Periodic Review Report

Presented by Borough of Manhattan Community College, City University of New York
June, 2013

President
Antonio Pérez

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

Date of the Most Recent Decennial Evaluation Team’s Visit:
March 2008
Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements
Effective October 19, 2012

BOROUGH OF MANHATTAN COMMUNITY COLLEGE, CITY UNIVERSITY OF NEW YORK

(Name of Institution)

is seeking (Check one):

- Initial Accreditation
- Reaffirmation of Accreditation through Self Study
- Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution’s self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (Check if applicable)

(Chief Executive Officer) 

May 29, 2013 (Date)

(Chair, Board of Trustees or Directors) 

5/29/2013 (Date)
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### Periodic Review Report Subcommittees

**Co-Chairs:** Gay Brookes, Developmental Skills and Kay Conway, Business

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<td>Joshua Belknap Developmental Skills</td>
<td>Victoria Green Student</td>
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<td>Yennifer Buitrago Student</td>
<td>Alyse Hachey Teacher Education</td>
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<td>Lynda Caspe Music and Art</td>
<td>Allana Hankey-Thomas Transfer Advisement</td>
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<td>Page Delano English</td>
<td>Ghislain Ligane Student</td>
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<td>Rachel Theilheimer Teacher Education</td>
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<td>Sidney Askew, Chair Accounting</td>
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<td>Malcolm Madkins Student</td>
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<td>Jean Yves Plaisir Teacher Education</td>
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<td>James Tynes Learning Resource Center</td>
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<td>Yanni Tournas Business</td>
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<td>Nadine Brown ASAP</td>
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<td>Yang Donghyuck Student</td>
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<td>Geoff Kurtz Social Science</td>
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<td>Antoinette Middleton Admissions</td>
<td>Thomas Means Modern Languages</td>
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<td>Lesley Rennis Health</td>
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<td>Ching Song Don Wei Computer Information Systems</td>
<td>Jean Richards Mathematics</td>
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<td>Igor Zaitsev Science</td>
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<td>Mahatapa Palit, Chair Business</td>
<td>Emily Anderson, Chair Social Science</td>
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<td>John Beaumont Developmental Skills</td>
<td>Anne Friedman Developmental Skills</td>
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<td>Ralph Buxton Financial Aid</td>
<td>Dorothy Grasso Nursing</td>
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<td>Yan DeBono Student</td>
<td>Ron Hayduk Social Science</td>
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<td>Miriam Delgado English</td>
<td>Bertha Mendez Student</td>
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<td>Kim Gargiulo OIRA</td>
<td>Owen Meyers Science</td>
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<td>Robert Gizis Public Affairs</td>
<td>Glenn Miller Mathematics</td>
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<td>Hollis Glaser Speech</td>
<td>Shirley Rausher English</td>
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<td>Sara Haviland Music and Art</td>
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<td>Stephanie Oppenheim English</td>
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<td>Marie Riche Student</td>
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<td>Rosario Torres Developmental Skills</td>
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<td>Rose Townsend Student</td>
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Subcommittee # 9 - Human Resources
Josh Wolfson, Chair  Accounting
Margaret Barrow  English
Mabel Chee  Grants Office
Corinne Crawford  Accounting
Eva Kolbush  Speech
Margaret Laidley  Student
Virginia Lee  Teacher Education
Ina Litera  Music & Art
Tori Mondelli  CETLS
Ben O'Loughlin  Human Resources
Oneida Sanchez  Modern Languages
Bruce Sanford  Mathematics

Subcommittee # 10 - Mission Update
Everett Flannery, Chair  Allied Health
Barry Cooper  Accounting
Ruben Khusial  Student

Subcommittee # 11 – Organizational Trends
Sandra Rumayor, Chair  Academic Affairs
Angie Beeman  Social Science
Yana Durmysheva  Social Science
John Montanez  Grants
Ndeye Ndiaye  Student
Rachel Torres  Health

Subcommittee # 12 – Facilities Planning & Resources
Cynthia Karasek, Chair  Media Arts & Technology
Moussa Camera  Student
Robert Cox  Purchasing
Guy G. Fabre  Student
Betsy Hansel  OIRA
Joyce Harte  English
Joel Hernandez  Science
Gasi Marikone  Student
Harry Mars  Student Affairs
Howard Meltzer  Music & Art
Roy Montgomery  Buildings & Grounds
Tanoai Williams  Registrar
Ruby Richardson  Teacher Education
Sara Salm  Science
Roshen Weliwatta  Student

Subcommittee # 13 - Strategic Planning
Yolanda Medina, Chair  Teacher Education
Susan Boydston-White  Science
Debra Greenwood  Social Science
Sunil Gupta  Continuing Education
Douglas Kilts  Nursing
Carmen Martinez-Lopez  Business Management
Chantal Noimann  English
Deborah Parker  Women’s Resource Center
Andrew Smallwood  Social Science
Ya Lun M. Wang  Cooperative Education

Subcommittee # 14 - Student Support
Juliet Emanuel, Chair  Developmental Skills
Nandrani Algu  Learning Resource Center
Maketa Barber  Testing Office
Bibechna Basnet  Student
Kimberly Chu  Career Development Center
Arti Jagit  Student
Agnieszka Jankowski  Student
Jacob Kramer  Social Science
Nicola Leach  Office of Accessibility
Caterina Mata  Science
Carei Thomas  Acad. Advisement & Transfer
Iris Wangpataravanich  Student Affairs

Subcommittee # 15 - Technology
Chris Stein, Chair  Media Arts & Technology
Amish Batra  College Computing Center
Sangeeta Bishop  Social Science
Dawn Cahill  Student
Nechama Gluck  Student
Ahmet Kok  Computer Information Systems
Tom Lew  Academic Computing
Michelle M Hollitz  Developmental Skills
Vinton Melbourne  Media Center
Ruru Rusmin  E-Learning Center
Nadja Sandy-Bruce  College Computing Center
Rachel Sokol  Public Affairs

Subcommittee # 16 - Testing
Yibao Xu, Chair  Mathematics
Larry Berkley  English
Katherine Figueroa  Developmental Skills
Kimberlee Gonzalez  Student
N. Kirupahan  Mathematics
Kathleen Offenholley  Mathematics
Dustin Orgas  Student
Susan Price  Developmental Skills
Rosemarie Reed  Developmental Skills
MSCHE RECOMMENDATIONS AND SUGGESTIONS FOR BMCC/CUNY

Throughout this document the MSCHE Recommendations and Suggestions are highlighted in a text box and are numbered first by the relevant Standard and then by their order within the Standard.

Recommendation 2.1: The team recommended 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.

For greater ease, a complete list of the Recommendations and Suggestions and the page where they can be found is provided below:

Table 1. List of MSCHE Recommendations

<table>
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<tr>
<td>2.1</td>
<td>The team recommended 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.</td>
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<tr>
<td>2.2</td>
<td>The team recommended that BMCC update its facilities master plan not only to 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 CUNY Central Office and the Board of Trustees of CUNY must play a role in addressing BMCC’s space needs.</td>
<td>11</td>
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<tr>
<td>3.1</td>
<td>The team recommends that the College develop a comprehensive technology master plan.</td>
<td>12</td>
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<td>11.1</td>
<td>Program goals need to be stated in terms of measurable student outcomes.</td>
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<tr>
<td>11.2</td>
<td>Program assessment needs to be part of all programs and needs to directly relate to student outcomes.</td>
<td>24</td>
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<tr>
<td>12.1</td>
<td>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.</td>
<td>26</td>
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<tr>
<td>14.1</td>
<td>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 instruction.</td>
<td>33</td>
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<td>14.2</td>
<td>At least 50% of full-time faculty and chairs will be trained in assessment of student learning outcomes.</td>
<td>33</td>
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<td>14.3</td>
<td>Department chairs should take responsibility for assessment. Their responsibilities should include communicating and ensuring that all faculty members are engaged in the assessment process.</td>
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<td>No.</td>
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<tr>
<td>2.1</td>
<td>The team suggested 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.</td>
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<td>3.1</td>
<td>The visiting team suggested that BMCC further educate its faculty and staff on its budget allocation process, particularly as it relates to additional staffing needs.</td>
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<td>3.2</td>
<td>The team suggests that BMCC continue to work with the State and CUNY to find funding for its space needs.</td>
<td>15</td>
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<td>4.1</td>
<td>The team suggests that BMCC develop and implement a periodic assessment of the new governance plan.</td>
<td>16</td>
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<td>6.1</td>
<td>To provide enhanced orientation opportunities for adjunct faculty.</td>
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<td>7.1</td>
<td>The College should provide sustainable assessment training opportunities for college personnel.</td>
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<td>7.2</td>
<td>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.</td>
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<td>10.1</td>
<td>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.</td>
<td>21</td>
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<td>10.2</td>
<td>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.</td>
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<td>10.3</td>
<td>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.</td>
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<td>11.1</td>
<td>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.</td>
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<td>13.1</td>
<td>While a Testing Office and services are in place, the College needs to further assess the effectiveness of current placement scores.</td>
<td>28</td>
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<td>13.2</td>
<td>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.</td>
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<td>14.1</td>
<td>Improve the writing of measurable course level student learning outcomes (in some areas) and standardize learning outcomes in courses sharing common curricula.</td>
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<td>14.2</td>
<td>Review the assessment plans and clearly define how they will financially and operationally sustain assessment of student learning processes.</td>
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<td>14.3</td>
<td>Establish an institutional culture of assessment as a continuous improvement process for all programs and courses.</td>
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<tr>
<td>14.4</td>
<td>Further develop faculty leadership in assessment and the use of assessment results.</td>
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<td>CUNY Flow of Funds</td>
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ACRONYMS AT A GLANCE

AA  Associate in Arts
ABE  Adult Basic Education
ACR  Academic & Critical Reading
ADA  Americans with Disabilities Act
AERA American Educational Research Association
APPR Academic Program Planning Review
AS  Associate in Science
ASAP Accelerated Study of Associates Programs
BART Behavioral Assessment and Response Team
BEST BMCC Engaged in Service Together
BGEAC BMCC General Education Assessment Committee
BLIIS BMCC Language Immersion for International Students
BMCC Borough of Manhattan Community College
CATW CUNY Assessment Test in Writing
CCBC College Council Budget Committee
CCC College Computer Center
CCT Co-Curricular Transcript
CETLS Center for Excellence in Teaching, Learning and Scholarship
CHCANYS Community Health Care Association of New York State
CIC Collaborative Improvement Council
CIP Collaborative Improvement Process
CIS Computer Information Systems
City Reso NYC Council Resolution
CLA Collegiate Learning Assessment
CLIP CUNY Language Immersion Program
CN College Now
C3IRG CUNY Community Collaborative Institutional Research Grant
CUE Coordinated Undergraduate Education
CUNY City University of New York
DOL Department of Labor
DSP Department of Space Planning
ESL English as a Second Language
ELIC Enhanced Learning inside the Classroom
EMSI Economic Modeling Specialists, Inc.
FEMA Federal Emergency Management Agency
FPCM Facilities Planning Construction and Management
FFPP Faculty Fellowship Publication Program
FIGS Faculty Interest Groups
FLA Freshman Learning Academies
FSQ Faculty and Staff Questionnaire
FTE Full Time Equivalent
FY(s) Fiscal Year(s)
FYE Freshman Year Experience
GED General Equivalency Diploma
GPS Getting Prepared to Start
HEO Higher Education Officer
HVAC Heating, Ventilation, and Air Conditioning
IPEDS Integrated Postsecondary Education Data System
iOS  Operating system developed by Apple
ITS  Instructional Technology Services
LGBTQ  Lesbian, Gay, Bi-Sexual, Transgender, Queer
MEOC  Manhattan Educational Opportunity Center
MSCHE  Middle States Commission on Higher Education
NYACH  New York Alliance for Careers in Health Care
NYCDOE  New York City Department of Education
NYC SBS  New York City Department of Small Business Services
NYSED  New York State Education Department
OAA  Office of Academic Affairs
OIRA  Office of Institutional Research and Assessment
OTPS  Other than Personnel Services
PALS  Peer Achievement Leaders
PAT  Planning and Assessment Team
P & B  Personnel and Budget
PMP  Performance Management Plan
PRR  Periodic Review Report
PS  Personnel Services
PSC-CUNY  Professional Staff Congress - City University of New York
QAC  Quality Assurance Checklist
SES  Student Experience Survey
STARS  Steps Toward Academic Readiness & Success
STEP  Science and Technology Entry Program
STOCS  Study/Travel Opportunities for CUNY Students
SUNY  State University of New York
SVP  Senior Vice President
TOPS  Transfer Orientation Preparing for Success
TPAC  Tribeca Performing Arts Center
UBO  University Budget Office
VFRC  Virtual Faculty Resource Commons
VP-IT  Vice President Information Technology
Section 1 – Executive Summary

College Overview
Borough of Manhattan Community College (BMCC or the College), one of 19 colleges that make up the City University of New York, celebrates its 50th anniversary in 2013. From its start with 467 students as a small, primarily business-oriented community college offering programs aimed at the mid-town business community, the College has expanded to more than 33,000 students in more than 30 degree and certificate (continuing education) programs. Originally operating in rented office space, today the College has three buildings in lower Manhattan and other instructional sites throughout New York City. Students hail from more than 100 countries and Community College Week in 2011 ranked BMCC first nationally in awarding associate degrees to African American students, second in awarding degrees to Hispanic students, and second overall in awarding degrees to minority students.

Self-Study Process and Goals
In the spring of 2011, the Senior Vice President of Academic Affairs, in consultation with the President and the BMCC Office of Academic Affairs (OAA) Deans, identified the faculty members who would lead the Periodic Review Report (PRR) effort. The co-editors of the PRR are longstanding members of the College community from two of the College’s largest departments, Developmental Skills and Business Management; both also serve on college governance; and one of the PRR co-editors is a department chair.

The co-editors began with a review of the following documents:
- BMCC’s 2008 Middle States report
- The MSCHE site visit report
- The College’s response to the site visit report
- The action letter sent to BMCC by MSCHE
- The Monitoring Report prepared by BMCC and required by MSCHE;
- The College’s Statement of Accreditation Status;
- Documents available on the Middle States Commission on Higher Education (MSCHE) website including Characteristics of Excellence in Higher Education and the Handbook for Periodic Review Reports, Twelfth edition
- A PRR prepared by another community college cited by MSCHE as exemplary

The co-editors, in conjunction with input from the SVP of Academic Affairs, created 16 subcommittees to contribute to the PRR. These subcommittees were organized by the Middle States recommendations and suggestions. A call for PRR subcommittee volunteers was sent out to all faculty and staff, full- and part-time. Department chairs were also asked to identify candidates. Approximately 150 faculty and staff from across all college departments were organized into the subcommittees. Additionally, each committee included at least one student representative. Students were identified through outreach organized by the Division of Student Affairs and through a direct request to the Student Government Association. Chairs of each subcommittee were designated by the co-editors, in consultation with the SVP of Academic Affairs and their department chair.

The co-editors met with each subcommittee chair and then with each subcommittee in order to charge the committee and provide guidelines for their submissions. Each committee was asked to submit a draft of its section of the PRR by the end of the spring 2012 semester. Throughout fall 2011 and into spring 2012, the co-editors attended subcommittee meetings to provide additional information and support. During the summer and fall of 2012 the co-editors organized the information and met with faculty and staff as appropriate for further material or explanation as needed. Throughout this process the co-editors met regularly with the SVP of Academic Affairs to keep her apprised of their progress and to gain clarification where needed. In the late fall 2012 semester and in the early part of the spring 2013
semester, the co-editors met regularly with members of the Executive Cabinet to refine the document. Drafts of the document were circulated to the Cabinet and PRR Committee Chairs for input.

Also as part of the preparation to compile the report, the co-editors attended a MSCHE conference in Philadelphia, March 24, 2011, and a MSCHE workshop at Pace University, on September 17, 2011. The Philadelphia Conference was also attended by the SVP of Academic Affairs, the Dean of Institutional Effectiveness, and the Director of Institutional Research & Assessment.

Participants in the Periodic Review Process 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 has participated in the process in some manner. This resulting report is the culmination of two years of work of a group of full-time and part-time faculty, staff, students, and administrators highly committed to assuring that BMCC remains a center of excellence.

**Major Accomplishments and Challenges**

**Accomplishments**

- The implementation of a Comprehensive Plan for Assessing Institutional Effectiveness and Student Learning was approved and executed in 2008 and updated in a subsequent Monitoring Report in 2010. This plan codifies all of the assessment activities on campus into one document. The Comprehensive Plan is due to be updated in the upcoming academic year. The Collaborative Improvement Process discussed later in the document has also been implemented campus-wide. The resultant Strategic Steering Committees have met regularly, identified College priorities, and gotten approval for the creation of several new projects discussed later in this document.
- The ability of the College to meet enrollment growth of more than 16% since fall 2008, a headcount increase of 2,679.
- The opening of Fiterman Hall, which greatly alleviates the College’s space needs and serves as a beacon for the broader business and residential community.
- The hiring of more than 198 new full-time faculty and staff, including more than a dozen academic advisors, 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.
- Additionally, the College is in the process of establishing a Welcome Center for incoming freshman and has created Freshman Learning Academies (FLA) to provide support for new students in Liberal Arts during their first year of college.
- The creation of new and planned academic programs in Communication Studies, Criminal Justice, Geographic Information Sciences (an interdisciplinary program in Social Science and Computer Science), Accounting for Forensics, and several Secondary Education programs in Mathematics, Biology, Chemistry, and Physics. Each of these programs has articulation agreements with CUNY senior colleges.
- The creation of an E-Learning Center and the hiring of the related staff to provide student and faculty support, including assistance in course design.
- Establishment of the NY Simulation Center for the Health Sciences, a consortium with New York University, BMCC Center for Continuing Education and Workforce Development and BMCC’s Allied Health and Nursing departments.
- The opening of new Center for Continuing Education and Workforce Development offices at 25 West Broadway.
- The new science programs described above, as well as the Simulation Center and the DOL grants mentioned later all fulfill CUNY OAA goals 2.2 and 2.5 under Science/Research.
Challenges

- Managing enrollment effectively while meeting the needs of the community is a major challenge. As discussed herein, the decision has been made to cap the College’s enrollment. The challenge will be to continue to offer the necessary programs to meet both student and employer demands.
- Keeping pace with technology is a challenge for educational institutions. BMCC expects to benefit from the hiring of a Vice President of Information Technology (VP-IT), who will work with the appropriate College’s constituencies to develop a Technology Master Plan.
- BMCC expects that changes in leadership, faculty, and staff, due to retirements, will present another challenge.

Progress in Addressing Previous Middle States Concerns

The 2008 Middle States site visit and subsequent report highlighted five areas for BMCC to focus on going forward:

- Assessment: the College has embraced the concept of assessing all instructional and non-instructional programs, as well as the governance structure, and has developed a systematic approach to ensure an assessment process that “closes the loop” (CUNY OAA goal 1.4 under Curriculum and Assessment).
- Facilities Planning: The College has made major strides with the opening of Fiterman Hall, and the University has plans to complete BMCC’s Master Plan in 2013.
- Technology Planning: The College is aware of the vital role technology plays, as evidenced by the College’s increased commitment to E-Learning and the commitment to add a VP-IT as noted above. Additionally, as part of the review process for this report, a technology subcommittee, consisting of students, faculty, and staff issued a detailed Technology Report.
- Integration of planning, assessment, and budgeting: The development of the Collaborative Improvement Process is an effort to integrate planning, assessment, budgeting and resource allocation.
- Educating Faculty and Staff: The College strives to increase transparency and improve communication meetings about increased opportunities for faculty orientation and research support; academic freedom; the College budget; and promotion policies. Information is shared online, via email or the website, at College governance meetings, and in department meetings.

Highlights of the Periodic Review Report

BMCC celebrated its 50th Year Anniversary in 2013 and continues to change and adapt as it moves into the next half century. BMCC is student and community centered, as it is connected to and focused on serving the needs of its students and of the local and regional community, while keeping pace with economic developments and the needs of NYC and NYS. The PRR reveals a wide variety of new programs and services put in place since 2008 to enroll, retain, support, and educate our students. These accomplishments are highlighted on the College’s web page, to which we provide links in this document, as well as in a number of College publications.

The College has embraced a culture of assessment in all aspects of college life. The addition of the Dean of Institutional Effectiveness and Strategic Planning and the expansion of the OIRA staff have supported these efforts and been crucial in the development of the Collaborative Improvement Process. The faculty has been rejuvenated both by increased support for research and pedagogy as well as the additions of large numbers of new faculty. Staffing, particularly for student support, has expanded to meet the needs of an increasingly diverse student body. It is no surprise that BMCC is at enrollment capacity, as its reputation as the college where you can “start here and go anywhere” is more than just a slogan.
BMCC is proud of its academic offerings; this report provides evidence of the array of offerings, the college’s efforts to assess and improve those offerings, and the support for students, faculty, and staff that makes those programs successful. Recognizing our students’ need for flexibility, the college has dedicated considerable resources to expanding our E-Learning course offerings and our E-Learning Resource Center.

Enrollment is a critical measure of the College’s commitment to access and responsiveness to the needs of its community, and as will be noted later, the college is at capacity. BMCC plays a vital role in broadening access to higher education and stimulating the economy. BMCC provides effective cost-efficient education and demonstrates notable flexibility in meeting local educational needs and training requirements.

