

SELF-STUDY REPORT 2017-2018

MIDDLE STATES COMMISSION ON
HIGHER EDUCATION

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MSCHE Self-Study List of Evidence

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4	H	Articulation Agreements	List of college articulation agreements
4	H	CUNY's Strategic Framework	The Framework for CUNY's Master Plan
4	H	CUNY Master Plan	CUNY Master Plan
4	H	PMP	CUNY Performance Management Process webpage
4	H	2015-2016 report	BMCC PMP final report for 2015-2016
4	H	2016-2017 report	BMCC PMP final report for 2016-2017
4	H	Office of Research	Office of Research website
4	H	Office of Sponsored Programs	Office of Sponsored Programs website
4	H	CETLS	Center for Excellence in Teaching, Learning, and Scholarship website
4	H	BMCC's Institutional Effectiveness Plan	BMCC's Institutional Effectiveness Plan
4	H	Website	Office of Institutional Effectiveness and Analytics website
5	H	CUNY Manual of General Policy	CUNY Policy Manual website
5	H	BMCC Office of Human Resources	Office of Human Resources website
5	H	CUNY Guide to Academic Freedom	CUNY documentation on academic freedom
5	H	CUNY UFS Statement on Academic Freedom	CUNY Faculty Senate statement on academic freedom
5	H	Academic Freedom Committee	BMCC Academic Freedom Committee website
5	H	Academic Freedom Manual	BMCC Academic Freedom Manual
5	H	BMCC Faculty Handbook	BMCC Faculty Handbook
5	H	BMCC Student Handbook	BMCC Student Handbook
5	H	BMCC Notice of Non-Discrimination	BMCC Non-Discrimination Policy
5	H	CUNY Academic Integrity Policy	CUNY Academic Integrity Policy
5	H	CUNY Policy on Intellectual Property	CUNY Intellectual Property Policy
5	H	Diversity Plan	BMCC Diversity Plan
5	A	BMCC Equity and Inclusion Initiative	Description of the BMCC Equity and Inclusion Initiative
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5	H	Equal Opportunity and Non-Discrimination	CUNY Equal Opportunity and Non-Discrimination Policy
5	H	Reporting of Alleged Misconduct	CUNY Policy on Reporting of Alleged Misconduct
5	H	Filing an external complaint	BMCC list of external resources for filing complaints
5	H	CUNY Policy on Sexual Misconduct	CUNY Policy on Sexual Misconduct
5	H	College resources	BMCC sexual harassment resources
5	H	Annual letter	President's commitment to equal opportunity letter
5	H	Provost	COACHE Provost's report
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5	H	Student Appeals Process	Student appeals website
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5	H	Code of Ethics	New York State Joint Commission on Public Ethics website
5	H	CUNY Conflict of Interest Policy	CUNY Conflict of Interest Policy
5	H	Conflict of Interest Policy	BMCC Association Conflict of Interest Policy
5	H	Multiple Position Policy	CUNY Multiple Position Policy
5	H	Research policies	CUNY research ethics policies
5	H	Search Committee Guidelines	BMCC Search Committee Guidelines
5	H	Office of Compliance and Diversity	BMCC Office of Compliance and Diversity webpage
5	H	BMCC Faculty Handbook	BMCC Faculty Handbook
5	H	Staff handbooks	BMCC Human Resources Handbooks webpage
5	H	Code of Practice document	CUNY Policy on Faculty and Staff Leave
5	H	College-Wide P&B	BMCC College-Wide Personnel and Budget Committee Guidelines
5	H	Bylaws of the Board of Trustees	CUNY Board of Trustees bylaws
5	H	Reclassification (promotion)	CUNY Reclassification Policy
5	H	Complete process	BMCC Strategic Planning website
5	H	Student Hub	BMCC student support landing page
5	H	Student Consumer Information	Federally mandated student consumer information
5	H	Public Safety	Office of Public Safety website
5	H	Clery Report	BMCC Clery Report
5	H	College Bulletin	BMCC College Bulletin
5	H	Academic Affairs	Office of Academic Affairs website
5	H	Institutional Effectiveness and Analytics	Office of Institutional Effectiveness and Analytics website
5	H	Office of Public Affairs	Office of Public Affairs website
5	H	Office of Financial Aid	Office of Financial Aid website
5	H	College Discovery	College Discovery website
5	H	Accelerated Study in Associate Programs (ASAP)	ASAP website
5	H	Educate, Develop, Graduate, and Empower (EDGE)	EDGE website
5	H	Office of Accessibility	Office of Accessibility website
5	H	Single Stop	Single Stop website
5	H	Scholarships	BMCC Scholarships Office website
5	H	Enrollment Verification process	Student enrollment verification webpage
5	H	Academic Advisement and Transfer Center (AATC)	AATC website
5	H	Appeals	BMCC Student appeals webpage
5	H	Academic Grading Policies	BMCC academic grading webpage
6	H	College Bulletin	BMCC College Catalog
6	H	Course Listings	BMCC Course listings webpage
6	H	Academic Senate	BMCC Academic Senate website
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6	H	WAC	Writing Across the Curriculum (WAC) website

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6	H	Office of Institutional Effectiveness and Analytics	Office of Institutional Effectiveness and Analytics website
6	H	Enrollment, Retention, and Completion Report	Enrollment, Retention, and Completion Report
6	H	Calendar of general education assessments	Calendar of general education assessments
6	H	Pathways	CUNY Pathways website
6	H	Rights and responsibilities	Pathways student rights and responsibilities
6	H	Crosswalk	Pathways to General Education outcomes crosswalk
6	H	Academic Assessment Committee	Membership and charge for the BMCC Academic Assessment Committee
6	H	Course syllabi template	Course syllabi template
6	H	CUNY Student Experience Surveys	CUNY Student Experience Surveys website
6	A	Gateway Initiative	Information on the BMCC Gateway Initiative
6	A	Initiatives and activities	Inventory of BMCC Gateway initiatives and activities
6	H	CUNY Board of Trustees Bylaws	CUNY Board of Trustees Bylaws
6	H	List of equivalencies	List of terminal degree equivalencies
6	H	Distinguished Teaching Award	Distinguished Teaching Award webpage
6	H	Promoted and tenured faculty	BMCC story on promotion and tenure reception
6	H	Faculty with publications	Information about the Faculty publication reception
6	H	Received grants	Information about the Faculty grants reception
6	H	Inquirer	BMCC Journal on teaching, learning, and scholarship
6	H	Marks of Excellence	Marks of Excellence faculty and student research publication
6	H	CETLS	Center for Excellence in Teaching, Learning, and Scholarship website
6	H	Teaching Academy	BMCC Teaching Academy website
6	H	eLearning Center	BMCC eLearning Center website
6	H	PSC-CUNY grants	PSC-CUNY grants website
6	H	Laboratory	Social Sciences, Human Services, and Criminal Justice laboratory webpage
6	H	BMCC Faculty Handbook	BMCC Faculty Handbook webpage
6	H	Forms webpage	Promotion, tenure, and fellowship leave applications
6	H	Provost's Report	COACHE Provost's report
6	H	Reports	BMCC COACHE Taskforce reports
6	A	Research/Scholarship/Creative Activity Advisory Committee	Research/Scholarship/Creative Activity Advisory Committee information
6	H	Student Consumer Information	Federally mandated student consumer information
6	H	Comprehensive Academic Brochure	BMCC Comprehensive Academic Brochure webpage
6	H	DegreeWorks	BMCC DegreeWorks website
6	H	AATC	Academic Advising and Transfer Center website
6	H	Advisement syllabus	BMCC academic advisement syllabus
6	A	Professional development day	Annual advisors professional development day document
6	H	2 and 3-year program maps	BMCC 2 and 3-year academic program maps website
6	H	Articulation Agreements	Articulation Agreements website
6	H	Three-year graduation rates	BMCC report on predictive indicators for graduation rates
6	H	ASAP	Accelerated Study in Associate Programs website
6	H	CUNY Six Year Outcomes of ASAP report	CUNY Six Year Outcomes of ASAP report

Chapter	Hyperlink/ Appendix	Name	Description
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6	H	Out in Two Program	Out in Two Program website
6	H	Impact of scholarship on student success	Impact of scholarship on student success report
6	H	EDGE	Educate, Develop, Graduate, and Empower website
6	H	CD	College Discovery website
6	H	IEL	Internships and Experiential Learning website
6	H	College-wide research symposium	BMCC Academic Research Symposium webpage
6	H	CUNY Service Corps	CUNY Service Corps website
6	H	Year Up	BMCC Year Up program website
6	H	FYE	BMCC First Year Experience website
6	H	A. Phillip Randolph Memorial Library	A. Phillip Randolph Memorial Library webpage
6	H	OER	Open Educational Resources website
6	H	LRC	Learning Resource Center website
6	H	Academic Coaching	BMCC Academic Coaching webpage
6	H	SI	Supplemental Instruction webpage
6	A	SI vs. Non-SI Courses	Report on the differential success of students in SI vs. Non-SI courses
6	H	Writing Center	BMCC Writing Center webpage
6	A	Collected data	Writing Center report on student gains in confidence
6	H	Co-curricular initiatives and activities	Landing page for Student Affairs
6	H	Study abroad	Study abroad website
6	H	Center for Ethnic Studies	Center for Ethnic Studies departmental website
7	H	Office of Financial Aid	Office of Financial Aid website
7	H	Scholarships homepage	BMCC Scholarships Office website
7	H	Office of the Bursar	Office of the Bursar website
7	H	Single Stop	Single Stop website
7	H	Emergency Loan Program	Emergency Loan Program webpage
7	H	PASS	Plan and Appeal for Student Success website
7	H	CETLS	Center for Excellence in Teaching, Learning, and Scholarship website
7	H	OER	Open Educational Resources website
7	H	Testing Office	BMCC Testing Office website
7	H	BLIIS	BMCC Language Immersion for International Students website
7	H	CLIP	BMCC CUNY Language Immersion Program website
7	A	Positive results	BLIIS and CLIP student outcomes report
7	H	CUNY Start	CUNY Start website
7	H	Math Start	BMCC Math Start website
7	H	Immersion	Immersion website
7	H	CUNY Elementary Algebra Final Exam Resources	CUNY Elementary Algebra Final Exam Resources website
7	H	ALL	Academic Literacy and Linguistics website
7	H	LRC	Learning Resource Center website
7	H	SI	Supplemental Instruction webpage
7	H	Online tutoring	Online tutoring website
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7	H	Basic Skills English Lab	Basic Skills English Lab webpage

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7	H	Reading Lab	Reading Lab webpage
7	H	Derfner Lab	Derfner Lab for Speech webpage
7	H	GPS	Getting Prepared to Start website
7	H	FYE	BMCC First Year Experience website
7	H	ASAP	Accelerated Study in Associate Programs website
7	H	BLA	BMCC Learning Academy website
7	H	CD	College Discovery website
7	H	Office of the Registrar	Office of the Registrar website
7	H	Registration and advisement	Registration and advisement webpage
7	H	Comprehensive Academic Brochure	BMCC Comprehensive Academic Brochure webpage
7	H	Common Application workshops	AATC common application workshops webpage
7	A	Shared student learning outcome	Common advisement student learning outcome
7	H	Counseling Center	Counseling Center website
7	H	Fit Mind Workshop Series	Counseling Center Fit Mind webpage
7	H	Evening/Weekend Program	Evening/Weekend Program website
7	A	Retention and Completion Agenda	BMCC Retention and Completion Agenda Framework
7	H	College's 2015-2020 Strategic Plan	Current BMCC Strategic Plan
7	H	Awareness campaign	15 to Finish campaign webpage
7	H	Webpage	15 to Finish video clip
7	H	Implementation manual	CUNY Reverse Transfer Implementation Manual
7	H	Security Policies and Procedures	CUNY Computer and Information Services Security website
7	H	FERPA	Family Educational Rights and Privacy Act website
7	H	Office of Athletics	Office of Athletics website
7	H	NJCAA	National Junior College Athletic Association website
7	H	CUNYAC	CUNY Athletic Conference website
7	H	Student Handbook	BMCC Student Handbook
7	H	OSA	Office of Student Activities website
7	H	Campus Life Guide	BMCC Campus Life Guide
7	H	SGA Constitution	Student Government Association Constitution
7	H	Clubs guide page	Student Clubs webpage
7	H	Revamped orientation	First Year Experience (FYE) orientation webpage
8	H	Strategic Plan	Current BMCC Strategic Plan
8	H	Common set	BMCC General Education Outcomes
8	H	Department websites	Academic Departments webpage
8	H	Standard format	BMCC Course Syllabus Template
8	H	Governance Plan	BMCC Governance Plan
8	H	Academic Assessment Committee	Membership and charge for the BMCC Academic Assessment Committee
8	H	BMCC Institutional Effectiveness Plan	BMCC Institutional Effectiveness Plan
8	H	The Office of Institutional Effectiveness and Analytics	Office of Institutional Effectiveness and Analytics website
8	H	The AES Assessment Committee	Membership and charge for the BMCC AES Assessment Committee
8	H	The BMCC Assessment Handbook	The BMCC Assessment Handbook

Chapter	Hyperlink/ Appendix	Name	Description
8	H	Dashboards	Office of Institutional Effectiveness and Analytics Dashboards webpage
8	H	APR Calendar	Academic Programs Review Schedule
8	H	APR Guidelines	Guidelines for the Academic Program Review
8	H	Inventory of AES Units	List of BMCC AES Units
8	H	Support Outcomes Taxonomy	Taxonomy of Support Outcomes developed for AES Units
8	H	Review calendar	AES Unit Review Schedule
8	H	Unit review guidelines	Guidelines for the AES Unit Review
8	H	Learning Resource Center	2016-2017 LRC Unit Review document
8	A	Advising Assessment Timeline	Assessment plan for academic advising at BMCC
8	A	2014-2015 assessment report	Library 2014-2015 assessment report
8	H	Mission, goals, and outcomes	Revised Library mission, goals, and outcomes
8	A	Assessment documentation	2014-2015 Assessment report for Science
8	A	Departmental supplemental instruction	Assessment report for Nursing
8	A	Strategies to strengthen students' abilities	Assessment report for Business Administration
8	A	Reviewed their assessment	Assessment report for Accounting
8	A	Internships and Experiential Learning	Assessment report for Internships and Experiential Learning
8	A	Previous 2013-2014	2013-2014 assessment for Teacher Education
8	A	Art History major	Assessment report for Art
8	A	2015 annual report	2015 report for Teacher Education
8	A	Assessment of CRJ 102	Assessment report for Criminal Justice
8	A	HED 110	Assessment report for Health Education
8	A	Advisement syllabus	BMCC Advisement syllabus
8	A	Comprehensive assessments	Documentation of multiple years of Financial Aid assessments
8	A	Academic Program Assessment Day	Agenda for the 2016-2017 Academic Program Assessment day
8	A	AES Assessment Day	Agenda for the 2016-2017 AES Assessment day
8	A	Academic assessments	List of 2016-2017 Academic Program assessments
8	A	AES assessments	List of 2016-2017 AES assessments
8	A	General education assessment	List of 2016-2017 General Education assessments
9	H	Reaching Greater Levels	Current BMCC Strategic Plan
9	H	Year-long process	BMCC Strategic Planning website
9	A	Previous mission and goals	Excerpt of previous BMCC mission and goals from the last strategic plan
9	A	Strategic Planning Committee	BMCC Strategic Planning Committee members
9	A	Strategic objectives and strategic plan outcomes	Excerpt of Strategic Objectives and Outcomes from the current BMCC Strategic Plan
9	H	BMCC Institutional Effectiveness Plan	BMCC Institutional Effectiveness Plan
9	H	BMCC Student Success	2016-2017 BMCC Student Success Report Card
9	H	Institutional Effectiveness Report Cards	2016-2017 Institutional Effectiveness Report Card
9	H	State of the College Address	2016-2017 BMCC State of the College webpage
9	H	PMP (Performance Management Plan)	CUNY PMP website
9	H	Academic Program Review (APR)	BMCC APR Guidelines
9	H	AES Unit Review	BMCC AES Unit Review Guidelines

Chapter	Hyperlink/ Appendix	Name	Description
9	A	Middle States Self-Study Steering Committee	Middle States Self-Study Steering Committee membership
9	A	Financial planning process	Excerpt of financial planning process from the BMCC Institutional Effectiveness Plan
9	H	Resource Development Annual Report	2016-2017 BMCC Annual Resource Development Report
9	A	Call letter	2016-2017 Academic Affairs budget request letter
9	H	FPCM (Office of Facilities Planning, Construction, and Management)	CUNY FPCM website
9	H	University's Capital Program	CUNY Capital Program website
9	H	Sustainability dashboards	BMCC Sustainability dashboards
9	H	Sustainability goals	List of BMCC sustainability goals
9	H	Sustainability fair	Sustainability fair website
9	H	Partnerships	List of BMCC sustainability partnerships
9	A	Framework	Information Technology strategic planning framework
9	H	Student Technology Fee	Projects funded by the student technology fee
9	H	Capital budget	BMCC Capital budget website
9	H	Faculty	PSC-CUNY faculty professional development webpage
9	H	Staff	PSC-CUNY staff professional development webpage
9	A	Leadership Fellows Institute	Agenda for the BMCC 2018 Faculty and Staff Development institutes
9	H	Teaching Academy	BMCC Teaching Academy website
10	H	CUNY Board Bylaws	CUNY Board of Trustees Bylaws
10	H	Revised in 2010	CUNY Board minutes on updating of the BMCC Governance Plan
10	H	BMCC Governance Plan	BMCC Governance Plan
10	H	Academic Senate	BMCC Academic Senate website
10	H	College Council	BMCC College Council website
10	H	CUNY's Board of Trustees	CUNY Board of Trustees membership
10	H	Appoints	CUNY Policy for appointment of the Chancellor
10	A	Organizational chart	BMCC Organizational Chart
10	H	Shared Governance and Leadership	COACHE Governance report
10	H	Provost's Report	COACHE Provost's report
10	H	PSC-CUNY Contract	PSC-CUNY Contract website
10	H	Faculty Handbook	Faculty Handbook
10	H	HEO Handbook	HEO Handbook
10	H	Student Handbook	BMCC Student Handbook
10	H	CUNY Board of Trustees Bylaws	CUNY Board of Trustees Bylaws
10	H	BMCC Institutional Effectiveness Plan	BMCC Institutional Effectiveness Plan
10	H	RF	Research Foundation website
10	H	Board of directors	CUNY RF Board of Directors membership
10	H	Financial statements	CUNY RF consolidated financial statement report
10	H	RF website	CUNY RF annual reports and financial statements website
10	H	BMCC Association	BMCC Association website
10	H	Section 16.5	CUNY Board Bylaws on college associations
10	H	Fiscal Accountability Handbook	BMCC Association fiscal accountability handbook

Chapter	Hyperlink/ Appendix	Name	Description
10	H	BMCC Foundation	BMCC Foundation website
10	H	Board of directors	BMCC Foundation Board of Directors membership
10	H	Annual report	BMCC Foundation 2016-2017 annual report
10	H	CUNY Conflict of Interest Policy	CUNY Conflict of Interest Policy
10	H	BMCC Association	BMCC Association Conflict of Interest Policy
10	H	CUNY Research Foundation	CUNY Research Foundation Conflict of Interest Policy
10	H	Multiple Position Form	Multiple Position form
10	H	Manual of General Policy	CUNY Manual of General Policy website
10	H	3.04	CUNY College President roles and responsibilities
10	H	2.12	CUNY policies on chancellor role in presidential searches
10	H	11.4	CUNY policies on presidential searches
10	H	Article V 5.05	CUNY policy on chancellor and presidential evaluations
10	H	PMP Process	Performance Management Process website
10	H	Final report	2016-2017 BMCC final PMP report
10	H	President's letter	2016-2017 Annual Letter to the Chancellor
10	H	Search Guidelines	BMCC Search Committee Guidelines
10	H	Affirmative Action Plan	BMCC Affirmative Action Plan
10	H	Evaluation process	CUNY memo on ECP evaluations
10	H	State of the College	State of the College website
10	H	Student Success Report Card	2016-2017 BMCC Student Success Report Card
10	H	Institutional Effectiveness Report Card	2016-2017 Institutional Effectiveness Report Card

CHAPTER 1: EXECUTIVE SUMMARY

Borough of Manhattan Community College (BMCC) is guided by the philosophy that student success at the College is the result of maintaining a framework that is intentional in its support for positive student outcomes, an environment conducive to student success, and ultimately, ensuring and enhancing institutional effectiveness. At its core, institutional effectiveness requires evidence that an institution is delivering upon its mission. At BMCC, the principles that undergird our mission place our students first and commit our College to providing the resources and support to ensure they have every opportunity to achieve their academic, career, and life goals. The institutional goals derived from this mission, which are our proxies for assessing the College's achievement of the mission, reflect a commitment to supporting students throughout their journey at the College and beyond as guided by an understanding of the student progression model – from pre-enrollment to graduation to successful transfer and career development. BMCC is committed not only to designing for student success, but also to implementing systems and processes that ensure continual evaluation regarding the effectiveness of the myriad structures, supports, activities and initiatives available to students. It is through this lens of designing, implementing, evaluating, and improving opportunities for student success that BMCC engaged in this important Self-Study Evaluation.

Our process of institutional self-evaluation and renewal began in earnest in fall 2015 with the establishment of a Steering Committee and an institutional call for volunteers to serve on Self-Study working groups. The groups were charged to review the College's efforts to support student learning and the environment for student success, gather evidence regarding the degree to which BMCC has delivered upon its mission to significantly and positively affect student outcomes, and provide guidance and recommendations on areas for improvement in relation to institutional priorities and Middle States Commission on Higher Education (MSCHE) standards. Over 120 individuals served on working groups, demonstrating broad-based investment in improving the effectiveness of BMCC. In short, this was a valuable learning experience for the faculty, staff, students, and administrators and the lessons that we, as a college community, take from this process will inform our decision-making, actions, resource allocation, and continual redesign of our framework for student success.

When conducting a review and self-evaluation of this size and scope, utilizing an appropriately comprehensive roadmap is central to ensuring a successful conclusion. To that end, MSCHE standards for compliance provided a framework for organizing the College's Self-Study process and working groups. Instead of limiting the review solely to the criteria highlighted within each standard, however, BMCC chose to focus on a central question – Is the College effectively supporting student learning, the environment for student success, and achievement of its mission? In utilizing the standards as a starting point for this process, BMCC developed diverse Standards Working Groups that included faculty, staff, and administrators from the areas most closely associated with the work represented by and the necessary documentation for each

standard. To further institutionalize and increase the usefulness of the review, the Working Groups established a series of research questions specific to their topic. These questions aided in the identification and gathering of documentation, supported the development of the narrative, ensured alignment between the chapters, and provided the framework for evaluating BMCC's institutional effectiveness efforts. The specific research questions, as well as detailed information about the Self-Study process, can be found in the College's [MSCHE Self-Study Design Document](#).

Following an introduction to BMCC and an overview of the Self-Study process, the main body of the following narrative consists of seven chapters, guided by criteria in the Commission's *Standards for Accreditation and Requirements of Affiliation* and viewed through the lens of BMCC's self-evaluation of support for student success. The chapter titles and brief descriptions are as follows:

- *Chapter 4: Providing an Intentional Framework for Student Success and Institutional Effectiveness: Mission and Goals*

This chapter provides information on the recently completed BMCC strategic planning process that resulted in an updated mission as well as institutional goals, strategic planning outcomes and strategic objectives. This section of the Self-Study document also addresses how the mission and goals impact student learning, impact decision-making, and are aligned with the strategic and operational planning activities of the college.

- *Chapter 5: Ensuring Processes, Policies, and Practices that Support the Environment for Student Success: Ethics and Integrity*

To ensure that faculty, staff, and students are provided with an environment that both directly and indirectly supports student learning and success, continual review of the processes and policies that govern the institution and protect members of the community is essential. The College reviewed its legal documents and infrastructure to review whether policies and procedures were fair and impartial; ensured appropriate rights and protections to faculty and staff; enhanced transparent and honest communication for faculty, staff, and students; and supported a climate of diversity, respect, and inclusion.

- *Chapter 6: Implementing and Evaluating the Environment for Student Success: Design and Delivery of the Student Learning Experience*

BMCC continually reexamines its programs and support services to ensure that a framework for student success is maintained. This chapter involves an examination of the effectiveness of the academic programs, including general education; an evaluation of the sufficiency of academic support for all students; a determination as to the qualifications, numbers of, and support for faculty; and whether the BMCC college experience adequately prepares students for academic and career success.

- *Chapter 7: Examining the College Structures Designed to Enhance Student Learning: Support of the Student Experience*

As an open admissions institution equally focused on access and success, BMCC is committed to ensuring that all students, regardless of preparation, are provided with opportunities to succeed at all points along their educational journey. In Chapter 7, the narrative focuses on the efficacy of various policies and practices designed to support retention, transfer, and graduation, the academic and support services designed to improve student outcomes, and the college systems and structures established to enhance the environment for student success.

- *Chapter 8: Improving Student Learning Outcomes in Academic and Co-Curricular Programs: Educational Effectiveness Assessment*

Student learning and support of the environment for student learning is at the heart of the College's mission, and BMCC maintains a comprehensive assessment system to ensure that students are meeting faculty, departmental, and disciplinary expectations. Additionally, the College's educational and student support units are assessed to ensure that effective support is being provided to both directly and indirectly impact student learning. This chapter allowed the College to review its assessment system, support, and practices to determine their overall effectiveness.

- *Chapter 9: Evaluating Progress towards Institutional Effectiveness: Planning, Resources, and Institutional Improvement*

BMCC maintains an institutional effectiveness system, guided by an integrated planning approach, that aligns the assessment, planning, and resource allocation processes at the College. Among the important processes and practices maintained by the College and evaluated during the Self-Study include the assessment of administrative, educational, and student support (AES) units, strategic and operational planning, and the alignment of the assessment and planning activities with the College mission and strategic priorities.

- *Chapter 10: Maintaining an Organizational Infrastructure to Support Student Learning, the Environment for Student Success, and Institutional Effectiveness: Governance, Leadership, and Administration*

Chapter 10 reflects the College's evaluation of the effectiveness of the administrative infrastructure and governance approaches in supporting student success. Among the questions addressed were whether there are opportunities for faculty, staff, and students to impact decision making; the extent to which the City University of New York (CUNY) and BMCC administrative structures allow for involvement and effective communication; how the College maintains qualified administrators to guide day-to-day

and strategic operations; and a determination as to the level of autonomy BMCC maintains from its governing board.

The Self-Study process afforded BMCC the opportunity to develop institutional recommendations to strengthen evidence of meeting or exceeding MSCHE standards and to improve student success and institutional effectiveness. The final chapter of the Self-Study provides these recommendations, all of which are aimed at BMCC's highest priority: to improve student outcomes and success, and to improve the overall environment for student success.

CHAPTER 2: BMCC INTRODUCTION AND HISTORY

Borough of Manhattan Community College ([BMCC](#)) is the largest of the 24 institutions comprising The City University of New York ([CUNY](#)), which includes seven community colleges, eleven senior colleges, and six graduate, honors, and professional schools. BMCC was founded in 1963 and opened in 1964 as a small, primarily business-oriented community college. Originally located in two floors of a commercial building in midtown Manhattan, the College focused on preparing students for business careers and on providing a liberal arts education for students who then transferred to four-year colleges. By 1974, BMCC's enrollment was over 6,000 day and evening students. During the next two decades, the mission of the College changed in response to the advent of open admissions in CUNY, changes in business and industry, and the needs of a growing and diverse student body.

In January 1983, BMCC moved downtown to Tribeca as the expansive building at 199 Chambers opened, spanning four city blocks and serving as the college's main campus, serving over 12,000 students. Fiterman Hall was donated to BMCC in 1993, the largest single donation ever made to a community college. The building was severely damaged in the aftermath of the September 11, 2001 World Trade Center tragedy. Miles and Shirley Fiterman Hall was spectacularly rebuilt and opened in August 2012. BMCC also occupies space in several floors of 70 Murray Street and offers classes in off-site locations in Manhattan, Brooklyn, and the Bronx.

Dr. Antonio Perez was appointed president of BMCC in 1995, continues in his 23rd year as chief executive of the College, and is now the longest-serving president in CUNY. President Perez has overseen significant growth during his time at the College, as documented in the Table 1 below. BMCC now has the largest undergraduate enrollment in CUNY, as well as among all New York City and State colleges and universities.

TABLE 1: BMCC HISTORICAL ENROLLMENT

SEMESTER	ENROLLMENT
Fall 2017	26,932
Fall 2016	26,748
Fall 2015	27,309
Fall 2104	26,606
Fall 2013	24,186
Fall 2012	24,537
Fall 2011	24,463
Fall 2010	22,534
Fall 2005	18,776
Fall 2000	15,875
Fall 1995	16,334
Fall 1990	14,823

BMCC students bring to the College rich cultural capital and the belief that education can improve their quality of life, a belief in the transformative power of education that is shared by faculty and staff. The following illustrates the great diversity of the student population, a matter of pride for the College:

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

To serve the needs of this diverse student body, BMCC has over 3,200 full and part-time employees, including approximately 550 full-time and over 1,100 adjunct faculty. The College offers A.A., A.S., and A.A.S. degrees through over 45 degree programs. The most highly enrolled majors at the College are Liberal Arts, Criminal Justice, Business Administration, Undeclared Health (leading to Nursing, Allied Health, and Health Education), Child Care/Early Childhood Education, Accounting, Business Management, Science, Human Services, and Computer Science. Over the past two years, BMCC has introduced eleven new majors in Gender and Women's Studies, Music, Public Health, Animation and Motion Graphics, Art History, Gerontology, History, Modern Languages, Sociology, and Studio Art.

In the spring of 2015, BMCC embarked on a strategic planning process that resulted in a revised mission statement and institutional goals. [Reaching Greater Levels: Strategic Plan 2015-2020](#) focuses the institution squarely on student success and is grounded in a student progression model that examines student success at key transitional points in their educational journey from college readiness through graduation and beyond. Particularly critical to this effort is improving developmental outcomes as nearly 80% of first-time freshmen require remediation in mathematics, reading, and/or writing, including over 70% requiring remediation in mathematics. The new BMCC mission statement is the product of many rounds of feedback from the campus community and establishes a common purpose to advance student success and states:

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

This mission statement portrays the purpose, role, and promise of BMCC in the eyes of the college community and serves as the anchor for institutional planning, effectiveness, and student success through the following institutional goals:

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

In 2016-2017, BMCC conferred nearly 4,000 degrees. According to data compiled by [Community College Week](#), BMCC is among the most highly ranked colleges nationally in conferring associate degrees to diverse populations including:

- #5 for all under-represented students,
- #3 for African Americans,
- #11 for Hispanics, and
- #11 for Asians.

BMCC is also one of the highest ranked producers of associate degrees in the following majors:

- #2 for Criminal Justice,
- #3 for Computer and Information Sciences,
- #4 for Business Management, and
- #5 for Education.

BMCC's vision, as set forth by the President in the 2015-2020 Strategic Plan, is to become recognized as one of the nation's premier community colleges, known for academic excellence and thought leadership in higher education.

CHAPTER 3: DOCUMENTATION OF THE SELF-STUDY PROCESS

The BMCC self-study process was intentionally integrated with the College's strategic planning process as all members of the 2014-2015 Strategic Planning Steering Committee were invited by the President to serve on the Middle States Steering Committee established in November 2015, which was co-chaired by the Provost and a faculty member. Immediately following, the President sent an open call to all faculty and staff inviting volunteers to serve on standards working groups to be co-chaired by Steering Committee members. The response was overwhelmingly positive with over 120 members of the college community ultimately chosen to serve on working groups. Additionally, students were invited to serve on each standards working group.

The College's 2016-2018 MSCHE Self-Study process officially launched on Friday, February 5th, 2016. During this half-day meeting, the 122 members of the Steering Committee and Standards Working Groups, representing all College divisions and including faculty and staff from all classifications, met to begin their work on the institutional document. Participants were introduced to MSCHE materials, presented the Self-Study timeline, informed of the need to develop a design document and roadmap, and began working on charges and research questions for each of the standards. Throughout the spring 2016 semester, the Standards Working Groups finalized their charges and research questions, and began to gather documentation for each of the standards. Also during this semester, the Steering Committee developed the Self-Study Design Document, Communications Plan, and arranged the MSCHE Liaison Self-Study preparation meeting. The Communications Plan established two primary mechanisms to provide clear, regular information to the College community regarding the Self-Study: the BMCC website and the President's MSCHE Town Halls. All information placed on the College website, with the exception of working drafts and documentation, were provided on the public facing pages. The Town Halls, conducted during semesters without an official MSCHE visit, were videotaped and provided on the BMCC website for faculty, staff, and students unable to attend in person.

The work of the Standards Working Groups and Steering Committee began in earnest during the fall 2016 semester. Each group, with the support of the Self-Study Coordinator, completed the collection of their documents, developed outlines for the chapters, and finalized chapter drafts. During the MSCHE Town Hall meeting, the President provided the institutional context for the importance of the Self-Study process and provided a brief history of prior Self-Studies. Also during the meeting, the Provost provided detailed information from the Design Document and Roadmap and the Standards Working Groups offered information about the standards, criteria, documentation gathered, and questions being answered during the review.

During the spring 2017 semester, the Standards Working Groups finalized their chapters. Upon completion, the entire Self-Study was uploaded, in draft format, onto the College website for review. After integration of comments received from the college community, the document was edited and the Standards Working Groups reviewed both the narrative and evidence to ensure that the most current information was provided. Also during this semester, the President worked with the MSCHE Liaison to select the Visiting Team Chair. The President again held a Town Hall to update the community on the College's Self-Study progress.

After a final review by the Standards Working Groups, the hyperlinked Self-Study document was completed, forwarded to the Visiting Team chair for review, and uploaded to the College website during the fall 2017 semester. In lieu of a MSCHE Town Hall, the College's Visiting Team Chair held an open forum with the community during his preparation visit in November. Prior to the end of the semester, the College also completed and submitted the Verification of Compliance Report in preparation for hosting the Visiting Team from March 11-14th, 2018.

CHAPTER 4: PROVIDING AN INTENTIONAL FRAMEWORK FOR STUDENT SUCCESS AND INSTITUTIONAL EFFECTIVENESS: BMCC'S MISSION AND GOALS

Access and excellence have remained cornerstones of the Borough of Manhattan Community College's mission since the college opened in 1963. Among the first tasks of the strategic planning process initiated in spring 2015 was an examination of the former mission statement and institutional goals, as laid out in the College's 2008-2013 Strategic Plan, "[A Bridge to the Future](#)." Faculty, staff, and student forums were convened to assess the adequacy and effectiveness of that document's ability to communicate the principles, values, and priorities of BMCC – that being a commitment to student success and ensuring an environment supportive of student learning. Over 300 faculty, staff, and students participated in this process. Through an analysis of the summaries of those meetings, the College introduced the following mission statement and institutional goals:

Mission

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.

Institutional Goals

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

This comprehensive process was guided by the [Strategic Planning Steering Committee \(Appendix 1\)](#), 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 (Table 2).

