

Assessment Report 2012



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SUMMARY AND OUTLINE

This report provides a synopsis of the assessment program of the Metropolitan College of New York (MCNY). The report represents a first step towards a comprehensive, integrated, multilevel assessment document to be produced each year. It is grounded in concrete examples of assessment by individual programs and administrative units. The report provides background on MCNY, an overview of MCNY's assessment program, a survey of the philosophy and process of assessment, specific examples of assessment activities and instruments, and a look at what the Student Learning Assessment Committee and Institutional Research and Assessment are doing to advance assessment. Assessment vignettes are provided from different units and offices. The creation of an assessment report by MCNY reflects a new and ongoing process. Subsequent reports will continue to link the College's strategic plan with assessment processes, instruments, and outcomes at the student, course, program, and institutional levels.

ASSESSMENT AT MCNY

Background & History

Founded in 1964 by educational visionary Audrey Cohen, the Metropolitan College of New York has a unique approach to learning: Purpose-Centered Education. This approach holds that students learn best when they have a meaningful purpose to achieve and can use their knowledge and skills to improve not only their career prospects, but also their workplace and communities. This experiential philosophy enables MCNY students, and organizations they are affiliated with, to analyze the outcomes of the work they do and become more effective at work as well as more positive learners. This is done using MCNY's Constructive Action, where a student plans, implement and assesses a major improvement at their place of work or internship setting.

A not-for-profit, private college, MCNY mainly serves adult learners who are motivated to transform their lives, and the lives of others. Comprised of two schools - the Audrey Cohen School for Human Services and Education and the School of Management - MCNY enrolls approximately 1,200 undergraduate and graduate students. Undergraduates are on average in their early thirties and attend school full-time while working full-time. Many attended the New York City school system. In addition, some may be underprepared for college work or have had poor prior educational experiences. Over 90% receive financial aid and many are single parents and first generation college students. Reflecting the international nature of the region, at least several dozen countries are represented in the student body when looking at places of birth outside the U.S.

Chartered by the New York State Board of Regents, the College holds accreditation from the Middle States Commission on Higher Education. The College is a member of the National Association of Schools of Public Affairs and Administration, the American Association of Education, the American Association of Higher Education, the Hispanic Association of Colleges and Universities, the Association of Colleges and Universities of the State of New York, the Council of Adult and Experiential Learning, and the Commission on Independent Colleges and Universities.

Assessment is an essential element of continuous improvement in higher education, and MCNY has a long tradition of assessment in its unique Purpose-Centered Education Model. The MCNY commitment to assessment was initiated by Harvard social psychologist and McBer & Company founder, David McClelland, who was retained by the College in 1973 to assist in developing

professional student competencies. Many iterations of this commitment followed. MCNY has endeavored to devise an assessment plan that involves key stakeholders and addresses key student learning goals and institutional objectives. While much assessment occurs at the class level, MCNY also assesses its students, curriculum and services at the program and institutional level. For example, the work that is currently being done to develop and assess work-plans guided by the Strategic Plan demonstrates assessment efforts at the curricular, program and institutional levels.

During the decennial 2009 Middle States Commission on Higher Education Self-Study process, MCNY's Steering Committee assumed the role of an important oversight committee. This facilitated a college-wide, comprehensive assessment of the institution. The Self-Study was conducted concurrently with the development of MCNY's 2009-2014 Strategic Plan.

Since late 2011, the new Director of Institutional Research and the Coordinator and Special Adviser to the President for Academic Outcomes have been charged with overseeing and coordinating the assessment goals presented above. Their work is supported by the active promotion of assessment by the president, deans, program directors and chairs, as well as selected committees such as the Student Learning Assessment Committee (SLAC).

The tradition of an active assessment program continues in 2012, as the College works to refine Purpose Centered Education for the needs and challenges of the 21st century – many of which were unanticipated at the time of the College's founding. To name three we include: (1) the widespread development of digital technology, including the internet, social media and nanotechnology, (2) the rise of a nationwide "culture of assessment" overseen by increasing directive accrediting agencies and the federal government, and (3) a persistent downturn in the general economy commencing in 2008.

Domains addressed in our assessment efforts are directly related to Middle States Commission on Higher Education in its *Characteristics of Excellence*, as shown below (Table 1). Our Strategic Plan places special emphasis on Standards 7 and 14.

Table 1. Domains Addressed by Assessment at MCNY

Domain	Middle States Standard
Planning, Resource Allocation and Institutional Renewal/Institutional Resources	# 2 and 3
Student Admissions/Student Support Services	# 8 and 9
Institutional Assessment/Assessment of Student Learning	# 7 and 14
Strategic Planning/Mission, Goals, Objectives/Integrity	# 1 and 6
Educational Offerings/General Education/Related Educational Activities	# 11, 12 and 13
Faculty	# 10
Leadership and Governance/Administration	# 4 and 5

MCNY Assessment Goals

The assessment program at MCNY is designed to be an ongoing process that evaluates two main goals of the Strategic Plan:

- To provide evidence on how well students are achieving learning objectives at the course, program and institutional levels of the College, and how the College might improve teaching and learning;
- To supply data that evaluates the College's overall effectiveness in meeting mission-critical goals and strategic plans, including academic program offerings, support services and administrative structures, policies and processes.

The ongoing effort to achieve these goals is designed as a means of providing information in a systematic and continuous fashion that fosters a collegial culture of program and process improvement and evidence gathering necessary for informed decision-making and innovation.

The assessment plan is also grounded in the College's mission: *To provide a superior, experientially-based education that fosters personal and professional development, promotes social justice, and encourages positive change in workplaces and communities.*

Assessment Philosophy

MCNY approaches assessment as a means to the end of successful student learning. Assessment results focus the continuous improvement discussion on designing solutions to improve student learning and professional development. The College subscribes to the definition of assessment promulgated by Tom Angelo of the American Association of Higher Education (AAHE) and the Association's principles of good practice: *Assessment is a means for focusing our collective attention...examining our assumptions and creating shared academic culture dedicated to continuously improving the quality of higher learning...Assessment requires making expectations explicit...systematically gathering evidence of how well performance matches those expectations and standards...analyzing and interpreting the evidence...and using the resulting information to document, explain, and improve performance.*

To further these ends MCNY has developed these assessment guidelines of good practice for use in its assessment plan. They are adopted from, or patterned after, the principles of good assessment outlined by the AAHE, and those recommended by Banta, Lund, Black and Oblander (1996).

- 1) Assessment at MCNY should be grounded in the College's culture, mission, vision and values. Done properly, assessment is a means of engaging the College community and external stakeholders in our mission of delivering a superior, experientially-based educational experience in an accountable way.
- 2) It is more important to assess a few key areas properly, than many areas superficially.
- 3) Assessment works best when desired outcomes are explicit, and periodically examined for effectiveness, documented and communicated.
- 4) Assessment is most effective when undertaken in a climate that is receptive, supportive and enabling. Assessment results will be used to make improvements; and never used punitively.

- 5) The assessment of student learning should also be grounded in the College's culture, mission, vision and values.
- 6) Assessment of academic outcomes should be faculty initiated and led.
- 7) Assessment in non-academic offices should be informed and led by professionals in those offices.
- 8) Assessment should include an array of methods, including direct performance and indirect approaches that focus on meaningful goals. Student outcomes and unit goals need to be linked at the course, program, and institution levels to ensure alignment and integration with strategic plans and continuous improvement efforts. The assessment plan itself should be reviewed periodically.
- 9) Assessment activities are cumulative and must be supported by sufficient resources supplied by administration and the Board of Trustees.
- 10) Assessment activities involve reasonable time frames which allow for changing conditions.
- 11) Assessment at MCNY is part of a larger continuous improvement and planning process that is ongoing, collegial, inclusive and multidimensional.

Utilization of Assessment at MCNY

MCNY's assessment objectives have expanded significantly during the past several years, beginning with the establishment of committees for continuous improvement at all levels. The implementation of the new Common Curriculum, which was phased in during 2008-2010 and the recent MCNY Middle States Self Study have better positioned the College to gather data from MCNY's students and other key stakeholders to be used at the institutional, school/program and student level. The current plan is designed to be established with the support and collaboration of faculty, administrators and professional staff.

As new academic programs or learning goals are identified, new strategic plans formulated, and new initiatives implemented, the assessment plan will likewise be revised and adjusted. In the spirit of continuous improvement, the College always seeks out better assessment methods and processes. Everyone at the College is involved in the implementation of the goals identified in the planning, evaluation and continuous improvement process.

Institutional assessment at MCNY is ongoing and dynamic (see Figure 1). Planning and budgeting activities lead to goal development and implementation plans which are evaluated and used to drive continuous improvement, closing the feedback loop. The assessment process, shown in the inner cycle, occurs simultaneously and involves gathering required evidence. In this process, assessment components or instruments are employed to gather data on outcomes, the data is analyzed and findings are used to inform decision-making, continuous improvement initiatives and future planning activities.

MCNY's program assessment plan involves the participation and coordination of the academic departments, key administration members, several standing committees related to continuous improvement and key offices, as shown in the diagram below. The Student Learning and Assessment Committee plays a key role in program assessment.

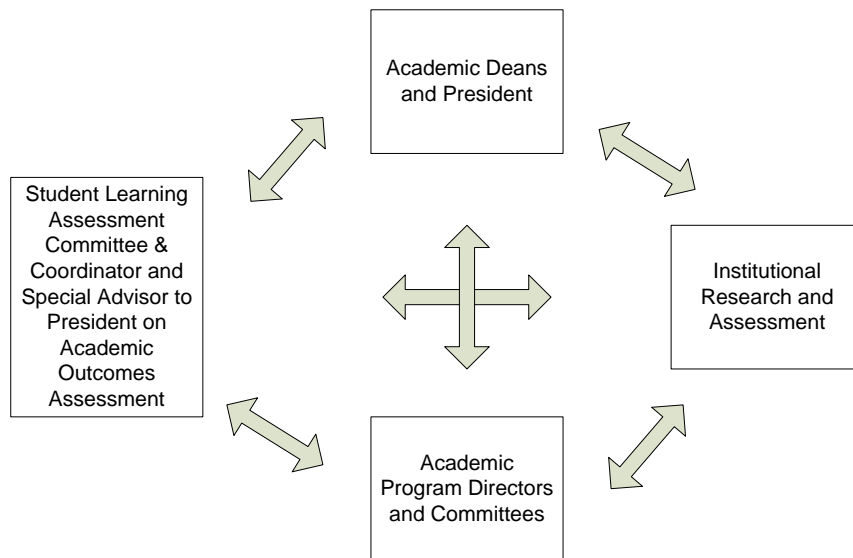


Figure 1. Assessment Process at MCNY

The process was used in past years to secure a \$2.7 million Title V grant that serves as an example of a complete cycle of continuous improvement. Previously, MCNY had made many efforts to help under-prepared students needing more assistance than what could be provided in the classroom. Under the direction of the Office of Institutional Advancement, MCNY gathered evidence and designed a strategy to increase the College's capacity to improve the academic success for Hispanic and other under-prepared students.

