

Report to the
Faculty, Administration, Trustees, Students

of

CITY UNIVERSITY OF NEW YORK
BRONX COMMUNITY COLLEGE
2155 University Avenue
Bronx, NY 10453

by

An Evaluation Team representing the
Middle States Commission on Higher Education

Prepared after study of the institution's self-study report
and a visit to the campus on March 22 – 25, 2009

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Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom 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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team concluded that Bronx Community College's (BCC) mission statement is the product of conversations among students, faculty, staff and administrators and clearly defines its purpose within the context of higher education. Approved by the College Senate on December 8, 2006, the institutional mission establishes who it serves and what it wants to accomplish.

Administration, faculty, staff, and students at the college demonstrate an understanding of the elements of the mission and support for it. Educational offerings correspond to the institution's mission and goals.

Goals are clearly defined and are broad in scope, focusing on the college's educational experience; academic excellence; fiscal stability; management effectiveness; and, institutional leadership in local and global issues. Achievement of these goals will allow the institution to comply with its mission.

The development of an Institutional Planning Model provides a framework for planning at both the strategic and operational levels that will guide the College in aligning all efforts towards accomplishing its mission. Within the context of this model, the establishment of the Coordinated Planning Council allows the institution to ensure that mission, vision, goals, and strategic directions are aligned and that they are regularly revisited, reaffirmed, and updated.

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

The team commends the college on remaining steadfast in its commitment to providing access and opportunity for students coming from all social and economic backgrounds, and the collaborative process it developed to examine its mission, vision, goals and strategic direction.

Suggestions:

Formalize a process that will provide the Coordinated Planning Council with a means to assess the quality of operational plans to ensure they are clearly articulated to the College's mission and goals.

Standard 2: Planning, Resource Allocation and Institutional Renewal

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

Does the Institution meet this standard: Yes X No

Summary of evidence and findings:

Bronx Community College (BCC) is a growing institution despite its location in a financially challenged borough. Strategic planning has been a major focus for the institution since its last self study in 1999. The College has well defined planning and budgeting processes providing for wide participation from the campus community. The Strategic Plan provides a framework for decision making and resource allocation.

Through University mandated and College developed processes, BCC conducts ongoing planning and institutional renewal. The College appears to be responsive to University mandated goals and objectives while providing its own interpretation of how to meet the goals most appropriate to BCC's mission and available resources. Current planning activities stem from the BCC Ongoing Goals and Strategic Directions 2010, updated and approved by the College Senate in 2006. As part of its strategic planning process, the College conducted an environmental scan. Cabinet officers and administrators continually monitor the environment through a variety of methods, including professional literature and conversations with colleagues at other institutions; feedback from faculty, staff and students; articulation agreements and changes occurring at senior colleges; advisory committee feedback; and, data from surveys and reports.

Foundation and grant monies support some pilot projects that may later be infused in the curricula or operational activities of the College.

There is also evidence of unit-level planning to design and support programs and services at the College. For example, BCC has an IT strategic plan in place which is regularly updated. The BCC Institutional Planning Model (IPM) indicates opportunities for significant involvement of appropriate constituents in the planning process, specifically the Coordinated Planning Council and the Academic Program Review process have recently been updated to incorporate assessment of student learning outcomes. Planning and institutional renewal are supported strongly by OIRA. Through

case studies and other evidence, the College can point to the use of assessment results for institutional renewal in the development or modification of programs and services to reflect the changing needs of the College community. Annual reporting occurs through Cabinet officers to the President regarding the previous year's accomplishments, qualitative and quantitative assessments; and, future goals.

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

The College is to be commended for its transparency in the budget process and its well established and participatory planning process.

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.

Does the institution meet this standard: Yes X No

Summary of evidence and findings:

The allocation of institutional resources has been appropriately deployed. Comparisons to sister CUNY community college benchmarks show that BCC is better than or average for key indicators. Annual audits have been conducted resulting in clean opinions. Strategic planning priorities are established and identified as part of the budget process. The College operates within its budget parameters. Resources are appropriately allocated, with all divisions stating satisfaction with the distribution process. Concerns exist regarding future limited revenue streams. Alternative sources of revenues should be aggressively pursued.

