Report to the

Faculty, Administration, Trustees, Students

of

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
of the City University of New York
New York, New York  10007

by

An Evaluation Team representing the
Middle States Commission on Higher Education

Prepared after study of the institution’s self-study report
And a visit to the campus on March 9-12, 2008

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This report represents the views of the evaluation team as interpreted by the Chair, and it goes directly to the institution before being considered by the commission.

It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Borough of Manhattan Community College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.
AT THE TIME OF THE VISIT

President/CEO:
Antonio Perez

Chief Academic Officer:
Sadie Chavis Bragg, Senior Vice President of Academic Affairs

Chair of the Board of Trustees:
Benno C. Schmidt, Jr.
City University of New York
535 East 80th Street
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I. **Content and Nature of the Visit**

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 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, 4 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 Report, January, 2008 [SSR], p.ii*).

- BMCC offers a variety of certificate/diploma granting programs and Associate’s Degree programs
- Other instructional sites include: Brandeis High School, New York, NY; Central Park East Secondary School, New York, NY; Chelsea High School, New York, NY; Dual Language/Asian Studies, New York, NY; Graphic Communication Arts High School, New York, NY; High School for Economics and Finance, New York, NY; Leadership and Public Service, New York, NY; Legacy Academy, New York, NY; Millennium, New York, NY; Murray Bergtraum High School, New York, NY; Norman Thomas High School, New York, NY; Stuyvesant High School, New York, NY

BMCC was last reaffirmed accreditation on November 19, 2003. A progress letter was requested by October 1, 2004, documenting continued progress in (1) addressing space issues, (2) integrating planning, budgeting, and assessment data, and (3) expanding faculty in light of institutional goals, including faculty diversity. The progress letter was accepted on November 17, 2004. A monitoring report was also requested by March 1, 2005, documenting the (1) progress in development and implementation of shared governance model; and (2) evidence that student learning assessment is used to improve teaching and learning. On June 22, 2005 the Commission acknowledged receipt of the monitoring report and requested a progress letter by April 1, 2006, documenting the implementation of a new governance structure and development and implementation of a comprehensive plan for the assessment of student learning. In June 22, 2006, the Commission accepted the progress letter and requested that the self-study, in preparation for an evaluation visit in 2007-2008, document (1) implementation of a process to assess the achievement of institutional goals, (2) direct evidence of student achievement of general education outcomes, and (3) evidence that student learning assessment information is used to improve teaching and learning.

In the spring of 2005, President Antonio Perez appointed and convened a Middle States Steering Committee comprised of faculty, staff, and students. Approximately 185 faculty, staff, and students actively participated in the self-study process. The college adopted the Comprehensive with Emphasis model, with a focus on planning.
II. Affirmation of Continued Compliance with Eligibility Requirements
Based on a review of the self-study, interviews, the certification statement supplied by the institution and/or other institutional documents, the team affirms that the institution continues to meet the eligibility requirements in the *Characteristics of Excellence*.

III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements
Based on the self-study, certification by the institution, other institutional documents, and/or interviews, the team affirms that the institution’s Title IV cohort default rate is within federal limits. The team relied on institutional certification to make its determination.

IV. Evaluation Overview
From the team’s meetings with the BMCC steering committee, student body, faculty, and staff and based on our reading of the self-study it is apparent that BMCC viewed this self-study as an opportunity to both solidify and grow its commitment to “remain a center of excellence” (*SSR*, p.iii). BMCC used the self-study process to help the more than 150 recently hired faculty and professional staff “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” (*SSR*, p.ii).