In the fall of 2005, the College was awarded the competitive and prestigious Title V grant to:

- Develop a Learning Enhancement Center – a centralized facility providing support in writing skills, math and computer skill enhancement, integrated technological and personal academic support services/guidance and assistance for Writing Across the Curriculum and Information Literacy initiatives;
- Provide in-service training to MCNY instructors to develop learning skills outcomes and incorporate basic skills throughout the curriculum;
- Engage faculty in improving curricula and pedagogy for mediated learning for under-prepared students by focusing on implementing a new General Education Curriculum, new developmental math and reading courses, and improve the Constructive Action, the core integrative feature of each semester in all MCNY programs;
- Build an academic culture of evidence; and
- Set aside funds for endowment development to increase funding for scholarships and for academic development.

A similar process was used in 2006 to secure a second Title V grant for \$1.5 million to develop, with Vaughn College of Aeronautics and Technology, a Cooperative Effort for a Streamlined, High-Quality Teacher Education Pathway Accessible to Hispanic and Other Low-Income Students.

In 2010, the president charged offices and academic units with the task of developing work-plans designed to move the institution in the direction of the broad goals outlined by a new Strategic Plan for the college.

In October 2011, a new Director of Institutional Research was hired, and a new position of Advisor to the President for Academic Outcomes Assessment was created. The second position is a part time position that is being filled by a senior faculty member who has been with the College since 1983. Together, they are reconstituting the Student Learning Assessment Committee [S.L.A.C.], and through frequent meetings are coordinating the development and implementation of this plan.

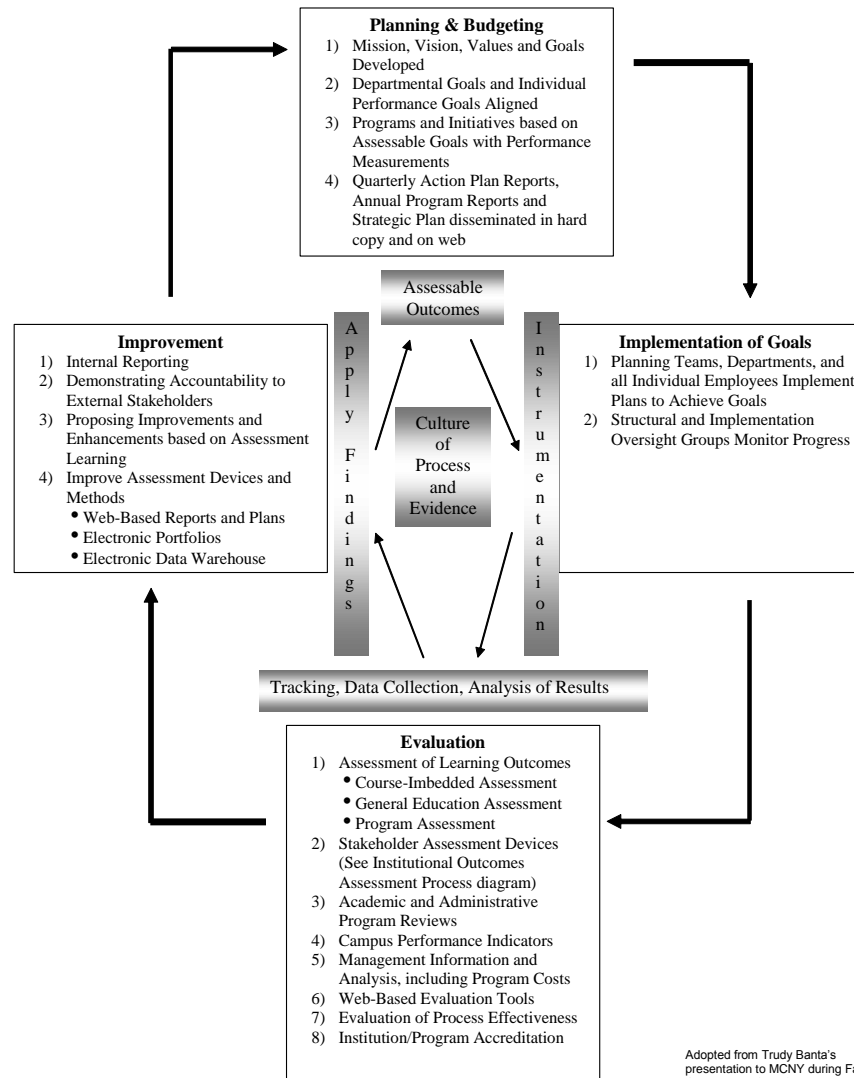
Consistently, the College's Strategic Planning Process encompasses regular data collection, strategic planning and functional or administrative unit planning. During the data collection phase, the College conducts pertinent environmental scans. The assessment devices listed in this College Assessment Plan, whether they focus on student learning or assessment of institutional effectiveness, are part of this scanning process. Assessment learning informs the strategic and functional planning process. Once these plans are developed, a collaborative team of stakeholders is typically constituted to address individual Project Action Plans. Individual Project Action Plans are broken down into vital implementation items, which then become major objectives for administrative units or departments. Responsibilities for key implementation items or tasks are then assigned to individual employees and become part of the annual employee appraisal process. In this way, MCNY's assessment of institutional effectiveness takes place throughout the organization, and virtually the entire academic enterprise is involved.

Various individuals and related committees make programmatic, policy, process, or other improvement suggestions to the College's president and deans, including conducting or recommending assessment activities. Suggestions are evaluated as they are made during the College's ongoing Planning, Evaluation and Continuous Improvement Process, as shown in the diagram below (Figure 2). Improvements and enhancements, or other processes and policies, are then communicated to the appropriate committees or teams.

Various oversight committees, such as the Faculty Council, evaluate assessment data and make recommendations to the president and Academic Council. Periodic reports are made through these to the appropriate committees of the Board of Trustees.

Figure 2.

Planning, Evaluation and Continuous Improvement at MCNY



EXAMPLES OF ASSESSMENT: PROCESSES, PROGRAMS, AND RESULTS

This section provides a number of examples of how the Strategic Plan is being operationalized and converted into unit work and assessment plans for different academic and administrative units. Taken collectively, the examples provide an evidence-based overview of how planning, implementation and assessment are currently being practiced at MCNY. Taken individually, each example provides a microscopic view of a process, program, or set of results responding to the situations of individual programs and offices. Over the next year, the goal is to create comprehensive, integrated, multilevel assessment report. In addition, we are currently encouraging offices, units and programs to “close the loop” by documenting how their assessment activities are used to change policies, programs and processes in the institution.

Example 1 - Student Learning Assessment Committee [SLAC]

Recognizing that some student learning assessment activities could be accomplished concurrently with ongoing curricular reform, and that assessment experts suggest that colleges focus on a few key areas for assessment at a time, MCNY has always charged its SLAC to investigate both current assessment practices at the College and possible future assessments that would fulfill institutional student learning standards. The following section explains this effort in more detail.

Since the latest Middle States review and the implementation of the Common Curriculum the SLAC is being re-constituted to fulfill its objective: ***to document how student learning is currently being assessed at the College and to develop a systematic process for continuous improvement.*** The current committee includes the senior authors of this report and is projected to expand by invitation in 2012 with representatives from each school.

The focus of SLAC’s activity will be to assist in making the college compliant with Standard 14 of the Middle States’ *Standards of Excellence*. The current efforts build on previous SLAC-formulated strategy.

The key element of this strategy has been previously to divide the problem of assessing student learning into four components:

- Global Assessment – assessing broad competencies that students acquire over their entire program of study to find out if there has been value added;
- In-Course Assessment – assessing what students learn from individual courses;
- Student Satisfaction with assessment efforts – gathering feedback from students on their experiences with assessment; and
- Assessing the impact of support services and other non-course experience on student learning.

As this committee is currently being reconstituted under the chairmanship of the Coordinator for Academic Outcomes Assessment. Its activities will include the following on an ongoing basis:

- Review of MCNY mission statement to ensure congruence with assessment practices
- Development of a plan for global assessment (standardized testing combined with portfolio assessment)
- Recommendations to Strategic Planning Committee
- Attendance at Middle States Conference on Assessment of Student Learning as needed
- Selection of standardized testing instruments to review
- Research into assessment instruments
- Scheduling visits from testing companies to gather information and identify most suitable test for MCNY
- Review of CLA test
- HERI Faculty Survey
- National Survey of Student Engagement – spring 2008; report summer 2008
- Noel-Levitz College Student Inventory Survey – under consideration as a first semester undergraduate student needs assessment inventory; requires development of an academic and student services intervention.

In addition, *Performance assessment* constitutes an important emphasis in all MCNY programs. Performance assessment devices have included the student Constructive Action, as well as Constructive Action related papers and projects, including individual writing and math assessments embedded in specific courses or carried out in conjunction with the Learning Enhancement Center.

The College evaluates the effectiveness of the curriculum and student work through a variety of different methods, but primary among these is the Constructive Action (CA) seminar, project and paper, whose purpose is to synthesize the semester's curriculum subject matter. Feedback from CA instructors is critical to assessing the efficacy of the College's Purpose-Centered Education Model and the individual course offerings of its two schools. The schools each have faculty committees charged with continuously reassessing course resources, syllabi, assessment efforts, and course teaching methodology. Individual student CA documents, or sections, may become part of a larger student portfolio.

Since 2010, CA instructors have been asked about key elements of the Constructive Action. In 2011 and 2012 in faculty workshops an initial survey regarding the Constructive Action was done of faculty and professional staff. The purpose of the survey was to specify the nature of the CA in an empirical, evidence-based manner involving those who work closest to it – the CA instructors. Participants were asked to provide common elements of the CA as a field experience and then of the CA as a document of the field experience. While analysis of these surveys is now underway, a preliminary working description of the Constructive Action developed by the first author might be useful as a point of departure:

The Constructive Action is a set of *learning activities* and a *learning product* designed to promote participant empowerment by improving a social environment or social relations, or by fostering human development or well-being. As *activities*, the CA is conducted within a specified social environment, allowing for supervision and feedback. As *product*, the CA is either a document or portfolio that includes: a review of pertinent literature, a rationale for the CA, formulation of goals/objectives, selection and justification of targeted actions, a statement

of findings justified by evidence, and an interpretation of findings in terms of reviewed literature and next steps.

Example 2 - Curriculum Improvements: Audrey Cohen School for Human Services and Education (ACSHSE) Workshop

In December 2011, a special workshop was organized by the Coordinator and the Dean and other administrators in the ACSHSE. The purpose of the workshop was twofold: (1) to explore how assessment principles might be effectively applied to courses and to other learning related situations, including programs, tutorials, mentoring and programs; and (2) to re-examine Strategic Plan work-plans that the school had been developing under the leadership of the Dean.

The workshop was designed to include faculty, administrators and professional staff on the rationale that it would be useful for these professionals to get more familiar with each other's work and to increase understanding of how we each contribute in different ways to the College's educational mission.

In the morning segment of the workshop, participants selected a course or tutoring topic of interest and selected from a list of 8 assessment-related questions. These questions included:

- 1) What should our students know as a result of this [class, course, semester, program]?
- 2) What should our students do as a result of this [class, course, semester, program]?
- 3) How do we know that they know these things?
- 4) How do we know that they can do these things?
- 5) What is working in our teaching?
- 6) What is not working in our teaching?
- 7) What next steps can be taken for improvement of student learning?
- 8) What next steps can be taken for improvement of our teaching?

Through discussion in small groups and in plenary session, participants were in a position to better address assessment efforts in the areas of their expertise.

