Bronx Community College
of The City University of New York
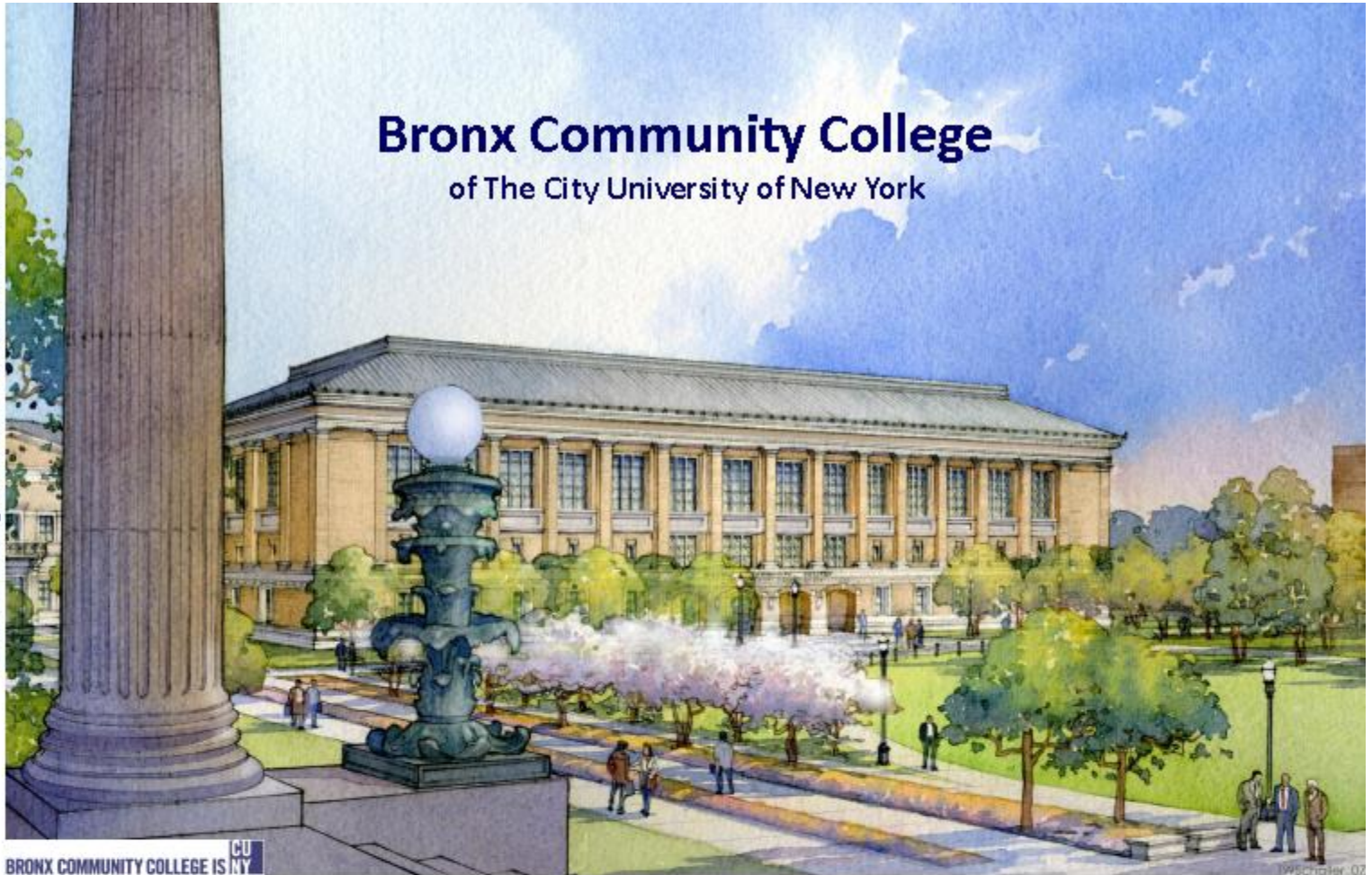
BRONX COMMUNITY COLLEGE IS CUNY

The North Instructional Building and Library

Self-Study Report

for the Commission on Higher Education, Middle States Association of Colleges and Schools

January 2009

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Introduction

Purpose

Bronx Community College (BCC) has engaged in the self-study process with a twofold purpose: to reaffirm its compliance with accreditation requirements and standards developed by the Middle States Commission on Higher Education (MSCHE), and to review and renew sustained efforts to continuously improve effectiveness.   In the decade since the 1999 MSCHE Self-Study Report and site visit, BCC has had opportunity to follow through in implementing recommendations based on comprehensive assessments, and to further develop plans and processes supporting improvements in quality, integrity and effectiveness of operations and outcomes. The College has continued evolving, begun new initiatives, expanded enrollment and program offerings, and made major advances in addressing infrastructure needs vital to fulfilling its educational goals.

Assessment Process

BCC selected the comprehensive model, addressing each Middle States Characteristics of Excellence standard.   Members of eight Working Groups were charged by the Steering Committee with identifying evidence relevant to the standards and to evaluating BCC's activities and culture, analyzing the evidence, and developing recommendations as well as additional assessment measures that may be useful in sustaining high standards for institutional effectiveness. Steering Committee members developed the Self-Study Design, reviewed progress reports and analytical briefs produced by the Working Groups members, and served as liaisons to the Working Groups. Data collected from reports and analyses were reviewed and interpreted, documents and official publications of the College were analyzed and evaluated in terms of effectiveness, interviews were conducted, and data relevant to typical higher education performance indicators, such as retention and graduation rates, were assessed. Forums and discussion groups were organized as a part of the campus outreach effort, supplemented by focus groups and sessions with official groups, such as the BCC College Senate, the Faculty Council, Deans, and VPs and Chairs, as well as other outreach efforts to stakeholders. On the basis of the evidence, analyses and community input, the teams working to produce the Self-Study Report set forth recommendations for consideration to guide and support BCC's efforts to improve.

Participation

Members of the Steering Committee and the Working Groups were charged with encouraging participation throughout the BCC community. In addition to the 10 members of the Steering Committee, 69 members from various constituencies of the BCC campus community were appointed to serve on Working Groups. Campus outreach is considered an integral component of the Self-Study process, not just by the active members of the Steering Committee and Working Groups, but also by the campus. A salient, defining characteristic of campus culture is that our students, faculty, leaders and staff are not shy about speaking up and are eager to be involved in providing feedback and suggestions for improvement. The resulting Self-Study Report is the final product of many analyses, reports, reviews and revisions, a comprehensive document vetted and consolidated to incorporate recommendations composed through an inclusive process.

Bronx Profile

BCC is located in one of the poorest counties in the nation. In the five boroughs of New York City, the Bronx is classified as having the lowest per capita income. According to a report issued July 15, 2008 by the Northwest Bronx Community & Clergy Coalition and the Community Development Project of the Urban Justice Center, tenacious problems include "a large low-skilled, low-wage work force; poor educational outcomes in the public school system; and a shortage of jobs that pay a wage sufficient to survive on"   (Northwest Bronx Community & Clergy Coalition and the Community Development Project of the Urban Justice Center).

As of the 2006 Census, Bronx County's population totaled 1.4 million, with a median age of 32.2 years, 29% under 18, and 10% 65 years or older. The population breakdown by race and ethnicity reported 51% Hispanic (may be of any race), 34% Black or African-American, 21% White, and small percentages other classifications. Many people do not speak English very well (45%), and 56% of people five years or older spoke a language other than English at home (of this population, 83% speak Spanish at home). Poverty rates are high, 29%, with 41% of children under 18 classified as below the poverty level. Of people 25 years or older, 32% are dropouts, not enrolled in school, with no high school diploma or equivalent (U.S. Census Bureau). Analysis of data indicates that health care and social services were the largest of 20 major sectors for employment. The Bronx ranked highest in the state for employment in health care and social services, along with highest ranking for unemployment rate and poverty. Of all of the counties in New York State, the Bronx ranked last in terms of median household income, and fourth from last in per capita income (the other three are not in the NYC metropolitan region, and New York, NY ranked first in per capita income) (U.S. Census Bureau).

Bronx Community College History

Bronx Community College was founded in 1957 "to meet the growing need for access to higher education in the borough of the Bronx" (City University of New York). Civic groups sought increased access to higher education facilities in the "Borough of Universities and Progress" for a decade before classes began, under the leadership of first President Dr. Morris Meister, with 125 students on February 2, 1959, at the former site of the Bronx High School of Science at Creston Avenue and 184th Street. The College's first offerings, during the space race, were science, mathematics and some humanities courses. The College soon developed into a much-acclaimed comprehensive community college offering a broad range of academic programs. Dr. James A. Colston became the second president of Bronx Community College on August 1, 1966, following Dr. Meister's retirement. For the next decade, the college grew dramatically, spurred in 1970 by the introduction of open admissions. By 1972, the College was serving approximately 14,000 matriculated students. In 1973, the New York State Dormitory Authority acquired the University Heights Campus of New York University for the use of Bronx Community College. Beginning with the Fall, 1973 semester, operations were moved to the present 50-acre site overlooking the Harlem River.   Dr. Morton Rosenstock served as Acting President, after Dr. Colston's retirement in 1976, until the appointment of Dr. Roscoe C. Brown, Jr. as third president of the College on September 1, 1977.

The College intensified its outreach to New York City's economic and educational institutions through partnerships with business and industry during Dr. Brown's seventeen years of service, and new programs were developed in high-growth professions in the fields of health, the technologies and human services. Dr. Leo A. Corbie was named Acting President after Dr. Brown's retirement in June, 1993.   Dr. Carolyn G. Williams became the college's fourth president on August 26, 1996. The College

has continued developing its curricula in response to demand and workforce need, and has participated in a variety of national and international alliances. President Williams' commitment to developing articulation agreements and expanding educational and employment opportunities internationally, as well as at home, has enhanced the College's visibility in the national and global communities.

Bronx Community College has a reputation as the Gateway to Success, earned through fulfilling its mission to open doors to careers and higher education for people from diverse backgrounds. The College was a member of the original group of undergraduate colleges that joined to become The City University of New York in 1961.   The City University of New York is, according to state legislation, "supported as an independent and integrated system of higher education on the assumption that the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes" (City University of New York).

In the time that has passed since classes commenced at Bronx Community College on that second day of February in 1959, thousands of students have entered the gates of the College and fulfilled their personal aspirations, choosing careers and, more often, pursuit of advanced degrees.   They have transformed their lives, and their accomplishments speak to the spirit of service and engaged citizenship that is the hallmark of the BCC graduate.   The College's legacy of fulfilling a mission emphasizing access, academic quality and student success continues today.

Standard 1: Mission, Goals, and Objectives

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness. (Characteristics of Excellence, p.1)

Since its creation in 1957, the mission of Bronx Community College (BCC) has been to provide access and opportunity for academic success and upward social and economic mobility to the population of the Bronx. Dr. Morris Meister, the founding President of Bronx Community College**,** indicated that BCC should function as a vehicle for providing a solid academic preparation for "students in the middle." He asserted, "We are profoundly obligated to help each [student] become all that he is capable of being" (Rosenstock, 1999, p.7).

As a unit of the City University of New York (CUNY), BCC is inevitably impacted by CUNY's mission and policies. The origins of CUNY date back to the creation of City College in 1847, when Townsend Harris, the President of the New York City Board of Education, introduced the concept of the "open door" in post-secondary education.

> "Open the doors to all. Let the children of the rich and poor take their seats together and know of no distinction save that of industry, good conduct and intellect." (City College of New York, 2002).

Over the past several decades, City University has undergone several significant changes that have impacted BCC. With the implementation of open admissions in CUNY during the 1970s, BCC enrollment increased from 8,865 in 1970 to more than 14,000 in 1975, with more than 50% of incoming students requiring at least one remedial course. By the late 1990s, criticisms of the results of open admissions resulted in the 1999 CUNY Task Force Report, entitled *The City University of New York: An Institution Adrift,* which presented the following critique of the University:

> "Central to CUNY's historic mission is a commitment to provide broad access, but its students' high dropout rates and low graduate rates raise the question, 'Access to what?' … Moreover the absence of clear standards of academic achievement tied to admissions and graduation permits doubts to fester about the value of CUNY degrees … CUNY must reinvigorate its commitment to excellence, while maintaining its commitment to providing broad access" (pp. 5-6)

In response to these challenges, CUNY implemented new standards for admission and certification, which included the elimination of remediation at the senior colleges, with the requirement that students demonstrate basic college-level skill proficiency (in reading, writing and mathematics) in order to enroll at a senior college and that students pass a proficiency exam in order to continue in the University at the junior level. In addition, the University implemented a Performance Management Program (PMP) that monitors and measures CUNY colleges' progress in setting and reaching performance goals. (See BCC annual report as the sample used by CUNY on their webpage for the PMP program (http://web.cuny.edu/administration/chancellor/performance-goals/cunype.pdf). It is within this context that BCC has conducted self-assessment, reaffirmed its purpose and determined a vision and directions for the future.

The current, comprehensive *BCC Strategic Plan* (including mission and vision statements, ongoing goals and strategic directions) was updated by the College's Coordinating Planning Council, a representative body responsible for institutional strategic planning and assessment that was created in 1999. This revision of the *Strategic Plan* included broad campus-wide involvement and was approved by the College Senate on December 8, 2006. The summary plan is printed in the college catalog, various campus publications and on the college website.

The BCC mission statement succinctly reflects the comprehensive purposes of the college: "to provide an education that is both broad in scope and rigorous in standards" and "to give students the foundation and tools for success" with transfer and/or careers. The mission statement is focused on those who we serve, "students of diverse backgrounds, preparations and aspirations." The new vision statement represents our aspirations to "graduate students who are prepared to live within, profit from, and contribute to a 21st-century global environment marked by diversity, change, and expanded opportunities for learning and growth."

The Strategic Plan differentiates between core business (ongoing goals) and vision for the near future (strategic directions). More specifically, we carry out our mission through ongoing goals, which include: (1) ensuring academic excellence; (2) promoting student success; (3) sustaining fiscal stability and management effectiveness; and (4) providing leadership on local, national and global issues. Short-term (5-year) strategic directions include: (1) advancing liberal learning; (2) coordinating student/academic support services; (3) overseeing progress for the new instructional building; (4) creating fundraising infrastructure; and (5) promoting best business practices.

The objectives and strategies presented in the current strategic plan were derived from analysis and synthesis of the literature about students and institutional success, along with specific knowledge about our particular students, programs, successes and failures. The planning subcommittees used three primary sources,[1] which provided comprehensive models for impacting student success and institutional success, as well as for effective use of evaluation practice in the planning, implementation and assessment of programs.

Analysis

Most incoming BCC students are academically under-prepared for college-level work and demonstrate other academic risk factors, including adult responsibilities of employment and parenting. Despite low skill levels and unfamiliarity with college requirements, incoming BCC students are powerfully motivated and faculty and staff are highly dedicated to helping them achieve their goals. With a history of maintaining rigorous standards and high expectations for student success, the College can demonstrate extensive documentation of the individual and collective results of a Bronx Community College education. Over the past several years, BCC students have performed competitively (with pass rates typically at or above 85%) on national exams (such as the national nursing and radiologic technology exams) and on the CUNY Proficiency Exam. Graduates are recruited to a wide variety of senior colleges, including CUNY, SUNY and private institutions, and/or they find employment in their field of study. Within CUNY, BCC transfers typically perform at or above the CUNY average in the first year following senior college transfer. Most recently, 50% of BCC AA/AS 2006-07 graduates transferred within CUNY,

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[1] Three primary sources that provide comprehensive models for impacting student success, institutional success, and effective use of evaluation practice in planning, implementation, and assessment of programs are: E. Jolley, P. Campbell, and L. Perlman, "Engagement, Capacity and Continuity: A Trilogy for Student Success (GE Foundation, September, 2004); G. Neilson, B. Pasternak, and K. Van Nuys "The Passive Aggressive Organization,: in *Harvard Business Review*, October 2005; and "Using Logic Models to Bring Together Planning, Evaluation and Action: Logic Model Development Guide" (W.K. Kellogg Foundation, December 2001).

with a first semester GPA of 2.54 and a 1-year retention rate of 79%, which are both higher than the CUNY average.   Noteworthy graduates include former Surgeon General, Dr. Richard Carmona; Pulitzer Prize winner, Oscar Hijuelos; and Academy Award winning Director/Actor, Chazz Palminteri. Our most recent valedictorian, Kojo Wallace, received a grant from the Jack Kent Cooke Foundation that will include up to $60,000 for a biochemistry BA at Cornell University (where he now attends) and up to $300,000 for an MD degree.

Strengths

- Mission and goals development, assessment and revision is formalized as part of the College's *Institutional Planning Model (IPM),* which has been operating since 1999 and routinely includes participation of the entire campus community (allowing for direct consultation, review, and input by governance bodies).
- Th*e Coordinating Planning Council* (an advisory body to the President) oversees the development, coordination and communication of all campus planning and assessment efforts and is comprised of leadership from each constituent group on campus.
- Support for all campus planning and assessment efforts is provided by the Office of Institutional Research, Planning and Assessment, which includes five professional staff members who provide strategic planning, research and analytical support. The Associate Dean of this unit reports directly to the President of the College and has responsibility for coordinating major institutional planning and assessment efforts, as well as functioning as the facilitator for planning/assessment sessions of various groups on campus, including the Coordinating Planning Council, Executive Council, Executive Cabinet, and the Academic Success Council.
- Major campus assessments (Risk Assessment, Facilities Assessment, Instructional Technology Assessment, Student Outcomes Assessments) precede (and follow) the development of major plans (Technology Strategic Plan, Campaign for Success Plan, Facilities Master Plan, Development Strategic Plan and Annual Departmental and Division Plans). All are expected to relate to and support the mission and goals articulated in the BCC Strategic Plan.
- Ongoing BCC goals are directly related to CUNY performance indicators, which are measured every year and form the basis of Annual Assessment and Planning Reports. Annual reports are shared with the College Community every year at Faculty and Staff Convocations and appear on the BCC and CUNY websites.

Ongoing BCC Goals	Selected CUNY/BCC Performance Indicators
1. Ensure Academic Excellence	- Increase % of FTE's taught online - Increase faculty research - Increase/maintain % of instruction by FT faculty
2. Enrich the Academic Experience and Promote Student Success	- Increase % students passing gateway composition and math courses - Increase % of skill-proficient students by 30th credit - Increase pass rate on CUNY Proficiency Exam - Increase 1-year retention rate - Increase 6-year graduation rate - Improve student satisfaction with services
3. Sustain Fiscal Stability and Enhance Management Effectiveness	- Meet enrollment goals - Increase transfer rates into CUNY senior colleges - Increase post-transfer retention rates/GPAs - Increase alumni/corporate fundraising - Achieve productivity savings - Increase grants and contracts awarded - Improve student satisfaction with services

4. Provide Leadership (& engage in partnerships) on local, national & global issues	FY08 efforts included: • *BCC Center for Sustainable Energy* hosted the Alternative Fuel Vehicle conference attended by over 300 participants and the Annual Solar Summit (bringing together local, national and international experts in solar policy, instruction, installation and technology). • *BCC National Center for Educational Alliances* co-sponsored and hosted the 2008 World Congress Conference, first international community college conference ("Developing Global Partnerships") with the World Federation of Colleges and Polytechnics, and the International Association of Community and Further Education Colleges, with over 35 countries represented.

- Strategic Directions, developed in 2005-06, have resulted in concrete achievements, as detailed below:

BCC Strategic Directions	Examples of Recent Progress
1. Advance Liberal Learning (BCC uses the AACU definition of liberal learning, which is: Liberal Education is a philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility. Characterized by challenging encounters with important issues, and more a way of studying than a specific course of study, liberal education can be achieved at all types of colleges and universities.	• Consistent with the College's *General Education Program,* core course redesign involving general education enhancement for all sections of high-impact courses (Composition and Rhetoric I, History of the Modern World, Fundamentals of Interpersonal Communication). • BCC Fulbright Scholar in Residence working with the *Center for Tolerance and Understanding* in FY08 to engage the campus community in developing a *Strategic Plan for Integrating Global Learning at BCC.*
2. Coordinate and Focus Student/Academic Support Services	• *Academic Success Center* opened 11/07 with a mission to coordinate and centralize academic support services to promote student success. • *Academic Success Council* created in Spring 07 to oversee and assess the *Campaign for Success Plan* objectives, activities and outcomes.
3. Enhance the Academic Environment and Oversee Progress for the New Instructional Building	• $56 million in funding secured, and approved by the Board of Trustees (12/07), for the new classroom & library building (the first new construction since BCC moved to the current campus). • Robert A.M. Stern, Dean of Yale School of Architecture, and his firm are designers of the new classroom and library building, following the vision of Stanford White's design of this landmark campus. Groundbreaking for the new building occurred 10/08 with completion of new building expected by 2011.
4. Create and Build Fundraising Infrastructure and Comprehensive Campaign	• Development effort spurred by the hiring of new staff, including: Director of Development, Director of Alumni Relations, Events Coordinator, and Database Manager. • BCC Foundation Board reconstituted and restructured.
5. Promote Best Business Practices (including business intelligence, integrity and innovation)	• Recent innovations in the use of information technology include the creation, in 2003, of SIMSMirror (relational student information database), and the unveiling, in 2006, of BCC's One Stop Shop E-Services (OSSES), which provides e-services to students, faculty and staff — including e-attendance, e-grades, e-advisement, etc.

- BCC has repeatedly demonstrated the capacity to set and meet rigorous goals designed to strengthen the institution and its outcomes, which often results in the receipt of significant grants, such as a recent

award of $2.75 million Title V grant (to support instructional technology program) and award of $2.4 million College Cost Reduction and Access Act (CCRAA) Hispanic Serving Institution (HSI) grant.

Challenges
- While there is strong consensus regarding the College's mission and goals, the quality of some plans can be improved by including more clearly articulated and realistic objectives.
- There is a need for more and better designed operational plans to achieve the objectives.
- There is a need for more and better designed assessment plans that accurately evaluate outcomes.

Recommendations
- The College should continue to regularly revisit, update and revise the mission, vision, ongoing goals and strategic directions approximately every five years.
- A mechanism for internal evaluation and feedback regarding all plans should be implemented.

Major Recommendations

1.1   Coordinating Planning Council (CPC) should continue to regularly revisit, reaffirm and/or update the mission, vision, goals and strategic directions.

1.2   Formalize a process to: (1) monitor the College's progress in responding to these Middle States Self-Study recommendations; (2) review and critique various strategic plans to assure correspondence with College's Plan; and (3) review and critique operational plans to assure inclusion of activities, timelines, expected outcomes, responsibilities and feedback mechanisms.

1.3   Balance external demands and new initiatives, while maintaining a clear focus on core mission and objectives.

Standard 2: Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission… and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality. (Characteristics of Excellence, p.4)

Institutional Planning, Resource Allocation and Renewal

Bronx Community College engages in a continuous process of planning and analysis, rigorously implemented following the last self-study process. BCC's process is guided by an Institutional Planning Model (IPM) that enables continuous and cyclical planning, assessment, goals and outcome analysis, and budgeting involving the College's elected and appointed administrative, teaching and student leadership. The College has implemented procedures that make resource allocation, budget management, and reporting processes more transparent, while expanding the overall participation of the college community to allow direct consultation, review and input by essential governance bodies. Most prominent among these bodies is the Coordinating Planning Council (including representatives from the faculty, students and administration).

The planning and assessment processes and results have evolved substantially since 2004. The College's new Strategic Plan has emerged from the comprehensive planning process, from analysis of the literature on student and institutional success, and from specific knowledge about our students, programs and recent track record. The BCC Strategic Plan was updated in 2006 by the Coordinating Planning Council, with broad campus-wide involvement, and was approved by the College Senate on December 8, 2006. The new strategic plan includes an updated mission statement, a new vision statement, updated ongoing goals and newly developed Strategic Directions.

The College's Strategic Plan provides a framework for all specialized plans, including the development of the Annual Operational Plans and Assessments, the Campus Master Plan (required for the planning and approvals for the new instructional building), the Campaign for Student Success Plan, and the Technology Strategic Plan, as well the plans required for programmatic grant applications.

Annual Institutional Planning Processes and Results

Each spring, the President requests an annual report from each of the four major divisions (Academic Affairs, Administration and Finance, Student Development and Enrollment Management, and Institutional Advancement), which includes an assessment of the past academic year and a plan (including activities, goals and targets) for the upcoming academic year. The reports generated are part of the College's cyclical institutional planning and assessment process. In this process, all units of the College annually submit to the President a detailed account of their accomplishments, assessment activities, and future plans that demonstrates their contribution to the achievement of institutional goals and long-term initiatives. The Division Reports are used to compile an Institutional Assessment and Plan, which is submitted to the CUNY Chancellor and the campus community. The Annual Performance Report and Annual Goals and Targets reports focus on three areas: raising academic quality, improving student success, and enhancing financial and management effectiveness. Further information can be found on the Institutional Research webpage under Strategic Planning: http://www.bcc.cuny.edu/InstitutionalResearch/Strategic.htm.

Resource allocation decisions (at the college level) are made in a transparent fashion, with the involvement of divisional leadership. Each VP has the opportunity to present anticipated needs for their

division and have them addressed in the college's budget during the allocation process. Budget and expense information is shared with divisional & departmental leadership on a periodic basis.

Tax levy-based support is provided to academic departments for instructional personnel, programs, and curriculum delivery. Other resources include funding from the CUNY-supported Coordinated Undergraduate Education (CUE) program (including resources for general education, supplemental instruction, freshmen year programs, summer programs, learning communities, and writing, reading, and math centers); CUNY COMPACT (which funds new faculty lines, technology, faculty development, and workforce development); Perkins Grant (which funds faculty development, quantitative literacy, and the Academic Success Center); and other grant funding.

The Personnel and Budget (P&B) Subcommittee routinely informs the P&B Committee of the college about the budget dynamics for the current year, sharing budget information while providing opportunity for "transparency" in budgetary processes. Decision-making authority remains with the college administration, and the Subcommittee has an advisory function.

Strengths
- The College has made progress towards the implementation of "all-funds budgeting," which is designed to maximize the organization and allocation of fiscal resources as well as the documentation of funding decisions, allocations and results.
- A Planning/Assessment infrastructure is in place to coordinate all major planning efforts, products and outcomes. Every department on campus is accustomed to developing annual goals and annual assessments of progress made relative to prior goals.
- There have been coordinated efforts and documented processes for recommending budget expenditures for specific department needs, or for general categories (such as faculty development, instructional technology, etc).
- The College has invested in institutional resources available to support effective planning and resource allocation decisions, including:
  - Support of administrative systems development, including creation of relational database and the development of electronic administrative and analytical tools.
  - Support of analytical capacity building, including: increase of staffing in Institutional Research (IR) and Information Technology (IT); providing staff development efforts (such as the Administrative Council training in the use of logic models in planning and evaluation activities); and in efforts such as our Self-Study Design, which included the preparation of 60 analytical briefs, which were developed and revised by working group members who received analytical feedback from the Steering Committee members.
- Over the past several years, the College has consistently met its goals and targets with respect to:
  - Hiring of new faculty, originating & revising curricula, incorporating general education skills into the curricula, and making small grants available to faculty.
  - Increasing the number of curricula and programs that incorporate assessment.
  - Creating and implementing the IT Strategic Plan; increasing student and faculty use of technology.
  - Increasing the CUNY Proficiency Exam (CPE) pass rate over the past 5 years from 76% to 91%.
  - Maintaining a consistently high percentage of instruction delivered by full-time faculty, with most recent (FY08) figure of 61.1%, higher than the CUNY community college average of 52.5%.
  - Increasing enrollment by 31%, from 6893 in Fall 1999 to 9003 in Fall 2007.
- Following the Middle States Periodic Review in 2004, the reviewer report stated:

"The College has implemented an Institutional Planning Model that provides for ongoing assessment of goals and expected outcomes. The assessment tools have been used effectively in the last five years to make major changes. The report presents evidence that Bronx Community College fulfills its mission to provide educational opportunities to a population of students greatly in need of its services, and the College does so within constraints posed by fiscal limitations and an aging physical plant."

