

Standard Two: Planning and Evaluation

Description:

The Urban College of Boston recognizes that careful planning is essential in fulfilling its mission and in many ways the planning process reflects this uniqueness. The College's efforts take place in several forms:

- Strategic planning
- Board of Trustee meetings
- Board of Trustee Committee meetings
- Leadership Team meetings
- All-College Staff meetings
- Academic Affairs meetings
- Faculty meetings
- Enrollment Services meeting
- Institutional Advancement meetings
- Budget, Finance, and Financial Aid meetings

The College regularly conducts these meetings to ensure that short- and long-term goals are fulfilled in relationship to the mission, as well as to ensure that the College continues to serve the student body well.

Strategic Planning Process

Since 1993 when the College received its charter, Urban College has completed two strategic plan processes. Each of these has guided the College's operation throughout the duration of the respective plan.

Strategic Plan of 2000

The Urban College of Boston began its first strategic planning process in 1997, with a well-defined strategic plan in place by 2000. (See Exhibit 2.01: *Urban College of Boston 2000 Strategic Plan.*) The goals of this planning process included:

- Basing decisions about the future of the College on a shared understanding of UCB's unique strengths as they intersect with the requirements of the marketplace;
- Involving a range of stakeholder perspectives in identifying needs, resources and direction; and
- Building a sense of participation and ownership in UCB's mission.

This model, adapted from *Applied Strategic Planning*, Leonard Goodstein *et al.* (1993), served well in developing the College’s first Strategic Plan. The process was evolutionary and developmental.

The overarching goal that resulted from the *2000 Strategic Plan* was ...to build a model college, which is especially accessible to and supportive of persons from backgrounds of poverty in order that all UCB students may become self-determining citizens in the cultural, socioeconomic and political activities of the broader community.

2000 Objectives	Demonstration of Accomplishment
<p><u>Student Services:</u></p> <ul style="list-style-type: none"> • Continue to provide professional support through information and referrals to human services agencies to over 400 students. • Expand and update computer facilities for students. • Increase the number of skilled counselors, tutors and advisors in relation to increases in student enrollment. • Continue and expand the UCB Alumni Association, exploring ways to improve communication among graduates and to involve graduates in mentoring current students and in other activities. • Build relationships with two local cultural and/or recreational institutions (museums, sport facilities, etc.) to enable UCB students to have free or low-cost admission and otherwise benefit from the relationship. • Meet with students regarding development of a student government body. • Continue to use the Scholastic Online Software System (SONIS) to collect, analyze and disseminate student data for planning purposes. • Develop classes at two more neighborhood sites, in coordination with a comprehensive enrollment management plan, thus enhancing access of busy students to a college education. 	<p><u>Student Services:</u></p> <ul style="list-style-type: none"> • The College provides support to approximately 600 students per semester through advising, the Learning Resource Center and the Office of Academic Support Services that also offers career counseling. • During the spring 2005, the Office of Academic Support Services was organized a new director was named. • In the fall 2005, the Writing Lab established to provide one-on-one tutoring to students in English courses. Three computers and a printer were purchased to provide support. • The third floor computer lab is updated on a regular basis –out-sourced through ABCD’s Information Technology Department. • Twelve computers, along with two printers were purchased for the Learning Resource Center. • UCB staff member recruited to serve as the Alumni Liaison and the Alumni Association was officially formed in May 2005 with eight charter members. • The College continues to use SONIS as its official database for registration, withdrawals, etc. • Approximately three contract courses per semester delivered at different neighborhood sites.
<p><u>General Administration:</u></p> <ul style="list-style-type: none"> • Continue to strengthen the College infrastructure in areas such as personnel, facilities and budgeting. • Provide a comprehensive orientation programs for adjunct faculty. • Provide staff development opportunities for development and other administrative staff. • Strengthen connections between the Trustees and Advisory Boards and the program areas of the College. • Continue to strengthen the planning and evaluation processes for institutional effectiveness, using the institutional effectiveness evaluation plan. • Develop articulation agreements with two four-year colleges. • Continue to develop course offerings in 	<p><u>General Administration:</u></p> <ul style="list-style-type: none"> • The College budget has increased from \$1,608,000 in 2000 to \$2,275,000 in 2005. • The College has added the positions of Academic Dean, Director of Institutional Advancement, Director of Academic Support Services, Director of Academic Grants, Instructor of English (who directs the Writing Lab) and Staff Accountant. • Orientation for all new faculty members (including adjunct) provided by the Academic Dean and Division Chairs. • Two faculty colloquium seminars provided per academic year – includes full- and part-time faculty. • Administration, faculty and staff encouraged to participate in development opportunities germane to responsible duties. (See Exhibit 5.06: <i>Faculty</i>