**Conclusion**

In response to suggestions and recommendations, the Periodic Review subcommittees have taken the opportunity to recognize BMCC’s strengths while demonstrating ways BMCC has improved to achieve the promise of its mission and goals and to meet the educational challenges of the 21st century. Since the start of the periodic review 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.
Section 2 – Response to Recommendations and Suggestions

Standard 1: Mission and Goals
The visiting team made no recommendations or suggestions for Standard 1.

BMCC’s Mission Statement and Goals remain unchanged since 2008. BMCC operates as a member of the City University of New York (CUNY or the University) system and in that regard reflects the broader goals of the University. The College continues to work to fulfill the goals of offering access to and excellence in higher education to a diverse community as outlined in NYS Education Law Section 6201 Article 125, which defines the role of CUNY. Throughout this document we will reflect upon aspects of the College’s Mission, which is guided by the University’s Performance Management Process, and the Goals of the University’s Office of Academic Affairs (OAA), as indicated throughout this document.

Standard 2: Planning, Resource Allocation, and Institutional Renewal
Under Standard 2, the visiting team had a recommendation and a suggestion related to assessment, its incorporation in the strategic plan, and how assessment leads to institutional renewal. This recommendation and suggestion are addressed first and then the recommendation related to the Facilities Master plan.

**Recommendation 2.1:** The team recommended 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.

The following is in response to Recommendation 2.1. Beginning in 2008, BMCC implemented a campus-wide process of collaborative and inclusive strategic planning to help the institution define and redefine institutional assessment according to the priorities, goals, and objectives outlined in the BMCC Strategic Plan 2008-2013: A Bridge to the Future. Using a framework of a Collaborative Improvement Model, the Dean of Institutional Effectiveness and Strategic Planning has actively engaged the faculty and staff in the planning and assessment process through the Strategic Planning Initiative. An Overview of the Collaborative Improvement Process and its link to Strategic Planning has been widely presented at the College. The position of Dean of Institutional Effectiveness and Strategic Planning was created in 2008, partly in response to this Standard Two recommendation from Middle States.

**The BMCC Collaborative Improvement Model (CIM)**

The BMCC Collaborative Improvement Model has four major goals:

1. To provide a framework for exercising the shared responsibility for shaping the future of the College
2. To realize the objectives of the BMCC Strategic Planning process by building upon departmental and division-level strategic visions (mission, goals, action) and assessment plans
3. To provide an ongoing mechanism for acting on institutional data and performance metrics in an agile fashion throughout the organization, both horizontally and vertically
4. To enhance organizational communication and take advantage of opportunities to build upon organizational strengths, utilize proven innovations, and collaboratively address challenges to student success.

The realization of the CIM goals occurs in three process areas: assessment, continuous process improvement, and strategic action planning. The culture of assessment and planning at BMCC is constructed through continuous capacity building in every campus department, instructional and non-instructional. The Assessment Committee (instructional departments) and the Planning and Assessment
Teams (PATs) (non-instructional departments) meet regularly to share ideas, utilize quantitative evidence, and build toward a vision of the future. The members of the Collaborative Improvement Council and the Strategic Steering Committees span all disciplines and departments of the college. The Strategic Steering Committees (SSCs) proposals have included a Virtual Faculty Resource Commons and an effort to improve Globalization in the Curriculum. Representative examples from Strategic Plan Matrix are presented below.

**Strategic Priority 1: Excellence in Teaching, Research, and Learning**

**Goal: Foster a culture of scholarly rigor and creativity for students, faculty, and staff.**

Scholarly rigor is supported by The Center for Excellence in Teaching, Learning and Scholarship (CETLS), which is responsible for developing and fostering excellence in scholarship, creative work, and pedagogical research. The College strengthened CETLS through the hiring of a full-time director. Currently it is led by Acting Director, the Associate Dean of Academic Affairs for Faculty Development. Day-to-day operations are shared by the CETLS Advisory Board. In pairs, the twelve members of the board, all full-time faculty or staff, take responsibility for certain aspects of CETLS operations: Assessment, Events, Grants, Pedagogy, Scholarship, and Technology.

In addition, 15 Faculty Interest Groups (FIGs) were created to support and enable faculty and staff across disciplines to focus on specific areas of professional interest together, such as Campus Wellness, Game-based Teaching and Learning, Publications Support, and Women's Studies. FIGs explore common research interests and/or embark on various types of creative projects. The Chair of the CETLS Advisory Board, a faculty member, coordinates the efforts of the Advisory Board and the FIG leaders. CETLS’ programs are typically assessed via a brief post-presentation survey. Faculty complete questionnaires at the end of the session either by hand or electronically and submit them to the Board members responsible for CETLS assessment efforts.

Several programs promote faculty’s efforts in scholarly publications. BMCC’s Faculty Publications Program for tenured faculty and College Faculty Development grants for all faculty foster excellence in writing and research by providing grants for reassigned time and $3000 summer stipends to support faculty research and publication. At the University level, two initiatives support writing and research both for untenured faculty: first is the contractual benefit of 24 hours of reassigned time for research for all new full-time faculty members at the assistant professor and above rank. Second is the University’s Faculty Fellowship Publication Program (FFPP), sponsored by the University Office of the Dean of Recruitment and Diversity, which provides support through writing groups. The above initiatives are assessed via the collection of data on faculty publications, which is reported by each academic department annually and to CUNY Central by BMCC’s OIRA.

Academic excellence is also ensured by the decennial Academic Program Planning Review (APPR) process wherein academic departments review their mission, identify strengths and weaknesses, and offer recommendations for improvement. The Schedule of APPRs through 2018 is available on the College website. In addition, as discussed in Standard 14 below, the College has engaged the faculty in the assessment of student learning outcomes and the measurements used to assess those outcomes at the course level.

The first goal of BMCC’s Performance Management Plan (PMP), as established by CUNY’s PMP, is Raising Academic Quality. As seen in BMCC’s 2012-2013 Performance Goal and Targets, the University’s targets are translated into indicators for BMCC. These indicators are identified by academic departments and academic support services working with BMCC’s Office of Academic Affairs and are then incorporated in departmental goals as appropriate and reported on by each department Chair annually. BMCC’s OAA works with each Chair to assess the success of each goal. For example, OAA
distributes University assessment success rates and asks relevant departments (Developmental Skills, Mathematics, and English) to monitor and consider ways to improve their student results by comparison.

Academic excellence is also supported by the E-Learning Center, which is responsible for expanding the use of technology to facilitate learning, improve student services and ensure technologically proficient students, faculty, and staff. The E-Learning Center uses a Quality Assurance Checklist (QAC) to promote excellence in the College course offerings. The QAC is based on the Sloane-C Quality scorecard for Instructional Design of and Administration of Online Programs and Courses. The College’s efforts to promote E-Learning have been greatly expanded since 2008 and are further discussed in Standard 13, below. E-Learning courses are assessed through student evaluations and peer review; in addition, Department Chairs have course access as guest observers. Lastly, academic success is supported by the growth in the OIRA staff who provide data and assist with analysis and as discussed in Suggestions 2.1 and 14.2, below.

**Strategic Priority 2: Student Success and Retention**

**Goal: Support a learning environment and culture that promotes student success**

BMCC offers an array of **Student Services** to foster student success in and outside the classroom. These services follow a holistic approach to student support, one that complements the intellectual, personal, and emotional growth of each student. The various centers, programs, and activities in the Student Affairs Division assess their services in a variety of ways: student, faculty, and staff satisfaction surveys; interviews; observations; discussions; and focus groups.

BMCC is often a site for innovative and experimental programs to foster student success. One of the new programs is the Freshman Learning Academies (FLA), a joint effort between the offices of Academic and Student Affairs. Incoming freshmen majoring in Liberal Arts take paired or stand-alone developmental and/or content area courses in which professors utilize high impact instructional activities; e.g. paired classes and service learning. Students are also provided ongoing support by their FLA advisors who serve as mentors/coaches for their academic success. The fall 2012 semester performance of FLA students show promising results: 98% of students remained in the program for spring 2013, and student pass rates in their courses were an average 15% higher than non-FLA students registered in the same courses.

BMCC is also one of eight community colleges in New York, Georgia, and Ohio currently participating in the Quantway Networked Improvement Community initiative funded by the Carnegie Foundation. Lastly, an example of a prior initiative that evolved from a three-year grant effort into a permanent program is ASAP (Accelerated Study of Associates Program), a University-wide program (CUNY OAA goal 1.1 in the category of Student Support) that emphasizes enriched academic support, personal academic advisement, and employment services to prepare students to graduate with their associate degree in two to three years and then either transfer to a four year college/university or enter the workforce with full time employment. Data on ASAP’s success in retention and graduation can be seen in Table 3 below.

Due to ASAP’s success, the university has committed to enrolling larger numbers of students in the next two years. At BMCC, the targeted enrollments are 350 students in fall 2013 and 400 students in fall 2014. BMCC is the only college with an evening/weekend ASAP program, and is the largest ASAP program in the University, enrolling about a quarter of all ASAP students. Once ASAP expansion efforts are done (fall 2014), ASAP will be serving approximately 1/3 of degree seeking freshmen at CUNY. In total, more than 4,000 students will be in ASAP, with BMCC serving about 1100 students.
### Table 3. ASAP Graduation and Skills Proficiency Results

<table>
<thead>
<tr>
<th>Cohort*</th>
<th>Number of Students</th>
<th>One-Year Retention Rate</th>
<th>Three-Year Graduation Rate</th>
<th>Comparison Group Graduation Rate</th>
<th>Skills Proficient After One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I – Fall 2007</td>
<td>249</td>
<td>80.1%</td>
<td>52.6</td>
<td>23.6</td>
<td>not applicable</td>
</tr>
<tr>
<td>II – Fall 2009</td>
<td>59</td>
<td>83.1%</td>
<td>54.2</td>
<td>19.2</td>
<td>79.6%</td>
</tr>
<tr>
<td>III – Spring 2010</td>
<td>97</td>
<td>80.4%</td>
<td>In progress</td>
<td>In progress</td>
<td>76.0%</td>
</tr>
<tr>
<td>IV – Fall 2010</td>
<td>108</td>
<td>75.9%</td>
<td>In progress</td>
<td>In progress</td>
<td>82.4%</td>
</tr>
<tr>
<td>V – Fall 2011</td>
<td>51</td>
<td>82.4%</td>
<td>In progress</td>
<td>In progress</td>
<td>88.0%</td>
</tr>
<tr>
<td>VI – Fall 2012</td>
<td>300</td>
<td>In progress</td>
<td>In progress</td>
<td>In progress</td>
<td>In progress</td>
</tr>
</tbody>
</table>

*New Cohorts were not established every semester.

An environment that supports learning also requires that all members of the BMCC community uphold the values of respect, dignity, and concern for self and others. Toward that end, BMCC Student Affairs has created the Behavioral Assessment and Response Team (BART) to minimize the likelihood of personal and community crisis situations. This body reviews and assesses students of concern reported by faculty and staff. The electronic reporting form has provided another means for the community to report these incidents. All cases are triaged by the Dean of Student Affairs who, with the team, reaches out to the student and reporter to address the matter. Since its inception in spring 2011, 65 reports have been filed and resolved. In addition, a position in Student Affairs was created to address BART issues, as well as general student conduct.

When students do not succeed for academic or behavioral reasons, their cases are given every consideration by two elected bodies, the Committee on Academic Standing and the Faculty-Student Disciplinary Committee. The Committee on Academic Standing, a standing committee of the Academic Senate, reads student appeals during the summer months and throughout the year. The Faculty-Student Disciplinary Committee, an independently elected body, holds hearings throughout the year to resolve discipline issues that extend beyond the classroom.

The results of the varied student support services are compiled and used to plan and execute future changes and improvements.

**Strategic Priority 3: Organizational Effectiveness and Institutional Accountability**

**Goal: Achieve greater institutional effectiveness and accountability through improved governance and ongoing planning and assessment**

The CUNY/BMCC Performance Management Plan (PMP) measures the College’s utilization of resources against its strategic priorities. Annual data indicators are published, showing how each CUNY college has progressed relative to the key performance indicators that are directly tied to strategic goals (e.g., retention, graduation, momentum productivity, percentage of administrative costs, and revenue). BMCC receives annual data reports and creates goals and targets for improvement that are submitted to the University annually.

Departmental goals are derived from the CUNY/BMCC PMP directives. The PMP is used to guide the College in each academic year to modify and refine its goals. An example of how the College “closed the loop” is the Multi-Media Advisement Initiative. In response to data indicating students were not graduating on time, and data from the BMCC Student Experience Survey that students were often confused by advisement, the College committed substantial resources to a multi-pronged effort to increase staff in Advisement, to restructure the orientation process for new students, and to create an attractive online advisement system with specific information for particular student support initiatives.
In addition to CUNY’s PMP, which is itself an assessment tool, organizational effectiveness and institutional accountability are regularly measured by the following:

- BMCC’s OIRA annual online Student Experience Survey (SES) is conducted each spring to track student satisfaction with the programs and services offered by the College. The data from the annual survey is shared with the component groups of the Collaborative Improvement Model and informs the strategic planning and continuous improvement process. Improvements to advisement, student supplemental instruction, and on-campus printing services have all been guided by the SES in recent years.
- BMCC’s Office of Affirmative Action provides an annual report to the University’s Office of Human Resources with the number of complaints filed with the Affirmative Action Office, the nature of the complaints, and the resolutions.
- BMCC’s OIRA annual online Faculty and Staff Questionnaire (FSQ) is an outgrowth of the Faculty Experience Survey conducted every five years by the University Faculty Senate. The BMCC OIRA survey allows the College to assess and act upon concerns of the college community more quickly than a 5-year survey allows. Increases in staff and faculty hiring, improvements to collaboration and to offices and facilities, opportunities for research support, and leadership development opportunities have all been influenced by the FSQ in recent years.
- BMCC’s Human Resources Exit Interview Form provides information on faculty departures. Fewer than three dozen faculty members resigned from BMCC between August 2008 and January 2013, not including retirements or non-reappointments. As reported in exit interviews, the largest number left to relocate outside of New York City for lifestyle or budgetary reasons.

Institutional effectiveness is communicated through the dissemination of the survey results through the Collaborative Improvement Process, discussed above, and the sharing of PMP goals with department chairs to ensure an avenue for ongoing dialogue and improvement. A satisfied faculty and staff is a key component in a productive college.

**Strategic Priority 4: Community Engagement and Economic Development**

**Goal: Enhance College visibility and enhance stakeholder participation**

BMCC engages the community through strategic partnerships with businesses, robust arts programming open to the public, educational outreach to secondary schools, and a vibrant continuing education program. Some of these programs are outlined below:

- Business Partnerships include The Financial Planning Association of New York sponsorship of a series of student workshops, MoneyWorks; the Goldman Sachs/BMCC Leadership Program, which includes mentorships; and the NY Simulation Center for the Health Sciences. The success of these programs is evidenced by continued relationship with these organizations and the increased student interest in participation in these programs. Each year the programs are enhanced based on evaluations from the student and corporate participants.
- Through a partnership with Single Stop USA and the Robin Hood Foundation, the BMCC Single Stop office has provided over 6700 students with nearly $15 million of services and resources. These include: tax preparation, health insurance, legal services, financial counseling, housing, childcare, food stamps, transportation, and emergency funds since its inception in spring 2010.
- The Tribeca Performing Arts Center (TPAC) offers a wide variety of performing arts programs for children and adults and coordinates an Artist in Residence program with Public School 150, a neighboring elementary school. Despite the economic downturn, TPAC has been able to continue providing a wide variety of events, including many which are free or low cost.
- College Now (CN) is a dual-enrollment program in partnership with the NYC Department of Education that allows motivated high school juniors and seniors to get a jumpstart on college by
taking courses at BMCC while still in high school. CN is assessed by CUNY-wide standards for attendance, course completion, and student satisfaction.

- The **Science and Technology Entry Program (STEP)** provides academic enrichment in the sciences and technology to 100 NYC public and private school students in grades 7th – 12th representing eighteen schools from across the City and Long Island. STEP is assessed by State Education protocols involving student academic performance, retention and completion rates, and college-going rates of program graduates.

- The **Center for Continuing Education and Workforce Development** provides a wide variety of courses and certificate programs ranging from ESL, ABE, and GED instruction to occupational training, like Cisco Certification to becoming a notary public. The programs are both tuition-based and grant-funded, primarily from NYCDOE, NYSED, and NYC SBS, and funding is tied to the success documented through mandated data collection and required course evaluations completed by students and submitted to CUNY’s Central Office of Adult Continuing Education.

- The **Alumni Affairs Office** seeks to capitalize on BMCC’s more than 60,000 alumni and uses database assessment to segment this group based on individuals’ history of giving, attendance at events, and other criteria to plan alumni outreach via annual appeals, invitations, and mailings. The success of these efforts is demonstrated through increased giving.

- BMCC’s Vice President of Student Affairs sits on **Community Board 1** and keeps the College informed of community activities, and vice versa. In the College’s most significant undertaking, the rebuilding of Fiterman Hall, a Fiterman Hall Community Advisory committee was established. The committee was chaired by the New York State Assembly Speaker and comprised of faculty members, representatives of the local business community, and numerous governmental entities.

Suggestion 2.1: The team suggested 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.

In response to Suggestion 2.1, the following programs and policies have been established to inform BMCC faculty and staff about the College’s resource allocation and assessment process.

The **Budget Committee**, a standing committee of the College Council, meets regularly and reports to the Council on budgetary issues. The **BMCC Operating Budget**, presented to the College Council and posted on the web, provides information about salaries, purchases of supplies, equipment, contractual services, and other activities incurred in the College’s day-to-day operations. In addition, the CUNY website includes information on the **CUNY COMPACT**, and the BMCC website provides a detailed breakdown of the **Technology Fee Report**. The Compact is a relatively new funding model for CUNY, a shared agreement among funding partners, including the State and City, the University, its alumni and friends, and its students. Each semester, the University Technology Fee is paid by all students to help improve academic support through the use of technology. In FY 2011-12, BMCC’s $2.8 million in technology fee revenues were spent on hardware, software, licensing fees, databases, peripherals, and personnel. The SVP of Academic Affairs and the VP of Administration & Planning lead a Technology Committee that evaluates the technology funding proposals. The proposals include a section on how the proposed project will be assessed; and subsequent to implementation, the assessment reports are provided to the Technology Committee, as well as the University Central Office.

BMCC’s **Office of Institutional Research and Assessment (OIRA)** is a key resource for data and evaluation information to inform the College’s research and assessment process. The OIRA compiles, maintains, and provides analysis of institutional and other data to support the operation, decision-making,
and planning functions of the College. OIRA’s mission is to provide data that is accurate, useful, and meaningful to support assessment activities and promote the use of results for quality enhancement, to explain and interpret information, and make recommendations to decision-makers as appropriate.

The OIRA compiles the BMCC Factbook annually. The Factbook contains data about the College, including information on enrollment, retention, grants, financial aid, faculty, and programs.

Faculty and staff can contact OIRA or may complete a Data Request Form found on the OIRA website to get information from OIRA for the purposes of improving their programs or furthering their research. During the last year, a number of data requests were made to OIRA for projects ranging from grant applications to improving student services and course management. In 2012, the Office of Institutional Research and Assessment completed 113 tasks or data requests for faculty, staff, and administrators.

In the Annual State of the College Address, President Pérez discusses the major accomplishments of the College during the past year as well as plans for the future. Programs that were instituted during the academic year are outlined. Programs planned for the future are unveiled. College resources, enrollment, and new hires are just a few of the many topics presented. All faculty and staff are encouraged to attend, and the Address is made available on the College website.

The following additional resources are available to inform BMCC faculty and staff about the College’s resource allocation and assessment process:

- BMCC Comprehensive Assessment Plan
- CUNY/BMCC Performance Management Plan
- Middle States Accreditation Information
- Middle States Monitoring Report

BMCC’s plan measures annual progress towards key goals identified by CUNY, and recognizes excellent performance.

The following is a response to Recommendation 2.2. Facilities Management for BMCC is primarily the responsibility of the Office of Facilities Planning, Construction and Management (FPCM) of CUNY. The Office of Facilities Planning, Construction and Management (FPCM) is the central administrator of the university system’s capital construction program. The FPCM is responsible for the University’s Capital Program and more than 290 buildings across 23 colleges and professional schools.

Within the CUNY FPCM, the Department of Space Planning (DSP) is responsible for determining the space needs and creating a Physical Master Plan for each campus using enrollment data from the individual college. Each campus prepares a 10-year enrollment projection to be used as a base framework for assessing space needs and submits the projection to the FPCM Department of Space
Planning for review. After the receipt of the BMCC 10-year projections, the DSP drafts a scope of work for the creation of a Physical Master Plan for BMCC. The stages in the master plan’s development will invariably require further space utilization studies, iterations, and amendments. Implementation of the plan is the responsibility of the FCPM through the management of real estate operations, as well as the design and execution of capital projects.

In 2011-2012, BMCC convened a Physical Master Planning Task Force to project FTE enrollments years into the future at the level of subject area and/or discipline. The ten member Task Force included faculty, department chairs, division vice-presidents, deans and other administrators from relevant departments across the campus. Projections were based on the CUNY Master Plan, research into feeder population trends, and BMCC Strategic Planning related to campus priorities, workforce needs, program goals, and academic objectives. The impact of retention rates on future FTEs was given careful consideration. Based on those projections, the University made the decision to maintain BMCC’s current enrollment and is now in the process of having the Physical Master Plan for the College updated.