TABLE 2: 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
	Implement strategies to ensure that MECA and other affiliate high school students are exempt from remediation	2.Improved pass rates in developmental offerings
	Streamline the developmental reading, writing, and math course sections	3.Reduced semesters in developmental courses
	Expand Immersion, CUNY Start, Summer Start, CLIP and BLISS	4.Reduced DFW rates in targeted gateway courses
2. Improve the student experience	Implement the new advisement model that is consistent, accurate, and responsive to student needs and interests	5.Increased first and second year credit accumulation
	Improve student outcomes in Gateway courses	6.Increased first year retention rates
	Improve new and continuing student orientation	7.Increased 3 and 4-year graduation rates
	Enhance timely, concise, and targeted communication with students	8.Increased number of degree completions
3. Facilitate timely degree completion, graduation, and transfer	Scale Cohort models	9.Increased percentage of graduates transferring to 4-year colleges
	Expand experiential learning opportunities	10.Increased student employment post graduation in area of study
	Increase student engagement in co-curricular and extracurricular activities	11.Increased number of hybrid and online course with increased pass rates
	Increase articulation agreements and targeted dual degree offerings	12.Increased student satisfaction w/ advisement, orientation, student support services, administrative services and communication
	Improve and increase online and hybrid offerings	13.Increased participation in internships and experiential learning
4. Prepare students for 21 st century careers and contribute to workforce development in NYC	Increase industry responsive career pathways	14.Increased participation in workforce development offerings
	Strengthen advisory boards for academic and certificate programs	15.Increased participation in targeted co-curricular and extra-curricular activities
	Expand and improve the STEM pipeline	16.Increased faculty satisfaction with interdisciplinary opportunities
	Expand professional networks for students	17.Increased faculty scholarship and funded research
	Strengthen connections between MEOC and BMCC	18.Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth
	Integrate global perspectives across the curriculum and expand cross-disciplinary offerings	19.Increased voluntary support for scholarships and targeted programs
5. Cultivate institutional transformation, innovation and sustainability	Strengthen practice of evidence-based decision-making and resource allocation using assessment data	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 state that student learning and student success are BMCC's highest institutional priorities and that the College holds itself accountable to supporting student success directly, in the classroom, and indirectly through the provision of excellent academic and educational 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, which is effective from 2015-2020 is titled [*Reaching Greater Levels*](#).

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](#). These programs are connected to bachelor's programs through the Pathways, the CUNY-wide common general education core, that provides a seamless transfer for students between CUNY community and senior colleges. The College also maintains over 90 [articulation agreements](#) with baccalaureate programs both within and outside CUNY.

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 local community to establish advisory boards for the following academic programs:

- Accounting,
- Business Management,
- Computer Information Systems,
- Health Information Technology,
- Human Services,
- Media Arts,
- Modern Languages,
- Nursing,
- Paramedic,
- Respiratory Therapy, and
- 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, with three additional pathways pending, for students that will allow those obtaining non-credit certificates to earn credit toward BMCC degrees (Table 3). Finally, the College utilizes Burning Glass software 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.

TABLE 3: BMCC STACKABLE CREDENTIAL PATHWAYS

Academic/Career Pathway	Hours	Credits
BMCC ACE A+ CompTIA Certification Course	216	3
BMCC ACE Cisco CCNA Certification Course	336	3
BMCC ACE Medical Assistant Specialist Course	531	3
BMCC Electronic Health Records	45	3
Medical Billing and Coding	220	3
EMT	N/A	3

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 Strategic Framework](#). 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, university, and centers are well defined with the community colleges serving two primary roles – educating students deemed unprepared for college level work (developmental education) and facilitating 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.

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, in addition to the five pillars provided through the University’s Strategic Framework, 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.

Given that the first four strategic goals deal with student success, each of these areas are captured within the College's plan. In addition, BMCC's fifth goal addresses the College's pursuit of excellence through innovation and institutional transformation – which aligns with University goal of setting the standards for urban university.

The PMP is the University's mechanism for operational planning and reflects the categories and metrics for which all CUNY 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. Before 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 College's 2015-2016 final report, however, BMCC provided its institutional response based upon the new strategic goals. For the [2015-2016 report](#), 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. The [2016-2017 report](#), while still aligned with the institutional goals, was aligned with the five pillars identified within CUNY's Strategic Framework.

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, and navigating the institutional review board (IRB) process. The impact of this area can be seen through the number of faculty publications and the expansion of undergraduate research and related student poster presentations over the past three years. Critical to the support of faculty scholarship is the College's [Office of Sponsored Programs](#), 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 Excellent in Teaching, Learning, and Scholarship ([CETLS](#)), which provides faculty interest groups (FIGs), workshops, and seminars.

The College's assessment system for determining the extent to which the mission and goals are achieved is documented in [BMCC's Institutional Effectiveness Plan](#), which establishes clear timelines and annual processes to assess student learning outcomes at the course, program, and institutional level, as well as assessment mechanisms for administrative, educational and student support services (AES). The college is in the process of shifting to an online system for many assessment procedures, and units will be fully utilizing Planning Point by the end of the 2017-2018 year to measure and document outcomes. 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-decision 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 serving students with disabilities;
- Single Stop that provides access to financial, housing, health, and food services;
- The Counseling Center that provides psychological counseling;
- The Academic Advisement and Transfer Center;
- The Office of Internships and Experiential Learning;
- The Career Development Office;
- The Early Childhood Center that serves students with children;
- 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 departments and AES units and these activities are aligned with the College's mission and goals as well as the University's mission through the use of the PMP. 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 ensuring that the College makes yearly progress towards achieving its mission and improving both student learning and the environment for student learning.

CHAPTER 5: ENSURING PROCESSES, POLICIES, AND PRACTICES THAT SUPPORT THE ENVIRONMENT FOR STUDENT SUCCESS: 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 and [BMCC Office of Human Resources](#). 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 UFS Statement on Academic Freedom](#). 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 developed an [Academic Freedom Manual](#) in 2016 that defines academic freedom and outlines appropriate 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, and is updated annually.

The Student Bill of Rights, which can be found in the Student Handbook, 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. 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, which is currently under development by the Office of Library Services, will permanently protect the copyright of CUNY authors from commercial exploitation.

CLIMATE OF RESPECT

BMCC is committed to effectively meeting the educational needs of the student population and ensuring an environment conducive to success for the institution's diverse student population. The College is dedicated to inclusion and respect, both as a representation of values and with the understanding that a supportive institutional environment positively impacts student learning, and, as such, adheres to the spirit and letter of the policies associated with appreciation of diversity. BMCC issues annual [Affirmative Action Plans](#) 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 education, awareness, and design efforts include:

- BMCC Center for Ethnic Studies annual series of faculty development seminars entitled “Balancing the Curriculum Across Race, 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 - a program that provides training and safe space in support of the LBGT community; and
- [BMCC Equity and Inclusion Initiative \(Appendix 2\)](#), established in fall 2017 with a college-wide task force charged to make recommendations to advance and measure equity and inclusion to ensure that BMCC is a place where everyone can thrive.

The College's [Equal Opportunity/Affirmative Action Policy](#), as well as the University's Policy addressing [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 safe and respectful climate on campus, BMCC follows the University's policy on the [Reporting of Alleged Misconduct](#) to address allegations of unlawful discrimination and harassment and provides a link to resources for [filing an external complaint](#) available 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, which includes guidance on sexual harassment, sexual assault and related offenses, and is supported by the [College resources](#) regarding sexual harassment. 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. BMCC further promotes a culture of respect through the mandated annual workplace violence training, which is conducted on-line or in person, and provides detailed procedures to be followed to report allegations. The training also 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. COACHE provided two reports to the College, one 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 [reports](#) and the establishment of four staff committees tasked with providing recommendations to the President's Cabinet for consideration.

GRIEVANCE POLICY

BMCC has a 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](#) include the PSC-CUNY Labor Contract, White-Collar Agreement, and Blue-Collar Agreement. Each of the 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 member 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 based upon the following guidelines from the [BMCC Governance Plan](#):

- Each member of the Senate, appointed by the Committee on Committees, serves on one and only one policy committee assigned by the Committee on Committees;
- Any member of the faculty has the right, upon request, to appear before and speak, without vote, at any meeting of any Senate policy committee meeting; and
- Elected student representatives shall be responsible to report on the actions of their respective committees to the Student Government Association.

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 is a separately incorporated entity and, accordingly, has adopted its own [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 provided guidance memos for the Higher Education Officer Series title, College Laboratory Technician Series title, Research Associates and Research Assistants titles as well as 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 memo. 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 competitive bidding process.

To promote the ethical conduct of research, CUNY maintains [research policies](#). These include policies on Research Misconduct and Training in Responsible Conduct of Research and cover all research conducted by members of the CUNY community and detail the inquiry process into allegations of research misconduct. Prior 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 are designed to encourage individuals who come forward with allegations.

Under the provisions of the New York State Constitution, 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, 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 the CUNY Central Office. 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 faculty applicants by a committee of the academic department in which the applicant is to be employed, known as the Department Personnel and Budget Committee (P&B). These committees make recommendations regarding finalists to the Provost. The Provost then conducts the interviews with all finalists and submits a single recommended candidate to the President, who is the final authority for all hires.

Full-time instructional staff 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 presented in the HEO Handbook. For clarity, Table 4 identifies the various job classifications and documentation for hiring, promotion and tenure (if applicable), and links to the various [staff handbooks](#) are made available to the College community.

TABLE 4: 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 Officers 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 articulated, they are not solely 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, with the recommendations proceeding to the [College-Wide P&B](#). Generally, faculty may apply for promotion whenever they feel they meet the requirements set forth in 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, tenure and/or promotion only those candidates he feels are qualified and will enhance the overall academic excellence of the College. The [Bylaws of the Board of Trustees](#) outline the roles of the chair, departmental and college P&B 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 additional review, and the President must provide a statement of reasons for his decision upon request. His decision may be grieved by the faculty member, and the grievance can ultimately be heard by an independent arbitrator.

BMCC's non-teaching instructional staff are reviewed for [Reclassification \(promotion\)](#) and for merit increases 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. Promotion and merit applications recommended through 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 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 fulfills its mission 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, faculty and staff feedback, and comprehensive outcomes data used in the planning process.

To insure that students are provided with ready access to all information pertinent to their successful educational journey at BMCC, the College maintains a [Student Hub](#) webpage that also includes federally-mandated [Student Consumer Information](#). Regarding safety at BMCC, the Office of [Public Safety](#) provides information on policies, rights, and crime information through the [Clery Report](#). This document 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.

The College provides information on all academic programs through the [College Bulletin](#) and the Office of [Academic Affairs](#) website, which includes direct access to all 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 on the [Institutional Effectiveness and Analytics](#) webpage, including BMCC Quick Facts and the BMCC Factbook. The site 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 targeted at enhancing student learning and supporting an environment conducive to student success.

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. The [Office of Financial Aid](#) ensures that students are provided with accurate and comprehensive information about costs, financial aid, scholarships, and payment options. Additionally, the office 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 as well as details on the annual FAFSA fairs. To further support student learning and success, BMCC maintains and continually evaluates a number of cohort-based programs designed to promote affordability and accessibility. These 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.

In addition to these programs, 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. [Single Stop](#) is another office focused on ensuring support so that all students are provided with opportunities to successfully meet their educational goals. This 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 College maintains a summer and winter Finish Line 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 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 in the [Enrollment Verification Process](#). This process 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. All BMCC syllabi must include the College's attendance policy, a statement on academic adjustments for students with disabilities, and the BMCC Policy on Plagiarism and Academic Integrity Statement.

The [Academic Advisement and Transfer Center](#) (AATC) at BMCC processes credit evaluations for all newly admitted transfer students prior to their attending new student orientation. 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 New York State Education Department guidelines.

CHAPTER 6: IMPLEMENTING AND EVALUATING THE ENVIRONMENT FOR STUDENT SUCCESS: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

BMCC reflects the comprehensive mission of the community college in its mission statement, goals, strategic objectives and strategic planning outcomes, and 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 degrees and certificates that span the liberal arts and STEM fields as well as allied health and technical fields. In all, BMCC offers over 45 associate degree programs, which include programs that prepare students for direct entry into 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 City 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 Bulletin](#) as well as a listing of courses by Department in the [Course Listings](#).

BMCC continues to review its curriculum and to initiate changes to the academic program as appropriate. The College's Governance Model stipulates that curricular and other related 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, and the minutes from all standing committees, including the BMCC Curriculum Committee, are available for the college community on the Senate website.

In collaboration with administrators from the Academic Affairs Division, the College added the following majors in 2016 and 2017:

- Economics (AA),
- Gender and Women's Studies (AA),
- Music (AS),
- Psychology (AA),
- Public Health (AS), and
- Science for Health Professions.

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. To further support BMCC students, the following majors are currently in development:

- Children and Youth Studies (AA),
- Ethnic Studies (AA),
- Linguistics and Literacy (AA),

- Cybersecurity (AS),
- Digital Marketing (AS), and
- Financial Management (AS).

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 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 over the past year; in fall 2017 there were 326 hybrid or fully online sections serving 7,046 students. The [overall success rates](#) in online courses are slightly lower than both hybrid and web-enhanced courses with face-to-face courses experiencing a slightly higher success rate than the other modalities. 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 variety of programs that integrate key academic competencies across the curriculum to strengthen students' skills, improve student success and emphasize the interdisciplinary nature of the college curriculum and educational experience. Expanding upon 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 only difference between WI and non-WI courses is the extent of the writing requirement. All students must take at least one WI course to graduate.
- Reading across the Curriculum (RAC) is a professional development activity 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. Faculty participants in the program work on a project and leave the program with strategies to help promote better student reading.

- 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 2017, 18 of the redesigned syllabi have been piloted in full, to incorporate QL outcomes and related assignments across disciplines.
- Communication across the Curriculum (CAC), which is a new initiative sponsored by the Speech Communication/Theatre Arts department and Center for 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 student participants participated in focus groups and completed surveys to further inform the effort. As a result of these efforts, the College has now implemented a comprehensive [Honors Program](#).

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 maintains and provides information on student outcomes on the [Office of Institutional Effectiveness and Analytics](#) website, including in the 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.

BMCC maintains a focus on transfer as a primary mission with most students entering with transfer as an educational goal and nearly 30% matriculating as Liberal Arts majors. To ensure that the transfer mission is supported and that all students leaving the College demonstrate achievement of core competencies, BMCC has placed an emphasis on general education. BMCC has long-standing institution-level student learning outcomes for general education related to seven areas: communication skills, quantitative reasoning, scientific reasoning, social and behavioral sciences, information and technology literacy, and values. 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, however, CUNY implemented the [Pathways](#) initiative across all of its undergraduate colleges. This initiative established a Common Core of general education competencies and resulted in the creation of Pathway Courses that ensure seamless transfer between the community and senior colleges. There are two components of CUNY Pathways for community colleges – the Required Common Core and the Flexible Common Core. Overall, students seeking an AA or AS degree at BMCC must take a total of 30 credits as designated in the Pathways core competencies.

TABLE 5: CUNY PATHWAYS REQUIREMENTS

CUNY PATHWAYS GENERAL EDUCATION REQUIREMENTS (30 HOURS)	
Required Core	Flexible Core (1 course in each category/ 3 credits each plus one additional course in any category/3 credits)
English Composition (2 Courses/6 Credits)	Creative Expression
Life and Physical Sciences (1 Course/ 3 or more Credits)	Individual and Society
Mathematical and Quantitative Reasoning (1 Course/ 3 or more Credits)	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. Information provided to educate students on their [rights and responsibilities](#) is included on the Pathways website.

CUNY Pathways introduced a new general education framework in which students would be introduced to a common educational experience designed to provide opportunities for 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. Importantly, as stated earlier, 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 previous work of BMCC faculty, the College established a [crosswalk](#) that demonstrates how Pathways requirements aligns with students achieving the College’s institution-level student learning outcomes for general education.

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. This framework has been expanded with the introduction of Pathways and, as a result, BMCC maintains a coherent, systematic, organized, and sustained institution-wide

approach to the assessment of student learning at the institutional, program, and course levels. The assessments conducted are then examined by the College's [Academic Assessment Committee](#) to provide suggestions and ensure college-wide support for academic assessments. The BMCC [course syllabi template](#) ensures that students are aware which general education requirements are fulfilled by taking the course.

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 Experience Surveys](#). Concerns raised in these studies have been integrated into the 2015-2020 Strategic Plan. The College is also in the second year of the [Gateway Initiative \(Appendix 3\)](#), a project that identified the 20 most highly enrolled courses, which also had higher than average Ds, Fs, withdrawals, and incompletes. Faculty, working with CETLS, are piloting [initiatives and activities \(Appendix 4\)](#) designed to improve student learning, success, and outcomes in these general education courses.

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 scholarship including the scholarship of teaching and learning, mentoring student research projects, and conducting research and publishing across disciplines. BMCC faculty are hired under the guidelines set forth in the [CUNY Board of Trustees Bylaws](#). For most tenure-track faculty lines, the Ph.D. or equivalent is the minimum qualification. For disciplines in which the Ph.D. is not common or where there is a different terminal degree, CUNY published a [list of equivalencies](#) to determine faculty qualifications.

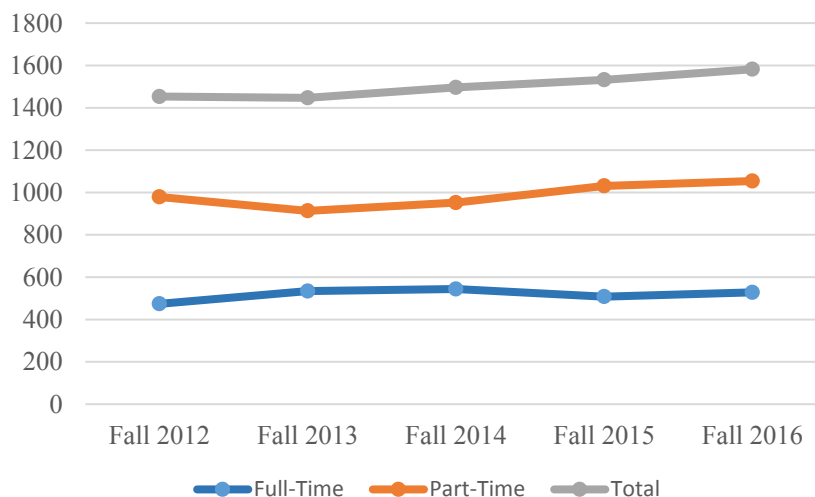
BMCC maintains a well-qualified faculty by adhering to stringent hiring requirements and search committee guidelines. In addition to following CUNY hiring practices, the College has established comprehensive job descriptions that ensure that only faculty with appropriate qualifications and experience are hired and retained to work with students. BMCC celebrates faculty excellence in a variety of formats, including the College's [Distinguished Teaching Award](#) and receptions to honor newly [promoted and tenured faculty](#), [faculty with publications](#) and faculty who have [received grants](#).

CUNY, unlike most higher education systems in the United States, requires that community college faculty engage in scholarly inquiry and research as part of the promotion and tenure process. BMCC celebrates the scholarly and creative activities of faculty and provides the [Inquirer](#) as a journal for faculty to publish articles and [Marks of Excellence](#) to highlight the many research activities.

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 with targeted hires. BMCC had 54 more full-time faculty in fall 2016 as compared to fall 2012 and as a result, has increased the total number of faculty as indicated in Figure 1. Despite the increase in

full-time faculty hiring, a continued increase in student FTE numbers has resulted in a consistent overall full-time faculty percentage of around 33%. Progress has been achieved, however, in regards to the ratio of full-time faculty per student FTE. This ratio has decreased from 40:1 in fiscal year 2012 to 36:1 in fiscal year 2017.

FIGURE 1: 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. [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 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 and the Faculty Publication Grant, which is coordinated by Academic Affairs. Additional CUNY-level supports exist through the PSC-CUNY awards ([PSC-CUNY grants](#)).

BMCC faculty have access to a wide variety of professional development opportunities, internal grants, and other structures to support scholarly inquiry. 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 have been effective at supporting junior scholars as they build a research program.

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 Sciences, Human Services and Criminal Justice Research [laboratory](#).

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 untenured faculty are evaluated by a thorough annual evaluation of their pedagogical, service, and scholarly work. The processes and procedures for faculty evaluation are presented in the [BMCC Faculty Handbook](#) and are in alignment with the PSC-CUNY contract guidelines. The PSC-CUNY contract outlines the expectations and job duties of faculty, staff and administrators agreed upon by the University and the union membership. Article 6 of the CUNY Board of Trustees bylaws further delineates at the University level the processes by which the University is run, including the practices that govern the limitations and rights associated with tenure, appointments and due process. The BMCC tenure and promotion applications and guidelines also provide faculty with a means for determining the expectations associated with 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 [forms 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. In an effort 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 and the results were convincing. 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 with 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 this issue through surveys and interviews with current and former faculty and with administrators whose responsibilities include support of faculty research. Each

subcommittee of the Taskforce provided [reports](#) that were shared with the President. These recommendations resulted in various actions. For example, a [Research/Scholarship/Creative Activity Advisory Committee \(Appendix 5\)](#), with a large majority of faculty members, has been established to make recommendations about research supports directly to the President and the Provost.

To assist students in better understanding what programs of study are available as well as the requirements for completion, the College provides a number of 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 BMCC [Comprehensive Academic Brochure](#), which is made available to perspective students, provides information that is consistent with information both on the academic program websites as well as the overall College website.

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 were not satisfied with the academic advisement process. The College is using [DegreeWorks](#) to aid students in designing an effective path towards degree completion. DegreeWorks is the College's online advisement tool and all students are required to be advised 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](#), designed a mandatory two-week orientation for new advisors and conducts an annual [professional development day \(Appendix 6\)](#) to ensure that advisors are providing high quality advising to students. The unit, in conjunction with academic programs, has developed a comprehensive listing of [2 and 3-year program maps](#) to ensure that students are well informed and 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 over 90 active [Articulation Agreements](#) with various CUNY, SUNY and private institutions and 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. Academic advisors within the AATC serve as liaisons to an academic department and collaborate with departments in communicating, reviewing, and updating articulation agreements.

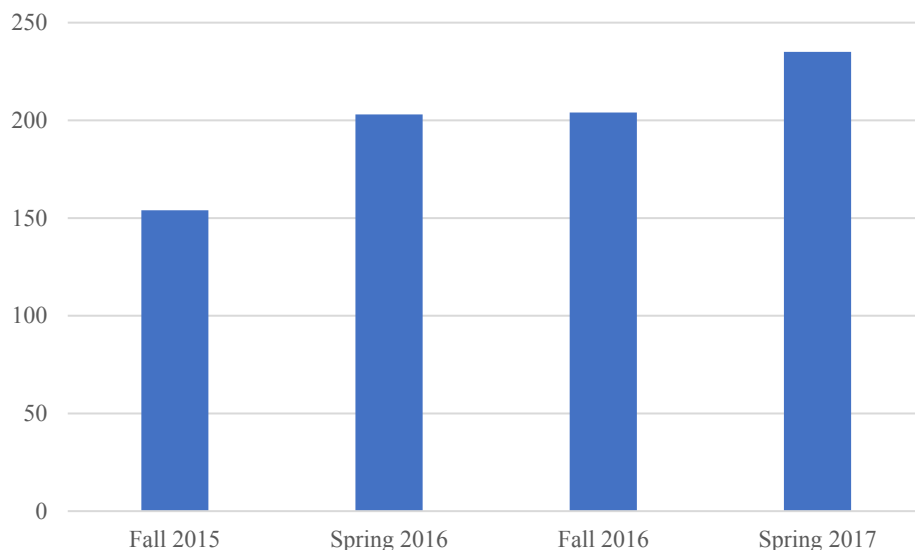
BMCC has taken an intentional approach to providing learning opportunities and resources that support student success in regard to course completion, retention, graduation, and transfer to four-year colleges. The three general approaches taken have been to develop, implement, and grow cohort models, 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, which indicated that the factor most associated with [three-year graduation rates](#) was participation in a cohort program. There are a number of smaller cohort programs, however, there are some primary cohort programs at the College, each with different criteria for enrollment:

- 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 6,000 for the fall 2018 semester. Not only does BMCC possess the largest ASAP program in CUNY, but it is successful as nearly 60% of the students are graduating in three years – which is comparable to the overall program success as identified in the [CUNY Six Year Outcomes of ASAP report](#).
- The BMCC Learning Academy ([BLA](#)) program 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 600 students to 2,800 students. The program is integrating new and innovative approaches that includes a focus on enhancing students' academic and growth mindset. Students in this program are significantly more successful than like students not enrolled in a cohort program.

- The [Out in Two Program](#) is sponsored by private donations. Student 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. A recent report on [the impact of scholarships on student success](#) indicated that students who receive a 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 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 2015-2016 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 the both the College'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 as illustrated in Figure 2. 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 2: INCREASE IN THE NUMBER OF STUDENTS TAKING INTERNSHIPS AT BMCC



The College also maintains robust undergraduate research opportunities for its students. Supported by dozens of faculty members and with the support of the Office of Research, the College currently provides over 200 students per year with high impact research experiences under the mentorship of faculty across a large variety of 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 art. Many of these research projects are highlighted in the publication *Marks of Excellence* and each spring, students participate in a [college-wide research symposium](#) and poster session.

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 and social issues awareness;
- 92% reported gains in personal development; and
- 83% reported gains in the social/professional networks.

A more recent experiential opportunity for students is the Year Up program. Each semester in which 40 BMCC Business Management and Accounting students are enrolled in 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 a paid 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.

BMCC also provides general support services to its students to foster 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 [A. Philip Randolph Memorial 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 instrumental in the development of the College's Achieving the Dream, Open Educational Resource ([OER](#)) initiative with the Criminal Justice program. All educational resources and texts are provided, without charge, with the designation as a zero text cost (Z) degree. The library also provides support for the College's other OER programs.
- 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. A report comparing student success in [SI vs. Non-SI courses \(Appendix 7\)](#) indicate that the program has been successful and the College is strategically allocating resources for 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 \(Appendix 8\)](#) showing that student confidence in writing was greatly improved by working with writing center assistants.

- There are also a substantial number of [co-curricular initiatives and activities](#) 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.

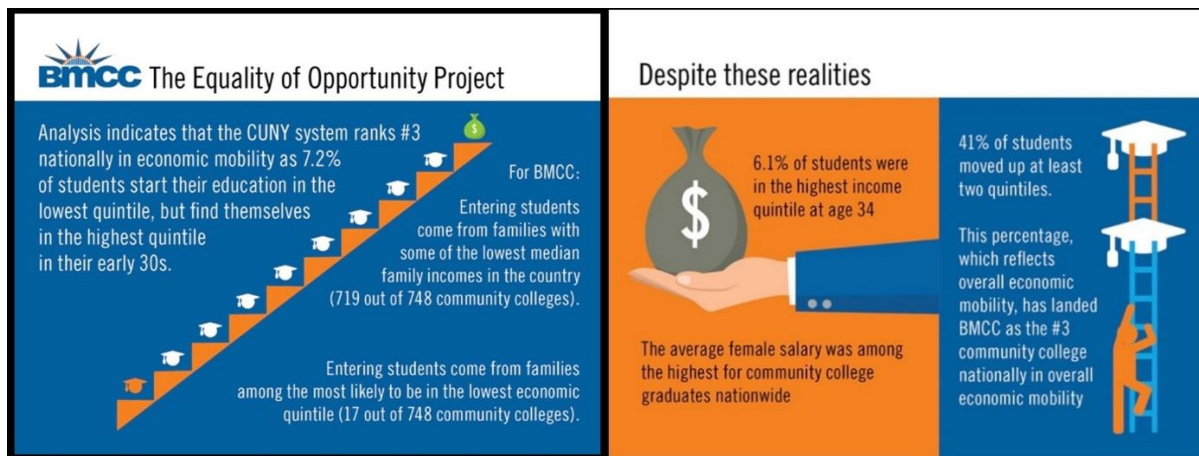
To ensure that students have the opportunity to experience and learn from new cultures, the College maintains a burgeoning [study abroad](#) program. BMCC has increased the number of faculty-led programs offered for summer 2017 from five to eight and has experienced an increasing number of students and scholarship opportunities provided over the past three years. Students unable to take advantage of study abroad opportunities are encouraged to participate in the many programs offered by the [Center for Ethnic Studies](#). The department 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.

CHAPTER 7: EXAMINING THE COLLEGE STRUCTURES DESIGNED TO ENHANCE STUDENT LEARNING: 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 of 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 as illustrated in Figure 3. Two of the key services that assist our students are the financial support provided and the availability and accessibility of financial aid information.

FIGURE 3: HIGHLIGHTING THE ECONOMIC MOBILITY OF BMCC STUDENTS

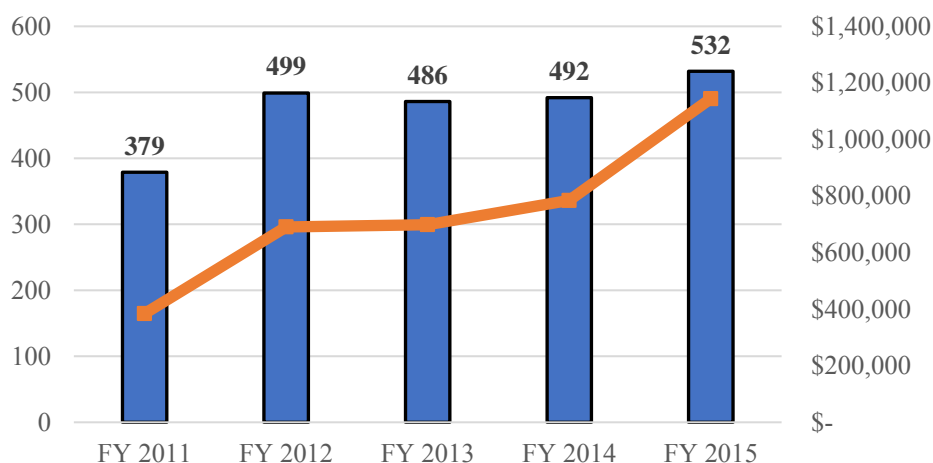


To ensure that students have ready access to all information regarding college expenses and financial aid, the [Office of Financial Aid](#) has provided all pertinent information in one place. Financial Aid information is provided to all prospective and current students through a comprehensive outreach 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 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 ensuring 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 access 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 attainment rates. The College is committed to growing the number of available scholarships and recent years have seen increases in both awards and recipients (see Figure 4 below).

FIGURE 4: NUMBER OF STUDENTS RECEIVING SCHOLARSHIPS/TOTAL AWARDS: 2011 – 2015



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 up to date 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. As mentioned earlier, 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. In an effort to assist students, Not only has BMCC launched its first Zero Textbook Cost (ZTC) degree as indicated above, but [CETLS](#) has been working on a college wide [OER](#) effort. So far, more than 70 faculty have transitioned their courses to OER for a total of 175 sections and an estimated \$450,000 saved thus far. Several cohort programs also provide assistance with textbook costs.

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. 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 developmental education courses affect the length of time to degree attainment.

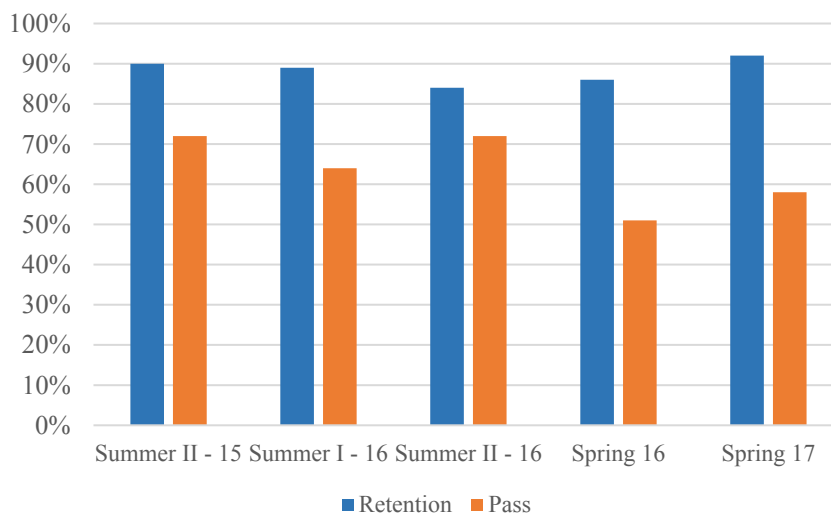
Focusing on increasing the number of entering students who are college ready is an institutional priority in alignment with the mission, institutional goals, and BMCC strategic plan. A variety of preparatory programs, which are either low cost or no cost to students, are available to potential BMCC students 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. Both programs, BLIIS and CLIP, have demonstrated very [positive results \(Appendix 9\)](#).
- [CUNY Start](#) – A low-cost 16-week program for CUNY community college students who are required to enroll in a remedial course(s). 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.
- [Math Start](#)—a low-cost 8-week intensive program for students looking to reduce or eliminate their remedial needs in mathematics. Student outcomes demonstrate the effectiveness of this program with pass rates over 80% consistently
- [Immersion](#) – Students are eligible for enrollment in BMCC immersion programs designed to accelerate student readiness for credit-bearing courses at no cost. By successfully completing these courses, either during the summer session, 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 as well as for new students during the summer before their matriculation begins. 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 many students (see Figure 5).

FIGURE 5: 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 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. First-time fall 2015 freshman showed a 70% pass rate for MAT 14 (Quantway with basic arithmetic) compared

with a 35.1% pass rate for MAT 12, the equivalent algebra-based course. Furthermore, 62.1% of students passed MAT 41 (Quantway) compared with a 48.5% for MAT 51, the algebra-based equivalent. Similar gains are shown for continuing and transfer students as well.

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, including those close to passing, 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 the co-requisite course ENG 100.5). 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 CUNY Assessment Test – Writing (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 CATW.

Academic departments also work with the Learning Resource Center ([LRC](#)), 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 94, MAT 51, and MAT 56. The LRC also coordinates the Supplemental Instruction ([SI](#)) Program, which benefits students by improving academic 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 (integrating developmental and credit-bearing work). These courses have additional time requirements, but 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 pilot courses have been developed, which include:

- ENG 100.5 (Intensive English Composition), is a credit-bearing course that combines ENG 95 (developmental) and English 101 (English Composition). This course allows students to eliminate their writing developmental 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 ENG 101. In spring 2017 11 sections were offered with a pass rate of 64%. This fall (2017), a total of 21 sections are being offered.
- MAT 150.5 (Statistics with Algebra) was created to combine MAT 051 (developmental) with MAT 150 (Introduction to Statistics). Students who successfully pass MAT 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 MAT 150 and 59.3% of MAT 51 students passed their courses. In fall 2016 12 sections were offered with a 74% pass rate, and 34 sections are being offered in fall 2017.
- CRT 100.5 and CRT 100.6 In spring 2017, the Academic Literacy and Linguistics Department piloted a hybrid course that combines developmental reading or ESL with critical-thinking (CRT 100) to provide a credit-bearing course that addresses one of the College's Flexible Core requirements. Initial pass rates were 70% and 82% respectively.

BMCC provides support programs designed to guide students into, through, and to the successful completion of their educational journey at the College. This requires a robust set of offerings for entering and continuing students – students with different, but related needs. There are two primary orientation programs provided to students; the Getting Prepared to Start (GPS) Orientation and First Year Experience (FYE) Programs:

- 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.

- The 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. 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. 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.

Every semester, college-wide emails are sent to the students, faculty and staff about the advisement and registration period. To assist student with advisement and registration, the [Office of the Registrar](#) provides a page for [registration and advisement](#) designed to help student navigate the College’s advisement and registration processes. The Academic Advisement and Transfer Center (AATC) has also developed a revised [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 greater collaboration and learning, all advisement units maintain a [shared student learning outcome \(Appendix 10\)](#) 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.

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.

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. The pilot positioned the college to streamline communications, Building on this pilot, which utilized Hobson's, BMCC made the decision to expand the process, and in the fall 2016, the college transitioned to SAGE. The college is currently in the process of implementing the Starfish platform which has established the industry standard in early alert outreach. Starting in fall 2017, Starfish has been implemented with targeted Gateway courses and for ASAP and BLA.