Challenges
- The College has enjoyed budget increases over the past several years. Anticipated budgetary challenges will require more discriminating decision making.
- While BCC is holding its own for the current number of faculty and staff, the necessity for additional faculty lines in new programs (Criminal Justice, Forensic Science, and Energy Services and Technology Program), as well as for providing equipment instrumentation for the sciences and additional facilities for instruction, presents a fiscal challenge.
- Over the past five years, there have been limited gains and/or fluctuations on important student performance indicators (such as the one-year retention rate, graduation rate, and NCLEX pass rates). Efforts to address these indicators need to be strengthened.
- Since ongoing and annual assessments are decentralized and self-reported, the level of transparency, accountability and general oversight varies across the campus.

Recommendations
- Increase transparency of decision-making processes: This is critical for maintenance of confidence in planning and resource allocation decisions.
- Raise academic quality*:* Incorporate more measurements of the use of instructional technology (i.e. metrics for types & amounts of instructional technology used and corresponding facility requirements).
- Improve student success*:* Develop strategies (with action plans) for increasing retention, graduation and NCLEX pass rates, and incorporate these strategies into the College Plans; reduce the number and percentages of students on academic warning and probation.
- Enhance financial and management effectiveness: Streamline and enhance student support services (i.e. counseling, advisement, registration, financial services), taking into consideration the projected increased enrollment demands; create a campus-wide institutional advancement awareness campaign to be more effective in fundraising efforts; and report more regularly on the progress in dealing with infrastructure and health and safety issues.

Instructional Technology Plan
Within BCC's established framework of planning and assessment, an Information Technology Strategic Plan was first drafted in 2003 and updated in 2006; this blueprint for IT organization and activity established the following priorities:
- Developing strategies to ensure development and adoption of curriculum-based technology competencies
- Ensuring the ongoing evolution and maintenance of a high quality, technology-enriched teaching and learning environment
- Maintaining a coherent and effective instructional and mentoring framework for faculty and staff, in order to promote effective integration of educational and information technologies

In Spring 2007, Dr. George Sanchez, Senior Vice President of Academic Affairs, determined that implementing these strategic priorities required a comprehensive assessment of how well and how extensively technology was currently deployed in all academic programs. Consequently, an external

consultant was engaged to examine institutional conditions. The *2007 Assessment Study of the Use of Technology within Courses and Programs of Study* carefully documented the strengths and weaknesses of instructional technology applications across the campus. The *Assessment Study* systematically surveyed all academic departments about curriculum and pedagogy, professional development, technical support, infrastructure, and student proficiencies. The results revealed a mixed picture: BCC's academic technology environment, while in some ways considerably advanced since the initial 2003 Strategic Plan was completed, remained in other respects underdeveloped and incomplete.

The *Assessment Study* led to the creation of an *Office of Instructional Technology* (including the creation of 2 full-time professional positions) and support for faculty development, as well as the development of a five-year instructional development plan and 2 major grant proposals (Title V and MetLife) to help support that plan.

Strengths

- The following case study demonstrates a college-wide best practice:

Case Study: How the College plans, uses assessment results and adapts to challenges and changes.

The Problem:

A Title V proposal was submitted to the US Department of Education in summer, 2007, which reflected the Instructional Technology Plan. It would have technologically equipped 60% of the campus's classrooms, provided training for faculty in all 15 academic departments, and provided trained students to assist in the classroom with the technology and with tutoring. Of 500 applications nation-wide, about 25 were funded, the cut-off score being 119.33. The BCC application missed narrowly with a score of 118.00.

College Response:

Committed to the goals of this effort, the College reallocated resources to create the Office of Instructional Technology, including support for staffing and faculty development. In addition, another grant was prepared and submitted to the MetLife Foundation to support one aspect of the instructional technology plan, the Instructional Technology Tutor/Mentor effort. This grant was funded for $150,000.

As the College prepared to update and resubmit the Title V grant, the US Department of Education decided to support excellent grants that were submitted in 2007 instead of calling for new proposals. This time, the BCC proposal was funded with $2.75 million. Operational modifications are being made at the time of this report writing, but the original concept, objectives and planned outcomes remain.

Postscript:

The Instructional Technology Plan has a comprehensive research and evaluation component (involving a rigorous empirical study evaluating the impact of teaching and mentoring with technology on acquisition of digital/information literacies and overall academic performance). The results of this research will be used to further develop strategies for effective teaching with technology.

Challenges

- As faculty members develop instructional technology capabilities, they will require technology-enriched facilities to support this instruction.

Recommendations

- Develop technology-enriched facilities (classrooms and laboratories) to keep pace with the instructional technology expectations of faculty and students.

Campaign for Success Plan

As part of a CUNY-wide initiative, BCC initiated a *Campaign for Success Plan* in Spring 2006, which emerged as an outgrowth of the strategic planning group effort leading to the *BCC Strategic Plan*. As

with other planning initiatives on campus, the planning began with an assessment. This assessment identified the following barriers to student success at BCC:

- BCC students have multiple academic and personal risk factors.
- Student academic performance is poor, especially in the remedial courses.
- An outdated probation and suspension policy (which has since been revised) contributed to poor academic performance.
- The college lacks an organized system for matching student needs with services.

The assessment also pointed to institutional strengths to further develop, including:

- Continuing support for excellent teaching
- Keeping strong institutional supports and infrastructure in place for major campus-wide initiatives (including the Coordinated Undergraduate Education (CUE) program, the academic support centers, the General Education Program, the Academic Assessment program, and the Technology Strategic Plan)
- Maintaining strong support for evidence-based decision making (including strong information systems and business intelligence tools)

An operational *Campaign for Success Plan* was developed in Fall 2007 with the following goals:
1. Focus efforts of a new Academic Success Center to improve student performance and persistence.
2. Increase the number of capable students in the clinical nursing pipeline and nursing program, as well as the number of nursing degree completers.
3. Implement an integrated instructional technology program (corresponding to the instructional technology plan outlined above).

Strengths
The *BCC Campaign for Success Plan* has resulted thus far in:
- Creation of the Academic Success Center in Fall 2007 to centralize and coordinate academic and student support services. The Center is a direct result of concerted actions to accomplish objectives set forth in the Campaign for Success and Coordinated Undergraduate Education (CUE) planning. The Center operates with staff from both academic affairs and student development collaborating to provide academic orientation, academic advisement, and registration for new students.
- Development of technology tools including electronic attendance, grading, and advisement forms to systematically support retention efforts.
- Implementation of an Action Plan to improve student performance and persistence in the Clinical Nursing Program, including the creation of the Health Science Academy as a vehicle for increasing the pipeline into the Nursing Program.

Challenges
- The quality of Academic Success Center efforts and resulting student outcomes must both be considered in assessment of the impact of the Center on student success.

Recommendations
- Assessment of Academic Success Center efforts and outcomes should include process evaluation of the Center's activities, as well as the measurement of impact on student success.

Space Planning Master Plan

Following more than a decade of effort, BCC secured funding ($102 million) to build a much-needed state-of-the-art classroom building and library on the campus. The Space Planning Master Plan (January 2007) included a comprehensive assessment and analysis of the space and facilities needs of the college. The campus community benefited from the expertise and professionalism of the Robert A.M. Stern Architects, LLP (led by Yale Dean of Architecture, Robert Stern), who were anxious to design the building for the landmark campus. The planning process included the consultant team, as well as representatives from CUNY, BCC and the Dormitory Authority (DASNY), all of whom provided input into the new building's design and the development of a long-term plan for renovating and updating existing buildings and facilities.

Strengths
- Planning team included all major constituents (including consultants, CUNY personnel, campus leaders, campus facilities personnel, and institutional research personnel) in the information gathering and analysis phases.
- Planning team used multiple methods for collecting information, including: document review, observations, email surveys, questionnaires, and in-person interviews with every academic department and major division on campus.
- The College (already engaged in comprehensive planning efforts) was readily able to provide enrollment and program projections, current and projected space utilization reports, and short- and long-term programmatic goals and anticipated outcomes to help facilitate the Master Plan effort.

Major Recommendations
2.1   Continue to improve procedures to support evidence-based decision-making and communications regarding the rationale for those decisions.
2.2   Continue to strengthen strategic human, fiscal and facility resource management procedures, plans and evaluations

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Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment. (Characteristics of Excellence, p.9)

Fiscal Resources, Budgeting and Resource Allocation Processes

The College's tax levy operating budget is funded annually via the Community College Allocation Model, in which the University funds community colleges using a series of formulas based on a 3-year weighted average of FTE (Full-Time Equivalent) students. For FY 2008, the estimated FTE used in the model was 6,551, based on the calculations below:

FY	FTEs	Weight	Total
2005	6,468	20%	1,294
2006	6,544	30%	1,963
2007	6,588	50%	3,294
Est 2008			6,551

Based on the estimated number of FTE's, the model generates the necessary number of full-time positions (by category) and other-than-personnel services (OTPS) for each Major Purpose (MP) area of the College. Within each MP, the number of generated positions for each category is multiplied by the college's average salary for that category and MP to arrive at a funding level for personnel. For example, based on 6,551 FTE's, the model generated the following funding for MP 51 (Student Services):

Category	# of Positions*	BCC Avg. Salary (MP 51)	Funding
Professional Staff	48	$65,249	$3,135,434
Non-Prof. Staff	26	$37,249	$980,397
OTPS	-	-	$154,000
Totals	**74**	**-**	**$4,269,831**

*Note: If college staffing levels in a particular MP/category are less than the levels prescribed by the model, the remaining positions are funded at the community college average salary for that MP and category. If staffing levels exceed those prescribed by the model, the additional positions remain unfunded. The College makes every attempt to balance staffing to maximize college operations and efficiency.

The exceptions to the FTE-based funding formula are Building & Grounds, which is funded based on OGSF (Outside Gross Square Footage); and Special Programs, whose funding is determined by the Office of the University Provost. The model allocation received by the College generally falls short of the College's base budget expenditures. The University discounts the model allocation slightly below one hundred percent of available funding and increasingly has required the colleges to achieve specific revenue over-collection targets to meet the allocation total. Once the college receives its annual allocation, the Budget Office (under the direction of the Business Manager and the Senior VP of Administration & Finance, and in consultation with the leadership of each division of the college)

develops the college's spending plan. The financial plan outlines exactly how much the college anticipates spending during the fiscal year and incorporates expense reductions, and all available sources of revenue, or what the University refers to as "Non-Miscellaneous Income." These are revenue items other than tuition revenue such as Parking, RF Reimbursements, etc. The spending plan is presented to the Executive Council prior to its submission to CUNY OBF (Office of Budget & Finance). The plan is also presented to the Personnel and Budget subcommittee on Budget. The plan is then monitored throughout the year, and adjusted if necessary.

The Community College Investment Plan (CCIP) was instituted by the University in FY 2004 with the intent of investing revenue generated by the tuition increase that year in specific target areas: I&DR Teaching, I&DR Support, Library, and Student Services. The CUNY COMPACT, a new approach to financing the University's Master Plan initiatives, was introduced in FY 2007. The plan calls for a partnership among the City, State, and University, with the City and State funding 100% of the University's mandatory costs and 20% of the Master Plan investments. Part of the CUNY COMPACT requires colleges to meet institutional fundraising targets.

Strengths
- Strong internal controls are in place that safeguard the College's assets and reduce institutional risk. For example, the College's internal budget application and budget modification process prevent departments from overspending on temporary personnel, which in years past had become an issue at the College. All areas of the College are required to conduct analyses of internal controls as required by the State for the last 20 years, and this year there is a more comprehensive self-assessment of internal controls and risk management underway.
- Plans & goals for the Division of Administration & Finance are driven by BCC's Goals and Targets.
- Periodic review of divisional benchmarks has allowed the Division to be more anticipatory of college needs. One area that has benefited from such review is Information Technology. By identifying needs in advance, the College has been able to make significant investment in technology when the opportunities have presented themselves to do so (COMPACT, excess tuition revenue, etc.).

Challenges
- Significant investment is needed for facilities and infrastructure; the Allocation model provides for operating expenses only. While COMPACT dollars have been somewhat helpful in addressing some of the college's facilities concerns (asbestos abatement, Playhouse renovation, fencing, flooring, painting, etc.), they are not sufficient to address major long-term campus infrastructure issues.
- The College is currently committing significant human resources to implementing the CUNYfirst ERP (enterprise resource planning) effort while maintaining current levels of service to the college community. CUNYfirst is a major University initiative designed to upgrade all processes, policies and information systems for Human Resources, Student Administration and Finance Management. The BCC Division of Administration and Finance is supplying the CUNYfirst effort with experts (Finance, Human Resources, and Training), as well as trainers for the various modules as they are implemented.
- CUNYfirst will create more centralized control of resources and expenditures.

Recommendations
- Continue efforts to secure capital funding by influencing city and state legislators to provide more capital dollars in order to address infrastructure issues
- Secure COMPACT funding to support CUNYfirst Initiative

Physical Resources (Facilities)

Recently, BCC underwent a rigorous self-evaluation and analysis of all the buildings and grounds to access the College's overall state of good repair. The evaluation and analysis process was initiated and required by CUNY. It was performed by campus facilities personnel to facilitate submission to the State by CUNY. In addition, the architectural firm hired to design the North Instructional Building (Robert A.M. Stern) conducted an extensive analysis, entitled "Space Planning Master Plan" (SPMP), which was finalized and issued in May 2007. The analysis was conducted on the following areas: Exterior and Superstructure; Interior of the Buildings; Central Systems and Site Utility Conditions; Site Distribution Systems; and Civil Site Conditions.

Each component was rated poor, fair, good, or excellent, and values of 25%, 50%, 75%, or100% were assigned to each rating, respectively. In total, $176 million was estimated to complete the 100% repair of all components of the buildings. In addition, $25 million is needed for central systems and site utilities, and $7 million is needed for the repair of civil components. This assessment was only designed to determine repair needs. It did not address the needs for space or renovation. The BCC Campus Planning Office and Physical Plant Services (PPS) have previously requested funds from CUNY for many of these needs. Funding is not entirely controlled by CUNY. New York State has final authority over capital projects.

Of the $176 million, BCC hopes for approximately $2 million in the fiscal year 2007/2008. None of the other needed funding is yet in place. In all buildings, health and safety items have priority over other items. Of greatest concern are the seven buildings that each require over $10 million in repairs and particularly Meister Hall, which needs over $33 million in repairs, more than double the amount any other single building's needs. The SPMP provided some insight into what types of repairs are needed in each of these buildings.

An additional facilities challenge involves the College's Civil Rights Voluntary Compliance Plan to address shortfalls in ADA compliance. The Civil Rights Voluntary Compliance Plan consists of interim adjustments to be made to bathrooms for better wheelchair accessibility, a State-of-Good-Repair analysis of all buildings on campus, and an analysis of the need for curb cuts, ramps, entry doors, and vestibules.

Strengths
- The College has undertaken this comprehensive effort to analyze the campus infrastructure. The use of an architectural consultant indicates the desire to properly assess the strengths and weaknesses.
- The response to the evaluations indicates the College's commitment to campus improvement, safety, and accessibility. Efforts to request the funding to address problems are underway and ongoing.

Challenges
- The weaknesses are delineated above. The fact that it will take $176 million to "fix" the physical problems on campus is overwhelming. Safety and ADA items must be given the top priority.

Recommendations
- Significant new fiscal resources must be generated, through fundraising and lobbying efforts, in order to comprehensively address these infrastructure challenges.

Information Technology Resources

One of the major themes emerging from the College's previous Self-Study was the vast technology deficiency of the College. Since that time great progress has been made. The Information Technology Department (IT) has operational, strategic and fiscal responsibility for the innovation, implementation and advancement of technology at the College.

The IT Department is divided into three main areas: Network Administration & End-User Support, Instructional Services, and Information Systems. IT services include the wiring, installation and maintenance of all telephone, computer network and alarm systems, in addition to the installation and support of standard software applications such as e-mail, word processing and spreadsheets. The Department supports many mainframe and web-based applications. The Information Technology Department is also responsible for the staffing and maintenance of all Academic Computing facilities.

The IT Department continues to pursue:
- the ability for users to access any resource they need from any location on campus or off campus, at any time – whether it be books or electronic reserves from the Library, audio/video lessons from the Learning Resource Center, access to distance learning courses at home, or student registration in labs;
- a network-centered computing environment (Main Distribution Frame and server farm), where information services are seen as standard network services originating from a single source; and
- the continued testing of a mobile and wireless computing environment, where all members of the BCC community will be able to access network services from anywhere, at any time, both on campus and off. We currently have the faculty/staff laptop loaner program, which is administered by the Library. Students in the Honors' Program have the opportunity to borrow a laptop for a semester. As wireless capabilities expand on campus, the areas are added to the wireless coverage map located online at: http://www.bcc.cuny.edu/BCC-Wireless-Network/?page=Wireless_Coverage_Map.

Strengths
- Development of numerous electronic services, including e-Registration, e-Grading, e- Attendance, and other tools for students, faculty and administrators.
- Continued expansion of technology on campus, including: Smart Boards in classrooms (currently 30 Smart Board units on campus); additional computer lounges, providing students with open-use-only computer facilities; a new video conferencing facility; Computer-on-Wheels (COW) setups — each academic department has a minimum of two COWs, mobile laptop/digital projector units for classroom instruction; expansion of wireless connectivity; and installation of Thin Client kiosks – 16 kiosks on campus and 8 Thin Clients in BCC-made enclosures.

Challenges
- As technology expands, workload demands increase. The need for more "smart" classrooms will increase the workloads for Physical Plant Services (PPS) and Information Technology (IT).
- As demand for more Academic Computing facilities increases, there is increased need for more funding and human resources. Help Desk and staff training need continuous attention and improvement.
- Web services need a content management system.
- Bandwidth continues to present a serious problem for the campus.
- As technology continues to be infused in teaching across the campus, the need for additional computer facilities for students will grow.

Fundraising

Fundraising initiatives seek to raise private monies from individuals, corporations, and foundations. BCC Foundation Inc. is the vehicle through which private monies are raised. The main goal of the fundraising operation is revenue generation—the collection of resources that BCC cannot obtain through normal tax-levy channels. The monies raised through fundraising are designated only for specific purposes: primarily, scholarships for students or specifically identified, privately funded programs. Normally, contributions are not allocated as unrestricted funds.

In 2004 Chancellor Matthew Goldstein initiated an "Invest in CUNY/Invest in New York" campaign, intended to dramatically increase public and private support for CUNY, and the University has encouraged its Colleges to expand their fund-raising efforts. The Chancellor has recently increased CUNY's fundraising goal from 1.2 billion dollars to 3 billion dollars by 2012. The significance and importance of fundraising has been recognized at BCC and with a full fundraising staff, a comprehensive fundraising campaign will be undertaken to raise 11 million dollars by the end of 2012.

The Administration, evaluating the needs of the College to reach its fundraising goals, responded to the increased emphasis placed on fundraising by the Chancellor by restructuring and creating a fundraising unit. The fundraising function has been expanded from a single position of Director of Development to a full complement of support functions. Five new positions have been filled, completing the development of a new fundraising team: Director of Alumni Relations, Events Coordinator, Database Manager, Development Assistant, and CUNY Office Assistant.

Current goals include: reconstituting the 19-member Board of Directors of BCC Foundation to include people of means and influential leaders in major industries; increasing current BCC Alumni Association membership of approximately 350 through alumni homecoming events and other events and services; forming a Bronx CUNY College Scholarship Fund Committee to leverage money for scholarships from businesses in the Bronx; identifying alumni with significant achievements; and improving the perception of BCC in the community.

Strengths
- Newly hired personnel have shown effectiveness and commitment to accomplish intended goals.
- BCC's marketing initiatives and efforts to establish consistency of "brand" for the College show promise and are clearly tied to the future success of BCC's fundraising programs.

Challenges
- Significant fundraising among community colleges is generally an uphill battle.

Grants

Working in conjunction with faculty and staff, the Grants Office seeks and pursues opportunities to draw grant dollars (mainly governmental, but also corporate and foundation) into the College to support BCC's mission and strategic plans. The Office also plays a very active role in the post-award management of successful proposals (assisting with reporting issues, budget modifications, purchasing, timesheet processing, etc.).

Fiscal Year	Proposals Submitted	Proposals Awarded	Total Amount
2005	139	66	$11,054,403
2006	151	74	$13,359,411
2007	146	75	$16,121,982

Strengths

- The Grants Office has adequate resources and good staffing, including: an administrative director to handle many post-award issues; administrative assistants; and two accountants. The Grants Office offers free access to overnight delivery, subscriptions to grant alerts, a searchable foundation database, and more.

Challenges

- The Grants Officer needs to continue reaching out to faculty and staff, especially in underrepresented areas and departments.
- The College needs to develop a strategic approach to science and technology grant submissions. This is a high-need area from a national workforce and education perspective; funding trends are promising in the years to come, and the most favorable indirect cost rates are in this area as well.
- Foundation grants must be produced continuously. They help the College to meet needs that are important, but that may fly under the radar. They also represent a less daunting task for the many faculty members who have had success with internal grant mechanisms but have not tried for larger government grants.

Recommendations

- Support additional resources for proposal writing and to assist faculty in developing their own proposals.

Major Recommendations
3.1   Vigorously continue efforts to secure capital funding by influencing city and state legislators in order to address infrastructure issues.
3.2   Continue to increase fundraising efforts and dollars.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution. (Characteristics of Excellence, p.12)

Bronx Community College is part of the City University of New York, which is the largest urban public university in the country and is comprised of 23 institutions, including six community colleges. CUNY is governed by a Board of Trustees. The Bylaws of the Board comprise the highest policy source within the University, including academic, budgetary and personnel matters. The President is the chief executive officer of the College. The President reports to the University Chancellor, who reports to the Board of Trustees of The City University of New York.

Senate and Standing Committees

The College Senate is the deliberative governmental body of BCC. It meets monthly during the Fall and Spring semesters. There are 59 voting members, which include 15 members of the Student Government Association. The Senate and each of its standing committees (Executive Committee, Curriculum Committee, Committee on Governance and Elections, Committee on Student Activities, Committee on Space, Facilities and Physical Plant, Committee on Academic Standing) are governed by the Governance Plan, and the Curriculum Committee and the Committee on Academic Standing each have their own Codification. Revisions are made on an as-needed basis, rather than done systematically. There was no strong consensus that this needed to be changed. The governance plan was last amended in 2001. In 2007 the campus approved two changes to the governance plan that will be submitted to the University for referral to the CUNY Board of Trustees for approval. In 2008 the Senate approved changes to the governance plan that must now be referred to the students for approval.

Strengths
- There is shared governance at BCC in both the Senate and its four standing committees. Administrators, faculty and students serve on the Senate and each of its standing committees.
- Important decisions have been made under this shared governance plan. In the last three years, a new Academic Standing Policy (which provided new guidelines for placing students on probation and suspension and providing interventions for these students) was passed by both the Committee on Academic Standing and the Senate. In the past year, three new curricula have been approved by the Curriculum Committee and the Senate.
- There is transparency in the rules and processes that govern the Senate and its standing committees. For example, the Codification of Academic Rules and Regulations is posted on the BCC website.
- The College has invested in electronic voting for the Senate and its committees to insure that a record of the votes is taken and maintained, as per Open Meeting Laws (OML) and Freedom of Information Laws (FOIL) requirements.
- The Governance and Elections Committee is currently reviewing the Governance Plan with an eye to needed revisions in light of the Open Meeting Laws.
- The following case study demonstrates evidence-based decision making in the College Senate:

Policy Change – rewritten Probation/Suspension Codification

The problem/issue prompting the analysis

A department chairperson raised the concern about the problem that BCC students were not made aware of their poor academic performance until it was too late and too difficult to remedy their academic record. An ad hoc committee was formed to investigate this issue. It was determined that BCC students could remain in academic difficulty for as many as 3 semesters before being placed on academic probation or receiving any official notification or warning about their academic standing. Initial analysis revealed that 25% of students with 12 or more credits were at academic risk with a GPA of <2.0.

The Analysis

The Committee on Academic Standing presented several configurations of probation and suspension rules, which were based on an analysis of whether at-risk student groups (GPA<2.0) could academically recover (with GPA>=2.0) based on all subsequent course grades equal to a GPA of 2.3, 2.5, or 3.0. IR presented distributions of students by the various charts and categories. Discussions of the analyses occurred in both CAS meeting and the ad hoc committee on academic standing.

Results

CAS voted to pass a new academic standing policy (effective Spring 2005) based on the assumption that at-risk students are unlikely to perform, on average, above a 2.3. This policy also provides for an official academic standing designation for all students, which includes: good standing, academic warning, probation and suspension. There are credit limitations for students on probation.

Postscript

Many of the goals and activities of the *Campaign for Success Plan* (including the creation of the Academic Success Center) are designed to assist those students who are now targeted earlier with academic risk.

Challenges

- The Senate faces difficulty maintaining a quorum and a sufficient number of members present to pass a measure, and it also needs a records-retention policy to insure compliance with FOIL.
- There is currently no structured orientation for new Senate and committee members, but each chair takes responsibility for insuring that new members understand and are able to perform their duties.
- Measures that are recommended by the Committee on Academic Standing and passed by the Senate are not passed with any an implementation strategy and mechanism for follow-up.
- There is no Senate webpage that would provide a way to communicate to the College community the current issues being considered by the Senate and its decisions.

Recommendations

- Revise the Governance Plan in response to challenges presented by open meeting law requirements. (Already being addressed by the Governance and Elections Committee).
- A more structured orientation for new senate and committee members.
- A process to insure that measures passed by the Senate are implemented.
- A process to assure that minutes of the Senate and its Standing Committees are collected and made available to the College community and the public.

Student Government Association

The Student Government Association is comprised of fifteen senators elected by the student body each spring semester. An internal election is conducted for executive positions. As a body, SGA provides direction and guidance on all student related matters, including student activities and campus programming. SGA members participate fully in the College Senate and its many subcommittees. The Student Activities Office monitors SGA meetings for attendance and quorum. The SGA has a

constitution, and it is governed by University bylaws. However, the SGA constitution has not been updated since 1984, while the related University bylaws have been constantly revised. Because the BCC SGA must adhere to the updated University bylaws, the University's provisions supersede those contained in the SGA constitution. Because of this linkage, and because the SGA constitution has not been updated, most of its provisions are now obsolete. Though efforts have been made toward updating the constitution, the process has been slowed because of the lack of continuity of SGA members.