The team acknowledges and commends BMCC’s desire to focus their self-study on planning in light of recent new hires, the challenges presented by the 9/11 loss of a significant percentage of its instructional space, and the planning challenges related to its being a part of a 23 institution university system. With regards to planning, we find that BMCC participates in planning activities to include the performance management process and most recently the College Assessment Review report. However, there is a disconnect between these planning activities and how they are institutionalized, measured and used to refine or inform future planning activities. There is an illustration of the college’s planning process that is provided on page 16 of the SSR. The process delineates a feedback mechanism that was not fully vetted through the interviews conducted with faculty and staff during the site visit. Therefore, we suggest that BMCC further educate its faculty and staff on its process for planning, resource allocation and how the process builds in assessment that, in turn, leads to institutional renewal. We also suggest that BMCC delineate how the institution incorporates assessment in its Strategic Plan and how the assessment results are used for institutional renewal within the context of the Strategic Plan.

Space continues to be a major issue that affects the growing demand for instructional space at BMCC. As the college reported, “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 be below accepted space standards and will thus need more space to adequately
serve the growing number of students using the facility” (SSR, p.17). BMCC is in desperate need of a solution for its current and future space needs.

Assessment of student learning has also been a challenge for BMCC as reflected in the progress letters that have been requested in the recent past by Middle States Commission. While we found sufficient evidence that assessment of student learning is taking place, we also found that responsibility for the process is placed more heavily on the college’s administration. Assessment of student learning is particularly evident in general education. However, the preponderance of courses do not have documented student learning outcomes or evidence that the results are used to improve instruction and learning. Therefore, we recommend that a follow up report includes evidence that at least 50% of courses have measurable student learning outcomes on their course syllabi with their measures. Additionally, there should be documented evidence that they have used the results to improve learning and instruction. The report should also include evidence that at least 50% of full-time faculty and chairs have been trained in assessment of student learning outcomes. Finally, the report should provide evidence that all department chairs have taken responsibility for assessment to include communicating with and ensuring that all faculty are engaged in the assessment process.

V. Compliance with Accreditation Standards

Standard 1: Mission Goals, and Objectives

The institution meets this standard

- Summary of Evidence and Findings
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - There is a clearly defined mission for BMCC which is aligned with the mission of CUNY.

  - The college’s goals guide the faculty, administration, staff and governing bodies in planning activities as evidenced by how they use the college mission statement and goals to inform departmental goals.

  - The college has developed a College Assessment Review Report that clearly delineates specifically how the college intends to meet each of the mission statement goals.

  - The mission statement clearly addresses student’s diverse academic needs and varied learning goals.
Standard 2: Planning, Resource Allocation & Institutional Renewal

The institution meets this standard

- **Summary of Evidence and Findings**
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - BMCC conducts on-going planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results for institutional renewal.

  - There is evidence of assessment as documented annually through the CUNY Performance Management Process and other data in the office of institutional research.

- **Significant accomplishments, significant progress, or exemplary/innovative practices**
  BMCC should be commended for its resilience after the loss of Fiterman Hall due to the events of 9/11.

- **Suggestions**
  - The team suggests that BMCC further educate its faculty and staff on its process for planning, resource allocation and how the process builds in assessment that, in turn, leads to institutional renewal.

  - The team suggests that BMCC delineate how the institution incorporates assessment in its Strategic Plan. Furthermore, the institution should describe how the assessment results are used for institutional renewal within the context of the Strategic Plan.

- **Recommendations to be addressed in the next Periodic Review Report**
  - The team recommends that BMCC update its facilities master plan to not only account for the rebuilding of Fiterman Hall to meet enrollment needs, but also to take into account the critical space needs of this enrollment growth. The District Office and the Board of Trustees of CUNY must play a role in addressing BMCC’s space needs.

  - The team recommends that BMCC delineate how the institution incorporates assessment in its strategic plan. Furthermore, the institution should describe how the assessment results are used for institutional renewal within the context of the strategic plan.

Standard 3: Institutional Resources

The institution meets this standard
Summary of Evidence and Findings
Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- BMCC incorporates rational and consistent policies and procedures for determining allocations of assets.

- In talking with many administrators, most felt that the operating budget is adequate to fulfill the goals of the institution.

