BOROUGH OF MANHATTAN COMMUNITY COLLEGE
of The City University of New York

SELF-STUDY REPORT
January 28, 2008

Prepared for the Middle States Commission on Higher Education
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BMCC Middles States Self-Study Report, January 2008
Executive Summary

College Overview

Borough of Manhattan Community College (BMCC), one of 19 colleges comprising the City University of New York, was chartered in 1963 and opened its doors in 1964 with 467 students as a small, primarily business-oriented community college offering programs aimed at the mid-town business community. The college moved to a new location in Lower Manhattan near City Hall and the financial district in 1983 and has since expanded its offerings to off-site locations in Harlem and Inwood. In 2007, 44 years later, BMCC now serves over 27,000 students (19,000 in credit and approximately 8,000 in non-credit programs), who come from more than 100 countries around the world. BMCC is the only City University community college in Manhattan, the largest associate degree granting community college in the City University and the largest undergraduate college in the City University.

Self Study Process and Goals

In spring of 2005, President Antonio Pérez appointed and convened a Middle States Steering Committee comprised of faculty, staff and students. The Steering Committee was charged with the responsibility of guiding the self study process, beginning with the creation of a design for the self study.

The college adopted the Comprehensive with Emphasis model, with a focus on planning. The President felt that there were three compelling reasons for selecting a comprehensive approach:

1. This was the first occasion that BMCC has had to conduct a self study under the revised Characteristics of Excellence with the 14 standards identified by the Middle States Association as essential for an academically, fiscally and ethically sound institution.

2. BMCC has recently hired more than 150 new faculty and professional staff and over the next ten years expects that many of the veteran faculty and staff will retire. Therefore, adopting the comprehensive model provided an opportunity for many new faculty and staff to become acquainted with each other and with the college’s policies and procedures as well as to recognize the interaction between and interdependency of departments and units. Also, emphasizing planning provided an opportunity to codify planning processes currently in use and the assessments that inform planning.
3. Finally, with the increases in enrollment, BMCC’s support services and special programs have grown. The comprehensive self study process enabled the college to highlight these services and credit those faculty and staff members involved.

The Steering Committee began its work in spring 2005 with a review of the relevant literature from the Middle States Association. The committee identified the structure for the self study and produced a preliminary set of questions that each committee would be asked to address. Although aspects of several standards overlap, 14 subcommittees were created, one for each standard, allowing us to maximize the number of people involved and also allowing for the creative interchange of different viewpoints. The design document, written by the Steering Committee with assistance from professional staff in each of the seven divisions of the college, was approved by the Middle States Association in December 2005. The subcommittees were then charged with their responsibilities.

Members of the 14 subcommittees worked with students and colleagues in different areas of the college to assess the current state of the college, to appreciate the accomplishments and to acknowledge the problems that need to be addressed to strengthen the college and to improve its services to the students. Every division vice president, dean and director participated in the process in some manner. This resulting self study report is the culmination of two years of work of a group of full-time and part-time faculty, staff, students and administrators who are highly committed to helping BMCC remain a center of excellence.

Major Findings and Highlights

Accomplishments:

- BMCC now has an enrollment of over 19,000 students in courses scheduled in downtown Manhattan, Harlem and Inwood/Washington Heights with academic and administrative services to help students achieve their goals.

- A new governance plan with a bicameral structure that enfranchises every constituent group on campus was completed and implemented in fall of 2007. BMCC’s Governance Plan is now in compliance with the CUNY Board of Trustees mandates and with Standard 4 of the Characteristics of Excellence.

- More than 150 new full time faculty and staff were recently hired as part of CUNY’s Community College Investment Program. The recruitment efforts of the academic departments and administrative units and the work of the senior administration to bring this distinguished group to BMCC are to be commended.
• A new department, Teacher Education, was created and a group of the new faculty hires have expertise in discipline based teaching.

• A General Education Assessment Plan was approved and implemented, strengthening the college’s commitment to general education. The plan defines general education for BMCC, identifies learning goals and outcomes and offers a method for assessing these goals and outcomes.

• A Comprehensive Plan for Assessing Institutional Effectiveness and Student Learning was also approved and implemented. This plan codifies all of the assessment activities on campus into one document.

**Challenges:**

1. Lack of space continues to be a major challenge at BMCC.

   On September 11th, BMCC lost the use of Fiterman Hall, which is presently scheduled to be razed and rebuilt by 2010. To compensate for the loss of 34 percent of our classroom space, we added classroom space in trailers along West and Harrison streets, in the nearby Murray building and at uptown sites in Harlem and in Inwood/Washington Heights.

   With all of the new faculty and staff, department chairpersons and administrative directors have used some creative problem solving techniques to find space and sometimes furniture for their new people. We take this opportunity to commend our adjunct faculty members, who continue to demonstrate their commitment to BMCC and to their students, especially in light of the fact that they often must share one office with as many as 80 other adjuncts.

   President Antonio Pérez, Vice President Scott Anderson and the rest of the senior administration must be commended for all their efforts in coordinating the meetings with university and state officials, community groups, the EPA, the architects and the construction companies that have been involved in monitoring progress of Fiterman Hall’s demolition, redesign and reconstruction. It should be noted, however, that even with the projected completion of Fiterman Hall in 2010, the college will still face a shortage of space.

   Finally, we must further commend the resilience and determination of our students, who continue to enroll, make progress toward achieving their goals, and co-exist peacefully in the sometimes overcrowded classrooms, library, cafeteria, open computer labs and study areas.
2. Information architecture of the BMCC Web site is the second major challenge. Efforts are underway to improve the logical organization of information on the college Web site to produce a user-friendly site with intuitive links to important information.

3. Keeping pace with technology is the final challenge. The college needs to develop a comprehensive technology plan and adopt a “train the trainer” policy to ensure sufficient technical staff capable of implementing and supporting the plan.

**Progress in Addressing Previous Middle States Concerns**

During the 1997 Middle States site visit, three major concerns were highlighted:
- space – This remains an ongoing concern and is constantly being addressed by the administration;
- governance – The college has implemented a new governance plan that is now in compliance with CUNY and Middle States;
- collegiality – Significant progress has been made in this area. There is room for improvement.

**Conclusion**

The self study subcommittees have taken the opportunity to recognize BMCC’s strengths while candidly suggesting and recommending many ways that BMCC can improve in order to achieve the promise of its mission and goals and to meet the educational challenges of the 21st century. Since the start of the self study process, we note that many improvements have already been implemented, leading to institutional renewal and a greater ability to demonstrate institutional effectiveness and student success.
Addendum

The list below represents actions taken by the college following submission of the self study committee reports.

- At the September 26, 2007 meeting of the College Council the body voted to establish an Ad Hoc Committee to Review the Governance Plan for corrective changes. This committee is expected to provide a report to the College Council at its February 2008 meeting.

- The Office of Institutional Research and Analysis web site was launched. It provides links to important assessment resources as well as to the college’s Comprehensive Plan to Assess Institutional Effectiveness and Student Learning and the Gen Ed Assessment Plan.

- The Admissions Office has noted a change in CUNY’s policy of multiple admissions. Effective fall 2008, students will be admitted to 6, instead of 3, colleges.

- An Ad Hoc Committee on integrity was created to ensure integrity in faculty research and publishing.
Certification Statement:
Compliance with MSCHE Eligibility Requirements
& Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and federal requirements relating to Title IV program participation by completing this certification statement. The signed statement should be attached to the Executive Summary of the institution’s self-study report.

If it is not possible to certify compliance with all eligibility requirements and federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Borough of Manhattan Community College/CUNY is seeking
(Name of Institution)

(Check one)  ___ Initial Accreditation  ___ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation.

___ Exceptions are noted in the attached memorandum (check if applicable)

(Signature)  January 30, 2008
(Chief Executive Officer)  (Date)

(Signature)  January 30, 2008
(Chair, Board of Trustees or Directors)  (Date)
Self Study Committees

Steering Committee

*Alice Cohen, Co-chair  Faculty, Computer Information Systems
*Yvonne Phang, Co-chair  Faculty, Accounting
Sadie Bragg, Ex-Officio  Senior Vice President, Academic Affairs
Linda Markstein, Writer/Editor  Retired Faculty, Developmental Skills
*Michael Basile  Faculty, Health Education
*Ralph Buxton  Associate Director for Programs & Compliance, Financial Aid
*Francisca Campos  Faculty, Business Management
*Marva Craig  Dean of Student Affairs
Patrick Dail  Director of Information Technology, Continuing Education & Workforce Development
Michael Giammarella  Faculty/Counselor, Student Affairs
Joyce Harte  Faculty, English
Eda Henao  Faculty, Modern Languages
Joel Hernandez  Faculty, Science
*Orville Hill  Director, College Discovery, Student Affairs
Mark Jagai  Faculty/College Laboratory Technician, Mathematics
Hong Dung Le  Student, Business Administration major
Fred Peskoff  Faculty, Mathematics
*Steven Reis  Bursar
*Neil Rodia  Faculty, Allied Health Science
*Sandra Rumayor  Director of Evening and Weekend Programs, Academic Affairs
*Precious Sellars-Mulhern  Faculty/Counselor, Student Affairs
Joseph Ugoretz  Director of Teaching and Learning with Technology, Academic Affairs

Subcommittee #1 – Mission, Goals and Objectives

Everett Flannery, Chair  Faculty/Chair, Allied Health Science
Marva Craig,  Dean of Student Affairs
Steering Committee Liaison
Rodney Alexander  Director, Institute for Business Trends Analysis
*Michael Nazzaro  Faculty, Allied Health Science
Yuichiro Onishi  Faculty, Social Science
Alister Ramirez  Faculty, Modern Languages
Lindsey Rhebb  Student, English major
Elizabeth Rolston  Faculty, Nursing
Sarah Salm  Faculty, Science
Subcommittee #2 – Planning, Resource Allocation & Institutional Renewal

*Mete Kök, Chair  Faculty, Computer Information Systems
*Steven Reis,  Bursar
   Steering Committee Liaison
*Howard Entin  Director, Financial Aid
Rosanty Garcia  Student, Business Management major
Seungmo (Jeff) Hong  Faculty, Business
Robin Isserles  Faculty, Social Science
Nadajarah Kirupaharan  Faculty, Mathematics
Yolanda Medina  Faculty, Teacher Education
Vicente Revilla  Faculty, Library
Alizabeth Towery  Faculty, Music and Art

Subcommittee #3 – Institutional Resources

James Tynes, Chair  Director, Learning Resource Center
*Neil Rodia,  Faculty, Allied Health Science
   Steering Committee Liaison
*Sidney Askew  Faculty, Accounting
   Chair, Faculty Council Ad Hoc Budget Committee
Josephine Culkin  Faculty, Music and Art
Maria Enrico  Faculty, Modern Languages
Todd Flyr  Faculty, Computer Information Systems
Zaid Merhom  Student, Business Administration major
Antoinette Middleton  Associate Director, Admissions
Lisa Rose  Faculty, Social Science
Joseph Smith  Assistant Bursar

Subcommittee #4 – Leadership & Governance

*Suzanne Schick, Chair  Faculty, Speech
   Faculty Council Governance Committee
Michael Giammarella,  Faculty/Counselor, Student Affairs
   Steering Committee Liaison
Nikolaos Adamou  Faculty, Business Management
*Eugenio Barrios  Director, Enrollment Management, Admissions
Janet Douglas-Pryce  Faculty, Speech
Avraham Frank (Bob)  Student, Liberal Arts major
Elena Nogina  Faculty, Mathematics
*Pedro Pérez  Faculty, Student Affairs
Chigurupati Rani  Faculty, Computer Information Systems

Subcommittee #5 – Administration

Gloria Chao, Chair  Deputy Director, Human Resources
*Sandra Rumayor, Director of Evening and Weekend Programs
  Steering Committee Liaison
Simon Carr  Faculty, Music and Art
Gregory Farrell  Coordinator, Instructional Computer Services, Learning Resource Center
Shawn Goh  Student, Business Administration major
Wilbert Grant  Adjunct Faculty, Mathematics
Angela Jervis  Faculty, Accounting
Dorothy Himes  Staff, Bursar's Office
Gloria McNamara  Faculty, Health Education
Peter Nguyen  Faculty, Science
Diane Simmons  Faculty, English

Subcommittee #6 – Integrity
*Gregory Wist, Chair  Senior Registrar
*Precious Sellars-Mulhern,  Faculty/Counselor, Student Affairs
  Steering Committee Liaison
Amanda Bielskas  Faculty, Library
Gloria Daniels-Hall  Adjunct Faculty, Developmental Skills
Rochelle Holland  Faculty, Student Affairs
Cynthia Karasek  Faculty, Speech – Multimedia
Lanny Lester  Faculty, Developmental Skills
Howard Meltzer  Faculty Music and Art
Deborah Parker  Director, Women’s Resource Center, Student Affairs
Angela Sales  Director, Government Relations
Hamissou Samari  Student, Liberal Arts major
Klement Teixeira  Faculty, Mathematics
Janice Walters  Faculty, Social Science

Subcommittee #7 – Institutional Assessment
Barbara Ashton, Chair  Faculty, Mathematics
Joel Hernandez,  Faculty, Science
  Steering Committee Liaison
*Ralph Buxton,  Associate Director for Programs & Compliance,
  Steering Committee Liaison Financial Aid
Mabel Asante  Faculty, Developmental Skills
Takako Kameda  Student, Accounting major
*Kenneth Levinson  Faculty, Developmental Skills
Stephanie Oppenheim  Faculty, English
Christopher Stein  Faculty, Computer Information Systems
Rachel Theilheimer  Faculty, Teacher Education
Joyce Washington  Faculty, Business Management
Subcommittee #8 – Student Admissions and Retention
William Roane, Chair  Faculty, Social Science
Fred Peskoff,  Faculty, Mathematics
                      Steering Committee Liaison
Joy Dunkley  Faculty, Library
Leslie Leppert  Academic/Transfer Advisor,
                      Transfer and Advisement Center
Sandra Poster  Faculty, Speech
Nidia Pulles-Linares  Faculty, Modern Languages
Marilyn Riley-Hodge  Director, Advisement & Counseling Services,
                      Student Affairs
Donna-Kay Saunders  Student, Nursing major
Philip Weisman  Faculty, Speech-Video Arts Technology

Subcommittee #9 – Student Support Services
Brahmadeo Dewprashad, Chair  Faculty, Science
*Orville Hill,  Director, College Discovery, Student Affairs
                      Steering Committee Liaison
Susan Brillhart  Faculty, Nursing
Beryl Duncan-Wilson  Faculty/Counselor, Student Affairs
*Elinor Garely  Faculty, Business
Marcos Gonzalez  Director, Services for Students with Disabilities
Monique Jean-Louis  Faculty, Nursing
Leonid Khazanov  Faculty, Mathematics
Michael Langenstein  Faculty, Music and Art
Bhakta Magar  Student, Health Information Technology
Antoinette McKain  Director, Upward Bound
Owen Meyers  Faculty, Science
Hua Yan  Faculty, Computer Information Systems

Subcommittee #10 – Faculty
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*Michael Basile,  Faculty, Health Education
                      Steering Committee Liaison
Mathew Ally  Faculty, Social Science
Loretta BeckerBarriga  Student, Science
Rafael Corbalan  Faculty, Modern Languages
Sung Gwak  Faculty, Nursing
Annie Han  Faculty, Mathematics
Chiu Hong Lee  Faculty, Science
Katherine Kavanagh  Faculty, Speech
José Morales  Adjunct Faculty, Computer Info Systems
Subcommittee #11 – Educational Offerings
Patricia Mathews-Salazar, Faculty, Social Science
Co-Chair
Lauren Goodwyn, Faculty, Science
Co-Chair
Joyce Harte, Faculty, English
Steering Committee Liaison
Kenneth Anderson Faculty, Business Management
Nancy Beltrandi Student, Liberal Arts major
Lynda Caspe Adjunct Faculty, Music and Art
Miriam Delgado Faculty, English
Juliet Emanuel Faculty, Developmental Skills
Steven Featherstonhaugh Faculty, Mathematics
Valerie Thiers-Thiam Faculty, Modern Languages
Ching-Son Don Wei Faculty, Computer Information Systems
Tanoai Williams Assistant Registrar

Subcommittee #12 – General Education
Segundo Pantoja, Chair Faculty, Ethnic Studies
Eda Henao, Faculty, Modern Languages
Steering Committee Liaison
Mahmoud Ardebili Faculty, Science
Kenneth Brown Student, Liberal Arts major
Chokri Cherif Faculty, Mathematics
Confidence Eppie Student, Pre-Clinical Nursing major
Anne Friedman Faculty, Developmental Skills
Joyce Moorman Faculty, Music and Art
Sandra Neis Faculty, Business Management
Anum Nyako Adjunct Faculty, Health Education
William Wright Faculty, English
Brenda Wyatt Faculty, Nursing
Lily Yi-Elkin Coordinator, International Student Services

Subcommittee #13 – Related Educational Activities
Nkechi Agwu, Chair Faculty, Mathematics
Joseph Ugoretz Director of Teaching and Learning with Technology,
Steering Committee Liaison Academic Affairs
Patrick Dail, Director of Information Technology,
### Steering Committee Liaison
Continuing Education & Workforce Development

*Sidney Eng  Faculty, Library
Miriam Dalmau  Faculty, Social Science
*Alberta Grossman  Adjunct Faculty, Developmental Skills
Aminah-Foluke Knight  Student, Education major
Rebecca Li  Academic Advisor, Transfer & Advisement Center
Harvey Man  Faculty, Accounting
Mahatapa Palit  Faculty, Business Management
Dennis Robbins  Faculty, Science
Ruru Rusmin  Coordinator, Faculty & Staff Development

Training in Technology
Abdramane Serme  Faculty, Mathematics
José Vargas  Faculty, Computer Information Systems
Michael Vozik  Adjunct Faculty, Science
Claire Wladis  Faculty, Mathematics

### Subcommittee #14 – Assessment of Student Learning

**Patricia Deleon, Co-Chair**  Faculty, Science
**Geoffrey Akst, Co-Chair**  Retired Faculty, Mathematics
*Francisca Campos,*  Faculty, Business Management

Steering Committee Liaison
Mark Jagai,  Faculty/College Lab Technician, Mathematics

Steering Committee Liaison
Nicolas Agrait  Faculty, Social Science
Linda Carlson  Faculty, Allied Health Sciences
Adrienne Faison  Faculty, Student Affairs
Carmen Martinez-Lopez  Faculty, Business Management
*Glenn Miller*  Faculty, Mathematics
Connet Powell  Faculty, Accounting
Sondra Salley  Director, COPE Program
Roger Sedarat  Faculty, English
John Wong  Student, Business Administration
Joyce Zonana  Faculty, English

*Faculty and staff who participated in the 1997 self study or the 2003 periodic review
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GLOSSARY

**Academic Program Planning (APP):** part of the planning process whereby departments conduct a self study for the purpose of identifying strengths and weaknesses in their academic programs. The resulting report is reviewed by an external evaluator who also makes recommendations and suggestions for improvement.

**Academic Program Review (APR):** a document resulting from the APP process that details the current state of a particular program or department.

**Academic Senate:** part of the governing structure of BMCC in the new governance plan adopted in Fall 2007. The College Council and the Academic Senate replaced the Faculty Council of the old governance plan.

**Accelerated Study in Associate Programs (ASAP):** a CUNY initiative intended to assist eligible community college students in completing their degree requirements in three years or less.

**Administrative Program Planning (APP):** an annual planning process similar to the academic program planning process previously described. The unit’s director is held responsible for the achievement of a unit’s institutional mission and goals. A unit director may be a director of an administrative office or program or a department chair. Four vice presidents oversee the offices of administration and planning, college development, legal affairs and staff relations and student affairs. Additionally, there is a dean for continuing education, who oversees programs in that area.

**Alliance for Minority Participation in Science (AMPS):** a program that encourages minority student participation in science, engineering, mathematics or technology. The full name is the New York City Louis Stokes Alliance for Minority Participation in Science, Engineering, Mathematics, or Technology).

**Bridge Program:** a special collaboration between BMCC and several New York City high schools. This program offers junior and seniors the opportunity to experience college classes and have access to the recreational and cultural activities at the college. Students take one college course a semester for full college credit. Over 40 Bridge students were enrolled in BMCC classes in 2005-2006.

**College Council:** the governing body of Borough of Manhattan Community College in the new governance plan adopted in Fall 2007. The College Council will focus on the larger educational and policy issues affecting the college and university such as institutional planning and budgeting.
**College Discovery Program**: a comprehensive support program for students with academic potential who might otherwise be excluded from higher education due to academic and economic disadvantage.

**College Laboratory Technician (CLT)**: job title for employees working primarily in labs. Job qualifications vary according to the department and job requirements.

**College Level Examination Program (CLEP)**: a program for awarding credit for achieving a specified score on certain subject-matter exams. Detailed information is available on the BMCC Web site.

**College Now**: a university-wide initiative created in 1983 funded by CUNY with tax levy money. The goal of the program is to prepare high school students for college and to enhance their self-esteem by offering them college classes while they are still in high school. BMCC’s participation in College Now is based on affiliations with 12 high schools in Manhattan. BMCC sends college faculty to the high schools to work with students after school hours.

**Community College Initiative Plan (CCIP)**: a CUNY program that provided funds to hire significant numbers of additional full-time faculty and thereby reduce the number of hours taught by adjunct faculty.

**Coordinated Undergraduate Education (CUE)**: a CUNY initiative that provides funds for strengthening undergraduate education throughout the university. Specifically, it provides funds for the writing, reading, mathematics and ESL across the curriculum initiatives, including a semester-long professional development workshop. The workshop is designed to help make many of the general education learning outcome goals and objectives central to faculty members’ pedagogy.

**CSEM**: a National Science Foundation Scholarship to encourage students in science, engineering, mathematics and technology programs). C-STEP (Collegiate Science and Technology Entry Program), and the Summer Research Institute.

**The City University of New York (CUNY)**: the largest urban university in the United States with 23 graduate and undergraduate campuses located throughout all boroughs of the city and with an annual enrollment of more than 220,000 students in credit programs and approximately the same number in non-credit and professional programs. The colleges within CUNY were joined together as a single university system in 1961.

**CUNY board of trustees**: the governing body of the City University of New York. It sets policies over the governance of the individual colleges within the CUNY system.

**CUNY Compact**: an innovative financing plan approved by the board of trustees in 2005 to finance its state-approved master plan for the education of CUNY students.
Under this long-term investment plan, financing is shared by the state and the city, the university through internal efficiencies, public and private philanthropic sources, and the students through enrollment growth and modest, predictable tuition increases. Through the CUNY Compact, the state and city commit to fully funding the university’s mandatory costs and a portion of the priorities in the master plan, including the hiring of more full-time faculty and providing support for research, academic enhancement and student services.

**CUNY Language Immersion Program (CLIP):** a CUNY program that provides inexpensive, full-time ESL instruction to those admitted to CUNY, but not yet enrolled at a college, based on their placement scores.

**CUNY Office of Institutional Research and Assessment (OIRA):** the office that collects data throughout the university and supplies the colleges with comparative data and performance outcomes for numerous targets. BMCC also has an Office of Institutional Research and Assessment to collect, analyze and disseminate BMCC data.

**CUNY Proficiency Examination (CPE):** an exam taken by students by the time they earn their 60th credit. This exam assesses students’ performances in reading, interpreting textbooks and materials of general interest, organizing and presenting ideas about what is read, connecting those ideas to other information or concepts, writing clearly and effectively for an audience, and interpreting and evaluating material presented in charts and graphs.

**Faculty Council:** the principal governing body of BMCC under the old governance plan. The new governance plan replaces the Faculty Council with the College Council and the Academic Senate, enfranchising a wider representation of the college community.

**Freshman Immersion Program:** a program in the College’s Coordinated Undergraduate Education (CUE) Initiative that provides freshmen who have not successfully passed all of the CUNY skills assessment tests in reading, writing and mathematics with an opportunity to participate in an intensive, tuition-free basic skills program.

**Freshman Year Experience:** a program aimed at helping freshman students make a comfortable and successful adjustment to Borough of Manhattan Community College.

**Full-time Equivalent (FTE):** a formula that calculates part-time students’ credit loads, and developmental but equated credits, into a number equivalent to a student taking 30 credits in a year. A similar formula calculates the equivalent number of full-time faculty based on the teaching loads of all part-time instructors divided by 27 semester hours (the contracted annual full-time teaching load).
Higher Education Officer (HEO): non-teaching professional staff members. The ranks within title are comparable to those among the teaching faculty.

Learning Resource Center (LRC): a center that provides academic support services to meet student learning needs and strengthen student academic skills through supplemental instruction, tutoring, instructional computer services, and instructional materials. The LRC coordinates all tutoring programs offered at BMCC.

The Liberty Partnerships Program (LPP): a state funded program administered through the New York State Education Department. LPP supports a collaborative effort between BMCC, the New York City Department of Education’s Family Centers and several other community-based organizations. The goal of the program is to provide academic, college, career and personal/social support services to students enrolled in alternative schools for teen mothers.

Office Automation Certificate Program (OAC): a certificate program first implemented by BMCC in Spring 2001 for people interested in developing or upgrading their office technology skills.

Out –in-Two Program: an academic program designed to help students graduate within two consecutive years by providing scholarships and support.

Performance Management Process (PMP): a planning program initiated in the 2000-2001 academic year by the chancellor to establish clear and measurable standards of accountability throughout the university. The PMP links planning and goal-setting by the university and its constituent colleges and graduate schools, measures annual progress by individual units towards stated CUNY-wide goals, and recognizes high achievement of outcomes.

Personnel and Budget Committees (P&B): committees operating on both the academic department and college-wide level. With the department chair, the departmental P&B is composed of the deputy chairperson and other elected members of the department; the department P&B is responsible for instructional personnel actions, including recommendations to the college P&B for appointment, reappointment, promotion, tenure or non-reappointment. Other decisions made by P&B committees include disbursement of departmental budget allocations for educational purposes, faculty overload assignments and approval of non-college employment. The college P&B is responsible for recommendations to the president on reappointment, promotion and tenure of faculty and sabbatical leaves.

Professional Staff Congress (PSC): the union representing teaching and non-teaching instructional staff at CUNY.
**The Salzburg Seminar**: Annual seminars held in Austria to explore the factors that either promote or restrain a comprehensive approach to global education within community colleges and to develop strategies on how to incorporate a more global approach to teaching within these colleges. Since 2004, 33 BMCC faculty and 45 students have attended the seminar.

**The Science and Technology Entry Program (STEP)**: a state funded program administered through the New York State Education Department. STEP provides low income and minority students with an opportunity to develop their abilities in science, mathematics and language arts for future careers in science, engineering, technology and the health-related professions.

**Student Government Association (SGA)**: the student organization representing and giving students a voice in the policies and governance of the college. BMCC students directly elect officers each spring.

**Technology fee**: a fee paid by students each semester to support instructional and student services through technology.

**Transfer Information and Program Planning System (TIPPS)**: a Web-based program that outlines the transferability of community college course offerings to the senior colleges of the university.