Strengths

- The 1999 Middle States report stated that student attendance at the Senate was sporadic and that more student involvement on Senate committees was desired. In 2005 a pre-service training program was developed for new Senators to help them understand their responsibilities. Thirty-plus hours of orientation are required for new members of the SGA.
- There are many opportunities for SGA involvement in college governance. In addition to the standing committees where SGA membership is prescribed, many ad hoc committees seek SGA (and/or student) representation. BCC embraces the notion of shared governance.
- A Leadership Institute, funded by COMPACT monies, was established in 2007-2008 (and funded again for 2008-2009). This Institute is an umbrella organization whose mission is to train all student leaders on campus (SGA members, ambassadors, and students who serve on various committees). It gives existing leaders a common knowledge base and introduces them to information concerning leadership and campus engagement. It also allows BCC to develop and train an additional 5-10 new student leaders a year.
- In June 2008, Student Life developed a plan to assess SGA officers' attendance at the Senate and on its standing committees. In order to receive their stipend, the SGA officers will be required to have an 80% attendance rate at those meetings, as stipulated in the governance plan and the SGA Constitution.
- BCC was selected to participate in CUNY's Student Investment Ambassador Program. CUNY trained 25 BCC students to become lobbyists for CUNY. These students can now go to the City Council or to Albany with knowledge about how to be effective in their lobbying role.
- BCC has been selected to be a part of a pilot program—The CUNY Leadership Academy—to develop a co-curricular transcript for students.

Challenges

- The many opportunities for involvement also create challenges. One of the concerns is that students are spread too thin because of excessive engagements/commitments; consequently, their grades are negatively affected. This has become an increasing issue, as the *Perez* ruling often makes it imperative for students to attend meetings in order to achieve a quorum.
- The formal process for updating the SGA constitution has not worked because of the lack of continuity of membership and the length of time that the process takes. Often the student government leaders do not see changing the SGA Constitution as a priority.
- Since only the Executive Officers of SGA receive stipends and other Senators do not, there is a potential for conflict between the two groups. Those who do not receive stipends may demonstrate a different level of obligation to their jobs. Consequently, some stipend recipients are often forced to absorb additional work.

Recommendations
- Institutionalize the Leadership Institute that is responsible for training new Senators and developing new student leaders. Currently, it is funded under COMPACT dollars, but if that money were not available, the cost for the program could not be absorbed by the Student Life budget. This program is necessary to insure that there are an adequate number of trained (and effective) student leaders.
- Continue to address the issue of student participation vs. student burnout.
- Change the formal procedure for revising the SGA constitution to allow for annual revision and for an office and/or officer who is in charge of the revision.
- Modify the College Association bylaws to offer a minimal stipend to the remaining elected student Senators. This will assist in spreading more equitably the work of student government and lessen the burden now being undertaken by the officers.
- Implement and assess the newly created plan that provides minimum attendance requirements for the payment of stipends.

BCC Foundation

The BCC Foundation was established in 1985 to provide financial resources beyond that provided by tax dollars. The Foundation consists of a 19-member Board of Directors, which includes representatives from the business and not-for-profit communities, the President of Bronx Community College and some of her cabinet members. It is governed by a set of bylaws originated in August 1986 and amended on June 14, 1999. Additional revisions of the bylaws are not needed at this time for the Board to function efficiently and effectively. However, as stated in the current bylaws, any Board member may initiate a bylaw change for review, discussion, and a vote of the whole committee. The Foundation is fiscally managed as a related entity by the college Business Office. Internal influences on the Board include the goals and mission of the college and CUNY-related mission and goals. On average, the Board meets three times a year. Board members provide information and resources that help to improve the College. They generally make financial contributions as well.
The Foundation maintains regular contact with members through the Board Liaison. The Liaison corresponds regularly with members, providing them with vital information about the college and its programs and also provides information and updates about the Board meetings scheduled. External influences upon the Foundation include local, state, and federal laws. Since the Foundation operates as a 501c3, it must follow the appropriate regulations and laws, as stipulated by the I.R.S.. Funds brought in by the Foundation in the form of private foundation grants are administered by the CUNY Research Foundation (RF), but the grant money is considered as earnings.

Strengths
- In the last several years, the Foundation has implemented a strategy for the recruitment of Board members. An outside consultant helps to identify potential Board members with expertise and resources in areas needed to further the mission of the Foundation. The personal and business connections of Board members are now seen as key to the further development of the Foundation.
- An orientation process exists for new Board members. When new Board members are identified and agree to serve, they are sent an orientation package prior to attending their initial Board meeting. Personal orientation sessions are also provided; these sessions give new members a variety of additional information in formats such as video and/or DVD, including samples of campus programming and services. In addition, each Board meeting features guests from the BCC community, who provide key insight on campus issues that pertain to the mission and growth of the Foundation.

Challenges

- The Foundation has a need for unrestricted funds, which would allow for more flexibility.
- CUNY's goal of increasing fundraising has put pressure on the Foundation to recruit individuals with significant personal and business connections.
- Fundraising in the private sector is a fairly new endeavor for community colleges.

BCC Incorporated

BCC Association Inc. is the oversight group that facilitates requests for money to operate College clubs and campus activities. It is comprised of members from the administration, faculty and students. The oversight group approves the recommendations for funding made by the Budget Committee, which is a sub-set of BCC Inc. Each semester all clubs and campus organizations are reviewed in terms of funding; these groups must be chartered, and $400 total — $200 per semester — is allocated for chartered clubs and recognized campus organizational activities. Larger clubs can make a formal presentation to the budget committee, which will then determine whether to appropriate additional money. Two campus programs, the athletic program and the Student Center, have "earmarked" money: $4.50 from each student FTE goes to the Athletic program, and $8.00 from each student FTE goes to "student life activities." BCC Inc. has a budget this year of $897,715.

Strengths

- As an administrative body, BCC Inc. seems to serve its purpose: the group regularly dispenses funds to organizations and individuals on campus. The group meets monthly and follows voting and organizational procedures closely. Students mentioned that the group is very responsive to challenges.
- The organizational structure is good. Over the past 3 years, BCC Inc. has conducted an organizational review and made changes to come into compliance with the bylaws. Since that review, it has enforced the bylaw provision requiring campus groups who seek funding to present to the Budget Committee before the proposal is heard by BCC Inc. proper. The general consensus is that the group has improved and streamlined operations and re-emphasized its practice of requiring those campus groups who request funds to appear before the Budget Committee to present their proposal.
- The structure of the Association reflects the structure and intent of the governance plan of the College. It calls for a body that is equally balanced by participation of administrators, instructional staff and students. This composition allows for equal voice in decision-making.
- Training and orientation sessions are conducted for newly elected board members and student government officials at the start of each fiscal year. A board of directors is elected every two years. The board has oversight of the operating and fiscal policies of the Association. An annual review of procedures is conducted. If amendments to the bylaws are deemed necessary, a process for change as guided by the Association's bylaws is implemented.

Challenges

- Dissemination of information pertaining to the organization's budget approval process is an issue.
- Expenditures within the allocations are not evenly managed and dealt with.
- No significant paper trail, except for minutes from the Budget Committee, is available.
- There is no standard set of questions for the budget presenters; hence, there is the potential for presenters to be scrutinized inconsistently by the Budget Committee.
- There is no specific codification on "caps" on budget requests.
- Outcomes are not really measured (how the money was spent and who benefited).
- The last revision of the Association's bylaws was in 2000.

Recommendations
- The organization needs to make sure that its established processes are both consistently communicated and consistently followed.
- A webpage needs to be developed for this group. This would significantly increase its profile and help to provide consistent communication to the College community.
- The bylaws need to be reviewed annually to determine whether or not the rules remain appropriate and within the parameters established by the City University of New York Board of Trustees.

Auxiliary Enterprises

BCC Auxiliary Enterprises is a not-for-profit 501(c) (3) corporation that issues contracts and interacts with those who provide auxiliary services to the College. For example, it contracts with vendors to operate the cafeteria and campus bookstore and with vendors to stock vending machines. The Auxiliary handles $400,000 annually. Revenue derived from the contractual agreements is used to enhance campus facilities and activities. The budget also includes revenue generated from the sale of parking decals. These parking fund dollars are used to replace security vehicles used on campus, to repair paving on campus and to reimburse public safety and the bursar for expenses that are related to parking and parking decal sales. Therefore, the parking fund is used for expenses deemed necessary to make sure that parking is safe on campus.

A Board of Directors comprised of eleven (including 2 faculty members, 3 administrative staff, 5 students and the College President or her designee) oversees the operation of the corporation. The President of the College or her designee is the Chairman of the Board of Directors. Its governance is, therefore, reflective of the shared governance plan of the College. The Board generally meets three times per year. When the Board is convened for the first time during a school year, both a general meeting (which includes an orientation to the rules of the Board and to the structure and functioning of a nonprofit corporation) and a budget meeting take place**.**

Strengths
- BCC Auxiliary Enterprises has been proactive in seeking out opportunities to collaborate with other CUNY units in order to increase their bargaining power with vendors.
- Every fall, all members of BCC Auxiliary Enterprises are given documentation that guides the work of the corporation and are oriented as to processes, protocol and expectations of a nonprofit corporation.

Challenges
- Our location and size have been limiting factors in brokering better deals from vendors. The bookstore and cafeteria vendors' sales are confined solely to the College community and do not draw business from the community as a whole.
- A more attractive environment is needed (for the cafeteria, for example), if we are to seek more competition from vendors when we put out RFPs. Of course, the desire to create an improved environment is as much for our students as it is for the need to increase our competitive advantage.

Recommendations
- There are plans to improve the facilities for the cafeteria and the bookstore. Moving forward with these plans is very important if the College is to improve its cafeteria and bookstore services.

- We should examine the operations of other CUNY Colleges to see if there are ways in which the Auxiliary could expand its revenue generating operations.

Major Recommendations

4.1   Create orientation procedures for all new members of governing body and associated committees.

4.2   Emphasize efforts to evaluate the potential implications of governance decisions.

4.3   Strengthen oversight of the implementation and assessment of governance decisions.

Standard 5: Administration
The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance. (Characteristics of Excellence, p. 18)

President's Office

The President, Carolyn G. Williams, is the chief executive officer of the College and acts as an advisor and executive agent of the Chancellor and Board of Trustees of The City University of New York, with immediate supervision and full discretionary power to carry into effect the bylaws, resolutions and policies of the Board, and Board committees. The President is responsible for maintaining and enhancing the educational standards and general excellence of the College. The President fulfills these responsibilities by the general supervision of the Executive Cabinet, Executive Council, and the College Personnel and Budget Committee; the President also consults with the Student Government Association and the Professional Staff Congress. (Additional responsibilities and duties of the President appear in Section 11.4 of the Bylaws.) The President supervises the Vice Presidents for Academic Affairs, Administration and Finance, Student Development, and Institutional Development, as well as the following staff members in the Office of The President.

The Executive Assistant to the President and Affirmative Action Officer is responsible for ensuring the smooth and efficient operation of the President's Office; supervising the support staff, including the Executive Secretary; and ensuring the College's timely response to university, external and internal communications, including annual reports and compliance with local, state and federal laws (Affirmative Action, ADA/504, Title IX, Sexual Harassment and Pluralism & Diversity). The Executive Assistant is also responsible for coordinating special events emanating from the President's Office. The Affirmative Action Officer also serves as the chair of the Affirmative Action Committee and serves as a Coordinator on the Sexual Harassment Awareness and Intake Committee.

The Dean of Faculty is responsible for the organization and coordination of the College Personnel and Budget Committee and the Academic Review Committee. In addition, she organizes and coordinates cross-campus academic activities.

The Associate Dean of Institutional Research and Planning is responsible for the development, coordination, facilitation and assessment activities related to the College's strategic and operational planning efforts and outcomes; The Associate Dean of Institutional Research and Planning also oversees the College's institutional research and student skills assessment programs.

The Labor Designee and Legal Counsel is responsible for the administration and interpretation of the University Bylaws, the College Governance Plan and Policies, and collective bargaining agreements. Legal advice in all areas related to contracts, commercial matters, and legal compliance issues involving the College and College affiliated entities is also provided. The Labor Designee and Legal Counsel is the College's liaison to the University's Office of Legal Affairs, the Campus Ethics Officer, and the Records Access Officer.

The Special Assistant to the President for Community & Public Relations is also known as the Director of Public Affairs. The Special Assistant is responsible for public relations, governmental affairs and community relations.

Strengths

- The President's leadership was very positively evaluated in the recent (2007) Presidential Evaluation, conducted by an external evaluation team selected by CUNY administration. The evaluation included the following comments:
    - o "…especially noteworthy is the President's leadership as it pertains to general education, academic assessment and global education …President Williams has assembled an executive team that supports her inclusive, collaborative style … President Williams has engaged the College in strategic planning and implementation since 1999… Dr. Williams has insisted on using data to inform decision making and to do so in a manner which is transparent to the college community … Dr. Williams is applauded for her ability to secure funding for the construction of a new classroom and library building…"
- The President participates regularly and actively in campus life (Personnel and Budget Committee, Senate, as well as in the search and hiring process for all new faculty members).
- The President is also actively engaged and well respected outside of the college (in local, national and international arenas).
- The Senior Staff in the President's Office collaborate and provide support (regarding liability, compliance, and effectiveness) with each of the Divisions and across the campus.

Academic Affairs

The Senior Vice President of Academic Affairs (SVP of AA) has oversight for all academic divisions, instructional faculty and staff, with organizational structure defined by academic disciplines housed in 16 departments. Administrative leadership and management of each of these departments is constituted by faculty chairpersons elected by faculty in each department. (Two exceptions to this are the departments of Student Development, whose chairperson is the Vice President of Student Development, and the Chief Librarian, who is appointed by the President.) Department chairpersons are the officers of their departments, charged with managing departmental operations, and they report to the SVP of AA.

For purposes of monitoring course offerings, registration and advisement, and the instructional personnel approval processes (e.g., faculty reappointments, promotions, tenure, and leaves), the 16 academic departments are organized in three divisions, with a division coordinator for each of them: Career / Education; Humanities; and Science, Mathematics and Technology. Also reporting to the Senior Vice President are three deans with administrative responsibilities in academic program planning and management, academic support services, and personnel and course delivery systems. Other academic initiatives and units are administered by program directors who report to the Senior Vice President, such as Collaborative Programs, the Center for Teaching Excellence, Instructional Technology, ASAP (Accelerated Study in Associate Programs), and Educational Alliances programs.

The Senior Vice President evaluates department chairpersons annually and concurrently with the annual cycle of the chairpersons' review of activities and accomplishments in their departments for the current

academic year and planning for the next one. Chairpersons complete a self-evaluation form that is discussed at an evaluation conference with the SVP. The form provides a tool for rating performance related to administrative responsibilities, leadership and guidance, and departmental goals. Department chairpersons, who also serve as Chairpersons of their departmental Personnel and Budget Committees, oversee the annual evaluation of their faculty according to the required PSC/CUNY contractual process. Evaluations are conducted annually also by administrative supervisors (e.g., deans, program directors) in the division. Supervisors conduct employee evaluation conferences to review performance and professional progress, and the supervisors prepare a report on this evaluation discussion.

Instructional staffing in academic departments is determined by two factors: 1) the base of full-time faculty currently deployed within each discipline; and 2) student enrollment fluctuations that may yield expansion of course sections offered, particularly as programs grow. Administrative staffing is determined according to distribution of responsibilities, with program needs defining incremental development over time.

Strengths

- New Faculty Orientations, conducted under auspices of the Center for Teaching Excellence, are held each year for newly hired faculty. Administrative staff orientation takes place at various levels: human resources workshops and seminars (including affirmative action, sexual harassment training, etc.) and through Administrative Council sessions.
- Management of administrative functions and planning in the Division of Academic Affairs are data-driven, and analytical resources from the Office of Institutional Research, Planning and Assessment, systems support from Information Technology, and budgetary reports from the Business Office are available in support of this.
- College unit plans are reviewed in the Office of Academic Affairs, with particular attention given to departmental assessments of recent accomplishments and challenges, and planned initiatives that directly bear upon directions being considered for the division as a whole.
- The Office of Academic Affairs participates in the institution's process of assessment and planning that culminates in end-of-the-year reporting to the President to demonstrate the division's contribution to the achievement of institutional goals, identification of challenges and opportunities, and the determination of goals for the coming year.
- The College's annual planning and assessment process feeds into the institutional goals.

Challenges

- Chairpersons and Program Directors do not now have online on-demand access to departmental budget information. (CUNYfirst will address this.)
- The role of Division Coordinators is not clearly articulated, with some duplicative functions that create inefficiencies. The Division Coordinator positions represent an organizational superstructure and that structure is not accountable to, nor is it supervised by, senior administrative staff.

Recommendations

- Create an automated personnel action system that processes all personnel-related actions and electronically routes them through the approval process (CUNYfirst will address).
- Create an electronic budget inquiry system that will allow heads of departments to review budget and expense data on-demand (CUNYfirst will address).

- Review Division Coordinator positions and functions with a view to determine the relevance, and/or give the positions some unique responsibilities that add value to the role.

<u>Administration and Finance</u>

The main goal is to serve the needs of the Bronx Community College community. This includes managing, administering, and budgeting for improvements in technology and facilities and planning for campus repairs. Secondary goals are to achieve a "productivity of savings," which means achieving an *increase* in revenue and a *decrease* in expenses. The Office of Administration & Finance is led by the Senior Vice President and the Associate Dean. In addition to providing leadership and support to its component Units (including Human Resources, Business Office, Campus Facilities Planning, Public Safety, Events Management, Physical Plan Services, and Information Technology), the Office is also responsible for overseeing the financial affairs of the Research Foundation, the Bronx Educational Opportunity Center, the BCC Foundation, the Child Development Center, Auxiliary Enterprises, and the College Association; emergency planning; implementing technology to complement learning, teaching and administrative processes; driving University productivity initiatives; analyzing space utilization; and overseeing construction and space assignment.

Unit Directors are responsible for recognizing staffing needs as they arise and hiring through traditional channels. Informal training sessions and "on the job" training are used to orient new staff**.** Unit Directors meet regularly to discuss feedback they have received regarding their respective areas of responsibility. As per Union regulations, performance evaluations are carried out at regular intervals.

Strengths
- The College has maintained a balanced budget for the past 10+ years.
- Significant developments in administrative technology include: improved network access; reduced virus infiltration on the network; improved access and services within the Library; implementation of administrative, business and student-service online support services; and the creation of the SIMSMirror (which improves information accessibility) and OSSES (which provides e-services).

Challenges
- There is a constant balance between CUNY's desire to have a cost-effectively run campus and a BCC community environment that effectively serves educational and student-centered goals.
- The College has not yet completed a plan and commenced initiation of a strategic human resource management program.

Recommendations
- Continue to support development of electronic tools to create efficiencies
- Human resource development, management and performance assessment should be incorporated into the ongoing planning and assessment efforts of the College

<u>Institutional Advancement</u>

The Division of Institutional Advancement, which is led by the Assistant Vice President of Institutional Development, is comprised of several units charged with providing a comprehensive range of programs and services that enable the College to raise needed funds to support its educational programs, and advance the social and economic well-being of the community. These units include: the Office of

Development, Office of Marketing and Communications, Grants Office, Office of Continuing and Professional Studies, and Office of Community and Workforce Development.

At the time of the last Middle States accreditation, this division was known as the Office of Continuing Education, Grants and Development. This title was eventually shortened to the Office of Development, and eventually re-structured as the Division of Institutional Advancement. The Community and Workforce Development-funded programs informally reported through the Grants Office. The Marketing and Communications unit resided in the Office of the President. Now, all five of these units, as referenced in the organization chart, reside as unique but interacting departments in the Division of Institutional Advancement. The changes in titles clearly indicate progressive responses to changing times and needs.

These units respond to the needs of diverse populations served by the College, providing access to instruction and services for academic improvement, institutional and faculty development, occupational training and career development, and personal enrichment; in addition, through the work of a foundation, they secure private sector support for the College. Each of the units is directed by a Higher Education Officer or Dean. Each director reports to and collaborates with the Assistant Vice President of Institutional Advancement.

Annual evaluations are required for Directors and HEOs. These are conducted through collaborative sessions with the Assistant Vice President. Each of those officers in the discrete units who are on tax levy lines is also required to receive annual evaluations. A recent change in policy will now also stipulate that all grant-funded or non-tax levied positions will receive annual evaluations as well.

Strengths
- There is a clear vision of the complex role of the Division, including the intricate connections between the discrete units.
- Annual collaborative evaluations provide feedback to those being evaluated as well as the evaluator; it is a two-way process that benefits all parties.

Challenges
- In September of 2008, the Division of Institutional Advancement rolled out a campaign to raise $19,000,000 by the year 2015.
- Each year, the Grants Office is required to increase the grant monies by 5%.
- The historic Stanford White buildings have been assessed to be in need of $50,000,000 worth of repair, renovation and restoration.
- The Division responds to any number of internal and external agencies. All grants require accountability to funding and external agencies (including the State Education Department, the US Department of Education, Headstart, Metropolitan Life Foundation, the Robin Hood Foundation, etc.).

Recommendations
- The college website, which is a marketing tool as well as the entry page for current students and faculty, needs to be managed in a better manner. Content Management is vital to the relevancy of thesite. Direct, secure access for the Director of Marketing and Communications (as well as relevant staff) is recommended, as is proper software for content management.

<u>Student Development</u>

The Department of Student Development is under the direction of the Vice President for Student Development, who has overall responsibility for enrollment management and direct student services. He also has supervisory responsibility for activities related to student life and well-being, such as conduct issues, activities and athletics, and childcare services. Reporting to the Vice President are two deans. The Dean of Enrollment Management is responsible for admissions, financial aid, registrar and the Academic Success Center. The Acting Associate Dean for Student Support Services is responsible for general counseling, special services, College Discovery, health services, and psychological services.

While there are distinct functions within the Department of Student Development, they are part of a coordinated effort to bring students to the College and support their retention, graduation and future success. The goals and functions of the enrollment management effort currently include recruiting and registering students. This area is engaged in a qualitative shift to have enrollment management implement a three-phase approach addressing issues of pre-enrollment, enrollment and class attendance.

In terms of staffing, the department must ensure that basic services to and for students, such as admissions, registrar, disability services, financial aid, athletics and student life, are in place. Beyond that, the department looks at the demographics of the student population and what students need. Currently, the department is looking at the projected student population over the next five years. It appears that the student population is younger than in the past, which brings distinct issues that the College will need to address. In order to ensure quality services for these students, all newly hired staff members meet with the Acting Associate Dean for an orientation to the area. All staff are to be evaluated at least once per year.

Strengths
- The main IT systems that are in place, SIMS and OSSES, support the work of the Student Services and Enrollment Management areas.

Challenges
- Administrative staff evaluations have not been conducted in a timely manner for reappointment determinations.
- There is currently no formal orientation process for administrative staff.
- The Offices of Student Development and Enrollment Management are in the early stages of developing a culture driven by assessment and evaluation.

Recommendations
- Put measures into place for a more timely evaluation process.
- Identify assessment tools to be used during pre-enrollment, enrollment, class and attendance, and alumni phases of service delivery at the College.
- Establish relationships with external agencies that will support our assessment efforts. This will include relationships with organizations that provide accreditation and/or certification for programs within student affairs.

Administrative Council

The Administrative Council was created in 1999 to facilitate information dissemination, improve communication, and increase collaboration between administrative departments. It is comprised of all administrative department heads who attend monthly meetings as well as an annual retreat.

Since its inception, the Council has focused activities and efforts on specific components of the College's Strategic Plan. These include strategies identified to address the ongoing goal to *Sustain Fiscal Stability and Enhance Management Effectiveness* as well as the more immediate strategic direction *to Promote Best Business Practices.*

The activities of the council are designed to: foster understanding among all about their role as college managers and supervisors; identify cross-cutting issues that impact on the operations of the departments, with a goal of increasing/improving performance; establish team spirit, collegiality and camaraderie among department and unit heads; provide opportunities for staff development and training. There is a small advisory group whose function is to develop annual objectives and implement activities for the Council. Administrative Council topics focusing on strategic objectives have included: risk assessment and management, performance appraisals, and the use of logic models to improve effectiveness and ethics in the workplace, among others.

Strengths
- Provides an ongoing forum for communication among all administrative departments, ranging from the Director of Public Safety to the Director of Instructional Technology.
- Enables better understanding across the campus of the functions and challenges faced by other administrative offices.
- Allows for comprehensive dissemination of information.
- Provides opportunities for individuals to assume a leadership role as part of the Council.

Challenges
- There is a wide range of capabilities among the Council members – which at times presents a challenge for developing programs that will benefit all.

Recommendations
- Create a leadership development program to support and nurture those with the most potential
- Create strategies to engage and further develop weaker and less experienced managers

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Major Recommendations
5.1   Human resource development, management and performance assessment should be incorporated into the ongoing planning and assessment efforts of the college.
5.2   Performance appraisals at all levels should include multiple measures and should differentiate between high, adequate and low performance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies its serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom. (*Characteristics of Excellence*, p. 21)

<u>Ethics and Conduct</u>

As a public institution BCC is subject to NY State policies and procedures. BCC is also subject to CUNY Central financial accountability and control systems. While the Sarbanes-Oxley Act[2] does not specifically target colleges and universities at this time, many institutions are using the principles in Sarbanes-Oxley to review their practices. There are moves to apply Sarbanes-Oxley principles to non-profit entities.

External accountability derives from City of NY Directives and audits; from CUNY review of internal financial reports; and from State audits of TAP. An outside firm, KPMG, conducts audits of the Pell and TAP financial aid programs. Internal accountability derives from internal checks and balances. City and State contracts limit the potential for conflict of interest, particularly for large expenditures. The potential exists for conflict of interest for smaller expenditures, but there have been no recent problems in this area. All employees above a certain salary level must file a Conflict of Interest disclosure form with the NY State Ethics Commission. Risk assessment is determined through a questionnaire completed by all program heads each year. Administrators are expected to assess their operations to determine potential risks and to recommend solutions. BCC has a functioning Ethics Committee, which was established as a result of discussions at the Administrative Council. There are administrators, faculty and students on the Committee.

Strengths
- Given the level of accountability and the system of checks and balances, the potential for large-scale unethical business practices, while not non-existent, is quite small.
- The Business Office has improved equipment inventory and control.
- BCC has strengthened the certification process for grants ethics.
- Ethics awareness has been raised by the Ethics Committee's delivering workshops for Chairpersons, Student Government, student clubs, new faculty, and Physical Plant Services staff. At the spring 2007 Convocation there was a presentation on ethics.

Challenges
- There is no official whistleblower policy; however, BCC is a heavily unionized campus and a whistleblower would have union protection against retaliation from supervisors.
- BCC does not currently have a College Code of Ethics.
- There are challenges in the awarding of financial aid based on the Title IV regulations. BCC has instituted a computerized attendance system but there are still problems with accurate attendance records and with student course drop policies and procedures that put the College at risk for audits.

