

STANDARD 1: MISSION AND GOALS

Access and excellence have remained cornerstones of the Borough of Manhattan Community College's (BMCC) mission since the college opened in 1963. In order to reflect the changes to the college over the years, BMCC embarked on a new strategic planning process in 2015. The previous strategic plan was "*A Bridge to the Future*" and one of the first activities of the most recent strategic planning process was to examine the [former mission statement](#) to assess its adequacy and effectiveness in communicating the principles, values, and priorities at BMCC. This process involved the convening of [faculty](#), [staff](#), and [student forums](#).

Mission Statement and Goals

Through an analysis of the community feedback, the College introduced the following as its new mission statement:

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

In addition to reviewing the mission, the process involved a review of the College's institutional goals. The [previous institutional goals](#), of which there were 11, were examined and determined to lack focus. Through the use of [faculty and staff forums](#), [student forums](#), and a final [College-Wide forum](#) held in November of 2015, the College agreed upon the new strategic plan and the following institutional goals:

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

This comprehensive evaluation and review process was guided by the [College's Strategic Planning Steering Committee](#), but, as noted, was extremely inclusive. For each of the Strategic Goals, a series of strategic objectives and strategic plan outcomes were identified. The objectives reflect specific actions that must be taken to ensure progress towards achievement of the strategic goals, while the strategic plan outcomes indicate the expectations for improvement. The overall [strategic planning framework](#) demonstrates these connections and the overall plan alignment (Figure 1).

FIGURE 1: BMCC’S GOALS, STRATEGIC OBJECTIVES, AND STRATEGIC PLANNING OUTCOMES

Strategic Plan Goal	Strategic Objective	Strategic Plan Outcomes
1. Strengthen college readiness and improve the effectiveness of developmental offerings	Strengthen partnerships with feeder high schools, CBOs, and industry	1.Reduced percentage of new students needing remediation 2.Improved pass rates in developmental offerings 3.Reduced semesters in developmental courses 4.Reduced DFW rates in targeted gateway courses 5.Increased first and second year credit accumulation 6.Increased first year retention rates 7.Increased 3 and 4 year graduation rates 8.Increased number of degree completions 9.Increased percentage of graduates transferring to 4 year colleges 10.Increased student employment post graduation in area of study 11.Increased number of hybrid and online course with increased pass rates 12.Increased student satisfaction w/ advisement, orientation, student support services, administrative services and communication 13.Increased participation in internships and experiential learning 14.Increased participation in workforce development offerings 15.Increased participation in targeted co-curricular and extra-curricular activities 16.Increased faculty satisfaction with interdisciplinary opportunities 17.Increased faculty scholarship and funded research
	Implement strategies to ensure that MECA and other affiliate high school students are exempt from remediation	
	Streamline the developmental reading, writing, and math course sections	
	Expand Immersion, CUNY Start, Summer Start, CLIP and BLISS	
2. Improve the student experience	Implement the new advisement model that is consistent, accurate, and responsive to student needs and interests	18. Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth 19.Increased voluntary support for scholarships and targeted programs 20.BMCC established as leading community college in targeted areas (developmental education, undergraduate research, degree completion overall and for targeted populations)
	Improve student outcomes in Gateway courses	
	Improve new and continuing student orientation	
	Enhance timely, concise, and targeted communication with students	
3. Facilitate timely degree completion, graduation, and transfer	Scale Cohort models	18. Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth 19.Increased voluntary support for scholarships and targeted programs 20.BMCC established as leading community college in targeted areas (developmental education, undergraduate research, degree completion overall and for targeted populations)
	Expand experiential learning opportunities	
	Increase student engagement in co-curricular and extracurricular activities	
	Increase articulation agreements and targeted dual degree offerings	
	Improve and increase online and hybrid offerings	
4. Prepare students for 21 st century careers and contribute to workforce development in NYC	Increase industry responsive career pathways	18. Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth 19.Increased voluntary support for scholarships and targeted programs 20.BMCC established as leading community college in targeted areas (developmental education, undergraduate research, degree completion overall and for targeted populations)
	Strengthen advisory boards for academic and certificate programs	
	Expand and improve the STEM pipeline	
	Expand professional networks for students	
	Strengthen connections between MEOC and BMCC	
	Integrate global perspectives across the curriculum and expand cross-disciplinary offerings	
5. Cultivate institutional transformation, innovation and sustainability	Strengthen practice of evidence-based decision-making and resource allocation using assessment data	18. Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth 19.Increased voluntary support for scholarships and targeted programs 20.BMCC established as leading community college in targeted areas (developmental education, undergraduate research, degree completion overall and for targeted populations)
	Strengthen professional development for faculty and staff to support improved teaching and learning to support professional growth including research, scholarship and creative activity and improve organizational effectiveness	
	Complete BMCC’s Master Plan to identify and address learning, working and congregational space needs	
	Increase financial resource development, such as capital and non-tax levy funds	
	Foster environmental sustainability practices	
	Strengthen public relations messaging	

These goals explicitly focus on student success as BMCC's highest institutional priority. Through the framework, the College holds itself accountable to supporting student success directly, in the classroom, and indirectly through the provision of excellent academic and student support services. Four of the five goals are directly associated with student success while the fifth demonstrates the College's commitment to providing an environment that supports successful student outcomes.

To ensure greater alignment of the College's planning and assessment efforts, the new institutional goals are the same as BMCC's strategic goals. The final result of the mission and goals review process was an updated Strategic Plan. The new five year Plan is titled "*Reaching Greater Levels*" and is effective from 2015-2020.

This new mission reflects the overall College priorities of providing students with the support necessary to complete degrees, transfer, and succeed in the world of work. BMCC offers more than 45 [degrees and certificates](#). The City University of New York (CUNY) has developed a common general education core across all undergraduate institutions, providing seamless transfer for students between CUNY community and senior colleges. Additionally, BMCC has developed myriad [articulation agreements](#) both inside and outside CUNY to facilitate successful transfer.

BMCC has also focused on preparing students for the world of work as reflected in the College's 4th strategic goal. While primarily a transfer institution, the College serves more than 10,000 non-credit students each year through numerous [certificate and training programs](#). Additionally, BMCC has worked with the business community to establish advisory boards for the following [degree programs](#):

- Accounting
- Business Management
- Computer Information Systems
- Health Information Technology
- Human Services
- Media Arts
- Modern Languages
- Nursing
- Paramedic
- Respiratory Therapy
- Small Business Entrepreneurship

These partnerships ensure greater alignment between the curriculum and the job opportunities that will be available to students. The College has also developed a total of six [stackable credential pathways](#) for students that will allow those obtaining non-credit certificates to earn college credit through equivalencies with particular departments. Finally, the College utilizes [Burning Glass](#) to ensure that students are provided with real-time information on job openings and career paths and that faculty and staff have access to economic and labor data.

BMCC, as one of the 24 institutions in [CUNY](#), is part of one of the largest higher education systems in the country. The roles of the colleges, universities, and centers are well-defined with the community colleges serving two primary roles – educating students deemed unprepared for college level work (developmental education) and transfer to the senior colleges. In all, nearly 70% of BMCC students transfer to a four-year college with more than 90% choosing to attend a CUNY institution.

BMCC and CUNY Mission

In addition to ensuring that BMCC maintains and periodically evaluates and revises its mission and goals, the College is required to operate under the guidance of [CUNY’s mission and goals](#). The University Mission addresses the role of the legislature in supporting the University, the need for the system to remain independent, embracing service to an urban and diverse population of students, and other tenets. Most relevant for BMCC in understanding its role within CUNY is the following passage:

The University must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the University as an integrated system and to facilitate articulation between units.

Further guidance on how BMCC’s mission, goals, and activities align within the system is provided by two sources – the [CUNY Master Plan](#) and the Performance Management Process (PMP). The Master Plan 2016-2020 outlines the strategic priorities for the University over a four year period and as CUNY’s strategic planning document, provides guidance regarding BMCC priorities. In addition to highlighting accomplishments throughout the system, there is a [strategic planning framework](#) that provides objectives for the following four strategic priorities:

- Expand opportunities for access,
- Improve student success rates,
- Set the standard for academic quality in the urban university, and
- Operate efficiently in the service of its academic mission

BMCC's strategic goals clearly align with those of the University, given the common focus on student success, as well as BMCC's pursuit of excellence through innovation and institutional transformation alignment with the University goals of setting the standards for an urban university and operating efficiently.

The PMP is the University's mechanism for operational planning and reflects the categories and metrics for which all colleges and universities are held accountable. These include university goals, community college (sector) goals, and college goals. While the metrics for the university and sector goals are set by the University, the college goals are chosen by BMCC. Since the College completed its current strategic plan during the 2015-2016 year, the college goals reflected institutional priorities based on the previous CUNY Master Plan. In the 2015-2016 [final report to the University](#), however, the College provided its institutional response based upon the new strategic goals. For the 2016-2017 year, the decision was made to select the College goals from the strategic plan. During a Cabinet retreat, seven of the strategic planning outcomes were chosen for [prioritization](#) during the 2016-2017 year. These are the same strategic planning outcomes that were developed, reviewed, and approved by the BMCC community.

Support for Scholarly Inquiry and Creative Activity

Another area of priority for the University is increasing faculty scholarship and the impact of research. While research is not often a major aspect of the community college mission, it is for the seven CUNY community colleges. To ensure that faculty are supported with their research, the College established an [Office of Research](#), which is distinct from the Office of Institutional Effectiveness and Analytics (institutional research). This office provides support to faculty and students through assistance with grants, conducting research, publications, navigating the institutional review board (IRB) process, and facilitating an impressive undergraduate research program. The impact of this area can be seen through the number of [faculty publications](#) and [student poster presentations](#) over the past three years. Critical to the support of faculty scholarship is the [Office of Grants Management](#), which provides extensive support to faculty and staff throughout the grant process. This invaluable resource has ensured that BMCC maintains a diverse portfolio of grants that support research and scholarship directly connected with the institutional mission. Additionally, Faculty are also supported through the Center for Excellence in Teaching, Learning, and Scholarship ([CETLS](#)), which provides faculty interest groups (FIGs), workshops, seminars, special programs such as the Teaching Academy.

Assessment of the Mission and Goals

[BMCC's Institutional Effectiveness Plan](#) provides a framework for assessment relative to mission and goals, and establishes clear timelines and annual processes to assess student learning outcomes at the course, program, and institutional level, as well as service outcomes for

administrative, educational and student services (AES) units. The college is in the process of shifting to an online system for many assessment procedures, and units will be using Planning Point by the end of 2016 to measure outcomes. The basic [template](#), however, demonstrates that the College's AES units must ensure that the annual assessments align with the strategic goals, strategic planning outcomes (where applicable), and the College goals from the PMP. This information is available on both the Office of Institutional Effectiveness and Analytics (OIEA) website as well as in the BMCC Institutional Effectiveness Plan. In addition to the annual assessments, the AES units undergo periodic evaluation through the [AES Unit review process](#). This process allows the units to review assessments, accomplishments, and operations as part of a data- driven action planning process.

The goal of improving the student experience and supporting student learning within the AES units is not only apparent within the mission statement, but also through the various services provided to the students. Among the College's most utilized services are:

- [The Accessibility Office](#)
- [Single Stop](#)
- [The Counseling Center](#)
- [The Early Childhood Center](#)
- [The Veterans Resource Center](#), and
- [The Women's Resource Center](#)

To ensure that the College's mission and goals are achieved, BMCC has implemented a revised institutional effectiveness model based on the development of the new strategic plan. At BMCC, institutional effectiveness is defined as the progress made towards achievement of the mission as realized through the annual assessment of the strategic goals. These goals act as proxies for achievement of the mission. The College engages in an annual operational planning process that inventories the assessments conducted and strategic plan activities engaged in by the academic programs and AES units. The results of these activities lead to the establishment of action planning and help drive the [resource allocation process](#). By aligning the mission, goals, and outcomes of the AES units with the strategic goals and the academic programs' student learning outcomes with the College's mission, BMCC ensures that all units play an active role in the College making yearly progress towards achieving its mission and improving both student learning and the environment for student learning.

STANDARD 2: ETHICS AND INTEGRITY

The College is committed to ensuring that it operates within a code of ethics and in compliance with all applicable policies and procedures. As a college within the CUNY system, the College is accountable for following system policies and, where applicable, establishing and following college-specific policies. In all its activities, BMCC operates in accordance with its mission, in the best interests of its students, with consideration for the faculty and staff, and with consideration for internal and external mandates and commitments.

While all institutions within CUNY are bound by the [CUNY Manual of General Policy](#), colleges are required to provide documentation and support to the faculty, staff, and students to ensure that all parties are informed of their rights and aware of the various policies and procedures designed to guide college operations. The two primary sources available to all faculty, staff, and students are the [CUNY Office of Human Resources](#) website and the [BMCC Office of Human Resources](#) website. These sites provide links to policies, procedures, forms, contracts, and other information that is essential for all members of the community.

Academic Freedom

Administration, faculty, staff, and students have access to an abundance of documentation that highlights protections regarding academic freedom including the [CUNY Guide to Academic Freedom](#) and the [CUNY Academic Senate Academic Freedom Policy](#). These documents clearly articulate the College's and University's commitment to academic freedom, in the classroom, in scholarly work, and relative to outside activities. The college community also has access to the work of the [BMCC Faculty Senate Academic Freedom Committee](#), the body responsible for ensuring that the University and College policies are applied at the College. The committee has, as recently as spring 2016, provided faculty with a [revised manual](#) both defining academic freedom and outlining complaint procedures. The Committee is empowered to investigate complaints, gather information, and report to the Academic Senate.

The CUNY Manual of General Policy restates the [basic premises of Academic Freedom](#). Additionally, the PSC-CUNY collective bargaining agreement offers explicit protection against disciplinary action for faculty, stating that while faculty may be dismissed for: “conduct unbecoming a member of the staff, this provision shall not be interpreted so as to constitute interference with academic freedom.”

Another resource valuable to faculty is the [BMCC Faculty Handbook](#). This document serves as a guide to the faculty and is designed to present general information about the College as well as important College policies and practices as they apply to the faculty. While designed for the faculty, the document is also a resource for the college community, especially for administrators

and students who regularly interact with faculty and departments. The current handbook replaces the previous version and was developed with input from numerous constituents. Additionally, the BMCC Office of Academic Affairs is the central repository for all academic policies and procedures.

Students are also provided with a document designed to assist them with understanding their rights and responsibilities. [The BMCC Student Handbook](#), much like the faculty handbook, provides a list of applicable policies and procedures, information about services available, academic and student support service guidelines, and other valuable information. This document was recently revised with the input of faculty, staff, and students.

The [Student Bill of Rights](#) explicitly documents the rights that a student attending BMCC retains. Among the most important rights found within this document is the [BMCC Notice of Non-Discrimination](#). This statement supports BMCC’s commitment to freedom of expression for students and states that

“It is the policy of The City University of New York—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws.”

The College also maintains policies that address academic integrity and intellectual property. In regard to academic integrity, the [CUNY Academic Integrity Policy](#) defines a variety of issues related to academic integrity and calls for each college to develop a local policy. Additionally, there are documents related both to plagiarism and academic dishonesty. The CUNY Policy on Intellectual Property was designed to promote the creation of new knowledge by CUNY community members and to facilitate the dissemination of new knowledge while defining and protecting individuals and the University from issues of ownership and commercialization. The [CUNY Open Access Policy](#) (developed by the Office of Library Services) permanently protects the copyright of CUNY authors from commercial exploitation.

Climate of Respect

BMCC students are a diverse group hailing from neighborhoods throughout New York City and countries around the world. BMCC prides itself on its international student body. Reflective of this commitment, the College promotes a climate that supports diversity, inclusion and respect,

and adheres to the spirit and letter of the policies associated with appreciation of diversity. BMCC issues an annual [Diversity Plan and Report](#) that includes the actions and strategies embodying the college's commitment towards an environment in which everyone can thrive. The Plan requires the college to assess, on an annual basis, whether the good faith efforts to advance diversity and inclusion are impacting BMCC in a meaningful way and the report reflects these findings. In addition to providing affirmative action data, the Plan also highlights the College's initiatives designed to foster a culture of diversity, inclusion and respect. Through its [heritage months](#) and other awareness programs, the college celebrates the uniqueness of BMCC's diversity. Some examples of awareness efforts include:

- BMCC Center for Ethnic Studies annual series of faculty development seminars entitled “Balancing the Curriculum Across Races, Gender, Class, Ethnicity and Sexuality”
- National Endowment for the Humanities (NEH) funded faculty development program entitled “Cultivating Global Competence in a Diverse World”
- [BMCC Safe Zone program that provides training and safe space in support of the LGBT community.](#)

The College's [Equal Opportunity/Affirmative Action Statement](#) and [CUNY Policy on Equal Opportunity and Non-Discrimination](#) highlight the college's commitment to prevent unlawful discrimination on campus in compliance with the relevant federal, state and local civil rights laws. The Chief Diversity Officer also provides [training](#) on an ongoing basis for the college community about the legal protections embedded within the College's policies. In addition, the training highlights best practices in the workplace and the classroom to promote a safe and welcoming environment for all our community members.

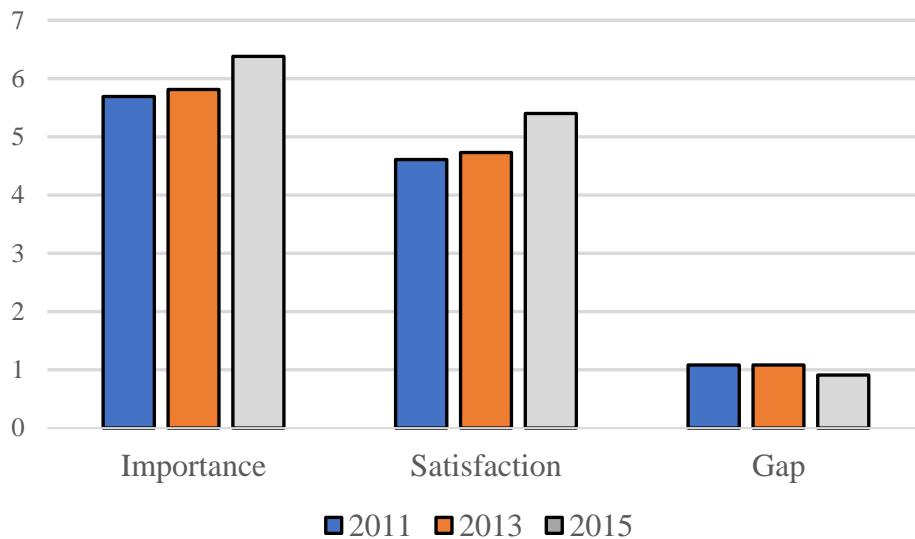
To help maintain a respectful climate on campus, BMCC maintains a [confidential and impartial process](#) to address allegations of unlawful discrimination and harassment and an [EEO complaint process](#) that is open to all students, faculty, staff, and visitors to the college campus. The process, is governed by the [CUNY Policy on Sexual Misconduct](#) and [Complainants' Bill of Rights](#). Additionally, the CUNY Policies on Non-Discrimination, [Sexual Harassment](#), [Sexual Assault and related offenses](#) are located on the campus website and also promoted at training sessions. Furthermore, all complaints, regardless of their ultimate outcome, are [documented](#) by the Office of Compliance and Diversity. The President also issues an [annual letter](#) highlighting the college's commitment to investigating complaints of discrimination and harassment.

An additional example of how BMCC promotes a culture of respect can be found in the mandated annual workplace violence training. This training is conducted annually on-line or in person, provides detailed procedures to be followed to report allegations, and identifies the role

of the Public Safety Office in responding to complaints. The College makes changes to the process based on regular assessments.