In the afternoon session, participants re-examined the work-plans they had been developing in 2011. These work-plans are designed to address aspects of the College's Strategic Plan.

In follow-up to both initiatives, the Coordinator has engaged in follow-up meetings with the Learning Enhancement Center, the Welfare to Careers Project and the Office of Experiential Learning. Follow-up meetings including the Director of Institutional Research are scheduled with the First Year Experience Program, Mentors Program, Student Services, Recruitment & Admissions. Future meetings will include representatives of the various academic programs in ACSHSE. All of these meetings are designed to identify gaps in our institutional practice and to close them in light of the MCNY Strategic Plan.

In addition, workshop participants were surveyed about useful topics for future workshops as well as about perceived common elements of the Constructive Action as experience and as document.

The information from the discussions and surveys will be recorded and used to suggest curricular improvements in ACHSE.

Example 3 - Office of Experiential Learning [OEL]

The institutional outcomes assessment process was used as far back as 2005 to correct shortcomings uncovered in the March 2005 Human Services Fieldwork Report, where the College learned from key internship site supervisors that several MCNY students demonstrated significant skill deficits and inappropriate behaviors that, if left unchecked, could jeopardize the college-field placement relationships, and thus the entire experiential nature of the program. The Student Support Services Committee and staff of the Audrey Cohen School for Human Services and Education quickly recognized that better oversight and academic integration was needed in this key area. The solution, included the establishment of the Office of Experiential Learning with the following responsibilities:

- To protect the integrity of MCNY's Purpose-Centered, experiential educational model;
- To develop guidelines for fieldwork practices;
- To support MCNY undergraduate curriculum development;
- To conduct site visits to assess agency appropriateness;
- To serve as liaison between students, faculty and agencies;
- To advise students on suitable placements;
- To troubleshoot problems in the field; and
- To capture fieldwork data.

Currently, the role of the Office of Experiential Learning (OEL) is that it is an academic support office that exists to help maintain the integrity of fieldwork component of our Purpose Centered Education curriculum. After some research was conducted by Human Services faculty on our academic programming it was determined that there was a need to ensure that the fieldwork experience of our Human Service students was legitimate, academically sound and met the guidelines for accreditation (primarily Middle States). In order to maintain the integrity of the fieldwork component of the curriculum OEL was established to create and enforce fieldwork policies. OEL reviews and updates the Supervised Fieldwork Policy Handbook, reviews and updates fieldwork forms, collects fieldwork forms, which serve as a contract between students, field placements and the college that protects all parties and their interests, and documents outstanding Constructive Action (CA) projects as part of the college's archives.

The topics below were discussed during the Middle States Assessment of OEL's contribution to the Human Service Constructive Action process from a meeting with Middle States team on 3/30/2009:

- OEL serves as a liaison between the College, Field supervisors, and CA instructors, monitoring the overall compliance and integrity of the student's relationship with and expected outcomes from the fieldwork internship experience. OEL's main focus is undergraduate Human Services majors.
- OEL maintains an independent student-internship database.

- Students are required to work a total of 14 hours per week for 14 weeks, for a total of 196 semester hours.
- Each Purpose requires student submission of new Fieldwork Acceptance Form.
- OEL conducts site visits based on faculty requests and random selection.
- The relevance of field placement to the Constructive Action is determined by the instructor. OEL does not issue grades for the field placement, does not oversee the Constructive Action process and therefore cannot make any such determination. This is an academic assessment issue.
- Students do not submit forms directly to OEL. All forms are submitted to the instructor so that they can review and approve them (instructors must initial all approved forms). Instructors are responsible for forwarding all approved fieldwork forms to OEL.
- CA professor is required to make 2 personal outreach contacts to student's field cite to confirm all student-employer program standards are being met.
- The Supervisor's Evaluation Form is not mandatory. It is an optional tool that may be used by instructors. Since this is an assessment tool some time ago it was decided by the Chairs that the use of this form would be optional as instructors had their own assessment tools for this purpose.
- Penalties for late submission of forms or securing an internship late in the semester: this is another academic issue which instructors (at times in consultation with the Chairs) deal with as an assessment issue. Late submission or failure to submit paperwork or secure an internship is expected to be addressed through academic assessment process therefore OEL does not play a role in this. In terms of instructor failure to submit forms to OEL, the Dean and Chairs are notified if we require additional assistance getting instructor compliance with our forms submission timeline.
- Verifying the legitimacy of internships: This is the responsibility of CA instructors who are required to contact instructors several times within a semester. OEL serves to further support instructors by conducting site visits, making additional phone calls to supervisors when necessary, however this is part of assessing the student fieldwork experience thus it is the responsibility of instructors.
- OEL does conduct approximately 15 site visits per semester for which we draft a report which is shared with the CA instructor.

Along with the above operations discussed with the Middle States team, many of OEL's contributions outlined in working document of the Operational Plan Objectives (See ACHSE OEL Operational Plan) fall into the existing procedures that are in place for each academic semester. With the timeframes continuing through the Fall of 2014, OEL will continuously update the Operational Plan annually with outcome status from the goals listed from the plan. Updates of the outcomes from the goals from the academic year of 2011 show that OEL is on the correct path with all of the expected outcomes as shown the evidence provided in the Operational Plan. With the timeframes provided and 1/4 of the expected outcomes achieved, OEL is very confident in the successful completion of the planned objectives submitted.

Below are the completed goals that OEL has made from the 2011 school year:

Subgoal 2A: Objective 2. Develop and implement strategy to target agencies and business for individual recruitment and cohort projection of programs.

Visits made to alumni Fieldwork Supervisors for increased fieldwork positions for MCNY:

In 2011, OEL visited 7 current fieldwork sites in response to incorporate alumni relations with past graduates:

A Special Touch

New York City Human Resources Administration

Praxis Housing Initiative

Bronx Parent Housing Network

Aids Center of Queens County

William Hudson Senior Center

The Osborne Association

These sites have been noted as having current existing relationships with MCNY, as alumni who are supervising current undergraduate Human Services students conducting their Constructive Action project at their respective agencies. OEL and the Office of Career Services have noted these agencies as alumni related organizations that would excel in supervising our undergraduate Human Service students. These sites have also extended the invitation to send additional students that are in search for field work sites for the upcoming semesters.

Subgoal 1D: Use on-line tools to enhance instruction and service delivery

Updated OEL website and creation of a Moodle Shell for OEL.

In Fall 2011, OEL analyzed the current OEL webpage and updated the outdated information. The web based text was simplified to clarify office procedures, and revisions were made to the downloadable documents of the OEL forms that are used by faculty, supervisors and students.

OEL also arranged to use the Moodle technology to be able to communicate more effectively with faculty. A shelf was created in OEL's name for updates, memos, hard copies of office forms, and a forum for faculty to communicate back to the office.

Subgoal 2D: Objective 3. Establish written standard operating procedures for critical transactions in every unit

In the Fall 2011 semester, a Faculty Manual was created to outline the standard operating procedures of OEL. The manual detailed the OEL semester timeline, for completion of OEL's semester objectives. Also included are the roles and responsibilities of the faculty, supervisor, and student. The manual was approved from the Office of the Dean and a portion has been included in the Spring 2012 faculty semester packets distributed by OEL, with the completed manual to be used for the upcoming new 2012 school year.

Example 4 - Mentoring Program

The Mentoring Program achieved nearly all the objectives set in the strategic plan.

The objectives listed in the plan include an objective to "Inform mentors & mentees about the financial value of their education and empower them to better manage their finances." The office is currently working on a specific interpretation of this.

The Mentoring Program continues to serve students by providing academic tutoring, advising in techniques to do research and study skills, giving personal coaching and guidance, advising on conflict resolution and time management, and teaching computer literacy. Room 1253 is a busy place with students in-and-out seeking assistance. Last semester there were six mentors and an average of 20 students per month looking for mentors. This semester there seven mentors, and four of them are conducting their mentorship as an internship. In addition, they are also receiving work study funding, which serves as a great motivator. So far, about ten students have sought mentoring. The program is also present in the Bronx. One mentor and two tutors from the LEC, one for mathematics and one for English, have been assigned to the Bronx.

As professional development activities, the mentors attended a workshop held by the Learning Enhancement Center on self-directed learning, the approach used at the LEC. They also have participated in the events organized by the Office of Experiential Learning, where they had the opportunity to meet representatives from the different companies and agencies connected with MCNY. They also received advisement and coaching in the preparation of advertisement material for the program, record keeping forms, and the assessment survey we will be using starting in Spring 2012.

The Mentoring Program had a "meet-and-greet" event last semester, and it was well attended. They participated in the student orientation in January, where the mentors had the opportunity to advertise the program to new students. They also visit, each semester, classes to advertise the program.

Example 5 - Learning Enhancement Center [LEC]

Since the fall of 2006, MCNY instituted an admissions/placement assessment for all new undergraduate students. Student Accuplacer scores in Reading Comprehension, Sentence Skills and Arithmetic are utilized by the Admissions Office, Student Services staff, Learning Enhancement Center (LEC) staff and interested faculty, to identify individual students who might benefit from LEC services. At the LEC, locally-developed progress reports are utilized by professional tutors to enhance students' basic skills. Whenever possible, LEC tutorial sessions concentrate on specific in-class assignments.

In 2011, the LEC had a few areas of focus. Some of our key goals were:

- 1) forming more formal links with full time faculty and their coursework and other academic support services
- 2) developing a better team understanding of the CA document (and its emerging variations)
- 3) developing a more inviting and enriching learning environment for students at all levels

For our first goal, we made contact with individual faculty members who already had an existing tie to the LEC - usually through their practice of referring students for tutoring. To these faculty, we formalized the LEC connection by way of imagining how we can be a specific support to course goals/projects. We offered this support by expanding our Moodle Course Shell resources to reflect skills needed for actual course material and requesting and reviewing syllabi to stay abreast of upcoming

assignments. In the fall, 2011, one faculty member required attendance to at least one LEC session for course credit and requested that two course sections be added to our Moodle Shell.

While many of his students did come for their sessions, few made use of the on-line support materials, even though they tied directly to students' weak areas in those courses. This may be a matter of the collaborating professor not modeling how to use the resource in the class or other possible factors.

While this was a very positive move forward in "closing the loop", it was actually a series of preliminary steps toward a more comprehensive, integrated support system. Perennially, we hear among faculty somewhat dismal reports of low average proficiencies among many of our students. At the LEC, we see that if MCNY acceptance standards remain the same, then all academic support services have a mandate to work together as efficiently and creatively as possible to promote academic excellence while increasing retention. It is at this level that the LEC sees these small steps working in tandem with other departments, synchronizing and dynamizing our support to students. Given the size of the school, the integrity and expertise of academic support departments, and a shared vision for raising our academic standards and retention, this collaborative effort should be, *must be*, attainable.

For our second goal, the team's understanding of the CA document did improve through our efforts. We now have a resource binder with documents outlining Purpose themes across programs and semesters and notes of variations among CAs, such as internships, BAUS interpretations, etc. Having this resource in place facilitates more productive on-going conversations about the CAs students are bringing to sessions.

