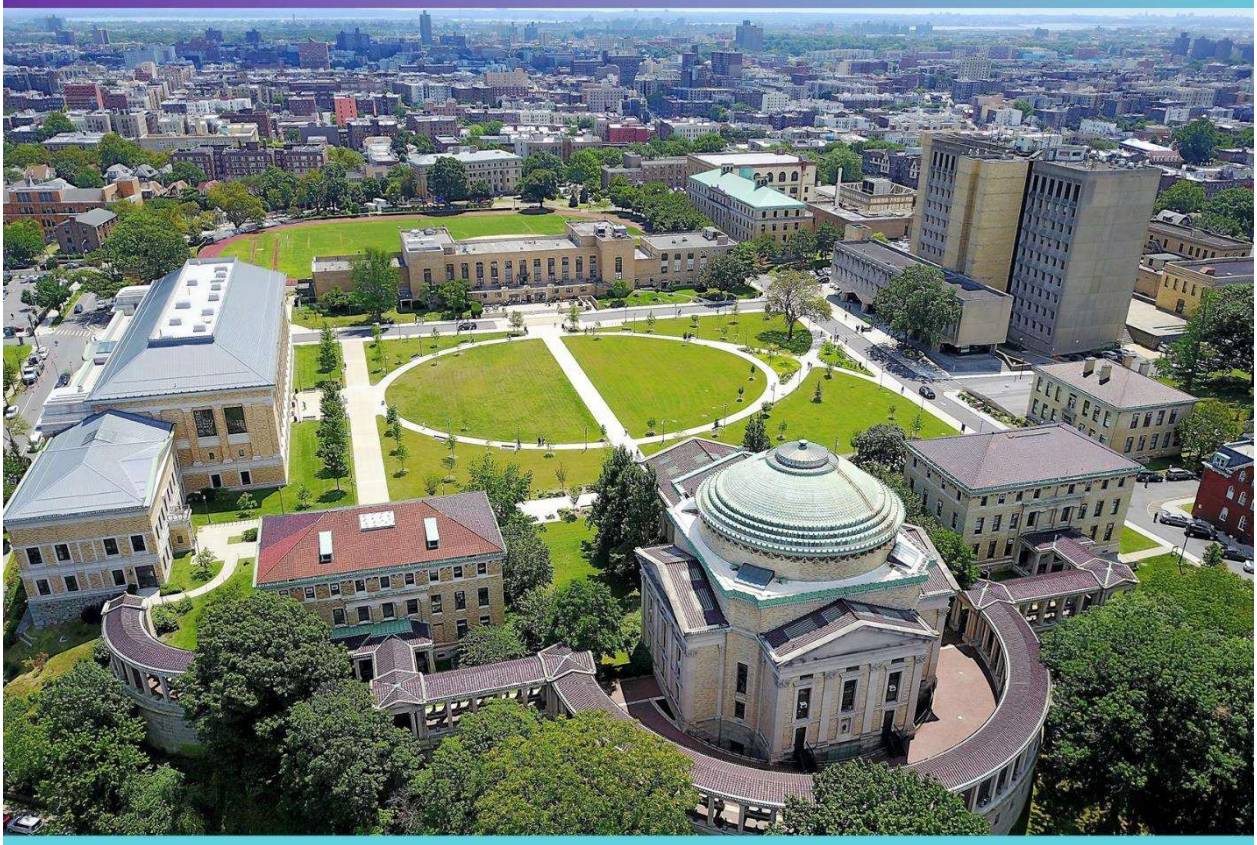
Bronx Community College

of The City University of New York

Self-Study for the Middle States Commission on Higher Education

February 2019



Reflecting on Our Community of Excellence

BRONX COMMUNITY COLLEGE

CUNY THE GREATEST URBAN UNIVERSITY IN THE WORLD

WWW.BCC.CUNY.EDU

Self-Study

Submitted to the Middle States Commission on Higher Education

February 2019

by

Bronx Community College
of The City University of New York

Thomas Isekenegbe, Ph.D.
President

Stephen J. Pugliese, Ph.D.
Vice President
Middle States Commission on Higher Education

Table of Contents

Executive Summary ……..ii

Acronyms and Abbreviations ……x

Self-Study Steering Committee and Working Groups……...xiii

Institutional Overview ……...1

Standard I: Mission and Goals……...8

Standard II: Ethics and Integrity……..16

Standard III: Design and Delivery of the Student Learning Experience……26

Standard IV: Support of the Student Experience……40

Standard V: Educational Effectiveness Assessment……56

Standard VI: Planning, Resources, and Institutional Improvement……73

Standard VII: Governance, Leadership and Administration……90

Conclusion……100

Executive Summary

Bronx Community College Self-Study
for the Middle States Commission on Higher Education (MSCHE)

BCC Profile

Bronx Community College (BCC) was established in 1957 to meet the growing need for increased higher education opportunities in the Bronx, NY. BCC is part of the City University of New York (CUNY), the largest urban public university in the country, comprised of 25 institutions, including seven community colleges.

Bronx County, one of the five boroughs of NYC, has a population of 1.47 M, which is a largely minority population (56% Hispanic and 29.5% Black); with a substantial immigrant population (35% foreign born); in need of further education (only 19% with a bachelor degree or higher); and a poverty rate of 28%, one of the highest in the country. (See Economic Snapshot of the Bronx.)

BCC has 41 academic programs (34 associate and 7 certificates) registered with the New York State Department of Education that are active. The majority of our matriculated students are enrolled in transfer-oriented AA/AS degrees (71%), with a smaller percentage in the career-oriented AAS degrees (28%). Our certificate programs, also career-related, are a very small percentage of our total enrollment (1%). In Fall 2018 approximately two-thirds (64%) of students enrolled full-time, more than one-half (56%) female, and approximately one-half (53%) age 22 or younger. See BCC Fact Sheet.

BCC's student headcount enrollment is approximately 10,000 and FTE enrollment approximately 7500. Following 15 years of steady enrollment increases, BCC's headcount enrollment declined by 3.8% and FTE enrollment declined 1.5% between 2013 and 2017 (see BCC Enrollment Trends), with similar declines predicted through 2020 (see Enrollment Projections).

The vast majority of BCC students (98%) are ethnic minorities, representing more than 100 countries of origin. Approximately one-half (51%) of BCC students are employed, and almost one-quarter (25%) are supporting children. Approximately one-half (55%) are first-generation college students, and 53% have an annual household income less than $20,000. Two-thirds (64%) of entering BCC freshmen require developmental instruction in one or more basic skill area (reading, writing, mathematics).

Self-Study Process and Purpose

BCC initiated a comprehensive, college-wide self-study process in January, 2017 according to the requirements of the college's regional accrediting body, the Middle States Commission on Higher Education (MSCHE). In Spring 2017, a Steering Committee and nine working groups were formed (involving more than 100 campus members) who conducted research and drafted reports that informed the current Self-Study Report. Throughout the process, efforts have been made to engage the campus community in the analysis and recommendations in the document, including focus groups, town hall meetings, and use of social media. The Self-Study and review process will culminate in March, 2019 with a three-day visit from a team of peer evaluators, who will meet with members of the campus community and provide their feedback regarding the extent to which the campus meets/exceeds the MSCHE standards. The evaluation team will forward their recommendations to MSCHE and a final determination of the College's accreditation status will be voted on by the Commission in June, 2019.

The purpose of BCC's Self-Study (which is organized according to the seven standards) has been to:

(1) demonstrate compliance with the MSCHE standards and requirements for accreditation- relative to the BCC mission and goals; (2) engage the BCC community in an open and inclusive evaluation process; and (3) use the Self-Study findings and analysis to inform the next strategic plan for 2020-2025.

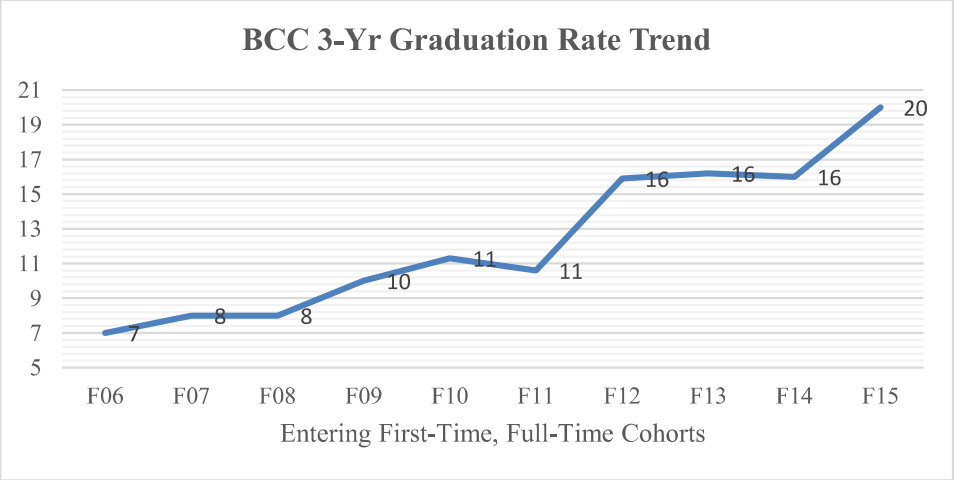
The current BCC Strategic Plan: 2015-20 (*Building a Community of Excellence*) has provided an ambitious blueprint for the College. The overarching goal of the plan is to build a "community of excellence" characterized by a culture that (1) fosters evidence-based decision-making; (2) promotes mentoring of faculty and students; and (3) facilitates collaboration, alignment and integration in all college activities and processes. The following BCC goals (with corresponding objectives and action plans) were identified to support the College's mission and move the College towards realization of our Vision: (1) Build a Community of Excellence (2) Empower Students to Succeed (3) Deepen Student Learning (4) Develop World Citizens (5) Cultivate a 21st-Century Curriculum (6) Enhance the Campus Environment (7) Promote a Reputation for Excellence.