The College maintains a number of processes and programs designed to increase overall retention rates. BMCC has established a [Retention and Completion Agenda \(Appendix 11\)](#) that 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:

- Developing, expanding, and assessing supplemental instruction in targeted courses;
- 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 objectives highlighted in the retention agenda are aligned with a number of the College's strategic planning objectives, found in the [College's 2015-2020 Strategic Plan](#).

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, [webpage](#), 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. 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. 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 majority of graduates transfer into four-year institutions with the majority selecting a CUNY senior college.

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.

Although BMCC is a community college, there are a number of students 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. Additionally, BMCC and CUNY established a process for facilitating reverse transfer. In short, CUNY identifies students who left BMCC without an associate's 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 an [implementation manual](#).

Not only does BMCC ensure that students have access to services like financial aid, the Registrar's Office through extended office hours and live chats, but the College also prioritizes the safety and security of student records. The College maintains its electronic records in accordance with CUNY Computing & Information Services [Security Policies and Procedures](#) 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) 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 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 detailed 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 from developmental to credit-bearing 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 greater student outcomes is in the BMCC Learning Academy (BLA). 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% (13 percentage points),
- Introduction to Psychology (average of two courses) from 69% to 88% (19 percentage points), 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 Getting Prepared to Start (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](#), 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. While the overall changes in importance and satisfaction ratings are provided in Figure 6 and Figure 7, some of the pertinent information 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.

FIGURE 6: CHANGES IN IMPORTANCE RATINGS FOR STUDENT SERVICES AND ENVIRONMENT

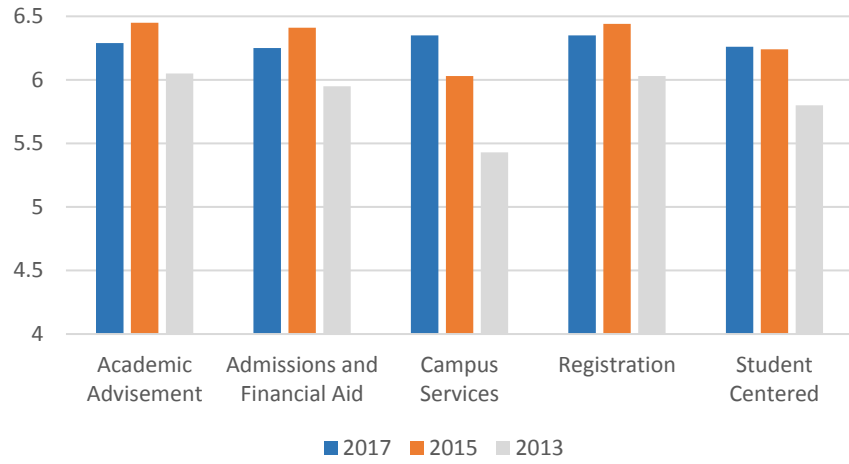
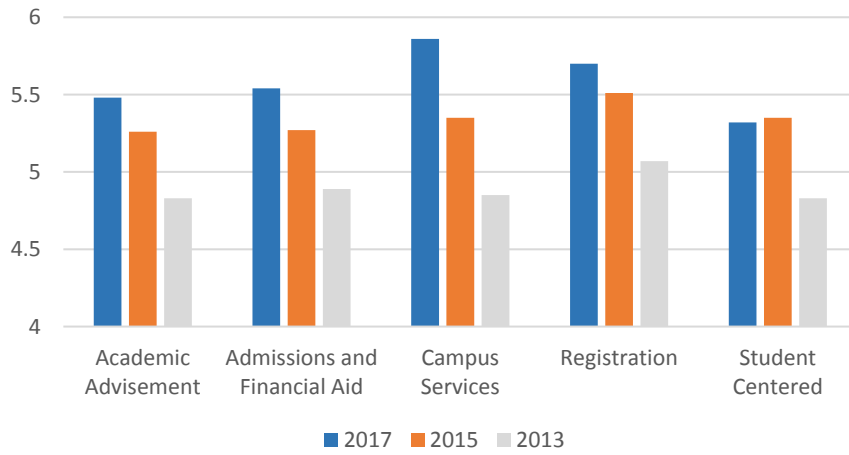


FIGURE 7: CHANGES IN SATISFACTION RATINGS FOR STUDENT SERVICES AND ENVIRONMENT



CHAPTER 8: IMPROVING STUDENT LEARNING OUTCOMES IN ACADEMIC AND CO-CURRICULAR PROGRAMS: EDUCATIONAL EFFECTIVENESS ASSESSMENT

In the 2015-2020 BMCC [Strategic Plan](#), the College underscores its commitment to enhancing student learning and the environment for student success. Each of the institutional goals are student centric, associated with improving student outcomes, 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. 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 (Table 6) 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 (SLO):

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

TABLE 6: 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, the majority of programs have developed and are utilizing [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 currently without curriculum maps are supported in the development of these maps.

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](#), faculty hold primary responsibility for the academic programs as demonstrated within the Academic Senate and its standing administrative and policy committees.
- **Assessment Resources** – In addition to departmental meetings, which include discussion on curricular, instruction, administrative, and other concerns, many departments maintain assessment committees. These committees are responsible for reviewing assessment 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 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](#), and
 - [The BMCC Assessment Handbook](#).

All academic departments have a formal assessment protocol in place to assess Student Learning Outcomes (SLO) in specific courses. The frequency of assessment varies depending on the department, but in most instances, occurs either annually (e.g. Modern Languages, CIS) or biannually (e.g. Teacher Education, Music & Art). 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 [dashboards](#). These interactive data tools provide comprehensive program and student information and, again, are provided to encourage discussion across programs and departments.

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. The College maintains an [APR calendar](#) and provides [APR guidelines](#), a standard data set to support this periodic process. Each academic program not accredited by a specialized body conducts 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.

IEA assists the program review through the facilitation of student focus groups and analysis of data. After the internal self-study, programs work with two or more external evaluators who provide an additional review of the program. The goal of the process is to review what has occurred over the past five years to establish a five-year improvement plan moving forward.

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.

The College maintains an [inventory of AES](#) units and identifies whether units are administrative, educational, or student support to assist with the development of goals and outcomes (Table 7).

TABLE 7: 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	No	Yes
Educational	Educational support services (e.g. Tutoring, Library)	Yes	Yes	Yes	Yes	Yes
Student Support	Student support services (e.g. Financial Aid, Childcare)	Possible	Yes	Yes	Maybe	Yes

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. 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](#). 2016-2017 marked the initiation of this redesigned 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 assessment. The assessment of a common SLO was decided by a task force and is outlined in the [Advising](#)

[Assessment Timeline \(Appendix 12\)](#) plan. The first year focused on advisor/faculty training, year two will focus 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 posttests of students' learning outcomes for several years as evidenced in their [2014-2015 assessment report \(Appendix 13\)](#). The SLOs were developed by library faculty based upon Information Literacy standards provided by the Association of College and Research Libraries. The Library continues to examine methods of assessment and through continued discussions, has revised its [mission, goals, and outcomes](#).

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. Faculty from across departments at BMCC have 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 SLO. As noted in the [2014-2015 assessment documentation \(Appendix 14\)](#), these efforts reflect a comprehensive, coordinated effort to ensure improvement.
- The Nursing department assessment concentrates more on skills and less on didactic instruction. Each semester, a committee examines previous course evaluation results and institutes changes, which includes the addition of [departmental supplemental instruction \(Appendix 15\)](#) for the NUR 313 and NUT 411 courses.
- 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 \(Appendix 16\)](#) 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 \(Appendix 17\)](#) 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.

Several AES units also have evidence of improving student learning through the use of assessment results. [Internships and Experiential Learning \(Appendix 18\)](#) 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 \(Appendix 19\)](#) 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 \(Appendix 20\)](#), 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 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 to support improved student outcomes. In its [2015 annual report \(Appendix 21\)](#), 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 the results apart for the benefit of the students.

The Criminal Justice Program recently conducted an [assessment of CRJ 102 \(Appendix 22\)](#) and as a result of the assessment made a major decision regarding the program's curriculum. Faculty determined that the course 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 \(Appendix 23\)](#), Comprehensive Health Education. The instrument is itself assessed every semester using item response statistics and items are changed when necessary. Changes were made to ensure the instrument effectively measures student performance and so 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 an [advisement syllabus \(Appendix 24\)](#). 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 \(Appendix 25\)](#) 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. An example of how financial decisions are determined through the Academic Program Review (APR) process can be found in the Theatre program's APR. 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. Moreover, part-time administrative support was provided for the pilot.

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 computer science 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.

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 \(Appendix 26\)](#) 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 on targeted courses are discussed and action plans implemented to improve on previous results.

AES Units are included within the College’s assessment processes and 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. The AES Assessment Committee meets several times per year with a charge similar to the Academic Assessment Committee – that being responsibility for discussing the status of assessment, working to support AES assessment college-wide, and assisting with the implementation of the BMCC Institutional Effectiveness plan. A representative from each department has been assigned to this committee. BMCC also holds an annual [AES Assessment Day \(Appendix 27\)](#) and invites the wider college community to participate. During this day, units share best practices and new ideas about the entire assessment process.

Building on the numerous assessments and evaluations listed above, the College focused its efforts on enhancing institutional support for assessment of student learning and support for the environment of student success. During the 2016-17 year, BMCC expanded the role of the academic and AES assessment committees; enhanced the academic and AES assessment days; established the Institutional Effectiveness plan, assessment manual, and AES unit review; and implemented PlanningPoint. As a result, there was increase assessment activity as reflected in recent [academic assessments \(Appendix 28\)](#), [AES assessments \(Appendix 29\)](#), [general education assessment \(Appendix 30\)](#), and [Academic Program Reviews](#). The College continues to assess its assessment, planning, and institutional effectiveness practices and make changes as necessary.

CHAPTER 9: EVALUATING PROGRESS TOWARDS INSTITUTIONAL EFFECTIVENESS: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Strategic planning, and the plan that emerges from the process, serve as the College's framework that guides assessment, planning, and resource allocation – an integrated approach that ensures the College is designing, implementing, and improving the processes required for enhanced student outcomes and an environment that supports student success. 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 300 individuals participated in the forums 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 that reflects the importance of student learning and the responsibility of the institution in guiding students, staff, and faculty efforts in meeting intended outcomes.

[Reaching Greater Levels](#) is the College's 2015-2020 strategic plan that emerged from this [year-long process](#) that culminated in February, 2016. Early in the process, the college community, inclusive of faculty, staff, and students, determined that the [previous mission and goals \(Appendix 31\)](#) 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:

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 \(Appendix 1\)](#) also committed to ensure that the mission statement and goals 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 also communicates that the goals central to achieving the mission are the core strategic principals that guide College operations. Five goals emerged and, in alignment with the new mission statement, four are directly associated with enhancing opportunities for student success. The fifth, which deals with organizational culture, is indirectly associated with student success, but directly connected with improving the environment for student learning and success. The goals are as follows:

- Strengthen college readiness and improve the effectiveness of developmental offerings;
- Improve the student experience;
- Facilitate timely degree completion, graduation, and transfer;
- Prepare students for 21st century careers and contribute to workforce development in New York City; and
- 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 the College's [strategic objectives and strategic plan outcomes \(Appendix 32\)](#), which are located in the Strategic Plan. 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 process within the [BMCC Institutional Effectiveness Plan](#) and reflected within the [BMCC Student Success](#) and [Institutional Effectiveness Report Cards](#).

The strategic plan itself is distributed widely 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 convocation. Updates are also communicated by the senior administration through annual retreats, department meetings and assessment day activities.

The institutional goals act as the proxy for ensuring that the College achieves its mission, which, at BMCC, is how institutional effectiveness is determined. Institutional effectiveness, however, can only be evaluated based on evidence gathered from the academic programs and Administrative, Educational, and Student Support (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 (SLOs). The SLOs exist at the course, program, and institutional level and the alignment from course through institution level, reflected by general education outcomes, provide a pathway for assessing the effectiveness of programs in helping students realize the appropriate knowledge and skill gains as well as dispositional growth. AES units 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. Table 8 provides some examples of academic program and AES unit goals, which are reviewed regularly as a result of continuous assessments and periodic Academic Program and AES Unit reviews.

TABLE 8: SAMPLE OF ACADEMIC PROGRAM AND AES UNIT MISSIONS AND GOALS

Program/Unit	Mission	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.	<p>To equip students with the skills necessary to analyze, design, and create reliable and well-documented programs.</p> <p>To offer students the fundamental knowledge necessary to understand and use computer networks, databases and operating systems.</p> <p>To offer students the general education requirements for transfer to baccalaureate programs.</p>
Criminal Justice	The Criminal Justice Program (CRJ) at BMCC is part of the Social Sciences, Human Services, and Criminal Justice Department, and its mission aligns with the department's: to broaden and deepen understanding of the complex social, economic, and political issues which face modern society. To achieve these aims students are trained in the rational analysis of pertinent phases of human experience.	<p>To provide a multidisciplinary study of the structure, administration, and dynamics of the criminal justice system and network of agencies at the local, state, and federal levels.</p> <p>To provide courses that examine theories of offending and victimization, as well as components of the criminal justice system, such as policing, the courts, and corrections.</p> <p>To promote critical thinking on the competing ideologies of crime and social response to crime.</p> <p>As part of the CUNY Justice Academy, to increase college access and bachelor's degree completion rates for low-income, generally first-generation college students by providing joint degree programs that inspire, sustain, and engage participating students</p>
Accounting	The Accounting Program is designed to provide the student with a strong preparation in accounting and business. The Accounting Program prepares students for entry-level positions in the accounting fields. In addition, a large percentage of students choose to continue their education at four-year colleges in order to become certified public accountants (CPA). CPA's can start practices or work in public, private, not-for-profit or government accounting. Upon completion of the Accounting Program requirements, the Associates of Applied Science (A.A.S.) degree is awarded.	<p>To offer students the accounting and general education requirements for entry-level positions in the accounting fields and to transfer to baccalaureate programs.</p> <p>To prepare students with the skills necessary to analyze, design, evaluate the financial data and financial results through examination of relevant data (i.e., income statement, balance sheet, cash flow statement and budgets and related non-financial data).</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>Assist students in achieving their academic goals.</p> <p>Prepare students for successful and timely graduation and/or transfer to a senior college.</p> <p>Collaborate with academic and student support services in order to provide students with efficient and accurate advisement and assistance.</p>
Office of Sponsored Programs	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>Seek and apply for institutional awards which support the college's mission</p> <p>Encourage greater number of grant applications among junior faculty</p> <p>Assist faculty and staff with preparing applications for external funding sources</p> <p>Provide departments and executive offices with funding success rates and application trends</p> <p>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>To build and maintain a positive reputation of the College through publications and communications outreach.</p> <p>To build local, national and international awareness of the college through strategic marketing and branding efforts.</p> <p>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:

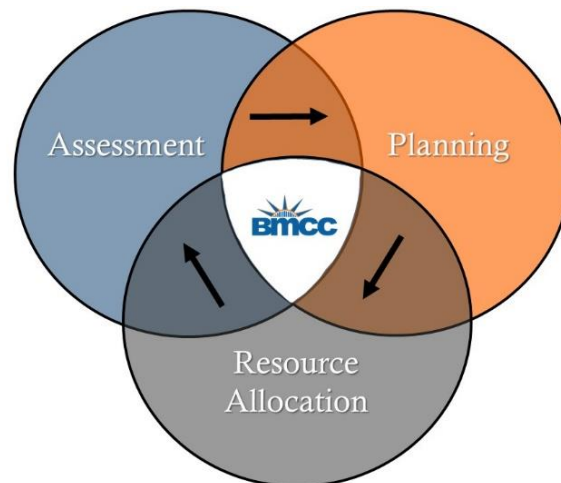
- University Goals – CUNY has established goals that have been deemed common or nearly common to all Colleges.
- Sector Goals – The University has established a series of common goals for community colleges given the specific mission of the associate degree granting colleges.
- College Focus Area Goals – 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. During summer 2016, the Cabinet held a planning retreat and, as a result, selected seven of the twenty Strategic Planning Outcomes (SPOs) as institutional priorities for the 2016-2017 academic year. These included the following:

- SPO 2 – Improved pass rates in developmental offerings;
- SPO 4 – Reduced DFWI rates in targeted gateway courses;
- SPO 5 – Increased first and second year credit accumulation;
- SPO 6 – Increased first-year retention rates;
- SPO 12 – Increased student satisfaction with advisement, orientation, student support services, administrative services and BMCC communications;
- SPO 14 – Increased participation in workforce development offerings; and
- SPO 15 – Increased participation in targeted co-curricular and extra-curricular activities.

As indicated above, BMCC maintains a comprehensive institutional effectiveness system that guides planning, assessment, and resource allocation. This comprehensive process is guided by an integrated planning model (Figure 8). This model, represented by the following diagram, demonstrates the interconnection and interrelationship between these three elements.

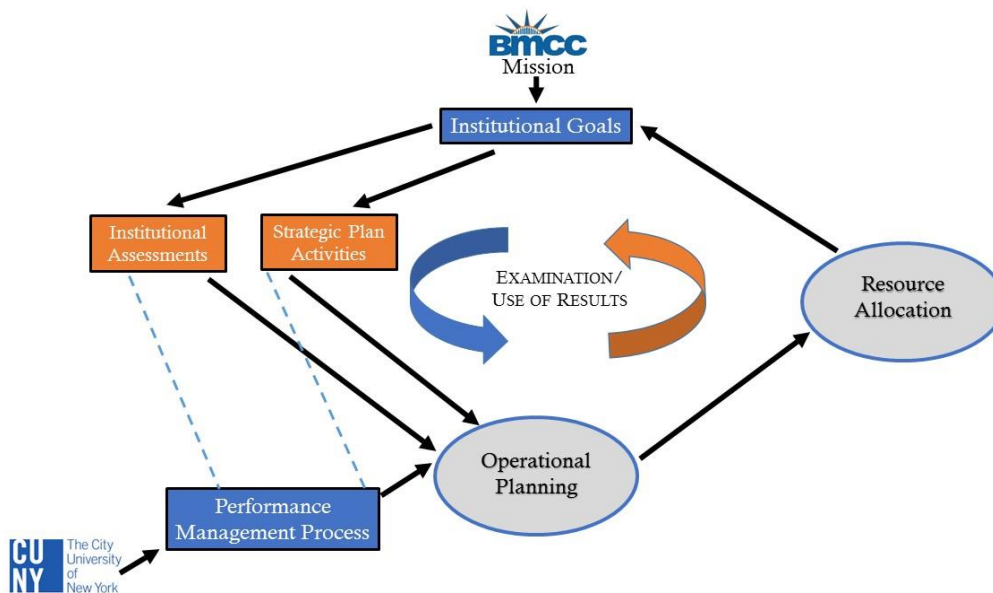
FIGURE 8: BMCC INTEGRATED PLANNING MODEL



Academic programs and AES units engage in annual assessments and based on the result of these assessments, the programs and units develop and implement action plans. The plans often require resources, either existing or new resources, and 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.

To operationalize the strategic plan, the college adapted a framework that ensures a systematic approach to ensure 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 as illustrated in Figure 9.

FIGURE 9: 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, which are aligned with institutional, program (where applicable), and unit goals, that allow for evaluation of mission achievement. The AES 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 as well as 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](#). 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. 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 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. The [Middle States Self-Study Steering Committee \(Appendix 33\)](#) reviews strategic plan progress during the self-study including reviewing the Institutional Effectiveness Report. Upon completion of the self-study, the Strategic Planning Steering Committee will again be convened to ensure continued evaluation of the strategic planning process.

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 percent of the college's funding for the 2016-17 budget year. The University Budget Office allocates funds to the community colleges according to a controllable 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 CUNY 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 the City 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 \(Appendix 34\)](#), which is detailed in the BMCC Institutional Effectiveness plan, therefore, is complex and because 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 and part-time personnel, 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. The results of this process are presented in the College's [Resource Development Annual Report](#). 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 (see Figure 10).

FIGURE 10: BMCC BUDGETING CYCLE



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 to the senior vice president of academic affairs, summarizing departmental achievements during the preceding year, and outlining objectives for the upcoming year. Department chairs also submit budget requests for OTPS expenses and staffing needs and per the [call letter \(Appendix 35\)](#), demonstrate a link between the request and the strategic plan.
- **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, 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, the numerous consecutive independent audits have resulted in no findings.

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, primarily 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 FCPM 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.

BMCC, as part of its infrastructure maintenance process, is focused on reducing its carbon footprint through a reduction in total energy usage. 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. In fall of 2016, the college established the [framework \(Appendix 36\)](#) for an Information Technology Strategic Plan to assist in the 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. 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 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 students, 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. 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.

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.

As a result of following CUNY's hiring protocols for faculty, staff, and administrators, as well as the College's stringent hiring protocols and regulations, the College ensures that it employs a cadre of highly qualified individuals to support teaching and learning, the environment for student success, and administrative operations. After the hiring process, however, the college remains committed to professional development and provides opportunities for growth that include:

- PSC-CUNY Funds – Per agreements within the bargaining agreement, the University provides funds for eligible [faculty](#) and [staff](#).
- Academic Programs – The Provost supplements the PSC-CUNY travel funds using targeted funding support of travel for faculty.
- Unit Budgets – BMCC's AES units are provided with an OTPS line for travel and the administration requests that these funds are used to provide learning opportunities for staff.
- CUNY Professional Development – The University provides a number of professional development opportunities for faculty, staff, and administration including the annual IT conference, CUE (undergraduate education) conference, and joint Assessment/ Institutional Research Council conference.
- [Leadership Fellows Institute \(Appendix 37\)](#) – BMCC has conducted multiple weeklong development institutes for faculty and staff that includes follow-up sessions throughout the year.
- [Teaching Academy](#) – As a result of faculty-led interest in improving teaching, the Teaching Academy was formed. In collaboration with CETLS and the academic departments. The program pairs Master Teachers with junior faculty to improve teaching

skills and pedagogical awareness as well as to provide an introduction to the scholarship of teaching and learning.

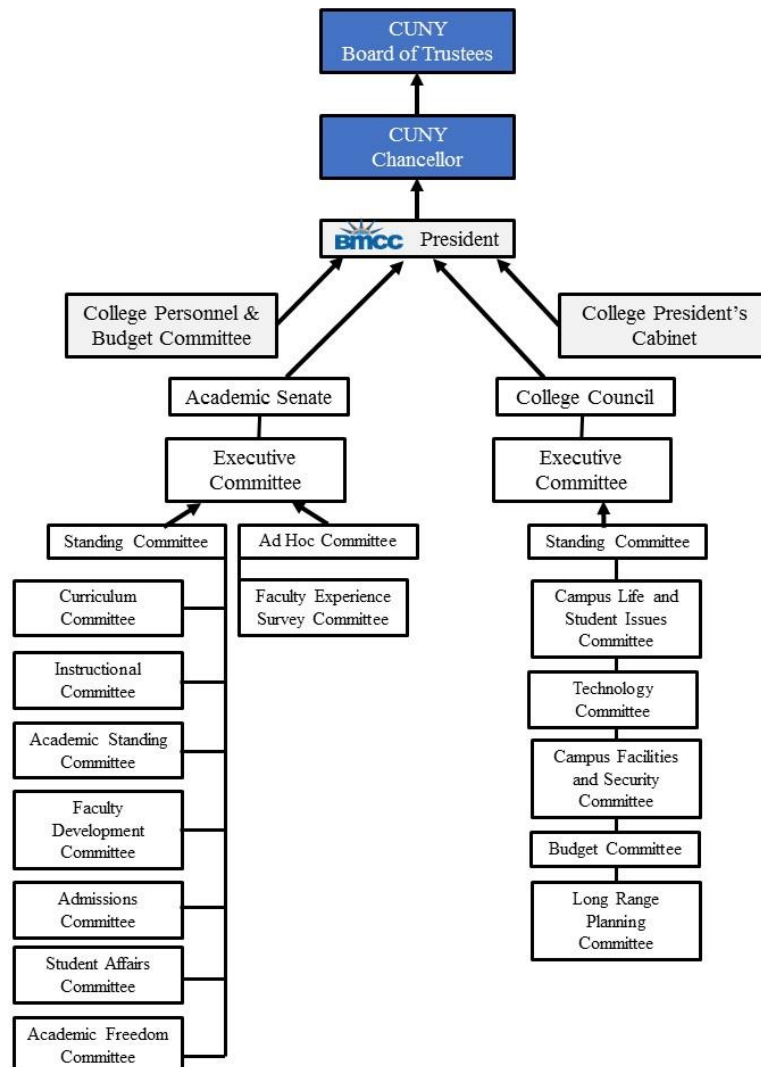
To ensure that BMCC addresses space and energy usage, the College follows the Facilities Master Plan. Based upon the aggressive energy management efforts, the College is the recognized sustainability leader within the University. Regarding space, however, BMCC operates seven days a week with classes 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.

CHAPTER 10: MAINTAINING AN ORGANIZATIONAL INFRASTRUCTURE TO SUPPORT STUDENT LEARNING, THE ENVIRONMENT FOR STUDENT SUCCESS, AND INSTITUTIONAL EFFECTIVENESS: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

In 1961, CUNY was established and authorized by the New York State Legislation as an independent system of higher education as codified in New York State Higher Education Law (NY Educ L § 6204). BMCC, as an institution under the governance structure of CUNY, adheres to the [CUNY Board Bylaws](#). These Bylaws identify the role of Board officers, committees, and the Council of Presidents in establishing a cooperative relationship between the Board and the individual colleges. Included within the bylaws are Section 8.11 and Section 9.9, which indicate that any CUNY Board of Trustees approved Governance Plan supersedes Board Guidelines.

Prior to the current governance structure (Figure 11), the College maintained a single Faculty Council, which the President operated as chair. The Faculty Council appointed a committee to

FIGURE 11: GOVERNANCE STRUCTURE AT BMCC



explore a new Governance model and voted to approve the current model. The structure was presented to the CUNY Board of Trustees, ratified, and [revised in 2010](#). The [BMCC Governance Plan](#) is under review by members of the Academic Senate and President's Cabinet.

BMCC's governance structure entails two bodies; the first body is the [Academic Senate](#) that elects its own chair. As noted within the College's Governance Plan, 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 as identified within the Governance Plan, focuses on all matters relevant to the college outside of academic issues. This body is comprised of BMCC's Higher Education Officers (HEOs), College Laboratory Technicians (CLTs), other staff (including appointees made by the BMCC President), all department chairs and members of the Academic Senate, and student representatives. The actions of both bodies can be presented as recommendations to the BMCC President and then on to 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 of and responsibilities of the College Personnel and Budget Committee on academic matters. Regarding the administrative reporting structure, the college [organizational chart \(Appendix 38\)](#) 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.

As of this writing, BMCC is conducting a comprehensive review of the Governance Plan. In addition to general best practice to periodically review governing documents, a primary driver of the current review were results from the spring 2015 administration of the COACHE Faculty Satisfaction Survey. Both the [Shared Governance and Leadership](#) and the [Provost's Report](#)

raised some concerns from faculty. As a result, the President appointed three faculty committees to gather additional information and make recommendations. 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 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 other instructional staff at the College.
- [Faculty Handbook](#) – The handbook provides information to full-time and part-time 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](#). Specifically, this associated bylaw states

“The provisions in duly adopted college governance plans shall supersede any inconsistent provisions contained in this article.”

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 submitted to the University Budget Office, 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 [BMCC 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, operates 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 also exist for the [BMCC Association](#), and the [CUNY Research Foundation](#). Executives and board members tasked with leading each of these areas are required to sign conflict disclosures. 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.

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 five years, the [PMP process](#) provides an annual opportunity for the chancellor and president to discuss overall job performance. Through the completion of the [final report](#) and delivery of the [President's letter](#), each president provides a yearly summary of College achievements.

All individuals hired by the College undergo a selection process that operates under the appropriate 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 were 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. One recent appointment of a cabinet official was failed twice because the President determined the appropriate candidate had not been identified. 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 the [State of the College](#), which is a verbal report and conversation with the community, as well as the [Student Success](#) and [Institutional Effectiveness Report Cards](#), 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 chairs and Provost sits 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.

CHAPTER 11: RECOMMENDATIONS AND CONCLUSION

The self-study process afforded BMCC the opportunity to develop institutional recommendations to strengthen evidence of meeting or exceeding MSCHE standards and to improve student success and institutional effectiveness. Each of the following recommendations are designed to ensure achievement of BMCC's highest priority – to improve student outcomes and success as well as the overall environment for student success.

- Establish a committee to review and enhance communications about BMCC's mission, strategic priorities, and accomplishments both within the BMCC community as well as to external groups.
- Enhance the collaboration between and integration of AES areas and academic departments to effectively design for student success and implement the College-Wide Retention and Completion Agenda.
- Formalize and implement a comprehensive developmental education reform agenda and evaluation strategy that improves students' successful enrollment in credit-bearing courses.
- Support continued development of pedagogical leadership among faculty through the Teaching Academy and CETLS and provide administrative support for faculty to explore strategies to help students succeed in the classroom.
- Ensure continued assessment of and improvement to the College's systematic assessment processes, including improved communications about assessment activities and results.
- Continue to improve the quality and assessment of advisement across units (AATC, ASAP, BLA).
- Develop strategies to improve the recruitment, onboarding, retention, and satisfaction of a highly diverse faculty and staff, including to update faculty and staff handbooks as needed.
- Continue to enhance the resource allocation process to ensure improved alignment and coordination of all planning efforts, including operational, enrollment management, and technology planning, with the College's Strategic Plan.
- Continue to improve the quality of the BMCC website, including updating and improving faculty pages and creating a web page that clearly illustrates the college's organizational and governance structures.
- Implement an equity initiative to reduce performance gaps among groups of students, increase faculty and staff diversity, and implement practices and policies to ensure that BMCC is a place where everyone can thrive— inside and outside the classroom.

BMCC will develop specific activities with indicators and targets to both address these recommendations and evaluate progress towards achievement. The College will maintain the integration of the Strategic Planning Steering Committee with the implementation of self-study recommendations to attain institutional goals and ensure BMCC's position as a leading community college.

List of MSCHE Self-Study Acronyms

A.A.: Associate in Arts
A.A.S: Associate in Applied Science
A.S.: Associate in Science
AATC: Academic Advisement and Transfer Center
ACC: Accounting
ACR: Academic and Critical Thinking
ADA: American Disabilities Act
AES: Administrative, Educational, and Student Support
ALL: Department of Academic Literacy and Linguistics
AMS: American Mathematical Society
APA: American Psychological Association
APR: Academic Program Review
ASAP: Accelerated Study in Associate Programs
BLA: BMCC Learning Academy
BLIIS: BMCC Language Immersion for International Students
BMCC: Borough of Manhattan Community College
CAC: Communication across the Curriculum
CAT: CUNY Assessment Tests
CATW: CUNY Assessment in Writing
CBO: Community Based Organization
CD: College Discovery
CETLS: Center for Excellence in Teaching, Learning, and Scholarship
CIS: Computer Information Systems
CLIP: CUNY Language Immersion Program
CLT: College Laboratory Technician
COACHE: Collaborative on Academic Careers in Higher Education
COPE: College Opportunity to Prepare for Employment
CPA: Comprehensive Performance Assessment
CRM: Constituent Relationship Management
CRT: Critical Thinking
CSC: Computer Science
CUE: CUNY Coordinated Undergraduate Education
CUNY: City University of New York
CUNYAC: City University of New York Athletic Conference
DFW: Grade of D, F, or Withdrawal
DSP: Department of Space Planning
ECE: Early Childhood Education
EDGE: Educate, Develop, Graduate, and Empower
EEO: Equal Employment Opportunity
ELO: Experiential Learning Opportunities
ENG: English

ESL: English as a Second Language
FERPA: Federal Education Rights and Privacy
FPCM: Office of Facilities Planning, Construction, and Management
FTE: Full-Time Equivalent
FWS: Federal Work-Study
FY: Fiscal Year
FYE: First Year Experience
GPA: Grade Point Average
GPS: Getting Prepared to Start
HED: Health Education
HEO: Higher Education Officer
IEA: Institutional Effectiveness and Analytics
IEL: Office of Internships and Experiential Learning
IRB: Institutional Review Board
IRT: Information Resources and Technology
IT: Information Technology
JCOPE: Joint Commission on Public Ethics
LRC: Learning Resource Center
MECA: Manhattan Early College School for Advertising
MEOC: Manhattan Educational Opportunity Center
NACUBO: National Association of Colleges and University Business Officers
NCJAA: National Junior College Athletic Association
NEH: National Endowment for the Humanities
NUR: Nursing
OA: Office of Accessibility
OER: Online Educational Resource
OIEA: Office of Institutional Effectiveness and Analytics
OSA: Office of Student Activities
OTPS: Other than Personal Service
P&B: Personnel and Budget Planning
PASS: Plan and Appeal for Student Success
PMP: Performance Management Plan
PSC-CUNY: Professional Staff Congress-City University of New York
PVN: Personnel Vacancy Notice
QL: Quantitative Literacy
QLAC: Quantitative Literacy across the Curriculum
RAC: Reading across the Curriculum
RCR: Responsible Conduct of Research
RF: Research Foundation
SGA: Student Government Association

SI: Supplemental Instruction

SLO: Student Learning Outcomes

SNAP: Supplemental Nutrition Assistance Program

SO: Student Outcome

STEM: Science, Technology, Engineering, and Mathematics

SUNY: State University of New York

SWOT: Strengths, Weaknesses, Opportunities, and Threats

UBO: University Budget Office

WAC: Writing Across the Curriculum

WI: Writing Intensive

ZTC: Zero Textbook Cost

Appendix 1: BMCC Strategic Planning Committee

BMCC 2015 STRATEGIC PLANNING COMMITTEE

- Karrin Wilks, *Senior Vice President & Provost (chair)*
- Scott Anderson, *Vice President, Administration & Finance*
- Marva Craig, *Vice President, Student Affairs*
- Joe Spadaro, *Vice President, Information Technology*
- John Montanez, *Dean, Grants & Research Administration*
- Sunil Gupta, *Dean, Continuing Education & Workforce Development*
- Hollis Glaser, *Chair, Speech, Communications & Theatre*
- Sangeeta Bishop, *Chair, Social Sciences, Human Services & Criminal Justice*
- Maria Enrico, *Chair, Modern Languages*
- Ken Levinson, *Chair, Academic Literacy & Linguistics*
- Erwin Wong, *Dean, Academic Affairs*
- Raymond Blake, *BMCC student*
- Fatouma Keita, *BMCC student*

Appendix 2: BMCC Equity and Inclusion Initiative

BMCC EQUITY AND INCLUSION INITIATIVE

November 2017

Vision

BMCC will be known as a leading community college for advancing equity and inclusion, and modeling equity-mindedness.*

Mission

BMCC's Equity and Inclusion Initiative is dedicated to advancing equity from both an accountability dimension and a critical dimension.* The focus of the accountability dimension is to improve the proportional representation of Black and Hispanic students in educational outcomes and experiences, and to improve the recruitment, retention, and job satisfaction of underrepresented faculty and staff. The focus of the critical dimension is to explicitly recognize and dismantle structural barriers to equity in relation to race and ethnicity, gender, immigration status, disability status, national origin, religion, sexual orientation, or other characteristics.

Outcomes

1. Implement practices and processes to create a welcoming and inclusive environment for all.
2. Eliminate performance gaps for Hispanic and Black students, particularly males.
3. Eliminate job satisfaction gaps among faculty of different populations.
4. Eliminate job satisfaction gaps among staff of different populations.
5. Further diversify faculty and staff (full-time and part-time) to better reflect student population.
6. Identify and develop teaching and learning strategies (inside and outside the classroom) to promote tolerance and inclusion, to explore identity, and to combat bias and hate.