- BMCC’s Planning, Assessment, and Budget Cycle aligns the financial planning and budget process with the institution’s mission and goals.

- While the institution has appropriate operating funds that are appropriately allocated to conduct its operational functions, BMCC continues to have considerable challenges with adequate space which were further implicated with the events of 9/11. Capital funding continues to be a challenge for the institution.

- The college’s financial reports are incorporated into the CUNY system-wide financial statements. CUNY has an independent audit performed annually; its most recent was conducted for FY 2007 by KPMG, Certified Public Accountants. Additionally, the institution has an annual internal audit (by CUNY) performed on its individual financial statements. No material weaknesses were noted in the FY07 audit. In addition to the college’s financial statements, the college has an independent audit performed, most recently by Grant Thornton, for the College Association, Inc. and the College Auxiliary Enterprises Corporation. The college received a “clean” audit report and no material weaknesses in either FY2007 report. BMCC has also enjoyed many years of successful A133 Audits, including no significant findings or material weaknesses.

Significant accomplishments, significant progress, or exemplary/innovative practices
- The college should be commended on allocating a portion of its operating budget for replacement and maintenance of its equipment.

- The college should be commended for maintaining a 6.8% - 7.8% default rate over the past 5 years for its direct loan program, particularly in light of the considerable volume of loans and management of approximately $50 million in total student aid.

Suggestions
- The team suggests that BMCC further educate its faculty and staff on its budget allocation process, particularly as it relates to additional staffing needs.

- The team suggests that BMCC continue to work with the State and CUNY to find funding for its space needs.
Recommendations to be addressed in the next Periodic Review Report

The team recommends that the college develop a comprehensive technology master plan.

Standard 4: Leadership and Governance

The institution meets this standard

Summary of Evidence and Findings
Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- The new governance plan creates a well-defined governance system that meets the fundamental elements of this standard.

- With twelve student positions on the Academic Senate and College Council there is excellent representation of students’ interest in the governance process.

- The CUNY Board of Trustees, through its mission of overseeing the 23 member institutions of The City University of New York, is capable of representing the interests of the BMCC constituents and the public which it serves.

- The CUNY Board of Trustees certifies to the Middle States Commission the institution’s compliance with the eligibility requirement, accreditation standards and policies of the Commission, description of itself in identical terms to all accrediting and regulatory agencies, communication of changes, and disclosure of required information the Commission requires to carry out its accrediting responsibilities.

- The CUNY Board of Trustees, through the CUNY system budgeting approval process, plays a key role in ensuring that BMCC receives the resources necessary to sustain and improve itself.

- The CUNY Board of Trustees has an appropriate conflict of interest policy, new board member orientation procedures, and through President Perez and the Chancellor receive regular updates on BMCC’s mission, goals and academic programs.

Significant accomplishments, significant progress, or exemplary/innovative practices

The college should be commended for the development of a new governance plan that creates a structure which provides for a climate of shared collegial governance that represents all constituents of the institution.

Suggestions
The team suggests that BMCC develop and implement a periodic assessment of the new governance plan.

**Standard 5: Administration**

The institution meets this standard

- **Summary of Evidence and Findings**
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - President Perez and the other administrative leaders meet or exceed this standard as it relates to their academic background, professional training, skills and experience.

  - The institution’s staffing levels are appropriate for the type of institution, its goals, size and complexity.

  - There are adequate information and decision-making systems to support the administrative work of the institution and decisions of the administrative leaders.

  - The organizational structure and lines of authority are clear and through the CUNY Performance Management Process (PMP) there is regular assessment of managerial effectiveness.

- **Significant accomplishments, significant progress, or exemplary/innovative practices**

  - Through the President’s efforts in raising matching dollars for grant funding, the college has been able to obtain funding to support a genetics lab, the Science Summer Research Institute, the Visible Knowledge Project, faculty development grants, faculty publishing, first-time faculty conference presentations and faculty attendance at the Salzburg seminars.