BCC Progress since the last Self-Study in 2008-2009

In the past decade, BCC has experienced a significant rejuvenation, including:

- Transformation of our landmark campus, with the construction of a new classroom/ library building, on-campus Early Childhood Center and renovation of our campus quad
- Reformulation of our general education program (to conform with CUNY Pathways)
- Institutionalization of a college-wide assessment and improvement program
- Designation as CUNY's First ASAP (Accelerated Study in Associate Programs) College
- Implementation of focused and evidence-based student success initiatives (First Year Seminar, Learning Communities, Learning Commons)
- Advancement of professional development to support active learning, effective pedagogy and faculty scholarship

These developments have corresponded with significant improvements in student success rates and significant improvement in faculty, student and staff satisfaction during the same period. The BCC 3-year graduation rate has almost tripled during this time.



Analyses conducted as part of the Self-Study process resulted in identification of major challenges that BCC currently faces and will address as part of the next strategic planning period for the College. The five major challenges include:

1. Improving Student Success (academic progress, retention and completion)
2. Improving Student Learning (especially basic and higher-order skills)
3. Addressing Enrollment Decline and Impact on College Budget
4. Improving College Financial/Administrative Management, Transparency and Communication
5. Managing Campus Infrastructure

Now that the Self-Study report is completed, the campus is enthusiastic to utilize the analyses conducted as part of this process to inform the development of the new strategic plan for BCC 2020-25. A brief summary of the report's findings follows:

Standard I: Mission and Goals

Bronx Community College's clearly defined mission remains at the heart of its identity, forming the foundation for strategic planning, assessment, resource allocation, and goal setting. BCC's mission, vision and values drive our purpose and support the overall CUNY Mission to provide a high-quality education with broad access and function as an engine of social mobility.

Strengths

- BCC's mission and goals are: clearly understood and deeply embraced across the campus; widely publicized; and used to drive budgeting, planning and decision-making. They are aligned with each other, with CUNY's mission and goals, and with MSCHE expectations.
- BCC's *Academic Master Plan* (AMP) provides comprehensive analysis and evidence to inform future directions for academic programming at the College.

Challenges

- While the BCC's mission, vision and goals are deeply embraced across campus, their statements could be more succinctly expressed.

Recommendations

- Utilize recommendations from *MSCHE Self-Study*, along with recommendations from *Academic Master Plan*, to inform the new *BCC Strategic Plan: 2020-25*.
- Ensure that upcoming operational planning efforts (to address enrollment, retention, and remedial reforms as highlighted in subsequent chapters of this report) are true to the core elements of our mission: serving students of *diverse backgrounds, preparations, and aspirations* by providing a *broad and rigorous education* and *providing the foundation and tools for success*.

Standard II: Ethics and Integrity

Bronx Community College is committed to upholding the highest standards of ethics and integrity. Consistent with our mission and vision, BCC provides the best possible service to the learning and working environment on our campus by remaining current on local, state and federal regulations and communicating policies and procedures widely and transparently. The BCC Values of Respect, Integrity, Engagement, Empowerment, and Excellence foster a climate with which the campus community engages in all activities, interactions, and commitments. The College implements and complies with all CUNY

system-wide policies and develops its own for local campus use.

Strengths

- BCC capitalizes on the rich diversity among its students, faculty and staff in developing a robust program of activities to foster a climate of tolerance and respect on campus.
- BCC has invested significant time and resources to develop and implement programs and strategies to: provide financial support for students, (ASAP, APEX, Single Stop, NSF Grant); accelerate degree completion (with academic supports such as skills workshops and tutoring); provide on-campus jobs for students; provide support for obtaining work off-campus; and provide information and advisement regarding options for financing a college education.
- BCC complies with all CUNY reporting policies as well as city, state and federal regulations and requirements. Periodic audits by both CUNY and BCC ensure continued compliance and facilitate reporting to appropriate campus constituencies.

Challenges

- Students' financial needs and challenges are extensive, despite a wide variety of BCC efforts to support economically disadvantaged students as they pursue a degree. Many BCC students who are financially eligible to receive financial aid do not for a variety of reasons (international student status, lack of satisfactory academic progress, part-time enrollment, registration and withdrawal actions, and filing challenges).
- Making the vast array of documents, policies and procedures regarding freedoms, rights, rules and responsibilities available and transparent for communicating the content to the campus constituencies can be improved.

Recommendations

- Expand and improve efforts to provide financial supports, accelerate degree completion, and educate students about financial literacy along with options available to them to finance their college education.
- Identify and implement effective strategies to communicate policies, regulations, protocols, and procedures in transparent and user-friendly formats.

Standard III. Design and Delivery of the Student Learning Experience

The BCC campus community maintains a strong belief that all of the "students of diverse backgrounds, preparations and aspirations" who enroll at BCC have the capacity to successfully master our rigorous academic programs and succeed in subsequent academic and/or professional experiences. It is the College's responsibility to enhance the learning experiences for all students by supporting the faculty and staff that create and deliver those learning environments. We seek to accomplish this with a focus on the goals articulated in our Strategic Plan.

Strengths

- The strong academic qualifications of BCC faculty are reinforced by a rigorous process of reappointment, tenure, and promotion that requires a sturdy integration of teaching, scholarship, and service.
- BCC provides an extensive range of programs and initiatives to support its academic programs and students' academic progress (including pre-college preparation programs; advisement and

counseling; academic supports and enrichment; supports for specific student needs; and academic department resources).
- BCC has a solid general education program and effective mechanisms for assessing it.
- There is a mature program to annually/periodically assess all academic/non-academic programs and learning outcomes across the campus and to use results to make improvements.
- Strong professional development programs for faculty are based on the integration of pedagogical innovation with rigorous assessment practices.
- The new Academic Master Plan (AMP) provides substantive direction for the development, assessment and revision of academic programs.

Challenges

- Too few BCC students are making satisfactory progress at the College. While the 3-year graduation rate has almost tripled in the past decade, retention rates and completion rates at BCC could improve. Academic progress at BCC is positively associated with: participation in special programs; low/no balances owed to the College; and completion of credit math/writing courses.
- Effective pedagogy and high-impact classroom practices are successfully utilized by many, but not all faculty–which is evidenced by considerable variance in course pass/withdrawal rates by instructors teaching the same courses.
- CUNY's placement and remediation reforms will eliminate CUNY skills placement testing and recommend the creation of co-requisite courses and elimination of stand-alone developmental courses.
- Programming for working adults (evening, weekend and distance classes), academically talented students (honors students), and probationary students is available, but not formalized in comprehensive academic and support programs.

Recommendations

- Build upon successful professional development programs (like those used in the New Faculty Seminar and the First Year Seminar) to develop roadmaps of professional development built around student-learning-centered pedagogies and assessment for all full-time and adjunct faculty members.
- Further develop expanded and better integrated programming for specific student populations (honors students, working adults, and probationary students).

Standard IV: Support of the Student Experience

Maintaining a strong belief in the capacity of all students, BCC invests in empowering students by providing them with an environment that enhances the student experience and facilitates their learning and success. BCC students bring a rich diversity of talents along with a variety of challenges to their higher education success, which makes support of the student experience especially important. Efforts to develop an empowering educational environment are guided by our strategic goals and objectives to: Build a Community of Excellence with: evidence-based practice, mentoring, and alignment of services; Empower Students to Succeed, by: promoting student engagement and cultural competency, assuring a cohesive experience and providing efficient, accessible, user-friendly and integrated support services; and Deepen Student Learning by: promoting active teaching and learning.

Strengths

- The ASAP program and the corresponding College Redesign have profoundly impacted the student experience, improving student support across all areas. The scaling up of ASAP has

provided many lessons from which the College community can draw and apply to the more extensive ongoing College Redesign.
- Evidence-based initiatives to build basic academic skills and provide student support have successfully improved student success.
- The College has built a strong assessment culture in student support departments, with a great deal of knowledge created about what and how student support efforts contribute to student success.

Challenges

- Student lack of academic progress and persistence remain a major problem at the College.
- Many students are financially eligible for financial aid, but do not receive the aid due to lack of academic progress, international student status, lack of proper filing and registration/withdrawal actions.

Recommendations

- Develop a comprehensive student success plan incorporating high-impact practices that have been successfully implemented at BCC and elsewhere and including lessons learned from the ASAP expansion/BCC Redesign to support student progress and academic success. This plan should also respond to CUNY policy reforms regarding placement testing and remediation.
- Design an integrated college-wide advisement plan to implement an equitable admissions-to-graduation caseload advisement model for the entire BCC student population, including: expanding the First Year Program to serve all incoming students; more clearly defining faculty mentoring roles; and maximizing the potential of Starfish software.

