
Glossary of Commonly Used Brooklyn College AES Assessment Terms

AES: Administrative, Educational, and Student Support

AES Unit: An Administrative, Educational, and/or Student Support office (or cluster of offices) who will be assessing their activities annually. The division head (the divisional VP or SVP), in compliance with accreditation best practices, will decide which offices will assess annually.

AES Assessment Council: Under direction of the Brooklyn College Assessment Steering Committee (BCASC) and the Office of the Associate Provost for Institutional Effectiveness, the AES Assessment Council guides and supports the assessment of administrative units. The Council communicates assessment requirements, deliverables, and initiatives to division heads and division assessment committees. Representatives from each of the five divisions make up the Council, led by nominated Council Co-Chairs.

AES Assessment Council Representative: A representative designated to sit on the Council by their division head. There is at least one Council representative from each of the five Brooklyn College divisions. The current representatives are:

- Academic Affairs: Lucas Rubin & Richard Vento
- Enrollment Management & Retention: Estefania Ponti
- Finance & Administration: Marcus Richardson
- Institutional Advancement: Bronwyn Cunningham
- Student Affairs: David Wells

BCASC: The Brooklyn College Assessment Steering Committee, which consists of senior administrators – the VPs, SVPs, and the AVP for Institutional Effectiveness (Ex-Officio) – who direct the Brooklyn College assessment agenda. The current BCASC members are:

- Academic Affairs: SVP and Provost Anne Lopes
- Enrollment Management & Retention: VP Lillian O'Reilly
- Finance & Administration: SVP Alan Gilbert
- Institutional Advancement: VP Todd Galitz
- Student Affairs: VP Ronald Jackson
- AVP for Institutional Effectiveness, Dr. Tammie Cumming

Detailed Assessment Planning Document: A document that articulates the planned assessment activities over a period of 1-3 years for the assessment of unit outcomes. The document includes:

- timeframes for data collection, data evaluation, use of results, and re-assessment;
- assessment methods, data sources, and coordinating staff; and
- alignment of unit goals and outcomes to College strategic plan objectives.

Divisional AES Assessment Committee: An assessment committee in each division consisting of the division's AES Assessment Council representative, the division head or division head's designee, and the assessment coordinators from the units within each division. The committees meet regularly to ensure that units are on track with their assessment activities and deliverables and to provide support to AES unit assessment coordinators in their efforts.

Divisional AES Assessment Committee Liaison: A divisional assessment committee member who represents a cluster of units within the division. If a division is too large to have all unit coordinators sit on the divisional assessment committee, a committee liaison may be assigned to liaise between selected units and the committee. This is at the discretion of the division head.

ILOs: Institutional Learning Outcomes. These are Brooklyn College's general education learning outcomes. Throughout their education at Brooklyn College, students will learn to:

- think critically and creatively,
- effectively express their thoughts,
- make sound ethical judgments,
- integrate knowledge from diverse sources, and
- become informed and responsible citizens of the world.

Non-student-facing Unit: A unit having no direct engagement/interaction with students. A unit may be non-student-facing in some of its activities and student-facing in others. The decision on whether a unit is classified as student-facing is at the discretion of the division head jointly with the unit head.

PMP: The CUNY Performance Management Process. The PMP links planning and goal setting by the University and its colleges and professional schools and measures annual progress towards key goals. The CUNY Chancellor sets PMP goals yearly. CUNY presidents and professional school deans establish performance targets for their institution. At the end of each academic year, each college's progress on university and college goals is assessed, and strengths and ongoing challenges are identified. The Chancellor meets with each college president or dean annually to review institutional performance and identify future priorities. College presidents and deans then lead their respective campus communities to advance the University and college goals.

SLO: Student Learning Outcomes (SLOs) are behavioral statements that specify what students will learn or can do as a result of a learning program, process, or curriculum.

Student-facing Unit: A unit that directly interacts with students. A unit may be student-facing in some of its activities and not in others. The decision on whether a unit is classified as student-facing is at the discretion of the division head jointly with the unit head.

Strategic Plan Alignment: The mapping (or "matching") of unit goals and their associated outcomes to the College Strategic Plan Objectives to provide evidence of the connection or relationship between goals and the College Strategic Plan. The alignment (or mapping) allows units to document how a goal is related to the strategic plan by noting the relationship to a strategic plan objective. This process helps to document how the unit and its goals support the College strategic plan.

Unit: An office or a small cluster of offices designated by the division head to submit an annual assessment report. The unit structure (whether it's one office or a small cluster of offices) is at the discretion of the division head.

Unit Assessment Coordinator: The person within a unit who is responsible for ensuring: relevant and timely assessment within their unit; that data collection and analysis are documented in an organized way; and assessment reports are completed by the deadline and submitted to the Assessment Division representatives and SVP/VP.

Unit Goals: Clear, meaningful statements of the unit's purpose or functions. They stem from the unit mission statement but are also aligned with the College's mission and strategic plan. Unit goals tend to have multiple unit outcomes.

Unit Mission: A broad statement of the purpose and values of the administrative unit. It describes the services provided by the unit, states the purpose of the unit, highlights the most important functions or services of the unit, and ensures the unit mission supports the College's Mission.

Unit Outcomes: Measurable statements outlining how a unit goal will be achieved. They are specific to the unit and work in support of unit goals. There are operational or support outcomes, as well as Student Learning Outcomes for units that are student-facing. Typically, each unit goal will have multiple associated unit outcomes.

Unit Values/Purpose: A unit's principles, standards, and reason for operation. Guiding questions for the development of unit values/purpose include:

- What does the unit do?
- How would the college not function or be worse off if the unit did not exist?
- How would the unit communicate this to an external audience?

For non-student-facing units, unit values/purpose can be aligned (mapped or matched) to the College Mission to provide a more in-depth picture of the unit's role in supporting the College and the College Mission.