

Middle States Commission on Higher Education Self-Study Design Document

June 2016





Middle States Commission on Higher Education (MSCHE) Self-Study Design Document

Table of Contents

Institutional Overview	1
Intended Outcomes of Middle States Self-Study	3
Organizational Structure of the Steering Committee and Standards Working Groups....	4
Members of the Middle States Steering Committee and Standards Working Groups	5
Charges to the Standards Working Groups and Guidelines for Reporting	10
Working Group I: Mission and Goals	10
Working Group II: Ethics and Integrity	10
Working Group III: Design and Delivery of the Student Learning Experience	10
Working Group IV: Support of the Student Experience	11
Working Group V: Educational Effectiveness Assessment	11
Working Group VI: Planning, Resources, and Institutional Improvement	12
Working Group VII: Governance, Leadership, and Administration	12
Organization of the Final Self-Study Report	13
Editorial Style and Format	14
BMCC MSCHE Self-Study SharePoint Site	15
Timetable for the Self-Study	16
Profile of the Evaluation Team	17
MSCHE Document Roadmap	18
Standard I: Mission and Goals	18
Standard II: Ethics and Integrity	19
Standard III: Design and Delivery of the Student Learning Experience	22
Standard IV: Support of the Student Experience	26
Standard V: Educational Effectiveness Assessment	28
Standard VI: Planning, Resources, and Institutional Improvement	31
Standard VII: Governance, Leadership, and Administration	33

*Borough of Manhattan Community College is accredited by
the Middle States Commission on Higher Education,
3624 Market Street, Philadelphia, PA 19104, (267) 284-5000*

Institutional Overview

Borough of Manhattan Community College (BMCC) is the largest of 24 institutions comprising The City University of New York (CUNY), which includes seven community colleges and three comprehensive colleges that offer associate degrees. Founded in 1963 and originally operating in rented office space, the College has expanded to two buildings and a leased facility in lower Manhattan and several instructional sites throughout New York City. BMCC employs over 2,600 faculty, staff, and administrators.

In the spring of 2015, BMCC embarked on a strategic planning process that resulted in a revised mission statement and institutional goals. This new mission statement is the product of many rounds of feedback from the campus community and establishes a common purpose to promote student success.

Borough of Manhattan Community College is a vibrant, pluralistic learning community committed to the intellectual and personal growth of students. Working closely with organizations across New York City and beyond, we prepare students from around the globe for degree completion, successful transfer, career achievement, lifelong learning, and civic participation.

This mission statement portrays the purpose, role, and promise of BMCC in the eyes of the college community. Additionally, it operates as an anchor for institutional planning and effectiveness. The following institutional goals provide a mechanism for determining how successful the College is in achieving its mission:

1. Strengthen college readiness and improve the effectiveness of developmental offerings.
2. Improve the student experience.
3. Facilitate timely degree completion, graduation, and transfer.
4. Prepare students for 21st century careers and contribute to workforce development in New York City.
5. Cultivate institutional transformation, innovation, and sustainability.

Currently serving more than 27,000 students, BMCC has grown by 40% over the last 10 years and has the largest undergraduate population among all New York City and State colleges and universities. The College serves an incredibly diverse student population. Of those attending:

- Approximately 41% are Hispanic;
- Over 31% are African American;
- Nearly 15% are Asian;
- More than 30% were born outside the U.S.;
- They represent more than 160 countries of origin and 115 languages; and
- The majority are the first in their families to attend college.

These students bring to BMCC rich cultural capital and the belief that education can improve their quality of life, a belief in the transformative power of education that is shared by faculty and staff. BMCC's ubiquitous tag line speaks to this common sense of purpose and possibility: *Start Here, Go Anywhere.*

BMCC offers A.A., A.S., and A.A.S. degrees, through 41 degree programs taught by over 550 full-time and 1,100 part-time faculty. The largest majors at the College are liberal arts, criminal justice, business administration, undeclared health (leading to nursing, allied health and health education), childcare/early childhood education, accounting, business management, science, human services, and computer science. In the 2014-2015 academic year, BMCC introduced seven new majors in Animation and Motion Graphics, Art History, Gerontology, History, Modern Languages, Sociology, and Studio Art.

Nearly 80% of first-time freshmen at BMCC require remediation in mathematics, reading and/or writing, including over 70% requiring remediation in mathematics. Many students who enter BMCC requiring remediation also face obstacles at other key transition points in their progress toward earning a degree, for example, in key gateway courses in their major. Improving student success and the overall quality of the student experience—including increasing retention and graduation rates—is a high priority for the College and the entire University.

In 2014-2015, BMCC conferred over 3,400 degrees. According to data compiled by Community College Weekly, BMCC is among the most highly ranked colleges nationally in conferring associate degrees to underserved populations (#3 for African Americans, #5 for Hispanics, #13 for Asians) and in high-demand majors (#2 in Criminal Justice and Corrections; #2 in Protective Services/Homeland Security; #3 in Business, Management, Marketing, and Related Service; #3 in Computer & Information Sciences Support Systems; #4 Communication Technologies and Support Systems; #4 in Education).



Intended Outcomes of Middle States Self-Study

The Middle States self-study process provides an opportunity for BMCC not only to assemble evidence of how the College meets the Middle States Standards, but also to critically examine what the College is doing well and what can be done better. In the spirit of continuous improvement, the self-study objectives are to:

1. Demonstrate how BMCC meets or exceeds Standards for Accreditation with a focus on continuous improvement in the attainment of institutional mission and goals;
2. Document current assessment practices at the course, program, general education, and institutional levels, and make recommendations for improvement in using assessment results to improve student outcomes and institutional effectiveness;
3. Integrate strategic planning and Middle States Self-Study to identify specific opportunities and challenges, including an assessment of planning processes in relation to resource allocation;
4. Engage in an inclusive and transparent self-appraisal process that seeks involvement from all members of the BMCC community; and
5. Develop forward-looking and ambitious recommendations to attain institutional goals and establish BMCC as a leading community college.