The condition of the facilities is a major concern. There exists a significant amount of deferred maintenance, noncompliance with EPA and ADA regulations, and infrastructure breaches and failures. The College has completed a Space Planning Master plan and a "State of Good Repair" study which provide a detailed assessment and prioritization of projects to be completed when funding becomes available. The College has been successful in obtaining \$102 million in capital funding to address classroom and library shortages, however it is anticipated that \$208 million is needed to address the deferred maintenance needs. The CUNY COMPACT is a program developed to help finance master plan initiatives but requires the College to meet institutional fundraising targets.

Emphasis has been placed on upgrading technology resources on campus. A Technology Plan was adopted in September 2006 identifying priorities. Significant progress has been made in meeting these priorities as a result of the implementation of

a technology fee. The greatest upgrading hindrance pertains to infrastructure concerns such as bandwidth limitations and limited power capacity in buildings.

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

The College is commended for creating a new fund raising unit and dedicating resources for major fundraising initiatives which is imperative to meet the CUNY Compact commitment and for addressing strategic goals of the campus.

Successful grant funding and the implementation of a technology fee have afforded the College the opportunity to upgrade instructional technology on campus in line with the Technology Strategic Plan. Resources have also been devoted to improving administrative systems.

Suggestions:

Explore possible cost containment, operating efficiency and revenue enhancement opportunities.

The Committee concurs with self study recommendations and strongly suggests the College identify resources to address mission critical deferred maintenance and life safety deficiencies.

Continue to aggressively pursue external fundraising and grant opportunities to alleviate budgetary pressures.

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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

As part of the City University of New York, Bronx Community College (BCC) is not directly governed by its own discreet Board of Trustees. Instead, the President of Bronx Community College reports to the University Chancellor who, in turn, reports to the Board of Trustees of the City University. BCC, however, has a well defined system of governance, including written policies and/or bylaws outlining the governance responsibilities of the administration, faculty, staff and students, which is easily accessible to the college community.

The governance structure of BCC features an inclusive College Senate which includes six standing committees. Students, faculty and administration all have seats on each Standing Committee.

The College's Student Government Association (SGA) is made up of 15 senators elected each spring by the student body. As part of its strong focus on shared governance, BCC includes all SGA members in the College Senate and on many standing and ad hoc committees responsible for significant college decision making and governance.

BCC Inc. is the governance organization responsible for funding decisions affecting student clubs and activities. The primary function of BCC Inc. is to enforce recommendations made by its own budget committee. Students, faculty and administrators serve as members of BCC Inc.

BCC Auxiliary Enterprises, also made up of students, faculty and administrators, contracts on behalf of the college, with vendors who operate the bookstore, the cafeteria and vending machines throughout the campus. Funds generated from vendor contracts and parking fees are used to enhance campus facilities.

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

As evidenced by student and faculty inclusion on virtually all standing and ad hoc committees, BCC is fully committed to shared governance in a comprehensive and genuine manner. In addition, the large number of ad hoc and standing committees which exist on campus spreads leadership and responsibility over a broad spectrum of people and organizations.

Inclusion of adjunct faculty in the College Senate provides important voice for those who teach approximately 40% of classes.

Electronic voting in the Senate is an effective method of insuring that accurate voting records are kept.

Suggestions:

The college should continue its examination of strategies to enhance participation in the College Senate.

The Student Government Association (SGA) constitution, last updated in 1984, should be immediately updated, and consideration should be given to enlarging SGA membership so that more students are available to participate in the many governance committees. In addition, the bylaws of BCC Inc. were last updated in 1999 so they should be reviewed and updated.

Protocols should be developed to insure the implementation 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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings

Dr. Carolyn G. Williams has served as president of Bronx Community College since 1996. She possesses the academic credentials, training and professional experience appropriate to her role as leader of a comprehensive community college operating in a highly competitive and technologically sophisticated environment. The president reports to and enjoys the full support of the Chancellor of the CUNY system and is supported by a strong administrative team, including four (4) vice presidents and senior staff assistants responsible for affirmative action, labor relations, strategic planning, and community/government relations. All of these individuals possess the appropriate credentials and experience necessary to fulfill their responsibilities. The institution has in place clearly articulated organizational charts indicating administrative job functions and lines of authority and the effectiveness of administrative functions are subject to periodic assessment through the Administrative Council and various staff evaluation processes.