The goal of developing a more inviting and enriching learning environment at the LEC hinged on a few initiatives: team counseling training, a revised focus on developing relationships with students, and our blog development (modeling engagement and lifelong learning). We took this as an area of focus to see how these initiatives may improve student attendance and retention at the LEC. We sought improving interpersonal skills for richer assessment of actual student need, existing/emerging skills as well as becoming better able to meet students where they are, academically and emotionally. This was an important area of focus for our department that, without attention, can easily become a missed opportunity.

This initiative is difficult to assess, for we are aiming to subtly shift the attitudes associated with the LEC in general and those associated with working with a tutor (transforming affect, expectation, bias, etc). Our aim is to continue work with this focus in 2012 through ongoing staff development so as to infuse the culture of the LEC with sensitivity, inquisitiveness and rigor.

Emerging goals for 2012

In 2012, one goal remains to forge more formal links with full time faculty and their coursework and other academic support services. In February, we began a pilot program in the MBA/MPA program with weekly small-group tutoring. The purpose of this program is to target those students with restrictive schedules who are falling behind course expectations. We are curious to assess this program at the end of spring semester before offering this model to a wider swath of faculty.

Additional classroom collaboration is growing in the spring semester through the development of in-class workshops on APA citation and research skills in collaboration with the Research Librarian,

targeted for the Human Services program. This initiative aims to support students with these foundational skills early in their MCNY experience while contributing to a campus-wide standard use of APA.

It is becoming clearer that this goal, while aimed at students across all Purposes, is especially germane for FYE initiatives. This year we aim to strengthen dialogue and coordinated efforts among offices such as Mentoring, Student Services, the Library, Admissions, and all department chairs in ACSHS&E and Management. Some areas of inquiry to consider moving forward can include: 1) looking at data from admissions, tracking retention of students with low Accuplacer scores, 2) linking that data to see how many of those students attend the LEC and with what success, 3) tracking P1-3 student attendance at the LEC, while considering correlation to Accuplacer scores or ATB status, and 4) tracking trends in courses represented by LEC students, considering correlation to course grades of C or below. Each of these areas aims to bring light to potential gaps in services to FYE students- gaps, which, when unaddressed, clearly contribute to student attrition.

We also understand that these links are enhanced by use of Distance Learning and enhanced technology, a second area of focus for 2012. We are now working closely with Diwata on testing a new video conference platform (through Moodle). Additionally, we are testing the use of Turnitin through the LEC Moodle Shell to be a kind of clearing house for any student needing support with issues of plagiarism. The writing specialists would like to use this tool in sessions and empower our students to use it to check papers on their own before tutoring sessions or before submission.

The LEC looks forward to the strengthening of our services while collaborating closely with other departments to affect real and lasting changes for the success of all of our students.

Example 6 - Welfare to Careers Project (WTCP)

The following is an update on the objectives of the Welfare to Careers Project and how they correspond with the objectives of MCNY's Strategic Plan:

Subgoal 2A of Goal 1 Objective, part 2: Increase Retention and Improve Student Debt Management

The WTCP objective for this subgoal is to continue graduating remaining students in WTCP and Career Pathways. Career Pathways and WTCP has continued to provide support services in order to successfully graduate its participants. The graduation rate for WTCP is 85% and for CP it is 65%.

Another subgoal was to expand the program by enrolling new students. In 2011, there were 19 new students enrolled in Career Pathways and 7 new students enrolled in the Welfare to Careers Project.

Moving forward, more funds must be secured in order to continue providing services to more students.

Subgoal 2B of Goal 1: Develop income from non-tuition sources as a reliable portion of total revenues.

In order to achieve this subgoal, there must be additional funds secured for the programs. The specific tasks were to work closely with lobbyists to obtain appropriations for new funds on the State level.

This is underway for the new fiscal year which includes creating and providing dissemination materials to the lobbyists as well as MCNY personnel visiting legislators or hosting legislators who choose to visit the college. An additional subgoal includes identifying private funders that may fund programs similar to WTCP. These search activities are set to begin in March 2012 with all WTCP staff collaborating.

Subgoal 2C of Goal 1: Enhance reputation of MCNY by showcasing achievements and promoting the college among publics.

There are two specific objectives that will result in the accomplishment of this subgoal. These objectives will enhance MCNY's reputation and showcase the results of WTCP both internally and externally. The objectives are as follows:

1. Replicate an Employment Preparation portion of WTCP into the school thus improving the professionalism of the students which will promote the school the employers, and
2. Disseminate research findings of WTCP.

The first objective is set to begin late spring of 2012. Activities to accomplish this will be to strengthen the writing skills of students by integrating a business writing component into the curriculum or through offering workshops; creating a speaker series where industry professionals address students; Dress for Success workshops; and oral presentation component.

The dissemination of research findings of WTCP is underway. The WTCP website has been created and is live on the internet. Additionally, an extensive report is receiving its final edits. This report will be utilized for future fund seeking, external publishing and state lobbying.

Example 7 - Assessing Student Satisfaction

MCNY conducts several national studies periodically for strategic planning and institutional effectiveness purposes. The Noel-Levitz Adult Students Priorities Study (ASPS) is a national study developed in conjunction with CAEL to assess adult students on institutional and strategic objectives and satisfaction with academic advising, academic services, admissions and financial aid effectiveness, campus climate, instructional effectiveness, registration effectiveness, safety and security and service excellence. National benchmarks and "best-in-class" comparisons are made.

MCNY also employs national studies to evaluate individual programs. For example, the Master of Science in Education program uses the Teacher Education Exit Assessment from Educational Benchmarking Inc.

To gather feedback on assessment and on empirically-tested student engagement activities, MCNY has employed the National Survey of Student Engagement (NSSE) for a number of years. This effort is routinely augmented by sections of the Noel-Levitz Adult Student Priorities Study (ASPS), especially those areas relating to Instructional Effectiveness. Additionally, the Higher Education Research

Institute's (HERI) 2007-2008 Faculty Study provides data on the current assessment methods preferred and employed by MCNY faculty members. This data collection effort is a major expansion from the original Faculty Assessment Study conducted in 2003, and it provides pertinent information on both student and faculty preferences of assessments.

One of the main results to emerge from these instruments has been that students believe they benefit from the Purpose-Centered model and Constructive actions but desire more financial aid support.

Example 8 - Student Services

Sub-goal 1A – *Embody the essential elements of Purpose-Centered Education in all degree programs.*

1A.5.1 Develop tracking forms for each program

We are in the process of developing tracking forms for each MCNY program and anticipate completing this task by the summer semester of 2012. The need to hire an *additional staff member for Career Services is crucial to finalizing this task. We are currently utilizing an Excel spreadsheet provided by the Office of Experiential Learning (OEL) for undergraduate placements and would like to adopt a more comprehensive tracking system. Previously, we were approved for an additional staff member that would focus on finding additional work site jobs/internships for every student at MCNY. Unfortunately, this position did not materialize. With only two staff members servicing a population of over twelve hundred students, we were unable to realize our goal by the projected completion date of December 2011. We have, however, successfully made steps in initiating a database that consolidates all documents relevant to tracking in one operational center.

1A.5.2 Develop Data Collection using Power Campus or other database

Career Services is currently utilizing an Excel spreadsheet to collect data. Career services is scheduled to receive specific training on Power Campus during the spring semester of 2012. Upon completion of this training, we will begin to explore ways in which Power Campus or other similar databases can be utilized to collect data regarding internships and career placement.

1A.5.3 Develop a system to better verify MPA Supervised Fieldwork

Career Services must hire an additional staff member if we are to develop a system to better verify and help place MPA students. This individual will be known as the Worksite/Job Specialist and can start relationships with employers but also help place students. As new work sites are proposed, the Specialist will coordinate an introductory session where MCNY Faculty would detail the various ways in which our students can help the organization fulfill its stated mission. If Career Services is going to meet its strategic objectives, the ability to hire an *additional staff member is imperative.

1A.5.4 Enhance and develop Internship and Employment Posting and Student Referral

The College must upgrade its current web-based system if Career Services is to enhance and/or develop the way in which we post internships and employment as well as student referrals. We are projecting that web-based postings will significantly increase office traffic, since students will need the

services of career counselors to assist them with their job searching methods and tools. As students begin to utilize social networking systems such as LinkedIn and Workforce 1, they will require the continued assistance of Career Services staff to help them set up online profiles, create resumes, and match jobs/internships with their interests and abilities.

Objective 1B1

Develop plan to help academically at Risk students overcome deficiencies in Mathematic, reading and writing:

Working on plan - Students identified at risk through Accuplacer Test scores (both ATB and Non-ATB) will automatically be referred to the LEC. Students should either be assigned to individual or group tutoring. The tutoring sessions could be mandatory and required for the entire first purpose at MCNY. That would include transfer students with an articulation agreement and those who may be taking classes in split purposes due to their transfer credit evaluation.

Objective 1B.2.3

Conduct one on one purpose meetings with all Purpose 2 and 3 students

During the Fall 2011 and Spring 2012 Semesters, Student Services contacted all Purpose 1, 2, and 3 students via e-mail and traditional mail and invited them to call and make an appointment. Follow up phone calls were made to students who appeared on the Registrars list of Poor Attendance and who had low grade point averages. The students are asked to meet with advisor to develop an academic plan in order for them to complete the semester successfully and move forward to the next purpose. A system to track the meeting attendance and follow up will be developed and notes entered into Power Campus.

Preliminary meetings were held with Career Services staff and Academic Advisors to identify students in Purposes 1 through 3 (both undergraduate and graduate) in order to contact their CA Professors to arrange a classroom visits. Academic Advisors paired up with Advisors from Career Services to provide in-class academic counseling along with internship leads and placement.

Objectives 1B.4

Develop an on-line first year orientation transition program for Transfer Students to facilitate adjustments to PCE.

The development of an on-line first year orientation program for Transfer Students to facilitate adjustment to PCE has been stalled due to attrition in Student Services, within the past year there have been at least four new Advisors. The addition of the new staff will help to bring this project to fruition and we anticipate completing the project before the end of the Summer 2012 semester. The idea behind the creation of an online orientation program is to increase the number of students that we are able to reach by giving them an alternative to the traditional program. We plan on producing a series of video tutorials and instructional vignettes. The videos will be accessible through Moodle and looped on a television that is to be placed in the Student Services area. We are focusing on College policy and procedures in addition to an explanation of the various services offered by Student Affairs and personnel functions.

Objective 2A1 – 2A2 Part 1

Develop and implement a strategy to target recruitment to individuals and groups with the greatest potential to choose and succeed at MCNY.

Our primary objective has been to identify agencies that offer our students internship opportunities and try to build a partnership wherein the agencies would send their employees to MCNY for continued education. The current approach of targeting and recruiting individuals and/or specific groups of students who would most likely succeed at MCNY remains of paramount importance to our department. However, Career Services will need *additional resources (e.g. Staff) in order to canvass specific areas and develop a strategic plan to increase the recruitment and retention of groups with the greatest potential for success at MCNY.

Objective 2A1 Part 2.

Enhance advising, mentoring and career services to improve retention and graduation rates:

2A1 Part 2.1 – 2.4

Student Services Advisors have begun training both temporary and permanent front desk staff to ensure that they are not only proficient in customer service skills but also knowledgeable in student related service information such as school policies and processes. The Department of Student Affairs has begun the process of putting together a handbook for interns and work study students. In addition, there will be a brief but mandatory orientation session for all student workers during the break between semesters to acclimate them to our standard operating procedures and best practices. The front desk area will be remodeled and new organizing tools will be purchased. This will help student staff and advisors to work more efficiently.