Standard V: Educational Effectiveness Assessment

In order to make good on our promise to provide students with a rigorous and broad education that prepares them for educational/professional success and informed and engaged citizenship, BCC maintains a robust program of assessment of student learning outcomes. BCC faculty and staff are increasingly building knowledge about student learning and academic success through their assessment and scholarship efforts.

Strengths

- BCC has built a mature culture of assessment of student learning outcomes, with strong participation among all academic departments as well as participation in administrative and student service departments.
- BCC faculty-driven research and publications in the scholarship of teaching and learning have influenced the development and integration of high-impact pedagogical practices that improve student learning across the curriculum.
- BCC provides extensive professional development, support and tools for evaluating educational effectiveness.

Challenges

- Although critical thinking pedagogies anchor the Gen Ed program, their integration and assessment across the curriculum could be expanded, better aligned, and communicated more transparently.

Recommendations

- Given the wealth of knowledge about student learning and student success that is and has been created at BCC, the College should develop a mechanism to further support, collect, organize, and disseminate research and assessment results.
- Building upon the positive effects of the New Faculty Seminar, clearly communicate the role of scholarship of teaching and learning and student-learning-centered assessment in fulfilling requirements for reappointment, promotion, and tenure.
- Develop an integration plan for basic and higher-order thinking (critical thinking, quantitative reasoning, information literacy) skills and pedagogies across the curriculum.

Standard VI: Planning, Resources, and Institutional Improvement

In keeping with the BCC mission and vision, the College has been successful in managing and aligning its planning, resource allocation and assessment processes to ensure that these priorities are accomplished. Despite the challenges and limitations of being a publicly-funded institution, the College has successfully supported major improvements and institutional priorities over the past several years, which include: developing/expanding student success initiatives; integrating/coordinating student support services; fostering development of effective pedagogies; updating the General Education Program; transforming landmark campus with construction of new classroom and library, a new on-site childhood center and renovation of campus quad; and advancing effective assessment practices.

Strengths

- BCC is financially stable and has financial resources adequate to support its operations, educational purpose and programs.
- BCC provides strong support for evidence-based practice with readily available information and analysis, as well as analytical support provided by the Offices of Institutional Research, Planning and Assessment and Academic Assessment.

Challenges

- BCC's budget allocation from CUNY is enrollment driven and enrollment has declined in recent semesters.
- While campus surveys generally demonstrate improving satisfaction with campus culture and services, there have been recent expressions of concern regarding transparency, timeliness and effectiveness of administrative processes as well as campus communications.
- Administrative and budget information is not always presented in a timely manner or in the most user-friendly format.
- BCC's aging infrastructure and landmark status require substantial support.

Recommendations

- Develop a comprehensive enrollment management plan aligned with both the *Academic Master Plan* as well as the recommended *Student Success Plan*.
- Develop and disseminate budget and administrative reports that more clearly and transparently communicate the state of the College to the various campus constituencies.
- Annual evaluations of departments and executives should include assessments of the following: communication, consultation, timeliness, transparency, collaboration, and effectiveness.

- Convert detailed assessments of infrastructure systems (central heating plant, building envelopes, and energy savings) and annual reviews of the life cycle duration of facilities infrastructure systems into actionable items.

Standard VII: Governance, Leadership and Administration

Since the last Self-Study in 2009, BCC has experienced significant changes in executive leadership positions at the college. During this decade, there have been four presidents, five provosts, three vice presidents of Student Affairs, three vice presidents of Administration and Finance and two vice presidents of Advancement. Despite these substantial transitions, the College has remained grounded by a campus-wide commitment to its mission and goals. To their credit, all of the new executive leaders have embraced the Mission and Goals of the College as they were written before their tenure, which has enabled the College to make substantial progress, as evidenced by the significant increases in student completion rates among other significant outcomes.

The college has maintained a commitment to the value of facilitative leadership and shared decision-making among key stakeholders about issues that affect the learning and working environment. BCC's shared governance model emphasizes inclusivity, partnership between faculty, staff, students and senior administration, and shared accountability

Strengths

- Shared governance is exercised effectively by the College Senate and its standing committees.
- The BCC Strategic Plan has provided strong direction for the College, despite several executive and leadership transitions.

Challenges

- Orientation for college leadership (senators and members of the governance bodies, department chairs, new executives) is not formalized and does not include clearly articulated learning outcomes.

Recommendations

- Develop orientation programs (including the articulation of learning outcomes) for new department chairs and executives as well as for student, faculty, and staff senators.
- Utilize new website to make governance and administrative matters more accessible to the campus community.

Acronyms and Abbreviations

ACT	American College Testing
AMP	Academic Master Plan
APEX	Alternative Learning Program
APPA	Association of Physical Plant Administrators
ASAP	Accelerated Study in Associate Programs
ASC	Academic Success Center
BARFIT	College's Bursar, Admissions, Registrar, Financial Aid and Information Technology
BASE	Broncos Academic Support Experience program
BCC	Bronx Community College Foundation
CAP	Classroom Assessment Project
CD	College Discovery
CEAFE	CUNY Elementary Algebra Final Exam
CIOs	College Chief Information Officers
CIPD	Committee on Instruction and Professional Development
CLIP	CUNY Language Immersion Program
COACHE	Collaborative on Academic Careers in Higher Education
CUNY EDGE	CUNY Education, Develop, Graduate, and Empower Program
COPS	Council of Presidents
COSO	Committee of Sponsoring Organizations of the Treadway Commission
CRLA-IMTPC	College Reading and Learning Association-International Mentor Training Program Certification
CTLT	Center for Teaching, Learning and Technology
CUNY	City University of New York
CUNY BOT	CUNY Board of Trustees
CUNY EDGE	CUNY Educate, Develop, Graduate, Empower
CUNYAC	City University of New York Athletic Conference
DACA	Deferred Action for Childhood Arrivals
DBRs	Business Office periodic department financial reports
ECC	Early Childhood Center
EOYR	End of Year Report
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FoE	John Gardner's Foundations of Excellence
FPMP	Faculty Publication Mentorship Program
FYS	First Year Seminar
GPA	Grade Point Average
HIPPA	Health Insurance Portability and Accountability Act

HRA	Human Resources Administration
HRPP	Human Research Protection Programs
IATSE	International Alliance of Theatrical Stage Employees
IP	Intellectual Property
IPBAM	Institutional Planning, Budgeting and Assessment Model
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IRPA	Office of Institutional Research, Planning and Assessment
JCOPE	New York State Joint Commission on Public Ethics
KPIs	Key Performance Indicators
LC	Learning Commons
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer
LSAMP	NYC Louis Stokes Alliance for Minority Participation
M.E.N.	Male Empowerment Network
MMR	Mayor's Management Report
MSCHE	Middle States Commission on Higher Education
NAEYC	National Association of Education for Young Children
NFS	New Faculty Seminar
NJCAA	National Junior College Athletic Association
NSO	New Student Orientation
NYBG	New York Botanical Garden
NYS TAP	New York State Tuition Assistance Program
OAA	Office of Academic Affairs
ODS	Office of DisAbility Services
OER	Open Educational Resources
OHR	Office of Human Resources
OIRPA	Office of Institutional Research, Planning and Assessment
OIT	Office of Information Technology
OMB	Office of Management and Budget
OTPS	Other Than Personnel Services
P&B	Personnel and Budget
PAR	Periodic Academic Review
PASS	Periodic Administrative Self-Study
PMP	Performance Management Process
PS	Personnel Services
PSC	Professional Staff Congress
RIO	Research Integrity Officers
RISE	Retention Initiatives for Student Excellence
SAT	Scholastic Assessment Test

SEEK	Search for Education, Elevation and Knowledge
SEEK/EOP	Search for Education, Elevation and Knowledge / Educational Opportunity Program
SEIU	Service Employees International Union
SGA	Student Government Association
SLO	Student Learning Outcomes
SPA	Strategic Planning and Assessment
SPARC	Sexual & Interpersonal Violence Prevention and Response Course
STEM	Science, Technology, Engineering and Mathematics
TOC	College Technology Oversight Committee
UBO	University Budget Office
UFS	University Faculty Senate

BCC MSCHE Self-Study Steering Committee and Working Groups[1]

Steering Committee

Co-Chairs

Jordi Getman-Eraso (Co-Chair)	Professor, History
Irene R. Delgado (Co-Chair)	Vice President, Student Success