**Tribeca Performing Arts Center (TPAC)**: BMCC’s multidisciplinary, non-profit, arts and cultural organization and a leading cultural center in New York City. Its mission is to “plan, develop and promote cultural and educational activities among the students and faculty of BMCC and the residents of the greater metropolitan area.

**24 College Credit Program**: a program for students admitted to the college without a high school diploma or GED who have demonstrated the “Ability to Benefit” by passing a test of basic education approved by the US Department of Education. The student is awarded a GED upon completion of a prescribed group of 24 college credits.

**The University Applications Processing Center (UAPC)**: the CUNY processing center that allocates applicants to each of the colleges. Beginning in 2001, CUNY began a multiple admissions process whereby students apply to CUNY and are admitted to three colleges for which they are eligible.

**The Upward Bound Program**: a four-year program funded by the U.S. Department of Education designed to help eligible low income and/or potential first generation college students, in grades 9-12 to complete high school and enroll and succeed in a post-secondary institution. BMCC is currently affiliated with 7 of the 12 targeted Manhattan high schools in the program.
The WU Project: a program designed to help students who have stopped attending during the first five weeks of classes. They are contacted by phone and e-mail to ask if they would prefer to officially withdraw, thus helping to prevent an insurmountable GPA deficit.
STANDARD 1 - MISSION, GOALS AND OBJECTIVES

Background of Borough of Manhattan Community College

Borough of Manhattan Community College (BMCC), one of 23 colleges comprising the City University of New York, was chartered in 1963 and opened its doors in 1964 with 467 students beginning as a small, primarily business-oriented community college offering programs aimed at the mid-town business community. In 2007, 44 years later, BMCC now serves 27,000 students (approximately 19,000 in credit and 8,000 in non-credit programs), who come from more than 100 countries around the world. BMCC is

- the only City University community college in Manhattan,
- the largest associate degree awarding community college in the City University, and
- the largest undergraduate college in the City University.

Nationally, BMCC regularly achieves distinction in the numbers of degrees awarded to African-American students, minority students in general, international students and to students in communications technologies (The U.S. Department of Education and the Institute of International Education). BMCC offers three degrees: Associate in Science (AS), Associate in Arts (AA), and Associate in Applied Science (AAS).

Evolution of the BMCC Mission

The City University of New York defines its mission in terms of two basic themes: maintaining and expanding its commitment to academic excellence and providing access to higher education to all who seek it as "an avenue to economic and personal fulfillment to the citizens of New York City, and in particular to the economically and socially disadvantaged among them." As a unit of the City University, BMCC’s mission changed significantly in response to the advent of the City University’s open admissions policy in 1970 and in response to the emergence of new technologies and changes in business and industry. Open admissions extended higher education opportunity to thousands of students, many of them non-traditional from families who had never experienced higher education before.

After BMCC relocated from rented space in mid-town and the Upper West Side in 1983 to its new campus at 199 Chambers Street in Lower Manhattan, its programs became more diversified and reflected many of the emerging new technologies. BMCC now offers a wide range of degree programs including accounting, allied health sciences, business administration, business management, computer programming and operations, computer science, child care/early childhood education, childhood education/bilingual childhood education, engineering science, human services, liberal arts, mathematics, multimedia programming and design, nursing, office automation and operations, science, small business entrepreneurship, theatre, video arts and technology, and writing and literature, as well as many non-degree programs in adult and continuing education.
The Current BMCC Mission

Consistent with the mission of City University to preserve academic excellence and extend higher educational opportunity to a diversified urban population, Borough of Manhattan Community College deems its mission as providing general, liberal arts, and career education, as well as transfer programs, relevant to the needs, interests, and aspirations of its students, along with continuing education for adults of all ages. The college is committed to offering quality education in a pluralistic urban environment, to fostering excellence in teaching, to facilitating the enhancement of learning, and to sustaining full access to higher education for those who seek fulfillment of personal, career or socioeconomic goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural, and recreational needs of the community.

Consistent with its stated mission, Borough of Manhattan Community College affirms the following goals:

- To provide higher education to the diverse urban constituency in support of CUNY’s policy of open admissions.
- To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.
- To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace.
- To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- To provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.
- To promote multicultural awareness and understanding in the college community and respect for pluralism and diversity in society.
- To prepare liberal arts and career students for transfer to four-year colleges.
- To prepare students in career programs for employment and career mobility.
- To encourage lifelong learning independent of degree programs.
- To enhance the cultural, recreational, and social life of the community.
- To maintain a governance structure that facilitates the participation of faculty, administrators and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

(BMCC Factbook 2005-2006, The Office of Institutional Research and Assessment)

Overview

In spring of 2006, a subcommittee was formed to investigate whether BMCC’s mission clearly defines its purpose and indicates who the institution serves and what it intends to accomplish. The subcommittee reviewed whether BMCC’s stated goals clearly
specify how the institution will fulfill its mission and investigated the process by which the mission and goals are determined, disseminated and reviewed.

The subcommittee developed two surveys, one for current BMCC students and one for administrators, faculty and staff. The surveys were posted on the college Web site and completed online (see Exhibit 1.1 – Results of Mission Surveys of Students, Faculty and Staff.) In addition, individual subcommittee members interviewed a cross section of the BMCC community (administrators, chairpersons, faculty, staff and students) and reviewed numerous official BMCC publications both in print and online. The subcommittee also reviewed other community college mission statements to determine how BMCC’s mission compared to theirs.

**Analysis and Discussion of Findings**

I. **Existence of a clearly defined mission**

The results of the mission surveys (Exhibit 1.1) indicate widespread recognition and acceptance of the mission and goals by all college constituencies. Almost 40 percent of the faculty and staff who responded have been at BMCC for four years or less and yet nearly 90 percent of the faculty and over 80 percent of the staff were well aware of both the mission and the goals. Approximately half of the students who responded were aware of the mission and the goals. Both groups felt that BMCC has done well in meeting its mission of full access. More than 80 percent of the student responders also believe that BMCC is meeting its mission of excellence. Thirty-five percent of faculty members believe there is room for improvement.

II. **Consistency of goals and objectives with BMCC’s mission**

The purpose of this element is to examine the institution’s mission and goals and provide a definition of its purpose within the context of higher education.

A. **BMCC department/unit mission and goal statements**

In order to examine mission and goal statements from each department and unit of BMCC and assess their alignment with the college’s mission, goals and objectives, the subcommittee sent an e-mail to the chairs of all academic departments and deans of the college asking for a written or electronic copy of the mission and goals of each unit. The subcommittee also studied the BMCC Web site to review the mission and goal statement and program descriptions from each department.

1. **Relationship of each of the institutional goals to the mission statement**

In general, each of the institutional goals relates to aspects of the mission statement. Taken together, they support the mission statement in its totality. For example, the first stated goal (“To provide higher education to the diverse urban constituency in support of CUNY’s policy of open admissions”) is consistent with “extending higher educational opportunity to a diversified urban population.” The second stated goal relates to more
specific student needs: “To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.” All eleven goals support the mission statement.

Some of the departmental mission statements and goals explicitly support the institutional mission and goal statement. However, departmental objectives have specific goals, which go into greater detail about how they support the college’s mission. In the case of the English department, this support takes the form of providing students with measurable writing, reading and critical thinking skills, as well as enhanced student “creativity and literacy”.

2. Existence of goals distinct from the mission

As BMCC academic departments constantly modify their curricula to keep programs current, relevant and vibrant, some elements of a BMCC education may not be emphasized as much as they should be in the college mission statement. Some examples include the need for goals related to collaborative learning, teaching global citizenship within and outside the classroom, instructional technology, distance learning courses, online, hybrid and computer enhanced courses.

3. Review and revision of the mission, goals and objectives to accommodate the college’s growing needs

The current mission dates from 1986-1987 and has been periodically reviewed over the years. The mission, goals and objectives are currently in the process of being reviewed by the mission subcommittee and suggestions and recommendations for revisions to accommodate the college’s evolving needs are made at the end of this chapter.

4. Relationship of strategic planning at all levels to common institutional goals

In 2006, the president, in conjunction with the Faculty Council, established a strategic planning committee to review the current goals and objectives of the college and to recommend appropriate revision of these goals and objectives consistent with the college’s mission. The committee is scheduled to present the revised strategic plan within the 2007-2008 academic year (see Standard 2 – Planning, Resource Allocation and Institutional Renewal).

III. Goals and objectives that focus on student learning, other outcomes and institutional improvement

A. BMCC commitment to general education

In fall of 2002, the General Education Assessment Committee was convened and charged with measuring how well the college is meeting its stated goal “to provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and the workplace,” as well as “to provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.” Chaired by the dean of academic
affairs, the committee, comprised of faculty, staff and students from a cross section of BMCC, is working with faculty liaisons to the academic departments to develop a framework and foundation for general education assessment (see Standard 12 – General Education).

B. The Learning Resource Center

One of the major academic support services in the college expected to play an important role in the implementation of the general education assessment plan is the Learning Resource Center (LRC), which coordinates all tutoring programs at the college. This center, through supplemental instruction, tutoring, instructional computer and other services, offers a wide range of academic support services to meet student learning needs and strengthen academic skills (see Standard 9 – Student Support Services and Exhibit 9.2 - The Learning Resource Center).

C. CUE Initiatives providing professional development

CUNY-wide Coordinated Undergraduate Education (CUE) initiatives, specifically the writing, reading, mathematics and ESL across the curriculum initiatives, have been actively enlisting faculty members to participate in a semester-long professional development workshop designed to help make many of the general education learning outcome goals and objectives central to faculty members’ pedagogy. Since fall 1999, the Writing Across the Curriculum (WAC) Program has trained approximately 70 faculty members from 17 departments and programs in writing across the curriculum techniques, allowing the college to increase the number of courses listed as writing intensive (WI). In spring 2007, Faculty Council passed a resolution requiring all students to take at least one WI course to graduate from BMCC. In fall 2007, 58 WI courses were offered.

D. Other academic support service programs

In addition to the LRC and CUE initiatives, the following academic support service programs are expected to play a key role in providing necessary resources and space to ensure that students cultivate core competencies in general education: basic skills lab; College Discovery tutoring program; the ESL lab; math lab; nursing tutorial lab; reading lab; science learning center; and writing center (see Standard 9 – Student Support Services).

IV. Relationship of mission to external constituencies and college engagement with external constituencies

The committee investigated how BMCC interacts and engages with the external community to provide access to education as well as how the external community assists BMCC in attaining its mission and goals.

A. Relationship of mission, goals and objectives to the college’s external constituencies

The mission of BMCC is to preserve academic excellence and extend higher educational opportunity to a diversified urban population. BMCC is also dedicated to providing general, liberal arts and career education and continuing education programs,
relevant to the needs, interests and aspirations of students of all ages. The BMCC mission further states that BMCC is committed to providing collaborative programs and services responsive to the educational, cultural and recreational needs of the community. BMCC goals that relate to external constituencies are:

- To provide higher education to a diverse urban constituency in support of CUNY’s policy of open admissions.
- To prepare students in career programs for employment and career mobility.
- To enhance the cultural, recreational and social life of the community.

B. Engagement with the external community
BMCC engages with the external community in many ways including:

Advisory Board Memberships
Most career programs at BMCC have external advisory boards that interact with the departmental faculty and help promote BMCC’s responsiveness to the needs of the community. The general goal of these boards is to improve the educational services offered to the students by incorporating the input of professionals in the field, to keep the curricula current and to maintain a presence in the broader community.

Community-based Internships
To prepare students for employment and career choices, BMCC provides students in many programs with the opportunity to participate in a community-based internship providing “hands-on” training in their chosen field with professionals monitoring their progress.

Center for Career Services
The Center for Career Services holds career fairs, professional and skills-based workshops and career-specific and interest-specific presentations by invited guest speakers and expert panels to assist students in finding jobs in their field. The center also establishes networks with local employers, which includes gathering information about prospective employers and inviting them to come to BMCC for presentations and panel discussions.

Center for Continuing Education and Workforce Development
The BMCC Center for Continuing Education and Workforce Development offers education opportunities to members of the external community and BMCC alumni. Most of the students who use the center’s services are either unemployed, and need to re-enter the workforce, or are trying to make a career move or enter a new career field and need to enhance their skills. (See Standard 11 – Educational Offerings, for more information on the center and its programs.)

Tribecca Performing Arts Center (TPAC)
Tribecca Performing Arts Center (TPAC) is BMCC’s multidisciplinary, non-profit arts and cultural organization. Its mission is to “plan, develop and promote cultural and
educational activities among the students and faculty of BMCC and the residents of the greater NY Metropolitan area.” Specifically, TPAC aims to introduce global awareness to BMCC students and the surrounding community with performances from multicultural ethnic groups and to provide a forum for public performance, thus contributing to community development. TPAC addresses the mission and goals in the following ways:

- TPAC presents 350 days of music, theater and dance events per year, making it one of the busiest performing arts centers in New York City.
- BMCC faculty, students, and the general community are alerted to TPAC events through the BMCC Web site, flyers, direct contact with businesses and in faculty meetings. On an annual basis, there are about 40 BMCC events and between 75 and 100 outside events. The results of the administrative, faculty and staff survey indicate that 76 percent of the responders believe that TPAC is a recognized cultural center.
- In addition to cultural events, businesses rent the TPAC space for various events. The curator reviews proposed events to determine their appropriateness to the TPAC mission. Events are evaluated on the basis of attendance records, audience surveys and artist assessments. In the 2005/2006 fiscal year, 75,000 people attended TPAC events.

One of the challenges faced by TPAC includes increasing awareness of the center’s value both to the public and within BMCC.

**The BMCC Foundation**

The BMCC Foundation supports the mission and engages the external community by providing leadership to the college in the acquisition and stewardship of the financial resources needed to support the scholarships and other college initiatives by developing and strengthening relationships with business, government, alumni and community organizations.

**Community Partnerships and Collaborations**

The Office of Partnerships and Collaborations supports BMCC’s mission by reaching out to and partnering with K-12 schools, businesses and government agencies to meet the educational needs of the broader community. The office manages a broad range of collaborative programs throughout the New York City area.

**School Partnerships and Collaborations**

Junior and senior high school partnerships and collaborations include:

- the College Now Program, a university-wide initiative funded by CUNY with tax levy money. The goal is to prepare high school students for college and to enhance their self-esteem by offering them college classes while they are still in high school.
• the Upward Bound Program, funded by the US Department of Education. This four-year program is designed to help eligible low income and potential first generation college students in grades 9-12 to complete high school and enroll and succeed in a post-secondary institution.

• the Science and Technology Entry Program (STEP), a state funded program administered through the New York State Education Department. STEP provides low income and minority students with an opportunity to develop their abilities in science, mathematics and language arts for future careers in science, engineering, technology and the health-related professions.

• the Liberty Partnerships Program (LPP), also a state funded program administered through the New York State Education Department. LPP supports a collaborative effort between BMCC, the New York City Department of Education’s Family Centers and several other community-based organizations. The goal of the program is to provide academic, college, career and personal/social support services to students enrolled in alternative schools for teen mothers.

**Business Partnerships**

BMCC has developed a number of business partnerships designed to facilitate student recruitment into business. The college currently has active partnerships with:

• seven major local enterprises, including Goldman Sachs’ Tishman Construction, which offers apprenticeships to BMCC students in construction and business management.

• the Internal Revenue Service (IRS), which partners with BMCC to provide on-site classes in accounting to the IRS employees at one of their New York City centers.

• the Alliance for Downtown New York, which helps increase minority recruitment in the New York City Police Department.

Additionally, various institutes and centers at BMCC offer specific services to the business community:

• the BMCC Institute for Business Trends Analysis (IBTA) provides business and economic data for the lower Manhattan area. The institute conducts research on workforce development and school-to-work issues. Its publication, the *Downtown Business Quarterly*, is widely circulated in the local business community.

• The Center for Workforce Development partners with the American College Testing (ACT) Center, the Work Keys Center, and the Customized Training Center.
  
  o **The ACT Center** provides online access to educational courses and “high stakes” testing. BMCC is the only ACT center in New York City.
  
  o **The Work Keys Center** provides businesses with a comprehensive three-
stage employability skills assessment tool to profile the specific skills and skill levels of current or prospective employees. The goal of the center is to help employers make better hiring decisions, upgrade employee skills and improve work force productivity.

- The Customized Training Center provides businesses with the educational services to meet the specific workforce development needs of their companies. Training is on-site or at BMCC and ranges from courses such as English as a second language to information technology certification.

- The TeleMedia Accelerator is a public-private for-profit enterprise with a civic mission. The initiative is led by CUNY and the New York City Investment Fund. The Accelerator serves as a bridge between the developing digital broadband industry and academic programs.

C. Assessment of BMCC’s contributions to external constituencies
BMCC assesses its contributions to the external constituencies in a variety of ways. For example, TPAC’s contribution is assessed both by audience attendance and revenue. Internships are assessed by student performance and also student ratings of the facilities in which they were placed. Departments assess their contributions through advisory committees and by the continued success of a program in terms of enrollment, retention and success in transfer, employment and licensure examinations.

D. BMCC activities and programs that promote globalization
Although not explicitly stated as a goal in the current mission statement, BMCC promotes globalization in a variety of ways:

- The Salzburg Seminar – BMCC faculty and students annually attend the Salzburg Seminar, in Austria. Since 2004, 33 faculty and staff1 along with 45 students have attended this seminar in Austria. The goal of the seminars is to explore the factors that either promote or inhibit a comprehensive approach to global education within community colleges and to develop strategies on how to incorporate a more global approach to teaching within these colleges.

- Study abroad programs and exchanges – Several short-term and long-term student study programs and exchanges are available to BMCC students.

- Specific courses and programs – Courses with global themes have been developed, such as the “Black Experience in Africa” and “Latin American Heritage”, offered by the Center for Ethnic Studies; “Hispanic Heritage”, offered in Spain by the romance languages department, “Field Experience in Italy” offered by the department of social science and human services, the “New York/Paris Exchange Program”, offered by the BMCC counseling and

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1 Includes three administrative chaperones of student groups.
• advisement services, and “Tour Management”, offered by the business management department.
• Faculty/administrators working abroad – Opportunities also exist for faculty and administrators to work abroad through various programs and exchanges.
• Faculty development events – Some faculty development events focus specifically on globalization issues.
• TPAC – the Tribeca Performing Arts Center offers a varied program of music, theater and dance that expose students and faculty to global themes.
• The Student World Assembly - The Student World Assembly is a non-governmental, non-partisan organization that aims to engage students from all over the world in critical reflection and new thinking about pressing global issues.
• Heritage events – BMCC holds heritage months every year that celebrate Latinos, African Americans, women, Asian Americans, indigenous people and gays and lesbians. The aim of the heritage month series is to increase awareness and appreciation of different cultures and to encourage understanding among all groups through presentation of seminars, panel discussions, dance, music and theater, focusing on the impact of minorities on American culture.

(See Exhibit 1.2 – BMCC Programs and Activities that Promote Globalization.)

Suggestions and Recommendations

1. It is recommended that the president appoint a committee to review and revise the mission and goals of the college on an ongoing basis at least every three years. This committee should be incorporated into the current governance of the college and a report should be widely disseminated to all constituencies at BMCC. This committee should also work closely with the College Assessment Committee, which recently issued a comprehensive assessment plan to evaluate BMCC’s effectiveness in reaching its mission and goals. Each element of the mission and goals statement has a number of “indicators of effectiveness” and these should be utilized to assess BMCC’s overall success in the attainment of its mission and goals.

2. It is suggested that the new mission committee, once established, formulate a vision statement for BMCC.

3. It is recommended that global citizenship within and outside BMCC be incorporated into the mission, vision and goals statements.

4. It is suggested that all institutional research data concerning BMCC’s effectiveness in meeting its mission and goals be posted on the college’s Web site.

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Note: Suggestions and recommendations are numbered but not prioritized.
5. Recognizing the value of advisory boards, the committee recommends that they be encouraged and strengthened and that any inactive advisor boards for career departments be reconstituted.

6. Based on graduate survey data reported in the BMCC Factbook 2005-2006, it is recommended that the Center for Career Services develop strategies to increase student awareness of the services it can provide in assisting students in gaining full time entry-level employment after graduation.

7. It is recommended that a twelfth goal be added to the mission statement: “Provide resources, budget, facilities and administrative support to meet the needs of the college’s instructional programs, academic and student support services, and research and public service activities.”
STANDARD 2 - PLANNING, RESOURCE ALLOCATION AND INSTITUTIONAL RENEWAL

Overview

In 2006, a subcommittee representing a broad range of constituencies was formed and charged with investigating the planning and resource allocation process at Borough of Manhattan Community College in the context of its mission and goals and assessing the extent to which the results are used in institutional planning and renewal. The subcommittee looked at how BMCC conducts short-term and long-term planning based on its role as an educational institution within CUNY and in the community. It also looked at how educational reforms are initiated at the college.

Analysis and Discussion of Findings

I. Planning

A. The performance management process (PMP)

In the 2000-2001 academic year, as part of the CUNY Master Plan for 2000-2004, the chancellor initiated the performance management process (PMP) to clarify university-wide goals and establish clear and measurable standards of accountability throughout the university. Specifically, the PMP links planning and goal-setting by the university and its constituent colleges and graduate schools, measures annual progress by individual units towards stated CUNY-wide goals and recognizes high achievement of outcomes.

In the context of the PMP, the president of Borough of Manhattan Community College submits two reports to the chancellor each year: the PMP attainment process details the college’s achievements in meeting the performance targets of the previous year and the performance monitoring process specifies the upcoming year’s targets. The reports focus on five broad goals developed by the chancellor’s office and the college:

1. raising academic quality,
2. improving student success,
3. enhancing financial aid and management effectiveness,
4. improving outreach to the business community and
5. expanding services to all the diverse communities of the borough.

Each goal contains a number of objectives and specific annual performance targets, which are assessed in the PMP Attainment Report (Exhibit 2.1 – PMP Attainment Report, 2005-2006) by using a set of key indicators of institutional effectiveness provided by the CUNY OIRA. These indicators include data on admissions, enrollment, retention, graduation, job placement rates, performance on licensure examinations, fund raising and acquisition of grants, as well as additional performance measures. For example, BMCC offered 80 targets for the 2005-2006 academic year (Exhibit 2.2 - BMCC Performance Goals and Targets for the 2005-2006 Academic Year). The results of this assessment activity are
used to drive the planning process, which identifies the next set of targets for the college. The PMP provides a valuable tool for planning and assessment for the college with the purpose of supporting CUNY goals.

To assist in the PMP process, CUNY provides critical support to the colleges. CUNY OIRA collects data throughout the university and supplies the colleges with comparative data and performance outcomes for numerous targets. For example, in the biennial Student Experience Survey (see Exhibit 8.4 – CUNY Student Experience Survey Results, 2002, 2004 and 2006) administered university-wide, OIRA monitors

- student use of and satisfaction with academic support services and services provided by administrative offices,
- interaction with peers and faculty,
- access to and use of technology and
- amount of time spent studying

However, while the PMP report contains abundant information on planning, resource allocation and institutional renewal, a shortcoming is that it does not include analysis on improvements needed where goals have not been met. It is also unclear how the results are systematically communicated to the various constituent groups within the college.

B. Academic program planning (APP)

The BMCC budget, prepared based on the annual budget allocation from the CUNY budget office, is reviewed by the president and his cabinet. This budget may be modified based on educational planning needs. Even after the budget allocation is finalized, it is periodically reviewed throughout the academic year to determine if additional modifications are warranted.

Department chairs participate in the planning process by submitting annual reports to the senior vice president of academic affairs. These reports summarize departmental achievements during the preceding year and outline objectives for the upcoming year. Department chairs also submit budget requests for other than personnel services (OTPS) and capital expenditures. All such requests are based on the individual department’s academic program planning report and action plan, both of which are generated by committees assigned within the departments. At the end of each year, the unit’s goals are reviewed to determine if they were met and to ensure that they continue to support the unit’s institutional mission and goals (see Exhibit 2.3 - Department Evaluation Form).

Additionally, in the APP process, the academic units perform a review of their programs every five years. As part of this planning process which is mandated by CUNY, departmental resources are evaluated and, if needed, recommendations are made. Department chairs manage and oversee the report, which is an assessment of various areas including course offerings, office space and technological support for faculty. As part of the report, the department is reviewed by a qualified outside evaluator who makes
recommendations. The result of this activity is a document called the academic program review (APR), which details the current state of a particular program or department and includes a set of recommendations to be considered (Exhibit 2.4 – Academic Program Review template). Based on these recommendations, each department develops a plan of action to implement. These departmental plans of action, along with plans to implement educational trends and pedagogy, establish the blueprint for the academic renewal of the college. These APP recommendations are often used to drive the annual budget requests that each department makes to the senior vice president of academic affairs.

To assess satisfaction with the APP process, the planning subcommittee surveyed the chairpersons of the three largest departments in the college: mathematics, English, and social science and human services. Two of the three chairpersons said that overall the assessment improves rather than interferes with performance. One chair thought that too much time is spent for the benefits that ensue and suggested that it would be more beneficial to have an assessment process that was created, conducted and evaluated by the department itself rather than the larger, more tedious and time consuming centralized process. In fact, all three chairpersons mentioned how time consuming the APP process is.

On the positive side, all three chairpersons said that their departments had made substantial improvements recommended in their last APP. The math department instituted a departmental final for their MAT 056 intermediate algebra and trigonometry course. The English department created a writing and literature program. The social science and human services department instituted several changes in response to suggestions made in the previous APP report including offering several new advanced courses in a variety of disciplines, the development of a faculty Web site and a universal syllabus template that includes student learning outcomes and information on technology. Other recommendations were made regarding increased office and instructional space, as well as clerical, administrative and logistical support, not all of which were granted by the administration.

As part of the APP, a student development service survey is given to all student majors in each department to rate satisfaction with different areas of service in order to give the students a voice in the planning process. While the survey is intended for the majors, many of the questions relate to assessment of overall services in the college, rather than department-specific questions (Exhibit 2.5 –Student Development Service Survey Questionnaire).

C. Planning by special programs

In addition to the formal planning processes in place, planning takes place for special programs that enhance teaching and learning. Some examples of these programs are Coordinated Undergraduate Education (CUE), Accelerated Study in Associate Program (ASAP) and Technology Fee. While not part of the formal planning process, these CUNY-initiated programs assist students and faculty with learning and development.
D. Personnel and budget planning

The department Personnel and Budget Committee makes recommendations to the president regarding new hires, faculty promotions and sabbaticals, based upon recommendations advanced by a personnel and budget committee within each department. The college-wide Personnel and Budget Committee also has a budget subcommittee that reviews budget information supplied by the administration.

E. Administrative program planning (APP)

The administrative units also participate in a planning process each year similar to the academic program planning process previously described. The unit’s director is held responsible for the achievement of a unit’s institutional mission and goals. A unit director may be a director of an administrative office or department chair. Under the president of the college, the senior vice president oversees all units under academic affairs with support from the dean of instruction and the associate dean of academic support services. Four vice presidents oversee the offices of administration and planning, college development, legal affairs and staff relations and student affairs. Additionally, a dean for continuing education oversees programs in that area.