In addition, the office of Student Affairs has begun the process of revising the way data is collected during initial student advisement for new students. We are streamlining the current student self-assessment form so that we can create a database that will give us a better understanding of student strengths and weaknesses. Once student issues are precisely identified, our Advisors can better match them up with appropriate resources and be empowered with the knowledge necessary to create a series of relevant workshops in conjunction with the LEC.

2A1 Part 2.5

Purpose 6-8 students are preparing to graduate and will need guidance in regards to their next step. Whether they enter the workforce, continue in their current career or peruse graduate studies we want students to be aware of their options and looking ahead.

2A1 Part 2.6 – 2.8

The Office of Student Services is currently revising the previous MCNY Veteran's Handbook. In addition, we have reached out to the Vet Centers in Manhattan and the outer boroughs for information and support. In doing so, we have not only built connections with the Vet Centers but also have compiled additional resources that we can distribute to our students on pertinent topics such as VA workshops. We have also started recommending that all of our student veterans fill out the FAFSA form, even if they are receiving some form of the G.I. Bill. Filling out the FAFSA form can help ensure that they do not fall through the cracks if the G.I. Bill does not fully cover their tuition. In addition, we are going to begin working with Financial Services so that we can identify students in need of supplementary funding. Going forward, the Veteran's Liaison in Student Service will establish

him/herself as a mentor and source of guidance by inviting student veterans in for one-on-one advisement sessions in a continued effort to better understand the unique needs of this population.

2A3 Parts 2.1 - 2.5

The scholarship committee has met and reviewed all MCNY scholarships and the criteria for dispersing them. In addition the committee has reviewed the scholarships currently posted on the MCNY website and checked to see that they are still relevant and if possible added additional resources. Finally, the committee has made sure that all scholarships are easily located on the MCNY website and that the students are made aware of these resources. The scholarship committee is chaired by the VP of Enrollment and this project is on hold until the new VP is on board.

Coordinator of Internship Development – Office of Career Services: The request for a Coordinator of Internship Development is based on our commitment to providing the resources that will facilitate the best fieldwork opportunities for students while directly contributing to the educational mission and model of the College. The Coordinator's primary responsibility will be to identify internship sources for students. This is especially crucial for first year undergraduate, transfer, articulation and new Public Affairs and Administration (MPA) students. The first Purpose in undergrad programs is Self Assessment, where students are tasked with exploring field opportunities and ultimately securing the site which will be the basis for the second semester Constructive Action. This is an additional challenge for students already dealing with the transition into college life. Frequently such students have not yet developed the skills required to conduct a thorough internship search, and therefore need assistance in the form of previously identified sites. Transfer and articulation students are routinely placed in upper Purposes in their first semester, and therefore the need for an internship is immediate. There are also a fair number of new MPA students who are accepted on a waiver basis, with the understanding that they must secure an internship by the start of the semester. Again, we are looking at an immediate and pressing need.

The Coordinator will be responsible for guiding students in the proper techniques for applying for internships. The common misconception is that one should approach an internship in the same manner as an employment opportunity. However, the expectations and requirements for both the supervisor and the student are very different than those of the employer/employee. The Coordinator will be available to guide students, helping students develop a more professional approach.

Lastly, the Coordinator will also serve as a Career Services generalist, assisting students in such areas as writing resumes, cover letters, preparing for interviews, researching career opportunities and developing job search skills. The Coordinator's position will not duplicate any services that are currently offered by the Office of Experiential Learning (OEL). Finally, the Coordinator will develop an internship bank, where sites will be categorized by program and Purpose, enabling students to find and secure field experiences that meet their needs and to do so in a more expedient, streamlined manner.

Coordinator of Student Development – Office of Student Services:

The Office of Student Services currently staff consists of the Associate Director, four Coordinator/Advisors and one Part-Time Advisor. The Office is responsible for the academic advisement of all students which includes: nearly 1,200 currently registered; students who withdrew

before the start of classes; students who were registered but never attended class and became No-Shows; and students who were advised but could not register due to various unresolved administrative/academic holds. Conservatively speaking, this amounts to 1,300 students advised every semester, yielding a student to advisor ratio of 275:1 (Associate Director has ½ caseload, Part-Time Advisor has ¼ caseload). In addition to the enormous caseload of advisees, each member of the staff is responsible oversight and delivery of a separate segment of the services offered to support student retention and success. A sample of these services includes: investigation and adjudication of all student conduct issues; student organizations and activities; new student orientation; academic warning and review; educational workshops; international students and veterans' liaison.

This request is for a full time member of the Student Services staff. The Coordinator of Student Development would serve in three primary functions: 1. Coordination of student development and transitional programs, 2. Student technology resources liaison, and 3. Academic Advisor. This request is urgent due to growing enrollment, importance of retention, and increasing dependence on technology as an educational tool.

The Coordinator of Student Development will serve as a facilitator of transitional programs and will work closely with students. In addition Coordinator of Student Development will serve as the liaison to digital resource managers, working closely with them to minimize problems, deliver instructional information and ensure full utilization by students. . The Coordinator will also be responsible for maintaining and updating the Student Affairs sections of the MCNY website in conjunction with the College's webmaster. The Coordinator will maintain the Student Affairs social networking sites, and will assist with development and implementation of new technology-related tools.

This position will also assist in:

- Implementation of revised curricula in all academic programs, graduate and undergraduate.
- Concurrent running of old and new curricula resulting in large numbers of students requiring customized schedules.
- Offering of Common Curriculum courses, which are offered across Purposes and programs.
- Transition from IQWeb to Self Service.
- Greater influx of transfer and articulation students (who are accepted into new curriculums, even though all Purposes of new programs may not yet be offered).
- Course equivalents and substitutions must be identified for courses that are either no longer offered or not yet offered (due to the phasing in of new curriculums). This requires increased and communication between Advisors and academic departments.

Online registration is a self-directed activity. With the exception of the transition to Self Service, the above items have been implemented without regard to the functionality of the user-end online tools that our students would use to build their schedules. While the technology for online registration is available, the repercussions of the curricular changes and inclusion of common curriculum courses makes us no closer than we were two years ago, and widespread implementation it is not likely to occur as we move deeper into the phasing in and out of new and old programs.

Front Desk Supervisor/Administrative Assistant – Office of the Dean of Students

There is a need for the addition of a full-time position to oversee all functions of the front desk area and to provide administrative support to the full-time and part-time professional staff of these offices. The front desk is a vital operational area which is presently staffed by a combination of College Work Study students and MCNY interns. The front desk staff manages the flow of traffic throughout the office and regularly responds to a multitude of front line questions, allowing the professional staff more time to meet with students for more complex issues, such as advisement, guidance and personal problem solving.

While total enrollment has increased by an impressive 30% from 2008 to 2012, office traffic has grown by more than 50%, a rate that far surpasses enrollment growth over the same time period. In 2011 alone, we have recorded more than 13,000 office visits, with high volume months sometimes reaching 2,000 student visits. With the exception of Library/Computer Centers, this volume of traffic is likely unmatched by any administrative or support area of the College. All 13,000 student visits are filtered through the front desk.

The front desk is the visible face of the department. Students who maintain this area must be continually trained in best practices in customer service, problem solving techniques and internal and College-wide policies and practices. Since the area is staff by students, the turnover rate is high, and training is both ongoing and time consuming. The Front Desk Supervisor will assume training responsibilities.

There is no person dedicated for providing administrative support to the eight professional staff. As such, professional staff is responsible for data entry, file maintenance, and all other clerical functions. The Front Desk Supervisor will ease a reasonable portion of this function, thereby freeing the staff to serve the College in ways that better utilize their skills and experience.

In 2011, the offices of the Registrar, Bursar, Financial Aid and Experiential Learning were relocated to a centralized space on the 12th floor. All of the aforementioned departments now share a common front desk workspace with the Dean of Students, Student Services and Career Services. This has placed yet a greater emphasis on the need for a strong, professionally run front desk area.

The responsibilities of the professional staff are directly related to student retention and success. Working without administrative support we have: continually met and exceeded enrollment projections for continuing, returning and readmit students; served a growing student population; increased student participation in miscellaneous workshops; and improved office traffic by more than 20% for two consecutive years. To sustain this level of growth and development, the need for a Front Desk Supervisor who will provide support as described above is essential.

Example 9 – Enrollment Services

The 4 major goals for Enrollment Services have been:

1. Develop and implement strategies to target recruitment and individual groups with the greatest potential to choose and succeed at MCNY.

2. Develop and implement strategies to target agencies and businesses for individual recruitment and cohort projection of programs especially as related to new programs, locations.
3. Develop and further enhance current extension sites and explore opportunities to develop new sites in other boroughs.
4. Enhance MCNY's image and marketing abilities through the MCNY website .

The first goal was broken down into more detailed actions in order to facilitate the measure of outcomes on a semester by semester basis. The Office of Enrollment Services regularly measures outcomes to address enrollment of veterans, enrollment of international students, conversion of online applications, increased enrollment in the MBA programs, and enrollment of transfer students and Hispanic students. Some of the strategies used to drive enrollment of these goals were:

Veteran Students Enrollment –Outcomes/Evidence:

- At the end of spring 2012 semester, a total of 70 veterans attend MCNY on a full time basis.
- In 2011 we exceed enrollment goals of this group by 250% (40 students)
- MCNY was selected as a Military Friendly School for the 2011-12 academic year
- Held first ever veterans open house
- Gained membership into the SOC (Service Members Opportunity College Consortium of Schools
- Participated in the Veterans Day Parade

International Student Enrollment -Outcomes/Evidence:

- At the end of spring 2012 a total of 81 international students were enrolled, while at the end of late registration of spring 2011 international enrollment reached a total of 66.
- International enrollment history from spring 2009 to present:

SP 09	10	SU 09	13	FL 09	17
SP 10	13	SU 10	6	FL 10	35 (included 6 full scholarship recipients)
SP 11	15	SU 11	7	FL 11	29
SP 12	19				

MBA Programs -Outcomes/Evidence:

- Spring 2012 Enrollment of MBA students had a 9% increase from spring 2011. The total number of MBA students at the end of spring 2012 enrollment period came in at 177, while at the end of the spring 2011 a total of 161 MBA students were enrolled.