Significant accomplishments, significant progress, or exemplary/innovative practices

The president is highly engaged in all aspects of college operations, and serves as an agent of empowerment for the administration, faculty and staff. Her inclusive and consensus-building leadership style is built on a foundation of clear vision and firm commitment to high standards.

The Administrative Council is an effective vehicle for insuring that all administrators understand and agree on their individual and collective roles in advancing the institution's mission. The Council also allows for periodic assessment of administrative structures and services.

The college is in the process of bringing the day care center under strict fiscal and governance control.

Suggestions

A consistent performance evaluation model should be adopted for all administrative positions.

The College website should be actively managed for content and currency and to support marketing and Institutional Advancement fundraising goals.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team concludes that BCC is strongly committed to communications and full disclosure. BCC has an Office of Legal Counsel that advises academic departments on all areas of integrity, policies, and procedures. In addition, BCC complies with FERPA for all student records and handles student disciplinary actions in an equitable manner. A strong commitment to academic freedom is maintained through inclusion in the union contract and the BCC library complies with the American Library Association's Code of Ethics.

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

BCC has a functioning Ethics Committee and has given a presentation on the topic of ethics at the spring 2007 Convocation.

Suggestions:

Both faculty and students need to become more familiar with the BCC Behavior Code.

The team concurs with the following recommendations in the Self Study:

The Ethics Committee should continue its efforts to develop a campus ethics statement.

All appropriate College operations should incorporate guidelines consistent with the ethical standards in Sarbanes-Oxley such as eliminate conflicts of interest; establish effective checks and balances; insist on disclosure, transparency and openness; assure effective oversight; mandate accountability; be forward thinking.

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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team found that in a sustained effort to infuse the use of assessment results in planning and decision-making, BCC invested heavily and intentionally in the development of the analytical capabilities of its community. Through planning frameworks; organizational structures; technology enhancements; and, training, BCC has worked to help the campus assess institutional effectiveness at multiple levels. A variety of resources have been allocated to support assessment activities. By doing so, the administration has made it clear that institutional assessment is expected to be an integral part of the culture of the College.

Annual reports sent to the President by Cabinet officers include qualitative and quantitative assessments and future goals for each of the four major divisions. These reports are reviewed, combined and submitted to CUNY. The CUNY Performance Management Process (PMP), coupled with the BCC Assessment Plan, allows the College to engage in useful, organized, and systematic assessment. Reviews at various levels are in place to ensure that reports are truthful and reasonably accurate.

College administrators provide regular feedback to their units throughout the year, utilizing a periodic review process. In that way, planning and feedback become an ongoing, continuous process that builds to the annual assessment report sent to CUNY once a year. The ongoing process also allows administrators to keep other college offices up-to-date on specific initiatives so campus activities can be coordinated in the achievement of goals and targets.

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

Although institutional assessment varies across departments, BCC is making good progress in many areas. College community members were able to point to program consolidation and/or enhancements based on institutional assessment efforts. Despite some observed unevenness in assessment activities across divisions, the energy for and involvement in improvement initiatives is pervasive. The College benefits from the healthy tension that can occur as it strives to be attentive to the BCC mission while remaining responsive to CUNY goals and initiatives. While much alignment and congruence exists, the balancing act keeps the planning process ongoing and continuous. Underlying all activities is recognition of the very real needs of BCC students and the priorities of the College.

Institutional assessment activities at BCC have benefitted from excellent support from the Office of Institutional Research and Assessment as well as the underlying systems made possible by Information Technology. These resource areas are described as being integrated and collaborative in assessment efforts, while serving as objective consultants to the campus community in the pursuit of BCC's goals and targets.