F. The BMCC strategic plan

While the performance management process (PMP) strives to align college goals with CUNY goals, the college, as a vital entity within the community, also uses strategic planning as another tool within its planning model. The BMCC strategic plan is a long-term set of goals and objectives intended to complement the annual PMP goals and objectives. The proposed objectives in the current plan are:

- to foster excellence in teaching, research and learning,
- to create a learning environment and culture that promotes student success and retention,
- to achieve organizational effectiveness and institutional accountability and
- to strengthen community engagement and economic development.

In 2006, the president, in conjunction with the Faculty Council, established a strategic planning committee to review the current goals and objectives of the college and to recommend appropriate revision of these goals and objectives consistent with the college’s mission; additionally, at the same time, an assessment committee was established and charged to review the assessment plans of each academic and administrative unit in the college. The strategic planning committee consists of 19 members representing various academic departments, administrative units and students. In developing the objectives, the committee has examined local, regional and national trends and invited experts to make presentations on areas such as enrollment management, labor market and demographic trends (locally and nationally), national funding trends for higher education and campus space needs. The committee has also solicited input from the college community through focus groups. The final version of the BMCC strategic plan is expected to be presented to the college community for approval by the end of the 2007-2008 academic year.
Using the strategic plan as a guide, the president develops strategies for the overall structural, budgetary and academic future of the college in consultation with his cabinet, senior managers and department chairs. Throughout the semester, the president also meets with full-time and part-time faculty in informal gatherings to discuss the state of the college and its future.

G. The governance plan and the planning process

Under the new governance plan implemented in fall 2007, all members of the college community have greater opportunity to be included in the decision making process through service on various college committees. Furthermore, the new governance plan, through its bicameral structure, will better represent the interests of various college constituencies in college decision making processes and resource allocations (see Standard 4 – Leadership and Governance and Exhibit 4.2 – Comparison of the 1983 and 2007 Governance Plans).

H. Assessment and planning

Assessment is an integral part of the college’s ongoing planning and budgeting process as illustrated by Fig. 2.1 below:

Fig. 2.1

The college’s planning process includes a variety of individual plans targeted to various areas including academic programs, enrollment management, technology and facilities. Each individual plan develops specific short-term and long-range goals and objectives that are coordinated and prioritized according to the college’s strategic plan, funding priorities and university imperatives. Assessment measures are now included as an essential planning component of any newly proposed goal or objective. Once implementation of these objectives is underway, assessment activities are undertaken to measure their achievement. The college has begun to improve the mechanisms by which the results of assessment can be disseminated and utilized more effectively by the college community in its planning activities. In fall of 2007, OIRA launched its Web site, which has been designed as a source of information about college assessment and planning efforts.

The College Assessment Committee, established in 2005, recently completed a comprehensive assessment plan, which was implemented in fall 2007. This plan attempts to ensure that all academic and administrative areas of the college are properly assessed (see Exhibit 7.3 - Comprehensive Plan to Assess Institutional Effectiveness and Student Learning and Standard 14 – Assessment of Student Learning).

I. The Campus Facilities and Security Committee

According to the new governance plan, the Campus Facilities and Security Committee consists of seven members selected by the College Council, the vice president for
administration, the campus facilities officer, director of security and one student selected by
the Student Government Association. The committee will serve as a resource for the
preparation of the college’s master plan, consult and advise regarding the allocation of
space and facilities and address issues of public health and safety. The committee will meet
and report to the College Council at least once every semester.

It should be noted that the college continues to face many issues due to lack of
sufficient space. Although there has been a positive response to providing some additional
classroom space, particularly after the loss of Fiterman Hall after 9/11, there has been little, if
any, improvement in space for offices that provide administrative services to students,
academic support services or office space for newly-hired faculty. The space allocated to the
library, for example, has remained the same since the Chambers Street campus opened in
1983. Since then, there has been a significant increase in enrollment, with more than 19,000
students using a library that was constructed for an enrollment of 8,000. This figure does
not include visiting students or continuing education students who also use the library.
This situation was addressed in the 1997 Middle States Self Study.

Given BMCC’s current and projected enrollment and the overall lack of space at the
college, a comprehensive facilities plan needs to be created to address some of these issues.
While the rebuilding of Fiterman Hall will help, construction is not expected to be
completed before 2011. Meanwhile, a strategic approach to decisions regarding space
utilization is needed. Furthermore, when Fiterman Hall is completed, the college will still
be below accepted space standards and will thus need more space to adequately serve the
growing number of students using the facilities.

II. Resource Allocation

Funding for BMCC and the other community colleges of the City University of New
York comes from three sources: the state of New York, New York City and tuition revenue.
The tuition revenue accounts for about 59 percent of the college’s funding for the 2007-2008
budget year. The University Budget Office (UBO) allocates funds to the community colleges
according to a community college controllable allocation model. This model, which
supports the CUNY Master Plan, is based on a number of factors such as enrollment (FTEs),
faculty/staff needs and facilities maintenance requirements. Historically, due to the
college’s high enrollment, BMCC has received the largest share of the total amount of
CUNY’s budget for community colleges - approximately 22 percent. (Exhibit 2.6 – Initial
Community College Controllable Allocation Model FY03-FY07).

When BMCC receives its initial allocation at the beginning of the fiscal year, the
budget director prepares a financial plan of annual expenditures for the functional areas
consisting of personnel services (PS) and other than personnel services (OTPS). This plan
integrates funding for the goals and objectives established by the short-term and long-term
planning models.
The financial plan is routinely reviewed throughout the year by the college’s business manager and vice president for administration and planning as additional planned allocations are received. Also, a routine analysis of the actual enrollment, tuition revenues collected and the college’s spending patterns to date is performed by the business manager and vice president for administration and planning to determine if modifications to the financial plan should be recommended to the president and the executive cabinet. For example, if the college’s actual enrollment and revenue collections are higher than projected, the college may request an increased allocation from the University Budget Office (UBO). The UBO also regularly monitors the college’s expenditures to ensure that the college is spending within the budgetary limits.

| Table 2.1: Financial Plan FY03 – FY07 ($000) |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                 | FY03            | FY04            | FY05            | FY06            | FY07            |
| Instruction    | 34,168          | 36,449          | 38,026          | 38,589          | 42,986          |
| Academic Support Services | 2,674          | 2,809          | 2,907          | 2,895          | 3,464          |
| Student Services | 6,155          | 7,555          | 8,315          | 7,872          | 8,186          |
| General Administration | 5,410          | 12,833         | 16,118         | 17,312         | 14,372         |
| General Institutional Services | 4,531          | 4,823          | 5,864          | 6,597          | 7,969          |
| Maintenance & Operations | 6,227          | 6,731          | 7,196          | 8,123          | 9,418          |
| College Discovery | 503            | 514            | 567            | 585            | 653            |
| **Total**       | **59,668**      | **71,714**      | **78,993**      | **81,973**      | **87,048**      |

Source: University Budget Office

In addition to the dollars specified in the community college controllable allocation model, the colleges receive various special allocations throughout the year. While some categories of special allocations (e.g., technology fees, College Now, College Discovery) are standard, many other categories (e.g., collective bargaining salary adjustments/retroactive pay, program initiatives) vary from year to year. In 2007, for example, a special allocation was made at the beginning of the spring semester for the new Accelerated Study in Associate Program (ASAP), an initiative intended to assist community college students with no developmental obligations in completing their degree requirements in three years or less.

Each academic department and administrative unit in the college receives a budget at the beginning of the fiscal year that is prepared based on previous spending patterns and budget requests from the department/unit for the current year. These budget requests include any special allocations that are intended specifically for the department or unit and projected new expenditures (e.g., supplies and equipment for anticipated new hires). In conjunction with the faculty and staff in their respective departments and units, chairs and directors may submit requests for additional allocations to the vice president for consideration. Additional allocations that are approved are incorporated into the financial plan.
Approximately 75 percent of the budget allocation is intended for personnel services (PS). Between fiscal years 2003 and 2007, 179 full time faculty and staff positions were added while budgeted dollars for part-time staff (adjuncts and college assistants) increased by 13 percent.

In addition to the resources allocated to PS and OTPS, the college must also provide sufficient space to maintain a quality teaching and learning environment. When Fiterman Hall was destroyed during the World Trade Center attack on September 11, 2001, the college was faced with the almost insurmountable task of immediately obtaining classroom space to replace what was lost. To prevent disrupting the education of its students, the college constructed temporary classrooms in the student cafeteria, the Richard Harris Terrace at the main campus and trailers that were set up along West and Harrison streets. Since then, the college set up operations in Harlem, in Inwood/Washington Heights and near the main campus. Extensive renovations were done at these sites to insure that faculty and students received ample and appropriate classroom space and support services. While the college still faces critical space issues, particularly with the library and office space for adjuncts and new faculty, the administration continues to be resourceful and persistent in tackling its space issues. Examples include the redesign of the cafeteria, the computer café and the area outside the third floor south of the main building.

III. Institutional renewal

Institutional renewal at BMCC takes many forms driven by the goals and objectives of the planning model and fueled by the resource allocation model. Within the recent past, improvements have been made to the physical facilities, the information technology infrastructure has been enhanced, new departments and programs have been created and new faculty and staff have been hired; a new governance plan has been instituted, grant funding has been secured for new instructional programs and methods and special programs have been established to recruit and retain students.

These improvements are a result of planning and resource allocations that have taken place within the past five years. Some examples are given below:

- As an educational institution growing and responding to the needs of its students and the community it serves, BMCC has established a new program in teacher education. The need for this program became obvious after the most recent APP report of the early childhood education program. The planning process involved notifying CUNY of the college’s intent to establish a teacher education (TED) program, justifying the need, developing the curriculum and the budget forecasting for it. After approvals from CUNY and the New York State Department of Education, resources were allocated to this program in the form of faculty lines (requested from CUNY) and office space.

- In addition to new programs, 179 full time faculty and staff were hired between fiscal years 2003 and 2007 replacing those who have either retired or left. These
• individuals have brought valuable skills and backgrounds in many disciplines that have revitalized their departments and have led to the establishment and/or proposal of a number of new programs such as the video arts and technology program through the speech department and forensic science program through the science department. In addition, national grants have been funded involving some of the new faculty.

• Another important milestone achieved by the college has been the implementation of a new governance structure in fall of 2007 (Standard 4 – Leadership and Governance).

• To ensure that the college is a safe and pleasant learning and working environment, various improvements have been made to the physical infrastructure, including the establishment of a new student commons, a new ramp at the 199 Chambers Street main entrance and the replacement of the aging elevators and escalators. These projects were planned by the vice president of administration and planning and his staff, with resources allocated by CUNY.

**Suggestions and Recommendations**

1. It is recommended that the college develop and implement a process to continuously review and renew the college strategic plan based on the mission and assessed needs of populations served by BMCC and that the strategic plan not only be kept current and relevant but never allowed to expire.

2. It is further recommended that there be better dissemination of information about the budget and planning processes to all faculty and staff so they can understand the required procedures to secure funding for programs, supplies and equipment.

3. It is suggested that the Campus Facilities and Security Committee give priority to creating a plan to address not only the current critical space needs and allocation before Fiterman Hall reopens in 2011 but also the continued need for additional space after 2011.
STANDARD 3 - INSTITUTIONAL RESOURCES

Overview

The effective allocation of resources is essential to institutional performance and should reflect institutional priorities. The subcommittee interviewed faculty, staff, department chairpersons, deans and vice presidents and reviewed many planning and resource allocation documents in an attempt to determine the degree to which human resources, financial resources, technical resources and physical facilities are available and accessible to enable BMCC to achieve its mission and goals.

Analysis and Discussion of Findings

I. Evidence of policies and procedures governing efficient allocation of institutional resources in support of the college mission and goals

The subcommittee determined that the college follows rational and consistent policies and procedures in the allocation of assets to achieve its mission and goals. The budget process involves all departments and divisions of the college and is based on ongoing assessment of student and departmental needs. Appropriate planning documents are used at all administrative and departmental levels in preparing the budget.

Using the CUNY performance management process (PMP) and academic and administrative program planning models discussed in Standard 2 and considering the mission and relevant strategic goals of the college (Standard 1), administrative and academic departments regularly examine and realign their goals based upon academic or administrative program plans, the college’s annual performance goals and targets, external evaluator reports and annual department reports. This occurs annually when the budget is submitted and goals are examined to see if the previous year’s targets have been met. In some departments, this process takes place during staff meetings. Many units, such as the Registrar’s Office and the athletics department, have recently incorporated additional assessment procedures into their budgeting process including student surveys and focus groups.

At the departmental level, the BMCC budgeting process involves chairs of academic departments and directors of administrative and technical departments making annual other than personnel services (OTPS) budget requests for such items as equipment, supplies and membership dues. These requests for funds are generally based on the needs of the previous year. The budget is prepared with input from faculty and staff. In the academic departments, the budget is approved by the personnel and budget (P&B) committee of that department. Each division identifies its goals and creates a budget plan based on those goals.

The academic departments use the academic program plan (APP) and the reports of outside evaluators as planning documents in the budget process. Each academic
department submits a list of requests identified as critical to its ability to meet the needs of achieving student learning outcomes as part of the academic program review, which takes place every five years at the department level.

In addition to the funds for the college’s operating budget for personnel services (PS) and OTPS generated through tax-levy funds, additional monies are available through grants, specifically indirect costs, generated when faculty receive grants. These funds are placed in a special account that the senior vice president of academic affairs can use to fund college-supported activities. Funds are also generated through student technology fees. The President’s Committee on Technology Fees, comprised of student, faculty and administration representatives and with the director of teaching and learning with technology as its chair, meets regularly to plan how to spend these funds to meet the needs of students and faculty who use technology in their courses.

II. Evidence of an allocation approach that ensures adequate faculty, staff and administration to support BMCC’s strategic plan, mission and outcomes expectations

A. Enrollment funding

CUNY utilizes a budget model based on full-time equivalent (FTE) students. CUNY monies are pooled and then allocated to the colleges according to needs generated by the budget model. Financial planning and budgeting are ongoing, realistic and based for the most part upon the mission and goals of the institution. CUNY has given BMCC appropriate autonomy in financial planning and budgeting matters within overall mandates and priorities. CUNY colleges are required to submit balanced financial plans detailing planned expenditures by major purpose and objective based on the amount of initial budget allocation, controlled by the model and all additional funding expected during the fiscal year. (For a review of the allocation methodology, see Exhibit 3.1 – CUNY Operating Budget Allocation Methodology).

CUNY’s budget allocation methodology ensures adequate faculty and administration to support the institution and outcomes expectations. The academic program plans of the academic departments are used to determine support for new programs, courses and initiatives. Sometimes faculty members request support for new initiatives or programs, and sometimes the administration and the faculty decide that there should be a new department or program. Faculty members are involved in the budget process through departmental and college-wide P&B budget subcommittees. The results of these discussions are incorporated in BMCC’s financial plan, which prioritizes student education, faculty and staff training and student retention. For the most part, budget decisions are made based on strategic goals. Sometimes, however, situations arise that must be taken care of that were not anticipated in the strategic plan (e.g., the new rigging needed in the theatre was not part of the strategic plan). Throughout the fiscal year the college maintains college-wide and departmental financial reports to ensure spending of tax-levy funds according to the approved financial plan, and the University Budget Office prepares
quarterly financial reports that reflect total projected resources and total projected expenditures by category.

B. The Community College Initiative Plan (CCIP)

Over 150 new faculty members were hired in the last few years through the Community College Initiative Plan (CCIP), with justification for these full-time lines based on the number of students served. (For information on full-time position allocation see Exhibit 3.2 – Initial Operating Budget Allocations FY03-FY07 and Standard 10 - Faculty.)

C. The CUNY Compact

In November 2005, the board of trustees of CUNY approved the CUNY Compact initiative, an innovative plan to finance its state-approved master plan for the education of CUNY students. Under this long-term investment plan, financing is shared by the state and the city, the university through internal efficiencies, public and private philanthropic sources, and the students through enrollment growth and modest, predictable tuition increases. Through the CUNY Compact initiative, the state and city commit to fully funding the university’s mandatory costs and a portion of the priorities in the master plan, including the hiring of more full-time faculty and providing support for research, academic enhancement and student services.

With the CUNY Compact, each college has an allocated budget to program into the following university-assigned major initiatives:

- Flagship Environment
- Fostering a Research Environment
- Academic Support
- Student Services
- Workforce and Economic Development
- Information Management Systems
- Upgrading Facilities Infrastructure

Within these broad categories, BMCC proposes funding for specific initiatives that support its mission and reflect college needs, including the hiring of new faculty and staff, faculty and staff development and a variety of new and continuing program initiatives (Exhibit 3.3 – 2007-2008 BMCC Compact Programmatic Budget Request).

III. Collaboration in the budget allocation process

BMCC’s budget process is aligned with its mission, goals and objectives. The BMCC budget allocation process is collaborative involving faculty, administrators, student representatives and the City University of New York (CUNY). The vice president of administration and planning tracks budgets and expenditures. Budget decisions made by the Technology Committee are published on the BMCC Web site. The Compact budget request for 2007-2008 is also posted on the college Web site. Announcements are made at College Council and chairs are informed at the college-wide Personnel and Budget (P&B) weekly meetings with the president and senior vice president. In addition, the senior vice
president shares information during the chairpersons’ meetings and the chairs, in turn, share the information with faculty at departmental meetings. Each division also shares information with unit directors. The Student Government Association (SGA) also receives and passes on information about budget decisions.

IV. Status and assessment of the BMCC facilities master plan

A. The 1994 facilities master plan

The existing facilities master plan was created in 1994 to ensure that BMCC placed its limited resources where they were most needed to accomplish its stated mission, goals and objectives. The master plan (Exhibit 3.4 - Physical Master Plan Amendment) is used to determine the resource allocation by discipline based on the student enrollment.

B. Revision of the facilities master plan

BMCC is scheduled to have its master plan revised, a process which must occur in concert with CUNY on a time-line set by CUNY. The college lost 34 percent of its teaching space (Fiterman Hall) as a result of the World Trade Center attack on September 11, 2001. Plans are underway for the decontamination, deconstruction and rebuilding of a new Fiterman Hall, scheduled for completion in 2011. However, it is important to note that the main campus facility was built to accommodate 8,500 persons and is currently serving more than 20,000 persons (students, faculty and staff) with consequent very heavy wear and tear on the physical plant. BMCC has acquired additional space at Murray Street, at Theresa Towers in Harlem and in Inwood/Washington Heights to better serve students and to alleviate some of the critical space needs created by the loss of Fiterman Hall.

C. Space allocation method and involvement of college constituencies

The master plan allocates space by assessing student enrollment in each discipline and thus facilities adjustments are made as enrollment by major changes. Student enrollment by discipline also drives changes that are subsequently introduced by the senior vice president of academic affairs in the form of new programs, courses and services. The resource requirements for these initiatives are reviewed for support requirements by the vice president for administration and planning and communicated to the campus facilities officer for implementation. Additional input for use of space comes from committees consisting of students, faculty and staff who meet with the campus facilities officer and a CUNY space planner to share their ideas, comments and suggestions regarding the master plan (Exhibit 3.5 - CUNY Guidelines for Space Planning) to determine the best use of space (e.g., classrooms, labs, office and support services). A core strength of the master planning process is the involvement of both internal resources (students, faculty and staff) and external CUNY resources.

V. The funding of technology-related projects

The President’s Advisory Committee on Technology meets during the spring semester to recommend to the president a set of proposed technology-related projects for the next academic year. These projects are intended to make the best use of the funds
generated by the student technology fee to meet instructional and other student-related needs for the upcoming academic year, as well as professional development opportunities for faculty who use technology in their courses.

The Technology Fee Committee includes faculty, staff and student members. Among other projects, science laboratories are currently being renovated, a new ethnic studies center is being planned to be housed in a cultural center in near the music and art department in the new Fiterman Hall and the library is being refurbished. Technology Fee reports are online.

VI. Budget allocation process for equipment replacement and maintenance

The college has an extensive resource/equipment allocation and replacement plan in place. New ‘smart’ classrooms are wired with the latest technological advances. A portion of the college’s operating budget is allocated for equipment replacement and maintenance of equipment in consultation with the vice president of administration and planning, the director of maintenance and operations and the campus facilities officer. Age, useful life, replacement costs and repair costs are the key components in determining whether equipment is replaced or repaired. The college follows, at a maximum, a five-year life cycle management plan for workstations and servers, which are purchased with an initial three-year warranty and two one-year extended warranties. When possible, old equipment is donated to not-for-profit organizations (to avoid down-stream pollution).

The acquisition of emerging technologies can be made through a capital request or as a replacement of existing inventory. Additionally, budget submissions may include allocations for staff training on security and wireless, networking, telephony, database, project management and software packages.

Technology infrastructure support for emerging technologies is based on student enrollment and utilization of smart classrooms, laboratories and wiring by academic departments. New product issues are addressed monthly at the technical directors meetings. The Media Center follows externally verified and documented standards of the FCC and NIST. College Computer Center initiated data and wireless infrastructure projects are approved by the vice president for administration and planning.

VII. Institutional controls to deal with financial, administrative and auxiliary operations

During the course of the fiscal year, the Budget Office monitors personnel service (PS) and other than personnel service (OTPS) expenditures via various reports and analytical schedules. The divisional vice presidents and department heads receive regular reports on actual expenditures, compared with budget allocations. Also the University Budget Office monitors the overall PS and OTPS expenditures by the college, comparing it to the financial plan and progress toward meeting the tuition revenue target. When necessary, budget variances are resolved through budget modifications or other administrative actions to bring spending in line with budget.
BMCC’s financial controls follow generally accepted accounting principles and are consistent with all University fiscal guidelines and practices. Institutional controls to deal with the financial, administrative and auxiliary operations of the college are reviewed, analyzed and discussed within all functional areas of the college periodically throughout the year. Independent reviews of the college’s institutional controls are conducted annually by federal, state and local governing bodies as well as by private organizations have revealed no material findings.

VIII. Internal and external audits

BMCC undergoes internal and external audits on a regular basis by the city and the state. Each year, two internal audits take place, one of which is conducted by CUNY. A federal/state audit takes place every year to evaluate financial aid practices.

The financial statements of CUNY are audited by the independent auditor KPMG. The results of the independent audit are distributed to and discussed by the college’s administration. Any shortcomings or weaknesses within the college’s internal controls are reported by auditors in a management letter. See Exhibit 3.6 - 2006 Auditors’ Comments and College Response Report.

Internal controls ensure that (1) major decisions are authorized, (2) all financial transactions are documented and recorded, (3) access to all records and other documents is restricted and (4) department duties are sufficiently separated. Also, BMCC’s business manager handles all communications from CUNY’s an internal audit department.

IX. Periodic assessment of the effective and efficient use of institutional resources

A. The annual performance goals and targets report

The major assessment tool is the annual performance goals and targets report. Each academic department also conducts an in-depth analysis known as the academic program review. Various other reports are generated each year including the BMCC factbook, enrollment reports, show registration reports, graduation reports and staff and teaching load reports. Each administrative department has its own reports many of which are compiled by the Office of Institutional Research. In addition, more specialized reports are generated for professional certification.

B. The College Assessment Plan

The College Assessment Committee drafted the College Assessment Plan, which was adopted in fall of 2007. This comprehensive plan reviews on-going assessment at BMCC and also identifies areas (offices, academic and non-academic departments) that lack appropriate assessment and makes recommendations for how and when these areas should be assessed (Standard 7 and Exhibit 7.3 – Comprehensive Plan to Assess Institutional Effectiveness and Student Learning).
C. Student experience surveys

The results of student experience surveys are used in the assessment process. CUNY conducts a survey every other year, randomly sampling 1,000 students from each college and asking them about various aspects of their college experience (see www.oira.cuny.edu). These results are used by both CUNY and BMCC in the performance management process. BMCC conducts its own student surveys (first-time freshmen surveys and graduates surveys). These results are also used in the assessment of other initiatives and programs here at BMCC. In spring of 2007, BMCC participated for the first time in a national survey of student engagement (Exhibit 3.7 -Community College Survey of Student Engagement - CCSSE), which will allow comparisons between the experiences of BMCC students and those of students in community colleges throughout the country.

Suggestions and Recommendations

The subcommittee makes the following suggestions and recommendations:

1. It is suggested that BMCC create ways to educate new faculty and staff in particular on the budget allocation process.

2. It is recommended that BMCC continue to prioritize faculty training and development, which in turn enhances student retention and student learning outcomes.

3. It is recommended that the College Assessment Plan be fully implemented as soon as possible to ensure that the college allocates institutional resources as efficiently, effectively and equitably as possible.

4. It is recommended that the updated facilities master plan properly take into account the significant increase in student population and the critical issues involved with serving such a large student population.

5. It is also recommended that physical plant upgrades be prioritized according to which would have the greatest impact on improving the campus for students.

6. It is recommended that BMCC continue its collaborative approach to facilities planning in the rebuilding of Fiterman Hall and in all future facilities planning efforts.

7. It is suggested that the college become more proactive in implementing new technologies and software not only in terms of the physical plant but also in academic departments and classrooms.
STANDARD 4 – LEADERSHIP AND GOVERNANCE

Overview

The subcommittee was charged with examining whether BMCC’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making and with ascertaining whether the college has an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the college. To carry out its charge, the subcommittee focused on four areas:

- a comparison of the 1983 and the 2007 governance plans,
- new faculty orientation,
- the responsibilities of the chief executive officer and
- assessment of leadership and governance.

When the subcommittee began its study in 2006, BMCC was still operating under the 1983 governance plan. However, the Faculty Council approved a new governance plan in 2007, which was considered and approved by the CUNY board of trustees in April 2007 for implementation in fall of 2007. In this report, the 1983 governance plan will be referred to as the “previous governance plan” or the “old governance plan” and the 2007 plan will be referred to as the “new governance plan” or the “BMCC governance plan.”

Analysis and Discussion of Findings

I. Comparison of the 1983 governance plan and the 2007 governance plan

A. Background of revision

The Faculty Council originally undertook the revision of the 1983 Governance document because various constituent groups, notably students, were not represented in college governance.

The new 2007 governance plan redresses these grievances by creating a structure that gives a voice to constituents not covered by the old governance plan: students, adjuncts and members of the non-teaching instructional and non-instructional staff.

B. Approval of the new 2007 governance plan

The BMCC Faculty Council approved the new governance plan, with the exception of two amendments that were proposed by the college president relating to methods of apportioning at large and adjunct representation. With the substitution of these two amendments, the president supported the new governance plan. (For a detailed explanation of the president’s amendments, see Exhibit 4.1 –Amendments to the Proposed BMCC Governance Plan.)

The new governance plan provides for a bicameral structure, comprised of an academic senate and a college council. The Academic Senate will address academic matters, while the College Council will establish college policy on all matters except those matters
specifically reserved by law, rules or regulations to other bodies. The Academic Senate will be chaired by a faculty member elected by the body.

The Academic Senate will be comprised of full-time and part-time faculty, students, the president of the college, the senior vice president for academic affairs and two academic deans. All faculty and student members of the Academic Senate will also be members of the College Council. The president of the college will be the chair of the council and the vice president for academic affairs will be the vice chair of the College Council. In addition, under the amendments, the College Council’s members will include 10 other senior administrators designated by the president, two representatives from individuals serving in the Higher Education Officer series, two representatives from individuals serving in a civil service title, two representatives from individuals serving in the college assistant title and a representative of the college alumni association. For a detailed comparison of the two plans, see Exhibit 4.2 – Comparison of the 1983 and the 2007 Governance Plans.