Fiterman Hall – Fiterman Hall was completed on time and on budget, opening on August 27, in time for the fall 2012 semester. The opening of Fiterman Hall provides BMCC with an additional 390,000 square feet in 80 classrooms, labs, and offices. In addition to instructional space, Fiterman Hall adds essential student space for study rooms, computer labs, and lounges. Fiterman Hall’s opening has provided the College with the ability to reprogram and refurbish the Chambers Street Building.

199 Chambers Street – Alterations to this 35-year old building are underway to achieve ADA compliance, and improve the use of space by students, faculty, and staff. The process will also improve an outdated HVAC system and improve data transmission throughout the building. Finally, furnishings will be updated to mirror the interior design at Fiterman Hall. Targeted completion is early 2015.

Other Locations – Due to enrollment demand, in addition to its two main buildings at 199 Chambers Street and Fiterman Hall, BMCC leases classroom space at 70 Murray Street and at CUNY in the Heights in Inwood, effectively providing a BMCC presence in upper and lower Manhattan. CUNY in the Heights is a 15,000 foot space which opened in September 2012, with SMART classrooms, computer labs, conference rooms and offices for 150 faculty and staff. BMCC also administers the Manhattan Educational Opportunity Center (MEOC) uptown on 125th Street, on behalf of the State University of New York (SUNY). BMCC also offers classes at three CUNY senior college campuses: Brooklyn, Lehman, and John Jay.

Planning for Future Growth
Having met the University’s enrollment targets, BMCC expects to maintain current enrollment levels through 2020. Additional enrollment demand will be met by other CUNY community colleges, including the New Community College, which opened in midtown Manhattan in fall 2012. On an ongoing basis, BMCC continually updates and creates programs to meet the needs of the community as outlined in Section 3: Major Challenges and Opportunities, discussed below.

Standard 3: Institutional Resources
The visiting team recommended that the College create a Technology Master Plan and gave two further suggestions to broaden awareness of the budget allocation process and to secure local governmental support for additional space needs.
Recommendation 3.1: The team recommends that the College develop a comprehensive technology master plan.

In response to Middle State’s Recommendation 3.1, the College has committed to hiring a Vice President of Information Technology (VP-IT) who will consolidate all technology planning and ensure the most effective use of technology across disciplines and departments. The College has already completed two exhaustive searches and continues to seek a candidate for this important position, which will report directly to the President. The first priority of the new VP-IT will be to oversee the development of a Technology Master Plan, which includes a committee with college-wide representation.

Currently decisions about which academic technology projects to pursue are made jointly by the Office of the Senior Vice President for Academic Affairs and the Office of the Vice President of Administration and Planning. A good example of shared decision-making regarding technology projects is the allocation of student Technology Fee expenditures. The President’s Advisory Committee on Technology (Tech Fee Committee) meets in the fall semester to review ongoing Technology Fee Projects and, in the spring, recommends a set of proposed projects for the coming academic year. Both the SVP for Academic Affairs and the VP of Administration and Planning are in close communication about and vet each project before sending them forward to the President for final approval. This process ensures that the funds are used appropriately and it allows the two Offices to search for alternate sources of funding for projects that may not be appropriate Technology Fee projects but have merit for the College.

Despite this close cooperation, the process can be cumbersome. Technology planning may be done at a department level and then is directed to the appropriate officers in the Executive Cabinet. For example, a department might plan for a project that involves hardware and software purchases. The OAA will evaluate the plan and consult with Instructional Technology Services (ITS) and possibly the Media Center (both of which it oversees) on implementation. If the project involves servers and network access, then the College Computer Center (CCC), under the Office of Administration and Planning, would also need to be consulted. These three areas, ITS, Media Center, and CCC, may also need to coordinate with the department’s College Lab Technicians in implementing the projects. This process happens multiple times across the various departments and offices of the College.

Going forward, the VP-IT will oversee the Division of Information Technology, which includes the Computer Center, Media Center, and Academic Computing, and will also Chair the Technology Projects Committee. This oversight, in conjunction with the creation of a Technology Master Plan will allow the College to make the most informed decisions and to utilize resources most efficiently.

It is clear that the College makes extensive and pervasive use of technology, as evidenced in the discussion in Standard 13 on E-Learning and the information on Technology in Section 3 Opportunities and Challenges. The imminent selection of a new VP-IT and the creation of the Technology Master Plan will enable the dedicated faculty, staff, and administrators of the College to continue to support student learning and the overall Mission.

Suggestion 3.1: The visiting team suggested that BMCC further educate its faculty and staff on its budget allocation process, particularly as it relates to additional staffing needs.

In response to Suggestion 3.1, BMCC takes seriously the need to educate faculty and staff further on the budget process and has made the following efforts. The formation of the Collaborative Improvement Council and the creation of Strategic Steering Committees were implemented in 2010 to provide timely information for effective budgetary decisions, allow for efficient allocation of resources for new strategic
initiatives, and broaden the number of faculty and staff involved in the budgetary and planning processes. These combined entities include more than 170 faculty and staff participants.

The College has numerous sources of financial support. BMCC receives tax levy funds, grants, gifts, fees, rentals, and commissions. Expenditures from these funds are made based on the strategic priorities as well as any predetermined requirement for expenditures. Approximately 85% of the annual Operating Budget is devoted to cover mandatory expenses, such as salaries, fringe benefits, maintenance expenditures, and service contracts for the College. The College relies on the senior leadership of each administrative division to elicit departmental needs, collaborate on budgetary allocations, communicate the budgetary priorities, and provide the information required for effective utilization of budgets, particularly as it relates to hiring decisions. Proposed initiatives are presented to the President and senior administration for research, discussion, and deliberation. Implementation occurs if the proposal is consistent with the strategic plan of the College. Unscheduled initiatives, short-term in nature, are supported by the strategic plan and operating budget to the extent of funding availability and the extent to which they meet the programming priorities of the College and University strategic plans. An example of such an initiative is the hiring of Welcome Ambassadors, student guides who serve as a resource to new students during the registration and early weeks of spring 2012 at the time of a CUNY-wide hiring freeze.

Some BMCC entities have embedded requirements for expenditures and adhere to specific rules, regulations, and program priorities. The BMCC Foundation and the BMCC Association both have independent boards that control these related entities. The Scholarship and Special Services Coordinator solicits volunteer faculty to read student scholarship applications and recommend students to receive scholarships from the BMCC Foundation. Elected and appointed faculty and staff sit on the board of the BMCC Association whose goal is to plan, develop, promote, and cultivate educational and social relations among the students and faculty by assisting students in their study, work, curricular, and college-related activities, and to provide a vehicle for the orderly administration of student fees and activities.

BMCC fiscal and financial processes are monitored and reviewed by the University and the City of New York. BMCC conforms to the requirements of the University in maintaining standards of financial procedures. In addition, the University is subjected to an annual financial audit by an independent auditing firm. BMCC is not a separate legal entity and, as such, the University Office of the Controller prepares the accounting and financial reporting for the university as a whole. CUNY submits an Audited Annual Report on behalf of the entire university. Financial reports are submitted from the University to each of the colleges. The CUNY 2011-2012 Budget includes details on BMCC’s allocation for both operating and capital budgets. Summary reports and extracts are regularly published in print and electronic form by the University. In addition, BMCC’s Assistant Vice President of Finance presents summary reports to the College Council and the College Council Budget Committee at regular intervals.

The University measures progress on all strategic goals and priorities through the central Performance Management Process (PMP). Annual data indicators are published showing how each CUNY college has progressed relative to many “key performance indicators” that are directly tied to strategic goals (e.g., retention, graduation, momentum, productivity, percentage of administrative costs and revenue).

During the last five academic years BMCC has hired 198 new full-time faculty, in part with monies allocated to the College under the CUNY COMPACT, a shared agreement among funding partners, including the State and City, the University, its alumni and friends, and its students. Decisions on how to allocate BMCC’s annual share of the COMPACT are made by a committee comprised of faculty members, staff and students. Members are solicited by the Vice President of Administration and Planning. The College is allotted faculty lines as a function of enrollment. At the academic department level, staffing decisions are tied to the ratio of full-time to part-time faculty and new course curriculum
needs. New faculty hires are featured in editions of *Faculty Focus*, e-mailed to all college personnel. New faculty and staff are introduced at the President’s Annual Address.

Each academic department receives a budget for equipment and supplies. The decision-making process of how these funds are expended varies across departments. For example, in some departments, a committee makes the decisions; in other departments, the chair makes the decisions based on input received from faculty and staff. Chairs’ annual evaluations include questions about how department budget needs and requests are communicated to the department.

Overall, extensive information is available and disseminated about the CUNY/BMCC budget process, but this information is complex. BMCC is continually looking for ways to improve both communication and transparency. Most recently, led by BMCC faculty, a CUNY-wide workshop on the University Budget was organized to provide faculty with further insights on the process. The event was attended by almost 100 faculty governance representatives from across the University and included BMCC’s faculty governance leader and members of the BMCC Senate and the College Council Budget Committee.

**Suggestion 3.2:** The team suggests that BMCC continue to work with the State and CUNY to find funding for its space needs.

The following is the response to Suggestion 3.2. Over the last five years the College, in conjunction with the University, successfully sought capital support from its Borough President, City Council Members, the Mayor, and the Governor and secured matching funds for major renovation and construction programs. Evidence of this success includes the completion of Fiterman Hall and refurbishment of the Chambers Street building, which includes plans for a green roof and upgrading of HVAC facilities, the better to meet sustainability goals. CUNY in the Heights, a joint effort with Hostos Community College, greatly benefited from State and City capital support, and provides classrooms, computer and office space for students in Upper Manhattan.

BMCC clearly has had inadequate space to meet its needs since 2001 when Fiterman Hall was destroyed by the attacks on the World Trade Center and exacerbated by the growth in enrollments. The College was resourceful in meeting the space needs through the rental of nearby office space on Murray Street, the use of temporary classroom trailers and the offering of courses at several off-campus locations, all while actively soliciting new funds for expansion and renovation.

The difficulty in acquiring space in Manhattan and the desire to maintain an academically sound environment has contributed to the decision by BMCC and CUNY to maintain essentially flat enrollment in the foreseeable future. The most important measures for determining space management decisions are the ratio of square feet to the number of FTE students and faculty, as well as the number of hours per day that the facilities are in use. The College routinely provides status reports on critical maintenance and renovation projects to the college community, which includes reports to the College Council and the Facilities Committee. Detailed reports that follow the CUNY capital template are maintained in a University database. The College provides summary extracts on renovations, critical maintenance, projects, and capital construction work to the college community.

The Capital Budget for BMCC is determined at the University level. Planning for the capital budget is a two-part process. BMCC projects enrollment, presently flat through 2020, which is in turn presented to the University for review by the Chancellery. CUNY Institutional Research provides BMCC with a target enrollment number, setting goals and linking enrollment to space allocation. Capital spending is apportioned to the colleges by this formula. Further information on the Capital Budget can be found in Section Four: Finance and Enrollment Trends and Projections.
The College and University realize that even with the three campus centers, BMCC will continue to operate with a significant space deficit. This space shortage creates increased internal traffic and use demands on BMCC's main campus infrastructure at Chambers Street. Priority has been given not only to making the main campus more energy efficient but also to initiating modernization efforts to improve the under-designed mechanical and HVAC systems in the building. These energy and space management-related projects can positively affect the College's learning and working environment and affect student retention and the quality of life on campus for everyone. Therefore, they have been given a high priority and have been added to the scheduled Chambers Street renovation.

The College has become an integral resource and supportive partner in the redevelopment and rebuilding of Downtown Manhattan. During its 30-year location in Tribeca, BMCC, as already stated, has expanded from the main campus at 199 Chambers Street with the addition of Fiterman Hall and leased facilities in both upper and lower Manhattan. This expansion of the physical facilities underscores CUNY's strategic support of BMCC and affirms the importance of the College's role in the University's Master Plan to provide the critical educational programs that meet the needs of New York City.

**Standard 4: Leadership and Governance**

**Suggestion 4.1:** The team suggests that BMCC develop and implement a periodic assessment of the new governance plan.

In response to this suggestion (4.1), BMCC has developed a process to assess college governance periodically.

BMCC adopted a new Faculty-Staff Governance Plan in 2007 (ratified by the CUNY Board of Trustees in 2010). Since its adoption, amendments made to the BMCC Governance Plan were of a technical nature: clarifying provisions for filling vacancies of unexpired terms, eliminating staggered terms for Higher Education Officers (HEOs), Civil Service staff and College Assistants and addressing the scheduling overlap between College Council and Academic Senate Committees. Additionally several new committees were established:

1. Long-Range Planning Committee
2. Academic Freedom Committee
3. Regulation Compliance Committee

Interviews were conducted with other CUNY campuses to determine how, and how often, they assess their governance plan. At other CUNY colleges, for instance, revisions made to governance dealt with adding new voting constituents to their senates, particularly adjuncts and students, and amending voting procedures to comply with New York state law (Open Meetings and Freedom of Information).

A plan to assess the BMCC Governance Plan periodically was presented to and approved by the Academic Senate in October 2012:

1. The Chairpersons of the Standing Committees of the Council and Senate will review committee minutes, discuss their review with the committee, and identify any concerns regarding the committee’s role and its processes for achieving goals. The Standing Committee review will occur every two years beginning in spring 2013.
2. Biannually, the Executive Committees of the College Council and Academic Senate will review their minutes, confer with chairpersons of Standing Committees regarding their reviews, and make a determination regarding the effectiveness of the two governing bodies. Agreed upon recommendations for change will be submitted to the relevant body for discussion and action.
3. Every three years, the BMCC Academic Senate will survey all constituent groups (faculty, staff, HEOs, College Assistants, Civil Service, and students) to gather information regarding their level of satisfaction with the structure of our governance and the processes for achieving our goals. Additionally, BMCC’s OIRA plans to incorporate questions on governance in its annual Faculty and Staff Questionnaire. The results of these surveys will be used as part of the periodic review of governance that takes place every two years.

**Standard 5: Administration**
The visiting team had no recommendations or suggestions.

For almost two decades President Pérez and his administrative team have provided strong leadership. Changes in the **College Organizational Chart** since 2008 include the addition of a Dean of Institutional Effectiveness and Strategic Planning, who oversees campus-wide committees and work teams involving the whole campus in strategic efforts; a planned VP-IT who will spearhead the creation of the Technology Master Plan; a Director for the Center for Excellence in Teaching, Learning & Scholarship, and a Director of E-Learning. The Cabinet mirrors our student body in its ethnic and racial diversity.

President Pérez meets weekly with the Cabinet and with the College Personnel and Budget committee, comprised of academic chairs and the Senior Vice President of Academic Affairs. To disseminate information college-wide, he chairs the monthly College Council meetings and delivers an Annual State of the College Address every spring, discussed above.

President Pérez enthusiastically seeks out funding to meet the College’s needs. In addition to the considerable capital projects noted elsewhere in this report, capital monies were allocated to the construction of Forensic, Genetic and Engineering labs in the Chambers Street campus. As already stated, monies were also secured for student scholarships and grant funding, including faculty development grants, faculty publishing grants and first-time faculty conference presentations. Notable new projects include: [Freshman Learning Academies](#) inaugurated in fall 2012, [Single Stop](#), and [Safe-Zone](#), and the expansion of [Accelerated Study in Associates Program (ASAP)](#) due to its ongoing success.

**Standard 6: Integrity**

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<th>Suggestion 6.1: To provide enhanced orientation opportunities for adjunct faculty.</th>
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The response to Suggestion 6.1 follows. BMCC provides a collegial environment as evidenced in the number of adjuncts who return to teach semester after semester. Almost half of all adjuncts have taught at the College for over six consecutive semesters, some for many more than that, suggesting a high percentage of adjuncts return to their departments over time, leading to a reliable and stable part-time teaching force.

The results from the spring 2012 administration of the BMCC Faculty and Staff questionnaire revealed that the adjunct faculty were very satisfied with the amount of recognition from the department chair (94% satisfied or very satisfied) and with BMCC as a place to work (93% satisfied or very satisfied). These results are quite meaningful since many of the adjuncts at BMCC also work at other colleges in the area, and therefore are in a position to compare working conditions.

Adjunct faculty members are integrated into the ongoing mainstream activities of BMCC in many ways. The Human Resources Department has created an [Adjunct Faculty Handbook](#) and also sponsors adjunct faculty orientations with the Office of Academic Affairs. In addition, several academic departments; e.g., [Speech, Communication and Theater Arts](#), Mathematics, and English have created discipline-specific adjunct orientations and handbooks for their part-time colleagues. Furthermore, all adjuncts are regularly
invited to all college events including faculty development workshops, seminars, lectures, and colloquia sponsored by the Center for Excellence in Teaching, Learning, and Scholarship. In addition to orientations, handbooks, and programs for scholarship, adjuncts are included in special workshops on pedagogical issues that span the curriculum. For instance, spearheaded by instructors from the Developmental Skills Department, faculty across the disciplines attended professional development workshops in Reading across the Curriculum, Reading in Mathematics Courses, Working with ESL Students in ENG 101, and Academic Modules for ACR 094/095 and ESL 062/094 Students. The workshops were led by cross-discipline faculty and the (90) faculty participants were equal parts full-time and part-time instructors. Participants received stipends from Coordinated Undergraduate Education/Compact funds. The College’s willingness to give stipends to all participating faculty contributes to the programs’ success.

In a survey of department chairs in spring 2012, 70% of department chairs stated that they have some type of adjunct orientation programs and activities in place. In addition, a quarter of all departments have an adjunct coordinator and more than a third of the departments have a formal mentoring program. Almost a quarter of the academic departments dedicate a common space within their departments for the sharing of research, scholarship and creative projects among their full- and part-time faculty. Several department chairs responded that they are interested in improving office space for adjuncts and increasing personal development opportunities for adjuncts and believe that with the move to Fiterman and/or renovation of the Chambers Street building, these goals are more attainable.

**Standard 7: Institutional Assessment**

**Suggestion 7.1: The College should provide sustainable assessment training opportunities for college personnel.**

The following responds to Suggestion 7.1. Institutional Assessment focuses on the following divisions of the College: Academic Affairs; Administration & Planning; College Development; Continuing Education & Workforce Development; Human Resources; the President’s Office; and Student Affairs. All but a few of the 39 units received the first introductory training on assessment by spring 2013. For second level training, departments may choose from a menu of available workshop experiences, which are advertised monthly on the College Events Calendar.

The Dean of Institutional Effectiveness & Strategic Planning is charged with ensuring that institutional and academic assessment at BMCC is in line with the strategic priorities, goals and objectives set by the College. Division and departmental level Planning and Assessment teams have been set up in all the above divisions to develop mission statements, goals, outcomes, unit- and departmental-level assessment, as well as to develop the measurement tools that will provide direct evidence of improvement, efficiency, service quality, and client satisfaction.

In collaboration with the Cabinet, the Dean of Institutional Effectiveness examines if the goals of the College in all strategic areas are being met. As already stated, the College’s yearly Performance Management Process (PMP) Report, a University-wide initiative, assesses how the institution performs on three important indicators: Academic Quality, Student Success, and Financial and Management Effectiveness. These indicators map well with the strategic priorities set by the College. The results of the PMP report are posted online for the college community and also discussed in large strategic steering committee meetings. These gatherings encourage college personnel to become familiar with the goals and objectives of the College and, using a Collaborative Improvement Model\(^1\), participate in addressing gaps

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and areas that need improvement. Collaborative Improvement is a theory-based model that provides a framework to study and improve administrative, academic, and business processes and that encourages employee ownership over how those processes are revised and improved. The model enables academic institutions to make decisions based on data and information as they improve the quality of student services, resulting in improved services, lower costs, and higher student, faculty, and staff satisfaction.

**Suggestion 7.2:** 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.

The response to Suggestion 7.2 follows. BMCC shares examples of success including those related to student learning outcomes in a number of ways. In addition to the regular data reports from the Office of Institutional Research and Assessment (OIRA), described below, the College is soon to launch a comprehensive centralized [Virtual Faculty Resource Commons](#) or hub that will provide an online support system for staff and faculty services. It will combine, into a centralized space, all the resources needed for professional development, grant writing, research, and pedagogical innovations as well as provide a social network for making connections and sharing information.

CUNY-wide, the University is instituting the [Collegiate Learning Assessment](#) (CLA) tool. The CLA is a national program for colleges to assess their efforts to develop the critical thinking, analytical reasoning, writing, and problem-solving skills of their students. The CLA has two task types: the Performance Task and the Analytic Writing Task. Each participant will take one task or the other, not both. The Analytic Writing Task includes a pair of prompts called "Make-an-Argument" and "Critique-an-Argument." All CLA tasks are administered online and contain open-ended prompts that require written responses. No prior knowledge of any particular field is necessary in order to perform well on the CLA. BMCC administered the CLA to 100 freshmen in fall 2012 and to an equal number of upper classmen in spring 2013. Results from the Freshman CLA have just been received and will serve as a baseline measurement for determining our students’ proficiency in critical thinking and analytical writing.

Additionally, BMCC’s OIRA consolidates assessment data from the academic departments, including syllabi, with program- and course-level student learning outcomes. Data reports from non-academic departments, such as the PMP report and the BMCC Factbook, are stored online, where the reports serve as basic data repositories, available to the entire college community.