Suggestions:

The annual assessment report does not always address the next steps to be taken when targets have not been met. However, when viewed alongside the goals and targets for the upcoming year, the reader can see what steps will be taken to address deficiencies. The College may want to consider providing to the campus community a closer connection between the results of its assessments and the plan for improvement. The Visiting Team would also encourage the College to link specific financial and human resources, as appropriate, to the improvement plans that result from assessment activities.

The institution may wish to further formalize the communication of assessment results and the recognition of individual and collective assessment efforts with the entire college community.

The Visiting Team concurs with the Self-Study recommendation that “all operations of the College should include clear evidence of assessment and its application in decision-making.” At the same time, the Team cautions the College to be aware of duplicative efforts, (some of which unfortunately are mandated), that can lead to survey or data collection fatigue.

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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

Bronx Community College’s admissions policy, its 10-year increase in enrollment, the diversity and preparedness of incoming students, and CUNY’s requirement that students attend a community college for their pre-college work, all challenge BCC’s ability to provide effective ways to matriculate and provide continuing support for its students. Required placements tests identify those that need remedial work and a new student advising and registration system has been established to help students select classes. While the pass rate is comparable, or better, than other CUNY community colleges, there is concern regarding the graduation rate and the level of skill students demonstrate by the 30th credit. Programs such as integrative learning communities, the career and orientation course, Academic Standing Policy, and the Academic Success Center are major BCC initiatives to address these concerns. Students who enroll in the orientation and career course receive educational and career planning; however, other students do not necessarily develop a comprehensive education plan.

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

Students are required to see an advisor before each registration. There are several ways to access advising, including The Academic Success Center, faculty advising,

general counseling, and through such programs as COPE. An advising tracking system provides feedback and information on student progress and outcomes. This is a positive institutional response to the needs of students, especially the underprepared students.

A significant number of new students enroll in the orientation and career course, which provides support and the development of success skills. A case management system has been recently developed which ensures that students who are enrolled in the course are seen twice a semester during their first year at the College by their faculty counselor.

Many students are eligible for financial aid, although the funds may not last their entire career at BCC. A Scholarship Bank and a new effort to emphasize financial planning and budgeting are recent institutional initiatives to help prepare students for this reality.

Suggestions:

Continue the progress being made to provide effective advising, which includes educational and career planning, for all students.

Continue to implement and expand successful retention activities that have resulted from the strengthened academic standing policy.

Update and finalize the enrollment management plan (2007) that includes strategies and related outcomes assessment on recruitment and retention.

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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

Bronx Community College offers an array of programs and services to support student success. The importance the institution places on the need for academic advising is demonstrated through the policy that every student is advised before each registration. Students have access to most services online. Advising and academic support is enhanced through a variety of co-curricular activities such as leadership, service learning, student government, and athletics. Qualified and dedication professionals in the areas of student development are constantly seeking new ways, often with budgetary restrictions, of supporting students.

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

Recognizing the importance of a strong advising and support program to student success and retention, BCC has made changes in organizational structure and program

delivery to enhance student services. Qualified and dedicated professional faculty and staff are providing a valuable support to students.

Technology is used to support student success. An online advising and registration system, degree audit system, and a tracking program are used to provide access for students and information for staff/faculty on student needs and progress. A laptop program assists students who do not have access to computers at home.

Services such as Disability Services, C.O.P.E, College Discovery, and mental health counseling provide intensive support for target student populations. Programs through student life/student government, and the ambassador program, are providing leadership opportunities and personal growth that enhance the traditional classroom experience. The Academic Success Center was recently established to provide advisement and support to targeted groups of at-risk students.

Suggestions:

Continue to strengthen the student development unit by filling, and making permanent, key positions.

Consider utilizing learning outcomes assessment for appropriate student development areas such as the Academic Success Center and the orientation and career development course. Utilize results for program/course improvement.

Because the data on orientation and career courses demonstrates that students who are in the course have a higher retention rate than students who do not take the course, the team suggests that the college continue to explore ways to insure all students are involved in the case management approach.