Organizational Structure of the Steering Committee and Standards Working Groups

In November 2015, as BMCC was in the final stages of drafting its 2015-2020 strategic plan, the two and one-half year process culminating in the team visit from Middle States was just beginning. The College made the decision to integrate strategic planning implementation with the Middle States self-study process. Thus, the majority of members of the BMCC Strategic Planning Committee transitioned to serving on the Middle States Steering Committee, which now serves the dual function of overseeing strategic planning implementation and the self-study process. In addition to the original Strategic Planning Steering Committee members, three additional faculty and the new Dean of Institutional Effectiveness and Strategic Planning were added. The Senior Vice President and Provost, who served as the chair of the Strategic Planning Steering Committee, was named co-chair of the Middle States Steering Committee, along with a longtime faculty member in one of the College's largest departments who has previous Middle States experience, as well as interest and expertise in assessment. Having the Provost and a faculty member serve as co-chairs reflects the College's commitment to shared governance and the College's goal to successfully use assessment results to improve student outcomes and institutional effectiveness. The other members of the Steering Committee, faculty and members of the President's Cabinet, serve as co-chairs of one of the Standards Working Groups, with the exception of the Dean of Institutional Effectiveness and Strategic Planning who provides overall coordination as the MSCHE Accreditation Liaison Officer.

To identify members for the Standards Working Groups, the Provost issued an open call for volunteers in December 2015, and members were appointed by the President with input from the Steering Committee in January 2016. By design, the working groups include representation from all academic departments and all administrative and support units. Each group includes both seasoned and newly hired employees. In all, more than 120 faculty, staff, and administrators are participating in the Middle States Steering Committee and/or Standards Working Groups, reflecting an inclusive and transparent self-appraisal process. Over 100 people attended the launch meeting on February 5, 2106 that familiarized Working Groups with the Requirements for Affiliation and Standards for Accreditation and initiated the documentation roadmap. We are currently in the process of selecting two students for each Standards Working Group, and two of those will serve on the Middle States Steering Committee. Students will participate in the process through regular meetings between representatives from the Steering Committee and the Student Government Association, and through open forums to which all students will be invited.

The Steering Committee will provide campus-wide leadership and guide the overall self-study process, maintaining adherence to the established timeline, addressing any issues that arise, reviewing drafts to ensure clarity and accuracy, arranging college-wide forums and other mechanisms to meaningfully engage the community in the process, and overseeing completion of the self-study.

Members of the Middle States Steering Committee and Standards Working Groups

Steering Committee

Karrin Wilks, Provost and Senior Vice President of Academic Affairs	Steering Committee co-chair
Lauren Goodwyn, Professor of Science	Steering Committee co-chair
Maria Enrico, Chair of Modern Languages	Standard 1 co-chair
Michael Hutmaker, Dean for Student Affairs	Standard 1 co-chair
Robert E. Diaz, Vice President for Legal Affairs and Faculty and Staff Relations	Standard 2 co-chair
Sangeeta Bishop, Chair of Social Sciences, Human Services, and Criminal Justice	Standard 2 co-chair
Hollis Glaser, Professor of Speech, Communications, and Theatre Arts	Standard 3 co-chair
Sarah Salm, Professor of Science	Standard 3 co-chair
Ken Levinson, Chair of Academic Literacy and Linguistics	Standard 4 co-chair
Marva Craig, Vice President for Student Affairs	Standard 4 co-chair
Erwin Wong, Dean of Academic Programs and Instruction	Standard 5 co-chair
Anna Salvati, Assistant Professor of Computer Information Systems	Standard 5 co-chair
John Montanez, Dean of Grants Administration	Standard 6 co-chair
Scott Anderson, Vice President for Administration	Standard 6 co-chair
Sunil Gupta, Dean of Adult and Continuing Education	Standard 7 co-chair
Janice Walters, Chair of Teacher Education	Standard 7 co-chair
Christopher Shults, Dean of Institutional Effectiveness and Strategic Planning	Overall coordination

STANDARDS WORKING GROUPS

Standard I: Mission and Goals

Maria Enrico, Modern Languages (co-chair)
 Michael Hutmaker, Student Affairs (co-chair)
 Deborah Harte, Single Stop
 Lynn McGee, Public Affairs
 Margaret (Claire) Pamplin, English
 Michael McGee, Health Education
 Joseph Lathan, E-Learning
 Peter Greenwald, Music and Art
 Shanti Rywkin, Science
 Lisa O'Connor, CUNY Service Corps
 Deborah Gambs, Social Sciences, Human Services, and Criminal Justice
 Phyllis Niles, Library
 Carmel Paleski, Manhattan Educational Opportunity Center (MEOC)
 Arto Artinian, Social Sciences, Human Services, and Criminal Justice
 Tracy Bealer, English
 Nikolaos Adamou, Business Management

Standard II: Ethics and Integrity

Robert E. Diaz, Legal Affairs and Faculty and Staff Resources (co-chair)
Sangeeta Bishop, Social Sciences, Human Services, and Criminal Justice (co-chair)
Robert Cortes, Counseling
Manny Romero, Public Affairs
Antonette McKain, Upward Bound
Sidney Askew, Accounting
Christine Farias, Social Sciences, Human Services, and Criminal Justice
Yuliya Meltreger, Financial Aid
Linda Wadas, Library
Marcelle Edinboro, Nursing
Howard Meltzer, Music and Art
Hong Yuan, Mathematics
Daniel Torres, Science
Valerie Thiers-Thiam, Modern Languages
Odelia Levy, Compliance and Diversity

Standard III: Design and Delivery of Student Learning Experience

Hollis Glaser, Speech, Communications, and Theatre (co-chair)
Sarah Salm, Science (co-chair)
Ruru Rusmin, E-Learning
Alona Bach, Office of Research
Nadine Browne, Accelerated Study in Associate Programs (ASAP)
Allana Burke, Academic Advising and Transfer Center
Sharon Brickman, Accounting
Argenis Rodriguez, College Opportunity to Prepare for Employment (COPE)
Jim Berg, Academic Affairs
Jessica Ramirez, Music and Art
Claire Wladis, Mathematics
Deborah Stengle, Study Abroad
Courtney Fusco, BMCC Learning Academy
Alicia Perdomo, Modern Languages
Cicely Acosta, Grants Administration
Jonathan Matamoros, Academic Advising and Transfer Center
Lane Glisson, Library
Kelly Rodgers, Social Sciences, Human Services, and Criminal Justice
Nancy Derbyshire, English

