Borough of Manhattan Community College Monitoring Report
Monitoring Report to the Middle States Commission on Higher Education

from

Borough of Manhattan Community College/CUNY
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Subject of the Monitoring Report:

“Documenting Further Progress in the Implementation of a Comprehensive, Organized, and Sustained Process for the Assessment of Student Learning Outcomes, Including Evidence That Assessment Results are Used for Improvement (Standard 14).”

Evaluation Team’s Visit: Mar 9-12, 2008
Chaired by Chancellor Wayne Watson
City Colleges of Chicago
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I. Introduction

Borough of Manhattan Community College (BMCC) is one of 23 units within the City University of New York (CUNY) and it is the only CUNY community college in Manhattan. It is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages. BMCC is committed to offering quality education in a pluralistic, urban environment, fostering excellence in teaching, facilitating the enhancement of learning, and sustaining full access to higher education for those who seek fulfillment of personal, career or socio-economic goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural and recreational needs of the community. BMCC enrolls over 22,000 students in degree granting programs and approximately 10,000 students in continuing education programs. BMCC is second in the nation in awarding associate degrees in business, management and marketing; fourth in the nation in degrees to African-American students; fifth in the nation in awarding degrees in computer and information technologies; fifth among community colleges in enrollment of international students; seventh in awarding associate degrees in education; twelfth in conferring associate degrees in all disciplines; fifteenth in awarding degrees to Hispanic students; and twenty-seventh in awarding degrees to Asian-American students.

In spring 2008, the Commission of Higher Education for the Middle States Association had a site team chaired by Chancellor Wayne Watson conduct an accreditation site visit at Borough of Manhattan Community College (BMCC). The team’s overall evaluation of BMCC was extremely positive, offering praise for the college’s leadership, faculty’s resilience and students’ motivation, especially in light of the daunting challenges that the college faced in the aftermath of September 11th. Specifically, the team commended BMCC for its “desire to focus their self-study on planning in light of recent new hires, the challenges presented by the 9/11 loss of a significant percentage of its instructional space, and the planning challenges related to its being a part of a 23 institution system.” Although the team’s overall evaluation of the college was positive, there was a recommendation that the college submit a Monitoring Report in April 2010 addressing the team’s recommendation that the college document “further progress in the implementation of a comprehensive, organized, and sustained process for the assessment of student learning outcomes, including evidence that assessment results are used for improvement (Standard 14)”.

As its Mission Statement and Strategic Plan indicate, under the leadership of President Antonio Pérez, BMCC is committed to the teaching and learning process. In our Mission Statement, we identify several goals tied to student learning:

• To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and the workplace;

• To enable and encourage students to make sensible and informed choices in setting their academic, career, and personal goals;
To provide for all students a general education that fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society;

To promote multi-cultural awareness and understanding in our college community and respect for pluralism and diversity in our society;

To prepare liberal arts and career students for transfer to four-year colleges;

To prepare students in career programs for employment and career mobility.

These particular goals of our Mission Statement are at the core of Strategic Priority 1 in our 2008-13 Strategic Plan: Excellence in Teaching research and learning. Our goal is to foster a culture of scholarly rigor and creativity for students, faculty and staff. Our objectives to attain those goals are the following:

1.1 Support challenging and innovative academic and career programs;

1.2 Promote student awareness and understanding of local, national and global issues that reflect our multi-cultural society;

1.3 Expand the use of technology to facilitate student learning, improve student services and ensure that students, faculty and staff will be technologically proficient;

1.4 Strengthen curricular offerings to facilitate transition to four-year institutions and address current and future workforce needs;

1.5 Support and recognize excellence in scholarship, creative work and pedagogical research.

The college’s Mission Statement and Strategic Plan have become an anchor in making the assessment of student learning outcomes a major focus of the life of the college, so that assessment is part of the fabric of the college at every level, student learning, student long-term performance and institutional effectiveness, which ensures sustainability.

Consequently, we have used the Middle States’ recommendations and the college’s Strategic Plan as impetus for redoubling our efforts to create a culture of assessment that truly demonstrates that an assessment process is taking place that closes the loop through the use of hard measurable evidence.

BMCC has engaged academic departments in assessment through its Academic Program Review Process (see Appendix A). Based on a specific timeline, each academic department conducts its self study and reports how it addresses both their program goals and the college’s general education of student learning outcomes. Student services are also assessed at this time. Departments review their existing goals to ensure they are current with their objectives and that
there is a plan to incorporate the assessment of department goals and its entire cycle into the academic program process. In light of our collective assessment initiatives at the college, all academic departments, regardless of where they fall on the program review timeline, were asked to review and, where necessary, amend their current outcomes during the spring 2010 semester. The goal is for all departments to be up-to-date with their outcomes and mission statements and to map out where and how these outcomes will be covered and assessed. Because this process requires collaboration and planning among academic department members, it is expected that departments will continue to work on this process for the remainder of the spring semester through the fall whereby all mission statements and program/department outcomes will be updated by the end of the fall 2010 semester. As more course assessment gets underway, it is imperative that department and course outcomes are aligned.

BMCC also has in place both a college-wide Assessment Plan and a General Education Assessment Plan. Both can be found on the college’s website under Faculty/Staff Resources (see http://www.bmcc.cuny.edu/iresearch/upload/GenEdplan.pdf and http://www.bmcc.cuny.edu/genedasses/pdf%20files/assessment%20plan.pdf). General education assessment follows a timeline for assessing the college’s seven agreed upon student learning outcomes: communication skills, quantitative reasoning, scientific reasoning, information and technology literacy, arts and humanities, social and behavioral sciences, and values.

The assessment process is uniform for all levels of academic assessment. Departments submit an assessment plan outlining the outcome to be assessed, how the outcome will be assessed (e.g., by specifying a course), the means of measurement(s), and criteria for success. Departments submit an assessment plan outlining the entire assessment process. Once data are gathered, departments send the data to the Office of Institutional Research and Assessment, and results are analyzed and reported back to the departments. The reports inform departments whether student performance expectations were met, as determined by the establishment of criteria for success, along with suggestions on how to improve the assessment. Departments are subsequently asked to review the findings, develop hypotheses, and share what steps will be taken to make any necessary changes or improvements. Each year as we complete the cycle for the specific general education learning outcome, we expand the group assessing the specific outcome. Moreover, all syllabi list the general education outcomes that are covered and assessed in its courses. Furthermore, specific departments, such as Allied Health Sciences and Nursing, assess student learning outcomes as part of their respective accreditation process.

Faculty are also engaged in assessment through the survey of student learning (see Appendix B for fall 2008 and fall 2009 Student Learning Assessment Follow-up Report). Responses from this instrument provide feedback to faculty about concepts and skills students learn in their courses; the instrument supplements general education assessment, as several of the survey items cover general education outcomes. Departments participate in this survey on a three-year cycle. In the survey, students are asked their perceptions about the extent to which they learned various skills (see column 1), such as writing, speaking and analysis in a given course. The results (see column 2) for individual faculty members’ classes, comparable classes, all courses in the
program or department, and all participating in aggregate are returned to the faculty; this allows faculty to compare their results at various levels both within their program and across programs. Faculty are asked to hypothesize about the results (see column 3), and provide information about how the results are used to make improvements to teaching and learning (see column 4), and consequences of such actions (see column 5). The feedback is generated into an assessment report for the department; the follow-up report outlines how pertinent survey results were used and documents how faculty made improvements.

The following is a chronological account of what BMCC has actively done since the 2008 Middle States site team visit to address the MSCHE’s recommendation regarding the assessment of student learning outcomes.

II. Institutional Context/Update

A. Dean for Institutional Effectiveness and Strategic Planning

Following the request from the Middle States Commission on Higher Education that BMCC demonstrates “Progress in the implementation of a comprehensive, organized, and sustained process for the assessment of student learning outcomes …” it was determined by the leadership of the college that a Dean for Institutional Effectiveness and Strategic Planning was necessary to develop, sustain and oversee an institution-wide process of assessment. Such a position would clearly place assessment at the forefront of the college’s mission and ensure that assessment would be an ongoing and continuous process. The following personnel vacancy notice for the position of Dean for Institutional Effectiveness and Strategic Planning was posted in April 2008, as a direct response to the Middle States Evaluation Team’s Report:

Position Description and Duties

The Dean for Institutional Effectiveness and Strategic Initiatives reports directly to the President and works closely with vice presidents, deans, directors of institutional units and faculty in ensuring the implementation of a comprehensive program of assessment designed to meet the continuous improvement goals of the college and the standards of relevant accreditation agencies.

He/she will provide energetic and professional leadership in the planning, development, promotion and implementation of an integrated institutional effectiveness system aimed at improving programs and services. The successful candidate will have a long-term strategic focus that contributes to the overall achievement of the college’s strategic priorities.

The Dean will engage in a broad range of research and reporting activities, and be responsible for routine and ad-hoc data collection, data analysis and data reporting for both internal and external audiences. He/she shall have oversight responsibility for the college’s programmatic accreditation process.
The successful candidate must be a creative academic leader who possesses excellent communication and interpersonal skills, a team orientation, and a high energy level. Demonstrated experience in using data to foster improvement is a must. Candidate should have significant experience with strategic planning, assessment, and an understanding of programs that effectively promotes student and faculty recruitment, retention and success.

Qualification Requirements

Doctorate with at least ten (10) years related experience required. Expertise in methodologies of evaluation, assessment, survey research, statistics, and data analysis; strong organizational, analytical, and communication skills; experience with SPSS statistical software, MS Office applications, and ability to work with complex computer information systems required. Familiarity with HTML, and Oracle Discovery is desired.

The new position was also given responsibility for the Institutional Research function at the college, thereby ensuring that all regular, routine and ad-hoc data collection, as well as all academic assessment and institutional evaluation efforts would be directed with a long-term focus on strategic planning and continuous improvement.

As a result of a national search, there were 37 applicants for the position and 8 were interviewed. On February 25, 2009, Dr. Jane Delgado was hired as the Dean for Institutional Effectiveness and Strategic Planning. Since coming on board, she has worked tirelessly to create an all-encompassing structure for assessment, building on and incorporating the assessment structure that currently exists, that would involve and empower all faculty, staff and administration in the process of assessment. She has met with all administrative areas of the college and with several academic departments (e.g., Developmental Skills and Mathematics) to discuss assessment, its importance, purpose and process for the unit. With input from the college’s administration, faculty and staff, she has designed a structure for sustained assessment (see III – Progress to Date, page 6)

B. Syllabi Revision

In addition, the Middle States Evaluation Team noted that the syllabi for BMCC courses had indicated student learning outcomes for the courses, but did not identify the measurement(s) that would be used to determine if the outcomes were achieved. The team requested that the syllabi include the measurements for the assessment. Consequently, in fall 2008, the college administration engaged the college-wide Curriculum Committee in a discussion about revising the Curriculum Committee’s template for course syllabi (see Appendix C – Minutes of April 2009 Curriculum Committee). Working through the college governance process, the revised template, including measurements for assessing the student learning outcomes was approved/adopted (see Appendix D). The Middle States Evaluation Team also recommended that at least 50% of the syllabi will reflect these changes by the time BMCC prepares its Periodic Review Report due in 2017. In 2008, the college-wide Assessment Committee in response to the
Middle States Site team’s recommendation regarding the revision of syllabi, created a timeline for academic departments to revise their syllabi, so that both student learning outcomes and measurements for overseeing them would be clearly noted. For fall 2009, 5% of the syllabi would be revised; for spring 2010, 10%; fall 2010, 15%; spring 2011, 25%; fall 2011, 35%; spring 2012, 40%; fall 2012, 50%; spring 2013, 60%; fall 2013, 70%; spring 2014, 80%; fall 2014, 90%; and spring 2015, 100%. This timeline and request were forwarded to each department assessment committee chair (see below – Departmental Assessment Committees for description of their function). Each department was first asked to revise and submit one syllabus by the end of spring 2008 to the Office of Institutional Research and Assessment. The Office would review the syllabus to ensure that the measurements were reasonable. Once the initial syllabus was approved, the departments were asked to adhere to the deadline and to begin the assessment process. To date, the departments have been in compliance with respect to revising their syllabi according to the requested timeline (see Appendix E for revised syllabi and timeline). They have either met or exceeded the target.

III. Progress to Date

While the search for the Dean for Institutional Effectiveness and Strategic Planning was moving forward, the college carried out a plan of action to reinforce the culture of assessment that had begun with the assessment of general education (see Appendix F – Assessment Update) and the approval of both a General Education Assessment Plan and college-wide Assessment Plan (http://www.bmcc.cuny.edu/iresearch/upload/GenEdplan.pdf) and college-wide Assessment Plan (http://www.bmcc.cuny.edu/genedassess/pdf%20files/assessment%20plan.pdf).

A. Building a Culture of Assessment

In order to build upon/create a culture of assessment, the college engaged in a number of activities planned to systematically and incrementally build up an interest in and participation by the faculty in assessing student learning outcomes.

I. Departmental Assessment Committees

Among the first actions taken, the BMCC college-wide Assessment Committee requested that each academic department constitute, if it had not already, a departmental assessment committee. Its responsibility would include the development and implementation of the assessment of student learning outcomes for the courses offered in its department.

In addition, to ensure that the departments would continuously be immersed in assessment and move forward in both developing and implementing a plan for assessing student learning outcomes, the BMCC college-wide Assessment Committee requested the following:

1. That at each departmental meeting, assessment be placed on the agenda so that the faculty in the department would be apprised of its status in assessing student learning outcomes (see Appendix G – sample department minutes).
2. That at the end of each semester, the chair of the department will convene a discussion of the department’s status in assessment and submit a report to the BMCC college-wide Assessment Committee informing them of such status.

3. That the chair or a representative of each department assessment committee attend the college-wide assessment committee or general education assessment committee meetings to report on the department’s status in assessing student learning outcomes and submit a status report to the chair of the BMCC college-wide Assessment Committee and Ms. Kimberly Gargiulo, the Coordinator of Assessment.

2. Collaborative Approach to Implementation

To begin working with academic departments on engaging faculty in the process of assessment, the college-wide Assessment Committee mapped out a timeline to meet with academic departments during their departmental meetings to speak with the faculty about assessment, its importance and how to approach it. From 2008 to 2009, eleven academic departments were visited: Modern Languages (MLD), Ethnic Studies (ETH), Social Sciences and Human Services (SOC), Business Management (BUS), Library, Computer Information Systems (CIS), Accounting (ACC), Mathematics (MAT), Science (SCI), Cooperative Education (CED), Music and Art (MUA). In addition, Middle States requirements were discussed with Accounting (ACC), Health Education (HED), and Development Skills (DEV). While, in some cases, departments were quite advanced in their understanding of assessment and the principles of improvement of student learning outcomes, other departments were resistant to the notion of assessment, assuming incorrectly that it may infringe on their academic freedom or serve as a covert means of evaluating faculty. Visits to the departments have made significant headway in dispelling these myths. The Social Science and Human Services department, which was one of the most vocal in resisting engagement in the assessment process when the college began in earnest to initiate an assessment of student learning outcomes in general education close to a decade ago, is now embracing the process and has created assessment sub-committees for the various disciplines (e.g., psychology, sociology, economics, history, etc.). The sub-committees are developing or have developed common learning outcomes for each discipline. This methodic process of visiting each department is time-consuming but effective, and the college projects that by 2011-12, all departments will have been visited.

3. CPE Workshops

This type of workshop is a process that we had found effective when we assessed student performance on the CUNY Proficiency Exam (CPE, a standardized exam in analytical reading and critical reading assessed by ETS and used by CUNY as a rising junior exam in the CUNY senior institutions and as a graduation requirement in the community colleges). Pass rates for BMCC have generally been among the top among CUNY colleges (generally 85 - 90%). While the overall pass rate was very good, it was clear that some majors did not do as well because we were able to see how various majors fared on the exam. As a result, a BMCC CPE team, chaired by the Dean for Academic Programs and Instruction, met with the departments with lower pass
rates, ran faculty development workshops for them to familiarize their faculty with the expectations of the exam. As a consequence, for some of the programs such as those in Teacher Education (TED) and Media Arts Technology (MET), lessons were revised so that more critical reading was incorporated in the curriculum. For 2008-09, BMCC’s CPE pass rate increased from 85% in 2007-08 to 93%, third highest in all of CUNY, with only two senior colleges, Brooklyn and Hunter, having a higher pass rate.

In addition, the college purchased a high-volume scanner and test creation and scoring software, ParTest and ParScore, to assist faculty in assessing outcomes that are measured using multiple-choice assessments. ParTests aids in organizing test questions and can arrange questions by outcomes. ParScore is a sophisticated test analysis software that can score tests, create both student and course-level reports, provide item analysis, and store longitudinal performance data for each question. This last feature allows faculty to track the effectiveness of questions over time. The college sponsored a week-long training on the software in August 2009 where department representatives from Nursing, Health Education, Teacher Education, and Allied Health Sciences participated. Institutional Research and Assessment representatives also attended the training and one at the Scantron site in Pennsylvania to learn the intricacies of the scanner and learn how to design scannable forms. The scanner resides in the Office of Institutional Research and Assessment where it is accessible for faculty to use. Members of the Institutional Research and Assessment office serve as a resource for faculty to assist them in using the scanner and software. For example, the Nursing department has used the test creation software and the Health Education department used the scanner to aid in course-level assessment.

### 4. Faculty Assessment Training

Moreover, to begin fulfilling the Middle States recommendation that “at least 50% of full-time faculty and chairs be trained in the assessment of student learning” as well as for us to continue to create a culture of assessment in the college community and to ensure especially that faculty would be well informed about and understand the assessment process as it relates to student learning outcomes, BMCC arranged for select faculty and administrators to attend external assessment workshops. On March 19th and 20th, 2009, two BMCC administrators, including the newly hired Dean for Institutional Effectiveness and Strategic Planning, and six BMCC faculty members representing the English, Speech, Communications and Theatre Arts, Health Education and Cooperative Education departments, attended a two-day workshop on assessment at York College conducted by Linda Suskie. This workshop provided faculty with the framework for developing appropriate outcomes and rubrics for assessment (e.g. see Appendix H – English 101 rubric). Additionally, in November 2009, the City University of New York (CUNY) Assessment Council, in collaboration with the Central Office of Academic Affairs, offered three “Assessment of Student Learning” workshops at Macaulay Honors College. The following topics were covered: Workshop I: “Using Assessment to (Im)prove Student Learning”, facilitated by Annita Alting, Director of Assessment at City College, and Kathy Powell-Manning, Assistant Director of Assessment at City College; Workshop 2: “Content Analysis as a Tool for Assessment of Student Learning Outcomes”, facilitated by Vanessa Vacchiano, Coordinator of
Assessment at Baruch College, and Diane Phillips, Director Institutional Research and Assessment at Macaulay Honors College; and Workshop 3: “A Road Map for Designing Program-Level Assessment of Student Learning”, facilitated by Michael Anderson, Director of Academic Assessment at Brooklyn College. Seven BMCC faculty attended these workshops representing the English, Mathematics, Science, Social Science and Human Services, Speech Communication and Theatre Arts, and Business Management departments. After participating in these hands-on workshops, faculty better understood how to use qualitative data analysis in assessment, and appropriate methods of assessment for their particular fields (i.e., direct and indirect, qualitative and quantitative tests, rubrics, capstones, and portfolios). Faculty returned from the workshops to share the information with their respective departments and planned how to apply what they had learned to their courses/programs (e.g. see below – Accomplishments and Action Plans, page 14).

5. Faculty Development Day

Building on the momentum and creating a college-wide culture of assessment of student learning, the BMCC Faculty Development committee invited Dr. Michael Anderson, Director Academic Assessment at Brooklyn College to be the keynote speaker on Faculty Development Day, November 12, 2009. He spoke to approximately 75 BMCC administrators, department chairs, and faculty about how assessment can help the classroom experience and how to link program assessment and general education requirement to course-level assessment and learning outcomes. After his presentation, there were separate roundtable discussions. One discussion addressed program-level assessment and was led by the chair of the BMCC Nursing department and the chair of the BMCC Teacher Education department, both of whom are familiar with national standards for programmatic assessment, the former through the NLN accreditation process, and the latter through NCATE standards. Another table group discussion of general education assessment of learning outcomes and Middle States expectations was led by a professor in the BMCC Business Management department and the BMCC Coordinator of Assessment, both of whom are active members of the BMCC college-wide Assessment Committee and General Education Assessment Committee. A third table discussion of course-level assessment of learning outcomes, was led by another professor in the BMCC Business Management program and a BMCC Nursing department faculty member, both of whom are well versed in the assessment process. The fourth table group discussed Assessment Practices in Quantitative Disciplines and other programs, and was led by two professors in the BMCC Mathematics Department. Concurrently, during the academic year, the BMCC Coordinator of Assessment conducted seven assessment workshops at the BMCC Teaching Learning Center for faculty. The following topics were covered in a sequence: articulation of outcomes, designing and using assessment instruments and determining performance expectations; how to use results/closing the loop; and rubrics.

Faculty would be encouraged to apply what they learned at the previous workshop to the next one. Additionally, each of these topics plus an additional session on the logistics of the assessment process (e.g. determining sample size, data collection) were presented in departments
during department meetings upon request. Over 150 BMCC faculty participated in these workshops and presentations.

6. Assessment Day

These various assessment activities led to a pilot Assessment Day organized by the BMCC Office of Academic Affairs on December 14, 2009. The purpose of this inaugural event was to continue the college’s efforts in de-mystifying assessment for the faculty and making the assessment process a public event at the college where colleagues could discuss and exchange their assessment process, difficulties and possible resolutions. Faculty participants were asked to bring whatever artifacts they wished to assess, and examine them during the course of the day. At the end of the day, faculty shared with the other participants what they had done, what they had learned, and what they will do as a result of the day’s activities. In this pilot event, over forty faculty from eight different academic departments participated (Accounting (ACC), Business Management (BUS), Computer Information Systems (CIS), Developmental Skills (DEV), Library (LIB), Modern Languages (MLD), Social Sciences and Human Services (SOC) and Speech, Communication and Theatre Arts (SPE.)

As a result of Assessment Day, departments fine-tuned their assessment plans.

- Business Management reported that they had targeted assignments for assessment in their Office Automation and Operations programs, wrestled with how to collect the data, using a departmental final exam as a means of assessment, and using specific rubrics for said assignments. They also discussed five business courses that they are in the process of assessing in spring 2010: BUS 104, BUS 110, SBE 100, Off 111 and MAR 100. They fine-tuned the learning outcomes for these courses and arrived at a tentative consensus on common assessment measures.

- The Library staff reported that they will work with academic departments to assess their effectiveness in helping faculty teach students about research and information literacy, including the use of qualitative data taken from student pre- and post- surveys, as well as quiz analyses conducted after a library session.

- The Modern Languages department mapped out their assessment plan for SPN 101, and will assess the degree of student mastery of reading competency at the end of the semester. Modern Languages faculty members agreed that this initial assessment was appropriate since reading comprehension requires comprehensive knowledge of languages, including vocabulary, grammar and critical thinking. The assessment tool is a reading comprehension test that consists of an extended paragraph with multiple choice questions that will be administered to over 40 sections (approximately 1000 students). An accompanying rubric based on a number of meetings, review of student work, and agreed upon at the Assessment Day activity formulates the categories of expectations in the courses.
The Computer Information Systems department (CIS) and Accounting departments determined to embed assessment measures in their departmental final exam. They also worked on rubrics for programming projects, essays and research papers. The feasibility of pre and post tests for their sequential courses was discussed. The CIS department assessed student learning outcomes for the CSC 110 course (Computer Programming I). All CSC 110 final exams had a common question that would demonstrate a particular student learning outcome (see below Computer Information Systems under Accomplishments and Action Plans).

The Development Skills department developed specific learning outcomes and a holistic scoring scale for their ESL sequence. The Developmental Skills department re-worded outlines and assessments for two courses (ESL 094 ACR 094), including separating out instrument and assessment for each assessment; ordered outcomes and assessment to reflect course goals; discussed assessments for Critical Thinking. They are piloting outcomes and assessment for ESL 094; ACR 094; and ACR 095 in spring 2010.

The Social Sciences and Human Service department agreed to use rubrics in assessing student learning outcomes in their courses. Ultimately, for this department, their greatest accomplishment on Assessment Day was the following: they acknowledged that although faculty may have varied teaching styles to emphasize different topics in the same course, there is a coherent “core” of knowledge that all students enrolled in the course should master. They also agreed to design rubrics to apply to two discussion questions write-ups covering weekly readings as well as mid-term and final exam essay questions. This will be piloted in spring 2010 in a history class.

Overall participants in the pilot Assessment Day found the experience rewarding. In a survey administered to the participants (over 40 faculty from eight different departments) at the conclusion of the pilot Assessment Day, 100% of the participants indicated that they had found collaborating with their colleagues helpful/very helpful. All of the respondents noted that they would participate in Assessment Day again, and they all agreed that they “gained a better understanding of the assessment process as a result of attending Assessment Day.” Ninety-three (93%) of faculty participants found the Assessment Day activities useful/very useful and 93% of faculty rated the degree to which their goals were met as a “4” or “5” where 5 indicates “very much.” Faculty provided comments about their experiences at Assessment Day: “it was helpful to have a big chunk of time in which to discuss these issues…”, “Very good process, was useful to discuss with colleagues (I) found the discussion of methods very instrumental!”, “An event of this type helps to create collaboration among colleagues and also an atmosphere where one can share concerns in the assessment process”, “Assessment Day proved to be extremely helpful by providing a vibrant space for faculty in particular disciplines to talk about the process. It was not heavy-handed and “top-down”, fear that faculty members have of assessment”.

Based on the success of the pilot, BMCC has determined that Assessment Day will be part of the everyday fabric of the academic calendar and will be held at the end of each semester, when
faculty can meet to discuss assessment issues, fine tune their assessment plans and conduct assessments. For spring 2010, Assessment Day is tentatively scheduled for May 18, 2010. What faculty found most useful about the pilot Assessment Day was the dedicated time that could be spent to discuss with their colleagues their concerns about assessment and their successes that could be shared with and even borrowed by others.

7. Assessment Marketing and Promotion

Furthermore, to continue to make assessment part of the everyday vocabulary of BMCC, the college has worked to market all assessment activities and promote assessment through the BMCC Assessment Newsletter that was initially created when the college’s general education assessment plan was underway. The BMCC college-wide Assessment Committee formed two sub-committees, one for marketing assessment and one to oversee the BMCC Assessment Newsletter.

The sub-committee in marketing has worked with the college community to inform the college about assessment activities and promote them as well. For example, following the intent of the CHE Middle States site team to have BMCC offer workshops in assessment for the faculty, the BMCC Faculty Development Committee invited Dr. Michael Anderson, the Director of Assessment at Brooklyn College, to speak with the BMCC faculty and chairs about assessment and to conduct a workshop with them on assessment strategies at the course level, program level and institutional level. The BMCC Assessment marketing sub-committee worked with the BMCC Faculty Development Committee to market the event (see Appendix I - flyer) and a combination of approximately 75 faculty and chairs attended the event. Moreover, the BMCC sub-committee which oversees the BMCC Assessment Newsletter has put out a call for faculty and staff to submit articles, announcements, information regarding the assessment experience. The goal is to engage faculty to think about, report about, and celebrate their assessment activities, including that of student learning outcomes (see Appendix J – BMCC Assessment Newsletter).

All of these aforementioned assessment activities were coordinated so that faculty would be well prepared for the two major recommendations that the Middle States Evaluation team made with respect to the assessment of student learning outcomes:

1. That an outside expert in the field of assessment run an assessment workshop for the BMCC academic department chairs and faculty.

2. That by 2013, 50% of the academic department syllabi include measurements for its student learning outcomes.

On March 5, 2010 Dr. Virginia Anderson of Towson University presented an assessment workshop to BMCC department chairs, deputies, department assessment committee members, faculty, administrators, and staff. There were 58 participants. The workshop provided an interactive approach in the planning of classroom, program and general education assessment
where different assessment strategies and tools were shared. She provided them with practical advice, a toolkit, if you will, on how to “close the loop” (e.g. through the use of test blueprints, item analysis, five minute lecture and writer responses). A survey was administered to the participants. Thirty-two faculty members responded. The areas that were rated the highest in terms of what they learned more about as a result of attending the workshop were: ways to close the loop (90.4%), grading effectively (89.3%) and rubrics (90.3%). Just over 87% said they were more likely to adapt new strategies to their teaching, grading and assessment techniques and over 77% are more likely to use rubrics. Eight-four percent found the workshop useful. Participants were asked “What was the most important thing you learned today?” Some of the responses were the following:

- The value of assessment as a way to improve student learning and a way for us to be better teachers;
- Systematic ways to assess my teaching and improve student learning. Practical tools I can put to use immediately;
- Talking with others is different discipline really helped;
- I wasn’t really paying attention to direct and indirect evidence before;
- Teach to the “student of your dreams”;  
- I believe I’m more ready to go on with what we have to do for assessment;
- Assessment provides students with the tools to be successful.