C. Assessment of the 2007 governance plan

Currently there is no mechanism for ongoing assessment provided in the new governance plan. According to the BMCC vice president for legal affairs and faculty and staff relations, the new College Council may wish to establish some sort of ongoing assessment procedure. He suggests that the new body may want to establish a review body that would issue an advisory report to the president after two years and another report after five years.

D. Conflicts of interest

According to the president’s counsel and special assistant, the board of trustees of the City University of New York has the responsibilities of certifying that the institution is in compliance with the eligibility requirements, accreditation standards, and policies of the Middle States Commission, that it describes itself in identical terms to all its accrediting agencies, that it communicates any changes to its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities and levels of governing body compensation, if any.

Every year, faculty and staff who are at a prescribed salary level and/or level of responsibility are required to complete the New York State Ethics Financial Disclosure Form. The New York State Ethics Commission is responsible for examining the submitted information to determine if any conflicts of interest exist.

Another way of managing possible conflicts of interest is the requirement that faculty members certify their workloads and significant outside paid and non-paid activities. The Faculty Workload Report must be submitted to the department chairperson by the 15th of September for the fall semester and the 15th of February for the spring. It states the faculty member’s responsibilities in terms of teaching, administrative work and funded grant time.
The Full Time Faculty Multiple Position Report must also be submitted to the
department chairperson every semester. This report reflects the additional work done by
faculty within or outside the college. It is reviewed and approved by the department
chairperson, the HR office and the president’s designee. The CUNY work load regulations
are defined in article 15 and Appendix A of the current CUNY PSC agreement.

What responsibilities the governing body assumes in generating resources needed to
sustain and improve the college is also a matter of interest. While the president of the
college is charged by the CUNY Bylaws to recommend an annual college budget to the
chancellor needed to sustain the college (see Article XI, section 11.4, i, CUNY Bylaws),
faculty and students are also included in committee activities that support this
responsibility. College constituent groups assume advisory responsibilities at various levels
for generating resources needed to sustain the college. These groups include the BMCC
Association, the BMCC Fund and Auxiliary Enterprises. Each of these entities incorporates
faculty, administration and students.

II. New faculty orientation

In addition to other programs for new faculty orientation already in place, in spring
of 2004, BMCC arranged the first mentoring conference and retreat with new and
experienced faculty. The BMCC Faculty Mentoring Handbook was an outcome of this
conference. For more information on new faculty orientation, see Standards 6 and 10.

III. Responsibilities of Chief Executive Officer

The responsibilities of the Chief Executive Officer are defined in the Bylaws of The
Board of Trustees of The City University of New York (revised June 29, 2004), Article XI,
Section 11.4 (“The President”). See Standard 5 – Administration.

IV. Assessment of leadership and governance

Through the performance management process, The City University of New York
provides leadership and links planning and goal setting by the university and its 23 colleges
and graduate schools (see Standard 2 – Planning, Resource Allocation and Institutional
Renewal). Assessment of goal attainment is an integral part of the PMP process. See
recommendation below for assessment of governance.

Suggestions and Recommendations

The subcommittee recommends that the College Council create a plan for periodic
objective assessment of the governance plan, which should be undertaken in not less than
two years nor more than five years and every three years thereafter.
STANDARD 5 – ADMINISTRATION

Overview

The subcommittee studied BMCC’s administrative structure and services to determine whether they facilitate learning, research and scholarship, foster quality improvement, and support the institution’s organization and governance. The research focused on the following areas:

- qualifications and responsibilities of the president,
- qualifications and responsibilities of other administrative leaders,
- adequacy of qualified staff and
- evidence of assessment mechanisms to evaluate the effectiveness of administrative structures and services.

Analysis and Discussion of Findings

I. Qualifications and responsibilities of the president

A. Qualifications of President Antonio Pérez

The president and chief executive of the college should have the academic background, professional training and other qualities appropriate to the institution’s mission. The president must have an outstanding reputation as an educational administrator as well as the personal qualities conducive to success as a leader of scholars and teachers and as an executive.

President Antonio Pérez meets and exceeds these qualifications. He has a master’s degree in guidance and personnel from SUNY Albany and a doctoral degree in counseling and personnel administration from SUNY Albany and a long history of distinguished professional and public service. Since assuming the presidency of BMCC in 1995, Dr. Pérez has dedicated himself to making BMCC the premier urban community college in the United States (see Exhibit 5.1 – Qualifications of President Antonio Pérez).

B. Responsibilities of the president

The responsibilities of the chief executive officer are defined in the Bylaws of The Board of Trustees of The City University of New York (revised June 29, 2004), Article XI, Section 11.4 (“The President”). See Exhibit 5.2 – Responsibilities of the President. The college president and chief executive is held accountable for the administration of the institution and for ensuring that the college achieves its planning goals, which are to raise academic quality, improve student success and enhance financial and management effectiveness. The president is also responsible for community outreach, publications and public relations. The president is charged with exercising general superintendence over the facilities, concerns, officers, employees and students of the college. In consultation with the chancellor, he prepares and implements the college master plan, which is subject to the approval of the chancellor and the board. In addition to his other responsibilities, President
Pérez is the chief fundraiser for the college. He is a voting member of the BMCC Foundation and actively works with the development staff to raise money for the college.

**Support for faculty research**

The president uses funding derived from indirect cost recoveries to support faculty research in a number of ways. It should be noted that President Pérez is the only CUNY president who has used discretionary monies as matching funds for large grants. During the past five years, projects have included support for the creation of a genetics lab in the science department; $30,000 in funding for faculty summer salary and student stipends for the Science Summer Research Institute; support of research in education technology through $90,000 in funding for the Visible Knowledge Project (a national grant for the period of 2000-2005 to improve the quality of student learning and faculty development through technology enhancements); funding of eight faculty development grants yearly; support with reassigned time the leadership of a group aimed at helping faculty to publish; and support for first-time presenters at professional conferences and for faculty attending the Salzburg seminars.

C. **Administrative divisions reporting to the president**

The six administrative divisions at BMCC (Exhibit 5.3 – BMCC Organizational Chart) report directly to the president:

- **The Office of Academic Affairs** is headed by a senior vice president who oversees the 19 academic departments and a number of academic programs and support services. These include the library, the offices of Institutional Research and Assessment, Instructional Technology and Media Services, the Registrar, the Evening/Weekend Program, the Learning Resource Center, the Academic Advisement and Transfer Center and the Teaching Learning Center.

- **The Division of Administration and Planning** is headed by a vice president who oversees business and fiscal services, the College Computer Center, buildings and grounds, campus facilities planning, public safety, bursar, procurement, mail services, property and reprographics. This office is also responsible for the development and implementation of the college’s strategic plan.

- **The Office of College Development** is headed by a vice president who oversees grants and development for faculty and staff, corporate and foundation relations, annual giving and alumni relations.

- **The Office of Continuing Education and Workforce Development** is headed by a dean who oversees grants and contracts for adult and continuing education, the language immersion program, as well as grants and contracts for workforce development and literacy.
• **The Division of Human Resources** is headed by the vice president for legal affairs and staff relations. The functions of this division are record keeping, time keeping, benefits, payroll and faculty and staff relations.

• **The Division of Student Affairs**, headed by a vice president, oversees units such as the department of student life, financial aid, admissions and enrollment management, student activities, the Women’s Resource Center, health and childcare services, career planning and placement and services for students with disabilities.

II. **Qualifications and responsibilities of other administrative leaders**

BMCC follows the guidelines of the CUNY Bylaws to recruit qualified administrative staff with appropriate skills, degrees and training to carry out their responsibilities and functions. (See Exhibit 5.4 – HEO Guidelines.)

A. **Administrative qualifications**

BMCC’s other senior administrators have satisfactory qualities of personality and character as well as strong experience and credentials in areas relevant to their current responsibilities. There is no requirement in the CUNY Bylaws to hire senior administrative staff with advanced degrees beyond the baccalaureate. However, those hired or promoted to these positions at BMCC have advanced degrees, as well as the skills and training needed for the position. Currently, all of the senior administrative officers of the college have degrees beyond the baccalaureate and six of the 10 have doctorates.

The college president has the responsibility to certify that the individuals the college recommends for appointment in the HEO series meet the qualifications expressed in the bylaws and to recommend a salary appropriate to the position and their qualifications. The Office of Faculty and Staff Relations (OFSR) periodically audits college appointment actions to confirm that selected candidates are qualified and that the pay offered is consistent with the PSC/CUNY collective bargaining agreement and university policies.

B. **Administrative responsibilities**

The duties of an HEO may be among the following: to assume full administrative responsibility for some major area of university or college activity, such as institutional research, campus planning and development, coordination of relations with community and civic groups, supervision and coordination of educational data processing, coordination of applications to federal, state, and private foundations for educational grants, or direction of specific specialized campus activities. An HEO may also be expected to function as executive assistant to the chancellor or president or to develop some major aspect of new programs. The formal guidelines for recruitment and appointment to the HEO series positions are spelled out in the HEO Guidelines (Exhibit 5.4) created by CUNY in conjunction with the Professional Staff Congress.

The responsibilities of the administrative staff at BMCC are defined in the job description of each personnel vacancy notice (PVN). The City University of New York
reviews all HEO series job descriptions prior to posting and, along with the college, ensures that positions have been classified properly and essential functions are identified.

Administrative responsibilities are more specifically clarified by the university in classification standards called SKAs (Skills, Knowledge and Abilities.) These standards set out attributes such as education, work experience or professional accomplishments needed to perform successfully in a position. SKAs may be measured by certain qualification requirements of candidates. For classification purposes, the identification of needed SKAs assists in determining the scope and complexity of the position. These standards set out “essential job duties,” which are those tasks that everyone serving in such a position must be able to perform. The distinction between essential and non-essential duties is important for compliance with the Americans with Disabilities Act, which seeks to ensure that performance issues regarding non-essential tasks are not used to preclude applicants from selection.

C. Affirmative action in recruitment and selection

According to HEO Guidelines, an appointment to this series requires that affirmative action procedures be followed in the recruitment and selection process and that the person chosen possesses at least the minimum qualifications as established by the board of trustees in its bylaws. The university reviews all HEO series job descriptions prior to posting and, along with the college, ensures that positions have been classified properly and that essential functions are identified.

BMCC employs a variety of strategies to improve the diversity of faculty, staff and administrators. An affirmative action plan outlines these strategies (Exhibit 5.5 – BMCC Affirmative Action Plan). One strategy is to advertise positions in a variety of publications including The New York Times, The Chronicle of Higher Education, Diversity Issues in Higher Education, The Hispanic Outlook, HigherEdJobs.com, and Minority Women’s Doctorate Directory (MWDD). The college also advertises in discipline specific journals, publications and posts notices on Web sites, such as the BMCC and CUNY Web sites. For example, positions are advertised on nursing sites such as Nursing Spectrum and NewsLine for Nurses. These advertisement efforts are annually reviewed to determine their effectiveness in generating a diverse applicant pool.

Studies are conducted each year by BMCC and CUNY in an effort to determine potential areas of underutilization of minorities and women. In addition, the affirmative action officer holds workshops where chairpersons, members of P&B committees, search committees and personnel officers are kept informed about college affirmative action requirements.

The results of affirmative action efforts to date can be judged from the makeup of the full-time faculty and professional non-instructional and classified employees. Out of the total BMCC workforce,

• 50.1% are male and 49.9% female;
• minority representation includes
  o 33.7% Black/African-American
  o 18.3% Hispanic/Puerto Rican
  o 9.8% Asian American/Pacific Islander
  o 4.4% Italian American
  o less than 1% Native American.

D. Evaluation
As stipulated by the PSC-CUNY contract agreement, HEOs must have an evaluation conference with their chairperson or supervisor designated by the appropriate dean or president. An annual evaluation conference is required at least once a year although once a semester is preferable. At the conference, the employee’s total performance and professional progress are reviewed. Following this conference, the designated official prepares a record of the evaluation discussion in memorandum form for inclusion in the employee’s personnel file. A copy of the report is to be given to the employee within ten working days following the conference.

E. Professional development
Professional development is available to administrators in several ways. First, the Office of Instructional Technology offers annual workshops on office productivity. Workshops on educational software such as MS-Excel, MS PowerPoint and Blackboard are offered. These workshops are open to all staff and faculty and are scheduled multiple times throughout the academic year. For example, in the 2004-2005 academic year, 89 workshops were offered to a total of 635 attendees. In the academic year 2003-2004, 89 workshops were also offered to a total of 760 attendees.

CUNY provides $500,000 per year for professional development activities for all CUNY employees with titles in the HEO series and the college laboratory technician (CLT) series. In addition, the college provides incentives for staff as well as faculty to present at professional conferences. The college provides an additional $500 above the normal travel expenses for first time presenters. Proposal writing workshops are also offered numerous times throughout the academic year at the CUNY Graduate Center.

III. Qualified staffing appropriate to the goals, type, size and complexity of the institution
A. Administrative staffing levels
The college has increased all administrative staffing levels in response to rising enrollments. To determine whether the college has qualified and sufficient staffing, administrative staffing levels were studied for the past five years and ratios of students to staff were derived. Results of the study indicate that in the fall of 2001, the ratio of students to all administrative staff was approximately 73/1. At that time, there were 88 students for each professional staff member, 66 students for each civil service member and 66 students for each college assistant.
By the year 2005, with an increase of enrollment of over 17 percent, there were 75 students for each professional staff member, 68 for each civil service member and 46 for each college assistant. The average ratio of students to all administrative staff was 63/1. The largest increase has been in college assistants. There were 245 college assistants in 2001. By 2005 the number had increased to 405, an increase of 66 percent.

To examine the question of staffing further, two administrative departments were studied in depth: The College Computer Center and the Office of Instructional Technology (see Exhibit 5.6 – Staffing in the College Computer Center and the Office of Instructional Technology)

1. The College Computer Center

The center is responsible for all administrative computer operations (networking) in the college as well as maintaining legacy systems (programming), Web-based registration and bill payment, the college Web site and maintenance and programming upgrade of the telephone systems. The center also handles all technology upgrades and improvements. It was concluded that while the staffing levels in the center are generally adequate, it is a matter of concern that over half of the staff consists of college assistants. A major concern is that the position of director has been vacant for over three years. It was also noted that the center spends a great deal on off-site training and that it might be more feasible to move to a train-the-trainer system and offer on-site training workshops.

2. The Office of Instructional Technology

The Office of Instructional Technology (OIT), responsible for providing instructional support services for all academic departments, operates with 25 employees: five HEOs (three for technical support and two for training purposes), two full-time grant funded lab coordinators, and 18 college assistants (tax-levy and grant funded). All full-time staff members have at least a bachelor’s degree in technology related fields. Most of the college assistants are current or former students. An area of concern is that two of the full-time staff and several of the college assistants are paid by the Perkins grant, not by tax levy funds. A loss of funding could result in a shortage of staffing. OIT also utilizes lab technicians from the academic departments. They are therefore not always available to be deployed in the event that additional help is needed.

IV. Periodic assessment of the effectiveness of administrative structures and services.

The CUNY and BMCC planning structure described in detail in Standard 2 ensures that administrative units participate in an extensive planning process and assessment of effectiveness each year. BMCC senior administrators have various methods and practices in place to carry out planning and to evaluate managerial performance. The heads of the six divisions were asked to complete questionnaires regarding planning and evaluation in their areas (see Exhibit 5.7 – Administrative Planning and Evaluation).
Suggestions and Recommendations

The following suggestions and recommendations are offered:

1. While the president is to be commended for supporting a great deal of scholarly activity and research through grants, it is concluded that the number of grants is insufficient given the large number of faculty present at BMCC. It is recommended that consideration be given to expanding the number of grants.

2. It is also recommended that more attention be paid to the specific publishing needs of each discipline and that faculty should be queried as to what would help them publish or pursue other scholarly activities within their discipline.

3. It is recommended that the college review the trend towards hiring large numbers of college assistants to staff various offices.

4. It is recommended that, following appropriate guidelines, BMCC initiate a search for a director of the College Computer Center, a position that has been vacant for more than three years.

5. It is suggested that the College Computer Center begin offering on-site training workshops and move to a train-the-trainer system to meet its training needs and to help control costs.

6. It is suggested that the college institutionalize the full-time grant-funded staff in the Office of Instructional Technology (OIT) to ensure continuity of service to students in the event that grant funds become unavailable.

7. Finally, it is suggested that efforts be made to bring all OIT instructional lab personnel under one management so that staff can be deployed where they are most needed and the daily workload completion rate can be improved.
STANDARD 6 – INTEGRITY

Overview

The subcommittee researched the degree to which BMCC, in the conduct of its programs and activities involving the public and the constituencies it serves, demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom. In addition to the review of BMCC and CUNY policies, legal contracts and agreements, handbooks and bulletins, faculty and staff interviews were conducted and a survey was given to BMCC students. The analysis showed that the college acts with integrity in the following areas:

- advertising and hiring practices
- personnel and human resources
- faculty development and support
- promotion and sabbatical leaves
- personnel review, grievances and dismissals
- student participation in diversity months, clubs and first year experience
- student complaints and grievances
- faculty orientation – full-time vs. part-time
- assessment
- publications
- academic freedom and intellectual property rights

Analysis and Discussion of Findings

I. Advertising and hiring practices

Based upon the review of evidence, the subcommittee concluded that BMCC makes a thorough, ongoing and sincere effort to reach out to prospective candidates from diverse groups and is highly effective in soliciting applications from candidates from a variety of ethnic and racial groups.

BMCC, as a unit within the CUNY system, seeks employees for a number of positions from college president to secretaries and has six (6) broad categories of staff: instructional staff, classified staff, full-time faculty, executive compensation titles, higher education officer (HEO) titles and other instructional staff. Advertising for open positions is based on the category of employment and the professional associations, unions and publications in order to reach an appropriate pool of diverse candidates. For example, an instructional position might be advertised in the Hispanic Outlook in Higher Education bi-weekly magazine, while buildings and ground positions are listed with DC 37 (union) publications. The director of affirmative action and compliance has assembled a thorough list of contacts to reach a diverse group of candidates for all positions (Exhibit 5.5 - BMCC Affirmative Action Plan).
BMCC statistics for hires for 2003-2005 are attached in Exhibit 6.1 – Statistics for Hires, 2003-2005. The numbers are separated into categories of employees and are not composited into a college-wide set of percentages. This practice of reporting is university-wide and is intended to reveal, rather than obscure, valuable facts about opportunities and employment for minorities at the college.

BMCC compares favorably in all categories to the university-wide percentages and also shows consistent strength in hiring minorities in the full-time faculty (Exhibit 6.2 - CUNY Instructional Staff - Minority Hires). The director of affirmative action and compliance states that, in spite of stiff competition for talented minority candidates with doctoral degrees, BMCC has increased the number of minority hires over the last three years. This finding is even more significant considering that senior colleges can offer fewer teaching hours and better support for professional research to these candidates.

II. Personnel and human resources

Faculty requirements for teaching, scholarship, research, service, promotion, tenure and sabbaticals are communicated through department chairpersons, faculty mentors and new faculty orientations. This two-day orientation is led by the senior vice president of academic affairs and the associate dean of academic affairs. The requirements for tenure, promotion, scholarship and research, among other topics, are addressed at this orientation. Publications, such as the Faculty Handbook and the Mentoring Handbook, along with materials disseminated by the Office of Human Resources, inform faculty of opportunities and scholarship requirements at the college. Employees are advised at the point of hire of the terms, conditions and benefits of their employment, including the applicability of a particular collective bargaining agreement to their employment relationship.

Staff members not covered by a particular collective bargaining agreement are covered by the Board of Trustees Personnel Policies and Rules3, which provides a due process mechanism for just cause dismissals for such employees. Employees covered by this rule are so advised at the point of hire. High level administrators are employees at will.

The subcommittee reviewed the BMCC 2003-2006 Bulletin, the BMCC 2006-2007 Student Handbook, the Faculty Handbook, and the PSC CUNY contract and found that BMCC has systems in place that promote fair and consistent treatment of its constituencies. These systems include the Sexual Harassment Committee, the Workplace Violence Committee, and the Committee on Academic Standing and the Faculty/Student Disciplinary Committee. Procedures in the BMCC 2003-2006 Bulletin and BMCC 2006-2007 Student Handbook outline how faculty and students can follow procedures to report unfair treatment. Furthermore, faculty and staff can download the most current PSC contract agreement from the BMCC Web site on the human resources page. PSC chapter officers and a grievance counselor provide necessary information to faculty and staff at BMCC, as

III. Faculty development and support

Once faculty members are hired, they are supported in a number of ways:

A. The Teaching Learning Center (TLC), funded by monies from the college, is the primary vehicle for faculty development at BMCC. The Teaching Learning Center provides a stimulating climate of academic inquiry, engagement and academic freedom. Seminars use a reading-discussion format. Faculty can go to the center to exchange research and teaching ideas with their colleagues (Exhibit 6.3 – Teaching Learning Center Programs in 2005-2006).

B. The Faculty Development Committee of the Faculty Council, supported by funds from the president, is another vehicle for faculty development at BMCC. Every year faculty members are encouraged to write research proposals, which are judged by members of the committee. Eight winners receive $3,000 each to support their research.

C. Faculty members who attend/present at conferences are reimbursed $350 per academic year, an amount set by BMCC with the union based on the amount allocated by CUNY and the union. First time presenters receive additional funding, up to $500. As indicated in Table 6.1 below, between 109 to 113 faculty participated in conferences in the years 2003 to 2006. They were reimbursed approximately $40,000 in travel expenses in each of those years. The president secures these additional funds for first time presenters through private fundraising efforts (Exhibit 6.4 – Faculty Attendance/Presentation at Conferences, AY 2003-AY2006).

D. Under a Title V Grant, 90 liberal arts faculty have been trained as faculty advisors since May 2005. Liberal arts faculty members who participate in the advisor trainings are paid a $2,000 stipend from grant funds.

E. The PSC awards travel grants to higher education officers and college laboratory technicians. In the 2005-2006 year, 29 individuals were funded at a total cost of $34,318.02, an amount considerably higher than the amount faculty is reimbursed (Exhibit 6.5 - 2005-2006 HEO/CLT Travel Grants).

(For more information, see Exhibit 10.6 – Faculty Development Opportunities.)
IV. Promotions and sabbatical leaves

The history of promotions and sabbaticals at BMCC over the last five years is summarized as follows:

<table>
<thead>
<tr>
<th>Five year period</th>
<th>Promotions P&amp;B</th>
<th></th>
<th>Promotions President</th>
<th>Sabbaticals P&amp;B</th>
<th></th>
<th>Sabbaticals President</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Denied</td>
<td>Approved</td>
<td>Denied</td>
<td>Approved</td>
<td>Denied</td>
</tr>
<tr>
<td>2001-2002</td>
<td>17</td>
<td>3</td>
<td>16</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2002-2003</td>
<td>17</td>
<td>1</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2003-2004</td>
<td>10</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2004-2005</td>
<td>18</td>
<td>2</td>
<td>16</td>
<td>4</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>2005-2006</td>
<td>13</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: BMCC Division of Human Resources

In the course of investigation of this topic, the subcommittee detected confusion about both the nature and the amount of community service required by full-time and adjunct faculty.

V. Personnel review, grievances and dismissals

Most BMCC employees are members of a union, and their dismissal procedures are determined by their particular collective bargaining agreement. The dismissal procedure for faculty and most members of the instructional staff (which encompasses most BMCC mid-level managers) is set forth in the collective bargaining agreement between the Professional Staff Congress and the City University of New York.

The dismissal procedures for civil service employees in blue collar titles are set forth in the Agreement Covering Custodial, Store-Stock and Security Employees of the Classified Services of the City University of New York. The dismissal procedures for civil service employees in white collar jobs are set forth in the agreement covering clerical, administrative and professional employees of the classified service of the City University of New York.

The college keeps track of the numbers and dispositions of grievances but does not currently keep tracking records on the nature of grievances (Exhibit 6.6 – Grievances and Appeals 2002-2006). Many of theses files have been sent to archives.

Grievance procedures for tenured faculty and HEOs are generally a three-step process with Step I heard by the president’s designee on campus. If grievants are dissatisfied with the outcome, they may appeal the president’s decision to Step II, where their appeal is heard by a representative of the chancellor. If grievants are still not satisfied, they may appeal the chancellor’s decision to arbitration. The arbitrator is not an employee of the college or union, but a neutral third party. Throughout the proceedings, grievants are represented by their union, counsel or other representative of their choice.
Civil servants have a similar three-step process that culminates with a hearing before an independent arbitrator or the CUNY Civil Service Commission at the election of the employee. Full-time employees whose labor agreement does not provide a specific due process termination procedure are entitled to a just cause hearing under the CUNY Personnel Policies and Procedures. The various collective bargaining agreements between CUNY and the unions representing CUNY employees contain provisions providing a just cause disciplinary procedure for the employees they represent.

VI. Student participation in diversity months, clubs, and freshman year experience

In evaluating acculturation of students, the subcommittee considered three different programs: diversity months, clubs and freshman year experience. Interviews with administration and faculty suggest a broad-based support of all of these programs, which address the issue of mutual respect and participation within the college community. FYE has the additional charge of providing students with basic information regarding procedures and expectations for academic success within college programs. In a survey, most students who had participated in these programs registered a positive response. It should be noted, however, in the case of diversity months and clubs, the proportion of student participation relative to total enrollment is quite low and weighted toward full-time rather than part-time students. In addition, many of the students participating in diversity month events identified themselves as members of the featured group, suggesting that these events might not serve to introduce students to other cultures so much as to reinforce their own sense of self-respect and pride. FYE affects a much larger percentage of students, but still falls short of serving a majority of students at the college (Exhibit 6.7 – Diversity Events and Club Activities and Exhibit 6.8 – Freshman Year Experience Participation, Fall 2005 and Fall 2006).

VII. Student complaints and grievances

To determine current practices regarding complaints and grievances, the subcommittee reviewed the FYE student modules, the BMCC 2006-2007 Student Handbook, the BMCC 2003-2006 Bulletin and the BMCC 2003-2004 Fact Book.

The BMCC 2003-2006 Bulletin provides the following grade appeal procedures for earned grades, e.g., A-F, U, R:

- The student should privately speak to the professor who can change the earned grade by submitting a change of grade form to the Registrar’s Office.
- If no resolution, the student should speak to the chairperson of the department.
- If no resolution, the student must appeal to the Committee on Academic Standing by completing an appeal application form, and then the Committee on Academic Standing can make a recommendation to the dean of academic affairs (after speaking with the instructor and chairperson of the department).

Although there is a formal system for handling grade and classroom behavior complaints, as outlined above, many students circumvent the process by going directly to
the dean of academic affairs to lodge their complaints. According to the dean and associate dean of academic affairs, an informal procedural change has evolved over the last three years regarding grade complaints and classroom conflict issues. They stated that the college now uses the term “grade complaint” for what used to be called “grade appeal” in the BMCC 2003-2006 Bulletin. This circumvention of the appeals process makes it impossible to assess student satisfaction with procedures for resolving conflict.