Student feedback is solicited in regard to satisfaction and perceptions of the quality of academics, student services, and available technology via the BMCC Student Experience Survey (SES). This survey is administered online annually by the BMCC OIRA to all currently enrolled students. Survey responses are tabulated and reported by OIRA. The results are available online to inform collaborative improvement efforts throughout the College. The results of the BMCC SES have been used at BMCC to support the evaluation of programs and services, as well as to validate strategic projects and initiatives designed to support student success. In addition to the annual surveys conducted by the College, the central CUNY Office of Institutional Research and Assessment now requires each CUNY college to administer the Noel Levitz survey every two years. The Noel Levitz data will supplement the detailed satisfaction information of the BMCC SES and allow CUNY to compare the colleges in the university system to a nationally normed sample.

**Standard 8: Student Admissions and Retention**

Middle States had no recommendations or suggestions related to this standard.

Below we describe ongoing efforts that address Standard 8. BMCC continues to experience strong enrollment demand and continues to work to improve student retention. One of the efforts is to review degree programs selected by new students regularly. Virtually all college programs have experienced
increased enrollment with the exception of nursing, which has a capped enrollment. A new program in Community Health is being developed as an alternative for students interested in a health-related career. By far, the most successful new program in enrollment growth is the Criminal Justice program, which articulates with John Jay College and currently enrolls over 2500 students.

BMCC in consultation with CUNY Central has capped enrollment for the foreseeable future. Nonetheless, the College will continue to do outreach to area high schools, an effort recently supported by the Academic Senate’s Admissions and Retention Committee. Additionally, the CUNY Student Experience Survey will continue to monitor student satisfaction with the admissions process, which is trending upward, with 60 percent satisfied in 2008 and 64 percent in 2010.

Regarding retention, BMCC’s OIRA has tracked student persistence and change of majors over a two-year period for each entering freshman cohort beginning with the fall of 2008. BMCC’s overall retention has improved. For the class that entered in fall 2010, 63.5% of students were still enrolled in fall 2011, which represents an improvement from entering classes a decade earlier when retention was less than 60%. A study done by BMCC Enrollment Management and OIRA, “We Want You Back,” revealed that the main reasons for leaving BMCC were financial issues, conflicts with work schedule, transfer to a four-year college, dissatisfaction with choice of major, academic class planning or other administrative functions, relocation, and achievement of individual educational goals at BMCC.

All departments are encouraged to monitor retention in their programs and take appropriate action if necessary. As an example, in years past the Computer Information Systems (CIS) Department had one of the higher attrition rates. In order to improve the articulation of and student retention in its programs, the CIS department examined the requirements of technology programs offered at CUNY senior colleges, since most of our graduates transfer to these programs. Special focus was given to the courses offered in the first two years of the programs and their Mathematics pre-requisites. CIS assessed its current course offerings and compared them, mapping them to the courses at CUNY and developed two new courses and have two more courses in the planning stages as well as revisions planned for existing courses.

In addition to continual review of retention by the academic departments, the College has also undertaken several new retention initiatives including ASAP, discussed in more detail in Standard Two above, and the following programs:

- The Co-Curricular Transcript (CCT), launched in fall 2011, (after assessing through surveys and focus groups of students and researching other colleges) tracks activities beyond the classroom to document and promote student involvement across six categories: athletics, clubs and organizations, community service, honors and awards, leadership training, and workshops and seminars.
- The Safe Zone Program created in fall 2010 to promote awareness, acceptance, and address the needs and concerns of individuals regardless of their sexual orientation and gender identity has trained almost 50 faculty and staff to serve as allies and a resource to the students of the LGBTQ community;
- Staff positions have been created including: Welcome Center personnel; specialists for Student Persistence and Retention Outreach, New and First Year Student Experience, Civic Engagement and Student Development; Coordinators for Veterans, International Students, Peer Mentoring; a Student Conduct Advisor and additional Academic Advisors.
- The creation of Freshman and New Student programs, including STARS (Steps towards Academic Readiness and Success), and Assembly, which spawned GPS (Getting Prepared to Start) and TOPS (Transfer Orientation Preparing for Success) as a result of constant assessment and surveying of the participating students.
- Enhanced Learning inside the Classroom (ELIC) grants from the BMCC Association provide faculty with funds to support activities that enhance the learning experiences of the students.
• Special programs such as Summer Cultural activities in NYC, De-Stress activities during final exams, which are assessed each semester to enhance the services and programs.
• New student leadership programs such as PALs (Peer Achievement Leaders), Welcome Ambassadors, Academy of Leadership and Service and BEST (BMCC Engaged in Service Together) were solicited after researching opportunities at other colleges and the interest of our students.
• The Freshman Learning Academy (FLA) program began in fall 2012 with encouraging results that indicate students in the program resulted in measurable outcome improvements, particularly in pass rates and self-reported frequency of critical reading, writing, and success behaviors.

The College’s Academic Advisement & Transfer Center continues to perform academic audits when students reach their 45th credit. This audit provides students with the necessary information to ensure that they are on track to complete all degree and graduation requirements. DegreeWorks (the Student Advisement Degree Audit), an easy to use web-based academic advisement tool, and the April 2013 implementation of CUNYfirst (a university-wide system that manages student educational records, faculty and staff employment and benefits information, and all business operations and is OAA goal 9.3), should both aid in the advisement and retention process.

The College will continue to explore new retention initiatives, including awarding credit for life experience; targeting specific student groups (e.g., international students); identifying characteristics of at-risk students and developing appropriate interventions and retention strategies; and examining factors that may contribute to withdrawal, such as class size and availability of support services.

**Standard 9: Student Support Services**
There were no recommendations or suggestions for this standard.

Though no recommendations or suggestions, we include the following in response to Standard 9. As mentioned earlier, BMCC provides a wide range of student services. Improvements to student services since 2008 can be found in Appendix A, Student Support Services Update, and are also discussed in the previous section on retention programs. In addition to those programs the College now offers recreation activities such as Zumba and Yoga, online career development services, biofeedback and de-stress activities, Veterans Services, Single Stop, volunteer and civic responsibility opportunities, Academy of Leadership and Service, student behavior and conduct services, new student programs (Assembly, GPS, TOPS), and leadership opportunities (such as PALS and Ambassadors). Assessment of student services is accomplished in a number of ways and is discussed in Standard 2 above, in the response to Recommendation 2.1.

**Standard 10: Faculty**

**Suggestion 10.1:** 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.

Results from the spring 2012 administration of the BMCC Faculty and Staff Questionnaire, where three groups were compared: full-time faculty, part-time faculty, and staff, revealed that adjuncts were positive about their integration into the work of the academic department. More than 93% agreed with the statement “The faculty promotes mutual respect,” while 86% agreed that “There is a cooperative, collegial environment.” More than 94% were satisfied with “the amount of recognition from their supervisor.” Anecdotal evidence supports the numeric data, with several department chairs remarking on comments from adjuncts about the extent to which they feel welcomed and included in campus life.
A recent administrative effort to strengthen relationships among full-time faculty has been the College's movement to create interdisciplinary academic programs that address both student and employment needs. For example, BMCC received approval to offer a Geographic Information Science program that is the collaborative effort of faculty in the Social Sciences and Human Services Department and the Computer Information Systems Department. Additional collaboration occurs at the College when qualified full- and part-time faculty members teach courses in more than one academic Department (e.g., a Speech faculty member whose expertise is in theater may teach a course in Shakespeare offered in the English Department).

Beginning in 2001, BMCC and CUNY entered an unprecedented era of faculty hiring, taking advantage of an opportunity to rejuvenate the faculty. This expansion is in sharp contrast to previous years, in which a limited number of new faculty members was appointed. The number of fulltime faculty was 498 in March 2013, a net increase of 25% since 2009, despite retirements of almost 100 faculty members. The arrival of significant numbers of new faculty coupled with the publications and research requirements have revitalized the professoriate and professionalized the faculty culture. The new appointments are tech-savvy, open to new pedagogies, committed to public education, and committed to research. They hold degrees from renowned universities, bring a wide range of experiences and knowledge, and reflect the College’s goal of creating a community of scholars as expressed in the strategic plan.

Additionally, in an effort to develop future faculty and staff leaders, the yearlong BMCC Leadership Fellows Program was established in June of 2011, with 14 fellows selected for the program. As an outgrowth of this, the Presidential Scholars program was implemented for faculty in spring 2013. Like the Leadership Academy, the Scholars are provided with intensive hands-on training, with each agreeing to develop a competitive grant application to a major funding source by fall 2013. The College will probably offer each of the programs again, in alternate years.

To foster faculty’s intellectual contributions to society and address the real pressures faculty feel to publish, the College, as addressed in Standard Two, sponsors two programs for faculty research and publication. As part of the Leadership Academy discussed above, the College is in the process of hiring an individual in the Office of Grants & Development to specifically assist faculty to find outside funding for research and development projects. The College honors faculty research and projects on its website, in college publications, and through the promotion, tenure, and sabbatical process. The College must continue to allow and assist BMCC faculty to become part of University projects promoting research and publication, from collaborative grants, to allowing faculty exchanges, and offering BMCC as a site for pilot projects in new initiatives.

The “graying” of BMCC’s faculty is part of a national phenomenon, which may have an impact on teaching at the College. As senior faculty members currently serving in leadership roles retire, the College needs to plan to ensure succession for the next generation of academic leaders. The expanded offerings of the CETLS and the creation of the BMCC Leadership Fellows Program are examples of initiatives that will do much to improve pedagogy and provide faculty with hands-on training. At present, faculty development initiatives are aimed broadly; reaching all faculty including part-time and especially new hires is a challenge. New faculty (both part- and full-time) would likely welcome the opportunity to participate in a systematic offering of faculty development workshops and seminars in teaching and learning, especially in their first few years at the College. These topics might include classroom management, syllabus development, pedagogical approaches (e.g., inquiry learning or collaborative teaching), writing and reading and quantitative literacy across the curriculum, and critical thinking.

Suggestion 10.2: 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.
In response to Suggestion 10.2, the BMCC community embraced the suggestion to create an Academic Freedom Policy. The Academic Senate at BMCC established an Ad Hoc Committee on Academic Freedom in fall 2007 to begin discussions about how to create a commitment to academic freedom on campus. Vigorous activity was undertaken by this group, and detailed in their Progress Report, which resulted in the creation of the Academic Freedom Manual and continues with outreach to all college departments. BMCC’s manual has been shared with the CUNY University Faculty Senate Committee on Academic Freedom and is considered a model for other campuses.

Suggestion 10.3: 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.

Responding to Suggestion 10.3, we systematically identified a number of resources that provide guidance to faculty regarding promotion and tenure, some of which are listed below:

- CUNY Bylaws Article
- PSC-CUNY Contract (Article 18)
- Center for Excellence in Teaching and Learning (CETLS)
- Faculty Interest Groups (FIGs) (CETLS)
- Annual faculty workshops
- Union workshops
- New faculty orientation
- Annual conferences with department chairs
- Academic Deans
- Department Personnel and Budget Committees
- Junior/Senior faculty mentoring
- Application forms for promotion/tenure

At new faculty orientations and in discussions with Human Resource officers regarding promotion/tenure, faculty are advised to speak to their chairperson, who is considered the most up-to-date authority on promotion/tenure and other personnel guidelines and who is responsible for shepherding faculty through their academic career. As a member of College Personnel & Budget Committee (P&B), chairpersons meet regularly on reappointments, promotions, sabbaticals, and other leave requests. Chairpersons hold annual conferences with faculty and write up annual evaluations, which serve as the basis for discussion at College P&B meetings. Chairpersons are responsible for giving guidance and feedback at all stages in the process.

In turn, chairpersons receive guidance from the President, who relates expectations and standards for faculty from the University. They, in turn, are responsible for giving guidance and feedback to their Department P&B and faculty. Over the past six years, expectations and standards at the University, particularly for community college faculty, have risen. For example new lines in most programs/departments are now rank positions, requiring doctorates after four years. One result of these changes in expectations is a perceived lack of clarity of promotion and tenure criteria. However, chairs and the President continually enhance their understanding and are able to give the best advice to faculty. The materials and resources listed above are continually updated, and faculty members are urged to make use of them, along with the counsel of their department chair, to navigate the route to promotion/tenure and other career advancements (sabbaticals, etc.). The College P&B, with the help of Human Resources and the OAA, will continue to revise and update written statements to clarify expectations, always with the understanding (caveat) that promotion/tenure, etc., involve a combination of factors, as shown in the PSC-CUNY contract, and not a checklist or a set formula.
The issue of Community Service is a separate matter. Community Service is not clearly defined by the University or the PSC-CUNY Contract. Community Service has been used as a criterion at BMCC over the years, but its definition has varied across disciplines. The College P&B is considering redefining community service to mean “Service in the area of one’s specialization to the community and public.” The P&B may add this definition to the Annual Evaluation template and make known a set of examples from a variety of departments: e.g., a faculty member in Nursing gave a set of workshops on pediatric care to a local community group; an instructor in Computer Information Systems (CIS) helped to set up and maintain a networked computer system for his church; an English as a Second Language (ESL) professor voluntarily consulted with her local school system on language needs of immigrant students.

Further guidance on issues surrounding promotion, tenure, and reappointment were provided to the faculty in two separate day long seminars, one sponsored by the Academic Senate, and the other by the PSC-CUNY union. Both of these events, held in 2011 and 2012, were well attended by junior faculty.

**Standard 11: Educational Offerings**
The Review team made two recommendations and one suggestion related to assessment of educational offerings.

| Recommendation 11.1: Program goals need to be stated in terms of measurable student outcomes. |
| Recommendation 11.2: Program assessment needs to be part of all programs and needs to directly relate to student outcomes. |
| Suggestion 11.1: 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. |

Assessment of the academic programs and the College’s progress in revising learning outcomes is discussed under Standard 12. This section addresses student Recommendations 11.1 and 11.2 and Suggestion 11.1, outcomes and assessments in educational support programs and learning enhancements.

BMCC offers a variety of educational support programs appropriate to the College's higher education mission, such as the Freshman Summer/Winter Immersion, CUNY Language Immersion Program (CLIP), Freshman Year Experience (FYE), College Discovery (CD), Counseling and Advisement services, Tutoring and Supplemental Instruction, CUNY Start, BMCC Language Immersion for International Students (BLIIS), Freshman Learning Academies (FLA), and Accelerated Study in Associate Programs (ASAP). College Discovery, CUNYfirst, CLIP, and ASAP are administered and assessed by CUNY Central, while the other programs are offered through the offices of Academic Affairs, Student Affairs, and Continuing Education. A number of these programs, such as the Immersion program, Counseling and Advisement Center, Tutoring, and the Library services, have received training from the Office of Institutional Effectiveness and Strategic Planning on developing and implementing assessment plans and incorporating results from this analysis into their future plans to create a systemic approach to assessment. As an example of the assessment loop in action, BMCC’s Center for Continuing Education & Workforce Development partners with NYC employers to develop programs that meet actual industry needs. Recently Continuing Education worked collaboratively with the New York Alliance for Careers in Healthcare (NYACH) to design and pilot a medical assistant education and training program that reflected the needs of Patient Centered Medical Home employers. The BMCC Medical Assistant program curriculum was reviewed by a panel of NYC employers and subsequently
enhanced to align with employers’ needs and to meet the requirements of the Medical Assistant Education Review Board.

BMCC’s Division of Continuing Education & Workforce Development works with all divisions and departments of the BMCC college community to provide non-traditional and professional training programs to our students in direct support of CUNY OAA goal 7.3 under Adult Learners/Workforce Prep. It also provides pathways to college programs, for instance: CUNY Start; the Health Lattice Program (funded by a Department of Labor (DOL) grant in partnership with the MEOC; and the Health Information Pathways Program (funded by a federal DOL grant). Other significant offerings supporting students that fall under the Division’s auspices include CLIP, BLIIS, CUNY Start programs, ESL, ABE, and GED instruction, a family literacy program, and partnerships that meet industry’s needs, among them the New York Alliance for Careers in Healthcare (NYACH) and the Community Health Care Association of New York State (CHCANYS) to develop a training program for medical home assistants. All Continuing Education programs are assessed by CUNY’s Central Office of Adult Continuing Education and BMCC’s OIRA, through course assessments and mandated data collection.

The College offers special programs for learning enhancement such as the Honors Program and the Study Abroad Program and, more recently, the Co-Curricular Transcript (CCT) service to enable students to leverage their education at BMCC and so further their academic goals. Other course specific learning enhancements are offered by faculty and meet the course and program assessment learning outcomes.

The Honors Program provides exceptional students with the opportunity to complete an honors project working one on one with a faculty member. These projects are evaluated by a committee of faculty across the disciplines using an honors rubric. In a prime example of linking planning to assessment and budgeting, the Student Success Committee, one of the Strategic Steering Committees, evaluated the Honors programs of a number of other CUNY and non-CUNY colleges and based on that assessment proposed the creation of a broader Honors Program at BMCC. This proposal was approved by the Cabinet in spring 2013 for future funding and implementation.

The BMCC Study Abroad program is designed as a course - African Experience (AFB253); French Heritage (FRN 4676); Hispanic Heritage (SPN476); Italian Field Experience (SSC 200); Latin Culture (LAT 475); and Tour Management (TTA 100) - that meets curriculum requirements in a specific department. Study-abroad proposals are approved by the BMCC Study Abroad Committee. Proposals need to include an updated syllabus with bibliography, assessment tools, outline of weekly content and an itinerary of activities designed to meet the course’s student learning outcomes. Each academic coordinator (a faculty member) writes an end-of-semester report on the course-level outcomes, which is sent to the Dean of Academic Affairs. Periodic changes to the study abroad program and process have been made as a result of formal and informal assessments throughout the years.

Overall, BMCC offers its students a wide variety of support programs and educational enhancements. These programs are assessed at the College, University, and state level as appropriate. Modifications to programs are made as needed.
Standard 12: General Education

Recommendation 12.1: 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.

The following is a response to Recommendation 12.1. A culture of assessment of general education learning outcomes has been successfully established at the college-wide level. In the 2008-2009 academic year, the BMCC General Education Assessment Committee (BGEAC) acted on the recommendation from the Middle States Evaluation Team's visit in March 2008 that “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,” and proceeded to enforce a college policy of syllabus revision to include a clear category in each syllabus stating which General Education (GenEd) learning goal will be fulfilled by the course and a description of the direct methods of assessment to be used. The objective of this policy was to make faculty and students aware of the GenEd requirements and to further encourage the development of a GenEd culture at BMCC.

The BGEAC also established a Syllabi Revision Timeline for revising all course syllabi beginning in fall 2009 with a completion goal of 100% syllabi revision by spring 2015. The BGEAC meets monthly and holds college-wide Assessment Days each semester. Since 2009 more than 80 faculty representative participants from 20 departments have attended Assessment Days. Assessment Days include hands-on workshops, sharing of best practices, and presentations from Assessment experts.

To further create a culture of assessment, BMCC suggested in its 2008 Middle States Self-Study, “the use of Blackboard be promoted as a communication tool between instructors and students” and that “the campaign be continued to make the entire faculty aware of the GenEd requirements at BMCC.” The OIRA conducted a total of ten assessment workshops during the 2011 calendar year; additionally the E-Learning Center conducts Blackboard workshops that support faculty assessment efforts.

BGEAC members work directly with department chairs and OIRA. BGEAC members have also made the commitment to include a general education and assessment update at every monthly department meeting and visited with other department representatives to promote the GenEd requirements and clarify any questions or confusions about how to revise syllabi and implement student learning outcomes. OIRA provides essential resources by regularly holding workshops on assessment throughout the academic year, by creating a website with information identifying General Education student learning outcomes and means of assessment, and by determining the validity of the revised student learning outcomes.

This College effort of revising syllabi and identifying student learning outcomes by faculty and administrators has resulted in the successful establishment of a culture of assessment of GenEd learning outcomes in BMCC. As of fall 2012, 63.7% all programs at BMCC had revised their syllabi surpassing the target of 50% revised as stated in the Syllabi Revision Timeline. Further analysis by department shows that out of 18 departments, 13 have reached or exceeded the goal of 50% compliance rate in the revision of syllabi. Thus, BMCC is ahead of schedule and has achieved the goal of revising syllabi with student learning outcomes, general education outcomes, and direct methods of assessment a year in advance of the timeline. Since this effort began, thirteen academic departments have conducted a total of 31 assessments of GenEd student learning outcomes and means of assessment, and by determining the validity of the revised student learning outcomes.

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full assessment cycle for ENG 088, an intensive writing course. The Status of General Education Assessment can be seen in Appendix C and specific course examples in Appendix D.

Additionally, the University through the PMP specifically identifies two broad General Education proficiencies to be assessed annually as seen in Table 4 BMCC Annual General Education Assessment Proficiencies, below. Each academic year new assessments are introduced and build upon the assessments of prior years.

Having successfully established a culture of assessment, the BGEAC is now reexamining the College’s GenEd goals in light of CUNY’s new Pathways Common Core requirements. CUNY’s new general education framework (part of the Pathways initiative) has two parts: the Common Core for all colleges (30 credits) and 6-12 additional credits for baccalaureate programs, selected at the senior colleges’ choice (the College Option). Thirty credits of the general education Common Core are for developing a broad range of knowledge and skills and for building a solid intellectual foundation upon which students can engage in sophisticated study and analysis at successively higher levels as they complete their degrees.