Additional comments that were made:

- Thank you so much for providing a wealth of information and guidance as we work through ways to improve student learning and teaching;
- The workshop’s great! The speaker was excellent! Thank you!

8. Results

BMCC is committed to the teaching and learning process. Following the Middle States Evaluation team’s recommendation that BMCC demonstrate evidence of closing the loop in the assessment of student learning outcomes, the college has engaged its academic departments and faculty in a two-year long process that has informed and educated faculty about the assessment process. The college has worked to put into place timelines, activities, and a structure that will ensure that the assessment of student learning outcomes will be an organized, ongoing and sustained process. As a consequence, the college has achieved the following:
I. Structure – BMCC now has an organization-wide structure, the Collaborative Improvement Model (CIM), to ensure that the activities related to assessment and improvement are conducted throughout all the levels and all the divisions of the college. The CIM builds upon the academic assessment teams to create Unit Planning and Assessment Teams (UPATs). These teams will continue the assessment work and add the mission statement, strategic planning and action plan components in order to provide continuity and articulation over time. In addition, the CIM carries the message of assessment and planning into those student support and administrative units that are indirectly involved in academic performance and student learning outcomes, with the creation of related Unit Planning and Assessment Teams in these divisions as well. (see Appendix K)

II. Revised Syllabi – following the Middle States Evaluation team’s recommendation that 50% of the course syllabi show measurements for assessment of student learning outcomes by 2013, the academic departments are on track to meet that goal. At the end of the fall 2009 semester, 5% of department syllabi were revised to include measurements for assessing student learning outcomes. By the end of the spring 2010 semester, 10% of the syllabi will be revised, and at the conclusion of the fall 2012 semester, 50% will be revised (see B. Syllabi Revision, page 6 for complete timeline). Currently, almost all departments have met or exceeded their goals for revising syllabi. (see Appendix – E sample revised syllabi)

Accomplishments and Action Plans

Some BMCC academic departments are more advanced in the process of assessing student learning outcomes than others, in part, because they were involved in the initial assessment of general education student learning outcomes or are required to do so because of outside accrediting bodies, and some departments are establishing baseline data and, as a consequence, are in the early stages of the assessment of student learning outcomes. Nonetheless, it should be clear that all of them are engaged in the process and have closed or are seeking to close the loop. Between February and March 2010, the BMCC academic departments submitted reports that indicate what they have accomplished and what actions they have taken or will take with respect to the assessment of student learning outcomes (see Appendix L – Department Assessment Reports).
The table below illustrates the BMCC academic departments’ status on the Middle States recommendations that by 2013 50% of their syllabi are revised and half of the full time faculty and chairs are trained in assessment. Also included in the progress table is the departments’ status in using assessment results to make improvements, or “closing the loop”.

¹Syllabi Legend: 1- Less than 5% revised, 2- 5% revised, on target, 3- More than 5% revised.
²Training Legend: 1- Minimal training in department (5-15%), 2- Moderate number of faculty trained, on target (16-50%), 3-Majority of department has been trained (over 50%).
³Closing the loop Legend: 1- Beginning, 2- Developing, 3- Developed.

<table>
<thead>
<tr>
<th>Department</th>
<th>Syllabi¹</th>
<th>Training²</th>
<th>Using Assessment Results to Make Improvements (Closing the loop)³</th>
<th>Examples of Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Expected Fall 2010:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• The department is in the process of administering a diagnostic tool that will act as an entrance exam, or pre-test. The items will cover topics that are linked to student learning outcomes in Accounting I and II courses.</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>Based on licensing and credentialing examination results:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• RTT 101 syllabus was revised to emphasize units of instructions and learning outcomes correlated to national exam scores.</td>
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<td></td>
<td>• RTT 201 syllabus was revised to stress the units of instruction covering infection and quality control</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>• Clinical instructors are emphasizing equipment manipulation and infection &amp; quality control when students are attending clinical rotations.</td>
</tr>
<tr>
<td>Business Management</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Based on assessment conducted in BUS, SBE, MAR and OFF courses:</td>
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<tr>
<td></td>
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<td>• In BUS 104, the differences between two types of economic policies will be drilled during the learning unit on them.</td>
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<td></td>
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<td></td>
<td>• Incorporate more current events/news items into class discussion.</td>
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<td>• Create an exercise requiring students to determine public/private ownership of entities in the U.S.</td>
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<td></td>
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<td></td>
<td>• Create a critical thinking exercise – identifying a company’s desire to enter a particular market</td>
</tr>
</tbody>
</table>
| (Business Management, continued) |   |   | and presenting a barrier that students would then have to overcome via identification of the best method for entering the market.  
• More emphasis will be placed on student preparation of initial learning and business analytical model.  
• An exercise to read bar charts need to be given to them to develop this ability  
• Students graded a partner’s answers using the rubric and then discussed with their partner the correct answer to understand where they went wrong.  
• A rubric to assess the keyboarding exercises is being finalized. |   |
|---|---|---|---|
| Center for Ethnic Studies | 3 | 3 | 1 | Expected Fall 2010:  
• Currently reviewing assessment methods. |
| Computer Information Systems | 3 | 1 | 2 | Based on CSC course assessment:  
• Add more lab exercises on Output.  
• Change wording of questions about programming loops, the original question did not measure the concept appropriately. |
| Cooperative Education | 2 | 1 | 1 | Expected in Fall 2010:  
• Department is developing a rubric for resume writing and creating a student survey to measure satisfaction with internships. |
| Developmental Skills | 3 | 3 | 2 | Based on Assessment of Student Learning survey results:  
• Introduced more graphic organizers as well as double entry journal writing and sequel writing to passages. After reading, we sometimes verbally summarized what we read.  
• Emphasize overall course goals during the first few days of class.  
• Use more graphs and charts as these are key for CPE and other courses. Brought in readings from the BMCC website which demonstrated concepts such as comparison/contrast and definition, as well as connecting students with success stories of former students.  
• Introduce critical thinking skills and concepts.  
• Played more team games in which students challenged each other to find the correct answers on vocabulary questions.  
Additional assessment expected in fall 2010. |
<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
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</tr>
<tr>
<td>Based on assessment of English composition I and II:</td>
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<tr>
<td>- Develop rating sheet in excel to ensure easier recording of rubric scores by raters.</td>
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<tr>
<td>- An assessment committee member will act as an observer to record the assessment process.</td>
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<tr>
<td>- Offer best practices workshops for faculty teaching ENG 201, specifically the research component.</td>
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<tr>
<td>- A guidebook and overview of ENG 201 are being rewritten for faculty who teach the course.</td>
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<tr>
<td>- For all ENG 201 sections there is a new requirement where students must visit the library to learn strategies for finding and evaluating research.</td>
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<tr>
<td>- One faculty member is piloting an “embedded librarian” in her course.</td>
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<tr>
<td>- Revision of rubric for the English 101 assessment.</td>
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</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Based on a large-scale pre and post assessment of HED 100 outcomes, many of which are also department outcomes:</td>
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<tr>
<td>- Use test item analysis toward creating a succinct, standardized instrument that more accurately reflects learning outcomes.</td>
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<tr>
<td>- Group the test items reflecting the outcomes of 1) Nutrition &amp; Weight Management and 2) Physical Fitness so that they can be analyzed as separate outcomes rather than combined.</td>
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<tr>
<td>- Conduct in-person training of all participating faculty prior to start of assessment to facilitate adherence to protocol.</td>
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<tr>
<td>- Conduct ongoing process evaluation as a means of systematically acquiring useful feedback on issues relating to, for example, the assessment instrument and procedures.</td>
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<tr>
<td>- Develop stronger intradepartmental collaboration by strengthening “buy-in” from faculty. This can be done by increasing involvement of participating faculty in question and protocol development and troubleshooting.</td>
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<tr>
<td>- Strengthen faculty’s pedagogical skills by (a) utilizing and adding to the recently</td>
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</tbody>
</table>
| (Health Education, continued) |   |   | circulated Compendium of Lesson Plans created by the Department; and (b) presenting “best practices” whereby faculty share teaching and learning strategies they have found to be successful in enhancing student learning.  
- Decrease sample size thereby making implementation more feasible, yet still yielding reliable and valid results. |
| Library | N/A | 2 | 2 | Based upon findings from the Library Assessment Steering Committee and results from pre-post assessments:  
- Library learning objectives were formed.  
- A more creative assessment will be used along with the pre-post assessment.  
- An assessment plan to assess each objective has been created and is expected to be implemented in Fall 2010. |
| Mathematics | 2 | 1 | 2 | Based on the Assessment of Student Learning survey:  
- Spent less time on lecturing and more time with students engaging in the mathematics either individually or in groups.  
- Distributed notes on each topic that explained in detail basic concepts and showed in very specific detail how they could be used to solve algebraic problems.  
- Introduce more real life examples, especially those related to the students’ major.  
- Give them some writing assignments asking them to summarize what they have learned.  
- Lessons are modified after each class to continue to improve understanding, skill development and problem solving ability. Real life verbal applications are integrated.  
- 100-level mathematics courses will use a test blueprint to assess student learning outcomes. Additional assessment expected in fall 2010. |
<table>
<thead>
<tr>
<th>Department</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Arts Technology</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>(New department) Based on review of course outcomes and existing assessments:</td>
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<td>• Pilot assessment of three courses currently underway.</td>
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<td></td>
<td>• MMP 100 course outcome mapping and rubric categories created.</td>
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<td>Additional assessment expected in fall 2010.</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Based on pre and post assessment of upper level foreign language writing outcomes in Chinese, French, Italian, and Spanish:</td>
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<tr>
<td></td>
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<td>• Reevaluate and redefine some of the rubrics, eliminate the “Conventions” rubric since most of the 400-level courses focus on one genre.</td>
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<td>• Add a “Language and Correctness” rubric that would evaluate students’ use of literary terms, fluidity, vocabulary, grammar and punctuation, and accent marks.</td>
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<td>• Assess one rubric category at a time to concentrate on a specific goal and to measure it more effectively.</td>
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<td>• Reevaluate and redefine skill levels across the rubrics</td>
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<td></td>
<td>• Add two more skill levels (1 to 5) across the rubrics to allow more flexibility and precision in rating students’ work.</td>
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<tr>
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<td></td>
<td>• Improve departmental guidelines about conducting assessment.</td>
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<td>• Provide samples of excellent, good, and inadequate essays to raters.</td>
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<td>• Increase and improve communication between raters and professors where raters meet with professors to arrive at a common agreement as to what is an appropriate example of each essay level.</td>
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<td>• Create a student survey that will be given after the midterm.</td>
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<tr>
<td>Music &amp; Art</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Based on assessments conducted in ART 110 and MUS 110 that measure both course outcomes and the general education outcome for arts and humanities:</td>
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<tr>
<td>• Change the ART assessment instrument to reflect a broader range of instructional purposes</td>
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<tr>
<td>• The assessment seemed to reveal more about the difficulty in generalizing skills referenced in specific pieces during class. The department is changing the assessment in MUS to emphasize verbal rather than aural skills.</td>
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</table>

<table>
<thead>
<tr>
<th>Nursing</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Based on written objectives assessments, standardized exams, comprehensive exit exam, and clinical evaluation tools:</td>
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<tr>
<td>• <strong>Written Exams</strong> - Based on this finding, the Nursing Department has arranged for weekly reviews of medical-surgical nursing content, which are scheduled to accommodate both Day and Evening/Weekend nursing students. Additionally, the department provided a critical thinking workshop to enhance critical thinking skills and thus better prepare students to succeed on the examinations. Students at risk are encouraged to attend test-taking and note-taking workshops offered by the Learning Resource Center.</td>
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<tr>
<td>• <strong>Specialty Exams</strong> - Faculty reviews with each student his/her test results and directs each student to access available remediation materials for every test item answered incorrectly on his/her exam.</td>
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<tr>
<td>• The results of the HESI standardized exams also provide pertinent feedback that is reviewed each semester during faculty semester meetings and used to modify a course and/or course exams as needed.</td>
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</tr>
<tr>
<td>• <strong>Comprehensive Exit Exam</strong> - Faculty reviews with each student his/her test results and directs each student to access available remediation content tied to areas in which he/she might benefit from further study in preparation for the NCLEX-RN</td>
<td></td>
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</tr>
</tbody>
</table>
(Nursing, continued)

- **Clinical Evaluation Tools** - Essential management and leadership concepts have been incorporated into the student learning outcome of “Manager of Care” from the beginning of the nursing program. Additional mandatory behaviors related to management skills have been incorporated into each semester’s clinical evaluation tool. Clinical and simulated learning experiences and outcomes become increasingly complex as the students progress through the program.

<table>
<thead>
<tr>
<th>Science</th>
<th>1</th>
<th>1</th>
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</thead>
</table>

Based on Assessment of Student Learning survey results:

- Extra time taken to review relevant topics and in cases where some students still need help, additional review after class or during office hours was provided.

Based on assessment of student learning outcomes in Anatomy and Physiology, the CHE 121 syllabus was revised so that “organic molecules,” important content for A&P, was moved up earlier in the semester, ensuring that it would be covered before the students entered A&P.

Full-time faculty in the Introductory Biology group (BIO 110) met to discuss the success of test blueprinting common student learning outcomes for the course. However, the group felt that having so many disparate tests didn’t yield any productive information. Instead a new textbook will be used to make use of the publisher’s assessment software. The group is planning to create a course-wide assessment test that will be given at the end of the fall 2010 semester to evaluate how students are achieving learning objectives.

Additional assessment expected in fall 2010.
<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences &amp; Human Services</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
|                                    | Based on inspection of course syllabi and existing assessments:  
|                                    | • A pilot assessment of History outcomes was conducted using a rubric for written assignments that lead faculty to add assignments that use select reading and response papers.  
|                                    | Based on Assessment of Student Learning survey results:  
|                                    | • More frequent testing of the material.  
|                                    | • Introduced more chapter written assignments to coincide with the weekly reading.  
|                                    | • More class discussions.  
|                                    | • Incorporate more rigorous expectations for both in class material as well as for quiz information and assigned papers.  
|                                    | • Incorporate more problem solving class discussions regarding developmental issues and will include problem-solving type questions in quizzes and assigned papers  
|                                    | • Students are responsible for leading discussion some of the time and making greater use of their journals in class, to encourage more widespread participation.  
|                                    | Speech, Communications and Theatre Arts | 3 | 3 | 2 |
|                                    | Based on findings from the public speaking assessment:  
|                                    | • The standardized rubric used by the National Communication Association will be revised to cover skills more adequately to our student population.  
|                                    | • Scoring now a three-point scale (Unsatisfactory, Satisfactory, Excellent)  
|                                    | Teacher Education | 3 | 2 | 3 |
|                                    | Based on EDU 202 assessment of one course outcome:  
|                                    | • Questions will be posed that elicit students’ references to the text, use of experiences and examples, and critical analysis of issues.  
|                                    | • Students’ ability to meet the journal criteria orally in class to help them identify ways to make improvements in future writing.  
|                                    | • Continue to give students opportunities to revise their papers, incorporate feedback,  
|                                    |  

and work on critical thinking skills.
Based on Assessment of Student Learning survey results:
• Introduced assignments that required students to synthesize information and to reflect on what they learned by completing the assignments.
• Introduced more research-based assignments and exercises that required higher order thinking and evaluative skills.

IV. Conclusion

Creating a culture of assessment that is ongoing and sustainable requires nurturing. It is not a process that can be implemented from the top down with the expectation that there will be 100% buy in by the stakeholders or 100% compliance. Dean Wong, et al had written in “Creating a Culture of General Education Assessment” (Assessment Update), that the process is comparable to the never-ending task in the Myth of Sisyphus, that of rolling the stone to the top of the hill only to see it roll down again. The process of gaining buy-in from the entire faculty body in the process of the assessment of student learning outcomes has been largely a grassroots movement, in which assessment has been introduced into the everyday fabric of college life through a newsletter, workshops, announcements, internal and external consultants, monthly meetings and discussions. From a conservative point of view, one may claim that at BMCC there is 100% compliance with the interim requirement that 1/3 of the faculty see the value of assessment and willingly engage in the process. The college has identified these faculty as leaders in the process and continues to encourage them to reach out and engage other faculty in the process. There are perhaps another third of the faculty who sit on the fence, and they are the ones that we hope to recruit. In the years to come, the 1/3 that totally resists may see the light and join the movement. Nonetheless, BMCC faculty have become actively engaged in the assessment process, although some departments have made greater advances than others. However, as we have learned over the years, even small steps in the assessment process are great accomplishments. Syllabi have been revised and courses are being assessed. Data have been used to close the loop either to set baseline targets, for those departments moving forward with trepidation, or to improve student learning by the more advanced departments. For the future, for BMCC, the two major issues facing the college with respect to the assessment of student learning outcomes will be following:

1. How quickly all academic departments will embrace the assessment process with confidence and cooperation.

2. How to involve adjuncts in the assessment process. With over 22,000 students and 400 full-time faculty, BMCC relies heavily on an adjunct faculty pool.

The stone may have reached the top of the hill, but there are higher hills in sight, and the BMCC community has fully embraced the work it will take to reach the higher hills.
Appendix A

APR Report Timeline for 2008-2016
### Academic Program Review (APR)

**REPORT TIMELINE**

APR Report, Action and Implementation Plans: The timeline below **must** be followed in order to meet Middle States Report deadline.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>RTT EMT and HIT will complete process by the end of Fall 2008.</td>
<td>HED, MLD, MUA, SCI, SPE, SOC SCI, and Ethnic Studies will report their findings by the end of Spring 2011 and complete process by end of Fall 2012.</td>
<td>ESC, ECE, HUM, General Education, Library and LRC will report their findings by the end of Fall 2013 and complete process by the end of Spring 2014.</td>
<td>ACC, BEC, BAN, SBE, MMP, CED, CCC, CIS, and OFF will report their findings by the end of Spring 2015 and complete process by the end of Fall 2016.</td>
</tr>
</tbody>
</table>

(Developmental component DEV, ENG, MAT) and Writing & Lit and Math majors, and NUR will report their findings by the end of Fall 2009 and complete process by end of Spring 2010.

Note: The Middle States Periodic Review is due in June 2012 and The Middle States Report is due in 2017.
Appendix B

SLA Follow Up Report
<table>
<thead>
<tr>
<th>Item #</th>
<th>Column 1 Item Description</th>
<th>Column 2 Results</th>
<th>Column 3 Possible Reason/Hypothesis</th>
<th>Column 4 Action Taken</th>
<th>Column 5 Consequences of Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td>(Item 1) 69.2% strongly Agreed and 30.8% Agreed that they increased their knowledge of the subject (MATH)</td>
<td>Students are strongly encouraged to ask questions to solidify their understanding. All lessons have been placed in a detailed logical sequential PowerPoint presentation with animations and many examples solved in detailed steps.</td>
<td>Repeated this procedure</td>
<td>Increased knowledge</td>
</tr>
<tr>
<td>2</td>
<td>The course inspired me to learn more about the subject</td>
<td>Item 2 - On average, students in my sections of remedial mathematics were less inspired to learn more about mathematics when compared to other sections of the same course. (MATH)</td>
<td>My lesson plans were not as engaging as they could be.</td>
<td>Spent less time on lecturing and more time with students engaging in the mathematics either individually or in groups.</td>
<td>Students appeared to be more engaged in the process and appeared to be more confident in their abilities.</td>
</tr>
<tr>
<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
<td>Lower than average for discipline reported could apply what they learned in future courses. (SOC SCI &amp; HUM)</td>
<td>Interpretation is based on graduate study and is selective for the sake of coherence and due to time constraints.</td>
<td>Maintained inclusion of new topics previously left out.</td>
<td>Significance of older topics clearer to students.</td>
</tr>
<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
<td>(Item #4) 7-8% of students weren’t confident using vocabulary/terminology (SOC SCI &amp; HUM)</td>
<td>Could spend more time in class discussions explaining and pronouncing vocabulary and requiring more use of it in class discussions and in quizzes and papers</td>
<td>Will implement in spring '09</td>
<td></td>
</tr>
<tr>
<td>Item #</td>
<td>Column 1 Item Description</td>
<td>Column 2 Results</td>
<td>Column 3 Possible Reason/Hypothesis</td>
<td>Column 4 Action Taken</td>
<td>Column 5 Consequences of Action Taken</td>
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</tr>
<tr>
<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
<td>Lower than average for discipline reported could explain the basic concepts, confident using vocabulary. (SOC SCI &amp; HUM)</td>
<td>Concepts are presented in a complex way.</td>
<td>Introduced more discussion of basic course concepts.</td>
<td>Discussions came to life much more frequently, improved student engagement.</td>
</tr>
<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
<td>Item 6: Below average rating for this item (SOC SCI &amp; HUM)</td>
<td>Testing periods were too infrequent</td>
<td>More frequent testing of the material</td>
<td>Students are more confident when dealing with less volume of information for a test</td>
</tr>
<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
<td>(Item 7)Almost 11.1% of students disagree with the statement “Academically challenged by this course.” (SOC SCI &amp; HUM)</td>
<td>Class exercises could be more engaging and mandatory for completion after the chapter reading assignments were given.</td>
<td>Introduced more chapter written assignments to coincide with the weekly reading.</td>
<td>Students appeared more engaged and asked more questions.</td>
</tr>
<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
<td>(Item 8)performance. 19% of students said they were not sure. (SOC SCI &amp; HUM)</td>
<td>In this course I don’t give writing assignments so this may not apply.</td>
<td></td>
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<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>(Item 9) availability. 19% of students said they were not sure I was available. (SOC SCI &amp; HUM)</td>
<td>Maybe it would help if I occasionally announce what my office hours are and that I'm available.</td>
<td>I did announce it.</td>
<td>No student has come to my office so far.</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>Item 10: Below average rating for this item (SOC SCI &amp; HUM)</td>
<td>Posing more questions to students, facilitating group discussions</td>
<td>More class discussions</td>
<td>Students were more engaged in the material, spoke more in class</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>(Item #11) confidence in writing ability. I teach writing intensive courses so this is crucially important and 6% said it doesn't apply (SOC SCI &amp; HUM)</td>
<td>I already go over papers extensively and require rewrites throughout the semester. I will again remember to restress the importance of writing for successful expression of ideas</td>
<td>Will implement in spring '09</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
<td>54.2% strongly agreed that writing assignments helped learn course content (SOC SCI &amp; HUM)</td>
<td>Writing assignments based on documents by authors students are asked about on exams</td>
<td>Maintained these writing assignments</td>
<td>Students continued to do well on exams using sources besides the text.</td>
</tr>
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<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td>Item 1 - Over 90% of the students either agreed or strongly agreed that they increased their knowledge of the subject (MATH)</td>
<td>Many of my previous remedial students are not able to use the text effectively as their algebraic skill levels are insufficient.</td>
<td>Distributed notes on each topic that explained in detail basic concepts and showed in very specific detail how they could be used to solve algebraic problems.</td>
<td>Having the notes appeared to allow students to be more active in class and better demonstrate knowledge of basic concepts and problem solving skills</td>
</tr>
<tr>
<td>2</td>
<td>The course inspired me to learn more about the subject</td>
<td>Students’ inspiration level could be better (item #2). (MATH)</td>
<td>They do not relate mathematics with their real life.</td>
<td>Introduce more real life examples, especially those related to their major.</td>
<td>They are taking it more seriously.</td>
</tr>
<tr>
<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
<td>(Items 3&amp;7) 71.4% strongly Agreed and 28.6% Agreed 1) They can apply learning in future courses and were academically challenged respectively (MATH)</td>
<td>The course material is consistently related to what will be learned in the next course and Well taught Mathematics is always academically challenging</td>
<td>Continued to relate how the content can be used for future success. The challenge is inherent in the content.</td>
<td>Continued understanding of the future applications of the content.</td>
</tr>
<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
<td>(Item 4) 64.3% strongly Agreed and 35.7% Agreed that they were confident in using the terminology/vocabulary learned (MATH)</td>
<td>New vocabulary is emphasized. Students are asked to repeat after me to correctly pronounce challenging words. New vocabulary is defined. Students are asked to speak in the content language.</td>
<td>Repeated this procedure with a little more emphasis on asking students to speak in the content language.</td>
<td>Accountable talk</td>
</tr>
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<tr>
<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
<td>Students have hard time explaining basic concepts (Item #5). (MATH)</td>
<td>They do not know how to summarize technical subjects.</td>
<td>Give them some writing assignments asking them to summarize what they have learned.</td>
<td>They seem to remember what they have learned better.</td>
</tr>
<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
<td>(Item 6) 57.1% strongly Agreed and 42.9% Agreed that they improved their ability to analyze and evaluate ideas in this course (MATH)</td>
<td>Topics were developed with an obvious connection to previously learned material. Students can not only evaluate and analyze, predict as well.</td>
<td>Repeated and emphasized this procedure</td>
<td>Continue to develop the ability to analyze and evaluate ideas</td>
</tr>
<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
<td>(Item #7) 6% in one class did not feel academically challenged (SOC SCI &amp; HUM)</td>
<td>I will incorporate more rigorous expectations for both in class material as well as for quiz information and assigned papers</td>
<td>Will implement in Spring '09</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
<td>(Item 8) 85.7% strongly Agreed and 14.3% Agreed that the course objectives/expectations were clear. (MATH)</td>
<td>Students were provided a syllabus, the grading policy, and a how to study math procedure that they were expected to follow.</td>
<td>Repeated this procedure</td>
<td>clear unambiguous objectives and expectations</td>
</tr>
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<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>A percentage did not think &quot;problem solving&quot; applied. I disagree. (SOC SCI &amp; HUM)</td>
<td>I will incorporate more problem solving class discussions regarding developmental issues and will include problem-solving type questions in quizzes and assigned papers</td>
<td>Will implement in Spring '09</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>Least agreement on item 10--improved speaking ability (between 2-4 students said they &quot;disagreed&quot; with this in each class).(SOC SCI &amp; HUM)</td>
<td>I did not have structured opportunities for universal class participation; I did not consistently use their in class writing or journals as a basis for discussion.</td>
<td>In one course, I have students responsible for leading discussion some of the time; in the other course, I am making greater use of their journals in class, to encourage more widespread participation.</td>
<td>I don't know whether the students feel that their ability to speak in class is improving. I've always had nearly universal participation, and now in one course it is structurally universal, so I guess I'll see at the end of the semester how they feel about improvement. As always, I do see some students becoming more confident in their speaking ability, though I can't say if that's more than is normally the case.</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>(Item 11)10% of students disagreed with the statement &quot;More confident of my ability to write.&quot; (TED)</td>
<td>Written assignments could be more rigorous, involving both research-based information and higher order thinking.</td>
<td>Introduced assignments that required students to synthesize information and to reflect on what they learned by completing the assignments.</td>
<td>Students wrote more and produced relatively better quality papers.</td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
<td>Item 12. About 23% of students disagreed with &quot;writing assignments helped me learn the content&quot; (MATH)</td>
<td>Students are not used to writing assignments in a mathematics course.</td>
<td>Insisted on writing mathematics.</td>
<td>Students felt more confident about writing mathematics.</td>
</tr>
</tbody>
</table>
## APPENDIX B FACULTY’S FOLLOW UP TO THE ASSESSMENT OF STUDENT LEARNING SURVEY RESULTS FALL 2008 AND FALL 2009