Finally, BMCC involves faculty in contributing to the culture of respect. In the spring of 2015, BMCC was among the first community colleges to administer the Collaborative on Academic Careers in Higher Education (COACHE) survey to help improve recruitment, retention and work/life quality for faculty, and resulted in the development of recommendations for improvement. This survey ensures that faculty input is involved in creating a culture of respect on campus. Two reports were produced from the study, one provided to the Provost and the other specific to governance. The College, after reviewing both documents, established three faculty committees to review the results, collect data, and provide recommendations to the President’s Cabinet for consideration. In spring 2016, the College developed a staff satisfaction survey to assess the level of satisfaction with the working environment at the College. This survey resulted in the development of a quantitative and qualitative report and the establishment of four staff committees tasked with providing recommendations to the President’s Cabinet for consideration. Finally, the College has participated in the Noel-Levitz survey to understand student impressions of the College climate. Results (Figure 2) indicate students place more importance on a climate of respect, are more satisfied with the level of respect on campus, and believe the culture has been enhanced as reflected by the decreasing gap between importance and satisfaction scores.

FIGURE 2: PEOPLE ON THIS CAMPUS RESPECT AND ARE SUPPORTIVE OF EACH OTHER¹



¹ The Noel Levitz is scored on a seven point Likert scale for both importance and satisfaction while the gap indicates the difference between ratings for importance and satisfaction.

Grievance Policy

BMCC has variety of policies in place that can be accessed by faculty, staff or students to address a range of concerns. Employees also have contractual grievance procedures that can be utilized to address employment related concerns, whether informally or formally. The policies and contractual review procedures have timelines in place to promote the prompt resolution of the complaints and the policies and contractual review procedures reflect an effort to ensure that resolutions of complaints are characterized by impartiality and fairness.

There are three major collective bargaining agreements that include assurances that employees are afforded an opportunity to pursue complaints. These collective bargaining agreements are the [PSC-CUNY Labor Contract](#), The [White Collar Agreement](#) and the [Blue Collar Agreement](#). Each of these agreements provides a three-step grievance procedure that can be utilized by employees who want to pursue the grievance through formal mechanisms. Where the union or employee is dissatisfied with the decision the College or University's Office of Labor Relations rendered after the Step II hearing, the matter can be appealed to an independent arbitrator. In addition to the bargaining agreements, the College follows the procedures and protocols outlined in the [CUNY Policy on Reporting of Alleged Misconduct](#).

BMCC's students are also provided a formal process that can be used to address complaints where the student's complaint against a faculty person has not been resolved informally. The CUNY Procedure for [Handling Students Complaints](#) about Faculty Conduct in Academic Settings is set forth in the BMCC Student Handbook and can also be found on the [BMCC Student Appeals Process website](#). The policy provides students with a formal complaint appeals procedure that will result in the issuance of a written decision by a fact finder. Students who are academically dismissed, received a withdrawal grade after the deadline, or had a detrimental action taken against them with regard to their financial aid may file an appeal of these actions. The student must meet with a counselor prior to submitting the appeal. The appeals are read by the Academic Standing Committee of the Academic Senate. The members of the Academic Standing Committee are elected annually by the Academic Senate according to the [established guidelines](#).

Conflict of Interest

The College is committed to avoiding conflicts of interest or the appearance of such conflict in all activities and with all contracts. The New York State Public Officers Law provides a [code of ethics](#) applicable to all CUNY employees and governs them in the performance of their public duties. To assist the employees of the University with being able to ascertain how to avoid conflict of interests, the University adopted the [CUNY Conflict of Interest Policy](#). This policy documents conflict provisions, provides additional guidance on potential conflict of interest

issues, contains extensive definitions of conflict of interest, and is well-illustrated with concrete examples of hiring and financial conflicts. It also has a detailed auditing procedure that specifies an annual statement from key employees affirming comprehension and compliance with the policy. The [BMCC College Association](#) [DO YOU MEAN THE FOUNDATION?] is a separately incorporated entity and, accordingly, has adopted a [Conflict of Interest Policy](#) to ensure that the association conducts its business in an ethical manner. The policy provides guidelines on what might constitute a conflict of interest as well as the procedures to be followed to determine if a particular situation raises a conflict of interest concern.

To ensure that policymakers and employees earning a salary above a certain threshold do not maintain private pursuits or investments that conflict with their official duties, these employees are required to annually file a [financial disclosure statement](#) with the Joint Commission on Public Ethics (JCOPE). Policy makers, within three months of hiring, receive training on the requirements of the State Ethics Law via an online format. Within two years of their hiring date, these individuals receive a comprehensive two-hour training program on the requirements of the State Ethics Law either through the Joint Commission on Public Ethics or via the College's Ethics Officer.

The College's full-time faculty are obligated to view their appointment to a college faculty position as their major professional commitment. To ensure that a faculty member's other activities, whether within or outside the university, do not conflict with faculty duties and responsibilities, the University adopted a [Multiple Position Policy](#). The policy requires faculty to disclose each semester any involvement in outside employment, remunerative or otherwise, and to obtain the department Personnel and Budget Committee's approval prior to engaging in such activities. The University also maintains a similar [policy](#) for individuals in the Higher Education Officer Series title, College Laboratory Technician Series title, Research Associates and Research Assistants titles as well as an [external employment policy](#) for individuals within the classified staff positions.

To avoid conflict of interest or the appearance of such conflict in all activities and among all constituents related to purchasing agreements with external vendors, the college follows the procedures documented in the [Informal Purchasing Methods](#). This comprehensive document outlines all the actions and documents necessary to purchase any item on behalf of the College. Among the most pertinent guidelines are that all purchases must be coordinated and approved through the College's purchasing department and if a purchase request cannot be met through a preferred source or centralized contract, the College must use a competition bidding process.

To promote the ethical conduct of research, CUNY adopted a [Policy on the Disposition of Allegations of Research Misconduct](#) and a [Policy on Training in Responsible Conduct of](#)

[Research](#). These policies cover all research conducted by members of the CUNY community and detail the inquiry process into allegations of research misconduct. Pursuant to engaging in the training process, all CUNY faculty, staff and students involved in research, regardless of funding, are required to complete training in Responsible Conduct of Research (RCR). They must take this course within six weeks of initiating their research and the training certificates are valid for four years.

Fair and Impartial Employment Practices

BMCC is an affirmative action employer. As an affirmative action and EEO (equal employment opportunity) employer, the college engages in good faith efforts to eliminate discrimination within the College's applicant pools and hiring practices. In accordance with the [Search Committee Guidelines](#), the Chief Diversity Officer meets with all search committees and [charges](#) the committee members with legal and compliance obligations as presented in the BMCC Equal Opportunity/Affirmative Action Statement and CUNY Non-Discrimination Policy. At the charge, the Chief Diversity Officer shares best practices about crafting interview questions and instructs the committee on best practices with regard to matters such as resume selection, implicit bias, and implementation of policies and practices that advance diversity and make employment-related decisions irrespective of a person's protected characteristics.

The BMCC Equal Opportunity/Affirmative Action Statement and the CUNY Non-Discrimination Policy, which are highlighted on the BMCC [Office of Compliance and Diversity website](#), communicate both to applicants and employees the internal complaint process for allegations of unlawful discrimination in the hiring or promotion process. The College maintains a confidential and impartial process to address allegations of unfairness with regard to hiring, evaluation, promotion, discipline, and separation of employees. The above-referenced policies strictly prohibit retaliation for filing or participating in a complaint of unlawful discrimination or harassment and is designed to encourage individuals who come forward with allegations.

Under the provisions of the New York State Constitution ([Art. V. Sec. 6](#)), all appointments and promotions in the public service must be made according to merit and fitness to be ascertained, by examination, which, as far as practical and which shall be competitive. In New York State and New York City, government jobs that are part of the competitive civil service require candidates for such positions to take and pass a civil service examination as part of the hiring process. At CUNY, the civil service exams are administered by CUNY Central. Civil Service examinations test individuals on the skills needed for specific job titles. No CUNY campus, including BMCC, may hire someone to permanently fill a competitive civil service position unless that individual is on the qualifying eligible list for the position.

The New York State Legislature determined that the policies and procedures regarding appointments and promotions for instructional staff within the City University of New York shall be made by the Board of Trustees. CUNY adopted a procedure involving an analysis and evaluation of the professional records and achievement of the applicants by a committee of the academic department in which the applicant is to be employed, known as the [Department P&B](#) (Personnel and Budget) Committee. The full-time instructional staff of the college are hired after a competitive search done in accordance with the [BMCC Search Guidelines](#) and in accordance with the procedures outlined in the [BMCC Faculty Handbook](#). Similarly, the Board of Trustees concluded that examinations for positions in the Higher Education Officer (HEO) series were impractical for determining merit and fitness and recommended that HEO's be appointed through "unassembled examinations" adopted from the practice used for the selection of faculty. This process is codified within the [HEO Guidelines](#) and is presenting in the [HEO Handbook](#). For clarity, the following table identifies the various job classifications and documentation for promotion and tenure (if applicable).

TABLE 1: PROMOTION AND TENURE DOCUMENTATION BY JOB CLASSIFICATION

Job Classification	Documentation
Instructional Faculty	BMCC Faculty Handbook
College Laboratory Technicians (CLT)	CLT Handbook
Higher Education Officer (HEO) Series	HEO Handbook
College Assistants	College Assistant Handbook

Full-time employees are evaluated annually. There is a standard form that is used by managers for employees in the [higher education series](#), an evaluation form for [civil servants](#), an evaluation form for [Public Safety personnel](#), [managerial and confidential employees](#), and the [Executive Compensation personnel](#). Non-tenured faculty are evaluated annually by the Department Chairperson or his or her designee and then by the Department P&B. The actions of the Department P&B are subject to the review of the College-Wide P&B, which are advisory to the College President. The guidelines are provided in the [BMCC Faculty Handbook](#).

The promotion process varies depending on the employee's job title and while the College policies are supplemented, they are not fully locally determined. [Article 18](#) of the PSC-CUNY Contract further clarifies the process for instructional staff. The contract is collectively bargained and is the primary document responsible for establishing the rights, responsibilities, benefits and overall protections available to BMCC's instructional faculty. The University has also provided

guidelines defining the qualifications for the academic ranks in the [Code of Practice document](#) provided on CUNY's Office of Human Resources Management webpage.

Faculty are reviewed for tenure and promotion by their Department P&B, then the [College-Wide P&B](#). Generally, faculty may apply for promotion whenever they feel they meet the Board of Trustees Bylaws for the next promotional title. After their application has been reviewed by the Department P&B Committee and College-Wide P&B, the President will recommend to the Board of Trustees for reappointment and/or promotion only those candidates he feels are qualified and will enhance the reputation of the faculty. The [Bylaws of the Board of Trustees](#) outline the roles of the chair, departmental and college personnel and budget committees and these policies are incorporated into the collective bargaining agreement and the [College Governance Plan](#). The ultimate decision of the President is, however, subject to review with the President providing a statement of reasons for his decision upon request. His decision may be grieved by the faculty person and the grievance can ultimately be heard by an independent arbitrator.

BMCC's non-teaching instructional staff are reviewed by the college's [Staff Review Committee](#) which is comprised of the college's Vice Presidents. They review applications for promotion initiated by an employee's supervisory manager. The recommendations occur through the Staff Review Process for [Reclassification](#) and for [Merit Increases](#). This information is available in the [HEO Handbook](#), and the [Handbook for College Assistants](#) and is on the [BMCC Human Resources website](#). Promotions approved by Staff Review are transmitted to the President for his review and consideration.

Employees covered by a Collective Bargaining Agreement are entitled to the due process disciplinary procedure mandated by their [respective collective bargaining agreement](#). In the fall of 2016 BMCC had 1,355 full time employees; all but 48 were covered either by the White Collar Contract, the Blue Collar Contract or the PSC-CUNY Labor agreement. Full-time faculty and administrative employees (employees in the Higher Education Officer Series title) who are subject to annual reappointment, may grieve a decision not to reappoint. This grievance can be appealed to an independent arbitrator. Permanent managerial employees, other than employees in the Executive Compensation Plan, and skilled trade employees who do not have disciplinary procedures in their labor agreement, are entitled to a due process hearing under Rule [8.7.1 – 8.7.2](#) of the CUNY Rules and Regulations.

Honesty and Truthfulness in External Publications

BMCC carries its mission through by following core values that include integrity, diversity and excellence. BMCC's compliance is evident in the transparency, full disclosure, and truthfulness maintained in the development and publication of *Reaching Greater Levels: Strategic Plan*

2015-2020. The College maintained information on and documented the [complete process for the Strategic Planning process](#) on its public website, including past self-study and monitoring reports, and comprehensive outcomes data used in the planning process.

In accordance with federal policy, BMCC maintains a [Student Consumer Information website](#) with information on college costs, financial aid, and other pertinent information necessary for students and parents to make an educated decision about college attendance. Of particular importance are the [Campus Crimes Report](#) and the [Cleary Report](#), both of which provide external and internal constituents with information on the safety of the campus. BMCC's Annual Security/Cleary Report includes statistics that encompass three years of reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by BMCC; and on public property within, or immediately adjacent to and accessible from the campus. These statistics are compiled from campus incident reports, reports from designated Campus Security Authorities and from the local police precinct. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes (including those involving sexual misconduct), and emergency and evacuation procedures.

In addition to the Strategic Plan, the College provides information on all Academic Programs through the [College Catalog](#), the website for [Academic Affairs](#), and the individual [departmental websites](#). This information is supplemented both by information on student outcomes and initiatives as well as the various activities and support services available for students. The College believes strongly in presenting data on student success publicly and much of this information is available in the [BMCC Quick Facts](#) and the [BMCC Factbook](#). In an effort to provide access to even more information in a user-friendly manner, the Office of Institutional Effectiveness and Analytics provides a self-service option in the form of [interactive dashboards](#) and periodic [targeted reports](#) that allow users to explore many of the College's initiatives and efforts to improve student success. To ensure that potential and current students are aware of the various support programs and activities available, BMCC publishes this information on its website

The [Office of Public Affairs](#) uses print, online and multi-media platforms, to communicate with prospective students, current students, donors, alumni and key stakeholders and abides by its published [communication guidelines](#). Some of these efforts include:

- [@BMCC e-newsletter](#), which provides news and information about BMCC and its community;
- [BMCC Foundation Annual Report](#), which promotes the achievements in student success and fundraising efforts and is distributed to all alumni and donors and CUNY Presidents;

- [BMCC/CUNY Value](#), which highlights key points about the academic and support services offered at BMCC;
- [Marks of Excellence](#), which features faculty/student collaborative projects at the college; and
- The State of the College Address, which is presented by the President and allows for an annual, community wide update on successes, challenges, and strategic plan progress.

The BMCC website is monitored and updated on a daily basis and publications mentioned above are reproduced on an annual basis and shared with internal and external constituents.

BMCC uses a variety of advertising opportunities to promote the College, its programs and its impact on the community. BMCC proudly features its students in [its mass transit advertisements](#) to help build awareness about the college. All images used for advertisements and communications present an authentic snapshot of the College and feature current students, alumni, faculty and staff. No models are ever used to promote BMCC.

Access and Affordability

BMCC has a number of special programs and services that promote affordability and accessibility throughout the college community. Prospective and current students can find all of the necessary information about costs, services, offices and programs via the BMCC website, BMCC Student Handbook, and the Student Consumer Information website. Students are provided with accurate and comprehensive information about costs, financial aid, scholarships, and payment options. The Office of Financial Aid utilizes a comprehensive outreach strategy that includes [electronic mail](#), [print materials](#), [orientations and events](#) centered on providing students with information concerning financial aid options, scholarship opportunities, and payment options. The Office also produces annual [FAFSA fairs](#) designed to provide information and assistance to students. Information is also readily available on the unit's webpage. Some of the special programs promoting affordability and accessibility include:

- [College Discovery](#) (CD), a program that works with BMCC students by providing academic and life skill-building activities, providing financial help, and personal and/or academic counseling.
- [Accelerated Study in Associate Programs](#) (ASAP) is a program designed to help motivated students earn their associate degree in three years or less. This cohort program emphasizes enriched academic, financial and personal supports including comprehensive and personalized advisement, career counseling, tutoring, tuition waivers, MTA MetroCards and additional financial assistance to defray the cost of textbooks.
- [Educate, Develop, Graduate, and Empower](#) (EDGE) addresses the needs of non-traditional families and individuals on public assistance to reduce student barriers to

education and employment and to help students identify and define personal and career goals, develop effective life management skills, and better utilize services and appropriate systems to promote their long-term autonomy.

- The [Single Stop](#) Office provides services and resources, free of charge, to help students address barriers that prevent them from attending and completing college including emergency financial assistance.
- The [Office of Accessibility](#) (OA) collaborates with and empowers students who have disabilities in order to coordinate support services, reasonable accommodations and programs that enable equal access to education and college life. The OA serves as a resource to faculty and staff and works to provide regular training opportunities, advisement, and consultation on equal access, compliance, delivery of equitable services, universal design and other disability-related issues.

The College maintains a summer and winter [tuition waiver program](#) to assist students in accumulating credits toward degree completion. BMCC also offers an array of different [scholarships](#) that are available to students. Academic scholarships can either supplement state or federal financial aid or be an alternate source of funding for students' education. There are a number of scholarships available to students currently enrolled at BMCC who have attained a high degree of academic excellence.

Compliance

BMCC takes measures to provide information in print and online in order to effectively and openly communicate with both internal and external constituents. The BMCC Website serves as a primary resource for internal and external audiences who want to obtain [event](#) and key information about the college and its programs. Throughout the website, the full disclosure of information regarding assessments and student outcomes are available. These include:

- The College's [Institutional Effectiveness Report](#), which provides yearly updates on the College's assessments,
- The BMCC Factbook and IEA Dashboards, both of which provide information on graduation, retention, and transfer, and
- The Performance Management Process ([PMP report](#)), which provides pass rates for all BMCC programs with licensure requirements and other measures.

In addition to the Student Consumer Information page, which provides pertinent, federally required information to potential and current students, the College also provides information on all accreditations at the College. BMCC has established guidelines for academic and personal conduct for all members of the campus community in the [BMCC 2014-2016 Bulletin](#) and [BMCC 2016-2017 Student Handbook](#). Both are primary references for students, faculty and staff. These

publications provide policies and procedures for transfer credit evaluation and advanced standing policy, students' rights and responsibilities, academic integrity, the academic grievance system, and the affirmative action program. The Student Handbook also includes a statement upholding the College's commitment to preserving academic freedom and a code of ethics for faculty.

BMCC's adherence to ethical standards is also demonstrated throughout the [Enrollment Verification process](#), outlined on the BMCC website. This is reinforced by a College-issued student identification card containing a photograph of the student and a unique identification number. The identifying information is used for registration of all courses. The majority of online courses taught at BMCC feature in-person examinations and members of the faculty are encouraged to verify the identities of their students via College-issued ID cards. In their syllabi, all faculty teaching online and hybrid course are expected to feature a statement on academic integrity and to include a guide to learning and assessment for these modalities.

The [Academic Advisement and Transfer Center](#) (AATC) at BMCC processes credit evaluations for all newly admitted transfer students prior to attending their required new student orientation program. The AATC offers information and resources for [Faculty/Staff](#), [Non-traditional Students](#), [Parents](#) and [Transfer](#) students. In addition, the BMCC [Appeals and Academic Grading Policies website](#) provides information and links to [New Appeals Guidelines](#), [Financial Aid Appeals Guidelines](#), [Grading Policies](#), [Rules and Regulations](#), [How to Calculate Your GPA](#), [Policy on Repeating a Course](#), and [Process to Appeal Grades](#). Regarding the assignment of credit hours to courses, BMCC follows the [Laws, Regulations and Policies provided by the New York State Education Department](#).