<p>neighborhood sites assuring the same level of support for students received on main campus.</p> <ul style="list-style-type: none"> Continue to expand support materials within the Learning Resource Center to meet student needs, providing software and other materials that keep pace with technology. 	<p><i>Professional Development Seminars.</i>)</p> <ul style="list-style-type: none"> The College established articulation agreements and/or partnerships with eleven four-year colleges. (See Exhibit 4.01: <i>Articulation Agreements & Partnerships.</i>) The College routinely offers contract courses in neighborhood sites. (See Exhibit 4.02: <i>Contract Course Agreements.</i>) The Learning Resource Center revitalized with the purchase of twelve computers, two printers and computer stations, two TV's & DVD players, two laptop computers and projector, along with other technology support needed.
<p><u>Enrollment Services:</u></p> <ul style="list-style-type: none"> Working with the Development Director, continue the comprehensive marketing campaign to students, including use of flyers, brochures and media outreach to recruit students and disseminate information on Pell Grants and other Financial Aid. Continue to work closely with ABCD neighborhood APAC's/NSCs and other community organizations to facilitate recruitment of students from all neighborhoods of Boston. Working with Student Services and general administration, continue use of the enrollment management plan to balance enrollment increases with provision of support services, provision of facilities and to meet other needs of an expanding student population. Identify all students who are enrolled but not matriculated and meet with them to discuss possibilities and benefits of their matriculation. 	<p><u>Enrollment Services:</u></p> <ul style="list-style-type: none"> There has been an increase in the quantity and quality of brochures and other publications that have been produced by the Office of Enrollment Services and the Office of Institutional Advancement. These publications, such as the semester brochure, are placed strategically in neighborhood libraries, post offices and other community agencies that service our students and their associates. UCB has continued to recruit students from ABCD's network of agencies, and conduct regular information sessions at these agencies, and regularly involve and disseminate information related to admissions and registration to their management personnel. In turn, these staff members are able to plan ahead and prepare vouchers and other invoices that will allow their employees to register for courses expeditiously. Enrollment services has conducted periodic meetings with student services personnel, faculty advisors and staff to review the needs of students. As a result of these meetings, advisors that are fluent in some of the student's native languages have assisted during registration and orientation sessions. These advisors are able to translate information as well as communicate their needs in English. Through UCB's advising and orientation sessions, non-matriculated students are informed of the benefits of advancing academically and professionally by matriculating into one of the College's degree programs. Students who enroll as professional studies students are also advised to continue their studies as certificate or degree seeking students. To this end, a <i>Change of Status</i> form has been devised to expedite the change in program status. (See Exhibit 6.10: <i>Change of Status Form.</i>)
<p><u>Finance and Administration:</u></p> <ul style="list-style-type: none"> Assess and modify annually the internal control mechanisms now in place for monitoring and managing financial resources. Work with key staff in a yearlong information gathering process to build an annual plan and budget. 	<p><u>Finance and Administration:</u></p> <ul style="list-style-type: none"> The College has been able to utilize the accounting and control applications of SONIS (Student Online Information System) The College installed the QuickBooks accounting system for financial reports, which has been in use

- Continue monthly budget reports.
- As resources grow, continue to develop and expand financial staff as needed.

since 2001. The upgrade and conversion to *Financial Edge* is planned for 2006.