<table>
<thead>
<tr>
<th>Item #</th>
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<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td>Over 96% strongly agreed/agreed that there was an increase in their knowledge of the subject. (DEV)</td>
<td>A diversity of materials were utilized, using a variety of modalities, presentations and media</td>
<td>Continue to use various groupings and engaging assignments</td>
<td>The interest and participation of the students seemed to be better maintained.</td>
</tr>
<tr>
<td>2</td>
<td>The course inspired me to learn more about the subject</td>
<td>Around 90% of students agreed they were inspired to learn more about the subject. (DEV)</td>
<td>We went to a book reading by local writers.</td>
<td>Will continue attending readings with students in the future.</td>
<td>Students told me after the semester ended how much they enjoyed doing this.</td>
</tr>
<tr>
<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
<td>Item 3 Apply what I learned in future courses. 5.6% disagreed (DEV)</td>
<td>Again, students may not connect a remedial course with success in other courses.</td>
<td>I introduced more graphic organizers as well as double entry journal writing and sequel writing to passages. Writing is crucial in their courses and I wanted them to engage in writing in a non-judgmental way. After reading, we sometimes verbally summarized what we read.</td>
<td>I got responses from students in double entry writing that I had not seen before. Several discussed and wrote interesting possible sequels to readings.</td>
</tr>
<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
<td>Item 4 - Over 90% of the students either agreed or strongly agreed that they were more confident using mathematical vocabulary/terminology (MATH)</td>
<td>Many remedial students were unfamiliar with vocabulary that I previously assumed that they knew. This could have led to a lack of understanding of basic mathematical concepts.</td>
<td>Distributed notes on each topic that defined new terms being used for a specific topic. The definitions were geared for the skill level that these students had achieved.</td>
<td>Students appeared to be better able to understand concepts and use them in understanding further more complex uses of these concepts.</td>
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<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
<td>(Item 5) My lowest score was for “Explain the basic concepts used in this course”. (SCI)</td>
<td>Since my course is the second semester of a two semester sequence, I have been assuming that students arrived with knowledge of all topics covered in the first semester.</td>
<td>I have taken extra time to remind students about relevant topics from the first semester and in cases where some students still need help, I have reviewed the topic and/or invited them to office hours for a review.</td>
<td>Students seem more comfortable with the course now, but without anonymous feedback on this topic, I will not know the effect of my change.</td>
</tr>
<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
<td>(Item 6) 75% agreed with the statement “the course improved my ability to analyze/evaluate ideas.” (HED)</td>
<td>Class discussions focused on how to evaluate scientific research, evaluate health news, advertising, health claims of products and supplements.</td>
<td>Continue to have students discuss and evaluate information from studies and the media.</td>
<td>Students appear to enjoy these discussions. Class participation increased.</td>
</tr>
<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
<td>About 15% of students disagreed that they were academically challenged in the course (MATH)</td>
<td>Although I offered challenging problems, probably I need to offer more challenging problems and projects to engage the stronger students</td>
<td>Used differentiated instruction, provided more challenging problems and projects</td>
<td>Stronger students were more engaged; some even told me that certain problems were too hard</td>
</tr>
<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
<td>Item 8 Strongly agree score is 37.5, 10 points below the Departments included and 2 points below my own specialty, ESL. Score in the overall agreement area is equal to or other Departments and those in my own specialty. (DEV)</td>
<td>There are many specific course goals formulated by the professor. Perhaps students don’t see the overall goals as clearly as they do the specific goals.</td>
<td>It seems necessary to take more time the first few days of class to emphasize the overall course goals.</td>
<td>Taking time the first day and especially throughout the semester to emphasize the overall goals has seemed to help.</td>
</tr>
</tbody>
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## APPENDIX B FACULTY'S FOLLOW UP TO THE ASSESSMENT OF STUDENT LEARNING SURVEY RESULTS FALL 2008 AND FALL 2009

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<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>(Item 9) 76.9% strongly Agreed and 23.1% Agreed</td>
<td>All lessons have been placed in a detailed logical sequential PowerPoint presentation with animations and many examples solved in detailed steps. Examples increase in difficulty and nuance.</td>
<td>Lessons are modified after each class to continue to improve understanding, skill development and problem solving ability. Real life verbal applications are integrated.</td>
<td>Student performance seems to improve as content becomes more challenging.</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>(Item 10) in one class 30% did not think confidence in speaking applied to my</td>
<td>Not enough required in-class mini presentations in addition to the normal &quot;free discussion&quot; which is always incorporated in my classes</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>Limited instruction on writing (HED)</td>
<td>Limited writing assignment</td>
<td>Write a 4 page research paper</td>
<td>Students utilize edits more.</td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
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<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td>Item 1. Increased my knowledge of the subject. 5.6% strongly disagreed. (DEV)</td>
<td>Students may not see the connection with this course and other courses</td>
<td>I used more graphs and charts as these are key for CPE and other courses. Brought in readings from the BMCC website which demonstrated concepts such as comparison/contrast and definition, as well as connecting students with success stories of former students.</td>
<td>Students related to the readings and seemed to become more confident with graphs and charts.</td>
</tr>
<tr>
<td>2</td>
<td>The course inspired me to learn more about the subject</td>
<td>Greater than 96% of nursing students who responded to the survey indicated that they strongly agreed or agreed with the statement &quot;Inspired me to learn more about the subject.&quot; (NUR)</td>
<td>The nursing curriculum, instructional methods, and learning activities motivate students to go beyond developing a basic understanding of the subject matter by involving them directly in real-world problem solving, decision making, and responsible action taking.</td>
<td>The curriculum, instructional processes, and learning activities are designed to promote positive attitudes toward the subject matter and learning.</td>
<td>Continue to create a curriculum and instructional basis to support expansion of learning.</td>
</tr>
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<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
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<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
<td>Item 4. Almost everyone agreed that they were more confident in using the correct terminology and vocabulary. (MATH)</td>
<td>Terms are always defined during lecture.</td>
<td>Kept defining terms and notation carefully.</td>
<td>Many students understood the value in using correct mathematical terminology.</td>
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<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
<td>Over 94% thought that they improved their ability to analyze/evaluate ideas. (DEV)</td>
<td>Learned how to take ideas apart and think carefully about what they read.</td>
<td>Introduce critical thinking skills and concepts.</td>
<td>Students are better able to read critically and express their ideas clearly.</td>
</tr>
<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
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</tr>
<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
<td>Item 7. About 90% of students agreed of strongly agreed that the course was challenging. (MATH)</td>
<td>This course is the first encounter with more sophisticated mathematics.</td>
<td>Continued to challenge the students.</td>
<td>Students devoted plenty of time to the course and learned the material deeply.</td>
</tr>
<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
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<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>Item 9 - Over 90% of the students either agreed or strongly agreed that their problem solving ability improved (MATH)</td>
<td>Many of my previous remedial students had little experience with using mathematical concepts to solve problems that applied to the real world.</td>
<td>Presented more applications problems for every topic throughout the semester. Worked with students individually and in groups to get them used to analyzing these kinds of problems to see how they could translate them into a mathematical structure that would lead to a solution.</td>
<td>Students appeared to be more comfortable with application problems and showed an increased ability to understand how mathematics can be useful in solving such problems.</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>About one third of students disagreed that their speaking skills improved (MATH)</td>
<td>Few students present solutions to problems at the board or participate in class discussions</td>
<td>All students are encouraged to present homework problems on the board. Students are encouraged to work in small groups</td>
<td>Students speak more in class and possibly outside class when they work with their peers</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>(Item 11) Almost 24% disagreed with the statement “I became more confident in my ability to write.” (HED)</td>
<td>Not enough written assignments given.</td>
<td>Introduce more written assignments and add essay questions to exams.</td>
<td>Students appear to be more confident in their writing abilities.</td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
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</tr>
<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td>(Item 1) My highest score is for “increased my knowledge of the subject”. (SCI)</td>
<td>I expect a lot of work and effort from the students and I cover all of the details that should be included in a science majors course.</td>
<td>I have continued to have high standards for the students.</td>
<td>Once again, only anonymous evaluation results will reveal the students opinions, but most seemed satisfied with the course on the day of the final exam.</td>
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<td>2</td>
<td>The course inspired me to learn more about the subject</td>
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<tr>
<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
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<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
<td>Item 4 Confident in using the vocabulary/terminology. Over 94% agreed (DEV)</td>
<td>Students noted the importance of vocabulary in readings we did. They commented on how it can facilitate the readings.</td>
<td>I played more team games in which students challenged each other to find the correct answers. Often one student monitored each game and I did not take part for most of the games. One student challenged the class with spelling and it was very successful. I believe spelling is vital and too often neglected in studying vocabulary.</td>
<td>As they read passages, students seemed more aware of how vocabulary helped them in reading. Also, I noticed their usage of our words in some of their writing and speaking. I gave handouts which used matching games of vocabulary words and meanings in sentences and students did well in the exercises.</td>
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<tr>
<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
<td>Item 6 The score stands approximately 10 percentage points below the other Departments evaluated and about 4 percentage points below the same specialty (ESL) in my Department. However, the overall agree scores are equal to or greater than those of the Departments measured and those in my</td>
<td>Students often don’t have time in their busy work schedules to read the novel and/or non-fiction I offer students to hone their language and thinking skills on more interesting and challenging material</td>
<td>I have tried to give as much time as possible to this opportunity within the framework of the ACT exam focus in this course. At times I ask them to read a page or two or more in the class to whet their appetite for this reading</td>
<td>Each semester more students become interested in taking on this reading replete with ideas and grow as a result.</td>
</tr>
<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
<td>Item 7 9% of students disagreed with the statement &quot;I was academically challenged in this course.&quot; (TED)</td>
<td>Course assignments could be more engaging and rigorous as to challenge students more.</td>
<td>Introduced more research-based assignments and exercises that required higher order thinking and evaluative skills.</td>
<td>Students appeared more engaged and asked more questions about their own learning.</td>
</tr>
<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
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<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
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<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>Students are worried about their problem-solving ability (Item #9). (MATH)</td>
<td>They do not practice their own thinking enough.</td>
<td>Lead them into their own thinking in the discussion.</td>
<td>They are more involved.</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>(Item 10) 14% of students disagreed with the statement &quot;More confident of my speaking ability.&quot; (TED)</td>
<td>Course exercises could provide students with more opportunities to speak and share their ideas in class.</td>
<td>Introduced activities that involved both individual and small group presentations in class.</td>
<td>Students appeared more comfortable speaking in class and sharing ideas with their peers.</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>Over 85% strongly agreed/agreed that they were more confident in their ability to write. (DEV)</td>
<td>Required writing on high interest topics for most class assignments.</td>
<td>Continue to require regular written responses to and reflections on class work.</td>
<td>Students are better able to organize their thoughts and express them clearly and coherently.</td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
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</table>

**APPENDIX B FACULTY’S FOLLOW UP TO THE ASSESSMENT OF STUDENT LEARNING SURVEY RESULTS FALL 2008 AND FALL 2009**
<table>
<thead>
<tr>
<th>Item #</th>
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<td></td>
<td>Item Description</td>
<td>Results</td>
<td>Possible Reason/Hypothesis</td>
<td>Action Taken</td>
<td>Consequences of Action Taken</td>
</tr>
<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td>Approximately 97% of nursing students who responded to the survey indicated that they strongly agreed or agreed with the statement “Increased my knowledge of the subject matter.” (NUR)</td>
<td>Course objectives, topical objectives and outline, reading assignments, media, and lab/clinical learning activities are clearly presented in the each course syllabus. A wide variety of instructional methods are utilized to engage students in the teaching learning process.</td>
<td>Course syllabi are designed and written to clearly inform the students of the knowledge, skills, and attitudes to be obtained. Each course syllabus is reviewed with the students at the beginning of each semester. Faculty design and implement instructional methods on an ongoing basis to encourage student learning, emphasizing in-depth understanding of the subject matter.</td>
<td>Continue to inform students of learning outcomes, subject matter, and learning activities through each course syllabus and to utilize a variety of instructional methods to actively engage students in the teaching learning process.</td>
</tr>
<tr>
<td>2</td>
<td>The course inspired me to learn more about the subject</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
<td>15.8% of the students disagreed with the statement &quot;Confident in using the vocabulary/terminology.&quot; (MLD)</td>
<td>The presentation of concepts was more teacher initiated than student oriented.</td>
<td>Before presenting a new term, I asked students to try to explain it first by analyzing the word itself, then using their books.</td>
<td>Students seem to retain more better specific terms. I will monitor the results of the spring evaluations.</td>
</tr>
<tr>
<td>Item #</td>
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<tr>
<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
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</tr>
<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
<td>*(Items 3&amp;7) 71.4% strongly Agreed and 28.6% Agreed 1)*They can apply learning in future courses and were academically challenged respectively (MATH)</td>
<td>The course material is consistently related to what will be learned in the next course and Well taught Mathematics is always academically challenging</td>
<td>Continued to relate how the content can be used for future success. The challenge is inherent in the content.</td>
<td>Continued understanding of the future applications of the content.</td>
</tr>
<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
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</tr>
<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>Item 9. Almost everyone agreed that the course helped them in problem solving. (MATH)</td>
<td>There is plenty of problem solving during lectures and homework assignments.</td>
<td>Continued to emphasize problem solving in class.</td>
<td>Students expressed that they learned well when they are assigned tasks in class.</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>15.8% of the students disagreed with the statement &quot;More confident of my speaking ability.&quot; (MLD)</td>
<td>The class exercises were often conducted as a group activity.</td>
<td>I changed some of the activities into small-group (2-3 students) activities and used the chorus method.</td>
<td>Students seem to feel comfortable reading or presenting a short text (that they have written) in front of the class. I will monitor the results of the spring evaluations</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>21.1% of the students disagreed with the statement &quot;More confident of my ability to write.&quot; (MLD)</td>
<td>The class exercises and homework put more stress on grammar than on sentence/paragraph building.</td>
<td>I gave 1-2 sentence building exercises as a warm-up at the beginning of each section. Once a week, I gave students 5-10 minutes at the end of class to write a short paragraph using the grammar and vocabulary covered during the week.</td>
<td>Students seems to feel more confident writing sentences. I will monitor the evaluations in the spring.</td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
<td></td>
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<tr>
<td>1</td>
<td>I increased my knowledge of the subject</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>The course inspired me to learn more about the subject</td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I am confident that I can apply what I learned in this course in my future courses</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>I am confident in using the terminology and/or vocabulary I learned in this course</td>
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<tr>
<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
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<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>I was academically challenged by this course</td>
<td>(Item 7) Almost 24% disagreed with the statement “I was academically challenged in this course. (HED)</td>
<td>Class assignments could be more challenging and engaging.</td>
<td>Introduce more group work in class. Encourage students to research topics of interest and present information learned to the class.</td>
<td>Students appeared to be more engaged and asked more questions.</td>
</tr>
<tr>
<td>8</td>
<td>The course objectives and expectations were clear to me</td>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>Over 80% strongly agreed/agreed that they improved their problem-solving abilities. (DEV)</td>
<td>Taught the five-step problem-solving method.</td>
<td>Continue to encourage the use of problem-solving strategies in doing class work.</td>
<td>Students are better able to meet the challenges of novel assignments.</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>Speaking ability. Approx. 10% indicated lack of confidence (MLD)</td>
<td>Classes too large</td>
<td>Implemented small group work</td>
<td>Greater willingness to speak</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td>Writing ability. Approx. 10% indicated lack of confidence (MLD)</td>
<td>Beginner class: more focus on speaking and reading</td>
<td>More at home writing projects</td>
<td>Progress made form simple sentences to paragraphs.</td>
</tr>
<tr>
<td>12</td>
<td>Writing assignments helped me to learn course material and concepts</td>
<td></td>
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Office of Institutional Research and Assessment
3/31/2010
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</tr>
<tr>
<td>5</td>
<td>I am able to explain the basic concepts I learned in this course</td>
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<td></td>
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<tr>
<td>6</td>
<td>I improved my ability to analyze and evaluate ideas in this course</td>
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<td>I was academically challenged by this course</td>
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</tr>
<tr>
<td>9</td>
<td>I developed skills that improved my problem-solving ability</td>
<td>Problem solving. Approx. 10% indicated lack of improvement (MLD)</td>
<td>Not obvious to students</td>
<td>More direct focus on critical thinking process</td>
<td>Greater problem solving ability</td>
</tr>
<tr>
<td>10</td>
<td>As a result of this course, I am more confident of my speaking ability</td>
<td>7% of nursing students who responded to the survey indicated that they disagreed with the statement “More confident of my speaking ability.” (NUR)</td>
<td>The opportunities for oral/verbal expression in the classroom and clinical settings may not be sufficient for developing confidence in speaking ability.</td>
<td>Provide more opportunities in each nursing course for students to express themselves in the classroom and clinical settings and through individual and group oral presentations and reports. For example, in the department’s capstone course, students present to the class on a selected topic. Also, in the clinical setting, students present to the group their patient teaching plans and case scenarios. The Pre- and Post-Clinical Conferences are another vital speaking opportunity.</td>
<td>Providing more frequent opportunities for oral/verbal expression in different contexts across the nursing courses allows students to develop greater confidence in their speaking ability.</td>
</tr>
<tr>
<td>11</td>
<td>As a result of this course, I am more confident of my ability to write</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
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</tbody>
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Appendix C

April 2009 Curriculum Committee Minutes
April 1, 2009
Curriculum Committee Minutes

Attendance: Professors Emily Anderson, Philip Belcastro, Chokri Cherif, Gay Brookes, Richard Chorley, Anthony Creaco, Everett Flannery, Hollis Glaser (secretary), Dorothy Grasso (chair), Joyce Harte, Angela Jervis, Oneida Sanchez, Erwin Wong (ex-officio)

Absent: Jon Dash, Chaim Ginsburg

Guests: Louise Ammentorp, Jianguo Ji, Maureen Matarese, Howard Meltzer

A. Meeting was called to order at 2:14 pm by Dorothy Grasso, Chair.

B. Committee approved the minutes of the March 4, 2009 meeting.

C. Proposals: The following proposals were discussed and voted on.

New Course--MUS 116/EDU 204, presented by Howard Meltzer and Louise Ammentorp. “Music and Movement in Learning” prepares future elementary school teachers to bring music to the classroom focusing on singing, conducting, and choreography.

The committee approved this course with the stipulation that ENG 088, ESL 094 and ACR 094 will be prerequisites and a typo will be fixed on the department minutes that refer to the course as MUS 115 instead of 116.

New Course--CHI 476, presented by Jianguo Ji. “Chinese Cultural Heritage” is a study abroad course that develops students’ Chinese language skills and expands their knowledge of Chinese culture and social development.

The committee unanimously approved this course.

Course Revision--LIN 100/ANTXXX presented by Maureen Matarese. “Language and Culture” is a revision for LIN 100 and a new course for ANT. It allows LIN 100 to be cross-listed with the ANT (# yet to be designated). The cross-listing gives the course more visibility and enrollment and allows for a smoother articulation with other CUNY colleges that have Anthropology departments.

The committee unanimously approved this course on the condition the syllabus be completed with all of the required elements. The committee also recommended teaching research ethics during the course.
D. Draft Course Syllabus Templates, presented by Erwin Wong. Dr. Wong presented four versions of the template. The committee discussed the templates and voted for the version which has the course student learning outcomes first, then the General Education Learning Outcomes, both in boxed grids.

Meeting adjourned at 3:54 p.m.

The next meeting of the Curriculum Committee will be on May 13, 2009, room TBA.

Respectfully submitted,

Hollis F. Glaser

Secretary
Appendix D

Course Syllabus Template
COURSE SYLLABUS TEMPLATE

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of ____________

Title of Course ___________________ Class Hours ________________________________

XXX ___________________ Laboratory Hours per Week ___________________________

Semester ______________________

Instructor Information (Phone#, Office#, email) ________________________________

Credits _________________________

Course Description ________________________________

Basic Skills ______________________

Prerequisites ______________________

Corequisites ______________________

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes (Students will be able to…)</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
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</tbody>
</table>
Below are the college’s general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements (means of assessment for general education goals listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Communication Skills- Students will be able to write, read, listen and speak critically and effectively.</td>
<td></td>
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<tr>
<td>□ Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</td>
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<tr>
<td>□ Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.</td>
<td></td>
</tr>
<tr>
<td>□ Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.</td>
<td></td>
</tr>
<tr>
<td>□ Arts &amp; Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.</td>
<td></td>
</tr>
<tr>
<td>□ Information &amp; Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.</td>
<td></td>
</tr>
<tr>
<td>□ Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
<td></td>
</tr>
</tbody>
</table>

Required Text

Other Resources

Use of Technology (If Applicable)

Evaluation and Requirements of Students

College Attendance Policy
At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

Academic Adjustments for Students with Disabilities
Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement
Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s website, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).
Appendix E

Revised Syllabi & Timeline
Title of Course
Computer Programming I

CSC 110
Lect hrs/Wk: 3
Lab hrs: 2
Credits: 3

Course Description
An introduction to the fundamental concepts and terms of computer science, including algorithms, problem solving techniques and data types. Student will use a high-level computer programming language to solve a variety of problems.

Prerequisites
Basic skills- ENG 088; ESL 062; ACR 094; MAT 012/051

Learning Outcome and Assessment
After completing this course, students will be able to:

• Outcome: Explain what an algorithm is and design algorithms to solve problems.
  Assessment: Homework and programming projects.
• Outcome: Choose an appropriate problem solving technique for developing an algorithmic solution to a problem.
  Assessment: Exam questions and programming projects.
• Outcome: Apply concepts of Object Oriented Programming (OOP).
  Assessment: Programming assignments, class exercises and exam questions.
• Outcome: Trace the execution of a computer program.
  Assessment: Class exercises, exam questions and homework.
• Outcome: Test and debug a computer program.
  Assessment: Programming projects and lab exercises.

General Education Outcomes and Assessment

• Quantitative Skills – Students will use quantitative skills and concepts and methods of mathematics to solve problems
  Assessment: Use formulas and concepts of mathematics to solve problems in programming assignments
• Information and Technology Literacy – Students will collect, evaluate and interpret information and effectively use information technologies
  Assessment: Use a high-level computer programming language to create application software

Required Text & Readings

Textbook: Starting Out With Java: From Control Structures through Objects 3/e
Author: Tony Gaddis
Pub: Addison Wesley
ISBN: 0-321-47927-0

Other Resources
Two diskettes (DS/HD/) for IBM PS2/PC Compatibles; Flash drives are recommended.
**Evaluation & Requirements of Students**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1/Quiz</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2/Quiz</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
</tr>
<tr>
<td>Homework/Project</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**College Attendance Policy**

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**Outline of Topics**

Students should read the text section of the following chapters as well as the exercises. Reading these sections will help you prepare for your homework and examinations. Your instructor will be assigning specific exercises and programming problems from each chapter as homework.

- **Ch 1: Introduction to Computers and Java**
- **Ch 2: Java Fundamentals**
- **Ch 3: Decision Structures**
- **Ch 4: Loops and Files**
- **Ch 5: Methods**
- **Ch 6: A First Look at Classes**
Title of Course: CSC 210
Computer Programming II

Course Description

This is a second course in programming which will further develop those skills gained in CSC 110. Students will be introduced to GUI Applications, Arrays and ArrayList class. Additional programming topics such as Inheritance, Polymorphism, and Text Processing and Wrapper classes will also be covered.

Prerequisites

Basic skills- ENG 088; ESL 094; ACR 094; MAT 012/051; CSC 110 (Computer Programming I) or departmental approval

Learning Outcomes and Assessment

After completing this course, students will be able to:

- **Outcome:** Design and develop code using arrays and Wrapper Classes.
  **Assessment:** Programming projects, lab exercises and exam questions
- **Outcome:** Design and implement Graphical User Interface (GUI) applications and develop event driven code.
  **Assessment:** Programming projects and lab exercises
- **Outcome:** Describe inheritance, write inherited classes and give reasons for using inheritance and polymorphism
  **Assessment:** Lab exercises and exam questions
- **Outcome:** Write code that detect and handles Exceptions
  **Assessment:** Programming projects and exam questions
- **Outcome:** Identify the characteristics of OOP and create objects to solve problem
  **Assessment:** Programming projects and lab exercises

General Education Outcomes and Assessment

- **Quantitative Skills** – Students will use quantitative skills and concepts and methods of mathematics to solve problems
  **Assessment:** Use formulas and concepts of mathematics to solve problems in programming assignments
- **Information and Technology Literacy** – Students will collect, evaluate and interpret information and effectively use information technologies
  **Assessment:** Use a high-level computer programming language to create application software

Required Text & Readings

Textbook: Starting Out With Java: From Control Structures through Objects
Author: Tony Gaddis
Pub: Addison Wesley
ISBN-10: 0-321-47927-0

Other Resources

Two diskettes (DS/HD/) for IBM PS2 /PC Compatibles; Flash drives are recommended.
**Evaluation & Requirements of Students**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1/Quiz</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2/Quiz</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
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<tr>
<td>Homework/Project</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor Evaluation</td>
<td>10%</td>
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**Outline of Topics**

- Review of Topics from CSC 110
- Ch 07: A First Look at GUI Applications
- Ch 08: Arrays and the `ArrayList` Class
- Ch 09: A Second Look at Classes and Objects
- Ch 10: Text Processing and More about Wrapper Classes
- Ch 11: Inheritance
- Ch 12: Exceptions
Title of Course: CSC 330
Data Structures I

Lect hrs/Wk: 2
Lab hrs: 2
Credits: 3

Course Description

This course is an introduction to abstract data structures, their use and implementation. Storage allocation techniques, stacks, queues, linked structures, recursive programming and backtracking will be discussed. Students are expected to complete several programming assignments illustrating the basic concepts.

Prerequisites:

Basic skills- ENG 095; ESL 095; ACR 095; MAT 056; CSC 210 (Computer Programming II) and CSC 230 (Discrete Structures) or Departmental approval.

Learning Outcomes and Assessment

After completing this course, students will be able to:

- **Outcome:** Define abstract data types (ADTs) and their properties.
  **Assessment:** Short essay questions in exams
- **Outcome:** Use recursion for the solution of a problem.
  **Assessment:** Programming projects and exam questions
- **Outcome:** Analyze the performance of algorithms and programs using “Big-O” analysis.
  **Assessment:** Exam questions
- **Outcome:** Design, code, and test large programming projects using a variety of data structures.
  **Assessment:** Programming projects
- **Outcome:** Analyze a problem and determine the appropriate data structure for the problem.
  **Assessment:** Short essay questions in exams

General Education Outcomes and Assessment

- **Quantitative Skills** – Students will use quantitative skills and concepts and methods of mathematics to solve problems
  **Assessment:** Use formulas and concepts of mathematics to solve problems in programming assignments
- **Information and Technology Literacy** – Students will collect, evaluate and interpret information and effectively use information technologies
  **Assessment:** Use a high-level computer programming language to create application software

Required Text & Readings

Textbook: C++ Plus Data Structures, 4th Edition
Author: Nell Dale
Publisher: Jones & Bartlett
ISBN: 0763741582

Other Resources
Two High Density Floppy diskettes; Flash drives are recommended.
Evaluation & Requirements of Students:

First Examination 25%
Second Examination 25%
Third Examination 25%
Homework 25%
Total 100%

College Attendance Policy

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Outline of Topics

1. SOFTWARE ENGINEERING PRINCIPLES
2. DATA DESIGN AND IMPLEMENTATION
3. SORTED AND UNSORTED LISTS USING ARRAYS AND LINKED STRUCTURES
6. RECURSION
7. STACKS USING ARRAYS AND LINKED STRUCTURES
8. QUEUES USING ARRAYS AND LINKED STRUCTURES
9. CIRCULAR AND DOUBLY LINKED LISTS
Title of Course: Early Childhood Education I  
ECE 102 –section TBA

Class hours: 2  
Lab hours: 2

Semester: TBA

Instructor Information: TBA

Credits: 3

Course Description: This course identifies the philosophy, practices and resources in the field of Early Childhood Education today. History, program models, theories, and emerging issues, including child abuse and neglect will be covered. In addition, students visit early childhood education settings for first hand observation of young children.

Prerequisites: ESL 094 and ACR 094

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>ECE 102 students will be able to:</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construct knowledge of the basic theories, history of care, and education reform movement in the early childhood field.</td>
<td>Exams; reflection papers; field reports; in-class presentations; standard-based digital portfolio</td>
</tr>
<tr>
<td>2. Compare and contrast different early childhood settings and the models on which they are based.</td>
<td>Field reports; in-class presentations; case studies and simulation exercises</td>
</tr>
<tr>
<td>3. Analyze the practical aspects of designing and planning appropriate early childhood settings (staffing, utilization of space, supplies and equipment).</td>
<td>Field reports; in-class presentations; case studies and simulation exercises</td>
</tr>
<tr>
<td>4. Read and write to increase content knowledge in the early childhood field.</td>
<td>Reflection papers; field reports; in-class presentations; standard-based digital portfolios; reading and writing exercises</td>
</tr>
<tr>
<td>5. Develop analytical skills for selecting and evaluating age-appropriate, curricular materials for young children.</td>
<td>Reflection papers; field reports; in-class presentations; standard-based digital portfolios; reading and writing exercises</td>
</tr>
</tbody>
</table>

BMCC General Education Goals:  
(Checked goals indicate college-wide goals that will be covered and assessed in ECE 102.)

<table>
<thead>
<tr>
<th>BMCC General Education Goals:</th>
<th>Measurements (means of assessment for general education goals listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication Skills- Students will write, read, listen and speak critically and effectively.</td>
<td>Exams; reflection papers; field reports; in-class presentations; standard-based digital portfolio; reading and writing exercises</td>
</tr>
<tr>
<td>2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems.</td>
<td></td>
</tr>
<tr>
<td>3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural</td>
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</tr>
</tbody>
</table>
4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences.

5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature.

6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.

7. Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.

Required Text & Readings:

Evaluation & Coursework Requirements of Students:

E-Portfolio:
This semester you will begin working on your digital portfolio. Your portfolio is a record of your work in Teacher Education at BMCC and will accompany you as you continue your education beyond BMCC. It will include evidence of your knowledge, skills, and dispositions in these five areas: 1. Child Development and Learning; 2. Family and Community Relationships; 3. Observation, Documentation, and Assessment; 4. Teaching and Learning; 5. Professionalism

In ECE 102 you will develop a philosophy statement for your portfolio. You will review that statement as you progress through the remaining ECE courses. You will also insert one of your ECE 102 site visit reports into your digital portfolio. In this class, you will learn more about the digital portfolio and how it can demonstrate what you are learning about children, families, and schools and other programs for children.