Standard IV: Support of Student Experience

Ken Levinson, Academic Literacy and Linguistics (co-chair)
Marva Craig, Student Affairs (co-chair)
Diane Walleser, Enrollment Management
Carei Thomas, Academic Advising and Transfer Center
Cicely Horsham-Brathwaite, Counseling
Christina Lev, Registrar
Eugenio Barrios, Admissions
Mark Rivera, Financial Aid
Jean Amaral, Library
Cecilia Scott-Croff, Early Childhood Center
Janice Zummo, Academic Affairs
Ashtian Holmes, Urban Male Leadership Academy (UMLA)
Jaime Weida, English
Liana Erstenyuk, Mathematics
Tiffany James, Student Affairs
Gregory Farrell, Learning Resource Center
Peter Williams, College Now
Laura Burrell, Internships and Experiential Learning
Michelle Wang, Business Management
Trisha Brady, English



Standard V: Educational Effectiveness Assessment

Erwin Wong, Academic Affairs (co-chair)

Anna Salvati, Computer Information Systems (co-chair)

David Krauss, Science

Betsy Hansel, Institutional Effectiveness and Analytics

Allana Hankey-Thomas, Academic Advising and Transfer Center

Ralph Buxton, Financial Aid

Ide Alaouie, Advisement

Elizabeth Fow, English

Silvia Alvarez-Olarra, Modern Languages

Yuliya Shneyderman, Health Education

Alex Pyak, BMCC Learning Academy

Kathleen Dreyer, Library

Henry Bulley, Social Sciences, Human Services, and Criminal Justice

Franklin Winslow, Writing Center

Edna Asknes, Nursing

Sarah Madole, Music and Art

Marjorie Dorime-Williams, Institutional Effectiveness and Analytics

Kimberly Vo, International Student Services



Standard VI: Planning, Resources and Institutional Improvement

John Montanez, Grants Administration (co-chair)
Scott Anderson, Finance and Administration (co-chair)
Doris Holz, Development
Alison Young, Budget/Fiscal Office
Joe Spadaro, Information Technology
Joe Ginese, Student Affairs
Janet Esquirol, Media Arts and Technology
Rebecca Hill, Institutional Effectiveness and Analytics
Lisa Rose, Social Sciences, Human Services, and Criminal Justice
Lalitha Jayant, Science
Achraf Seyam, Accounting
Sharon Avni, Academic Literacy and Linguistics
Charles McGill, Music and Art
Anthony Watson, Manhattan Educational Opportunity Center (MEOC)
Robin Brown, Library
Elena Samuels, Budget/Fiscal Office

Standard VII: Governance, Leadership, and Administration

Sunil Gupta, Adult and Continuing Education (co-chair)
Janice Walters, Teacher Education (co-chair)
Annette Bhatia, Grants Administration
Anna Vidiaev, Academic Affairs
Yana Durmysehva, Social Sciences, Human Services, and Criminal Justice
Glenn Miller, Mathematics
Thaddeus Radell, Music and Art
Christine Priano, Science
Margauerite Rivas, English
Leticia Dinkins, Information Technology
Anastassios Rigopoulos, Media Arts and Technology
Dominick Acocella, English
Cheryl Christopher, Allied Health

Charges to the Standards Working Groups and Guidelines for Reporting

While the working groups have unique guiding questions specific to their standard, each is charged with determining:

- to what extent does BMCC meet or exceed the standard;
- what evidence exists regarding periodic assessment of the standard;
- how effectively is information regarding the standard communicated; and
- recommendations for the College to improve student success and institutional effectiveness.

Working Group I: Mission and Goals

What evidence does the College have that:

1. BMCC's mission defines its purpose within the context of higher education?
2. The College's mission and goals support student learning?
3. The institutional goals link to the mission?
4. The process of developing, approving, implementing, and assessing the mission and goals is accomplished through a collaborative process?
5. The mission and goals guide the decision-making process?

Working Group II: Ethics and Integrity

What evidence does the College have that:

1. Appropriate policies and procedures, which are fair and impartial, are in place and followed to address complaints or grievances raised by students, faculty, or staff?
2. The College promotes accessibility in terms of financial affordability and provision of support services to students?
3. BMCC demonstrates commitment to academic freedom, intellectual freedom, freedom of expression, respect for intellectual property rights, and avoidance of conflicts of interest?
4. Publications and College communications are honest and truthful, and the College has practices in place to effectively and openly communicate with both internal and external constituents?
5. The College maintains a climate that fosters respect for the diversity of persons as well as ideas and perspectives?
6. The College employs fair and impartial practices related to hiring, evaluation, promotion, discipline, and separation of employees?

Working Group III: Design and Delivery of the Student Learning Experience

What evidence does the College have that:

1. Academic and co-curricular programs are appropriate for 21st century careers and prepare students for contribution to the global workforce?
2. The College maintains sufficient resources and learning opportunities to facilitate student success and academic progression?
3. The College maintains the number of qualified faculty needed for effective delivery of curriculum?
4. Faculty are provided with sufficient resources for improved teaching, professional growth, and scholarly inquiry?

5. BMCC's general education program results in students expanding cultural and global awareness and acquiring essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competence, and information literacy?
6. Academic programs and related learning experiences, including general education, are effectively evaluated to ensure rigor, coherence, and effective delivery, irrespective of modality?
7. Certificate and undergraduate programs leading to a degree or other higher education credential are of an appropriate length based upon the degree or credential objectives, are designed to foster a coherent student learning experience, and promote synthesis of learning?
8. Faculty are evaluated through clear and equitable processes with the goal of creating and maintaining an academic environment that promotes improved student learning and experiences, and facilitates academic rigor and ongoing assessment?
9. BMCC communicates effectively with students so they understand degree and program requirements, available learning opportunities, and expected time to degree?
10. Opportunities exist for BMCC to improve the student learning experience and its effectiveness?

Working Group IV: Support of the Student Experience

What evidence does the College have that:

1. Institutional policies and practices support student success, retention, degree completion, and successful transfer?
2. Academic and student support services (e.g., advising, tutoring, orientation, and counseling) support student success and enhance the quality of learning?
3. Developmental education policies and practices are effective in supporting student success and academic progress?
4. Irrespective of modality, academic and student support services are coordinated, coherent, and effectively communicate availability to students?
5. Student life, athletics, and other co-curricular activities enhance the quality of the learning environment and foster student success?
6. Students are provided with accurate and comprehensive information about costs, financial aid, scholarships, and payment options?
7. Student records systems are accurate and secure?