**Table 4. BMCC Annual General Education Assessment Proficiencies**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Gen Ed Proficiencies</th>
<th>Example of Department Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Values</td>
<td>Health Education: pre- and post-tests.</td>
</tr>
<tr>
<td></td>
<td>Communications Skills</td>
<td>Modern Languages, English, Developmental Skills: essays, Speech: final oral presentations with a nationally normed rubric.</td>
</tr>
<tr>
<td>2010-11</td>
<td>Social Behavioral Sciences</td>
<td>Social Sciences and Human Services: exam questions and assignments.</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
<td>Library jointly with English and Speech Depts.: pre- and post-tests, after Library information sessions.</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>Social Science: Economics pre- and post-tests.</td>
</tr>
<tr>
<td>2011-12</td>
<td>Scientific Reasoning</td>
<td>Science: Physics lab questions; Chemistry pre- and post-tests.</td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities</td>
<td>English: Literature papers assessed using a rubric</td>
</tr>
<tr>
<td>2012-13</td>
<td>Communications Skills</td>
<td>Assessments in progress</td>
</tr>
<tr>
<td></td>
<td>Values</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td></td>
</tr>
</tbody>
</table>

The BGEAC held three consecutive weekly meetings in early February 2012 in order to organize the revision of all syllabi to include the student learning outcomes required by the Pathways Common Core. Also in February, all academic departments were informed about the syllabi and curriculum revisions that are required to comply with the Pathways Common Core. During the summer representatives from all departments that house either an A.A. or A.S. degree were asked to review their curriculum and discuss the impact of changes necessitated by Pathways. In the fall departments continued the process of revising their curriculum, a process which will continue through spring 2013, but the Academic Senate passed a moratorium halting its approval of all Pathways curriculum items to allow for further discussion in the body and exploration of transfer issues faced by BMCC students elsewhere in CUNY. An ad hoc committee was formed to investigate transfer issues.

The Pathways initiative is discussed further in Section 3: Challenges and Opportunities.
Standard 13: Related Educational Activities

Suggestion 13.1: While a Testing Office and services are in place, the College needs to further assess the effectiveness of current placement scores.

The following is the response to Suggestion 13.1. With faculty input, CUNY establishes CUNY Skills Assessment Tests for incoming students in reading, writing (ESL/ENG), and Mathematics and determines the cut off scores for exemption from developmental, ESL, or remedial courses. University policy dictates that students must pass the tests in order to take regular Mathematics or English courses or to graduate from any CUNY school. Individual departments at BMCC—Mathematics, Developmental Skills, and English—set placement scores for various levels of Mathematics, English, ACR, or ESL, taking into consideration levels of development, to ensure that students get proper instruction leading to retaking exams at the end of the course or workshop.

Through CUNY Discipline Councils, faculty members give input into the choice of assessments that are utilized to determine student placement into developmental Mathematics, English, ESL, and Academic & Critical Reading (ACR). Over the past two years, a number of changes have taken place. CUNY has replaced the ACT essay with a University-developed writing assessment, the CATW to determine placement into and exit from English developmental or ESL courses. The CATW Faculty Handbook and Student Handbook are available on the CUNY website. The CATW closely replicates college writing assignments and is used as the writing placement and exit exam for students who do not have sufficiently high enough Regents, SAT, or ACT scores. CUNY continues to use the ACT COMPASS reading test as placement into and exit out of developmental reading courses but has recently formed a panel of CUNY faculty and staff to consider creating a CUNY reading test. Finally, the ACT COMPASS Mathematics test was replaced with a CUNY-developed Mathematics test in 2013 for exit from remediation.

Since these changes have taken place in the last two years and are continuing, assessing the effectiveness of placement scores is in process as well. Relevant departments are working with BMCC OIRA and CUNY Institutional Research & Assessment Office to insure reliability and validity of placements, as well as making refinements of placement into levels. In the case of Mathematics, more changes are in the offing as Mathematics departments revise curriculum and courses to adopt national changes related to Quantway. Quantway does not change the placement score system currently in use, but it provides students with an alternative Mathematics (or quantitative analysis) track.

In another change, CUNY OIRA has adopted a policy of no retesting on CUNY Skills Tests. The retest practices used in the past by Mathematics, English, ESL and ACR resulted in relatively few changes in placement and were costly and disruptive to classes. Indeed, the BMCC Mathematics Department had already reassessed first-day testing and had stopped the practice because so few students were able to place into higher levels after retesting. They determined that initial placement scores were effective. Specific efforts to refine placement in Mathematics, English, ESL, and ACR are detailed below.

Mathematics – In spring 2012, developmental Mathematics courses (MAT 010 and MAT 011) were combined into one single course, MAT 008. CUNY is discontinuing the COMPASS Mathematics exam as an exit assessment. The CUNY Developmental Mathematics Committee recently replaced the final exams for assessing student readiness for credit-bearing Mathematics courses. When those tests are validated and in use, the Mathematics Department will analyze the effectiveness of placement scores.

English – Students are placed in one of two levels of English developmental courses based on CATW scores, using cut-off scores suggested by the CUNY Office of Assessment based on analysis of test scores across CUNY. In 2012, BMCC English Department’s Intensive Writing Committee reviewed CATW
essays and concluded that the cut-off score for placement into ENG 095 was low. After analysis and comparison with instructional material in the courses, the Committee identified a new placement cut-off score for ENG 095 to be used in fall 2013. The department will monitor the revised placement through faculty feedback and student progress in the subsequent courses.

*English as a Second Language* – ESL students are identified by their initial test score, tagged “E” by readers; and their papers are reread by ESL faculty for placement into ESL levels or into English developmental courses as appropriate. The ESL program is working with OIRA on an investigation, begun in 2011, into whether certain combinations of both CATW and COMPASS scores (reading and writing) are effective in making initial ESL placements.

*Academic and Critical Reading* – Effective spring 2010, the Academic & Critical Reading faculty changed the ACT COMPASS reading exam cutoff score for entry into the upper level ACR course (ACR 095) in an effort to more accurately place students. Based on research on scores and pass rates by ACR faculty and OIRA staff, the cut-off score was increased. In order to assess the effectiveness of this change, ACR faculty are currently collecting data to evaluate if the revised cut-off scores are improving placements from a pedagogical standpoint and pass rates.

**Suggestion 13.2: 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.**

In response to Suggestion 13.2 and in line with CUNY OAA goal 1.8 under Curriculum and Assessment, BMCC continues to foster growth of E-Learning courses as seen in Table 5 below. This success is a result of an organized effort on the part of the College starting in 2009 when a Distance Learning Task Force was convened and subsequently awarded a Title V grant for E-Learning.

**Table 5. BMCC Courses with Some or All of the Course Content Available Online**

<table>
<thead>
<tr>
<th>Semester</th>
<th>All Online</th>
<th>Hybrid</th>
<th>Web-enhanced</th>
<th>Total E-Learning</th>
<th>Total BMCC Offerings</th>
<th>Percentage of BMCC Courses With Content Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>34</td>
<td>2236</td>
<td>1.52%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>37</td>
<td>4</td>
<td>0</td>
<td>41</td>
<td>2550</td>
<td>1.61%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>36</td>
<td>3</td>
<td>535</td>
<td>574</td>
<td>2668</td>
<td>21.51%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>41</td>
<td>6</td>
<td>637</td>
<td>684</td>
<td>2793</td>
<td>24.49%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>50</td>
<td>31</td>
<td>782</td>
<td>863</td>
<td>2997</td>
<td>28.80%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>55</td>
<td>24</td>
<td>857</td>
<td>936</td>
<td>3079</td>
<td>30.40%</td>
</tr>
</tbody>
</table>

The task force, comprised of faculty, students and administrative staff, produced a 90-page report on the status of E-Learning at the College from 2002-2008. The Title V grant stimulated an effort to seek out additional grants related to E-Learning as indicated in Table 6 below. In addition to those awarded below, grants were also sought from the Lumina and Spenser Foundations. The Tile V grant also enabled the College to design, equip and staff a new BMCC E-Learning Center in September 2010. New staff hires since 2010 include a Director, two academic advisors, a student support supervisor, three part-time support technicians. Additionally, two E-Learning trainers were certified in instructional design. The E-Learning Center provides the following services: student and faculty technical support, technology and pedagogy training, multimedia workstations, instructional design services, and online and hybrid course development support.
Table 6. Grants awarded to BMCC for E-Learning 2009-2012

<table>
<thead>
<tr>
<th>Grants Received</th>
<th>Years</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title V Strengthening Institutions Grant for E-Learning</td>
<td>2009-2014</td>
<td>$2,875,000</td>
</tr>
<tr>
<td>CUNY Hybrid Course Development Grant</td>
<td>2010</td>
<td>$35,000</td>
</tr>
<tr>
<td>CUNY Hybrid Course Development Grant</td>
<td>2012</td>
<td>$25,000</td>
</tr>
<tr>
<td>PSC-CUNY Awards</td>
<td>2011-2013</td>
<td>Several varying:$2,500-5,000</td>
</tr>
<tr>
<td>American Educational Research Association</td>
<td>2012-2013</td>
<td>$25,000</td>
</tr>
<tr>
<td>CUNY Community College Collaborative Incentive Grant</td>
<td>2012-2013</td>
<td>$15,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Grants Awarded from Title V</th>
<th>Years</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Research Stipends (3)</td>
<td>2011</td>
<td>$12,000</td>
</tr>
<tr>
<td>Game-based social network mini-grant</td>
<td>2011-2012</td>
<td>$91,000</td>
</tr>
<tr>
<td>Faculty Research Stipends (1)</td>
<td>2012</td>
<td>$4,000</td>
</tr>
<tr>
<td>Faculty Research Stipends (2)</td>
<td>2013</td>
<td>$8,000</td>
</tr>
</tbody>
</table>

The E-Learning Director utilizes a wide variety of faculty and staff support to improve and assess the College’s E-Learning offerings continuously through biannual meetings with the following: the Senior Vice President’s External Advisory Council; the Faculty Network, comprised of faculty who teach online and hybrid classes; and the Implementation Group, staff, and faculty from across the College.

Ongoing course assessment and improvement is provided by the:
- Creation of a course design rubric based on the Sloan C Quality Scorecard
- Development of a course approval process for faculty certification
- Approval of a new faculty peer observation process (awaiting Academic Senate approval)
- Establishment of a peer faculty mentoring program for new E-Learning faculty members

Since 2010, six cohorts of faculty have completed training for online, hybrid and web-enhanced classes. Additionally, a wide range of software training, including Blackboard and multimedia training, is offered throughout each year and is widely attended by full and part-time faculty. In the last three academic years more than 460 sessions were held and attended by 2100 faculty/staff members.

Additionally various institutional efforts have been made to improve students’ E-Learning experience such as the following:
- Redesign of the E-Learning website with a readiness self-check, a prerequisite for enrollment
- Implementation of E-support, a central location for E-Learning student support and training
- Creation of an online interactive tutorial in Blackboard
- Redesign of the Student Evaluation of Faculty form to reflect E-Learning differences

The overall result is that BMCC continues to add new online and hybrid courses to its offerings, to continue to lead CUNY in these offerings, and to continually look for ways to improve the experience for both students and faculty.

**Standard 14: Assessment of Student Learning**

**Suggestion 14.1:** Improve the writing of measurable course level student learning outcomes (in some areas) and standardize learning outcomes in courses sharing common curricula.

The College recognizes the importance of learning outcomes that are easily understood, effectively implemented and carefully assessed. Training sessions on the writing of learning outcomes were offered numerous times during the last three years, with a focus on the use of Bloom’s taxonomy. This training formalized the development of appropriate measures for assessment of student learning outcomes for all
academic courses and programs. Departments were given certain time-bound goals to revise and standardize the department syllabi so that all courses sharing common curricula had the same set of learning outcomes. The goal was to have 25% of all course syllabi revised to include student learning outcomes by spring 2012, a goal which was exceeded when 50% of syllabi were successfully revised. In Appendix E we provide a comparison of how the syllabus changed for Introduction to Marketing before and after revision of learning outcomes. The training has improved the writing of measurable course-level student learning outcomes and assessments, departments are now actively revaluating program level learning outcomes.

Student learning is also assessed through the use of the Assessment of Student Learning Survey and the Collegiate Learning Assessment (CLA). The CLA is a University-wide tool. The Assessment of Student Learning survey is administered to all departments on a three-year cycle. It asks students about the quality of various areas of learning in a particular course. The results are shared with department chairs, who in turn review them with their faculty. The CLA is a new initiative which BMCC piloted in the fall 2012 semester. The CLA gauges summative performance and students’ ability to think critically, reason analytically, solve problems, and communicate clearly and cogently. Scores are aggregated to the institutional level to provide a signal to the institution about how their students as a whole are performing in comparison to other institutions.

**Suggestion 14.2: Review the assessment plans and clearly define how they will financially and operationally sustain assessment of student learning processes.**

BMCC assesses student learning in several ways to sustain assessment of student learning processes financially and operationally. New academic courses are required to include student learning outcomes and assessment measures, which are approved by the College Curriculum Committee and the Academic Senate. Curriculum committee requires a New Course Submission or Course Revision Form. The recent Pathways Initiative at CUNY has resulted in departmental reviews of courses for consideration in the CUNY Common Core. The aim is to determine if courses meet the broad learning outcomes established University-wide, with the goal of improving transferability. This process is ongoing.

In order to ensure that all faculty members, including adjuncts, are exposed to assessment training, online videos are being considered to share assessment training with those faculty personnel who cannot attend training workshops physically.

The College has demonstrated its financial commitment to the assessment process through its creation of the position of Dean of Institutional Effectiveness & Strategic Planning, the increased staffing in the BMCC Office of Institutional Research & Assessment, and the expenditure of funds for faculty to attend numerous internal and external workshops and conferences on assessment.

**Suggestion 14.3: Establish an institutional culture of assessment as a continuous improvement process for all programs and courses.**

BMCC has embraced assessment as a continuous improvement process throughout the College. Assessment workshops and discussions with academic departments, chairs, directors of non-academic units, and the senior administration all emphasize the importance of “closing the loop.” In order to use assessment results to improve the academic process, all departments, through their Departmental Assessment Committees, complete a course assessment reporting template (see discussion below). Non-academic assessment is reported through an adaptation of Institutional Effectiveness Associates’ Five-Column Model. Within these formats, departments demonstrate completion of a full assessment cycle.
and thereby “close the loop,” setting up a continuous improvement process. As departments succeed in “closing the loop,” this process permeates and supports the assessment culture of BMCC. Through practice, faculty and staff learn that assessment results assures future success.

BMCC is building an institutional culture of assessment as a continuous improvement process by following a three-pronged strategy that includes: (1) encouraging faculty to attend external assessment workshops and presentations, (2) educating faculty through college-wide workshops and presentations, and (3) offering workshops at the departmental level.

**External Faculty Assessment Workshops**
From 2009 to 2012, more than 50 BMCC faculty and administrators attended the following external assessment workshops:

- **March 2009** – A workshop at York College conducted by Linda Suskie, former Middle States Vice President. This workshop provided faculty and administrators with the framework for developing appropriate outcomes and rubrics for assessment.
- **September, October and November 2009** – Assessment of Student Learning workshops hosted by the CUNY Assessment Council. The CUNY Assessment Council organizes the workshops in conjunction with the University Office of Academic Affairs. The workshops covered the following: using assessment to (im)prove student learning, content analysis as a tool for assessment of student learning outcomes, and a road map for designing program-level assessment of student learning.
- **June 2010** – the NASPA (Student Affairs Administrators in Higher Education) Conference on Retention with an emphasis on assessment.
- **October 2010** – CUNY Assessment Council workshops; topics included faculty-driven assessment practices in mathematics, science, and the humanities. Three professors from BMCC presented.
- **October and November 2011** – CUNY Assessment Council workshops on Assessment in the Social Sciences and General Education as well as a course on survey use and assessment for non-academic departments. These workshops provided faculty with the skills to use qualitative data analysis in assessment and appropriate methods of assessment for their particular fields (i.e., direct and indirect, qualitative and quantitative tests, rubrics, capstones, and portfolios). Two staff members from BMCC presented at the assessment for non-academic departments workshop.
- **November 2012** – CUNY Assessment Council workshop on assessment tools and instruments.

**Internal Presentations and Workshops**
Building on this momentum to create a college-wide culture of assessment of student learning, the BMCC Faculty Development Committee has invited several speakers with expertise in assessment.

- **Spring 2009** – Dr. Lion Gardiner gave a mission-writing workshop to approximately 50 administrators and directors.
- **Fall 2009** – Dr. Michael Anderson, Director of Academic Assessment at Brooklyn College, spoke to approximately 75 BMCC administrators, department chairs, and faculty about how assessment can help the classroom experience and how to link program assessment and general education requirements to course-level assessment and learning outcomes.
- **March 2010** – Dr. Virginia Anderson conducted a workshop for about 60 faculty members on effective grading and assessment.
- **October 2011** – the BMCC Coordinator of Assessment conducted program assessment planning workshops demonstrating the linkage between student learning outcomes and program goals. Program outcomes have been developed by Teacher Education, Nursing, Computer Information Science, Speech, Allied Health, Modern Languages, Health Education, and others.
- **Over the last 4 years**, the BMCC Coordinator of Assessment has conducted more than 20 assessment workshops in the CETLS on topics including: articulation of outcomes, designing and using assessment instruments and determining performance expectations, ways to use results/"closing the
loop,” and rubrics. Additional workshops focused on program assessment planning; assessment basics for new faculty; and assessment of online courses. Approximately 230 BMCC faculty members participated in these workshops and presentations.

**Academic Department Meetings**

The Coordinator of Assessment and the College Assessment Committee representatives have met with academic departments during departmental meetings to speak with the faculty about assessment, its importance, and ways to approach it.

As a result of these efforts, faculty members in many departments are collaborating with one another on student learning outcomes and assessment at the course and program level. The Dean of Academic Programs and Instruction has requested that assessment be placed on the agenda at every department meeting to keep faculty members apprised of their program’s status in assessing student learning outcomes. Every department submits a report to the BMCC College Assessment Committee and to the Coordinator of Assessment in the Office of Institutional Research on their status at the end of the semester. The Office of Institutional Research compiles the results from these reports and sends them back to the departments so that they can see how they fare in relation to other BMCC programs. An analysis of assessment status by department is provided in Appendix F.

**Recommendation 14.1:** 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 instruction.

As of spring 2012, more than 50% of all course syllabi for courses offered during the most recent six semesters have been revised, exceeding the College’s 35% goal for the spring 2012 semester and meeting MSCHE’s recommendation. To date, 64% of syllabi have been revised.

“Closing-the-loop” data from the Assessment of Student Learning Survey have been analyzed and shared with faculty. Departments receive the Assessment of Student Learning Surveys, which are completed by students in spring of a particular year. Participating faculty receive results from the Assessment of Student Learning survey in the month of September of that same year. Faculty members are then asked to review and identify relevant findings for which they would like to see improvements. In November, a follow-up form is sent to faculty asking them to discuss how they used results from the survey to make changes and improvements in their courses. Appendix B provides a schematic of the “closing the loop” process for a course revision. This information is sent back to OIRA by the end of the fall term and documented as evidence of how the loop is closed.

A Course-Level Assessment Reporting Template is used by all departments to ensure uniformity in assessment reports; the last step in the reporting template prompts for information about how assessment findings were used to make changes and improvements. Refining and improving assessment measures by “closing the loop” are emphasized in the assessment workshops. Finally, departments are required to integrate the information from assessment into their Academic Program Planning Review report. Since 2008, 11 programs have completed their APPRs, which are reviewed by the Office of Academic Affairs.

**Recommendation 14.2:** At least 50% of full-time faculty and chairs will be trained in assessment of student learning outcomes.

As of spring 2013, BMCC has 498 full-time faculty members. As discussed earlier, about 230 BMCC faculty members participated in the BMCC Assessment training workshops and presentations, either
offered at the CETLS or in their departments. In addition, approximately 80 additional BMCC faculty have participated in workshops led by outside presenters on campus and have also attended workshops off campus. This is an ongoing process and BMCC will continue to offer training both as a refresher and for the new faculty hires.

Recommendation 14.3: All department chairs should take responsibility for assessment. Their responsibilities should include communicating and ensuring that all faculty members are engaged in the assessment process.

Department chairs are requested to include a discussion on assessment, as well as on general education as noted in Standard 12, on the agenda of every departmental meeting. All faculty members are expected to participate in the department assessment process through committees or to assist with “closing the loop” in their courses. Departments, through liaisons, submit end-of-semester course-level assessment reports to the Dean of Academic Affairs and OIRA. In annual department reports submitted to the SVP of Academic Affairs, chairs are asked specifically to describe the department’s progress in developing outcomes assessment for its courses and programs and state specific ways in which the College administration can assist the department’s work on outcomes assessment (Department Evaluation Form, item # 6). In addition, chairs are asked to describe their role in “engaging and working with faculty in the assessment of student learning” in annual Chair Evaluations (item # 3E), submitted to the SVP of Academic Affairs. Chairs are held accountable for department progress toward the goal of Standard 14.

Suggestion 14.4: Further develop faculty leadership in assessment and the use of assessment results.

BMCC has worked to develop a broad base of faculty assessment leaders in all departments. Each academic department has an assessment committee, which disseminates knowledge of assessment best practices. At the end of each semester, BMCC’s Office of Academic Affairs hosts an Assessment Day. Assessment Days were held in 2009 (over 40 participants from eight departments), 2010 (about 20 participants from eight departments) and 2011 (about 20 participants from six departments). The College could not hold an Assessment Day in 2012 due to a modified academic calendar, following Super Storm Sandy and a blizzard. An Assessment Day will be held at the start of the fall 2013 semester.