In this class, you will work on several standards in your portfolio.
   1. You will write your philosophy statement (Standard 5) to identify and involve oneself with the early childhood field.
   2. You will work on Standard 1(Child Development and Learning) of your portfolio to demonstrate knowing and understanding young children’s characteristics and needs; knowing and understanding the multiple influences on development and learning; and using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Outline of Topics: See Attached

Teacher Education Department Student Professionalism Policy Statement:
This semester, you will receive and be asked to sign the Teacher Education Department professional policy statement. The policy is summarized here. The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site visits, internships, course related activities and interactions with members of the Teacher Education Department. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC 2005). By reading and signing a copy of the Teacher Education Student Professionalism Policy you will agree to abide by these policies and understand the ramifications of failure to abide by these policies. If
you have any questions concerning this policy please contact me or a faculty member of the Teacher Education Department.

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Course Description
The course purpose is to introduce students to key skills used in both the field of human services and social work. The areas covered in this course include ethical decision making, interpersonal skills, assessment skills, making referrals and cultural competence.

Student Learning Outcome and Assessment Tools
1. Obtain an overview on social work skills and professionalism (Assessment tools: homework, self-awareness paper, class exercise, group discussion);
2. Be proficient in theories and skills needed in social work practice (Assessment tools: homework, final project, class exercise, presentation);
3. Learn to use interpersonal skills in daily life (Assessment tools: homework, final project, class exercise);
4. Know the core values and ethics of professional social workers (Assessment tools: homework, class exercise, group discussion);
5. List different social work interview skills (Assessment tools: homework, final project);
6. Increase social work skill of self-awareness in practice (Assessment tools: homework, Self-awareness paper);
7. Strengthen analytical writing skills (Assessment tools: homework, papers).

Assignments and Evaluations
1. Class participation: Regular attendance is expected. A consistent pattern of lateness and/or absences will affect a student’s grade (See Page 5 for college policy). You are expected to prepare for each class by doing the required reading, assigned homework and participating in class discussions. Please do not hesitate to raise any questions during class. You are also expected to participate in class exercises. Class attendance and participation count for 25% of your final grade.

2. Homework: Each week, you will be given 2-3 homework questions. These questions are related to the assigned readings/chapters for the following week. You are required to type the answers to these questions and submit them the following week. Homework counts for 25% of your final grade.

3. Written assignment: There are two written assignments. Students are required to
submit a self-awareness paper (25%) and an interview summary (25%). See the separate sheet “Written Assignments” for the detailed description. Written assignments count for 50% of your final grade.

Required Texts
Additional materials as assigned. Please check ERes from BMCC library.

Course Outline
Week 1- 8/29 Introduction
Week 2- 9/5 College Closed—No Class
Week 3- 9/12 Introduction to Social Work and the Helping Process
Week 4- 9/19 Values and Ethics in Social Work
Week 5- 9/26 Social Work Practice and Theory
Week 6- 10/3 Social Work Practice and Theory (Cont’)
Week 7- 10/10 Cultural Context of Practice: Using Interviewing Skills Effectively
Week 8- 10/17 Self-Awareness for Social Worker Rothman Ch. 7
Week 9- 10/24 Communication Skills Cournoyer Ch. 4
Week 10- 10/31 The Engagement Process Read Ch. 5
Self-Awareness Paper Due
Week 11- 11/7 The Engagement Process (Cont’) Read Ch. 5
Week 12- 11/14 Social Work Skills: Interviewing Skills [Interview Project]
Week 13- 11/21 Interviewing Skills (Cont’) [Interview Project Cont’] Read Ch. 6
Week 14- 11/28 College Closed--No Class
Week 15- 12/5 Pitfalls [Interview Project Cont’] Read Ch. 7
WRITTEN ASSIGNMENTS

Self-awareness Paper (Due on 10/31)

Each student is required to write a self-awareness paper. Read Rothman’s Ch. 7, “Recognizing the Influence of Others on Your Personal Identity Development.” Choose either question # 1, 2, 3 or 4 as the topic for your paper (See Rothman, pages 93-98). Then answer question by writing a paper including introduction, relevant content (descriptive and analytic main points) and conclusion.

The paper should be in essay format. The paper should be typed, double-spaced and 3-4 pages in length. Proof-reading is required. E-mail attachments will NOT be accepted.

An Interview with your classmate (Due on 12/12)

Part 1. Ask your classmate to be your “client” and to identify an issue for which he/she might conceivably seek social work services. Explore your classmate’s modest and manageable issue and any relevant information (i.e. facts, feelings, people, circumstance, and system, etc) by using PIE System Factors (See Cummins, Sevel & Pedrick page 41). Conduct a 30-minute interview by using all pertinent interview skills (asking questions, seeking clarification, reflecting content, feelings and meanings, partializing, interpreting, etc.). Remember, the main purpose of this assignment is to practice using interviewing skills so as to encourage and experience further “client” exploration after his/her statement.

IMPORTANT: you are conducting the interview for assignment purposes and should not try to actually provide social work services. Therefore, you need to avoid issues that have the potential to overwhelm your classmate’s coping mechanisms. Should any unmanageable issues arise, please contact me.

Part 2. After collecting all relevant information, you should appraise your classmate’s issue and all related information by writing a summary assessment. The summary assessment should include the description of the issue, factors (i.e. person, circumstances, social system, etc.) that may
contribute to the issue, and possible strengths and resources that your classmate may have.

The paper should be typed, double-spaced and 3-4 pages in length. Proof-reading is required. Neither e-mail attachments nor late papers will be accepted.

Other requirements

- Check Blackboard frequently
- Check your BMCC e-mail account.
- Read newspapers (i.e. New York Times, etc.) at least three times a week.
- No cell phone, text messaging, etc. during class.

Your Class Work Progress/Checklist:

Self-awareness paper (25%) ________

Interview (25%) ________


Class Attendance and participation (25%) ________  Absent Dates _______________

For a full view of the grading policies, go to www.bmcc.cuny.edu/academics/grades/rules/

<table>
<thead>
<tr>
<th>Grades</th>
<th>Numerical Equivalent</th>
<th>Quality points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
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<td>1.0</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Failure</td>
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College Policy on Absence and Attendance (From BMCC Student Handbook)

Absences

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a four-credit class that meets four times a week totaling four hours. You are allowed five hours of absence (not five days). In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

Class Attendance

If you do not attend class at least once in the first three weeks of the course and once in the fourth or fifth weeks, the Office of the Registrar is required to assign you a grade of WU. Attendance in both regular and remedial courses is mandated by policy of the City University of New York. Instructors are required by New York State law to keep an official record of class attendance.

Lateness

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled starting time constitutes lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

Note: The instructor adheres to University and School policies regarding accommodations for students with disabilities, religious holidays, incomplete work, plagiarism, and student’s evaluation of the course and its instruction as stated in the BMCC Student Handbook.
Instructor: Hollis F. Glaser, Ph.D.
Contact: N665; 212-220-8000 x7484; hglaser@bmcc.cuny.edu
Office Hours: W 11-2 and by appointment


Student Learning Goals: This is an introductory course in mass media. It will make you a more informed consumer of the media and a more responsible producer of media, if your intention is to enter the industry. It is taught from a communication perspective, so the emphasis will be on critical ways to understand how the mass media operates in our society and how it interacts with individuals and cultures. At the end of this course, you will be able to:

| Use the vocabulary of mass communication studies | Assessed by text response papers, website report |
| Explain the ways the mass media is shaped by politics, economics, and technology | Assessed by text response papers, artist analysis, group presentation |
| Apply concepts from this course to your own uses of the mass media | Assessed by: text response papers, cool-hunting report |
| Analyze a media text and its cultural implications | Assessed by website report, artist analysis |
| Create a model of a media system that supports democracy | Assessed by group presentation |

Policies:
Accommodations will be made for students with disabilities.

Attendance/tardiness: You are allowed to miss four hours (not days) of class. After missing four hours, 10 points will be deducted from your final grade for each hour you miss. You should come to class on time. If you come to class after I have taken role, it will count as late attendance. Three instances of late attendance will count as one absence.

Late assignments: If you turn in an assignment late, you will automatically receive a full grade deduction.

Plagiarism: The BMCC policy is as follows. “Plagiarism is the presentation of someone else’s ideas, words, or artistic/scientific/technical work as one's own creation. A student who copies or paraphrases published or on-line material, or another person's research, without properly identifying the source(s) is committing plagiarism. Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for
such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly. Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the college.”

Below are the college’s general education learning outcomes. The outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course.

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements (means of assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Communication Skills—Students will be able to write,</td>
<td>Oral presentations and written assignments.</td>
</tr>
<tr>
<td>read, listen and speak critically and effectively</td>
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</tr>
<tr>
<td>Quantitative Reasoning—Students will be able to use</td>
<td></td>
</tr>
<tr>
<td>quantitative skills and the concepts and methods of</td>
<td></td>
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<tr>
<td>mathematics to solve problems.</td>
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<tr>
<td>Scientific Reasoning—Students will be able to apply the</td>
<td></td>
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<tr>
<td>concepts and methods of the social sciences.</td>
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<tr>
<td>Social and Behavioral Sciences—Students will be able</td>
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</tr>
<tr>
<td>to apply the concepts and methods of the social sciences.</td>
<td></td>
</tr>
<tr>
<td>X Arts and Humanities—Students will be able to develop</td>
<td>Artist analysis, website report, cool-hunting assignment</td>
</tr>
<tr>
<td>knowledge and understanding of the arts and literature</td>
<td></td>
</tr>
<tr>
<td>through critiques of works of art, music, theatre or</td>
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</tr>
<tr>
<td>literature.</td>
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<tr>
<td>Information and Technology Literacy—Students will</td>
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<tr>
<td>be able to collect, evaluate and interpret information</td>
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<td>and effectively use information technologies.</td>
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<tr>
<td>X Values—Students will be able to make informed choices</td>
<td>Group presentation, text response papers</td>
</tr>
<tr>
<td>based on an understanding of personal values, human</td>
<td></td>
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<tr>
<td>diversity, multicultural awareness and social</td>
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<tr>
<td>responsibility.</td>
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</tbody>
</table>

Assignments:
Website report—100 points
Cool-hunting presentation—100 points
Artist analysis—100 points Group presentation—100 points Text response papers—100 points Total = 500 points
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>465-500</td>
</tr>
<tr>
<td>A-</td>
<td>450-464</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>415-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-414</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>365-384</td>
</tr>
<tr>
<td>C-</td>
<td>350-364</td>
</tr>
<tr>
<td>D+</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>315-334</td>
</tr>
<tr>
<td>D-</td>
<td>300-314</td>
</tr>
<tr>
<td>F</td>
<td>below 300</td>
</tr>
</tbody>
</table>

*Website report* In this report you will primarily describe the contents of ONE of the following websites: [www.onthemedia.org](http://www.onthemedia.org), [www.freepress.net](http://www.freepress.net), or [www.pbs.org/wnet/expose/](http://www.pbs.org/wnet/expose/). Simply describe what this website is reporting on, who produces it, and what they hope to accomplish. Each website have a lot of content so you will have to spend time looking through it and summarizing it. Pretend you are writing to someone who has never seen the website but is curious about the media. (3-4 pages)

*Cool-hunting presentation:* (100 points) For this assignment you must find a real-life example of a person who is displaying a unique style that has not been taken from mass culture, celebrities, advertising, etc. You must take a picture of the style (clothes, hair, bodily accessories, etc.) and show it to the class. This may be a person you know or it may be a stranger you see on the subway or the street. Either way, we need a visual image of the style. Be sure you come to class the day we watch “Cool-hunting,” to fully understand this project. Your actual presentation will be pretty brief, a couple of minutes. Most of the work on this assignment will be done outside of class, searching for the example of a non-commercialized style.

*Artist analysis:* (100 points) This is a 4-5 page paper that asks you to choose a media text or artist and describe its economic position: who owns it, how much money it makes from which avenues (cd sales, downloads, promotions, clothing lines, advertising, dvds, etc.), demographics of its audience. Then explain the following: what people who enjoy this text or genre might think or say about it, what people who dislike this text or genre might say about it, and what you think the writer or artist or director or producer wants their audience to do with this text. Finally, conclude your paper by using some of the ideas from the cultural studies lectures to discuss race, class, and/or gender issues implicated in your media text.

*Group presentation:* (100 points) You will not have to write a paper for this assignment, but you will be required to present your ideas to the class and turn in an outline. You may work with 1 or 2 other students. In this presentation you will imagine a future media system that is democratic considering all of the ways we discuss democracy and power over the course of the semester. You will not need to do additional research for this
presentation, but you will need to understand the basic content of the class and to fully engage in a critical analysis of the current media system. A strong creative mind that can envision possible realities will be helpful.

_text response papers:_ (100 points) There is a brief response paper due every day there is a chapter assignment. These papers do NOT need to be typed and I will not grade them on grammar or writing. I want you to write these papers as if you are writing to your friends, those people who share your values, are interested in the mass media, but don’t know the information that is in your textbook. You will answer the question: What is the most important information your friends should know from that chapter and why? Your answer must prove that you have read the chapter, understand the major concepts of that chapter, and have seriously thought about my question. Two-three paragraphs should be enough to answer this question. Please note: You must do these assignments in order to pass this course.

_all paper assignments:_ I will grade all of your papers (except the response papers) on spelling, grammar, punctuation, sentence structure, paragraph coherence, and over-all argument. You will have the opportunity to re-write your papers for a higher grade, as long as you get the re-writes in within two weeks. All assignments must be typed, double-spaced, in Times New Roman 12 point, 1-inch margins. Please keep a soft and hard copy.

_fall 2010 schedule:_ On the following page is the intended schedule for the semester. Please have the chapters read on the day they are listed. The schedule may change as we move through the material. I will inform you of any changes and list them on blackboard. It is your responsibility to keep track of those changes.
M 8/31 Introduction
W 9/2 Chapter 1, a critical communication approach

W 9/9 Chapters 2 and 13, technology and economics

M 9/14 Chapter 11, Advertising and commercial culture
W 9/16 Advertising and commercial culture (Cool-hunting video)

M 9/21 Chapter 16 Legal controls and freedom of expression
W 9/23 The political economic approach

T 9/29 Chapter 15 Media effects and cultural approaches to research
W 9/30 Introduction to cultural studies Website report due

M 10/5 Chapters 3 and 4 Music and Radio
W 10/7 Music and Radio

W 10/14 Chapters 5 and 6 Television and Cable

M 10/19 Chapter 7 Movies
W 10/21 Representation of the Other

M 10/26 Chapters 8 and 9 Newspapers and magazines
W 10/28 Cool-hunting presentation

M 11/2 Chapter 10 Books
W 11/4 Postmodernism

M 11/9 Chapter 12 Public Relations
W 11/11 The 2003 Uprising

M 11/16 Chapter 14 Journalism
W 11/18 Artist analysis paper due

M 11/23 Special Issues in Mass Media/Group Time
W 11/25 Special Issues in Mass Media/Group Time

M 11/30 Special Issues in Mass Media/Group Time
W 12/2 Special Issues in Mass Media/Group Time

M 12/7 Special Issues in Mass Media/Group Time
W 12/9 Special Issues in Mass Media/Group Time

FINAL PRESENTATION: WEDNESDAY, 12/16
Course Description:
This is a course in arithmetic skills and the rudiments of algebra. Topics covered include whole numbers, fractions, decimals, percents, proportions, signed numbers, and solving simple linear equations.

Pre/Co-Requisites:
Pre-Requisite: ESL 062. Students who score 23 or less on the COMPASS Pre-algebra exam are eligible to take MAT010.

Student Learning Outcomes and Assessment:

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students should be able to correctly compute a variety of operations involving real numbers in a number of different formats, including the correct usage of the order of operations.</td>
<td>1. Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
<tr>
<td>2. Students should be able to correctly convert between a variety of real number types and formats.</td>
<td>2. Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
<tr>
<td>3. Students should be able to make estimates and to check the reasonableness of solutions to calculations and problems involving real numbers.</td>
<td>3. Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
<tr>
<td>4. Students should be able to solve applied word problems, including correctly setting up problems and translating between words and algebraic expressions and equations.</td>
<td>4. Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
</tbody>
</table>

General Education Outcomes and Assessment:

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills- Students will be able to write, read, listen and speak critically and effectively.</td>
<td>Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
<tr>
<td>Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</td>
<td>Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
<tr>
<td>Information &amp; Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.</td>
<td>Homework, quizzes, online problem assignments, midterm, COMPASS exam, final exam.</td>
</tr>
</tbody>
</table>
Required Text and Readings:

Math Lab Use: The Math Lab is located in S511. It is dedicated to helping students improve their understanding of mathematics at any level. You will need a valid BMCC student ID to visit the Math Lab. Tutors are available in the Math Lab for free to all BMCC students. The Math Lab has worksheets with practice problems in stock, as well as computer- and video-based tutoring. Your instructor can require you to attend to tutoring in the Math Lab and they can also track how often you visit it and for how long. The Math Lab is typically open any day of the week when BMCC has classes in session; for current hours and more information about the Math Lab, see the webpage at http://www.bmcc.cuny.edu/mathlab/.

Use of Technology: Students can gain access to the online courseware for MAT010 at the website WWW.COURSECOMPASS.COM. The online courseware contains digital videos, animations, chapter tests, and chapter quizzes to name a few. New users must first register. To register for online access to the courseware, students will need to have a valid email address, Course ID (Course ID for MAT010 is “FELIX28290”), and a Student Access Card (The Student Access Card is bundled with new text books). In addition, students can gain free access to the online courseware while in the Math Lab (room S511).

Other Resources: The following are weblinks to COMPASS materials:
A description of the COMPASS exam: http://www.bmcc.cuny.edu/testing/CUNYskills/math.html
Practice COMPASS problems: http://www.bmcc.cuny.edu/math/studylinks.html

Evaluation and Requirements of Students:
The final grade in this course will be a letter grade of C or higher or R (repeat). To pass the course, the student must pass the COMPASS Pre-algebra examination with a score of at least 30, pass a departmental final examination with a grade of 70% or higher, and also satisfy any additional criteria stated by the instructor. A student who passes the course will receive a grade of “C” or higher.
At the midpoint of the semester, students will be required to take the departmental midterm examination. Those students who do not pass the midterm examination with a grade of 70% or better will be required to complete 20 hours of math intervention in an Online Computer Lab before they will be permitted to take the final exam. Students who qualify to take the final exam will take the test during the 14th week of classes. In order to qualify to take the COMPASS exam, students must pass the departmental final with a grade of 70% or better, and must not be absent for more than 15% of the total class meeting time during the semester (for example, missing a class period that meets for 50 minutes counts as one hour of absence; missing a class that meets for 1h 40min counts as two hours of absence; missing a class period during a summer session counts as 4-5 hours of absence; tardiness can also count toward absences). Students who do not pass the departmental final exam on their first try will be given a second chance to take the departmental final during the final exam period, and those students who pass the departmental final on their second try and also meet all attendance requirements will then be permitted to take the COMPASS exam toward the end of the final exam period.
The Remedial Course Exam Procedure Chart

Students Take Midterm at 7th Week

**Pass Midterm with C* or Better**
- Students Stay in Class Finish the Curr.
- Students Take Final at 14th Week
  - Pass Final with Cor better

**Failed Midterm**
- Stay in Class Finish the Curr.
- 20-hours intervention in an OATER** Computer Lab
- Students Take Final at 14th week

- Pass Final with Cor better
  - Take COMPASS
  - Passed COMPASS Pass course A,B,C
  - Passed COMPASS Repeat course R

- Failed COMPASS Repeat course R
  - Failed COMPASS go to Project AD w/ P*** grade

- Failed COMPASS Repeat course R
  - Failed COMPASS go to Project AD w/ P Grade

- Failed COMPASS Repeat course R
  - Failed COMPASS Repeat course R

*C-All remedial courses will give students a letter grade

**OATER- an Online Accelerated Technology Enhanced Remedial Computer Lab

***P- P grade is a pending grade. A "P" grade indicates that a student passed Final but failed COMPASS then the instructor recommended this student to go to the Project Advance.
### Outline of Topics

<table>
<thead>
<tr>
<th>Whole Numbers</th>
<th>Pages in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 78</td>
<td></td>
</tr>
</tbody>
</table>

- Writing, rounding, adding, subtracting, multiplying, and dividing whole numbers.
- Estimating the sum, difference, products and quotients of whole numbers.
- Problems involving exponents, simple averages, and order of operations.
- Prime factorizations of whole numbers.
- Applied problems and word problems.

<table>
<thead>
<tr>
<th>Fractions</th>
<th>79 – 160</th>
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</thead>
</table>

- Forming, reducing, adding, subtracting, multiplying, dividing and comparing fractions.
- Converting between mixed numbers and improper fractions.
- Solving applied problems and word problems.

<table>
<thead>
<tr>
<th>Decimals</th>
<th>161 – 219</th>
</tr>
</thead>
</table>

- Writing, rounding, adding, subtracting, multiplying, dividing and comparing decimals.
- Converting between decimals and fractions.
- Solve applied problems and word problems.

<table>
<thead>
<tr>
<th>Basic Algebra</th>
<th>221 – 259</th>
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</table>

- Translating between word statements and simple algebraic statements.
- Evaluating simple algebraic expressions and solving simple linear equations.
- Solving word problems.

<table>
<thead>
<tr>
<th>Ratio and Proportion</th>
<th>261 – 288</th>
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</table>

- Writing and simplifying ratios and rates as fractions.
- Finding units rates and best buys.
- Setting up and solving proportion problems.
- Solving applied problems and word problems.

<table>
<thead>
<tr>
<th>Percents</th>
<th>289 – 336</th>
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</table>

- Converting between decimals, percent and fractions.
- Setting up and solving percent problems, including application problems involving percent.

<table>
<thead>
<tr>
<th>Signed numbers</th>
<th>337-385</th>
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</thead>
</table>

- Adding, subtracting, multiplying, dividing and comparing signed numbers.
- Determining absolute value.
- Completing word problems involving signed numbers.

<table>
<thead>
<tr>
<th>Basic Statistics</th>
<th>387-425</th>
</tr>
</thead>
</table>

- Finding the mean median, mode, and range of a given set of numbers.
- Reading and interpreting tables, line graphs, bar graphs and pie charts.
- Solving applied problems and word problems involving basic statistics and bar graphs.

<table>
<thead>
<tr>
<th>Scientific Notation</th>
<th>supplemental worksheet available in Math Lab</th>
</tr>
</thead>
</table>

- Converting numbers between standard form and scientific notation.
- Adding, subtracting, multiplying, and dividing numbers in scientific notation.
- Solving applied problems and word problems.
### Suggested Schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Whole numbers: adding, subtracting, estimating, multiplying and dividing, area, more applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Exponents, averages, Order of Operations, begin word problems</td>
</tr>
<tr>
<td>Week 3</td>
<td>Word Problems; <strong>Compass practice and review; Department Quiz 1 on chapter 1: whole numbers</strong>; Factors and prime numbers, divisibility rules; Fractions: fraction bars, reducing, mixed numbers, comparing size</td>
</tr>
<tr>
<td>Week 4</td>
<td>Fractions: review, and finding an equivalent fraction with a certain denominator; adding and subtracting; adding and subtracting mixed numbers</td>
</tr>
<tr>
<td>Week 5</td>
<td>Fractions: review adding and subtracting; multiplying and dividing; multiplying and dividing mixed numbers</td>
</tr>
<tr>
<td>Week 6</td>
<td>Fraction Review; <strong>Department Quiz 2 on fractions</strong>; Decimals: intro, adding, subtracting, multiplying;</td>
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<tr>
<td>Week 7</td>
<td>Decimals: dividing decimals; <strong>Department Quiz 3: Decimals</strong>; Review for Departmental Midterm Exam; <strong>Departmental Midterm Exam: Whole Numbers, Fractions, and Decimals</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Basic Algebra; Ratio and Proportion</td>
</tr>
<tr>
<td>Week 9</td>
<td>Intro to Percents <strong>Department Quiz 4: Algebra, Ratio and Proportion, applications of proportions</strong>; Percent equations; Percent applications: tax, percent increase and decrease, commission, etc.</td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Compass practice</strong>, percent review; Basic Statistics</td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>Department Quiz 5: Percents and Basic Statistics</strong>; Signed Numbers: intro, addition, absolute value, subtraction; multiplication and division; review of order of operations</td>
</tr>
<tr>
<td>Week 12</td>
<td>Scientific Notation and integer review</td>
</tr>
<tr>
<td>Week 13</td>
<td><strong>Department Quiz 6: Signed Numbers and Scientific Notation</strong>; Review and practice exams</td>
</tr>
<tr>
<td>Week 14</td>
<td><strong>Department Final Exam</strong>; Exam review and results</td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>COMPASS Exam; Second try for Dept. Final Exam</strong></td>
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</tbody>
</table>
College Attendance Policy:
1. Absences
At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For this course, you are allowed seven hours of absence (not seven days). In the case of excessive absence, the instructor has the option to lower the grade or assign an “F”, “R”, or “WU” grade.

2. Class Attendance
If you do not attend class at least once in the first three weeks of the course and once in the fourth or fifth weeks, the Office of the Registrar is required to assign a grade of “WU”. Attendance in both regular and remedial courses is mandated by policy of the City University of New York. Instructors are required by New York State law to keep an official record of class attendance.

3. Lateness
Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled starting time constitutes a lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

Academic Adjustments for Students with Disabilities:
Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement:
Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).
HIS 101: WESTERN HISTORY FROM ANCIENT TO EARLY MODERN TIMES

Assistant Professor: Alex d’Erizans

Sections: 122: TUTH, 12:30pm-1:45pm, N413
161: TUTH, 4:00pm-5:15pm, S755

Office: N603
Office Hours: TUTH, 2:30pm-4:00pm
Office Phone: Ext. 5244
E-mail: alex.derizans@gmail.com

COURSE DESCRIPTION AND OBJECTIVES: This course will explore the history of the West from antiquity to 1660. We will begin our study outside the traditional geographical boundaries of western civilization, in Mesopotamia and Egypt. Without developments in these two vibrant civilizations, what we now term the west could never have existed. We will next move on to Mycenean and classical Greece, where artistic, literary, and intellectual innovations went hand in hand with a society based on slavery and the systematic suppression of women. From there we will discuss Rome’s rise as a global power by examining its military might as well as its system of laws and government. While accounting for the fall of Rome as well as the anxieties and chaos of the early medieval period, we will discuss the rise of feudalism. We will then examine the growth of towns and the rediscovery of Greek and Roman culture throughout the late Middle Ages and the Renaissance. Finally, we will witness the growth of the modern, centralized “state” as the main source of power.

PREREQUISITES/CO-REQUISITES: None

COURSE STUDENT LEARNING OUTCOMES/ASSESSMENT:
1. OUTCOME: Students will become acquainted with developments in politics, society, thought, and culture of distant European history. They will learn to appreciate the complex interplay between “great” and pivotal individuals and events. They will wrestle with the struggles, hopes and aspirations of less-privileged groups attempting to grapple with traumatic everyday changes in the ancient, medieval, and early modern worlds.
   Assessment: Classroom participation, Discussion Question Write-ups, Research Papers, Midterm and Final Exams

2. OUTCOME: Students will evaluate the extent to which contemporary institutions, ideologies, and cultures are the products of actions and initiatives undertaken in the distant past.
3. **OUTCOME:** Students will formulate arguments and actively stake out positions concerning the history of the West.  
   **Assessment:** Classroom participation, Discussion Question Write-ups, Research Papers, Midterm and Final Exams

4. **OUTCOME:** Students will realize that history is an ever-changing and evolving discipline instead of a mere chronology of facts and dates. They will learn that history challenges past methodologies and devises new strategies for investigating the past.  
   **Assessment:** Classroom participation, Discussion Question Write-ups, Research Papers, Midterm and Final Exams

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT:**

1. **OUTCOME:** Students will learn to write, read, listen, and speak critically and effectively  
   **Assessment:** Classroom participation, Discussion Question Write-ups, Research Papers, Midterm and Final Exams

2. **OUTCOME:** Students will develop an understanding of, and be able to apply the concepts and methods of, the social sciences  
   **Assessment:** Classroom participation, Discussion Question Write-ups, Research Papers, Midterm and Final Exams

3. **OUTCOME:** Students will collect, evaluate and interpret information and effectively use information technologies  
   **Assessment:** Research Papers

**REQUIRED READINGS:** We will investigate multiple sources (primary and secondary texts, novels, and visual images) in order to help us interpret and scrutinize historical events. The textbook for the course is McKay et al., *A History of Western Society: From Antiquity to the Enlightenment*, Ninth Edition, Volume I, (Boston: Houghton Mifflin Company 2008). The following books, all available for purchase in affordable paperback additions, are also required:

--Euripides, *Medea*, Nicholas Rudall, ed. (Chicago: Ivan R. Dee Publisher 2000)  

**EVALUATION AND REQUIREMENTS OF STUDENTS**

**ATTENDANCE AND PARTICIPATION:** Attendance at all lectures and active participation in discussion is required. Tardiness will be penalized. Any student arriving more than 5 minutes late will be considered absent for that class period. At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. Therefore, in this class, you are allowed a maximum of 4 hours of absence (not 4 days), which essentially means you could miss 3 section meetings for
this class. With each additional absence, your final grade will immediately be lowered one letter. Attendance and engaged participation in class will account for 15% of your final grade. **Attendance and Participation will enable students to fulfill all Course Student Learning Outcomes and General Education Learning Outcomes 1-2.**

**DISCUSSION QUESTION WRITE-UPS:** Prior to each class, discussion questions will be e-mailed on the readings. You will be required to write out detailed answers to one of the two sets of questions for the week and hand them in for grading. They will be graded on a check, check-plus, and check-minus scale. These discussion questions are utilized for three principle purposes. First, they are designed to provide some enhanced focus for your readings. Second, they provide an excellent means of fostering class discussion. Finally, they prove invaluable tools for facilitating studying for both the midterm and the final. The Discussion Question Write-ups will comprise 5% of your final grade. **Discussion Question Write-ups will enable students to fulfill all Course Student Learning Outcomes and General Education Learning Outcomes 1-2.**

**PAPERS:** Students will be required to compose two five-page essays that will ask you to enter the historical “conversation” and take a position concerning a particular issue or event. You will have a choice of topics. Early essays will be gladly accepted. The papers will be graded not only on content and synthesis of argument, but also on proper documentation (i.e. foot or end notes, quotations), grammatical structure, organization and the presence or absence of a clear, coherent and fluid writing style. Each essay will constitute 20% of your final grade. **The papers will enable students to fulfill all Course Student Learning Outcomes and General Education Learning Outcomes.**

**EXAMS:** There will be an in-class midterm examination and an in-class final exam. Both tests will consist of identification questions (asking for definition, context, and historical significance) and short essay questions. The midterm and final examinations will draw equally on material from lectures, readings, and section discussions. Each test will account for 20% of your final grade. **The exams will enable students to fulfill all Course Student Learning Outcomes and General Education Learning Outcomes 1-2.**

**ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES:** Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

**BMCC POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY STATEMENT:** Plagiarism is the presentation of someone else’s ideas, words or artistic/scientific/technical work as one’s own creation. Utilizing the words or ideas of another is permissible only when the original author is identified. Paraphrasing, summarizing, and direct quotations all require detailed citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are in any way uncertain concerning when and how they should provide documentation are advised...
Please consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s web site, www.bmcc.cuny.edu

Please contribute to the best possible learning atmosphere during section meetings. Eat before or after coming to class. Turn off all pagers, cell phones, and beepers. Once you’ve come to class, please stay until the end. I want to do what I can to make the class a successful learning experience for you. Please feel free to talk to me or e-mail when you have any questions or concerns relating to the work or the organization of the class.