Working Group V: Educational Effectiveness Assessment

What evidence does the College have that:

1. Clearly stated student learning outcomes exist at the institutional, program, course, and department levels, and are linked to the mission and institutional goals?
2. The College possesses, maintains, and implements an organized and systematic, faculty-led student learning assessment process that results in the collection of information used to determine the extent to which students are achieving stated learning outcomes?
3. Assessment results at each level are utilized for the purpose of improving student learning?
4. Organized and systematic student learning assessment processes undergo periodic evaluation and that findings are used to implement appropriate changes?
5. Assessment results are clearly and regularly communicated to internal and external constituents?

Working Group VI: Planning, Resources, and Institutional Improvement

What evidence does the College have that:

1. The College possesses, maintains, and implements an organized and systematic institutional effectiveness model that incorporates assessment, planning, and resource allocation?
2. The College possesses, maintains, and implements an organized and systematic planning processes—including long-term, strategic, and operational—that incorporates the use of assessment results to address current and emerging needs, is linked to the mission and institutional goals, and aligns with budgeting cycles?
3. The College possesses, maintains, and implements an organized and systematic assessment process, inclusive of all administrative, educational and student support services units, that is driven by those with responsibility and accountability over the areas?
4. Planning and improvement processes are clearly articulated and ensure meaningful involvement from faculty, staff, and students?
5. Resource allocation processes are based on assessment results and are aligned with the institutional mission and goals of the College's strategic plan, and related departmental plans?
6. The College maintains appropriate policies and procedures designed to develop, support, and ensure the adequacy, effectiveness, and continuity of human resources?
7. Processes are in place to determine institutional needs and assess the adequacy and efficient utilization of institutional resources?

Working Group VII: Governance, Leadership, and Administration

What evidence does the College have that:

1. There is a clearly articulated and implemented governance structure that allows for meaningful involvement by the governing body, administration, faculty, staff, and students in institutional decision making?
2. Significant and appropriate clarity and transparency exist regarding the relationship between CUNY and BMCC, as well as appropriate institutional autonomy related to day-to-day operations at BMCC?
3. Governing bodies maintain and exercise appropriate responsibility and authority?
4. The president is qualified to hold the position, maintains the appropriate authority to effectively lead, works with a sufficiently qualified administration, and is evaluated periodically?
5. The college maintains an effective organizational structure with qualified individuals possessing the appropriate authority over and responsibility for their areas, and that the administration interacts and engages with the College community?
6. Systematic procedures are in place for evaluating administrative units and using assessment data to improve operations and achieve institutional mission and goals?

Organization of the Final Self-Study Report

To enhance the reading experience of the Evaluation Team, BMCC's final self-study report will be organized as follows:

Chapter 1: Executive Summary, Compliance Certification, and Requirements of Affiliation

Chapter 2: Borough of Manhattan Community College (BMCC) Introduction and History

Chapter 3: Documentation of the Self-Study Process

Chapter 4: Standard I – Mission and Goals

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 5: Standard II – Ethics and Integrity

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 6: Standard III – Design and Delivery of the Student Learning Experience

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 7: Standard IV – Support of the Student Experience

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 8: Standard V – Educational Effectiveness Assessment

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 9: Standard VI – Planning Resources, and Institutional Improvement

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 10: Standard VII – Governance, Leadership, and Administration

- Introduction
- Evidence and Analysis
- Conclusion
- Recommendations

Chapter 11: Conclusion

Glossary of Terms

Appendices

Editorial Style and Format

In order to construct the final MSCHE Self-Study document, each of the seven subcommittees will draft a response to the guiding and research questions for their particular standard. The Standards Working Group co-chairs are ultimately responsible for the final draft of their standard and their response will answer the question of compliance with the standard through the presentation of significant evidence and documentation. To ensure that the document is cohesive regarding tone, the Self-Study co-chairs and MSCHE Accreditation Liaison will serve the role of document editors. While not all recommendations and suggestions forwarded by the various committees will be integrated into the final document, all significant changes will be discussed with members of the Self-Study Steering Committee.

In order to promote consistency across submitted narratives and to standardize the reporting process, all members of BMCC's Standards Working Groups will utilize the following general stylistic guidelines:

- Times New Roman font
- Font size 12
- Font size 12 for interior table font
- Tables should be labeled and numbered with standard number, Table number, and Title Example:
 - Table 4.1 Overview of the Student Experience at BMCC
- Standard 1-inch margins (top, bottom, left, and right)
- Paragraph style: Left justified, spacing of 1.25
- Sentence spacing: One space between sentences
- Header and footer margins: 0.5
- Tab stops: 0.5
- Headings:
 - Major headings: Left Justified, upper and lower case, underlined, bold, 12 point
 - Subheadings: Left Justified, upper and lower case, italics, bold, 12 point
- Use one space to separate the headers from paragraphs (paragraph spacing set to 0)
- Use one space to separate paragraphs (paragraph spacing set to 0)
- Page Numbers: Centered in footer
- No indentation

In addition to these basic document formatting guidelines, writers are required to adhere to the following stylistic guidelines:

- Use the Microsoft Word default format for bulleted and numbered lists
- Comma usage: use a comma before the word “and” at the end of a series.
 - Example: The College offers programs in Science, Engineering, and Math.
- Refer to BMCC as the College
- Spell out an acronym during its first use with the affiliated acronym in parentheses; subsequent mentions can use the acronym
- Use active voice
- Write in third person
- Use titles or positions in place of individual names
- Use the tab and not the space bar for alignments
- Do not use contractions
- Use APA format for all citations (including italicizing books or reports)
- Avoid using discipline or business jargon as well as terminology specific to BMCC
- When listing names, order them alphabetically
- For consistency, adhere to the following capitalization guidelines:

- College (when referring to BMCC)
- Committee (when referring to an official College committee)
- Evaluation Team
- Student Learning Outcomes (SLOs) and Support Outcomes (SOs)
- AES Units (Administrative, Educational, and Student Support)
- Academic Program Review and AES Unit Review (when referring to the official processes)
- MSCHE Self-Study
- Standards Working Group
- All institutional documents and processes when referring to official materials (i.e. BMCC Strategic Plan, Operational Plan, Institutional Effectiveness Plan)
- Fall and spring are not to be capitalized
- Click on the icon in the home tab instead of hitting enter when creating bullets
- When creating a bulleted lists, don't use any punctuation when providing a simple list, but utilize semicolons when including phrases

BMCC MSCHE Self-Study SharePoint Site

To ensure that the College maintains all information in a single location, BMCC maintains a dedicated SharePoint site. This site contains open access to institutional documents, news, and presentations as well as a password protected section for team members. The Standards Working Groups use the secure sections to upload documents, review materials, and submit narrative drafts.