Recommendations and Suggestions Not Implemented

BMCC has endeavored to respond to each of the Recommendations and Suggestions made by Middle States during the last site visit. The one recommendation that is behind schedule is the creation of a Technology Master Plan. The College recognizes the importance of such a plan and has committed to hiring a VP-IT as discussed earlier under Standard 3. However, the hiring process, despite two extensive searches, has not yet succeeded in identifying and securing the appropriate candidate. The lack of a VP-IT has not prevented the existing college personnel from continuing to identify, recommend, and implement the needed technology to support the efforts of our students, faculty, and staff.

The recommendation to create a Facilities Master Plan is not within the College’s control, and the College should have clarified the process for the MSCHE team during the decennial visit. As discussed in Standard 2 above, the University is responsible for creating a Facilities Master plan and is updating BMCC’s plan. The lack of an updated plan has not prevented the University from expanding and improving BMCC’s physical plant to better meet student needs.
Section 3 – Major Opportunities and Challenges

In every challenge lies opportunity. BMCC is fortunate enough to be located in the most vibrant city in the world and has experienced continual demand for its services. The challenge for the College is to maintain and improve the academic rigor of its educational offerings, while serving an academically and demographically diverse population of students in a rapidly changing environment, all while dealing with competing demands on its financial resources. BMCC also benefits from being a part of a great university system, and struggles with the challenge of operating as an integrated cohesive organization.

Section 4 addresses enrollment and financial issues. Here we identify the ways that BMCC has met some of the other opportunities and challenges facing the College. We are confident that BMCC will continue to respond with the creativity and flexibility it has demonstrated in the past. In Table 7 below we outline the Challenges and Opportunities facing the College and the ways in which the College has met those demands. Standard 6, *Integrity*, is inherent throughout all of the College’s actions and is evident when the College provides up-to-date programs, opportunities for transfer, or access to technology.

### Table 7. Challenges and Opportunities Facing BMCC

<table>
<thead>
<tr>
<th>Challenges and Opportunities (Relevant MSCHE Standard)</th>
<th>Examples of How BMCC Meets the Challenge and/or Seizes the Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our College and University</strong></td>
<td></td>
</tr>
<tr>
<td>There are inherent benefits to being part of a large University system, but challenges also arise when individual campuses cede control of decision making. The key is to find the right balance.</td>
<td></td>
</tr>
</tbody>
</table>
| • Transfer Opportunities (Standard 11 Educational Offerings) | • Dual degree programs in Criminal Justice, Accounting and Teacher Education  
• Pathways                                                      |
| • Collaboration (Standards 10 Faculty; 11 Educational Offerings) | • CUNY/NYU Health Simulation Center  
• CUNY Career Path Consortium  
• CUNY’s Academic Commons  
• CUNY’s Collaborative Research Grants |
| • Participation in large scale pilot programs (Standards 8 Student Admissions and Retention; and 11 Educational Offerings) | • ASAP - extensive support to encourage a speedier path to graduation  
• FLA - learning communities for incoming students |
| • Access to Research Libraries (Standards 10 Faculty; and 11 Educational Offerings) | • Use of Interlibrary Loan  
• Cost savings on access to journals  
• Access to NYU’s libraries through Faculty Resource Network membership |
| • Sharing of Best Practices (Standards 4 Leadership and Governance; and 5 Administration) | • CUNY’s Council of Presidents |
| • Centralization of Curriculum (Std.11 Educational Offerings; Std. 12 General Education) | • Applying BMCC’s existing GenEd framework to CUNY Pathways |
| • Budget Constraints (Standards 2 Planning, Resource Allocation, and Institutional Renewal; and 11 Educational Offerings) | • Budget stability through the CUNY Compact  
• Successfully pursuing campus-level grants, such as the NSF grants for the Student Science Center |
- To continually change and adapt in response to the needs of students and the community (Standards 1 Mission, Goals, and Objectives; 7 Institutional Assessment)
- Institution of the Collaborative Improvement Process which is inclusive of large numbers of faculty and staff and on an ongoing basis updates the College’s Strategic Goals.

**Our Location**

New York is a world financial center and a destination for immigrants and tourists. New York is home to some of the world’s premier cultural and entertainment venues, world class restaurants and half a dozen professional sports teams. But New York is also one of the world’s most expensive cities.

- Lower Manhattan – one of the fastest growing residential areas of NYC (Standard 1 Mission, Goals and Objectives)
- Community outreach and programs including Tribeca Performing Arts Theater and use of the swimming pool
- Expensive real estate makes expansion costly (Standard 2 Planning, Resource Allocation, and Institutional Renewal)
- Fiterman Hall
- Offering more E-Learning courses
- Chambers Street is a major transportation hub (Standard 8 Student Admissions and Retention)
- Students attend from throughout the metropolitan area
- An aging population (Standard 11 Educational Offerings; and 13 Related Educational Activities)
- Offset by net migration to the city
- Recognized by BMCC’s creation of Community Health and Gerontology programs

**Our Students**

BMCC’s student population is diverse with students attending from more than 150 countries who come to the College with a wide range of cultural and academic experiences.

- Managing enrollment (Standard 8 Student Admissions and Retention)
- Expanding college facilities
- Hiring additional faculty and staff
- Students have a broader cultural perspective (Standard 11 Educational Offerings)
- A dedicated Director of International students
- Integrating globalization into the curriculum
- Approximately 40% of students speak a language other than English at home, though this may be higher because large numbers of students don’t provide this information. (Standards 8 Student Admissions and Retention; and 9 Student Support Services)
- CUNY Start – low cost remediation that doesn’t use up a student’s financial aid (CUNY OAA goal 1.3 in the area of Academic Preparation)
- BLIIS - an affordable ESL program for international students with an F-1 Visa
- CLIP – affordable ESL
- More than half are first generation college-goers (Standards 8 Student Admissions and Retention; and 9 Student Support Services)
- CUNY Start
- BMCC STARS
- More than 2/3rds need financial support (Standards 8 Student Admissions and Retention; and 9 Student Support Services)
- Supplementing federal and state financial aid programs with student scholarships
- Single Stop
- Emergency Funds
- BMCC Foundation scholarships
- To provide effective student support services (Standard 7 Institutional Assessment)
- In depth assessment of all student support services through surveys, focus groups, and data analysis.

**Our Curriculum**

It is essential that the College continue to update programs in order to meet changing industry needs and to continually assess those programs.

- Demand for STEM (Standard 11 Educational Offerings)
- An increase in STEM majors with the creation of several new programs
- NSF grant for Geographic Information Science
• Health Careers Growing (Standard 11 Educational Offerings)
  • $2 million DOL Manhattan Educational Opportunities grant for Health Care Training
  • Development of Community Health Major

• Students in Transition (Standard 11 Educational Offerings)
  • Certificate programs in accounting and polysomnography
  • Online professional programs in Continuing Education jointly offered by Ed-2-Go,
    • Gaitlin Education Services and MindEdge

• Update Course and Program Learning Outcomes (Standard 14 Assessment of Student Learning)
  • Exceeding goals in the revision of course syllabi (timeline)
  • Offering extensive faculty training

Our Faculty
Our faculty members are as diverse as our students; they are also expert in their field with more than 60% of full-time faculty having the doctorate or equivalent in their discipline.

• Expertise (Standard 10 Faculty)
  • Over 3/4ths of the full-time faculty hold the terminal degree in their field

• Improving the ratio of FT to PT faculty (Standard 10 Faculty)
  • A net increase in FT faculty of more than 100 since 2008, despite a significant number of retirements

• Scholarship (Standards 10 Faculty; and 11 Educational Offerings)
  • University reassigned time for new faculty
    • BMCC programs for scholarship and research that provide reassigned time or a summer stipend

• Professional Growth (Standard 10 Faculty)
  • An increase in travel funding
    • Hiring a FT director of the Center for Excellence in Teaching, Learning and Scholarship

Our Technological Environment
Technology is changing at a rapid pace. We seek to use technology to improve access to knowledge for a large, diverse audience.

• Identifying new technologies (Standards 5 Administration; 10 Faculty; and 11 Educational Offerings)
  • Creation of the VP-IT position
  • Technology Committee
  • Annual Technology Day for faculty and staff

• Adopting Technology (Standard 11 Educational Offerings)
  • BMCC Mobile app for iOS and Android
  • BMCC on Facebook, Twitter and LibraryThing
  • Improved wireless network coverage
  • “Desktop” access from any location thru the BMCC Portal

• Training faculty and staff (Standard 10 Faculty)
  • E-Learning training program
  • Workshops on software tools

• Technology in the Classroom (Standard 11 Educational Offerings)
  • More “SMART” classrooms
  • Laptop loaner programs
  • EBook access in the library

• Computer Accessibility (Standard 9 Student Support Services)
  • Open Computer Labs
  • Computers in Public Spaces
  • Wireless Connectivity

• Providing adequate data storage (Standard 5 Administration)
  • Purchase of additional larger servers with upgrade to Windows 7
  • SharePoint data storage
Pathways

Starting in fall 2013, CUNY will implement the Pathways initiative across its undergraduate colleges. As approved by the CUNY Board of Trustees, Pathways establishes a new system of general education requirements and transfer guidelines across the University. The general education framework is a central feature of Pathways. A group of general education core courses is identified by each college to fit in a framework provided by the University. Core courses taken at any CUNY college are fully transferable and satisfy the general education requirements at any other CUNY college. This initiative has not been universally accepted. A number of faculty and faculty groups, the University Faculty Senate (UFS), and the PSC-CUNY union in particular, have opposed it because they believe it diminishes the quality of a CUNY education. These groups hold that it will lead to standardization of curriculum under central control and de-professionalization of faculty. Faculty hold firm to their right to determine curriculum and do not think Pathways honors that right. The PSC-CUNY and the UFS have initiated lawsuits, one asserting that the University violated faculty curriculum rights and the other that it violated “open meeting” laws. While all agree that transfer problems, which are costly in time and money, should be solved, a number of faculty hold that transfer can be improved without the standardization called for in Pathways.

BMCC’s Academic Senate, along with several other CUNY campus governance bodies, passed a moratorium on Pathways curriculum actions. Few courses at BMCC have been submitted to Pathways through the College governance body. Although there is a moratorium, the BMCC administration has decided that, for the benefit of our students, the College should move forward to meet the deadlines set by the CUNY Board of Trustees for submission of Pathways items. With all Pathways-related actions, the College has made every effort to adhere to the 2006 governance-approved BMCC General Education Curriculum in content and intent.
Section 4: Enrollment and Finance Trends and Projections

Enrollment Trends and Projections: New York City Population Forecast

New York remains the largest city in the United States, with a population of 8.1 million as of the 2010 census. A combination of net positive immigration (with international immigrants offsetting domestic migration to other states) and birth rates outpacing mortalities has resulted in resurgence in New York’s population, which has grown by 11% or almost one million people since 1990. The most recent census estimates for 2012 indicate that the fastest growing boroughs are Brooklyn and Manhattan, two areas from which BMCC draws large numbers of students.

According to a 2006 study conducted by the New York City Department of City Planning, an underlying dynamic drives New York City’s population, where hundreds of thousands of people come and go each decade. Young people and immigrants continue to energize NYC, fueling the city’s labor force, creating and frequenting its businesses, and sustaining its neighborhoods. More than one-third (36%) of the City’s population is foreign born and may increase. The impact of pending immigration reform is unknown.

New York City, the report continues, is likely to see population growth of 13.9% in the coming decades from 8 million in 2000 to 9.1 million in 2030, an increase of 1.1 million. Staten Island is expected to grow the fastest (24.4 percent), reaching 552,000 in 2030, followed by Manhattan (18.8 percent) with a 2030 population projected at 1,827,000. Brooklyn is projected to maintain its status as the most populated borough through 2030.

The school age population, which numbered 1,404,000 in 2000, is projected to decline to 1,357,000 in 2020, a result of decreasing fertility, net migration losses, and the smaller cohorts of women of childbearing age. However, as the large cohort of women born in the 1980s and 1990s enter their peak reproductive years, levels of childbearing will once again rise, increasing the number of school-age children after 2020 to 1,402,000 in 2030. Nevertheless, there will be slightly fewer school-age children in 2030, compared to 2000. Given the growth in the total population, school-age children will comprise just 15.4 percent of the population in 2030, down from 17.5 percent in 2000.

Enrollment Growth

Population growth is just one factor impacting college enrollment; graduation and retention, at both the high schools and in the colleges also plays a part in enrollment. More than half (57%) of NYC’s Department of Education (DOE) graduates attend a CUNY campus, with most of those attending a community college. The result is that almost three quarters (71%) of CUNY’s freshmen are DOE graduates and enrollment of first-time freshman at community colleges has more than doubled to 12,500 in 2012 from 6,000 in 2000. Higher graduation rates at the DOE (from 51% in 2002 to 69% in 2010), combined with higher retention rates at CUNY (78.6% in 2011 up from 75% in 2005) has contributed to an increase in enrollments at CUNY of more than 40% or 70,000 students since 2001.

As seen in Table 8 below, since fall 2008, BMCC’s enrollment has risen by 16% reaching a headcount of 24,537 and 18,669 Full Time Equivalent (FTE) degree and non-degree students in the fall 2012 semester. At CUNY, FTE is a standardized measure of enrollment equal to a full-time load of credits and hours. It is calculated by summing the total credits and hours associated with course enrollment and dividing by 15 (an ideal full-time student would take 15 credit hours per semester and graduate in four semesters barring any need for remedial coursework).
Table 8. BMCC Headcount and FTE’s Fall 2008 to Fall 2012

<table>
<thead>
<tr>
<th>Semester</th>
<th>Headcount</th>
<th>% Change in Headcount from prior semester</th>
<th>FTEs</th>
<th>% Change in FTEs from prior semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>21,858</td>
<td>11.5%</td>
<td>16,088</td>
<td>15.9%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>21,422</td>
<td>-1.9%</td>
<td>16,341</td>
<td>1.6%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>22,534</td>
<td>5.2%</td>
<td>16,955</td>
<td>3.8%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>24,463</td>
<td>8.6%</td>
<td>18,564</td>
<td>9.5%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>24,537</td>
<td>0.3%</td>
<td>18,669</td>
<td>0.6%</td>
</tr>
<tr>
<td>Fall 2013-2015</td>
<td>24,537</td>
<td>0%</td>
<td>18,669</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students enroll at BMCC for a variety of reasons. The College is committed to providing a learning environment conducive to students’ achieving their educational goals whether it be graduation, transfer, specific coursework, or professional studies.

The College offers 30 programs, with the largest two being Liberal Arts and Business, which enrolled 7,564 and 3,712 students respectively in fall 2012. The College’s largest programs are indicated on Graph 2 below, with the fastest growing being Criminal Justice, established in 2009 when a CUNY senior college, John Jay, eliminated its associate level programs. Also noteworthy is the growth in science majors, which increased by 52% since 2008 in large part due to the addition of a Science for Forensics major. The nursing program is intentionally capped due to limited lab space and clinical placements in hospitals.

Graph 1. Enrollment by BMCC Degree Program Fall 2008-Fall 2012

BMCC’s enrollment will continue to be capped at current levels in an effort to limit the pressure on the College’s resources, both personnel and plant. The University is cognizant that in the period from 1970 to 2011 student-faculty ratios increased from 24.2:1 to 38:1. At BMCC the fall 2011 FTE student to faculty ratio was 39.6:1. Ongoing efforts to hire more full-time faculty will continue. As noted above, despite a decline in the number of NYC high school graduates, a larger percentage of those graduates are attending college and attending CUNY in particular. The challenges for BMCC in coming years will be to continue to manage enrollment, to evaluate program level enrollment in order best to meet demands of the community, and to maximize utilization of resources while managing costs.

Finance Trends and Projections

New York City’s Economy and BMCC’s Role

According to the DOL, the New York City metropolitan area experienced an increase in employment of 1.3% in the year ending February 2013. Local employment growth was greatest in professional and business services, up 46,600. The area’s increase included 27,100 jobs in New York City, with a gain of 8,400 jobs in employment services, which includes temporary help services. Strong growth was also
reported in the City among professional, scientific, and technical services, with jobs added in computer systems design (4,300), advertising (3,800), and accounting, tax preparation, bookkeeping, and payroll services (2,800). The number of professional and business services jobs grew by 3.6 percent in the New York area, outpacing the national average of 3.1 percent. The area’s over-the-year rate of job growth in education and health services, 2.0 percent, outpaced that of the nation, 1.7 percent.

A study conducted by Economic Modeling Specialists Inc. (EMSI) reports that BMCC plays a significant role in the local economy and is a sound investment from multiple perspectives. Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from a larger economy and lower social costs. Finally, the community as a whole benefits from increased job and investment opportunities, greater availability of public funds, and an eased tax burden.

- The average income at the career midpoint of someone with an associate’s degree in the BMCC Service Area is $72,900, 35% more than a student with a high school diploma.
- Students also enjoy an attractive 14.4% average rate of return on their BMCC educational investment, recovering all costs (including tuition, fees and forgone wages) in 10.5 years. From the perspective of society as a whole, the benefits of education accrue to different stakeholders.
- BMCC students expand the state’s economic base through their higher incomes, while the businesses that employ them also become more productive through the students’ added skills.
- Increased BMCC student/graduate incomes, together with the associated ripple effects, contribute an estimated $173.1 million in taxable income to the New York economy each year.

From the taxpayer perspective, only the benefits that accrue to state and local governments are counted, namely, increased tax collections and reduced government expenditures. For BMCC, the EMSI study suggested there are positive returns to the student, the taxpayer and society as a whole, as noted in Table 9 below.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Internal Rate of Return</th>
<th>Benefit/Cost</th>
<th>Payback (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>14.4%</td>
<td>4.9</td>
<td>10.5</td>
</tr>
<tr>
<td>Society</td>
<td>NA</td>
<td>14.2</td>
<td>NA</td>
</tr>
<tr>
<td>Taxpayer</td>
<td>5.6%</td>
<td>1.7</td>
<td>19.6</td>
</tr>
</tbody>
</table>

The EMSI study further concludes that BMCC affects the local economy in three ways as shown in Table 10 below: (1) through its local purchases, including wages paid to faculty and staff; (2) through the spending of students who come from outside the region; and (3) through the increase in the base of local workforce.

BMCC creates income through the earnings of its faculty and staff, as well as through its own operating and capital expenditures. Adjusting for taxes and other monies withdrawn from the local economy in support of BMCC, it is estimated that the NYC economy receives a net of $92.9 million in added labor and non-labor income due to BMCC operations each year. Additionally, BMCC students from outside the region (approximately 26%), bring with them monies that would not have otherwise entered the local economy. These expenditures create jobs and income for local businesses estimated at roughly $18.2 million in added income in the NYC economy each year. Lastly BMCC’s former students have higher incomes because of their education and thus generate more consumer spending, and their skills and

\^2 IRR is the rate at which the net present value of the future cash flows would equal zero (or the discounted future value of future income streams, for students – earnings), offset against the cost of outflows (tuition, books etc.). The taxpayer return is a function of increases to state income and reduced social costs (crime, health & welfare benefits). The benefit to cost ratio compares the benefits (future income streams) to the costs (tuition, books, foregone income while in school). Payback is the number of years it takes to recoup the costs.
training translate to increased business output and higher property income, causing still more consumer purchases and regional multiplier effects. The result is an estimated $256 million impact on the NYC economy.

Table 10. BMCC’s Impact on the Local Economy

<table>
<thead>
<tr>
<th>Added Income</th>
<th>(amounts in 000’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Operations Effect</td>
<td>$ 92,860</td>
</tr>
<tr>
<td>Student Spending Effect</td>
<td>$ 18,181</td>
</tr>
<tr>
<td>Total Spending Effect</td>
<td>$ 111,041</td>
</tr>
<tr>
<td>Student Productivity Effect</td>
<td>$ 256,122</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$ 367,163</td>
</tr>
</tbody>
</table>

BMCC is committed to offering quality education in a pluralistic urban environment and to sustaining full access to higher education for those who seek fulfillment of personal goals. BMCC is also committed to providing collaborative programs and services responsive to the educational and cultural needs of the community. Enrollment is a critical measure of the College’s commitment to access and responsiveness to the needs of its community. After meeting the challenge of managing enrollment, the College must then determine how to attain and effectively utilize the financial resources necessary to achieve its mission. Therefore, BMCC plays a vital role in broadening access to higher education and stimulating the economy. BMCC provides effective cost-efficient education and demonstrates notable flexibility in meeting local educational needs and training requirements. BMCC is community centered, as it is connected to and focused on serving the needs of the local and regional community, while keeping pace with economic developments and the needs of NYC and NYS.

Financial Statements
The City University of New York issues Annual Financial Statements for the entire University, which are audited by KPMG. Each college’s financial activity is not individually audited. KPMG issued an “unqualified” audit opinion for fiscal years (FYs) 2008-2012, indicating that the financial data is presented fairly and is in conformity with Generally Accepted Accounting Principles.

The Budget Process and Planning
The strategic plan guides the development of the annual operating budget. Funding for BMCC and the other community colleges of the City University of New York comes primarily from three sources: the State of New York, New York City and tuition revenue.