OUTLINE OF TOPICS AND READINGS

January 27th: Introduction: Why study Western Civilization?

PART I: ANTIQUITY

January 29th: Ancient Kingdoms and Mighty Empires
Readings: McKay, pp. 10-30, 35-52

February 3rd: The Rise of Greece
Readings: McKay, pp. 57-70

TOPICS FOR ESSAY #1 GIVEN OUT

February 5th: Classical Greece
Readings: McKay, pp. 70-90; Wiesner, Ch. 3 (The Ideal and the Reality of Classical Athens), pp. 53-74

February 10th: Greek Warfare I: Preparing for Battle

February 17th: Greek Warfare II: Battle
Readings: None

February 19th: A Greek Tragedy
Readings: Euripides, Medea, entire

February 24th: Hellenistic Greece and the diffusion of Greek culture in Rome
Readings: McKay, pp. 95-118; Parker, ed., Chapter 2 (pp. 32-44), placed on E-Reserve

February 26th: The Roman Republic and Daily Life
Readings: McKay, pp. 123-147
March 3rd: Rome as Empire  
Readings: McKay, pp. 151-159, 165-175; Wiesner, Chapter 4 (The Achievements of Augustus), pp. 75-96

March 5th: Imperial Defeats and Germanic Diffusion  
Readings: McKay, pp. 175-181, 189-195, 207-218

March 10th: The Roman Way of War: Tactics  
Readings: Parker, ed., Chapter 2 (pp. 44-49), Chapter 3 (pp. 50-61), placed on E-Reserve

March 12th: The Roman Way of War: Strategy  
Readings: None

March 17th: Human Perfection and Purpose: Architecture and Sculpture in Greece and Rome  
Readings: None

March 19th: IN-CLASS MIDTERM EXAMINATION

PART II: EARLY MEDIEVAL EUROPE

March 24th: The Beginnings of Christianity  
Readings: McKay, pp. 159-165, 181-184, 195-207

March 26th: Charlemagne and the Rise of Feudalism  
Readings: McKay, pp. 232-254; Wiesner, Chapter 6 (The Development of the Medieval State), pp. 123-146

March 31st: Daily Life in Medieval Europe  
Readings: McKay, pp. 295-326  
ESSAY #1 DUE IN CLASS

PART III: LATE MEDIEVAL EUROPE

April 2nd: Jockeying for Power: Church vs. State  
Readings: McKay, pp. 223-232, 259-290; Wiesner, Chapter 8 (Infidels and Heretics: Crusades of the High Middle Ages), pp. 172-198

April 7th: Reason and Debate in Medieval Thought  
Readings: McKay, pp. 331-365

April 21st: Crises of the 14th Century: war, plague, and persecution  
Readings: McKay, pp. 371-402  
TOPICS FOR ESSAY #2 HANDED OUT
PART IV: RENAISSANCE AND REFORMATION

April 23rd: Renaissance Humanism
Readings: McKay, pp. 407-440; Wiesner, Chapter 11 (The Renaissance Man and Woman), pp. 248-270

April 28th: Machiavelli
Readings: Machiavelli, The Prince, entire

April 30th: Age of Discovery
Readings: McKay, pp. 483-517; Wiesner, Chapter 12 (Pagans, Muslims, and Christians in the Mental World of Columbus), pp. 271-304

May 5th: “A Mighty Fortress is Our God”: Martin Luther and the Reformation
Readings: McKay, pp. 445-472

May 7th: Religious Turmoil
Readings: McKay, pp. 472-478

May 12th: The “Military Revolution”
Readings: Parker, ed., Chapters 5, 6, and 9 (pp. 92-117, 146-163), placed on E-Reserve

May 14th: Medieval and Early Modern Art
Readings: none

May 19th: IN-CLASS FINAL EXAMINATION; ESSAY #2 DUE
## APPENDIX E
### SYLLABI REVISION TIME TABLE BY DEPARTMENT*

<table>
<thead>
<tr>
<th>% of syllabi to be revised</th>
<th>SEMESTER</th>
<th>ACCT'G</th>
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<th>BUSINESS MNGMT.</th>
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<th>COOP. ED.</th>
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*The number of syllabi to be revised each semester is rounded up to the nearest whole number, numbers are cumulative for each semester.*

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**APPENDIX E**

**SYLLABI REVISION TIME TABLE BY DEPARTMENT***

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<th>% of syllabi to be revised</th>
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*The number of syllabi to be revised each semester is rounded up to the nearest whole number, numbers are cumulative for each semester.

**Total number of courses according the catalog**

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**Total number of courses that need to be revised**

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Appendix F

Assessment Update
Creating a Culture of General Education Assessment

Erwin J. Wong, Francisca C. Campos, Ralph W. Buxton

Many of us know the myth of Sisyphus, the ancient king who committed an offense against the gods and was condemned for an eternity to roll a boulder unsuccessfully to the top of a steep hill. Each time he reached the summit, the boulder, of its own weight, would roll back to the bottom, whereupon Sisyphus would have to begin laboriously rolling the boulder up the hill again. As we at Borough of Manhattan Community College (BMCC) have attempted to create a culture of general education assessment on our campus, it has felt at times as though we were following Sisyphus's well-worn path. Many times we thought we had reached the summit, only to see that our boulder had rolled back to the bottom of the hill once more. Of course, the Sisyphean analogy can be carried only so far. Though we may have felt at times like blind Sisyphus, we have discovered that our labors, while certainly not finished, have not been futile.

Our story begins in a meeting of the college's provost with the dean for academic programs and instruction late one afternoon in the spring of 2002. At this meeting, it was agreed that with a reaccreditation visit from the Middle States Association of Colleges and Schools just over five years away, college faculty needed to accelerate
ARTICLES
Creating a Culture of General Education Assessment
Erwin J. Wong, Francisca C. Campos, Ralph W. Buxton

Editor's Notes
Trudy W. Banta

Building Sustainable Assessment: One University's Experience
Thalia Anagnos, Barbara J. Conry, Scot M. Guenter, Jackie Snell, Beth Von Till

A Decade of Assessment Progress: Learned Principles
that assessment is an evaluative process that asks fundamental questions about what our students are learning and how we know they are learning it. While listening to the zeal of some of the presenters delivering the assessment message, some of us wondered whether we had stumbled on some kind of cult. Over the span of the conference, we came to realize that assessment might give us insights into how learning takes place on our campus. The opportunity to begin some of this work at BMCC was at once exciting and daunting. We hoped to create on our campus not a cult, but rather a true culture of general education assessment in which “new and powerful ways to engage students ... might take hold and thrive” (Hutchings, 1996, p. 4).

Where We Have Been

Using the impetus generated by the conference, our committee plunged into its work by examining, in the light of BMCC’s mission and goals, the definition of general education outlined in Middle States’ Standard 12, Characteristics of Excellence. We also reviewed the curricula of our college’s academic programs, searching for common elements that might constitute a program of general education. One of the college’s key goals is “to provide for all students a general education that fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.” A sound general education must form the center of the educational experience of all students, whether they are seeking a liberal arts education or a career education. Though we had confidence in the strength of BMCC’s academic programs and solid general academic requirements for each curriculum, we did not have a defined program of general education that could serve as a foundation for assessment.

Articulating a set of general education learning outcomes that we expected all students to accomplish became our first task. Over a two-year period, the committee worked with academic departments to develop a set of measurable learning goals and objectives for

(continued on page 15)

Call for Contributions

The editor welcomes short articles and news items for Assessment Update. Guidelines follow for those who would like to contribute articles on outcomes assessment in higher education.

- **Content:** Please send an account of your experience with assessment in higher education. Include concrete examples of practice and results.
- **Audience:** Assessment Update readers are academic administrators, campus assessment practitioners, institutional researchers, and faculty from a variety of fields. All types of institutions are represented in the readership.
- **Style:** A report, essay, news story, or letter to the editor would be welcome. Limited references can be printed; however, extensive tables cannot be included.
Creating a Culture of General Education Assessment
(continued from page 2)

general education. We benchmarked our practices against those at other New York colleges, conducted discussions about what BMCC students who completed the general education requirements of their curricula should know or be able to do, and received input from the academic departments through faculty liaisons to the committee.

This process was not without its share of disagreements. Members of the college community lobbied for greater emphasis on some general education learning goals than others. Some wished to focus mainly on basic cognitive skills, while others insisted that breadth of knowledge in the arts, humanities, and social sciences not be overlooked. We struggled to define the kinds of values awareness that we expected our students to attain. At times of impasse, a return to the college's mission statement often pointed the way to a resolution of our differences.

These discussions culminated in the crafting of "Nine General Education Learning Goals and Outcomes," which was approved by faculty governance in spring 2004. All who participated believed that these nine goals adequately represented the cognitive abilities, content literacy, and values awareness that we expected our students to have achieved on completing their studies at our college. The committee felt as though we

As part of the City University of New York system, BMCC must satisfy the expectations of diverse constituents. Ongoing evaluative processes are under way on our campus at every level. Grades assigned by instructors measure a student’s level of performance according to that instructor's criteria for a particular course or assignment. Department-wide exams based on agreed-on criteria measure student performance across all sections of the same course. Standardized exams, such as the CUNY Proficiency Exam required for graduation from all of CUNY’s two-year programs, provide independent measures of student attainment in specific aspects of writing, reading comprehension, and critical thinking. Numerous indirect measures provide valuable information about student attainment even in difficult-to-measure values awareness.

Convinced that we were already collecting much of the information needed to measure student attainment of the general education learning goals, we needed to ensure that the results of all this data collection were "systematically aggregated and fed back to the general education program as a whole" (Walvoord, 2004, p. 6). We wanted to use existing processes, if possible, so that we could avoid the pitfall of grafting a new and unwieldy assessment superstructure on top of an already extensive and sustainable general education assessment plan.

We soon learned that our nine learning outcome goals, though admirable and high-minded, had not been articulated in a format that made it possible to assess them. We had contrived too many goals and such an exhaustive list of learning outcomes that an assessment program including all of them could not be sustained. We set to work on reducing the total number of general education learning goals and on simplifying and reorganizing the outcomes. Rather than attempting to measure all possible outcomes for each learning goal, we decided to choose no more than two or three that we considered essential. Then we charged the academic departments with determining valid and reliable measures of the outcomes for each learning goal and establishing appropriate assessment instruments and performance criteria for each outcome.

In this phase, the role of the departmental faculty liaisons became more significant. In most of the departments, it was the liaisons who led the effort to select appropriate assessment criteria for each learning outcome. The liaisons, working with faculty subcommittees, responded to the challenge with enthusiasm and creativity. About this time, we hired a coordinator of assessment, who was especially helpful in refining assessment instruments and setting up a reasonable timetable for administration. A complete general education assessment plan was approved in May 2006 by the college's governance process and is in the early
expectations as a set of general education learning goals and outcomes, college faculty were able to define a program of general education without drastically restructuring the curriculum.

Though we are at an early stage of implementing our plan, we are noticing signs that a culture of assessment may be taking hold. Department faculty have been charged with assessing the general education learning goals most appropriate to their discipline. Many new faculty have accepted leadership roles, demonstrating resourcefulness and creativity in developing a variety of assessment instruments appropriate to each learning goal. Internally developed rubrics for assessing student assignments, embedded exam questions, and standardized tests have all been considered and adopted on the basis of the specific learning outcomes being measured. We are discovering that looking at the results of assessment may be the fun part of this process because then we finally get to see how well our students have learned what we tried to teach them and how we might improve our pedagogical approaches. Now that faculty are starting to see practical results from assessment, resistance is slowly giving way to an attitude that there may indeed be something to this assessment business after all.

Conclusion
Creating a culture of assessment at BMCC has been nothing less than an attempt to engage all members of the college community in a collective search for ways to answer two fundamental questions: "What are our students learning?" and "How do we know they are learning it?" Though our campus, like most, is an intensely interactive learning environment, we are discovering that a true culture of assessment draws students and instructors into a more intensely dynamic learning partnership.

And contrary to the ancient myth, sometimes Sisyphus's boulder really does stay at the top of the hill, although in the world of assessment, we're told, the process of learning never ends. There will always be other boulders and other hills.

References

Erwin J. Wong is dean for academic programs and instruction, Francisca C. Campos is assistant professor of business management, and Ralph W. Button is associate director of financial aid at Borough of Manhattan Community College in the City University of New York.
Appendix G

Department Minutes
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York
Department of Business Management
Departmental Faculty Meeting Wednesday, September 9, 2009

Full time Members Present (P), Absent (A), Excused (E) or On leave (I). College Laboratory Technicians are designated by (CLT), Substitute Members of the Faculty are designated (S).

Basil Cleare (A)
Carmen Martinez-Lopez (P)
Chaim Ginsberg (Chairman) (P)
Elinor Garely (A)
Francisca Campos (L)
Guadalupe Campos (A)
rona C. Samuels (Sr. CLT, P)
Joan Jeter-Moye (P)
Jocelyn M. Samuel (CLT, P)
Joyce Washington (P)
Katherine Conway (P)
Kenneth Anderson (P)

Mahatapa Palit (P)
Marion Lauterstein (P)
Mary Padula (P)
Nikolaos Adamou (P)
Percy Lambert (A)
Ronald Clare (P)
Sandra Neis (P)
Seung Mo Jeff Hong (P)
Shirley Zaragoza (P)
Stephanie Billingsley (P)
Yanni Tournas (P)
Joel Evans (P)

1. A quorum being present, Dr. Ginsberg called the meeting to order at 2:20pm.
2. Minutes of the May 6, 2009 meeting were approved as written.
3. Prof. Ginsberg provided information on the Job Fair in Fall 2009 requesting faculty to encourage students to attend.
4. The Business Management department is piloting five courses for Assessment in Fall 2009—BUS110, BUS104, MAR100, SBE100, OFF110. Prof. Palit suggested that, as a department, faculty consider incorporating reading and analyzing graphical information as student learning outcomes in their courses to build skills required by students for CPE Task 2.
5. Prof. Yanni Tournas and Prof. Ron Clare were congratulated by the faculty on their tenure effective from September 2010.
6. Scholarship coordinator, Ms. Susie Gyamfi, encouraged faculty to send students with high GPAs (3.5 or above) to the scholarship office at S-343 so that she can help them prepare for national scholarships.
7. Prof. Francisco Campos provided information on the upcoming CPE exam, student workshops and also training for faculty to offer workshops to students.

Mahatapa Palit
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York
Department of Business Management
Departmental Faculty Meeting Wednesday, November 11, 2009

Full time Members Present (P), Absent (A), Excused (E) or On Leave (L). College Laboratory Technicians are designated by (CLT); Substitute Members of the Faculty are designated (S), Adjuncts are designated (ADJ).

- Basil Cleare (L)
- Carmen Martinez-Lopez (P)
- Chaim Ginsberg (Chairman) (P)
- Corazon P. Lacsamana (Adj, P)
- David Lang (Adj, P)
- Elinor Garely (Adj, P)
- Campos (P) Guadalupe
- Campos (A) Ana C.
- Samuels (Sr. CLT, P) Joan
- Jeter-Moye (A) Jocelyn M.
- Samuel (CLT, P) Joyce
- Washington (P)
- Katherine Conway (P)
- Kenneth Anderson
- Mahatapa Palit (P)
- Marion Lauterstein (P)
- Mary Padula (P)
- Nikolaos Adamou (P)
- Percy Lambert (A)
- Ronald Clare (P)
- Sandra Neis (P)
- Seung Mo Jeff Hong (P)
- Shirley Zaragoza (P)
- Stephanie Billingsley (P)
- Yanni Tournas (P)
- Joel Evans (P)

A quorum being present, Dr. Ginsberg called the meeting to order at 2:10pm.

1. Prof. Kay Conway informed faculty about the CUNY Campaign for Voluntary Giving
2. Prof. Padula checked on the readiness of the Critical Justice program - two courses CRJ 101 and 102 will be offered in Spring 2010.
3. Prof. Palit presented to the faculty the Assessment Timetable - laying out which courses will be piloted in Spring 2010 and which courses will begin implementation of assessment cycle. Adjuncts had been invited to join the Departmental meeting to hear about the assessment plans.
4. End of the year Department photographs were taken
5. Nicole Leach from Disabilities Services informed faculty about the process through which Accommodation for Disabilities are given to students. She also assured faculty that their guidelines on Testing would be met by the Disabilities office.
6. Ms. Kimberly Gargiulo from Instructional Research made a short presentation to the faculty on Rubrics. She also gave them some guidelines on the logistics of implementing course level assessment.

The meeting ended at 4:10 pm

*prof Campos and Prot. Garely were present on Sep 9 for Department meeting.*
Minutes CIS Departmental Meeting October 21, 2009  2:15pm  S-138

Present:  Chorley, R  Errera, A.  Genis, Y.  Ginsberg, T.  Kok, M.
          Persaud, C.  Rani, C.  Salvati, A  Vargas, J.  Wei, M.
          Yuen, T.  Linares, C.

Absent: Cohen, A.  Roy, M.  Rivera, L  Greer, R.  Chen, Y.
         Yan, H.  Kazmi, T  Lawrence, R.  Leung, L.

1. The meeting was called to order by Professor Chorley on October 21, 2009 at 2:15pm.

2. The minutes from September 9, 2009 were approved unanimously.
12 Yes 0 No 0 Abstain

3. Curriculum Committee Report by Dr. Wei
   Presented an initiative to develop a degree in Geospatial Technology; motion to support:
   12 Yes 0 No 0 Abstain
   Chair gave charge to committee to consider requiring completion of remediation before enrolling in all CSC courses and CIS courses required in CIS and CNT.

   Chair distributed article on Green IT for the committee to consider.

4. Assessment Committee Report by Professor Salvati
   She reported on assessment requirements:
   The department must submit a monthly report on our progress
   Modify CIS 100 and CIS 155 syllabi to include learning objective grid
   She announced rubrics workshops on 10/27 2-4 and 11/5 10-12 in TLC.
   She announced that grids have been inserted in CSC 110, 210, 330 & CIS 316 & 317
   She will email all fulltime faculty copies of completed syllabi.

5. Student Services Committee Report by Dr. Rani
   Clubs are still awaiting approval of their budgets.

6. Lab Committee Report by Mr. Yuen
   Provided a solution for problem with USB drives.

7. Our secretary Ms. Edwards will be leaving October 23, 2009.


Respectfully Submitted,

Professor Carlos Linares
Present: Stephanie Billingsley, Jon Dash, Joan Jeter-Moye, Acte Maldonado, Joanne Tekula

1. Approval of September 19, 2007, minutes:

The Department approved the minutes of September 19, 2007, with revisions.

2. Internship Reports:

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* Includes 1 Own Job/Special Arrangement intern

Intern Job Site Visits:

- ACC- Education Affiliates FCU
3. **CUNY Master Plan:**

Jon Dash distributed copies of the CUNY Master Plan and informed faculty that any comments, ideas or contributions to the plan can be sent to him or to V.P. Bragg.

4. **Middle States:**

Jon distributed a timeline for the Middle States Accreditation Process, and informed the Department that the Middle States visit is scheduled for March 2008. He reported that a draft of the Middle States report will be distributed to faculty, and that a public hearing will be scheduled after the report is distributed.

5. **Travel Reimbursement**

Jon informed the department of the College's travel reimbursement policy limiting reimbursement to a maximum of $350.

6. **Globalization Committee**

Acte reported on her activities as a member of BMCC's Globalization Committee. She explained that she went with several faculty members and Dean Wong to Salzburg, Austria this summer. She also reported that there is a Chancellor's initiative in place to develop strategies to globalize the university, including teaching students to "think globally" and incorporating ways to bring globalization into the curriculum in general, and into what and how we teach. She suggested that our department explore international internships and find ways to include global issues in our Career Planning classes. She said that the Study Abroad Committee would help cover the expenses of international internships.

7. **Pre-internship Orientation:**

Jon reported that the pre-internship orientation flyers have been printed and will be distributed at the end of October, and that the posters were in the process of being printed. Acte will distribute a schedule to everyone so that they can sign up for presentation and advancing responsibilities.

8. **Quantitative Reasoning and Career Planning:**

Joan and Joanne agreed to meet and develop a quantitative reasoning question for the final exam for CED 201. They will also discuss the possibility of an in-class assignment using quantitative reasoning.

9. **NACE (National Association of Colleges and Employers):**

Jon reported that he participated in a presentation by Melba Olmeda on NACEiink, and that he and Elena attended a NACEiink workshop. He suggested that we could use NACEiink to have our students search for their own internships and that since any student would have to be referred by faculty and register before they could use the program, we would be able to maintain control over who was using it.

10. **HACU:**

Jon announced that a representative from HACU's internship program would be on campus on October 25, and suggested that a department representative attend the meeting. Joan volunteered to attend the meeting.
11. Focus Group/Assessment

Melissa Bolyard and Kimberly Gargiulo, the Coordinator and Director of Assessment for BMCC, joined the meeting to discuss the possibility of using focus groups as assessment tools for internships and Career Planning classes. Several recommendations were made as to how to approach the use of focus groups. They explained that we would determine what information we wanted to learn, and they would then design appropriate questions. They presented a possible model for the focus groups, consisting of 5 groups with 7-12 students per group, representing 25% of the total students.

They suggested alternative ways to gather data for assessment, such as revising our current student survey, distributing anonymous surveys, and gathering survey data at different times such as at incoming and mid-semester points. They agreed to look at the results of our current survey at the end of this semester, and requested that we prepare a list of the most important questions we would like to ask and get that list to them in six weeks.

Jon scheduled a meeting of the Department for Wednesday, October 31, at 10:30 am, to discuss assessment tools, review our current survey, and develop key questions.

The next scheduled department meeting is on November 14 in Room N655.

Respectfully submitted,

Joanne Tekula
MINUTES OF ENGLISH DEPARTMENT FACULTY MEETING
DATE: 9 DECEMBER 2009

Full time faculty members: Joyce Harte, Department Chair; Andrea Alonzo, Christa Baiada, Margaret Barrow, Milton Baxter, Steve Belluscio, Laurence Berkley, Joe Bisz, Julie Cassidy, Francesco Crocco, Page Delano, Dolores DeLuise, Charles DePaolo, Mariade Vasconcelos, Tony Drago, Francis Elmi, Cheryl Fish, Racquel Goodison, Lois Griffith, Joyce Harte, Carlos Hernandez, Dexter Jeffries, Rolando Jorif, Geoff Klock, Robert Lapides, Holly Messitt, Chamuta!Noimann, Stephanie Oppenheim, Bernardo Pace, Claire Pamplin, Caroline Pari, Elizabeth Primamore, Aimee Record, Jill Richardson, Marguerite Rivas, Rochelle Rives, Iverlisse Rodriguez, Kelly Secovnie, Danny Sexton, Diane Simmons, Jan Stahl, Lara Stapleton, Manya Steinkoler, Jim Tolan, Jaime Weida, Rebecca Weiner, Bil Wright, Zhanna Yablokova, Joyce Zonana, Robert Zweig

Substitute full-time faculty: Susan Horowitz, Miriam Delgado, Rochelle Isaac, Carol Telpha

Adjuncts present: S. Saiter, A. Gottlieb, P. Palven, V. Kaufold, A. Asante, N. Marino, P. Palven, S. Rausher

Faculty not present: A. Drago, L. Griffith, A. Record, Z. Yablokova, R. Zweig
Faculty on sabbatical: C. DePaolo

THE MINUTES:

The Chair, Joyce Harte asked for approval of the last meeting's minutes. The faculty approved them with one correction.

The Chair asked Prof. Baiada of the Assessment Committee to speak on its work this semester. Prof. Baiada told us that the English 1011121 pilot assessment will take place in January. It will assess the ability of students to write a thesis-driven essay with substantial support. Prof. Baiada told the faculty that a primary trait analysis rubric has been developed and will be tested at the pilot before being applied to the full-scaled assessment after 2010. The Assessment Committee will begin working with the Writing and Literature committee to determine which courses should be assessed next fall 2010. The professor reminded faculty that it should have learning outcomes and general education outcomes, plus assessment measures for each syllabus.

The Chair invited Prof. Record to say a few words on her English 088 FYE experience this semester of this new program for remedial courses. She informed the faculty that for her it has been beneficial as a means of integrating incoming students into BMCC by providing them with a semester-long orientation seminar. Prof. Jorifand Prof. Goodison also spoke about their FYE experiences. A general discussion followed.

Prof. Delano reported on the recent vote at the College Council on making changes to BMCC's Academic Freedom governance policy. The motion was in favor of establishing a standing committee on Academic Freedom. The motion failed.
The Chair would like to expand the services of the Writing Lab under John Short to include helping to tutor ESL students in writing English 101. She asked for suggestions and ideas from the faculty.

As part of its continuing workshops, the English 101 Committee will hold workshops held by the Bard Institute of Writing and Thinking to help raise the level of student work at BMCC.

The Chair would also like more Writing Intensive courses in the English department. She proposed that faculty should register for Writing Across the Curriculum workshops. Deputy Chair Prof. Belluscio announced that Dean Erwin Wong has requested more Writing Intensive courses.

The Chair asked faculty for submissions to the annual English Department evaluation. She asked for faculty's thoughts about departmental goals for the new year. Deputy Chair Prof. Sexton will be leaving BMCC for the University of Arkansas in the fall 2010.

The meeting was adjourned at 3:15 P.M. and was followed by the English Department's annual holiday party.

Respectfully Submitted

Professor Rolando Jorif
Health Education Department Meeting

Date: November 11, 2009
Time: 2:00-4:00pm

Attendees: P. Belcastro; S. Hansen; L. Rennis; G. McNamara; O. Cousins; D. Ethan; D. Machovic

Absent: R. Packard; M. Basile

In preparation for next meeting:
Date: December, 2009
Please read: November Minutes
Please bring:

Minutes

Agenda Item: Announcement: College Proficiency Exam (CPE)

Discussion: Remember to alert students with 40 credits and above to prepare to take the exam. Encourage students to sign up for workshops or online tutorials. Prof. Rennis will teach HED 220 and 250 WI courses next semester.

Conclusions: We will continue to discuss how the Department can help students prepare for the exam. In the meantime, HED faculty should incorporate reading comprehension, writing, and graph/table interpretation into lectures and assignments as much as possible.

Action Items

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<td>o/ Incorporate writing intensive methods into courses.</td>
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Agenda Item: Honors Program

Discussion: Profs. Ethan and Rennis reported failed attempts to recruit honors students. The timeframe for identifying qualified students was very short. Few students met criteria. All faculty should try to identify students for next semester.
**Agenda Item:** Committee Report - Research Committee

**Discussion:** Professors Ethan and Rennis met with the Research and Assessment office to plan data analysis and submit pre-test for data entry.