  - The college’s administration has exhibited outstanding effort and results in the recruitment, selection, and retention of a diverse group of faculty, staff and administrators.

  - The college’s administration has maintained and even improved the overall ratio of administrative staff to students during a five year period of rising enrollments.

  - The BMCC staff at all levels is skilled, dedicated, demonstrates a strong student-centered focus, and clearly supports the institution’s mission and goals with enthusiasm, effort and exceptional professionalism.

  - Dr. Perez and the entire college community (faculty, staff, and students) should be commended for the re-opening of the campus less than a month after the tragedy of
9/11. The commitment to re-opening required unimaginable strength and commitment to the community and students.

**Standard 6: Integrity**

The institution meets this standard

- **Summary of Evidence and Findings**  
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - There are published processes to address student grievances ensuring due process.
  - There are published regulations for the fair and impartial hiring, evaluation and dismissal of employees.
  - There are statements of commitment to academic freedom and integrity.
  - There are protections for intellectually property.
  - There are published processes to address student grievances ensuring due process. There are also published regulations and processes for the fair and impartial hiring, evaluation and dismissal of employees. Both are evidenced by very few grievances.
  - There are statements of a commitment to academic freedom and integrity in the student materials.
  - There are processes for the periodic review and updating of policy, procedure and publications.
  - The website contains the college catalog and the BMCC factbook which includes major assessment trend data. Prospective students can also receive DVDs of relevant college information.

  - **Significant accomplishments, significant progress, or exemplary/innovative practices**  
    The college provides required and elective courses that allow students to graduate within a reasonable time even when they are readmits.

  - **Suggestions**  
    The team agrees with the recommendation to provide enhanced orientation opportunities for adjunct faculty.

**Standard 7: Institutional Assessment**
The institution meets this standard

- **Summary of Evidence and Findings**
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - As of June 2007, BMCC has constructed a promising comprehensive plan. However, it is unclear how fully deployed these items are throughout the all units of the college.

  - There are clearly articulated CUNY goals and BMCC has distributed those broadly to college units. There is an inclusive process for creating action plans that reflect the required resources that will contribute to the accomplishment of those goals. BMCC also has a review process to access progress on those plans and to reallocate resources as appropriate.

  - There is a Comprehensive Plan to Assess Institutional Effectiveness and Student Learning.

  - There is a College Assessment Review report that is tied to college’s goals and mission. The report summarizes the progress on activities and informs the college’s strategic plan.

  - There is evidence that the institution reviews the results of the assessments and institutes changes to courses, programs, student materials, unit structures and other activities as appropriate.

  - There are two working committees; one for General Education and one for Assessment. BMCC is encouraging the two groups to work closely together to achieve efficiency in assessment efforts.

  - There is a Comprehensive Plan to Assess Institutional Effectiveness and Student Learning. A critical mass of the academic and non-academic units has completed the first step of this plan by completing the Assessment Inventory. Non-academic units have also deployed well designed assessment activities to monitor service.

- **Suggestions**
  - The college should provide sustainable assessment training opportunities for college personnel.

  - The college should provide the college community with a data report repository and create multiple media for the sharing of success in improving student learning outcomes.
Standard 8: Student Admissions and Retention

The institution meets this standard

- **Summary of Evidence and Findings**
  
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - During the period 2001-2005, of the 25 degree programs, most either maintained or showed an increase in enrollment.

  - The Annual New Student Enrollment by Program (2001-2005) reports that of the twenty-five degree programs to select from, most of the programs maintained or showed an increase in enrollments. The exceptions were in Nursing and three computer programs. The Nursing program has been capped; however, computer operations, computer programming, and computer science had significant enrollment declines during those years.

  - The faculty works closely with the Advisement Department to ensure that students are provided the information needed.