Members

Shylaja Akkaraju	Professor, Biological Sciences	Co-Chair, Standard V
Seher Atamturktur	Professor, Biological Sciences	Co-Chair, Standard I
Robert Beuka	Chairperson and Professor, English	Review Group
Angela Wambugu Cobb	Assistant Vice President, Advancement	Co-Chair, Standard I
Tica Frazier	Associate Director, First Year Program	Co-Chair, Standard V
Janet Heller	Professor and Chairperson, Health, Physical Education and Recreation	Co-Chair, Standard IV
Ted Ingram	Professor, Counseling	Co-Chair, Standard II
Paul Jaijairam	Professor, Business and Information Systems	Co-Chair, Standard III
Danielle Jean Marie	Events Specialist, Advancement, Communications & External Relations	Co-Chair, Standard VI
Alexander Lamazares	Professor and Chairperson, Modern Languages	Co-Chair, Standard II
LaRoi Lawton	Assistant Professor, Library	Co-Chair, Standard VII
Manny Lopez	Associate Dean for Student Development	Co-Chair, Standard IV
Michael Miller	Professor and Chief Librarian, Library	Co-Chair, Standard VI
Leidy Pichardo	Student Academic Support Specialist, CD	Co-Chair, Standard VII
Sahidha Odige	Academic Student Support Manager, Learning Commons	Co-Chair, Standard III
Alexander Ott	Associate Dean for Curriculum & Academic Programs	Exec Rep, Standard III
Jessenia Paoli	Associate Director, Judicial Affairs	
Nancy Ritze	Dean for Research, Planning and Assessment	Exec Rep, Standard I
Simone Rodriguez-Dorestant	Associate Dean for Success Programs	Co-Chair, Compliance

Student/Alumni Advisory Group to the Steering Committee

Hussein Abdul	Jamila Nicholas
Erica Arcelay	Amir Salaam
Philip Bredu	Carolina Valenzuela
Jeffrey Ewell	

Standard I: Mission and Goals

Co-Chairs

Seher Atamturktur	Professor, Biological Sciences
Angela Wambugu Cobb	Assistant Vice President, Advancement (Steering Committee Liaison, Executive Representative)

Members

Monique Renee Briggs	Assistant Professor, Art and Music
Raymond Gonzalez	HR Affirmative Action Specialist, Affirmative Action
Vasiliki Hallas	Director of Personal Counseling, Counseling
Benjamin Levine	Academic Advisor, Academic Success Center

[1] Participants and their positions when the Self-Study process began

Harini Mittal	Assistant Professor, Business and Information Systems
Franklin Moore	Professor, Business and Information Systems
Elizabeth Payamps-Rodriguez	Director, Future Now
Nancy Ritze	Dean for Research, Planning & Assessment (Steering Committee, Executive Representative, MSCHE Accreditation Liaison Officer)
Alnisa Shabazz	Assistant Professor, Nursing and Allied Health
Alyce Zimerman	Confidential Executive Associate, Administration and Finance

Standard II: Ethics and Integrity

Co-Chairs

Alexander Lamazares	Professor and Chairperson, Modern Languages
Ted Ingram	Professor, Counseling

Members

Anjanette Antonio	Director, Purchasing
Gregory Cobb	Assistant Professor, Social Science
Susan Fiore	Legal Counsel/Labor Designee, Legal Affairs and Labor Relations
Teresa Fisher	Assistant Professor, Communications Arts and Sciences
Elizabeth Hardman	Associate Professor, History
Nikole Knight	Associate Professor, Business and Information Systems
Jessenia Paoli	Associate Director, Judicial Affairs (Steering Committee Liaison)
James Watson	Assistant Professor, Library
Karla Renee Williams	Executive Legal Counsel /Deputy to the President, President's Office (Executive Representative)

Standard III: Design & Delivery of the Student Learning Experience

Co-Chairs

Paul Jaijairam	Professor, Business and Information Systems (Steering Committee Liaison)
Sahidha Odige	Academic Student Support Manager, Learning Commons

Members

Virgena Bernard	Associate Professor, Nursing and Allied Health
Laura Broughton	Associate Professor, Biological Sciences
Joseph Donica	Assistant Professor, English
Elise Langan	Assistant Professor, Education and Academic Literacy
Esther Levy	Psychological Counselor, Personal Counseling
Luisa Martich	Deputy Chief Information Officer, Information Technology
Alexander Ott	Associate Dean, Academic Affairs (Steering Committee, Executive Representative)
Susana Rivera	Interim Manager, College Now
Audrey Rose-Glen	Student Life Specialist, Student Life
Jesus Sanabria	Associate Professor, Library
Sa-Rawla Stoute	Lecturer, College Discovery

Standard IV: Support of the Student Experience

Co-Chairs

Janet Heller	Professor and Chairperson, Health, Physical Education and Recreation
Manny Lopez	Assistant Dean, Student Success (Steering Committee, Executive Representative)

Members

Grisel Acosta	Assistant Professor, English

Tanweer Haroon	Lecturer, Business and Information Systems
Tamar Montuma	Academic Advisor, Academic Success Center
Donna Paroff-Sherman	Psychological Counselor, Personal Counseling
Chelsea Ramos	Institutional Assessment Specialist, Research, Planning and Assessment
Wilma Rosario	Associate Director, Financial Aid
Victor Rodriguez	Lecturer, Social Science
Yanil Dela Rosa	Director, Math Tutorial Lab

Standard V: Educational Effectiveness Assessment

Co-Chairs

Shylaja Akkaraju	Professor, Biological Sciences (Steering Committee Liaison)
Tica Frazier	Associate Director, First Year Program

Members

Chris Efthimiou	Director, Institutional Research and Testing
James Fuller	Assistant Professor, Biological Sciences
Farnaz Kaighobadi	Assistant Professor, Social Sciences
Richard LaManna	Academic Assessment Manager
Mark Lennerton	Director, Center for Teaching, Learning and Technology
Luis Montenegro	Dean, Academic Affairs (Executive Representative)
Helen Papas-Kavalis	Professor, Nursing and Allied Health
Colleen Simpson	Academic Affairs Manager, Retention Initiatives
Navin K. Singh	Assistant Professor, Education and Academic Literacy
John Ziegler	Assistant Professor, English

Standard VI: Planning, Resources and Institutional Improvement

Co-Chairs

Michael Miller	Professor and Chief Librarian, Library
Danielle Jean Marie	Events Specialist, Advancement, Communications & External Relations

Members

Kenneth Adams	Dean, Workforce Development (Executive Representative)
Deborah Alston	Finance Budget Director, Business Office
Lisa Amowitz	Professor, Art and Music
Robin Auchincloss	Director, Campus Planning
Loic Audusseau	Chief Technology Officer, Information Technology
Rajendra Gharbaran	Assistant Professor, Biological Sciences
Handan Hizmetli	Institutional Research Manager, Institutional Research
Denis McCarthy	Senior Stationary Engineer, Physical Plan Services
Patricia Ramos	Director, Admissions and Recruitment
Kaemanje Thomas	Assistant Professor, Education and Academic Literacy

Standard VII: Governance, Leadership and Administration

Co-Chairs

LaRoi Lawton	Assistant Professor, Library (Steering Committee Liaison)
Leidy Pichardo	Student Academic Support Specialist, College Discovery

Members

Rebeca Araya	Lecturer, Biological Sciences
Neferiti Cano	Assistant Professor, Nursing and Allied Health

Thomas Cipullo	Professor, Art and Music
Claudia Edwards	Director, Grants Development
Sophie Francis	Lecturer, Business and Information Systems
Bernard Gantt	Dean for Academic Services, Academic and Student Success
Robert Lupo	Lecturer, Chemistry
Michael McShea	Manager, Workforce Development
Albert Robinson	Assistant Director, Center for Teaching, Learning and Technology
Claudia Schrader	Provost, Academic Affairs (Executive Representative)

Compliance Committee

Co-Chairs

Simone Rodriguez-Dorestant	Associate Dean, Academic Affairs (Steering Committee Liaison, Exec Rep)
Karen Thomas	Registrar, Office of the Registrar

Members

Carl Andrews	Assistant Professor, Library
Kay W. Ellis	Vice President, Administration and Finance (Executive Representative)
Alan Fuentes	Director, Transfer and Job Placement Services
Clement Hemmings	Director, Bursar's Office
Tonya Johnson	Assistant Professor, Education and Academic Literacy
Octavio Melendez	Director, Academic Advising
Jesenia Minier-Delgado	Chief Diversity and Affirmative Action Officer
Edwin Roman	Academic and Transfer Resource Coordinator, Academic Affairs

Review Committee

Chair

Robert Beuka	Professor and Chairperson, English (Steering Committee Representative)

Members

Eddy Bayardelle	Vice President, Advancement, Communications, and External Relations, Executive Representative)
Howard Clampman	Professor/Chairperson, Business and Information Systems
Thomas Isekenegbe	President (Executive Representative)
Edward Lehner	Assistant Professor, Education and Academic Literacy
Katherine Parsons	Lecturer, Library
Janet Robertson	Director, Writing Center
Carmen Vasquez	Director of Staff Development and Special Projects, Academic and Student Success

Special Acknowledgement to:

Chelsea Ramos (Institutional Research, Planning and Assessment) for supporting the entire self-study process by making information/resources available in the most user-friendly formats (e-portfolios and website)

Communications and Marketing Department for creating a MSCHE Self-Study website and social media presence to communicate progress with the campus community and for providing photos and designing cover pages for the Self-Study Report

President's Office Staff for providing support preparing Self-Study Report and managing Evaluation Team visit logistics.

Institutional Overview



Institutional Overview

Bronx Community College (BCC) was established in 1957 to meet the growing need for increased higher education opportunities in the Bronx, NY. BCC is part of the City University of New York (CUNY), the largest urban public university in the country, comprised of 25 institutions, including seven community colleges.

Bronx County, one of the five boroughs of NYC, has a population of 1.47 M, which is a largely minority population (56% Hispanic and 29.5% Black); with a substantial immigrant population (35% foreign born); in need of further education (only 19% with a bachelor degree or higher); and a poverty rate of 28%, one of the highest in the country. (See Economic Snapshot of the Bronx.)