**Conclusions:** Data will be handed over to the Research and Assessment office.

**Action Items**
- Who: Research and Assessment
- By When: 

**Agenda Item:** Committee Report - Curriculum Committee

**Discussion:** All (except one) model lesson plans were collected.

**Conclusions:** Model lesson plans will be presented at December's Dept. meeting. A shared drive folder will be created for the Standard 14 syllabus.

**Action Items**
- Who: Ethan
- By When: Committee
- By When: Dec.

**Agenda Item:** Department Retreat

**Discussion:** Discussed interest/need for a Department Retreat.

**Conclusion:** Professor Belcastro will research options.

**Action Items**
- Who: 
- By When:

**Other Information**

- Search underway to fill three open positions.
- Shared drive folder should be created for meeting minutes and template.
Borough of Manhattan Community College
The City University of New York

Minutes for Modern Languages Department Departmental Meeting
December 09, 2009

Present: Andres Amador, Silvia Alvarez-Oarra, Margaret Carson, Patrick Colimon, Rafael Corbalim, Maria Enrico, Emmanuel Fode.. Regina Galasso, Eda Henao, Jianguo Ji, Philippa Kim, Alessandra Peralta-Avila, Nidia Pu/tes-Linares, Alister Ramirez Marquez, Fay Rogg, Oneida &inchez, Francisca Suilrez-Coa//a, Valerie Thiers-Thiam, Alejandro Varderi, Fei Wang, Carol Wasserman (Chair).

Absent: Maria Victoria Acevedo (excused), Hilario Barrera (excused), Luis Alfredo Cartagena (excused), Giorgio Galbussera (excused), Abigail Mendez (excused), Alicia Perdomo (excused), Fay Rogg (excused).

The Chair called the meeting to order at 2:00P.M. in room N-682.

The minutes of November II 2009, were approved uruutimously.

Professor Thiers-Thiam informed the MLD that assessment for SPN 400 courses has been completed, and along with Professor Corbalan talked about what has been done on assessment for the MLD courses since 2008. A discussion followed.

Professors Corballin, Henao and Thiers-Thiam talked about the template for MLD courses including the new learning outcomes. A discussion followed.

The MLD discussed the books being used for the different language levels and the coordination of oral and written activities with the lab.

The Chair informed the MLD that all faculty members must provide two copies of their Final Exams.

The Chair encouraged the MLD to complete by December 23 the survey regarding the results from the spring 2009 assessment of student learning outcomes and mail it to Kimberly Gargiulo.

The Chair informed the MLD that registration starts January 20 until January 27. Several faculty members will be available during registration hours to advise students, correct placement tests and provide general orientation.

Professors Kim and Thiers-Thiam informed of the creation of a French journal in the MLD, and encouraged faculty to ask for contributions from students.

Professor Galasso talked about a SPN 400 course she is creating. The MLD will look at the proposal and will discuss it on the February Departmental meeting before sending it to the March meeting of the Curriculum Committee.

The meeting was adjourned at 3:00P.M. for the MLD party in N-540.

Respectfully submitted,

Alejandro Varderi
BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
City University of New York  
Minutes: Music and Art Faculty Meeting

**Date:** November II, 2009  
**Location:** Room S190  
The meeting convened at 2:15 PM with Ann Hjelle presiding.

**Present:** Simon Carr, Betty Copeland, Patricia Genova, Sarah Haviland, Ann Hjelle, Peter Hollerbach, Howard Meltzer, Joyce Moorman, Jerrold Schoenblum, Luba Shumova, Alizabeth Towery, Eugenia Yau  
**Absent:** Anthony Sorce, Douglas Anderson

Guest speaker Mr. Mario Giacalone, Program Director of the Tribeca Performing Arts Center, spoke about the center's Artist-in-Residence Program and possible future opportunities for collaboration between the artist-in-residence and Music and Art Dept. faculty and students.

Minutes of September 9, 2009 were read and accepted.

Faculty members were reminded that their Faculty Publications, Exhibitions and Performance reports were due.

Howard Meltzer reported the Music Education Committee update.

Discussion about need for further development of department web page

**Assessment Committee Report** - Eugenia Yau reported that the MUS I03 and II0 syllabi and ART II 0 and 103 syllabi were due for updating according to the new assessment guidelines. Committee members selected for Music: Howard Meltzer, Eugenia Yau. Committee members selected for Art: Simon Carr, Betty Copeland, Ann Hjelle, Sarah Haviland, and Pat Genova.

**Class Caps report** - Faculty voted in favor of a course cap resolution. Pat Genova and Howard Meltzer will finalize and submit for departmental approval.

Meeting adjourned at 3:45pm

Respectfully submitted,

[Signature]

Pat Genova  
Secretary

cc: Senior Vice President Bragg  
Ann Hjelle
In attendance: All members present except as noted.

Absent: Jonathan Lang, Wendy Washington

Excused: Miriam Caceres-Dalmau

I. The meeting was called to order at 2:00 p.m.

- Professor Anderson welcomed Colleen Slater in Medieval History, Erik Freas in Modern Middle Eastern History, and Wendy Washington in Sociology.
- She congratulated Rifat Salam on becoming the WAC coordinator, Patricia Mathews-Salazar on becoming Ethnic Studies coordinator, and Robin Isserles on being promoted to Associate Professor.

II. The minutes from the May 6, 2009, department meeting were approved.

III. Registration Update

- Registration was closed in June. The Chancellor suggested a target of 22,000, and 21,348 registered.
- There were problems with Distance Learning classes filling, and several were cancelled. Faculty expressed concerns that this was because of changes to the way students had to demonstrate facility with computers to register.
- Professor Anderson announced that a full-time e-learning coordinator will be hired for Distance Learning.
- CUNY Central has opened up new lecturer lines throughout the university. 25 will be at BMCC.
- Professor Anderson said the new community college is moving along and to e-mail her if you are interested in serving on one of the committees.
- Professor Rose informed the department that she was selected to serve on the Enrollment & Persistence Management Committee and has attended meetings with the leadership team. She is impressed with the process and feels that there are positive ideas being explored by faculty, staff, and administrators.

IV. Visit from Nicole Leach from the Office of Disabilities

- For disabled students, faculty should receive two forms: one with accommodations for the student specified, and a separate form to schedule the exam. Disabled students can then take their exams in the Disabilities Office.
- It was emphasized that faculty are not obligated to give exams in the Disabilities Office if students do not provide them with both forms.

V. Robin Isserles was elected by acclamation to the departmental P&B Committee to replace Matthew Ally while he is on sabbatical.

VI. Administrative Matters
- Faculty were reminded to post their office hours on their doors, and to submit their workload and multiple position reporting forms.
- Sangeeta Bishop said the proofs for the spring 2010 schedule were in faculty mailboxes and to see her if there were changes.

VII. Observations
- Robin Isserles reminded faculty that they must observe part-time faculty if they are not on the P&B Committee. Faculty must do two observations unless they choose to do one observation off-campus or on the weekend.
- The observations should be done in a spirit of collegiality, and adjunct faculty must be given 24 hours notice. The post-observation conference must occur within one week.

VIII. The faculty salon will be held from 1 p.m. to 3 p.m. in the Hudson Room. The dates are October 9 and December 4.

IX. Social Science Major
- Alex D'erizans updated the department on the progress of the Social Science Major and asked for volunteers for the Social Science Major Subcommittee.
- He said the subcommittee was focusing on obtaining articulation agreements for the major.

X. Announcements
- Bill Roane distributed pamphlets from the Sexual Harassment Committee and said to contact the members of the committee with questions.
- Bill Roane said the Exploring Transfer program was looking for new students and offered pamphlets for people who were interested.
- Emily Anderson reminded faculty that selling textbooks is illegal and not to respond to book buyers.
- Paula Saunders said the Sister Colleges program, which involves Wellesley, Mount Holyoke, and Smith College, needed help finding students.
- Alex D'Erizans announced that he is taking over the departmental Happy Hour from Matthew Ally, and announced the time for the first meeting.

The meeting was adjourned at 3:30 p.m.
In attendance: Leslie Craigo, Amanda Fonseca, Rebecca Garte, Alyse Hachey, Kim Har, Yolanda Medina, Jean Plaisir, Kimberly Ray, Rachel Theilheimer, and Ahmed Zaman

Guest: Diane Simmons

Rachel called the meeting to order at 2:00PM. Diane Simmons spoke to the faculty about Research Integrity and distributed a handout.

The minutes of the November 11, 2009 meeting were approved with the following addition to the paragraph on scheduling: No official decision was made regarding scheduling.

The department continued the scheduling discussion. Alyse explained the constraints involved in scheduling, some of which are filling both rooms, distribution of fieldwork hours, and running classes at times convenient for students with a variety of schedules. The department discussed various means for resolving conflicting scheduling requests, specifically for summer teaching. Three methods were proposed: consensus, lottery, or establishing a rule (for example, scheduling preferences awarded by longevity or rank). After much discussion, we decided to put this item on the February meeting agenda.

Rebecca reported that the revised course descriptions could not be brought before the college-wide curriculum committee, because they are substantive enough to constitute course changes. The curriculum committee will meet to reassess the descriptions and decide whether to create new courses with new descriptions or modify existing descriptions only slightly. She will report to the department at the February meeting.

Rachel and Jolie met with Stacia Pusey at CCNY, who is working with the Secondary Education and Chemistry faculty to develop an articulation agreement with our proposed Secondary Education Program.

A discussion of assessment followed. This semester, in collaboration with the professors who teach each course, the curriculum committee rewrote course learning outcomes that are aligned with Bloom's taxonomy. Jean is collecting syllabi and assignments from ECE 102 professors. Next semester he will begin collecting work samples from them as well as evidence of how they assess learning in their classes. He distributed a handout that included:

a) A course learning outcome from an ECE 102 syllabus (not revised),
b) A writing prompt for ECE 102 students, and
c) Three samples of student writing in response to the prompt.
The group discussed how each would assess the students’ work based on the learning outcome.

Kimberly presented information about NAEYC ECE Program Accreditation that she gleaned from the NAEYC conference. Most community college ECE programs take 2-3 years to go through the accreditation process, but a program can take up to 5 years from the time of application to the final review. NAEYC requires an accredited program to develop five key assignments that all ECE students complete and that are assessed consistently across sections and professors. The department agreed to discuss ECE program accreditation further at the February meeting.

We decided to forgo an ePortfolio Committee Report in the interest of time.

Ahmed and Jean are seeing students about CPE appeals. TED volunteers are training to conduct CPE workshops in the spring. Some TED students will take the CPE in January.

The Advisory Board Meeting is scheduled for March 12 from 3:00 to 5:00p.m. Jolie and Rachel have gone over the list of advisors and are sending notes to each to hold the date.

Rebecca and Rachel presented the letter for ECE 102 students. Leslie and Jean suggested changes. These will be made, and the letter will be distributed.

Leslie announced that Jean is now the CUNY Campaign representative. Jean asked the department to let him know when anyone contributes.

Respectfully submitted,

Amanda Fonseca
Appendix H

ENG 101 Rubric
Outcome to be assessed: ability to write a thesis-driven essay with substantial support

Primary Trait #1: Thesis

4 (High Proficiency) Clear, Specific, Arguable Statement. Thesis is clearly linked to the topic in interesting and engaging ways.

3 (Proficiency) Clear, Specific, and Arguable Statement. Like the 4 paper, thesis is linked to the topic but the thesis may not be as interesting and engaging.

2 (Limited Proficiency) Thesis is linked to the topic but is vague, or broad, and/or not an arguable statement. Or essay appears to have more than one thesis. Or thesis is implied. Connection to the topic is not immediately clear to reader.

1 (Lacking Proficiency) No easily identifiable thesis statement or thesis is not linked to the topic.

*Based on pilot results, rubric is currently being revised.*
Primary Trait #2: Support:

4 (High Proficiency)
Ample, concrete evidence from various sources, which must include assigned text(s) and personal experience and/or observation. Evidence is accurate and convincingly interpreted in insightful ways. Support is relevant and connected effectively to thesis. Arguments are cogent and logical.

3 (Proficiency)
Sufficient, concrete evidence or examples from various sources which must include assigned text(s) and personal experience and/or observation. Evidence is mostly accurate and interpreted in relation to argument but may not be as insightful. There appears to be a logical progression of ideas.

2 (Limited Proficiency)
Some evidence from limited sources, which may include assigned texts, but may not be concrete. And/or is repetitive. And/or merely summarizes assigned text or question with weak interpretation. And doesn’t appear to be related to the thesis. Some lapses in logic.

1 (Lacking Proficiency)
Minimal and/or irrelevant and/or inaccurate evidence from only personal experience or assigned text and/or demonstrates misunderstanding of the material and/or no interpretation. Logically problematic throughout.

*Based on pilot results, rubric is currently being revised.
Appendix I

Assessment Flyer
Development Day

Can Assessment Help the Classroom?

for an Integrated Teach for Students and
Appendix J

BMCC Assessment Newsletter
Some Thoughts and Hints about Curriculum Assessment

Dr. Jianguo Ji, Associate Professor, Modern Languages Department

Curriculum assessment is a complex issue that normally requires the consideration of several important factors at the same time. One of the factors to look into is the “end product” of the instruction, which is what institutional attention usually tends to focus on. Another factor to investigate is the “process” of the instructed learning, which is what many of us field commanders, i.e. the instructors, prefer to emphasize. A third factor to consider is the assessment tools we need to construct and use in order to evaluate either the “learning outcomes” or the “instructional process.” Obviously, a holistic assessment of academic curricula requires that we deal with all these major factors as a complete package, so as to achieve a complete understanding of our pedagogical operations and their impact.

At this stage of curriculum assessment effort, the focus of the Modern Languages Department Assessment Committee, as I perceive it, is on one of the above-mentioned factors - the measurement of the “end product.” While the examination of the end product is merely part of what a holistic assessment should be, it is a meaningful step toward the larger goal.

As a member of the Assessment Committee in 2008 and 2009, I witnessed that my colleagues from various foreign language programs worked diligently. We members of the departmental Assessment Committee collectively created a set of rubrics for assessing the learning outcomes of the 400-level literature courses, courses that are being offered across several foreign languages: Chinese, French, Italian, and Spanish.

For example, the CHI 440 course, entitled “20th Century Chinese Literature,” is selected to participate in the departmental assessment for the first time. Although this is a newly created course that started its offering in the Fall of 2008, which means it has not yet achieved much of an accumulation of instructional data, we still feel that its assessment can contribute to the overall understanding of the challenges that the 400-level literature courses pose to us, and that it can also lend meaningful data for cross-linguistic and comparative study studies of the foreign language course offerings at BMCC.

Briefly speaking, the procedure of our “end product” assessment went as follows:

1. Collecting a set of essays students wrote both in the beginning and at the end of the semester, on the same topic.
2. Using the rubrics to evaluate the strength and weakness of each essay, and give a numerical value to each category.
3. Comparing the score of both essays (i.e. the one written in the beginning of the semester, and the one written at the end of the semester) to see the difference.
4. Reporting the findings to the BMCC Institutional Research & Assessment Office.

I hope the above information can provide some useful hints to other colleagues at BMCC who are involved in curriculum assessment.
Communication in the Departmental Assessment Process

Hollis F. Glaser, Assoc. Prof., Dept. of Speech, Communications, and Theatre Arts

The most interesting part of the assessment process for our department has been the discussions we’ve had about how to evaluate our students’ speeches. Because we do not have the ability or time to videotape speeches, and then watch another faculty’s students, we chose to evaluate our own students using a uniformed assessment sheet. So, before we could do that assessment, we had to make sure we agreed on the standards we would use in the evaluation.

The way we did this was by videotaping a few students from an anonymous class, then showing the faculty the speeches and discussing how we would evaluate. It allowed our faculty to talk about pedagogy, a conversation that we rarely have time for during the semester. This is a vital conversation, one which is absolutely part of the assessment process.

So, I would encourage faculty who are engaging in assessment to ask each other, “How are you evaluating your students?” and to enjoy the conversation that follows.

HED 100 Student Learning Outcome Assessment

Conducted by the Health Education Department Research and Assessment Committee

Submitted by Danna Ethan

As part of the Health Education Department’s efforts to assess student learning, the Department’s Research and Assessment Committee is in the process of a pre-post test pilot project to assess changes in student knowledge across six core content areas covered in Health Education 100: preventive measures in health and wellness; stress management; sexual health; chemical dependency & addiction; nutrition; and physical fitness. To ensure content validity of the test items, the Research Committee developed a matrix that coordinates each test question with select goals, objectives and indicators of 1) Healthy Campus 2010; 2) BMCC; and 3) the Health Education Department.

The 95-question pre-post test instrument (one pre-test and three corresponding post-tests) was administered by seven participating faculty members to approximately 900 students throughout the Spring 2009 semester. The Health Education Department is in the process of data entry and analysis with assistance from the Institutional Research and Assessment Department. The Department’s final report (expected March, 2010) will summarize findings and include discussion of instrument reliability and validity, test item analysis and recommendations for future departmental analysis of outcomes assessment.
Assessment Activity at the BMCC Library: Working with our Faculty Colleagues

By Susan E. Thomas Evening/Weekend Librarian

The BMCC Library Assessment Steering Committee has been working this year to determine learning objectives in the library and then to determine ways to assess student learning. To make the work truly meaningful, we are determining a broad spectrum of learning objectives. Students who learn the entire spectrum could be called information literate. We recognize, however, that most students will learn only the lower skills of the spectrum, due to the short time allotted for library instruction. We also recognize that students in more advanced classes will probably do better learning more advanced objectives like evaluating information sources. There could be different assessment tools for different course levels and also for different types of assignments.

Assessment will help determine if BMCC students are able to learn even basic information literacy skills in a “one shot” (generally 50 minutes) library instruction session. In general, our faculty colleagues schedule library instruction so that students have the skills and tools necessary to complete their research assignments in different classes. We librarians tend to measure the success of our sessions in a particular way: did the students learn, for example, how to determine specific search terms to use when searching for books or journal articles? Are they able to search for and successfully locate a full-text newspaper article? Our faculty colleagues may measure success differently: Did the student create an error free Works Cited page? Did the student successfully complete the research assignment?

The Committee has to determine how to assess the success of students from the points-of-view of both the librarians and the teaching faculty. That is why in addition to the current assessment measure, pre- and post-tests covering just the most basic library skills, the committee is working to create alternative, collaborative assessment tools. For example, library faculty could work with teaching faculty to evaluate not only the correctness of a Works Cited page but also the quality of the works listed there. The assessment tool in this case would be a working conference between the library faculty and the teaching faculty. Another assessment tool could be a library assignment, created by the library and teaching faculty, a discrete assignment that would be useful in the students’ research process. Such an assignment was created a few years ago during a pilot project with members of the Speech department.

The committee is planning, too. We believe every graduating student from BMCC should achieve information literacy. We believe that assessment shows and will continue to show that students are achieving only the basic competencies or lower skills, such as navigating the Library website and using CLICS (Interlibrary Loan within CUNY), but not achieving real information literacy, which includes competencies and skills in using controlled vocabulary, evaluating content, synthesizing material, and thinking critically. A credit-bearing class, perhaps one hour attached to Speech or ENG 201, would provide the kind of in-depth library instruction necessary for students to achieve true information literacy, thereby greatly increasing their success at BMCC and at a senior college and graduate school.
Over the past two semesters there has been a flurry of assessment activity at BMCC—departments are revising syllabi to meet Middle States recommendations that syllabi contain both student learning outcomes and assessment measurements, faculty are collaborating with one another on student learning outcomes and ways to assess them at the course and program level, the college is bolstering a culture of assessment through marketing efforts such as the "Have You Closed the Assessment Loop?" announcements, and faculty are engaged in assessment development activities. With regards to the latter, three college-wide assessment activities have occurred this past academic year. First was the November 2009 Faculty Development Day with Dr. Michael Anderson, Director of Assessment at Brooklyn College. Dr. Anderson presented a keynote speech titled, "Listening to our better Angels: How Assessment Can Help Us in the Classroom", which was followed by roundtable discussions among faculty that covered topics such as determining and articulating learning outcomes, basic principles of assessment, and taming the assessment anxiety. BMCC’s Office of Academic Affairs hosted a Day of Assessment in December 2009 where over forty faculty from eight academic departments participated. Participants were asked to bring artifacts to assess at the event or work together on other assessment activities such as creating assessments and rubrics. At the end of the day faculty shared with all attendees what they had done, what they have learned and what their next steps would be. Lastly on March 5, 2010 Dr. Virginia Anderson, a well-respected assessment expert and long-time Biological Sciences faculty member at Towson University, conducted a day-long workshop with department chairs, deputy chairs and members of department assessment committees. The workshop titled, “Effective Grading and Assessment: Strategies to Enhance Student Learning” focused on areas such as the importance of assessment in teaching and learning, grading effectively, rubrics and "closing the loop". Faculty participated in hands-on activities where they were able to apply the concepts discussed. Faculty reported learning a great deal about these topics and gained a better understanding about assessment; over 87% of attendees who responded to a survey stated they were more likely to adapt new strategies to their teaching, grading and assessment techniques and over 90% learned new ways to "close the loop". BMCC is an exciting place to be as we weave assessment more tightly into teaching and learning and as we forge forward towards continuous improvement.

Assessment Committee

Erwin J. Wong Chair—(Office of Academic Affairs)
Dorothy Grasso (Nursing)
Chris Stein (Media, Arts & Technology)
Janice Walters (Social Sciences)
Francisca Campos (Business Management)
Ralph Buxton (Associate Director Financial Aid)
Kimberly Gargiulo (Institutional Research & Assessment)

Gen. Ed. Assessment Committee

Erwin J. Wong—Chair—(OAA)
Stephanie Oppenheim (English)
Eugenia Yau (Music & Art)
Jean Richard (Math)
Aldo Balardini (Social Sciences)
Raphael Corbalan (Modern Languages)
Hollis Glaser (Speech, Communication & Theatre Arts)
Kimberly Gargiulo (Institutional Research & Assessment)
Ralph Buxton (Associate Director Financial Aid)
Phyllis Niles (Library)
Lauren Goodwyn (Science)
Julie Cassidy (English)
Appendix K

Collaborative Improvement Model
Borough of Manhattan Community College

Collaborative Improvement Model

BMCC Collaborative Improvement Council
- Strategic Planning Sub-council
- Strategic Indicators Sub-council
- Innovation and Technology Sub-council

Division Planning and Assessment Teams

Academic Assessment Committee (Strategic Priority 1)
Enrollment Management Committee (Strategic Priority 2)

Institutional Assessment Committee (Strategic Priority 3)
Global Community Engagement Committee (Strategic Priority 4)

Unit Planning and Assessment Teams
Collaborative Improvement Model

The Borough of Manhattan Community College (BMCC) Collaborative Improvement Model consists of the groups primarily involved in the Collaborative Improvement Process (CIP) and the relationships between them. Each group is described below.

**BMCC Collaborative Improvement Council (CIC)**

*Description:* The Collaborative Improvement Council (CIC) consists of representatives from all major divisions and levels within the Borough of Manhattan Community College and is charged with informing, stimulating and monitoring strategic planning, assessment, innovation and program improvement efforts across the college. Planning, assessment and improvement are considered the shared responsibility of all instructional and non-instructional personnel at BMCC and the model incorporates collaborative consulting and decision-making whenever possible.

The CIC has the direction to:
- communicate the results of the strategic and operational planning as well as results of program improvement to the college community
- coordinate and review all improvement initiatives
- review strategic and assessment plans goals and indicators, both internal and external
- review quantitative and qualitative evidence of accomplishments
- recommend new directions for BMCC
- recommend budget priorities to the President’s Cabinet (PC)
- analyze and prioritize the goals of planning and assessment, determine action steps

The CIC has three supporting sub-committees made up of CIC members: Strategic Planning Team (SPT), Strategic Indicators Team (SIT), and Innovation and Technology Team (ITT). Each group has a specific set of tasks related to the CIC direction, described below.

*Membership:* The CIC is chaired by the President of the college. Individuals from all areas of the college are included in the membership of the Committee, including:
- President’s Senior Staff, including all division heads
- Two designees from each division (ADMIN, OAA, OSA, HR, DEV, ACE)
- Two Academic Department Chairs (selected by the Academic Senate)
- Two Faculty Members and one Staff Member (selected by the College Council)
- Student Government Association President or Designee
- Each Sub-committee will include two students

*Frequency of Meetings:* The CIC meets every other month with additional meetings held as the need arises.
Sub-councils of the Collaborative Improvement Council (CIC)

Strategic Planning Sub-council (SPS)

*Description:* The Strategic Planning Sub-council of the CIC assists the President’s Council in setting strategic planning goals, by a review of the assumptions, priorities, objectives and progress of the BMCC Strategic Plan (SP). This group is responsible for:

- providing recommendations for implementation and modification to the SP
- providing recommendations for resource allocation related to the SP
- working with the Strategic Indicators Sub-council to determine the KEY Performance Indicators (KPI) for the strategic planning priorities
- communicating the priorities of the SP and the CIC to the college
- conducting an annual review of the SP
- revising or rewriting the plan in response to changes in mission, mandates (CUNY PMP, MSCHE) or key personnel

*Membership:* Drawn from the CIC

*Frequency of Meetings:* Monthly

Strategic Indicators Sub-council (SIS)

*Description:* The Strategic Indicators Sub-council of the CIC is responsible for reviewing the goals, objectives and key indicators that the college must address, from external and internal strategic and assessment plans. The duties of this committee include:

- Reviewing objectives, action plans and measurable indicators related to BMCC’s Strategic Plan
- Incorporating objectives, action plans and measurable indicators related to Middle States Association (MSA) standards and the Accreditation process
- Incorporating objectives, action plans and measurable indicators related to the annual CUNY Performance Management Process (PMP)
- Working with the Strategic Planning Sub-council to determine the KEY Performance Indicators (KPI) for the strategic planning priorities
- Reviewing monthly reports of the KPI
- Review unit assessment plans from a “global” and strategic level

*Membership:* Drawn from the CIC

*Frequency of Meetings:* Monthly
Innovation and Technology Sub-council (ITS)

Description: The Innovation and Technology Sub-council of the CIC discusses and debates emerging trends in academic best practices and the use of technology that may impact the college and brings them forward to the CIC. The major duties of this group include:

- Providing CIC briefings by specialists on aspects of the situation (research base, market demands, competition, stakeholder expectations, laws, economy, and emerging technology.)
- Identifying promising trends to explore, identifying experts, and evaluating evidence of efficacy

Membership: Drawn from the CIC

Frequency of Meetings: Monthly

Planning and Assessment Teams

Division Planning and Assessment Team (DPAT)

The Division Planning and Assessment Team (DPAT) is assembled by the division’s senior officer and is composed of representatives from all areas of the division. The DPAT communicates the Strategic Plan, BMCC Key Strategic Indicators and the Action Plans to the UPAT. The DPAT receives, reviews and approves unit strategic plans (USPs), unit assessment plans (UAPs) and results, including the unit-level action plans, performance indicators, benchmarks, etc. The DPAT makes recommendations to the CIC on budget allocations for its division and ensures the integration of unit planning and assessment activities within the context of the BMCC Strategic Plan.

Unit Planning and Assessment Team (UPAT)

The Unit Planning and Assessment Team (UPAT) is specified by the division’s senior officer. The UPAT develops the Unit Strategic Plan (mission, goals, action plan) and Unit Assessment Plan, and sends them to the DPAT for review. The UPAT executes the unit operational plan to accomplish division action items. The UPAT makes recommendations to the DPAT on budget allocations for its unit and ensures the integration of planning and assessment at the unit level.
Committees

Academic Assessment Committee (AAC) (Strategic Priority #1)

The Academic Assessment Committee is chaired by the Senior Vice President for Academic Affairs or Designee. The AAC is responsible for facilitating activities related to the BMCC Strategic Plan’s Strategic Priority #1 (and its sub-objectives): Excellence in Teaching, Research, and Learning. The AAC provides training, guidance and technical assistance to the academic and instructional units in as they develop assessment plans and implement the college Comprehensive Plan for Assessment for academic programs. The Committee assists academic Planning and Assessment Teams, department chairs and faculty with developing syllabi, identifying student learning outcomes, planning classroom and program-level assessment as well as developing the assessment tools that will provide direct evidence of student learning.