Ensure that information on the website is current and available for students.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

Teaching is the faculty's primary responsibility, and faculty members collectively demonstrate effectiveness in teaching as independently evaluated by peers, students, and department chairpersons. BCC faculty are dedicated individuals who are student centered, enthusiastic, and aware of the institution's mission. In addition, faculty are very accessible to students and supportive of them, assisting them with personal, as well as academic concerns.

Faculty members have the appropriate credentials to teach and to develop, implement, and assess academic programs. Furthermore, BCC faculty undertake research, scholarship, and/or creative endeavors; engage in professional development activities; participate on department, college and university committees; and serve in the community. The roles and responsibilities of faculty in all of these endeavors are clearly articulated in the BCC Faculty Handbook and their integration provides for an enriching academic and teaching at the College. Policies and procedures concerning promotion and tenure are also clearly delineated in the BCC Faculty Handbook.

The establishment of the Center for Teaching Excellence and the Office of Instructional Technology has allowed the institution to focus on faculty professional development with regard to teaching and to incorporate initiatives that are enhancing the teaching/learning process.

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

Faculty are to be commended for their high level of institutional commitment and deep interest in student learning.

The College is to be commended for supporting the Center for Teaching Excellence and the Office of Instructional Technology, as these initiatives are unique in supporting the faculty with developing writing intensive courses and incorporating general education proficiencies.

Suggestions:

To further enhance the teaching and learning process, the College might consider enhancing professional development opportunities for faculty.

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.

Does the institution meet this standard? Yes X No

Summary of Evidence and Findings:

Based upon the review of the Standard 11 chapter of the college's self study document and interviews with faculty, department chairs and administrative staff, the Team concluded that : (1) Educational offerings support the mission of the institution and the college has in place remediation processes and programs designed to prepare students for college level work; (2) There is an established procedure for creating new curricula and programs set forth by CUNY in accordance with NY State Education guidelines; (3) BCC in collaboration with CUNY teach students information literacy and academic

integrity; and (4) Through its technology strategic plan, provides technology infrastructure and support for its educational offerings.

BCC's students are enrolled in programs designed for transfer to four-year institutions. Fifty-two percent of the students in 2006 who received either an A.A. or A.S degree transferred to CUNY four-year colleges. To expedite this process for students, the college has more than forty articulation agreements in place. The retention rate of BCC transfer students at the university was higher than the CUNY transfer average. The college established Transfer Center in 2004 to help students with planning and accomplishing their transfer goals.

A.A.S. degrees are designed to prepare students to gain meaningful employment upon completion of degrees. The programs have advisory boards with representatives from related industries and a vast majority of BCC graduates in A.A.S. programs find gainful employment.

At BCC, 68 percent of enrolling new students require remediation in English, 76 percent in reading, and 78 percent in mathematics. An array of remedial and orientation courses are offered by BCC in order to meet "the learning needs of every student". Remedial classes include English, reading, mathematics, chemistry and physics. The remediation pass rates for BCC students are consistently among the highest in CUNY in English and reading. For example, in FY 08, BCC's writing pass rate was 68 percent, compared to CUNY's average rate of 57percent. BCC's exit pass rate from reading was 60 percent, compared to CUNY's average rate of 57 percent. However, the exit remediation pass rate in mathematics, at 46 percent, remains lower than the CUNY average of 52 percent.

The college's approach to information literacy is the "distributed model," with essential knowledge and skills integrated into courses throughout the curriculum and faculty members collaborate with librarians to teach information literacy skills. The Library will be moving into the new North Instructional Building with an anticipated opening date of Spring 2011. This move will bring all Library services into one building as well as enhance the quality of services.

The Information Technology Strategic Plan provides a wireless environment and an upgraded network infrastructure in both devices and speed. Since the last Middle States site visit, computer labs have been established and OSSES has been installed, which gives students and faculty access to email, eAttendance, eGrades, eMessages and other services online.