Diagram 1. CUNY Flow of Funds
• New York State funding is based on enrollment. NYS per-student FTE funding was $2,675 in 2009; it dropped to $2,122 in 2012, and was increased to $2,272 for 2013. In 2014 CUNY is seeking $2,532 per FTE.
• NYC funding for community colleges is determined by the NYC legislature.
• Tuition revenue accounts for about 33% of the College’s funding for the 2011-2012 budget year. In FY 2010-2011, as part of the Compact (see details below), the CUNY Board of Trustees approved a modest tuition increase of $300 per FTE per year for the next 5 years. Therefore, the College can plan on receiving additional tuition revenue through 2015. Annual tuition for entering NYS residents in fall 2012 was $3,900, higher than the national average of $2,963 for community colleges but a bargain compared to four-year colleges both public and private.
• Expenses paid by the University centrally are fuel, utilities, and fringe benefit expenses.
• Other revenues are funds provided by BMCC Auxiliary Enterprises Corporation (commissions from the bookstore, cafeteria, and space rental revenue) as well as philanthropy contributions raised by the BMCC Foundation.

As part of the tax levy allocation, in an effort to create a more stable financial planning environment, CUNY initiated the CUNY Compact in 2006. The Compact has four facets:

• Maintenance of effort - NYS’s commitment to maintain funding at the prior-year level.
• Modest but regular tuition increases – $300 annually through 2015.
• More philanthropic contributions – The University and the CUNY colleges have pledged to increase fund-raising. BMCC’s Foundation raised $1.3 million in FY 2012, through its annual gala and outreach to alumni, corporations, and foundations.
• More efficient operations – In FY 2012 BMCC had a target of $513,695 in cost reductions, which it surpassed by over $100,000. Examples of efficiencies realized by BMCC include savings from switching operating systems from Novell to Microsoft Technologies ($75,000), negotiating a new janitorial contract ($140,000), and moving more printing in-house ($75,000).

<table>
<thead>
<tr>
<th>Table 11. Revenue Sources BMCC Fiscal Years 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: IPEDS Data Center Part J</td>
</tr>
</tbody>
</table>

Table 11 above shows BMCC’s revenues increasing by 85% between FY 2008 and FY 2012. Despite the 2010 reduction in per FTE funding from NYS discussed above, total NYS appropriations funding rose due to increased enrollment. Increased funding per FTE in 2012 and 2013, combined with enrollment gains, resulted in the doubling of NYS appropriations to BMCC over the last five years.

Revenue Projections

As shown in Table 12 below, the College projects:
• increases in FY 2013 appropriations from both NYS and NYC, based on the already adopted budgets of those entities
• more modest budget growth for 2014 and 2015 given the constraints on enrollment described above
• planned annual tuition increases of $300 annually that will result in tuition becoming a larger proportion of revenues
• that competing demands on New York State and New York City could result in possible declines in those funding sources
• success in continued fundraising and increases in other revenues tied to those efforts.

Table 12. Projected Revenue Sources BMCC Fiscal Years 2013-2015

<table>
<thead>
<tr>
<th>Source</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$99,205,591</td>
<td>$104,755,591</td>
<td>$110,305,591</td>
</tr>
<tr>
<td>Revenue from the New York State:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYS appropriations, grants and contracts</td>
<td>$152,391,238</td>
<td>$151,000,000</td>
<td>$149,700,000</td>
</tr>
<tr>
<td>Revenue from New York City:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYC appropriations, grants and contracts</td>
<td>$29,082,353</td>
<td>$28,000,000</td>
<td>$27,100,000</td>
</tr>
<tr>
<td>Federal grants/contracts (excludes Pell Grants)</td>
<td>$5,500,000</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Other</td>
<td>$3,100,000</td>
<td>$3,500,000</td>
<td>$3,900,000</td>
</tr>
<tr>
<td>Total</td>
<td>$89,279,181</td>
<td>$292,255,591</td>
<td>$296,005,591</td>
</tr>
</tbody>
</table>


Operating Expenses and BMCC’s Budget Allocation from CUNY

Table 13 and Graph 2, below, illustrate the operating expenses of the College (as per IPEDS report Part C). Some of these expenses - utilities, fuel, fringe benefits - are handled at the University level and are not part of the operating budget allocated to and controlled by BMCC.

Table 13. Operating Expenses BMCC Fiscal Years 2008-2012 (in thousands)

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th>FY 2008</th>
<th>%</th>
<th>FY 2009</th>
<th>%</th>
<th>FY 2010</th>
<th>%</th>
<th>FY 2011</th>
<th>%</th>
<th>FY 2012</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$67,800.0</td>
<td>43%</td>
<td>$80,480.8</td>
<td>43%</td>
<td>$92,053.0</td>
<td>41%</td>
<td>$102,796.2</td>
<td>39%</td>
<td>$110,692.6</td>
<td>38%</td>
</tr>
<tr>
<td>Research</td>
<td>$369.1</td>
<td>0%</td>
<td>$282.1</td>
<td>0%</td>
<td>$149.7</td>
<td>0%</td>
<td>$210.6</td>
<td>0%</td>
<td>$195.9</td>
<td>0%</td>
</tr>
<tr>
<td>Public Service</td>
<td>$592.0</td>
<td>0%</td>
<td>$1,251.6</td>
<td>1%</td>
<td>$1,575.3</td>
<td>1%</td>
<td>$1,063.4</td>
<td>0%</td>
<td>$988.0</td>
<td>0%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$6,530.0</td>
<td>4%</td>
<td>$10,787.3</td>
<td>6%</td>
<td>$13,269.4</td>
<td>6%</td>
<td>$18,132.1</td>
<td>7%</td>
<td>$17,115.3</td>
<td>6%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$30,858.1</td>
<td>19%</td>
<td>$43,372.3</td>
<td>23%</td>
<td>$54,780.1</td>
<td>25%</td>
<td>$66,240.8</td>
<td>25%</td>
<td>$67,091.4</td>
<td>23%</td>
</tr>
<tr>
<td>Student Services</td>
<td>$14,069.0</td>
<td>9%</td>
<td>$17,332.3</td>
<td>9%</td>
<td>$21,679.1</td>
<td>10%</td>
<td>$24,244.1</td>
<td>9%</td>
<td>$25,144.3</td>
<td>9%</td>
</tr>
<tr>
<td>Other Core Expenses</td>
<td>$38,277.6</td>
<td>24%</td>
<td>$32,884.9</td>
<td>18%</td>
<td>$39,099.7</td>
<td>18%</td>
<td>$52,294.3</td>
<td>9%</td>
<td>$66,332.7</td>
<td>23%</td>
</tr>
<tr>
<td>Total Core Expenses</td>
<td>$158,495.7</td>
<td>100%</td>
<td>$186,391.3</td>
<td>100%</td>
<td>$222,606.3</td>
<td>100%</td>
<td>$264,981.5</td>
<td>20%</td>
<td>$287,560.1</td>
<td>100%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$826.0</td>
<td>1%</td>
<td>$1,991.0</td>
<td>1%</td>
<td>$2,136.7</td>
<td>1%</td>
<td>$3,688.2</td>
<td>1%</td>
<td>$3,133.6</td>
<td>1%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$159,321.7</td>
<td>100%</td>
<td>$188,382.3</td>
<td>100%</td>
<td>$224,734.0</td>
<td>100%</td>
<td>$268,669.7</td>
<td>100%</td>
<td>$290,693.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

The University Budget Office (UBO) allocates funds to the community colleges according to the community college controllable allocation model. This model, which supports the CUNY Master Plan, is based on a number of factors such as the three-year weighted average of student enrollment (FTEs), faculty/staff headcount, and facilities maintenance requirements.

As seen in Table 13 above, BMCC’s Operating Budget has grown steadily since 2008 due in large part due to increased enrollment, tuition increases, and the per FTE funding by the State.

When BMCC receives its initial allocation at the beginning of the fiscal year, the Budget Office prepares a draft financial plan, which includes all sources of funding: tax levy allocations, tuition over collections, technology fees, philanthropy revenue, and 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. BMCC’s draft financial plan is presented for review and approval to the Cabinet and then to the University Budget Office. Once approved it becomes an instrument of financial management for the fiscal year.

The College’s Budget Office routinely analyzes the College’s performance in comparison with the financial plan throughout the year, 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 Budget Office to determine if modifications to the financial plan should be processed. The UBO also regularly monitors the College’s expenditures to ensure that the College is spending within the budgetary limits.

Table 14 below provides details of controllable operating expenses supported by funds allocated to BMCC by CUNY, philanthropy revenue and technology fees. In FY 2011-12, the College’s controllable Operating Budget totaled $124.6 million, of which approximately 65% are recurring costs, including contractual obligations to full-time employees, maintenance contracts, and rental agreements. In the event of a financial downturn, the College has a good deal of flexibility because 35% of costs are variable expenses for part-time faculty, temporary services personnel, and various other than personnel services expenses.
Table 14. Controllable Operating Expenses BMCC Fiscal Years 2008-2012

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$40,361,031</td>
<td>$46,333,468</td>
<td>$48,519,019</td>
<td>$45,953,313</td>
<td>$47,962,971</td>
</tr>
<tr>
<td>Research</td>
<td>$219,739</td>
<td>$162,407</td>
<td>$78,901</td>
<td>$94,128</td>
<td>$84,900</td>
</tr>
<tr>
<td>Public Service</td>
<td>$352,415</td>
<td>$720,557</td>
<td>$830,319</td>
<td>$475,362</td>
<td>$428,805</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$3,887,283</td>
<td>$6,210,347</td>
<td>$8,105,646</td>
<td>$7,416,022</td>
<td></td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$18,369,678</td>
<td>$24,969,832</td>
<td>$28,873,352</td>
<td>$29,611,820</td>
<td>$29,070,634</td>
</tr>
<tr>
<td>Student Services</td>
<td>$8,375,189</td>
<td>$9,978,335</td>
<td>$11,426,546</td>
<td>$10,837,937</td>
<td>$10,895,005</td>
</tr>
<tr>
<td>Other Core Expenses</td>
<td>$22,786,466</td>
<td>$18,932,153</td>
<td>$20,608,545</td>
<td>$23,377,295</td>
<td>$28,741,882</td>
</tr>
<tr>
<td>Total Core Expenses</td>
<td>$94,351,800</td>
<td>$107,307,100</td>
<td>$117,330,700</td>
<td>$118,455,500</td>
<td>$124,599,500</td>
</tr>
</tbody>
</table>

City University of New York Financial Report

In addition to the dollars specified in the community college controllable allocation model, the College receives various special allocations throughout the year. While some categories of special allocations (e.g., technology fees, College Now, and College Discovery) are recurring, others vary from year to year. Most recently, BMCC received $500,000 in a special allocation for CUNY START, the intensive program for students who need remediation.

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 appropriate Vice President (of Academic Affairs or Student Affairs etc.) for their consideration. Additional allocations that are approved are incorporated into the financial plan.

The Capital Budget

The College does not have a capital budget separate from that of the University. The University’s capital budget is a multi-year plan of construction and major renovation projects that is approved by the Board of Trustees. The capital program has two components: 1) The funded 2011-2012 Capital Plan and 2) the 2012-2013 Capital Budget Request. The State of New York provides 50 percent of the capital funding for the community colleges, with New York City providing the matching 50 percent. The University cannot access the state funding for the community colleges without the city match. Funding is provided by New York State and New York City, through the Borough President and the City Council, for capital improvements on an individual project basis. For example, the Borough President provided 100% of the funding for the College’s solar panel project, and a City Council member provided 100% of the funding for the refurbishment of the bathrooms in the Chambers Street building. The College Five-Year and Reso A Capital Requests '13 - '14 are outlined in Tables 15 and 16 below.

Table 15. Five-Year Capital Plan Request FY 2013-14 through FY 2017-18

<table>
<thead>
<tr>
<th>Project</th>
<th>Five-Year Request Totals $(000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement of Unit Ventilation System bonded</td>
<td>$30,000</td>
</tr>
<tr>
<td>Ceiling Replacement bonded</td>
<td>$6,000</td>
</tr>
<tr>
<td>Five-Year Request Total</td>
<td>$36,000</td>
</tr>
</tbody>
</table>
Table 16. City Reso-A Requests FY 2014 (City Council and Borough Presidents)

<table>
<thead>
<tr>
<th>Project</th>
<th>FY 2014 Request ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chambers St. Instructional Spaces Upgrade</td>
<td>$4,000</td>
</tr>
<tr>
<td>HVAC Upgrades to IT Closets</td>
<td>$1,500</td>
</tr>
<tr>
<td>Replacement of Rooftop AC Unit</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>Reso-A FY 2014 Request Total</strong></td>
<td><strong>$7,500</strong></td>
</tr>
</tbody>
</table>

As shown on Table 17 below, since 2008 BMCC has expended $359 million completing capital projects, the largest portion of which was $325 million for Fiterman Hall. These projects are a mix of critical maintenance, programmatic expansion, adaptive re-use, and equipment/software. The single biggest item, the construction of Fiterman Hall, had the most direct impact on instructional support with the creation of new classrooms, music and art studio space, computer laboratories and student study halls.

Table 17 BMCC Capital Projects Completed and In Progress 2008-2013

<table>
<thead>
<tr>
<th>Project</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Projects (2008-2012)</td>
<td></td>
</tr>
<tr>
<td>Fiterman Hall 360,000' mixed use space</td>
<td>$325,000</td>
</tr>
<tr>
<td>Emergency Response System</td>
<td>20,800</td>
</tr>
<tr>
<td>Other restoration projects</td>
<td>13,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$432,300</strong></td>
</tr>
</tbody>
</table>

As a result of Super Storm Sandy in the fall 2012 semester, BMCC suffered several million dollars’ worth of damage to the building infrastructure at 199 Chambers Street, which resulted in the College closing for seven days, and operating on 80-85% power throughout the fall and spring terms. The College was much less affected by the storm than many of its neighbors, and it is a credit to the College’s pre-storm planning and its emergency management team, led by the Vice President of Administration and Planning and the Buildings & Grounds Staff, that the College was not closed longer or suffered more extensive damage. The Vice President of Administration and Planning and the Assistant Vice President of Finance are working closely with the College Budget/Fiscal Office to document the damage and make the appropriate claims to Marsh and McLennan, the insurer for the Dormitory Authority of New York, as well as to FEMA.
Section 5: Institutional and Student Learning Assessment Process

BMCC’s leaders support and value a culture of assessment as shown throughout this document. This is demonstrated by the requirement that all academic programs and majors have assessment plans, have a departmental liaison with OIRA and an assessment subcommittee. Assessment progress is reported regularly to the OAA by the department chairs and updates are also provided by OIRA. Course level assessment is ongoing, with faculty submitting assessment results each semester and department assessment committees evaluating and adapting assessment tools, and changing learning outcomes as needed. Each department must demonstrate that course level assessment is consistent with program level assessment and with the overall mission of the department, College, and University.

Assessment goes beyond the classroom to all non-academic programs and services. The Division of Student Affairs utilizes assessment in its decision to expand, abolish, or establish new programs and services. The oversight and independence of OIRA ensures that assessment is reasonably accurate and truthful. OIRA’s input starts at the beginning of the process when OIRA staff consult on department assessment plans. Overall the success of BMCC’s assessment efforts is evident in the increase in retention over the last five years and the high levels of satisfaction reported on the Student Experience Surveys.

BMCC has a four step planning and assessment cycle:

1. The College has clearly articulated institutional and unit-level goals. The College’s mission statement declares that students will be provided with a general education that “fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society” and points to the College’s commitment to both teaching and learning. At the unit-level, goals have been established for each department in both the academic and student support areas. As noted earlier in our responses to Standards 7 and 14, the process is well documented and disseminated throughout the College.

2. The College has implemented strategies to achieve these goals. This institutional level goal is supported by the Strategic Plan and a General Education Plan, which includes activities and initiatives to foster a culture of assessment. The strategies include a College policy of syllabi revision to include a clear category in each syllabus stating which General Education (GenEd) learning goals will be fulfilled by the course and a description of the direct methods of assessment to be used. There is also a process of training and sharing of best practices, as outlined above in our response to Standard 14.

3. The College assesses its institutional effectiveness related to institutional and unit-level goals each semester. At the institutional level, the University Performance Management Plan, referenced earlier in this document, establishes goals for the College annually and the College regularly reports on their progress in meeting these goals. At the department level, each department submits an update on their progress of revising course learning outcomes and assessments each semester, which are compiled by the Office of Institutional Research and reviewed by the Dean of Academic Affairs. Department chairs include in their annual departmental reports updates on their performance goals and targets, which include items such as pass rates, retention, and graduation rates. The College assesses the effectiveness of its academic support services and student affairs programs through a combination of student surveys, student grades, retention, and graduation rates, as well as through the use of external bodies such as the National Council Licensure Examination for Registered Nurses, and the Council for the Advancement of Standards in Higher Education or the College Reading and Learning Association. The Student Experience Surveys, administered by BMCC annually and CUNY biennially, ask about students’ satisfaction with student service areas including enrollment, computing and technology, advisement, academic support, and the library; students are also asked to provide
some feedback about overall satisfaction with the College. The annual Faculty and Staff Surveys gauge satisfaction in all aspects of college life.

4. The College uses the results of those assessments to improve programs and services and inform planning and resource allocation decisions. As an example of the improvement process, CUNY has identified high-fail rate courses, and departments are required to respond with an improvement strategy. Those strategies might take the form of additional workshops (as in Accounting) or immersion programs through Coordinated Undergraduate Education (CUE) or faculty development and outreach emphasizing best practices. CUE Funds are allocated by the University to each college to improve undergraduate education. Additional examples of the use of assessments to improve programs and inform planning include the College’s recent revision of its allied health and nursing programs in response to changes in licensure requirements, new programs in Communication Studies, Criminal Justice, Geographic Information Science, and Community Health. Other examples of improvements to services include the strengthening of programs to support veterans, the creation of Freshman Learning Academies to enhance social and academic integration, and the expansion of the ASAP program. Through the use of the CUNY Compact and CUE funds, the College directs resources to specific programs and services identified through the assessment process.

Overall the College believes that it is succeeding in supporting student learning but recognizes the importance of ongoing assessment and improvement.
Section 6: Linked Institutional Planning and Budgeting Processes

BMCC’s planning and review process integrates planning, budgeting and institutional assessment and is fully documented in the A Bridge to the Future – Five Year Strategic Plan 2008 – 2013 and updated continuously as demonstrated in the Strategic Plan Matrix. The Plan describes the elements of the process, timeliness and cycles, and how annual planning, budgeting, and assessment are sustained at the College. Going forward as part of the Collaborative Improvement Model, the College outlines its strategic goals on a continuous basis, with reviews twice yearly at meetings of the Collaborative Improvement Council and ongoing reviews by the Cabinet. Currently goals are in place through 2015.

The Planning Process

Planning is participatory and seeks and incorporates input from all members of the college community. The Collaborative Improvement Council (CIC), which consists of representatives from all major divisions and levels within BMCC, is charged with informing, stimulating and monitoring strategic planning, assessment, innovation and program improvement efforts across the College.

The CIC has the direction to:

- communicate the results of the strategic and operational planning as well as results of program improvement to the college community
- coordinate and review all improvement initiatives
- review strategic and assessment plans goals and indicators, both internal and external
- review quantitative and qualitative evidence of accomplishments
- recommend new directions for BMCC
- recommend budget priorities to the Executive Cabinet
- analyze and prioritize the goals of planning and assessment, determine action steps

The Executive Cabinet, which consists of the President, Vice Presidents, and the deans, integrates the input from initiatives recommended by the CIC to shape the strategic direction of the College and ensures that sufficient funds and resources are available to support strategic initiatives and projects. The President and the Cabinet are held accountable for implementing the programs necessary in their respective areas. The Board of Trustees reviews the College’s strategic goals and objectives and College’s Facilities Master Plan.

The College Council Budget Committee (CCBC), which comprises faculty members, administrators, support staff, and students, corresponds with the Cabinet to develop the strategic goals and plans for the College. Further, the CIC which also consists of faculty members, administrators, support staff, and students, guides the planning process by providing recommendations to the President regarding short and long-term planning. The Collaborative Improvement Process (CIP) engages and educates the entire campus community in the planning, assessment, and evaluation necessary for institutional renewal.

CIC and CCBC members serve as communication links between college faculty, constituency groups they represent and the Executive Cabinet. During its meetings, the CIC addresses major issues affecting the College and monitors the process of the strategic plan; the CCBC addresses and communicates major budgetary issues to the college community each month at the faculty council meetings.

Planning, assessment, and improvement are considered the shared responsibility of all instructional and non-instructional personnel at BMCC.
APPENDIX A
Student Support Services Update 2008-2013

A. Academic Support Services

**Philip Randolph Memorial Library**, with its recent renovation, the Library has added a smart room, two group study rooms, digital bilingual dictionary with sound, text-files for students and instructors, assistive technology, over 300,000 electronic books, a laptop computer loan system, e-book readers. Satisfaction rates are a consistent 90%. There will be a review of the mission statement itself as the library moves towards a holistic user experience.

**The Academic Advisement and Transfer Center** has implemented and successfully maintained Liberal Arts academic advisement college-wide. Among the first wave of these students (Fall, 2010) there was a 83.42% retention rate in their fall to spring when compared with a 74.85% retention rate in a non-participating group. Student satisfaction is 90%

**The Basic Skills/English Lab** has rising rates of success with frequent tutor observations and training sessions, constant upgrading of pedagogy, CATW rates of success have continued to rise.

**The Center for Career Development** implemented and fully used two online programs, Optimal Resume in 2009 and Optimal Express in 2010. Currently there are 3094 students registered in the former and 3433 students plus approximately 600 employers in the latter.