  - The College’s retention strategies include Early Childhood Center and Family Care Network, which offer quality childcare for the children of the College’s students, scholarship programs that provide stipends to help defray costs and a full array of academic support services and student career planning, academic and transfer advisement services.

- **Significant accomplishments, significant progress, or exemplary/innovative practices**

  - The Admissions Department does a good job formatively evaluating the service that they provide as evidenced by the questionnaire and questionnaire results that were presented. The results shape changes to the services that the Admissions Department provides.

  - The Evening/Weekend College serves approximately 8,000 students. The program was originally established to address space needs, and now serves as a valid option for accommodating the college’s increased enrollment. The College offers an opportunity for students to fulfill degree requirements by taking weekend courses exclusively.

  - In 2007, the College Assessment Committee presented an assessment plan that called for the creation of a college report card summarizing the achievement of each year’s performance management goals and targets, and an annual college assessment review report.
Standard 9: Student Support Services

The institution meets this standard

- Summary of Evidence and Findings
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - Under the direction and leadership of a very motivated and dedicated administration, the Division of Student Affairs is more than adequately meeting the needs, interests, and aspirations of the students. The Student Affairs staff embraces their responsibilities of planning and implementing effective workshops and programs for students seven days a week.

  - A Mission Survey of students, faculty, and staff reported that 80% of the student respondents believed that BMCC is meeting its mission, goals, and objectives.

  - The Academic Advisement & Transfer Center (ATC) has professional academic advisors, professional counselors, peer counselors, and graduate students available to assist students in pursuing their academic careers at BMCC. Additionally, students are assigned a faculty advisor.

- Significant accomplishments, significant progress, or exemplary/innovative practices
  The Division of Student Affairs should be commended for their service to this highly diversified, urban student body. They work collaboratively with faculty and other administrators, and staff in order to reach the collective goal of academic excellence. The students recognize and appreciate the wonderful student services they are receiving at BMCC.

Standard 10: Faculty

The institution meets this standard

- Summary of Evidence and Findings
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - The faculty of Borough of Manhattan Community College (BMCC) is well qualified, hard working and student centered. Full time faculty comprises 45% of the teaching faculty and 80% hold terminal degrees – as recognized by CUNY by-laws.
- Due to the large number of new hires and external competition for qualified applicants, some relaxation regarding hiring credentials was made. However, BMCC sets overall high standards for faculty and has supported this initiative by providing planned opportunities for professional development including Faculty Development Grants, access to a Teaching Learning Center and a new faculty Mentoring Program.

- The college has developed a departmental based recommendation process for faculty appointment, reappointment, promotion, and non-reappointment of those who fail to meet expectations. This includes attention to strong affirmative action processes and procedures as outlined in the 2006 Institutional Affirmative Action Plan.

- There is a well-defined process for developing and reviewing curriculum within the framework of the College’s mission and goals as outlined in the BMCC Curriculum Committee Procedure Manual.

- Non-tenured faculty are evaluated twice-a-year by peer review and annually by their department chair in accordance with a collective bargaining agreement. This qualitative assessment places special attention on teaching effectiveness and individual performance based on service. Service to the college includes documented performance in research, grant writing and publishing. Faculty who have taught less than 10 consecutive semesters also receive an annual classroom observation visit. Evaluation of faculty by students is conducted in all course areas including on-line, in class and at off campus locations.

- Confusion was expressed by both faculty and students concerning the BMCC Academic Freedom policy. While there is no mention of this policy in the 2007 governance plan, 52 percent of faculty responded favorably to a question on an internal survey assessing their right to teach course content without constraint and 50 percent of students responded favorably when asked on the same survey if they felt they were learning in an open-minded intellectual environment.

- **Significant accomplishments, significant progress, or exemplary/innovative practices**
  - BMCC should be commended for its commitment to strong hiring practices during the last four years in an effort to maintain the institutional reputation in the midst of challenges presented by retirements, and changing student and community needs.
  