With 34 buildings on 45 acres, BCC has one of the largest and most historic traditional campuses in the CUNY system. BCC is the only college in New York State – and one of the only campuses in the US – designated as a National Historic Landmark because of its collection of architecturally significant buildings.

The BCC mission was reaffirmed, with only minor revisions, as part of development of our current Strategic Plan: 2015-2020. As a comprehensive community college, BCC provides students with an education that prepares them for advanced higher education programs and/or productive careers.

Strategic Plan

BCC's Strategic Plan (*Building a Community of Excellence: 2015-20*) provides an ambitious blueprint for the College. The overarching goal of the plan is to build a "community of excellence" characterized by a culture that (1) fosters evidence-based decision-making; (2) promotes mentoring of students, faculty and staff; and (3) facilitates collaboration, alignment and integration in all college activities and processes. The goals of the plan are stated below and were identified to support the College's mission and move the College towards realization of our Vision.

BCC Goals

1. Build a Community of Excellence
2. Empower Students to Succeed
3. Deepen Student Learning
4. Develop World Citizens
5. Cultivate a 21st Century Curriculum
6. Enhance the Campus Environment
7. Promote a Reputation for Excellence

BCC has 41 academic programs (34 associate and 7 certificates) registered with the New York State Department of Education that are active and accepting new students. Of the associate programs, 3 lead to an Associate in Arts (AA) and 12 to an Associate in Science (AS). These 15 AA/AS degree programs comprise our transfer-oriented degrees. We offer 19 programs leading to an Associate in Applied Science (AAS), which are career-oriented degrees intended to prepare students for employment on completion of the associate degree. The majority of matriculated students are enrolled in transfer-oriented AA/AS degrees (71%), with a smaller percentage in the career-oriented AAS degrees (28%). Career-related certificate programs are a very small percentage of our total enrollment (1%). In Fall 2018 approximately

two-thirds (64%) of students enrolled full-time, more than one-half (56%) were female, and approximately one-half (53%) were age 22 or younger. (See BCC Fact Sheet.)

BCC's student headcount enrollment is approximately 10,000 and FTE enrollment approximately 7500. Following 15 years of steady enrollment increases, BCC's headcount enrollment declined by 3.8% and FTE enrollment declined 1.5% between 2013 and 2017 (see BCC Enrollment Trends), with similar declines predicted through 2020 (see BCC Enrollment Projections).

The vast majority of BCC students (98%) are ethnic minorities, representing more than 60 countries of origin. Approximately one-half (51%) of BCC students are employed, and almost one-quarter (25%) are supporting children. Approximately one-half (55%) are first-generation college students, and 53% have an annual household income less than $20,000. Roughly two-thirds (64%) of entering BCC freshmen require developmental instruction in one or more basic skill area (reading, writing, mathematics).

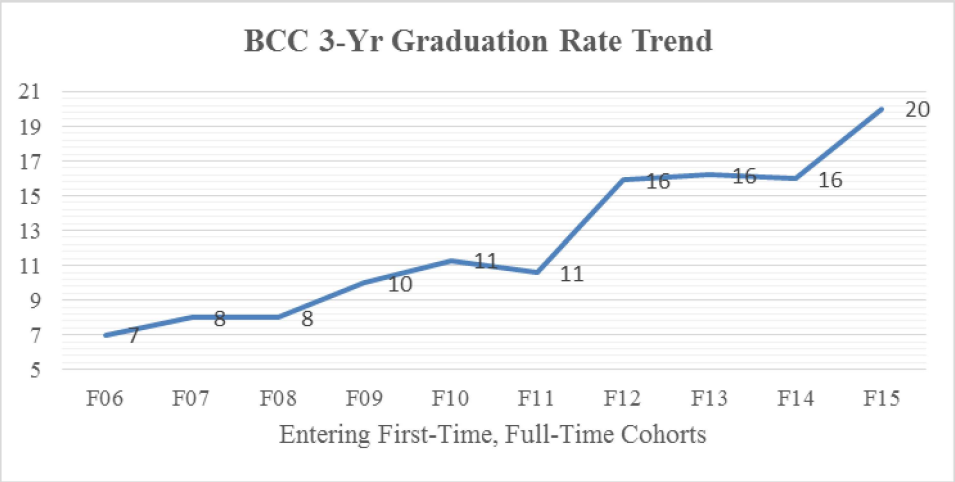
BCC consistently ranks in the top 100 associate degree producers of all minority students, African American students, and Hispanic students. According to *Community College Week*'s analysis of US Department of Education Data (September 2016), BCC ranked #27 for Hispanic, #34 for all minority, and # 44 for African American associate degrees conferred in 2015. BCC Ranked #32 on *College Choice*'s national list of the 50 Best Community Colleges for 2016-2017.

Significant Recent Developments

Since its last Self-Study in 2009, there has been a significant rejuvenation at Bronx Community College, including the following:

- Recruitment of new campus leaders and accomplished scholars who are empathetic teachers. Empathetic pedagogy is reinforced in professional development in the New Faculty Seminar (NFS)
- Transformation of our national landmark campus, with the construction of a new classroom/ library building, an on-site childhood center and a renovation of our campus quad
- Update of BCC's general education program (initiated in 2004) by adopting CUNY Pathways (initiated in 2013) as the singular general education program at BCC (in 2016)
- Institutionalization of a College-wide assessment and improvement program
- Designation as CUNY's First ASAP (Accelerated Study in Associate Programs) College, with an ambitious 3-year expansion plan (increasing the program from 700 students to almost 5,000) that is expected to drive College-wide improvements for all BCC students
- Implementation of focused and evidence-based student success initiatives (ASAP, First Year Seminar, Learning Communities, Learning Commons)
- Receipt of one of the largest National Science Foundation (NSF) grants ($5 million) awarded to a community college – *"Developing a Growth Mindset Model to Build Resiliency in STEM Students"*
- Recent completion of a comprehensive Academic Master Plan (AMP), which will: inform decisions regarding programs with enrollment concerns/opportunities; identify stackable credentials opportunities; and lead to new/restructured degree development opportunities

These developments have contributed to significant improvements in student completion rates (See Chart of 3-Year Graduation Rate Trend) as well as significant improvement in faculty, student and staff satisfaction during the same period.



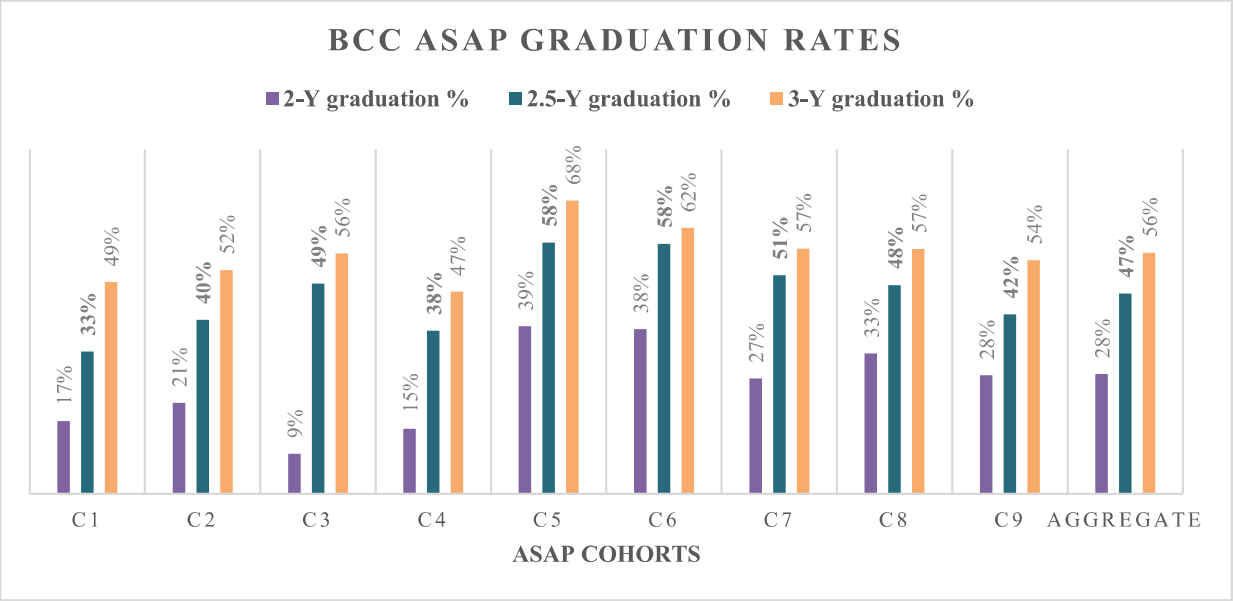
Details of improvements that BCC has made over the past decade since our last Self-Study and Evaluation Visit in 2009 include the following:

- Significant progress in the advancement of assessment efforts leading to improvements (Assessment Timeline)
- Increase in the percentage of minority faculty from 40% to 49%
- Expansion and coordination of student success initiatives (ASAP expansion, First Year Program and Seminar, Learning Commons)
- Advancement of professional development (PD) to support active learning, effective pedagogy and faculty scholarship, including Center for Teaching, Learning and Technology (CTLT) workshops; faculty-led PD for New Faculty Seminar, First Year Seminar and Learning Communities; and College-sponsored conferences (Faculty Day, Conference on Community College Excellence, Assessment Day)
- Increases in student and faculty/staff satisfaction
- Facilities upgrades including construction of new state-of-the-art facilities (North Hall and Library, our Early Childhood Center, and the campus quad) and reclaiming classrooms from Nichols Hall and Brown Annex

Currently, BCC is engaged in a unique higher education undertaking, which involves a College-wide redesign to improve College operations, academic and support experiences, and outcomes for all students. This effort was inspired by the College's designation as the first ASAP (Accelerated Study in Associate Programs) College. The ASAP Expansion/College Redesign Plan is charted in the BCC ASAP Logic Model.