Charge to Equity and Inclusion Task Force

- Examine current perceptions, experiences, and available data related to equity and inclusion, considering all aspects of identity.
- Catalogue and assess current BMCC programs designed to advance equity.
- Identify barriers to equity and inclusion, for all members of our community.
- Examine models of equity-minded policies, practices, and behaviors that lead to improved success for all students and improved job satisfaction for all faculty and staff.
- Make recommendations to advance and measure equity and inclusion college-wide, to ensure that BMCC is a place where everyone can thrive.

Proposed Timeline

September 2017:	President announces initiative and invites participation
October 2017:	President establishes and charges Task Force
November 2017-March 2018:	Task Force meets
March 15, 2018:	Task Force submits report to President
April 2018:	President reports to college community as part of State of the College

*Center for Urban Education, 2016

Equity-minded practices, policies, and mindsets are:

- institutionally focused
- critically race conscious
- systemically aware
- evidence-based
- action-oriented

EQUITY AND STUDENT SUCCESS

Remedial Needs for New Freshmen Cohorts (at least one remedial need)

	Fall 2015	Fall 2016
Asian	68%	64%
Black	84%	79%
Hispanic	83%	78%
White	74%	64%

Fall to Fall One-Year Retention Rates New Freshmen Cohorts

	Fall 2013	Fall 2014	Fall 2015
Asian	72.6%	74.2%	70.5%
Men	67.8%	71.1%	67.0%
Women	76.3%	77.5%	74.1%
Black	60.5%	58.9%	58.7%
Men	56.8%	55.4%	56.6%
Women	63.5%	61.9%	60.3%
Hispanic	61.6%	60.8%	59.0%
Men	56.8%	57.3%	54.0%
Women	65.4%	63.9%	63.9%
White	66.5%	64.8%	65.0%
Men	61.0%	60.5%	59.8%
Women	71.9%	63.9%	69.4%

Three-Year Graduation Rates New Freshmen Cohorts

	Fall 2011	Fall 2012	Fall 2013
Asian	21.2%	24.3%	21.9%
Men	17.7%	20.6%	16.4%
Women	24.6%	28.0%	26.2%
Black	11.8%	15.0%	16.2%
Men	10.1%	13.1%	13.8%
Women	13.2%	16.5%	18.1%
Hispanic	13.6%	14.7%	16.9%
Men	11.5%	13.5%	12.4%
Women	15.3%	15.8%	20.6%
White	18.0%	18.4%	16.0%
Men	15.1%	16.1%	13.6%
Women	21.0%	20.5%	18.2%

Black and Hispanic students who do graduate take an average of 3.4 years vs. 3.0 years for White and Asian students

Three-Year Graduation or Transfer (before graduation) Rates New Freshmen Cohorts

	Fall 2011	Fall 2012	Fall 2013
Asian	35.5%	38.8%	39.0%
Men	31.1%	35.5%	32.3%
Women	39.4%	42.0%	43.8%
Black	19.6%	23.2%	25.4%
Men	16.9%	19.9%	21.4%
Women	21.6%	25.6%	28.4%
Hispanic	22.0%	23.1%	26.8%
Men	18.8%	20.2%	21.8%
Women	24.4%	25.7%	30.8%
White	33.3%	30.8%	32.1%
Men	30.3%	26.3%	25.1%
Women	35.8%	34.4%	37.9%

Transfer Rates among BMCC Graduates

	2013-2014	2014-2015	2015-2016*
Asian	63.1%	71.2%	60.8%
Men	62.7%	72.0%	55.5%
Women	63.5%	70.7%	64.3%
Black	58.8%	60.5%	55.9%
Men	60.0%	62.8%	54.4%
Women	58.1%	59.3%	56.7%
Hispanic	64.5%	66.6%	60.6%
Men	61.2%	65.6%	55.4%
Women	66.5%	67.2%	63.6%
White	62.4%	68.7%	59.6%
Men	59.4%	70.1%	57.9%
Women	64.5%	67.5%	60.4%

** Transfers through fall 2016 only. Spring 2017 transfers are not available yet to include here. Transfers are counted within the same and the following academic year.*

Four-Year Baccalaureate Rates for BMCC Graduates who Transferred to CUNY 4-year

	2009-2010 Grads	2010-2011 Grads	2011-2012 Grads
Asian	72.6%	68.1%	67.5%
Men	69.5%	64.3%	62.7%
Women	75.6%	72.4%	70.5%
Black	51.6%	52.1%	58.0%
Men	46.7%	53.0%	56.2%
Women	54.1%	51.7%	58.9%
Hispanic	58.1%	51.5%	54.8%
Men	52.4%	43.8%	48.4%
Women	61.0%	55.3%	58.3%
White	69.5%	69.3%	61.7%
Men	68.9%	55.1%	59.0%
Women	70.0%	77.6%	63.8%

FALL 2016 FULL-TIME FACULTY AND STUDENT PROFILES**

	<i>% full-time faculty</i>	<i>% staff</i>	<i>% students</i>
Hispanic	12%	25%	40%
Black	20%	37.5%	30%
Asian	13%	12.5%	12.5%
White	55%	23%	11.5%
American Indian	0%	0%	.5%
Other*	0%	2%	5.5%

** Federally mandated reporting categories; self-reported through hiring and admissions forms; for faculty and staff, "other" refers to two or more races; for students, "other" refers to non-resident alien

BMCC EQUITY AND INCLUSION TASK FORCE

November 2017

Victoria Apostol-Marius, Program Coordinator in the Women's Resource Center
Sharon Avni, Associate Professor of Academic Literacy and Linguistics
David Bahr, Associate Professor of English
Suvro Banerjee, Assistant Professor Accounting
Erica Campbell, Lecturer of English
Erika Carlson, Institutional Research Specialist
Leslie Craig, Assistant Professor of Teacher Education
Albert Duncan, Associate Professor of Economics
Terri Ellis, Academic Advisor
Tommasina Faratro, CUNY EDGE Advisor
Ashtian Holmes, Director of UMLA
Peter Hoontis, Assistant Professor of Business
Elisabeth Jaffe, Assistant Professor of Mathematics
Lindsey Johnson, Senior Academic Advisor
Shirley Leyro, Assistant Professor of Criminal Justice
Carla Macchiavello, Assistant Professor of Art History
Patricia Mathews-Salazar, Director of the Center of Ethnic Studies
Lynn McGee, Communications Manager
Soniya Munshi, Assistant Professor of Sociology
Kanu Nagra, Associate Professor/Librarian
Jean-Yves Plaisir, Associate Professor of Teacher Education
Leslie Rennis, Chair, Health Education
Romario Ricketts, BMCC student
Kelly Rodgers, Associate Professor of Psychology (co-chair)
James Sayegh, Assistant Professor of Media Arts and Technology
Daphnie Sicre, Assistant Professor of Theatre
Karine Sipel, ASAP Recruitment Specialist
Adrian Solomon, College Discover Program Counselor
Hallie Weiner, Student Psychological Counselor
Karrin Wilks, Senior Vice President and Provost (co-chair)
Kevin Zambrano, BMCC student

Appendix 3: BMCC Gateway Initiative



Academic Affairs

Borough of Manhattan Community College
The City University of New York
www.bmcc.cuny.edu

199 Chambers Street
New York, NY 10007-1097
tel. 212-220-8320
fax 212-220-8319

Request for Participation: Gateway Initiative II

BMCC invites fulltime and adjunct faculty to investigate student success in large-enrollment courses in a second round of the Gateway Initiative. Faculty who have previously participated are invited to continue with the initiative to broaden the project they piloted in 2015.

Gateway courses are those courses that a student must take to move forward in an academic program. They are typically thought of as the developmental and “101” courses and are sometimes known as “gatekeeper” courses. These courses have high enrollment (1,000 students or more each term) but at community colleges they also have high rates of failure or non-completion, often described as the D-F-W rate (for drop, fail, or withdraw). Students who fail (or drop) these courses are less likely to persist in college than those who pass.

Faculty are encouraged to form teams within departments to investigate one specific course and to share an assessment tool for measuring success. Faculty may also work independently.

Working either as a team or individually, faculty will

1. Identify a gateway course that they regularly teach. (A list of eligible gateway courses is attached here with enrollment, DFW rate, and passing rates included.)
2. Spring 2016: Research the success rate of the chosen course and one or more possible “interventions.” Create a plan to “intervene” in the course using proven methods that increase student success, some options at BMCC include
 - use of Supplemental Instruction;
 - use of technologies to enhance learning;
 - group-based problem solving;
 - embedded service learning;
 - contextualization of course materials.
3. Fall 2016: Pilot and assess use of the chosen technique
4. Spring 2017: Repeat use of technique and report on results at Gateway Mini-conference

Beginning in March, faculty will participate in three group meetings in Spring 2016 and one in late Summer 2016 to discuss and share plans. Participants will also meet twice during Fall 2016, and twice during Spring 2017 to discuss their progress. (Meeting times to be arranged.)

Faculty, including those who participated in the first cohort, will receive a stipend for completing the entire three-semester project: \$1500

[Online Application](#)

Applications are due March 2, 2016. Up to 20 Faculty will be selected for the project.

For some background reading on gateway/gatekeeper courses, see Matthew Zeidenberg, Davis Jenkins & Marc Scott, "Not Just Math and English: Courses That Pose Obstacles to Community College Completion,"

<http://67.205.94.182/media/k2/attachments/not-just-math-and-english.pdf>

Fall 2015 Gateway Courses with high enrollment

COURSE	NUMBER	ENROLLMENT	# OF SECTIONS	DFW Rate
ENG	101	5323	192	29%
SPE	100	4202	159	30%
ENG	201	3331	122	26%
PSY	100	2690	84	28%
HED	100	2574	77	26%
MAT	51	2565	103	61%
SOC	100	2313	74	28%
MAT	150	2149	70	36%
MAT	8	1372	55	39%
SPN	101	1357	51	38%
POL	100	1300	39	29%
BUS	104	1294	42	31%
ACC	122	1289	45	36%
ACR	95	1259	52	53%
MAT	12	1187	46	68%
ENG	95	1168	49	39%
MAT	56	929	35	44%
BIO	110	914	34	26%
CRT	100	902	34	21%
CIS	100	895	38	28%

Appendix 4: BMCC Gateway Initiatives and Activities

Gateway Course Initiative Fall 2015 Teaching Semester

Summary of Planned Interventions and Assessments

(These are drawn from spring 2015 reports and, of course, may change.)

Prepared by Gay Brookes

Name	Course	Intervention(s)	Assessment	Needs
David Chu	BUS 104	<ol style="list-style-type: none"> 1. Change in order of class project 2. An extra hour built into course: outside speakers; work on class project and math skills; group activities to build interest 3. SI instructor to help with course concepts, math problems, etc. 4. Those with remedial math needs will be assisted 	<ol style="list-style-type: none"> 1. At 6 weeks, a comparison of attendance with previous/other classes 2. Final DFW rates 	SI for each class
Alberto Errera Mete Kok Anna Salvati	CSC 110	<ol style="list-style-type: none"> 1. Supportive programming assignments (pairs of students work together) 2. Engaging classroom pedagogy, including Lab Assistants in the class (SIs) 3. Frequent, short quizzes to review, detect problems, identify struggling students, give feedback 4. Use social media (e.g., Facebook class page, SNAGIT, CAMTASIA) to improve communication and engage students 5. Regular communication among CSC 110 instructors 	<ol style="list-style-type: none"> 1. Assess best types of pairings 2. Compare different approaches for giving quizzes 3. Assess effects of using social media 	
Sharon Avni Heather Finn	ESL 95	<ol style="list-style-type: none"> 1. Focus on individual student and his/her needs through developing a student profile: what students have done in previous ESL and ACR courses; assessment of student strengths and weaknesses, attendance, and other pertinent information; contact other instructors to gain their help and share information 2. Ask students to write a literacy narrative or a discussion of their reading/writing experiences in L1 and L2 3. Meet with individual students to set goals and expectations 4. Students will be "required" to meet with a tutor (2 hours/week) 5. Two instructors will use a joint syllabus they've developed that reflects their best practices 	<ol style="list-style-type: none"> 1. Weekly sessions with tutor will give feedback 2. Students will check in with instructors regularly 3. Pass rates/scores on CATW 	2 SIs (tutors) through dept.

James Michel	ACR 95	<ol style="list-style-type: none"> 1. Move test to the periphery 2. Help students develop a dynamic skillset: annotation, reading aloud, discussion, low stakes writing, note taking, etc. 3. Give students lots of practice in skills, with scaffolding and coaching 4. Reflection on learning 5. Readings aimed at self-awareness: autobiographies of reading, writing; psychology, a novel 6. Some practice test materials 	<ol style="list-style-type: none"> 1. Reduction of fear and anxiety 2. Attendance 3. Student evaluations throughout semester 4. Increased pass rate (from 54% to 59%) 5. Reduction in DFW compared to ACR rates (12% down to 7%)
Matthew Marcus	ACR 95	<ol style="list-style-type: none"> 1. Increase outside of class reading: choice of novels to read 2. Put students in reading groups to discuss novels, both actually and virtually through BB discussion 3. Reading responses using double entry, summaries, some literary analysis for portfolios 4. Utilize reading skills: annotating, note-taking, vocabulary lists, reflections/questions 5. Create a positive atmosphere in classroom 6. Meta-cognitive skill building, esp. through annotating and discussion 	<ol style="list-style-type: none"> 1. Attendance: comparisons with previous/other classes 2. Increased pass rate 3. Reduction of DFW rate, compared with others
Megan Dunphy	ACR 95	<ol style="list-style-type: none"> 1. Efforts to reach students who go missing 2. Focus on students affected by stereotype threat of lack of confidence 3. Address “soft” skills needed for college success: attendance, class work, homework expectations, note taking, organization and time management 4. Flexibility in attendance requirements on part of instructor 5. Use of readings that reinforce hard work over talent 6. Focus on a growth mindset over a fixed mindset 	<ol style="list-style-type: none"> 1. Entrance survey about habits of a successful college student; exit survey to determine change 2. Attendance comparison 3. DFW rates
Eda Henao	SPN 101-105	<ol style="list-style-type: none"> 1. Attitudinal survey on preconceptions on language learning to find out fears, skills, myths 2. Required tutoring—counted in grade—from the beginning 3. Discussions of expectations of language acquisition—need to study and practice, how long it takes, etc. 	<ol style="list-style-type: none"> 1. Monitor progress and success of interventions 2. Check lesson SLOs

		<ol style="list-style-type: none"> 4. Discussion of where to get additional support in college 5. Activities and practices that encourage success: “puzzle box” of language forms and items students can use to make “correct” and advanced statements 		
Gillian Bonanno	SPE 100	<ol style="list-style-type: none"> 1. Focus on keeping students engaged and progressing 2. Major intervention at the beginning of middle stage (maybe 4 weeks in) to ensure students have ability to do research and give oral citations (which seem to be a stumbling block). Intervention to include scaffolding research and citation skills 3. Work with library database 	<ol style="list-style-type: none"> 1. Citation/research assignment to be graded on effort, not on content 2. Reduce DFWs 	
Fabien Balardini	ECO 201	<ol style="list-style-type: none"> 1. Address math fear through use of an SI, in particular 2. Address students’ preconceived notions that economics is a dry, difficult, and boring subject, primarily through Digital Story Telling project, which students will do 3. Require students to read and discuss articles they choose from <i>The Wall Street Journal</i> for each class 4. Mandatory face-to-face meetings with students 3 times a semester 5. Use a class period at the beginning to meet with students individually 	<ol style="list-style-type: none"> 1. Attendance comparisons 2. Reduction of DFWs 3. <i>Wall Street Journal</i> assignment grading rubric 4. DST rubric for grading 5. DST is handed in halfway through the semester for feedback. Final story is handed in toward the end of the semester 	SI
Rifat Salam	SOC 100	<ol style="list-style-type: none"> 1. Continue use of writing to learn activities for learning and engagement 2. Ungraded weekly assignments to help students understand concepts and assignments 3. 10-15 minutes mini-lessons on academic skills and metacognition and study strategies (including YouTube videos). This material and other articles will be found in a BB folder, “Learning and Academic Skills,” that students can access 4. Students will complete “The Discovery Wheel” to help them discover their strengths, challenges, and level of motivation, to increase self-awareness 5. Students will take a Weekly Learning Assessment on BlackBoard at the end of each week. Score not counted but used to show progress. Students can see correct answers 	<ol style="list-style-type: none"> 1. BlackBoard keeps records of assessments so instructor can monitor results 2. Attendance 3. DFWs 	

		<ol style="list-style-type: none"> 6. Writing activity before and after each exam to reflect on study strategies and self-assessment of learning 7. Last day of class, students will reflect in writing on their learning and take-aways 		
Christina Jacknick	ACR 95	<ol style="list-style-type: none"> 1. <u>Targeted readings</u>: the selection and adaptation of a number of readings related to learning, intelligence, brain function, and the experience of schooling. These readings will be a kind of "hidden curriculum" in the course - introducing students to the idea that they have agency over their own learning, and helping them to develop the kind of meta-cognitive skills that will help them succeed in their future academic work. 2. <u>Reflective Journal</u>: The next intervention will work in tandem with the first, providing a forum for students to engage with and challenge readings and their own thinking. Students will be responsible for keeping a reflective journal throughout the semester, with at least one entry per week. 3. <u>Digital Storytelling</u>: Students will be responsible for creating a digital story about their own experience of coming to college. Using a digital story, rather than an oral history or interview format, will allow students to share their experiences without necessarily putting themselves on camera. 	<ol style="list-style-type: none"> 1. Reflective journals 2. Exams, tests 3. A letter written to the teacher 4. Survey 	
Katie Figueroa	ACR 95	<ol style="list-style-type: none"> 1. Hire a reading specialist if possible to work with students who have severe difficulties and need clinical intervention 2. <u>Growth mindset</u>: Students read "What the Best College Students Do" by Ken Bain and complete reading guides and writing assignments to help them process and incorporate what they read into their lives. This seems to be an effective intervention, based on students' informal feedback throughout the semester. 3. <u>Self-Awareness</u>: These interventions involved pre- and post-tests for the first strategies we were learning. 	<ol style="list-style-type: none"> 1. Attendance 2. Pass rates 3. Writings 4. Conference notes 	

		<ol style="list-style-type: none">4. <u>Service Learning Project</u>: Because this class was paired with MUS 102, we completed a music and reading related service learning project. The music professor and I have done this for many years. I did add a self-reflection component this time, where students wrote about their own experiences being read aloud to as children.5. Attendance monitoring6. One-on-one conferences7. Revised syllabus to make it friendlier, less punitive, and demanding, e.g., not punishing for missing deadlines.		
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Appendix 5: Research/Scholarship/Creative Activity Advisory Committee

BMCC RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY ADVISORY COMMITTEE

Updated 11/2/16

Vision

Establish BMCC as a leading community college in faculty research, scholarship, and creative activity, including being recognized for involving community college students in faculty mentored undergraduate research.

Charge to Committee

Provide guidance to the President and Provost on how to most effectively support faculty research, scholarly inquiry, and creative activity in relation to:

- professional development (e.g., Presidential Scholar's Program, workshops)
- support for the scholarship of teaching and learning
- individualized support in developing a research agenda
- collaboration within and across departments to further research and creative activity
- internal grants (e.g., Faculty Development Grant, Faculty Publications Grant)
- travel reimbursement (Provost's Travel Fund)
- recognition
- additional programs or services

Proposed Committee Membership

Jim Berg, Associate Dean of Faculty (chair)

Alona Bach, Office of Research

Gina Cherry, CETLS

Peter Consenstein, Modern Languages

Lane Glisson, Library

Daly Guilamo, Center for Ethnic Studies

Christopher Jackson, Speech

Lalitha Jayant, Science

Orlando Justo, Business Management

Soniya Munshi, Social Sciences

Abel Navarro, Science

Marjan Persuh, Social Sciences

Jean Plaisir, Teacher Education

Rochelle Rives, English

Achraf Seyam, Accounting

Yuliya Shneyderman, Health Education

Janice Summers, Nursing

Hao Tang, Computer Science

Terry Voorhees, Academic Literacy & Linguistics

Lauren Wickstrom, Science

Claire Wladis, Mathematics

Research Advisory Committee

November 18, 2016

Inaugural Meeting

Notes

Attending: Bach, Cherry, Consenstein, Glisson, Jackson, Jayant, Justo, Munshi, Navarro, Persuh, Plaisir, Seyam, Shneyderman, Tan, Voorhees, Wickstrom, Wladis, Wilks, Berg.

Provost Wilks welcomed everyone and thanked them for attending. She explained the committee's charge to help BMCC become a "leading community college in faculty research, scholarship and creative activity, including involving community college students in faculty-mentored undergraduate research."

Discussion of what was working and what wasn't working regarding supporting faculty to do research.

Travel: Current policy is to not pay substitutes when a faculty member is away from campus for professional purposes, such as giving a paper at a conference. This is a disincentive to present and attend. It is especially difficult for faculty teaching in summer.

Library support: discussion about what support the library provides for researchers and how much the faculty are aware of that support.

Discipline and rank: support needs may be different depending on discipline and rank of the faculty member.

Reassigned time: this committee is not a bargaining group, so cannot effect contract terms. However, there are some issues of reassigned time to discuss. The Faculty Development Grant, offered through the Senate Faculty Development Committee, is not allowed to be used for reassigned time, although other opportunities are.

Communication: what are the communication issues that are most effective. Need to share through departments and web sites. Department meetings allow face to face but not a lot of time. We need to do a better job of collecting what is going on with research and sharing that information. A representative from the Grants office may help with that.

Ongoing conversations need to happen and be facilitated about research, at the department and college level. Need to develop a more coordinated way to sponsor conferences and respond to conference requests to the Provost.

Publication opportunities: faculty need help identifying publications where they can publish. Help from the library and CELTS would be good.

Training and mentoring through CETLS for publications, such as reviewing drafts has been helpful.

Research courses for students could be developed, particularly as capstone experiences.

Clarification of the **criteria for a sabbatical** is needed. There seems to not be any clear criteria for how they are evaluated.

2016 BMCC ADVISOR RETREAT



**BUILDING STRONG
PARTNERSHIPS:
ADVISING AS A
COLLABORATIVE EFFORT**



**28
JUNE
29**



FITERMAN HALL
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK



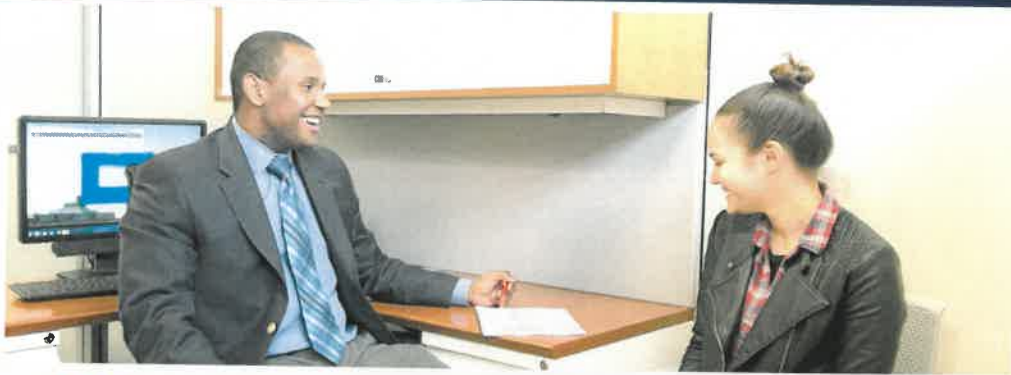
BMCC MISSION STATEMENT

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.



TUESDAY, JUNE 28, 2016

Time	Description	
9:15am – 9:45am	<i>Check-In/Breakfast</i> Room: 1306/1307	
9:45am – 10:00am	<i>Welcome Remarks</i> Dean Erwin Wong Room: 1306/1307	
10:00am – 10:50am	<i>Assessment Workshop</i> Dean Christopher Shults Room: 1306/1307	
10:50 am – 11:00 am	<i>Break</i>	
11:00am – 11:45am	<i>Talkin' About Practice: Advising College Athletes</i> Presenters: Mr. Samir Fayyaz, Mr. Bryce Tolbert & Mr. Daniel Burke Room: 1303	<i>How to Use Blocked/Reserved Courses Coupled with Proactive Advisement to Build Community & Better Support Students</i> Presenter: Ms. Jodi Shydlo Room: 1304
11:45am – 11:50am	<i>Break</i>	
11:50am – 12:35pm	<i>FERPA 101</i> Presenter: Mr. Mohammad Alam Room: 1303	<i>Financial Aid: The Basics</i> Presenter: Mr. Ralph Buxton Room: 1304
12:35pm – 1:50pm	<i>Lunch/Networking</i> Room: 1306/1307	
1:50pm – 3:50pm	<i>Customer Service Workshop</i> Mr. Robert Kane Room: 1306/1307	
3:50pm – 4:00pm	<i>Break</i>	
4:00pm – 4:50pm	<i>Role Playing Exercises Workshop</i> Ms. Maria Deckinger Room: 1306/1307	
4:50pm – 5:00pm	<i>End of Day Wrap-Up</i> Room: 1306/1307	



WEDNESDAY, JUNE 29, 2016

Time	Description	
11:00am - 11:15am	Check-In Room: 1306/1307	
11:15am - 11:45am	State of Advisement Senior Vice President & Provost Karrin E. Wilks Room: 1306/1307	
11:45am - 12:30pm	Paving the Road to Success Through Academic Advising Dr. Dana Zahorik Room: 1306/1307	
12:30pm - 1:15pm	Lunch/Networking Room 1306/1307	
1:15pm - 1:55pm	Support Services Fair Room 1302	
1:55pm - 2:00pm	Break	
2:00pm - 3:00pm	Creating an Environment for Student Growth Dr. Dana Zahorik Room 1306/1307	
3:00pm - 3:05pm	Break	
3:05pm - 3:50pm	How to Effectively Gain Trust of and Build Strong Relationships between Students & Advisors Presenters: Ms. Natasha Apanah, Ms. Denessa Reid & Ms. Keri Rodney Room: 1303	Taking the Stress Out of Transfer Presenters: Ms. Karen Ehrlich & Ms. Allana Hankey-Thomas Room: 1304
3:50pm - 3:55pm	Break	
3:55pm - 4:40pm	Improving Intercultural Interaction Presenters: Ms. Kim Vo & Ms. Jamie Battjes Room: 1303	Working with Students in Crisis Dr. Amy Ojerholm Room: 1304
4:40pm - 5:00pm	Closing Remarks/Q&A President Antonio Perez Room 1306/1307	

NACADA CORE VALUES

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society. The Statement of Core Values consists of three parts:

- 1) Introduction,
- 2) Declaration, and
- 3) Exposition

While each part stands alone, the richness and fullness of meaning lies in its totality.



BUILDING STRONG PARTNERSHIPS: ADVISING AS A COLLABORATIVE EFFORT



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2017

The Multifaceted Advisor

Advisor Conference
June 15 and June 16

AATC

Academic Advisement and Transfer Center

BLA

BMCC Learning Academy

ASAP

Accelerated Study in Associate Programs



BMCC MISSION STATEMENT

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Welcome to the 2nd Annual BMCC Advisor Conference! This year's theme, "The Multifaceted Advisor," explores how multi-dimensional we are as both professional academic advisors and unique individuals. Over the next two days you will have the opportunity to attend sessions that address why it is essential to find a balance at work and in life, and, more importantly, what you can do to actually make progress toward this goal. Furthermore, we hope that this conference provides attendees with insight into effective advising practices that they can utilize to facilitate long-term student success. The planning committee is optimistic that this conference will revitalize you in some way and that this experience will serve as an impetus for thoughtful discussion about the best ways to assist the students we serve and how each of us can take steps toward achieving balance in life. Thank you for joining us and enjoy the conference.

- The BMCC Advisor Conference Planning Committee

NACADA CORE VALUES

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society. The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition

While each part stands alone, the richness and fullness of meaning lies in its totality.

THURSDAY, JUNE 15, 2017

TIME	DESCRIPTION		
8:45am – 9:00am	Check In		
9:00am – 9:30am	Breakfast / Icebreakers		
9:30am – 10:00am	Welcome Remarks Dr. Karrin E. Wilks, Provost & Senior Vice President Room: 1306/1307		
10:00am – 11:15am	Plenary Presentation #1 How to Effectively (and Legally) Bring Parents into the Conversation Room: 1306/1307		
11:15am – 11:30am	Break		
11:30am – 12:30pm	Me First: Working Mindfully Presenters: Mr. Tin Win Hlaing & Ms. Julie Walder Room: 1304	Meeting Them Where They Are: Round Table Discussion on Student Communication and Program Marketing Presenter: Ms. Lauren DiMartino Room: 1302	Career Development 101 Presenters: Mr. Thierry Thesatus & Ms. Sarah Lynch Room: 1301
12:30pm – 1:30pm	Lunch / Networking Room: 1306/1307		
1:30pm – 2:00pm	Ask the President Dr. Antonio Perez, President of BMCC Room: 1306/1307		
2:00pm – 2:15pm	Break		
2:15pm – 5:00pm	Plenary Presentation #2 PEACE Institute Room: 1306/1307		

FRIDAY, JUNE 16, 2017

TIME	DESCRIPTION		
9:00am – 9:30am	Breakfast & Networking Room: 1306/1307		
9:30am – 11:00am	Plenary Presentation #3 OHRM Emotional Intelligence Room: 1306/1307		
9:30am – 10:00am	Break		
11:15am – 12:15pm	Learning Resource Center Presenter: Ms. Gia Blackwell Room: 1301	Soft Skills Development in Academic Advising Presenters: Ms. Christina Cross, Mr. Carlos Barrientos and Mr. Stanley Taylor Room: 1302	Exploring Our Consciousness around Implicit Bias with Our Students Presenters: Mr. Troy Brown, Ms. Ayanna Weeks and Ms. Lindsey Johnson Room: 1304
12:15pm – 1:15pm	Lunch / Networking Room: 1306/1307		
1:15pm – 2:45pm	Keynote Speaker Presentation Dr. Susan Campbell Room: 1306/1307		
2:45pm – 3:00pm	Break		
3:00pm – 3:40pm	Giving Students What They Don't Want Presenters: Ms. Kalia Wright & Ms. Vanderie Vielie Room: 1301	Find YOUR Marathon Presenter: Mr. Jorge Coria Room: 1302	Appreciative Advising: Exploring Students Strengths and Interests Presenter: Ms. Jodi Shydlo Room: 1304
3:45pm – 4:00pm	Break		
4:00pm – 4:45pm	Experiential Learning: To The Classroom and Beyond Presenters: Mr. Jordan Evans & Mr. Christopher Rafinski Room: 1302	Career Advisement: Cultivate an Environment of Self-Exploration Presenters: Ms. Amy Stringwell & Ms. Lindsey Johnson Room: 1301	Take Your Own Advice: Create a Plan! Presenter: Mr. Jonathan Matamoros Room: 1304
4:45pm – 5:00pm	Closing Room: 1306/1307		

Appendix 7: Supplemental Instruction Success Brief

Results from SI and Non-SI Course Comparisons: Fall 2016

Note: Only statistically significant results are reported

Table 1: SPE 100

Group	Pass	No Pass
SI	95.8%	4.2%
Non-SI	66.3%	33.7%

The results of Table 1 indicate that students in the 1 SI section of SPE 100 (N = 24) had significantly higher pass rates compared to students in Non-SI sections (N = 4946) ($p < 0.01$). 95.8% of students in the SI section passed, compared to 66.3% in the Non-SI sections.

Table 2: ACC 122

Group	Pass	No Pass
SI	44.8%	55.2%
Non-SI	64.7%	35.3%

The results of Table 2 indicate that students in the 1 SI section of ACC 122 (N = 29) had significantly lower pass rates compared to students in Non-SI sections (N = 1248) ($p < 0.05$). 44.8% of students in the SI section passed, compared to 64.7% in the Non-SI

Table 3: MAT 8

Group	Pass	No Pass
SI	75.0%	25.0%
Non-SI	44.8%	55.2%

The results of Table 3 indicate that students in the 1 SI section of MAT 8 (N = 12) had significantly higher pass rates compared to students in Non-SI sections (N = 1824) ($p < 0.05$). 75% of students in the SI section passed, compared to 44.8% in the Non-SI sections.

Table 4: MAT 12

Group	Pass	No Pass
SI	55.8%	44.2%
Non-SI	37.5%	62.5%

The results of Table 4 show that students in the 4 SI sections of MAT 12 (N = 95) had significantly higher pass rates compared to students in Non-SI sections (N = 1922) ($p < 0.01$). 55.8% of students in SI sections passed, compared to 37.5% in the Non-SI sections.

Table 5: Remedial Math

Group	Pass	No Pass
SI	51.0%	49.0%
Non-SI	40.9%	59.1%

Includes MAT 8, 12, 14, 41, and 51

The results of Table 5 show that students in the 8 SI sections of remedial Math (N = 155) had significantly higher pass rates compared to students in Non-SI sections (N = 6033) ($p < 0.05$). 51% of students in SI sections passed, compared to 40.9% in the Non-SI sections.

Discussion: The results show that for some of the courses, students in the SI sections had significantly higher course pass rates compared to those in the Non-SI sections (see: Tables 1, 3, 4 and 5). In ACC 122, students in the SI section had significantly lower pass rates (see: Table 2). However, it should be noted that for 13 of the 17 courses, SI interventions were only applied towards one section. As such, these results are not necessarily representative of the SI intervention, but rather could be due to chance. It should also be noted that 12 of the 17 courses had SI counts of less than 30, which makes it difficult to obtain statistically significant results. Since SI counts of students are so small and most interventions only include one section per course, we should not base the entirety of the assessment on statistical findings, but should perhaps include a qualitative assessment as well. Such an assessment might have more bearing, especially when dealing with such small numbers of students. However, it does seem that supplemental instruction is a promising intervention for remedial math courses, specifically MAT 8 and MAT 12.

AES Unit Assessment: Plans and Findings

AES - Writing Center

Mission: The BMCC Writing Center collaborates with students to make their academic, professional, and creative writing more clear, concise, deliberate, and reflective. The BMCC Writing Center believes that writing is a process that includes several phases, such as open-ended and methodical questioning, active and unexpected brainstorming, radical revision, and meticulous editing. Moreover, this process is recursive in nature and should be considered as generating skills that will transfer beyond the “end product.” The Center works with students during phases of the writing process: from developing ideas to finalizing details in drafts for submission. The Center also assists students with writing for college transfer applications, scholarships, cover letters and resumes. Upon availability, the Writing Center collaborates with individual faculty, departments, and other academic services to support student learning and to advance knowledge regarding writing pedagogy, best practices, classroom policies and procedures.

Division: Academic Affairs

Unit Outcome: Increase Confidence

Students will demonstrate increased confidence in their writing

Outcome Status: Active

Planned Assessment Cycle: 2016 - 2017

Outcome Type: Student Learning Outcome

Assessment Methods

Delivery: Providing Information or Services - On exit tickets, students utilized a scale of 1 – 4 to report confidence level before executing writing task on their own and confidence level after meeting with writing tutor. (Active)

Related Documents:

[Student Session Report Template Fall 2016.pdf](#)

[Writing Center Session Report Confidence Data Fall 2016.pdf](#)

Findings

Reporting Period: 2016 - 2017

02/21/2017

Conclusion: Criteria Met

On a scale of 1 – 4, students reported an average confidence rating of 2.5 in performing their writing task before they visited the Writing Center. After visiting with a writing assistant, students reported an average confidence rating of 3.8 in performing their writing task.