TRANSFER STUDENTS

○ Transfer Student Enrollment –

Ongoing activities:

- Increased presence at community colleges and two year institutions with existing articulation agreements continues to be the focal point for increasing enrollment of transfer students – Borough of Manhattan C.C., Technical Career Institute (TCI), and Professional Business College (PBC) continue to be strong facilitators
- We currently hold transfer days and offer in-house events with articulation schools monthly – TCI has been very active and occasionally will bring roughly 15 students to these events

- We continue to receive invitations to speak with students from institutions with existing articulation agreements – TCI and PBC allow representatives from Admissions and academic programs to meet with students at their location
- Transfer student initiatives have been distributed between two counselors – (1) for Bronx recruitment with Bronx C.C. HOSTOS, and TCI (Bronx); (1) for community colleges and two year institutions in the remaining boroughs including TCI on 34th St.
- Administration is currently working to finalize Articulation with HOSTOS

Outcomes/Evidence:

- There was a significant increase in the number of in-house events for articulation schools
- Spring 11' enrollment of first year students totaled 59.3% - includes articulation and students transferring some credit (range (3-59))
- Spring 12' enrollment of first year students increased to 69.8% - also includes articulation and students entering with some college credit (range (3-59))

OPENING THE BRONX EXTENSION SITE:

Ongoing activities:

- The Bronx Extension Center (BEC) currently has an Assistant Director available during operating hours to speak to students inquiring about MCNY and take applications, pending documents, assist with financial aid, etc. – when Assistant Director of Enrollment is conducting outreach, Erica Morales has been trained to speak to inquiries on behalf of admissions
- Open House events continue to shape our recruitment calendar – the most recent was made on February 22nd for March 15th with F.E.G.S. Education and Youth Services Program
- On-The-Spot dates have been scheduled for March 29th, April 13th, and April 30th

Outcomes/Evidence:

- A collaborative effort from Admissions, Registrar, Financial Aid, Student Services, Career Services, Bursar, and the availability of test proctoring initiated enrollment during One-Stop-Shop events leading to 39 registered students. The decision was made to duplicate these efforts for summer and begin recruitment for the first extension center MBA program in the history of MCNY.

ENHANCED MCNY IMAGE – Website

Outcomes/Evidence

- A committee has been formed to develop an active online application compatible with self-service and Power Campus. Weekly meetings are held with members from IT (Deb McCue), and four members from the admission team (1 Counselor, 1 Director, and 2 Recruitment Specialist Assistants). Expected launch date – by Fall 2012.
- Develop landing pages to assist in more effective ROI analysis of marketing efforts. Redesign home page and place videos throughout the website. Project completed November 2011. New TV Ads, I Teach Campaign expanded to include Television and Radio. Introduced fall 2011 through spring 2012.
- Social Media management will drive more individuals to events and applications to our online application page.

Outcomes/Evidence:

- 30 % increase in inquiries for spring 2012. 118% increase in inquiries for summer 2012. 12 new webpages are currently being redesigned and redundancies removed. We project 15% increase in accepted online applications once the online applications are in full operation January 2013.

Example 10 – Common Curriculum

The undergraduate educational model underwent a faculty-led revision with the design of a Common Curriculum implemented from 2008-2010. A key component of this work entailed a complete review and updating of the College's learning objectives at each stage of the educational process for the General Education curriculum as well as the associated undergraduate academic programs. Whenever learning goals are identified, assessment methods are devised and implemented on an ongoing basis by the appropriate committees.

This approach was consonant with the direction recommended in 2004 by Middle States in response to our PRR to "include in our assessment plan steps to develop a formative assessment of student learning outcomes". (Fixman & Buchanan, 2004, p. 7)

Work on the Common Curriculum continues in 2012 through implementation of a new 2-for-1 initiative, wherein each two hours of class time is matched by one hour of online learning experience.

Other Offices

Many offices and units at the College are under new leadership. Consequently, the senior authors have adopted an approach to work cooperatively with them moving forward as they become familiar with their specific responsibilities, the MCNY Strategic Plan and our assessment approach which include Reports such as this as well as template-specific planning and assessment.

These offices include most offices that come under the jurisdiction of the CFO, as well as the Registrar and the Library.

LINKING PLANNING & ASSESSMENT

The assessment program at MCNY is continuously being examined and re-evaluated for continuous improvement. It currently includes a variety of direct and indirect data collection methods such as local and national surveys, interviews, and focus groups, document audits, appreciative inquiry and action research, custom market research studies, program reviews, and performance assessments. The use of standardized exams is currently under review. These assessment methods are described in more detail below.

The specific examples cited above provide an outline of evidence regarding how planning (as exemplified in the Strategic Plan and in unit planning) is linked with assessment efforts. In turn, the assessment work is designed to feed back into the development of updated plans – all operating in a recursive manner. We continue to deliberate and examine strategies and processes to further link planning and assessment. These will be discussed in the next iteration of this report.

STUDENT LEARNING ASSESSMENT COMMITTEE (SLAC) & INSTITUTIONAL ASSESSMENT APPROACHES

The MCNY 2009 Assessment Plan identified a number of approaches adopted by the previous Student Learning Assessment Committee (SLAC) that have been modified to address the needs, opportunities and realities of the 2012 environment. As mentioned above, SLAC and IR&A has proposed to meet MSCHE’s Student Learning standards and Institutional Assessment standards using the following assessment methods.

Table 2. Assessment Methods: Levels, Dimensions, and Instruments

Assessment Level / Institutional Dimension	National or Local Test/Assessment Instrument
Global Assessment	CAE’s Collegiate Learning Assessment (CLA) in Critical Thinking, Analytical Reasoning and Written Communication.
Course-level Assessment	Action Research/Appreciative Inquiry Study of Purpose 2 Constructive Action classes. Assessment portion of the 2007-2008 HERI Faculty Survey.
Student Support Services and Student Satisfaction	Noel-Levitz ASPS and IPS and local studies conducted on behalf of the MCNY service units. National Study of Student Engagement (NSSE) results.
Other Institutional Assessments	National assessments are augmented by locally designed efforts (Administrative Unit Assessments and Strategic Planning Programs, etc.) to integrate student learning, student satisfaction, institutional effectiveness and planning for continuous improvement.

Global Approach

At the time the Student Learning Assessment Committee (SLAC) was first constituted, there was no global assessment strategy at the College. Since that time a strategy of global assessment is included in steps toward institutional improvement. To achieve this goal, the Coordinator, in conjunction with SLAC, currently engages in the following activities to foster a culture of assessment at MCNY:

1. Analyze and report on Standard 14 in the MCNY Middle States PRR for strengths and shortcomings.
2. Review Standard 14 in Middle States *Standards of Excellence* and supporting publications of Middle States (*Student Learning Assessment: Options and Resources* and *Advancing Student Learning*).
3. Review a selection of assessment strategies in the research literature applicable to global assessment and review of conceptual problems and issues discussed in the research literature relevant to formulating an assessment plan.
4. Conducts workshops with administrators, faculty and professional staff centered on the topic of academic outcome assessment.
5. Consults with individual faculty members, small groups of faculty and professional offices on the topic of academic outcomes assessment.
6. Meets regularly with the Director of Institutional Research, (who is also vice-chair of SLAC), to coordinate MCNY efforts to address and assess progress on the Strategic Plan.
7. Review of Noel-Levitz study and other institutional assessment research relevant to global assessment.
8. Review global assessment strategies described on the web sites of other institutions with special emphasis on institutions (such as Nassau Community College) described by Middle States as Best Practices Institutions.
9. Attend conferences and workshops presented by Middle States and individual colleges on the topic of assessing student learning.
10. Interview the Director of Admission to identify assessment procedures used at admission.
11. Review standardized tests available for the assessment of college students and selected the most promising candidates for close examination.

Currently, the vast majority of new undergraduate students are required to pass the College Board's Accuplacer computer adaptive placement/admissions testing program delivered over the Internet. This nationally normed test, customized and delivered by educational institutions, is also approved for Ability to Benefit students (students without a GED or high school diploma). Test results are used by the Office of Admissions as an entrance test and by Student Services counselors and Learning Enhancement Center tutors, who work collaboratively with faculty members, to address the developmental needs of individual students.

In-Course and Program-Level Approach

Work on in-course assessment has consistently proceeded in light of Standard 14 in Middle States *Standards of Excellence* and supporting publications of Middle States (*Student Learning Assessment: Options and Resources* and *Advancing Student Learning*). In fall 2011 and spring 2012 the Coordinator and Director of Institutional Research have taken the following steps to assist in the improvement of in-course and program-level assessment:

1. Analyzed report on Standard 14 in the MCNY Middle States self study for strengths and shortcomings.

2. Reviewed a selection of assessment strategies applicable to in-course assessment and review of conceptual problems and issues discussed in the research literature relevant to formulating an assessment plan.
3. Conducted workshops with administrators, faculty and professional staff centered on the topic of academic outcome assessment.
4. Attended the December 2011 Middle States Conference in Washington, DC on the topic of assessing student learning. This included a review in-course assessment strategies described on the web sites and by in-person presenters of other institutions with special emphasis on institutions described by Middle States as Best Practices Institutions.
5. Arranged to interview experienced course instructors about assessment practices in their courses (including representatives from the School for Business and the Audrey Cohen School for Human Services and Education. This included adjunct as well as full-time instructors).
6. Began designing a Moodle Shell for housing effective intervention strategies to help instructors formulate measurable learning outcomes, design or select appropriate measures and implement modifications based on results.

A significant portion of MCNY's learning outcomes linkage work is being accomplished by the relevant Common Curriculum committees. Their work succeeds efforts made on the General Education Curriculum during 2008 – 2010. In addition, program faculty regularly meet to review degree, program and course requirements in terms of the general template for academic units and in terms of specific aspects of the MCNY Strategic Plan.

Student Support Services and Student Satisfaction

The Noel-Levitz Institutional Priorities Study (IPS) is a national study developed for faculty, administrators and staff. Results are compared to the Adult Student Study to look for areas of consensus and disagreement. Both studies are conducted together; the first wave was in 2004 and the second in 2006. Results are used to identify unmet student needs, validate the efficacy of educational programs in fostering learning and professional development (mission-critical elements), evaluate support services (Admissions, Career Services, Financial Aid, Bursar, Registrar, etc.), and compare student perceptions and satisfaction with faculty/staff perceptions. Learning also informs strategic planning and other CIC enhancement activities. As the Noel-Levitz ASPS is strongly being considered to meet a strategic plan goal of assessing student satisfaction, the IPS is also being considered as a tool for assessing institutional effectiveness.

In the fall of 2007 MCNY's Institutional Research and Assessment Office, in conjunction with the Retention Council and academic program administration, began investigating Noel-Levitz's College Student Inventory (CSI), a national survey that gauges pertinent academic and career needs of new entering students. The study, which helps institutions determine how students learn best, may become part of the first semester's Purpose theme: Self-Assessment and Planning for Professional Development.

In the spring of 2008 MCNY participated in the Higher Education Research Institute's (HERI) 2007-08 Faculty Survey, which was first done at the College in 2001. The HERI survey provides faculty and staff perceptions of the school's priorities, goals for students, student engagement activities, and sources of employee stress and satisfaction. The National Survey of Student Engagement (NSSE) sponsored by Indiana University Center for Postsecondary Research was also conducted in spring

2008. The rationale for fielding NSSE is to better understand the degree to which MCNY students engage in empirically-confirmed effective teaching and learning activities, and to develop programs that foster student engagement. Results of these national assessments inform academic and co-curricular programming, strategic and continuous improvements, administrative unit plans, and individual faculty members' activities.

In the spring of 2004, the Constructive Action Committee was charged with analyzing, and articulating the fundamental theory, process, practice and value of the Constructive Action and its applicability to the mission and program objectives of each school and their respective students. The Institutional Research Office used a locally-developed open-ended survey to question faculty on salient features of the CA. Students were asked to complete a similar survey. Results were used to understand current practice and delivery, compare perspectives and develop faculty training requirements for future CA classes. This latter area will be revised when the General Education Program is implemented.

The locally-developed Survey of Graduates, is administered annually to all graduating students via an on-line survey. It has been in existence since 2002. Results are available by degree program and include self-reported assessment of overall satisfaction, likelihood to recommend the College's academic program(s), academic abilities and expectations met by MCNY, employment, future plans, and assessment of academic support services. Results for 2010-2011 should be available in late March 2012.