To ensure that all committee members can distinguish which documents are current, all files uploaded to SharePoint are saved with the month, date, and year before the file format. In addition, the name of the standard and number of draft version will be spelled out (i.e. Standard4_Draft1_04182016).

In addition, all documentation follows the same naming conventions as narrative drafts and is included in a documentation folder under the standard. Although numerous documents will be used by multiple Standards Working Groups, all referenced documents within a standard must be included in the standard specific folder (i.e. Standard1_College Mission and Goals_04182016). This will act as a document warehouse and, accordingly, will be important for the MSCHE Self-Study Committee, document editors, and Evaluation Team.

Timetable for the Self-Study

August 2015	Confirm co-chairs of the Self-Study
November 2015	Co-chairs attend MSCHE Self-Study Institute
December 2015	Confirm Steering Committee members
January 2016	Confirm members of Standards Working Groups
February 1, 2016	Confirm IT work and storage solution
February 5, 2016	Convene meeting of Steering Committee and Standards Working Groups
February 2016	Draft charge and research questions for Standards Working Groups
February 26, 2016	Draft communications plan
March 11, 2016	Draft Self-Study Design and Documentation Roadmap
March 31, 2016	Submit draft Self-Study Design and Documentation Roadmap to Liaison
April 18, 2016	Host MSCHE Liaison Self-Study preparation visit to BMCC
May 2016	Revise Self-Study Design as Needed
June 2016	Confirm Self-Study Design (with approval from MSCHE)
September 2016	Initiate work of Standards Working Groups Complete gathering of documents Confirm updated Steering Committee and Standards Working Groups membership
October 2016	Complete chapter draft outlines Hold Community Forums
December 2016	Complete chapter drafts
January 2017	Work with Liaison on selection of Team Chair
February 2017	Review first drafts of Self-Study sections
March 2017	Hold Community Forums
April 2017	Review second drafts of Self-Study sections
August 2017	Compile final draft of complete Self-Study
September 2017	Host Community Forums
September 2017	Begin preparation of Verification of Compliance Report
October 2017	Submit final draft of Self-Study to MSCHE Chair
November 2017	Host MSCHE Team Chair Visit to BMCC
December 2017	Submit Verification of Compliance Report
January 2018	Revise Self-Study as needed
February 2018	Submit final version of Self-Study to Team Chair
April 2018	Host MSCHE Team Visit to BMCC
June 2018	Receive Accreditation Action from Commission

Profile of the Evaluation Team

The Borough of Manhattan Community College, given its unique structure, targeted mission, and status as a college within a university system, requests the following evaluation team profile:

- Team Lead – President of a large, urban community college responsible for serving a diverse population of students;
- At least one Chief Academic Officer who serves in the role of Provost or Chief Operating Officer;
- At least one Chief Financial Officer with diverse responsibilities including College operations (Public Safety, Plant Operations, etc.);
- A senior/executive student affairs administrator from a large, urban community college;
- At least two cabinet level officials from colleges within a multi-campus college/ university system;
- At least one senior/executive level administrator from a college within the state of New York;
- At least one senior/executive level planning officer;
- At least one senior/executive team member from a federally recognized Minority Serving Institution (MSI);
- A faculty member from a discipline with a specialized accrediting body; and
- All members of the team work, or have a history of working, within an institution with collective bargaining.



MSCHE Document Roadmap

Standard I: Mission and Goals

Criteria	Documents
<p>1. clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated; 	<p>BMCC Strategic Plan CUNY Master Plan Composite Strategic Plan Process Document (agendas, focus groups, etc.) BMCC College Council Endorsement of Revised Mission Statement Performance Management Process College Facilities Plan SharePoint website BMCC Accreditation Statement BMCC Mission and Goals Strategic Planning website College Catalog Institutional Effectiveness Plan 2013 BMCC Periodic Review Report 2014 BMCC Monitoring Report Administrative, Educational, and Student Support (AES) Units Mission, Goals, and Outcomes Budget Request Process Documentation Center for Excellence in Teaching, Learning, and Scholarship website Office of Research website Academic Assessment Day documentation AES Assessment Day documentation Assessment Committees' charges</p>
<p>2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;</p>	<p>Same as Criteria 1 Council for the Advancement of Standards Documentation General Education Outcomes Pathways website</p>
<p>3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and</p>	<p>Same as Criteria 1 Selected Academic Program Reviews Academic Program Review Guidelines Learning Outcomes from selected Academic Programs Mission, Goals, and Outcomes from selected AES units AES Review Guidelines</p>
<p>4. periodic assessment of mission and goals to ensure they are relevant and achievable.</p>	<p>Same as Criteria 1</p>

Standard II: Ethics and Integrity

Criteria

Documents

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	CUNY Manual of General Policies CUNY Guide to Academic Freedom CUNY Academic Senate Academic Freedom Policy BMCC Faculty Senate Academic Freedom Committee (manual, charge, minutes, etc.) CUNY Intellectual Property Policy CUNY Academic Integrity Policy BMCC Faculty Handbook Student Bill of Rights Student Government Association Constitution CUNY Office of Human Resources website BMCC Office of Human Resources website
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	BMCC Diversity Plan BMCC Equal Opportunity/Affirmative Action Statement CUNY Equal Opportunity and Non-Discrimination Policy CUNY Sexual Misconduct Policy CUNY Policies and Procedures on Non-Discrimination and Sexual Harassment BMCC Workplace Violence Prevention Program Noel Levitz results BMCC Student Experience Survey results Inventory of student clubs COACHE results BMCC Office of Accessibility website BMCC Center for Ethnic Studies website Inventory of diversity initiatives and workshops (e.g., SafeZone, UMLA, Balancing the Curriculum)
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	PSC-CUNY Contract CUNY Policy for Student Complaints BMCC Office of Compliance and Diversity website CUNY Policy on Reporting on Alleged Misconduct BMCC Student Appeals processes website BMCC Student Handbook

Standard II: Ethics and Integrity (continued)

Criteria

Documents

4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

CUNY Conflict of Interest Policy
BMCC Conflict of Interest Policy
Procedures for agreements with outside vendors
Report of External Employment for Classified Staff
Multiple Position Policy and Reporting
New York State Ethics Guidelines
CUNY Research Misconduct Policy

5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;