- The annual financial plan incorporates all sources and uses of income into Budget, approved by the Board. A report on financial operations is part of the Finance Committee presentation at each Board meeting.
- Each year, the College has increased the resources committed to financial management; the Director of Financial Aid became full-time in 2003; a part-time (.6 fte) staff accountant was hired in 2003 and became full-time in 2005.

Development:

- Generate approximately \$500,000 in income to support the Fiscal Year 2000 operating budget.
- Explore government and foundation proposal opportunities – submit six proposals to government/foundation prospects.
- Work with businesses to fund UCB programs that will help meet their needs for educated workers.
- Complete applications for UCB to participate in three payroll deduction fundraising campaigns with government and industry.
- Actively pursue six major gifts from potential donors identified in feasibility study and by other means.

Development:

- The College acquired over \$5,000,000 in appropriation funds from the U. S. Department of Education (2000 to 2005) and has submitted and received over \$800,000 in federal and state competitive grants (2004 to 2005). (See Exhibit 9.02: *Appropriations & Grants.*)
- The College collaborates with Bright Horizons Family Solutions (2003 to present) to provide Early Childhood Education coursework to teachers employed in their childcare facilities.
- The College works with ABCD on completion of their payroll deductions for donations to the College. In addition, the College receives donations from United Way via directed giving.
- The College has received major gifts (\$425,000) from 8 foundations and corporations. (See Exhibit 9.03: *Major Foundation and Corporate Giving.*)

Public Relations:

- Increase visibility of the College and its important role in the life of Boston and the nation as it fulfills its mission of providing opportunities for higher education to students who are under-served by traditional higher educational institutions.
- Provide media outreach to print and electronic media resulting in two articles in the Boston Globe and/or Boston Herald; an article in the Boston Business Journal; and coverage of UCB activities/events/success stories in the Bay State Banner and other neighborhood papers, along with television and radio coverage.
- Continue marketing initiatives, in collaboration with Enrollment Services, and Student Services, to reach out to potential students and to inform current and potential students about Pell Grants and other financial aid possibilities.

Public Relations:

- Dr. Turner, President of the College, is active on five local, state and national boards. (See Exhibit 3.05: *Dr. Linda Turner Vitae.*)
- Dr. Taylor-King, Academic Dean, is active on four local and national boards; and authored over 45 published papers or presentations at regional, national and international meetings. (See Exhibit 3.06: *Dr. Sheila Taylor-King Vitae.*)
- Faculty (full- and part-time) provide visibility of the College by their involvement with organizations and boards – local and state. (See Exhibit 5.04: *Adjunct Faculty Curriculum Vitae.*)
- The College has been represented on two local television shows that provided great visibility about the College and the student body that is served. (See Exhibit 10.04: *Public Relations.*)
- The College has redesigned and expanded its website, which now provides information links regarding degree and certificate offerings at UCB as well as information regarding giving opportunities.
- The College has had about 50 articles relating to students and the College published in the *Boston Globe*, *Metro*, *Banner*, and *Hispanic Outlook*.
- The College offers a College Fair during the spring

semester. Four-year colleges are invited to come to the campus so that students can learn more about transferability.

- The College attends 40 college fairs during each year.

Strategic Plan of 2005

Recognizing the continued importance of a current strategic plan, the institution embarked on its second strategic plan. This process included meetings with the following personnel:

- Strategic Planning Consultant, UCB President and Board of Trustees Chairman;
- Board of Trustees;
- “Strategic Planning Committee” of the Board of Trustees;
- Leadership Team;
- Faculty;
- Student Body representatives;
- UCB Alumni Association representatives;
- Community leaders, educators and employers of students & alumni; and
- Financial supporters.

The process included both formal and informal meetings. The strategic planning consultant, Mr. Carl Sussman, Sussman Associates, Inc., along with the Board Chairman, President and Dean of Administration, established a timeline along with a plan of execution for the planning process. The consultant conducted extensive confidential individual and group interviews and focus group discussions with key informants – nine individual interviews with Trustees; five individual and two group interviews with members of the staff and administration; four individual and three group interviews with students and 18 individual interviews with external key stakeholders (academic, early childhood, public and philanthropic sectors).