The Career Services and Experiential Learning Offices periodically utilize surveys to gather input from employers and field internship supervisors to assess individual students placed at worksites. Alumni are also surveyed. For example in early-2006, the Career Services Office conducted a needs assessment on alumni preferences for services to be offered with a lifetime career development program. In summer 2008, the College fielded its Alumni Study which is done every 10 years. This assessment looked at the long-term outcomes of the MCNY experience for graduates.

Three semesters a year, MCNY has students complete a locally-designed Course/Teacher Evaluation for each course. Forms are then scored by Survey Systems Inc. and a report is produced for each instructor and aggregation reports are produced for each dean by program and school. Teacher evaluations, which have been handled this way since fall 2003, are used as summative feedback by individual instructors to improve teaching and learning. They are included in an instructor's Professional Development Plan (PDP). In the summer of 2006, MCNY's Institutional Research Office conducted an analysis of the psychometric properties of the current instrument, which contains 26 items. To augment course evaluation data, the School for Business periodically conducts its own locally-developed Student Feedback Survey. The instrument gauges student interest in course content and time spent on learning activities, among other items.

Other Institutional Assessments

The College employs qualitative research methodologies, as appropriate, for research objectives or areas under study. For example, during the fall of 2005 the Planning, Resource Allocation and Institutional Renewal/Institutional Resources Committee of the CIC employed interviews in an appreciative inquiry process to evaluate and enhance the College's budget creation and authorization process.

Since 2002-2003 academic year, MCNY has utilized student focus groups to address a variety of academic issues. The groups, conducted by the Institutional Research staff in conjunction with the provost and /or academic deans, have gathered data on academic policies and procedures, classroom issues, interdepartmental communication and coordination, proposed curriculum changes, study abroad evaluations, computer availability and other issues of concern. Student and faculty focus groups and surveys have also been utilized by the College's Leadership, Governance and Administration Committee in its assessment work. Additionally, the Academic Information Systems and Computing Department utilized faculty focus groups in 2005 to survey technology needs for curriculum and research, resulting in the development of academic software and hardware standards. Finally, academic units have employed faculty focus groups in their academic visioning exercises.

Custom Market Research Studies – On an ad-hoc basis, MCNY has and will conduct custom research to help answer questions and inform planning and program design/modification. For example, during the summer of 2005, MCNY's Institutional Research office conducted a study utilizing a professional market research firm to gauge feedback of potential students who had expressed interest in the new Masters of Public Administration in Emergency and Disaster Management program. Results were used to gauge overall opinions of the current EDM program and its competitive set, and obtain interest level in three new potential EDM programs, including schedule preference, delivery method, tuition price-points, and media and information sources considered best to communicate the new program. At this time that program is well established at MCNY, and based on later studies the College is now examining the feasibility of an undergraduate program in this area.

A similar recent effort has been undertaken regarding a possible master's program in Mental Health Counseling. New York State has recently created a license for mental health counselors and Department of Labor economic projections for this career path are positive

The College's outcomes assessment process includes researching the process new students make in deciding to attend MCNY in the Admissions and Marketing Study. This locally designed study, conducted in the fall of 2003 - 2005 by a professional market research firm using a computer assisted telephone interviews (CATI) methodology, focuses on factors that determine interest in the school (advertising, etc.) and other efforts that influenced their choice (admissions and marketing activities). Results are incorporated into the subsequent annual Admissions, Recruitment and Marketing Plan. In spring 2008 MCNY's Office of Institutional Research and Assessment conducted an on-line Inquiry Study to try to determine why these potential students decided not to apply for admission. Results will be issued in summer.

Assessing Student Support Services and Administrative Units - MCNY has a fairly elaborate institutional assessment program that includes assessing the impact of College's support services via the Noel-Levitz ASPS and IPS. In addition, individual operating unit assessment studies are often conducted by the administrative unit in question. Since spring 2008, MCNY has used an Administrative Self Assessment Program to gather needed information for continuous improvement, strategic planning and its MSCHE Self-Study. This effort, which collects data pertaining to Standards 1, 2, 3, 5, and 7, is also important considering the consequences of recent staffing and administrative consolidations.

Since 2010, administrative units have developed work-plans for use in assessment of unit effectiveness and for use in linking unit activities with MCNY's overall Strategic Plan.

BLUEPRINT FOR THE FUTURE

Over the next three years several improvements to the MCNY assessment program are planned. These enhancements are outlined below.

- Continue to incorporate NSSE, HERI Faculty, 2008 Graduation Study and 2008 Alumni Study results into MCNY's Middle states and other assessment documents.
- Continue to implement Middle States recommendations and recommendations coming from assessment work with administration, faculty and professional staff.
- Strengthen the design and development of undergraduate assessment instruments for each academic program.
- Review of the role of CAAP, CLA and other standardized exams for common curriculum courses and/or institutional student learning assessment.
- Continue with integration of an information technology assessments into MCNY's academic efforts.
- Review options for the design and development of an online student portfolio system, to document student learning via portfolio items.
- Implementation of program-specific assessment plans for graduate programs seeking optional or required accreditation, such as MPA – NASPAA and MS in Ed – ACEI and NCATE.
- Develop and refine the MCNY College-Wide Assessment Report for selected internal and external stakeholders. The internal portion of this could include instituting Assessment Colloquia to present results, while posting key results on MCNY's web site might address the external audience.

General Template for Program Assessment

The following basic template (Table 3) has been widely used throughout the College to monitor progress toward achievement of goals and objectives of the Strategic Plan:

Table 3. Template for Program Assessment

STRATEGIC PLAN "OBJECTIVES"	WORK COMMITTEE "OBJECTIVES"	SPECIFIC TASKS or ACTIVITIES	RESPONSIBLE Persons	TIMEFRAME	OUTCOMES: EXPECTED or ACHIEVED	EVIDENCE

In addition, specifics on an array of instruments and tools of current or possible future use has been assembled in the Appendix.

Staffing & Funding

In a 2006 report to the provost the SLAC recommended that MCNY create an Office of Assessment with a director and adequate budget. The College's enrollment and revenue situation precluded implementing that recommendation, but assessment design and operational responsibility for institutional assessment and institutional student learning assessment activities was assumed by the Institutional Research Office.

The majority of the College's institutional assessment activities mentioned in the MCNY 2009 Assessment Plan were funded by the Office of Institutional Research and Assessment, with some financial support from the initial MCNY Title V grant. This partnership, between the director of institutional research and assessment, the LEC director and the Title V research analyst, comprised the remaining active members of SLAC at that time. This support included personnel resources as well.

In 2011, staff changes resulted in the departure of the Director of LEC and a few staff members, and the appointment of an interim Director. 2010 marked the departure of the Director of Institutional Research. At that point there was no functioning SLAC.

This position of Director of Institutional Research was filled in November of 2011. In the previous month, the position of Coordinator and Advisor to the President for Academic Outcomes Assessment was created and staffed. These positions have no reporting staff, and together they make up a re-started SLAC. Interested faculty and professional staff are being recruited for the new committee. SLAC currently has no budget.

Future assessment budgets will be a function of the finalized learning goals and assessment methods developed for the new General Education Curriculum and revised undergraduate academic programs. Funding requirements will further increase once graduate-level assessments and accreditation standards are incorporated into this plan and individual program-level plans, as well as the other enhancements.

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Appendix -
Assessment Instruments and Tools
at MCNY

Collegiate Learning Assessment (CLA)

Who takes it?

All Purpose 1 and Purpose 8 students participated in this as a pilot study.

When is it administered?

The CLA was administered to Purpose 1 students in the fall 2006 and Purpose 8 students in spring 2007.

How long is the test?

90 minutes for CLA, plus 12 minutes for Wonderlic's Scholastic Level Exam.

What unit administers the test?

The previous Institutional Research/SLAC administered the test online in conjunction with the academic departments.

Who sponsors the test?

The CLA is sponsored by Council for Aid to Education, a RAND Corporation.

CLA – Council for Aid to Education
215 Lexington Avenue, 21st floor
New York, New York 10016-6023
(212) 661-5800
http://www.cae.org/content/pro_collegiate.htm

When are results available?

Results of the pilot test are on file in the Office of Institutional Research.

What type of information was sought?

The CLA is a two-task test: an Analytical Writing Task and a Performance Task. Students were randomly assigned to one of the tasks, which measure critical thinking, analytical reasoning and written communication. All students take the Wonderlic's SLE to account for cognitive variation and calculate expected values.

From whom are results available?

CAE provides scores for individual student; Office of Institutional Research for MCNY reporting.

What are the major analytic breaks?

Educational level only.

To whom are results typically distributed?

Individual results emailed directly to students. College report was sent to the President, the then Executive Vice-President, deans and selected directors and other selected administrators.

Are results comparable to other colleges?

Yes, comparative norms are available.

Accuplacer

Who takes it?

All new Purpose 1 undergraduates take the assessment. Consideration is being given to using test for post-test for students using LEC services.

When is it administered?

The Accuplacer is administered primarily to new Purpose 1 (freshmen) students during the admissions process.

How long is the test?

Typically the test takes 90 minutes.

What unit administers the test?

Student Services.

Who sponsors the test?

Accuplacer is a College Board product.

Accuplacer- The College Board
45 Columbus Avenue
New York, New York 10023
(212) 713-8151
<http://www.collegeboard.com>

When are results available?

Results are available immediately to College and student.

What type of information is wanted?

Accuplacer is an on-line computer adaptive test for admissions and placement. Three modules are taken: Reading Comprehension, Sentence Skills and Arithmetic.

From whom are results available?

College Board, Student Services and LEC staff.

What are the major analytic breaks?

None.

To whom are results typically distributed?

Admissions Office and Student Services have results, and LEC staff has access to results.

Are results comparable to other colleges?

No. Results are normed against all high school seniors.

Liberal Arts and Science Test (LAST)

Who takes it?

All MS in Education (Childhood 1-6) students.

When is it administered?

Seven test dates at various times during the academic year.

How long is the test?

About 3-4 hours depending on content specialty.

Who administers the test?

New York State Teachers Certification Exam.

Who sponsors the test?

New York State Teachers Certification Exam (NYSTCE)

New York State Teachers Certification Exam
National Evaluations Systems, Inc.
P.O. Box 660
Amherst, MA 01004-9008
(413)- 256-2882
<http://www.nystce.nesinc.com>

When are results available?

Typically two months after test date.

What type of information is wanted?

Confirmation of student has met NYSED liberal arts requirements (see analytical breaks below).

From whom are results available?

MCNY administrators receive results.

What are the major analytic breaks?

Key modules include: scientific math and technical processes, historical and social scientific awareness, artistic expression and the humanities, communication and research skills, and written analysis and expression.

To whom are results typically distributed?

Student and institution assigned.

Are results comparable to other colleges?

Currently, no comparisons made.

Adult Student Priorities Study (ASPS)

Who takes it?

All enrolled students.

When is it administered?

Every 2 – 3 years, typically during late summer semester.

How long is the survey?

20-25 minutes; on-line.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Noel-Levitz.

Noel-Levitz
2101 ACT Circle
Iowa City, Iowa 52245-9581
(800)-337-1117
<http://www.noel-levitz.com>

When are results available?