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[2] Sarbanes-Oxley was passed by the Congress in 2002 in response to the failures of several corporations. This Act establishes standards for accountability, internal controls, external checks and investigations. Certification of accuracy in reports is also addressed in the Act.

Recommendations
- Continue the work of the Ethics Statement Committee.
- Produce a Campus Code of Ethics.
- Reduce risk from financial aid audits through mandated accuracy in attendance records and enhanced training / accountability for student support staff who advise students on course drop procedures.
- Offer workshops for faculty on financial aid and course attendance.

Student Disciplinary Policies

Student discipline policy and procedures are mandated by both NY State Education law (Article 129A) and the BCC Campus Behavior Code. Articles 15.3 to 15.6 of the CUNY Board of Trustee Bylaws mandate the procedures for conciliation conferences and for Faculty-Student Disciplinary Committee hearings.

Strengths
- The procedures are handled in an equitable manner.
- Approximately 90% of the disciplinary complaints are handled without a formal hearing. Agreements are reached between the student and one of the five Student Development counselors who are assigned to investigate the complaints. Students most often sign a Behavioral Contract rather than proceed to a disciplinary hearing.
- Faculty can file a complaint for academic dishonesty. The faculty member can decide to handle the situation through reduction in student grades. The faculty member can also request a disciplinary charge. This rarely happens as these matters are handled between the faculty member and the student. A student should not be penalized twice with a reduced or failing grade and a disciplinary charge.
- Students can dispute the faculty determination of the academic dishonesty charge outside of the disciplinary process, particularly if the faculty member does not file a disciplinary charge. This is usually referred to the Department Chairperson, and there are different CUNY procedures for this kind of dispute between a faculty member and a student.
- CUNY has a newly established procedure for handling students whose behavior may be related to mental health problems. After a screening by a BCC psychological counselor, a report is sent to CUNY, where it is determined if a student should be referred for outside evaluation. CUNY will fund the outside therapy.

Challenges
- Many faculty are not aware of the disciplinary procedures. Classroom situations are not handled promptly. There is not a consistent standard across the campus.
- Students are not aware of BCC Behavior Code.

Recommendations
- Better faculty orientation on disciplinary procedures.
- Better student orientation on behavior codes, expected campus behavior, and the implications for violations of campus rules.

Business Practices

BCC complies with the New York State Ethics Commission and the Public Officers Law. BCC demonstrates integrity through the articulation and publication of the mission and vision and FY goals and targets of

the institution. This information is presented in a number of documents available to the campus community in various formats – printed and on the web.

Various policies are developed and presented by CUNY with the approval of the Board of Trustees. BCC is in compliance with these policies. This information is also, annually and at select meetings, shared and discussed—such as at the College Senate, President's Cabinet, Executive Council, Coordinating Planning Council, VPs, Deans and Chairs, Administrative Council, Faculty Council and other College-wide Committees. Policies, procedures and guidelines are published, as necessary, in the BCC Catalog, Student Handbook, Chairpersons / Faculty Handbook, and the BCC website. The information is also disseminated at Student Orientation and New Faculty Orientation. Specific classes/information sessions/workshops are provided by the Division of Student Development, Human Resources, Office of the Legal Counsel and Office of Affirmative Action.

Strengths

- The BCC Catalog is published every 2 years, with updates provided every year. The catalog is available online in a .pdf format. Academic departments are responsible for updating programs and course descriptions, course pre-requisites and requirements. The Office of Marketing and Communications is responsible for the updating and production of the catalog. A new process and oversight for a systematic and centralized review of catalog information and updating has been initiated.
- The availability of course offerings is monitored by the Office of Academic Affairs, which works in close conjunction with the Registrar's Office for scheduling. Information is available for students through the offices concerned.
- Curriculum Committee oversees curriculum development and program and course offerings. The Senate Bylaws ensure that curriculum development procedures are structured to promote strong ethical considerations, both in classroom and online offerings.
- The Enrollment Management Committee is continually reviewing and improving the registration process for freshman / continuing and transfer students. Academic advisement, as well as general and psychological counseling, is provided through various units of Student Development and Academic Affairs, with the Academic Success Center playing a central role.
- Office of Disability Services follows the ADA/Section 504 guidelines and provides necessary information, advisement and reasonable accommodation for disabled students.
- BCC is strongly committed to the communication and disclosure of all CUNY Policies to faculty and staff each semester, with particular emphasis made for faculty. Special information is provided by the OAA on the first, third and fifth week of class to ensure that students and faculty are aware of and have access to accurate information regarding academic policies and practices.
- P & B and relevant Subcommittees oversee the integrity of compliance with CUNY bylaws and Board of Higher Education criteria regarding faculty. Office of Legal Counsel advises Divisions and academic departments on the integrity of practices and processes related to the established policies and guidelines for faculty evaluation and consideration for promotion and tenure.
- Institutional integrity is maintained in all internal and external communications. In the past year, President Williams engaged the senior administrative team (President's Cabinet) in an exercise to re-align and restructure the organization. Part of that exercise resulted in the creation of a Marketing and Communications Department in the Division of Institutional Advancement. This new department, along with the President's Office, has undertaken to ensure the integrity of all College documents related to internal and external communications (recruitment for admissions and hiring material, advertisements, brochures for programs and course offerings, public relations announcements, and events). Internal

information pertaining to personnel benefits, including campus facilities such as parking, etc., is provided through the intranet "BCCBroadcast" and on the specific web pages.

- BCC also provides information on all federal, state and city legislation governing Civil Rights Act and Non-discrimination Policy, including ADA, Title IX and related legislations, NYS Freedom of Information Law and the Jeanne Clery Security Policy and Crime Statistics Act.
- Risk Management Assessment is a BCC and CUNY initiative. This initiative is based on the NYS Ethics Commission guidelines, and the process is overseen by CUNY and locally on campus by the Division of Administration & Finance with support, guidance and tools for managers to assess their individual areas of responsibility.
- The Grants Office adheres to rules regarding conflict of interest in awarding and administration of contracts such as grants to faculty and staff.
- With respect to student matters, the Business Office oversees the Bursar's Office and has a series of reconciliation and audit steps to ensure the accuracy of the records.
- Office of Enrollment Management oversees Admissions, Financial Aid and Registration records and ensures compliance with related rules and regulations.
- The Business Office (Purchasing Department) implements the CUNY e-procurement system, which ensures that the campus community is able to input the correct information and track requests. This also provides transparency and accountability for the process.

Challenges

- Until recently, there was not a systematic, centralized, efficient process for catalog information update and review. Centralizing the updating and verification processes will require new systems development in offices such as Academic Affairs, Human Resources, etc.
- There is no standard process of continuous oversight, monitoring and assessment of operational practices and procedures across campus. With the CUNY Risk Assessment Initiative, it is expected that Sarbannes-Oxley (S-O) guidelines will become integral to all functions of the college.
- In order to ensure compliance with key S-O guidelines, it is important to document job functions, roles and responsibilities. This will allow for transparency in information flow, documented internal checks and balances, effective oversight, continuous risk assessment, and clearly articulated accountabilities. There is need to streamline the oversight of the Admissions, Financial Aid and Registration procedures and processes by the Office of Enrollment Management.
- Though BCC complies with the FERPA for all student records, there is need for stricter control, implementation and integration of S-O guidelines in daily, routine processes.
- There is also need to integrate S-O guidelines in the procedures followed in Student Services units, such as Disability Services, Psychological Counseling and the Academic Success Center, which provide support services to special populations of students.

Recommendations

- Implementation of the Campus-wide Risk Assessment/Management exercises will support the Administrative Council endeavor to engage faculty and staff at each level. This exercise is expected to address the challenges listed above and provide a strong base for the integration of ethical standards in everyday, routine operations.
- Operations and processes related to academic policies should be documented/reported electronically. Electronic forms for such items as workload reporting, student complaints, grades appeals, and grant applications and awards would lead to greater efficiency, transparency and openness.

- Some documents should be made more accessible and useful. The downloadable version of the College catalog is searchable, but the individual chapters online are not. The Faculty Handbook should be available online.

Academic Freedom

Following is a list of the College's and University's statements of policies related to academic freedom, with a reference to the date the policy was adopted and by whom, where available.

In the sections of Chapter V on professional evaluation of faculty, and on reappointments and tenure, the Faculty Handbook states that faculty shall be evaluated on total academic performance, with special attention to teaching effectiveness, and that tenure and promotion will be based on the criteria of teaching effectiveness, scholarly and professional growth, service to the institution, and service to the public.

The PSC-CUNY Contract 2002-2007, in Article 20 Complaint, Grievance and Arbitration Procedure, details the procedure for resolving complaints and grievances of all contract provisions, including those on tenure and reappointment. In the Faculty Handbook 2006-2007 (Chapter V, p.29), the College states its commitment to the freedom of faculty to research and publish results and to discuss their subjects in the classroom. This statement is in the form of a direct quotation of the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors and the Association of American Colleges and Universities. It includes a caution that faculty bear a responsibility to be accurate, restrained and respectful of others' opinions when speaking as citizens.

The Bylaws of the Board of Trustees of The City University of New York, Article VII – Academic Due Process, state that members of the instructional staff may be disciplined for reasons that include conduct unbecoming a member of the staff, and that this provision shall not be interpreted so as to constitute interference with academic freedom. The PSC-CUNY contract, in Article 21 on Disciplinary Actions, contains the same statement.

The Procedures for Handling Student Complaints about Faculty Conduct in academic Settings, Appendix H, p. 211 of the College Catalog, effective February 1, 2007, contain, in the first paragraph, a statement of respect for academic freedom in the content and style of teaching. The detailed procedures for handling these complaints include a provision for the Fact Finder to decide, after initial meetings, that the faculty conduct is protected by academic freedom, and that the complaint shall be dismissed. The City University's Policy Against Sexual Harassment includes the statement that "This policy shall not be interpreted so as to interfere with academic freedom."

CUNY Libraries endorse and comply with the American Library Association's Code of Ethics, Library Bill of Rights and Intellectual Freedom Principles for Academic Libraries. Additionally, the CUNY Libraries official policy, "Internet Access Guidelines for CUNY Libraries," addresses academic and intellectual freedom.

Strengths
- Policy statements of the importance of academic freedom are made in a variety of contexts. The Faculty Handbook contains a clear statement that the College respects the principle of academic freedom, as does the Procedure for Handling Student Complaints, and the Policy against Sexual Harassment.

- The union contract and University Bylaws state clearly that faculty shall be evaluated on teaching effectiveness and scholarly and professional growth. The procedure for complaints, grievances, and arbitration is thoroughly detailed. The disciplinary policy for instructional staff acknowledges that "conduct unbecoming a member of the staff" is not to be interpreted so as to interfere with academic freedom.
- The Library is strongly committed to access to information, including unrestricted Internet access.

Challenges

- The recent implementation of Fortiguard, a filtering software, on the College network raised questions among faculty about conflicts with intellectual freedom guidelines. When the issue was first raised, the IT Department promptly provided for ten unrestricted workstations in the campus library. There remain concerns about the software's effectiveness (e.g., false hits) and the problems arising from students, faculty and staff being prevented from accessing a site or information. Campus discussions about how to resolve this issue (providing access to information and fully protecting the campus network) continue.

Recommendations

- Faculty membership on the BCC Computer Security committee should be increased.
- The Faculty Handbook quotes the 1940 Statement of Principles on Academic Freedom and Tenure, but not the 1964 Committee A Statement on Extramural Utterances, which states that "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position." The College should add this statement to the Handbook.

Major Recommendations

6.1   All College operations should incorporate guidelines consistent with Sarbanes-Oxley, including; "eliminate conflicts of interest; establish effective checks and balances; insist on disclosure, transparency and openness; assure effective oversight; mandate accountability; be forward thinking".

6.2   Continue efforts to complete and achieve consensus about a campus ethics statement.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. (*Characteristics of Excellence*, p. 25)

The purpose of assessment at the College is to promote analytically driven decision-making, transparency, and accountability, which together lead to effective practice and desirable outcomes. Our assessment efforts assist us in knowing to what extent and how well we meet our goals and inform us about ways to improve. The BCC Institutional Planning Model (1999) and Assessment Plan (2003) provide solid theoretical and operational frameworks for institutional assessment efforts and outcomes throughout the College.

Assessment efforts are conducted at every level of campus activity, including: annual and periodic assessments at the institutional, divisional, department levels; periodic in-depth program reviews; resource assessments (facilities, technology, etc.); policy assessments; and risk assessments.

Assessment efforts are generally supported by staff in the Office of Institutional Research, Planning and Assessment. The mission of the OIRA is "to provide information to all campus constituencies in a timely, understandable and user-friendly format for purposes of continuous improvement and accountability reporting."

The OIRA website www.bcc.cuny.edu/InstitutionalResearch/ includes the results of numerous institutional reports (student profiles; survey results for freshmen, students, faculty/staff; historical enrollment trends; annual plans and assessments); strategic planning materials; research ethics documents; and an assessment resource page that includes basic information about assessment, assessment tools, and assessment references. The OIRA also maintains an intranet page that includes more confidential institutional reports for campus users only.

In addition, the OIRA staff (of five professionals) provides analytical support for any variety of assessment demands, including accreditation review, departmental self-studies, expanding general knowledge base, funding proposals, informing programmatic and policy decisions, marketing campaigns and program evaluations. Services include performing ad-hoc data queries, quantitative and qualitative data analysis, survey design and administration, evaluation and assessment project planning, database development, and conducting focus groups and interviews.

Campus-wide Analytical Capacity

There has been a decade-long effort to build a strong analytical system and capacity at BCC in order to support an effective and efficient institutional assessment program. The College has sought to nurture a culture of analytically-based planning and decision making, and to develop faculty and staff ability to interpret and utilize information and analysis in their day-to-day efforts as well as in their planning and evaluation activities. This effort included the following activities:

- Created a formal framework, the Institutional Planning Model (IPM), in June 1999, to provide a conceptual framework and process for institutional planning, and create a continuous process of evaluation and improvement for all operations of the college. The College adopted the use of the SWOT model (analyzing the Strengths, Weaknesses, Opportunities and Threats of programs and proposals) to

plan and assess institutional progress. The college adopted the use of councils, as advisory and analytical groups. The Coordinating Planning Council (CPC) was established to oversee the creation and continuing assessment of college-wide strategic plans. The development of departmental operational plans followed accordingly to ensure departmental alignment with college-wide goals and objectives.

- Built the analytical capacity to access, process and analyze information to guide our efforts and decision-making:
  - o An investment was made in the development of a relational database (SIMSMirror) for the student information system (which resided in a legacy computer system), as well as applications to enable ready access to student information.
  - o SIMSMirror significantly increased the rate at which IT and IR staff could develop "real-time" analytical reports and enabled the development of administrative electronic applications (such as e-grading, e-advisement, etc).
  - o An investment was made in the purchase of enterprise reporting software (WEBFOCUS) and for IR and IT staff training in its use. Used with SIMSMirror, WEBFOCUS will enable the creation of web dashboards for faculty, staff and administrators to have ready access to information for use in daily decision-making and operations.
  - o An investment was made in a yearlong training program for the Administrative Council (comprised of all administrative department heads) in the use of logic models [3] to better identify problems, develop plans for solutions and assess progress and results. In addition to building individual capacity for effective engagement in analytically based decision-making, the process resulted in greater understanding among campus managers about challenges across the campus and effective mechanisms for addressing them. In 2004, BCC was awarded the CUNY Senior Vice Chancellor's *Professional Development Award for a Professional Development Program that fosters productivity* for the Administrative Council's Logic Model Project.
- Established clearly articulated expectations for use of information and analysis in planning and decision-making.
  - o Institutional Assessment Reports are widely distributed and available on the BCC web site.
  - o Annual Institutional Assessment and Plan Format were updated to include specific questions about how plans are expected to impact outcomes.

Strengths (Institutional)

- Institutional information and analysis is available (in standardized reports of student profiles, survey results, performance reports, enrollment analyses, etc.) on the BCC website at http://www.bcc.cuny.edu/InstitutionalResearch/ and at http://199.219.158.116/~institutional-research-test/College_Indicators.htm. These reports have been a key factor in allowing departmental and college leadership to readily access departmental and college-wide trends. For example, pass and withdrawal rate reports by department are made available soon after grades are posted and are used to call attention to courses that need added attention and assessment resources.
- SIMSMirror provides for easy access to information that can be utilized by IR and IT staff for analytical and/or operational purposes.
- The experienced IR staff can respond to analytical requests and facilitate the most effective use of information for decision-making and improvement. Both the Associate Dean and the Director of IR have strong research and evaluation expertise and collaborate very well with the College Community.

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[3] A classic evaluation tool, the Logic Model (described in the W.K. Kellogg Foundation Model Development Guide, 1998) is designed to facilitate clear problem identification, planning and assessment about project/program objectives and outcomes. At each state of program/project development and implementation, evidence is used to drive decisions.

- The following case study demonstrates an ongoing assessment effort:

Case Study in Technology Planning and Assessment

Issue

The College was challenged in the early 2000's by a weak campus technology infrastructure, inconsistent policies and procedures associated with computer and network planning and implementation, aging and limited technology facilities for students, and low levels of faculty familiarity and use of technology within their teaching and support for student learning. The College made the decision that a comprehensive, strategic technology planning process was crucial to correcting existing technology deficiencies, while at the same time providing an organized and predictable foundation upon which to base future technology planning and decision-making.

As a result, the College, led by the Senior Vice President for Administration and Finance, embarked upon a strategic technology planning effort in the fall of 2002, which included a planning committee inclusive of all major constituent groups on campus, and facilitated by an external consultant. This committee worked throughout the 2002/2003 academic year, with the completion of the College's first strategic technology plan in May of 2003. As a result of the success of its initial planning efforts, the College then institutionalized the technology planning process by establishing a three-year planning cycle. A follow-up plan was completed in 2006, and the College is on track to begin its third plan in 2009.

Assessment

The strategic technology planning process was well received by the College community, by both academic and administrative users. The external consultant engaged to facilitate the process fit well with the College's needs, and provided a planning framework that proved well suited to the College's objectives.

As part of the planning process, the College-wide strategic technology planning committee, and the Technology Oversight Committee (TOC), evaluate the process toward completion of plan objectives, and recommend new areas for planning consideration, or mid-term plan adjustments as necessary. In preparation for the beginning of each planning cycle, the planning committee conducts a formal review of prior plan objectives against plan accomplishments to determine prior plan success, as well as identifying new areas for planning consideration.

The success of the initial planning effort spawned not only a follow-up plan developed in 2006, but also contributed to a subsequent academic department technology assessment in 2007, commissioned by the Senior Vice President for Academic Affairs. The assessment focused upon determining the degree to which technology was in use in the BCC curriculum, and identifying areas where student learning could be improved and additional faculty technology needs and professional development could be improved.

Outcomes

The initial 2002/2003 technology strategic planning effort focused upon five critical areas: 1) improved network infrastructure, 2) predictable desktop technology replacement and upgrade on a predefined schedule, 3) improved student technologies to include expanded and improved student public laboratory facilities and email, 4) development and implementation of a College-wide technology oversight structure, and finally 5) expanded use of technology within the BCC curriculum.

Upon completion of an outcomes review in 2005/2006, as a prelude to beginning the 2006 planning effort, it was determined by the planning committee that the College had made significant progress in all areas identified in the initial planning effort except area 5, expanded use of technology within the curricula. While significant faculty development efforts had been ongoing since the early 2000's, it was felt by the planning committee that this should become an emphasis area for the 2006 plan.

Specific positive outcomes from the 2002/2003 planning effort included expanded wireless network access on the campus, upgraded and improved network infrastructure and cabling, expanded student computer labs and

teaching facilities (supported by the newly implemented CUNY Student technology fee in 2002), new and improved policies and procedures, and upgraded PC desktops for most of the campus community.

As a result of the perceived effectiveness of the 2002/2003 planning effort, the focus for the 2006 plan was predominately on improved support for the wider introduction of technology within the curriculum, expanded faculty development efforts, continued expansion and improvement of student facilities, and a recommendation for a formal assessment of academic technology needs for faculty.

One of the most crucial, and strategic outcomes of the 2006 plan was the decision to conduct the previously mentioned academic assessment. This assessment was conducted in early 2007 and produced several key findings. It was determined that expanded faculty development and support would be necessary before any significant progress could be made at curricula reform, also, it was determined that few academic departments had addressed the issue of curricular technology standards, that improved instructional environments (specifically smart classrooms) had to be available before large numbers of faculty would engage in technology introduction within their courses, and finally, that some form of organized support infrastructure, specifically for faculty, would be necessary.

As a result of the prior assessment, the Senior Vice President for Academic Affairs, in consultation with the College's TLTR committee, created the Office of Instructional Technology, with a fulltime position of Director, for the 2007/2008 academic year. A senior faculty technology leader was appointed to the Director's position in the summer of 2007. The Office of Instructional Technology, supported by several key faculty members and the Office of Institutional Research and Planning, embarked upon development of a Title V grant request in the summer/fall of 2007 to strengthen College efforts at faculty development and wider introduction of technology within the curriculum. The grant request was submitted in the fall of 2007. While the initial grant submission fell slightly short of approval in 2007, it was subsequently approved for funding in 2008 for a five-year total of 2.75 million dollars to support all of the key issues addressed in the 2007 academic assessment.

As of January 2009, the Office of Instructional Technology is supported by 3 professional staff, and is actively engaged in addressing the goals of the Title V grant.

New Questions/Next Steps

As a result of the successes of its technology strategic planning processes the College finds itself well positioned to continue to make progress in improving its overall technology environment. It is anticipated that the results of the 2009 planning effort will only continue the positive planning tradition the College has enjoyed since 2002.

Strengths (Academic Affairs)
- The OAA has developed a number of clearly articulated written statements of key institutional and unit-level goals that are based on the involvement of the institutional community. Planning and assessment within the OAA is conducted via a collaborative process that involves:
    - o Identification of goals and targets in consultation with various academic councils that are comprised of key personal from across the college community, including faculty, department chairs, division coordinators and program heads, administrators and outside consultants.
    - o Yearly reporting of all academic departments' operational plans and past activities to ensure alignment with college-wide goals and objectives.
    - o The refinement of academic and administrative departments' operational plans and future activities based on written feedback on yearly reports from academic councils and/or senior administrators.
    - o Evaluation of direct and indirect evidence of student performance on basic and proficiency skills tests, and pass/fail rates. Analysis of other key indicators such as graduation rates, retention rates and student surveys. Similar data-driven analysis is utilized to track trends in faculty performance.

- Feedback reports for the Learning Community Program created with the assistance of the Office of Institutional Research provide an assessment tool for the program. After the identification of major areas of interest of the program, student-faculty interaction, student retention and academic achievement, evidence was compiled to measure program performance. The data included student questionnaires, faculty interviews, student showcase observation, and system data (course grades, skills exam scores). The resulting report was then used to expand and/or improve areas of the Learning Community Program.

Strengths (Student Development)
- Awareness of College-level strategic goals, and the necessity of shaping program reporting around these goals, is widespread throughout Student Development areas, though not universal. CUNY reporting requirements also play a role in certain areas (College Discovery is one example), and in some instances these are considerably more demanding than College requirements.
- The *College Discovery Program* is engaging in systematic data collection for program assessment and may offer a helpful model to others. Using online tools such as AdvisorTrac and TutorTrac, College Discovery routinely gathers very specific, continuously monitored data on students' academic records and on counseling and advisement activity in order to evaluate services and target them more effectively. For example, data collection revealed that students given supplemental instruction by non-teaching adjuncts performed significantly better than students assisted by peer tutors. Consequently College Discovery has moved to a programmatic decision to increase the number of such adjuncts.

Strengths (Administration and Finance)
- *The Information Technology Unit* has a complete set of documents that support outcomes assessment. These documents include Strategic Plans, rubrics, operational flow charts, data on the effectiveness of past accomplishments, and annual and interim reports for various projects and initiatives. Major Information Technology initiatives that have been guided by the assessment process during the past few years include: a ten-fold increase in internet bandwidth on the BCC campus, enhanced computer security, the installation of local wireless Internet access in select locations, and the release of the Online Support Services system.
- Between FY '02 and FY '08, the *Business Services Unit* has achieved efficiencies (utilizing technology) that yielded productivity savings by: (1) reducing staff of the Bursar's Office from 16 to 12 employees while the student population increased from 7,100 to 9,200; (2) reducing the staff of the Budget Office from 3 to 2 while the budget increased from $39M to $55M; (3) reducing the Property Management and Receiving staff from 6 to 5; (4) decreasing lost inventory from $400,000 to $90,000; (5) expanding accounting operations responsibility to include non-tax levy and EOC while reducing accounting staff from 10 to 9; and (6) improving collection rates. Other improvements include electronic distribution of departmental budget reports to department chairpersons, procedures that guide students to pay tuition by credit card, and a new internal control and monitoring process for EOCs and financial transactions.

Strengths (Institutional Advancement)
- Institutional Advancement has developed a planning process and an outcomes assessment cycle using performance objectives consistent with those of the College. Documentation of assessment and of performance outcomes is reported annually.
- The *Annual Assessment Reports* for FY 2006 through FY 2008 indicate the development and expansion of programs and sub-units. A related document, The *University Performance Management Process*, articulates a number of quantitative benchmarks – some specifically measurable (i.e., "contract/grant awards will rise 5%"), some more generalized (i.e., "increase revenues from external sources").

- While all units and sub-units within the Division of Institutional Advancement measure their performance against financial gains, there is also evidence of other more qualitative methods of assessment, such as an assessment of donor prospects and potential sources for fundraising. Documents and flowcharts such as "BCC Grants Office: Pre-Award Mechanisms" offer guidelines and measures for evaluating the grants and contracts acquisition process.
- The Office of Continuing and Professional Studies regularly engages in needs-based assessment to ensure that it is effectively and efficiently providing services. In addition, the Office evaluates its courses and instructors with a number of indirect assessment measures that include satisfaction surveys, questionnaires, and the examination of enrollment trends.

Challenges (Institutional)
- While there are systems in place that require use of information and analysis in decision-making and improvement, the quality of analysis across the campus remains uneven. Given the large amount of information being made available, it is increasingly necessary to apply analytical techniques that help clarify research findings.

Challenges (Academic Affairs)
- Effective methods of assessing the efficacy of Writing Intensive (WI) courses and the Writing across the Curriculum (WAC) program need to be implemented and considered (given the 2-course WI requirement for graduation). There is a need for informing all students about the waiver process.

Challenges (Administration and Finance)
- Campus-wide wireless connection to the Internet is available at most modern colleges. Campus-wide wireless connection is not available at BCC because of a lack of funds for the additional server capacity necessary for supporting the increased network and CPU load that a campus-wide wireless network would create. A greater investment in information technology infrastructure is needed.
- Collecting data from constituents on customer satisfaction and on the effectiveness of past improvements is a critical step in the assessment process. However, there is a paucity of documentary evidence of assessment in the Business Services unit. Documentary evidence of assessment practices is generally required by accreditation organizations. Furthermore, there is no organized method for controlling the quality of the standard products selected by the Purchasing Department. The selection of standardized products should be based upon end-user (faculty, students, staff) feedback.