As a brief background, ASAP is a highly successful academic support program that provides students with advisement, academic support, and financial resources. The City University of New York (CUNY) first launched the ASAP program across the CUNY Community Colleges in 2007 as a 3-year pilot. The program's theory of action includes: (1) removing financial barriers to full-time study; (2) providing structured degree pathways and comprehensive, well-coordinated support services; (3) establishing high expectations for all students; and (4) building community through early engagement and a cohort model. ASAP provides students with comprehensive financial and support services in a program that emphasizes degree completion. Participating students receive tuition waivers, textbook vouchers, MetroCards, and comprehensive, coordinated supports (in particular, highly structured and personalized advisement). The primary program goal has been for at least 50% of students to earn an associate degree in 3 years. BCC

has consistently met this goal. (See ASAP Outcomes and graduation rate chart)



Thomas A. Isekenegbe assumed the presidency of BCC in August 2015; shortly thereafter (October, 2015), then-CUNY Chancellor Milliken announced the selection of BCC as the first CUNY ASAP College. Lessons learned from the ASAP expansion/BCC transformation, along with our MSCHE Self-Study findings, provide a unique opportunity for the College community to: demonstrate the College's compliance with MSCHE standards and requirements; evaluate progress towards achievement of the College's Strategic Goals; and provide guidance for the upcoming strategic planning process for BCC.

Major College Challenges, Priorities and Recommendations for Improvements

Analyses conducted as part of the Self-Study process resulted in identification of major challenges that BCC currently faces and will address as part of the next strategic planning period for the College. The five major challenges include:

1. Improving Student Success (academic progress, retention and completion)
2. Improving Student Learning (especially basic and higher-order skills)
3. Addressing Enrollment Decline and Impact on College Budget
4. Improving College Financial/Administrative Management, Transparency and Communication
5. Managing Campus Infrastructure

Related to these challenges are ten priority issues that relate to one or more of the five major challenges. These issues, referenced along with related findings and recommendations (BCC Priority Issues) throughout this self-study, are as follows:

1. **Academic Progress, Retention and Completion:** While the 3-year graduation rate has almost tripled in the past decade, retention and completion rates are below the national average and are among the lowest in CUNY.

2. **CUNY Placement and Remediation Reform:** CUNY plans to eliminate skills placement testing in Fall 2019 and recommends the creation of co-requisite courses and elimination of stand-alone remedial courses.
3. **Attendance, Participation & Withdrawals:** Lack of consistent student attendance is a significant problem at BCC and correlates with lack of student progress and success.
4. **Academic Advisement:** The ASAP expansion has provided significant increases in advisement resources for BCC, along with concerns that the College provide for equitable and effective advisement for all students.
5. **Financial Literacy/Financial Aid:** Many BCC students have multiple financial challenges (40% with annual household incomes<$15,000; 37% worry about having enough food to eat; 68% worry about housing costs – some of the time or more). Many BCC students are financially eligible for financial aid, but don't receive it due to lack of academic progress, lack of proper filing, international student status or registration/withdrawal actions.
6. **High-Impact Classroom-Practices:** Effective pedagogy and high-impact classroom practices (learning communities, ePortfolio, and flipped classrooms) are utilized by many, but not all faculty.
7. **Building/Assessing Basic and Higher-Order Thinking Skills across the Curriculum:** Performance of graduating BCC Sophomores on the Collegiate Learning Assessment Test (CLA), a measure of general education skills (critical thinking and written communication), is not strong (proficient) for all students.
8. **Enrollment/Budget:** Enrollment (headcount and FTE), which had been steadily increasing for 15 years, has recently declined (1.5% FTE and 3.8% headcount decline between 2013 and 2017). Maintaining enrollment (with new admits and retained students) is critical to maintaining fiscal stability for the College.
9. **Fiscal/Administrative Management:** While campus surveys demonstrate improving satisfaction with campus leadership, culture and services over past few years, there have been recent concerns expressed about fiscal/administrative management (including transparency, timeliness, collaboration, communication and effectiveness in some administrative areas).
10. **Campus Infrastructure:** BCC is the oldest community college in the CUNY system and also one of the most architecturally distinguished. The College's landmark status and aging infrastructure present particular benefits and challenges for BCC.

Self-Study Objectives and Organization

Self-Study Objectives

The Middle States Self-Study process has offered an opportunity for the campus community to examine the College's progress over the past decade. Within the specific context of the MSCHE accreditation standards and in the broader spirit of continuous improvement, the intended outcomes of the Self-Study are to:

1. Demonstrate how BCC meets or exceeds MSCHE standards and requirements for accreditation.
2. Engage the BCC community in an open, inclusive and transparent evaluation process that allows for input from all groups and builds assessment and analytical capacity across the campus.
3. Use the Self-Study process to focus on lessons learned from the BCC ASAP expansion and College transformation.
4. Use Self-Study analysis along with analysis from our Academic Master Plan (AMP) to inform a new BCC Strategic Plan, in support of institution-wide improvement and renewal.

Organizational Structure of the Steering Committee and Working Groups

With input from his Cabinet, President Isekenegbe selected members of the Self-Study Steering Committee in January 2017; this body is comprised of representative members from across the campus community. The Steering Committee met regularly to prepare the Self-Study Design (submitted and approved in Spring 2017); to oversee the research and data collection process (Spring 2017-Fall 2017), drafting of chapters, and composition of the final report (Spring 2018-Fall 2018); and to communicate with the campus community about the process and results. Nine Self-Study working groups were formed, involving more than 100 members from across every sector of the college community. Each of seven of the groups focused on one of the seven MSCHE Standards along with corresponding Requirements. An eighth group focused on Compliance, and a ninth group (the Editorial Review Committee) was responsible for reviewing work and providing feedback over the course of the Self-Study period. The Self-Study working groups had two co-chairs. The members of the Working Groups were selected from a list of volunteers, following an open call issued by the President at our Spring 2017 Faculty and Staff Convocation, held on January 23, 2017. In addition to the working groups, a student advisory group was established to provide ongoing input and feedback to ensure that the student voice would be incorporated into the process and final product.

Following the announcement and appointment of the MSCHE Steering Committee and Working Groups, a kickoff luncheon engaged Self-Study participants in May 2017. At this time, the President charged the group and invited all participants to attend an orientation session, which was offered at a variety of times to suit all participants' schedules.

Documentation of Self-Study Process

The following ePortfolios were created as open and transparent resources for the self-study process and its documentation utilized by both the Working Groups and the larger College community.

- ***Self-Study ePortfolio*** includes information about the Self-Study for the BCC community. Content includes:
  - Self-Study Design and timeline
  - Structure and charges for Steering Committee and Working Groups

- ***MSCHE Roadmap Documentation*** includes a wide variety of reports that comprise the BCC MSCHE Documentation Roadmap/Evidence Inventory. Categories include:
  - Accreditation documentation (historical reports and correspondence with MSCHE and other program accreditors)
  - BCC Annual and Periodic Reports
  - BCC Documents (Governance Plan, Strategic Plan)
  - Research Reports and Briefs

- ***BCC Assessment Plan*** includes all of the information from the BCC Assessment Plan document, presented in a user-friendly electronic format.

- ***Institutional Research*** includes a wide variety of research reports and tables, including college profiles, trend reports, performance reports and survey results.

The following schedule details the process and progress of the BCC Self-Study.

Spring 2017	Steering Committee prepared Self-Study Design; Design approved by MSCHE; orientation sessions provided to all Steering Committee and Working Group members
SP17- FA17	Working Groups conducted research and wrote first draft of chapters
Spring 2018	Working Groups presented preliminary findings to campus community at Spring 2018 Faculty and Staff Convocation; Editorial Review Team provided feedback to Working Groups; Working Groups completed draft reports and submitted to Steering Committee
Summer 2018	A small editorial team wrote first full draft of Self-Study. Additional layers of document review were completed by the President's Cabinet and the Steering Committee, among other ad hoc groups across campus
Fall 2018	Draft 1 Self-Study widely disseminated across campus; multiple opportunities for campus review and feedback provided (at all regularly scheduled meetings, on a survey, at Town Hall meetings, at specially scheduled meetings and as part of a web-based marketing campaign); campus feedback was used to develop Draft 2 Self-Study, which was submitted to Evaluation Team Chair. Following Team Chair visit, final call for campus feedback elicited for final BCC Self-Study Report.