Based on the qualitative data gleaned from the interviews, focus groups and Urban College’s own quantitative analysis of its finances, enrollment and students’ academic progress, an organizational assessment and environmental scan was developed. (See Exhibit 2.02: *Urban College of Boston 2005 Strategic Plan*.) Findings were presented at a strategic planning retreat designed to explore the College’s vision, mission and strategic priorities and to develop a list of key issues that should drive the rest of the strategic planning process.

2005 Strategic Planning Goals	
Recommended by the Strategic Planning Committee and Approved by the UCB Board of Trustees November 10, 2005	
<u>Goal One – Development</u>	To increase non-tuition revenue and diversify the College’s sources of financial support
	<ol style="list-style-type: none"> 1. Ensure Urban College of Boston is eligible for the Massachusetts Department of Early Education and Care workforce funding. 2. Increase the number of individual donors and amount of money contributed by donors. 3. Strengthen relationship with and secure funding from foundations.
<u>Goal Two – Diversity</u>	To continue the College’s commitment to a diverse student body reflective of the populations most likely to benefit from the opportunities offered, focusing on both marketing measures and course offerings.
<u>Goal Three – Academics</u>	To continue to build on Urban College of Boston’s unique curriculum.
<u>Goal Four – New Disciplines and Degree Offerings</u>	To explore promptly the feasibility and desirability of Urban College of Boston becoming a 4-year bachelor degree-granting institution and/or to offer degrees in additional fields and to make timely recommendations to the Board of Trustees.
<u>Goal Five – Capital Needs</u>	To assess promptly the College’s physical plan and educational facilities and to adopt in a timely manner a multi-year plan to better meet current and future needs.
<u>Goal Six – Board of Trustees</u>	To recruit additional members of the Board, enhancing both the Board’s diversity and its ability to assist the Administration in development and marketing efforts.
<u>Goal Seven – Work Study, Co-op, Internships</u>	To explore promptly the feasibility and desirability of work study, co-op and internship programs for Urban College of Boston students and to make a timely recommendation to the Board of Trustees.

The entire *2005 Strategic Plan* findings will evolve into an *action document*, which will govern the College planning process, a systematic program of assessment, implementation planning, oversight process and continued long-term planning. (See Exhibit 2.02: *Urban College of Boston 2005 Strategic Plan*.)

Board of Trustees Meetings

The Urban College of Boston Board of Trustees meets five times per year. Additionally, the Board is divided into six committees (Finance, Personnel, Nominating, Development, Strategic Planning [Ad Hoc] and NEASC [Ad Hoc]) that meet as needed. (See Exhibit 2.04: *UCB Board of Trustees Meeting Minutes*.)

The Board of Trustees ensures that the College’s planning and evaluation move forward in accordance with the mission as well as with the strategic plan of 2000 and 2005. Members of the Board play a significant role in the planning process, actively contributing to all issues facing the College.

Leadership Team

The Leadership Team of Boston, comprised of the President, Academic Dean, Dean of Administration, Dean of Enrollment Services and Registrar and the Director of Institutional Advancement, has standing bi-monthly meetings to discuss significant issues surrounding the daily operations of the College in accordance with the mission. It is the responsibility of the team to ensure that the goals established as part of the 2000 Strategic Plan and the impending goals of the 2005 Strategic Plan implemented. In addition, the team meets as needed to discuss key issues that arise between standing meeting times.