STANDARD 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

BMCC embraces the comprehensive role of the community college in its mission statement, goals, and strategic objectives and outcomes. The range and scope of its academic and co-curricular programs address the challenges and realities of educating and preparing students for 21st century learning and career opportunities. The College provides both degree and certificate programs that span the liberal arts and STEM fields as well as Allied Health and technical fields. In all, BMCC offers 47 associate degree programs, which include programs that prepare students for direct entry in a career (certificates and Associate in Applied Science: AAS), entry into either career or select opportunities for transfer (Associate in Science Degree: AS) or for direct transfer into four-year programs within the CUNY as well as public and private institutions outside of CUNY (Associate in Arts: AA). Students can find a full inventory of the College's academic offerings in the [College Catalog](#) or in the [College Bulletin](#).

Programs and Academic Offerings

BMCC continues to review its curriculum and to initiate changes to academic programs as appropriate. The College's Governance Model stipulates that curricular and other academic matters fall under the purview of BMCC faculty. The [Academic Senate](#) is the body responsible for advising on, overseeing, and providing recommendations for changes to the academic program. As evidenced by the minutes of the [BMCC Curriculum Committee](#), faculty regularly engage in discussions and recommendations for changes at the course and program level. In collaboration with administrators from the Academic Affairs Division, the College added [nine new majors](#) in 2015 and 2016. The creation of these new majors reflect BMCC's focus on establishing guided degree pathways for students traditionally enrolled in the Liberal Arts major. These changes will allow students to engage with faculty in an area of study that reflects their individual academic interests and professional goals, thereby increasing overall student success. Additional majors are currently in development, which will increase the number of focused degree pathways. Students in the new majors will be eligible for seamless transfer to a senior institution within CUNY, reflecting the benefit of BMCC as a community college within the larger CUNY system.

BMCC has made a commitment to expand its online course offerings, both for fully online and hybrid courses. To support students enrolled in technology-mediated courses, faculty members communicate through [Blackboard](#) and interact with students using tools such as audio lectures, videos, discussion boards, e-mail, live chat sessions, and video-conferencing technology. Hundreds of sections from several programs are available each semester and the College maintains two fully online degree programs: The Associate in Arts in [Liberal Arts](#) and the Associate in Arts in [Modern Languages](#). The number of online and hybrid courses has grown

rapidly, from 121 in fall 2013 to 320 in the fall 2016 semester, now serving over 4,000 students. The [overall success rates](#) in online courses is comparable to that of face-to-face courses. The College is currently engaged in a [number of initiatives](#) designed to increase overall success rates both in online courses and in the online programs.

The College offers a scope of courses and services designed to provide students with opportunities to expand their educational experiences and benefit from the challenge of more advanced coursework and unique academic endeavors. Enhancing the general education outcomes at BMCC, various competencies have been integrated into courses across the College including:

- Writing across the Curriculum ([WAC](#)) integrates writing into all departments to ensure that regardless of discipline or subject matter, students are given the support, resources, and assignments that will enhance their writing skills. The culmination of this program are the writing intensive (WI) courses. The difference between WI and non-WI courses is the amount of writing required. All graduates must take at least one WI course.
- Reading across the Curriculum ([RAC](#)) is a professional development activity that has been offered in the past, to help faculty in the disciplines understand the challenges they face in the classroom when students don't read the text or don't understand what they read. The leaders of RAC instruct faculty on how to determine readability of their texts, incorporate pre-reading strategies, and to develop guides to complete or fill in while students are reading. Participants in the program work on a project and leave the program with strategies to help promote improved reading comprehension.
- Quantitative Literacy across the Curriculum ([QLAC](#)) aims to implement a QL-intensive course requirement for BMCC students. Thus far, 24 faculty members from thirteen BMCC disciplines have partnered with QLAC fellows to receive personal assistance in establishing and meeting QL integration goals. As of fall 2016, twelve of the redesigned syllabi have been piloted in full, with six more currently being piloted in the spring 2016 semester.
- Communication across the Curriculum ([CAC](#)), which is a new initiative sponsored by the Speech, Communications & Theatre Arts department and the Center for Excellence in Teaching, Learning, and Scholarship (CETLS) to enhance communication education across the disciplines offered at BMCC. This program offers faculty the training and resources to create, evaluate, and enhance assignments that incorporate spoken, visual, written, and digital communication into pre-existing curriculum.

In an effort to ensure that our talented and intellectually motivated students have access to enriched and rigorous learning opportunities, the College has recently initiated an Honors Program. The Office of Academic Affairs partnered with the Honors Program Committee to

recruit faculty to pilot [honors courses](#) in the spring 2016 semester. Nine faculty and nine courses were initially identified and a total of 81 students enrolled in the pilot courses, some of which were run as Honors-enhanced (a standard course with additional material and expectations for honors students). At the end of the semester, faculty and students participated in focus groups and completed surveys to further inform the effort. During the fall 2016 semester, the Academic Senate [overwhelmingly approved](#) the implementation of a College-Wide Honors Program. The proposal was approved by the Board of Trustees and will be implemented in fall 2017.

One method utilized by BMCC to review whether the College's inventory of academic programs are effectively meeting the needs of students is to review overall and program specific student success metrics. The College provides this information in its annual [BMCC Factbook](#), which is available in both a traditional and [dashboard format](#) to allow for greater data mining and analysis. To further expand access to this information for the purposes of review and decision making, several data dashboards allow programs to fully explore student success at the program level. Additionally, each year the College produces the [Enrollment, Retention, and Completion Report](#) to review the effectiveness of academic programming.

General Education Program

The majority of students enter BMCC with the goal of earning a four-year degree, and nearly 60% matriculate as Liberal Arts majors. To ensure that BMCC's vital transfer mission is supported and that all students leaving the College demonstrate achievement of core competencies, BMCC has placed an emphasis on improving general education. In 2006, BMCC established general education learning outcomes in seven areas: communication skills, quantitative reasoning, scientific reasoning, social and behavioral sciences, arts and humanities, information and technology literacy, and values. Additionally, the College took the step years ago to incorporate at least one general education outcome into the syllabus of every course and has also maintained a [calendar of general education assessments](#).

Starting in fall of 2013, as part of a comprehensive effort to ease transfer within the University, CUNY implemented the Pathways initiative across all of its undergraduate colleges. This initiative established a common core of general education competencies across the University and resulted in a process to create Pathways courses that ensure seamless transfer between the community and senior colleges. Students in all CUNY undergraduate AA or AS programs are required to complete 12 credits in the [Required Common Core](#) and 18 credits in the [Flexible Common Core](#) for a total of 30 general education credits as designated in the Pathways core competencies in the table below.

TABLE 2: CUNY PATHWAYS REQUIREMENTS

CUNY PATHWAYS GENERAL EDUCATION REQUIREMENTS (30 HOURS)	
Required Core	Flexible Core (1 Course in each category plus one additional course in any category)
English Composition (2 Courses)	Creative Expression
Life and Physical Sciences (1 Course)	Individual and Society
Mathematical and Quantitative Reasoning (1 Course)	Scientific World
	U.S. Experience in its Diversity
	World Cultures and Global Issues

Students enrolled in AAS degree programs are not bound to the same guidelines. CUNY has codified students' [rights and responsibilities](#) under Pathways.

CUNY Pathways introduced a new general education framework in which students would be introduced to a common set of competencies to provide opportunities for the development of a broad, comprehensive knowledge base, an appreciation for diversity and inclusivity, an understanding of how the past informs the present, and the development of social and global awareness. The framework was also designed to ensure seamless transfer between CUNY community colleges and senior colleges. To ensure alignment and to preserve and honor the work of BMCC faculty and the original seven general education competencies as indicated above, the College established a [crosswalk](#) that demonstrates how fulfilling the Pathways requirements also achieves the College's institution-level general education student learning outcomes.

Assessment of the General Education Program

To ensure that the general education program is effectively meeting the needs of students, academic departments at BMCC have engaged in the systematic assessment of general education for many years, guided by a [General Education Assessment Manual](#) and the requirement that all course syllabi address one of the seven knowledge and skill competencies. This framework has expanded with the establishment of Pathways and, in addition to providing guidelines on annual assessments, the BMCC Institutional Effectiveness Plan provides a calendar of [Pathways](#) and [General Education](#) assessments. The assessments conducted are then examined by the College's [Academic Assessment Committee](#) to provide suggestions and ensure College-Wide support for the systematic assessment of general education. [Course syllabi](#) include information that indicates which Pathways and General Education requirements the course fulfills.

The College also examines a number of other sources of data to evaluate the effectiveness of its general education program. Primary among these are the [Noel-Levitz](#) and [CUNY student satisfaction surveys](#). Areas in need of improvement have been integrated into the 2015-2020 Strategic Plan, both as [Strategic Planning Outcomes](#) and [Strategic Objectives](#). The College is also in the second year of the [Gateway Initiative](#), a project that identified the 20 most highly enrolled courses, which also had higher than average Ds, Fs, withdrawals, and incompletes. Faculty, working in teams and facilitated by CETLS, are piloting innovative pedagogies and interventions designed to improve student learning, success, and outcomes in these general education courses.

Faculty Qualifications and Support

Student success depends primarily, although not solely, on the faculty employed to deliver the curriculum. BMCC maintains a well-qualified faculty with members participating in ongoing professional development, active in the scholarship of teaching and learning, mentoring student research projects, and conducting research and engaging in creative activity in their fields. BMCC faculty meet the [minimum qualifications](#) set by CUNY for all full-time faculty hiring across the University. For most tenure-track faculty lines, the Ph.D. is the minimum qualification. For disciplines in which the Ph.D. is not common, CUNY established a [list of equivalencies](#) that may be used to qualify faculty.

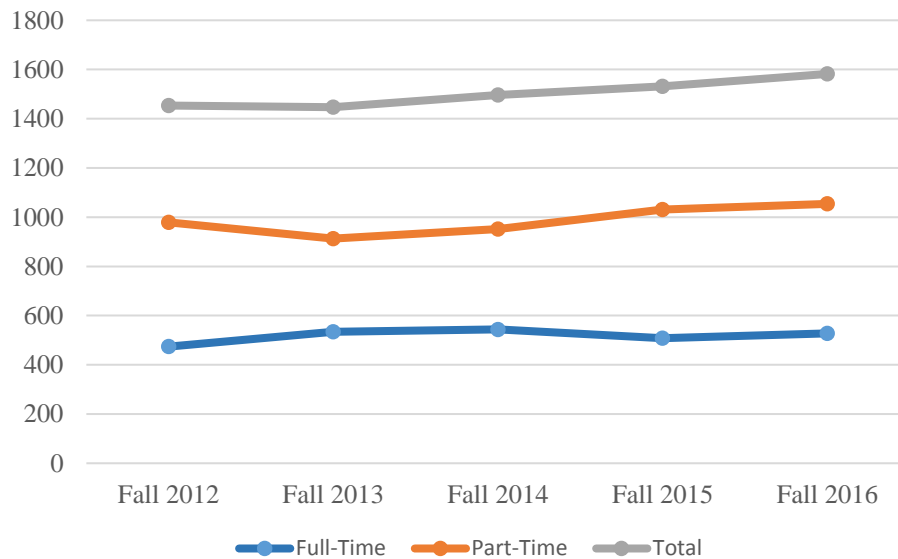
BMCC maintains a well-qualified faculty by adhering to stringent hiring requirements and [search committee guidelines](#). In addition to following [CUNY hiring practices](#), the College has established comprehensive job descriptions that ensure that only faculty with appropriate qualifications and experience are hired and retained to work with students. BMCC is committed to recognizing and celebrating excellence in teaching, research or creative activity, and service, as required for reappointment, tenure, and promotion. BMCC recently instituted a series of recognition ceremonies as well as the College's [Distinguished Excellence in Teaching Award](#) and other BMCC and CUNY awards.

CUNY, unlike most higher education systems in the United States, requires that community college faculty engage in scholarly inquiry and research or creative activity as part of the reappointment, [promotion and tenure process](#). Recent analysis of full-time faculty scholarship from 2015 and 2016 indicated that BMCC faculty published 202 peer-reviewed publications across disciplines. A number of these research activities can be found in the [BMCC Marks of Excellence](#) publication

BMCC has maintained a higher than desired FTE faculty to student ratio when compared with other CUNY community colleges. The College is committed to reducing these ratios and with targeted hires, BMCC had 54 more full-time faculty in fall 2016 as compared to fall 2012 and the

percentage of full-time faculty has remained right at 33% over this timeframe. In addition, the student to full-time faculty ratio has fluctuated between 22:1 and 25:1 with a current ratio of 22:1.

FIGURE 3: CHANGES IN THE NUMBER OF FULL-TIME, PART-TIME, AND TOTAL FACULTY



In order to maximize the effectiveness of instruction, BMCC has instituted a number of programs. The Center for Teaching, Learning and Scholarship ([CETLS](#)) offers [regular programming](#) aimed at providing faculty opportunities to develop and innovate in the classroom, including initiatives such as e-learning and writing-intensive course development and seminars on active learning and grading practices. The BMCC [Teaching Academy](#) is a four-semester cohort-mentoring program for junior faculty who work with Master Teachers who observe classroom performance, engage the Fellows in reflective practice, and provide opportunities for exploration into the scholarship of teaching and learning. The [eLearning Center](#) works with cohorts of faculty each semester to develop skills and design new courses for online and hybrid offerings. The philosophy behind this support is that online teaching requires a unique set of skills, and BMCC is committed to ensuring that faculty have access to this training. BMCC also offers grants to support professional development, through the Faculty Development Grant coordinated by an Academic Senate Committee ([FDG](#)) and the Faculty Publication Grant, which is coordinated by Academic Affairs ([FPG](#)). Additional CUNY-level supports exist through the PSC-CUNY awards ([PSC-CUNY grants](#)) and others.

BMCC faculty have access to a wide variety of professional development opportunities, internal grants, and other structures to support scholarly inquiry and creative activity. There has been increasing support for scholarly work, but at the same time, research expectations have been

ramped up significantly. As scholarly expectations have increased, junior faculty have been awarded 24 hours of reassigned time for research during their first five years and these efforts are designed to support junior scholars as they build a research or creative activity agenda.

BMCC has committed to growing a community of research and scholarly inquiry by investing resources into developing an infrastructure through which faculty research can be developed and supported. The College has a full-time designated [Director of Research](#), housed in Academic Affairs, who facilitates grant development, publication support and faculty mentored student research across all disciplines. BMCC has invested in renovating and equipping designated laboratory spaces for multidisciplinary faculty-guided research in STEM fields. These state-of-the-art [Core Research Laboratories](#) are unparalleled in a community college setting. The College has further invested in a dedicated space for quantitative and qualitative studies in Psychology and social sciences in a [recently opened Social Science laboratory](#).

Review of Faculty

To ensure that faculty are reviewed regularly and equitably, the College employs a number of evaluation methods. Faculty are evaluated annually through a combination of [student](#) and [peer observations](#), and junior faculty are evaluated by a [thorough annual evaluation](#) of their pedagogical, service, and scholarly or creative work. The processes and procedures for faculty evaluation are presented in the [BMCC Faculty Handbook](#) and are in alignment with the [PSC-CUNY collective bargaining agreement](#), which outlines the expectations and job duties of faculty, staff and administrators agreed upon by the University and the union membership. The [CUNY By-Laws](#) further delineate the processes by which the University is run, including the practices that govern the limitations and rights associated with appointment, reappointment, tenure, promotion, and due process. [BMCC tenure and promotion applications](#) and [guidelines](#) also clarify expectations for tenure and promotion. Academic Affairs works with Department Chairs to ensure that all faculty are evaluated as per the PSC CUNY collective bargaining agreement. Additionally, the BMCC [Human Resources webpage](#) contains all forms and paperwork necessary for promotion, tenure, and fellowship leave applications.

Given the changing expectations regarding research and scholarly inquiry as well as the full-time faculty to student ratio, the College acknowledges there are challenges associated with providing instructional support for faculty. To gather information on which areas to focus on for improvement, BMCC participated in the 2015 administration of the Collaborative on Academic Careers in Higher Education ([COACHE](#)) survey. This survey is conducted by Harvard University and has, historically, been designed for four-year colleges. BMCC participated in the first distribution for community colleges. Information presented in the [COACHE Provost's Report](#) indicate that a significant percentage of faculty are dissatisfied with the support that they

receive for their scholarly work as well as their required teaching load given current research and service expectations. In response to these results, BMCC is taking steps to address these issues. The Provost established a [COACHE Taskforce](#) to conduct further research on issues raised related to support for scholarship, governance, and support for interdisciplinary activity. Subcommittees in these areas provided [final reports](#) that were shared with the President. Some recommendations are currently under review by BMCC, but others have already been implemented. For example, a [Research/Scholarship/Creative Activity Advisory Committee](#), with a large majority of faculty members, has been established to make recommendations about research supports directly to the President and the Provost.

Student Access to Information

To assist students in better understanding what programs of study are available as well as the requirements for completion, the College provides publications, resources, and support services to guide students from entry to successful accomplishment of their goals. In addition to the College Catalog, College Bulletin, and [academic program websites](#), BMCC provides all prospective and continuing students with important information about the academic experience at BMCC. On the College's [Student Consumer Information](#) page, students are provided with information including:

- A list of academic programs of study,
- Academic and student support services,
- Student outcomes information,
- Academic policies, and
- Articulation agreements.

Supplementing this basic information, the College also provides information on Pathways, the CUNY initiative to ensure seamless transfer between the community and senior colleges within the system as described above. The [recruiting materials](#) provided to perspective students provide information that is consistent with information on the academic program websites and across the College website. An analysis of the Noel-Levitz data indicates that students are satisfied with the [academic programs](#) at the college and are [increasingly satisfied](#) with support services designed to help them achieve their goals.

BMCC has enhanced its advisement efforts in the past years, largely driven by an analysis of student responses from the [CUNY student engagement survey](#) and [Noel-Levitz study](#), which indicate that students are looking for a more helpful advisement process. The College uses [DegreeWorks](#) to aid students in designing an effective path towards degree completion. As the College's online advisement tool, all students are required to use the system and receive advisement every semester in order to register for classes. Students are introduced to this system

during their initial advisement session. To further support effective advisement, the Academic Advisement and Transfer Center (AATC) has incorporated a [caseload approach](#) to provide greater support to students. The AATC has also developed an [advisement syllabus](#) and conducts an annual [professional development day](#) to ensure that advisors are providing high quality advising to students. The unit, in conjunction with academic programs, has also developed [2 and 3-year program maps](#) to ensure that students are well informed about the requirements for timely degree completion and are enabled to support their own success.

To ensure that students are provided with a pathway to successful transfer, BMCC has focused on enhancing existing and developing new articulation agreements to ensure that students who complete BMCC academic requirements with satisfactory grades will be admitted, without delay or the need for retaking courses, into baccalaureate degree programs. BMCC currently has more than 90 [active articulation agreements](#) with various CUNY, SUNY and private institutions. Each of these agreements is readily available to students on the College's Articulation Agreement webpage and is shared with students through advisement and within the academic programs. Each academic advisor within the Academic Advisement and Transfer Center (AATC) is a liaison to an academic department and collaborates with departments in communicating, reviewing, and updating articulation agreements.