Enrollment Management Committee (EMC) (Strategic Priority #2)

The Enrollment Management Committee (EMC) is chaired by the Vice President of Student Affairs or Designee. The EMC is responsible for facilitating activities related to the BMCC Strategic Plan’s Strategic Priority #2 (and its sub-objectives): Student Success and Retention. The Committee informs the work of the CIC, DPATs, and UPATs. This Committee studies both quantitative and qualitative data, recommends future strategies, action plans and activities. The areas of study and policy recommendations include:

- Recruitment, admissions and scheduling
- Comprehensive and cohesive student services
- Counseling, guidance, advisement and transfer articulation
- Overcoming barriers to student success, retention, and graduation
- Enhancing the cultural, social and recreational life of the college community

Institutional Assessment Committee (IAC) (Strategic Priority #3)

The Institutional Assessment Committee (IAC) is chaired by the Vice President of Administration or Designee. The IAC is responsible for facilitating activities related to the BMCC Strategic Plan’s Strategic Priority #3 (and its sub-objectives): Organizational Effectiveness and Institutional Accountability. The IAC provides training, guidance and technical assistance to the non-instructional units as they develop strategic and assessment plans. The Committee assists Division and Unit Planning and Assessment Teams with developing mission statements, goals, outcomes, unit and division-level assessment as well as developing the measurement tools that will provide direct evidence of improvement, efficiency, service quality and client satisfaction.

Global Community Engagement Committee (GCEC) (Strategic Priority #4)

The Global Community Engagement Committee (GCEC) is chaired by the Vice President of Administration or Designee. The GCEC is responsible for facilitating activities related to the
BMCC Strategic Plan’s Strategic Priority #4 (and its sub-objectives): **Community Engagement and Economic Development.** The Committee informs the work of the CIC, DPATs, and UPATs. This Committee studies both quantitative and qualitative data, recommends future strategies, action plans and activities. The areas of study and policy recommendations include:

- Sustainability and Globalization
- Developing strategic partnerships with the public and private sectors
- Strengthening and broadening the connections between the college, NYC public high schools and other constituencies.
- Improve marketing efforts to address college and community needs
- Provide greater opportunities for student, faculty and staff to engage with the community
- Increase alumni support and participation in the life of the college

**BMCC Planning and Assessment Calendar**

**June**
Planning

- Next AY’s college-wide “Goals and Targets” report is submitted to CUNY
- Review of BMCC Strategic Plan (BSP) and Strategic Indicators

Assessment/Evaluation

- DUE June 1: 2013 Periodic Review Report Submitted to MSCHE
- PMP report for the current academic year (AY) is submitted to CUNY
- Program Review Reports are submitted to CUNY

**July**
Planning

- Collaborative Improvement Council (CIC) communicates the Strategic Plan annual and long-term priorities and objectives to the divisions

Assessment/Evaluation

- Collaborative Improvement Council communicates any plan changes to divisions based on review of OIRA data and assessment plans/results.
- Key Strategic Indicators (KSIs) are reviewed by Strategic Indicators Sub-council (SIS)

**August**
Planning

- Division assigns BSP action items to unit leads
- Enrollment Management Committee shares projections for next AY enrollment

Assessment/Evaluation

- Units develop/revise assessment plans
- Academic units examine developmental needs data from COMPASS and ACT
• Academic units examine program monitoring data from IR and OIRA
• Institutional units examine program monitoring data from IR and OIRA for previous AY
• BMCC Strategic Plan assumptions are reviewed by Strategic Planning Sub-council

**September**

**Planning**
• Units take up BSP action items and devise their own strategic and operational plans for the coming year; implement when feasible
• Enrollment Management Committee report

**Assessment/Evaluation**
• CIC Prioritizes multi-unit improvement efforts, based on data, Chancellor’s report
• Units collect data for assessment/evaluation plan
• Academic KPIs (Program SLOs) are reviewed by Academic Assessment Committee (AAC): Strategic Priority 1
• Institutional KPIs (Program Evaluation) are reviewed by Institutional Assessment Committee (IAC): Strategic Priority 1

**October**

**Planning**
• Innovation and Technology Sub-council Report
• Units begin to report on plan accomplishments with recommendations for next year’s CIC Actions

**Assessment/Evaluation**
• Units continue to collect data for assessment/evaluation plan
• Academic KPIs (Program SLOs) are reviewed by Academic Assessment Committee (AAC): Strategic Priority 2
• Institutional KPIs (Program Evaluation) are reviewed by Institutional Assessment Committee (IAC): Strategic Priority 2

**November**

**Planning**
• Strategic Planning Sub-council Report
• Implementation of revised departmental programs/activities
• Units report on plan accomplishments with recommendations for next year’s CIC actions

**Assessment/Evaluation**
• Fall Student Characteristics Review by Enrollment Management Committee/ IR, including fall to fall retention data
• Academic KPIs (Program SLOs) are reviewed by Academic Assessment Committee (AAC): Strategic Priority 3
• Institutional KPIs (Program Evaluation) are reviewed by Institutional Assessment Committee (IAC): Strategic Priority 3

December
Planning
• Global Community Engagement Committee Report
• Implementation of revised departmental programs/activities
• Units report on plan accomplishments with recommendations for next year’s CIC actions

Assessment/Evaluation
• Academic KPIs (Program SLOs) are reviewed by Academic Assessment Committee (AAC): Strategic Priority 4
• Institutional KPIs (Program Evaluation) are reviewed by Institutional Assessment Committee (IAC): Strategic Priority 4

January
Planning
• Enrollment Management Committee projection report for Spring
• Units report on plan accomplishments with recommendations for next year’s CIC actions

Assessment/Evaluation
• CIC Mid-year Review of Current AY PMP and Key Strategic Indicators, prioritizes for Spring
• Units, with the assistance of the Academic Assessment Committee (AAC), review use of assessment measures providing direct evidence of SLOs, syllabi, Closing the Loop, etc.
• Units, with the assistance of the Institutional Assessment Committee (IAC) review use of unit evaluation measures in closing the loop.

February
Planning
• Units report on plan accomplishments with recommendations for next year’s CIC actions

Assessment/Evaluation
• CIC Mid-year Review of Current AY PMP and Key Strategic Indicators, prioritizes for Spring
• Units, with the assistance of the Academic Assessment Committee (AAC), review use of assessment measures providing direct evidence of SLOs, syllabi, Closing the Loop, etc.
• Units, with the assistance of the Institutional Assessment Committee (IAC) review use of unit evaluation measures in closing the loop.

March
Planning
• Units report on plan accomplishments with recommendations for next year’s CIC actions

Assessment/Evaluation
• Enrollment Management Committee/IR report on Fall to Spring Retention data
• CIC Mid-year Review of Current AY PMP and Key Strategic Indicators, prioritizes for Spring
• Units report assessment and evaluation results to Division with recommendations for budget

April
Planning
• Strategic Planning Sub-council Reports on recommended changes to assumptions, priorities, objectives.

Assessment/Evaluation
• DUE April 1, 2010: Monitoring Report submitted to MSCHE
• Enrollment Management Committee/IR report on Fall to Spring Retention data

May
Planning
• Division reports BSP accomplishments to CIC with recommendations/requests for budget enhancements and recommendations for the next plan.
• Strategic Planning Retreat

Assessment/Evaluation
• PMP Report is prepared
• PMP Goals and Targets are prepared
• Division reports assessment/evaluation results to CIC with recommendations and enhancements for the next plan
Appendix L

Assessment Reports
BMCC Academic Department Assessment Reports (February/ March 2010)

• Accounting

The Accounting Department continues to address assessment issues in accordance with the college’s Institutional Research & Assessment plan. To date the department has accomplished the following:

During the spring 2009, the Accounting department revised all of its course syllabi to include each of the course’s Student Learning Outcomes.

During the fall 2009, the department further revised the ACC 122 syllabus to include an itemized list of assessment measures for each of the course’s student learning outcomes.

By spring 2010, the ACC 122 syllabus was updated to include the course’s General Education Learning Outcomes along with an itemized list of their respective assessment measures.

To date, all course syllabi have been formatted to comply with the college’s template. In addition, the department has placed all of its syllabi on the college’s website for students to examine and download.

In March 2010, the Accounting department agreed to develop and administer a diagnostic tool as a means to measure Student Learning Outcomes. The tool will take the form of a pre-test, or “entrance exam” that students will take as they enter the next level of accounting. The entrance exam will consist of selected questions covering topics that had appeared on the student’s final, or “exit exam” of the previous accounting course taken.

• Allied Health Sciences

ALLIED HEALTH SCIENCES ASSESSMENT REPORT SPRING 2010

The Department of Allied Health Sciences houses the Emergency Medical Technician/Paramedic (EMT), Health Information Technology (HIT) and Respiratory Therapy Technology (RTT) Programs. Each program is accredited by a national outside agency that mandates assessment of all aspects of the programs. All programs must submit an annual report indicating results on over 30 different thresholds of performance. If any one of the measures of performance falls below a pre-determined level then the program must submit a detailed analysis and action plan.

One of the more important thresholds is the performance on licensing and credentialing examinations. The programs get feedback on various subsections of the examination that assist them in improving their curricular offerings. For example, students graduating in Respiratory Therapy take a 140 question entry level examination that makes them eligible for a state license. The results of each graduating class are reported to us in great detail. There are 3 main categories, #1-Patient Data & Evaluation, #2 Equipment Manipulation, Infection
& Quality Control, and #3 Initiation and Modification of Therapeutic Procedures. These main categories are then further subdivided. Although we analyze all the results from the 16 different subcategories, last year the overall scores in categories 2A and 2b were 97% and 90% of the national mean. These were the only two scores that were below 100% of the national mean. Based on these results the program revised the RTT 101 Equipment Course Syllabus to emphasize those units of instruction and learning objectives correlated to the national exam scores. In addition, we also revised the RTT 201 Course Syllabus to stress the units of instruction dealing with infection and quality control that showed a decrease in examination scores. To further close the loop, we informed all clinical instructors at our advisory committee meetings to emphasize these topics when the students are attending clinical rotations.

- **Business Management**

**Assessment Status – March 2010 Report**  
**Business Management Department**

There are five courses that are being assessed in the Business Management Department this semester: BUS 104, BUS 110, SBE 100, MAR 100 and OFF 111. March 12 is about a third of the way into the semester and faculty have been encouraged to assess at least one of the student learning outcomes and ‘close the loop.’ We have received some feedback from instructors, of the above mentioned courses. These are noted below:

<table>
<thead>
<tr>
<th>Course</th>
<th>How were results used to make modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 104 (Introduction to Business)</td>
<td>Question should have been clearer, specifically mentioning monetary and fiscal policy, rather than general economic policy. Differences between these two types of policy will be drilled during the learning unit on economic policies. Test Question could have been worded better. Incorporate more current events/news items into class discussion. Create an exercise requiring students to determine public/private ownership of entities in the U.S. Create a critical thinking exercise – identifying a company’s desire to enter a particular market and presenting a barrier that students would then have to overcome via identification of the best method for entering the market.</td>
</tr>
<tr>
<td>BUS 110 (Business Law)</td>
<td>Students performed 6% points less than expected. This may be because it is students’ first exposure to legal principles and business application. More emphasis will be placed on student preparation of initial learning and business analytical model.</td>
</tr>
<tr>
<td>SBE 100 (Product and Service Creation)</td>
<td>Majority of the students could comprehend market share data by looking at a pie-chart and also compare pie-charts over two time periods. However, they had a harder time interpreting a bar chart with legends on the horizontal and vertical axis. An exercise to read bar charts need to be given to them to develop this ability</td>
</tr>
<tr>
<td>MAR 100 (Introduction to Marketing)</td>
<td>Students were able to interpret information on pie-charts. However, students had a harder time interpreting bar charts where more than one variable is being compared over a certain time period. To close the loop, students graded a partner’s answers using the rubric and then discussed with their partner the</td>
</tr>
</tbody>
</table>
correct answer to understand where they went wrong.

<table>
<thead>
<tr>
<th>OFF 110</th>
<th>Student drill reports and timings for each lesson have been collected. A rubric to assess the data is being finalized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Introduction to Keyboarding)</td>
<td></td>
</tr>
</tbody>
</table>

During the Department meeting on March 10, the assessment goals for next semester were identified. Faculty members who serve as coordinators of courses that will be assessed next semester were alerted to create assessment measures and rubrics. Discussions on identifying appropriate program level outcomes for the BAN, BEC, SBE, TTA and OFF took place. Kimberly Gargiulo from Instructional Resources answered faculty questions on course level assessment reports and Program level outcomes.

- **Center for Ethnic Studies**

  **Assessment Report:**

  The Center for Ethnic Studies has collected samples of various courses offered by both full time and part time faculty [see samples attached]. Faculty members know that they will have to study their assessment methods in order to see how they effectively measure student learning. They have to compare different samples of one course given one semester but they will also revise the assignments each semester after identifying common problems and ways of improving both student learning and teaching effectiveness.

  Professor Smallwood’s assignments allow him to assess student knowledge of African American history and culture, their ability to think critically, analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences. Consistent with the BMCC general education goals through the study of texts, audiovisuals and lectures, students will get familiarized with historical contents as well as sociological and political concepts which will allow for the student to process the information they have received at various points throughout the course, reflect and communicate this information.

  The assessment instrument can be developed to address the content of a specific course, refined and implemented to examine how students are processing specific information and concepts that are introduced throughout the semester from their assigned readings and class lectures both individually and in groups.

  Professor Konadu’s syllabi contain the same standards for assessing each assignment linked to three overall learning outcomes. Those outcomes are linked to critical and effective inquiry, thinking, and reading skills measured by research essays, content quizzes (of definitions and 2 analytical questions), oral presentation, and hands-on activities or project construction in the classroom. Over the past 3 years, he has noticed at least 4 to 6 cases of plagiarism. Depending upon the class size and subject (i.e., African history or African American history), he sees a few exceptional students, at least half mediocre or low performing, and the rest fail due to plagiarism, non-attendance, and even poorer performance. Based on his data, he has also found that learning can be markedly improved by more full-time faculty and lighter courses, a mixture of "block courses" (of 2 hours and a half) and perhaps "team teaching" where professors share the same group of students in order
to address specific skill deficiencies, the center or each department needs to develop its own research/thinking/writing skill course, an adjunct or other faculty that offers paid tutoring services, and streamlined assessments among full-time center faculty and a composite template for each adjunct so that we are teaching to, looking for, and assessing the same kinds of skills and knowledge.

• **Computer Information Systems**

**CSC 110 COURSE ASSESSMENT RESULTS**

In the Fall 2009, all CSC110 faculty included in their final exam a common question to assess students’ performance in one of the CSC110 student learning outcomes (Chose an appropriate problem solving technique for developing an algorithmic solution to a problem). The committee created a rubric that measured five tasks (Variable Declarations, Variable Initialization, Loop Condition, Loop Progression, and Output). Each task was graded using a performance level of 0.0 to 3.0. The benchmark for each task and for all the five tasks was a performance level of 2.0. The four faculty members of the assessment committee graded 71 of the 110 collected answers – 39 answers were not considered because the instructor slightly modified the question. The average grade for each task was recorded in a spreadsheet.

The benchmark of performance level 2.0 was met in all tasks. The overall average grade was 2.3. The lowest performance level (2.1) was in the Output task.

Results showed that students seem to have a satisfactory understanding of loops. However, after further analysis of the results, it was determined that the question did not measure the outcome accurately. Specifically, the wording of the question suggested which technique would solve the problem. CSC110 instructors decided to add more lab exercises on Output. Assessment of this learning outcome will be redone using a better wording for the exam question.

• **Cooperative Education**

**Coop Education Assessment Update**

During the 2009 -2010 academic year, the department’s assessment committee has set about revising existing syllabi for the Career Planning class and the various internships to update learning outcomes and to determine the measurements that would be used to assess these outcomes. Over the next year we will be begin to look at these measurements in a more global fashion to assess whether we are adequately measuring the outcomes and what can be done to improve teaching. An essential part of both the career planning course and the internship course is producing professional and effective resumes. We plan in September 2010 to begin the process of developing a departmental rubric for resume grading that will allow us to improve teaching resume writing. We will also begin to develop a student survey to allow us to gauge students’ satisfaction with the career planning class similar to the survey we currently use for the internships. We have used data from the internship student surveys to address student satisfaction with the internships.
• **Developmental Skills**

**Developmental Skills Assessment Report**

- We have “draft” learning outcomes and assessments for all courses: ESL 054, 062, 094, 095; ACR 094, 095; CRT 100; and LIN 100/ANT 100. We hope to finalize LOs and ratify them for all but ESL 095 in the May department meeting.

- ESL 094: We are testing LOs and assessments for ESL 094 this semester.

- ACR 094 and 095: We are going to gather assessment data on ACR 094 and 095 this semester. We’ll continue to gather data on those courses in the fall.

- CRT 100: LOs are done. CRT 100 instructors have developed assessments to match outcomes, data to be gathered in fall.

- ESL 054-062: We will finalize LOs and assessments for ESL 054-062 and gather data in fall 2010.

- LIN 100/ANT 115 outcomes and assessments are done and will be tweaked at the end of this semester since it’s the first semester the cross-listed course has been taught. We’ll gather data in the fall.

- ESL 095: We’ll wait on ESL 095 until fall 2010 or spring 2011 because of the new writing test, which takes effect as exit in fall 2010. It will have an impact on ESL 095 curriculum.

• **English**

The English Department Assessment Committee spearheaded the examination of two primary traits listed in the approved learning outcomes for English Composition I. English Composition I is described as follows:

This is a basic college-level course, similar to "freshman English" at other community and four-year colleges. Students learn to use their experience and ideas as subject matter for essays and to analyze topics in depth. They also become acquainted with the process of writing, from pre-writing activities to producing a final, proofread draft. The purpose of, audience for, and structure of the essay are explored through readings chosen to stimulate ideas for writing and demonstrate varied style.

Grammar and syntax are discussed as needed. At the end of this course, students take a departmental essay examination that requires them to compose, draft and edit a thesis-centered essay of at least 500 words. (BMCC Website)
Participants:
Full-time faculty, on both the Assessment and Composition Committees met on January 27th at 12:00pm – 3pm. The participants included Christa Baiada, Margaret Barrow, Milton Baxter, Frank Crocco, Miriam Delgado, Stephanie Oppenheim, Julie Cassidy, Jan Stahl, Kelly Secovnie, Racquel Goodison, Geoff Klock, and Joyce Zonana.

Purpose:
The purpose of the assessment was to examine two of the learning outcomes approved by the department in the fall 2009.

Learning Outcomes Assessed:
Essay Traits:  Primary Trait #1 – Thesis
Primary Trait #2 – Support

Methods (Tool):
Rubric: In the rubric design there are four assigned skill proficiency levels. Using a scale range of 1-4 (1 being the lowest and 4 being the highest), the two primary traits were assessed. (See attached rubric)

Data Collection: 30 English Composition I essays were pulled randomly from the spring 2009 departmental exam.

Assessment Process:
Prior to the assessment pilot session, the Composition and Assessment Committees were given the two essay question forms along with the two readings from the spring 2009 English Composition I final exam.
The two committees began with an anchor set of papers put together by the Assessment Committee fall 2009. Discussion followed each essay reading and rubric scoring.
Then, the group moved onto the norming which generated a lot of discussion about the language used in the rubric. For the most part, scores assigned by the committees were close enough with no large discrepancies.
After an hour of reading and discussion, the committees began the pilot assessment of the 30 essays.

The entire process lasted three hours: Step 1: Anchor, Step 2: Norming and Step 3: Assessment.

Results:
From a range of 4.00 (High Proficiency) to 1.00 (Lacking Proficiency) the average score on the thesis rubric was 2.72. Using the same levels of proficiency for the support rubric, the average
score was 2.41. These averages indicate that overall students are scoring above the limited proficiency category, but not reaching the proficiency level for the two areas. Based on these findings, students have less proficiency in the support area.

**Recommendations:**

- The Assessment Committee recommends that the adjuncts need to get involved with the assessment process in order to become more cognizant of the pedagogical concerns that need to be addressed as the department works toward improving student learning and pedagogy. We need more adjunct involvement in order to conduct the spring assessment. Currently, approximately 60% of the faculty teaching English Composition I are part-time faculty. The recommendation from the Composition Committee is to have a 60% of the readers come from the adjuncts to match the percentage of adjuncts who teach the English Composition I Course. With an increased volume of essay papers to assess for the spring assessment, we will need a minimum of 18 readers for the spring assessment. Adjunct involvement makes the assessment more feasible.

- The Assessment Committee recommends that the Composition Committee revise the rubric to address the concerns revealed during the assessment pilot.

- There needs to be a wider range of papers for the anchor set (e.g., we had a hard time finding a 4 in the two primary traits).

**Concerns & Questions:**

We are considering whether there needs to be two readers to read the essays or one reader is enough. While we feel more comfortable with two readers, we are concerned about the time commitment involved with the assessment.

**Questions:**

1) Will administration remunerate the adjuncts for their time?

2) Will the administration support our needs to attain the goals of assessment mentioned by the administration?

**Procedural Changes:**

1. The Assessment Committee needs to make sure essay samples are noted with Question Form & Number to quickly identify to which of the multiple exam questions a given essay responds.
2. When we distribute the essays to be read, estimate the number of readers and hand out the essays in batches. Distribution of reading materials/essays should be placed in batches for first read and boxes for Returns.

3. This will eliminate confusion and reduce time spent moving papers around.

4. Develop ratings sheet with spaces for each reader (including a space for a 3rd reader) to mark scores all on one page. We will need to devise a way to obscure the first ratings from the second and third readers.

5. Develop an excel spread sheet to record the ratings as they are completed by the readers. This will save time and allow us to send the information over to Institutional Research right away.

6. Participant observation – a committee member records the process and takes notes during the assessment.

The English Department is progressing in three areas regarding assessment.

1) ENG 201 Post-assessment activity:

The composition committee has taken several steps to “close the loop” on the Gen Ed assessment of ENG 201: Composition II that was carried out two years ago. In response to results, the committee has revised shared learning outcomes for the course (approved by the department) and has begun offering best practices workshops focused on teaching ENG 201, specifically the research component. The committee is also rewriting an overview and guidebook to teaching this course at BMCC. A scheduled library visit to introduce students to the resources of the library and strategies for finding and evaluating research is now required for each 201 section. In addition, Professor Zhana Yablokova is implementing an embedded librarian in her 201 courses as a pilot for whether or not this practice will improve informational literacy among students in the course.

2) Syllabi Revisions

Joyce Harte, Department Chair, sent out (both by postal service and email) the syllabus template and a model from to all English faculty over January. The assessment committee reviewed syllabi submitted by the faculty for spring 2010. We discovered that many full-time faculty had revised their syllabi to include learning outcomes and measurements, while others had added the outcomes but not measurements. Compliance among contingent faculty was lower. To follow up, we are working with the composition, intensive writing, and adjunct liaison committees within the department to improve communication with adjuncts regarding the matter.

In addition, shared learning outcomes for ENG 095, 088, and 201 were approved by the department at the end of the fall 2009 semester. The Assessment and Writing & Literature
committees are working on shared learning outcomes for groups within the 300-level courses, which include literature, creative writing, and advanced writing courses.

3) Upcoming ENG 101/121 Assessment

A pilot assessment of ENG 101/121 was held on January 27, 2010. The assessment committee ran the pilot and members of the assessment and composition committees participated. The pilot indicated aspects of our rubric and procedure that need revision before the full assessment is carried out at the end of this semester and provided us with baseline date from which to set informed expectations for that assessment. Currently the Composition committee is at work on a revised rubric that better meets our needs, and the assessment committee is streamlining procedure and determining logistics of the spring assessment. See attached report on the pilot, which includes notes on procedure, material, results, and concerns.

- Health Education

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Is this also a program or department outcome?</th>
<th>Means of Assessment and expectations of student work</th>
<th>Results</th>
<th>Hypotheses/ Reasons for results</th>
<th>How results used to make modifications /changes</th>
</tr>
</thead>
</table>
| **Outcome 1:** Students will gain a basic understanding of: 1) the concept of health and wellness; 2) the six dimensions of health and how they interrelate with one another; 3) the dynamic process of making changes in health behaviors. **Outcome 2:** Students will gain an understanding | Student learning outcomes are congruent with the Health Education Department’s outcomes. | Pre and post multiple choice tests. An expectation that there would be a 20 percentage point increase from pre to post scores for each outcome was established. (Outcomes 5 and 6 were assessed as one outcome.) | Over 760 students were tested pre and post. The change in mean scores for each Outcome was as follows: Outcome One: 17.4; Outcome Two: 2.1; Outcome Three: 1.1; Outcome Four: 24.6; Outcomes Five and Six combined: | The knowledge gains for two of the five learning outcomes exceeded the expectations set forth by the Department (Drug, Alcohol & Tobacco education; Nutrition & Weight Management; and Physical Fitness) and one other outcome had significant gains but fell slightly below the stated expectations (Health & Wellness). | The Department can use the results to make the following modifications/changes:
1. Use test item analysis toward creating a succinct, standardized instrument that more accurately reflects learning outcomes. Continued implementation of this assessment and resultant item analysis will provide the Department ongoing opportunity to revamp or delete |
of: 1) stress and how it affects the disease process; 2) ways that stress management can alter one’s life towards better health.

**Outcome 3:**
Students will gain a basic understanding of the concept of sexuality as it is manifested in human behavior and health.

**Outcome 4:**
Students will gain a basic understanding of the interaction of drugs and the effects of drugs, including alcohol, tobacco and caffeine, with behavior and health.

**Outcome 5:**
Students will gain a basic understanding of how to plan a nutritionally sound menu on a daily basis and be capable of applying the principles of sound nutrition to a weight management program.

result of unreliable test questions. Indeed, there was a low correlation between student performance and correct answer on half the test items in this area. These test items may have had faulty wording, and some may have not reflected the outcome as effectively as intended. Another possible reason for the lack of significant change in this learning outcome may be that students were required to read more chapters related to Sexuality as well as master a higher volume of information and vocabulary as compared to the other learning outcomes.

The Stress/Stress Management outcome may not have changed significantly due to the relatively few test items assigned to this outcome (11). Evidence of knowledge gain may have been further diminished by the low correlation between student performance and correct score on three of the eleven test items. Therefore, there may not have been enough reliable test items to show significant knowledge gain in this area.

Perhaps more significant gains may have been reached in all areas if a formal outcome test items as needed.

2. Group the test items reflecting the outcomes of 1) Nutrition & Weight Management and 2) Physical Fitness so that they can be analyzed as separate outcomes rather than combined.

3. Conduct in-person training of all participating faculty prior to start of assessment to facilitate adherence to protocol.

4. Conduct ongoing process evaluation as a means of systematically acquiring useful feedback on issues relating to, for example, the assessment instrument and procedures.

5. Develop stronger intradepartmental collaboration by strengthening “buy-in” from faculty. This can be done by increasing involvement of participating faculty in question and protocol development and troubleshooting.

6. Strengthen faculty’s pedagogical skills.
**Outcome 6:**
Students will gain a basic understanding of: 1) the concept of physical fitness; 2) the value of exercise and program development as it relates to the overall concept of health.

assessment training for participating faculty had occurred. Participation in this assessment was voluntary and supported by the Department, however, beyond an initial meeting to introduce and explain the assessment and related protocol, there was no further training. Instructions for protocol were given via memos but there was no way to guarantee that faculty followed the instructions as was evidenced by some faculty members using Scan-trons different from those highlighted in the instructions.

In addition, a process evaluation of implementation was not carried out with participating faculty.

by (a) utilizing and adding to the recently circulated Compendium of Lesson Plans created by the Department; and (b) presenting “best practices” whereby faculty share teaching and learning strategies they have found to be successful in enhancing student learning.

7. Lower sample size thereby making implementation more feasible, yet still yielding reliable and valid results.

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**Library**

**Introduction**

The BMCC Library Assessment Steering Committee has been working during 2009 to determine learning objectives in the library and then to determine ways to assess the success of our teaching. Historically, the library has approached assessment of student learning in bibliographic instruction sessions with quizzes. Students would take one version of the quiz before instruction and another afterward. These quizzes were scored and analyzed to see if the classes, as a whole, improved.

In examining the effectiveness of this practice, the committee immediately saw the need for a standardized curriculum built around learning objectives. Thus, the first goal of the committee was to formulate learning objectives. Based on ACRL (Association of College & Research Libraries) information literacy standards, the committee identified and ordered essential research skills that would be covered by the learning objectives.
To make our teaching work truly meaningful, we determined a broad spectrum of learning objectives. Students who learn the entire spectrum could be called information literate. We recognize, however, that most students will learn only the lower skills of the spectrum, due to the short time allotted for library instruction. We also recognize that students in more advanced classes will probably do better learning more advanced objectives like evaluating information sources.

**The second goal of the committee is to determine which assessment techniques are most appropriate to the special circumstances of library instruction.** Follow-up to our fifty minute sessions happens only when motivated students come to the reference desk. Part of this discussion, is the question of whether remedial and 100 level classes require different assessment techniques than 200 and 300 level classes.

Assessment will help determine if BMCC students are able to learn even basic information literacy skills in a “one shot” (generally fifty minutes) library instruction session. In general, our faculty colleagues schedule library instruction so that students have the skills and tools necessary to complete their research assignments in different classes. Each librarian tends to measure the success of our sessions in individual ways: did the students learn, for example, how to determine specific search terms to use when searching for books or journal articles? Are they able to search for and successfully locate a full-text newspaper article? Our faculty colleagues may measure success differently: Did the student create an error free Works Cited page? Did the student successfully complete the assignment? Did the student choose appropriate sources? However, the college administration has charged us with finding measures that we can all use consistently.