Organization of this Report

This report is organized according to each of the seven MSCHE Standards: I. Mission and Goals; II Ethics and Integrity; III Design and Delivery of the Student Experience; IV. Support of the Student Experience; V: Educational Effectiveness Assessment; VI. Planning, Resources, and Institutional Improvement; and VII. Governance, Leadership and Administration.

Each section includes the following:

1. Overview

A brief review of how the standard relates to the BCC mission and goals as well as any historical or current contextual information relevant to the analysis.

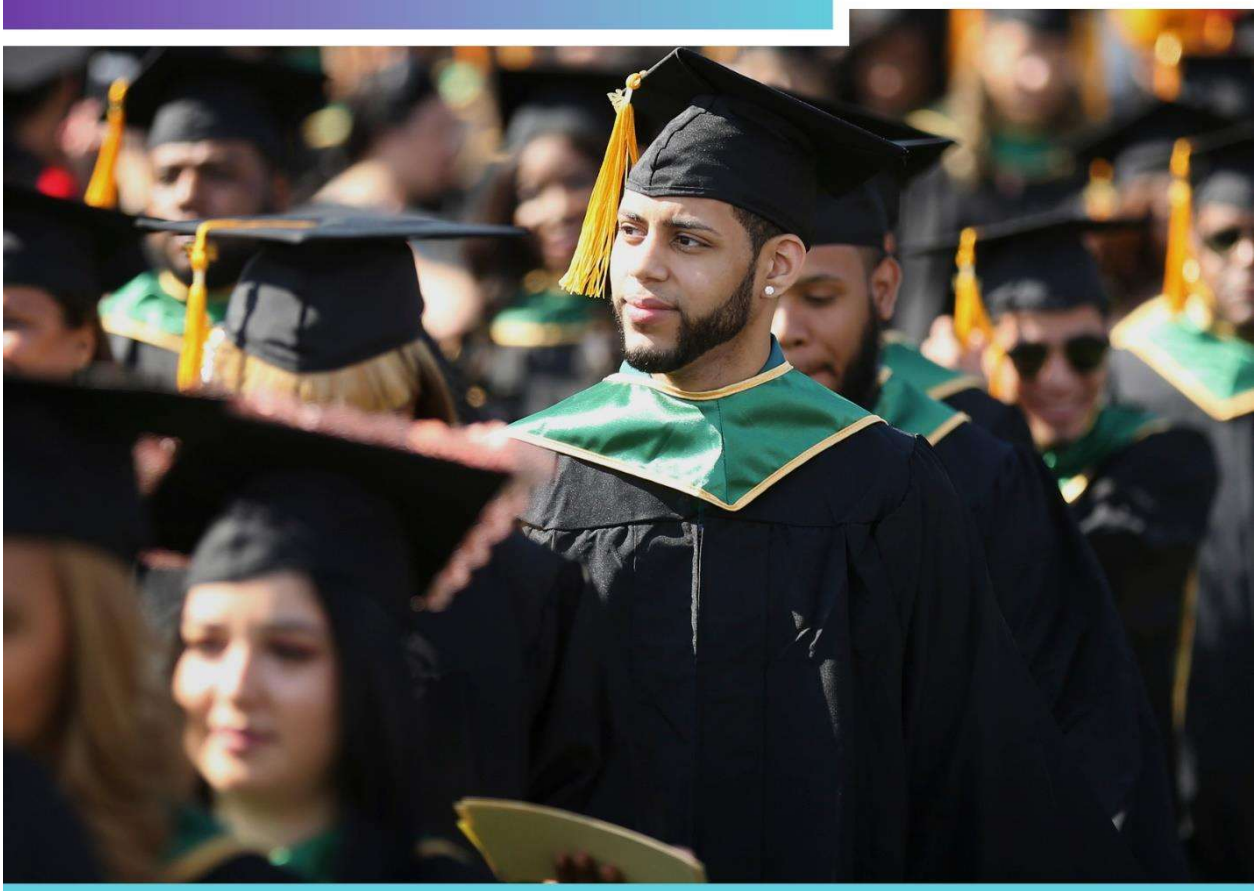
2. Evidence

Discussion of the relevant criteria for each of the MSCHE standards and related requirement and demonstration of BCC's compliance with them.

3. Analysis and Recommendations

Analyses of strengths, challenges and recommendations related to the standards and requirements.

Standard I:
Mission and Goals



Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

> **Requirement 7 (Mission)** The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.
> **Requirement 10 (Institutional Planning)** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessment.

OVERVIEW

Bronx Community College's clearly defined mission remains at the heart of its identity, forming the foundation for strategic planning, assessment, resource allocation, and goal setting. BCC's mission, vision and values drive our purpose and support the overall CUNY mission to provide a high-quality education with broad access and function as an engine of social mobility.

College Mission

Bronx Community College serves students of diverse backgrounds, preparations and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. We offer students access to academic preparation that provides them with the foundation and tools for success in their educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities.

College Vision

Bronx Community College will effectively invest in the success of all students by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals. Graduates will be prepared to understand, thrive in and contribute to a 21st-century global community marked by diversity, change and expanded opportunities for lifelong learning and growth.

College Values

- Respect
- Integrity
- Engagement
- Excellence
- Empowerment

Reaffirmation of Mission and Development of Strategic Goals

BCC regularly (approximately every five years) engages the entire campus community in a review of our mission and vision and the development of College goals as part of our strategic planning processes. The current Strategic Plan 2015-20 (*Building a Community of Excellence: 2015-20*) was drafted by the

College's Institutional Effectiveness Committee (at that time called the Strategic Planning and Assessment Committee), which included a broad representation of faculty and staff from the College. Wide campus participation was encouraged (from 2012-14), which resulted in a reaffirmation of the College's mission and vision statements (with slight changes in the wording), the inclusion of five College values, and the establishment of seven major goals. This inclusive plan received unanimous approval by the College Senate on December 11, 2014. The strategic goals embody the College's mission, vision and values with an emphasis on student success, student learning and institutional effectiveness.

BCC's Strategic Plan was informed by:

- the BCC College mission and vision
- Recommendations from the BCC MSCHE Self-Study 2009 (Targeted Areas for Improvement; Summary of 2009 Self-Study; and MSCHE Evaluation Team Report 2009)
- Recommendations that resulted from the College's participation in John Gardner's Foundations of Excellence (FoE) in the First Year Self-Study 2010-11, which include the theories of action informing the plan and comments from John Gardner on the quality of the BCC analysis (Foundations of Excellence Analysis and Plan)
- a thorough review of the literature (including theories and evidence) regarding student and institutional success (Theories of Action Informing the BCC Strategic Plan)

As a result, the current BCC strategic plan focuses on improving student learning outcomes and institutional effectiveness through a systemic effort to promote learning-centered and evidence-based pedagogy across the curriculum and in the activities of all administrative departments across the campus. See Chart of BCC Goals Informed by 2009 MSCHE 2011 FoE Self Studies.

BCC's commitment to student and institutional success as expressed in its mission and goals were bolstered when in October 2015, the University designated BCC the first Accelerated Studies in Associate Programs (ASAP) College, with the goal of increasing program enrollment from 700 students to 5,000 by Spring 2019 (which would comprise approximately one-half of the BCC student population). ASAP, which has been hailed as a national model for improving completion rates, assists students in earning associate degrees within three years. ASAP provides a range of financial, academic, and personal supports including comprehensive and personalized advisement, career counseling, tutoring, waivers for tuition and fees, MTA MetroCards, and additional financial assistance to defray the cost of textbooks. BCC leadership embraced the ASAP expansion as an opportunity not only to increase completion rates, but also to use the expansion as a catalyst to accelerate progress on our strategic goals.

The College is carefully monitoring student performance data for all ASAP and non-ASAP students to assure that everyone benefits from this effort. Since the time of our last Self-Study, 3-year completion rates have almost tripled, one indication of the positive impact of the ASAP program and expansion.

EVIDENCE

Criterion 1. Bronx Community College has a clearly defined mission and goals:

The BCC mission statement clearly represents the comprehensive purpose of the College, which has remained largely the same since the College was established in 1957, and is focused on the particular student population that we serve.

College Mission

Bronx Community College serves students of diverse backgrounds, preparations and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. We offer students access to academic preparation that provides them with the foundation and tools for success in their educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities

a. … are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;

The process of mission and goals review, revision and development has been formalized as part of the College's *Institutional Planning, Budgeting and Assessment Model* (IPBAM), developed in 1999, which has informed the annual and periodic planning, assessment and budgeting processes and routinely includes participation of the entire campus community. This allows for direct consultation, review, and input by governance bodies.

The current College mission and vision were reaffirmed with new values and goals developed during the 2012-13/2013-14 academic years. The College's Strategic Planning and Assessment (SPA) Committee, which included representation from all campus constituencies, enlisted broad campus participation in the evaluative process. The committee conducted a campus-wide survey and a series of focus groups to elicit input. Further discussions occurred at campus meetings, such as the College Senate, VP, Deans and Chairpersons Committee, and the Administrative Council.

These discussions provided an opportunity to assess and ultimately reaffirm the campus community's commitment to the College's mission, along with a reframing of the College goals in order to improve student success, student learning and institutional effectiveness. The Strategic Plan (*Building a Community of Excellence: 2015-20*), with the updated mission, vision, values and strategic goals and objectives, was unanimously approved by the BCC College Senate in December, 2014.