Subsequent semester.

What type of information is wanted?

Student perceptions of their educational experience and satisfaction along key items including: instruction, academic advising, safety and security, concern for the individual, campus climate, registration, recruitment and financial aid, service excellence, campus support services and campus life.

From whom are results available?

Office of Institutional Research.

What are the major analytic breaks?

Education level, academic major, and demographics are provided.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

Yes, national and comparison school norms are provided.

Institutional Priorities Study (IPS)

Who takes it?

All faculty and staff.

When is it administered?

Every 2 – 3 years, typically during late summer semester.

How long is the survey?

20-25 minutes; on-line.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Noel-Levitz.

Noel-Levitz
2101 ACT Circle
Iowa City, Iowa 52245-9581
(800)-337-1117
<http://www.noel-levitz.com>

When are results available?

Fall semester.

What type of information is wanted?

Faculty and staff perceptions of students educational experience and satisfaction along key items including: instruction, academic advising, safety and security, concern for the individual, campus climate, registration, recruitment and financial aid, service excellence, campus support services and campus life.

From whom are results available?

Office of Institutional Research.

What are the major analytic breaks?

Academic or administrative department, faculty level data are provided with perception information.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

Yes, national norms are provided.

Higher Education Research Institute (HERI) Faculty Survey

Who takes it?

All faculty and staff.

When is it administered?

Every 5 – 6 years.

How long is the survey?

20-25 minutes; on-line.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Higher Education Research Institute

Graduate School of Education and Information Studies
University of California, Los Angeles
3005 Moore Hall, Box 951521
Los Angeles, CA 90095
(310) 825-1925
[http. // www.gseis.ucla.edu/heri](http://www.gseis.ucla.edu/heri)

When are results available?

Fall semester.

What type of information is wanted?

Faculty and staff perceptions of school's priorities, goals for students, student engagement activities, and sources of stress and satisfaction.

From whom are results available?

Office of Institutional Research.

What are the major analytic breaks?

Academic or administrative department, faculty level data are provided with perception information.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

Yes, national norms are provided.

National Study of Student Engagement (NSSE)

Who takes it?

Purpose 2 and 8 students (freshmen and seniors).

When is it administered?

Planned every 3 years, typically during spring.

How long is the survey?

20-25 minutes; on-line.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Carnegie Foundation for the Advancement of Teaching

Indiana University Center for Postsecondary Education
School of Education
1900 E. Tenth Street, Eigenmann Hall, Suite 419
Bloomington, IN 47406
(866) 435-6773
<http://www.nsse.iub.edu>

When are results available?

Summer semester.

What type of information is wanted?

To understand the degree to which students engage in empirically-confirmed effective teaching and learning activities and to provide information that will foster enhanced student engagement activities, thereby eventually enhancing retention and student learning and satisfaction.

From whom are results available?

Office of Institutional Research.

What are the major analytic breaks?

Student class and program.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

Yes, national norms are provided.

Requested Admissions and Marketing Studies

Who takes it?

New admitted fall students.

When is it administered?

Fall semester during 2003-2005. Study was not conducted in 2006 and 2007 due to budget cuts.

How long is the survey?

20-25 minutes.

Who administers the test?

Office of Institutional Research..

Who sponsors the test?

Office of Institutional Research and Enrollment Management.

When are results available?

Spring semester.

What type of information is wanted?

Student perceptions of key admissions, advertising and marketing factors influencing their college choice decision; information on competitive set, and key decision criteria.

From whom are results available?

Office of Institutional Research.

What are the major analytic breaks?

Yearly statistics, degree level, and demographics are provided by admissions/marketing activities.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

No.

Administrative Unit Assessment

Who takes it?

All administrative units.

When is it administered?

As needed. Study first conducted in spring 2008.

How long is the survey?

3-5 hours to complete, depending on unit knowledge.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Office of Institutional Research and Office of Human Resources.

Self Audit from portions of:

*Excellence in Higher Education 2001-2002; A Baldrige-Based Guide to
Organizational Assessment, Planning and Improvement*

By Brent Rubin

Published by NACUBO

2501 M Street, NW

Washington, DC 20037-1308

(866) 348-6300

www.nacubo.org

When are results available?

Following semester.

What type of information is wanted?

Unit description, mission, structure, core activities, link to College's mission, recent assessments, current challenges and opportunities, future prospects.

From whom are results available?

Office of Institutional Research.

What are the major analytic breaks?

Not applicable.

To whom are results typically distributed?

Senior administration, CIC, deans, select department directors.

Are results comparable to other colleges?

No.

Intermittent Admissions Inquiry Studies

Who takes it?

Prospective undergraduate students who have made inquiries but did not apply.

When is it administered?

Such a study can be conducted in any semester.

How long is the survey?

15 minutes, on-line.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Office of Institutional Research and Dean of Enrollment Management.

When are results available?

The following semester.

What type of information is provided?

Prospective student perceptions of MCNY's academic programs, class schedules, cost, admissions efforts, advertising and marketing activities and other factors that influenced the decision not to apply.

From whom are results available?

Office of Institutional Research.

What are the major topics investigated?

Admissions and marketing activities.

To whom are results typically distributed?

Senior administration, board, deans, select department directors.

Are results comparable to other colleges?

No.

Alumni Study

Who takes it?

MCNY Alumni

When is it administered?

Every 10 years, an on-line administration is planned for summer 2008.

How long is the survey?

20-25 minutes.

Who administers the test?

Office of Institutional Research.

Who sponsors the test?

Office of Institutional Research in conjunction with academic programs, Career Services, and Institutional Advancement.

When are results available?

The semester following administration.

What type of information is wanted?

Student perceptions of their MCNY experience, academics, Constructive Action method utilization, career and employment experience since graduation, salary level, suggestions for improvement and other areas.

From whom are results available?

Office of Institutional Research

What are the major topics investigated?

Degree level data and demographics are provided.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

No.

Survey of Graduates

Who takes it?

All graduates during the past three semesters.

When is it administered?

Every June near commencement. In 2011-2012, it was administered from December through February.

How long is the survey?

10-15 minutes.

Who administers the test?

Office of Institutional Research

Who sponsors the test?

Office of Institutional Research.

When are results available?

The semester following administration.

What type of information is provided?

Student perceptions of their educational experience, preparation provided in basic skills, degree to which MCNY met their educational expectations, satisfaction with academics, academic facilities, student services, financial aid, registrar, bursar and future educational and work plans.

From whom are results available?

Office of Institutional Research.

What are the major topics investigated?

Yearly statistics, degree level, and demographics are provided.

To whom are results typically distributed?

Senior administration, board, CIC, deans, select department directors.

Are results comparable to other colleges?

No.

EBI Teacher Education Exit Assessment

Who takes it?

All graduating MS in Education students.

When is it administered?

Last semester in the program.

How long is the survey?

20 minutes.

Who administers the test?

MS in Education Office.

Who sponsors the test?

Educational Benchmarking, Inc.

Educational Benchmarking, Inc
1630 W Elfindale
Springfield, Mo. 65807
(417) 831-1810
info@webebi.com

When are results available?

Typically two months after field date.

What type of information is wanted?

Student perceptions of their teacher education program experience, time devoted to class, GPA, instructor rating, abilities fostered by course work, administrative and support services, and demographics.

From whom are results available?

MS in Education Office.

What are the major analytic breaks?

Yearly statistics and demographics are provided by over 70 items.

To whom are results typically distributed?

Select administrators and program faculty.

Are results comparable to other colleges?

Yes.

Constructive Action

Who takes it?

All students each semester take a Purpose CA class.

When is it administered?

Performance assessment CA document due at the end of term.

How long does it take to complete the document?

The full semester.

Who administers the CA?

Respective academic unit via CA faculty member.

Who originates the performance assessment requirements?

Faculty in the respective academic unit.

When are results available?

The CA document is graded at the end of the semester. Evaluations of individual CA sections may occur during the course for formative assessment purposes.

What type of information is wanted?

The CA is a seminar, a project, and a learning method that entails learning, action and assessment. Students plan, implement and assess a major improvement at their place of work or internship. The process is documented in a CA document, which also demonstrated the degree to which students have integrated of the semester's Purpose and other courses.

From whom are results available?

Respective academic deans.

To whom are results typically distributed?

Select administrators and faculty.

Are results comparable to other colleges?

No.

CA/Purpose Portfolio

Who takes it?

Students in some academic departments and Purposes are required to build portfolios of work in CA and all other classes taken during the semester.

When is it administered?

The instructor of the Purpose/CA class outlines the requirements of the Purpose Portfolio and the items to be included.

How long does it take to complete the document?

The full semester.

Who administers the Portfolio?

Respective academic unit via the Purpose/CA faculty member.

Who originates the performance assessment requirements?

Faculty in the respective academic unit.

When are results available?

Portfolios and the CA are evaluated during the semester and graded at the end of the semester.

What type of information is wanted?

The portfolio typically contains reflective comments about the relevance of significant work products and their application to the semester's Purpose, fieldwork, and CA project. Items include assignments, exams, essays, note-taking exercises, etc. for all classes. The portfolio includes a student self-assessment rubric used to assess weekly progress. The CA is a seminar, a project, and a learning method that entails learning, action and assessment. Students plan, implement and assess a major improvement at their place of work or internship. The process is documented in a CA document, which also demonstrated the degree to which students have integrated of the semester's Purpose and other courses.

From whom are results available?

Respective academic deans.

To whom are results typically distributed?

Select administrators and program faculty.

Are results comparable to other colleges?

No.

Course Evaluations

Who takes it?

Students in all classes complete the evaluation for each class taken.

When is it administered?

Each semester between weeks 10-15.

How long does it take to complete the document?

Roughly 10 minutes.

Who administers the Course Evaluation?

Institutional Research with help from the respective academic units.

Who originates the assessment?

Institutional Research and respective academic unit.

When are results available?

Roughly 3-4 weeks after the close of the semester.

What type of information is wanted?

26 item survey on class and instructor such as - reasonable pace of course, clear grading, fair evaluation, clear syllabus and course expectations, etc.

From whom are results available?

Respective academic deans.

To whom are results typically distributed?

Select administrators and individual faculty members.

Are results comparable to other colleges?

No.

. Learning Enhancement Center (LEC) Writing/Math Progress Reports

Who takes it?

Students referred to, or who use the Title V Learning Enhancement Center, and request a Progress Report.

When is it administered?

During students subsequent tutorial session(s) with LEC staff.

How long does it take to complete the report?

15 - 45 minutes and report is a qualitative summary of the separate Session Forms completed after each LEC visit. Session Forms typically include student's work.

Who administers the assessment?

LEC staff tutors complete a Progress Report based upon a student's stated learning goals which are identified during initial tutoring session(s) and observations of progress during subsequent sessions.

Who originates the assessment?

LEC staff.

When are results available?

Individual results are available after internal LEC review process.

What type of information is wanted?

Progress made in specific Math or Writing areas and overall observations of student academic and learning behavior. Generally a written description of the pre-condition and post-condition is described.

From whom are results available?

Students served requesting the report and LEC tutors have access to Progress Reports.

To whom are results typically distributed?

LEC Director, student and, if appropriate MCNY faculty member or administrator (Student Services Staff) referring student for help.

Are results comparable to other colleges?

No