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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings:

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

As a part of its degree requirements, BCC students must complete a percentage of liberal arts and science courses as specified in New York State Education guidelines -- 45 for AA degrees, 30 for AS degrees, and 20 for AAS degrees. In addition to these guidelines, BCC participated in a CUNY General Education initiative designed to examine the role of general education at the school. BCC embraced a "proficiency-based" General Education model designed to include General Education objectives and proficiencies throughout the curriculum. In February, 2004, the College Senate adopted a General Education mission statement, consistent with the BCC institutional Mission and Vision statements. It also adopted the six General Education Proficiencies -- Communication, Reasoning and Analysis, Mathematical Methods, Scientific Methods, Information Literacy and Personal Growth and Professional Development.

Since the College has a proficiency-based General Education Program, there is no General Education core curriculum. BCC is implementing general education by incorporating the six General Education proficiencies throughout its career and transfer programs. This process is taking place at the academic department level with faculty members engaged in embedding various General Education proficiencies in their course curriculum.

This approach began with the College embedding these General Education proficiencies into courses across the curriculum using an exercise-based approach. The College compiled and published exercises but there was concern that "the effort was not broad enough;" and it was not clear the exercises were being used in courses. As a result, in 2005 the College enhanced its General Education work with a comprehensive plan that focused on three core courses, Fundamentals of Interpersonal Communication (CMS 11), Fundamentals of Composition and Rhetoric/Composition and Rhetoric I (ENG10/11), and History of the Modern World (HIS 10/11), all of which now include General Education proficiencies. These and other academic departments are currently working on embedding these proficiencies in other courses. While there is no formal structure overseeing this initiative, the College's Curriculum Committee review process provides some oversight of General Education proficiencies in curricula.

In addition, BCC has initiated general education efforts across disciplines, including Writing Across the Curriculum (WAC), Quantitative Reasoning (QR), attend A Global Learning Initiative. The College provides significant support to assist faculty WAC initiatives. Many faculty have participated in CTE training and developed writing-intensive courses, enhancing General Education and expanding WI course opportunity for students.

Although the institution has several General Education initiatives, a formalized and coordinated effort to ensure General Education sustainability is essential for continuing faculty engagement and student learning. In addition, there is no systematic assessment of General Education outcomes so it is essential that the College include assessing General Education proficiencies as it revamps its Assessment initiative.

Finally, as BCC continues to strengthen its General Education program, it must clearly publish its message to students in course syllabi, college publications, advising sessions and classrooms. Overall, BCC does have in place faculty working to embed General Education proficiencies in course curricula designed to provide all students proficiency in general education. The College's challenge is to implement a coordinated and cohesive program that engages all faculty and enriches all students.

Suggestions:

The College should ensure the sustainability of faculty work on General Education proficiencies.

The College should clearly communicate General Education to all BCC constituencies.

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.

Does the institution meet this standard? Yes X No

Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the Team concluded the following programs meet appropriate standards:

Center for Sustainability and the Center for Tolerance and Understanding

The BCC Center for Sustainability and the Center for Tolerance and Understanding are remarkable undertakings which promise to distinguish Bronx Community College as a national best practices clearinghouse for "green" training programs, and for building positive human relationships on College campuses.

Basic Skills

When CUNY four-year colleges phased out remediate programs, students were required to pass entrance exams in English and mathematics to enroll in senior colleges. Students who did not pass these exams enrolled in community colleges, where they must pass a proficiency examination to graduate or transfer to a senior college. To respond to these remediation needs, BCC has an array of programs designed to prepare students for college-level work. The Freshman Initiative Program,

The Integrative Learning Community, The Summer Immersion Program and College Discovery all offer support services to students who require remedial courses.

Honors Program

The Honors Program enriches the learning experience of highly motivated students through its interactive classroom settings and courses that stress critical thinking, library research and strong writing skills. Honors students are excited about the program and enjoy excellent support from faculty. The program has grown significantly in four years under the coordination of two full-time faculty.

Writing Across the Curriculum (WAC)

BCC established WAC to “infuse more formal and informal writing into courses across the discipline” and to bring Writing Fellows to support faculty development and facilitate “writing-enhanced” courses. The BCC Senate mandated that two Writing Interview courses are required for graduation. However, often there are not enough writing-intensive courses offered to meet the demand, resulting in a high number of graduation waiver requests. To mitigate this, there is support for faculty to develop more writing-intensive offerings.