Discussion of Findings: Satisfactory.

Action Plans

Action Plan: Continue the good work. (02/21/2017)

Resources Needed: Increased budget to hire staff. Increased pay for current staff. Increased staff continuity for student patrons.

Related Goals

Strategic Goals and Objectives 2015 - 2020

SP Goal 2: Improve the Student Experience - Improve student outcomes in Gateway courses, including integration of development skills

AES - Writing Center

Strategic Outcomes 2015 - 2020

Strategic Outcome Twelve - Increased student satisfaction with advisement, orientation, student support services, administrative services and BMCC communications

Unit Outcome: Verbalize Learning Needs Particular to Writing

Students will reflect on learning needs particular to their writing and will verbalize them

Outcome Status: Active

Planned Assessment Cycle: 2017 - 2018

Outcome Type: Student Learning Outcome

Assessment Methods

Development: Advancing Operations through Innovation - In fall 2016 and spring 2017 student session reports, students wrote short responses verbalizing learning needs particular to their writing and reflected on how to build learning strategies to address these needs. (Active)

Other Activities

Conceptual Framework - In spring 2017, unit developed a conceptual framework for qualitative assessment of students' written responses

Review Software - In spring 2017, unit reviewed available software for performing qualitative analysis

Secure Funding - In spring 2017, unit secured funding for assessment software

Related Goals

Strategic Goals and Objectives 2015 - 2020

SP Goal 2: Improve the Student Experience - Improve student outcomes in Gateway courses, including integration of development skills

Strategic Outcomes 2015 - 2020

Strategic Outcome Twelve - Increased student satisfaction with advisement, orientation, student support services, administrative services and BMCC communications

Appendix 9: CLIP and BLIIS Results



BMCC CUNY Language Immersion Program

163 West 125th Street, 6th Floor
New York, NY 10027
Tel: (212) 776-2422

BMCC CLIP (CUNY Language Immersion Program) and BLIIS (BMCC Language Immersion for International Students)

CLIP has been serving immigrant ESL students in CUNY for over 20 years now, with proven success. CLIP offers students an intensive, holistic and thematic course of academic study. Students who need at least three semesters of remedial courses are referred to CLIP as it is an affordable alternative to ESL and Reading remedial courses in CUNY. Our highest level classes, as well as students who have stayed in CLIP for the maximum allowed time of one year, retake the CUNY Assessment tests in Reading and Writing.

Studies done by CUNY Central have shown that students who study in CLIP, especially those who stay up to one year, are more likely to matriculate at CUNY. BMCC CLIP has many examples of former CLIP students who have succeeded well in their studies at BMCC and beyond; some have already earned their Master's degrees.

Matriculation rates:

Students who study in BMCC CLIP have been accepted by different CUNY colleges, although the majority of them are BMCC students.

Recently, from Spring through Summer and Fall 2015, **71% of the BMCC students** who studied in BMCC CLIP **matriculated** at BMCC after leaving CLIP. Half of the remaining BMCC students were referred to CUNY Start, and the others decided not to continue their studies at that time for various reasons. I believe that the same percentage of students from other CUNY colleges matriculated at their respective colleges.

The 2015 study by the CUNY Office of Research, Evaluation and Program Support compared BMCC CLIP favorably to other CLIP sites. Students who entered BMCC CLIP from **2008 through 2012 had just over a 66% rate of matriculation in CUNY within two years**. This study also found that matriculation rates were commensurately higher among younger students

Proficiency gains:

It should be noted that many of the CLIP students who retake the CUNY tests are still at a relatively low level of academic skills after one year in CLIP. Results from the highest level classes are stronger although the percentages shown reflect all those tested.

Recent test results from **Spring 2014 to Spring 2016**, at BMCC CLIP, show that **39%** of students gained proficiency in **writing**
43% gained proficiency in **reading**.

This compares favorably to the 2015 study by the CUNY Office of Research, Evaluation and Program support, which found that from **Fall 2008 through Spring 2012**,
Almost 30% of students gained proficiency in **Writing**
Almost 35% gained proficiency in **Reading**

The goal of BMCC CLIP is to encourage and help students to improve their academic skills so that when they pursue studies in their chosen major, their success will be greater. This includes educating students about college life and linking them to college programs such as ASAP and BLA that can provide support after they leave CLIP.

BLIIS was started in Spring 2008 in response to the need for an intensive, intermediate-level ESL program to serve international non-immigrant students who, because of their visa status, were not eligible for CLIP. BLIIS was therefore modeled on CLIP's holistic, thematic approach, and is also more affordable than remedial courses. Unlike CLIP, only students who have been accepted to study for a degree at BMCC may enroll in BLIIS.

Matriculation

As BMCC students, the great majority of BLIIS students, around 90%, do initially matriculate at BMCC. Many continue on to senior CUNY or other colleges.

Proficiency gains:

BLIIS students retake the CUNY tests at the end of each semester, no matter what at what level they enter the program. The strong educational background some have had in their first language enables them to make faster gains in English.

Thus, in the first seven years of BLIIS:

30% of students gained proficiency in **writing**

50% gained proficiency in **reading**

However, since Spring 2015,

58% of students gained proficiency in **writing**

65% gained proficiency in **reading**

Students generally stay in BLIIS for one semester, but some do stay on as they feel the small classes and quality of teaching enables them make good progress. BLIIS also liaises with offices such as ISSO on the BMCC main campus to inform students about campus life and support services that will help them succeed in college.

Appendix 10: Advisement Common Student Learning Outcome

Academic Advisement and Transfer

Mission: The mission of the Borough of Manhattan Community College Academic Advisement & Transfer Center is to assist students in the development of meaningful educational plans that will further their academic, career and personal goals. The Academic Advisement & Transfer Center (AATC), under the direction of the Vice President of Academic Affairs, is responsible for the coordination of campus-wide academic and transfer advisement. The AATC assists students in learning and understanding the academic process while effectively navigating postsecondary education.

Goal: Assist students in achieving their academic goals

Outcomes:

Academic and transfer advisement: Provide students with accurate, relevant and timely academic and transfer advisement

Develop holistic academic plans: Using developmental advisement, work with students to develop holistic academic plans on DegreeWorks

Maximize college experience: Advisors will encourage and support students to maximize their college experience as a way to achieve their educational, personal and career goals (Active)

Provide guidance and resources: Provide undecided students with guidance and resources to help them narrow down their intended academic path

Identify curricular requirements and services: Students will be able to identify appropriate curricular requirements and support services.

Timely degree completion: Students will utilize available systems and resources to support timely degree completion.

Self-efficacy behaviors: Students will exhibit self-efficacy behaviors.

Goal: Provide a culture of quality academic advising through advisor training, professional development opportunities and advising program assessment

Outcomes:

Periodic training: Provide periodic training for academic and faculty advisors

Professional development opportunities: Provide opportunities for advisors to participate in professional development opportunities that aim to strengthen their skills

Goal: Support students in their transition to other institutions of higher education

Outcomes:

Transfer to senior college: Facilitate students seamless transfer to senior college through the creation of articulation agreements and other transfer partnerships

Transfer admissions policies: Provide opportunities for advisors to gain knowledge of transfer admissions policies and programs at popular senior college destination

ASAP

Mission: BMCC's Accelerated Study in Associate Programs (ASAP) assists students in earning associate degrees within three years by providing a range of financial, academic, and personal supports in order to provide effective means in removing barriers to degree attainment and fostering lasting connections.

Goal: Assist students in achieving their academic goals

Outcome:

Group Advisement Model: Provide meaningful group workshops designed to support and promote student empowerment, informed decision-making, community-building, academic and life skill development, and individual accountability

Goal: Facilitate timely graduation and successful transfer to a senior college

Outcome:

Winter and Summer Enrollment: Provide structured pathways which provide students with early degree mapping and guidance. Provide financial support to defray cost of attendance. Encourage students to enroll fulltime and take summer and winter courses to increase their credit accumulation and accelerate their time to degree completion.

Goal: Connect ASAP students with academic, financial and personal support systems in order to remove barriers to degree attainment

Outcome:

ASAP Professional Development Series: Develop a continuous staff training process that prepares advisors to accurately assist with questions regarding a variety of BMCC resources.

BMCC Learning Academy

Mission: 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.

Goal: Assist students in achieving their academic goals

Outcomes:

Conduct workshops Conduct workshops to increase awareness of academic policies, grading system, student support services, involvement opportunities and education financing options.

Meaningful connections Provide students with opportunities to develop meaningful connections with peers, faculty and advisors.

Communicate frequently Communicate with students frequently to encourage engagement with the BMCC Learning Academy program and the larger college community.

Identify curricular requirements and services Students will be able to identify appropriate curricular requirements and support services.

Timely degree completion Students will utilize available systems and resources to support timely degree completion.

Self-efficacy behaviors Students will exhibit self-efficacy behaviors.

Goal: **Prepare students for successful and timely graduation and/or transfer to a senior college**

Outcomes:

Provide timely academic advisement Provide students with accurate and timely academic advisement that is relevant to their graduation, career and transfer goals.

Career and other opportunities Connect students to career and other educational opportunities.

Navigate transfer and graduation process Students will be able to demonstrate their ability to research and navigate the transfer and graduation process.

Goal: **Collaborate with academic and student support services in order to provide students with efficient and accurate advisement and assistance**

Outcomes:

Continuous staff training Develop a continuous staff training process that prepares advisors to accurately assist with questions regarding a variety of BMCC resources.

Appropriate referrals to services Provide students with appropriate referrals to campus support services.

Consult with faculty Consult with faculty members to enhance students' learning experiences.

Appendix 11: BMCC Retention and Completion Agenda

BMCC COLLEGE-WIDE RETENTION AND COMPLETION AGENDA

Office of Academic Affairs, Office of Student Affairs, Office of Enrollment Management

Updated 8/10/2017

COLLEGE-WIDE INITIATIVES

1. Participate in national initiatives to scale proven success strategies:
 - AACC Guided Pathways 2.0 (focus on maps to degree, transfer, and career)
 - Complete College America (CUNY-wide focus on momentum)
 - Growth Mindset (focus on students' beliefs about learning and school)
2. Increase number of students participating in expandable cohort models: ASAP, BMCC Learning Academy, Out in Two
3. Establish equity initiative to address racial/ethnic gaps in student performance.
4. Develop plan to employ predictive analytics to improve targeted interventions

COLLEGE-READINESS AND PRE-ENROLLMENT STRATEGIES

5. Develop plan for College Readiness Initiative (work with 5-10 high schools and CBO's)
6. Streamline intake processes through implementation of One Stop and EAB Navigate
7. Improve new student orientation through development of online modules, discipline-specific assemblies, welcome week and other pre-enrollment activities
8. Expand test prep program to improve initial assessment results

IMPROVING DEVELOPMENTAL AND GATEWAY OUTCOMES

9. Increase enrollment in summer and winter immersion
10. Increase enrollment in co-requisite courses to eliminate remedial semester: MAT 150.5, MAT 161.5, ENG 101.5, CRT 100.5, CRT 100.6
11. Evaluate and improve impact of Gateway Initiative to improve outcomes in targeted gateway courses
12. Assess and expand Teaching Academy
13. Expand professional development for adjunct faculty focused on student success strategies/proven pedagogies

IMPROVING THE STUDENT EXPERIENCE: ACADEMIC SUPPORT

14. Implement Starfish early alert system for targeted student populations (ASAP, BLA, Gateway Initiative courses)
15. Implement standardized supplemental instruction in targeted courses (English, math, accounting, multi-media, business)
16. Evaluate and improve tutoring services across disciplines/departments

IMPROVING THE STUDENT EXPERIENCE: SPECIAL PROGRAMS AND SERVICES

17. Develop interventions for targeted groups
 - students on academic probation
 - students with drop in GPA: RISE
 - students from foster care: CARES
 - students with incomplete grades
 - early commitment to graduate in three years
18. Develop incentives for credit accumulation and completion
 - communicate value of 15+ credits as full-time: Fifteen to Finish Campaign
 - communicate value of associate degree
 - increase enrollment in winter and summer sessions; maintain Finish Line waiver program
 - continue pop-up messaging to encourage 15-credit enrollment
19. Implement Honors Program
20. Optimize use of Call Center for retention purposes, particularly related to the financial aid consequences of poor academic performance
21. Improve professional development for staff related to customer service

CAREER DEVELOPMENT AND PREPARATION

22. Strengthen STEM pipeline
23. Expand internships and experiential learning, including undergraduate research and service learning; develop service learning initiative through BMCC Learning Academy

Appendix 12: Academic Advisement Assessment Plan

Advising Assessment Timeline

Year One – Advisor/Faculty Training & Student Learning Outcomes

November 2015: Create Student Learning Outcomes (SLOs) draft

January/February 2016: Student/Advisor/Faculty Forums on SLOs

March 2016: Create standardized advisement training modules on developmental advisement and a credentialing process

June 2016: Hold an Advisor Retreat focusing on Advisement Assessment

Year Two – Assessing Individual Advisors

- Implement the standardized advisement training
- Implement the advisement credentialing program
- Research, create and pilot the Master Advisor program
- Advising Department Exchange Program
- Conduct individual advisor assessment using:
 - Student advisor evaluation
 - Pre- and post- knowledge tests
 - Informal and Formal observations

Year Three – Department Specific Assessment

- AATC – Transfer Advisement Assessment
- ASAP – Cohort Advisement Assessment
- BMCC Learning Academy – Learning Community Assessment

Appendix 13: Library 2014-2015 Departmental Assessment Report

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department: Library

Date Submitted: 05/28/15

Academic Year or Assessment Period: 2014-15

Submitted by: Robin Brown (on behalf of the Assessment Committee)

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

During the Fall semester (2014) we conducted a routine assessment of the library instruction program, using the pre-test, post-test model that we have been using for a number of years. During the Spring semester we have decided to step back and consider other forms of assessment. We are in the planning stages for a "source evaluation" project that we hope to undertake in the Fall. We need to recruit classroom faculty who will allow librarians to read student papers, and evaluating the quality of their bibliography, depending on whether or not they attended library instruction.

We also have several initiatives underway to evaluate other aspects of library service.

- Professor Linda Wadas has begun a reference assessment project. She is conducting qualitative interviews of selected members of the library faculty. In terms of closing the loop, the new initiative to reach out to the Gateway courses with 5 minute introduction to the library textbook program is directly connected to this project.
- Professor Kanu Nagra is spearheading the implementation of the ARL Mines Survey, which will evaluate electronic resources. Her report is attached.
- Professor Robin Brown is completing a year-long project on the assessment of our virtual reference service.
 - One of the major outcomes is that our students are persistent, when using this service. If they don't receive an acceptable answer, they try again.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

We are looking at the possibility of redesigning the Library Instruction classroom to take better advantage of group work and other active learning methodologies.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Library Instruction Program	Pre-test / Post-test Fall 2014 (results attached) New Assessment Plans being considered				
Electronic Resources	Mines survey See attached report				
Questionpoint Virtual Reference service	Qualitative and Quantitative Review of 2013 transcripts.	(forthcoming)			

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ARL MINES Report:

Measuring the Impact of Networked Electronic Services (MINES for Libraries or MINES) is an online, transaction-based survey that collects data on the purpose of use of electronic resources and on the demographics of users.

MINES for Libraries aims to:

- Measure the value and impact of digital content
- Determine how specific user populations apply digital content to their work, based on demographic and purpose-of-use analyses
- Identify where library use originates in the networked environment and tailor services accordingly
- Gather digital collections use data to justify increased funding for digital content and to make informed collection development decisions
- Assign a monetary value for the amount of an academic library's networked service costs that support funded research, instruction, patient care, public service, and other activities
- Assess the impact of networked electronic resources and services on teaching, learning, and research

Current Status: This is a project assigned to Prof. Kanu Nagra, with the participation by Derek Stadler and Sidney Eng. The requisition was created in CUNYFirst by the Electronic Resources Librarian and BMCC procurement office is negotiating a license agreement. We don't have the exact date when the contract will be executed successfully. Once the procurement process is finished, the protocol implementation and testing will be started at the library.

A large part of the preparation work has been started.

Fall 2014 Assessment Report
Professor Robin Brown

The assessment of the library instruction program was implemented at the midpoint of the semester. We used the same instruments that we have been using for several semesters. The major innovation is that the pre-test and the post-test were created as Google Forms, with images placed on the laptops in the library instruction classroom.

This led to an interesting implementation problem. When we looked at the final data set, we had more pre-tests than post-tests. Professor Amarel compared timestamps and concluded that some students filled out the pre-test, when they should have filled out the post-test. She was successful in reconciling the data, based on timestamps.

The first question is about the library catalog. The preferred response was “b&c” (print books and electronic books) -- this saw an improvement from 67% to 69.5%. The incorrect response is “newspaper articles.” This saw a decrease from 13% to 9.2%.

The second question is about how to find newspaper, magazine or journal articles. The preferred response is “use a database” -- this saw an improvement from 43% to 63.7%.

The third question is about remote access. The responses to this question were challenging. We would like to have the students realize that the databases are available both on and off campus. The percentage of students who answered this question correctly actually slid from 65.6% to 64.7%. The number of students who selected “to BMCC students who have set up their username and password” did increase from 15.2% to 20.3%. In the post test, fewer students seemed to recognize that the databases are available on campus.

The fourth question addresses how to get help. The preferred answer is “get help from a librarian.” This question increased from 77.1% to 91.3%.

When the Library Assessment Committee discussed this data, we came to the conclusion that the same trends are demonstrated each semester, including the persistent problems. The difference between the databases and the library catalog is about to murkier, because CUNY has rolled out “One Search” -- a single search box that stretches across our resources. There is more than one way to solve that confusion.

We reached a couple of conclusions.

- We need some new questions. Possibly more than one instrument.
- Is there some way to make sure the students are doing the right test?
- We are looking for faculty who would be willing to share papers, so that we can do citation analysis.

Appendix 14: Science 2014-15 Departmental Assessment Report

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department: Science (Science Program)

Date Submitted: 6/26/15

Academic Year or Assessment Period: 2014-15

Submitted by: Catarina Mata

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

Students in upper level science courses were given a five-question assessment on scientific reasoning, quantitative interpretation of data and real world application of science. The assessment consisted of a graph (of trains versus pollution) and questions that required students to interpret and draw conclusions based on the graph, to identify hypothesis that matched the data and to use the data to predict events. This followed last years' assessment that showed low quantitative data interpretation skills.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

The assessment was successfully revised and simplified and was on a physics graph this time. All science faculty was actively encouraged to add more graphing opportunities to their lectures and labs. New planned labs will have more graphing, and more inquisitive labs are being encouraged.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

Outcome 4. Students will communicate using accepted scientific norms.

<p>Student Learning Objective(s) assessed in 2014-15</p> <p>You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.</p>	<p>Assessment Method(s)</p>	<p>Summary of Results</p> <p>(Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)</p>	<p>Response or changes made based on assessment results</p> <p>(Note: changes may not be needed if findings were positive.)</p>	<p>Next Steps</p>	<p>Resources needed (if any) for next steps</p>
<p>BMCC Mission/Goal: Provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p>Gen Ed Goal Statement #3 Quantitative Skills: Scientific Reasoning</p> <p>Students will understand and apply the concepts and methods of the natural sciences.</p> <p>Science Goal #3 Students will analyze quantitative scientific data. General education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p>Gen Ed Goal Statement #3 Quantitative Skills:</p>	<p>Students in upper level science courses were given a five-question assessment. The assessment consisted of a graph (of trains versus pollution) and multiple-choice questions that required students to interpret and draw conclusion based on the graph, to identify hypothesis that matched the data and to use the data to predict events.</p> <p>Being able to answer these questions correctly should give an idea of the skill level of the students in relation to the goals determined.</p>	<p>At the time of the last assessment only forty percent of the students passed with more than 60% on the assessment instrument used to evaluate this skill. All instructors were alerted and encouraged to provide more graphing opportunities during lectures and labs. Since some professors thought the content of the assessment instruments might have been the problem, the assessment was revised and simplified and was on a physics graph this time. The results were indeed better with this new instrument with an average of 73% of correct answers for all the goals tested. 77.9% of students had a passing score of at least 60%.</p> <p>This result, although better, is not yet as good as is desired, as working with graphs is a</p>	<p>Students had more opportunity to work with graphs in their classes and labs since last assessment, as this was asked from all the instructors, but still more is needed.</p> <p>Even a small increase in the requirement to graph results in lab may have positive results in building the skill. This information will be again disseminated to course coordinators of the relevant Science Programs classes to increase further the frequency of this exercises and the time reserved for them.</p>	<p>The implementation of inquisitive labs should improve the responses on Hypothesis identification, analysis of quantitative data, and general scientific reasoning. Although highly desirable, this implementation across the disciplines will prove to take some time.</p> <p>The presented results are from the assessment test given to students close to concluding the program, a better picture will be obtained as the individual discipline assessments that evaluate the same goals at the discipline level become available.</p>	<p>Possibly new or modified lab manuals.</p>

<p>Student Learning Objective(s) assessed in 2014-15</p> <p>You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.</p>	<p>Assessment Method(s)</p>	<p>Summary of Results</p> <p>(Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)</p>	<p>Response or changes made based on assessment results</p> <p>(Note: changes may not be needed if findings were positive.)</p>	<p>Next Steps</p>	<p>Resources needed (if any) for next steps</p>
<p>BMCC Mission/Goal: Provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p>Gen Ed Goal Statement #3 Quantitative Skills: Scientific Reasoning</p> <p>Students will understand and apply the concepts and methods of the natural sciences.</p> <p>Science Goal #3 Students will analyze quantitative scientific data. General education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.</p> <p style="text-align: center;">↓</p> <p>Gen Ed Goal Statement #3 Quantitative Skills:</p>	<p>Students in upper level science courses were given a five-question assessment. The assessment consisted of a graph (of trains versus pollution) and multiple-choice questions that required students to interpret and draw conclusion based on the graph, to identify hypothesis that matched the data and to use the data to predict events.</p> <p>Being able to answer these questions correctly should give an idea of the skill level of the students in relation to the goals determined.</p>	<p>At the time of the last assessment only forty percent of the students passed with more than 60% on the assessment instrument used to evaluate this skill. All instructors were alerted and encouraged to provide more graphing opportunities during lectures and labs. Since some professors thought the content of the assessment instruments might have been the problem, the assessment was revised and simplified and was on a physics graph this time. The results were indeed better with this new instrument with an average of 73% of correct answers for all the goals tested. 77.9% of students had a passing score of at least 60%. This result, although better, is not yet as good as is desired, as working with graphs is a</p>	<p>Students had more opportunity to work with graphs in their classes and labs since last assessment, as this was asked from all the instructors, but still more is needed.</p> <p>Even a small increase in the requirement to graph results in lab may have positive results in building the skill. This information will be again disseminated to course coordinators of the relevant Science Programs classes to increase further the frequency of this exercises and the time reserved for them.</p>	<p>The implementation of inquisitive labs should improve the responses on Hypothesis identification, analysis of quantitative data, and general scientific reasoning. Although highly desirable, this implementation across the disciplines will prove to take some time.</p> <p>The presented results are from the assessment test given to students close to concluding the program, a better picture will be obtained as the individual discipline assessments that evaluate the same goals at the discipline level become available.</p>	<p>Possibly new or modified lab manuals.</p>

<p>Scientific Reasoning</p> <p>Students will understand and apply the concepts and methods of the natural sciences.</p> <p>Science Goal # 4 Real world application of science</p>		<p>skill that our students continually grapple with.</p> <p>Scientific reasoning and ability to identify a suitable hypothesis had similar results.</p>		<p>After observing that students can interpret simple graphs, the next step is to determine what kind of graphs are used in the different science classes, both done by students and available for interpretation in textbooks and teaching materials. This will be done by asking faculty examples of student made graphs and of graphs used in class. From there we will be able to assess if the level of comprehension and fluency students can demonstrate is adequate. For next semester the assessment will be given again for verification, while simultaneously assessing other objectives.</p>	
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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Engineering Program)

Date Submitted: May 22, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Anthony J. Creaco, Ph. D.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

- 1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:**

The main focus this past academic year was to get all faculty to participate in the Engineering Program Assessment in addition to their course assessment completion.

- 2. Please note here any changes made this year based on last year's assessment results (closing the loop):**

None to report since this past academic year is the first full academic year where participation in the process has occurred and been reported.

- 3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.**

As stated in question 1, we are only assessing one program outcome for now, so the other three have not yet been assessed. Over time, it is the expectation that all engineering program outcomes will eventually be assessed in all engineering courses.

Program Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Students will analyze practical engineering problems and apply creative thinking in developing engineering designs to solve them. (ESC 201)	A question was asked to students to perform a static analysis of a T-shaped beam with external forces acting upon it in a given diagram and use quantitative skills (determination of an equations involving net forces and moments to solve for the forces on the beam) to solve the problem.	The results of the exam question had an overall average of 79.5%. Coupled with the fact that only one of the students failed to meet the criteria for success, the assessment yielded positive results. The knowledge of the students in analyzing the forces on a beam was very impressive	None were made --- results have been positive for the past two assessments.	The assessment results were very good for two consecutive assessments in this learning objective. It will be recommended that this outcome has tested well and a different outcome should be evaluated once all other courses testing this outcome test satisfactorily also.	None
Students will analyze practical engineering problems and apply creative thinking in developing engineering designs to solve them. (ESC 223)	A question was asked to students in one section of ESC 223 to design a circuit that has two flip-flops that change state based on their present states and the value of a static input.	Results were overall acceptable with an overall average of 78%, which contained a percentage of almost two-thirds of students meeting the criteria for success	The students tested very well with this first assessment of designing a clocked sequential circuit. However, last year's assessment was based on the design of a combinational circuit. Back then, most of the class had problems with the implementation of the design method to the problem.	More lecture and laboratory time will be spent on the topic of designing a combinational circuit. An assessment on the design of a combinational circuit will be repeated in SPRING 2016.	None

<p>Students will analyze practical engineering problems and apply creative thinking in developing engineering designs to solve them.</p> <p>(ESC 113)</p>	<p>Ten were asked to two different sections of ESC 113. Students were tested on their knowledge of how they would use their quantitative skills (to calculate the solutions to polynomial equations and solve simultaneous equations) and their knowledge of the methodology in how to set up polynomials given their roots and solve simultaneous equations for a particular engineering application through the use of the MATLAB software suite.</p>	<p>Results have degraded since the last assessment to 67% and require improvement. Further analysis shows most had problems with the topics of solving simultaneous equations using MATLAB which is a crucial topic of course. It is also noted that most of these students are enrolled in either a morning section or a late evening section.</p>	<p>An attempt was made this semester to spend more time on these subject topics. However, the time available to do this was shortened due to two logistical issues:</p> <ol style="list-style-type: none"> 1) The courses were offered for one day per week for three hours instead of two days a week which allowed easier separation of lecture and laboratory time. 2) The original version of the software which was over 10 years old was replaced with a more recent version, resulting in format changes in the software. This resulted in time necessary to modify the course content 	<p>To close the loop, modifications in time management to accommodate the time change and course content will be made. The resolutions used to help resolve these issues which were implemented when they occurred as the course was taught shall be implemented again with more efficiency. As a result, better results will be anticipated when this outcome is evaluated again in the upcoming Fall semester.</p>	<p>None</p>
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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Biotechnology Program)

Date Submitted: May 27, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Nanette van Loon

ASSESSMENT OF STUDENT LEARNING OUTCOMES

- 1. Please provide a brief overview of your focus for program assessment this year, linking back to last year's findings where relevant:**

Review assessment of core courses for the program.

- 2. Please note here any changes made this year based on last year's assessment results (closing the loop):**

New program.

- 3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.**

The BTE 201 course, with its own objectives, has not yet been assessed. The course has only been taught twice. It will be taught again in Fall 2015, and will be assessed then.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Qualitative Reasoning students will be able to complete formal 10-12 page (1800 word) assignment	BIO 240 research paper assignment CHE 240 set of problems: analyze and interpret spectroscopic data	BIO 240 87% of students who completed course submitted paper between F12-F14 some instances of plagiarism detected CHE 240 increase in scores from F12-F13, followed by a dip in S14, and a recovery in F14	BIO 240 a)instructor counseled students individually about projects in Voicethread: article analysis b)students advised more explicitly about plagiarism		
Scientific Reasoning students able to interpret and analyze graphical information, and to generate such graphs with experimental data	BIO 240 standard curve assignment chi square assignment CHE 210 10-question survey 1 question per chapter covered	BIO 240 over 90% of students complete standard curve assignment 60% complete chi square assignment CHE 210 percentage of correct answer on each question ranged between 14% and 43%	BIO 240 present chi square earlier in semester CHE 210 lowest-scoring subjects identified: heat of reaction, endo-, exothermic reactions, molecular geometry: 3D shapes	BIO 240 provide detailed explanation of Chi square test in lecture form on Voicethread CHE 210 a)more time dedicated to explaining thermochemistry b) modify thermochemistry	

	<p>CHE 230 15-Question multiple choice exam</p> <p>CHE 240 set of problems on synthesizing compounds</p>	<p>CHE 230 two out of four sections met expected score of 67% correct. Large differences between sections</p> <p>CHE 240 increase in scores from F12-F13, followed by a dip in S14, and a recovery in F14</p>	<p>CHE 230 Provide results to individual section instructors, who will provide more practice problems</p>	<p>expt. to include more reactions c) implement new lab with chemical models to help visualize 3D shapes d) assess lab skills</p>	

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Science for Forensics Program)

Date Submitted: May 27, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Charles Kosky

ASSESSMENT OF STUDENT LEARNING OUTCOMES

- 1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:**

The departmental assessed course outcome of science courses in the program.

- 2. Please note here any changes made this year based on last year's assessment results (closing the loop):**

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

CHE 205 (Quantitative Analysis) and CHE 240 (Organic Chemistry II) will be assessed in 2015-16 academic year.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Course Outcomes were assessed in CHE 201, CHE 202 CHE 230	Assessment Methods were multiple choice questions based on outcomes in the courses.	In CHE 201 the average correct score is 78%. In CHE 202 the average correct score is 49% In CHE 230 most sections met expectations	Individual courses will continue assessment.	Continue to assess individual courses.	
Course Outcomes were assessed in BIO 210, 220	Assessment Methods were multiple choice questions based on outcomes in the courses.	BIO 210 67% BIO 220 65.6%	Individual courses will continue assessment.	Continue to assess individual courses.	

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Biology Courses)

Date Submitted: 5/18/15

Academic Year or Assessment Period: 2014-15

Submitted by: Prof. Igor Zaitsev

ASSESSMENT OF STUDENT LEARNING OUTCOMES

- 1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:**

As we learned during the past academic years, course assessment is time consuming. However, this academic year there was a significant (70%) increase in the number of Biology courses assessments.* During 2014-2015, faculty members continued to gather information to improve their instructional practices. In previous years, course objectives had been identified. A variety of methods were administered to assess those objectives such as traditional multiple-choice quizzes, "clicker" quizzes, fill-in-the-blanks, research reports, one-by-one communications with the students, etc. This academic year, reflecting the fall-2014 assessment findings, instructors came-up with new strategies to improve their instructional techniques. It is evident from the course coordinators' assessment reports that those techniques are strictly specific to each of the bio courses and depend upon the learning objectives and outcomes of the course as well as heterogeneity of the student body in the course sections. The main findings of this academic year were (1) the importance of clarifying teaching goals to the students, (2) opening up the lines of communication between instructors and their students and (3) the adjustment of teaching as the course progresses.

*New courses and courses that run only once in academic years are about to be assessed.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

The changes that had been made in attempts to foster student success are as follows:

- Increase of instructional time for the students in non-science-major general biology courses: Bio-110 (5-hours course) converted into Bio-108/co-Bio-109 courses, giving one extra instructional hour (6-hours course).
- More hands-on materials were used during the lab hours (Bio-110)
- Students were encouraged to take opportunities of tutorial services and Math labs available at BMCC (Bio-110, Bio-420)
- Powerpoint slides were posted on Voicethread (Bio-210 and Bio-240)
- Lectures were recorded and available to the students (Bio-210 and Bio-240)
- Instructional material has been or is going to be reorganized (Bio-210, Bio-240, Bio-420)
- Increased implementation of critical thinking activities were administrated (Bio-426)
- Identification of students' strength and weaknesses: incorporating pre/post-test surveys (Bio-108 and 109, Bio-240, Bio-420, Bio-426)
- Increase use of on-line material (Bio-420, Bio-426)
- Revision of instructional material of the adjunct faculty (Bio-426)
- Orientation of the adjunct faculty (Bio-426)

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

For each of the listed course, one of these will be assessed over the next academic year (2015-2016):

- Students will be able to understand metric measurements related to length, volume, weight and temperature including units used to measure cells and their parts (Bio-110 → Bio-108/109)
- Students will be able to understand and analyze osmotic relationships with regard to artificial and natural selectively permeable membranes (Bio-110→ Bio-108/109)
- Students will be able to describe: DNA replication; protein synthesis; gene expression and mutation; genetic mechanisms of drug resistance (Bio-420)
- Students will be able to describe the mechanisms of host resistance and immunity (Bio-420)
- Students will be able to identify the major bacterial, viral and fungal pathogens and understand the interaction between the host pathogen (Bio-420)
- Students will be able to culture, stain, and handle bacteria with emphasis on safety and sterile technique (Bio-420)
- Students will be able to identify structures associated with each of the organ systems (Bio-426).
- Students will be able to discuss concepts related to anatomy and physiology which can be applied to disease states (Bio-426).