Learning Opportunities

BMCC has taken an intentional approach to provide learning opportunities and resources that support student success in regards to course completion, retention, graduation, and transfer to four-year colleges. The three general approaches taken have been to develop, implement, and grow cohort models; expand opportunities for experiential learning and undergraduate research; and to ensure that educational support services are developed and available to all students. Based on an understanding of student engagement literature, which demonstrates that learning communities increase student engagement and overall success, BMCC has worked to establish cohort programs that provide block scheduling, common educational experiences, and tailored support services. Recently, the Office of Institutional Effectiveness and Analytics produced a [report](#), guided by predictive analytics methodology that indicated that the factor most associated with three-year graduation rates was participation in a cohort program. The primary cohort programs at the College, each with [different criteria](#) for enrollment, include:

- The Accelerated Study in Associate Programs (ASAP) is a CUNY-wide program supported by the City of New York. For the 2016-2017 academic year, BMCC's ASAP program enrolled nearly 3,800 students with a goal of 5,000 for the fall 2018 semester. BMCC's ASAP is the largest and one of the [most successful](#) based on the nearly 60%

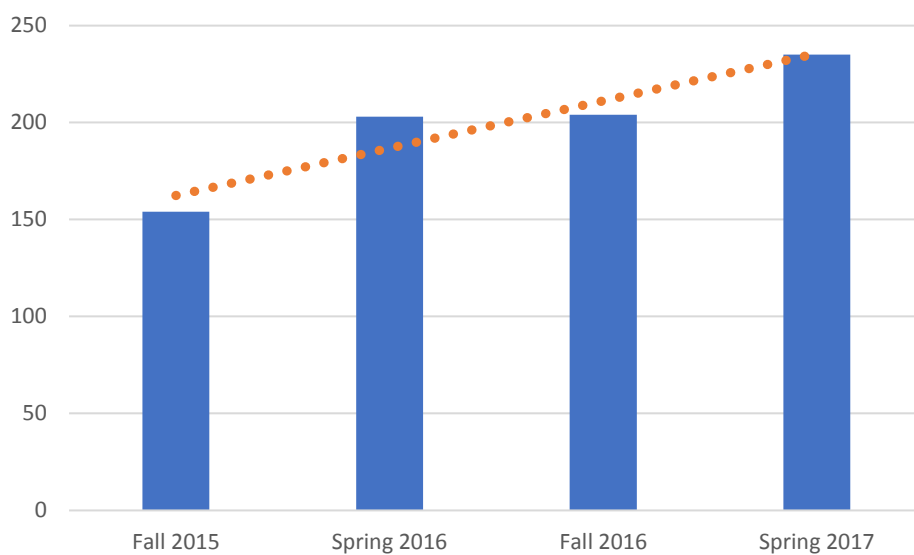
three-year graduation rate. Students are provided with MetroCards, program specific advisement, block schedules, and other services.

- The BMCC Learning Academy ([BLA](#)) provides support that is similar to ASAP, but has different criteria. This program recently received a \$2.5 million dollar [Title V grant](#) and is currently working on scaling from nearly 800 students to 2,800 students. The program is integrating new and innovative approaches that includes a focus on enhancing [students' growth mindset and fully integrating high impact practices](#). Students in this program are significantly more successful than matched students not enrolled in a cohort program.
- The [Out in Two Program](#) is sponsored by private donations. Students who earn at least a 3.0 GPA in their first 12 credits are eligible to apply for the program, which provides tuition and fees for up to four semesters, and additional support. A [recent study](#) indicated that students who receive an Out in Two scholarship are 4 times more likely to graduate within three years and nearly 3 times more likely to earn a bachelor's or above than like students not awarded a scholarship.
- The Educate, Develop, Graduate, and Empower ([EDGE](#)) program is dedicated to helping BMCC students who receive governmental assistance achieve academic excellence, graduate on time, find employment and demonstrate self-advocacy. Advisors and other staff members lead personal and professional development seminars focused on academic and professional goal-setting, communication skills, financial literacy, leadership development and service learning. The program has demonstrated [significant success](#), including the GSI initiative, which recently experienced an 81% graduation rate.
- College Discovery ([CD](#)) is the oldest cohort-based student success initiative at BMCC. With a fall 2016 enrollment of 570 students, this program has provided academic support, life skills, and counseling to more BMCC students than any other program during its 50 year existence. The most recent [annual report](#) demonstrates the significant and positive impact that the program has on students.

The Office of Internships and Experiential Learning ([IEL](#)) was established in fall 2015 and provides students with a variety of experiential education opportunities, which include but are not limited to, internships, undergraduate research, service learning and externships. It works to educate students and industry partners while providing expertise, guidance and support to both academic departments and student support services regarding policy, procedures and program structure. IEL is now utilizing [AdvisorTrac](#) to document office visits and post-student workshop assessments to monitor increased learning and understanding. It also regularly reports out to the CUNY Experiential Learning Opportunities (ELO) [Task Force](#). During the 2014-2015 fiscal year, IEL experiences included formal paid internships, formal unpaid internships, paid independent internships, and unpaid independent internships. These numbers represent a

significant increase over past years and this focus on both increased and more appropriate experiential learning opportunities is in alignment with both the College as well as the [unit's strategic plan](#). Steps are currently being made to increase the visibility and availability of these experiences, such as the new coding in CUNYfirst that includes whether or not a class will have some form of experiential education in the [course description](#), making it easier for students to find and get involved in these experiences. The unit is committed to greatly enhancing supportive, out-of-classroom activities that allow for real-world experiences that align with the College's curricular offerings. A recent development has been the addition of online courses for career development and academic internships by the Media Arts and Technology, Business, and Accounting programs.

FIGURE 4: GROWTH IN INTERNSHIP OPPORTUNITIES AT BMCC



The College also maintains robust undergraduate research opportunities for its students. Supported by dozens of faculty members across numerous fields and with the support of the Office of Research, the College currently provides about 200 students annually with high impact, faculty mentored research experiences across disciplines. These disciplines include but are not limited to neuroscience, cell and molecular biology, bioremediation, environmental science, chemistry, nanotechnology, computational biology, physics, engineering, robotics, applied math and biostatistics, psychology, sociology, anthropology and even art. Many of these research projects are highlighted in the publication [Marks of Excellence](#) and in the [College-Wide Research Symposium](#) and [poster sessions](#) each spring. To enhance the research opportunities for faculty and staff, the College has recently invested in the expansion of its laboratories with the

addition of a 1,305 square foot, state of the art Core Research Laboratory to accompany the Social Science Research Laboratory and Core Computer Laboratory, as indicated earlier.

Additionally, BMCC is currently the only community college participating in [CUNY Service Corps](#) and has been involved since the program's inception. CUNY Service Corps provides students with a paid internship at a New York City organization where they gain valuable work experience in their field of interest. BMCC students involved with the Service Corps have experienced significant benefits that include:

- 93% of students reported gains in workplace skills, abilities, knowledge and 84% reported an increase in career knowledge/readiness;
- 86% reported an increase in civic engagement & social issues awareness;
- 92% reported gains in personal development; and
- 83% reported gains in the social/professional networks.

Each semester, 40 BMCC Business Management and Accounting students are enrolled in [Year Up](#), a one-year career preparation program. This program is designed to cultivate skills required for today's workforce through cohort courses, internship opportunities and structured career preparation. Year Up's first BMCC cohort had a 90% retention rate after 6 months with each retained student earning an internship at one of 19 Top Tier companies in New York City. The Year Up program is assessed through [performance evaluations](#), which are completed by internship supervisors twice during students' internships using a nationally standardized survey instrument. Students are also surveyed twice during their internship.

Student Support Services

BMCC also provides general support services to its students to promote successful academic achievement and progression. Among these services are

- The first year experience ([FYE](#)), which is offered as a single 4-hour session or as a series of 1 hour sessions over a 4 weeks, both of which are delivered jointly by Academic and Student Affairs, or as a single 4-hour session offered by Student Affairs prior to the start of the semester.
- The [BMCC Library](#) offers instructional classes, research consultations with librarians, support for online classes, online chat reference, and a rich collection of books and e-resources. Additionally, the Library is leading the College's open educational resources (OER) initiative, a faculty development seminar focused on eliminating course material costs for students while facilitating transformative pedagogical approaches. BMCC is also participating in Achieving the Dream's OER Zero Textbook Cost Degree initiative. Since spring 2015 through these two programs, over 75 faculty, from 15 of BMCC's 17 departments, have converted their course materials from commercial textbooks to OER

and other no-cost materials available online and through the Library. Faculty currently teach approximately 175 sections of zero textbook cost courses for estimated annual savings to over 4,000 students of close to \$450,000. As of fall 2017, the College estimates that cumulative savings for students since the two programs began will be over \$1,000,000.

- The Learning Resource Center ([LRC](#)), which is the central tutoring support program for students, has recently introduced a new service designed to assist students called [Academic Coaching](#). This service provides personalized, one-on-one meetings with a trained academic coach who aids students in improving their learning skills and overall academic performance. Services provided include note-taking and test-taking strategies as well as memorization techniques and time management skills. The LRC has also instituted and grown its Supplemental Instruction ([SI](#)) program, which provides course specific tutoring services. Initial indications are that the program has [been successful](#) and the College is strategically targeting these programs into selected courses.
- In the last two years, the [Writing Center](#) has experienced unprecedented growth with total student visits increasing by 23% over 2014 totals and 50% over 2015 totals. Total visits is one measure of success; however, the Center wanted to know more about the effectiveness of their support. Accordingly, they [collected data](#) demonstrating that student confidence in writing was greatly improved by working with writing center assistants.
- There are also a substantial number of [workshops and initiatives](#) provided through student affairs. These programs are targeted in nature, but the overall breadth of opportunities ensures that all students have access to educational support services.

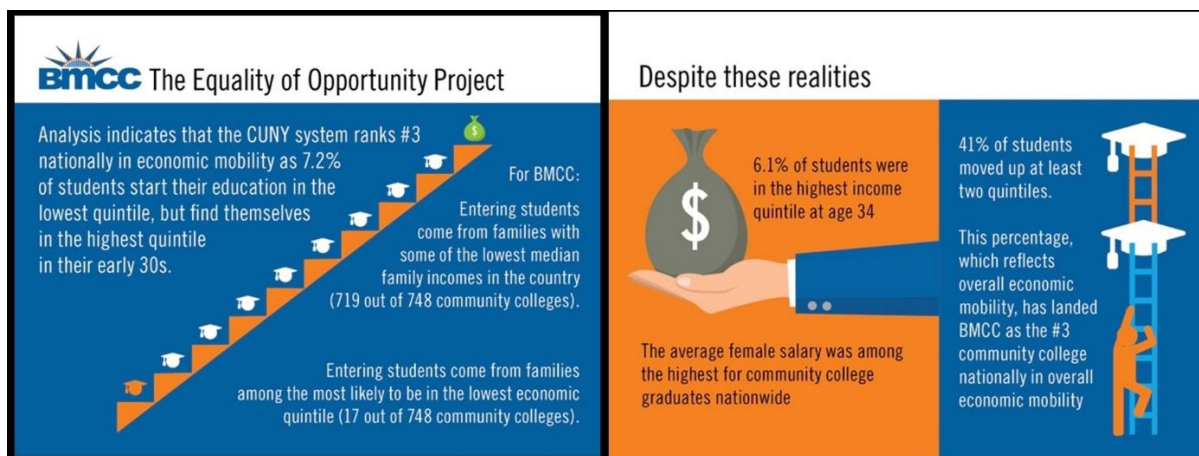
To ensure that students have the opportunity to experience and learn from new cultures, the College maintains a burgeoning [study abroad](#) program. BMCC has increased the number of faculty-led programs offered for summer 2017 from five to eight over the past three years. To ensure additional support to students, the [Center for Ethnic Studies](#) hosts [workshops](#) that address race, gender, class, and sexuality in an effort to raise awareness among faculty and staff about issues essential to the promotion of tolerance and respect for diversity in all its forms. These experiences contribute to helping students develop cultural awareness and global competencies.

STANDARD 4: SUPPORT OF THE STUDENT EXPERIENCE

The support of the student learning experience at BMCC is reflected through the provision of appropriate and effective academic programming; administrative, educational, and student support services; and a collection of policies and processes designed to enhance student success at every point during a student’s educational journey at the College. As noted previously, the College’s mission statement reflects a commitment to the intellectual and personal growth of our students – from pre-entry to graduation and transfer. Additionally, four of the five institutional goals are directly associated with student success.

As indicated in a recent study conducted by the [Equality Opportunity Project](#), which examined over 30 million student educational and tax records, BMCC educates some of the most economically disadvantaged students in the country. Despite these obstacles, the College ranks #3 among community colleges in economic mobility, with 41% of our graduates moving up at least two economic quintiles and 6.1% moving into the highest economic quintile. Two of the

FIGURE 5: HIGHLIGHTING THE ECONOMIC MOBILITY OF BMCC STUDENTS



factors that assist our students are the financial support provided and the availability and accessibility of financial aid information.

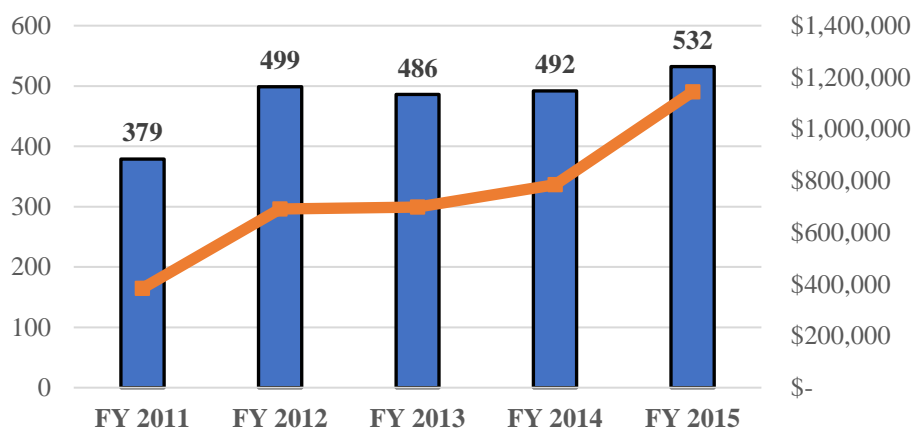
Student Financial Information Access and Support

To ensure that students have ready access to all information regarding college expenses and financial aid, the [Office of Financial Aid](#) has provided all pertinent information in one place. Financial Aid information is provided to all prospective and current students through a comprehensive outreach strategy that includes correspondence sent through electronic mail and print mail as well as print materials, orientations and events centered on providing students with information concerning financial aid options. The Financial Aid homepage includes a list of application deadlines, web resources, information guides, disbursement dates, media guides,

printable forms, a [CUNY Net Price Calculator](#), and a comprehensive [financial aid glossary](#). Additionally, students are able to access specific information pertinent to the financial aid process by choosing to [learn about financial aid](#), proceeding to [apply for financial aid](#), and understanding the processes and procedures that [occur after applying](#).

In addition to providing access to information and financial aid awards, BMCC works to ensure that students have access to a number of scholarships and other award monies. On the [Scholarships homepage](#), students can view an [inventory](#) of scholarships, learn about [workshops](#), obtain assistance with [writing their essays](#), and complete applications. The list of scholarships includes those administered by the College, those administered by outside agencies including the City and State, and those based on both academic and non-academic criteria. In a [recent study](#), the College found that comparable student populations experienced significantly different success outcomes based on scholarship attainment. Students obtaining scholarships had significantly higher three-year graduation rates and baccalaureate and above attainment rates. The College is committed to growing the number of available scholarships, and recent years have seen increases in both awards and recipients.

FIGURE 6: NUMBER OF STUDENTS RECEIVING SCHOLARSHIPS/TOTAL AWARDS



Students are also assured access to both comprehensive and accurate information regarding repayments and refunds through the [Office of the Bursar](#) home page. In addition to finding current information on tuition and fees, students are provided with information on:

- The College’s [tuition payment policy](#),
- [Payment options](#),
- Payment deadlines,
- [Refund policy](#), and
- Other pertinent information.

To assist students, the Bursar's Office maintains extended fall and spring semester hours to provide greater access for students.

The College offers a wide range of academic and student support services that have been addressed throughout this document. The size of the student body presents some challenges with respect to making all students aware of our offerings; however, the College has made strides in leveraging technology to communicate program availability to students. The College is using Hobsons Retain CRM to send [targeted e-mails](#) to students. The program allows the college to use filters including student group and remediation status so that students who are eligible for certain programs and support opportunities can receive invitations and updates. BMCC is also in the process of redesigning the website to make it easier for students, faculty and staff to find what they need.

BMCC is focused on providing other ways to support students financially. Nearly 70% of students attend tuition-free and more than 90% graduate debt-free. These percentages reflect our continued commitment to access and affordability for our students. Other initiatives and resources provided for students include:

- [Single Stop](#) – An office at BMCC and affiliate of Single Stop USA that provides services and resources to address non-academic barriers to student success. Services include SNAP, legal services, financial counseling, tax preparation, and housing assistance.
- The BMCC [Emergency Loan Program](#) – Supplemented by the Petrie Emergency Grant Fund Program, the fund provides students with funds to alleviate temporary financial emergencies that threaten degree progress. Since the program's inception, 79.8% of grantees have either graduated, transferred, or are still enrolled.
- Plan and Appeal for Student Success ([PASS](#)) – In 2013, changes in our student information system and in Title IV policy increased the number of federal financial aid appeals from 200 to nearly 2,000 annually. In response, PASS workshops were developed to guide students through the appeals process and provide advisement sessions focused on the outcomes needed to attain satisfactory degree progress. The workshops also inform students about support services available to them during the semester to help them move from probation to good academic standing.
- Reducing the Cost of Textbooks – Studies indicate that textbook costs significantly and negatively impact student progression. As indicated above, not only has BMCC launched its first Zero Textbook Cost degree initiative, but the College is committed to significantly expanding its OER efforts in 2017-2018.

Developmental Education

Developmental education policies are first communicated to new students during the application process and then ascertained through the [Testing Office](#). The Testing Office maintains on their website information on [exemption criteria](#), [preparation](#), [testing](#), and placement. All entering freshmen and transfer students who are not exempt on the basis of other measures are required to take the CUNY Assessment Tests ([CAT](#)). Follow-up conversations about developmental education policies take place during academic advisement. Academic advisors help students understand the basic skills required as prerequisites for success in college-level, credit-bearing coursework. Advisors make referrals to college programs that help students accelerate through developmental coursework. These programs include additional services to students who are unable to successfully complete their developmental coursework after multiple attempts. Advisors use [DegreeWorks](#) to help students map a degree plan and course sequence and understand how their development education courses affects the length of time to degree attainment.

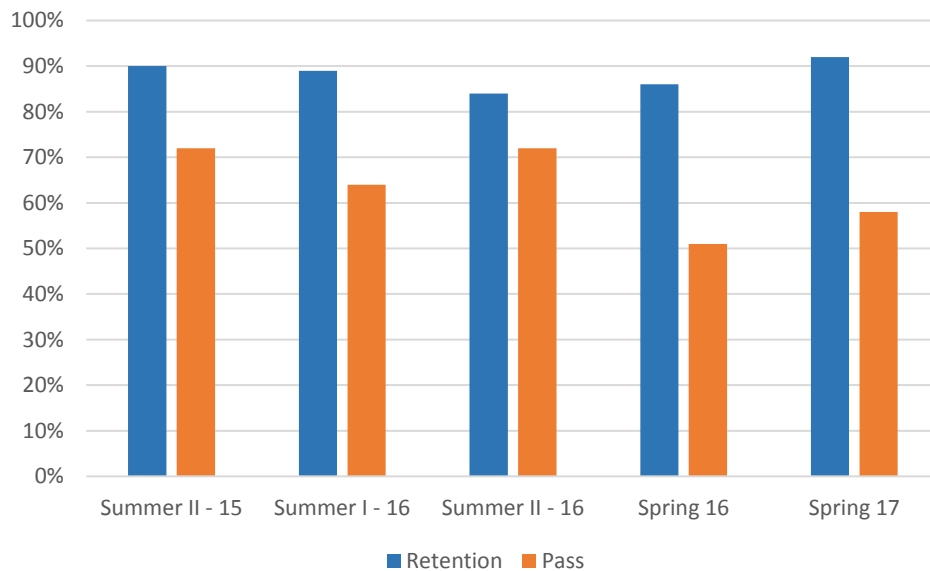
Focusing on increasing the number of entering students who are college ready is an institutional priority in alignment with the mission, institutional goals, and BMCC strategic plan. A variety of preparatory programs, which are either low cost or no cost to students, are available to potential BMCC students to expedite their enrollment in credit-bearing courses. These programs include:

- [BMCC Language Immersion for International Students \(BLIIS\)](#) – The program focuses on improving students’ reading and writing skills as well as their English language skills. Students are immersed in an intensive instruction program for all English skills, especially reading and writing, to prepare for credit-bearing college courses. International freshman or transfer students who did not pass the CUNY tests as well as continuing students who are recommended to the program may choose to attend BLIIS.
- [BMCC CUNY Language Immersion Program \(CLIP\)](#) – A program that offers CUNY ESL students intensive instruction in all English skills, especially reading and writing, to prepare for credit-bearing college courses. This program is designed for both entering freshman or transfer students from BMCC. Students have the option of taking the program for at least two semesters to build on the gains they have established.
- [CUNY Start](#) – A low-cost 16-week program for CUNY community college students who are required to enroll in remediation. In the CUNY Start Program, students enroll in various combinations of pre-college math and/or reading/writing as needed and each track includes advisement. While taking the course, students have two opportunities to re-take the placement exams. The ultimate goal of the program is to help students entering CUNY reduce or eliminate their development skills requirements.