Financial Planning and Evaluation

Under the leadership of the President, the Dean of Administration develops the College budget based on the plan for salaries (administrative, faculty and staff), curriculum needs, facilities costs, and vendor services, among other costs. (See Exhibit 9.01: *Urban College of Boston Budget*.) The budget is then presented to the Finance Committee of the Board of Trustees; after discussion and approval, it is presented to the Board of Trustees for final approval. Because tuition accounts for approximately one-third of revenue, there is a significant need to plan for additional support from corporate, private and foundation fundraising efforts as well as state and federal funding. The College planned its first Annual Appeal during 2003. This was a major endeavor for UCB and it succeeded in establishing a culture of giving, both internally and through external community givers. In addition, in 2004 the College sought and received federal designation as a Hispanic Serving Institution (HSI), the only HSI in New England. As a result, the College will now qualify for additional federal funding. The College is currently writing a Title V development grant, funded through the Department of Education, specified for Hispanic-Serving Institutions. If funded, this \$500,000 (annual amount for five years) grant will provide unrestricted money to the College for expansion of student support, faculty and staff positions, as well as expanded physical support.

Urban College of Boston has been the recipient of six earmarked appropriations from the Department of Education, Office of Post-Secondary Education, since 2000. (See Exhibit 9.02: *Appropriations & Grants*.) These appropriations have varied in size from \$892,800 to \$1,000,000 annually for a total of \$5,507,000. These funds given to assist specifically the College in its mission of helping low-income Boston residents earn college degrees.

In 2004, the College submitted a grant proposal to the U. S. Department of Health and Human Services – Hispanic Service Partnership grant (*Classroom Connections*) for \$750,000 over five years (\$150,000 per year). (See Exhibit 9.02: *Appropriations & Grants*.) This grant began in October 2004 and pays for continued academic support, as well as coursework for a selected population of the College’s Hispanic/Latino students who are located in Jamaica Plain and East Boston Head Start agencies.

The College received its first *Building Careers* grant in 2004 with a renewal grant in 2005. (See Exhibit 9.02: *Appropriations & Grants*.) These \$35,000 grants, funded by the Massachusetts Department of Early Education and Care, provide early childhood education courses to those students working in a community partnership/childcare facility and who matriculate into a degree

program. These grants demonstrate Massachusetts's commitments to assuring providers in the field of childcare are qualified.

During 2004, the College received \$35,000 from the Amelia Peabody Charitable fund to purchase technology updates that support student learning in the Learning Resource Center and the Writing Lab. (See Exhibit 9.03: *Major Foundation & Corporate Giving.*)

The College continues to investigate and write additional grant applications to secure funding to provide more student support, a cornerstone of the mission of the College.

Academic Planning and Evaluation

The Academic Affairs Committee comprised of the Academic Dean and Division Chairs provides the overall leadership for academic planning and evaluation. The team meets regularly to ensure that courses are delivered in a sequence that allows students to complete their course of study in a timely manner; continually revise and develop new courses to provide breadth and depth to the curriculum, while ensuring that courses are transferable to four-year institutions; and continually evaluate the effectiveness of the curriculum. In addition, the faculty of the two divisions, Early Childhood Education (ECE) and Human Services Administration/General Studies (HSA/GS), provides significant assistance in the planning and evaluation of UCB's curriculum.

The College embarked on an ambitious project to revise its English composition curriculum in 2003, building on long-term observations and assessments of students' writing efficacy. An internal evaluation of the English curriculum determined that the courses in place were not meeting the changing needs of the student body and needed revision. The demographics of the UCB student body had changed dramatically from 2000 to 2005, in that Hispanic/Latino student enrollment had grown from 472 to 759 (an increase of 61 percent) and the Asian population had grown from 109 to 190 (an increase of 74 percent). (See Exhibit 6.07: *Student Enrollment Trends.*) The Academic Dean and the Division Chair of HSA/GS met with the English faculty on a number of occasions to determine what needed to be changed. In the spring of 2005, the College decided to hire a consultant with expertise in English composition and English as a Second Language. Based on the consultant and faculty recommendations, a new English curriculum was designed and put into place during the fall 2005 semester. This change included additional remediation courses, better alignment with other coursework, clearer and measurable learning objectives and a new writing assessment tool (*Accuplacer*). (See Exhibit 4.09: *Revised English Curriculum.*) Although it is too early to determine the long-term effectiveness of this change, early indicators suggest that UCB students will experience greater success in the completion of English writing coursework, which will ensure their success in other academic coursework and provide greater transferability to four-year colleges.