Two hundred and two (202) BMCC students participated in a survey in which they were asked if they were aware of a complaint process at BMCC. Survey data represent a generalized sample of the BMCC 2006 fall semester student population (Exhibit 6.9 – Fall 2006 Student Survey: Student Awareness of Complaint Process at BMCC). Analysis of the total responses shows that a large majority of both full-time and part-time students indicated that they were unaware of the complaint process. One interpretation of the data could be that the majority of students did not perceive a need to file complaints and therefore did not consider the complaint process relevant to them.

A section on the BMCC Web site allows faculty, staff, students and visitors to e-mail complaints to the director of public safety. Although this page was intended to provide individuals with a place to report complaints regarding public safety officers and issues, some students, faculty and staff have used the online e-mail complaint system to report problems of all types. According to the director, most of these complaints deal with a perceived lack of respect for students and guests. When these types of complaints are received, they are forwarded to the appropriate director or department.

VIII. Faculty orientation, full-time vs. part-time

Although new full-time faculty hires receive a formal orientation, adjunct faculty and staff receive orientation information through a variety of ad hoc methods, with some departments creating their own forms of orientations and others relying on contact between adjuncts and the chair or deputy chairpersons. The college has made many efforts to promote professional development; however, the subcommittee noted that the area of community service is surrounded by confusion. Another area of particular concern regards professional development and promotion of adjuncts. Chairs and faculty noted a lack of clear guidelines and timetables for submission of materials. In addition, contractual constraints limit opportunities for college service, making it difficult to establish clear expectations for promotions in adjunct lines.

IX. Assessment

For detailed discussions of the various types of assessment at the college, see Standard 2 – Planning, Resource Allocation and Institutional Renewal, Standard 7 – Institutional Assessment and Standard 14 – Assessment of Student Learning.

X. Publications

Students, as well as faculty and staff, were interviewed to determine whether college information is provided in a manner that ensures student and public access and
understanding. The student subcommittee representative interviewed over 60 students of various social, racial and ethnic backgrounds.

Primarily, students are informed of the rules and regulations of the college via the BMCC 2006-2007 Student Handbook and the BMCC 2003-2006 Bulletin. Hard copies of these books are available at the college and given to students. Also, students can access this information via the BMCC Web site.

The dean for academic programs and instruction is ultimately responsible for the content and accuracy of the college catalog. The associate dean of students is responsible for the BMCC Student Handbook. Since these publications have been available online through the BMCC Web site, the dean for academic programs and instruction noted that, to his knowledge, there have not been any complaints about access to the catalog, though there may have been some concerns initially when people did not know how to access it online.

The Web master and the newly hired executive director of public and external affairs were interviewed to provide information about publications placed on the college Web site. The BMCC 2003-2006 Bulletin is available for download. It is updated on a monthly basis. Departments forward changes and additions to the dean for academic programs and instruction. He approves them and forwards them to the Web master. The class schedule is maintained by the Registrar’s Office through the help of the College Computer Center. Whenever there is a change in the schedule, the Registrar’s Office makes the modification directly to the system. The course schedule is available online.

The student handbook is updated yearly by a director in the Office of Student Affairs under the supervision of the associate dean of students. She solicits input from the college community for changes and then forwards them to the persons responsible for updating the college Web site. The student handbook is available online.

The subcommittee also interviewed the college library archivist to find out about the college’s archiving process. The BMCC Library archives the student handbook, college bulletin, class schedules, factbooks and yearbooks. These publications are updated on a varying basis: the student handbook every year, college bulletin every three years, and class schedule every semester. The archivist has to seek out new publications because no mechanism is in place to automatically receive new publications. Furthermore, no process is in place to ensure that the library has current versions.

Students complained that access to student information is sometimes a nightmare due to Panther’s technical failures. Some students fear a security breach because the last four digits of their social security number are revealed. In addition, Panther access is limited to 600 students at a time and on Fridays, Panther operations close at 1 pm. Another

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4 http://www.bmcc.cuny.edu/communications/pdfs/catalog/current.pdf
5 http://websch.bmcc.cuny.edu/websch/
6 http://www.bmcc.cuny.edu/communications/pdfs/handbook/current.pdf
concern is that the college’s e-mail system and Web site are not compatible with America Online (AOL), a significant problem because many students use AOL as their primary e-mail address.

XI. Academic freedom and intellectual property rights

The university and the college have policies that strongly support academic and intellectual freedom (see Standard 10 – Faculty for a detailed discussion of academic freedom). The legal policy for intellectual property followed by the college has been set forth by the university in a document known as The City University of New York Intellectual Property Policy, which can be found online.

Protecting intellectual property rights is the responsibility of the college. In this regard, intellectual property is defined as the products of research, authorship and invention by the college community. As such, the protection of intellectual property involves an institutional commitment to ethical principles. These principles include availability and clarity of policy and fairness and equality of treatment. Therefore, an investigation was conducted to determine:

1. how the college defines and protects intellectual and copyrightable property,
2. whether faculty members are aware of this policy,
3. if faculty members consider the policy acceptable, and
4. if the procedures used to settle grievances are fair and ethical, that is, whether the procedures are the same regardless of site, faculty profile (e.g., race, gender, age) and type of complaint.

Based on the interviews with six department chairs, it was concluded that many faculty members are aware of the existence of a university policy regarding intellectual property. Although not all faculty members have read the policy, they are aware that it can be found on the CUNY Web site. Faculty interviewed thought the policy was fair although one faculty member objected to the general rule that ownership of non-copyrighted works goes to the university. No intellectual property grievances or disputes have been registered, suggesting that the CUNY policy is adequate to protect intellectual property at the college.

According to the vice president of human resources, in order to initiate a grievance against the college, the grievant must submit a letter to the administration. Since no such letters have been submitted, it can be concluded that there have been no disputes regarding intellectual property at the college. The subcommittee also investigated the college’s policy on duplication of copyrightable material by interviewing the reprographics administrator. He assured us that all materials submitted for duplication are subject to US copyright laws.

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7 http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001173.htm
Suggestions and Recommendations

1. It is recommended that the college clearly articulate expectations regarding both the nature and amount of community service required by full-time and part-time faculty for promotion.

2. It is recommended that strategies for requiring greater participation in the freshman year experience should be developed; an online or Web-based FYE option should also be developed so that more students would have an opportunity to access orientation information prior to registering for classes.

3. It is recommended that explicit procedures be developed for appeals for a grade change, grade complaints and classroom behavior complaints and that these procedures be rigorously followed.

4. It is suggested that a survey be developed regarding student satisfaction with conflict resolution practices.

5. It is recommended that the hours of operation and access to Panther be reviewed to see if changes need to be made to better accommodate student needs.

6. It is recommended that a committee be established to review student, faculty and staff complaints about public safety officers and that an ombudsman be appointed to handle these complaints.

7. It is recommended that a college-wide adjunct orientation program be created and made available for delivery either in person or online; that a convenient central location for adjunct services and information be provided; that an adjunct faculty handbook be created and distributed to every adjunct faculty member as well as being posted online and; finally, an adjunct satisfaction survey should be developed to solicit input and to ascertain strategies for improvement of delivery of services.

8. Although the college is to be commended for making significant improvements in this area, it is recommended that every effort be made to ensure that information posted on the college Web site is current, accurate and easily and logically accessible.

9. It is recommended that a system be established to automatically supply library archives with a copy of all college publications.

10. Finally, it is recommended that the college develop a universal plagiarism policy for faculty and staff.
STANDARD 7 – INSTITUTIONAL ASSESSMENT

Overview

The subcommittee was charged to investigate whether BMCC has developed an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. The following seven areas were studied:

- Academic Affairs
- Administration and Planning
- College Development
- Continuing Education and Workforce Development
- Human Resources
- the President’s Office
- Student Affairs

Analysis and Discussion of Findings

I. Background and status of college-wide assessment at BMCC

Following presentations to administrators, faculty and staff by experts on the assessment of institutional effectiveness and the attendance of six faculty and staff at a 3 day workshop in New Orleans, the college convened the BMCC Assessment Committee in fall of 2006. This committee was charged with drafting a comprehensive plan to assess institutional effectiveness and student learning. The first task was to inventory the existing practices with the intention of building upon and adding to the assessment already being done in order to develop an assessment program capable of demonstrating the effectiveness of the full array of BMCC’s programs and services.

The Assessment Committee adapted two institutional effectiveness inventories from Florida Atlantic University: the first designed for academic departments and the second for administrative units. (See Exhibits 7.1 – Institutional Effectiveness Inventory - Academic Departments and 7.2 - Institutional Effectiveness Inventory - Administrative Units.) Their purpose was to gather information about the nature and extent of assessment activities occurring around campus. The committee used the resulting information from these inventories in drafting the comprehensive plan and developing implementation strategies.

Both inventories ask if the following exists for each academic department or administrative unit:

- a written mission or statement of purpose
- explicit program goals or learning outcomes supporting the mission
- assessment methods or procedures designed to measure attainment of the program, department or administrative unit outcomes
- a written assessment plan
The inventories also ask the department or administrative unit to detail the types of direct and indirect assessment measures currently in use and what assessment methods they plan to utilize in the future. Finally, the inventory asks how the department or administrative unit has used assessment to improve its programs or services or operations and what resources or support might be needed to develop better methods for assessing learning outcomes or program effectiveness.

In June 2007, the BMCC Assessment Committee completed A Comprehensive Plan to Assess Institutional Effectiveness and Student Learning (Exhibit 7.3). As stated in the final document, the plan was designed with the following aims:

- to foster among the college’s constituents a clear understanding of the broad context in which assessment occurs and the roles they play as participants and practitioners of assessment;
- to establish a coordinated set of centralized and decentralized activities that allows assessment to be conducted consistently in a systematic, on-going and sustainable fashion;
- to furnish practical guidance on the creation and implementation of plans to assess student learning and educational/administrative support services at the course, unit, department/program and institutional levels;
- to formulate assessment strategies for those goals for which evidence of achievement does not already exist; and
- to make certain that assessment results are disseminated and used effectively and appropriately to improve teaching and learning and to inform planning and resource allocation decisions.

The Comprehensive Assessment Plan focuses on how well the college achieves its stated mission and goals and explores what is meant by assessment in the context of demonstrating institutional effectiveness. The plan outlines the college’s assessment philosophy, the roles and responsibilities of the campus community in assessment, the levels of assessment, the relationship of assessment to planning, as well as a description of assessment activities at the institutional, program, course and administrative unit level and, finally, the logistics of implementation.

As part of demonstrating institutional effectiveness, the Assessment Committee developed a template for an assessment instrument known as the College Assessment Review (CAR) Report. The primary purpose of this report will be to formally document the mission, that is, to offer clear evidence of the degree to which the college is achieving its mission and goals. The report will utilize for its structural framework the perspective of the college’s stated mission and goals and will incorporate all of the items included in the Performance Management Process report, adding additional relevant information from department and administrative unit reports, financial planning data and progress on the achievement of strategic or long-range planning objectives. The intent will be to offer a clear and complete assessment of the college’s mission statement goals. During 2007-08, the
Assessment Committee will produce its first annual CAR report based on data collected for 2006-07 to evaluate how well the college is achieving its goals and to establish baselines for future year comparisons.

Part of the role of the Assessment Committee in the initial stages of implementation of the comprehensive plan (fall of 2007) will be to assist faculty and staff in the academic departments and administrative areas to:
1. develop learning outcomes for all programs and courses;
2. articulate outcome objectives for all administrative and support areas;
3. complete an assessment cycle for each academic and administrative area that will include specifying outcomes, choosing measurements, collecting assessment data, considering the data, and modifying practices as appropriate; and
4. strengthen the connection between assessment and the planning and resource allocation processes.

All four of the steps listed above steps were enacted to some degree in at least some areas. The plan attempts to ensure the consistency and comprehensiveness of assessment – CAR will document the extent to which assessment is happening and performance on the selected indicators. The Assessment Committee understands that assessment is a continual learning process for even the most experienced assessment practitioners and has several long-term goals to offer additional training and guidance to the college community. To this end, the Assessment Committee will:
1. develop an academic program/department assessment handbook;
2. develop a course-based assessment handbook; and
3. conduct regular workshops/seminars on all aspects of assessment including developing mission statements, defining goals and objectives, writing learning outcomes and assessment plans, designing and implanting appropriate assessment instruments, and analyzing and utilizing assessment results.

II. Evidence of written mission statements, goals and objectives and written and oral procedures to assess each unit’s goals and objectives

Subcommittee members interviewed the head of each unit about the goals, objectives and assessment documents in place in the unit. Interview data were analyzed and the presence or absence of attributes was reported in chart form (see Exhibit 7.4 – Summary of Interviews and Exhibit 7.5 – Summary of Attributes). Results indicated that all individual units except one (administration and planning) had prepared formal mission statements, goals and objectives and written and oral procedures designed to assess their goals and objectives, based upon the individual administrative structure in that unit (see Exhibit 7.6 – Interview Reporting Form and Results of Subcommittee Interviews). Individuals higher in the administrative structure were in charge of assessing the subunits in the structure below, based upon the college’s administrative flow chart (see Exhibit 5.3 – BMCC Organizational Chart).
It was found that the goals, objectives and processes were clearly grounded in each unit’s mission statement and assessment was carried out on a regular basis, usually once a year. In the case of administration and planning, the process was conducted by the subunits and then informally overseen by the vice president in that area, although the division was in the process of developing a mission statement, goals and objectives for the unit as a whole. Finally, the subcommittee made recommendations for each unit (Exhibit 7.7 – Recommendations for Each Area Interviewed) based upon the results of the study.

Suggestions and Recommendations

1. It is recommended that the flow chart of the reporting structure at the college be continually updated, perhaps every semester, and made available to all deans, directors and department chairs so that all members of the college community can refer their questions to the appropriate resource person.

2. It is recommended that all mission statements, goals and objectives of major units and their programs and assessment documents be accessible and readily available in written or electronic form and that they be reviewed and updated on a regular and ongoing basis.

3. It is recommended that mission statements, objectives and goals for each unit and each program within the units be posted on a publicly accessible Web page. Key staff members need to be listed with contact information and their duties clearly delineated. Assessment documents should also be available on this site, but made accessible only to the staff in the unit, perhaps through a restricted-access link from the Web page to a Blackboard site.

4. It is recommended that workshops be held to train the staff in each unit and program to clearly understand the program/unit mission, objectives and goals and what their role is in achieving these goals, as well as the importance of the assessment process. This training should be done by their immediate superiors on the flow chart or a designated staff person in the unit. In order to make staff members feel that they are part of the assessment process, they should be included in the discussions relating to revisions of the assessment plan.

5. It is suggested that upward assessment (that is, staff members assessing their superiors) also be discussed and considered for implementation as part of the assessment process.
STANDARD 8 – ADMISSIONS AND RETENTION

Overview

The subcommittee was charged to investigate whether Borough of Manhattan Community College seeks to admit students whose interests, goals and abilities are congruent with the college mission and if it seeks to retain the students through the pursuit of their educational goals.

Analysis and Discussion of Findings

I. Admissions policy, categories, procedures and process

A. Admissions policy

Borough of Manhattan Community College is an open admissions institution and grants admission to anyone who has a high school diploma, an accredited state high school equivalency diploma or foreign secondary education credentials equivalent to a U.S. high school diploma. In addition, BMCC participates in the New York State Education Department’s High School Equivalency Diploma Based on Earned College Credits. BMCC’s Manhattan Discretionary Program (known as the 24 College Credit Program) allows students to apply for a high school equivalency diploma upon successful completion of 24 college credits with a specified course distribution. The professional and support staff members in the Office of Admissions, currently 29 in total, are divided into teams according to admissions function: recruitment, application processing, international students and transfer evaluation.

B. Application categories

Students may apply to BMCC for admission in these categories: freshman, transfer, non-degree, permit, second degree or for readmission. Applications are available as follows:

- **Freshman and transfer**: online, linked to the CUNY Web site or in paper from the Admissions Office. New York City public and parochial high school students apply online through the CUNY Portal. All applications are processed by the University Applications Processing Center (UAPC) and returned to the college. UAPC links to the high school transcript and is able to expedite applications.
- **Permit for CUNY students**: online, linked to the CUNY Web site.
- **Non-degree and permit from other than CUNY colleges**: download from the BMCC Web site.
- **Second Degree/Readmission**: download from the BMCC Web site.

Requirements for admission to and continuance in nursing and other health programs are clearly defined on the college Web site and in the bulletin. These programs comply with the requirements defined by their own national accrediting agencies. Because

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8 [http://www.bmcc.cuny.edu/communications/pdfs/catalog/current.pdf](http://www.bmcc.cuny.edu/communications/pdfs/catalog/current.pdf)
of space and budgetary considerations, the college does not guarantee admission to the
clinical portion of the nursing program.

C. The CUNY multiple admissions policy and BMCC recruitment efforts

In 2001, CUNY implemented a policy known as multiple admissions for fall semester
admissions that provides applicants with a choice of three colleges for which they are
eligible. This policy has resulted in a need for BMCC’s Admissions Office to aggressively
recruit students for each fall semester entering class. Recruitment begins in late August or
early September for the following fall with events in each borough that host guidance
counselors, open house sessions at BMCC, staff attendance at conferences and high school
fairs in each borough, and information sessions at community-based and youth
organizations.

A review of the degree programs selected by new students (Exhibit 8.1 – Degree
Programs Selected by New BMCC Students) reveals that most of the programs are either
maintaining their approximate new enrollments or have experienced some growth. The
exceptions are in nursing, computer programming, computer operations and computer
science. The nursing program enrollment has been capped and the three computer
programs have experienced significant decline since 2001.

D. Admissions procedures for admitted students

Following the allocation of applicants to BMCC through the University Applications
Processing Center (UAPC), the Admissions Office mails an admission package to admitted
students that includes a letter of welcome from the president, and information concerning
skills assessment testing, immunization requirements and financial aid. Further, the
Admissions Office telephones all admitted students to invite them to open house sessions
and a freshman assembly. For students who did not apply but were allocated to BMCC,
receipt of the admissions package from BMCC is the only notification they receive that they
were not accepted to a college of their choice. Neither the Office of Admissions Services nor
the University Application Processing Center sends students a letter indicating that the
student was not eligible for their selected colleges. The Admissions Office subsequently
codes students in the database who do not wish to continue any communication with
BMCC.

E. The application/admissions process for international students

The application process for international students begins with either the freshman or
transfer online application. The CUNY and BMCC Web sites and the BMCC College
Bulletin provide additional pertinent information regarding visa requirements, employment
options, estimated financial support required and links to additional resources. The
international student advisor’s team works with approximately 1,500 students from over
100 countries to provide information regarding immigration regulations, employment
opportunities, housing, scholarships, health insurance, college transfer requirements and
admission reinstatement procedures. Monthly workshops are held by staff to discuss issues
and student concerns; newsletters are also published explaining changes in immigration
policies and other pertinent information. A computer database has been created to record specific admissions and immigration information for all foreign students at BMCC. An additional database that students can access by telephone is currently being developed listing housing, scholarships, off-campus employment opportunities, and immigration policies and procedures.

F. The application/admissions process for advanced standing and transfer students

Students who complete transfer applications for BMCC are provided with a statement of policy for advanced standing and information concerning the evaluation of transfer credit. This information is also available on the college Web site and in the college bulletin. The transfer evaluation team immediately evaluates the transcript(s) of the admitted student. Any courses that require departmental evaluation are listed on the department transfer credit evaluation form and the student is advised to bring copies of transcripts and course descriptions to the appropriate department. Equivalent courses at BMCC that are accepted for transfer from another college are listed on the student’s BMCC transcript with a grade of ‘TR’. These grades are not counted in the BMCC cumulative GPA. Students may predict how their courses will transfer by accessing the CUNY Transfer Information and Planning Program System (TIPPS) at http://tipps.cuny.edu/. Students may also receive advanced standing credit through the College Level Examination Program (CLEP) or the Advanced Placement Examination (AP) Program. This information is available in brochure form in the Admissions Office.

G. Skills assessment testing

Entering freshman and transfer students must be assessed in basic reading, writing and mathematics to determine readiness for college-level course work. Admitted students receive information about the assessment examinations and criteria for exemption as part of the admission packet that is mailed when the student is accepted. The information can also be found in the college bulletin and on the Web site. Students who are required to take the skills assessment examinations must sit for the exams and receive results before they can be advised and registered. Table 8.1 shows the number of initial placement tests administered per year in reading, English or ESL and mathematics:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Students Enrolled</td>
<td>7,428</td>
<td>7,994</td>
<td>8,597</td>
<td>8,441</td>
<td>7,971</td>
</tr>
<tr>
<td># Tested in Reading</td>
<td>7,222</td>
<td>7,388</td>
<td>7,537</td>
<td>7,422</td>
<td>*</td>
</tr>
<tr>
<td># Tested in English/ESL</td>
<td>7,210</td>
<td>7,315</td>
<td>7,526</td>
<td>7,422</td>
<td>*</td>
</tr>
<tr>
<td># Tested in Mathematics</td>
<td>7,220</td>
<td>7,435</td>
<td>7,486</td>
<td>7,648</td>
<td>*</td>
</tr>
<tr>
<td>* Breakdown is not available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: BMCC Factbooks 2002-2004

The Testing Office administers nearly 7,500 initial placement exams in each of three skill areas annually. The office also administers the modern language placement exams, the
Ability to Benefit exam for the 24 College Credit Program and for students with foreign high school diplomas (new requirement for NYS tuition assistance programs), the first day retesting and the CUNY Proficiency Exam. The largest pool of exam takers is in the fall semesters. The Testing Office schedules, administers, coordinates grading and records results, all before students are advised and enrolled. Since all courses have a set of basic skills pre-requisites, students whose scores/placements are not listed on their personalized advisement sheet are sent to the Testing Office to obtain this information before they are advised.

The Testing Office lists a permanent staff of five professional positions, of which two positions are vacant and in the search process and one position is occupied by a substitute employee. The office also has eight hourly employees and between 35 and 40 hourly exam proctors. Within the past three years, the Testing Office has experienced multiple turnovers in leadership positions. This has resulted in a decline in student satisfaction to 51 percent very satisfied or satisfied in 2006 from 57 percent in 2004. A new director was recently appointed and a search has been announced for two positions: assistant director and testing coordinator (Sunday NY Times, Section 5, October 7, 2007).

The percentage of entering freshmen exempt from developmental reading, English or ESL, and mathematics for fall of 2001 through fall of 2005 is displayed in Table 8.2 below:

<table>
<thead>
<tr>
<th>% Exempt from:</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>56.7</td>
<td>64.8</td>
<td>67.2</td>
<td>70.8</td>
<td>74.0</td>
</tr>
<tr>
<td>English/ESL</td>
<td>33.0</td>
<td>33.7</td>
<td>29.6</td>
<td>30.8</td>
<td>34.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18.0</td>
<td>19.9</td>
<td>21.0</td>
<td>19.0</td>
<td>22.3</td>
</tr>
<tr>
<td>All Three Areas</td>
<td>6.9</td>
<td>8.5</td>
<td>8.3</td>
<td>8.2</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Source: BMCC Factbook 2005-2006

H. Financial aid information

Financial aid information is sent to all admitted students as part of their admission packet. The Financial Aid Office (FAO) has developed a comprehensive set of print materials and a Web site that lists all of the financial assistance options including scholarships and work study, explains eligibility criteria, provides guidance in completing applications in a timely manner and explains where to get help. The Financial Aid Office is staffed by a total of 32 people, 14 of whom are professional staff. The FAO disburses over $50 million in aid each year to new and returning students as delineated in Exhibit 8.2 – Financial Aid Disbursements 2002-2006.

The Financial Aid Office experiences the largest flow of students immediately before the start of each semester. The FAO provides workshops and operates a financial aid computer lab to help students unravel the complexities of the Free Application for Federal Aid.
Student Aid (FAFSA). A review of the financial aid Web site revealed a very helpful audio-visual orientation to the financial aid processes. The FAO continues to try to find better methods of helping students such as a new online student loan request form and enhancements to the types of award information displayed on Panther. Student satisfaction with the FAO improved from 58 percent in 2004 to 63 percent in 2006.

I. Success of recruitment efforts

In order to counteract potential decreases in enrollment due to the multiple admission policy, the Admissions Office has kept enrollment steady or growing by aggressively recruiting students. The chart below shows the number of applications and resulting enrollment for first time freshmen, advanced standing transfer students and students who applied for readmission from fall 2001 through spring 2006. It is clear that there was a marked increase in applications processed beginning in fall 2003 (see Exhibit 8.3 – Admission/Enrollment Summary Fall 2001- Spring 2006).

For academic years 2004 and 2005, the Admissions Office processed over 18,000 applications from new freshmen and advanced standing students:

| Table 8.3 – Summary of Students Admitted, AY 2001 to AY 2005 |
|-------------|-------------|-------------|-------------|-------------|-------------|
| Admitted    | 12,651      | 13,265      | 15,382      | 18,143      | 18,366      |

In spite of the dramatic increase in workload in the Admissions Office, the CUNY Student Experience Survey continues to show improvement in student satisfaction with the admissions process with 62 percent satisfied in 2002, 63 percent in 2004 and 72 percent in 2006. The survey is conducted CUNY-wide every two years and measures student satisfaction with academic quality, academic support services, and counseling and other student services and administrative services (see Exhibit 8.4 – CUNY Student Experience Survey Results, 2002, 2004 and 2006).

J. New student demographic data

Demographic data for new freshmen and transfer students are summarized below:

| Table 8.4 - Demographic Data for New Freshmen and Transfer Students |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|             | Black       | White       | Hispanic    | Asian       | American Indian/Alaskan Native | Men          | Women       |
| Fall 2001   | 39.8%       | 13.0%       | 33.5%       | 13.5%       | 0.1%                     | 38.2%        | 61.8%       |
| Fall 2002   | 38.7%       | 16.5%       | 31.2%       | 13.4%       | 0.2%                     | 38.9%        | 61.1%       |
| Fall 2003   | 40.6%       | 16.5%       | 28.8%       | 14.0%       | 0.1%                     | 38.3%        | 61.7%       |
| Fall 2004   | 42.3%       | 16.4%       | 30.1%       | 11.2%       | 0.0%                     | 38.7%        | 61.3%       |
| Fall 2005   | 38.1%       | 16.0%       | 32.6%       | 13.3%       | 0.2%                     | 41.3%        | 58.7%       |

Source: BMCC Factbook 2005-2006
K. Summary
The subcommittee concludes that Admissions Office fulfills the college’s commitment to open access through disseminating enrollment information to prospective students, publicizing application and registration procedures and processing applications. The Admissions Office operates with clearly defined policies and procedures consistent with recognized academic standards of admission to the college. Additional questions, concerns and issues brought forth during this review included the recruitment process for academically desirable students who have the potential for success, the profile of target high school populations, and processes for forming positive relationships with high school guidance counselors to recruit those students most likely to succeed.