- Pre-Enrollment Immersion – Students are eligible for enrollment in BMCC immersion programs designed to accelerate student readiness for credit-bearing courses. By successfully completing these courses, students are able to test out of developmental education, thereby enabling them to begin their matriculation at least one semester sooner. Every student who succeeds in these programs earns the opportunity to enroll in college-level courses. Given our findings, which indicate that every semester spent in developmental education reduces the likelihood of retention, graduation, or transfer, BMCC is encouraged by the results of these programs.

BMCC also operates an Immersion Program for continuing students that provides eligible students with an opportunity to complete their remedial obligation and place out of or advance in developmental education. The Immersion Program offers various resources for continuing students who must repeat a class and in the summer for students who are advancing to the next level. The winter immersion program provides another example of the College’s ability to effectively scale up successful developmental education programs. The College increased capacity for the Winter Immersion Programs, serving a total of 355 students in remedial math courses alone. BMCC has also implemented a Spring Break Immersion (5-day workshop) that provides yet another opportunity to place out of developmental education. The results have been mixed, but the program, overall, has benefited thousands of students.

FIGURE 7: PASS AND RETENTION RATES FOR SUMMER AND SPRING BREAK IMMERSION



BMCC’s Math Department has made individualized tutoring, videos, supplemental handouts, worksheets, and various computer programs available to students in support of their success and academic progress. Students have access to the Dynamic Homework System and the CUNY

[Elementary Algebra Final Exam Resources](#) to improve their study skills. The Mathematics Department also implemented the [Quantway](#) program. Quantway features a revised curriculum and problem-based pedagogy that provides an alternative to algebra and an accelerated pathway to college-level liberal arts mathematics courses. Outcomes for Quantway courses show [higher pass rates](#) as compared to the traditional curricula covering the same concepts. As a result, more students are able to move on to the credit-bearing courses for which these remedial courses are a prerequisite.

The Department of Academic Literacy & Linguistics ([ALL](#)) offers developmental courses in reading for both native speaker and English language learning students. It also offers ESL courses focused on developmental writing. The department has developed placement practices that are consistent with national norms, via standardized reading and writing tests and the department's [own internal evaluations](#). Students who failed both the reading and ESL exams may take the ESL 96 course, which combines the reading and writing developmental courses. The department has an internal curriculum committee that is continuously revising the curriculum and looking for best practices. The [initiatives](#) are aimed at providing the faculty with professional development and networking opportunities, where teaching strategies can be discussed, as well as honing and developing more appropriate student learning outcomes.

The English department has formed an [Intensive Writing Committee](#) that oversees the developmental English classes (ENG 88, ENG 95, and ENG100.5). This committee regularly meets to review the scores that place students into remedial courses. To improve student success in the course, the department has:

- Conducted a grade analysis of the ENG 95 courses and determined that placement scores required adjustment;
- Offered workshops for faculty on teaching developmental courses;
- Participated in CUNY trainings to increase the number of certified CATW graders; and
- Implemented multiple testing opportunities for students enrolled in the highest level of remediation.

As a result of this change in practice, more students have been able to successfully pass the CUNY Assessment Test – Writing (CATW).

Academic departments also work with the Learning Resource Center (LRC), as indicated above, which offers academic support services to strengthen academic skills and meet student learning needs. For the fall 2015, the highest utilization rates of all courses included the developmental skills courses ACR 094, MAT51, and MAT56. The LRC also coordinates the Supplemental Instruction ([SI](#)) Program, which benefits students by improving developmental skills through individualized tutoring. In addition to in-person and [online tutoring](#), the college's LRC provides

special support for students in developmental skills courses through dedicated labs, including the [Math Lab](#), the [Basic Skills English Lab](#), the [ESL Lab](#) and the [Reading lab](#), and the newly opened [Derfner Lab](#) for Speech.

BMCC is not only focused on providing the aforementioned resources to students, but also to finding ways to reduce the developmental sequence by establishing co-requisite courses for students who just missed the cut-off to credit-bearing courses. Selected students are placed into college-level courses with additional time requirements, and at the end of the semester, students have either met their developmental requirement while earning college credit or reduced their time to sequence completion. To improve student performance and accelerate persistence to degree completion, multiple co-requisite courses have been developed, which include:

- [English 100.5](#) (Intensive English Composition), is a credit-bearing course that combines English 095 (developmental) and English 101 (English Composition). This course allows students to eliminate their developmental writing requirement while earning credit for English Composition. In spring 2016, 17 sections were offered, almost twice as many as in fall 2015 with a pass rate of 60.7% as compared to 65% for English 101. Results in the fall were not quite as positive, but more than half of the students who would have been enrolled in a developmental course earned college credit.
- [Math 150.5](#) (Statistics with Algebra) was created to combine Math 051 (developmental) with Math 150 (Introduction to Statistics). Students who successfully pass Math 150.5 eliminate their developmental mathematics obligation while concurrently fulfilling their credit-bearing mathematics degree requirement. In the spring 2016 semester, 11 sections were offered and 74.4 % of the students passed the course, which is impressive since 68% of Math 150 and 59.3% of Math 51 students passed their courses.
- [CRT 100.5 and CRT 100.6](#) In fall 2017, the Academic Literacy and Linguistics Department piloted a hybrid course that combines ACR or ESL with critical-thinking (CRT 100) to provide a credit-bearing course that addresses one of the College's general education flexible core requirements.
- ACR (Academic and Critical Reading) 096, an accelerated developmental reading course that covers the material of ACR 095 in half the time, was piloted successfully in Spring 2016, but because of low enrollment and changing guidelines about exit criteria, the pilot has been suspended.

Orientation, Advisement and Ongoing Support

BMCC provides support programs designed to guide students throughout their educational journey at the College and beyond. This requires a robust set of offerings for entering and continuing students – students with different, but related needs. There are three primary types of student orientation provided:

- Getting Prepared to Start (**GPS**) is an orientation program that introduces and explains to students the array of programs and services available at the college while also guiding them through the enrollment process. A key feature of GPS is that the orientation sessions are offered in small groups. This allows the college to offer a more intimate welcome and frequent orientation sessions at a variety of times to fit many schedules. At GPS, students receive information on eligibility to special programs including the BMCC Learning Academy, ASAP, and College Discovery.
- First Year Experience (**FYE**) is a program in which students receive important information to orient them to college life including academic protocols, college services, time management, and personal finance management. As indicated above, First-Year Experience is offered to students in two ways; as a one-day event before the start of classes or as a four-week workshop that meets once a week during the student's first semester. The FYE website and curriculum convey information about policies, opportunities, and services to help students successfully transition to BMCC.
- Cohort Program Orientation – ASAP, BLA, and CD require students to undergo an extensive orientation program prior to taking courses. These orientations have been developed to ensure that students receive initial information, resources, and support that have been shown to improve retention and graduation.

The next step in the enrollment process, advisement, plays a critical role in student success. Accordingly, the Academic Advisement and Transfer Center (**AATC**) has taken a leadership role in establishing best practices and providing training for stakeholders with advisement roles, including faculty, special program advisors, and advisors within the Center. The center assists students in fulfilling the requirements of their major and offers guidance on effective pathways toward degree attainment. Intrinsic to the advisement approach is to work with students to identify their long-term academic and career goals and to set students on the path to successfully meeting these goals. Based on extensive research and as described above, the AATC recently instituted a **caseload approach** to increase the level and quality of service provided to all students.

Every semester, College-Wide emails are sent to the students, faculty and staff about the advisement and registration period. To help students make the most of advisement and registration, the **Registration Guide** provides information and direction to students about the

advisement and registration processes. The Academic Advisement and Transfer Center has also developed a new [Comprehensive Academic Brochure](#), which features an easily accessible layout with descriptions of majors and overviews of articulation agreements so students can begin to plan for transfer. Another way that the AATC supports long-term student success is through transfer guidance. The AATC provides [Common Application workshops](#) for students interested in transferring outside of the CUNY system. The workshops and online information sheet offer guidance on how to fill out the application.

To ensure that advisement at BMCC is continually improving to meet the needs of students, the center hosted an [advisement retreat](#) in summer 2016 and developed an [advisement syllabus](#) to clarify the role of the advisor and the student. This retreat was developed for all advisors at the College, whether in the AATC or within one of the cohort programs. To ensure greater collaboration and learning, all advisement units maintain a [shared student learning outcome](#) that is assessed each year in addition to the outcomes specific to their units.

The [Counseling Center](#) offers students personal counseling, academic counseling, appeals process support, outreach events and workshops, crisis management, and consultation to faculty and staff regarding students of concern. The center also plays a key role in assisting students in the academic and financial aid appeals processes, which affects student retention and success significantly. In addition, the center plays a key role in assisting students facing academic difficulty. During the academic year, students on academic and special probation are invited to attend individual sessions and group sessions held by the Counseling Center. In addition to the [probation-specific workshops](#), the Counseling Center developed a [communication plan](#) that includes targeted messages throughout the semester to support students' academic success, provides invitations to other workshops, and provides information on the Center's Fit Mind Workshop Series. Utilization data indicates that the Counseling Center is a key resource for our students. During the 2015-2016 academic year, the counseling center was utilized for a total of 14,951 appointments.

Support for Evening and Weekend Students

BMCC offers courses 7 days a week, from 7 a.m. to nearly midnight. This schedule provides some particular challenges to ensuring that students receive the support so critical to their success. The College continues to assess current and emerging needs and adjusts accordingly. For this population of students, the College increased the availability of counseling services during the evenings and weekend. Upon assessment of utilization, BMCC ultimately continued services in the evenings, where there was a greater need than on the weekend.

Student and academic support services are provided in collaboration with the College's Evening/Weekend Director, who provides students with [information](#) about services available

during the weekend. The Director makes in-class visits to inform students about advisement and registration while also serving as a liaison to the academic departments. The [Evening/Weekend Program](#) provides students with the student support services they receive at BMCC during the week, including the Library, Academic Advisement, Tutoring/Supplemental Instruction, and Computer Labs. Students may also utilize the services of the Early Childhood Center, Academic Advisement and Transfer Center, and the Athletics Center. In addition, the Office of Student Affairs collaborates with the Evening/Weekend Director to determine the best time to make activities available (such as de-stress and extended services hours during finals period) for evening and weekend students.

College-Wide Retention Efforts

BMCC also commits to providing additional support for academically at-risk students. In 2014 the College began to pilot an [electronic early alert response system](#) to quickly identify students facing academic difficulty and connect them to needed services. The College has experimented with various tools and is in the process of implementing the [Starfish](#) platform which has been established as the industry standard in early alert outreach. The College is anticipating a roll-out of Starfish for fall 2017.

The College maintains a number of processes and programs designed to increase overall retention rates and has established the BMCC College-Wide [Retention Agenda](#). This resource highlights the various objectives associated with student retention that are in place and allows for assessment of progress. Some of the highlighted objectives in which the College is already demonstrating progress include the following, which are further described above and below:

- Developing, expanding, and assessing supplemental instruction in targeted courses;
- Redesigning remedial education;
- Expanding proven cohort models;’
- Developing strategies to increase momentum and credit accumulation;
- Improving academic advisement;
- [Expanding internships and experiential learning](#), including undergraduate research and service learning; and
- [Developing interventions](#) for students who experience a drop to their GPA, students with incomplete grades, and developmental course repeaters.

These initiatives are guided by an understanding that increasing academic support, increasing student engagement, and reaching out to at-risk students are all associated with student retention. Additionally, the 18 objectives highlighted in the retention agenda are aligned with the following strategic planning objectives:

- Increased first-year retention rates,
- Increased 3 and 4-year graduation rates,
- Increased number of degree completions, and
- 9 – Increased percentage of graduates transferring to 4-year programs.

Based on institutional reports, credit accumulation has been an issue that impacts degree completion. Historically, during the course of two years at BMCC, students have earned an average of 34 cumulative credits. Students can attain this rate of credit accumulation in a single year through the *15 to Finish* approach. The college created an [awareness campaign](#) (posters, letters to students and faculty, web page, TV screens across campus) to encourage students to register for at least 15 credits. In addition, an enrollment encouragement message was posted on CUNYfirst for students meeting certain criteria to take additional credits. While the overall results are still unclear, the campaign has led to an increasing number of student taking 15 credits.

Another institutional report found that the two factors that best predict successful graduation are enrollment in a cohort program and continuous enrollment. The OIEA found that students enrolled in at least one summer course prior to the first fall semester and/or prior to the second semester were more likely to graduate in 3 years. The Finish Line Program promotes summer and winter enrollment through a tuition waiver program. In summer 2015, enrollment increased by 22% compared to the previous year and the program experienced an 89.2% success rate. In addition to this program, the College has created a number of course waivers available for students who meet certain criteria. The focus of these efforts is to increase momentum and investment in completion.

The Pathways curriculum has been designed to ensure that students are able to effectively transfer to the CUNY senior colleges; however, BMCC has worked to maximize the number of credits that students are awarded upon transferring to another institution by developing articulation agreements, as indicated above. The [Articulation Agreements](#) webpage highlights both the institutions with which the College maintains umbrella partnerships (college-level articulations) as well as a list of active articulation agreement listed by major. In addition, the site provides information on advisement, nontraditional careers, and other important transfer information for students. As noted in the [BMCC Factbook](#), the nearly 70% of BMCC graduates transfer into four-year institutions with the large majority selecting a CUNY senior college.

Ensuring Credit through Experience and Transfer

While the majority of BMCC's students enter as first-time freshmen, matriculate through the academic programs, and accumulate traditional academic credits, the College maintains policies and procedures to ensure that non-traditional methods of credit accumulation are supported. One

of the policies that was approved and implemented in recent years was the academic credit for life experiences policy. This policy was approved by the Academic Senate and at this point a total of [four programs](#) have initiated credit for life procedures and courses: Teacher Education, Human Services, Speech, and Business. To complete the process, the departments complete the [appropriate form](#) to ensure that the credit is appropriately registered.

While not a sizable percentage of total enrollment, BMCC does enroll hundreds of students per semester who transfer into the College and seek to have their credits applied towards a BMCC degree. The vast majority of these transfer students are from other CUNY Colleges and, as such, a [set of rules](#) has been put in place to establish course equivalencies. The Central Office is currently in the process of establishing a set of rules to guide the transfer of credit process for students who have credits earned from a non-CUNY institution. Additionally, BMCC and CUNY established a process for facilitating reverse transfer. In short, CUNY identifies students who left BMCC without an associates degree, but who also were eligible or nearly eligible for a degree and the College reaches out to these students. To assist with the process, the Central Office has provided a [Reverse Transfer Implementation Manual](#).

Additional Support and Compliance

In addition to ensuring access to needed information and services, the College prioritizes the safety and security of student records. The College maintains its electronic records in accordance with the [CUNY Data Security Policy](#) to ensure that records remain secured. In addition to physically protecting student records, the College limits the exposure of protected student data in accordance with the Federal Education Rights and Privacy Act (FERPA). Students are made aware of [FERPA](#) restrictions during orientation and the Registrar's homepage provides direct access to the law. Students are also informed that they have the right to [release FERPA](#) protected data and either choose to [disclose](#), or undo disclosure, of directory information. This information is available under the downloadable forms section of the website.

The [Office of Athletics](#) adheres to the National Junior College Athletic Association [NCJAA](#) and City University of New York Athletic Conference ([CUNYAC](#)) standards. The CUNY Athletics Conference requires all BMCC student athletes meet academic standards for eligibility (2.0 GPA and 12 credits/remedial hours per semester) to participate in collegiate sports. Faculty with student athletes enrolled in their courses are asked to submit a [progress report](#) to the Athletics Department to monitor their students' academic success. The department is then responsible for producing [academic progress reports](#) and player eligibility is reviewed every semester. The LRC and other academic support service programs provide faculty and the department with student attendance/tutoring reports at their request to monitor student athlete engagement in the learning environment.

The 2016-2017 [Student Handbook](#), along with the College's websites contain and effectively communicate information about student life, athletics, and college clubs. The Office of Student Activities ([OSA](#)) webpage provides information on leadership opportunities, events and activities, the Student Government Association and more. The OSA [Campus Life Guide](#), which highlights all clubs and organizations, and the [SGA Constitution](#), provide all pertinent information including the [code of conduct](#) and [GPA requirements](#) for club and organization executive officers and SGA members. The Office of Student Activities has also created a [clubs guide page](#) that provides brochures tailored to each executive officer as well as members and advisors.

Assessment of Support Programs

As described above, the Immersion Program provides the opportunity for eligible students to acquire basic skills, complete their remedial obligation(s), and get a head start on their college experience. Additionally, the [BMCC Immersion Program](#) serves students who need to complete developmental reading, writing, or mathematics as well as ESL requirements in order to move on to credit-bearing courses, which is strongly associated with increased retention and graduation rates. In summer 2016, Immersion served nearly 2000 students with an impressive pass rate of 70%. This means that around 1,400 students were able to move out of developmental coursework the next semester.

The 2017 Winter Immersion Program at BMCC saw the pass rate for ESL students increase significantly from 49% in winter 2016 to 71% in winter 2017. Significant changes were made based on assessments, with the most impactful change being the addition of one hour. In all, 574 students completed the winter 2017 Immersion sessions, and in addition to the impressive pass rate for ESL, the overall pass rate for students taking an ESL, reading or mathematics course was 86 percent. These numbers represent hundreds of students who are now exempt from taking developmental courses based on a very effective developmental workshop.

Another area where BMCC has utilized assessment results to ensure improved student outcomes is in the BMCC Learning Academy. For fall 2015, the overall pass rate for credit-bearing academy courses went up by five percentage points from 76% to 81% fall over fall. After the completion of the fall 2015 semester, the BLA reviewed outcomes of the fall 2015 cohort to determine student pass rates, withdrawal rates, probation rates, and remedial completion rates for BLA linked courses. These results were then compared to the results from the previous year's cohorts (fall 2014) to determine what impact the implemented changes, based on assessments, had on student success. When comparing specific disciplines, there was a significant increase in the pass rates from fall 2014 to fall 2015 for the following areas:

- Introduction to Sociology (average of three courses) from 74% to 87% ,
- Introduction to Psychology (average of two courses) from 69% to 88% , and
- English Composition I: course average pass rates had a very slight increase from 86.6% to 87%.

Each year, changes are made to the GPS program to improve the way we serve students. GPS assesses attendance, and administers [pre-and post GPS surveys](#) to measure students' understanding of the material covered. According to the results of the Summer 2015 GPS post-orientation survey, 86% of attendees reported that GPS sufficiently answered questions they had regarding starting at BMCC; however, only 56.2% of students indicated that they understood the difference between a credit hour and course credit. These results led to a [revamped orientation presentation](#), which includes an expanded role for student volunteers who help to respond to student inquiries.

The BMCC Counseling Center administers [pre-and post-presentation evaluations](#) for students who participate in its workshops offerings. The workshops cover a variety of topics related to academic, personal, and social well-being. The evaluations of the workshop series administered by the Counseling Center show that the center was most effective in helping students develop understanding of the following concepts/areas: how motivation can affect grades, managing barriers to success, using mindfulness in everyday life, stress management, and confidence building.