Challenges (Student Development)
- Clear evidence of assessment, and clear procedures leading toward resource allocations based on assessment, are not commonly part of operations in many Student Development offices, nor are they consistently reported. Vice President Hill acknowledges this, and has established a goal of implementing assessment instruments for all major Student Development areas. Historically, Student Development programs have typically sustained their year-to-year funding without consideration of performance.
- Overall, awareness of assessment basics—assembling evidence of program performance, analysis of that evidence, and analysis-based decisions about future programming—does not appear to be widespread. Moreover, the practice of including these elements in annual reporting has not been adopted across the Student Development area. Much more frequently, reports enumerate activities (number of students served, number of activities conducted, etc.) with no evaluation of their impact and no evidence offered about whether the activities accomplished their intended goal.

Challenges (Institutional Advancement)

- While assessment is undoubtedly a part of the Division's practice, the use of information and analysis for improvement is uneven. While the general goal of the Division of Institutional Advancement is to generate revenue according to the established goals and benchmarks, the ways in which these goals align with Bronx Community College's goals for improving student success is not sufficiently communicated across the campus.
- Data collection in the assessment process appears to be largely a matter of quantitative measures. Other more qualitative and/or indirect measures could and should also be utilized, made evident, and directly reported.

Recommendations (Institutional)

- Design assessment projects with a cost-effective approach so that information is collected in the most ethical and efficient way without compromising the integrity of research results. For example, an anonymous sample of students can be used to measure satisfaction with advisement services, in place of asking hundreds of students receiving advisement services to fill out a satisfaction survey.
- Survey end-users of business services on issues of customer satisfaction and the selection of standardized products.
- Document the decision-making process and the effectiveness of improvements in the Business Services unit in the form of reports, memoranda, graphs and charts.
- Link budget requests with clear evidence of program performance and/or need.
- Develop, articulate, and document multiple methods for analyzing and interpreting data and making recommendations and follow-up.

Annual Assessment (PMP)

Each spring, the President requests an annual report from each of the four major divisions (Academic Affairs, Administration and Finance, Student Development and Enrollment Management, and Institutional Advancement), which includes an assessment of the past academic year and a plan (including activities, goals and targets) for the upcoming academic year. As part of the process, each Vice President subsequently calls for annual assessments and plans from each department of their division. The assessments generated are part of the College's cyclical institutional planning and assessment process. In this process, all units of the College annually submit to the President a detailed account of their accomplishments, assessment activities, and future plans that demonstrates their contribution to the achievement of institutional goals and long-term initiatives. The Division Reports are used to compile an Institutional Assessment and Plan, which is submitted to the CUNY Chancellor and the campus community. The Annual Performance Report and Annual Goals and Targets reports focus on three areas: raising academic quality, improving student success, and enhancing financial and management effectiveness. Further information can be found on the Institutional Research webpage under Strategic Planning: http://www.bcc.cuny.edu/InstitutionalResearch/Strategic.htm.

Strengths

- As part of this process, the University has articulated performance indicators, which reflect academic excellence, student success and management effectiveness.
- The reporting process provides a good sense of how the College compares to peers.
- Results from reports help create a climate of accountability in the College and University.

Challenges

- Annual reports focus heavily on description of past accomplishments and can use more analytical focus on challenges and recommendations.
- The review process of challenges and recommendations in Divisional reports by college leadership can be strengthened and more integrated into the College's strategic planning.
- There is a need to better diagnose the reasons behind downward trends, with specific strategies to help remedy them. Organizational resources must be targeted accordingly.

Periodic Academic Review and Accreditation

Consistent with CUNY Board policy, the BCC Office of Academic Affairs has overseen a periodic academic self-study and review process for all academic departments and curricula, since 1996. Self-studies are completed by the academic departments (with oversight by Academic Affairs and support from Institutional Research, Planning and Assessment) and are followed by departmental evaluations and site visits, which are conducted by professionals outside of the College community. Those areas with specialized accreditations [4] follow the self-study and site visit guidelines of the accrediting entities, under the supervision of the Office of Academic Affairs.

Strengths

- All academic departments have been engaged in a continuous cycle of assessment for the past 12 years.
- The College is currently engaged in a redesign of the self-study *Guidelines*, which will be designed to promote the integration of academic assessment into the regular academic work connected to program reviews and departmental self-studies. (See chapter 14 for more details about this effort.)

Challenges

- Self-Study guidelines developed in 1996 did not adequately focus on assessment. As a result, prior reports do not reflect well the work done in this area.

Recommendations

- Adequate technical, organizational and financial resources must be devoted toward the redesigned Self-Study process so that quality assessment activities become more central in program reviews.
- Building on prior assessment efforts at the campus, departments and the College as a whole must continuously strengthen the capacity to assess by using faculty and staff who have successfully engaged in assessment activities.

Risk Assessment

The CUNY Internal Control Program has been in place for 20 years. The 2008 Internal Control Self-Assessment Program replaces the prior CUNY program. The new self-assessment program requires department managers and staff to review existing internal controls in all campus functional areas, perform a risk assessment, test internal controls in areas whose activities present high or moderate risks to organizations' goal attainment, and then develop a corrective action plan, if one is needed.

Each campus division received a reference binder containing program materials. Managers have received: a brochure, entitled "The CUNY Internal Control Program. A Plan for Success"; a Manager's

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[4] Accrediting Board for Engineering and Technology, Inc.; American Bar Association, Council on the Section of Legal Education and Admissions to the Bar; Joint Review Committee on Education in Radiologic Technology; Joint Review Committee on Educational Programs in Nuclear Medicine Technology; National League for Nursing Accrediting Commission; New York State Board of Regents.

Guide to Internal Controls; a Manager's Guide to Completing the Self Assessment Forms; a 2008 Self Assessment; and a PowerPoint presentation on the Self-Assessment Process.

This project envisions that the self-assessment will involve all segments of the campus, including financial and academic areas. The self-assessment will be completed for the finance/business areas of the college first, student services and other support services second, and then the academic enterprise, after receiving further instructions from the University on the best methodology for assessing that area.

Strengths
- Program and expectations are clearly articulated.
- Support is available for departments that need assistance.

Challenges
- Self-regulation and reporting can result in limited assessments
- Successfully implementing this self-assessment plan will require adequate technical, organizational and financial resources.

Recommendations
- Risk Assessment and Control Program should be monitored centrally.

Major Recommendations

7.1   All operations of the College should include clear evidence of assessment and its application in decision-making.
7.2   Improvement plans should include clearly articulated timelines, accountabilities, anticipated outcomes and follow-up mechanisms.
7.3   The College needs to continue to support the development, systematic utilization and evaluation of electronic tools to improve individual, departmental and institutional effectiveness and efficiency.

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals. (Characteristics of Excellence, p. 31)

Admission

Admission to Bronx Community College requires either a diploma from an accredited high school or a New York State Equivalency Diploma. Consistent with CUNY policy, all incoming students are required to take placement exams in Reading, Writing, and Mathematics (or they must demonstrate proficiency through equivalent test scores from the SAT or NYS Regents exams).

The number of new students admitted to BCC has increased 54% over the past decade from 1550 students in Fall 1999 to 2394 students in Fall 2007 (with 71% first-time freshmen and 29% transfer students). The College continues to serve one of the most diverse and at-risk student populations. A profile of the Fall 2007 entering students compared to the entering class of Fall 2002 follows:

Comparative Characteristics of Entering Students at Bronx Community College (2002-2007)

Characteristics	Fall 2002 Entering First-Time Freshmen (n=1204)	Fall 2007 Entering First-Time Freshmen (n=1697)		Fall 2002 Entering Transfer Students (n=628)	Fall 2007 Entering Transfer Students (n=697)
Ethnicity:					
Hispanic	49%	62%		49%	51%
Black	44%	34%		42%	39%
Asian	3%	1%		3%	5%
White	3%	3%		4%	5%
Gender:					
Female	62%	57%		66%	64%
Male	38%	43%		34%	36%
Age – 25 years or older	23%	14%		53%	53%
GED Recipient	23%	16%		15%	15%
Born Outside US	43%	36%		38%	34%
Native Language not English	34%	44%		33%	40%
Entering Skills Results in Reading, Writing, Math:					
Passed all tests	11%	15%		35%	44%
Passed no tests	28%	25%		17%	9%

The profile above reflects an incoming student population that remains predominantly diverse, female, and in need of basic skill preparation. The trend also suggests a younger incoming class, with more males, fewer first-time freshmen with GED diplomas and more students passing the incoming placement tests. These changing trends reflect an increased effort on the part of the Admissions and Recruitment Staff to attract students directly out of high school and to increase the number of young minority males attending college.

Further review of the degree and program choices of incoming students in Fall 2007 shows the following distribution: 27% selected the Associate in Arts (AA) degree; 15% selected the Associate in Science (AS) degree; 51% selected the Associate in Applied Science (AAS) degree; and 6% selected certificate programs. More than one-quarter (28%) of the incoming class in 2007 aspired to an allied health degree (Nursing, Radiologic Technology, Nuclear Medical Technology, Medical Laboratory Technology). This is

an ongoing challenge for the College, as many students do not meet the competitive requirements for these programs, with only 10% of all students actually enrolled in these programs. Earlier and more focused advisement efforts for the allied health aspirants are part of the Academic Success Center plans.

Remedial Programs

CUNY's requirement that students needing remedial studies enroll in community colleges has significant impact on retention and graduation rates. At a time when community colleges are experiencing financial difficulties, they are being asked to do more with less. Remedial education is very expensive. Bronx Community College spends a significant amount of the budget on remediation education. Over 80% of BCC students are placed in one or more remedial courses. Most BCC students are first-generation college students and have many remedial needs. Some of them are, for example, reading at a sixth-grade level. The College is expected to bring them up to college level in one or two semesters. It is unrealistic to expect to prepare all of these students in such a short period of time. Many of these students are referred to the Bridge program or Language Immersion Program prior to starting college in order to improve their skills in reading, writing, and mathematics, or in English as a Second Language.

Strengths

- The College has initiated several programs designed to prepare students with remedial needs for college-level work. One program, the Integrative Learning Community Project, demonstrated good success rates. The preliminary pilot results (based on Fall 2006 data) indicated a significantly higher pass rate in remedial courses and a higher exit from remediation rate. For instance, the pass rate in the English/Reading courses was 78% as compared with only 54% for other sections. The ACT Reading exit pass rate was 81% compared to 70% for the College. The ACT writing pass rate was 84% compared to 66% for the College. These figures represent a significant improvement is our remedial program.
- According to the 2006-2007 year-end College data report, the pass rate in reading on exit from remediation was 60.1% for Fall 2006. For other CUNY community colleges the pass rate in reading was 58.2%. BCC outperformed the other CUNY Community Colleges. However, we can still improve our pass rate in remedial courses.
- The pass rate in writing on exit from remediation was 65.7% in Fall 2006. The University pass rate in writing was 53.4% and for other community colleges it was 53.3%.
- The following case study represents how the Mathematics Department used assessment to redesign the remedial math curriculum:

Case Study – Using Analysis to Redesign Remedial Math Curriculum

The Problem

In Fall 2006, the Math Department set out to address the complicated structure of the BCC math remedial sequence. This structure has evolved over decades to address the different mathematical needs of different degrees and programs at BCC. The question that the department set out to address: Is it possible to "streamline" the remedial sequence in such a way that one sequence could serve the needs of the various different tracks, while at the same time preserving the content necessary to maintain the academic integrity and preparation of students as they enter their credit-bearing courses?

Assessment or Analysis**:** The department formed a committee of 7-10 faculty members that discussed alternatives and possible approaches, as well as evaluated different data. Two main types of data informed the committee's work: statistical data generated from Institutional Research based on past classes and random samples (for example, to compare performance rates and to analyze COMPASS scores), and data generated from a series of informal pilots ("05X" sections) carried out over the course of four semesters. This assessment had two main impacts on the discussion. First, it demonstrated that students in liberal arts degrees and programs performed at the same level as students in science and business majors at the remedial level. Second, it provided insight into ways of crafting the syllabus in a way to improve student performance.

As mentioned above, data generated from the pilot 05X sections resulted in changes to the proposed syllabus in a way that more sharply focused the aim of the course. In addition, the assessment indicated a need to ensure solid arithmetic skills, prompting a departmental discussion of our MTH 01 course that resulted in modifications to the course as well as a proposed 01 prerequisite to the 05X course.

New Questions/Next Steps

The department is currently preparing to present the proposal to the Curriculum Committee in Spring 2009 with the goal of implementing the new sequence in Fall 2009.

Challenges
- Low graduation rate: The six-year graduation rate for the entering class (N=979) of fall 2000 was only 20.8%. It is important to note that 61.6% were still enrolled in the first year. However, only 41.9% were still enrolled in the second year and just 25.35 were enrolled in the third year. The BCC Campaign for Success is an attempt to remedy our low graduation rate.
- Exiting from math remediation: The pass rate in math on exit from remediation was only 55.2% compared to 60.9% at the University. The CUNY community colleges rate was 60.4%.
- 30th-credit skills: The percentage of associate degree students who had basic skills proficiency in reading, writing and math by the 30th credit was only 54.5%. The University's rate was 64% and at the other CUNY community colleges it was 60.1%. We can definitely do better in this area.

Recommendations
- Remedial programs should be assessed on a regular basis.
- The integrative learning community model should be expanded.
- The College needs to establish a second-year and beyond integrative learning community program to retain second- and third-year students.

Academic Standing Policy (ASP)

The Academic Standing Policy (ASP) was revised throughout the 2005-06 academic year. The intent of the revision was to put in place a mechanism to identify earlier the students who were academically at risk. Early identification is the first step towards early intervention. With the previous Academic Standing Policy it was possible to intervene with students who were already on probation. However, there was no mechanism to identify early enough those students who were at risk.

Since the revision of the ASP, every student at the college is now assigned an academic standing code in SIMS, which allows the College to track the academic progress of any student as well as to generate reports on every academic standing category. This new tracking mechanism also monitors more closely the number of credits that students on probation are allowed to take per semester: 13 credits for students on probation for the first time and 7 credits for students who remain on probation.

Strengths
- The new ASP defines in unequivocal terms the different academic standing stages. Because the boundaries of each stage are quantifiable, advisors and students can more easily devise strategies to help at risk/probation students improve their performance (for example, by getting two Bs in the following semester a student may progress from probation two to early warning status). Quantifying the desirable outcome in this way helps students see clearly the path out of probation and feel more focused and in control.

- The interest with which the Committee on Academic Standing has followed up the implementation of the policy certainly counts as a strength. Soon after the policy was enforced, it became clear that some aspects of the policy needed revision, which included changing the policy to assure that students with a semester GPA of 2.5 would not be suspended.

Challenges
- Implementation of the ASP has, so some extent, negatively impacted enrollment, as students on probation must limit their course loads and students who discover immediately that they are in academic difficulty often decide to discontinue their education until a later date.

Recommendations
- The ASP could be made clearer by illustrating it with specific examples. A practical guideline for faculty, advisors and students may be useful, as well.

Academic Success Center (ASC)
The *Academic Success Center* was established as part of the *BCC Campaign for Success Plan* in order to improve overall student performance and persistence by addressing the major systemic conditions and issues that inhibit student success. The Academic Success Center is a collaboration between Academic Affairs and Student Development.

The ASC was designed to centralize academic advising staff and operations in one location. Staffing includes 2 associate directors (one from Academic Affairs/Academic Advisement and one from Student Development/Counseling), a Faculty Training Coordinator, and four full-time academic advisors. As a part of the Academic Success Center's first project, the Office of Enrollment Management developed a plan that streamlined the freshman registration process using the ASC as the host facility.

Strengths
- The Academic Success Center provides campus-wide leadership for academic advisement.
- Movement of the Academic Advisement staff to the Academic Success Center helps to provide continuity for the academic advisement process.
- The appointment of additional academic advisors facilitates the advisement process for more students.
- The revised freshman process standardizes services for all incoming students.

Challenges
- The services of the ASC should be clarified and differentiated from other campus services.

Recommendations
- Conduct assessment of the ASC impact on student satisfaction with advisement and academic success.

Major Recommendations
8.1   Continue to support the development, systematic utilization and evaluation of electronic tools to advance student success and persistence.
8.2   Implement a plan to assess, track and advise the large number of allied health aspirants who may not meet the rigorous entrance criteria.
8.3   Clearly articulate and differentiate: (1) the roles and responsibilities of counselors, faculty and academic advisors; and (2) the particular groups of students serviced by each with respect to academic advisement.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students. (Characteristics of Excellence, p. 34)

Communications

The following methods are used to reach out to students: BCC email broadcasts, BCC Website, the online College Catalog, the BCC/CUNY online library system, the Freshman Handbook and Planner, the *Communicator* (student newspaper), brochures, pamphlets and flyers, postings on bulletin boards, various mailings to students' homes. In addition, informational events are scheduled such as New Student Orientation Day and Freshman Convocation. The Student Government Association (SGA) reaches out to students using electronic boards for announcements, as well as text messaging and entries on social networking websites to send students information.

Collaboration between Enrollment Management and Information Technology has created the OSSES (One Stop Shop eServices) online support services. Students are now able to use this one system to view course selections, register and pay for classes, view transcripts and grades, communicate directly with professors and classmates, and access an array of other resources including advisement forms and their BCC Email account.

Strengths
- New media options to communicate with students are continually being added and updated.
- OSSES has improved the flow of information to prospective and current students and the capability of faculty, counselors and academic advisors to communicate with students.
- The Academic Success Center is now making earlier contact with students who have received unofficial withdrawal grades and helping them to correct their academic records.
- There have been significant advances in the last three years in online advisement and registration.

Challenges
- Many students do not use their BCC Email.
- Information is not always clearly and consistently communicated to students.
- Communication between administrative offices and with students needs improvement.
- There is inadequate signage to help students navigate the campus.

Recommendations
- Improve communication between administrative and academic departments and with all students.
- Make better use of the electronic boards in front of buildings.
- Create better street signs and larger, more user-friendly maps to help students to navigate the campus.
- Ensure that Email is the primary mode for communicating with prospective and current students and improve the use of text messaging services with students.
- Update sections of the BCC website that contain information related to students.
- Make the Freshman Handbook/Planners readily available from the first day of classes. They should be incorporated into the OCD course for distribution and usage.
- Educate all of the college community on the range of features that OSSES offers; develop a marketing campaign to use OSSES as a communication tool.

<u>Advisement</u>

At BCC academic advisement is defined as a developmental process designed to assist students to formulate sound and sensible long-range educational plans that are consistent with their personal and professional aspirations. Academic advisement also assists students in selecting the appropriate courses in the proper sequence. All students are required to meet with an academic advisor prior to each registration period. Academic advisement is a collaborative effort between counseling faculty in the Division of Student Development, professional academic advisors in the Academic Success Center and faculty in the academic departments. One Stop Shop Electronic Services (OSSES) provides online registration for Bronx Community College students after they consult with a faculty advisor. Students access Degree Solutions, a degree audit sheet, through the CUNY Portal. An information-driven case management model was initiated (in Fall 2008) for all first- and second-semester freshmen.

The Academic Success Center (ASC) was established as part of the BCC Campaign for Success Plan in order to improve overall student performance and persistence by addressing the major systemic conditions and issues that inhibit student success (engagement and capacity). The Academic Success Center provides academic advisement, registration and orientation for several groups of students (incoming transfers, students on academic warning and early academic probation, students with 45+ credits and walk-ins). The Academic Success Center serves as a resource for both students and faculty by providing accurate and timely information regarding testing, placement and graduation requirements; clarifying academic policies and procedures; promoting the use of technology tools to support effective advisements; and providing academic advisement workshops and individual training for faculty and staff.

Strengths
- Students must see an advisor before they are released to register.
- The online audit sheet accessed through Degree Solutions provides a convenient, self-sufficient mechanism for students to educate themselves about the courses required for graduation.
- The growth of online advisement and registration will continue to expand the Advisement and Registration model to accommodate the time scheduling needs of students through year-round electronic services.
- The case management model of advisement provides for oversight to assure consistent, high-quality student advisement.

Challenges
- *Poor Advisement*: Both faculty and staff make errors in advising students and are often ill-equipped to deal with all the issues students have. For example, 20% of students have a grade point average of 2.0 or below and require different advice in terms of courses for which they are eligible to register. Also, faculty need training in implementing the guidelines used to place students into developmental courses.
- *Late Advisement/Registration:* Some new students register after classes have begun. This procedure is problematic in terms of meeting standards for constructive teaching and learning processes. It is also problematic in terms of the practicality of finding open, available and appropriate courses.
- *Time Conflict in Office-Hours Advisement:* Faculty members' office hours do not always correspond with students' availability for advisement sessions.
- *Electronic Advisement*: Fewer than fifty percent (50%) of faculty members use electronic advisement, according to the statistics published by the IT department for 2006-2007.

Recommendations

- Increase the level of student self-sufficiency. We need comprehensive and consistent strategies that will help students take control over their own course programming.
- Increase the level of faculty usage of electronic resources. It would be helpful to students if faculty utilized this tool to support their advisement efforts.
- Make a concerted effort to re-train faculty on advisement issues and college policies once each year; in particular, train faculty to use the course placement guidelines for developmental courses.
- Train new faculty hired in August by having them work with a seasoned faculty member during the September registration period.
- Discontinue late registration, particularly for new students.
- Encourage faculty, counselors and advisors to conduct continuous advisement throughout the semester.

Orientation and Career Development Course

The goal of the Orientation and Career Development Course (OCD-01) is to facilitate the transition to College for urban and first-generation college freshmen. Numerous articles have been published on the difficulties freshmen experience in the first year of college. Most colleges and universities have instituted freshmen seminar courses to assist their students in adjusting to college. At BCC, the OCD-01 course is a one equated-credit course that focuses on the following areas: 1) Introduction to college policies and procedures; 2) Academic and career goals; 3) Effective study skills; 4) Academic and supportive resources; and 5) Careers and the career decision-making process.

Strengths

- The number of OCD-01 offerings has been increasing gradually over the last four years to approach accommodation of the increased numbers of freshmen enrolling in the College.
- There is data to suggest a relationship between OCD passers and the one-year retention rate, as compared to the retention rate of students who either did not pass or did not enroll in OCD. (For example, of the 833 students who passed OCD 01 in Fall 2006, 92% enrolled in Spring 07, compared with 63.9% of non-enrollees and/or non-passers.)
- Freshmen enrolled in OCD-01 establish a working relationship with a supportive representative of the college (the counselor). This connection facilitates academic and social integration.
- Based on Fall 2006 data, freshmen enrolled in the pilot first-semester Integrative Learning Community performed significantly better than other BCC freshmen.

Challenges

- An examination of the data on the pass and withdrawal rates by department and course revealed that the pass rate for OCD-01 in the Spring 2007 was only 62.1% compared to the College's pass rate of 68.9%. The withdrawal rate for OCD-01 was 22.0%. The College's withdrawal rate was only 17.3%.
- The percentage of "WU" (unofficial withdrawal) grades administered in OCD-01 was significantly higher than that of other courses.
- Presently, there is no standardized mid-term or final exam in OCD-01. It is therefore difficult to assess student learning in all the sections. Each counselor administers his/her own mid-term and final exams.
- Technology is not being used extensively in the OCD-01 course, except for the online sections.
- There seems not to be enough time in the OCD-01 course to cover all the topics that have been incorporated into the syllabus. Upcoming assessments should identify which topics should be covered traditionally and which should be covered by including technology, and use of DVD's and other media.

Recommendations
- Assess the OCD course relative to its current objectives and student needs.
- Evaluate the impact of allocating college credits to OCD-01, which might make the course more attractive to students. If a credit is attached to the OCD-01 course, students might take the course more seriously and might be more likely to complete the course.
- Include technology to facilitate instruction in OCD-01.
- Advise counselors to conduct outreach to students in their OCD-01 class who are excessively absent, in order to reduce the total number of "WU" grades administered in OCD-01.
- Develop and administer a standardized mid-term and final exam in OCD-01.
- Expand the Integrative Learning Community project.
- Create a second-year learning community, since many students drop out in the second year.
- Add sections of OCD-01, as necessary, to ensure that enough sections are available for each semester.

Co-Curricular Opportunities

Co-curricular activities should be designed with the clear intent of providing students with opportunities for experiential learning and increased peer interactions. Students at Bronx Community College currently have the opportunity to participate in varied co-curricular experiential learning programs designed to promote student involvement locally, nationally and globally, as in the following examples.

- **The Leadership Institute** develops leadership skills through training and mentoring.
- **Student Government** provides opportunities to learn and enhance their governance, communicative and leadership skills.
- **Salzburg Consortium** involves an annual weeklong opportunity to participate in an international think tank in Salzburg, Austria, discussing global issues with other college students and administrators.
- **Gulf Coast Community Project** is a service-learning collaborative project with 2 other colleges, Middlebury College and Monterey College. Students participate in the rebuilding of New Orleans communities and other stateside projects. Participation satisfies the service requirement for degrees in Human Services and Community Health Education.
- **Model United Nations** provides an opportunity to view and participate in mock UN sessions concerning global issues.
- **Other BCC Programs**: Multicultural Week, International Week, Asian Heritage Month, Irish Heritage Month, Ambassador Program, Women's History Month, Black History Month, Hispanic Heritage Month, Speaker Series, & Student BCC Clubs **(**e.g., Theatre Workshop, Dance Club, Peace Club, Debate Club).

Strengths
- BCC's numerous and varied co-curricular opportunities encourage student involvement and development in a wide array of areas.

Challenges
- BCC students with multiple responsibilities (families, work) are not always available for programs.
- Currently there is inadequate space on campus for co-curricular socialization and networking.

Recommendations

- Leadership development opportunities should be available to first year students.
- More campus-based service learning projects should be integrated into the curriculum.

- Co-Curricular experiences should be scheduled at times that are conducive for optimum student participation.
- Faculty and staff should be encouraged to participate more fully in co-curricular activities.

Student Records

The college's main record keeping areas for student records, Admissions, Financial Aid and Registrar, maintain both hard copy and electronic records. The hard copy records are primarily stored in both temporary and permanent filing cabinets in several locations around the college, raising serious concerns for the offices involved.

Strengths
- The college invested in imaging software and hardware for the Offices of Financial Aid and Registrar, to finally begin to address the problems related to the hard copy records.
- The University has implemented a formalized records-retention team that will streamline records-retention practices across the university.
- BCC has identified lead records-retention members from every office affected by the new records-retention guidelines.

Challenges
- No imaging equipment was purchased for the Admissions Office.
- No overall imaging strategy has been developed.

Recommendations
- Imaging strategy needs to be developed and funded for the historical documents for the Admissions, Financial Aid and Registrar Offices.
- Equipment for the Admissions Office still needs to be purchased.

Grievance Process

The Department of Student Development has three avenues for assisting students who wish to file "formal" grievances or complaints. The first avenue is the referral process. Students use this approach when they have complaints about faculty or staff. Faculty and staff in this department are trained to refer students to the college's ombudsman, who works to resolve issues for students. The second approach is relatively new, with the formal procedures still being worked out. This process, which has been recently approved by the Board of Trustees, allows students to file formal complaints against faculty and staff. The student complaint form has already been designed, and training is planned The third process involves disciplinary proceedings. This process is used when students wish to file complaints against fellow students.