<p>Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.</p>	<p>Assessment Method(s)</p>	<p>Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)</p>	<p>Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)</p>	<p>Next Steps</p>	<p>Resources needed (if any) for next steps</p>
<p>Bio 110: Students will be able to understand the structure and functions of different kinds of cells” and the General educational outcome. Scientific Reasoning- “Students will be able to apply the concepts and methods of the natural sciences.”</p>	<p>Bio 110 The assessment instrument given to the students was based on a graph comparing the photosynthetic response to the light of a C3 and a C4 plant; students were asked questions to determine if they could read the graph, identify testable hypothesis and relate major cellular organelles to their function.</p>	<p>Bio 110 Overall the correct answers to the instrument that assessed both objectives were 64%. N=232. The results for the first section, graph interpretation and application of the scientific method were about 70%. The comprehension of the structure and functions of cells was lower at 60%.0</p>	<p>Bio 110 Problem solving approach had been used in both lab and lectures. The faculty were actively encouraged to send students to tutoring. More hands-on materials were available in labs, such as bead models and pipe cleaners to illustrate chromosomes, alleles and the steps of cell division. The lack of fluency in math prevented</p>	<p>Bio 110 The issues with identification of organelles and relating them with function can be addressed by increased use of models and enforcing drawing, labelling and writing functions of organelles during labs. The major next</p>	<p>Bio 110 It would be useful to have more cell models, and more high quality slides. Bio 210 and Bio 240 Lots of time, good health (no colds). It takes about 2.5 hours to record one hour of lecture, as I study the slides, often re-</p>

<p>Bio 240: Using quantitative skills and mathematical concepts to solve problems</p> <p>Bio 420: Students will be able to describe the characteristics of bacteria, viruses, prions, and fungi.</p> <p>Bio 426: Students will be able to explain the relationship between anatomical features and function of each organ system.</p>	<p>Bio 210 and 240: Ongoing communication with the students mostly through Voicethread, and email Written examinations Research (review) papers</p> <p>Bio 420: A multiple-choice quiz at the end of the semester</p> <p>Bio 426: Assessment quiz given to all Bio-426 students in last two weeks of the semester (Fall 2014 and Spring 2015).</p>	<p>Bio 240: Over the past 4 semesters at least 87% of students who completed the course submitted a paper. Over the past 4 semesters, an average of 66% students who submitted a paper obtained a score of 80% or above, and 92% obtained a score of 60% or above (actual data)</p> <p>Bio 420: Performance on the assessment correlated with overall student performance in the course. Top performing students did well. Less able students did poorly. Instructor effectiveness may</p>	<p>students from understanding the quantitative part of genetics. Students were advised to visit the math lab for a thorough review.</p> <p>Bio 210 and 240 The Powerpoint slides had been posted on Voicethread. The recorded lectures had been posted as well.</p> <p>Bio 420: Adjust the instruction process to accommodate gaps in learning that can be tied to methods of instruction and provide a more learning-centered, student-responsive classroom environment.</p> <p>Bio 426: Future instructional materials for</p>	<p>step will be to stop assessing Bio 110 and start assessing the classes that are substituting it, Bio 108/Bio 109. This set of classes has an extra lab hour, used to explain the specific theory of the lab to follow. This will hopefully prove useful to student learning.</p> <p>Bio 210 and 240 Complete recording lectures on Voicethread. Complete working on Wikis. Incorporate collaborative learning</p>	<p>record, and sometimes change slides to make adjustments. I have bought a microphone to improve the audio quality. The procedure is time-intensive, but I have received positive feedback from students in both Bio 210 and Bio 240. They say that hearing the explanation makes it easier to understand the material. They have the option to repeat an explanation, or to skip it, depending on their need.</p>
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		<p>have been a factor in that success rate correlated roughly with instructor experience.</p> <p>Bio 426: Test results show an overall average test score of 51% correct answers. Results are based on 10 questions answered by 316-330 out of a total 330 students in 16 sections of this course. The number of correct responses varied.</p>	<p>teaching faculty will include emphasis on practical application of basic concepts and critical thinking skills.</p>	<p>techniques. Develop “clicker” quizzes. Organizing test banks</p> <p>Bio 420: Repeat the same assessment quiz on the end of the semester</p> <p>Bio 426: Plan orientation for adjunct faculty for the beginning of the Fall 2015 semester.</p>	<p>Bio 420: Development or of new laboratory manual. Increase use of on-line material.</p> <p>Bio 426: Resources needed will be planned over summer 2015.</p>
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References:

1. **Catarina Mata.** Bio110 Assessment Report for the 2014-2015 Academic Year, May 14, 2015.
2. **Nanette von Loon.** Bio 210 and Bio 240 Assessment report for the 2014-2015 Academic Year, May 15, 2015.
3. **Philip L. Penner.** Bio 420 Assessment Report for 2014-2015 Academic Year, April 18, 2015.
4. **Cristine Priano.** Bio 426 Assessment Report for 2014-2015 Academic Year, May 15, 2015.

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Chemistry Courses)

Date Submitted: May 26, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Susie Boydston-White

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

The successful assessment of students' progress in learning Chemistry has been an evolutionary process. Each semester, the previous semesters' assessment tools and results have been analyzed to both improve the assessment tools themselves and to produce tools for assessing additional courses. The current assessment tools look to measuring students' qualitative and quantitative skills in Chemistry in areas not limited to:

- Knowledge;
- Comprehension;
- Application;
- Problem solving; and
- Analysis.

Since each course offered at the college is meant to fulfill a different purpose in the students' educational process, each would focus on developing a different balance of skills. Thus, student outcomes need be assessed accordingly.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

When last year's assessment was analyzed, it was overwhelmingly clear across all Chemistry courses, that students were more successful in gaining the skills to master qualitative questions yet struggle with quantitative questions requiring the application of even the most basic math skills. With this feedback, more time was spent this year practicing students in basic math concepts and problem solving.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

Assessment tools for the 2015-16 academic year are planned to include students' skills in:

- Relating Chemistry to other areas of science;
- Relating Chemistry to everyday life events; and
- Success of the further course changes to spend even more time on quantitative problem solving.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Quantitative Reasoning <ul style="list-style-type: none"> • Taking measurements and reporting them correctly • Concepts and methods of mathematics to solve problems 	Five(5) to ten(10) multiple choice questions <ul style="list-style-type: none"> • Blackboard-based • Scantron-based 	Successfully answered questions requiring taking measurements and performing simple calculations: well below expectations across all courses reported	Individual instructors made aware of results of their section and will take steps to improve performance such as providing students with additional challenging practice problems	Continue to inform instructors and suggest more emphasis on basic math skills and continue to administer the assessment	Communicate these results to the math department so that math instructors may emphasize skills such as dimensional analysis
Scientific Reasoning <ul style="list-style-type: none"> • Critical reading and thinking • Specific basic Chemistry concepts, such as: <ul style="list-style-type: none"> · Chemical symbols, · oxidation-reduction, · hydrogen bonding, etc. 	Five(5) to ten(10) multiple choice questions <ul style="list-style-type: none"> • Blackboard-based • Scantron-based 	Successfully answered questions requiring critical reasoning and performing simple calculations: mostly met expectations across all courses reported, with some sections performing below expectations	Changes not needed unless instructor perceives a weakness in understanding in a particular section during the semester	Continue administering the assessment	None needed
Qualitative Reasoning <ul style="list-style-type: none"> • Application of natural science knowledge, • have unified the diverse topics of chemistry 	Five(5) to ten(10) multiple choice questions <ul style="list-style-type: none"> • Blackboard-based • Scantron-based 	Successfully answered questions requiring critical reasoning and performing simple calculations: mostly met expectations across all courses reported	Changes not needed unless instructor perceives a weakness in understanding in a particular section during the semester	Continue administering the assessment	None needed

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: SCIENCE (Physics & Astronomy Courses)

Date Submitted: 5-20-15

Academic Year or Assessment Period: 2014-15

Submitted by: F. Hoffmann, compiled from reports by Ford, Tsiklauris, Waldman, Yanagisawa

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

All PHY / AST classes were assessed in the 2014 - 2015 academic year.

PHY110 - General Physics (Hoffmann)

Assessment test conducted in Spring 2015 with approximately 450 students.

After data evaluation (currently in process), data will be compared with previous assessment in 2012.

PHY108/109 - Currently there are only 2 sections PHY108/109 offered. Assessment tests planned for Fall 2015/ Spring 2016 with expanded number of sections.

PHY210 / 220 - PHY I and II (Yanagisawa)

Assessment tests conducted in Spring 2015 after a Fall 2014 preliminary trial.

PHY215 / 215 - University Physics (Tsiklauri)

Assessment tests conducted in Fall 2015 and Spring 2015.

The results from fall 2014 will be used to compare with the assessment results **for Spring 2015**

PHY 400 (Waldman)

Conducted pre- and post-test in the Fall 2014 semester (1 class)

AST108/109/110 (Ford)

Assessment test conducted in Spring 2015 with approximately 450 students.

Main focus was implementing a simpler, more universal assessment that would ease data collection and analysis issues.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

AST 108/109/110: We implemented a new multiple-choice assessment online, using Survey Monkey. All AST sections were asked to complete it, including adjunct taught sections (from whom we have had difficulty collecting data in the past).

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

N/A

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.) that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
PHY110 (Hoffmann) General Education Learning Outcomes - Scientific Reasoning Students will be able to apply the concepts and methods of the natural sciences. Course Student Learning Outcomes - Identify and apply the fundamental concepts and methods of the physical science. - Apply the scientific method to explore natural phenomena,	Graded assessment test involving Ohm's Law and electrical circuits including: - Graphing - Data analysis - Interpretation of scientific data, demonstrating scientific comprehension	Evaluation of results in progress. Outcome will be compared to previous assessment in 2012.		Evaluation of Spring 2015 data and comparison to previous assessment data (2012)	

<p>including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</p> <p>- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</p>					
<p>PHY210 / 220 (Yanagisawa)</p> <p>General Education Learning Outcomes:</p> <p>- Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</p> <p>- Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.</p> <p>Course Student Learning Outcomes</p> <p>- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</p> <p>- Use the tools of a scientific discipline to carry out collaborative laboratory investigations</p>	<p>Paper test in the class:</p> <p>PHY210</p> <ul style="list-style-type: none"> - to use the formula, - read a graph, $h = (1/2)gt^2$ - identify the slope is $g/2$, and - use the concept of significant figures for the slope and the value. - make a conclusion from the observation numerically (use of %-error). <p>PHY220</p> <ul style="list-style-type: none"> - Use the formula for Ohm's law $R(\Omega) = \frac{\Delta V(V)}{I(A)}$ <ul style="list-style-type: none"> - read a graph, - draw the best fit line, - identify the slope is R, - use the concept of significant figures for the slope and resistance values. - make a conclusion from the observation numerically (use of %error). 	<p>Evaluation of results in progress.</p>	<p>The question regarding making a simple graph has been removed to reduce the time it takes to complete the assessment</p>	<p>I prepared the first assessment tests for PHY210 and PHY220 for Spring 2015, and distributed them to the instructors with the instruction. I will grade them and assess the results after the final exams.</p>	<p>It depends on the outcome.</p>
<p>PHY215 / 215 (Tsiklauris)</p> <p>General Education Learning Outcomes:</p> <p>- Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</p>	<p>Graded assessment test: Measurement, graphing and data analysis to determine the value of the gravitational acceleration on Earth by using the property of the simple pendulum.</p>	<p>Evaluation of results in progress.</p> <p>Outcome will be compared to previous assessment in Fall 2014.</p>	<p>Response will be done based on assessment test Spring 2015.</p>	<p>Compare results of the assessment tests, make some changes if needed.</p>	

<p>- Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.</p> <p>Course Student Learning Outcomes</p> <p>- Students will be able to gain knowledge of a broad, rigorous introduction to physics at the beginning college level for students who are currently learning elementary calculus.</p> <p>- Students will be able to develop problem-solving skills.</p>					
<p>PHY400 (Waldman)</p> <p>Scientific Reasoning</p>	<p>Conducted pre- and post-test (1 class, there is only 1 section offered)</p>	<p>This class showed great improvement in pre- and post-tests. Of the twenty students, sixteen had improved scores, two showed no improvement and two had lower scores on the post-test.</p>			
<p>AST108/109/110 (Ford)</p> <p>Course Student Learning Outcomes</p> <p>Students will be able to collect astronomical data in table format</p> <p>Students will be able to plot astronomical data</p> <p>Students will be able to interpret plotted astronomical data</p>	<p>Multiple choice survey instrument, as implemented on Survey Monkey.</p>	<p>Evaluation of data in progress.</p>	<p>We implemented this for Spring 2015, based on previous difficulty collecting complete or representative samples. Currently awaiting data collection—survey will close on the last day of final exam week.</p>	<p>Examining Survey Monkey data reports</p>	<p>Institutional membership for Survey Monkey to ease use of electronic surveys</p>

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Engineering Courses)

Date Submitted: May 22, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Anthony J. Creaco, Ph. D.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

The main focus this past academic year was to get all engineering course syllabi up to date with the latest General Education format which includes course objectives and learning outcomes, and to begin assessment of them. The result over the past academic year is all but one syllabus has been updated to the General Education format, and, all courses have had one learning outcome being assessed. Per academic semester when offered.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

None to report since this past academic year is the first full academic year where participation in the process has occurred and been reported.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

As stated in question 1, we are only assessing one outcome for now, so the most have not yet been assessed. Over time, it is the expectation that all student learning outcomes in all engineering course syllabi will eventually be assessed.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
To perform analysis of an engineering system, draw the free body diagram, introducing all reaction forces at the supports (ESC 201)	A question was asked to students to perform a static analysis of a T-shaped beam with external forces acting upon it in a given diagram and use quantitative skills (determination of an equations involving net forces and moments to solve for the forces on the beam) to solve the problem.	The results of the exam question had an overall average of 79.5%. Coupled with the fact that only one of the students failed to meet the criteria for success, the assessment yielded positive results. The knowledge of the students in analyzing the forces on a beam was very impressive	None were made --- results have been positive for the past two assessments.	The assessment results were very good for two consecutive assessments in this learning objective. it will be recommended that a different outcome be tested. This recommendation is based upon the cumulative success scores on the theory in the course.	None
Development of a Boolean algebraic expression based on the criteria of a practical problem and its implementation to a digital logic circuit. (ESC 223)	A question was asked to students in one section of ESC 223 to design a circuit that has two flip-flops that change state based on their present states and the value of a static input.	Results were overall acceptable with an overall average of 78%, which contained a percentage of almost two-thirds of students meeting the criteria for success	The students tested very well with this first assessment of designing a clocked sequential circuit. However, last year's assessment was based on the design of a combinational circuit. Back then, most of the class had problems with the implementation of the design method to the problem.	More lecture and laboratory time will be spent on the topic of designing a combinational circuit. An assessment on the design of a combinational circuit will be repeated in SPRING 2016.	None

<p>Identify and apply the fundamental concepts and methods of engineering mathematics.</p> <p>(ESC 113)</p>	<p>Ten were asked to two different sections of ESC 113. Students were tested on their knowledge of how they would use their quantitative skills (to calculate the solutions to polynomial equations and solve simultaneous equations) and their knowledge of the methodology in how to set up polynomials given their roots and solve simultaneous equations for a particular engineering application through the use of the MATLAB software suite.</p>	<p>Results have degraded since the last assessment to 67% and require improvement. Further analysis shows most had problems with the topics of solving simultaneous equations using MATLAB which is a crucial topic of course. It is also noted that most of these students are enrolled in either a morning section or a late evening section.</p>	<p>An attempt was made this semester to spend more time on these subject topics. However, the time available to do this was shortened due to two logistical issues:</p> <ol style="list-style-type: none"> 1) The courses were offered for one day per week for three hours instead of two days a week which allowed easier separation of lecture and laboratory time. 2) the original version of the software which was over 10 years old was replaced with a more recent version, resulting in format changes in the software. This resulted in time necessary to modify the course content 	<p>To close the loop, modifications in time management to accommodate the time change and course content will be made. The resolutions used to help resolve these issues which were implemented when they occurred as the course was taught shall be implemented again with more efficiency. As a result, better results will be anticipated when this outcome is evaluated again in the upcoming Fall semester.</p>	<p>None</p>
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<p>Design two dimensional drawings employing geometrical knowledge and AutoCAD tools.</p> <p>(ESC 131)</p>	<p>Ten questions were administered to students testing their knowledge of drawing a floorplan through the use of the software suite, AUTOCAD, with given dimensional information that may require various calculations before implementation in the software. Exercises to sketch simple figures through straight programming of code in AUTOCAD were also administered within the ten questions.</p>	<p>Results are excellent for a first assessment since the course was recently added to the curriculum. The overall average is 87%.</p>	<p>None were made --- First time this new course has been assessed.</p>	<p>In summary, the students performed 12 points above the benchmark of 75. However, for a matter of consistency and also not many students participated in the assessment, this outcome will be evaluated at least once more next year before moving on to another outcome to be tested.</p>	<p>None</p>
<p>Identify and apply the fundamental commands to concepts and methods of C++ programming.</p> <p>(SCI 120)</p>	<p>Five questions were administered to students testing their fundamental knowledge of the switch block and analyzing C++ code containing them.</p>	<p>Results degraded since the last assessment to 63% and require improvement.</p>	<p>More time was to spent on teaching students program control statements since they are the core to C++ programming</p>	<p>A meeting will be held for teaching strategies on the program control statements. Also, the low average was brought down due to the poor performance of the night class which scored only 36%. This will be addressed at the meeting as well.</p>	<p>None</p>

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE**

Department: Science (Scientific Reasoning-General Education)

Date Submitted: May 26, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: David Krauss, Ph. D.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for the assessment this year, linking back to last year's findings where relevant:

Our primary focus this year was to increase participation. Last year we attempted to conduct the assessment on-line to ease the burden on faculty but only got slightly over 100 student responses. This year the survey was completed in labs and our response rate was much higher. For the 2014/15 academic year we received compliance from 151 (at time of counting) sections in the science department. All disciplines took part although the survey was only conducted in three engineering sections, a far lower response rate than in every other discipline and lower than all individual courses in other disciplines.

A full analysis of the results will not be available until mid-summer due to time constraints on the office on institutional research.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

The only change we made was to administer the assessment tool in the labs, rather than on-line to improve our response rate.

3. Are there any learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

No.

Student Learning Objective(s) assessed in 2014-15:

General scientific reasoning.

Assessment Method(s):

Specialized assessment tool modified (shortened) from one developed and vetted by New Mexico State University. (3rd year)

Response or changes made based on assessment results:

We are waiting for the results and will address this issue as a department in September once they are in and we reconvene.

Next Steps:

Discuss results with at a department meeting in September.

Resources needed (if any) for next steps:

Appendix 15: Nursing 2014-2015 Departmental Assessment Report

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department: Nursing

Date Submitted: May 22, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Marcelle Edinboro

ASSESSMENT OF STUDENT LEARNING OUTCOMES

- 1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:**
The nursing department's focus was on student's examinations with concentration on using case studies and less on didactic instruction. Which aids with enhancing students' critical thinking skills while shifting away from the emphasis on content to more concepts. Implemented supplemental instructions for entering students into NUR 313 and NUR 411 in the summer 2014. Each semester committee has reviewed the previous overall course evaluation results and has discussed possible changes to enhance student learning.
- 2. Please note here any changes made this year based on last year's assessment results (closing the loop):**
The nursing department uses the Health Education Systems Incorporated (HESI) exam results to identify the areas that need improvement. NUR 411 has standardized the Human Patient Simulation (HPS) experience with full debriefing for all 4th semester students.
- 3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.**
Increase use of the Mountain Measurements NCLEX reports from the states on how students perform in order to track program growth, and modify instructional approach.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s) HESI exam is given in each nursing course. The passing grade is 800 HESI exit exam is also given	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps

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Appendix 16: Business Administration Assessment Report

All three programs: BAN, BEC, and SBE list effective business communication skills as the first program outcome. The Business Department, therefore, decided to start with assessment of the first General Education goal: Communication Skills.

At the beginning of Spring 2015 the Department Assessment/Curriculum Committee identified courses in which Communication Skills would be piloted. The courses identified were BUS 104, MAR 100, BUS 150, BUS 110, BUS 200, SBE 100, and BUS 311. Through discussion at a departmental curriculum committee meeting a writing rubric adapted/annotated from the AACU written communication rubrics was developed to use as a measurement tool to assess students' writing samples in each of the participating courses. The rubric (Appendix 8) had five components: content, cohesion, organization, grammar and spellings, and references.

The department organized a workshop for assessment of the general education outcome related to written communications in May 2015. The results indicated 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.

An interesting epiphany during the assessment workshop in May 2015 was recognizing that learning to cite sources effectively would not only strengthen students' written communication skills but would impact two other general education goals: information literacy and values.

The ability to *“demonstrate awareness of one’s own values and beliefs while showing respect for the ideas, values and beliefs of others”* is a specific outcome of the General Education goal of Values. This goal would be addressed if students understood the ethical problems of plagiarism and the academic value, thereof, of citing sources accurately, both in-text and in references. Further, as students focused on referencing sources that were credible, relevant and current and drawn from online research in the library databases, they would acquire needed information literacy skills.

Enabling students to cite relevant sources in their writing assignments would, therefore, not only help strengthen students' communication skills but also strengthen 'Values' and 'Information Literacy' two important general education outcomes prioritized by BMCC. Faculty agreed to focus on assessing both these general education goals in Fall 2015 and discussed strategies to strengthen students' ability to cite source material accurately in their writing assignments.

Appendix 17: Accounting 2014-2015 Assessment Report

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department: Accounting Department

Date Submitted: May 22, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Professor Sidney Askew

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

A "diagnostic" exam was developed and administered for all ACC 122 sections in fall 2014 and spring 2015. The exam is an attempt to test the students understanding of the accounting cycle, and consists of 4-tasks: (1) analyzing and recording business transactions; (2) adjusting the accounts by applying the accrual basis of accounting; (3) closing the accounts, and (4) preparing financial statements.

Understanding the accounting cycle is essential to a student's understanding, mastery, and successful completion of introductory and advance level courses in Accounting. The exam will help us evaluate the effectiveness of our curriculum and to see whether students are prepared to enter the next level of Accounting.

Once collected, we will be able to analyze individual tasks, student performance by major, day/evening/weekend programs, etc. Exams will be administered on a semester by semester basis.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

As of the date of this report, no changes were made as a result of last year's assessment results.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

In the past five years, all program learning objectives have been assessed.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
A comprehensive "diagnostic" exam was developed and administered for all ACC 122 sections in fall 2014 and spring 2015. The exam is an attempt to test the students understanding of the accounting cycle.	A comprehensive series of transactions with steps which cover the entire accounting cycle has been included in the syllabi of all upper level accounting courses. Faculty teaching upper level courses are required to review the accounting cycle.	The comprehensive exam confirmed faculty expectations. Students performing well in the course, performed well on the comprehensive exam. Students performing poorly in the course, performed poorly on the comprehensive exam.	Another ACC 122 comprehensive exam has been administered for the spring 2015 semester. Results will be summarized and analyzed.	Results from both comprehensive exams will be summarized and analyzed. A comprehensive exam for the upper level courses will be discussed and developed for the spring 2016 semester.	Scantron machine.
Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	A comprehensive exam was administered.	See above.	See above.	See above.	See above.

PLEASE SUBMIT YOUR REPORT ELECTRONICALLY TO THE PROVOST (kwilks@bmcc.cuny.edu) NO LATER THAN MAY 22, 2015

Appendix 18: Internships and Experiential Learning Assessment

2015-2016 BMCC AES Annual Assessment and Planning Template

Unit Name: Internships and Experiential Learning (IEL)

SLO/SO Assessment (1) SLO (1) Students will be able to define recognize and identify ELOs and the benefits
 PMP University Goal
 PMP College Focus Area

Institutional Goal 3
 Strategic Planning Outcome 12,13
 Strategic Objective 12

Unit Goal	Method of Assessment	Findings and Discussion	Future Actions (include resources needed)
1 - Increase overall student participation in exp. learning	-Participant surveys that measure knowledge gained & satisfaction (Pilot Internship Orientation)	69% increase in knowledge; 96% understand what an internship is; 94% understand why it is important to participate; 80% would definitely recommend program to peers	Will continue orientation into fall 2016 with an additional online version; Citrix GoToWebinar was purchased and will need to be renewed annually

SLO/SO Assessment (2) SO (2) Develop tools, resources to assist academic and student support depts & industry partner;+
 PMP University Goal
 PMP College Focus Area

Institutional Goal 5
 Strategic Planning Outcome 20
 Strategic Objective 20, 21

Unit Goal	Method of Assessment	Findings and Discussion	Future Actions (include resources needed)
3- Mitigate institutional risk and ensure ELO program quality and oversight	Formed collaborative working group - the Experiential Learning Opportunities Council (ELO Council) to move initiatives forward and identify/address needs/issues	First meeting identified core areas of need for group to address; small working groups formed and met; Second meeting reported findings; online community formed on BB	- Ongoing council meetings & SIG meetings - Food/beverage for meeting

Additional Unit Actions (not part of official assessment)

IG	UG	SPO	SO	Unit Action Taken	Evaluation Method/Findings	Discussion/Future Actions	Resources Needed
				Website and communications assessment	Communication systems are not effective (students, faculty); need to develop new avenues to reach students	Develop educational and referential resources for internal and external constituents	Online Webinar system; Constant Contact (newsletters and community analytics)
				Resource development w/ International Student Services Office (ISSO) regarding CPT +	Created handout - needs approval	Once approved, post to both ISSO and IEL websites; enact communications plan & faculty training opps +	Food/beverage for faculty training workshops

Appendix 19: Teacher Education 2013-14 Assessment

ECP Program Outcomes	College Goals and Strategic Priorities	Capstones/ courses	Artifacts	Assessment Results	Closing the loop/ action taken
Students will demonstrate critical communication skills in reading, writing , listening and speaking	Strategic Priority 2.1 Student success and retention/academic success	ECE 401	Final curriculum paper	86% of students met the outcome. Those who did not showed problems with grammar and editing	Use peer editing in class to ensure clarity, prior to final version.
Students will demonstrate knowledge of the socio-cultural contexts of teaching and learning	Strategic Priority 1.2 Excellence in teaching/ promote multicultural understanding	ECE 401	Reflective Journal assignments, Final curriculum paper	88% of students met the outcome, of those who did not there was a lack of reflection on the fieldwork experience	More time spent analyzing the cultures of the classrooms in which students completed fieldwork, more support for this analysis during class discussions
Students will design meaningful, theory based curriculum appropriate for early childhood education that supports transition to four year institutions and addresses current and future	Strategic Priorities 1.1 and 1.4 Excellence in teaching and learning/ challenging academic programs and facilitate transition to 4 year institutions and workforce	ECE 401 and ECE 302	Curriculum paper in ECE 401 Curriculum projects related to math, science and social studies	86%	

workforce needs					
Students will perform systematic observations, documentation, and other authentic assessments of children's learning in public and private community schools	Strategic Priorities 4.1, 4.2 and 4.4 Community engagement/partnerships with private and public sectors, connections between the college and other constituencies, and opportunities to engage with community	ECE 301	Observation and recording assignments, child study papers		

ECI Program Outcomes	College Goals and Strategic Priorities	Capstones/ courses	Artifacts	Assessment Results	Closing the loop/action taken
Students will demonstrate critical communication skills in reading, writing , listening and speaking	Strategic Priority 2.1 Student success and retention/ academic success	ECE 403	Final Paper	76% of students met this outcome. Those who did not either did not turn in the paper or struggled with basic skills	More support for Bi-lingual students and basic skills referrals to tutoring and writing center
Students will demonstrate knowledge of the socio-cultural contexts of relationship based care and infant/toddler development	Strategic Priority 1.2 Excellence in teaching/ promote multicultural understanding	ECE 304	Planned happenings assignment	79% of students met the outcome. Of those who did not, they either did not turn the paper in or did not fully grasp the relationship between theory and practice	Through advisement, make sure students are taking the field-work course simultaneously with the seminar to aid in theory/practice connections
Students will describe a broad range of infant toddler content knowledge related to developmentally appropriate practices to support transition to four year institutions and address current and future workforce needs.	Strategic Priorities 1.1 and 1.4 Excellence in teaching and learning/ challenging academic programs and facilitate transition to 4 year institutions and workforce	ECE 403	Final paper	76% of students met the outcome. Of those who did not, about half either did not turn the paper in or struggled with articulating their understanding of concepts through writing.	Include peer review and peer editing prior to paper submission. Create expert/ novice pairs to benefit struggling students, referrals to tutoring.
Students will perform systematic	Strategic Priorities 4.1, 4.2 and 4.4	ECE 303	Final paper/ child study		

observations, documentation, and other authentic assessments of infants' and toddlers' experiences in public and private community care-giving settings	Community engagement/partnerships with private and public sectors, connections between the college and other constituencies, and opportunities to engage with community				
EDU/EDB Program outcomes	College Goals and Strategic Priorities	Capstones/courses	Artifacts	Assessment Results	Closing the loop/Action Taken
Students will have a strong foundation in the liberal Arts to facilitate transfer to 4 year programs in elementary and bilingual education.	Strategic Priorities 1.1 and 1.4 Excellence in teaching and learning/challenging academic programs and facilitate transition to 4 year institutions and workforce	LAST exam	LAST scores	66% of students met the outcome. A majority of students who failed the writing section were bi-lingual education majors who learned English as a second language	Research on the relationship between courses designed to prepare this population of students for the exam and scores as well as the workshops is needed
Students will develop critical communication skills in writing, reading, listening and speaking.	Strategic Priorities 1.1 and 2.1 Excellence in teaching and learning/challenging academic programs and Student	EDU 201/EDU202	Formal papers	82% of students met the standards, those that did not missed class at critical times during editing and peer review sessions as well	Make sure attendance policy is clearly understood by all students, continue to explain new vocabulary

	success and retention/ academic success			as having a general lack of attendance. In addition, some students were struggling with expressing themselves clearly in English, given the complexity of the concepts and vocabulary	related to course concepts and to provide many opportunities for students to clarify their ideas both in writing and during discussions
Students will demonstrate knowledge of the socio-cultural contexts of teaching and learning	Strategic Priority 1.2 Excellence in teaching/ promote multicultural understanding	EDU 202	Critical analysis of reading assignments	73% of students met the outcome, those that didn't were unclear in their writing and/or did not follow the assignment	Add peer editing and review for journals
Demonstrate knowledge of children's development in various socio-cultural contexts	Strategic Priority 1.1 and 1.2 Excellence in teaching and learning/ challenging academic programs and promote multicultural understanding	EDU 201	Journal assignments, Observation and analysis of a child papers/ child case study	85% of students met the outcome. Those who did not had difficulty articulating ideas in writing	More referrals for tutoring and help with writing earlier on in the semester based on informal writing assignments

<p>Students will perform systematic observations, documentation, and other authentic assessments of children's learning in public and private community schools</p>	<p>Strategic Priority 4.1, 4.2 and 4.4</p> <p>Community engagement/partnerships with private and public sectors, connections between the college and other constituencies, and opportunities to engage with community</p>	<p>EDU 201</p>	<p>observation and analysis of a child/ children papers</p>	<p>79% of students met the outcome. Those who did not meet the outcome failed to make connections between theories and children's behavior, they did not refer to the text or lectures and/or did not provide enough specific examples of children's behavior</p>	<p>Incorporate more emphasis on using the text as a reference in class, provide more practice in applying theories to observations for those students who appear to be struggling throughout the semester</p>
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Appendix 20: Art History 2014-15 Assessment

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department: Music & Art

Date Submitted: 5/25

Academic Year or Assessment Period: 2014-15 (new courses for spring 2015) Submitted by:

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

The focus this semester was on our newly written **Art History Survey (I & II)** courses. Our goal was to create a pre- and post-test survey to assess basic knowledge such as recognition of major periods, styles, techniques, materials, religions, and artists in the **ART102 and ART104** courses. The multiple choice survey is a mixture of questions dealing with this information – recognition of the above; this recognition is a part of the course learning objectives. This is the first step in assessing these new courses. The same or similar assessment will be conducted in fall 2015 to compare to the current numbers.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

As this is a new course without previous chance for assessment, no changes were made between the pre- and post-test as of yet. Our plan is to compare the numbers from this semester to those from next semester. We also would like to revisit the question types to make sure the mix of questions shows equal distribution of the above categories. We have further suggested completing a course-level outcome list for courses in Art History at the 100, 200, and 300 levels. Furthermore, as each Art History course includes a written assignment, it is clear the written assignments need to be assessed as part of the outcomes.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

Since these are new courses, this is a question that will be better answered in the next semesters.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Students will be able to use basic vocabulary related to the study of visual arts and employ these terms in writing.	Multiple choice pre-post-test/survey with questions relating to major periods, styles, techniques, materials, religions, vocabulary, and artists	Pre-test: 110 students Avg. 43% Post-test: 71 students Avg. 67%	We need to look at the individual questions next semester(s) to see which areas students are retaining better.	Conduct similar survey next year, check questions, record individual responses to questions.	
Students will be able to develop focused observation skills and recall previously seen artworks, identify and describe features of an unfamiliar artwork, and provide comparative analysis.	Same	Same	Same	Same	
Students will be able to acquire an understanding of the historical, political, philosophical, and/or sociological context of art in different cultures and periods.	Same	Same	Same	Same	

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Appendix 21: Teacher Education 2014-15 Assessment Report

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department:

Date Submitted:

Academic Year or Assessment Period: 2014-15

Submitted by:

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant: Fall 2014 was focused on an assessment of the new ECE programs, specifically the capstone courses: ECE 411 and 409, Supervised practicum II: Early childhood curriculum. The assessment committee identified 4 key concepts that students must demonstrate the ability to articulate their understanding of in written work. These concepts are assessed in the new teacher certification exams as well. A measure of communication skills for each of the concepts as demonstrated within a common artifact was distributed to the professors of each section of the course in Spring 2014. Professors were asked to report on the percentage of students meeting the outcome for defining, applying and discussing each of the concepts. The full results are reported in the table below. We found that of all the concepts "differentiated instruction", was the least well understood. Therefore the assessment committee decided to hold a workshop for faculty targeted to addressing student's lack of understanding of this term. The workshop aimed to generate consensus about the meaning of the term among faculty, develop standard criteria for assessing student demonstration of its meaning and application to teaching and create new approaches to improve student's understanding of the concept throughout the course sequence. During the workshop faculty came to a consensus about their own understanding of the concept and what a student should be able to write to demonstrate their own adequate understanding. Changes to pedagogy to enable students to understand the concept were then discussed and a number of concrete suggestions were made. These were shared with the entire faculty via e-mail and in the following faculty meeting.

In Spring 2015, an assessment of the social/behavioral sciences concepts was conducted in the new psychological and social foundations courses. Three pre-test questions were administered to every section of ECE 110: Psychological Foundations of early childhood education and ECE 210: Social Foundations of early childhood education at the beginning of the semester. Base-line results showed the following: A total proficiency of 52% across questions for ECE 110 at the beginning of the semester. And a total proficiency of 70% for ECE 210. Post-test questions showed a proficiency level of 72% for ECE 110 and 210 students at the end of the semester. In other words there was a 20% increase in proficiency for 110 students as a result of the course and a 2% increase for 210 students. As a result of item analysis the assessment committee determined that a set of questions specifically assessing the concepts of 210 should be created separate from the 110 questions.

Please note here any changes made this year based on last year's assessment results (closing the loop): Last year we assessed the values outcome in our introduction to early childhood education course. We found as with many of our assessments that a key issue was student's lacking in writing ability. Fall 2014 launched a new program and course sequence for the Early Childhood Education majors. The new course sequence is aligned with certification requirements. Each course in the new sequence requires extensive final papers as artifacts that must be

revised until they meet standard outcomes across all sections before students can move on in the sequence. In this way, our department is placing a tremendous emphasis on improving student's writing ability and critical thinking beginning with our first course, (which is entirely redesigned). By requiring standard artifacts across all sections of each course, we are ensuring that every student in our programs receives extensive practice and feedback in writing to articulate complex concepts. This need for this change was recognized based on prior year assessments

Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year. Quantitative reasoning should be assessed. This is necessary for passing the new teacher certification exams. Our department is meeting to discuss how to integrate this learning outcome into our courses. The curriculum and assessment committee will be working together to devise assignments that address this issue.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Communication skills Articulate emerging identity as early childhood professional	Teaching belief statements were analyzed for the extent to which students: 1. Accurately defined 4 key terms 2. Used each of the 4 key terms appropriately in relation to surrounding content 3. Appropriately applied each key term to teaching	Intentional Teaching: M=71% Range=23%-91% Differentiated Instruction: M=51% Range=0%-79% Developmentally Appropriate Practice: M=73.2% Range=23%-90% Professionalism: 65% Range=23%-93% Differentiated Instruction was the term students had the most difficulty with. In addition the student work presented to demonstrate student knowledge of the concept varied widely across instructors and often did not appear to demonstrate adequate understanding	A faculty workshop was held to specifically address the assessment and teaching of the concept of “Differentiated Instruction”. As a result of the workshop, faculty developed a consensus about the appropriate use of the term and how it should be assessed for all students. Suggestions for addressing the concept of DI throughout all program courses were made and shared with the entire faculty.	A follow-up workshop designed to embed instruction and assessment of DI into all courses in the sequence. Work on standard rubrics for assessment of this and the other key terms in the capstone course. Further discussion of effective teaching methods and dissemination of their practice in all courses during faculty meetings/working groups.	A departmental video library to enable students to analyze the relationship between child behavior and teaching practices and to specifically demonstrate the ability to adjust practice based on differences in child behavior/ strengths and needs, etc... (Differentiation) The use of a lab/ model school for students to practice the application of concepts to teaching throughout course-work/ beyond just the internship courses.