The Financial Aid Office has an annual assessment plan that reviews its services and internal controls. Through an [internal review processes](#), the department has implemented changes to work-study services as well as outreach strategies. In the 2013-2014 Federal Work-Study Assessment project, the Office of Financial Aid assessed the Federal Work- Study (FWS) program to measure student, staff, supervisor satisfaction and participation. The data results revealed high satisfaction rates with students and supervisor, while also indicating that a higher pay rate would be an incentive for more students to participate in the program. As a result of the survey, the department increased the on-campus pay rate and continued to explore the FWS experience for students and supervisors.

Every other year, the College participates in the Noel-Levitz Survey of Student Engagement to gather College-Wide data about student satisfaction with college services. Some of the pertinent information collected includes:

- The 2015 Noel-Levitz Survey found a 63% rate of satisfaction from students on the question of whether “New student orientation services help students adjust to college.” This is an increase of 17 percentage points from 2013 where 46% agreed. In addition,

orientation has greater significance for our students increasing in importance from 66% in 2013 to 86% in 2015.

- According to the 2015 and 2013 Noel Levitz survey, students place great importance on having “counseling staff who care about students as individuals”. Between 2013 and 2015, perceptions related to counseling importance increased from 69% to 85%, while student satisfaction regarding counseling services increased from 38% to 55%.
- The Noel Levitz Strategic Planning Overview Student Satisfaction Inventory also assesses the level of student satisfaction at the College. The 2015 results suggest satisfaction has increased since the 2013 survey. In addition, 42% of students noted that the opportunity to play sports was a factor in their enrollment.

FIGURE 8: CHANGES IN IMPORTANCE RATINGS FOR STUDENT SERVICES AND ENVIRONMENT

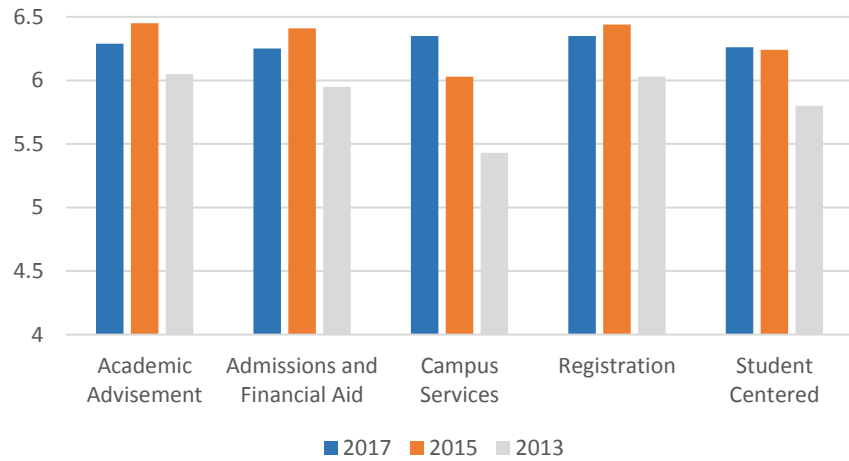
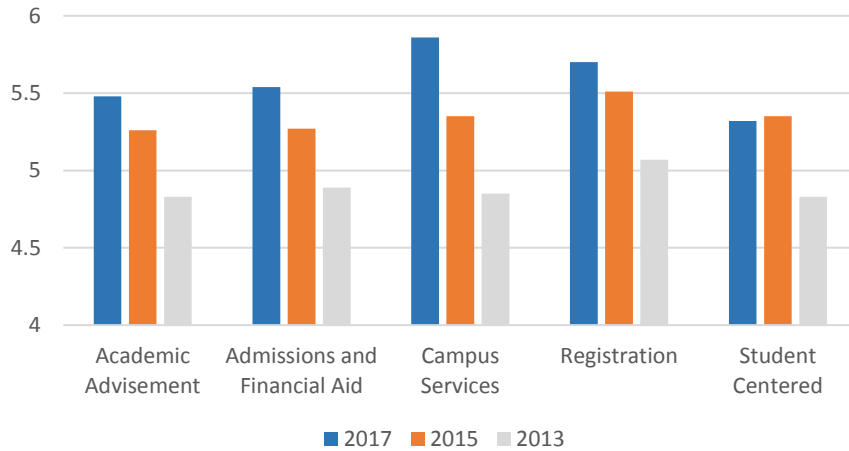


FIGURE 9: CHANGES IN SATISFACTION RATINGS FOR STUDENT SERVICES AND ENVIRONMENT



STANDARD 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

The current strategic plan underscores the College's commitment to student success. Its strategic goals are student-centered: strengthening college readiness; improving the student experience; facilitating timely degree completion, graduation and transfer; preparing students for 21st century careers; and cultivating institutional transformation, innovation and sustainability. These goals are all associated with student success and lay the foundation for all educational assessment at the College. For years, BMCC has maintained a [general education assessment program](#) based on a set of general education outcomes approved in 2006, as indicated above. All course syllabi have to address at least one of these general education outcomes to ensure that all students are provided the opportunity to develop a [common set](#) of knowledge and skills identified as critical for BMCC graduates.

The academic departments have established student learning outcomes and measurements for every course and have listed them on their syllabi along with at least one general education goal relevant to the subject. Department websites clearly state missions that align with that of the College. Additionally, all academic departments, with the exception of the Center for Ethnic Studies and the Academic Literacy and Linguistics Department, host at least one associate degree program for which specific program goals have been developed.

Some departments with multiple programs, such as Music & Art or Business Management, have opted to identify common program goals for all their degrees along with one or two distinctive goals for each individual program. For example, the department of Business Management offers degrees in three areas – Business Administration, Business Management, and Small Business Entrepreneurship, all of which share the following three program-level student learning outcomes (SLOs):

1. Effectively communicate using the language of business;
2. Make business decisions using a systematic, evaluative, information-based approach rooted in ethics and social responsibility; and
3. Demonstrate knowledge of current events and trends in business, including potential career tracks in their area of interest.

Each program, however, has also established a fourth program-specific SLO (Table 3).

TABLE 3: ADDITIONAL PROGRAM SPECIFIC SLOS IN BUSINESS MANAGEMENT

Department	Degree	Program Specific SLO
Business Management	Business Administration	Master the skills necessary to successfully graduate and transfer to a baccalaureate program in business.
Business Management	Business Management	Demonstrate workplace skills and etiquette necessary to succeed in a professional business environment.
Business Management	Small Business Entrepreneurship	Demonstrate the ability to plan, organize, and prioritize in a business environment, evidenced through internships/ simulations/ business competitions.

Syllabi for all classes must follow a [standard format](#) including clear statements of student learning outcomes, both course specific and general education. [Departmental reports](#) regularly repeat a statement of the educational goals of the College, and then address the success of the department in meeting those goals through various assessment tools and activities, as well as efforts to review and learn from the results.

To ensure that student learning outcomes are aligned at all levels, from general education to the program and the course level, a number of programs have developed [comprehensive curriculum maps](#). The maps identify alignment as well as which courses introduce, reinforce, and allow for mastery of a given outcome. As part of the [Academic Program Review process](#), programs without curriculum maps must develop them.

The process of ensuring appropriate student learning outcomes at the program and course level has evolved over the years and now includes a number of resources that support the development and assessment of meaningful outcomes. These include:

- **Qualified Faculty** – As noted earlier, the College’s academic programs are managed by highly skilled, credentialed, and knowledgeable faculty familiar with their disciplines, pedagogy, and the science of student learning. As noted within the [Governance Plan](#), the faculty hold primary responsibility for the academic programs as demonstrated within the Academic Senate and its [standing committees](#) (e.g., Instruction and Curriculum).
- **Assessment Resources** – In addition to departmental meetings, which include discussion on curricular, instruction, administrative, and other concerns, each department maintains an [assessment committee or assigns assessment oversight to another committee](#). These committees are responsible for reviewing assessment strategies and results, and providing direction regarding student learning outcomes within the department. Additionally, an assessment liaison sits on each of these committees and is the departmental representative for the [Academic Program Assessment Committee](#), which is the College-Wide

assessment committee responsible for ensuring that the BMCC Institutional Effectiveness Plan is implemented. The other resources available include:

- [The Office of Institutional Effectiveness and Analytics](#),
- [The AES Assessment Committee](#),
- [Academic Program Assessment Day](#),
- The BMCC Institutional Effectiveness Plan, and
- [The BMCC Assessment Manual](#).

All academic departments have a formal assessment protocol in place to assess student learning outcomes in specific courses. The frequency of assessment varies depending on the department, but in most instances, occurs either annually (e.g., Modern Languages, Computer Information Systems) or biannually (e.g., Teacher Education, Music & Art) as [meeting minutes](#) and [annual reports](#) attest. To conduct this task and as indicated above, some departments have formed an [internal assessment committee](#) (e.g. Social Sciences, Modern Languages, Health Education) whereas others have taken steps to expand participation in the assessment process to faculty beyond the core committee by means of [workshops](#), [course coordinator positions](#), and departmental/program [assessment days](#).

Examples of specific course assessments are the following:

- In the Science Department, 8 of 17 courses in Biology, 8 of 10 courses in Chemistry, 3 of 7 courses in Engineering, and 8 of 12 courses in Physics have [assessed SLOs](#).
- In [Media Arts and Technology](#), 10 out of 26 courses have either completed assessment on at least 1 SLO or are in the process of data collection, while the program has assessed [several courses](#) over the last 2 years.
- As indicated in the departmental assessment report, the Speech, Communications and Theater department has assessed 3 of the SLOs in the introductory and College-Wide course SPE 100. The department is planning to assess the remaining outcomes in the coming years.
- In the Accounting Department, a diagnostic exam has been designed to test [students' understanding](#) of the accounting cycle in the introductory course ACC 122.

As part of the regular assessment process, academic departments write annual reports about their assessment efforts throughout the year. These [reports](#) are shared with the Office of Institutional Effectiveness & Analytics, the Academic Assessment Committee, and Academic Affairs. The report is also uploaded into the College assessment management system along with all assessment artifacts to ensure that academic programs have ready access to all assessment information. Assessment information is available for all department chairs, which encourages the sharing of information, assessment methods, and instruction methods. As part of the assessment

process, department chairs are also granted access to a series of [academic dashboards](#). These interactive data tools provide comprehensive program and student information and, again, are provided to encourage discussion across programs and departments.

Program Review

At BMCC, we make a distinction between assessment and evaluation. While assessment refers to the regular process of determining the degree to which student learning outcomes at all levels are met, the evaluation process is defined as an Academic Program Review (APR). The College maintains an APR calendar, provides APR guidelines, and regularly updates a special collection of dashboards to support this five-year process. Each of the College's academic programs that are not accredited by a specialized accrediting body conduct this 18 month, comprehensive self-study. As part of the process, the program evaluation includes the following:

- An overview of the program,
- Student success dashboards,
- Curricular offerings,
- Instruction and scholarship data, and
- Assessment results.

In addition, OIEA assists the program through the facilitation of both student focus groups and a Strengths, Weaknesses, Opportunities, and Threats (SWOT) session. After the internal self-study is complete, the programs secure two or more external evaluators who provide an additional review and set of recommendations based on the report and a site visit. The goal of the process is to review what has occurred over the past five years and to establish a five-year improvement plan moving forward.

Assessment of AES Units

To fully support students in their educational journey at BMCC, the College's administrative, educational, and student support (AES) units also engage in an annual assessment process. To facilitate this process these units have all developed missions, goals, and outcomes. Unlike the academic programs, however, some of these units have developed support outcomes (SOs) instead of SLOs. These support outcomes are characterized by the following:

- The focus is on the service provided, not the student learning;
- The outcomes reflect direct or indirect support for those engaged in student learning; and
- The outcomes reflect unit functions.

BMCC identifies whether units are administrative, educational, or student support in an effort to assist units with the development of appropriate goals and outcomes and maintains an [inventory](#) of these units. The differentiation between the units are as follows:

TABLE 4: DIFFERENCES BETWEEN ADMINISTRATIVE, EDUCATIONAL, AND STUDENT SUPPORT SERVICES

Unit	Summary	Direct Impact on Student Learning	Indirect Impact on Student Learning	Support for Student Learning Environment	SLOs?	SOs?
Administrative	Backbone college operations (e.g., Facilities, H.R.)	No	Possible	Yes		X
Educational	Educational support services (e.g., Tutoring, Library)	Yes	Yes	Yes	X	X
Student Support	Student support services (e.g., Financial Aid, Childcare)	Possible	Yes	Yes	X	X

The College also provides a [Support Outcomes Taxonomy](#) to assist AES units with their assessment. This resource is similar to Bloom’s taxonomy, but has been designed to account for the heterogeneous nature of AES units. The designation of an AES unit is determined by the various divisions and, therefore, the College maintains a [comprehensive inventory](#) of all units, as well as links to their missions, goals, and outcomes. As with academic programs, AES units conduct a periodic evaluation – AES Unit Review. To assist units with the process, there is a comprehensive [review calendar](#) in the IE plan and units are provided with [unit review guidelines](#). 2015-2016 marked the initiation of this comprehensive process and the [Learning Resource Center](#) completed its review. As a result of their efforts, changes were made to the review process to ensure that the process was more useful, less burdensome, and that more support was provided.

While BMCC has introduced a revised assessment process for AES units, assessment is not new to several of the College’s support services. The Academic Advisement and Transfer Center (AATC), Accelerated Study in Associate Programs (ASAP), and the BMCC Learning Academy (BLA) are in the midst of a comprehensive [three-year assessment plan](#) in relation to advisement. The assessment of a common advisement SLO was decided by a task force and is outlined in the [Advising Assessment Timeline](#) report. The first year focused on advisor/faculty training, year two focused on assessing individual advisors, and year three will focus on departmental assessment. To ensure there was agreement with the assessment, focus groups comprised of

students, faculty and staff met in February 2016 to [offer feedback](#) on the SLOs. The Library has been conducting [pre-and post-tests](#) of student learning outcomes in information literacy sessions for several years. The SLOs were created by the library faculty and are based on the [Information Literacy Standards](#) designed by the Association of College and Research Libraries.

Use of Assessment Results

All academic departments are in the process of utilizing the results of assessment for the purpose of improving student learning and the environment for student success. The majority of the faculty at BMCC has adopted this philosophy and worked to learn from their own assessment efforts to improve student outcomes. Some examples of utilizing assessment results to improve student learning include:

- In Science, following results from assessment, course coordinators have instructed faculty to focus their teaching on the under-performing. This is done until [improvement](#) is seen in the assessment results.
- The Nursing department assessment concentrates more on skills and less on didactic instruction. Supplemental instruction has been implemented for NUR 313 and NUT 411. Each semester, a committee examines previous course evaluation results and [institutes changes](#).
- Recently, the Business Administration department assessed “communication skills” as one of the general education outcomes shared by all programs. The results led to an unexpected realization, that “Students were strong on content; writing organization and grammar needed some help; but were weak on citing sources. Most students did not use in-text citations and the references at the end of the paper usually did not follow the APA citation style.” As a result, the following semester the department developed “[strategies to strengthen students’ abilities](#) to cite source materials accurately.” These strategies also led to an improvement in two additional General Education outcomes: Information Literacy and Values.
- Within the Accounting Department, ACC 122 is a fundamental course and when the department reviewed their assessment and discovered that students were not succeeding at the desired level, the faculty decided to add a specialized tutoring session for the course. With the implementation of this extracurricular course time student success has [improved significantly](#).
- BMCC has committed significant resources to improving the outcomes for students entering developmental education. Based on a literature review and analysis of historical college data, a number of mainstream developmental courses were piloted, assessed, and, based on significant improvement, have been included in the regular course offerings.

Several AES units also have evidence of improving student learning through the use of assessment results. Internships and Experiential Learning has incorporated pre and post tests for [student workshops](#) to monitor increased learning and understanding the effectiveness of programming. This information has helped the unit move from piloting programs in spring 2016 to [full implementation](#) in fall 2016. The Writing Center is currently piloting a digitized [Student Session Report](#) to collect and archive student learning data and has developed methodologies for assessing short student essay responses. The Center is using this information to [enhance the support](#) provided to students.

The academic departments are also using assessment data to examine both curriculum and pedagogy. Analysis of assessment results has directly impacted curriculum design and articulation within the Teacher Education program. The department used [the results](#) of the previous 2013-2014 academic year's assessment in the creation of a new Early Childhood Education program and course sequence for majors in fall 2014. The department regularly assesses the impact of its curriculum on student learning and is reviewing the impact of the new course sequence. For the Art History major, faculty examined [previous assessments](#) and determined that all students in the major need to be introduced to the common Art Foundation SLOs. As a result, the department has now integrated these SLOs into all survey courses.

Both academic programs and the AES units engage in an overall evaluation of the programs and support services provided and revised as necessary to support improved student outcomes. In its 2015 annual report, the Teacher Education Department's Assessment Committee determined that, based on an [item analysis](#) of a comprehensive exam, questions for ECE 210 needed to be removed and addressed separately. This course, [Social Foundations of Early Care and Education](#), is one of the core courses in the program and faculty determined that the department needed to consider individual SLOs separately for the benefit of the students.

The Criminal Justice Program recently conducted an assessment of CRJ 102 (Criminology) and as a result of the assessment made a [major decision](#) regarding the program's curriculum. Faculty determined that the assessment tools needed to be revised to ensure better alignment between the course content and the student learning outcomes. This adjustment reflects the desire to maintain comprehensive mapping of outcomes throughout the program.

The Health Education Department has been assessing student learning using a single comprehensive final exam for all sections of HED 110 (Comprehensive Health Education). The instrument is itself [assessed every semester](#) using item response statistics and items are changed when necessary. The changes have been made to ensure that the instrument effectively measures student performance and that faculty can accurately determine if outcomes are being achieved.

BMCC's AES units have also made significant changes to their offerings and support as a result of utilizing assessment results. Recently, ASAP, BLA and the AATC departments implemented the use of a common [advisement syllabus](#). The advisement syllabus is given to all students, so they are made aware of the advisement process and how students can actively participate in learning on campus. The advisement syllabus outlines roles and responsibilities of the advisor and the student in the advisement process and provides tips on how the student can prepare for the advisement session. It ensures that students receive consistent advising while also allowing for the inclusion of department-specific information integral to the advisement process.

Another AES Unit that has made significant changes to its operations because of assessments is the Financial Aid Office. The unit has conducted [comprehensive assessments](#) for the past five years and has demonstrated, on a yearly basis, how the results have been used to enhance the service provided to students.

While the academic programs have provided annual assessment results and now utilize PlanningPoint to store, document, and communicate annual assessment results, it is the Academic Program Reviews that provide the most comprehensive information on the programs to internal and external evaluators.

The Impact of Assessment Results on Budgeting and Planning

An example of how of how financial decisions are determined through the APR process can be found in the Theatre program. The departmental review and the external evaluator for the program noted that the college should provide full-time support to focus on procurement, equipment and space management, studio class support and production support since no other CUNY Theatre program operates without full-time staff. As a consequence, the college approved of hiring three non-teaching adjuncts for 2016-2017 to address the concerns about personnel support for the program. In addition, the evaluator identified budget issues unique to the program and recommended that the college create an easier process for researching and procuring equipment. This led to piloting the use of a dedicated credit card, petty cash and actively working on a new system compatible with production needs.

The CIS department has also used feedback from the external evaluator of their Academic Program Review to improve their courses and student learning. Noting that employers are looking for graduates who have experience working in teams on authentic projects that involve problem solving, the external evaluator suggested that the advanced program courses be more project-centric and to increase the weight of homework and projects to a total of 35% of the final grade. As a result, the CIS department recently modified the CSC curriculum and incorporated the above recommendations by creating a project-centric advanced programming course, Software Development (CSC 350) with the following description: "This course covers the

fundamentals of software development, including software development life cycle, object-oriented paradigm, design patterns and event-driven programming working in teams. The students are required to develop software applications with graphic user interfaces and database.” Moreover, for this course, students are expected to develop a project that has a weight of 40% on their final grade. With respect to the introductory programming courses, the external evaluator stated that “This is the first time students are formally exposed to programming concepts and they should learn by doing rather than learn by reading slides/books. They should be excited to get in front of a computer and code.” Consequently, the department changed the weight of homework and projects to 35% for the first two programming courses, thus placing greater emphasis on the projects in the courses.