  - BMCC should be commended for its commitment to faculty research and its efforts to reassign time for new faculty to allow them the opportunity participate in research.
  
  - BMCC should be commended for the establishment of a highly effective Mentoring Program and Handbook for new full-time faculty.

- **Suggestions**
  - Full- and part-time faculty should work to establish stronger relationships between one another and continue to enhance support services to ensure the integration of adjunct faculty into the life of the institution.
- BMCC should include an Academic Freedom Policy in the college governance plan and make a concerted effort to promote the dissemination of this information through other media.

- The college’s administration should provide clarification regarding the definition of community service and promotion policies in general for both full-time and adjunct faculty.

**Standard 11: Educational Offerings**

The institution meets this standard

- **Summary of Evidence and Findings**
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- Programs are listed in the catalog with required courses and program purpose and goals. BMCC has a detailed process for the adoption of new academic programs that relates to the larger CUNY system.

- While there is rationale for programs in the catalog, currently, it is unclear if there are clearly articulated written statements of expected learning outcomes and learning experiences that provide opportunities for students to achieve these outcomes for all programs.

- BMCC has a process for using the results of assessments to improve teaching and learning as evidenced in The Assessment of Student Learning Survey (listed under Standard 14).

- In career programs, specialized sequences of courses are available that help to ensure that students attain skills consistent with the program’s goals.

- There are strong support resources in the areas of Developmental Math, Writing and Reading as well as tutoring resources available for all academic areas. In addition, the Discovery program provides overall support for developmental students. There is sufficient funding for these labs, from the state and the Perkins grant. There is data on tutoring success.

- The library coordinates learning activities with faculty and responds to faculty requests for materials.

- BMCC responds to CUNY transfer requirements in an effective fashion.
- All course syllabi do not incorporate student learning outcomes in measurable terms.

- Some programs have mastered student assessment and are formatting assessment cycles for all courses in a systematic way while other programs are having considerable difficulty identifying outcomes and assessment materials.

- Community based internships and clinical requirements are part of several career programs and are available for Liberal Arts students.

- **Significant accomplishments, significant progress, or exemplary/innovative practices**
  - BMCC should be commended for the effectiveness through which they respond to the career and transfer needs of their students.

- Students benefit greatly from the support provided through a range of tutoring labs and library services

- **Suggestions**
  Programs that have been working on course and program assessment need to continue and other programs need to begin creating a systemic approach to assessment.

- **Recommendations to be addressed in the next Periodic Review Report**
  - Programs goals need to be stated in terms of measurable student outcomes.

  - Program assessment needs to be part of all programs and needs to directly relate to student outcomes.

**Standard 12: General Education**

The institution meets this standard

- **Summary of Evidence and Findings**
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - BMCC has created a detailed process for evaluating the attainment of General Education goals that relate directly to the goals of the college.

  - BMCC recognizes the need for assessment of General Education Goals in order to make improvement and demonstrate effectiveness (exhibit 12.1). The five step General Education assessment plan provides a “loop” for assessing student’s outcomes against goals with components for each and a timeline for the delivering (and acting upon) feedback from assessment activities.
- BMCC has a general education program of sufficient scope that enhances students’ intellectual growth with the appropriate hours of general education. The general education goals demonstrate BMCC’s desire to incorporate essential knowledge, cognitive abilities, an understanding of values and ethics, and enhance their students’ intellectual growth.

- Some programs have effectively demonstrated that general education goals are part of the institution’s overall plan for assessing student learning.

**Significant accomplishments, significant progress, or exemplary/innovative practices**

The General Education committee should be commended for its work in producing a process and timeline for embedding general education goals in courses and programs. The committee continues to promote general education goals for all programs.

**Recommendations to be addressed in the next Periodic Review Report**

There needs to be evidence that all programs are embedding general education goals in courses and in course assessment as prescribed in BMCC’s General Education plan.