Disability Services

Students self-identify to qualify for assistance through the Office of Disability Services. Students are eligible if they a) have a diagnosed learning disability or psychological impairment; b) have a visual, auditory, speech, or mobility impairment; c) have a qualifying medical condition (cerebral palsy, multiple sclerosis, HIV/AIDS, cancer, sickle cell anemia, lupus, hand dysfunction, asthma, diabetes, seizure disorder); d) are recovering from addiction; or e) have a temporary disabling condition.

The Office of Disability Services assists students registered with the Office as disabled by providing accommodations and other related services. Available services include pre-admissions and ongoing counseling, CUNY skills test accommodations, registration advisement, priority registration, readers, note takers, sign language interpreters, exam proctoring, tutor resources, and assistive technology (both software & hardware available in some computer labs). Services are determined according to each individual's needs and are provided as long as they fall under reasonable accommodations. A *reasonable accommodation* is defined at BCC as any special service, alternative method, or change in an established educational practice. Reasonable accommodations remove disability related barriers and allow students to participate as fully possible in both academic and social activities. An accommodation is considered reasonable when it falls within the realm of possibility and it can be provided without causing significant hardship. If the service comes at a high cost to the institution, an alternative option can be provided (for example, Writing Center aides going the student instead of the student going to the Writing Center).

Major Recommendations
9.1   Analyze and identify learning objectives, delivery modes and evaluation mechanisms for a first-year seminar course and/or experience.
9.2   Improve communication between student service departments and with students and faculty so that information is clear, accurate and timely.
9.3   Systematize and organize (1) processes for assessing student needs, interests and satisfaction; (2) reporting and communicating results; (3) development of plans in response to results; (4) oversight of implementation and action plans; and (5) evaluation of results.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. (Characteristics of Excellence, p. 37)

Recruitment and Compensation

As of the 2007-08 academic year there were 271 full-time faculty and 289 part-time faculty. The BCC Affirmative Action Report (September 2008) indicates that 39% of full-time faculty are ethnic minorities, and 46% are female. This represents an increase over 1998, when 30% of full-time faculty members were members of Federally Protected groups and 43% were female. Each spring semester, the Annual Survey of Faculty and Staff results suggest a great deal of satisfaction with multicultural respect (86% in 2007 and 2008 reporting satisfaction).

The college supports a policy of non-discrimination and of providing educational opportunities for the disadvantaged as a means of facilitating their access to a broader range of employment opportunities. Two-year public institutions reported that their full-time instructional faculty earned an average salary of $56,400, according to the National Center of Educational Statistics. CUNY's salaries are competitive with these numbers but do not reflect the high cost of living in New York. BCC averages reported for 2007-08 ranged from $60,000 for the assistant professor to $92,000 for the full professor). AAUP statistics further note that the average compensation for professors at BCC ranked among the lowest of the nineteen CUNY colleges. Data "from the National Study of Postsecondary Faculty on hours worked by full-time faculty show that the average workweek actually lengthened slightly, from 52.7 to 53.4 hours, between 1987 and 2003." It should not be surprising, therefore, that only 1.4% of faculty surveyed reported "excellent satisfaction" with their salary, while 15.3% and 27.8% of faculty, respectively, assessed their salaries as "good" or "satisfactory." These figures represent the lowest level of satisfaction of all the categories surveyed in the BCC "Spring 2006 Faculty and Staff survey results."

Strengths
- BCC has enhanced the diversity of faculty and staff through various methods, such as participating/advertising in minority job sites for broader outreach and targeted recruitment.
- The percentage of non-remedial instructional hours taught by full-time faculty in 2004—64%—exceeds BCC projections and is substantially above CUNY college rates as well as BCC's own previous rate of 48% recorded in the 1998 Middle States report.

Challenges
- Departmental P&B members report that candidates with affirmative action credentials are often lost to other campuses who hire before the spring BCC interview process is completed.
- BCC faculty work harder for lower salaries and compensation than do many of their counterparts

Recommendations
- Timing interviews earlier would be advantageous to recruit more faculty with affirmative action credentials.
- Raising faculty salaries across the board would likely increase faculty satisfaction.

<u>Professional Development</u>

The college has attempted to support faculty through establishing a Center for Teaching Excellence (CTE) and by offering help through the Center and through associated programs. Recent initiatives include the Hall of Fame for Great Americans seminars sponsored by the National Endowment for the Humanities, Freshman Learning Communities, and enhancement of vocational instruction through case-based and problem-based learning. The CTE Advisory Board, with members drawn from every discipline and area of the college, determines the needs of our learning community and supports a diversity of collaborative efforts, including working with neighboring colleges. Two years ago, a Title V Collaborative grant supported faculty development efforts for interdisciplinary groups of faculty from Lehman, Hostos, and Bronx Community Colleges.

The CTE has four major goals: "to foster growth in individual teaching skills throughout a faculty member's professional career; to use interdisciplinary tools and insights to seek solutions to pedagogical problems; to foster departmental exploration of goals, objectives, and teaching proficiencies within programs and courses; and to foster a campus environment where teaching and learning are central and valued."

The CTE is part of Academic Affairs, and Dr. Shenkman reports directly to Senior Vice-President Sanchez. An Advisory Board of about 25 people, mostly BCC faculty, provides input for new initiatives and leadership roles with various programs. The CTE serves as an umbrella organization through which a variety of programs are conducted, including the New Faculty Seminar series, the Freshman Learning Communities (part of the Campaign for Success), Problem-Based Learning Workshops, Quantitative Literacy Workshops, the Hall of Fame workshops, and the annual CTE week (featuring a guest speaker each fall semester). In addition, the CTE partners with other units within BCC and outside BCC—such as Writing Across the Curriculum, Integrated Skills Reinforcement, The International Center, The President's Office (diversity workshops for faculty), the Committee on Instruction & Professional Development, and Lehman College (the Title V grant). The CTE is funded through a variety of sources.

Ideas for new initiatives come from directives from CUNY, directives from BCC, suggestions from the Advisory Board, partnership organizations (like The International Center), and BCC-wide surveys of faculty. Changes to existing programs are driven by feedback from workshop and program participants. For example, both the New Faculty Seminar Series and the Freshman Learning Communities will be changed based on feedback from Fall 2007 participants. The Goals/Objectives for CTE are included in the Campaign for Success (A Report that goes to CUNY), and the BCC Five-Year Plan.

Strengths
- Faculty indicate they value greatly interacting with others from diverse disciplines through the CTE.
- CTE runs a large number of programs and workshops for faculty development. The programs are diverse in their scope and the Center is quick to adapt to newly identified pedagogical needs. Dr. Shenkman is particularly good at encouraging collaborations between departments and other units with BCC and within institutions outside BCC.
- BCC has recently invested in the CTE with a new state-of-the-art facility available for faculty workshops and seminars. The new Center, in the basement of Philosophy Hall, has a SmartBoard, wireless Internet access, and a good space for small conferences.
- The Bronx Community College Foundation (BCCF) funds the Faculty Scholarship Support Grants of fifteen grants for up to $500.00 each.

- The Professional Staff Congress-City University of New York (PSC-CUNY) funds the PSC-CUNY Research Award Program.
- In 2006, CUNY was selected to participate in the national Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) project, working with other large university systems to support the study of teaching and learning on a system-wide level.
- The following is an example of an evolving and expanding faculty development initiative:

Case Study – In the Development of an Effective Faculty Development Program
<u>The Problem</u>
How can BCC develop and sustain an effective faculty development program that will build quality online instruction? A faculty development program started in 2005 had been partially successful. While some highly motivated participants developed and delivered online courses and continuously utilized the Blackboard course management system, others—perhaps less intrinsically motivated—did not. How could the number of program "deliverables"—successful online courses and faculty continuing to utilize online teaching technologies—be increased?
<u>Assessment</u>
Survey data of participants revealed that the most successful elements of the program were the provision of sustained faculty mentoring and group activities that extended from summer sessions through the following Fall semester. Beginning in 2007, program leaders determined to strengthen this program element, while adding a new accountability mechanism that tied payment of program stipends to clearly defined program performance benchmarks. Participants who could not meet the benchmarks would be asked to withdraw.
<u>Outcomes</u>
Impact of assessment-based changes are measured as follows:

Year	# Participants	# New Blackboard Users	# New Distance Learning Instructors
2005	10	5	2
2006	13	7	4
Following program revisions:			
2007	16	13	11
2008	14	11	11

<u>Next Steps</u>
A mechanism has been created for adding to the roster of distance learning courses and instructors. While the survey data indicates high levels of satisfaction with faculty mentoring, we still need to create additional structures to monitor quality and measure student outcomes. A new peer observation procedure will begin in Spring 2009. A dedicated form for student evaluation of online instruction is also needed. An institutional study of online learning is currently underway which will provide additional data, and we expect to incorporate its findings into further program revision.

Challenges
- Broader participation in faculty development would facilitate new initiatives in teaching.
- There exists a noticeable tension between the mission of faculty to teach and their obligation to engage in scholarship, particularly in light of heavy course loads.
- Faculty members have noted that funding for travel to scholarly conferences (a crucial component of professional development for most faculty members), is inadequate.
- It can be difficult to attract an audience for seminars and workshops, given busy faculty schedules during the fall and spring semesters. To counter this difficulty, the CTE has started offering more workshops during the January intersession and tried to schedule events more than once.
- CTE must find funding to fill staffing needs. The Director and Assistant Director positions are supported by Academic Affairs, but all other positions must be supported by funding through grant sources.
- The programs must be a priority of both the faculty and the department chairs in order for there to be sufficient impetus for faculty to participate. Perhaps better communication between the Director of CTE

and department chairs would help to make sure the programs offered at CTE are relevant to the needs of the departments and sufficiently valued by the department chairs and faculty.

- Since BCC has recently made a significant investment in the CTE facility, the College should be diligent about upkeep, maintenance, and technological support to keep the facility in good condition.
- There is no formal connection between the CTE and Instructional Technology professional development initiatives.

Recommendations

- A more formal system of value and credit for participation in faculty development in the CTE and similar or parallel activities should be put in place, for purposes of tenure and promotion.
- BCC should invest in faculty scholarship by increasing the budget for travel funds.

Evaluation

In the sections of Chapter V on professional evaluation of faculty, and on reappointments and tenure, the *Faculty Handbook* states that faculty shall be evaluated on total academic performance, with special attention to teaching effectiveness, and that tenure and promotion will be based on the criteria of teaching effectiveness, and scholarly and professional growth, with supplemental consideration given to service to the institution and service to the public. The policies include details of the entire procedure for evaluation, reappointment, and tenure, with timelines. These statements come from the PCS-CUNY 2002-2007 contract negotiated between the union and the City University, Article 9 Appointment and Reappointment, Article 10 Schedule for Notification of Reappointment and Non-reappointment, and Article 18 Professional Evaluation.

Full-time and part-time faculty members are evaluated by multiple measures, including: student evaluation of faculty survey results; teaching observations; chairperson evaluations; and review for promotion and tenure appointments by the Personnel and Budget (P & B) Committee with respect to teaching, scholarship and service.

The "BCC Faculty Handbook, 2006-2007" notes, in part, the following policies regarding tenure: The decision to grant tenure shall take into account institutional factors such as the capacity of the department or the College to renew itself, the development of new fields of study, and projections of student enrollment. The criteria upon which decision to tenure are based are teaching effectiveness, scholarship and professional growth, service to the institution and service to the public. The terms of the PSC/CUNY Agreement of 2002-2007 stipulate that the time to tenure be changed from five to seven years, effective September 1, 2006.

Strengths

- Anecdotal and statistical evidence suggests that BCC's record for faculty obtaining tenure is exemplary.

Challenges

- The judgment of many tenure-track faculty is that the standards or expectations for tenure are uncertain, unclear or vague.
- Untenured faculty feel overburdened with research and publication requirements and are concerned about losing their jobs. What seemed to be an adequate amount of release time to do research disappears under the teaching workload.

<u>Instructional Climate</u>

Strengths
- Interviews revealed a widespread feeling that the campus atmosphere is collegial and mission-driven, which is also supported by annual faculty satisfaction survey results.

Challenges
- Only 1% of faculty report "excellent satisfaction" with campus facilities (13% and 36%, respectively, call the facilities "good" or "satisfactory").
- Faculty have noted a lack of teaching resources; limited access to copiers, paper, the Internet, office supplies, and basic lab supplies hinders their ability to fulfill their teaching duties.
- Students' inadequate academic preparedness and ability can present a challenge. Even though most faculty members enjoy teaching at BCC, some are frustrated that many of the students are not prepared for college-level courses.

Recommendations
- Departments need to clearly define the responsibilities of faculty members in order to arrive at an equitable distribution of responsibilities — one that quantifies, clarifies and recognizes the labor and time commitments that faculty make in teaching 27 hours per academic year and thus upholding the mission of the College, while also being held responsible for College service and academic scholarship.
- Almost all faculty members felt that their pedagogical efforts should be supported through improvements in the College's infrastructure.

Major Recommendations
10.1   Continue to invest in effective strategies to recruit and retain high-caliber faculty members.
10.2   Continue to provide orientation for new faculty that clearly outlines expectations for teaching excellence, service and scholarship with respect to promotion and tenure decisions.
10.3   Consider the multiple demands (teaching, research and service) on faculty time in planning new initiatives.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings (Characteristics of Excellence, p. 40)

Transfer Programs

Slightly more than half of BCC's students are enrolled in programs designed for their transfer to four-year institutions. A strong majority of BCC's transfer students continue their studies in a college within CUNY, and, of these, the highest percentage transfer to Lehman College in the Bronx.

Transfer programs are designed to be the foundation years of a four-year college program. However, unlike several other large states, New York does not have a legally mandated transfer policy; CUNY (and SUNY) may determine its own transfer criteria. CUNY guarantees that any student who has received an A.A. or A.S. degree in the CUNY system can transfer the full 60 credits to a baccalaureate degree at any of the CUNY four-year colleges. At least nine credits will be counted toward the fulfillment of the requirements for a major, and while some credits may be deemed as electives, they count toward the fulfillment of the B.A. degree. CUNY guarantees A.A.S. degree recipients admission to a baccalaureate program in the system.

BCC recognizes the importance of advising all categories of students about extant articulation agreements and the transfer process. In response to an earlier Middle States Review recommendation, the college established a new transfer center in 2004. The aim of the center was to help students with early and ongoing transfer planning. Students were able to find at the center comprehensive and accurate information about current standards and requirements for admission to senior colleges. Various workshops were conducted to aid students in a successful transfer to the school of their choice. The center also tracked articulation agreements under development, maintained statistical data and generated up-to-date information on the transfer process. Recently, the venue of this center has moved and key personnel have resigned. A restructuring of transfer and career advisement functions within the Student Development Division is underway, including planning for the creation and hiring of new personnel in this area.

Often, before receiving a degree, students opt to transfer to another college — either a four-year school, or, on occasion, to another community college. TIPPS http://tipps.cuny.edu/ provides a central source for information on the transferability of specific courses. There are currently 915 courses listed in the TIPPS course catalogue (April, 2008). Of these, 460 are courses that are evaluated worthy for course credit in senior college (this excludes courses such as electives, study abroad, independent study etc.) Of the 21,618 courses sent for evaluation, 80.5% have been evaluated as compared to 89.4% of courses evaluated on average for community colleges. Twenty-nine percent of evaluated courses have been deemed not transferable —a figure that contrasts as dramatically lower than the community college average 56.6% of classes deemed not transferable.

Strengths
- Currently BCC has more than 40 articulation agreements in place (see http://tipps.cuny.edu). These articulation agreements are essential, as they ensure that students have a smooth transfer to the four-year institution and that students do not have to repeat or take courses over the required 120 credits.
- There has been increased emphasis on joint degree programs. These programs are designed in conjunction with a specific four-year institution; thus, the first two years of the program are undertaken at BCC and the final two years are taken at the designated four-year institution. Bronx has joint programs with Lehman College and John Jay College of Criminal Justice.

- Of BCC students receiving either an A.A. or A.S. degree in 2006, 52% transferred to a CUNY four-year college; the comparable overall average of transfer students from a CUNY community college to a CUNY four-year institution was 48.7%. Of students receiving an A.A.S. degree in 2006, 22.5% transferred to a CUNY four-year college, slightly lower than the 27.5% overall average of A.A.S. transfer students from CUNY community colleges. (This lower rate may, however, may be due to the successful entry into the job market for which the A.A.S. degree is designed.)
- BCC students who have transferred to baccalaureate granting institutions perform better on average than students from other CUNY community colleges. (The following data is from 2006, the most recent comprehensive survey of transfer students.)   The first-year retention rate of BCC students transferring after completing their A.A. or A.S. degree is 77.4%, as compared to an overall community college student average of 74.1%. The one-year retention rate of BCC's A.A.S. graduates in CUNY four-year institutions is higher than the overall average of other community college students as well.   In addition, in their first term after transfer to a senior CUNY institution, BCC A.A./A.S. students registered an average GPA of 2.67, as compared to an average GPA of 2.54 among other community college students; among students entering with an A.A.S. degree, the average BCC GPA was 2.57, as compared to the overall comparable community college GPA of 2.52.   These figures suggest that BCC students are prepared for baccalaureate programs as well or better than students from other community colleges within CUNY.

Challenges
- With 11 CUNY four-year institutions (including 4 comprehensive colleges) and 34 programs, BCC's articulation agreements amount to only a small percent of the total possible.
- The current TIPPS website lists many more articulation agreements than are, in fact, in existence, and it needs ongoing updating. Currently 43 articulation agreements are listed on TIPPS; however, 25 (60%) of them are ten years old or older, and some are more than twenty years old.

Recommendations
- Restructuring of transfer and career advisement services should be carefully planned and coordinated with other advisement functions at the College. Once developed, transfer services and programs should be clearly communicated to the College community.

Career Programs: A.A.S. Degree

Most of the other half of BCC students, those not enrolled in A.A. or A.S. transfer programs to four-year schools, are enrolled in programs designed to help them migrate successfully from school to the working sector. The departments that house these programs undertake various endeavors to ensure that their programs are up to date. Of the 22 A.A.S. academic programs, nearly all participate in professional association meetings and have advisory boards that provide current updates on the respective industry trends. These programs also feature regular curriculum review, as well as liaisons for student employment. A majority of departments are in contact with accreditation agencies and senior colleges, and half are in contact with outside professionals.

Fifteen programs offer internship opportunities for their majors and offer assistance to students seeking jobs while they are in school or upon completion of degree (e.g. job postings, job placement, contacts). Only a few departments (5 out of 20) maintain their own tracking of the jobs or further education obtained by their students after graduation; the others rely on Institutional Research.

The A.A.S. degree programs at BCC generally encourage students to take courses that both satisfy BCC degree requirements and qualify for transfer credits at four-year institutions. Six of twenty departments have articulation agreements with four-year colleges.

Strengths
- The vast majority of BCC graduates in A.A.S. programs find gainful employment, although there is significant variability in receiving work in their field of study. For example, students trained in Radiologic Technology and Automotive Technology are more easily finding work in their fields than those receiving Associate in Applied Sciences degrees in Education and Accounting.

Challenges
- Articulation agreements have been especially complicated for programs in business, art, education, electrical engineering, paralegal and radiology. As a significant percentage, 25-33%, of A.A.S. students do not seek immediate employment but instead seek to continue their education in four-year colleges, the enhancement of these articulation agreements would be welcome.

Recommendations
- There is a need to upgrade the TIPPS and Transfer Center websites so that information related to transferring is readily available to students. These respective departments also need to undertake closer contact with senior CUNY colleges to explore the development of new articulation agreements for their students.

In general, transfer capacity continues to be a significant concern within BCC and throughout CUNY. The development of courses and establishment of appropriate articulation agreements belongs to the domain of faculty and is often an unwieldy affair of competing criteria. Nonetheless, it is imperative that students who wish to transfer from an associate to a baccalaureate program have ready access to clear, up-to-date information about transferable coursework and academic expectations.

Remediation

Whether aiming toward an A.A./A.S. degree or an A.A.S. degree, students must demonstrate the ability to do college-level work in order to succeed. To fulfill its mission to "meet the learning needs of every student," BCC offers an array of remedial and general orientation courses.

These remedial classes include a sequence of classes in English, Reading, and Mathematics, as well as a remedial course in Chemistry and Physics (there is no remedial class in Biology). The college also provides an Orientation and Career Development class to help students better navigate their way through college. To meet the individual needs of students, departments have designed their own sequences of instruction, enabling students to begin at the point most appropriate for their skill level and then improve incrementally. Placement is based on student performance on standardized CUNY tests in reading, writing and mathematics. CUNY policy mandates that students must meet the CUNY proficiency standards in each of these skill areas in order to be eligible to enroll in a CUNY senior college.

Strengths
- The pass rates on remediation exams for BCC students are consistently among the highest in CUNY in English and Reading. Most recently, in FY08 the BCC exit from writing pass rate was 68%, compared to the CUNY average rate of 57%, and the BCC exit from reading pass rate was 60% compared to the CUNY average rate of 57%.

Challenges
- Most entering students are unprepared for college level work — a problem pervasive in community colleges and not unique to BCC. At the College, 68% of newly enrolling students require remediation in English, 76% in reading and 78% in mathematics; many of these students require remediation in more than one subject, some in all three.
- The exit from remediation exam pass rate in mathematics (at 46%) remains lower than the CUNY average (52%).

Development of New Curricula

Bronx Community College's programs and curricula provide students with entry into the job market and facilitate their transfer to four-year institutions. The procedures for creating new curricula and programs are set forth by CUNY in accordance with NY State Education guidelines. New curricula are initiated by a letter of intent, usually by a faculty member; subsequently, each proposed curriculum must be presented to, and approved by, the College Curriculum Committee, the Senate, and the President of the College, before being presented to the various relevant committees at CUNY and to the Board of Trustees. Final approval must be obtained by the New York State Education Department. Successful completion of new curricula takes nearly two years.

Strengths
- Three programs that have been established in the past few years are: Forensic studies, Criminal Justice, and Dietetics and Nutrition Science. In each case, the rigorous approval process has led to well-crafted, promising new curricula.

Challenges
- Both career and transfer programs must reflect up-to-date trends in a shifting labor market. The procedures for creating new curricula and programs are, understandably, measured and sometimes too cumbersome to meet these rapidly changing needs.
- Few new programs have been established in the past several years. As noted, many of the limitations on expediting the process of curricular development are beyond the aegis of the College itself and are dependent on the CUNY system overall.
- The College should consider the impact of new programs on college resources. For example, when programs at CUNY's comprehensive colleges are phased out, there is pressure for Bronx Community College to accept the new programs. In many cases, the new program may require no additional resources other than space. In that case, the College embraces the new program.

Recommendations
- The College should engage in proactive and periodic analyses of job and career trends and future workplace demands and requirements.
- The College should evaluate existing and future programs to meet the real-world needs of our students.

Learning Resources (Library, Labs, Instructional Technology Support)

The libraries of CUNY collaborate to teach students about information literacy and academic integrity. Since the last Middle States Commission on Higher Education (MSCHE) visit, librarians developed the "CUNY Council of Chief Librarians White Paper on Information Literacy" (http://web.cuny.edu/academics/info-central/library/OLS/LILAC/infoliteracy.html), and sponsored

workshops, Institutes and Conferences on promoting and assessing information literacy.   Librarians understand information literacy also involves: defining information needs; accessing information; effectively managing it; integrating it in meaningful ways; showing evidence of ability to evaluate its quality, authority, currency, accuracy, and potential bias; and creating, presenting, and communicating it. Outreach efforts to increase awareness among teaching faculty are ongoing at the College, and are an important part of collaborations with CUNY Libraries and the CUNY Office of Library Services.

 CUNY Chief Librarians established the Library Information Literacy Advisory Council (LILAC) in 2005 to "promote the integration of information literacy across the City University of New York." LILAC developed web resources on: information literacy; accreditation and discipline-specific standards, including those articulated by MSCHE; assignments, activities and tutorials; tools for assessing information literacy; additional links and advocacy resources. CUNY librarians collaborating through LILAC also developed enhanced tutorials in 2007 along with articulation of Information Literacy learning expectations for students at the 60-credit level: http://web.cuny.edu/academics/info-central/library/Lilacadmin/LearningGoals.html.

The College's approach to information literacy is described by MSCHE as a "distributed model," with essential knowledge and skills integrated into courses throughout the curriculum (*Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum)*. Information literacy, like critical thinking, reasoning, and communication skills, is also an integral component of degree program requirements throughout the curriculum, with no department having exclusive responsibility for teaching it. Statistics on the number of instruction sessions scheduled by faculty collaborating with librarians to teach information literacy skills are collected and reported by the Library. The number of students reached through information literacy outreach efforts in 2007-2008 academic year was 5,313, an increase of 109% over the previous year.

The Library will be moving into the new North Instructional Building, with an anticipated opening date of Spring 2011. This major development addresses weaknesses identified in previous Middle States Self-Studies. Additionally, facility improvements since 2002 include new carpeting, painting, asbestos abatement, reorganization of the collection, addition of shelving and seats, and dramatic increases in access to journals and electronic resources. The number of computers available to students has increased from 10 in 2002 to nearly 100. Wireless connectivity is now available throughout the Library in Meister Hall, and the Learning Resources Center in Sage Hall.

External evaluators produced an evaluative report on the Library and LRC in 2002. Among the problems identified were facility issues, need for an instructional classroom, computers, and printers, and out-dated collections. The Library department worked with Academic Affairs and Administration and Finance divisions to address these issues, and continues to update collections as funds are made available. Additionally, the Library Advisory Committee was reconstituted, and meetings are held with teaching faculty routinely to share information and any concerns.

Strengths
- Increases in the number of students reached through information literacy instruction sessions.
- Improvements on outreach to faculty on the issue of information literacy. Resources supporting expansion of information literacy proficiencies are accessible online to interested faculty.
- Improvements in facilities.
- Improvements in collection and resources.

Challenges

- The effort to gather data on students' information literacy proficiencies using standardized assessment tools is difficult, due to lack of incentives.
- Instruction sessions are 45 minutes for OCD courses, too short to do more than provide the briefest of introductions to resources.

<u>Instructional Technology Support</u>

In response to the goals of BCC's Information Technology Strategic Plan, BCC now provides a wireless environment, has upgraded network infrastructure in both devices and speed, and has created new computer labs, specifically the new Writing Center, computer labs in CP Hall, in the Roscoe Brown Student Center Annex, and in the Testing Lab in Nichols Hall. OSSES has been created, which gives access to email, eAttendance, eGrades, eMessages, the final exam schedule, eSIMS (registration/validation), and other services online. The college has posted computer kiosks throughout campus.
In terms of the upgrading of existing classroom space, improvements include the creation of updated classrooms with SmartBoards and other electronic equipment. Other improvements in classrooms which have been made in the last 3-4 years include 100 new chalkboards, shades for 50 classrooms, and complete renovation of the Automotive Program, including electrical upgrade, flooring, painting, environmental abatement, etc.

Strengths

- On the most recent (2008) CUNY Student Experience Survey, BCC students reported higher levels of satisfaction (3.12 on a 4-point scale) with "access to computer technology" than the CUNY community college average (3.07); overall, BCC has demonstrated steady increases (from 2.94) in this category since the survey was first initiated in 2002.