All departments submit annual assessment reports documenting these activities. The annual departmental assessment reports have, historically, been made available to the community on a shared site maintained by the Office of Academic Affairs, but are not housed in PlanningPoint. Additionally, the Academic Assessment Committee meets several times per year and, per [its charge](#), discusses the status of assessment in all academic departments, works to support academic assessment College-Wide, and is responsible for ensuring that the BMCC Institutional Effectiveness plan is implemented. A representative from each department has been assigned to this committee. Each person is responsible for submitting an annual assessment report documenting all activities conducted by his/her department throughout the year. BMCC also holds an annual [Academic Program Assessment Day](#) and invites the wider college community to participate. During this day, departments share best practices and new ideas about the entire assessment process. In fact, one department, [English](#), holds an annual departmental Assessment Day in which results are discussed and action plans implemented to improve on previous results. All AES Units are included within the College’s assessment processes and, as such, conduct and communicate assessment results. Annual assessment results and Unit Reviews are available in PlanningPoint and all Directors and Cabinet members have access to these assessments to encourage sharing. As with the Academic Assessment Committee, the AES Assessment Committee meets several times per year. [The charge](#) is similar in that this committee is responsible for discussing the status of assessment, working to support AES assessment College-Wide, and is responsible for ensuring that the BMCC Institutional Effectiveness plan is implemented. A representative from each department has been assigned to this committee. BMCC also holds an annual [AES Assessment Day](#) and invites the wider college community to participate. During this day, units share best practices and new ideas about the entire assessment process.

STANDARD 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Strategic planning, and the plan that emerges from the process, serves as the College's framework that guides assessment, planning, and resource allocation. BMCC is committed to a continuous strategic improvement process that begins with a review of the College's institutional mission, goals, and objectives. The process for examining and revising the mission, institutional goals, and strategic objectives is inclusive and collaborative, involving both internal and external stakeholders. More than 400 individuals participated in the [focus groups](#), [town halls](#), and [data gathering processes](#) for the development of the current strategic plan. To ensure that the final document remained relevant, a comprehensive trends analysis was conducted and provided economic, societal, political, and technological issues that will continue to impact BMCC. The outgrowth of this process is a strategic plan which reflects the importance of student learning and the responsibility of the institution in guiding students, staff, and faculty efforts in meeting intended outcomes.

As stated above, early in the most recent strategic planning process, the college community, inclusive of faculty, staff, and students, determined that the [previous mission](#) and [goals](#) did not effectively communicate the purpose of the college nor the philosophies that guide faculty and staff. As a result, the following mission statement emerged and approved by the College Council:

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

The [Strategic Planning Committee](#) also committed early in the process to ensure that the mission statement, goals, and final document would provide a sound structure for planning and continuous institutional, program, and departmental improvement. As a result, the strategic goals listed in the plan *are* the College's institutional goals. Limiting the number of goals not only eliminates redundant planning efforts and reduces reporting burdens, but it communicates the fact that the goals established by the College community as central to achieving the mission are the core strategic principals that guide College operations. A total of five goals emerged and, in alignment with the new mission statement, the first four are directly associated with continually enhancing opportunities for student success. The fifth goal, which deals with organizational culture, is indirectly associated with student success, but directly connected with improving the environment for student learning and success. As indicated earlier, the strategic and institutional goals are as follows:

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

In addition to revising the institutional mission and developing appropriate, clearly stated, and relevant institutional/strategic goals, the planning process resulted in a series of 25 strategic objectives and 20 strategic plan outcomes (see Figure 1). While the objectives reflect specific activities, initiatives, and efforts directly affiliated with the five institutional goals, the strategic planning outcomes bridge multiple goals. These outcomes are the central focus of the College's operational planning process, which is the tracking of annual progress towards realizing the strategic plan. These outcomes have identified [key performance indicators](#) and the progress is documented on a yearly basis within the BMCC Institutional Effectiveness Plan.

The strategic plan itself is widely available to the college community with the President providing regular updates in many forums, including the annual [state of the college address](#), cabinet meetings, College Council, College-Wide P&B, faculty gatherings, and period town hall sessions. Updates are also communicated by the senior administration through annual retreats, department meetings and assessment day activities.

Institutional Effectiveness

The institutional goals act as the proxy for ensuring that the College achieves its mission, which, at BMCC, is the measure of its institutional effectiveness. Institutional effectiveness, however, can only be determined based on evidence gathered in the academic programs and within the AES units. For the academic programs, some have identified program goals that align with the College's institutional goals, while most focus on student learning outcomes. The SLOs exist at the course, program, and institutional level and the alignment from course through institution level, reflected by general education outcomes, provides a pathway for assessing the effectiveness of programs in helping students realize the appropriate knowledge and skill gains as well as dispositional growth. For the AES units, all have developed mission statements that align with the institutional mission statement, unit goals that align with institutional goals, and a series of student learning and/or support outcomes derived from the unit goals. Assessment of the SLOs or SOs, which are part of the overall assessment system, ensure that progress towards achieving institutional goals are tracked and documented annually. Below are some examples of

academic program and AES unit goals, which are reviewed regularly as a result of continuous assessments.

TABLE 5: SAMPLE OF ACADEMIC PROGRAM AND AES UNIT MISSIONS AND GOALS

Computer Information Systems	The mission of the Computer Information Systems program (CIS) is to provide students with the skills to learn to plan, develop and deploy information systems software. In addition, the program will provide its students with a liberal arts education and prepare them for transfer to a related four-year program or to seek entry level positions in the computer industry. Upon completion of the program requirements, students are awarded an Associate in Applied Science.	<ol style="list-style-type: none"> 1. To equip students with the skills necessary to analyze, design, and create reliable and well-documented programs. 2. To offer students the fundamental knowledge necessary to understand and use computer networks, databases and operating systems. 3. To offer students the general education requirements for transfer to baccalaureate programs.
Science	The Science program, in keeping with the mission of the Borough of Manhattan Community College, is dedicated to providing Science majors with the scientific knowledge and experiences to successfully continue their education or to use their skills to enter the job market.	<ol style="list-style-type: none"> 1. Enrollment in the Science Program will lead to an Associate in Science (AS) degree and prepare students in the areas of Biology, Chemistry, and Physics. 2. The Science program will prepare students whose education goals require a Bachelor of Science degree in a basic or applied science or for students who desire a science background to prepare for a health profession education. 3. Science courses will provide fundamental concepts, knowledge, and experiential learning of general science skills. 4. Interested students will have the opportunity to work closely with faculty who engage in active research.
Theater	The Theatre Program at BMCC offers a competitive edge to students who are considering a career in the entertainment field as well as for students who want to continue their education toward a baccalaureate degree at a four-year college. BMCC offers the only performance-based theatre major at a community college in New York. Students study acting, technical theatre, and theatre history. Students produce a play, taking it from page through final production. In addition, they have an opportunity to intern	<ol style="list-style-type: none"> 1. Develop Phase II of the space plan with BMCC's senior leadership. 2. Evaluate curriculum and make changes as needed. Update existing articulation agreements and explore new possibilities. 3. Lower caps for theatre courses with the exception of THE 100 Intro to Theatre. In particular, lower caps for production practicums to accommodate

	with the Tribeca Performing Arts Center and other New York theaters. BMCC Theatre students graduate with an Associate in Science degree (A.S.) and a solid foundation in the liberal arts and sciences, and with real life experience in the theatre.	<p>small/inappropriate rooms, safety, and better teaching.</p> <p>4. Refine SLOs and clarify assessment procedures overall.</p> <p>5. Provide more production opportunities for students in order to prepare them to compete for internships, entry level jobs and/or a four year degree.</p>
BMCC Learning Academy	The BMCC Learning Academy fosters a successful transition to college by empowering incoming students to develop academically, professionally and personally, through a collaborative and student-centered approach, from the point of admission through graduation or transfer.	<p>1. Assist students in achieving their academic goals.</p> <p>2. Prepare students for successful and timely graduation and/or transfer to a senior college.</p> <p>3. Collaborate with academic and student support services in order to provide students with efficient and accurate advisement and assistance.</p>
Grants	Our mission is to facilitate the submission of proposals and the administration of funded projects in support of the strategic priorities as outlined in the college's five-year plan.	<p>1. Seek and apply for institutional awards which support the college's mission</p> <p>2. Encourage greater number of grant applications among junior faculty</p> <p>3. Assist faculty and staff with preparing applications for external funding sources</p> <p>4. Provide departments and executive offices with funding success rates and application trends</p> <p>5. Assist faculty and administration with post-award activities</p>
Public and External Affairs	The Office of Public Affairs serves as a point of contact between members of the campus community and the media, and heightens BMCC's profile on a local and national level. Working with departments and offices across the College, we promote BMCC's faculty achievement, student success and academic excellence to the citizens of New York City and beyond.	<p>1. To build and maintain a positive reputation of the College through publications and communications outreach.</p> <p>2. To build local, national and international awareness of the college through strategic marketing and branding efforts.</p> <p>3. To cultivate and engage prospective donors and alumni.</p>

BMCC also utilizes the strategic planning outcomes when engaged in the University’s Performance Management Plan (PMP) process. Based on the University Master Plan, CUNY maintains a yearly operational planning process that includes the following goals:

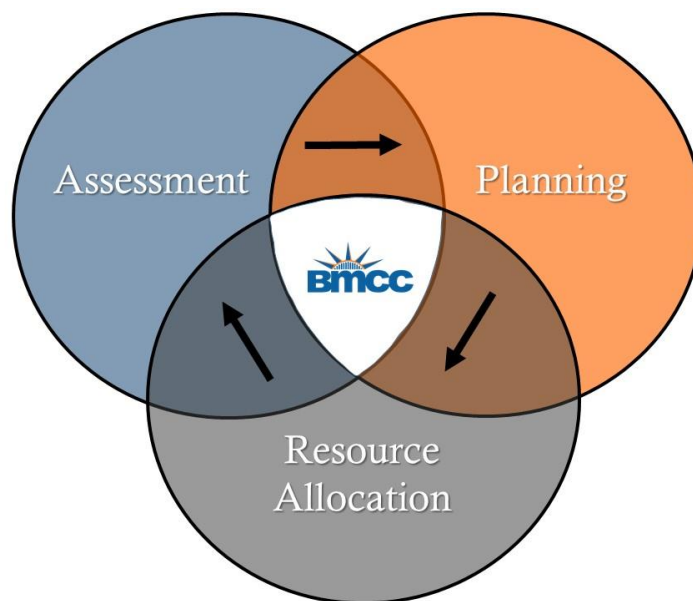
- University Goals – CUNY has established a total of nine goals that have been deemed common to all Colleges.
- Sector Goals – The University has established a series of common goals for community colleges given the specific mission of the associate degree granting colleges.
- College Focus Area Goals – These are annual goals that, through collaborative processes, are determined, measured, and reported to the University.

At the conclusion of the strategic planning process, BMCC made a conscious effort to utilize the strategic planning outcomes as the basis for the College Goals. As indicated above, during summer 2016, the Cabinet held a planning retreat and, as a result, selected seven of the twenty goals as institutional priorities for the 2016-2017 academic year.

Integrated Planning

As detailed throughout this self-study, BMCC maintains a comprehensive institutional effectiveness system that guides planning, assessment, and resource allocation. This comprehensive process is guided by an integrated planning model. This model, represented by the following diagram, demonstrates the interconnection and interrelationship between these three elements.

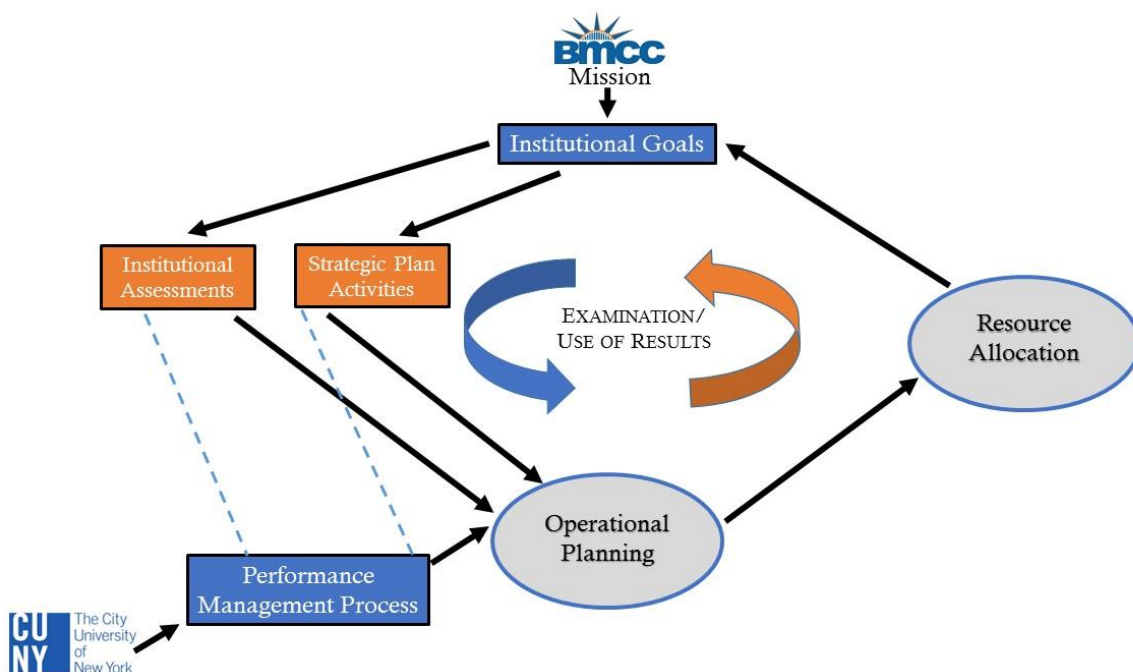
FIGURE 10: BMCC INTEGRATED PLANNING MODEL



All academic programs and AES units engage in annual assessments. Based on the result of these assessments, the programs and units develop and implement action plans. The plans often require resources, either through the reallocation of existing resources or the identification of new resources, which must be considered as part of the planning process. After the plan has been carried out and resources allocated, a follow-up assessment is conducted to determine if the results have improved to the point of meeting the expected criteria. If not, the cycle continues until the outcomes are achieved. It is for this reason that the College logo sits in the middle of this diagram. Institutional effectiveness, represented by the logo, is only realized when assessment is continuous, planning is results-based, and resource allocation matches the needs.

To operationalize the 2016 strategic initiatives, the college adapted a new framework that provides for a more systematic approach ensuring more effective data collection, usage, and reporting. The result is continuous improvement, integrated operational planning, and documented progress towards achievement of the institutional and University missions. This approach employs a trilateral approach for assessing the college’s overall effectiveness by examining three critical elements; *strategic planning*, *assessment* and *resource allocation* and the extent to which they are integrated and successfully fulfilling the College’s planning goals.

FIGURE 11: BMCC INSTITUTIONAL EFFECTIVENESS MODEL



As indicated within the model, institutional effectiveness is related to mission achievement. To that end, CUNY and BMCC are identified as dual starting points for the model. The PMP and institutional goals both operate as proxies for mission achievement and— as indicated by the arrows— it is the annual assessments and strategic activities aligned with institutional, program, and unit goals that allow for evaluation of mission achievement. The assessment template, which has been incorporated within PlanningPoint, demonstrates that both activities associated directly with the assessment of program and unit goals, as well as broader, important strategic activities aligned with institutional goals, constitute operational planning. In other words, units are encouraged to document efforts to improve student learning or the environment for student learning (SLO or SO assessments) as well as important activities designed to improve unit operations and achieve strategic planning outcomes. This information is entered into PlanningPoint and is available as part of the system’s [reporting process](#). Operational planning at BMCC, therefore, reflects the inventorying of prioritized activities as well as the development of action plans derived from the results. After the operational planning is completed, the programs and units consider necessary resources and use existing resources, strategically redeploy existing resources, or request new resources as part of the budget planning process.

The institutional effectiveness model is based on a five-year planning cycle which operationalizes planning at the college level with ongoing unit-level planning and assessment. At the end of this five-year process, the academic programs and AES units engage in a comprehensive evaluation process known as Academic Program Review or AES Unit Review. As described above, the purpose of both processes is to evaluate the impact of assessments; examine current structures; gather input from faculty, staff, and students; and work with external evaluators to develop a five-year action plan or improved outcomes. The plan considers the assessment of outcomes for the next five years in accordance with the strategic plan, but also utilizes the information gathered to make adjustments to program and unit direction. This revised institutional effectiveness framework centralizes the collection and analysis of data and ensures that budgeting is informed by assessment and planning.

The assessment and planning activities within the academic programs and AES units, while guided by an institutional system, are driven by the faculty and staff within the areas. In addition to participation by program and unit representatives on the College’s Academic Program and AES Assessment committees, numerous academic departments maintain assessment committees to support and communicate assessment efforts, as detailed above. BMCC’s Strategic Planning Steering Committee has been consolidated with the Middle States Steering Committee during the self-study process, emphasizing the integration of strategic planning and the Middle States Self-Study to identify specific opportunities and challenges. At the conclusion of the self-study

process, the BMCC Strategic Planning Steering Committee will be reconstituted as needed and will reconvene to oversee the implementation of the current strategic plan through 2020.

Budget Model

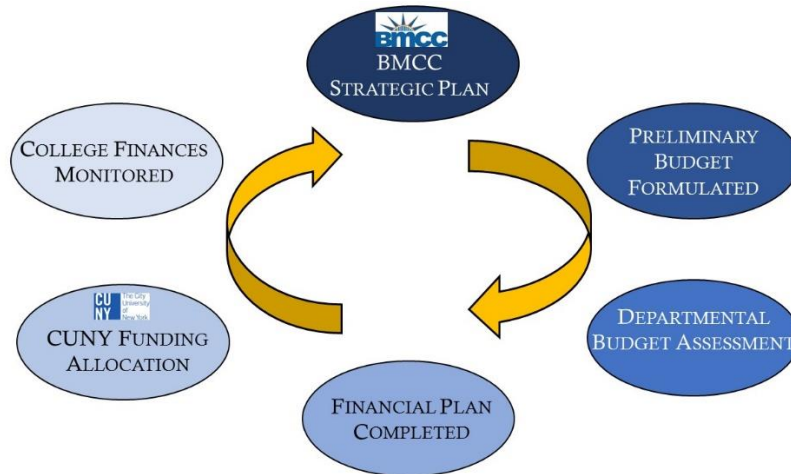
Funding for BMCC and the other community colleges of the City University of New York comes from three sources: the State of New York, New York City and tuition revenue. The tuition revenue accounts for about 40% of the college's funding for the 2016-17 budget year. The University Budget Office (UBO) allocates funds to the community colleges according to a community college allocation model. This model is based on a number of factors such as enrollment (FTEs), faculty/staff needs and facilities maintenance requirements. Historically, due to the college's high enrollment, BMCC has received the highest percentage of the budget allocation for community colleges, at approximately 22%.

All of these funds flow to the City University of New York rather than directly to BMCC; consequently, the college has little direct association with the City and State. Tuition and fees are collected by the college and overnight transferred to the CUNY's Tuition and Fee Collections account. The college is allocated funds by CUNY at the beginning of each fiscal year based on a prescribed funding model. Funding from the State of New York is based on a complex formula, which is driven by a number of factors such as the three-year weighted average of student enrollment (FTEs), faculty/staff headcount, and facilities maintenance requirements. Funding from New York City is provided based on the "maintenance of efforts concept", which means that NYC commits to support the needs of CUNY (fringe benefit, rents, utilities) and its current costs. As part of the budget allocation process, the University Budget Office establishes a tuition revenue target which the college must collect during the fiscal year.