II. Retention
Retention of students is a matter of concern at BMCC. Many BMCC students are older and have families, jobs and other life responsibilities that interfere with their ability to attend school on a regular schedule. Students stop out from time to time and sometimes return to BMCC after an absence of as many as 10 or 15 years. These concerns are not unusual in a large urban environment.

BMCC first learns of students’ educational goals after analyzing the First Time Freshman ACT Survey that is completed when entering students take the skills assessment tests. Asked why students are attending BMCC “this term”, 26 percent say they intend to transfer to a 4-year college. Nearly as many indicate they want to acquire skills in order to get a new job (see Table 8.5 below).

<table>
<thead>
<tr>
<th>Table 8.5 - Freshman ACT Survey</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=</td>
<td>2,200</td>
<td>1,625</td>
<td>1,225</td>
</tr>
<tr>
<td>Reason for attending this term:</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Learn skills to get a new job</td>
<td>21.9</td>
<td>23.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Transfer to 4-year college</td>
<td>32.4</td>
<td>34.8</td>
<td>26.3</td>
</tr>
<tr>
<td>Intend to earn 2-year degree</td>
<td>62.7</td>
<td>63.2</td>
<td>67.0</td>
</tr>
<tr>
<td>Intend to transfer to 4 year college later</td>
<td>61.1</td>
<td>63.6</td>
<td>55.0</td>
</tr>
<tr>
<td>Final goal – 2 year degree</td>
<td>29.9</td>
<td>31.9</td>
<td>32.4</td>
</tr>
<tr>
<td>Final goal – 4 year degree</td>
<td>39.1</td>
<td>36.8</td>
<td>36.0</td>
</tr>
<tr>
<td>Final goal – Graduate degree</td>
<td>24.4</td>
<td>24.9</td>
<td>23.0</td>
</tr>
</tbody>
</table>

Students have many different reasons for attending BMCC and discussions about retention must include an understanding of the educational goals of the students and when those goals have been achieved.
A. Office of Institutional Research persistence studies

BMCC OIRA has tracked student persistence and change of majors over a two-year period for each entering freshman cohort beginning with fall of 2000. A review of the data reveals that between 10 and 30 percent of students who enrolled in each program during a fall semester did not return in the subsequent three semesters. Some of the reasons students cited for leaving BMCC were: transfer to a four-year college; financial issues; family or other personal problems; conflicts with work schedules; dissatisfaction with choice of major, academic class planning or other administrative functions; moved out of the area; and achievement of educational goals at BMCC.

B. BMCC retention strategies

BMCC has developed and implemented a number of strategies to assist students with some of the problems cited above. These include:

- the BMCC Early Childhood Center and Family Care Network, which offers quality childcare for the children of BMCC students,
- scholarship programs that provide stipends to help defray costs and
- a full array of academic support services and student-friendly career planning and academic and transfer advisement services (see Standard 9 – Student Support Services).

In addition, for students who continue to attend BMCC, there are many co-curricular and extra-curricular activities that encourage student participation and ultimately provide students with a support group on campus.

Academic support for entering freshmen to complete developmental requirements is provided through the Freshman Immersion Program, part of the college’s Coordinated Undergraduate Education (CUE) Initiative. New students become acclimatized to BMCC and college life through the freshman year experience workshops. The Learning Resource Center coordinates programs designed to strengthen academic skills and improve success.

There are also many intervention strategies that aid in retaining students. In the WU Project students who appear to have unofficially withdrawn are contacted by phone and e-mail to ask if they are withdrawing and if so, if they would prefer to officially withdraw, thus helping to prevent an insurmountable GPA deficit. In the Liberal Arts Project, students who are not achieving their academic potential are offered time management and study skill workshops. As part of the college’s Title V grant, the college has implemented Degree Works, a graduation audit system for liberal arts students and has trained liberal arts faculty in advisement processes using the system. Students are assigned to a single faculty advisor who then can more effectively monitor and guide their progress.

Launched in Fall 2006 as part of a broad CUNY retention initiative, BMCC’s Campaign for Student Success attempts to promote academic success and increase student retention through a number of coordinated strategies. (see Exhibit 8.5 - 2006-07 Campaign for Student Success Proposal).
III. Publication of student learning outcomes and student success

The college mission and goals and those of academic programs are widely publicized in the college bulletin and on the Web site. The academic departments have expressed individual course and program goals in terms of student learning outcomes. The administrative units have developed mission and goal statements that are in the process of being posted on the Web site.

Information on the success of BMCC students in achieving learning goals is available for prospective students on the college’s Web site and can be found in:

- BMCC Fact Books (http://www.bmcc.cuny.edu/iresearch/page.jsp?pid=1000)
- The Admissions Office Web page (http://www.bmcc.cuny.edu/admissions/prospective.html)

Items of interest to prospective students might include:

- passing rates on licensure exams (PMP report)
- passing rates on skills assessment exams (factbook)
- graduation and retention rates (factbook)
- passing rates on the CUNY Proficiency Exam (factbook)
- financial aid disbursements (factbook)

In spring of 2007, the College Assessment Committee presented an assessment plan that calls for the creation of a college report card summarizing the achievements of each year’s performance management goals and targets and an annual college assessment review report. Thus, all of the information that might be of interest to prospective students would be available in one easily found place on the college’s home page.

Suggestions and Recommendations

The subcommittee makes the following suggestions and recommendations:

1. Several programs have experienced significant enrollment decline since 2001. It is recommended that these departments work with the Admissions Office to develop materials and strategies for improving recruitment for those programs.

2. Undocumented persons are not allowed to sit for certain licensing exams and may have trouble securing clinical placements. It is recommended that a committee of faculty and staff in the affected areas be formed to study this issue in the light of the relevant local, state and federal regulations, make appropriate policy recommendations and identify where and how these policies should be publicized.
3. To help students receive appropriate credit through the College Level Examination Program (CLEP) or the Advanced Placement Examination (AP) Program, it is suggested that departments regularly update the information for both examination programs and ensure that it is available on the Web site and in the college bulletin.

4. It is recommended that the Testing Office conduct an assessment to determine ways to improve student satisfaction.

5. It is suggested that BMCC consider ways to recruit academically desirable students by targeting certain high schools and forming positive relationships with the high school guidance counselors in these schools.

6. It is recommended that departments and programs work with the Office of Institutional Research and Assessment to identify the characteristics of students who do not persist and develop early intervention strategies to retain incoming students with similar characteristics.

7. It is recommended that a task force be created to examine retention issues and prepare a comprehensive plan for improving retention. Student goals and ways of accurately assessing these goals should be considered. Class size should also be examined as a possible contributing factor.
STANDARD 9 - STUDENT SUPPORT SERVICES

Overview

The subcommittee undertook a self-study to determine whether BMCC provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students. The self-study was undertaken with due consideration to the mission and goals of the institution.

Analysis and Discussion of Findings

I. Student support services

Consistent with its stated mission “to preserve academic excellence and extend higher educational opportunity to a diversified urban population” and goals (see Standard 1 – Mission and Goals), the college provides students with a wide range of services that promote the personal, intellectual and emotional development that complements a student’s academic experience in the classroom. A list of some of these services is provided below (see Exhibit 9.1 – Description of Student Support Services, for a detailed description of these services):

A. Academic support services

- Philip Randolph Memorial Library
- The Academic Advisement and Transfer Center (AATC)
- Basic Skills/English lab
- Center for Career Development
- College Opportunity to Prepare for Employment (COPE)
- College Discovery Program
- Cooperative education department
- Counseling and advisement
- e-tutoring
- CUNY Proficiency Exam preparation
- English as a second language lab
- The Office of Instructional Technology Services (ITS)
- Learning assistance programs
- Learning Resource Center (see Exhibit 9.2 – The Learning Resource Center)
- Math lab
- Nursing lab
- Reading lab
- Science Learning Center
- Writing Center
B. Administrative, athletics and recreational, childcare and health student support services

In addition to providing the academic student support services listed above, student support services to assist students in achieving their goals at the college are provided by the following offices and programs:

- Admissions Office
- Athletics, recreation and intramurals department
- Bursar’s Office
- Early Childhood Center (See Exhibit 9.3 – The Early Childhood Center)
- Financial Aid Office
- Health Services Office
- Registrar’s Office
- Student Activities Office
- Scholarships, Awards and Other Opportunities
- Office of Services for Students with Disabilities (See Exhibit 9.4)
- Women’s Resource Center

II. Recruitment and hiring of qualified professionals

The subcommittee investigated whether BMCC has qualified professionals to supervise and provide the student support services and programs. To that end, the subcommittee administered a survey related to the recruitment, hiring and assessment policies for student support service personnel.

A survey of 21 members of the college-wide Learning Assistance Training Committee was carried out. The members include faculty members, college laboratory technicians and staff representing the following departments, labs and programs: business, English lab, Learning Resource Center, math lab, social science and human services, modern languages, health education, developmental skills, disability services, accounting, science and ESL lab.

It was found that qualified personnel were actively recruited from the student body at BMCC and the community at large according to the recruitment, hiring and assessment policies discussed in Standard 6 – Integrity. The subcommittee concluded that BMCC does have qualified professionals to supervise and provide the student support services and programs, including the 84 tutors in the Learning Resource Center. However, the process of identifying individuals who deliver support services to the student population varies from department to department. If a centralized, uniform system were developed for posting vacancies, it would be possible to reach a wider spectrum of candidates possessing the desired personal and professional qualities to work with BMCC’s culturally and academically diverse student body.
III. Procedures to address the varied spectrum of students needs in an equitable and supportive manner

The subcommittee investigated whether the college has procedures to address the varied spectrum of academic and other needs of students in a manner that is equitable, supportive, and sensitive, through direct service or referral. The manner in which student support service requirements are identified was studied.

A. Office of Services for Students with Disabilities (OSSD)

The OSSD has personnel who are well qualified to provide services to students with a range of disabilities. The OSSD is managed by a director and has a staff of one learning specialist, two program assistants, one coordinator of sign language and interpreting services, an assistant technology specialist and 15-17 note-takers, scribes, readers and proctors. In the fall of 2006, 116 students with special needs received special accommodation in testing and in the spring of 2007, there were 136 such students. The OSSD follows the guidelines set out in section 504, Rehabilitation Act 1973 and the Americans with Disabilities Act (ADA). For more information on OSSD, see Exhibit 9.4.

B. Early Childhood Center

Students who have children of preschool age have the opportunity to enroll their child in the Early Childhood Center at BMCC. The center has flexible hours and attempts to accommodate students who have a variety of schedules. To improve access, the center operates seven days a week, including evenings on weekdays. There are currently 75 children enrolled in the day program, 17 children enrolled in the evening program and 35 children enrolled in the weekend and school-age program. The numbers vary, based on the parents’ needs. The most recent waiting list has about 25 families on it.

In a 2007 survey of student parents, the center scored in the good to excellent range in all areas: food, health and safety, programs, teaching and administrative staff, as well as space and equipment. Ninety one percent of the parents stated that the availability of childcare was a significant factor in their decision to attend BMCC and that their GPA had increased based on childcare availability and that they were able to take more credits. For more information on the center, see Exhibit 9.3 – The Early Childhood Center.

IV. Appropriate student advisement procedures and processes.

Student advisement is an area that is thoroughly addressed throughout the college as it is deemed critical for student success. Academic, personal and career advisement all have significant resources allocated to ensure their availability to all students. In addition, ongoing training is provided for the faculty to ensure better delivery of services. For a more detailed description of the many advisement services offered at BMCC, see Exhibit 9.5 – Advisement and Counseling Services.

A. Academic Advisement and Transfer Center (ATC)

The Academic Advisement and Transfer Center (ATC) is open seven days a week, day, evening and weekend hours, and widely disseminates information via handbooks,
bulletins, mailings, computer kiosks in every department, scrolling TV monitors throughout the college, posters, memos and the college Web site. The policy at BMCC is that every student will be knowledgably advised face-to-face each semester prior to registration. There are multiple ways to receive advisement. There are professional academic advisors, peer advisors and CUNY CAP (CUNY graduate students) available. In addition, each student is assigned a faculty advisor and is advised every semester by either the faculty advisor or an ATC advisor.

Academic advisors and faculty are trained year-long by the director and associate director with special training done in late summer, mid-fall, early winter and mid-spring. Each of these trainings is targeted towards an upcoming registration period and includes attention to changes in the curriculum and changes in prerequisites for courses.

The Academic and Transfer Center also provides transfer information, and students are repeatedly encouraged to continue their education beyond the associate degree level.

B. Title V liberal arts advisement

In addition, the college has initiated a Title V advisement initiative for all liberal arts students who volunteer to participate. In this project, students are assigned to and advised by a single advisor on a continuous basis. There are currently 71 faculty advisors and 1,017 students, with each faculty advisor having a small cohort of assigned students. All liberal arts students are repeatedly encouraged to volunteer to participate in the initiative. This initiative is in its third year. Multiple studies including retention of the Title V group vs. control group are pending. Preliminary results show the Title V group to have a statistically higher retention rate than that of the control group.

C. Counseling and Advisement Center (CAC)

Personal counseling and advisement are formally done via the Counseling and Advisement Center (CAC) by licensed counselors, social workers and academic advisors who provide information and support in the areas of career counseling, social, personal and academic development.

D. College Discovery

The College Discovery Program also provides outreach and enrichment services, such as counseling and advisement, tutorial and financial assistance to selected students.

E. Career advisement

Career advisement is comprehensively woven throughout the programs in the college and is centered in several venues: the Center for Career Development, College Opportunity to Prepare for Employment (COPE), and the cooperative education department, which provides internships to students majoring in accounting, business, video arts and technology and liberal arts.
V. Athletics programs

The athletics department demonstrates equity by offering team sports that meet the requests of the student body for both men and women. The fitness equipment and pool are open for public use. Yearly student questionnaires and a lack of complaints indicate a high level of satisfaction with the offerings. Special accommodations are offered to students with disabilities although this fact needs to be more widely publicized.

All student athletes are required to have 12 credits with a minimum 2.0 GPA. This standard is the same as for other students and is slightly higher than the 1.75 requirement of National Junior College Athletic Association (NJCAA) regulations. The athletics department adheres to the NCJAA and City University of New York Athletic Conference (CUNYAC) standards, which provide an additional level of control to insure compliance of academic rules. Player eligibility is reviewed every semester. See Exhibit 9.6 for more information on the BMCC athletics programs, the standards applied to them and results of internal assessment studies.

VI. Procedures for addressing student complaints and grievances

It was found that college-wide student complaint or grievance processes are publicized through a wide variety of measures and media, including but not limited to the college Web site, pages 37–41 of the student handbook, and freshman year experience workshops. Such widespread publicity ensures that every student is aware of the official complaint or grievance processes. BMCC abides by the Henderson Rules and the Student Disciplinary Procedures, which are posted on the college Web site.

The student disciplinary procedures provide processes, structures and measures for resolving severe student disciplinary issues on an equitable and formal basis. It was found that most of the complaints are resolved at the departmental level. The total number of complaints is around 100 cases per year, quite low considering the college has more than 19,000 students and 1,100 faculty and staff (BMCC Factbook 2004-2005). See Exhibit 9.7 – Grievance and Complaint Procedures.

VII. Records of student complaints

The policies and procedures that are in place for students to bring up a complaint or grievance and how students are made aware of these procedures were found to be thorough and to provide students with an opportunity to freely and conveniently file complains without fear of reprisal (see Exhibit 9.8 – Records of Student Complaints). The students are made aware of the procedures for complaints and grievances during freshman orientation and through a variety of media sources specified above. Most complaints pertain to dissatisfaction with grades assigned by faculty and are resolved on the departmental level.

VIII. Maintenance of student records

It was found that the college determines if it is in compliance with the Family Educational Rights and Privacy Act (FERPA) based on the CUNY Office of General Counsel.
Guidelines for the implementation of the student records access policy dated October 19, 2000. More recently, in his memo dated April 5, 2005, the vice chancellor provided guidance on the requirement of FERPA and the USA Patriot Act. According to FERPA, a student’s education records may not be disclosed without the student’s written consent, except for directory information and other specific exceptions permitted by FERPA. For more information on the maintenance of student records, see Exhibit 9.9. It was found that the Registrar’s Office, the Financial Aid Office and the College Computer Center follow policies and guidelines established to protect and safeguard student information and secure student records (see Exhibit 9.10).

IX. Policies for release of student information

It was found that the college determines that it is in compliance as long as no breaches are noted. It was further found that controls are in place to ensure that all departments, services and sub-entities adhere to policies regarding the release of student information (see Exhibit 9.11).

X. Assessment of student support services

Many student support services have been assessed in the last 10 years, including the Learning Resource Center, Basic Skills English lab, Office of the Registrar, Public Safety and the Recreation and Intramural Program. For a description of these assessments and the results, see Exhibit 9.12. Based on the results of these surveys, changes have been made in these programs to improve services and customer satisfaction. Also, see Exhibit 9.13 – Support Services – Hours of Operation.

Suggestions and Recommendations

Based upon a thorough review of student support services, the subcommittee makes the following suggestions and recommendations:

1. It is recommended that an assessment plan that allows for ample student input be developed for all student support service providers to ensure that they assess services on a regular and systematic basis.

2. It is recommended that the Learning Resource Center devise a plan to better coordinate with faculty members to give them feedback on the progress of their students using LRC tutoring services.

3. It is recommended that a uniform, centralized process be developed for posting personnel vacancies in order to reach a wider spectrum of qualified candidates.

4. It is suggested that students and faculty be provided with more opportunities to share concerns, questions, successes and expectations with student support services personnel perhaps through a conference or some other open forum.
5. It is recommended that the learning assistance software recommended for disabled students by OSSD be immediately purchased.

6. It is recommended that OSSD publicize its services more widely and that the athletics department also publicize its policies more widely of providing special accommodations for disabled students.

7. It is suggested that the college study ways to expand the Early Childhood Center so it can accommodate more children.

8. It is recommended that the college conduct regular student surveys on their perceptions of the effectiveness and fairness of the student complaint and grievance processes and that the OIRA analyze the data gathered in these surveys so that changes in policies and procedures can be made if needed.

9. It is recommended that a representative committee of faculty, staff and students be created to work with the dean of student affairs to review recurrent issues involving student complaints that may require formulation of new policies and procedures.
STANDARD 10 - FACULTY

Overview

The subcommittee’s charge was to investigate the extent to which BMCC’s instructional, research and service programs are devised, developed, monitored and supported by qualified professionals. To accomplish its goal, the subcommittee reviewed many BMCC, CUNY and Professional Staff Congress (PSC) documents including legal contracts and agreements, policy and procedures manuals, faculty, student and departmental handbooks and Web sites, as well as a variety of professional newsletters and journals. Additionally, interviews were conducted with BMCC deans and vice presidents, department chairs, faculty, staff and students.

Analysis and Discussion of Findings

I. CUNY faculty: qualifications, recruitment, evaluation and promotion
   A. Qualifications of CUNY faculty

The qualifications for all CUNY faculty members are defined in the Bylaws of the CUNY Board of Trustees (section 11.7). Since the previous self-study report in September 1997, the Borough of Manhattan Community College (BMCC) has hired over 150 full-time faculty and staff through funds provided by CUNY’s Community College Investment Program (CCIP). Between 2002 and 2006, BMCC was able to increase its full-time teaching faculty by just over 30 percent. The greatest improvement in the full-time/part-time ratio occurred in 2004\(^{10}\). Table 10.1 summarizes the growth patterns and resultant changes in full-time/part-time teaching faculty ratios from 2002 through 2006:

<table>
<thead>
<tr>
<th>Table 10.1 – Total Teaching Faculty</th>
<th>Source: BMCC Factbooks 2002-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
</tr>
<tr>
<td>Full Time</td>
<td>292</td>
</tr>
<tr>
<td>Percent Tenured</td>
<td>77.7</td>
</tr>
<tr>
<td>Percent Doctorates</td>
<td>52.1</td>
</tr>
<tr>
<td>Part Time</td>
<td>796</td>
</tr>
<tr>
<td>Percent Full Time</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

The decrease in the number of tenured faculty from 2002 to 2004 is the result of retirement and the appointment of new full-time faculty. Every effort was made to attract faculty who had already completed a terminal degree; however, the large departments (English, mathematics, science, social science and human services) appointed between 12

\(^{10}\) It should be noted that the full-time/part-time ratio has been affected since 2004 due to the considerable growth in student enrollment during these years (see Table 8.3) and also because the new faculty members are given reassigned time for research as specified by the PSC CUNY contract, necessitating the hiring of more part-time faculty.
and 18 new full-time faculty at a time when all of the CUNY community colleges were also recruiting. Consequently, departments were asked to consider candidates who were close to completing their credentials for appointment. The decrease from 2004 to 2006 is due in part to the recruitment of BMCC faculty by other private, SUNY and CUNY colleges.

Throughout this period of recruitment, BMCC paid particular attention to the underutilization analysis provided by the affirmative action officer. The 2006 Affirmative Action Plan clearly expresses the college’s goal of “increasing the representation of protected groups throughout the workforce... as part of the college’s wider effort to promote pluralism and diversity on campus.” See Exhibit 10.1– Affirmative Action Summaries 2003-2006 for a full review. Table 10.2 below provides insight into the college’s success in promoting diversity:

<table>
<thead>
<tr>
<th>Table 10.2 - Faculty Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Affirmative Action Summary Data 2003-2006, CUNY Office of Faculty and Staff Relations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
</tr>
<tr>
<td>American Indian/Native Alaskan</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Italian/American</td>
</tr>
</tbody>
</table>

BMCC expects to continue hiring new faculty and staff since the college anticipates a large turnover due to retirement in the next ten years. (See Exhibit 10.2 - Faculty by Department, Fall 2002 to Fall 2006 for a complete account of hiring).

**B. Recruitment and appointment process**

Within CUNY there are two major categories of employees: 1) part-time and full-time instructional staff and 2) civil servants. The full-time instructional staff includes teaching and non-teaching positions. The non-teaching professional staff members carry the title of higher education officers (HEOs) and the ranks within title are comparable to those among the teaching faculty.

BMCC/CUNY has established procedures and guidelines (see Exhibit 10.3 -Search Committee Guidelines) for hiring new personnel in compliance with affirmative action policies and guidelines, as well as those mandated by the CUNY by-laws, and the governance plan of BMCC. According to the department organization portion of the BMCC governance plan, the department personnel and budget committee (P&B), chaired by the department chairperson, is charged with the initial selection of new faculty hires. The

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governance plan further stipulates that the departmental P&B, which consists of the chair and four elected department faculty, has authority in all matters pertaining to appointments, reappointments, tenure, promotions (except for rank of professor), sabbaticals, as well as budget (BMCC Governance Plan, 2007, Article XI, Duties and qualification for appointment and promotion; Affirmative Action Policy and Search Committee Guidelines, BMCC/CUNY 2007).

After the P&B has interviewed all qualified applicants, three candidates for each vacancy are chosen to proceed to the second round of interviews. At this level, the president or the senior vice president of academic affairs interviews each candidate, calls at least two of the three references and then finalizes the job offering to the selected candidate. The process is similar for non-teaching instructional staff (HEOs) except that a search committee, formed by the appropriate vice president, reviews applications and conducts the initial interview. For more information on recruitment and hiring, see Standard Six – Integrity.

C. Professional Evaluation

In accordance with the Collective Bargaining Agreement between CUNY’s Professional Staff Congress and the City University of New York, all faculty members, except tenured full professors, are evaluated each year in an annual evaluation completed by the department chair. According to Article 18.2 (a) of the PSC contract (see PSC Contract: Professional Evaluation, Article 18), these evaluations should consider “…total academic performance with special attention upon teaching effectiveness.” In addition, the guidelines prepared by BMCC’s Human Resources Office, Evaluation and Reappointment of Faculty, include grant writing. Full-time faculty and part-time faculty who have served less than ten consecutive semesters are subject to a classroom observation (see Exhibit 10.4 - BMCC HR Guidelines for Classroom Observation). Students also participate in faculty evaluation. Student evaluations are conducted for all faculty during the fall semester and for untenured faculty and adjuncts with less than ten semesters in the spring semester.

Since 1997, additional emphasis has been placed on publishing. As of spring 2006, BMCC is required to send a list of faculty published work to CUNY Central. Most responders to the questionnaire sent to chairs concluded that the college should evaluate teaching and professional growth through balanced assessment while noting that publishing outweighs other areas when considering promotion. How to effectively assess teaching and professional development is receiving focused attention at BMCC. The last question on the chair’s questionnaire asks, “Are you satisfied with the college's evaluation processes used to determine quality of teaching and/or development of professional growth? If no, do you have suggestions for improvements?” Based on the chairs’ responses, there appears to be general satisfaction, yet room for improvement.

D. Reappointment, Tenure and Promotion

The faculty and staff of BMCC are provided with accurate information on personnel policies and procedures. The college sponsors a new faculty orientation during which
policies and procedures regarding evaluation, reappointment, tenure and promotion and grievances are fully described. During this orientation, the president, senior vice president, the dean of academic affairs and other key administrators address the newest faculty members. Regulations regarding the faculty workload, multiple positions, sick days, reassigned time, research, sabbaticals and union benefits, as well as the sexual harassment policy, are presented and explained.

At least once a year each full-time and part-time faculty member, other than tenured full professors, has an evaluation conference with the department chairperson to discuss accomplishments and activities during the previous year, followed up by the chair’s annual evaluation conference memorandum. The evaluation conference addresses the teaching observation reports and student evaluations, as well as department, college and university service, professional activities and scholarly works completed. Consideration for appointment, reappointment or promotion, except to the rank of full professor, is the responsibility of the department and college-wide personnel and budget (P&B) committees. Negative decisions by the department P&B may be appealed to the college-wide P&B. Negative decisions by the college-wide P&B may be appealed to the Personnel Review Committee.

The president plays an important role in personnel decisions. He is not bound by the decision of the college-wide P&B to grant reappointment, tenure or promotion to a faculty member. According to Article 9.9 of the PSC/CUNY contract, the president “has an independent duty to recommend . . . only those persons he/she is reasonably certain will contribute to the improvement of academic excellence at the college.” If the president chooses not to grant reappointment, the faculty member can request an explanation within 10 calendar days of notification. The president is then expected to respond in writing.

In order to find out how departments implement the rules and regulations approved by BMCC and CUNY, a questionnaire was sent to the chairs of all departments as part of this report (see Exhibit 10.5 – Results of Online Questionnaire to Chairs and P&B Committees). Based on responses to the questionnaire, it is clear that some departments such as social science and human services consider that adjunct faculty “must meet the same requirements as full-time faculty.” Other departments (business management, the Center for Ethnic Studies) make a distinction between part-time and full-time faculty, pointing out that part-timers can be hired with a master’s degree as long as they have expertise in an area, while full-timers are required to have a doctoral degree. All departments at BMCC evaluate part-time and full-time faculty through peer review (except full professors and adjuncts with 10 consecutive semesters of service) and teaching observations. Most departments agree that academic qualifications, experience in teaching, significant achievement in their fields, and experience with instructional technology are usually required for new part-time and full-time faculty hired at BMCC.

BMCC only allows full-time instructors to teach online courses, whereas part-timers are permitted to teach computer enhanced courses. All departmental policies, including
observations and evaluations used in traditional classes, apply to courses taught with new technologies.