With the changing demographics of the student body (See Exhibit 6.07: *Student Enrollment Trends.*) and the continuing need to address poor preparation of many students, the College made a commitment to expand its academic support offerings. Based on research success and practices adopted at other colleges, the College made the decision to provide assessment of each new student's learning style. This assessment helps the faculty and staff to assist the students in

recognizing their individual way of learning and studying and in accordance with the College mission of ... *empowering them to responsibly manage their own progress and achievement.*

All faculty are evaluated each semester on their performance within the classroom. This performance evaluation is completed through student evaluations, classroom observations and review of the syllabi and through individual meetings with the Division Chair and Academic Dean. The Division Chair and Academic Dean maintain ongoing reviews and evaluations of faculty. (See Exhibit 4.17: *Faculty Evaluation Form.*) The College mission places a high priority on choosing instructors for not only education training and expertise in their discipline but also for their excellent quality of teaching methodology and for understanding the diversity of student learning styles and backgrounds.

Annual surveys of students, graduates and alumni provide insight into the value of the education offered through the Urban College of Boston. These surveys are important tools in the continued evaluation and planning of curriculum offerings.

Faculty Involvement in Planning and Evaluation

The College has continually hosted faculty colloquium seminars for full- and part-time faculty that provide continuing opportunities for input into the division and college planning process, as well as professional development. In the 2003 fall semester, the Academic Dean hosted and lead the faculty seminar dedicated to change based on assessment. (See Exhibit 5.06: *Faculty Professional Development Seminars.*) The seminar provided faculty with time to discuss effective strategies useful for student and program assessment and the role of assessment in determining change. Since Urban College of Boston relies almost entirely on part-time faculty, these seminars also provide faculty with the chance to meet colleagues and discuss the rewards and challenges faced in meeting the needs of such a diverse and often under-prepared population.

The Academic Dean continues to host faculty colloquiums each semester that allow the exchange of ideas and concerns. Following the 2003 seminar, topics of discussion each semester have focused on learning styles assessment, curricular changes, accreditation and strategic planning.

All members of the faculty were invited to participate in strategic planning regarding the direction of the College. This occurred by way of individual interviews, chosen by the consultant and focus groups of the entire faculty.

The President of the Urban College of Boston maintains an open-door policy in which she invites faculty and staff to participate in informal planning and idea sessions. These opportunities allow the part-time faculty, as well as full-time faculty and staff a voice in the planning process.

Student Involvement in Planning and Evaluation

To ensure student involvement in the planning and evaluation strategies of the College, a student representative is elected to the Board of Trustees. This student has a guaranteed vote on

programmatic issues presented for approval. At these board meetings, the student articulates the needs of the student population and is also able to clarify or respond to inquiries that the board may have relative to student concerns and support services. Upon completion of the registration process, all students are encouraged to complete an evaluation of the procedures and provide feedback for improvement. Concerns from students that have been exposed by their direct input have played an important role in improving the registration process.

For example, prior students' concerns about having to make repeated trips for assessment, advisement and registration, resulted in the College being able to develop a system whereby the students can complete the entire process in one evening, while allowing the returning students to have first choice in selecting their courses. The wait time experienced by students wishing to register was a cause of concern for the students and their communication of this problem contributed to the addition of advisors during registration.

The students' contribution to planning and evaluation is also derived from the comments that they make on the course withdrawal and faculty evaluation comment sections. On the applications for course withdrawal, there is a section in which they are requested to state their reasons for withdrawing from their courses. These reasons, ranging from "heavy course loads, expensive textbook, lack of child care, sudden illness or employer will not pay for course" enables the College to advise students about resources that are available in their communities and to which they may be entitled. Student's comments about faculty instructional methods, course content, classroom and other related environmental issues also assist in the planning process and evaluation of instructors' performances.

Alumni Involvement in Planning and Evaluation

The College conducts an annual survey of its graduates with survey results influencing strategic planning initiatives. This important feedback, formal and informal, from alumni regarding the role of the College in their lives and careers, provides key evaluative information that the College leadership integrates into the planning and governance processes.