BMCC Governance Plan
PSC-CUNY Contract
CUNY Board of Trustees Bylaws
BMCC Equal Opportunity/Affirmative Action Statement
CUNY Non-Discrimination Policy
BMCC Office of Compliance and Diversity website
Search committee guidelines
BMCC Diversity Plan and Report
Departmental P&B Guidelines
College-wide P&B Guidelines
Staff review process for Reclassification and Merit Increases
HEO Handbook
Handbook for College Assistants

6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

Student Consumer Information
Selected Recruiting/Marketing materials website guidelines/policies
BMCC website
Campus Crimes Report
Cleary Report
Selected College Brochures/Publications
College Catalog
BMCC Factbook
BMCC Quick Facts
BMCC Office of Institutional Effectiveness and Analytics website

Standard II: Ethics and Integrity (continued)

Criteria

Documents

7. as appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	BMCC Strategic Plan Select Financial Aid Program materials (TAP, PELL, Out in Two, ASAP, Finish Line, Single Stop, etc.) Financial Aid Program Inventory and award data Scholarship Inventory and award data Office of Accessibility website Financial Aid website Manhattan Early College School for Advertising (MECA) website College Now website Student Consumer Information New Student Orientation process BMCC Equal Opportunity/Affirmative Action Statement
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution's compliance with the Commission's Requirements of Affiliation; c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution's compliance with the Commission's policies; and	Higher Education Compliance Alliance website Student Consumer Information Cleary Act Report BMCC Factbook Specialized accreditation reports (Allied Health and Nursing) Inventory of accreditations Allied health and nursing pass rates Performance Management Plan Evidence of Compliance with the Requirements of Affiliation College Catalog Verification of Compliance Report Budget documents/process
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	CUNY Policy on Disposition of Allegations of Research Misconduct CUNY Policy on Academic Integrity CUNY Policy on Intellectual Property Mandatory Training on State Ethics Law Academic Senate Policies and Procedures

Standard III: Design and Delivery of the Student Learning Experience

Criteria	Documents
<p>1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;</p>	<p>College Catalog Selected departmental websites Selected AA, AS, and AAS program Webpages BMCC Mission and Goals Curriculum Committee meeting minutes BMCC Factbook BMCC Enrollment, Retention, and Completion Report Graduation and retention data Selected Chancellor’s Reports General Education requirements Pathways website</p>
<p>2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <ul style="list-style-type: none"> a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in number; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures; 	<p>Selected support staff/administrator CV’s/resumes and job descriptions Faculty Qualifications summary data Student evaluations of faculty process and survey Process for annual performance evaluation of faculty Process for peer observations of faculty Evaluation processes for all administrative and staff groups (ECP, HEO, civil servants) Personnel & Budget Committee guidelines Institutional data on student-to-faculty ratios Institutional data on class size Noel Levitz data BMCC Student Experience Survey results BMCC Factbook COACHE results Performance Management Process data on faculty scholarship and creative activity Center for Excellence in Teaching, Learning, and Scholarship website Travel Funds documentation CUNY Faculty awards and recognition BMCC Faculty awards and recognition HR credential/rank reports Faculty Handbook PSC-CUNY Contract Pre-Tenure Review Policy and Guidelines CUNY By-laws BMCC Governance Plan</p>

Standard III: Design and Delivery of the Student Learning Experience (continued)

Criteria	Documents
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	College Catalog DegreeWorks reports Noel Levitz Data Selected academic program requirements (websites) Advisement degree program maps (2 and 3 year) Selected recruiting materials Articulation agreements website Academic Advisement and Transfer Center (AATC) website Pathways website Student Consumer Information
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	Selected course syllabi Accelerated Study in Associate Programs (ASAP) website and outcomes BMCC Learning Academy (BLA) website and outcomes Academic Advisement and Transfer Center (AATC) website and outcomes BMCC Institutional Effectiveness Plan Five-year budget/resources matrix for ASAP, BLA, and AATC College Discovery website and outcomes College Opportunity to Prepare for Employment (COPE) Webpage and outcomes Learning Resource Center (LRC) website and outcomes Writing Center Webpage and outcomes Research and Scholarly Inquiry Clinical/field work reports Internships and Experiential Learning website Career Services website Operating budgets for LRC and Labs Early Alert data Supplemental Instruction (SI) data Student Affairs support initiatives brochures Student Workshop offerings (PASS and Counseling)

Standard III: Design and Delivery of the Student Learning Experience (continued)

Criteria	Documents
<p>5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills; 	<p>General Education learning outcomes General Education learning outcomes Pathways website Syllabi for selected core curriculum and General Education courses General Education outcomes data Study Abroad materials Writing Across the Curriculum documentation Writing Intensive course requirements for graduation Honors program materials Noel Levitz results</p>
<p>6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;</p>	<p>Not Applicable</p>
<p>7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and</p>	<p>Not Applicable</p>