Study Abroad

BCC is a part of the CUNY Study Abroad Program that offers academic programs throughout the world. Although university-wide grants keep the program affordable, only a small number of students participate. One concern is that there is insufficient outreach to diverse groups of students on campus; another is that faculty do not incorporate global perspectives across the curricula.

Non-credit Offerings and Certificate Programs

The Institutional Advancement division houses BCC's non-credit and certificate programs that are geared toward addressing community education and business training needs. These primarily fee-based and grant funded programs include Adult Basic Education, BEGIN, Career Directions for Displaced Homemaker Program, Continuing and Professional Studies, CUNY Catch Program, CUNY Free GED Program, EI Civics, EOC Program, LYFE Center, and Project HIRE. Through its non-credit offerings and certificate programs, the College tailors training programs to meet the client's needs and ensures program accountability as required by grant-funding agencies. In addition, division leadership is collaborating on division-wide assessment.

Distance or Distributed Learning

Distance learning became a part of BCC's goals and strategic plans in 2000 when the CUNY central office started this initiative. Distance learning classes are offered using Blackboard, the teaching platform for online courses. Distance courses are developed and evaluated by the academic departments in which they reside. Most faculty participate in training offered by the Instructional Technology department. There is not

demand for more online courses but there is concern about the speed of the campus internet connection and the lack of wireless connectivity across campus.

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

The College has an innovative and impressive Honors Program.

Suggestions:

The College should ensure an adequate number of Writing Intensive courses are available so students can successfully fulfill graduation requirements.

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.

Does the institution meet this standard: Yes X No _____

Summary of Evidence and Findings:

College faculty and academic leadership demonstrate a clear understanding of student learning assessment, and are committed to the continued refinement of that process.

In some programs and course syllabi, Bronx Community College lacks articulated statements of expected learning outcomes. Missing in some academic programs and course syllabi are statements of learning outcomes aligned with the mission.

There is some documented use of student learning assessment information as part of overall institutional assessment, and the self study document acknowledges program-based assessment projects in the following programs: Medical Laboratory Technology (A.A.S.) - for external accreditation and development of materials to support assessment, Electronic Technology (A.A.S.) - for ABET accreditation, Community/School Health (A.S.), and Digital Design (A.A.S.).

Only in the Digital Design Program (A.A.S.), in the Department of Art and Music, illustrates a clear sequence of assessment and the use of results to make some programmatic changes. Most of the other programs are in the process of writing learning outcomes and assessment plans.

The self study document indicated some course-based project assessment efforts in: Psychology II (Introduction to Psychology), Department of Social Sciences English II (Composition & Rhetoric I), Introductory Two-Course Sequences in Spanish & French (Department of Modern Languages), CHM 17 (General Chemistry), Calculus & Math 03/05 (Department of Math & Computer Science), BIO II (Introductory Biology), DAT 10 (Computer Fundamentals)

ACC 11 (Fundamental Accounting II), and RDL 02 (Reading & Study Skills).

The BCC self study document indicates that while the project-based assessment model pursued between 2005 and 2008 resulted in a broad dissemination of knowledge about assessment and a considerable accumulation of assessment experiences, it has not led to a systematic assessment process throughout all academic programs.

At the end of the 2007-08 academic year, the college moved into a new model of organizing assessment titled "Integration of Academic Assessment into Ongoing Academic Efforts." This new model laid out steps for implementing outcomes assessment within academic program review.

Suggestion:

The college should ensure that assessment becomes a priority with Department Chairs college-wide, who in turn should work with Faculty to develop and assess student learning outcomes for all programs and courses.

Recommendation:

The college should develop and implement assessment of student learning outcomes for all academic courses and programs building on efforts already underway at the college. In the development and implementation of this plan, the faculty should make every effort to correct and analyze relevant outcomes data generated by review of actual student work, such as written assignments, standard examinations, team projects and presentations. These analyses should form the basis for subsequent planning and learning improvements.

The team recommends that BCC submit a letter to Middle States showing progress in the development of learning outcomes for all academic programs and courses including those considered General Education.