



Institutional Effectiveness Outcomes Assessment Committee

Brooklyn College of the City University of New York

2900 Bedford Avenue

Brooklyn, NY 11210

Institutional Effectiveness Committee Meetings

September 7/8, 2004

Committee Members: Yasmin Ali (Budget and Planning/IE Coordinator), Karen Alleyne-Pierre (Enrollment Services/Admissions), Rachel Barek (Brooklyn College Foundation), Moraima Burgos (Student Life/Student-Oriented Campus), Karen Davis (Enrollment Services/Testing), David Finkelstein (Budget and Planning/Asst to AVP), Lisa French (Undergraduate Studies), Alan Gilbert (Budget and Planning/Chair of Committee), Marla Ginsberg (Institutional Advancement/Alumni Affairs), Louise Hainline (Graduate Studies and Research), Jerry Mirotznik (Assistant Provost), Barbra Higginbotham (Library and AIT), Nicole Hosten (Model Citizen), Bonnie Impagliazzo (Model Citizen), Barbara Naso (Research and Sponsored Programs), Robert Viscusi (Wolfe Institute and Faculty)

Objective: To discuss progress made in the past years and move forward in implementing a comprehensive college-wide institutional effectiveness effort.

Topics for discussion:

- Using and communicating data and information to facilitate assessment and improvement.
- Engaging departments more effectively as they move to the next level of assessment. Expanding the use of the “feedback loop” into the assessment and planning process to achieve improvement.
- Integrating budget allocations and funding to link the strategic planning and budget processes.

Summary:

- The meeting strategy was changed:
 - Smaller committee groups – instead of one large group meeting, two smaller groups were assembled.
 - Focus of this committee should be getting departments already engaged in assessment to the next level and not on creating a checklist of assessment activities.
 - Insure that assessment activities end in the establishment of feedback loops.
- Although the Periodic Review Report (PRR) evaluator comments commended our outcomes assessment efforts, the reviewers would like to see more evidence on how the information collected is being used to improve processes and services to students – the feedback loop.
- How can we get people to use institutional information in assessment? How can we refine what is currently produced and communicate it more effectively? How do we balance the dissemination of detailed information with the competing demands on individual’s time? How do we ensure that key information is presented and understood by those who need to know the information?
- How do we identify the level of assessment activities in each unit? How do we measure how they are using the information for improvement and facilitate the use of feedback loops, where appropriate? How do we further train all units so they can improve how they conduct outcomes assessment?
- The creation of an inventory document will enable the collection of key information indicated above. This information will inform “next steps”. Based on committee discussions, an online inventory document will be disseminated.

- Strategies such as FAQs, debriefings, cross-trainings, etc. will be implemented or expanded upon. There was some consensus that departments have found discussion sessions and training sessions more useful than receiving written reports. There was also the recognition that detailed written reports are also needed. The goal becomes creating a balance.
- How can we improve consistency between assessment activities, strategic planning, and budget allocations? How do we ensure institutional priorities are adequately funded?
- It was suggested that the Administration for Children's Services (ACS) has a good budget and planning model that we may want to review.