Challenges

- Lack of speed on the wireless band, and the lack of broadband speed on the campus, are obstacles to advancing online services for the college.
- There is a need for larger computer labs to accommodate classes of more than 24 students.
- The acquisition of new computers and other electronic equipment creates security issues that must be addressed.
- Classroom space remains inadequate, and the number of Smart classrooms or well-equipped classrooms remains inadequate.

Recommendations

- Improve collaboration and planning in terms of instructional technology. This must be done in conjunction with Physical Plant Services, which installs, secures and maintains equipment.

Major Recommendations

11.1   Continue to monitor the currency and comprehensiveness of the curriculum in the context of workplace and transfer expectations.

11.2   Establish a campus-wide approach to developing new curricula, with a streamlined process that responds to changing needs and conditions.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency. (Characteristics of Excellence, p. 47)

BCC has a longstanding history of requiring all degree students to complete a foundation of courses that emphasize essential skills and knowledge, including courses in the humanities, social sciences, mathematics and natural sciences. As part of their course requirements, the percentage of liberal arts and science courses in all degree programs are in compliance with New York State Education guidelines (45 for Associate in Arts, 30 for the Associate in Sciences and 20 for the Associate in Applied Science).

Evolution of the BCC General Education Program

As a participant in the first wave of a CUNY General Education initiative, BCC was one of six schools invited to examine the meaning and role that General Education played or would play at their schools. BCC selected a "proficiency-based" General Education model, which would be designed to embed General Education objectives and proficiencies throughout the curriculum. Two senior faculty members were appointed to direct this initiative. After rigorous analysis and campus-wide discussion, the College Senate adopted a General Education mission statement and proficiencies in February, 2004. The statement that was approved by the BCC Senate in 2004 to emphasize General Education goals for all students in all curricula follows:

General Education Objectives:

Graduates from BCC will have acquired and demonstrated the knowledge and proficiencies they need to successfully transfer to a four-year baccalaureate program and/or to work in their chosen fields. They will be well-informed, globally aware, engaged world citizens making a meaningful contribution to society. They will be self-directed, committed to their physical and mental well-being, and to lifelong learning.

General Education Proficiencies:

Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, statistical, symbolic and graphic.
Reasoning and Analysis*:* Use abstract reasoning, including the ability to analyze, interpret, evaluate and integrate information; apply the results; and formulate and solve problems.
Mathematical Methods*:* Use mathematics/statistics to solve problems.
Scientific Methods: Use the scientific method to understand the natural and physical worlds.
Information Literacy*:* Use information technology to support professional and academic careers.
Personal Growth and Professional Development: Use continued self-development to examine personal values and civic responsibilities. Navigate college and career requirements with academic, personal, and professional integrity and accountability.

General Education Implementation

The original plan for embedding the proficiencies into courses across the curriculum was an exercise-based approach wherein each department chose one course and designed an exercise that would make

transparent and intentional the General Education goals that were being presented in the exercise. These exercises were compiled into a book that was made accessible on the BCC website. This exercise approach continued for an additional year, culminating in a second compendium of exercises.

To ensure that these goals and proficiencies would be encountered by students regularly, the goal was to have at least one exercise in every course in the school, thereby guaranteeing that BCC students would have ample exposure to them, supplying all with the breadth of experiences and knowledge that one expects from a General Education Program.

During the second year of work on the exercise-based approach to promoting General Education in courses, it became apparent that the effort was not broad enough. In 2005, in an attempt to further support the General Education initiative, a comprehensive plan (in a Title V proposal) was developed that highlighted General Education and called for a focus on three core courses: Fundamentals of Interpersonal Communication (CMS 11), Fundamentals of Composition and Rhetoric/Composition and Rhetoric I (ENG 10/11), and History of the Modern World (HIS 10/11). All students at BCC take CMS 11, and ENG 10/11; all but Nursing students also take HIS 10/11. In addition, once the core courses had embedded General Education proficiencies, the plan called for similar enhancement to the additional courses in Biology, Psychology and Art (the second tier of subscribed courses). Unfortunately the school did not receive external funding, but the College supported the first half of the proposed project. Work with the additional courses had to be delayed but is going forward at this time. Beginning in Fall 2008, faculty teaching Introduction to Art (ART 11) and Introduction to Psychology (PSY 11) began the process of embedding General Education proficiencies into these heavily subscribed courses.

In addition to the approach described above of incorporating general education *within* disciplines, the College has also supported efforts to incorporate general education *across* disciplines. Three such efforts include the following:

- Writing Across the Curriculum (WAC), which began in Spring 2002, is dedicated to advancing the development of written communication proficiency in Writing Intensive Courses, two of which are graduation requirements for students in all majors.
- Quantitative Reasoning (QR), which began as a pilot in Fall 2007, is focused in 2008-09 on using mathematical concepts and reasoning skills such as graphing, logic, probability, estimating and approximation, and computing rates of change to solve problems in non-mathematics courses. The first wave of this effort is targeting multi-sectioned required courses in biology, chemistry and business.
- A Global Learning Initiative, which is dedicated to promoting global perspectives in curricular and other campus initiatives, includes: development of global learning objectives and student outcomes; identification of assessment tools and criteria for measuring learning outcomes; and development of global resource materials.

While there has been much progress incorporating general education within and across the curriculum, a formalized and coordinated program does not yet exist. However, in all curricula, evidence exists that some aspects of the General Education mission and proficiencies are being attended to and even assessed.

Integrating and Assessing General Education in the Core Curriculum

Using BCC's General Education mission and goals as a starting place, it is evident that out of the six proficiencies, three have a built-in assessment. Reasoning and analysis can be assessed by the CPE, an exam given by the CUNY Office of Intuitional Research and Assessment. Scientific methods are undertaken in at least one of the science courses required in any of the College's curricula. Passage of these science courses would indicate that proficiency. The same holds true for Mathematical Methods: that is, all students take a Math course and successful completion would indicate the acquisition of that proficiency at some rudimentary level.

However, whether students are being taught or achieving the other three proficiencies is not as clear. Communication, for example, is covered by a number of areas, some of which have no assessment available. In two of the "largest" communication modes, writing and oral communication, the answer is also mixed. It is clear that students acquire the writing proficiency as indicated by both the CPE and the successful completion of ENG 11. On the other hand, though the core communications course now contains a unit on oral presentation, if a student failed that unit, the student could still pass the course. This raises the question of whether the oral component of the Communication proficiency is being successfully learned by all students.

The General Education proficiencies of Information Literacy and Personal and Professional Growth and Development are even harder to assess. While students may be exposed to practices involving Information Literacy, such as researching sources in a research paper assignment, or an analysis of web-based curricula in EDU 50, there is not a systematic or measurable exposure to this proficiency. With respect to Personal and Professional Growth and Development, a portion of this proficiency may be touched upon by the OCD 01 course. But here again, there is no assessment, nor do all students take OCD 01; most importantly, OCD 01 is a first- or second-semester course, but there is no follow up as to whether or not students have actually experienced personal and professional growth. Perhaps most telling is that a review of the most subscribed courses across the twelve departments, not included in the core, reveals that General Education is not addressed in any of the syllabi. Indeed, except for the BCC Catalog and website, and in the syllabi of CMS 11 and History 10/11, there is no college-wide message to students regarding General Education. Thus, the recommendation made in the 2004 Middle States periodic review to instill in the campus culture a heightened awareness of General Education has not yet been fully implemented.

While we may expect that students, through completing their degrees, will have been exposed to a breadth of educational experiences, we do not currently have in place a comprehensive measure of whether they actually have. For instance, while many schools have a capstone course or use portfolios to review the extent of students' knowledge, no such mechanism is yet in place at this time at BCC. However, in Spring 2009 a pilot initiative housed in the college's Honors Program will provide electronic portfolios to about 200 students enrolled in Honors Program course sections. As part of the pilot project, instructors in each section will articulate course-based objectives, outcomes and evaluation criteria that assess student achievement of General Education proficiencies associated with that course and demonstrated in the artifacts students deposit in their portfolios. The software platform housing the portfolios will provide BCC with a sophisticated, flexible method of building General Education assessment structures and procedures. The project promises to expand General Education assessment while strengthening technology-based proficiencies for both faculty and students.

Strengths

- General Education objectives and proficiencies are consistent with College's vision to "graduate students who are prepared to live within, profit from, and contribute to a 21st-century global environment marked by diversity, change and expanded opportunities for learning and growth."

- Gen Ed learning objectives clearly documented in the course syllabi and assessment rubrics are in place for HIS 10 and CMS 11 courses. The English department has produced a newly revised English 11 course guide reflecting the General Education goals and measures, especially the acquisition of analytical writing skills.

- The History course assessment rubric is based on the General Education essay given in the final exam, which focuses on students' acquisition of global awareness. An English course assessment rubric is based on the research paper project and delineates the specific features of good critical thinking and analytic writing.

- The CMS 11 course utilizes two different rubrics to assess General Education learning goals: One is an oral presentation which represents public speaking experience, and the other is a Bigger Picture Assignment which aids students to become globally aware world citizens. The following case study demonstrates an evolving general education assessment:

Case Study of General Education Assessment in a Communications Course

The Issue

Integral to BCC's General Education mission statement is the concept that students who become "well-informed, globally aware, engaged world citizens making a meaningful contribution to society" understand how to synthesize information and understand that disciplines do not exist in a vacuum, but rather they intersect. This interdisciplinary understanding of knowledge is crucial students' long term acquisition of and desire for knowledge. However, this is rarely dealt with in most courses- the "silo effect" in disciplines both at BCC and other colleges is a problem that demands consideration. To address this issue, the Communication Arts and Sciences Department developed a bank of what was first termed Integrative Questions, subsequently named Bigger Picture Questions. These questions looked at the intersection of communication and another discipline. Faculty assigned a question from the bank and students were required to address the question in a 5 page research paper, with a minimum of 5 MLA or APA citations. A rubric was created to assess the paper.

Assessment

The first term that these assignments were implemented, a number of papers were randomly reviewed by the then Faculty Director of General Education who was also the Chairperson of the CAS and the Director of Academic Assessment. Analysis pointed to the fact that students had never been asked to write a research paper nor think across disciplines- thus we modified the assignment. In the following term, the faculty used two of the Bigger Picture Questions in guided classroom discussion and a third for the written assignment. In subsequent terms, four papers from each of 59 sections were chosen randomly for analysis. The problems with student learning have persisted. Students are underprepared and their writing and research skills are quite low. Students at the CMS11 level have difficulty thinking across disciplines and they lack awareness about plagiarism.

Outcomes

Questions have been rewritten to be even more transparent, explicit and give the maximum amount of guidance. The paper has been reduced to three pages.

New Questions/Next Steps

The attempt to create some interdisciplinary thinking in our students is enormously labor intensive for faculty members in the CAS department. In addition to the communication discipline, they are teaching research techniques, manuscript preparation, citation along with integrative thinking. If further analysis indicates that this assignment is not resulting in appreciable understanding on the parts of our students, it will be abandoned. A coordinated college-wide effort is needed.

Challenges

- The College-wide General Education program needs to be revived. The Committee on Educational Programs feels that many of the weaknesses in General Education discovered in this review, stem from the absence of a centralized, coordinated General Education Program. Areas that need more attention include:
  - Managing and organizing of the Gen Ed assessment activities
  - Including more faculty members in assessment of Gen Ed outcomes
  - Creating faculty interest in improving Gen Ed
  - Providing resources to faculty to engage in Gen Ed assessment
  - Eliminating the fear factor of a Gen Ed assessment

Recommendations

- Institute a General Education Committee to coordinate various General Education efforts and further propel this initiative.
- Evaluate multiple tools (i.e. capstone courses, portfolios, comprehensive exams, etc.) for assessing General Education needs and proficiencies.
- Make a greater effort to insure that the proficiencies of Information Literacy, Personal Growth and Professional Development and, to a lesser extent, Communication are being addressed in BCC courses and students' achievement in them is being assessed.
- Create and publicize clear General Education objectives and assessment procedures.
- Offer continual professional development to faculty regarding General Education outcome assessment.
- Provide incentives to faculty for improving teaching, academic assessment and student learning.

General Education Outcomes Assessment

There has been a parallel evolution of the BCC General Education Program with the Academic Assessment Program (see description and analysis in chapter 14). As part of that evolution, the framework for *Periodic Academic Program and Department Review* has been revised to include the following components (related to General Education assessment) as part of each program/departmental regularly scheduled self-study process:

- Course, Department and Program Learning Objectives — including identification of clearly articulated discipline-based and General Education learning objectives (What should students be able to demonstrate, know or perform after completing courses or program?)
- Assessment of Student Learning — including clearly articulated description of learning outcomes; identification of measurement methods; interpretation and communication of findings; and utilization of findings (changes that result from assessment) related to General Education objectives.

The Academic Assessment and Review Committee has been reconfigured to function as a consulting body to the academic departments in their efforts to integrate planning, assessment and improvements as part of their entire academic enterprise (including their General Education efforts and outcomes).

Major Recommendations

12.1   Coordinate the various components of the general education effort, including the mission statement and all proficiencies.

12.2   Further develop institution-wide identification of learning objectives and assessments for the proficiencies of personal growth, professional development and information literacy.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards. (Characteristics of Excellence, p. 51)

<u>Basic Skills</u>

Commencing in 1999, remediation for students enrolled at CUNY four-year colleges was phased out. Students were required to pass entrance exams in mathematics and English to qualify for the senior colleges. Students who could not pass these exams were required to attend community colleges. Students are also required to pass a proficiency examination to graduate from community colleges and/or to begin a third year of study at senior colleges.

The College has initiated several programs, such as the Freshman Initiative Program, Learning Community and the Summer Immersion Program, designed to prepare students with remedial needs for college-level work. These programs have been successful at improving students' skills in reading, writing and mathematics.

Strengths
- One of the goals of the Learning Community was to improve the pass rate in reading and writing remedial courses. The preliminary pilot results (based on Fall 2006 data) indicate a significantly higher pass rate in remedial courses and a higher rate of exit from remediation. For instance, the pass rate in the English and Reading courses was 78%, as compared with only 54% for other sections. The ACT Reading exit pass rate was 81%, compared to 70% for the College. The ACT writing pass rate was 84%, compared to 66% for the College.
- According to the 2006-2007 year-end College data report, the pass rate in reading on exit from remediation was 60.1% for Fall 2006 compared to 58.2% for all CUNY community colleges.
- January and June workshops offer intensive test preparation for students who failed their remediation exit exam the previous semester; at the conclusion of these workshops, students retake their respective exams.
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Challenges
- The College is using a great deal of its resources on financing remedial education. With limited funds the College has to ensure that the remedial education program is effective.
- The six-year graduation rate for the entering class (N=979) of Fall 2000 was only 20.8%. It is important to note that 61.6% were still enrolled after one year (in Fall 2001). However, only 41.9% were still enrolled in the second year and just 25.35% were enrolled in the third year. The BCC Campaign for Success is an attempt to remedy our low graduation rate.
- The pass rate in math on exit from remediation was only 55.2% compared to 60.9% at the University. The CUNY community colleges rate was 60.4%.
- The percentage of associate degree students who had basic skills proficiency in reading, writing and math by the 30th credit was only 54.5%. The University's rate was 64%, and at the other CUNY community colleges it was 60.1%.

Recommendations
- The Integrative Learning Community model (and other successful efforts) should be expanded to improve remedial educational outcomes.
- Methods of continued support for developing skills beyond remedial instruction should be explored.

College Discovery

The College Discovery Program was established to increase access to higher education for students with a lower academic standing than is usually required for college admission. In order to be academically eligible for CD, students must have a 69.9% or lower high school average. The overall purpose of the CD Program is to provide a range of supportive services including orientation, tutoring services, and counseling services to ensure students' ability to succeed. Along with a program Director, there are nine faculty members, one social worker, four academic and personal counselors, and four tutors. Most freshmen cohorts of about 150 students begin in the Fall semester. They are also expected to be in school full time. CD tries its best to schedule the CD students into the same classes, so that the tutors can attend the classes as well. Separately, tutors then hold additional group study classes with the students. Most tutors have Masters degrees and tutor training.

Strengths
- This program is well organized and generally understood to be effective. Data gathered for the fall 2003 cohort show that out of an entering class of 159 full-time CD students, 17% graduated by Spring 2007. This is higher than the campus-wide rate of 13.2%.

Challenges
- The many programs on campus attempting to help student success and increase retention rates, by focusing on academic and affective needs, remain uncoordinated.

Recommendations
- As overall enrollment for the college increases, there should be a matched increase in the size of the Freshmen cohort that CD enrolls.
- There needs to be further analysis and dissemination about why programs like CD are effective.

Freshman Initiative Program

The FIP program was started 17 years ago and serves approximately 260 incoming freshmen each year. The program enables first-year students to complete up to three remedial courses in their first semester by dividing the fifteen-week semester into three modules composed of five weeks each; in-class tutoring and designated counseling services are also integrated into each module, which are taught by Student Development Counselors who provide individualized counseling and early intervention services. Students are selected for FIP based on their placement scores.

Strengths
- Class size is still kept small and students receive personalized attention.
- There are tutors available in class, and most students take advantage of the services.
- Out of 240 participants in Fall 07, pass rates were significantly higher than regular college courses in ENG 02 (60% FIP versus 48% BCC), MTH 05 (100% FIP versus 52% BCC), and RDL 01 (73% FIP versus 61% BCC), and somewhat higher for RDL 02 (55% FIP versus 49% BCC).

Challenges
- The current FIP program does not provide some of the effective practices first implemented (such as those that are present in the learning communities).
- Students often cannot block-schedule all their remedial courses into one semester.

- There is no rigorous assessment component to the program.
- FIP in 1999 was slightly more successful at retaining students to graduation, compared to 2002.
- There are very few sites on campus that have classrooms available from 9:00 am to 12 noon, which makes block programming/scheduling challenging.
- Pass rates in lowest-level (01) FIP courses are below college-wide rates.
- The instructional pace is too fast for some students.
- Current operations of FIP do not lend to sound pedagogy.

Recommendations
- There is a need for increased FIP community development for faculty and students, as well as a more cohesive selection of FIP faculty across departments.
- Returning the program to its original purpose—giving students three chances in one semester to pass a remedial course—should be revisited.
- There needs to be a more comprehensive assessment process within the FIP program.

Honors Program

The Honors Program is designed to enhance the Bronx Community College experience for highly motivated students. Program coordinators look for students with high aspirations and a strong commitment to learning. Honors courses combine an emphasis on interactive classroom settings, critical thinking, library research and strong writing skills, with personal attention extended by committed and caring professors. Classes are capped at 24 students. Enrollment rarely reaches that number but in the last few semesters has averaged between 14 and 20 students per course. The Honors Program is open to all new and continuing students (part-time or full-time, day or evening) that meet the following criteria: 3.2 overall GPA in 12 units or more; or a successful interview with a coordinator and determination to succeed.

Strengths
- Program participation has increased dramatically; the program started with one Honors section per semester (in the spring of 2005) and had grown, as of Fall 2007, to 12 sections of Honors-only courses and a total of 168 students.
- Honors offerings increased via the Honors Contract. An Honors Contract gives both students and faculty in a non-Honors section the opportunity to do Honors work. The contract is an agreement that specifies the Honors-level objectives and tasks to be completed by the student in addition to those of the normal class. Contracts are made at the discretion of the professor and with the assistance of the campus Honors coordinators.
- Because the Honors Program is moving away from print to electronic communication, students can receive information about the Program by targeted emails and telephone calls, as well as through the Honors Program website.
- Students enrolled in Honors classes receive, through the laptop loaner program, either Tablet or Laptop computers with wireless capability to use for the entire length of a semester; assignments incorporate the use of the Tablets.

Challenges
- The Program must be fully institutionalized, as it does not currently have a budget or a designated space, and its loaner laptops are funded by the Tech-Fee budget.

Recommendations
- The Program needs one full-time staff member (both coordinators are full-time faculty).
- The Program needs a physical space.

Writing Across the Curriculum (WAC)

The WAC program at BCC was inaugurated officially in 2002 as a consequence of the initiative on the part of the Board of Trustees of The City University of New York to mandate each CUNY campus to create a WAC program. These CUNY-wide WAC programs had two objectives: to infuse more formal and informal writing into courses across the disciplines, and to bring qualified Ph.D. candidates (Writing Fellows) to work on faculty professional development and to facilitate writing-enhanced courses. In support of this CUNY-wide initiative, the BCC Senate passed a Writing Intensive (WI) course graduation requirement in Spring 2004. The policy establishes that "Beginning in Fall 2004, all entering Freshmen and Transfer students will need to take two WI courses as part of their graduation requirements."

The Senate policy regarding WI courses clearly states, "It is recommended that WI courses have at least a pre- or co-requisite of English 02 and/or RDL 02. Further, it is recommended that students take their second WI course after completing or while taking English 11." This progression ensures that students have the benefits of WI courses when they are almost out of their developmental English courses and when they are near the end of their studies.

Strengths
- The WAC program has made considerable efforts to place more faculty in the WAC seminar.
- There are now a total of 110 WI faculty on campus. During WAC's inaugural year of 2004-2005 a total of 45 WI courses were offered; by the 2007-2008 year that number had grown to 113.
- More students are successfully completing their WI requirements. Among students with 21 or more total earned credits who were enrolled in Spring 2008, those with no WI course passes decreased by 8% compared to Fall 2007 (from 73% to 65%); those with one WI course pass increased by 5% compared to Fall 2007 (from 20% to 25%); and those with two WI course passes increased by 3% compared to Fall 2007 (from 6% to 9%).
- The WAC seminar was also re-structured in 2004 and required each faculty participant to partner with a Writing Fellow and work to revise and create writing-enhanced sections of their courses.
- Participating faculty members' evaluations of the WAC seminar and of their experiences of working with a Writing Fellow have been very positive.
- There has been effective targeting of degree programs that are most in need of WI faculty.
- The WAC program has been involved in assessments that have focused primarily on faculty implementation of WI pedagogy and student perceptions of their WI courses.

Challenges
- The Two WI course graduation requirement was passed by the BCC Senate in 2004 without any prior strategic planning to implement this initiative.
- It is essential to make sure that the WI course requirement remains an asset and not a hindrance to students' timely graduation.
- Demand for WI courses exceeds demand, particularly as enrollment continues to grow.
- According to statistics from Dean Posner's office, in 2005-2006 40 students appealed for waivers, in 2006-2007 138 students required waivers, while in 2007-2008 190 students required waivers.

Recommendations
- Maintain the 2-course WI graduation requirement and work to effectively ensure adequate supply of WI courses across the disciplines so that students can fulfill the WI course graduation requirement.
- More needs to be done at the departmental level to ensure that faculty are advising students to fulfill their WI requirements.
- In addition to the semester-long WAC seminar, qualified faculty could be selected to participate in a one-day WAC seminar and then work one-on-one with a Writing Fellow to re-design their syllabi and create a WI course according to the Senate guidelines.
- Require all new faculty to take the WAC seminar.
- Provide quality control of the growing number of WI courses offered by creating a standing committee with faculty selected from the three divisions to meet once or twice each semester to review new and old WI courses; this is done routinely at other CUNY WAC programs.

Study Abroad

Bronx Community College participates in the CUNY Study Abroad Program, which guides students to take part in study abroad for a semester, a year, or even for shorter periods (for four to six weeks, usually during the summer break or intersession). Students enroll in a variety of academic programs all over the world and take courses in a wide variety of disciplines. All credits earned are applied towards any CUNY A.A. or B.S./B.A. degree. Students can apply for STOCS Scholarships of up to $1,500 to help defray costs.

Strengths
- Institutional support in the form of University-wide grants keeps the program reasonably priced; 4-5 students study abroad per year, at little charge to them.
- BCC sends a student contingent to the Salzburg Seminar every year.

Challenges
- Relatively low number of study abroad participants.
- Insufficient outreach to diverse groups of students across campus. (Most students belong to student government, honors programs, Alpha Beta, Gamma, etc.) Outreach to students should be directed to various groups of students on campus.
- Insufficient resources and lack of faculty support for incorporating global perspectives across curricula.
- Little follow-through to ensure courses fulfill requirements appropriate to students' academic program.

Recommendations
- Expand the scope of the Program by creating a domestic version of the Salzburg seminars.
- Develop larger international initiatives, both inside and outside our classrooms, to bring global perspectives into college courses.
- Expand linkages with American and foreign universities to establish academic exchanges.
- Establish liaisons in both academic and student affairs to insure smooth academic planning and advisement for student participants, and to insure credit is awarded to students for coursework taken at foreign institutions.
- Appoint an administrator that provides administrative support and outreach/recruitment for the Study Abroad Program and a faculty member to develop the global perspective of student learning.

<u>Non-credit Offerings and Certificate Programs</u>

Institutional Advancement is comprised primarily of externally-funded programs and provides an array of services, including education and training programs. The division holds claim to both fee-based and grant-funded programs, most of which reflect community and business training needs of the Bronx, and other parts of the New York metropolitan area. In the broadest sense, programs are geared toward serving the community at large; addressing workforce development needs; offering unique contextualized learning opportunities; assisting students with basic general academic and language skills; and serving students who want to earn a General Equivalency Diploma (GED) and providing them a route of access to higher education. The programs responsible for these services include:

- *Adult Basic Education* — Assists Continuing Education (CE) students with developing skills in basic reading, pre-GED, and all levels of English as a Second Language (ESL). Courses are offered to the public at no charge. This program enrolls approximately 800 clients every year.
- *Begin Education Gain Independence Now (BEGIN) Program* — Provides low literacy/English proficiency assistance recipients with literacy and communication skills to enhance employability.
- *Career Directions for Displaced Homemaker Program* — Provides counseling, academic and vocational services and job placement primarily for women who are heads of households and do not have the support of a spouse. This program enrolls 253 clients per year.
- *Continuing and Professional Studies* — Includes unique education, job training, and professional development programs that are tuition- and/or contract-based. Course offerings include general education and academic program services, and job training programs in such areas as: allied health, building trades, computer technologies and business. Career certification programs and professional development services have been designed and can be customized to meet the needs of businesses to optimize occupational requirements.
- *CUNY Catch Program* — Operates as a collaborative effort between the NYC Department of Education (DOE), the Department of Youth and Community Development Program (DYCD), the Department of Corrections (DOC), and the Mayor's Office. This program provides transitional youth educational support services to at-risk youth, including formerly incarcerated youth. Many of these students come to Bronx Community College after earning their GED; over 100 program participants in AY 2006-2007 matriculated in college. This program enrolls approximately 500 clients every year.
- *CUNY Free GED Program* — This is a free high school equivalency preparation program for high school dropouts, 19 years of age or older. This program enrolls approximately 70 students every year.
- *Education for Gainful Employment (EDGE)* – Provides English literacy instruction, job training and job placement assistance to limited English proficiency individuals who also have limited family incomes. Enrollment for this program is approximately 180 every year.
- *El Civics* – This program offers ESL classes and prepares adults to understand and navigate governmental, educational and workplace systems, and to access institutions such as finance and health care. Enrollment for this program is approximately 350 every year.
- *EOC Program* – EOC enrollment is comprised primarily of Bronx residents (99%).
- *LYFE Center* – Assists CE students by providing free childcare on-site at University Heights High School, the Department of Education (DOE) high school on the BCC campus.
- *Project HIRE* – Provides free job training courses and placement services in building trades/property maintenance for CE students. Yearly enrollment for this program is approximately 66.