II. Research activities, faculty development and academic freedom

A. Faculty/Student Research Activities

BMCC faculty members have actively pursued funding for their own research from a variety of sources including PSC/CUNY research grants and also to improve curriculum and instruction. The BMCC Factbook 2005-2006 provides a list of currently funded projects (pp. 15-19).

Faculty members mentor students by guiding them in honors projects, independent study and their own creative endeavors. Some examples are the Honors Program, CSEMS (National Science Foundation Scholarship to encourage students in science, engineering, mathematics and technology programs), AMPS (New York City Louis Stokes Alliance for Minority Participation in Science, Engineering, Mathematics, or Technology), C-STEP (Collegiate Science and Technology Entry Program) and the Summer Research Institute.

Over 100 faculty members were questioned through e-mail concerning the extent to which faculty research connects to teaching and learning at the college. Fifty faculty members responded to the questions and 50 percent of the respondents indicated that they applied their research findings positively to their classroom instruction.

B. Faculty Development

BMCC has developed a BMCC Faculty Development Handbook. The college and CUNY provide many opportunities for faculty to engage in professional development activities including PSC research grants, the Teaching Learning Center programs, travel allowances for professional activities and the new faculty reassigned time, allowing new faculty to engage in research (see Exhibit 10.6 – Faculty Development Opportunities at BMCC).

C. Academic Freedom

Academic freedom and professional development are not identical nor are they entirely separable. Academic freedom is a necessary condition for true professional development in an academic setting and is both “part of the genetic code of the university” and a “self-evident truth,” according to the chancellor of the City University of New York, who was one of more than a dozen signatories of the internationally recognized report of the First Global Colloquium of University Presidents.\(^{12}\) The colloquium report defines academic freedom as follows: “At its simplest, academic freedom may be defined as the freedom to conduct research, teach, speak, and publish, subject to the norms and standards of scholarly inquiry, without interference or penalty, wherever the search for truth and

understanding may lead.” Perhaps most important, given BMCC’s particular mission statement, the colloquium report ties these freedoms explicitly to the right to education.

The Henderson Rules, available on the college Web site, make an important addition to the conventional list of academic rights and protections, explicitly identifying the freedom of students to learn in an environment that promotes and protects their intellectual freedoms. The Henderson Rules note the honored “tradition of the University as a sanctuary of academic freedom,” and go on to state: “The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference.”

This emphasis on the rights of faculty and students, though not unique, is uncommon in the literature on, and institutional definitions of, academic freedom. It speaks well of BMCC’s orientation and intentions. However, it is important to note that there is not a single mention of academic freedom in the previous college governance plan (adopted in 1983, re-ratified in 1997), nor is it mentioned in the recently approved and implemented 2007 governance plan.

According to interviews and a survey (Exhibit 10.7 – Survey of Faculty Awareness of Academic Freedom), the following conclusions can be drawn. Faculty familiarity with the particulars of BMCC’s policy on academic freedom is essentially nil. Not one of the respondents has ever seen or read the Henderson Rules. Well over half of the responses to the statements concerning general impressions and personal experiences of academic freedom were unfavorable or worse. These responses, however, must be interpreted in light of the very favorable responses to statements concerning course content, research, writing and presentations. Also relevant is the fact that, according to a union officer, not a single grievance related to academic freedom has been filed in at least the past 15 years. The unfavorable responses, therefore, seem not to be a matter of any explicit constraints on freedom of inquiry and expression, but of the more tacit constraint imposed by workload, class size, and lack of fiscal and other forms of support from the college.

In an interesting parallel to faculty responses, fully 87 percent of students surveyed had never heard of the concept of academic freedom. None had a sense of academic freedom in its relation to the intellectual freedoms of thought, inquiry and expression. Student responses to the statements about their overall educational and classroom experience were generally favorable or better, with only two negative responses concerning the expression of personal views. In short, students seem to be experiencing academic freedom in the classroom. Yet the data concerning students’ sense of control over and understanding of their curriculum are cause for concern. However, there are many programs that recognize students’ achievements. Faculty coordinated programs such as the

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13 http://www.bmcc.cuny.edu/academics/gradesrules/henderson/henderson.html
14 http://www.bmcc.cuny.edu/faculty-staff/governance/index.html
Phi Theta Kappa Honor Society, the Chi Alpha Epsilon Honor Society, the Honors Program, the Exploring Transfer Program, the CUNY Baccalaureate Degree Program, and the Study Abroad Program are merit- and/or need-based programs that publicly acknowledge, promote and reward students’ intellectual and creative endeavors.

The Campaign for Student Success focuses on students’ experience from matriculation to graduation, with a three-pillared emphasis on changing the culture, improving teaching and learning and coordinating services for students. The Title V Program, to improve liberal arts advisement, is gradually reinventing the advisement system. These and other programs necessarily enhance the academic freedom of both faculty and students.

The college directly or indirectly promotes academic freedom for its faculty and students with events such as the Joe Doctor Colloquium, faculty development day, technology day, the seminar on balancing the curriculum, faculty publications day and the monthly president’s coffee hour. The Teaching Learning Center features a consistent stream of faculty presentations on both the scholarship of teaching and a broad range of disciplinary specialties.

**Suggestions and Recommendations**

Upon careful deliberation, the subcommittee makes the following recommendations:

1. It is recommended that the revisions for the faculty handbook be finalized and thereafter kept current and posted on the human resources Web site.

2. It is recommended that PSC representatives continue to address issues such as class size, work load, release time and professional development with the administration. If BMCC is to be a true sanctuary of academic freedom, as promised in the Henderson Rules, serious discussion of these matters is imperative.
STANDARD 11 - EDUCATIONAL OFFERINGS

Overview

As an urban community college offering educational opportunities to a heterogeneous student population, BMCC offers a variety of different programs to suit the needs of its diverse student body. In line with its mission “to provide general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages,” the college offers 25 associate degrees to more than 19,000 students (fall of 2007) and a wide selection of continuing education courses and programs to an additional 8,000 - 9,000 students per year. Courses are offered in a variety of modes and locations. Distance learning, evening/weekend, uptown courses and on-site training serve the learning community by expanding opportunities of students to complete coursework as it fits into their schedule.

Analysis and Discussion of Findings

I. Educational support programs, academic program structure and learning enhancements

A. Educational support programs

BMCC offers a variety of educational support programs to help students achieve their goals:

- **Pre-Freshman Summer/Winter Immersion program** offers entering students the opportunity to complete one of their developmental requirements prior to enrolling.
- **Freshman Year Experience (FYE)** provides workshops and seminars to first semester students designed to provide information regarding college life.
- **ESL INTENSIVE/ CUNY Language Immersion Program (CLIP)** provides intensive English language immersion for those students whose skill level needs improvement before enrolling in CUNY.
- **College Discovery** provides additional academic and counseling and advisement support to selected incoming students and aids them throughout their academic career at BMCC.
- **Counseling and Advisement Center** offers personal, psychological and academic counseling and advisement services to students.
- **Tutoring, e-tutoring and supplemental instruction programs** for all disciplines are offered by the Learning Resource Center, English lab, English as a second language lab, math lab, nursing tutorial lab, reading lab, Science Learning Center and the Writing Center.
- **Library orientation classes** introduce students to library holdings, demonstrate how to use search techniques for the World Wide Web and library databases and explain citation styles, as well as issues of academic honesty.
- **Directed study** is available for advanced students to work independently of a formal classroom situation.
• **Accelerated Study in Associate Programs (ASAP)** enrolls students who are looking to form a smaller academic community during their stay at BMCC. Accounting, business management, early childhood education, human services, and liberal arts students accepted to this program take their classes in blocks and stay with their cohort.

• **Honors contracts** with course faculty provide exceptional students with the opportunity to complete an honors project on a topic related to but beyond the scope of a course.

• **CUNY student and faculty exchange programs** are available.

• **Study abroad** is available through CUNY and through BMCC courses: African Experience (AFN 253); French Heritage (FRN 476); Hispanic Heritage (SPN 476); Italian Field Experience (SSC 200); and Latin Culture (LAT 475).

• **The CUNY Baccalaureate Degree Program** permits self-directed, academically strong, highly motivated students to design their own academic course of study under the guidance of faculty mentors.

**B. Academic program structure and learning enhancements**

1. **Basic skills requirements**

   Programs at BMCC are structured to provide a coherent student learning experience. All courses have a prescribed set of basic skill requirements in reading, writing and mathematics that must be completed before enrolling in courses within the curriculum. The college has developed a number of special programs to help students meet their developmental basic skill requirements.

2. **General education requirements**

   All programs have a set of general requirements that support the general education learning goals (see Standard 12 – General Education) and a set of curriculum requirements that are specific to the discipline. These curriculum requirements are organized to sequentially build skills within the discipline.

3. **Student learning outcomes in course syllabi and program learning goals**

   Student learning outcomes are clearly defined in each course syllabus as required by the approved syllabus template and program learning goals are specified within each program or department mission statement. In order to fulfill the college’s goal “to enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals,” the college asked the departments to list student learning objectives clearly on the syllabus to help the students understand what they were to obtain from the course. The compilation of syllabi and the inclusion of learning outcomes is a policy now used in all departments and is another way of ensuring student success in degree courses.

   The BMCC Web site contains one page for each department and its program(s). The content of these pages varies widely, ranging from a department program list and department/program description to providing information about future careers upon
completion of program to information on four-year college preparation. In some cases, however, learning outcomes are not clearly specified, making it difficult for students to understand the learning objectives of the course.

4. Co- and extra-curricular enhancements

The academic departments and program coordinators organize additional co- or extra-curricular activities to enhance the student learning experience including clubs, honors contracts, and directed or independent study. Clubs offered by departments enhance student learning by providing activities that extend the education of the students. For example, the science research club organized a visit from a naturalist who brought animals for students to view and a visit to the Body Exhibit, an artistic and anatomic museum display of preserved humans. The nursing, cyber horizons and cyber security clubs also provide tutoring and other support and information. These academic clubs also help to fulfill BMCC’s goal of helping students make sensible and informed choices. Other student clubs and organizations serve the diverse needs and interests of BMCC students and are avenues for forming friendships, cultural expression or skill development.

In addition to the club hours, several BMCC departments have activities designed to boost academic achievement in both the strong academic students and the ones who need further assistance. The math department, for example, runs Project Advance, a program for students who fail a remedial math course. The accounting department offers a four-day pre-Accounting I course before each semester and the computer information systems department offers a pre-Computer Programming I class. BMCC also participates in the College Science and Technology Entry Program (CSTEP), a program designed to encourage minority and low income student involvement in science and technology and works with the Louis Stokes Alliance for Minority Participation in Science (AMPS) to provide stipends for minority students who conduct research while at BMCC. The honor’s program provides a forum for gifted students to further explore a topic of interest in close association with a mentor professor.

5. Library services

The library orientation program is a resource faculty can use to provide students an introduction to library services, in general, and how those services can assist them in conducting research. The library has a dedicated Web site linked to other library systems and databases that students can access. The library’s databases are available both on and off campus to any registered student with a valid ID card. The BMCC Library e-Resources Bulletin may be accessed at http://lib1.bmcc.cuny.edu. In addition, students can take on-line tutorials to help them learn to utilize the on-line resources. Each department has a library liaison, who conducts workshops within the department, coordinates the library’s acquisition of materials requested by faculty and acts as a point of reference for questions about the library. The library has engaged in combined teaching activities with the speech

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15 Departments sponsored 9 of the 74 clubs (12%) offered at BMCC in 2007.
and theatre department in particular (see Exhibit 9.1 – Description of Student Support Services).

6. Tutoring and counseling

Throughout the semester, faculty may refer students to tutoring or counseling as needed and may issue an early academic warning form that makes either or both a requirement. Tutoring and e-tutoring services are available through the Learning Resource Center, English lab, English as a second language lab, math lab, nursing tutorial lab, reading lab, Science Learning Center, and the Writing Center (see Standard 9 – Student Support Services).

7. Delivery mode and location

BMCC offered distance learning (DL) courses and served the number of students as indicated in Table 11.1 below. Ten of the 20 academic departments sponsored the DL courses and more are added each year. Courses are designated as either completely asynchronous or as hybrid when there are some face-to-face meetings. DL courses have been developed by full-time faculty and must undergo a rigorous approval process (see Standard 13 – Related Educational Activities and Standard 14 – Assessment of Student Learning).

Table 11.1 – Distributed Learning Classes Offered at BMCC 2004-2006

<table>
<thead>
<tr>
<th></th>
<th>Spring 04</th>
<th>Fall 04</th>
<th>Spring 05</th>
<th>Fall 05</th>
<th>Spring 06</th>
<th>Fall 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total DL Courses</td>
<td>28</td>
<td>25</td>
<td>31</td>
<td>30</td>
<td>35</td>
<td>31</td>
</tr>
<tr>
<td>Students Served</td>
<td>621</td>
<td>495</td>
<td>643</td>
<td>582</td>
<td>696</td>
<td>578</td>
</tr>
</tbody>
</table>

BMCC offers courses in a variety of locations including the main building on Chambers Street, the Murray Street building, trailers along West and Harrison streets, Teresa Towers in Harlem and the Inwood section of Manhattan. Study abroad courses are offered in Africa, Latin America, Italy, France and Spain. In all cases, faculty members are assigned by the department chairperson in collaboration with the department’s personnel and budget committee. Regardless of the location or mode of delivery, there is a contractual process for observing and evaluating faculty for the purpose of improving instruction and for students to evaluate the course (see Standard 6 – Integrity).

8. Curriculum development procedures in academic programs

Course and curriculum development and revision are the responsibility of faculty at BMCC and within CUNY. Course proposals and curriculum revisions must be approved by department and college curriculum committees, BMCC’s Faculty Council and the CUNY Board of Trustees. The BMCC Curriculum Committee Procedure Manual\(^{16}\) provides guidelines and forms for submitting new courses and course revisions. The manual also provides the

\(^{16}\) http://www.bmcc.cuny.edu/faculty-staff/manual/committee.pdf
approved template for a course syllabus, which must accompany new course proposals. In reviewing new course proposals, the College Curriculum Committee considers how the course accomplishes the goals for all courses and curricula approved by Faculty Council in May 1988 and the general education goals approved in May 2006. Further, new course proposals must also be accompanied by a letter from at least one CUNY senior college indicating that the course would be accepted for transfer credit.

New curriculum proposals undergo a more elaborate approval process. The department prepares a letter of intent to offer the proposed new program. The letter includes the purpose and goals, need and justification, curriculum, students, cost assessment and faculty (see Exhibit 11.1 - Revised Handbook for the Preparation of New Academic Programs). The letter of intent must be approved by department and college curriculum committees and the BMCC Faculty Council. It is then sent to the CUNY Central Office and is distributed to all CUNY colleges for comments and suggestions. A new program proposal is then prepared and it must include at least one full-program articulation agreement with a CUNY senior college. The proposal must be approved by all college governing bodies and then reviewed by the CUNY Office of Academic Affairs before presentation and approval by the CUNY Committee on Academic Policy, Programs, and Research, by the full board of trustees and by the New York State Education Department. This process typically takes two years before the program can be initiated.

The curriculum and course development processes described above ensure that students will be able to have their credits accepted upon transfer to a senior college. In addition, these rigorous procedures ensure that BMCC’s curricula meet the criteria of the senior college, thus assuring the breadth and quality of the course and curriculum content.

Over the past three years, BMCC faculty proposed and implemented a total of 24 new courses representing the work of 12 departments and 14 disciplines. Ten degree programs were revised to include new elective courses, substitute course requirements, or adjust sequences or format for evenings and weekends. Thirty-five course revisions including changes in course number, description, credits and hours or pre- and co-requisites were implemented during this period and three courses were withdrawn. These changes were made by 10 departments in 14 disciplines. BMCC faculty members have made significant efforts to improve the curricula and keep pace with developments in their disciplines17.

9. Course equivalency and transfer credit evaluation

The City University of New York (CUNY) maintains a system, known as Transfer Information and Program Planning System (TIPPS)18 that provides information on course transferability and full program articulation agreements. The system was developed in stages beginning with the review of community college course syllabi by senior colleges.

17 Course revisions not requiring committee approval (e.g., if there is no change to number, description, credits, hours or pre-or co-requisites) are not reflected in the statistics herein cited.
18 http://tipps.cuny.edu/tippsceg.html
Subsequently, community college faculty reviewed senior college syllabi to mechanically facilitate downward transfers and other community college syllabi for lateral transfers. When new courses and/or new curricula are approved, the information in the TIPPS system is updated. Students who expect to transfer to a senior college are referred to the TIPPS course equivalency guide to ensure that they register for classes that will be accepted at the senior college of their choice.

Students seeking to transfer to BMCC must have their credits evaluated. If there is an equivalency already identified for the originating college in the TIPPS system, the Admissions Office completes the transfer evaluation form with the indicated equivalent. If no information is available through TIPPS or if the student is transferring from a non-CUNY college, the student must provide the appropriate department chairperson with a copy of the course syllabus or the course description and a copy of the student’s transcript. If the chair determines the course is equivalent to a course offered at BMCC, transfer credit is granted. It should be noted that the course transferred is recorded on the BMCC transcript with a grade designation of TR. Thus, the grade originally received does not affect the student’s grade point average at BMCC.

Students who expect to transfer to a senior college are encouraged during advisement to choose the college early in their careers at BMCC so that they can make use of the TIPPS system when selecting courses for enrollment at BMCC.

10. Center for Continuing Education and Workforce Development

The Center for Continuing Education and Workforce Development offers an array of courses and certificate programs in response to community needs and interests. The courses, seminars and workshops are offered to help learning become a lifelong venture and to help students reach their personal goals and objectives. Students enroll each year in programs to learn new skills to prepare themselves to enter the workforce or advance in their careers, to gain new technical knowledge, or to engage in personal development and personal enrichment. The center enrolled 8,700 students in 2006-2007 and projects an enrollment of 9,000 in 2007-2008.

The non-degree programs provide certification and training. The center offers the following programs:

- workshops to help students prepare for the CUNY/ACT exam
- Cisco certification training
- online courses and high stakes testing in seven major categories
- targeted training provided by the Customized Training Center
- College Level Examination Program (CLEP) testing
- GED, Pre-GED, ESL, and literacy classes
- CUNY Language Immersion
- Family Development and Credentialing Certificate Program

See Exhibit 11.2 – Training Programs – Center for Continuing Education and Workforce Development.
11. Curriculum development procedures in continuing education
Demand for new courses and certificate programs (longer programs of study that combine a variety of related courses) are generally identified through surveys of existing students, contract opportunities with city agencies or through the employer community. When identified, the curriculum development process for continuing education begins with a focus group of community or business members. A panel of experts in the field is convened and the course content and skills needed are identified. A syllabus is then developed, subject matter experts are interviewed and hired and the course is offered.

This process is streamlined from the traditional BMCC academic program development procedures so that the continuing education division can respond quickly to industry and community needs. As a result, continuing education courses typically do not offer academic credit. However certificates of completion are generally awarded and students are prepared to sit for national certifications if one relevant to the course content exists.

12. Distance learning and study abroad courses
Distance learning and study abroad courses follow a rigorous process that is set forth in detail in Standard 13 – Related Educational Activities.

Suggestions and Recommendations
The subcommittee makes the following suggestion:

BMCC’s department Web pages do not follow a standard format. It is suggested that department Web page content be standardized with learning outcomes clearly stated, making it easier for students to understand what they should learn in their chosen course of study.
STANDARD 12 - GENERAL EDUCATION

Overview

The sub-committee on Standard 12 was charged with researching the extent to which BMCC is succeeding in providing students with a general education within the boundaries of the college’s mission and the criteria established by Middle States. Part of BMCC’s mission is “to provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society.” Middle States’ Standard 12 seeks to ensure that “the institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.” At BMCC, as a result of the work of the General Education Assessment Committee (see below), the general education learning goals have been grouped into seven categories:

1. communication skills
2. quantitative skills
3. scientific reasoning
4. social and behavioral sciences
5. arts and humanities
6. information and technology literacy
7. values

Analysis and Description of Findings

I. Establishing a culture of general education at BMCC
   A. The General Education Assessment Committee

   To encourage and develop a culture of assessment at the college, BMCC sponsored attendance of faculty and staff at two assessment conferences organized by the American Association for High Education (AAHE): 17 faculty and staff attended the 2002 conference in Boston; and 7 attended the 2004 conference in Denver. In addition, BMCC hosted a series of presentations on campus for administrators, faculty and staff on the assessment of institutional effectiveness, student learning outcomes and general education.

   The General Education Assessment Committee (the GenEd Assessment Committee) was established in fall 2002. The committee represents a cross-section of the college’s community including one student and faculty and staff from the departments of science, mathematics, nursing, developmental skills, music and art, business management, health education, English, modern languages, ethnic studies and the Office of International Student Services. The committee was charged with the responsibility of formulating a definition of general education appropriate to the needs and characteristics of BMCC and with helping the college articulate learning goals and outcomes, as well as proposing a plan to assess these goals and outcomes. The GenEd Assessment Committee sought input from all
academic departments, visited other campuses both in and outside CUNY to learn about their experiences with GenEd and invited speakers to share their expertise with BMCC faculty and staff. In the 2005-2006 academic year, the committee drafted a plan for assessing the general education learning goals, which was approved by Faculty Council in spring 2006. The committee then began working with the academic departments to coordinate the plan’s implementation in fall of 2006 (see Exhibit 12.1 – General Education Assessment Plan; Exhibit 12.2 - General Education Learning Goals; Exhibit 12.3 - GenEd Assessment Committee Activities).

B. Brochures stating the learning goals

In order to make faculty and students not only aware of the general education goals but also participants in implementing them, the committee published and widely distributed two brochures stating the general education learning goals, one for students and the other for faculty (Exhibit 12.4 – GenEd Brochure). All the information related to general education is also available on the BMCC home page under the General Education Assessment Resource Center (http://www.bmcc.cuny.edu/genedassess/). The subcommittee conducted informational visits to all departments to present and discuss the GenEd learning goals at BMCC. The process of generating assessment tools for general education at an interdepartmental level has also helped faculty and students to better understand the general education goals and curricula revision and development. The assignment of general education liaisons in each department and program has been instrumental in the efforts of developing a GenEd culture on campus.

II. General education elements in curricula, syllabi and other relevant documents

The subcommittee examined a wide sample of syllabi representing the breadth of the college’s departments and career programs. The college catalog was studied to identify the GenEd components in the description of each program’s curriculum. The subcommittee also reviewed the various documents produced by the GenEd Assessment Committee and conducted interviews with senior administrators and other faculty involved to ascertain further information.

A. Overview of general education across all programs

Analysis of BMCC’s curricula, syllabi and other relevant documents indicates that all degree programs require some measure of general education although the amount of instruction in general education varies according to the course and the curricula. Some areas of GenEd instruction fall under the responsibility of specific departments/programs and courses and are spelled out in syllabi. For example, quantitative literacy is directly related to the mathematics department, while oral communication skills are directly related to the speech department. This, of course, does not preclude other departments and subjects from integrating these skills in their curricula, as is done in the college’s Mathematics Across the Curriculum (MAC) and Quantitative Reasoning projects. A range of GenEd areas is incorporated into learning opportunities created by particular courses and by instructors in classroom practices. For example, students may receive instruction in arts.
and humanities in courses offered by the music and art department and the modern languages department, as well as in courses in other departments such as social science and human services, ethnic studies and math.

B. Information and technology literacy

Information and technology literacy is present in all career programs, but it is more prominent in programs such as computer information systems, video arts and technology, nursing and office administration. A review of syllabi showed that all career departments include some element of information and technology literacy. Thus, syllabi reflect that students are encouraged and required to use and become proficient with this component of general education in courses across the entire academic spectrum, from math (calculators) to social science and human services (research papers). The course descriptions, statements about student learning outcomes and information in other course materials demonstrate that students have to collect, evaluate and interpret information in order to be successful in their coursework. Blackboard, a course management software tool, encourages the acquisition and mastery of certain aspects of technology literacy. BMCC offers an increasing number and variety of courses at all levels and in all curricula using Blackboard, giving students access to different modalities of content delivery, e.g., asynchronous online, hybrid or computer enhanced courses. The number of online courses has been growing and by fall of 2007, 35 DL sections were offered serving approximately 875 students. In addition, all courses at BMCC are posted in Blackboard, and all instructors, whether or not the course is labeled a computer assisted course, a hybrid or online course, may use Blackboard to communicate with their students and post information and course material.

C. Values instruction

Values instruction is not the exclusive purview of any particular department or program’s curriculum. Starting with a description of plagiarism and its moral and legal implications, syllabi from various departments reveal that values are a vital component of many courses. In the nursing department, for example, the concepts of multicultural awareness, diversity, ethical and legal responsibilities of the nurse and the issue of social responsibility are woven throughout the program. Another case in point is the course content on the ethics of public speaking which is consistent throughout most of the 100-level speech courses. Additionally, other career programs such as human services explicitly address values in student learning outcomes and course outlines. The ethnic studies courses, as well as courses in departments such as modern languages, English and social science and human services, often expose students to social, economic and civil responsibility issues that extend beyond the immediate socio-political and geographical surroundings of New York City. Readings in classical literature constitute another source for students to learn and understand more about ethical and moral foundations and traditions.
D. GenEd credit requirements in various degree programs

The subcommittee understands that though general education and general requirements credits are not exactly equivalent categories, the latter could be used to gauge how much and how balanced the GenEd component is in each program’s curriculum. The subcommittee counted the number of semester hours and their distribution as listed under each degree program’s curriculum in the college catalog. Out of the 22 examined curricula, 9 require half or more of their total credits in GenEd. Seven curricula contain between 20 and 30 credits in GenEd. At the low end, 6 curricula require fewer than 20 GenEd credits. Using data on students registered under the various majors, the subcommittee estimated the proportions of students covered by these curricula. About 7 percent are required to take under 20 credits in GenEd. On the other hand, 67 percent of students are receiving a Gen/Ed component that exceeds 30 credits of their total (see Exhibit 12.5 –GenEd Credit Requirements).

Departments and career programs are stronger or weaker in providing aspects of general education based on subject affinity. Mathematics, for example, is strongest in quantitative reasoning, strong in scientific reasoning, and increasingly so in social and behavioral sciences; similarly, nursing is strong in scientific reasoning, relatively so in social and behavioral sciences, and weak in arts and humanities. In particular, four courses for non-science majors have scientific reasoning explicitly stated as one of their goals in the student learning outcomes: AST 110, BIO 110, CHE 110 and PHY 110. This indicates that most students at BMCC are exposed to scientific methodology in one or more classes as part of their liberal arts education.

On the other hand, a few career programs are located at the extreme, requiring no credits in social/behavioral sciences or in arts and humanities and as such, their curricula may be lacking instruction in basic general education goals. This is the case, for instance, in the paramedic and respiratory therapy programs. The absence of modern language requirements in 11 degree programs is perhaps the most notable gap. In a global economy, all citizens should be empowered with the ability to communicate in more than one language and to be at least minimally aware of other cultural, socio-political and economic approaches and values. Lacking this ability and awareness is a true handicap for certain categories of students, such as those in nursing and business.