The financial planning process, therefore, is complex and because each of these conditions requires the college to develop its resource allocation plan in stages. The college's financial plan is the principal vehicle for resource allocation. The process itself is a College-Wide effort undertaken annually and requires demonstrated alignment with the institutional mission and strategic goals. Operationally, the budget allocation process begins in May-June. The budget office performs an analysis, based on the college's current fiscal year expenditures for full-time personnel, adjuncts, college assistants, and other than personnel services (OTPS), and prepares the next fiscal year budget request templates for college divisions and departments. Department chairs and directors receive a budget template and critical planning assumptions (such as projected enrollment targets, tuition rates, and preliminary funding levels by the state and city) as planning tools aimed at facilitating their budget plans for the following fiscal year. Each proposal for new funding must demonstrate a direct link to the college's strategic plan, as indicated within the budget request memos sent through Academic Affairs, Student Affairs, and the Business and

Finance Office (all units outside of Academic and Student Affairs). The request must include supporting data from department assessment plans or other relevant sources and this process effectively links planning, assessment, and resource allocation as illustrated below.

FIGURE 12: BMCC BUDGETING CYCLE



Details of the departmental budget request are captured and submitted to the appropriate dean or director for review and preliminary approval. The requests are then forwarded to the respective vice president for review and endorsement. The final approval of the preliminary budget is the responsibility of the President and the executive cabinet and subject to further modification pending approval of its annual allocation from the University.

There are a series of planning efforts which directly impact the development of the financial plan. These include:

- **Academic Program Planning:** Department chairs participate in the planning process by submitting [annual reports on goals and actions](#) to the Senior Vice President and Provost of Academic Affairs, outlining priorities for the upcoming year. Department chairs also submit budget requests for OTPS expenses and staffing needs.
- **Student Services and Administrative Program Planning:** The student services and administrative units also participate in a planning process each year similar to the academic departments. The budget office meets with each department head to discuss their budget requests and justifications for additional funding. Through the completion and review of a [budget request template](#), each operating unit demonstrates how their funding request is related to the College’s institutional mission and goals.
- **Personnel and Budget Planning (P&B):** The College-Wide Personnel and Budget Committee, comprised of the academic chairs and Provost, makes recommendations to the president regarding department reappointments, promotions, tenure, and sabbaticals,

based upon recommendations advanced by a Personnel and Budget Committee within each department. The College-Wide Personnel and Budget Committee also has a budget subcommittee that reviews budget information supplied by the administration.

As a result of following these comprehensive protocols and maintaining sound accounting principles, each of the [last three](#) independent audits conducted at BMCC have resulted in no findings.

Facilities and Technology Planning

Through the budgeting and planning processes at the College, BMCC maintains a sufficient physical and technical infrastructure as well as adequate fiscal and human resources to ensure that college operations are supported. Regarding the management of the physical infrastructure, primary responsibility rests with the Office of Facilities Planning, Construction and Management (FPCM) of CUNY. The FPCM is the central administrator of the University's capital construction and is responsible for the [University's Capital Program](#) and more than 290 buildings across 24 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 which DSP uses for the creation of the college's Physical Master Plan. 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 FPCM through the management of real estate operations, as well as the design and execution of capital projects.

In Academic Year 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. Recently, the University moved ahead with the development of the revised College Facilities Master Plan.

In addition to the financial plan detailed previously, which is funded from tax dollars (tax-levy budget), BMCC maintains a [capital budget](#). The university's capital budget is a [multi-year plan](#) of construction and major renovation projects that is approved by the CUNY Board of Trustees. BMCC's budget request is forwarded to the University and becomes part of the entire CUNY proposal to the State for support. 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.

Additional funding for capital improvements is provided by New York State and New York City, through the Manhattan Borough President and the City Council, on an individual project basis. For example, the Borough President provided \$1 million of the funding for the College's solar panel project, and the City Council provided 50% of the funding for the ADA (American Disabilities Act) refurbishments of the bathrooms in the Chambers Street building.

BMCC, as part of its infrastructure maintenance process, is focused on reducing its carbon footprint through a reduction in total energy usage. Based upon the aggressive energy management efforts, the College is the recognized sustainability leader within the University. The College maintains a series of [sustainability dashboards](#) that track overall usage and which incorporate data generated from the solar panels on 199 Chambers Street. The [sustainability goals](#) are broad and represent a commitment to not only reduce energy usage, but to increase educational opportunities about the need for sustainability. In addition to seeking opportunities to integrate sustainability into the curriculum, the College holds an annual [sustainability fair](#) to increase awareness and commitment. This fair is supplemented by the [list](#) of partnerships and resources made available to the College community.

To ensure that BMCC maintains an appropriate and adequate technological infrastructure, the College has developed an [Information Technology Master Plan](#). 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 vice president for information technology to the President's Cabinet 2015. In fall of 2016, the college established the [framework](#) for an Information Technology Strategic Plan to assist in decision-making regarding how to best design, implement, enhance and maintain BMCC's technological infrastructure. The [Technology Committee](#) of the College Council worked at its monthly meetings to identify the alignment of the Information Resources and Technology (IRT) division's activities with the stated goals of the BMCC Strategic Plan. The one-page, one-year model was selected for its flexibility and impact as a way to remain responsive to future needs; it will be reviewed and updated annually. Leading organizations such as NACUBO (National Association of Colleges and University Business Officers) have recognized the one- page approach as a way to keep plans relevant and accessible. Among the major projects instituted since 2016 in alignment with this plan are the development of a [wayfinding application](#) and [standardization of projectors](#) across all classrooms.

To financially support technological enhancements that directly impact student learning and the support for student success, CUNY instituted a [student technology fee](#). To ensure that the fee is utilized to generate maximum direct benefits for students, each college convenes a [Student Technology Fee Committee](#) chaired by the vice president for information technology and consisting of student, faculty and administrative representatives. The committee is responsible

for assessing the technology needs of the college and developing recommendations on the allocation of student technology fees monies to meet student technological needs. BMCC provides information on which projects and activities have been funded through the student technology fees on [the website](#). All projects supported by the technology fee are prominently labeled to alert the community at large that student fees are directly supporting technology tools and initiatives that support student success.

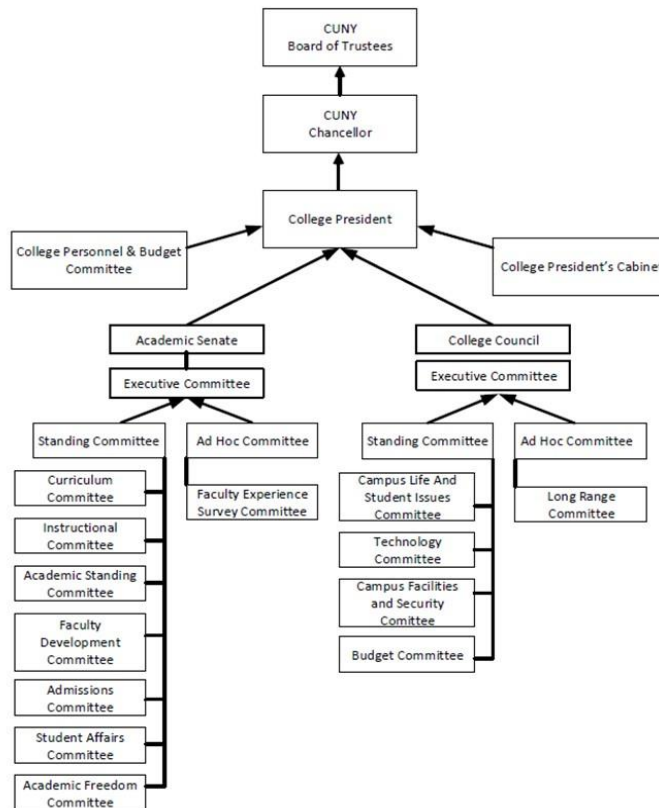
To ensure that BMCC addresses space and energy usage, the College follows the Facilities Master Plan. Based upon the aggressive energy management efforts, the College is the recognized sustainability leader within the University. Regarding space, however, BMCC operates seven days a week with classes running between 7:00 am and 11:15 pm. Even with this exceptionally high utilization rate, there are significant space concerns. The [new plan](#) will include estimates of the additional space required. Based on accepted general principles and best practices within higher education, institutions of higher education are expected to have a target amount of square footage based on the numbers of faculty, staff, and students located within a building. Based on the total foot traffic within 199 Chambers, preliminary estimates indicate that the College would require an additional 800,000 square feet of space to meet this standard. To put this in perspective, our College would need space equivalent to either one additional 199 Chambers Street building or two additional Fiterman Halls. These calculations account for the instructional, educational support, and administrative space available within all three BMCC buildings. We are currently working with the University to explore options that will alleviate our current space constraints.

STANDARD 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

New York State Education Law codifies CUNY’s role as an independent system of higher education authorized to operate within the state. BMCC, as an institution under the governance structure of CUNY, adheres to the [CUNY Board Bylaws](#), which is the highest source of policy adopted by the CUNY University Board of Trustees. These Bylaws identify the role of the officers of the Board, the committees, and the role of the Council of Presidents in establishing a cooperative leadership relationship between the Board and the individual colleges. Also included within these bylaws are [Section 8.11](#) and [Section 9.9](#), both of which indicate that any CUNY Board of Trustees approved Governance Plan supersedes general Board Guidelines.

Prior to the current bi-cameral BMCC [Governance Model](#), the [previous model](#) consisted of a single Faculty Council, in which the BMCC President was the Chair of the Council. The Faculty Council convened a committee to explore a new Governance model and the CUNY Board of Trustees approved their recommended bi-cameral model on April 30th, 2007. The College’s current governance structure, based on these changes, are listed below.

FIGURE 13: GOVERNANCE STRUCTURE AT BMCC



BMCC's governance structure entails two bodies; the first body is the [Academic Senate](#) that elects its own chair. The Academic Senate maintains a [charge](#) and set of [guidelines](#) specific to the body, which focuses on items relevant to academic issues. This body is comprised of full-time faculty and adjunct faculty, as well as student representatives and select staff and administrators. The second governance body is the [College Council](#), which is chaired by the BMCC President. The College Council, which also maintains a unique [charge](#) and set of [guidelines](#), focuses on all matters relevant to the college outside of academic issues. This body is comprised of various categories of staff, including appointees made by the BMCC President, all department chairs, and student representatives. The actions of both bodies can be presented as recommendations to the BMCC President and then onto the CUNY Board of Trustees. [CUNY's Board of Trustees](#) is responsible for setting policy for the University. The Board [appoints](#) the chancellor of the University and the individual college presidents.

BMCC's Governance Plan describes the rules and regulations under which BMCC faculty operate to formulate policies on curriculum, granting degrees, student affairs, student discipline, and student admission. Faculty make policy recommendations on budgetary and faculty personnel matters and conduct all other educational affairs customarily cared for by a college faculty. The Governance Plan also underscores the importance and responsibilities of the College Personnel and Budget Committee on academic matters. Regarding the administrative reporting structure, the college [organizational chart](#) outlines the membership of the President's Cabinet and the [departmental organizational charts](#) outline the hierarchy and reporting structure of the administrative organization.

The Personnel & Budget Committee [Guidelines](#) articulate policies and procedures for personnel appointments, reappointments, and tenure; promotions, appeals, sabbaticals, scholar incentive awards, library reassignment leaves, and emeritus designation; and college budget. The Academic Senate [website](#) documents all minutes, resolutions, and agendas of Academic Senate and College Council meetings; lists all current members of executive, standing, and ad hoc committees.

Recently, BMCC undertook a review of the Governance Plan. The primary driver of this review was the results of the spring 2015 administration of the COACHE Faculty Satisfaction Survey. Both the Report on [Shared Governance and Leadership](#) and the Provost's Report raised some concerns from faculty. As indicated above, the President appointed [three faculty committees](#) to gather additional information and make recommendations related to COACHE survey results. One of the recommendations was to review the Governance Plan. The President, in collaboration with the Academic Senate, charged a committee of three faculty (including the Academic Senate Chair) and three administrators to review the document and provide recommendations. The

Academic Faculty Senate Chair chose two faculty and the committee was chaired by the College's General Counsel. The plan remains under review.

In addition to the College's Governance Plan and bi-cameral governance structure, a variety of readily available resources clarify recommending and decision-making roles and responsibilities including:

- PSC-CUNY Contract – The bargained agreement establishes rights and responsibilities for faculty and instructional staff at the College and throughout the University.
- CUNY By-Laws— The central policy authority for the University.
- Faculty Handbook – The handbook provides information to faculty regarding service on committees as well as the guidelines for promotion and tenure.
- HEO Handbook – For individuals in the Higher Education Officer classification, this document provides guidelines for participation, including opportunities for service.
- Student Handbook – The student handbook provides a comprehensive resource for students regarding policies, procedures, services, and opportunities for leadership and involvement in College operations

BMCC operates semi-autonomously, with many significant governance decisions surrounding its budget and appointment of executive leadership determined by the CUNY Board of Trustees. The University system governance structure gives BMCC sufficient autonomy to assure institutional integrity, even though many policy and funding decisions are made by CUNY.

Despite operating semi-autonomously, BMCC maintains and exercises appropriate responsibility and authority as identified by the NY State Education Law (Article 125 [section 6206](#)) and under [Article 8](#) of the CUNY Board of Trustees Bylaws. This responsibility is evidenced by the [College](#) and Departmental organization charts that illustrate that the President is the individual responsible for the strategic and operational duties of the College and that these responsibilities are appropriately divested to executive administrators.

As noted earlier, the College establishes an annual financial plan through a comprehensive, well-developed resource allocation model and with input from the College P&B committee and the Cabinet. Only after these steps have been taken is the budget received by the University Budget Office (UBO), as noted in the BMCC Institutional Effectiveness Plan. This process involves all tax-levy (tax dollars) allocated to the College. Grants are the other primary local source of financial resources and are managed through the University Research Foundation (RF) and although the RF is aligned with CUNY, it maintains a separate [governance model](#) under the direction of a board of directors with fiduciary responsibility over the funds. In accordance with

the [RF Guidelines](#), BMCC manages its RF monies and submits [annual reports](#) and [financial statements](#), which are displayed on the [RF website](#). The College also ensures the integrity of the grants management process by complying with the guidelines established on the [Sub-recipient or Contractor Checklist](#). Another important source of monies, which the College is responsible for allocating, are the student activity fees, which are governed by the [College Association](#). In accordance with [Section 16.5](#) of the CUNY Board Bylaws and the [Fiscal Accountability Handbook](#), the Association maintains a governing board and ensures the appropriate distribution of student fees.

Finally, the BMCC Foundation provides financial support to students and is governed by an independent [Board of Directors](#). Established as an independent not-for-profit organization, the Foundation regularly conducts [audits](#) to demonstrate financial integrity and produces an [annual report](#) to document efforts. Additionally, the Development Office, which is the BMCC unit whose activities are governed by the Foundation, operate within the guidelines of a [strategic plan](#) that aligns Foundation and College goals and objectives.

Not only do these various bodies operate with appropriate autonomy, but under the overarching guidance of the [CUNY Conflict of Interest Policy](#), all operate with integrity by dealing explicitly with potential conflicts. The policies exist for the [College](#), the [Association](#), and the [Foundation](#). Executives and board members tasked with leading each of these areas are required to sign conflict disclosures. As stated earlier, BMCC also prevents a conflict of interest with employees, in general, by ensuring that applicable employees complete the [Multiple Position Form](#) (ensuring that staff are compliant with employment guidelines). Additionally, as noted previously, all College employees meeting State criteria must remain compliant with JCOPE standards and regulations.

Chief Executive Officer/President

BMCC's Chief Executive Officer is the President, who acts as the executive agent of the Chancellor and the Board of Trustees with primary responsibility to the College. The President is also the fiduciary officer of the College, responsible not only for the tax-levy budget, but for the discretionary funds outside of tax dollars and student activity fees as noted in the [Manual of General Policy](#) Article III (3.04). In this role, he operates as the lead College administrator responsible for strategic, operational, and financial decisions as an independent agent, with oversight, but not interference from the CUNY Board of Trustees.

Per the Manual of General Policy, Article II (2.12) identifies the procedures whereby the CUNY Board of Trustees, under the director of the Chancellor, conducts a presidential search. Section 11.4 of the Bylaws sets forth the specific duties and qualifications and these guidelines are followed for all presidential searches within the University. After appointment, the University

maintains a policy ([Article V 5.05](#)) that details the scope, purpose, and guiding principles of both chancellor and presidential evaluations. While an official evaluation occurs no more often than every five years, the [PMP process](#) provides an annual opportunity for the chancellor and president to discuss overall job performance. Through the completion of the [planning process](#) and delivery of the [President's letter](#), each president provides a yearly summary of College achievements.

Qualified Administrators

All individuals hired by the College undergo a selection process that operates under the [University's hiring guidelines](#). A primary element of the hiring process is involvement by the College's [Affirmative Action Officer](#). This individual maintains the Affirmative Action Policy and [Search Guidelines](#), both of which are shared with all search committees during the [charge process](#). This process involves not only policy review, but sharing of [data](#) regarding gender and racial/ethnic imbalances for the specific positions in accordance with the [non-discrimination](#) and [affirmative action policies](#) listed within the annual Affirmative Action Plan.

Members of the President's Cabinet, which includes the executive officers through whom the president discharges his duties, are selected by the President after going through a regulated [BMCC](#) and [CUNY search committee](#) process. The criteria for these positions was established within the Personnel Vacancy Notice ([PVN](#)), which is the formal job description template established by the University. This process is supported by the College's Human Resource Office, which reviews the candidates to ensure that they meet all necessary criteria. All executive level searches are national in scope and [broadly advertised](#) within sources that provide a diverse and qualified pool of applicants. Among the four most recent Cabinet hires, two candidates were hired from other regions based upon the stringent criteria within their job searches. Additionally, the College is committed to finding the most qualified applicant, in regards to not only skills, experience and education, but in accordance with the values communicated by the President. This hiring process is guided by [College guidelines](#).

Once hired, Cabinet members undergo a University based [evaluation process](#). In addition to completing the requisite forms, these individuals meet with the President or appropriate Vice-President to discuss their achievements as well as their goals for the upcoming year. While the evaluation of job performance is not directly related to the achievement of goals and outcomes within the units, the results of annual assessments and unit reviews for AES units are considered. Cabinet members are asked to consider both the strategic plan as well as the unit goals and outcomes in the College's assessment system included within the [BMCC Institutional Effectiveness Plan](#).

In collaboration with the President, the Cabinet engages and communicates with the faculty, staff, and students regarding the College's mission, operations, and annual progress and achievements. As detailed previously, the recent strategic planning process was a community effort that involved hundreds of faculty, staff, and students. The final result, which is the 2015-2020 Strategic Plan, provides the strategic goals, objectives, and outcomes that are the foundation of annual reporting. Through both the [State of the College](#), which is a verbal report and conversation with the community, and the [Institutional Effectiveness Report](#), which includes the narrative from the address as well as metrics and updates on the key performance indicators, the community is informed about how the College is progressing towards meeting its mission. As detailed in the Governance Plan and corresponding chart, the College Council and Academic Senate are the most prominent College-Wide bodies that allow for interaction between the Cabinet and the College community. The Council provides an opportunity for cabinet members to [provide updates](#), address concerns, and communicate directly with the community while the Academic Senate, which is a faculty led and administrated body, allows for the President, Provost, and other members of the Cabinet to hear from faculty and address any concerns or issues that impact the academic programs at BMCC. Finally, the President and Provost sit on the [College P&B](#), which is a forum that allows for department chairs to speak with the administration, collaborate with colleagues, and participate in the overall budget process.