Strengths

- Significant relationships have been forged between BCC and institutions such as: NYC offices (DOE, DOC, DYCD, Department of Environmental Protection – DEP, Health and Hospitals Corporation – HHC), Covenant House, the Literary Assistance Center, and the John Jay College Initiative Program.
- The diversity of participants in these programs mirrors the demographic diversity of the College and the Borough.
- BCC is the recipient of $13 million in new grant awards annually. Major funders of our programs include the U.S. Department of Education (Title V), NYS Education Department, NYS Office of Temporary and Disability Services, the NYS Department of Labor, the NYS Department of Health, NYC Human Resources Administration, NYS Department of Corrections, US Department of Housing and Urban Development, the Robin Hood Foundation, and two private entities associated with the reconstruction of Yankee Stadium and surrounding areas.
- Prize-winning BCC workforce training programs, with strong performance outcomes, have received favorable coverage in community newspapers. Project HIRE has received favorable coverage in local newspapers, including the New York *Daily News*. Another program that has garnered favorable attention is Green Collar job training (specialized training in photovoltaic installation).
- Students are provided with curricula and preparation for national, as well as state, certification job training and professional development programs through Continuing and Professional Studies.
- Performance goals are written into most contractual agreements with funders, and ongoing assessment is carefully implemented and managed. Fee-based programs and some grant funded programs distribute customer satisfaction surveys, and these surveys are collected, analyzed, and used to make recommendations to strengthen programs.
- Training programs provide custom-made educational, job training and professional development services for community-based organizations, schools, government agencies, and businesses.

Challenges

- There is no database for effective continuing and professional studies program responsibility and departmental auditing. Integrated systems for registration, student records, and fiscal accountability are needed yet non-existent. The lack of online application and registration services is also a problem.
- Many continuing education students in these areas are not afforded entry and access to the College facilities and services that matriculated students have available to them.
- A great challenge for this division's departments continues to be its concerns about appropriate and proper allocations of resources and access to sufficient space and facilities. Many departments are faced with space issues and facilities that need major capital improvements.

Recommendations

- Clearly define the roles, responsibilities and vision for Continuing Professional Studies and strategically plan for its role in the future.
- Consider ways to recruit Continuing Education students who have succeeded at math, writing and reading skill development to enroll in credit-bearing FT academic programs.
- Establish and build improved communications and interactions within the college and community organizations.
- Develop a more efficient data collection system, which would foster accuracy and accountability in records management, fiscal responsibility and reporting.
- Examine GED and Robin Hood-funded programs as models for good practices. For example, as mentioned earlier, the CUNY Catch program helps at-risk youth to stabilize their lives and obtain their GED. Some of these students eventually enroll at BCC. The Robin Hood grant came about when it was

discovered that only 15% of these students were still enrolled at the College after three semesters. The program director, working with the college's grants officer, designed an "aftercare" program for these students, which provides them with mentoring, tutoring, supportive counseling, internship opportunities, and more.

Distance or Distributed Learning

Distance learning started at CUNY in 2000, and soon after it became part of the goals and strategic plans of BCC. Most of the money for training came from the CUNY Central Office, but some also came from private grants such as the Alfred P. Sloan Grant, and other public and private funds. Some faculty came with prior knowledge of the Blackboard platform and began to teach online without the training — done through workshops — at our college. Between 2000–2004, a small group of faculty — which averaged from 7 to 10 — taught online each year. CUNY has chosen Blackboard to use as a teaching platform; therefore, all of the online courses at BCC are taught using Blackboard. Most of the logistical support came from IT, which has provided implementation, repair, installations, and software support for faculty, staff, and students. From their website the IT goals are clearly stated: "The department supports many mainframe applications and coordinates workshops in the use of these programs, the Internet and other technology programs. The Information Technology Department is also responsible for the staffing and maintenance of all public PC labs." The IT is also responsible for wireless connectivity on campus.

Strengths
- The number of online courses increased from 7 to 35 between 2004 and 2007, and the number of students taking at least one course online has doubled in the last five years.
- The recent MetLife Foundation grant awarded to Instructional Technology granted $150,000 "to improve institutional digital/information literacy and online teaching, learning and tutoring by developing a cadre of trained student technology mentors for peers and faculty."
- Faculty training has recently become available for full-time and part-time instructors (adjuncts). The 2008 data shows that 25 people have so far signed up for these workshops, which testifies to the great interest in using Blackboard for teaching.
- Many BCC faculty use the latest multimedia technologies in the classroom, including Blackboard.
- The appointment of a senior faculty member as Director of Instructional Technology, as well as the existence of Instructional Technology training workshops for faculty and staff, and a faculty advisory committee for Instructional Technology initiatives and planning, demonstrates the commitment of the college to infuse technology into teaching.

Challenges
- More self-discipline is required for online courses, and as BCC students often come to our college academically unprepared, successfully completing an online course presents special challenges.
- Higher costs for online development and delivery are seen as barriers among those who are planning online offerings, but not among those who have online offerings.
- The college does not have a policy requiring training before deciding to teach online.
- Many departments do not have a consistent assessment plan in place to evaluate technology standards for online instruction.
- There are a relatively small number of online courses at BCC.
- The campus Internet connection is prohibitively slow.
- There is inconsistent support across academic departments for instructional technology
- Faculty report a lack of wireless connectivity throughout the institution and no one to troubleshoot it.

Recommendations

- Develop new online courses and create an entire degree online.
- Explore online instruction in the Honors Program, since honors students are in high-achievers. Honors students are provided loaner laptops, so this is a natural territory to cultivate for online instruction.
- Expand the level of experimentation to pilot the "live" mode, or synchronous teaching, by using Wimba or Eluminate software, on our campus. So far online instruction is comprised of only asynchronous classes — hybrid/asynchronous/web-enhanced.
- Continue to seek grants to grow Instructional Technology initiatives.
- Purchase software for faculty, including a new version of Blackboard for faculty instruction.
- Develop student online evaluations and peer evaluations.
- Purchase more efficient computers for professors and larger bandwidth.
- Train students in BB, as part of OCD 01; require a 2-hour training for students who take an online class for the first time.
- Increase visibility of the benefits of e-learning among BCC faculty.
- Select programs/certificates/degrees for priority e-learning development and delivery.
- Integrate e-portfolio to online and non-online classes.

Major Recommendations

13.1 Coordinate, expand, and/or bring to scale proven strategies that improve 1st-year student success.

13.2 Explore methods of continued support for developing skills and proficiencies beyond the first year.

Standard 14: Assessment of Student Learning
Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals. (*Characteristics of Excellence*, p. 63)

Beginning in 2001-02, the Vice President of Academic Affairs, Dr. Marcia Keizs, initiated a comprehensive approach to institute effective academic assessment of student learning across the curriculum. Several steps were taken to build individual and institutional capacity to conduct effective academic assessment. These efforts included:

- Sponsoring attendance for ten faculty members and administrators at the Annual Conference of the Middle States Commission on Higher Education (Fall 2001).
- A focus on classroom assessment at the Spring 2002 Faculty Convocation.
- Sponsorship for twelve Faculty Assessment Fellows' attendance at the American Association for Higher Education Assessment Conference, which resulted in the preparation and delivery to the BCC campus community of two presentations: the first on course, program and institutional assessment; and the second on developing a culture of assessment.
- Reconstituting and charging the Academic Program Planning Committee (APPC) in 2002-03 with developing a framework and structure for comprehensive course assessment and implementing this program in every academic department.

The APPC focused primarily on course assessment efforts under the leadership of Dr. John Davis, who was the chairperson of the Biology and Medical Lab Technology Program.

Building upon the "ground up" approach of the APPC, student learning outcomes assessment was reorganized in 2005, with the appointment of Dr. Howard Wach, a senior member of the Department of History, as chairperson of the Academic Program Planning Committee (APPC). Reporting directly to Senior Vice President George Sanchez, Dr. Wach engineered a new approach to assessment, in which academic departments were charged to design specific assessment "projects" that would engage faculty in systematic assessment practices: defining goals and outcomes, determining the best method of collecting direct and indirect evidence of student learning, analyzing results, and modifying instructional practice based on those results. Monthly APPC meetings were a clearinghouse for discussion of underlying assessment concepts and their application to these projects as they unfolded, as well as a distribution point for assessment literature and a home for debate about assessment's impact on the campus and in the larger world of higher education. Committee members, who included both faculty and representatives of key administrative offices, shared experiences and ideas, and collaborated in the sometimes difficult process of building and disseminating knowledge about assessment practice.

Assessment projects focused both on individual courses and on academic programs. Programs included those that were both internally and externally reviewed. Crucially, all project leaders received two semesters of reassigned time (a total of six hours) to conduct their work. The results, after three years, demonstrated both the promises and the pitfalls of assessment, both the difficulties in establishing it as accepted practice and the benefits to student learning—and instructors' self-knowledge—that accrue when the practice becomes part of an academic culture.

Program-based projects undertaken through this organizational model included:

Medical Laboratory Technology Program (A.A.S. degree program), Department of Biology – Dr. Kathleen Pavletich, Program Director, undertook to prepare the program for external agency (National Accrediting Agency for Clinical Laboratory Sciences) accreditation. Documentation necessary for accreditation was compiled and submitted to NAACLS and multiple specific program needs were identified, both on campus and at clinical sites. Next steps will require development of program materials to support assessment.

Electronic Technology Program (A.A.S. degree program), Department of Physics—Following the external accreditor (Accreditation Board for Engineering and Technology [ABET]) site visit, the program was faced with the challenge of significantly upgrading its outcomes assessment dimension, which ABET found to be inadequate and *ad hoc* in nature. The faculty member who spearheaded the effort, Dr. Bert Grossman, reported that establishment of assessment structures was hampered by faculty "pushback."

Community/School Health Program (A.S. degree program), Department of Health, Physical Education and Wellness – Professor Janet Heller, Program Director, first surveyed employers to determine workforce needs and the employment environment. Surprisingly, employers did not emphasize disciplinary knowledge, but instead focused on "general education" expectations: e.g. communication skills, cultural competence, problem solving, and information literacy. Analysis of curricular elements and student learning outcomes then focused on these identified needs, resulting in a revision and expansion of Information Literacy assignments in HLT 94 (Human Nutrition), a key course in the sequence taken by students majoring in the program.

Digital Design Program (A.A.S. degree program), Department of Art and Music – Professor Jeanine Kelley-Williams engaged her colleagues in the program in a sequence of assessment activities:
1. Articulation of goals and outcomes in all courses.
2. "Mapping" of program goals to each course.
3. Assessment of project-based student performance.

After a rigorous, yearlong consensus-building process resulting in the above achievements, faculty review of student projects revealed problems of curricular misalignment. Consequently, syllabi in selected courses were revised to introduce greater congruence with program goals in the skills introduced to students in the sequence of study.

Course-based projects include:

Psychology 11 (Introduction to Psychology), Department of Social Sciences – Under the leadership of Dr. Randi Shane, outcomes assessment in this important multi-section "gateway" course focused on student performance in the course final, categorized into exam questions testing 14 specific key concepts. Analysis of sampled results showed statistically better performance on "factual" questions than on "critical thinking" questions. While the adoption of a new textbook was postulated as one cause of this result, course assessment efforts are now moving to the General Education arena, where critical thinking skills can be tested and approaches to instruction refined.

English 11 (Composition and Rhetoric I) – The assessment focus in this project, led by Professor Phyllis Read, was on a research paper assignment. The English Department has developed comprehensive and explicit learning goals for this assignment. Analysis of a sample of papers showed that slightly under half satisfied the expected outcomes, allowing the department to focus attention on the distinction between

met and unmet goals. Next steps include dissemination of results to the department's faculty at large and a subsequent re-examination of instructional strategies.

Department of Modern Languages (Introductory two-course sequences in Spanish and French) – Introduction of the "Natural Method" pedagogy was the context for this assessment project. Undertaken by Department chair Dr. Jose Lopez-Marron and faculty member Dr. Laurel Cummins, the project examined student performance with the new method. Since "Natural Method" language instruction focuses on oral/aural skills, unsurprisingly these areas showed marked improvement. The challenge for the department now is to redesign instruction so as to match this improvement with similar progress in reading and writing performance.

Department of Chemistry (CHM 17—General Chemistry) – Dr. Thomas Brennan, Department chairperson, coordinated an examination of syllabus, instructional methods, and instructional resources in this important course, a "gateway" to the Allied Health curricula. Looking to increase uniformity of instruction across sections and centralization of resources, the Department documented its increased use of technology resources, including the Blackboard course management system and ancillary discipline-based instructional software. While these efforts are important for charting the department's future efforts, the project did not include learning outcomes assessment.

Department of Mathematics and Computer Science – Two projects were pursued, one in the Calculus sequence and another in the Math 03/05 remedial sequence. In the calculus sequence, Dr. Vrunda Prabhu's analysis of outcomes identified student difficulties in retaining problem-solving skills when moving from one course to the next within the sequence. Dr. Madelaine Bates examined student performance of graphing skills in a sample of sections drawn from the remedial courses. In neither case were generalizable conclusions, or strategies for future departmental directions, drawn from this work.

Department of Biology (BIO 11—Introductory Biology) – Dr. Annette Opler coordinated a project that tested two instructional strategies in this course: classroom assessment techniques and Internet-aided instruction. Results on common final exam questions were analyzed to measure the impact of these strategies. Analysis showed that while classroom assessment had high value for individual instructors, it would prove too cumbersome for departmental adoption. Similarly, while Internet-aided classes showed a 10% improvement in exam scores, further research is needed to determine its value and application.

Department of Business and Information Systems (DAT 10—Computer Fundamentals and Applications, and ACC 11—Fundamental Accounting I) – Two discrete projects were coordinated by Prof. Doreen LaBlanc. In DAT 10, student outcomes on a spreadsheet exercise employing Microsoft Excel met the department benchmark of >80% passing performance. In ACC 11 (identified by the college as a problematic course for student performance), student performance on a publisher-provided accounting skills practice set did not meet the departmental benchmark. Key concepts identified as needing greater attention will be emphasized. Additionally, the department will design its own "in-house" practice set to offset the prohibitive cost of the publisher's materials. Overall, results of the assessments will be integrated into external-agency (ACBSP) accreditation standards and reporting.

Department of Education and Reading (RDL 02—Reading and Study Skills) – Professors Joseph Todaro and Stephen Powers looked at final examination questions in this high-level remedial reading course, a key "gateway" to many degree curricula for many BCC students. Through a close analysis of the exam questions and their relationship to stated course goals, they discovered that the questions did not test the key skills needed for students to attain those goals. The questions were then revised, and

administration of the new exam showed a correlation between "high-pass" scores and positive performance on the revised questions. Building on these results, the Department of Education and Reading will apply the methodology of this project both to the preceding remedial Reading course (RDL 01), and to a credit-bearing study skills course (RDL 11).

The above assessment projects reflect a full range of experience. At best, they resulted in clear, systematic analysis of learning outcomes and careful, painstaking consensus building within a department or program. Such work will form invaluable models for future assessment work at BCC. Other projects succeeded in building a base of knowledge about collective practices, but fell short of actual collection and analysis of outcomes. Virtually all project leaders worked hard to build the active collaboration needed to succeed, often struggling against the resistance and suspicion with which outcomes assessment is frequently greeted by faculty. The result, after three years, is a mixed picture, with some departments and programs poised to work effectively, and others not yet prepared to embrace assessment as a part of departmental routine.

Strengths

The "project-based" assessment model pursued between 2005 and 2008 resulted in a broad dissemination of knowledge about assessment across the campus and considerable accumulation of assessment experience. Successful projects introduced strong assessment practices into many departments and programs. From the faculty perspective, assessment is somewhat less of a mystery and less of a threat. Participants in the APPC group have learned a great deal about the regional and national contexts for assessment in higher education. For those academic areas at BCC that have pursued it successfully, the benefits have been amply demonstrated: improved instruction, innovative practices, and closer, more collaborative attention to student learning. A significant collection of resources and documentation has been developed, some of which is housed on a web page maintained by the Office of Institutional Research and Assessment.

The following case study demonstrates the most comprehensive academic assessment effort to date:

Case Study of a Comprehensive Program and Course Assessment Effort

The Issue

The Art Department posed a series of questions to determine what proficiencies students should acquire upon completion of the department's Digital Arts AAS degree program. The first questions were: what are the program goals of the Art Department? are the goals clearly defined well articulated and understood by the faculty? Secondly, what are the learning objectives in the various classes of the department and how do those learning objectives relate to the programs goals and learning objectives?

Analysis

The department researched the learning goals set by similar institutions of learning and organizations of accreditation. The accreditation standards of the National Association of Schools of Art and Design were studied, with particular attention focused on the learning goals expected of 2-year institutions.

Faculty from the BCC Art Department attended student shows at other colleges and universities to gain evidence of the learning outcomes at other programs. BCC faculty met with faculty of other Art Departments to discuss and compare teaching/learning goals. Educators from other institutions and professionals in the field were invited to the BCC campus to review graduating students' work and give feedback regarding the readiness of BCC graduates to enter their schools (4-year institutions) or gain employment.

Drafts of degree program learning goals were drawn up and circulated among the faculty for comments and revisions. BCC Art Department faculty agreed upon a set of proficiencies for the Digital Arts program. The result was a codification of program goals.

Once the program goals were clearly defined, a Visual Learning Map was creating, listing all of the classes of the degree program and the program goals. Through a series of meetings course teaching/learning goals were aligned with program goals. At these meetings each faculty member articulated the teaching/learning goals for their course and explained what assignments and projects where used. Student work from their courses was presented, along with the rubrics used to grade the work. Faculty discussed what learning outcomes where evident in the student work being presented, the projects and assignments given.

Outcomes**:**
In the meetings, discussions centered on the degree to which the projects fulfilled the intended goals, and how program goals are presently distributed and how they might be introduced, reinforced or emphasized in specific courses.

In the weeks that followed the meeting, individual instructors implemented changes in course instruction based on the group review of projects, assignments and student work. Key changes included: changing curriculum within individual coursed in order to improve the alignment between the course goals and the program goals; and identifying teaching/learning goals that need reinforcement throughout the curriculum.

New Questions/Next Steps
In an effort to manage the Art Department's growing assessment program, the department will be examining alternative ways to collect and assess direct evidence, in the form of student projects, using the internet.

In addition to seeking ways to continue to assess the courses in the degree program, the Art Department seeks to answer new questions in new areas of the general curriculum. Art 11, The History of Art is a course that serves the entire college community. Recently, an assessment project has begun to clarify the learning outcomes of the course and to see if the course goals are in alignment with the college's General Education proficiencies.

Challenges
The educative process needs to continue. While assessment is better understood than it was several years ago, faculty resistance remains a problem. Discussions in the APPC often returned to this theme. Project leaders frequently had to struggle to enlist colleagues in collaborative efforts, sometimes because faculty resisted the entire concept, and sometimes because the time commitment became too burdensome. The campus administration must continue to emphasize that outcomes assessment analyzes student learning, not instructors. Even where projects were successfully pursued through a complete assessment cycle, the challenge remains of sustaining such efforts, and of integrating them into "normal" departmental routines.

Recommendations
At the end of academic year 2007-2008, and in response to the challenge of integrating assessment into academic routines, the College determined to move to a new model of organizing assessment work. See "Integration of Academic Assessment into Ongoing Academic Department Efforts," below.

Integration of Academic Assessment into Ongoing Academic Department Efforts

As described above, BCC has been building academic assessment capacity through the work of the APPC members and academic departments. Based on the principle that assessment is always best pursued through integration with existing and normal academic work rather than as an "add-on" expectation for faculty, the academic assessment initiative is evolving to coordinate periodic academic program or departmental review with academic assessment. The Self-Study Guidelines, which were first created in 1994, have been updated to include the follow major categories for self-study:

1. Descriptive Overview of the Program/Department (including mission, goals, summary of courses & programs)
2. Course and Department Objectives (including course and program learning objectives, general education learning objectives, methods and criteria used to assure course currency)
3. Assessment of Student Learning (including expected learning outcomes, measurement methods, summary and interpretation of assessment findings, indicating how findings are being used, or will be used, to make improvements – especially in student learning)
4. Outcomes of Program Graduates (including information on post-graduate transfer and employment outcomes, evaluation of effectiveness of articulation agreements, linkages with employers)
5. Promoting Student Success (including description of strategies used to promote student success, analysis of strategy effectiveness, suggestions for future improvements)
6. Faculty (including description and assessment of teaching practices, technology mediated and online instructions, faculty scholarship, faculty service and professional development)
7. Enrollment/Staffing Trends (including description and analysis of student enrollment and progression and projections
8. Resources (including description and assessment of adequacy of resources, and description of mechanisms for updating, planning and assessing adequacy of resources)

At the same time, the configuration of the College's assessment committee will transform into a consultative group, the Academic Review Committee, which is appointed by the Senior Vice President of Academic Affairs and is comprised of the Associate Dean of Academic Affairs, Associate Dean for Research, Planning and Assessment, the Director of Instructional Technology (former chair of the APPC), the Director of Institutional Research and three faculty members who have demonstrated excellence in their assessment practice and knowledge. The Committee will provide individualized guidance for conducting assessment and preparing for self-study. Depending upon the specific needs of the departments, assessment projects may focus upon a particular course, program, general education or instructional technology focus.

Strengths
- The new model builds on assessment lessons learned over the past decade.
- The consulting group includes a wide range of expertise in assessment theory and practice.
- The model accounts for differences in disciplines, capacity and departmental assessment needs and requirements.
- Academic assessment is an evolving enterprise.

Challenges
- Maintaining high quality assessment that is useful and utilized as the new program is brought to scale is an ongoing challenge.
- Overcoming reluctance to engage in productive assessment is an ongoing challenge.
- Change is often resisted.

Recommendations
- Continue to promote high quality and meaningful assessment practice.
- Continue to maintain a focus on improving teaching and learning.

Major Recommendations

14.1   Continue to promote high quality and meaningful assessment practice with sufficient and targeted fiscal resources resulting in improved student learning.

14.2   Further develop General Education assessment with expansion of pilot e-portfolio project and/or capstone courses/experiences.

14.3   Assure the student learning outcomes assessment remains a central element in periodic departmental self-studies and degree program reviews.

Conclusion and Major Recommendations

Conclusion

Following the BCC Periodic Review process, the Middle States reviewers "urged BCC to continue on the assessment path". Our campus-wide efforts over the past several months have clearly highlighted much progress in our assessment efforts and demonstrated outcomes as a result of assessment practice across the campus. Our more sophisticated assessment capabilities have assisted us in conducting a significantly more analytical self assessment than we have previously conducted. The major recommendations to guide us over the next few years follow:

Major Recommendations By Standards

Standard 1: Mission, Goals and Objectives

1.1 Coordinating Planning Council (CPC) should continue to regularly revisit, reaffirm and/or update the mission, vision, goals and strategic directions.
1.2 Formalize a process to: (1) monitor the College's progress in responding to these Middle States Self-Study recommendations; (2) review and critique various strategic plans to assure correspondence with College's Plan; and (3) review and critique operational plans to assure inclusion of activities, timelines, expected outcomes, responsibilities and feedback mechanisms.
1.3 Balance external demands and new initiatives, while maintaining a clear focus on core mission and objectives.

Standard 2: Planning, Resource Allocation and Institutional Renewal

2.1 Continue to improve procedures to support evidence-based decision-making and communications regarding the rationale for those decisions.
2.2 Continue to strengthen strategic human, fiscal and facility resource management procedures, plans and evaluations.

Standard 3: Institutional Resources

3.1 Vigorously continue efforts to secure capital funding by influencing city and state legislators in order to address infrastructure issues.
3.2 Continue to increase fundraising efforts and dollars.

Standard 4: Leadership and Governance

4.1 Create orientation procedures for all new members of governing body and associated committees.
4.2 Emphasize efforts to evaluate the potential implications of governance decisions.
4.3 Strengthen oversight of the implementation and assessment of governance decisions.

Standard 5: Administration

5.1   Human resource development, management and performance assessment should be incorporated into the ongoing planning and assessment efforts of the College.

5.2   Performance appraisals at all levels should include multiple measures and should differentiate between high, adequate and low performance.

Standard 6: Integrity

6.1   All College operations should incorporate guidelines consistent with Sarbanes-Oxley, including; "eliminate conflicts of interest; establish effective checks and balances; insist on disclosure, transparency and openness; assure effective oversight; mandate accountability; be forward thinking."

6.2   Continue efforts to complete and achieve consensus about a campus ethics statement.

Standard 7: Institutional Assessment

7.1   All operations of the College should include clear evidence of assessment and its application in decision-making.

7.2   Improvement plans should include clearly articulated timelines, accountabilities, anticipated outcomes and follow-up mechanisms.

7.3   Continue to support the development, systematic utilization and evaluation of electronic tools to improve individual, departmental and institutional effectiveness and efficiency.

Standard 8: Student Admissions and Retention

8.1   Continue to support the development, systematic utilization and evaluation of electronic tools to advance student success and persistence.

8.2   Implement a plan to assess, track and advise the large number of allied health aspirants who may not meet the rigorous entrance criteria.

8.3   Clearly articulate and differentiate: (1) the roles and responsibilities of counselors, faculty and academic advisors; and (2) the particular groups of students serviced by each with respect to academic advisement.

Standard 9: Student Support Services

9.1   Analyze and identify learning objectives, delivery modes and evaluation mechanisms for a first-year seminar course and/or experience.

9.2   Improve communication between student service departments and with students and faculty so that information is clear, accurate and timely.

9.3   Systematize and organize (1) processes for assessing student needs, interests and satisfaction; (2) reporting and communicating results; (3) development of plans in response to results; (4) oversight of implementation of actions plans; and (5) evaluation of results.

Standard 10: Faculty

10.1   Continue to invest in effective strategies to recruit and retain high-caliber faculty members.

10.2   Continue to provide orientation for new faculty which clearly outlines expectations for teaching excellence, service and scholarship with respect to promotion and tenure decisions.

10.3   Consider the multiple demands (teaching, research, service) on faculty time in planning new initiatives.

Standard 11: Educational Offerings

11.1   Continue to monitor the currency and comprehensiveness of the curriculum in the context of workplace and transfer expectations.

11.2   Establish a campus-wide approach to developing new curricula, with a streamlined process which responds to changing needs and conditions.

Standard 12: General Education

12.1   Coordinate the various components of the General Education effort, including the mission statement and all proficiencies.

12.2   Further develop institution-wide identification of learning objectives and assessments for the proficiencies of personal growth, professional development and information literacy.

Standard 13: Related Educational Activities

13.1   Coordinate, expand and/or bring to scale proven strategies that improve 1st-year student success.

13.2   Explore methods of continued support for developing skills and proficiencies beyond the first year.

Standard 14: Assessment of Student Learning

14.1   Continue to promote high quality and meaningful assessment practice with sufficient and targeted fiscal resources resulting in improved student learning.

14.2   Further develop General Education assessment with expansion of the pilot e-portfolio project and/or capstone courses/experiences.

14.3   Assure that student learning outcomes assessment remains a central element in periodic departmental self-studies and degree program reviews.