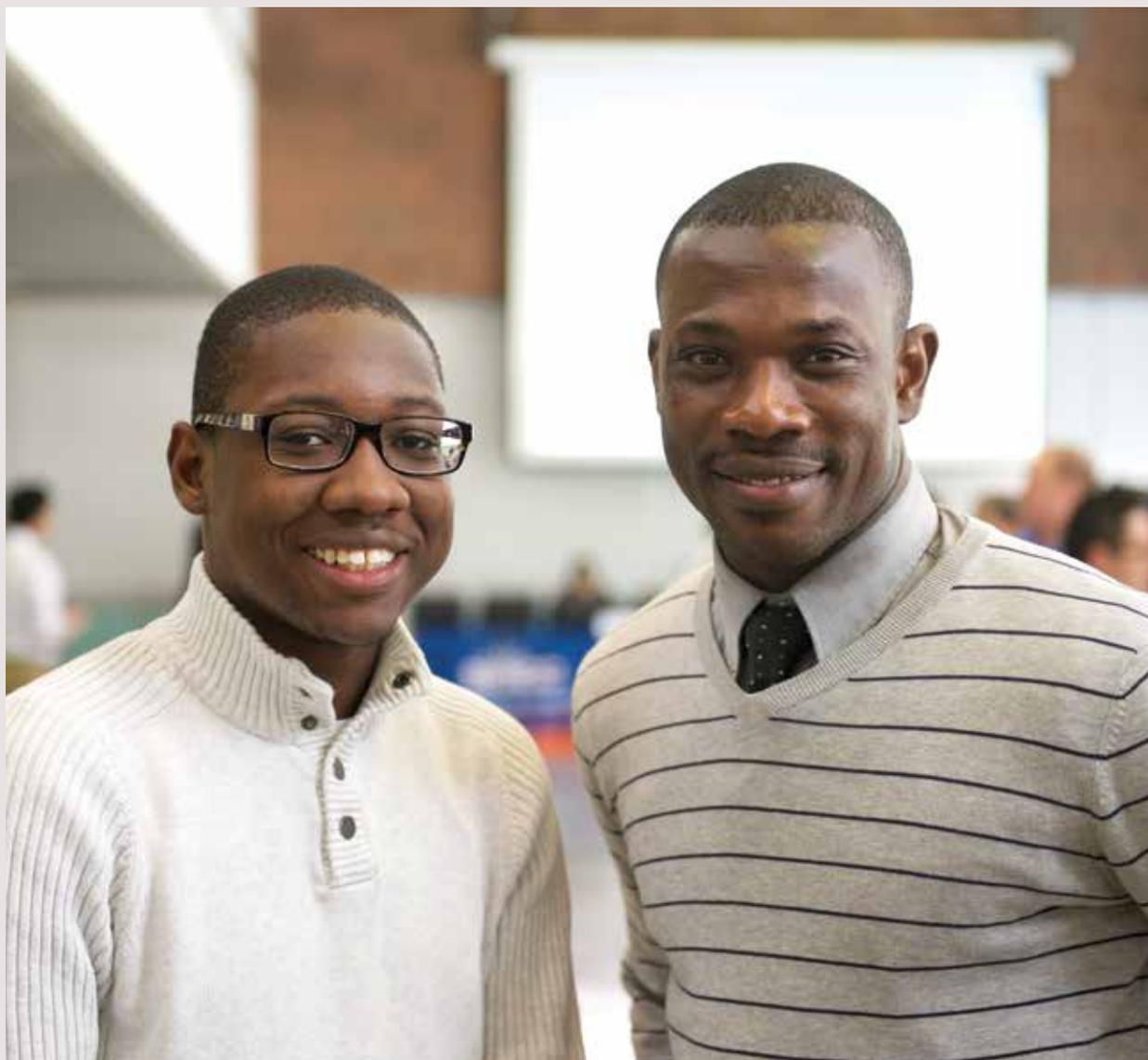
Standard III: Design and Delivery of the Student Learning Experience (continued)

Criteria

8. periodic assessment of the effectiveness of programs providing student learning opportunities.

Documents

BMCC Strategic Plan
Institutional Effectiveness plan and report
Academic Assessment Committee reports
AES Assessment Committee reports
Performance Management Plan Targets and Annual Reports
Select student learning outcomes assessments
Academic Program Review guidelines and reports
Unit review guidelines and reports
Program evaluations for BLA, Quantway, Finish Line, and other strategic student success initiatives



Standard IV: Support of the Student Experience

Criteria	Documents
<p>1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p> <p>b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</p> <p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;</p>	<p>Noel Levitz results BMCC Student Experience Survey results Student Consumer Data Financial Aid website Selected Financial Aid information Scholarships, emergency funds, and grants websites Bursar website Selected Bursar information Admissions, registration, and records procedures BMCC College Catalog Family Educational Right to Privacy Act (FERPA) website New Student Orientation Program First Year Experience (FYE) seminars BMCC Test Prep workshops Advisement assessment plan Testing website Developmental outcomes for all subject areas (pass, repeat, withdrawal, pre and post test scores, and test score history) Developmental outcomes for pilot/redesigned developmental offerings (pass, repeat, withdrawal, pre and post test scores, and test score history) SummerStart, CUNYStart, CLIP, BLIIS, and Manhattan Educational Opportunity Center (MEOC) websites Immersion schedule and student outcomes Advisement/Counseling workshop programs Gateway initiative materials/outcomes Transfer workshops Transfer data College-wide Retention Agenda Career Development materials and outcomes Leadership program materials and outcomes Special program materials and outcomes (Finish Line, Out in Two, etc.) DegreeWorks sample degree audits Faculty training for advisement</p>
<p>2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p>	<p>DegreeWorks (documentation of degree audit functionality) Pathways website Experiential learning guidelines Reverse transfer materials and outcomes Academic internship handbook Transfer advising materials Transfer data</p>

Standard IV: Support of the Student Experience (continued)

Criteria	Documents
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	FERPA webpage/bulletin Student Consumer Information Disclosure requirements Registrar release of Non-Disclosure forms Data security policy and procedures
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	Student Handbook Student Affairs organizational chart Athlete academic tracking process and reports Athletics materials (budgets, fiscal policies, NJCAA guideline, CUNY athletic conference guidelines, participation requirements) Student Club/SGA regulations and procedures (including budget)
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	NA
6. periodic assessment of the effectiveness of programs supporting the student experience.	Institutional Effectiveness Plan Institutional Effectiveness Report BMCC Strategic Plan Selected AES Unit assessments Selected AES Unit Reviews Noel Levitz Results BMCC Student Experience Survey results

Standard V: Educational Effectiveness Assessment

Criteria	Documents
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	BMCC Strategic Plan Institutional Effectiveness Plan General Education Outcomes Pathways website College Catalog Selected Program Learning Outcomes Annual Student Learning Outcomes Assessment reports Academic Program Review guidelines and reports General Education Assessment reports Selected Curriculum Maps BMCC syllabus template Selected Course Syllabi
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	Academic Assessment Committee Reports Institutional Effectiveness Plan Performance Management Process targets and annual reports Annual Student Learning Outcomes Assessment reports Academic Program Review guidelines and reports General Education Assessment reports BMCC Assessment website BMCC Assessment Manual Academic Assessment Committee information and reports Assessment Day agenda and evaluation Noel Levitz results Federal Work Study description and outcomes Undergraduate research description and outcomes Internship and Experiential Learning description and outcomes Degree Program Advisory Board minutes Developmental education exit rates Proficiency exam results (nursing, allied health) Internship assessments BMCC Factbook BMCC Enrollment, Retention and Completion Report Transfer data Enrollment snapshots Gateway initiative reports Performance Management Process targets and reports Office of Institutional Effectiveness and Analytics website

Standard V: Educational Effectiveness Assessment (continued)