Student Learning Objective(s) assessed in 2014-15 You may also include a dept. level initiative (new placement methods, technology, courses, etc.), that was assessed.	Assessment Method(s)	Summary of Results (Include just a snapshot of key findings below. Include a more detailed display of results in appendix if desired.)	Response or changes made based on assessment results (Note: changes may not be needed if findings were positive.)	Next Steps	Resources needed (if any) for next steps
Social and Behavioral Sciences	Pre-test and post- test questions distributed to all students in ECE 110 and ECE 210	Baseline results: ECE 110 ECE 210 1. 49% 1. 71% 2: 42% 2. 64% 3: 73% 3. 75% Post- test results 1.80% 1. 82% 2.60% 2. 62% 3.76% 3. 74%	The questions for 210 need to be refined and more specific to those course outcomes. The result of question 2 suggests that students need more emphasis on understanding that many factors from within and outside of the child contribute to their outcomes in life	Re-write and administer assessment for 210, work with 110 faculty on addressing the issue of multi-factor influences on children's development and life outcomes so that students understand more clearly	

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Appendix 22: Criminal Justice 2015-16 Assessment

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2015-16 ACADEMIC DEPARTMENT ASSESSMENT REPORT TEMPLATE

Department: Social Sciences, Human Services and Criminal Justice (CRJ Program)

Date Submitted: April 6, 2016

Academic Year or Assessment Period: Fall 2015

Submitted by: Brenda K. Vollman. PhD

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:
 - a. For Fall 2015, individual faculty members collected data for each course learning outcome # 1 in sections they taught for *Introduction to Criminal Justice* (CRJ 101); *Criminology* (CRJ 102); *Policing* (CRJ 201); *Corrections* (CRJ 202); and *Crime and Justice in the Urban Community* (CRJ 204). Additionally, each section included assessments of the General Education Outcome *Communication Skills*.
 - b. Attempts to utilize any standard measure to collect and aggregate data from all sections quickly proved unmanageable due to the number of instructors, sections and assignments. While we are using the suggested rubric categories (Exceeds expectations, meets expectations, partially meets expectations, does not meet expectations), the time consuming nature of this process juxtaposed with the demand on instructors to prioritize teaching and discipline specific research does not lend consistency of measurement. While the distributions are valid, it is uncertain as to whether or not they are reliable across instructor, course and assignment for each outcome. The process itself tended to diffuse the meaning and confidence in any results. One limitation was the logistics of including adjunct faculty in the assessment process. Requests for data were made for all courses, regardless of full or part time status of the instructor. The process of data collection was made as confidential as possible by assigning course coordinators to communicate with and serve as intermediary between the instructor, data aggregation and the program assessment coordinator.
2. Please note here any changes made this year based on last year's assessment results (closing the loop): This was our first course level assessment for the first Course Learning Outcome (CLO#1) for each course in the program. Data were aggregated across sections and instructors. Current results will inform action plans to close the loop in future years.
3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.
 - a. There are three that have not been assessed These are listed here and are currently aligned with course level outcomes assessed in FA 2015.
 - i. Describe from a historical and systemic perspective criminal justice institutions and how they relate to each other.
 - ii. Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment.
 - iii. Analyze the operations and administration of criminal justice institutions in the context of public discourse.
 - a. There are three CRJ Program outcomes that have not yet been assessed, as listed below. If these have been assessed, data have not been available to CRJ faculty since the program moved to Social Sciences Department. These will be assessed next academic year (2016 – 2017).
 - i. Apply the theories related to the policy and practice of the criminal justice systems.
 - ii. Demonstrate critical thinking skills through verbal presentation, by articulating Standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.
 - iii. Demonstrate the ability to access, conduct, interpret and apply criminal justice research.

Student Learning Objective(s) assessed	Assessment Method(s)	Summary of Results	Response or changes made based on assessment results	Next Steps	Resources needed for next steps
<p><u>CRJ 101 Introduction to Criminal Justice</u></p> <p>BMCC Course Student Learning Outcome #1 (Students will be able to...)</p> <p><i>Describe the history & purpose of Criminal Justice Institutions.</i></p>	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Essay assignments, • papers, • essay exams, • discussion boards, • quizzes, • group presentations, • chapter outlines. 	<p>N of sections = 9 N of students assessed = 261</p> <p>30.7%: Exceeds Expectations 43.3%: Meets Expectations 17.6%: Partially Meets Expectations 12.3%: Does not meet expectations</p>	<p>No changes to date made based on Fall 2015 data.</p> <p>Comments from instructors as to possible changes to implement:</p> <ul style="list-style-type: none"> • <i>Collect paper outlines before final paper submission</i> • <i>Criminal Justice Tutor</i> • <i>Exam study guide</i> • <i>Writing guide</i> • <i>Reviews before mid-terms</i> 	<p>Collect data on CLO #1 for Spring 2016. Compare Fall 2015 CLO #1 distributions to Spring 2016.</p>	<p>N/A</p>
<p><u>CRJ 102 Criminology</u></p> <p>BMCC Course Student Learning Outcome #1 (Students will be able to...)</p> <p><i>Describe the history & purpose of criminology.</i></p>	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Essay assignments, • Research paper, • Midterm essay exam, • quizzes, • chapter outlines. 	<p>N of sections = 8 N of students assessed = 201</p> <p>13.9%: Exceeds Expectations 38.8%: Meets Expectations 16.9%: Partially Meets Expectations 30.3%: Does not meet expectations</p>	<p>No changes to date made based on Fall 2015 data.</p> <p>Comments from instructors as to possible changes to implement:</p> <ul style="list-style-type: none"> • <i>Use more visuals to keep their attention</i> • <i>Better exam review.</i> • <i>Criminal Justice tutors</i> • <i>Exam Study Guide</i> 	<p>Continue to compile suggestions from instructors to develop effective methods to improve distributions AS NEEDED.</p>	<p>N/A</p>

Student Learning Objective(s) assessed	Assessment Method(s)	Summary of Results	Response or changes made based on assessment results	Next Steps	Resources needed for next steps
<p>CRJ 201 Policing</p> <p>BMCC Course Student Learning Outcome #1 (Students will be able to...)</p> <p><i>Describe the history, structures & purpose of American police departments.</i></p>	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Research paper, • Midterm essay exam, • Final essay exam 	<p>N of sections = 8 N of students assessed = 240</p> <p>31.3%: Exceeds Expectations 50.4%: Meets Expectations 15.0%: Partially Meets Expectations 3.8%: Does not meet expectations</p>	<p>No changes to date made based on Fall 2015 data.</p> <p>No comments from instructors as to possible changes.</p>	<p>Collect data on CLO #1 for Spring 2016. Compare Fall 2015 CLO #1 distributions to Spring 2016.</p>	<p>N/A</p>
<p>CRJ 202 Corrections</p> <p>BMCC Course Student Learning Outcome #1 (Students will be able to...)</p> <p><i>Describe the history, structure & purpose of correctional agencies in the United States.</i></p>	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Research paper, • Midterm essay exam, • Short essay papers • Quizzes 	<p>N of sections = 7 N of students assessed = 227</p> <p>34.4%: Exceeds Expectations 36.6%: Meets Expectations 15.9%: Partially Meets Expectations 13.2%: Does not meet expectations</p>	<p>No changes to date made based on Fall 2015 data.</p> <p>Comments from instructors as to possible changes to implement:</p> <ul style="list-style-type: none"> • <i>Reviews before midterm exam.</i> • <i>Criminal Justice tutors</i> 	<p>Continue to compile suggestions from instructors to develop effective methods to improve distributions AS</p>	<p>NEEDED.</p>
<p>CRJ 204 Criminal Law</p> <p>BMCC Course Student Learning Outcome #1 (Students will be able to...)</p> <p><i>Describe the special characteristics of urban settings that affect crime & justice.</i></p>	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Final Research paper • Midterm paper • Response paper • Thesis project • Essay exam • In class writing assignment (formal and informal) 	<p>N of sections = 6 N of students assessed = 173</p> <p>26.6%: Exceeds Expectations 45.7%: Meets Expectations 13.3%: Partially Meets Expectations 13.9%: Does not meet expectations</p>	<p>No changes to date made based on Fall 2015 data.</p> <p>Comments from instructors as to possible changes to implement:</p> <ul style="list-style-type: none"> • <i>Informal in class writing sessions</i> 	<p>NEEDED.</p>	<p>NEEDED.</p>

Student Learning Objective(s) assessed	Assessment Method(s)	Summary of Results	Response or changes made based on assessment results	Next Steps	Resources needed for next steps
<p>BMCC General Education Outcome:</p> <p>Communication Skills</p> <p><u>(Students will be able to...)</u></p> <p><i>Write, read, listen & speak critically & effectively.</i></p>	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Final Research paper • Midterm paper 	<p>N of sections =38 N of students assessed = 1098</p> <p>30.1%: Exceeds Expectations 42.5%: Meets Expectations 16.9%: Partially Meets Expectations 10.5%: Does not meet expectations</p>	<p>No changes to date made based on Fall 2015 data.</p> <p>Comments from instructors as to possible changes to implement:</p> <ul style="list-style-type: none"> • <i>Handout on writing and grammar.</i> • <i>Handouts on writing styles and why a written communication matters.</i> • <i>Assess the oral part of this measure by adding new types of assignments.</i> • <i>Collect paper outlines before final paper submission</i> 	<p>Collect data on CLO #1 for Spring 2016. Compare Fall 2015 CLO #1 distributions to Spring 2016.</p> <p>Continue to compile suggestions from instructors to develop effective methods to improve distributions AS NEEDED</p>	<p>N/A</p>

Appendix 23: Health Education 2014-15 Assessment Report

BOROUGH OF MANHATTAN COMMUNITY COLLEGE 2014-15 ACADEMIC DEPARTMENT ASSESSMENT REPORT

Department: Health Education Department

Date Submitted: May 26, 2015

Academic Year or Assessment Period: 2014-15

Submitted by: Professor Shneyderman, Deputy Chair

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. Please provide a brief overview of your focus for departmental assessment this year, linking back to last year's findings where relevant:

This year concluded the assessment of the Values learning outcome that was undertaken in the Spring of 2014. A report on the findings of the assessment was circulated among all faculty of HED and a compendium of values-focused lesson plans and activities will be provided to all faculty members in Fall 2015.

2. Please note here any changes made this year based on last year's assessment results (closing the loop):

Based on the findings of the assessment, faculty members will be provided with lesson plans and activities they can use in their classrooms to address the Values learning outcome.

3. Are there any program learning objectives that have not been assessed in the past five years? If so, please list them here for assessment during the 2015-16 academic year.

The HED Research Committee plans to undertake a thorough assessment of HED 110. This is a course that has not been assessed previously and one that is the foundation of both HED majors. Currently, the committee, along with an ad hoc departmental HED 110 committee will work on developing a comprehensive final exam. Also, an expert exploration of specific learning objectives is underway for each of the learning outcomes currently listed on all HED 110 syllabi.

Appendix 24: Academic Advisement Syllabus

Statement on Advisement: Borough of Manhattan Community College policy is that all students are required to be advised by either an academic or faculty advisor prior to registration each semester. Students are strongly encouraged to get advised as early as possible. Through academic advisement, students and their advisors will develop meaningful educational plans that will address the students' academic, career and personal goals.

Roles & Responsibilities:

Academic Advisors' Roles & Responsibilities: <i>What Advisees (Students) Can Expect</i>	Students' Roles & Responsibilities: <i>What Advisors Can Expect</i>
<p>Academic Advisors are expected to:</p> <ul style="list-style-type: none"> • Maintain confidentiality when working with students one-on-one. • Assist students with exploring their education and career goals. • Provide information regarding general college policies and procedures, referrals to campus services and other administrative departments. • Assist in program planning that will lead to realistic life choices and long-term goals. • Be prepared for each advising session. • Listen carefully and respect your questions, concerns, and problems. • Be on time for scheduled appointments. • Be courteous and plan ahead by cancelling or rescheduling appointments, if necessary. • Have access to the Student Advisement Degree Audit system and know how to use it for advisement. 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Attend an academic advisement session each semester prior to registration. • Be on time for scheduled appointments. • Be courteous and plan ahead by cancelling or rescheduling appointments, if necessary. • Come to appointments with prepared questions or issues to discuss with their Advisor • Accept responsibility for short and long-term decisions and actions. • Keep a record of their academic progress and completed goals. • Familiarize themselves with BMCC's academic calendar each semester – paying close attention to important deadline dates. • Seek help when needed and use appropriate campus resources. • Be able to access the Student Advisement Degree Audit system.

Preparing for the Advisement Session:

Academic Advisement is a chance for students to make a connection with someone at the College and to have their questions answered. Every student has questions, but sometimes it's hard to figure out which ones to ask. It is always a good idea to bring a list of questions to an advisement sessions. Here are some examples:

- How many credits per semester are recommended for me to graduate in a timely manner?
- What are the Common Core courses and how do they apply to my degree program?
- I am undecided about my major interest area, how can I plan my course selections to explore my opportunities?
- Are there any course grade requirements that I should know about in my degree program?
- Which courses must be taken in a particular sequence, and which courses can be taken any semester?
- Where can I get help if I experience difficulty in any of my classes?
- How can I best begin exploring the internship, research, study abroad and summer employment opportunities related to my field?

BMCC Student Email:

Students are **STRONGLY** encouraged to activate and regularly check their BMCC student email for important updates and opportunities sent to them by the College.

Borough of Manhattan Community College Advisement Syllabus

Department Information:

Department	
Department Location	
Main Department Telephone Number	
Main Department Email Address	
Main Department Website	

Advisor Information:

Name	
Telephone Number	
Email Address	

Department Specific Information:

--

Academic Advisement Resources:

1. Academic Advisement & Transfer Center Website: www.bmcc.cuny.edu/advisement
2. Directory of BMCC Departments: www.bmcc.cuny.edu/directory
3. BMCC Academics Website: www.bmcc.cuny.edu/academics
4. BMCC Student Email Assistance: http://www.bmcc.cuny.edu/email/student_email.jsp
5. BMCC Academic Calendar: http://www.bmcc.cuny.edu/calendar/academic_calendar.jsp

Appendix 25: Financial Aid Office Assessments



Borough of Manhattan Community College
The City University of New York
www.bmcc.cuny.edu

199 Chambers Street
New York, NY 10007-1097
tel. 212-220-1430
fax 212-220-2368

1. How does the financial aid office approach assessment?

- Ask questions about issues the unit cares about – What does the unit want to do better? Is the unit doing the best job it can? Assessment is a mode of inquiry by which we continue, in an educative environment, to learn how to do our jobs better
- Involve the entire unit in the process – setting objectives/participating in the assessment activity/meeting as a group to discuss results and suggest action – full staff participation helps lend a sense of cohesiveness to the process – staff are invested in the outcome and work together to try and achieve it
- If it isn't written, it didn't happen – FAO uses the 5 column model for assessment planning and reporting – allows presentation of data on 1 page – keeps the process simple enough to be sustainable.

2. Describe how the programs managed by the Office of Financial Aid are assessed?

- Direct observations of staff performance
- Data analysis through internal and external audit activities
- Student/staff survey data – embed direct assessment questions where possible
- Peer review activities

3. What kinds of objectives are set for assessment?

- Educational support/functional outcomes
- Student/staff learning outcomes

4. What do you do with the information received from the assessments (i.e. how have you used the results of the assessment to impact change)?

- 2008-2009:** Following a 2008 federal program review and an analysis of the findings, the Office of Financial Aid undertook an examination of its processes for evaluating exceptional/unusual circumstances for student aid eligibility. In May 2009 a peer review committee reviewed the program review findings, analyzed an additional sample of student records, and discussed the results. The committee recommended several modifications to what the required documentation should be and suggested that a second reviewer examine each application taken in to help insure consistency in the intake and evaluation of unusual or exceptional cases. We also revised the screening form to collect additional information to strengthen the basis on which a final decision regarding the student's status would be made.
- 2009-2010:** The Office of Financial Aid conducted internal audit activities with the objective to assess compliance with federal student aid verification regulations. The peer review committee (which consisted of managerial, professional, civil servant and hourly staff) randomly selected forty records for review. As a result of the findings, the office revised a number of our departmental forms, reorganized our front desk reception area and reinforced monitoring and training activities.
- 2010-2011:** In order to assess the Financial Aid Office's level of customer service, direct observations of staff performance in the student reception area were made from November 2010 until January 2011. Staff were rated according to a performance rubric specially developed [in conjunction with IR] to measure the level of expected performance consistently. The rubric was used solely for assessment of the Financial Aid Office's level of service and not to penalize individuals. The data revealed which individual staff members needed additional training involving customer service and office procedure issues such as maintaining accounts. Staff was notified about the results at a meeting and in one-on-one private discussion and further action was taken in terms of additional trainings and updated account information.
- 2011-2012:** Building on the previous year's staff observation, a peer review study was conducted to measure more thoroughly the customer service skills of our staff. The committee was composed of a cross-section of all the staff. It was agreed that surveys would be used to collect information (data) pertaining to student satisfaction with the following services: Student Reception Area, Federal Work Study Placement Office, and the Financial Aid Web Lab. The student surveys indicated a general satisfaction

with the level of service offered in the surveyed areas, but also revealed areas where the Office could improve its level of service, mostly in the area of friendliness and courtesy. The staff survey revealed that all staff believed they could benefit from more supervision at the front desk reception area to assist them with unusual or complex application or payment issues. The directors worked with staff over several months to assist them with pointers about how to improve the student experience.

- e) **2013-14:** After implementation of an on-line system for placing FWS students in positions and processing their time-sheets, we attempted to assess student, staff and supervisor satisfaction with the new system. We looked at levels of participation and surveyed each of the stakeholders. We learned that the new system was easy to navigate by 93% of the students who responded. The same percentage of students reported that they were satisfied with their FWS employment experience. 85% of the supervisors were satisfied with the online timesheet submission process. Another survey was administered to students who were awarded FWS but did not participate in the program – survey results provided a range of responses. From these results, we determined we would continue using the software, increase the FWS hourly rate and perform outreach to campus offices to solicit a greater range of jobs and more opportunities for evening and weekend jobs.
- f) **2014-15:** The Office of Financial Aid repeated its internal audit activities to re-assess compliance with federal student aid verification regulations, since requirements had changed, we had undergone implementation of CUNYfirst and had brought on a number of new staff members. The peer review committee (which consisted of managerial, professional, civil servant and hourly staff) randomly selected over 100 records for review. We revised several internal processes as a result of this activity: 1. Changed work flow to improve document tracking to reduce the occurrence of “lost” or “misplaced” documents; 2. Conduct a thorough review for all staff of the federal verification requirements in a series of workshops developed by several staff.
- g) **2015-16:** We are looking at the FWS program again since this year we introduced, in partnership with the Career Center, a number “professional development” workshops that students would undertake in addition to their work assignments. We are moving from a “students will be satisfied” objective to “students will demonstrate” objective. To assess the effectiveness of these workshops, we embedded direct assessment questions in both the student and staff surveys. We have yet to conduct our analyses of data collected so far. WE just conducted our Awareness Day event, and are setting a “students will demonstrate” instead of “students will be satisfied” and embedded direct assessment questions in our survey.

Appendix 26: BMCC Academic Program Assessment Day



Academic Assessment Day

Date: Tuesday, December 13, 2016

Time: 9:00am – 2:30 pm

Location: 1304 Fitterman

9:00 AM – Breakfast & Welcome, *Provost Karrin Wilks and Dean Christopher Shults*

9:30 AM – Assessment – What is it good for?, *Faculty Panel*

Rebecca Garte – Teacher Education

Howard Meltzer – Music and Art

10:00 AM – Assessment Methods – One size does not fit all, *Dr. Marjorie Dorimé-Williams*

11:00 AM – Academic Program Review – A Review, *Faculty Panel*

Mahatapa Palit – Business Management

12:00 PM – Lunch

1:00 PM – Tracdat – Introduction & Training, *Bailey Watson, Consultant*

2:00 PM – Future of Student Learning at BMCC, *Faculty Panel & Open Discussion*

Anna Salvati – Computer Information Systems

Appendix 27: BMCC AES Assessment Day



AES Assessment Day Agenda

Date: Monday, June 5, 2017

Time: 9:30 am – 2:00 pm

Location: Fiterman 1306/1307

9:30 am - 9:40 am: Welcome Remarks by Provost Karrin Wilks

9:40 am - 10:10 am: Assessment Trivia Challenge

- Prizes will be given out!

10:10 am - 10:30 am: The Assessment Instruction Manual

- Brief introduction to assessment

10:30 am – 10:45 am: Break

10:45 am – 12:00 pm: AES Unit Showcase

- Units from different divisions will share their mission, goals, and outcomes; and describe some of their assessment methods.

12:00 pm – 1:00 pm: Working Lunch – “Talk and Taste”

1:00 pm – 1:30 pm: Putting it All Together

- Participants will discuss ideas for assessing outcomes.

1:30 pm – Closing Remarks and Q&A by Dean Christopher Shults

Appendix 28: Inventory of Education 2016-17 Academic Assessments

Course ID	Course Name	Course SLO Name	Course SLO	Finding
ACC 122	Acct Principles I	Analyze business transactions and record in books of original entry for a sole proprietorship.	Analyze business transactions and record in books of original entry for a sole proprietorship.	As of the spring 2017 semester, based on the results of average scores from several semesters, the department has decided to increase the level of rigor of Task #2 and Task #3. Also, the department has decided to have discussions to explore ways to more effectively address the delivery of Task #3.
		Complete accounting cycle by adjusting and closing accounts.	Complete accounting cycle by adjusting and closing accounts.	As of the spring 2017 semester, based on the results of average scores from several semesters, the department has decided to increase the level of rigor of Task #2 and Task #3. Also, the department has decided to have discussions to explore ways to more effectively address the delivery of Task #3.
		Prepare key financial statements.	Prepare key financial statements.	As of the spring 2017 semester, based on the results of average scores from several semesters, the department has decided to increase the level of rigor of Task #2 and Task #3. Also, the department has decided to have discussions to explore ways to more effectively address the delivery of Task #3.

2016 - 2017 CSLO Assessment Results

Course ID	Course Name	Course SLO Name	Course SLO	Finding
BIO 108	General Biology Theory	Course Student Learning 2	Students will be able to understand the structure, functions and activities of different kinds of cells.	As far as capability to interpret a graph, 72 % of the students succeeded in correctly reading the information. Only 68% could correctly identify a hypothesis being tested. About structure and function of cells and organelles the results were lower at 55%. Overall the average on this assessment was 61%. Slightly lower than last year (63%) and clearly lower than we would find acceptable.
BIO 109	General Biology	Course Student Learning 3	Students will be able to understand the structure and functions of different kinds of cells.	As far as capability to interpret a graph, 72 % of the students succeeded in correctly reading the information. Only 68% could correctly identify a hypothesis being tested. About structure and function of cells and organelles the results were lower at 55%. Overall the average on this assessment was 61%. Slightly lower than last year (63%) and clearly lower than we would find acceptable.
BIO 210	Biology I	Course Student Learning 3	Students will be able to explain how plant cells capture light energy and then transform it into chemical energy.	<p>The overall average test score of the assessment are 73.8%. There are 107 students responded to the survey in spring 2016 semester. The detailed results are as following:</p> <p>Q1: 80% Q2: 94% Q3: 91% Q4: 84% Q5: 86% Q6: 73% Q7: 36% Q8: 77% Q9: 64% Q10: 55%</p> <p>In general, our students gained general knowledge of the topic. However, two questions (Q7 and Q 10) that are based on the chemical reaction and process of the photosynthesis showed lower expectation rate.</p>
BIO 240	Genetics	Course Student Learning 5	Use and interpret information in graphical form	<p>16/23 (78.3%) of students calculated the Chi square value from a test problem</p> <p>16/23 (69.6%) of students calculated the correct chi square value, or made minor calculation errors, demonstrating their understanding of the problem.</p> <p>7/23 (30.4%) made major errors, showing gaps in understanding, or did not attempt to solve the problem at all</p>

Course ID	Course Name	Course SLO Name	Course SLO	Finding
BIO 270	Plant Biology	Course Student Learning 1	Students will describe and discuss plant evolution and the importance of plants in our world	The overall mean of the 3.27 out of a 4 point scale. 82% of the students showed evidence of good understanding providing examples or details well applied to theme, using correct terminology and the quality of writing was good, with good sentence flow, sentence structure and grammar. 18.% of the students showed evidence of basic understanding using terminology not totally accurate and some organizational and grammatical problems.
BIO 420	Microbiology	test	test	test
BIO 426	Anat & Physiol II	Course Student Learning 3	Students will be able to discuss concepts related to anatomy and physiology which can be applied to disease.	<p>Average correct responses was 49.7%. Results are based on 10 questions answered by 192 students in 10 sections of BIO426.</p> <p>Overall score of 49.7% correct responses was significantly lower compared with overall score from Spring 2016 assessment (59.8%) and lower than the average score for Fall14 - Fall16 (52.7%).</p> <p>For questions that involved critical thinking (questions 3, 5, and 9), there was little or no improvement on questions 5 and 9 compared with average correct responses from 5 semesters, however there was slight improvement on question 3 since Fall14 and compared with the average correct responses from 5 semesters (+2.8%).</p> <p>Varied results for individual questions likely reflect that different instructors weight inclusive topics differently. As an example, for question #1 (concerning how air moves into lungs), the number of correct responses were: 3 sections, above 61% 2 sections, 51% - 60% 2 sections, 41% - 50% 3 sections, below 41% Lower correct response scores in Fall 16 compared with relatively high scores in Spring 16 likely reflect a regression to the mean for semesters</p>

Course ID	Course Name	Course SLO Name	Course SLO	Finding																																	
BIO 426	Anat & Physiol II	Course Student Learning 3	Students will be able to discuss concepts related to anatomy and physiology which can be applied to disease.	Fall14 through Fall16. Assessment was conducted during final exam week. Prior assessments were conducted prior to finals week. When students know the assessment is anonymous, some might not spend time thinking out answers. This observation is often reported by instructors. Critical thinking skills are still not well developed.																																	
CHE 108	Concepts In Chemistry	Concepts	Students will learn concepts and principles of chemistry.	<p>Students were given an assessment with 10 multiple choice questions. Overall they performed well on the assessment with the exception to a couple of questions. The results obtained were as below:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Topic</th> <th>% correct</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Matter</td> <td>81</td> </tr> <tr> <td>2</td> <td>Temperature</td> <td>94</td> </tr> <tr> <td>3</td> <td>Volume</td> <td>80</td> </tr> <tr> <td>4</td> <td>Density</td> <td>70</td> </tr> <tr> <td>5</td> <td>Element names</td> <td>77</td> </tr> <tr> <td>6</td> <td>Chemical change</td> <td>71</td> </tr> <tr> <td>7</td> <td>Oxidation</td> <td>69</td> </tr> <tr> <td>8</td> <td>Chemical name</td> <td>46</td> </tr> <tr> <td>9</td> <td>Molarity</td> <td>67</td> </tr> <tr> <td>10</td> <td>Gases</td> <td>42</td> </tr> </tbody> </table>	Question	Topic	% correct	1	Matter	81	2	Temperature	94	3	Volume	80	4	Density	70	5	Element names	77	6	Chemical change	71	7	Oxidation	69	8	Chemical name	46	9	Molarity	67	10	Gases	42
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		Critical Thinking	Students will be able to use chemical knowledge and critical thinking ability to better assess the risks and benefits in choices that they, as informed citizens, will be making.	<p>Students were given an assessment with 10 multiple choice questions. Overall they performed well on the assessment with the exception to a couple of questions. The results obtained were as below:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Topic</th> <th>% correct</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Matter</td> <td>81</td> </tr> <tr> <td>2</td> <td>Temperature</td> <td>94</td> </tr> <tr> <td>3</td> <td>Volume</td> <td>80</td> </tr> <tr> <td>4</td> <td>Density</td> <td>70</td> </tr> <tr> <td>5</td> <td>Element names</td> <td>77</td> </tr> </tbody> </table>	Question	Topic	% correct	1	Matter	81	2	Temperature	94	3	Volume	80	4	Density	70	5	Element names	77															
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		Real world connection	Students will learn about the relevance of chemistry to the real world and their daily lives.	<p>Students were given an assessment with 10 multiple choice questions. Overall they performed well on the assessment with the exception to a couple of questions. The results obtained were as below:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Topic</th> <th>% correct</th> </tr> </thead> <tbody> <tr><td>1</td><td>Matter</td><td>81</td></tr> <tr><td>2</td><td>Temperature</td><td>94</td></tr> <tr><td>3</td><td>Volume</td><td>80</td></tr> <tr><td>4</td><td>Density</td><td>70</td></tr> <tr><td>5</td><td>Element names</td><td>77</td></tr> <tr><td>6</td><td>Chemical change</td><td>71</td></tr> <tr><td>7</td><td>Oxidation</td><td>69</td></tr> <tr><td>8</td><td>Chemical name</td><td>46</td></tr> <tr><td>9</td><td>Molarity</td><td>67</td></tr> <tr><td>10</td><td>Gases</td><td>42</td></tr> </tbody> </table>	Question	Topic	% correct	1	Matter	81	2	Temperature	94	3	Volume	80	4	Density	70	5	Element names	77	6	Chemical change	71	7	Oxidation	69	8	Chemical name	46	9	Molarity	67	10	Gases	42
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CHE 109	Concepts In Chemistry Lab	Data Interpretation	Students will be able to gather, analyze and interpret data and present it in an effective written laboratory report.	Students performed well with measurements related to mass (77%), however, they analysis for length based questions was poor (20%)																																	
CHE 110	General Chemistry	Concepts	Students will learn concepts and principles of chemistry.	The average score of 134 students obtained from 7 sections was 76% for a range of quantitative and qualitative questions.																																	
CHE 121	Gen Org Bio Chem I	Chemical Concepts	Students will be able to explain that living systems are made of elements and compounds with different chemical and physical properties. Water is a common solvent.	Overall students performed well on questions testing Chemical questions.																																	
		Compare different kinds of chemical bonds in compounds	Students will be able to compare different kinds of chemical bonds in compounds, to contrast the names and formulas of the compounds and to explain their solubility in water.	Overall students performed well and were able to answer questions related to biological concepts.																																	
		Identify different types of chemical reactions	Students will be able to identify different types of chemical reactions as well as the contrast of endothermic and exothermic reactions.	56% students solved the molarity problem correctly.																																	
CHE 122	Gen Org Bio Chem II	Concepts	Students will learn concepts and principles of biology and chemistry.	Five multiple-choice questions were given to 22 students from two sections. The results were as follows:																																	

Course ID	Course Name	Course SLO Name	Course SLO	Finding
CHE 122	Gen Org Bio Chem II	Concepts	Students will learn concepts and principles of biology and chemistry.	<ol style="list-style-type: none"> 1. 68% of the students correctly distinguished cholesterol from esters. 2. 68% students correctly identified glucose is not a polymer. 3. 64% students correctly stated that sugar units are not found in polypeptides. 4. 23% correctly identified that DNA contains nitrogen. 5. 27% correctly stated butanamine solution is basic.
CHE 201	College Chemistry I	Concepts	Students will learn concepts and principles of chemistry.	Students overall did well. (Detailed report attached).
CHE 202	College Chem II	Concepts	Students will learn concepts and principles of chemistry.	The percentage of correct responses was 63%.
CHE 205	Quantitative Analysis	Fundamentals of Analytical Chemistry	Understand chemical principles important to Analytical Chemistry	A survey was performed at the end of the semester.
		Laboratory skills	Students will be able to have laboratory skills necessary to solve analytical problems quantitatively	Students fared very well on the multiple choice assessment that was administered at the end of the course
ESC 113	Computer Aided Esc	Evaluation of a Computational Problem-SP2017	Students will: <ul style="list-style-type: none"> • use quantitative skills to solve problems • interpret quantitative information • evaluate a computational problem involving the determination of the length of a line segment using fundamental geometry and trigonometry. 	An average of 80.5% of students met the criteria for success 5 % of students need improvement to meet the criteria for success 10% of students failed to meet the criteria for success
ESC 223	Switching Sys & Log	Evaluation of a Computational Problem-SP2017	Students will: <ul style="list-style-type: none"> • use quantitative skills to solve problems • interpret quantitative information • evaluate a computational problem involving the conversion of a decimal number to different bases. • evaluate a computational problem involving the conversion of a number of a unique base to standard decimal. 	73% of students met the criteria for success 0 % of students need improvement to meet the criteria for success 27% of students failed to meet the criteria for success
SCI 530	Pharmacology	Course Student Learning 5	Students will be able to understand specific diseases in the context of the normal anatomy and physiology of the system(s) affected	70% got all the reasons and 90% got at least one of the reasons.

2016 - 2017 CSLO Assessment Results

Course ID	Course Name	Course SLO Name	Course SLO	Finding
ECE 209	Infant Care And Curriculu	Infant behavior	Analyze infant behavior according to theories of child development	13/14 students earned an A in the course, 1 INC (J. Longley)
		Infant respect	Discuss respect for the infant as a developing person	All students passed and did well.
ECE 311	Early Childhood Practicum	Education Relationship Abilities	Assess their ability to build relationships in an educational setting.	80% of students benefitted from fieldwork and were able to connect course concepts with their experience
ECE 312	Curr For Young Children I	Curriculum Design on different academic subjects	Design curriculum that integrates social studies, mathematics and/or science.	Twenty-three students completed the math activity plan assignment. Of the 23 students, 18 earned a C+ or higher, which is the minimum requirement for the course. One student earned and F because she did not turn the assignment in. Another earned an F based on what she turned in; two students earned a C grade and one earned a C- grade. All students who turned their math activity plan in and did not earn the required C+ initially, were given detailed feedback and an opportunity to re-work their activity plans to meet the minimum requirement for the assignment.
EDU 201	Observ Chldrn Devel	Synthesize knowledge of all Domains	Synthesize knowledge of development across all domains (e.g., physical, cognitive, social, emotional)	46% met the outcome

Appendix 29: Inventory of 2016-17 AES Assessments

Unit Name	Unit Outcome Name	Unit Outcome	Assessment Method	Finding
AES - Human Resources	Online New Hire Packet Link	Provide all new hires with a link to the new hire packet immediately upon acceptance of the offer in order to ensure a seamless and successful transition into the college.	Updating and maintaining all needed new hire documentation as needed.	Employees received hard copies of new hire packets on their first day of work, now new hire packets are sent through email prior to their start date, so paperwork can be filled out and brought in with them. This helps so that new hires can come in with questions about paperwork their unsure about.

Copy 2016 - 2017 Outcome Assessment Results

Unit Name	Unit Outcome Name	Unit Outcome	Assessment Method	Finding
AES - Institutional Effectiveness and Analytics	Academic Program Assessment	Support effective assessment of student learning and program review within the College's Academic Programs	For an assessment workshop on goals, outcomes, and curricular mapping, participants were asked to complete a pre- and post-test questionnaire. The questionnaire asked participants to explain what a student learning outcome describes, differences between different student learning outcomes, and the purpose of a curriculum map.	There were no changes in scores between pre-survey and post-survey responses. There were 4 individuals who took the pre-survey. Of those 4, 75% answered the first item correctly, 50% answered the second item correctly, and 75% answered the third item correctly. There were 4 individuals who took the post-survey (although they were not all the same 4 individuals who took the pre-survey). Of those 4, 75% answered the first item correctly, 50% answered the second item correctly, and 75% answered the third item correctly.
	AES Unit Assessment	Support effective assessment of student learning and unit review within the College's AES units	An activity at the end of AES Assessment Day will be given to individuals to assess their ability to successfully apply an assessment method to a current support outcome or student learning outcome for their unit. A rubric will be used to score their responses. A four-point rubric will be used to assess the successful application of assessment method to identified support outcome or student learning outcome. There are two criteria on the rubric: (1) Outcome Identification, (2) Planned Assessment Method (3 = Exceeds Expectations, 2 = Meets Expectations, 1 = Approaching Expectations, 0 = Does Not Meet Expectations).	A total of 16 individuals completed the assessment. The mean for Outcome Identification was 1.88. The mean for Approaching Expectations was 2.19, with an overall rubric score of 2.04.