**College Opportunity to Prepare for Employment (COPE)** currently serves 1,500 students, 50% of whom receive public assistance. Two new full time staff and a coordinator have been added. Community partnerships are optimal.

**The College Discovery Program** uses Titanium Software to make appointments and track student progress and increased caseloads. It has conducted successful paired/block courses with academic departments including Mathematics, English and Health Sciences. During appointments with students, several counselors use the HeartMathematics/Biofeedback program.

**Cooperative Education** has developed surveys through which it assesses the satisfaction of interns and their employers. This office tracks its past interns to examine their work patterns and opportunities.

**Counseling**, like College Discovery, uses titanium software to make appointments and track its caseloads. The Department uses a data form to collect details related to the disposition of each student referral. Through the HeartMathematics/Biofeedback program, an electronic tool the department monitors student stress levels. Feedback on any efficacy is anecdotal but positive.

**E-Tutoring** has continued to be available for use in Labs. New pilots involving current technology will enhance this service.
APPENDIX A (continued)

The English as a Second Language Lab, now in its newly reconfigured space, provides an increased number of Supplemental Instruction tutors in classrooms and the lab. With added Azar, “Side by Side” and “Focus on Grammar” interactive software; an overhead projector and internet service, copies of new titles and current editions, excellence in service continues.

The Office of Institutional Technology, open 105 hours per week, disseminates information, re: problems, policies and procedures promptly, via technology and face to face interaction. Collaboration with the college computer Center (Help desk) is promoted since inter network connectivity is vital to the smooth running of the plant. All classrooms in the college are, and will continue to be, technologically enhanced (TEC) OIRA/LAP assesses quality of performance.

The Learning Resource Center (LRC), maintains and enhance its standards. The effectiveness of and participation in the tutoring program, is closely monitored ID swipes and tutor evaluation process, respectively. An Open House that introduces or reminds students and faculty of the LRC’s services is held each semester, both during the day/evening and at weekend. The LRC is piloting the further use of technology via the use of tutoring sessions involving E-Readers,E-Textbooks, APPS, and online tutoring sessions. This use improves on and adds to E-Tutoring.

The Mathematics Lab with budget and SI tutors increased since 2008, services more students. The Lab has two new web based programs, WebASSIGN and Mathematics XL. The LRC and the Mathematics Dept assess the success of student performance.

The Nursing Tutoring Center now has a designated tutor at all times. The primary, and highly successful, purpose of this service is to help the students with medication dosage calculations.

The Reading Lab has been reconstructed and, with a dedicated computer space, upgraded technologically. Print materials are current.

The Science Learning Center now has expanded open hours in order to accommodate evening students. Faculty and tutors collaborate for student success. Assessment is done through student evaluations provided by LRC.

The Writing Center, since 2008, has moved to successful student centered pedagogy. Bi-weekly student evaluations, designed by OIRA and specific to student completion of task, now show a 90% satisfaction rate.

B. Administrative, athletics and recreational, childcare and health student support services

The Office of Admissions has implemented Hobson’s Solutions for Customer Relationships Management (CRM) in September 2009 and has thereby increased the efficiency of outreach and communications with new students.
APPENDIX A (continued)

The Athletics, Recreation and Intramurals Program has adjusted its gym hours and equipment to suit the needs of all students and faculty, and included block scheduling for specific and added sports. ID cards track use of the renovated facilities.

The Bursar’s Office marketed, with a resulting 60% compliance, the e-card and direct deposit system for Federal Student Financial Aid. This involves intense collaboration with the Registrar’s Office. The Bursar’s Office continues to improve physically.

The Early Childhood Center, recently the recipient of National Accreditation for the Education of Young Children, now has 6 operating classrooms. Serving the pre-school age children of approximately 155 students per semester, it maintains and assesses its use of the guidelines and standards outlined by the Department of Health.

The Financial Aid Office maintains a rigorous assessment of its staff and regulatory mandates and compliance with the fiduciary responsibilities in regard to its oversight of more than $100 million.

The Health Services Office has changed to great effect the delivery of its programs and its intramural referral system.

The Registrar’s Office adopted Cunyfirst. All registrar staff underwent extensive training and then held training sessions for the rest of the college community.

The Student Activities Office established the popular Leadership Academy and Co-Curricular transcript.

Scholarships, Awards and Other Opportunities have increased since 2008 to include, NY Needs You, an intensive two-year college and career program and MoneyWorks Scholarship. With more students applying, the online, web-based process has accelerated the search and application process. Ten scholarship workshops are held each semester and questionnaires assess the service of the Scholarship office.

The Office of Accessibility, with a new Assistant Director works successfully with academic departments. An influx of deaf and hard-of-hearing students prompted the hiring of three sign language interpreters. The Office also installed seven closed circuit televisions (CCTV) for visually-impaired students, replaced outmoded computers with nine superior ones, and purchased assistive technology for the assistive technology lab. The OA will continue to use co-curricular Mathematics tutors. OA is also active in voter registration with their students.

The Women’s Resource Center has added, among its several initiatives, LGBTQ workshops, including safe zones. Along with increasing the reach of this initiative, the Center intends to continue its programs, such as domestic violence education.
APPENDIX B

EXAMPLE OF COURSE ASSESSMENT CYCLE

COURSE: ENG 088
ACADEMIC YEAR: 2011-2012

Below includes excerpts from the full course assessment report.

STUDENT LEARNING OUTCOME: Create unified and effectively developed paragraphs that advance the central theme of the essay.

COURSE & GEN ED COMMUNICATION SKILLS OUTCOME

MEANS OF ASSESSMENT: Essay assignment with rubric

FINDINGS: Overall average scores for Paragraph Development (PD) and Central Theme (CT) are above the proficiency level. The majority of essays scored as proficient on the PD and CT traits, 62.5% and 94.7%, respectively.

HYPOTHESES: There are several possible reasons for the discrepancy in the scores between paragraph development and the development of a central theme:

- It is easier and more basic for students to grasp the central theme than to develop paragraphs.
- Paragraph development is contingent on having a central theme.

USE OF FINDINGS TO MAKE CHANGES AND IMPROVEMENTS (CLOSE THE LOOP):
- Design workshops for 088 faculty to develop strategies for helping students to form well-developed paragraphs.
- Revise outcomes. Emphasize paragraph development in ENG088 exam directions and course guides for faculty.

USE OF FINDINGS TO MAKE CHANGES AND IMPROVEMENTS (CLOSE THE LOOP):
- Design workshops for 088 faculty to develop strategies for helping students to form well-developed paragraphs.
- Revise outcomes. Emphasize paragraph development in ENG088 exam directions and course guides for faculty.
APPENDIX C

Status of General Education Assessment, Spring 2013

Approximately 72% (13 out of 18, including Library) of our academic departments have conducted at least one General Education outcome assessment, many of these departments have assessed the same outcome again or have assessed other General Education outcomes. To date, 22 of these assessments have completed the final step and used assessment findings to make changes and/or improvements (“close the loop”).

<table>
<thead>
<tr>
<th>Department</th>
<th>Gen Ed Goal Assessed</th>
<th>Closed the Loop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems</td>
<td>Communication Skills – Students write, read, listen and speak critically and effectively. Student behaviors include being able to express ideas clearly in written form.</td>
<td>In progress</td>
</tr>
<tr>
<td>Developmental Skills</td>
<td>Communication Skills – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to employ critical reading skills to analyze written material.</td>
<td>Yes</td>
</tr>
<tr>
<td>English</td>
<td>Communication Skills – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to express ideas clearly in written form. (2 times) Information Literacy- Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to conduct research using appropriate research strategies. (2 times)</td>
<td>Yes</td>
</tr>
<tr>
<td>Health Education</td>
<td>Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. Student behaviors include being able to demonstrate awareness of one’s own values and beliefs while showing respect for the ideas, values and beliefs of others; demonstrate an appreciation of social and cultural diversity; and appreciate personal and social responsibilities. (This academic year)</td>
<td>- - -</td>
</tr>
<tr>
<td>Library</td>
<td>Information Literacy- Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to conduct research using appropriate research strategies. (2 times)</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Quantitative Reasoning – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to use quantitative skills to solve problems; interpret quantitative information; and translate problem situations into their symbolic representations.</td>
<td>In progress</td>
</tr>
<tr>
<td>Area</td>
<td>Course Description</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Media Arts and Technology</td>
<td><strong>Information Technology</strong> - Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to make effective use of technology.</td>
<td>Yes</td>
</tr>
<tr>
<td>Modern Languages</td>
<td><strong>Arts &amp; Humanities</strong> - Students will develop knowledge and understanding of the arts and literature. Student behaviors include being able to critique a particular work of art, music, theatre or literature. (3 times) <strong>Communication Skills</strong> – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to express ideas clearly in written form; and give an effective oral presentation.</td>
<td>Yes</td>
</tr>
<tr>
<td>Music &amp; Art</td>
<td><strong>Arts &amp; Humanities</strong> - Students will develop knowledge and understanding of the arts and literature. Student behaviors include being able to critique a particular work of art, music, theatre or literature. (2 times)</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td><strong>Scientific Reasoning</strong> – Students will understand and apply the concepts and methods of the natural sciences. Student behaviors include being able to demonstrate scientific literacy; and apply the scientific method in a lab setting. (6 times) <strong>Quantitative Reasoning</strong> – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to use quantitative skills to solve problems; and interpret quantitative information.</td>
<td>Yes, for three of the six SR assessments and the one QR assessment.</td>
</tr>
<tr>
<td>Social Science and Human Services</td>
<td><strong>Quantitative Reasoning</strong> – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to use quantitative skills to solve problems; and interpret quantitative information. <strong>Social &amp; Behavioral Sciences</strong> – Students will understand and apply the concepts and methods of the social sciences. Student behaviors include being able to demonstrate an understanding of the unique theories and methods of a social or behavioral science; analyze and interpret a social, economic, political, cultural, philosophical, or historical issue. (3 times)</td>
<td>Yes</td>
</tr>
<tr>
<td>Speech, Communications, &amp; Theatre Arts</td>
<td><strong>Communication Skills</strong> – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to give an effective oral presentation. (2 times)</td>
<td>Yes for first and in progress for the other.</td>
</tr>
<tr>
<td>Teacher Education</td>
<td><strong>Communication Skills</strong> – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to express ideas clearly in written form. (This academic year)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## APPENDIX D
### COURSE ASSESSMENT REPORT- Introduction to Chemistry (CHE 110), Fall 2011

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Is this also a Program or Department Outcome?</th>
<th>Means of Assessment and Expectations of Student Work</th>
<th>Results</th>
<th>Hypotheses/Reasons for Results</th>
<th>How Results Used to Make Modifications/Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Outcome Improvement In achievement of basic cognitive skills of chemistry.</td>
<td>This is General Education – Outcome for Scientific Reasoning, designed for non-science majors.</td>
<td>Pre and Post Test Questions – Typical questions spanning the course material on syllabus. Comparison of Pre and Post Results were used to assess outcome in column 1.</td>
<td>Student had some background in Mathematics &amp; science &amp; improved substantially. Summary of Results – improvement in student learning in 80% of the topics in this assessment. Although 20% indicated the same results, the achievement was initially high. The achievement in the 80% was brought up to a higher level.</td>
<td>The instruction in all sections fulfilled the goals on the syllabus. This instruction included lectures, homework, labs, power point presentations and tutoring. Students only had decent background in fundamental concepts and principles of Chemistry and the simple Mathematics skills involved, in some limited number of topics, about 20%, probably from Mathematics courses previously taken. Improvement in the remaining 80% came from successful implementation of the syllabus.</td>
<td>Changes and Improvements in Teaching and Learning need not be dramatic. The big increase in learning indicated by these results showed that lectures, labs, homework, extra reports and exams listed on the syllabus raised student learning to much higher levels demonstrating their instructor’s successful implementation of the syllabus. However, even more tutoring and referral to online materials provided by the textbook authors as well as scheduled meeting with instructors during office hours for some students might improve these results even more.</td>
</tr>
</tbody>
</table>

Scientific Reasoning (Gen Ed): Students will be able to apply the concepts and methods of the natural sciences.
### APPENDIX D (continued)

**Courses:** Speech (SPE 100) & English Composition (ENG 201)

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Is this also a program or department outcome?</th>
<th>Means of Assessment and expectations of student work</th>
<th>Results</th>
<th>Hypotheses/ Reasons for results</th>
<th>How results used to make modifications /changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy</td>
<td>NA</td>
<td>Pre- and post-tests. As the previous year, librarians met with classes at the request of the classroom faculty. These instruction sessions typically lasted 50 minutes and were informed by the student learning objectives (SLOs) that the committee wrote in the previous year. For a two week period all Speech 100 and English 201 classes that came to the Library answered a five-question test before and after the instruction session. The committee members scored and analyzed the tests without distinguishing individual students or instructors.</td>
<td>Overall, students scored collectively better on the post-test than they did on the pre-test. However, we found that recognizing the book catalog name “CUNY+” is still a problem for students. From looking at incorrect answers it seems students believe it is the name of the library website or a portal to our database collection. The Office of Library Services, which has ultimate responsibility for the catalog, has already decided to rename the catalog although we have no sense of when this will take place. Within the limitations of “one shot” instruction and the pre/post quiz the Committee is satisfied that the students are grasping the fundamental student learning objectives. However, closer examination of incorrect quiz answers and anecdotal evidence show an alarming deficiency in students’ abilities to understand the value of and effectively use library resources.</td>
<td>Because of time constraints, we continue to rely primarily on the pre- and post- quizzes, which teach us little about some of the advanced skills that students must possess in order to conduct library based research. Fundamentally, are students selecting appropriate sources for their research papers? We can't know if we rely only on a quiz with a few questions about utilizing the Library website (which is arguably more a test of our web design than student learning). <strong>Alternative Assessment and Instruction</strong>—There may be other ways to assess what students learn during such a short instruction session, and the committee continues to research this difficult issue. Thus, it is vital for the committee to continue to research, investigate, and pilot alternative forms of assessment. It is necessary to concomitantly pursue alternative forms of instruction. Embedded librarianship is one development that allows for more advanced instruction as well as alternative assessment.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Introduction to Marketing Course (MAR 100): Learning Outcomes Before/After Assessment

The Spring 2004 Syllabus had three learning outcomes which seemed to need more elaboration. Further, measures for assessing these learning outcomes were not indicated.

PERFORMANCE OBJECTIVES: Upon completion of this course, the students should be able to:

1. Identify the utilities created by the marketing process.
2. List and describe the environmental influences on the marketing process.
3. Construct a MARKETING MIX configuration for a consumer product.

By Spring 2009, the MAR 100 syllabus included Student Learning Outcomes that were aligned with BMCC’s General Education Learning Outcomes. Assessment methods to measure the learning outcomes were also indicated on the syllabus.

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate and critically analyze a range of elementary marketing concepts, tools and techniques and assess their applicability to practical situations.</td>
<td>Test questions</td>
</tr>
<tr>
<td>2. Demonstrate the ability to seek, handle and interpret key economic and behavioral data which underpin marketing practice.</td>
<td>Industry analysis (interpretation of graphs)</td>
</tr>
<tr>
<td>3. Present a MARKETING MIX configuration for a product/service offering.</td>
<td>Oral or written presentation of a basic marketing plan in teams or individually</td>
</tr>
<tr>
<td>4. Analyze marketing problems as they arise within a business organization and demonstrate the ability to connect the key issues related to external environment, target market and marketing mix with concepts from the text.</td>
<td>Current event/case analysis</td>
</tr>
</tbody>
</table>

Based on discussions with MAR 100 faculty, SLOs and assessment measures were further revised. It was felt that it was hard to assess students’ ability to “evaluate and critically analyze a range of elementary marketing concepts and assess their applicability to practical situations” based on a short set of multiple-choice test questions which increased the possibility of faculty teaching to the test. The discipline of marketing was ever changing – so arriving at a consensus on what were elementary marketing concepts seemed difficult. Instead, the need for students to be aware of current trends in marketing and potential careers was considered more important. Thus SLO1 was revised and in Fall 2012 the new syllabus had the following learning outcomes and assessment measures.

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes (SLOs)</th>
<th>Measurements (means of assessment for SLOs listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of current events and trends in marketing including information on potential careers.</td>
<td>Current event analysis (Exercise # 1)</td>
</tr>
<tr>
<td>2. Analyze marketing problems as they arise within a business organization &amp; demonstrate the ability to identify key issues related to external environment &amp; target market that may impact the situation.</td>
<td>Case analysis [Exercise # 2]</td>
</tr>
<tr>
<td>3. Demonstrate the ability to seek, handle and interpret key economic and behavioral data which underpin marketing practice.</td>
<td>Industry analysis (including interpretation of graphs) [Exercise # 3]</td>
</tr>
<tr>
<td>4. Present a Marketing Mix configuration for a product/service offering.</td>
<td>Basic marketing plan [Exercise # 4]</td>
</tr>
</tbody>
</table>
APPENDIX F
Assessment Status by Department, 03.13.13

<table>
<thead>
<tr>
<th>ACCT'G</th>
<th>ALLIED HEALTH</th>
<th>BUSINESS MNGMT.</th>
<th>CIS</th>
<th>DEV. SKILLS</th>
<th>ENGLISH</th>
<th>ETHNIC STUDIES</th>
<th>HEALTH ED.</th>
<th>LIBRARY</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus Revisions: Spring 2013 Goal:</strong> 60% - number indicates total needed to reach 60%</td>
<td>COMPLETE</td>
<td>19</td>
<td>22</td>
<td>COMPLETE</td>
<td>COMPLETE</td>
<td>22</td>
<td>COMPLETE</td>
<td>COMPLETE</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Spring 2013 syllabus actual number and % of total</strong></td>
<td>9 (100%)</td>
<td>20 (54%)</td>
<td>17 (39%)</td>
<td>13 (100%)</td>
<td>9 (100%)</td>
<td>14 (38%)</td>
<td>39(100%)</td>
<td>11 (100%)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Program/Dept Goals</strong></td>
<td>1 complete</td>
<td>2 complete, working on 3rd</td>
<td></td>
<td></td>
<td>1 complete</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Course Assessment</strong></td>
<td>1 course</td>
<td>3 complete</td>
<td>6 complete</td>
<td>4 complete</td>
<td>1 completed</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Ass't- Close Loop</strong></td>
<td>Yes</td>
<td>2 complete, working on 3rd</td>
<td>1 complete</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gen Ed Assessment</strong></td>
<td>1 complete (CS/Writing)</td>
<td>1 complete: (CS/Reading)</td>
<td>2 complete: CS/Writing, IL</td>
<td></td>
<td>1 complete (V)</td>
<td>IL</td>
<td>1 complete (QR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gen Ed Assessment - Close Loop</strong></td>
<td>In progress.</td>
<td>In progress.</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Assessment- GOAL FOR Spring 2013</strong></td>
<td>Assess at least one student learning outcome &amp; close the loop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select departments will assess the Arts & Humanities (AH) and Social & Behavioral Sciences (SBS) Gen Ed outcomes. Colors indicate progress: Lighter to Darker = more progress.
### APPENDIX F (Continued)
#### Assessment Status by Department, 03.13.13

<table>
<thead>
<tr>
<th>Syllabus Revisions:</th>
<th>MEDIA ARTS &amp; TECH.</th>
<th>MODERN LANGUAGES</th>
<th>MUSIC &amp; ART</th>
<th>NURSING</th>
<th>SCIENCE</th>
<th>SOCIAL SCIENCE &amp; HUM.</th>
<th>SPEECH, COMM., THEATRE ARTS</th>
<th>TEACHER ED.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013 Goal:</td>
<td>COMPLETE</td>
<td>COMPLETE</td>
<td>35</td>
<td>3</td>
<td>28</td>
<td>46</td>
<td>COMPLETE</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>60% - number indicates total needed to reach 60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>23 (100%)</td>
<td>41 (100%)</td>
<td>33 (57%)</td>
<td>1 (33%)</td>
<td>23 (58%)</td>
<td>23 (28%)</td>
<td>19 (100%)</td>
<td>14 (100%)</td>
</tr>
<tr>
<td>syllabus actual number and % of total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program/Dept. Goals:</td>
<td>In progress</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>In progress</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Assessment</td>
<td>1 complete</td>
<td>6 complete</td>
<td>1 complete</td>
<td>6 complete</td>
<td>1 complete</td>
<td>2 complete</td>
<td>12 complete</td>
<td></td>
</tr>
<tr>
<td>Course Assessment - Close Loop</td>
<td>Yes</td>
<td>Yes for all</td>
<td>Yes</td>
<td>3 complete</td>
<td>Yes</td>
<td>Yes and in progress for 2nd</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Assessment</td>
<td>1 complete: IT</td>
<td>3 complete: A&amp; H/CS-Written &amp; Oral</td>
<td>2 complete: A&amp;H</td>
<td>1 complete (QR) 6 complete (SR)</td>
<td>1 complete (QR), 3 complete (SBS)</td>
<td>1 complete (Oral CS)</td>
<td>CS in ECI program- this year</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Assessment - Close Loop</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>yes for CHE 110&amp;118, CHE 121. BIO 110 (2X)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Course Assessment - GOAL FOR Spring 2013</td>
<td>Assess at least one student learning outcome &amp; close the loop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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Select departments will assess the Arts & Humanities (AH) and Social & Behavioral Sciences (SBS) Gen Ed outcomes