Criteria	Documents
<p>3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ul style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures designed to improve educational programs and services; 	<p>Institutional Effectiveness Report Assessment website Assessment Manual Academic Assessment Committee information and reports Assessment Day agenda and evaluation COACHE data Quantway evaluations and program description Gateway Initiative documentation Developmental education redesign documentation and outcomes Performance Management Process targets and annual reports Academic Program Review External Evaluator reports Curriculum Committee minutes Selected Departmental professional development materials BMCC Factbook BMCC Enrollment, Retention and Completion Report Selected Academic Programs websites Center for Excellence in Teaching, Learning, and Scholarship Webpage Grants Administration website Report on travel funds for faculty Departmental professional development funds Allocations (focus on adjuncts) Research office support for professional development Grants Administration support for professional development Teaching Academy program description and outcomes College/Departmental Curriculum committee minutes Coordinated Undergraduate Education Reports Finish Line completion initiative outcomes Manhattan Early College of Advertising (MECA) website and Outcomes Accelerated Study in Associate Programs (ASAP) website and Outcomes Immersion website and Outcomes CUNYStart website and Outcomes SummerStart website and Outcomes</p>

Standard V: Educational Effectiveness Assessment (continued)

Criteria	Documents
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	NA
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	Institutional Effectiveness Plan Institutional Effectiveness Report Assessment Committee charges and reports Assessment Day results Curriculum committee Minutes Curriculum Maps College Catalog Performance Management Process targets and annual reports



Standard VI: Planning, Resources, and Institutional Improvement

Criteria	Documents
1. institutional objectives, both institutionwide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	BMCC Strategic Plan BMCC Mission and Goals Selected data from Strategic Plan Trends Analysis College Master Plan Institutional Effectiveness Plan Institutional Effectiveness Report Institutional Effectiveness Model Selected Academic Programs websites Selected AES Units websites Annual AES assessments AES Unit Review Assessment Committee Reports Performance Management Process targets and annual reports BMCC budget call memo
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	Institutional Effectiveness Plan Institutional Effectiveness Report Performance Management Process College Facilities Plan BMCC Governance Plan Annual AES planning and assessment documents AES Unit Review Assessment Committee reports Curriculum Committee minutes Strategic planning process and forums State of the College addresses Reaching Greater Levels Self-Study forums
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	Institutional Effectiveness Plan College Facilities Plan Grants Reports Five year Capital outlay program Alignment of OTPS Spending to mission and goals Multi-year financial OTPS reports Selected Departmental Budget processes/reports CUNY Financial Projections for BMCC BMCC budget call memo Student Technology Fee plans and budgets Selected Compact funding projects and outcomes

Standard VI: Planning, Resources, and Institutional Improvement (continued)

Criteria	Documents
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	CUNY Capital Request Budget Ongoing Capital Projects Plan College Facilities Plan Space Utilization reports Information Technology Plan Annual Budget Leadership Fellows Program Teaching Academy Selected professional development programs for faculty and staff
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	Institutional Effectiveness Plan BMCC Organizational Chart BMCC Governance Plan Evaluation procedures for all faculty and staff groups
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	IPEDS Peer Comparison Report Institutional Effectiveness Plan Institutional Effectiveness Model CUNY Five Year Capital Outlay Program Performance Management Process Information Technology Plan College Facilities Plan CUNY Capital Request Budget BMCC Ongoing Capital Projects Plan
7. an annual independent audit confirming financial viability with evidence of followup on any concerns cited in the audit's accompanying management letter;	Audit Report from CUNY BMCC Foundation audit
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	Institutional Effectiveness Plan College Facilities Plan Annual Budget Process Energy Usage reports Space Utilization Reports Budget Reports to College Council
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Institutional Effectiveness Plan Institutional Effectiveness Report Academic Program Review Guidelines and reports AES Unit Review Guidelines and reports Performance Management Process targets and reports BMCC Ongoing Capital Projects Plan Student Technology Fee Plan and Report

Standard VII: Governance, Leadership, and Administration

Criteria	Documents
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	BMCC Governance Plan CUNY Board By-laws Personnel & Budget Committee Guidelines Organizational Chart BMCC Governance Chart Student Affairs Handbook Faculty Handbook HEO Handbook PSC-CUNY Contract Student Handbook Academic Senate Charge and Guidelines College Council Charge and Guidelines CUNY Research Foundation Audit Report BMCC Foundation Audit BMCC Foundation By-laws CUNY Conflict of Interest Policy BMCC Conflict of Interest Policy CUNY RF Guidelines BMCC Multiple Position Form BMCC Foundation Conflict of Interest Policy BMCC Auxiliary Board Conflict of Interest Form BMCC Association Conflict of Interest Policy COACHE Survey Provost's Report COACHE Report on Shared Governance and Leadership New York Education Law Board of Trustees Departmental Industry Advisory Board Compliance Report (NYSED Job Linkage Law) BMCC Mission and Goals New York Education Law
2. a legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;	CUNY Board Bylaws CUNY Manual of General Policy CUNY Conflict of Interest Policy CUNY Board of Trustees website Process for evaluation of CUNY presidents

Standard VII: Governance, Leadership, and Administration (continued)

Criteria	Documents
c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;	see previous page
d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;	
e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;	
f. appoints and regularly evaluates the performance of the Chief Executive Officer;	
g. is informed in all its operations by principles of good practice in board governance;	
h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;	
i. supports the Chief Executive Officer in maintaining the autonomy of the institution;	
3. a Chief Executive Officer who:	
a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;	BMCC Strategic Plan BMCC Governance Plan CUNY Board Bylaws BMCC Organizational Charts (overall and by unit)
b. has appropriate credentials and professional experience consistent with the mission of the organization;	CEO Job Description CEO Qualifications CEO Evaluation Process
c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization,	CUNY Search Process Guidelines State of the College Addresses

Standard VII: Governance, Leadership, and Administration (continued)

Criteria	Documents
<p>identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;</p>	
<p>4. an administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly documented and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and students in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and</p>	<p>BMCC Governance Plan CUNY Board Bylaws BMCC Organizational Chart Cabinet Officials' Job Descriptions Cabinet Officials' Qualifications Cabinet Officials Evaluation Process BMCC Search Process Guidelines CUNY Research Foundation Guidelines BMCC Strategic Plan Institutional Effectiveness Plan Institutional Effectiveness Report State of the College addresses BMCC Foundation report</p>
<p>5. periodic assessment of the effectiveness of Governance, leadership, and administration.</p>	<p>Institutional Effectiveness Plan Institutional Effectiveness Report Annual Assessments Academic Program and Unit Review Performance Management Process</p>



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