2016 - 2017 Outcome Assessment Results

Unit Name	Unit Outcome Name	Unit Outcome	Assessment Method	Finding
AES - Writing Center	Increase Confidence	Students will demonstrate increased confidence in their writing	On exit tickets, students utilized a scale of 1 – 4 to report confidence level before executing writing task on their own and confidence level after meeting with writing tutor.	On a scale of 1 – 4, students reported an average confidence rating of 2.5 in performing their writing task before they visited the Writing Center. After visiting with a writing assistant, students reported an average confidence rating of 3.8 in performing their writing task.

Appendix 30: Inventory of 2016-17 General Education Assessments

Program Learning Outcome Name	Program Learning Outcome	Assessment Method	Finding	Action Plan	Reporting Period
Quantitative Reasoning	Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to: (1) Use quantitative skills to solve problems (2) Interpret quantitative information (3) Translate problem situations into their symbolic representations	ESC 223: One question from an exam given during SPRING 2016 was administered for the only section of ESC 223. Students were tested on their knowledge of their ability to convert integer numbers between different bases In particular, students were asked to convert a decimal number to binary, octal, and hexadecimal bases and vice-versa. A three-category rubric was used to measure whether students met the criteria for success, need improvement to meet the criteria, or if the student failed to reach the criteria for success	33% of students met the criteria for success 17 % of students need improvement to meet the criteria for success 50% of students failed to meet the criteria for success		2015 - 2016
		ESC 201: A question from the FINAL EXAM given during Spring 2016 to the only section of ESC 201. Students were asked to compute forces and moments acting on ropes supporting a steel tower by solving simultaneous equations through static analysis of the steel tower in a given diagram. The quantitative skills also involved the determination of equations involving net forces and moments to solve for the forces on the beam to solve the problem. A three-category rubric was used in measuring whether students met the criteria for success, need improvement to meet the criteria, or if the student failed to reach the criteria for success.	55% of students met the criteria for success 27 % of students need improvement to meet the criteria for success 18% of students failed to meet the criteria for success		2015 - 2016
		ESC 131: Twelve questions during Fall 2015 were administered to one section of ESC 131. Students were tested on their knowledge drawing a floorplan through the use of the software suite, AUTOCAD, with given dimensional information that may require various calculations before implementation in the software.	69% of students met the criteria for success 19 % of students need improvement to meet the criteria for success 12% of students failed to meet the criteria for success		2015 - 2016

Program Learning Outcome Name	Program Learning Outcome	Assessment Method	Finding	Action Plan	Reporting Period
		Exercises to sketch simple figures through straight programming of code in AUTOCAD were also administered within the ten questions.	69% of students met the criteria for success 19 % of students need improvement to meet the criteria for success 12% of students failed to meet the criteria for success		2015 - 2016
		ESC 113: Ten questions from the FINAL EXAM given during Fall 2015 to two different sections of ESC 113. Students were tested on their knowledge of how they would use their quantitative skills (to calculate the solutions to polynomial equations and solve simultaneous equations) and their knowledge of the methodology in how to set up polynomials given their roots and solve simultaneous equations for a particular engineering application through the use of the MATLAB software suite. One problem from a project given during SPRING 2016 to two different sections of ESC 113. Students were tested on their knowledge of their quantitative skills to calculate the side of a triangle based on two overlapping triangles using theory geometry, trigonometry, and fundamental arithmetic and obtaining the results through the use of the MATLAB software suite. In both semesters, a threecategory rubric was used to measure whether students met the criteria for success, need improvement to meet the criteria, or if the student failed to reach the criteria for success	For the fall 2015 semester, 45% of students met the criteria for success 18 % of students need improvement to meet the criteria for success 37% of students failed to meet the criteria for success		2015 - 2016
		PHY 225: Study the behavior of the current in a resistor •Data analysis •Explain current voltage relations by Ohm’s Law •Apply Ohm’s Law to obtain values of current in investigating a circuit.	The results showed an average overall score of 90% with 84% of the students performing in the 71%-100% level.		2015 - 2016

Program Learning Outcome Name	Program Learning Outcome	Assessment Method	Finding	Action Plan	Reporting Period
		•use the thought of significant figures for the calculations	The results showed an average overall score of 90% with 84% of the students performing in the 71%-100% level.		2015 - 2016
		ESC 201: A question from the FINAL EXAM given during Spring 2016 to the only section of ESC 201. Students were asked to compute forces and moments acting on ropes supporting a steel tower by solving simultaneous equations through static analysis of the steel tower in a given diagram. The quantitative skills also involved the determination of equations involving net forces and moments to solve for the forces on the beam to solve the problem. A three-category rubric was used in measuring whether students met the criteria for success, need improvement to meet the criteria, or if the student failed to reach the criteria for success.	The results showed an average overall score of 90% with 84% of the students performing in the 75%-100% level		2015 - 2016
		ESC 221: A question from the FINAL EXAM given during Fall 2015 to the only section of ESC 221. Students were asked to interpret quantitative information (by analyzing a response plot to an operational amplifier circuit) and then were required to use design skills (design of the required circuit to reflect the response plot) to solve the problem. I used a three-category rubric measuring whether students met the criteria for success, need improvement to meet the criteria, or if the student failed to reach the criteria for success	80% of students met the criteria for success 7 % of students need improvement to meet the criteria for success 13% of students failed to meet the criteria for success		2015 - 2016
Communication Skills	Students will write, read, listen and speak critically and effectively. Student behaviors include being able to: (1) Express ideas clearly in written form (2) Employ critical reading skills to analyze written material (3) Exhibit active listening skills (4) Give an	CRJ 204: Final Research paper & Midterm Paper	N of sections =38 N of students assessed = 1098 30.1%: Exceeds Expectations 42.5%: Meets Expectations 16.9%: Partially Meets Expectations		2015 - 2016

Program Learning Outcome Name	Program Learning Outcome	Assessment Method	Finding	Action Plan	Reporting Period
Communication Skills	effective oral presentation	CRJ 204: Final Research paper & Midterm Paper	10.5%: Does not meet expectations		2015 - 2016
		Questionnaire for ESL faculty at all levels (ESL 54, 49, 94, and 95) about assessing speaking and listening skills	The majority of faculty do not formally assess speaking and listening skills, but all faculty focus on listening and speaking skills to some extent.		2015 - 2016
Quantitative Reasoning	Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to: (1) Use quantitative skills to solve problems (2) Interpret quantitative information (3) Translate problem situations into their symbolic representations	PHY 215: Graded assessment test involving Simple Pendulum Parameters(Angle, Mass, Length and damping): - Data analysis - Graphing - Apply the scientific method to the theoretical predictions to check their legitimacy -demonstrating scientific conception.	The results showed an average overall score of 90% with 84% of the students performing in the 75%-100% level		2015 - 2016

V. College Mission Statement

As one of twenty-three colleges within The City University of New York, BMCC shares CUNY's mission to preserve academic excellence and extend higher educational opportunity to a diversified urban population. In addition, Borough of Manhattan Community College is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages.

The College is committed to offering quality education in pluralistic urban environment, to fostering excellence in teaching, to facilitate the enhancement of learning, and to sustaining full access to higher education for those who seek fulfillment of personal, career or socioeconomic goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural and recreational needs of the community.

Consistent with its stated mission, the College supports the following goals:

To provide higher education to a diverse urban constituency in support of CUNY's policy of open admissions.

To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.

To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and the workplace.

To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.

To provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.

To promote multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.

To prepare liberal arts and career students for transfer to four-year colleges.

To prepare students in career programs for employment and career mobility.

To encourage lifelong learning independent of degree programs.

To enhance cultural, recreational and social life of the community.

To maintain a governance structure that facilitates the participation of faculty, administrators, and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

{ our mission } *To preserve academic excellence and extend higher educational opportunity.*

Appendix 32: Strategic Objectives and Outcomes

Strategic Plan Goals

Strategic Objectives

Strategic Plan Outcomes

1. Strengthen college readiness and improve the effectiveness of developmental offerings



2. Improve the student experience



3. Facilitate timely degree completion, graduation and transfer



1. Strengthen partnerships with feeder high schools, community-based organizations, and industry to improve college readiness and increase student access to BMCC's pre-college services

2. Implement strategies to ensure that MECA and other affiliated high school students are exempt from remediation

3. Streamline the developmental reading, writing and math course sequences

4. Expand Immersion, CUNY Start, Summer Start, CLIP and BLISS

5. Implement the new advisement model that is consistent, accurate and responsive to students' needs and interests

6. Improve student outcomes in Gateway courses, including integration of developmental skills

7. Improve new and continuing student orientation

8. Enhance timely, concise and targeted communication with students

9. Scale cohort models—ASAP, Learning Academy, Out In Two

10. Expand experiential learning opportunities, including service learning, internships and study abroad

11. Increase student engagement in co-curricular and extracurricular activities, such as leadership, peer mentoring and athletics

12. Increase articulation agreements and targeted dual degree offerings

13. Improve and increase online and hybrid offerings

1. Reduced percentage of new students needing remediation

2. Improved pass rates in developmental offerings

3. Reduced semesters in developmental/increased percent of students proficient in one year

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 programs

10. Increased student employment post-graduation in their areas of study

11. Increased number of hybrid and online offerings and increased pass rates in these offerings

12. Increased student satisfaction with advisement, orientation, student support services, administrative services and BMCC communications

Strategic Plan Goals	Strategic Objectives	Strategic Plan Outcomes
<p>4. Prepare students for 21st-century careers and contribute to workforce development in NYC</p> 	<p>14. Increase industry-responsive career pathways that link certificate to degree offerings, such as via stackable credits</p> <p>15. Strengthen advisory boards for academic and certificate programs that include industry representatives</p> <p>16. Expand and improve the STEM pipeline, including through expansion of undergraduate research</p> <p>17. Expand professional networks for students that engage alumni, industry and community representatives</p> <p>18. Strengthen connections between the Manhattan Educational Opportunity Center's (MEOC) and BMCC</p> <p>19. Integrate global perspectives across the curriculum and expand cross-disciplinary offerings</p>	<p>13. Increased participation in internships and experiential learning.</p> <p>14. Increased participation in workforce development offerings.</p> <p>15. Increased participation in targeted co-curricular and extra-curricular activities.</p> <p>16. Increased faculty satisfaction with interdisciplinary opportunities, support for research, and governance</p> <p>17. Increased faculty scholarship and funded research grants</p>
<p>5. Cultivate institutional transformation, innovation and sustainability</p> 	<p>20. Strengthen practice of evidence-based decision-making and resource allocation using assessment data</p> <p>21. Strengthen professional development for faculty and staff to support improved teaching and learning; to support professional growth including research, scholarship and creative activity and to improve organizational effectiveness</p> <p>22. Complete BMCC's Master Plan to identify and address learning, working and congregational space needs</p> <p>23. Increase financial resource development, such as capital and non-tax levy funds</p> <p>24. Foster environmental sustainability practices</p> <p>25. Strengthen public relations messaging</p>	<p>18. Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth</p> <p>19. Increased voluntary support for scholarships and targeted programs</p> <p>20. BMCC established as leading community college in targeted areas (e.g., developmental education, undergraduate research, degree completion overall and for targeted populations)</p>

Members of the Middle States Steering Committee and Standards Working Groups

Steering Committee

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

Appendix 34: BMCC Financial Planning Process

By June 30, the unit integrates findings from the external reviewers, establishes recommendations and an action plan, and submits the document to the Dean for Institutional Effectiveness and Strategic Planning and appropriate cabinet member.

SUPPORT/REVIEW:

There are two groups most responsible for providing support to AES units during their unit review. The first is the Office of Institutional Effectiveness and Analytics. The Director of Assessment is responsible for ensuring that AES units are supported in every phase of the review. Another important resource is the AES Assessment Committee. Co-chaired by the Dean for Institutional Effectiveness and Strategic Planning and an AES unit director, the committee is constituted by individuals broadly representing AES divisions.

COMMUNICATION:

The unit manager, in collaboration with the Unit Review Chair and Committee, is responsible for communicating with unit staff throughout the review process. Where appropriate, the Office of Institutional Effectiveness and Analytics is available to provide support. The unit director is also responsible for communicating the results to the AES Assessment Committee through the Director of Assessment. At the end of the process, a report will be generated from the SharePoint site and will be provided to staff in the unit, divisional leadership, IEA, and the AES Assessment Committee. In addition, the final report will be posted to a secure site so that all AES units can review the information.

RESOURCE ALLOCATION

Ensuring that academic programs and AES units are provided with the necessary resources to improve student learning and the environment for student learning is essential to achieving the institutional mission. Resource allocation, however, does not simply reflect finances. In fact, often the most important resources available are people and time. Additionally, resource allocation is often confused with budgets and the budgeting cycle. While important, finances are often tight and an important tactic utilized to ensure that sufficient financial resources are available to achieve missions is strategic redeployment of existing resources. Effective resource allocation, both for new and existing resources, requires the use of assessment results.

BUDGET DEVELOPMENT AND ALLOCATION

In June of every year the college Budget Office sends to all operating units (Division of Academic Affairs, Division of Student Affairs and individual Administrative Departments) the OTPS Budget Request template and memorandum, which establish the format and guidelines for next fiscal year budgetary considerations. This template shows three prior years approved OTPS budgets and actual expenditures, current fiscal year approved budget and actual expenditures, and the proposed allocation for next fiscal year equal to the current year initial budget. Due to the uncertainty of the next year budget allocation at that time, the Budget Office allocates to the individual departments the same amount for OTPS expenditures as in the current fiscal year. Each operating unit is

expected to determine the priorities based on their missions and goals within the parameters of their initial budget allocations. The operating units are also encouraged to submit their funding requests for any additional needs, related to programs, initiatives and acquisitions proposed to expand the institutional goals. If they exceed the initial budget allocation, the proper substantiation/justification is required.

The Budget Office meets with representatives of Academic Affairs and Student Affairs divisions and with each department outside of these two divisions to discuss their budget requests and justifications for additional funding. Each operating unit must demonstrate that their budget request is related to the college's institutional mission and goals. All new budget requests must demonstrate an alignment with the strategic goals, strategic outcomes, and/or strategic objectives. Ideally, these requests are also based on results from academic and AES assessments and operational planning.

Once all budget requests are received and discussed, the Budget Office summarizes them and presents the proposed initial budget to the Cabinet for review. The College executives review requests for funding of additional needs, related to programs, initiatives and acquisitions that exceed the initial budget allocations and establish the priorities. The operating units may be asked to revise their OTPS budget requests based on the expected amount of budget allocation for the college overall and projected PS cost for the next fiscal year.

After this review and approval process of the initial budget requests is completed, the proposed budget is awaiting the notification from University Budget Office (UBO) (about the next fiscal year budget allocation, which is usually received in August. In the meantime, the operating units are given access in CUNY First to OTPS budgets at the level of prior year initial allocations.




CUNY allocates tax levy budget to BMCC according to a community college budget model driven largely by student enrollment. (The methodology can be obtained by a review of the Community Colleges Operating Budget Allocation Methodology.) Based on a three-year weighted average of college enrollments the Model distributes the Controllable Allocation, which is the sum of the Model Allocation plus 90% of the estimated revenue over-collection, to various areas of college operations. These areas include: Instructional Services, Library and Organized Activities, Student Services, General Administration, General Institutional Services. The model allocates funds to two broad categories of expenditures: personnel services (PS); and other than personnel services (OTPS). In addition to the Controllable Allocation, the Model indicates specific amounts to be budgeted for certain purposes, like Adult and Continuing Education, Building Rentals, Child Care,. The integral part of the Allocation Model is the Tuition Revenue Target.

Once an actual budget allocation is received by BMCC, the Budget Office prepares the Financial Plan – a working document, which is used throughout the fiscal year to monitor the expenditures. The Budget Office also distributes the part-time PS and OTPS allocations to the operating units. The Executive Cabinet conducts a comprehensive review of the budget allocations and the financial plan. Once the President and the Cabinet approve the financial plan and divisional/departmental

allocations, they become the College’s official operating budget. There are also budget development processes established for special allocations, which include Student Technology Fees, ASAP, CUNY Start, College Now, and College Discovery among others. Each of this specially funded programs has the committee or the Director responsible for the budget preparation and monitoring.

ASSESSING THE INSTITUTIONAL EFFECTIVENESS PLAN

To ensure that the Institutional Effectiveness Plan remains relevant and useful to the College, academic programs, and AES units, the entirety of the document is reviewed on a regular basis through both formal and informal methods. Formally, there are three bodies responsible for making changes to the document. These include:

-  The Academic Assessment Committee – this is a college-wide assessment committee, co-chaired by the Dean of Institutional Effectiveness and Strategic Planning, and a faculty member that is responsible for addressing academic assessment and program review. Part of the charge of this committee is regular assessment of the Institutional Effectiveness Assessment Plan. Occasionally committee members provide recommendations to the full body regarding modifications.
-  The AES Assessment Committee – this is a college-wide assessment committee, co-chaired by the Dean of Institutional Effectiveness and a director from an AES unit, that is responsible for addressing AES annual assessment and unit review. Part of the charge of this committee is regular assessment of the Institutional Effectiveness Assessment Plan. Occasionally committee members provide recommendations to the full body regarding modifications.
-  The College’s Strategic Planning Council (reconstituted as the MSCHE Self-Study Steering Committee during the Self-Study), in a joint meeting with the Assessment Committees, reviews all recommendations to the plan. Any changes approved by this joint body are implemented by staff within the Office of Institutional Effectiveness and Analytics.

In addition to these formal methods, faculty and staff work regularly with the Dean of Institutional Effectiveness and Strategic Planning and the Director of Assessment. During these meetings, faculty and staff are encouraged to share their opinions about the plan and to express any concerns. These concerns are then brought to the assessment committees for consideration.

MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE)

BMCC is one of the more than 520 institutions of higher education accredited by MSCHE, which is the College’s regional accrediting body recognized by the Department of Education. MSCHE, or Middle States, is one of six such agencies and is responsible for the accreditation of colleges and universities in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands. While the body maintains a staff to support the

Appendix 35: Academic Affairs Budget Call Letter



Borough of Manhattan Community College
The City University of New York
www.bmcc.cuny.edu

199 Chambers Street
New York, NY 10007-1097
tel. 212-220-8320
fax 212-220-8319

To: Department Chairpersons and Directors

From: Karrin E. Wilks, Senior Vice President and Provost

Subject: 2017-2018 OTPS Budget Request

Date: March 27, 2017

A handwritten signature in black ink, appearing to be "K. Wilks", is written over the "From:" line of the header.

We are in the process of initiating the 2017-2018 BMCC budget cycle. Please prepare an OTPS budget request to support items and services essential to departmental operations, as well as any additional requests aligned with BMCC strategic priorities.

Please include the following information with your request:

1. Name of item/service and quantity (if applicable).
2. Brief description of item/service.
3. Rationale for any item/service that is a first-time request; these must be in alignment with BMCC's strategic priorities as outlined in *Reaching Greater Levels: 2015-2020 Strategic Plan*.
4. Estimated cost of item/service.

Please list and total items/services separately by category— *supplies* (outside), *equipment*, *services* (e.g., maintenance, consulting, honoraria), *training* (for approved professional development), *institutional memberships*, *subscriptions* and *services* (for approved academic department-sponsored conferences/seminars/symposiums). Also note whether items/services are first-time requests or renewals.

Please submit your 2017-2018 OTPS budget request to the Office of Academic Affairs no later than Friday, April 28, 2017. Please let me know if you have any questions.

Thank you.

Appendix 36: Information Technology Strategic Framework

The IT Strategic Plan Framework Overview

The IT Strategic Plan Framework was built on the work of several groups. The IT Mission was developed by the staff of the combined Information Resources and Technology (IRT) division, who are comprised of the former College Computing Center, the Media Center, Instructional Technology, Library Technology, ACE technology support and Tribeca Performing Arts Center technicians. Development of the Division's Mission and Shared IT goals took place collaboratively in small groups and in the IRT's quarterly staff meetings in the Spring of 2016.

The Technology Committee of the College Council worked at its monthly meetings to identify the alignment of IRT 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. The Plan communicates key data points on a single page that is easy to read and understand without technical jargon. Leading organizations such as NACUBO have recognized the one-page approach as a way to keep plans relevant and accessible.

The IRT Divisional Goals provide a broad overview of the type of organization that the management and staff envision to be successful. Five goals-- Service, Responsiveness, Innovation, Security and Sustainability were identified as key. Each of these goals reflect the work that needs to occur and also the continually changing technology landscape in higher education.

The Strategic Plan Goals are those stated in the BMCC Strategic Plan "Reaching Greater Levels, Strategic Plan 2015-2020" pp 8 & 9.

The Strategic Actions identified in the framework were identified by key stakeholders such as Academic Affairs, Enrollment Management, Student Affairs and Administration. Each of these actions speaks to a specific goal from the College Strategic Plan.

The Objectives will be the successful implementation of software packages, services and facilities that support the Goals and the Mission of the College.

The day-to-day operational requirements for the Division are addressed in the Sustainability area, as sustainability includes not only stewardship of resources such as energy but also stewardship of resources available through budget allocations. The development of a 5-year forward-looking budget model will help to ensure that resource needs necessary for ongoing IRT operations are properly articulated.

Overall, the Strategic Goals inform the budget process for activities that are in addition to the day-to-day needs of the Division. These activities will change over time as new technologies that help promote completion and retention efforts for student success are adopted.

IT Strategic Plan Framework 2016-17

IT Mission

The Information Resources and Technology Division provides innovative technology leadership and services to the BMCC community with a high level of service through reliable and sustainable technology resources that support the instructional, research and operational goals of the College.

IT Goals

Provide high level **Service** that generates end user confidence and satisfaction

A division that is **Responsive** to the tech needs of the College community

Enable the next-generation workplace through technological **Innovation**

Provide **Secure** and resilient operations to support College activities

Plans and activities that are **Sustainable** both environmentally and economically

Strategic Plan Goals

Strengthen college readiness and improve the effectiveness of developmental offerings

Improve the Student Experience

Facilitate timely degree completion, graduation and transfer

Prepare students for 21st-century careers and contribute to workforce development in NYC

Cultivate institutional transformation, innovation and sustainability

Strategic Actions

Implement Starfish in conjunction with Academic Affairs
Implement TracDat in conjunction with Institutional Effectiveness and Analytics

Enhance Mobile App
Implement Virtual Queuing System
Upgrade and enhance classroom technologies

Implement CRM software in conjunction with Enrollment Mgt.
Implement Tutor Trac, Advisor Trac, SAGE in conjunction with Academic Affairs

Develop Next Gen. Co-curricular transcript
Upgrade and Enhance Media Center Facilities

Implement mobile Interactive wayfinding
Classroom projectors PC Energy Mgt.
Build 5-year budget model

Objectives

Complete FY 16-17
Complete FY 16-17

Ongoing FY 16-17
Complete FY 16-17
Ongoing

Begin FY 16-17
Complete FY 16-17

Complete FY 16-17
Ongoing

Complete FY 16-17
Complete FY 16-17
Complete FY 16-17



Borough of Manhattan Community College

Leadership Fellows Program: Leading from the Middle

January 8 - 12, 2018



BMCC Leadership Fellows Program

January 8th – January 12th, 2018

Day One: Monday, January 8, 2018		
8:30 to 9:00 am	Registration and Breakfast President and Executive Cabinet	Room F-1304
9:00 to 9:15 am	Welcoming Remarks Dr. Antonio Perez, President of BMCC Dr. William Vega, California State University, Long Beach	Room F-1304
9:15 to 10:15 am	Team Building Exercise Bill Vega and Leila Gonzalez	Room F-1304
10:15 to 10:30 am	Break	
10:30 to 12:00 am	Principles of “Leading from the Middle” Bill Vega and Leila Gonzalez	Room F-1304
12:00 to 1:00 pm	Working Lunch: Mentors Discuss Their Experiences and Roles in the Project	Room F-1302
1:00 to 3:00 pm	Best Practices from Bolman and Deal Bill Vega and Leila Gonzalez	Room F-1304
3:00 to 3:15 pm	Break	
3:45 to 5:00 pm	Understanding Emotional Intelligence Bill Vega and Leila Gonzalez	Room F-1304
5:00 to 5:15	Wrap up Bill Vega and Leila Gonzalez	Room F-1304

Day Two: Tuesday, January 9, 2018

8:30 to 9:15 AM	Arrival and Breakfast	Room F-1306
9:30 to 11:00 AM	<i>Changing Landscape in Washington DC</i> David Baime, Senior Vice President for Government Relations and Research for the American Association of Community Colleges (AACC).	Room F-1306
11:00 to 11:15 AM	Break	
11:15 to 12:45 PM	<i>Panel Discussion: the Future of Community College Education</i> Dr. Joe May, Chancellor, Dallas Community College District President TBD President TBD President TBD Dr. Antonio Perez, President, Borough of Manhattan Community College, CUNY <i>Moderator:</i> William Vega, Long Beach State California	Room F-1306
12:45 to 2:00 PM	Lunch - networking among College Presidents (Mentors and Fellows only)	Room F-1404/5
2:00 to 3:15 PM	<i>CUNY's Future:</i> <i>Vice Chancellor Vita Rabinowitz</i>	Room F-1304
3:15 to 3:30 PM	<i>Break</i>	
3:30 to 5:00 PM	<i>Critical Trends and Their Impact on Higher Education</i> TBD	Room F-1306
5:00 to 5:15 PM	<i>Wrap up</i> William Vega	Room F-1306
5:15 to 7:30 PM	<i>Dinner with President Perez, Dr. William Vega and Leadership Fellows</i>	Room 1406

Day Three: Wednesday, January 10, 2018

8:30 to 9:00 am	Arrival and Breakfast	Room F-1301
9:00 to 10:30 am	Fundraising in Higher Education Duffie Cohen, Interim Dean for Institutional Advancement Doris Holz, Vice President for Development (BMCC)	Room F-1301
10:30 to 10:45	Break	Room F-1301
10:45 to 12:15	Strategic Planning and Emerging Trends Dr. Christopher Shults, Dean for Institutional Effectives and Analytics (BMCC)	Room F-1301
12:15 to 1:15	Lunch	Room F-1301
1:15 to 2:30 PM	Leveraging Diversity Matthews Associates	Room F-1301
2:30 to 2:45 pm	Break	
2:45 to 4:00 pm	Developing Others TBD	Room F-1306
4:00 to 4:15 pm	Wrap up William Vega	Room F-1306

Day Four: Thursday, January 11, 2018

8:30 to 9:00 AM	Arrival and Breakfast	Room F-1301
9:00 to 10:30 AM	Project Management for Mid-level Managers Clemente and Associates	Room F-1301
10:30 to 10:45 AM	Break	
10:30 to 12:00 PM	Project Management for Mid-level Managers Clemente and Associates	Room F-1301
12:00 to 1:00 PM	Lunch	Room F-1301
1:00 to 2:15 PM	Embracing Change, Formulating an Action Plan TBD	
2:15 to 3:00 PM	Break	
3:00 to 5:00 PM	Intergenerational Leadership	

Day Five: Friday, January 12, 2018

8:30 to 9:00 AM	Arrival and Breakfast	Room F-1301
9:00 to 10:30 AM	Developing and Sustaining a Personal Leadership Brand Bill Fisse, Managing Director - HR - Citi - Global Campus Recruiting & Program Management Strategy	Room F-1301
10:30 to 10:45 AM	Break	
10:45 to 12:00 PM	Leadership Skills and Life's Lessons William Vega and Antonio Pérez	Room F-1301
12:00 to 2:00 pm	Working Lunch: Going Forward Fellows meet with their mentors and cabinet members to plan future sessions, review group assignments. William Vega and John Montanez	Room F-1404/5
2:15 to 3:00 pm	Exit Meeting: Antonio Perez, Bill Vega and John Montanez	S-700

Quarterly lunch Meetings with the President and the Fellows

- 12:00 to 1:00 PM Monday, February 19, 2018
- 12:00 to 1:00 PM Monday, May 7, 2018

Final Presentation to Cabinet
Thursday, September 27, 2018

BMCC Specific Workshops Led by BMCC Cabinet Members

- 2/3/2017 Changing Student Demographics: Impact on Enrollment Mgt. (D. Walleser)
- 2/10/2017 Workforce Development: It's Impact on Program Development (Sunil Gupta)
- 2/17/2017 Harassment and Workplace Bullying (Odelia Levi)
- 2/24/2017 Thinking Out of The Box (Vincent Suppa)
- 3/3/2017 Managing Resources- Budgeting and Finances (Scott Anderson and Elena Samuels)
- 3/10/2017 Use of Technology: Pitfalls and Benefits (Joseph Spadaro)
- 3/24/2017 Changing BMCC Workforce (VP Bob Diaz and Gloria Chao)
- 3/31/2017 Dealing with Change: Formulating an Action Plan (Consultants)
- 4/7/2018 Thinking Out of The Box and Group Projects (Vincent Suppa)

**BMCC FACULTY LEADERSHIP FELLOWS PROGRAM
JANUARY 8-12, 2018 AGENDA
Fiterman Hall 1302**

JANUARY 8, 2019

TRANSFORMATIONAL LEADERSHIP: CREATING A CULTURE FOR POSITIVE CHANGE

9:00-9:30	Continental Breakfast and Check-In
9:30-10:00	Welcome and Introductions: <i>Antonio Perez</i> , President Program and Participant Goals: <i>Karrin Wilks</i> , Senior Vice President & Provost
10:00-10:30	Think-Pair-Share: What are your goals for this program? What are the key assets you bring to your role as faculty leader? What leadership challenges are you/your department/BMCC currently facing?
10:30-10:45	Break
10:45-12:15	Positive Leadership: <i>Monica Worline</i> , President of Vervago; Affiliate Faculty of Center for Positive Organizations, University of Michigan
12:15-1:00	Lunch
1:00-2:30	Panel Discussion (Moderated by <i>Monica Worline</i>) <i>Antonio Perez</i> , President, BMCC <i>Belinda Miles</i> , President, Westchester Community College (NY) <i>Russell Lowery-Hart</i> , President, Amarillo College (TX)
2:30-3:00	Reflection Writing and Sharing: Leading a Community College What does teaching and leading at a community college mean to you? What are your beliefs about effective community college leadership? How do your values relate to the mission of community colleges?
3:00-3:15	Break
3:15-4:15	Chisolm-Chávez Community College Case Study Scenario #1 <i>Chris Shults</i> , Dean of Institutional Effectiveness and Strategic Planning
4:15-4:30	One Minute Assessment: What resonated? What questions remain?
4:30-5:30	Reception with Cabinet , Cohort 1 (and American Express Representatives) Fiterman Art Center

JANUARY 9, 2018 (Fiterman 1302)

LEADING TO SUPPORT TEACHING AND LEARNING: DEVELOPING PEDAGOGICAL LEADERSHIP

9:00-9:30	Continental Breakfast
9:30-10:00	Individual Reflection and Share:
10:00-10:30	Small Group Discussion and Share: How does student-centered pedagogy promote equity and social justice? How do we work with colleagues to promote good teaching? What high impact teaching strategies are faculty using?
1030-10:45	Break
10:45-12:15	Cathy Davidson, CUNY Graduate Center, Futures Initiative
12:15-1:00	Lunch
1:00-2:00	Felicia Mensah (Teachers College): Culturally Relevant Pedagogy, developing your competencies and working with others
2:00-2:30	Reflection Writing and Sharing: Leading for Student Success What opportunities do you have to work with colleagues on pedagogy? How do your professional and personal values integrate in your teaching? What strategies are effective in working with faculty?
2:30-2:45	Break
2:45-4:15	Chisolm-Chávez Community College Case Study Scenario #2 <i>Chris Shults</i> , Dean of Institutional Effectiveness and Strategic Planning
4:15-4:30	One Minute Assessment: What resonated? What questions remain?

JANUARY 10, 2018 (Fiterman 1302)

LEADERSHIP AND STUDENTS: FACULTY LED INSTITUTIONAL TRANSFORMATION

9:00-9:30	Continental Breakfast
9:30-10:30	Individual Reflection and Share: What is the faculty role in institutional leadership? How does it function in CUNY? What does it look like at BMCC? How can faculty leadership lead to a college that is more student supportive?
10:30-10:45	Break
10:45-12:15	Transformation for Student Success, Sara Goldrick-Rab, Temple University
12:15-1:00	Lunch
1:00-2:00	Panel discussion with Faculty Leadership Fellows of 2017: How faculty can transform BMCC.
2:00-2:30	Reflection Writing and Sharing: Higher Education Agenda What are the key issues students face either at BMCC or outside? How can BMCC contribute to student welfare? What issues in NYC could BMCC help address?
2:30-2:45	Break
2:45-4:15	Chisolm-Chávez Community College Case Study Scenario #4 <i>Chris Shults</i> , Dean of Institutional Effectiveness and Strategic Planning
4:15-4:30	One Minute Assessment: What resonated? What questions remain?

JANUARY 11, 2018 (Fiterman 1302)

THE COMMUNITY COLLEGE MISSION: POLICIES FOR ACCESS AND SUCCESS

9:00-9:30	Continental Breakfast
9:30-10:00	Think-Pair-Share: How does BMCC enact the CUNY mission? How well do we ensure the following (1=well, 5=terrible): <ul style="list-style-type: none">- access to higher education- access to economic opportunity- student learning- degree completion- preparation for the workforce- equity- social justice- economic opportunity- transfer- other
10:00-10:30	On the History and Missions of the Community College, Karrin E. Wilks
10:30-10:45	Break
10:45-12:15	Bonita Brown, Director of Higher Education Practice, The Education Trust: College Policies that Help or Hinder Completion
12:15-1:00	Lunch
1:00-2:00	Focused work on the effect of policies on student success. How has open admissions been enacted at CUNY? What is the effect on students of requiring remedial education? How are "free college" programs being enacted?
2:00-2:30	Reflection Writing and Sharing: Teaching for Success after College How effectively does BMCC prepare students for life, work, career? How does the curriculum in your department prepare students for the workforce? Capstone experiences? Service Learning? Internships? What is missing?
2:30-2:45	Break
2:45-4:15	Chisolm-Chávez Community College Case Study Scenario #3 <i>Chris Shults</i> , Dean of Institutional Effectiveness and Strategic Planning
4:15-4:30	One Minute Assessment: What resonated? What questions remain?

JANUARY 12, 2018 (Fiterman 1302)

FACULTY LEADER AS INSTITUTIONAL LEADER: FOCUS ON EQUITY

9:00-9:30	Continental Breakfast
9:30-12:00	Equity by Design: <i>Lindsey Malcom-Piqueux</i> , Associate Director of Research and Policy, Center for Urban Education, University of Southern California
12:00-12:45	Lunch
12:45-1:45	Chisolm-Chávez Community College Case Study Scenario #5 <i>Chris Shults</i> , Dean of Institutional Effectiveness and Strategic Planning
1:45-2:15	Reflection Writing and Sharing: Leadership Theory and Action What are the key elements of your theory of community college leadership? How do you lead from where you are? Where do you want to go in your leadership journey? What resources within BMCC or CUNY are important to you on this journey?
2:15-2:30	Closing Thoughts and Next Steps

Follow up Fridays, 9:30-12:00: Topics to be determined with participant input

February 9

March 2

March 23

April 13

May 4

Appendix 38: BMCC Organizational Chart

