CLAC Program Review

A Formal Review Process for Self-Evaluation & Continuous Improvement

Bergen Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and services, enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs and services that address student and community needs.

Purpose:
• Provide quality programs and services through peer review and self-evaluation
• Encourage systematic collection and review of student learning assessments and effectiveness measures
• Ensure that the program meets its stated mission and addresses the strategic directions of the college
• Recognize and celebrate achievements and successes
• Identify and address concerns and difficulties
• Address and fulfill accreditation requirements

Program Review Template

- Mission/Vision
- Overview
- Current Services
  - Assessment of Need & Satisfaction
  - Collaboration with Stakeholders
  - Constituencies
  - Compliance with Best Practices
- Resources
  - Human Resources
  - Professional Development
  - Academic Degrees
  - Physical Resources
  - Financial Resources
- Planning

The CLAC Presents at NCLCA

This past October, Khairia Fazal, Margaret Roidi and John Findura presented on Program Review as well as the overall model used by the CLAC at the annual National College Learning Center Association’s Conference. This year the conference took place in Milwaukee, Wisconsin.

As a previous winner of the Frank L. Christ Most Outstanding Learning Center Award, the CLAC was invited to present for the second year in a row.

The three day conference was filled with dozens of presentations from learning centers all across the nation.
Additional Activities:

External Review

The external review is conducted by an outside consultant who is an expert in the field, preferably experienced community college colleagues with expertise in academic program review and/or accreditation. The external reviewer is selected by the Divisional Dean based on recommendations from the Team Chair. Once the external reviewer is identified, the Team Chair provides him or her with the preliminary data and information for review. The external reviewer then works closely with the faculty/staff and the Team Chair.

The reviewer examines a program’s information, relevant data and survey results, course outlines, program requirements, etc., and then participates in an on-site visit which must include a classroom observation (to be determined by the program review team in consultation with the Divisional Dean), and meetings with faculty/staff and students. In an exit interview, the external reviewer meets with the VPAA to offer preliminary recommendations. A final report is generated by the reviewer and submitted as part of the final program review report.

External Evaluator Comments:

Strong Points of the Program

- Effective tutoring for a wide range of subjects
  - Qualitative and quantitative analyses demonstrated that this is an effective program

- Strong leadership team
  - The CLAC has a clearly defined organizational chart and the administrators have expertise in their fields

- Faculty Liaisons
  - The concept and execution of Faculty Liaisons is exemplary and clearly goes a long way toward including tutoring as a vital part of the academic programs at BCC

Suggested Areas of Improvement

- Align Mission Statement with BCC Mission Statement of Student Learning Outcomes
- Continue to improve training procedures
- Increase the number of tutors available for walk-in tutoring sessions
- Review options for expanding In-Class Tutoring and Supplemental Instruction
- Review implementation of academic enrichment workshops in the summer
- Review options for expanding tutoring space
- Review options for expanding the Writing Center Space

Presenting the Report to the College Community

Program reviews are presented to the college community in a public forum in the fall semester following the submission of the final report in May. The venue for the public forum will be decided upon by the Team Chair in consultation with the Divisional Dean and the Vice President of Academic Affairs. Possibilities include, but are not limited to, the following: Faculty Senate meetings, Board of Trustees meetings, College Council meetings, etc.
The CLAC Takes Milwaukee

Khairia Fazal (L) & John Findura discuss Program Review

Downtown Milwaukee

Arthur “Fonzie” Fonzarelli (L) & John Findura check out the waterfront
MISSION STATEMENT

The Cerullo Learning Assistance Center (CLAC) is committed to providing quality academic support accessible to all Bergen Community College (BCC) students. The CLAC comprises the Tutoring Center, Math Walk-In Center, Writing Center, English Language Resource Center, and the Tutoring Center at the Meadowlands Campus; all centers offer various avenues of tutorial assistance to address the diverse needs of our student population. A dedicated and trained staff of Peer and Professional Tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey at BCC.

The Learning Assistance Center operates under the leadership of the Vice President of Academic Affairs, Dr. William Mullaney

SeismoSTEM & Baltimore

By Tamar Tokman

As co-team leader of the SeismoSTEM Project, here at the STEM Student Union in Bergen Community College, our goal was to initially collect data from a pre-assembled TC-1 vertical seismometer. However, once we retrieved the signal of a Magnitude 6.2 earthquake in Colombia two hours after we installed it, we realized that we had become more than just a team collecting earthquake traces around the world: we became geologists.

Once we discovered the success of our project, we worked hard during the summer internship, working on manufacturing and assembling a second seismometer. By the end of the summer, we had successfully built a better seismometer from scratch; ready to detect earthquakes from whichever direction they come from.

Nevertheless, we constructed and built our own solar-powered seismic shed, which will soon be used to house the seismometers we build.

Baltimore was a great experience. Connecting with others, showing others what we have done, as well as enjoying ourselves with the crisp air of autumn after a hard summer, really does show that hard work pays off.

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