Appraisal

Since NEASC accreditation in 2001, the College has continued to mature and grow in its formalization of planning and evaluation policies and procedures. The *2000 Strategic Plan* provided the College with a ... *strong, comprehensive tool for planning and evaluation, integrating the diverse elements into a cohesive whole as the entire college community works to achieve the long-range goals that support the College's relevant mission.* The 2000 planning process was the College's first attempt at a strategic plan and a positive experience. The plan worked well in theory and although the College was unable to accomplish everything, Urban College did move forward with significant accomplishments on most objectives (See page 7). Urban College continues to survey new students, graduating seniors and alumni, to assess the effectiveness of the College's offerings, enrollment practices and academic support.

Institutional Effectiveness

Urban College of Boston continues to grow in its ability to plan, execute plans and evaluate its effectiveness in implementing the plans. The first UCB Strategic Plan which was developed in 2000, required immediate implementation. Although the plan was ambitious, many of the goals and objectives set forth have been accomplished. The 2005 planning process began with a very successful strategic planning retreat and the approval of strategic goals by the Board of Trustees. The strategic planning documents are targeted for publication spring semester 2006, after which the College will proceed with the exploration of goals one, four and five. (See page 11: *2005 Strategic Planning Goals*.)

The *Audit* revealed that two-thirds of the respondents felt UCB needs improvement in on-going planning and evaluation, not surprising for a young institution. In the *Community Survey*, 61 percent of the total sample reported: *I am given the opportunity to be involved in the planning and evaluation of programs and activities that are important to me at Urban College*. Fifteen (15) percent said *rarely or never*. To the statement: *The results of planning and evaluation are adequately communicated to the UCB community*, 61 percent answered *always or usually*, while 7 percent said *rarely or never*. These results show that, while the College is very diligent in its planning and evaluation practices, these efforts are not always well communicated to the community. This is a finding to which the College is responding.

Urban College continues to survey new students, graduating seniors and alumni to assess the effectiveness of the College's offerings, enrollment practices and academic support. The College will expand this assessment into more sophisticated analyses and substantive focus groups that follow up the annual surveys.

Projection

The Urban College of Boston entered its second strategic planning phase in 2005 and is looking to the future of the College. With the approval of the Board of Trustees and upon completion of the plan in 2008:

- The Board of Trustees will remain active in all aspects of College planning: development, governance, policy-setting, academic programs and budgeting.
- The Board of Trustees will invite approximately six additional community leaders to join the Board, thereby broadening the Board's ability to plan for the changing urban community.
- The College will adopt an update version of the Scholastic Online Software System (SONIS). This new web-based system will expand the availability of necessary data need in planning since the current version does not provide the College with expanded information such as degree completion predictions.

- The Urban College of Boston will continue to meet objectives and goals set forth in the 2005 in the Strategic Plan.
- The College will continue to track graduates and will broaden its efforts to determine *what happens next* for exiting students. It is anticipated that the newly formed Alumni Association will provide students with a connection to the College long after graduation. The current graduate survey will not only be available for completion at commencement and will be mailed to all students who are unable to attend commencement.
- Faculty and administrators will continue to be encouraged to attend conferences to learn best practices in teaching/learning methodology. In addition, faculty and administrators will be encouraged to disseminate findings related to best practices and approaches, currently in place at UCB, in publications and/or presentations at local, regional, state and international conferences.
- Institutional, program, and student assessment will continue to be a priority at UCB. Faculty will continue to be offered professional development that provides continuing education in the evolution of assessment. They will also be given opportunity to share, within the UCB community, practices that have been beneficial in their own classroom. The College has made a commitment to allow time during the course of the semester for continued dialogue surrounding assessment holistically and departmentally.
- Through careful planning and evaluation, the College will determine if new programs should be offered, both at the certificate and degree levels.
- The College will find better ways to involve the UCB community in planning and communicate results of institutional planning efforts.