**Standard 13: Related Educational Activities**

The institution meets this standard

**Summary of Evidence and Findings**

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- Students who show a need in writing, mathematics or reading (as evidenced by their performance on entrance testing) must enroll in and successfully complete remedial (developmental) courses. BMCC faculty and staff are discussing concerns related to assessment test scores and subsequent student placement in courses and are considering the need for additional or alternative strategies. Administrative vacancies and high turnover within the Testing Office is being addressed and may have contributed to concerns in this area.

- BMCC does not emphasize academic certificate programs. This was attributed to a lengthy college approval process and difficulties with receiving exemption from basic skills requirements. However, the Continuing Education area offers a broad array of certificate programs to meet a variety of community need.

- Non-credit course enrollment has grown significantly since 2005. Appropriate curriculum development and review processes are in place, which involve considerable community advisory participation.
- BMCC operates two additional locations, the Inwood/Washington Heights and Theresa Towers in Harlem. Both locations focus on meeting the educational needs of individuals living or working in these areas. (A visit to Theresa Towers was made during the visit). Care is taken to provide most services available on the main campus to the students at these sites. Tracking and assessment has indicated that both faculty and students are performing at comparable levels at all locations.

- Manhattan Educational Opportunity Center (MEOC) supports students seeking vocational training in targeted industries or remedial training to better prepare them for college versus immediately seeking an associate degree. Separate but rigorous standards are set for faculty hiring, establishment and review of curriculum and specific program goals for student enrollment, completion and job placement.

- Study Abroad Program is overseen by an elected faculty committee that annually reviews all requests for funding. All courses go through the same institutional review and approval process and coordinators submit annual assessment reports. The student experience is assessed at least once in each of the five countries where programs are offered by college academic administration. Students must apply for acceptance.

- Distance Learning (DL) courses undergo an extensive review process before they are offered. The college has invested in the resources necessary to operate a DL program as evidenced by their purchase of the Blackboard Learning Management System, providing a Student Help Desk and hiring of appropriate technical support staff. The college also provides orientation and training for faculty and students. Only full time faculty is allowed to teach DL courses and then are required to participate in comprehensive pre-service training and on going annual training facilitated by both DL staff and other college student support service offices. Students must meet specific academic standards before being allowed to enroll in a DL course. Student evaluations of DL courses are conducted online and are reviewed by the faculty and department chair. BMCC is currently evaluating student retention numbers in distance courses and faculty focus groups are being formed to discuss persistence.

**Significant Accomplishments, significant progress, or exemplary/innovative practices**
- Continuing Education should be commended for increasing its revenue by 415% since 2005.

- BMCC should be commended for its concerted effort to extend institutional outreach opportunities to underserved student populations.

**Suggestions**
- While a Testing Office and services are in place, the College needs to further assess the effectiveness of current placement scores.

- Continue development of Distance Learning degree programs and the expansion of available online classes to include hybrid courses – this may also help alleviate classroom space issues.
Standard 14: Assessment of Student Learning

The institution meets this standard

- **Summary of Evidence and Findings**
  Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

  - Assessment of student learning demonstrates that, at graduation, and at other appropriate points, the institution’s students have knowledge, skills and competencies consistent with institutional and appropriate higher education goals. At BMCC there is not a complete picture of how student learning outcomes are assessed at various levels and end points for all programs.

  - CCU routinely collects, analyzes, and communicates information associated with the academic programs such as student profiles, grade information, graduation rates, retention rates, satisfaction data, and other indirect measures of student learning.

  - Program reviews are conducted on a regular basis. The team found that faculty and program coordinators reported that program review information is used for program improvement and further curricular planning on an annual basis.

  - Because there was a very incomplete picture of how student learning outcomes are assessed at various levels and end-points for most programs, the team sought to determined to what extent direct measures of student learning have been developed. The team found that some progress has been made and that progress varies greatly among departments and within courses. Accordingly, further development in this area by faculty is essential in establishing program excellence.

