech Communications & Theater Arts	Theatre
	Geographic Information Science		Communication Studies
English	Writing & Literature	Teacher Education	Bilingual Childhood Education
Health Education	Community Health		Childhood Education
	School Health		Child Care/Early Childhood
	Gerontology*		Secondary Education - Biology
Mathematics	Mathematics		Secondary Education - Math
Media Arts & Technology	Multimedia Arts		Secondary Education - Physics
	Multimedia Programming		Secondary Education - Chemistry
	Video Arts & Technology		Liberal Arts
	Animation & Motion Graphics		General Education
Modern Languages	Modern Languages		

<sup>^</sup> = Center is not an academic department and has many courses that are cross-listed

\* = Program is managed by more than one academic department

+ = external/additional accreditors