E. Written and oral communication skills

Most career departments, in their syllabi, stress the acquisition and strengthening of written and oral communication skills in their course requirements and statements of learning goals. The writing communication skills requirement of a course is usually more explicitly stated and takes the shape of specific writing assignments, e.g., keeping journals, writing essays, reports and research papers. The exceptions are represented by computer information systems, accounting, OAP and math but this situation is changing due to the design and implementation of writing intensive (WI) and writing across the curriculum (WAC) courses, which will allow students to develop and strengthen written
communication skills without increasing the number of courses/credits required in these programs. In the spring of 2007 the WAC committee secured Faculty Council approval of a writing intensive requirement for graduation. In fall of 2007, the number of WI courses stands at 51 and is projected to grow to 100. The oral communication requirement, on the other hand, is usually stated as an expectation whose form is not defined beyond the assumption that courses will involve some discussion between students and faculty and amongst students. Assignments that require interviews and project presentations only imply that oral skills will be used.

**Suggestions and Recommendations**

The subcommittee makes the following suggestions and recommendations:

1. It is recommended that BMCC enforce the policy of uniformity of syllabi, particularly regarding how students’ performance will be evaluated in the course. This uniformity is especially important in situations where many different instructors are teaching sections of the same course.

2. It is recommended that there be a clear category in each syllabus stating which GenEd learning goals will be fulfilled by the course. This practice would have the added benefit of making faculty and students more aware of the GenEd requirements and would further encourage the development of a GenEd culture at BMCC.

3. It is recommended that each syllabus also contain clear assessment information.

4. It is suggested that the use of Blackboard be promoted as a communication tool between instructors and students as well as a warehouse of information and course materials.

5. It is recommended that the campaign be continued to make the entire faculty aware of the GenEd requirements at BMCC. Asking faculty and departments to determine how their courses fulfill areas of the GenEd requirements would encourage faculty and departments to further familiarize themselves with the GenEd requirements at BMCC.
STANDARD 13 – RELATED EDUCATIONAL ACTIVITIES

Overview

Subcommittee 13 was charged with investigating whether all programs or activities offered by Borough of Manhattan Community College that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards and are in keeping with the college’s mission. The subcommittee looked at the following areas:

- admissions, testing and basic skills
- certificate programs
- non-credit offerings
- additional locations and other instructional sites
- distance or distributed learning
- contractual relationships and affiliated providers

Analysis and Discussion of Findings

I. Admissions, testing and basic skills courses

   A. The admissions process—test requirements

       All CUNY students must demonstrate their preparedness for college level study by passing the CUNY ACT writing, COMPASS reading and mathematics tests unless they are eligible for exemption from testing based on evidence from relevant standardized national tests, New York State Regents tests, or degrees from an accredited domestic institution or credits accepted from an accredited domestic institution outside of CUNY. Scores on the three CUNY tests determine placement in remedial classes or in the regular academic program for students who do not qualify for waivers. While CUNY policy sets standards for exemption in each subject area, departmental policies determine the course level to which students are assigned.

       B. Processes for evaluating students’ preparedness, correcting errors in placement and providing additional support

       Each of the three departments (developmental skills, math and English) responsible for developmental instruction of students sets up a program for evaluating students’ preparedness. In each case, the entrance exams are the primary instrument for evaluating initial preparedness and placement. After that point, each of the three departments corrects errors in placement by providing first-day retests, appeals and waivers. Additional support is provided in each program through tutoring in the respective tutoring centers (See Standard 9 – Student Support Services).

       C. Testing Office, English, ESL and reading faculty concerns

       The subcommittee interviewed faculty and staff in the Testing Office and the English and developmental skills departments to ascertain their concerns regarding waivers, test
administration, the appeals process and test validity and reliability of the ACT, among other issues.

1. Waivers

In some cases, placement problems are created by waivers of the ACT. Although one study showed that those with waivers did slightly better in their college courses than those who passed the ACT, the skills these students demonstrate are not always consistent with those measured by the ACT. The required 45 credits, for instance, does not include an English course, even when the credits are acquired in a non-English speaking country. Questions about placement arise when a student with a waiver takes the ACT and does not pass it but does not want to be in a remedial program.

2. Test administration

Since ESL and English faculty members are not allowed to proctor exams, proctors are hired and trained by the BMCC Testing Office. However, some exam proctors have failed to report for work on testing days. Also occasionally students have claimed that proctors have not allowed the full time for the test, a claim that is hard to verify. Graders report problems with physical conditions that may affect their grading.

3. The appeals process

Only students are allowed to appeal scores. The teacher is not allowed to see the student’s test to see whether the test score deserves to be challenged. Thus, on the basis of the student’s classroom work, the faculty member may encourage a student to challenge a paper that in reality has no chance of passing. ACT pass/fail rates vary widely from semester to semester giving rise to recurring questions of reliability.

4. ACT essay test and ACT COMPASS validity

The ACT essay test was constructed as a placement test. The widespread objection to the ACT centers on using a test designed as a placement test as the single exit criterion from developmental courses. The criteria for evaluation of ACT writing samples are part of the evaluation of writing in both developmental and regular English courses.

Since students must pass the ACT in order to exit from developmental courses and, in making this decision, no other writing or other work in the course may be considered, test preparation sometimes becomes the focus of instruction. Teachers of developmental courses report that their best students sometimes fail the test and, as a result of the CUNY-wide restriction, are denied entrance to regular English classes. At the same time, teachers of regular English classes report that students who actually have passed the ACT are not necessarily prepared adequately for the writing required in college.

Reading faculty members similarly argue that the ACT COMPASS does not have face validity, meaning that it does not adequately reflect the students’ capacity to handle college level reading across the curriculum. They express further concern that, contrary to
accepted measurement practice, a placement test is also being used as the single exit criterion.

5. Matters of concern in mathematics
The passing rate on the COMPASS examination has been quite low. Therefore faculty members believe it is important to review and enhance current support services and learning materials to improve students’ basic mathematics skills.

II. Certificate programs
The process for creating academic certificate programs is the same as that for degree programs (see Exhibit 11.1 – Revised Handbook for the Preparation of New Academic Programs). The only academic certificate program presently offered to BMCC students is the Office Automation Certificate Program (OAC) that has an enrollment of six to eight students and only two to three graduates. The lengthy approval process and the college’s policy of requiring exemption from basic skills may be reasons for the lack of certificate programs.

III. Non-credit offerings
The Center for Continuing Education and Workforce Development offers an array of courses and certificate programs in response to community needs and interests. See Standard 11 and Exhibit 11.2 – Training Programs – Center for Continuing Education and Workforce Development for a complete description.

Each course offered by the center is evaluated by an administrator within the center, by the faculty and by the students taking the course though the use of standardized forms that allow for both numerical ratings and written responses. This evaluation happens twice each semester, once toward the middle of the course so any adjustments can be made and once at the end of the course. Many of the certificate programs require students to pass a standardized industry exam at the end of the program. Programs that are grant-funded often have specific requirements for assessment that come from the grant guidelines, which vary from grant to grant.

IV. Additional locations and other instructional sites
A. Harlem and Inwood/Washington Heights sites
The decision was made to offer some courses in Inwood/Washington Heights and Theresa Towers in Harlem to better serve the people who work and reside in Upper Manhattan. Results of surveys administered to students each semester are used in planning the uptown course selection.

The consistency and academic rigor are the same for all programs. For the credit-bearing courses, all standards, protocols and practices apply to both on-site and off-site locations. Courses are vetted and voted on by the Faculty Council and other CUNY agencies. Faculty members who teach in the off-site locations are drawn from the same departments and are hired and evaluated by the same process each year regardless of where they teach. For non-credit bearing courses, each program has its own assessment protocols.
in the form of prerequisites, surveys, advisory boards and other measurement tools including statistics and site visits. In many cases, students from the other locations are taking classes at the main campus as well. Therefore, there is no need to segment them out. Generally, all relevant placement, basic skills and exit tests are administered to all incoming, matriculated and graduating students. It does not appear that a high failure rate in any course is related to location.

For the special programs, each area has its own directors and coordinator, who report to the associate dean of academic support services and faculty development and the senior vice president of academic affairs. In addition to program-based monthly meetings, directors have monthly meetings with the academic affairs administrative staff. Programs are reviewed annually by the teachers, staff and advisory groups and other oversight agencies or professional evaluators. Data on continuing study and work after completing the program are kept where appropriate, such as in the case of the Liberty Partnership programs. For every program cycle, targets are set for enrollments, completions, job placements, GED certification, retention and FTEs. Each program is assessed at the end of this cycle on these outcome measures. The rigor and consistency are the same with respect to the uptown and downtown sites. Faculty and staff attempt to provide the same quality of services that are consistent with the main campus, e.g., quality adjunct professors, tutoring services, open lab hours and supplemental support.

Complete support services are offered at all locations in terms of counseling and advisement, computer labs, photocopiers, tutors, Internet access, media presentation and virtual library service (see Standard 9 – Student Support Services). Notices are posted on bulletin boards in public corridors on each floor and on plasma TV screens operated by the Media Center. Services and facilities which are accessible to the disabled are available at all locations. Emergency services including fire and security are in place in all locations with fire drills conducted each semester.

B. Manhattan Educational Opportunity Center (MEOC)

The students targeted by MEOC have to meet different criteria in terms of educational qualifications: they are required to have a minimum of 6th grade literacy in reading and math. Their educational goals are also different from students registering for BMCC courses. Unlike BMCC graduates, students entering MEOC do not receive an associate degree but receive vocational training for specific industries or remedial training to help them enter a two- or four-year college. In order to ensure that the curriculum is consistent with its mission, Manhattan EOC has established curriculum committees. Instructors review their curriculum annually to ensure that it is up-to-date.

MEOC also has an advisory council made up of community leaders who meet at least once a year to guide MEOC on the needs of the community. For new courses, surveys of the community’s needs and research of the Occupational Outlook handbook database are conducted to study the upcoming trends in the major industries in the region. For example, increasing demand for health professionals in the community and the creation of a nursing
laboratory have led to the development of two new courses, one for certified nurse assistants and the second for medical simulator training.

Special care is taken to ensure that the training is rigorous. Many instructors have a master’s in the field of their specialization. Selection of new instructors follows a standard process of advertising the job requirements, screening of applicants, followed by interviews with program directors. A subject of concern is that over 80 percent of instructors are adjuncts although senior staff members are mostly full-time. For every program cycle, targets are set for enrollments, completions, job placements, GED certification, retention and FTEs. The program is assessed at the end of this cycle on these outcome measures.

C. Study abroad program

The Study Abroad Committee, an elected committee run through Faculty Council (although its members need not be members of Faculty Council), reviews all the applications received each year and decides which ones will be funded; in practice, changes to proposals are often requested if they do not meet all requirements. The program is funded through the student activities fee and the funding is a set amount each year set aside via referendum.

All study abroad courses must go through the same rigorous approval process required of any other course at BMCC. Study abroad courses have the same requirements as on-campus courses in terms of contact hours, syllabi, assignments and policies. In terms of assessing the programs, coordinators must submit a detailed application every year in order for their course to be offered abroad. In addition coordinators submit a report upon return to the dean for academic planning. Also, each program is visited by either the dean for academic programs or the senior vice president of academic affairs at least once to assess all aspects of the study abroad experience from housing and food to classroom observation. Most study abroad courses have prerequisites, just as on-campus courses do. The program coordinators interview the students individually before approving their application.

D. Accounting courses for the Internal Revenue Service (IRS)

The IRS determines which courses their students need and assesses student success and preparedness. BMCC provides the instructor once the demand has been determined. The course is always taught by veteran instructors who teach the same course to matriculated students.

V. Distance and distributed learning

The BMCC mission, in line with the City University mission, aims “to preserve academic excellence and extend higher education opportunity to a diversified urban population.” Distance learning (DL) preserves the academic excellence of the college in that DL courses are modeled after their in-person counterparts. DL courses have the same learning objectives, cover the same subject matter and allow students to gain the same basic
knowledge and skill sets as the traditional in-person courses. All DL courses are taught by full-time college faculty and approved by department chairs.

Before a distance-learning course can be approved and made available for students, the course design must be approved by the coordinator of distance learning, the department chair, the director of teaching and learning with technology, the dean of academic affairs and the senior vice president of academic affairs. During the development stage of the course, faculty members work closely with the Office of Academic Affairs, the instructional technology department, the Office of Teaching and Learning with Technology and the coordinator of distance learning. Faculty members receive Blackboard training and meet with the coordinator of distance learning regularly. (See Exhibit 13.1 – Recruitment and Training of Distance Learning Faculty.)

The Office of Academic Affairs evaluates the attrition and successful completion of distance learning classes each semester. For any course with consistently high attrition rates (over 35 percent for two consecutive semesters), the faculty member is required to receive additional instructional design support and consultation before teaching the course online again. This evaluation process has brought the student success in completing distance learning classes to a level comparable to that in traditional classes (see Exhibit 13.2 – Skills for Student Success in Distance Learning Courses). To take distance learning courses, students must meet the following criteria: they must have a GPA above 2.0; they must not be first-semester freshmen; they may not take more than two distance learning classes in one semester without special approval from the coordinator of distance learning; and before their registration is finalized, students must take an online tutorial, followed by a quiz, which they must complete successfully to ensure their readiness.

Student evaluations of distance learning classes are carried out online, and teaching observations of DL courses are carried out by senior faculty who are experienced in both distance learning and the specific academic discipline of the course. The evaluation reports are submitted to the faculty member and the department chair. The reports evaluate the effectiveness of the communication of content, as well as the degree and quality of interaction among students and between faculty and students (see Exhibit 13.3 – DL Evaluation Forms and Spreadsheets).

According to an e-mail survey sent out in April 2006 to 697 students who were taking online courses in the spring 2006 semester, the reasons students take distance learning courses are that they have family, work or other personal responsibilities that make being in class physically difficult. The survey results were based on a total of 316 responses (45%) (Exhibit 13.4 – Survey of DL Students April 2006).

Distance learning faculty members’ contact information, course descriptions and a video regarding the course expectations are all available on the college Web site, allowing students to watch the video and understand what the faculty’s expectations are. Some faculty members also require students to attend a face-to-face orientation to further explain the course expectations. Every semester, the DL academic advisor sends out e-mails to
students announcing the Blackboard workshops offered by the Learning Resource Center so that students can participate in the workshops before classes begin. Additionally, online tutorials are available on the DL Web site. Students learn about distance learning via various resources, including through their faculty advisors, the registration class schedule booklet and the BMCC Web site and DL pamphlets distributed around the campus.

Consistent with the national average, BMCC’s DL courses have a lower retention rate than traditional face-to-face courses (see Exhibit 13.3 – DL Evaluation Forms and Spreadsheets). Faculty focus groups have been organized to examine why differences exist in student success and to recommend strategies that may improve retention.

Suggestions and Recommendations

1. The chancellor has formed a committee to create a new exit test for evaluating students’ writing. It is recommended that BMCC faculty members from English and developmental skills try to work through this committee to change the CUNY test and testing policy to make it more valid and reflective of expert opinion in this area.

2. So long as the ACT continues to be the sole exit test, it is suggested that the testing policy be changed so that professors are able to initiate appeals and review the tests so they can advise students about whether they should appeal. Also, to help students pass the next time, the authorized people in the English and developmental skills departments should be able to discuss the actual paper with the students.

3. It is recommended that additional funding be provided for the math lab tutoring program and for Project Advance and that the computerized adaptive learning practice exam produced by ACT be purchased to help students pass the test.

4. It is suggested that workshops for students repeating the remedial math courses be offered and taught by instructors with high passing rates.

5. It is recommended that BMCC faculty be encouraged to collaborate with other CUNY academic colleagues on the development of offerings that could be jointly initiated, or on the development of offerings that could articulate into degree tracks at more than one institution.

6. It is recommended that BMCC continue to explore strategies for improving retention in DL courses, perhaps by establishing a task force.
STANDARD 14 - THE ASSESSMENT OF STUDENT LEARNING

Overview

The purpose of this report is to describe the status of assessment of student learning at Borough of Manhattan Community College (BMCC), specifically, relating to the following four elements:

• expectations of student learning,
• student learning assessment activities,
• the use of student learning assessment to improve teaching and learning, and
• student learning assessment as part of institutional assessment.

The subcommittee examined numerous college and university documents, including academic program planning reports, the BMCC factbooks for various years, course syllabi, statements of departmental learning goals, departmental course committee records, departmental meeting minutes, analyses of grade reports and Web-based resources. Additionally, the subcommittee carefully reviewed the General Education Assessment Plan, the Comprehensive Plan to Assess Institutional Effectiveness and Student Learning, and interviewed key administrators and faculty, notably deans, office directors, departmental chairs and deputy chairs, in developing this analysis of student learning assessment at BMCC.

Analysis and Discussion of Findings

I. Expectations of learning

A. Defining expectations

Consistent with its stated mission, the college supports the following learning goals:

• to provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace,
• to provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society,
• to prepare liberal arts and career students for transfer to four-year colleges,
• to prepare students in career programs for employment and career mobility, and
• to encourage lifelong learning independent of degree programs.

In particular, the college has committed itself to student learning outcomes in general education. The GenEd goals make up the educational foundation for all the major programs of study (see Standard 12 – General Education).

B. Communicating expectations

The college communicates expectations of student learning to students and to the BMCC academic community at large through the college catalog and Web site, the General Education Student Guide, various handbooks, brochures and course syllabi.
• The college catalog, published every two years, is given to all students upon their arrival at the college and is also available in CD form. Changes in degree, program and course descriptions that occur between printings are reflected on BMCC’s Web site (http://www.bmcc.cuny.edu) and in the online catalog.
• The goals of general education are communicated to students through the General Education Student Guide (see Exhibit 12.4 - GenEd Brochure).
• Handbooks and brochures with information regarding student learning outcomes and other information are given to both students and faculty including the new student handbook, the faculty general education brochure and the student information brochure. Incoming students also get a packet that includes information about placement tests. In addition, brochures are available for the various disciplines and programs orienting students and directing them to BMCC’s Web site.
• Course syllabi at BMCC communicate to students expectations relating to each course. Since 2004, departments have been directed to follow a standard syllabus template that includes a section on student learning outcomes expected for new courses and revised old courses. Assessment methods, which may include assignments, reports, presentations and exams, are outlined. In 2007, academic departments began the process of creating learning objectives for all departmental courses and a plan for assessing these objectives. The College Assessment Committee is helping departments establish reasonable timelines and plan appropriate assessments.

II. Student learning assessment activities

At BMCC, assessment activities utilize the usual measuring tools, such as exams (onsite and distance), papers, capstone courses, internships, presentations (e.g., in speech courses), projects and lab assignments (e.g., in science courses) that are given on a regular basis throughout the semester and which contribute to the evaluation of each student. In addition, program-wide and college-wide activities contribute to the assessment of student learning, both early and late in the student’s career, such as the following:

A. Assessment activities early in the student’s career

1. The CUNY/ACT tests

In order to assess the skills levels of applicants to the college, BMCC, as part of the admissions process, administers to incoming freshman and transfer students exams in reading, writing, and mathematics (pre-algebra and algebra) (see Tables 8.1 and 8.2). As mandated by the university, the college uses for this purpose the nationally normed COMPASS (CUNY/ACT) tests. The BMCC Testing Office administers these tests to incoming students before they may register for classes. Results of these tests are used for exemption or placement into developmental courses. The Panther computer system prevents students who require remediation
from enrolling in the courses that require a developmental skills course or a passing test score as a prerequisite.

Most entering students do not achieve the minimum cutoff scores on at least one of the CUNY/ACT tests and must enroll in one or more of the college’s developmental courses. The CUNY/ACT tests are also re-administered within developmental courses in ESL, reading, English, and mathematics to assess student readiness to advance to a higher level. In these courses, students, in general, must meet college and university standards on these tests as part of the course exit criteria.

2. The Assessment of Student Learning Survey (ASLS)

The Assessment of Student Learning Survey is a questionnaire created by the BMCC Office of Institutional Research and Assessment (OIRA) and administered in the spring to students taking classes in programs undergoing Academic Program Review. The questionnaire is designed to provide instructors with information about students’ perceptions of learning in their course. Results from the spring 2006 survey show that between 83 and 96 percent of students agreed or strongly agreed with statements reflecting increased knowledge as a result of the courses in which they enrolled (see Exhibit 14.1 – Assessment of Student Learning Survey).

B. Assessment activities throughout the student’s career

1. General education assessment

The General Education Plan presents a timeline for assessing general education goals. Assessment is to be conducted on a repeating three-year cycle, with two of the seven goals to be assessed each year. Assessment instruments for each intended outcome have been or are being selected by the academic departments, working closely with the General Education Assessment Committee; assessment data have already begun to be collected and analyzed.

2. The City University of New York Proficiency Examination (CPE)

The CPE, established in 1997 by the CUNY board of trustees, is an exam that all CUNY community college students must pass in order to receive the associate degree. The CPE tests skills that students should have developed during their course work: reading and interpreting textbooks and material of general interest; organizing and presenting ideas about what has been read and connecting those ideas to other information or concepts; writing clearly and effectively for an audience; and interpreting and evaluating material presented in charts and graphs (see Exhibit 14.2 – CPE Pass and Show Rates, Spring 2003 – Spring 2006).

3. The CUNY Student Experience Survey

Every other year, the CUNY OIRA conducts a survey of a random sample of students from each campus regarding their satisfaction with academic quality, academic support, access to and use of technology, in addition to many other areas.
Results from around the university provide a benchmark against which the responses from BMCC students can be compared (see Exhibit 8.2 – CUNY Student Experience Survey Results, 2002, 2004 and 2006).

4. **The Community College Survey of Student Engagement (CCSSE)**

BMCC began participating in the CCSSE survey in spring 2007. Housed in the Community College Leadership Program at the University of Texas at Austin, this project, through its assessment instrument, supplies participating community colleges with data about a broad range of student college perceptions, including what they feel they have gained from their courses and how the college supports their learning. The BMCC results of this survey should put in context the BMCC results from the CUNY Student Experience Survey.

5. **The National Council Licensing Examination for Registered Nurses (NCLEX) and the Respiratory Therapy and Paramedics Licensing Exam**

The NCLEX is the national licensing exam taken by graduates of BMCC’s nursing program. In New York State, a program that cannot maintain a first-time pass rate of at least 75 percent goes on probation and must come up with a written plan of action on how to improve the scores. The accrediting bodies for nursing programs also weigh first-time pass rates heavily. Similarly, graduates of BMCC’s respiratory therapy and paramedics programs must take licensing exams. (See Exhibit 14.3 -Pass Rates for NCLEX, Respiratory Therapy and Paramedics Licensing Exams.)

6. **The BMCC Graduate Assessment**

The BMCC Graduate Assessment is a survey distributed to graduating students by the Registrar’s Office to assess their perceptions of how well their major department and the college as a whole enhanced their interpersonal, intellectual and academic skills, namely in writing, mathematics, problem solving, oral communication and computer skills. Students return the completed survey when they pick up their diploma. Between 89 and 98 percent of respondents who graduated during the 2003-2004 academic year credited their major department and/or the college with enhancing their knowledge and skills at least “fairly well”. Approximately 60 percent of the ratings were “very well” and “excellent”.

    (BMCC Factbook, 2004-2005, pp. 91-92)

7. **The Graduate Six-Month Survey**

The Graduate Six-Month Survey, conducted by the CUNY OIRA, gathers data on the views of graduates from all CUNY campuses. It focuses on the employment of college graduates and assesses how well graduates perceive they were prepared for their jobs, and if respondents are pursuing an additional degree. Results for 2002-2003 BMCC graduates indicate that:

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19 It should be noted that the response rate is not high on this survey and results should be weighed accordingly.
• 90 percent agreed or strongly agreed that the college helped develop their analytical and problem-solving skills/ability to think critically;
• 87 percent agreed or strongly agreed that the college helped develop their ability to communicate well orally; and
• 89 percent agreed or strongly agreed that the college helped develop their ability to write clearly and effectively. (BMCC Factbook, 2004-2005, p. 88)

III. The use of student learning assessment to improve teaching and learning

In addition to the CUNY Student Experience Survey (Exhibit 8.4) and the Community College Survey of Student Engagement (CCSSE) discussed above, BMCC uses the following assessments to improve teaching and learning:

A. The Assessment of Student Learning Survey
For each class, each faculty member receives student responses to the Assessment of Student Learning Survey as well as the aggregate results for associated courses, the aggregate results for the department and the overall college report. Faculty members can then take appropriate steps to deal with any problems identified.

B. The Pedagogical Innovations Survey
The Pedagogical Innovations Survey is administered to faculty as a follow-up to the Assessment of Student Learning Survey. On the survey, BMCC faculty members are asked to describe the teaching techniques with which they experimented subsequent to review of their Assessment of Student Learning results and the extent to which these techniques enhanced student learning. Faculty responses are compiled and shared within the department to improve teaching and learning.

C. Grade reports
Each semester, grade reports are generated by the Registrar’s Office. The chairperson of each department reviews and analyzes the departmental report with faculty in the department. According to the results, the department develops and implements a plan for pedagogical improvements. These reports are also used to identify courses, particularly gateway courses, with high failure rates, so that departments can address this problem.

D. The General Education Survey
The General Education Survey, given to faculty members, asks faculty whether and to what extent they integrate each of the seven GenEd categories into their courses. Results are broken down by discipline and distributed to individual faculty members to help them identify areas of strength and weakness.

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20 Many respondents held their jobs before enrolling at BMCC or while attending the college.
E. Academic program planning

Academic program planning (see Standard 2 – Planning, Resource Allocation and Institutional Renewal), the formal planning and review process conducted at CUNY for evaluating departments and programs, has led to numerous efforts to enhance student learning at BMCC.

IV. Student learning assessment as part of institutional assessment

A Comprehensive Plan to Assess Institutional Effectiveness and Student Learning (see Exhibit 7.3) is multifaceted and includes many components that directly relate to the assessment of student learning.

Suggestions and Recommendations

The subcommittee commends BMCC for its effort to put assessment at the center of college life and makes the following suggestions and recommendations to support and facilitate this effort:

1. It is suggested that the college consider putting placement test cutoff scores on students’ advisement sheets and including specific information on scores needed to test out of developmental courses in orientation workshops.

2. The subcommittee recommends that additional time in student orientation be dedicated to showing students how to understand and use a variety of informational resources such as the college catalog, the handbooks, the syllabi and the college Web site.

3. The subcommittee recommends that information on GenEd student learning outcomes be extended to syllabi of old as well as new courses with common nomenclature that would allow comparisons across courses.

4. To support the developing assessment culture at BMCC, the subcommittee recommends that the resource capabilities of the Office of Institutional Resources and Assessment be reviewed and expanded if necessary.

5. It is recommended that the college strengthen its efforts to assess and document the effects of both traditional and non-traditional instructional strategies including distance learning, learning with technology and various types of supplementary instruction in helping students achieve their learning outcomes.

6. It is recommended that BMCC make a greater effort to identify impediments to learning at the college, perhaps by modifying student questionnaires within the college’s control.

7. It is recommended that the college develop workshops to widely disseminate the results of various survey instruments dealing with pedagogy and learning to help faculty improve teaching techniques.