

## Institutional Effectiveness Meeting

July 25, 2002

### Committee Members:

Associate Provost, Eric Steinberg\*

AVP, Alan Gilbert\*

AVP, Edna Chun,

Karen Alleyne-Pierre

Yasmin Ali

Michael Brogan

Marla Ginsberg

Louise Hainline

Michael Hewitt

Barbara Higginbotham

Edward Leight

Robert Viscusi

\* Committee Co-Chairs

The following is a summary of what was discussed during the first Institutional Effectiveness Committee meeting held on July 25, 2002.

### Background:

Outcomes Assessment Plan for Brooklyn College

What is Outcomes Assessment? Outcomes Assessment can be seen as a process of self-reflection that is based on the College mission and the goals of its various departments and offices. Outcomes Assessment is not evaluation. The purpose of assessment is to use information for improvement.

Outcomes Assessment is a University mandate, and essential for accreditation by the Middle States Association of Colleges and Universities. In 1999, Middle States recommended that the College develop and implement a comprehensive outcomes assessment plan. In response to this, the Outcomes Assessment Plan for the College (OAPC) was developed in October 2001. The plan identifies five principal categories for assessment, including three that correspond with the major goals set forth in the College's Strategic Plan. Subcommittees have been created to guide implementation of the plan. It is important to understand that Outcomes Assessment is a process of continuous self-examination and improvement; thus, there is no "endpoint" or completion date...it is ongoing.

Below are the five areas of Outcomes Assessment:

- 1) **Academic Quality:** Areas that will be assessed include: *General Education, Learning in the Major and Graduate Programs and Faculty Development and Research.*

- 2) **Student Oriented Campus;** The following areas will be assessed: *Academic Support Services, Student Life and Other Official and Unofficial Interactions with Students.*
- 3) **Model Citizenship in the Borough of Brooklyn;** Areas that will be assessed include: *Teacher Training, High School Outreach, Credit and Non-Credit Workforce Training, Community Programs and Contributions to Cultural Life.*
- 4) **General Student Outcomes:** This outcome will look at proxy measures such as *retention/graduation studies, post-graduate student satisfaction surveys, results of graduate and professional school admissions tests, GPA, and alumni surveys.*
- 5) **Institutional Effectiveness:** This objective will assess and examine the broad range of official and unofficial practices, where procedures must be examined. Assessment must include the involvement of all in order for the College to effectively meet its mission. The areas that will be assessed are: *Finance and Administration, Library, Grants and Awards, Human Resource Services, Institutional Planning, Research and Assessment, Admissions, Financial Aid, Registrar, Bursar, Scholarships, Technology, Facilities and Operations*

### **Action Plan for the Committee**

The members of the steering committee for Institutional Effectiveness are to work as liaisons for their division and departments. They will assist in determining the assessment schedule for their division by working with the department head(s). The committee is to work as a facilitator in ensuring that information is shared, there is no overlap, and that departments are assessed rather than evaluated. The individual departments will do assessments with centralized guidance from the Office of Institutional Planning, Research and Assessment. Additionally, those who are doing assessment will assist those who are starting. The committee will implement Outcomes Assessment through the "teaching the teacher" model in order to have information shared between departments and divisions. Training will be an important tool of the committee because it will allow for individuals and departments to better understand what assessment exactly means.

- The committee will also look at benchmarks and best practices as ways to improve on existing services and departments.
- Assessment efforts will have to be spread out over time so that data collection and survey efforts are planned accordingly to avoid overlap and/or over surveying. The overall schedule is still being developed but it will most likely fall within a 5-10 year time frame.
- Institutional effectiveness assessment is an on-going process and can be tied into other programs that are undertaken by the College such as, ECP Performance Indicators, Peer Review Report and Outcomes Assessment.

- The assessment process will also look for standard data to measure effectiveness of particular processes. The goal of this is to coordinate as much as possible, to capitalize on data we already have, and to look to avoid any new data collection efforts that may be deemed unwarranted or that may overlap with other efforts.
- This coming year we should look to have five to ten pilot projects with the goal of assessing what departments want to achieve, and to look objectively at programs that may require some adjustment(s).
- Over the next couple of weeks, each committee member will submit a tentative assessment proposal and schedule for the next several years. This should be done in a “phased in” approach. For example, one area of the proposal may start this Fall and another next Spring. The department head will decide on the specifics. The role of the committee is to insure that progress is being made.

### **Academic Quality Improvement Project**

Lastly, it was recommended by AVP Edna Chun that all members of the steering committee review the nine criteria used by the Academic Quality Improvement Project (AQIP). More information pertaining to this project can be found on the AQIP website at <http://www.aqip.org>. The nine criteria are:

- 1) Helping Students Learn
- 2) Accomplishing other Distinctive Objectives
- 3) Understanding Students’ and Other Stakeholders’ Needs
- 4) Valuing People
- 5) Leading and Communicating
- 6) Supporting Institutional Operations
- 7) Measuring Effectiveness
- 8) Planning Continuous Improvement
- 9) Building Collaborative Relationships.