The committee needs to determine how to assess the success of students from the points-of-view of both the librarians and the teaching faculty. That is why in addition to the current assessment measure, pre- and post-tests covering just the most basic library skills, the committee is working to create alternative, creative assessment tools. For example, librarians could work with teaching faculty to evaluate not only the correctness of a Works Cited page but also the quality of the works listed there. The tool in this case would be a working conference between the library faculty and the teaching faculty. Another assessment tool could be a library assignment, created by the library and teaching faculty, a discrete assignment that would be useful in the students’ research and possibly contribute to the students’ grade. Such an assignment was created a few years ago during a pilot project with members of the Speech department.

**Library Instruction Learning Goals and Objectives**

I. Basic research skills
Outcome: Students will be able to successfully navigate the library's web site.
Assessment tool: Librarians will observe students during the classroom sessions.

**Objective 1a:** Students know where to find books.
**Action steps:**
- Teach students to use the CUNY+ link.
- Re-work the student tab on the library web site.
• Work with librarians for the consistent emphasis on the student tab on the web site.

**Objective 1b**: Students will know where to find databases.

**Actions steps**:
• Teach students how to get to the subject list of databases.
• Re-work the student tab on the library web site.
• Work with librarians for the consistent emphasis on the student tab on the web site.

**Objective 1c**: Students will successfully logon for off campus access.

**Actions steps**:
• Rewrite and re-present the off-campus access directions to be clearer.
• Re-work the student tab on the library web site.
• Work with librarians for the consistent emphasis on the student tab on the web site.

**Objective 1d**: Students will know where to find chat and e-mail reference help.

**Actions steps**:
• Teach students to use the chat and e-mail reference links.
• Re-work the student tab on the library web site.
• Work with librarians for the consistent emphasis on the student tab on the web site.

**Objective 1e**: Students will know where to find e-Reserves.

**Actions steps**:
• Teach students how to find e-Reserves.
• Re-work the student tab on the library web site.
• Work with librarians for the consistent emphasis on the student tab on the web site.

**Intermediate Research Skills**

**Outcome**: Students will be able to perform fundamental research activities.

**Assessment tool**: Students will be given a library assignment.

**Objective 2a**: Students will be able to determine keywords from their thesis statements.

**Goal**: Students will be able to select appropriate keywords and generate synonyms for searching.

**Action Steps**: Librarian will have students create lists of related terms before demonstrating online searching.

**Objective 2b**: Students will be able to refine their searches with Boolean logic.

**Goal**: Students will perform efficient searches.

**Action steps**: Librarians will explain and demonstrate refined searches that use Boolean connectors.

**Objective 2c**: Students will be able to refine their searches with terms from controlled vocabularies.

**Goal 1**: Students will perform searches using controlled vocabulary terms.

**Action steps**: Librarians will explain and demonstrate controlled vocabularies.
Goal 2: Students will recognize and utilize the controlled vocabulary terms in bibliographic records.

Action steps: Librarians will demonstrate how to identify the controlled vocabulary terms.

Objective 2d: Students will correctly interpret database interfaces.

Goal: Students will understand how to navigate databases.

Action Steps: Librarians will demonstrate at least one database and explain the function of
- simple search
- advanced search
- full text
- source information
- PDF vs. HTML formats

Objective 2e: Librarians will encourage students to search multiple databases.

Goal: Students will search enough databases to fulfill their assignments.

Action steps: Librarians will explain how to identify the most appropriate databases.

Objective 2f: Students will be able to use available tools to properly cite sources.

Goal: Students will produce correct in-text citations and Works Cited pages.

Action steps: Librarians will demonstrate and explain the citation tools available on the library web site and in databases. Librarians will disseminate informative handouts.

Objective 2g: Students will be able to locate physical items in the university's library system.

Goal: Students will correctly interpret CUNY+ information.

Action Steps: Librarians will explain and demonstrate the following in CUNY+: location, status, date due, holdings, call numbers, requesting a hold.

III. Advanced research skills

Outcome: Students will use critical thinking skills.

Assessment tool: Librarians and classroom faculty will collaborate to design assignments and evaluate student work.

Objective 3a: Students will receive assignments that enable their success.

Goal: Students will be able to complete assignments using library resources.

Action Steps: Librarians and classroom faculty will collaborate on assignments to ensure student success.

Objective 3b: Students will be able to draw from a variety of appropriate published resources in multiple media.

Goal: Students will recognize appropriate information sources in relation to their assignments such as case studies, government reports, newspaper articles, etc.

Action steps: Librarians will lead discussion about different types of information sources.

Objective 3c: Students will be able to evaluate source credibility.

Goal: Students will use criteria to judge sources for appropriateness and accuracy.
**Action steps:** Librarians will lead discussion of accuracy, authority, point of view, currency and coverage.

**Conclusion**

We are committed to having every student graduate from BMCC information literate. We believe that current assessment shows and will continue to show that students are achieving only the basic competencies or lower skills, such as navigating the library website and using CLICS (interlibrary loan within CUNY) and not achieving real information literacy, which includes competencies and skills in using controlled vocabulary, evaluating content, synthesizing material, and thinking critically. Because only so much can be accomplished in fifty minutes, a credit bearing course attached to Speech 100 or English 201 is one possible solution. Alternate pedagogy might also be usefully employed. Active learning, embedded librarians, Internet based instruction and student portfolios are all possibilities to be explored.

**Analysis of the Library Pre and Post Test Assessment**

The Library assessment committee decided to use a Pre and Post test to measure what students had learned during a 50 minute class. 216 students completed the Pre test 268 students completed the Post test. The questions used were as follows:

- CUNY+ is where you go to find:
  - newspaper articles
  - information on the Internet
  - the call numbers for books in the library
  - information about the library hours

- A successful search strategy is to:
  - take your friend’s suggestion
  - type a whole question
  - type in precise terms
  - walk around the library
  - check the Internet

- To log on for off campus access to BMCC library databases you need to know:
  - your social security number
  - your professor’s name
  - your library ID number
  - your BMCC email username and password

- The best way to find a journal, newspaper or magazine article is to:
  - select a subject database
  - search the Internet
  - search CUNY+
To get help with research you can:

- go to the reference desk
- email a librarian
- chat online with a librarian
- all of the above

The results of the post-test were 138 students answered question 1 incorrectly, 44 students answered question 2 incorrectly, 62 students answered question 3 incorrectly, 106 students answered question 4 incorrectly and 35 answered question 5 incorrectly. Of the 106 people who answered question 4 incorrectly, 95 choose CUNY+ as the answer.

**Overall Performance Scores**

<table>
<thead>
<tr>
<th>Scores</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
<th>Total tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>14</td>
<td>28</td>
<td>70</td>
<td>58</td>
<td>34</td>
<td>12</td>
<td>216</td>
</tr>
<tr>
<td>Post-test</td>
<td>3</td>
<td>12</td>
<td>43</td>
<td>66</td>
<td>83</td>
<td>61</td>
<td>268</td>
</tr>
</tbody>
</table>

216 students took the pre-test. 14 students got no answers correct, 28 students got 1 question correct, 70 students got 2 questions correct, 58 students got 3 questions correct, 34 students got 4 questions correct and 12 students got all 5 questions correct.

The post-test shows an improvement. 268 students completed the post-test. Only 3 students got no correct answers, 12 students got only 1 question correct, 43 students got 2 questions correct, 66 students got 3 questions correct, 83 students got 4 question correct and 61 students got every question correct.

- **Mathematics**

**Report of the General Education and Assessment Committee of the Mathematics Department**

The General Education and Assessment Committee had in the past confronted certain problems:

a) A resistance from certain professors to accept the notion of assessing student learning outcomes.

b) Lack of participation of professors on the premise that questions may not reflect the materials that they covered in class. In certain terminal courses, there is a range of
topics that a professor can cover during the semester. Since an instructor may not be able to cover the whole syllabus, he or she can decide topics to cover for the semester.

e) The assessment of student learning outcomes was experimentally limited to the MAT 100 level.

d) The questions created at the MAT 100 level to assess student learning outcomes were made to overlap all the MAT 100 except MAT 104 (MAT for Health Sciences). This has limited the number of questions or the questions were not of an at least medium difficulty level.

These problems have limited the efficiency of the committee and reduced the assessment to a minor scale. In the preceding semesters only members of the committee had agreed to participate in the assessment of student learning outcomes at the end of the semester. As a consequence, the data collected was insufficient to generalize and reach any coherent conclusion.

What has the committee done to improve the assessment of learning outcomes?

There are many changes this semester. The committee has more members and a greater flexibility because of the revision of the syllabi which are subdivided into General Learning Outcomes and Assessment and Student Learning Outcomes and Assessment. Both subdivisions of the revised syllabi will probably create among professors the necessity to measure these outcomes. This semester, we already see certain changes. For example in the last meeting, the General Education and Assessment Committee have agreed on the following:

1) A sub-committee will create a bank of eight questions for MAT 100. A sub-committee will create another bank of questions for MAT 150, and MAT 160. The committee members will finalize the question banks by the end of the vacation. This list will be distributed to the faculty at the April departmental meeting for suggestions and discussions. The committee will also recommend that the department votes on the following proposition:

“Every professor who is teaching MAT 100, or MAT 150 or MAT 160 must select from the banks of questions any two questions that assess quantitative reasoning as part of their final exams. Professors can decide on the weights of these questions in their final exams for the purpose of assigning grades, but reports submitted for the two questions to the General Education and Assessment Committee should have the same weights for every professor (five (5) points each question and no partial credit).

2) The GE will create a form posted on the Mathematics Dept. webpage that professors can use to report data for their students at the end of each semester. A hard copy version of the form will also be placed in every professor’s mail box.
The chair of the General Education and Assessment has already consulted with the Calculus committee Chair on the possibility to create a bank of GE questions for MAT 206.

- **Media Arts Technology**

The Chair requested a report on Assessment for the November Department Meeting. Prof. Chris Stein, our representative on the assessment committee, reported that the next step for the Department was to designate several sections that would be assessed during the Spring 2010 semester.

Following a discussion, we decided to assess MMP 100 and VAT 100 during the first stage of the process. To that end, Prof. Stein asked for the learning objectives for the two courses. Prof. Weisman agreed to work on the pilot stage and to lead the effort to Assess VAT 100.

At the December meeting Prof. Stein reported progress. He had begun to develop a matrix for the MMP 100 class, mapping the learning objectives onto artifacts and choosing goals/standards of competency. Professor Weisman had supplied the learning objectives for VAT 100, and identified the artifacts for assessment, a series of quizzes given throughout the semester.

The next step:

Before the beginning of the Spring 2010 semester Prof. Stein will meet with professors Kaiser and Karasek, who both teach MMP100, to refine the matrix and choose the sections that will be assessed. Prof. Weisman will review his quizzes and assign the questions to the appropriate learning objectives.

- **Modern Languages**

Modern Language Department Assessment as of March 2010

As of spring 2008, the MLD began assessment of Goal Statement#5, Arts and Humanities, to take place in the 400-level literature courses offered by the department. The assessment committee designed an assessment plan which could be used in courses in French, Spanish and Chinese (there is no 400-level course in Italian). A rubric was designed. A pre and post test were designed to measure the 4 tasks the committee agreed upon, and the exams were given to the literature courses during the fall 2008 semester. The committee asked for readers in each language to assess the results, and based on these results, the committee decided to increase the rating scale from 3 to 5 in order to obtain more accurate results. More specific guidelines were developed for the next time these courses are assessed in order to insure more uniformity and more accurate results. All reports were submitted to Kimberly Gargiulo.

During the fall 2009 semester and the spring 2010 semester the number of members of the committee was increased and almost all the junior faculty members have been included. All
members of the committee attended assessment day on December 14, 2009, and except for one, all accompanied the chair and deputy chair to “Closing the Loop” activities on March 5, 2010. The department is on target with the updating of syllabi to reflect student learning outcomes.

The assessment committee decided to assess Spanish 101 during 2010. The test to be administered is being completed and a pilot test will be done in May 2010. The actual test to all students of Spanish 101 will take place in December 2010. The committee met with Kimberly Gargiulo before preparing the assessment vehicle. The decision to assess only one aspect of the learning outcomes at a time is a direct result of the 400-level assessment. It becomes difficult to get accurate ratings on various skills since students excel at different things. A more-inclusive, one-item assessment will hopefully yield better results to the MLD faculty as we move forward with our teaching and learning goals.

Most of the 400-level courses are taught by different professors in the fall and spring semesters. However, one of the same professors is now implementing the rubrics in a more consistent way in his class evaluations. A different professor, based on the previous outcomes, is assigning more short evaluation vehicles to see if students can build toward a better final outcome and at least two others will try to work with more of both the same as well as different categories of the rubrics in future semesters, especially concentrating on those dealing with course content/close reading and the development of critical thinking through this method of “better” or deeper reading of the texts assigned.
### Mission/Goal Linkage

**BMCC Mission/Goal:**
Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.

**Goal Statement#5 Arts & Humanities:**
Students will develop knowledge and understanding of the arts and literature.

### Intended Educational Outcomes
Critique a particular work of art, music, theatre or literature

### Means of Assessment & Criteria for Success
In Art 110, the assessment involved a pre and post administration of the same instrument that measured students’ ability to accurately identify various art concepts.

The original expectation was that all of the artistic concepts covered in pre and post-testing would show a clear improvement in student scores.

### Results
The concepts of Triptych, Linear Perspective, Mosaic and Dome all had pre to post score increases of more than 14 percentage points. The two concepts that yielded a decrease in correct responses from pre to post-test were Contrapposto and Relief, each by approximately nine percentage points. These two concepts also had the lowest percentage of correct answers in both pre and post-tests. Contrapposto was identified correctly by 57% of students in the pre-test and by 48% of the students in the post-test; students performed better in identifying Relief in the pre and post-tests (71% and 61%, respectively). Performance improved overall from pre to post-test where the average total score increased by 15.5 percentage points. Pre-test scores range from 40% to 100% and post-test scores range from 80% to 100%.

While several artistic concepts yielded an increase in student scores following course instruction, others yielded a decrease. Department will review instructional approaches and instruments of measurement.

### Use of Results to Implement Improvements/Change
While we were generally satisfied with some of the results, we would like the assessment instrument to reflect a broader range of instructional purposes.
## DEPARTMENT OF MUSIC & ART’S ASSESSMENT OF ARTS AND HUMANITIES IN MUSIC 110

**ACADEMIC YEAR 2008-2009**

<table>
<thead>
<tr>
<th>Mission/Goal Linkage</th>
<th>Intended Educational Outcomes</th>
<th>Means of Assessment &amp; Criteria for Success</th>
<th>Results</th>
<th>Use of Results to Implement Improvements/Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BMCC Mission/Goal:</strong> Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.</td>
<td>Critique a particular work of art, music, theatre or literature</td>
<td>In MUS 110, a pre-post instrument was administered which tested students’ ability to identify and decipher different musical concepts. We hoped that the instrument would demonstrate listening skills acquired by the students during class.</td>
<td>The three concepts with the greatest improvement from pre-test to post-test were found in Cappella, Triple Meter and Melisma. In each case, there was an increase of more than ten percentage points. Students’ competencies in determining pieces that were not Melody with Accompaniment and not Orchestra showed the greatest decrease in performance from pre to post; both concepts yielded a decrease in correct responses of at least 10 percentage points. Additionally the following concepts yielded less than 60% correct in both pre and post tests: Melisma, Cadence, Imitation, Homophonic, Melody with Accompaniment (in identifying it properly but not in determining when a piece did not demonstrate this concept). The instrument did not reveal the acquired skills.</td>
<td>The assessment seemed to reveal more about the difficulty in generalizing skills referenced in specific pieces during class. We are changing the assessment to emphasize verbal rather than aural skills.</td>
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<td><strong>Goal Statement#5 Arts &amp; Humanities:</strong> Students will develop knowledge and understanding of the arts and literature.</td>
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### Nursing

**ASSESSMENT MEASUREMENT OF STUDENT LEARNING OUTCOMES**

**ASSESSMENT DATA/RESULTS**

**ACTIONS TO IMPROVE STUDENT LEARNING OUTCOMES**

- **Written Objective Examinations (Unit, Midterm, and Final exams):** provide information as to whether or not students have the knowledge for competent practice and can use a knowledge base and the nursing process to make appropriate clinical decisions.

Periodic reviews of student performance on the written examinations reveal difficulty in correctly answering test items mostly related to medical-surgical nursing content.

Based on this finding, the Nursing Department has arranged for weekly reviews of medical-surgical nursing content, which are scheduled to accommodate both Day and Evening/Weekend nursing students. Additionally, the department provided a critical thinking workshop to enhance critical thinking skills and thus better prepare students to succeed on the examinations. Students at risk are encouraged to attend test-taking and note-taking workshops.
<table>
<thead>
<tr>
<th>ASSESSMENT MEASUREMENT OF STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT DATA/RESULTS</th>
<th>ACTIONS TO IMPROVE STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clinical Evaluation Tools: identifies specific mandatory behaviors for each student learning outcome that the student must successfully demonstrate in order to pass the</td>
<td>Respondents on the 2007, 2008, and 2009 Graduate Surveys indicated a concern with program preparation for “Managing Care Across the Health Care Continuum,” reflecting a gap in essential management and essential leadership concepts.</td>
<td>Essential management and leadership concepts have been incorporated into the student learning outcome of “Manager of Care” from the beginning of the nursing program and additional</td>
</tr>
<tr>
<td>• HESI (Health Education Systems, Inc.) Standardized Exams</td>
<td>Specialty Exams: immediate diagnostic reports are provided to the instructors and their students to identify areas that require further study.</td>
<td>Faculty reviews with each student his/her test results and directs each student to access available remediation materials for every test item answered incorrectly on his/her exam.</td>
</tr>
<tr>
<td>(1) Specialty exams in Fundamentals of Nursing, Maternity Nursing, Psychiatric/Mental Health Nursing, and Pediatric Nursing: designed to measure the ability of each student to apply concepts related to specific clinical nursing content areas.</td>
<td>Comprehensive Exit Exam: immediate diagnostic reports are provided to the instructors and their students to identify areas that require further study in preparation for the NCLEX-RN exam.</td>
<td>The results of the HESI standardized exams also provide pertinent feedback that is reviewed each semester during faculty semester meetings and used to modify a course and/or course exams as needed.</td>
</tr>
<tr>
<td>(2) Comprehensive Exit Exam: designed to measure graduating students’ readiness for the NCLEX-RN examination and is a predictor of the probability of NCLEX success.</td>
<td>Faculty reviews with each student his/her test results and directs each student to access available remediation content tied to areas in which he/she might benefit from further study in preparation for the NCLEX-RN exam.</td>
<td>A summary report is prepared for the Comprehensive Exit Exam, which allows the nursing faculty to utilize the results for curriculum evaluation and review of teaching methods and test item development for content areas in which the students are shown as experiencing difficulty.</td>
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</table>
clinical component of each nursing course. between preparation and practice. This finding is not surprising since the literature reveals the constancy of management skills among new graduates’ greatest improvement needs. mandatory behaviors related to management skills have been incorporated into each semester’s clinical evaluation tool. Clinical and simulated learning experiences and outcomes become increasingly complex as the students progress through the program.

• Science –

Science Department Assessment Update: Closing the Loop

1. The Anatomy and Physiology coordinator and the Chemistry 121 coordinator discussed articulation between the two groups and the Chemistry coordinator revised the Chem 121 syllabus so that “organic molecules,” important content for A&P, was moved up earlier in the semester, ensuring that it would be covered before the students entered A&P.

2. The Introductory Biology group (Bio 110) met to discuss the success of the revised syllabus. Initially, all full-time professors brought scores from two of their tests to compare. However, in the course of the meeting, the group felt that having so many disparate tests didn’t yield any productive information. The group decided to change textbooks in order to make use of the publisher’s assessment software. The group is planning to create a course-wide assessment test that will be given at the end of the fall 2010 semester to evaluate how students are achieving learning objectives.

3. The Anatomy and Physiology group is working on the new syllabus and is also planning on making use of a course-wide assessment, to be implemented in Fall 2010. Current discussions in the group center on whether to use material from the textbook publisher or to work with Blackboard technology.

4. At number of courses are expected to have revised syllabi for Fall 2010. Bios 110, 210 and 220 (Biology I and II), 425, and 426 (Anatomy and Physiology I and II), 240 (Genetics) and possibly 420 (Microbiology). Nutrition and Pathophysiology are also in the works. Chem 121 is expected to be ready for Fall rollout as well.

• Social Sciences and Human Services

Progress Report (as of March 2010)
Assessment Committee - Social Science and Human Services Department

Prepared by Professor Fabian Balardini, Chair of the Assessment Committee - Social Science and Human Services Department.
In Fall of 2008, Professor Matthew Ally piloted a “mini” assessment in two of his Philosophy classes using the four category rubric developed the previous year. These are the results:

Philosophy 100 Philosophy 100 with 22 students assessed:

| Criterion #1 | 3 students failed to meet | 19 students met or exceeded |
| Criterion #2 | 4 students | 18 students |
| Criterion #3 | 3 students | 19 students |
| Criterion #4 | 2 students | 20 students |

Philosophy 100 with 18 students assessed:

| Criterion #1 | 4 students failed to meet | 14 students met or exceeded |
| Criterion #2 | 5 students | 13 students |
| Criterion #3 | 4 students | 14 students |
| Criterion #4 | 2 students | 16 students |

At the beginning of the Spring 2010 semester, Assistant Professors of History Colleen Slater and Alex d'Erizans piloted an assessment of history classes they were teaching. They collaborated in composing a set of rubrics to be utilized in correcting weekly response paper assignments. They distributed the rubrics to their students in order to provide them with a clearer idea of the criteria they plan to utilize in critiquing papers. The rubrics reveal the professors' expectations concerning student skills at forging an argument, engaging in analysis, and ultimately composing a clear and coherent piece of writing. In addition, Professors Slater and d'Erizans are coordinating select reading and response papers. They will assign the students the same readings and reflection questions, grade the answers, and compare/contrast the responses in order to paint a picture of their own particular teaching methods and styles. Finally, the professors plan on giving one or two questions that are the same on their midterm and final examinations (an identification question, for example, requiring students to provide the definition, context, and significance of a particular term). After the exams are graded, they will then compare their students' knowledge by relating answers on the tests. They will inquire, for example, as to how many students received a 10 out of 10, 9 out of 10, etc. They will then proceed to determine the relationship between their teaching expectations and the extent to which their students actually learned. Below is the grading rubric for their written assignments.
### Grading Criteria for Written Assignments

<table>
<thead>
<tr>
<th>Practice</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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</thead>
<tbody>
<tr>
<td>Use/Synthesis of Readings</td>
<td>Does not use all of required readings to answer question; summarizes the readings only; misunderstands content of the readings; does not answer the questions using the readings</td>
<td>Uses all the readings, but in an unbalanced way; shows basic understanding of all readings; makes an attempt to answer the questions, but makes only vague references to readings or over-uses the readings</td>
<td>Sophisticated and balanced use of readings; shows complex understanding of readings’ content; focused use of readings to engage in and answer questions without over-using them</td>
</tr>
<tr>
<td>Argument/Analysis</td>
<td>Little or no attempt to answer questions; scant analysis or reflection</td>
<td>Attempts to answer questions, but answer is vague, incomplete, confused or inconsistent; attempts analysis, but relies on summary</td>
<td>Focused engagement with the questions; clear argument and analysis</td>
</tr>
<tr>
<td>Evidence</td>
<td>Deals mostly with abstraction or personal reflections</td>
<td>Gives some clear and appropriate examples, but is inconsistent; other examples are vague, inappropriate or not fully explained</td>
<td>Gives clear, specific, examples pertinent to the argument being made; examples are fully explained and connected to the argument</td>
</tr>
<tr>
<td>Grammar and Writing</td>
<td>Uses improper English (uses slang, contractions, etc); incomplete or incoherent sentences; writes primarily in the passive voice; lack of sentence structure and improper use of punctuation; poor verb/subject agreement and tense use; poor spelling</td>
<td>Uses mostly proper English with few errors; uses complete sentences; clear attempt at active voice; only minor mistakes concerning proper English grammar and syntax; very few spelling errors</td>
<td>Use of proper and formal English (no slang, contractions, etc.); consistent use of active voice; sophisticated sentence structure and use of English grammar; has clearly been edited for mistakes</td>
</tr>
</tbody>
</table>

- List of revised syllabi as of March 2010:

  Economics (4):
  - Eco 100
  - Eco 201 – DL course
  - Eco 202
  - Eco 202 – DL course

  History (4):
  - His 101
  - His 102
• **Speech, Communications and Theatre Arts**

**February 2010 assessment update—Speech, Communications, and Theatre Arts**

The department had planned on having our second round of assessment in fall, 2009. However, during the training for that round where we watched videos of student speech presentations, we were unable to norm adequately. So, we decided that the assessment committee would revise the NCA evaluation form and define the criteria for each of the three points on the scale (Unsatisfactory, Satisfactory, Excellent). We were able to accomplish this during the fall assessment day, held on December 14th. We were also able to write a first draft of the department’s mission statement and start planning for the department’s mini-retreat during spring semester’s reading day.

We will hold a training session to establish our norms in the April departmental meeting, then use those forms for our second assessment round this semester. All full-time faculty will translate their final speech evaluations to the NCA form and turn them into the assessment committee. This process should ensure assessment of about 1/3 of our students.
Teacher Education

The Teacher Education Department formed a three-member task force comprised of Professor Rebecca Garte, Professor Yolanda Medina and Professor Plaisir to examine student learning outcomes in one of its courses in Childhood Education. On February 8, 2010, Professor Yolanda Medina assessed how students were achieving the first learning outcome in the two sections of EDU 202 that she is teaching this semester. The learning outcome states:

Students will compare and contrast the historical and philosophical perspectives on the development of schooling in the United States, including its development in the socio-cultural context of society.

Professor Medina administered the same measure to both sections of the course, and she used a rubric to score written responses from students (n = 47) who turned in work demonstrating competency about this learning outcome. The measure was a reading journal in response to Elizabeth Vallance’s classic article, "Hiding the Hidden Curriculum: An Interpretation of the Language of Justification in Nineteenth-Century Educational Reform." Please see the attached rubric that reflects the journal assignment and the professor’s expectations of students for it.

Findings: The results indicate that the students whose journals Professor Medina graded C or below (n = 9) may know how to summarize a text and/or relate the reading to their personal experiences, but they do not refer to the article with comprehension and do not approach it critically. These students generally struggle with formulating informed opinions about the topic discussed in the assigned reading.

Interpretation: Overall, the outcomes suggest that the students need both sustained practice and ongoing support in order to hone the skills of critical analysis and to formulate their own ideas into more coherent arguments when comparing and contrasting different viewpoints.

Corrective action: EDU 202 is designated as a writing intensive course, and Professor Medina will continue to give the students opportunities to revise their papers, incorporate feedback, and work on critical thinking skills. In addition, as the class addresses the topics of the reading in class discussions, Professor Medina will pose questions that elicit students’ references to the text, use of experiences and examples, and critical analysis of issues. She will call students’ attention to the ways in which they meet the journal criteria orally in class to help them identify ways to do so in writing in the future.

Now that we have completed this assessment of both sections of EDU 202, offered by the same professor, we will proceed to assess a larger pool of courses. We will choose a course that has several sections taught by different professors and compare how students in them meet one course learning outcome. In addition, as we continue our department’s work on assessment, the data collected, analyzed, and discussed here will be used as baseline data for Professor Medina’s next cycle of assessment of EDU 202.

Reference

### Rubric for Journals in EDU 202

<table>
<thead>
<tr>
<th>Grades</th>
<th>Demonstrating comprehension</th>
<th>Applying the reading</th>
<th>Articulating a critical analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>For an A</td>
<td>Is able to refer to the article such that it is clear that the student understood it.</td>
<td>Relates the reading to personal experiences and/or provides an example that illustrates key points.</td>
<td>Analyzes the article critically and questions its implications, making a persuasive argument.</td>
</tr>
<tr>
<td>For a B</td>
<td>Is able to refer to the article such that it is clear that the student understood it.</td>
<td>Relates the reading to personal experiences and/or provides an example that illustrates key points.</td>
<td>Does not analyze the article critically or question its implications.</td>
</tr>
<tr>
<td>For a C</td>
<td>Simply summarizes the article.</td>
<td>Relates the reading to personal experiences and/or provides an example that illustrates key points.</td>
<td>Does not analyze the article critically or question its implications.</td>
</tr>
<tr>
<td>For a D</td>
<td>EITHER simply summarizes the article OR relates the reading to personal experiences and/or provides an example that illustrates key points, but does not do both.</td>
<td></td>
<td>Does not analyze the article critically or question its implications.</td>
</tr>
<tr>
<td>For a F</td>
<td>Is not able to refer to the article such that it is clear that the student understood it.</td>
<td>Does not relate the reading to personal experiences and/or provide an example that illustrates key points.</td>
<td>Does not analyze the article critically or question its implications.</td>
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