  - Examples of student learning outcomes were found, such as:
    (1) The College uses pre- and post-test assessments in some courses, particularly courses found early in the major areas of study. These allow for assessment of student gains in knowledge and attitudes during the course, some of which match course objectives, and have been used for curricular improvements and changes.

    (2) Various courses were found which use a variety of testing and measurement devices, such as rubrics, concept mapping, skills check lists, oral presentations, and examinations some of which are stated in the course syllabi. It is not clear if some common end point assessments or exams are used in comparable courses/classes to insure consistency in course content. There is little administrative coordination of these efforts in the documentation.

  - There are clearly articulated outcomes for General Education. There is a comprehensive plan for, General Education Assessment but action against the plan
can be improved. Assessment is being conducted and outcomes are being used for improvements.

- **Significant accomplishments, significant progress, or exemplary/innovative practices**
  - BMCC has developed a General Education Assessment Plan with the requisite competencies and learning outcomes. The plan includes a timeline for those engaged in General Education programming to list the instruments to be used for assessing learning outcomes. The General Education Assessment Committee is in place to guide the implementation of the General Education Assessment Plan.
  
  - BMCC has developed a Comprehensive Assessment Plan indicating how they plan to develop learning outcomes at the program and course level across the institution, develop measures of assessing these outcomes, and documenting the impact of assessment.
  
  - There is a Coordinator of Assessment reporting to the Director of Institutional Research. The Coordinator’s major role, with the assistance of a seven-member Institutional Effectiveness/Assessment Committee, is to guide the implementation of the Comprehensive Assessment Plan. This includes providing workshops, and collecting and analyzing data.
  
  - The two assessment committees have met to exchange ideas on how to proceed.

- **Suggestions**
  - Improve the writing of measurable course level student learning outcomes (in some areas) and standardize learning outcomes in courses sharing common curricula.
  
  - Review the assessment plans and clearly define how they will financially and operationally sustain assessment of student learning processes.
  
  - Establish an institutional culture of assessment as a continuous improvement process for all programs and courses.
  
  - Further develop faculty leadership in assessment and the use of assessment results.
  
  - Formalize the development of appropriate measures for assessment of student learning outcomes for all academic courses and programs and integrate the information into the planning process for making improvements.

- **Recommendations to be addressed in the next Periodic Review Report**
  BMCC should provide a follow up report which indicates how the following items are implemented:

  - At least 50% of courses will have measurable student learning outcomes on their course syllabi with their measures. Additionally, there will be documented evidence that they have used the results to improve learning and instruction.
- At least 50% of full-time faculty and chairs will be trained in assessment of student learning outcomes.

- All department chairs should take responsibility for assessment. Their responsibilities should include communicating and ensuring that all faculty are engaged in the assessment process.

VI. Summary of Recommendations for Continuing Compliance Requirements

**Standard 1: Mission and Goals** – The institution’s mission clearly defines its purpose within the context of higher education and indicated who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

*The institution meets this standard.*

**Standard 2: Planning, Resources Allocation, and Institutional Renewal** – An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

*The institution meets this standard.*

**Standard 3: Institutional Resources** – The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

*The institution meets this standard.*

**Standard 4: Leadership and Governance** – The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes 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 institution.

*The institution meets this standard.*

**Standard 5: Administration** – The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

*The institution meets this standard.*
Standard 6: Integrity – In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment – The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.
*The institution meets this standard.*

Standard 8: Student Admissions and Retention – The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.
*The institution meets this standard.*

Standard 9: Student Support Services – The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.
*The institution meets this standard.*

Standard 10: Faculty – The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.
*The institution meets this standard.*

Standard 11: Educational Offerings – The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.
*The institution meets this standard.*

Standard 12: General Education – The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.
*The institution meets this standard.*

Standard 13: Related Educational Activities – The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.
*The institution meets this standard.*

Standard 14: Assessment of Student Learning – Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.
*The institution meets this standard.*