Departmental Mission Statements Align with College Mission

All academic, administrative and student support departments have mission statements that reflect their particular purpose and functions. As part of annual and periodic review processes, departments demonstrate alignment of their mission and goals with the College's. (See *Periodic Academic Review Guidelines* – section IIC (PAR) and Periodic *Administrative Self-Study* (PASS) *Guidelines*- section IIB.

b. address external as well as internal contexts and constituencies;

The College is committed to providing the entry point for students to the City University of New York, and as an important member of the CUNY Community, it remains in regular contact with the Central Office and sister institutions. The BCC mission, vision, and strategic goals and objectives all directly align with CUNY's mission and strategic plan. In addition, several units on campus are in regular communication and collaboration with members of our local community who bring the interests and perspectives of external constituencies to our goal setting. These include:

- Academic departments that engage with local advisory boards (for A.A.S. programs), senior colleges with articulation agreements, and local business and industry members

- Regular (monthly) meetings between BCC staff and the Bronx Opportunity Network (BON), which is a collaborative of Bronx community-based organizations (CBO's) that support local youth in their transition to and through college
- A Workforce Development and Continuing Education Department that works in close collaboration with local business and industry members
- Advancement, Communications and External Relations Division, which is the bridge between BCC and the world beyond BCC's gates. The Division links on-campus academic programs to business and industry, alumni, foundations, corporations, government agencies, the media, local schools, and community-based organizations. The Division is also responsible for increasing visibility for the College through social media, the press, and marketing campaigns

c. are approved and supported by the governing body;

The BCC Strategic Plan, *Building a Community of Excellence: 2015-20* (including mission, vision, values and goals), was widely discussed across campus and was unanimously approved by the BCC College Senate on December 14, 2014.

d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; Requirement 7 (Mission), Requirement 10 (Institutional Planning).

Annual BCC Assessment and Goal Setting (CUNY's PMP – Performance Management Process)

BCC's annual planning, assessment and budgeting process is guided by the College's *Institutional Planning, Budgeting and Assessment Model* (IPBAM) and corresponds with the annual CUNY Performance Management Process (PMP) and the CUNY budget allocation cycle. The BCC IPBAM provides a conceptual framework for a continuous, cyclical process of evaluation and improvement for all operations of the College. The CUNY PMP links planning and goal setting by the university and its colleges, measuring annual progress towards key university goals. The CUNY-wide PMP reports demonstrate progress of individual institutions and the university on key performance metrics.

Each year, CUNY's chancellor states the University's performance goals for the upcoming academic year, guided by the University's Master Plan. CUNY presidents, working with their executive teams and college communities, establish performance targets for their institution for the coming year reflecting plans for existing or new initiatives.

At the end of each academic year, each college's progress on university and college goals is assessed, while strengths and ongoing challenges are identified. The chancellor meets with each college president annually to review institutional performance, recognize successful performance, and identify future priorities.

CUNY established a new set of PMP goals in 2017, consistent with its new Strategic Framework. CUNY has identified performance metrics that correspond with each of these goals, and they produce an annual data book that documents the data trends for each of the CUNY colleges relative to these metrics. The CUNY goal categories include: (1) Access and Completion; (2) College Readiness; (3) Career Success; (4) Knowledge Creation; (5) Funding Model. BCC goals are in direct alignment with the CUNY goals (along with the CUNY PMP Metrics).

In conjunction with the CUNY PMP process, the BCC president calls for annual reports from each division vice president early in the spring. In turn, each vice president calls for reports from their department chairs and directors, with every department and division documenting assessments for the prior year and goals/targets for the upcoming year in their Annual Assessments & Plans.

Each vice president and member of the President's Cabinet completes Annual Division Reports, which typically include assessment of prior year accomplishments and challenges and goals for the upcoming year, with linkages to BCC strategic goals. Early in the summer, the President's Cabinet has a planning/assessment retreat, with annual institutional priorities, activity plans and budget priorities established. A few recent examples of planning, decision-making and investments follow:

Alignment of Plans, Decisions and Investments Linked to BCC Mission and Goals

Excerpts from BCC Goals and Objectives	Selected examples of planning, decision making and investments
1.1 Promote Analytically-Driven Decisions	▪ **Assessment Council -** Reassigned time for a faculty member from each academic department to serve on the Council ▪ **Periodic Administrative Self Study (PASS) -** Initiated for all administrative and student support departments ▪ **BCC Assessment Day** (initiated in 12/17) – An annual event featuring sessions highlighting assessment efforts and projects leading to change and improvements
1.2 Promote Mentoring and Professional Development	▪ **New Faculty Seminar (NFS)** – A year-long orientation for new full-time faculty covering academic assessment, pedagogy and professional progress. Reassigned time for Faculty Mentors and participating new faculty ▪ **First Year Seminar (FYS) -** Reassigned time for Faculty Leaders and faculty participants to support the development of effective pedagogy ▪ **FYS Peer Mentoring Program** –Trains students, who are employed as peer mentors to support student success in FYS
2. Provide Efficient, Accessible, Integrated Student Services and Supports	▪ **Starfish purchased and implemented–**This software is in use to improve advisement, support and tracking of student success and challenges. New plans are in place to use Starfish to help improve attendance and participation in courses

See more examples in Alignment of Plans and Investments linked to BCC Mission and Goals.

Recently, an Academic Master Planning Committee (comprised of faculty, staff and students) completed a comprehensive *Academic Master Plan* (AMP), which is expected to inform a new Strategic Plan and provide substantive direction for the development, assessment, and revision of academic programs. The decision to develop an Academic Master Plan (AMP) grew from the BCC Strategic Plan, which called for cultivating a 21st-century curriculum and for reviewing, evaluating, updating, and developing curricula that maintain currency and are congruent with BCC's mission.

e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;

Support for scholarly inquiry and creative activity at all levels is guided by the College's Strategic Goal 3, Objective 3 - ***Promote excellent teaching/scholarship (including scholarship of teaching) in promotion and tenure decisions.*** Currently, teaching, scholarship and service are the central requirements for full-time faculty reappointment, tenure, and promotion. Each year, the College collects and reports on faculty scholarship and creative works in an Annual Scholarship Report. As reported in the 2018

PMP Data Book (page 67), BCC full-time faculty produced an average 0.5 pieces of scholarship/creative works in 2017, representing a steady increase in the average of 0.1 pieces each year since 2014 (from 0.2 in 2014, to 0.3 in 2015, 0.4 in 2016, and 0.5 in 2017). Faculty scholarship and creative activity are supported by a variety of CUNY and BCC initiatives, including:

- BCC Presidential Grants
- PSC-CUNY Research Grants, reassigned time for scholarship, and funding for conference travel
- Chancellor's Research Scholarship Program; funding for students and faculty
- NYC Louis Stokes Alliance for Minority Participation (LSAMP) funding
- Provost Initiatives (BCC Innovation and Inquiry Grants)
- CUNY-wide initiatives including: William Stewart Travel Award; Faculty Scholarship SupportGrant; CUNY Faculty Fellowship Publication Program. All of these are consistently won by BCC faculty to support their research and conference travel.

While there is general support for all types of scholarship and creative works, BCC has been particularly focused on supporting the scholarship of teaching and learning. Each January, BCC's Leadership Group for the Center for Teaching, Learning and Technology (CTLT) sponsors a Conference on Community College Excellence for professional development.

This conference, which began in January 2014, serves as a forum for campus conversations among our faculty and staff about challenges that impede students' progress and the presentation of initiatives that lead to improvements in student success. The conference has emerged as a showcase for highlighting pedagogy, assessment, programs, and services that positively impact student learning and student achievement. Overwhelming positive responses from participants led us to expand participation to our sister community colleges in CUNY in 2017. In 2018, we extended the invitation to all CUNY colleagues to attend, present and collectively reflect on the mission of our educational institutions and our individual roles as educators, program directors, or staff. Conference themes include:

- February 2019 ~ The 6th Annual Event: "Reflecting on the Promise"
- January 2018 ~ The 5th Annual Event: "Diverse Paths to Excellence"
- January 2017 ~ The 4th Annual Event: "Bridging the Gap Through Evidence-based Practices"
- January 2016 ~ The 3rd Annual Event: "Keeping the Promise"
- January 2015 ~ The 2nd Annual Event: *"Building a Community of Excellence"*
- January 2014 ~ The Inaugural Winter Conference at BCC

f. are publicized and widely known by the institution's internal stakeholders;

BCC mission, vision, values and goals are widely publicized across campus. They are prominent in all campus publications (such as the College Catalog and various handbooks), and they are available on the BCC website and in posters across campus. All academic, administrative and student support departments are expected to align their mission and goals with the College's mission and goals and to provide annual and periodic reports demonstrating achievements and plans relative to them.

g. are periodically evaluated.

Comprehensive evaluation processes encompass all areas of the College (including mission and goals) and are represented in the BCC Assessment Framework. BCC regularly engages the campus community in the evaluation of the College's mission and goals. Approximately every five years (at least since 1996), BCC has developed a new strategic plan. As part of that process, the campus community assesses the

currency and appropriateness of the College's mission and goals. In preparation for the current strategic plan, the College mission was reviewed, and it was decided that the spirit of the mission should remain intact with only minor changes in wording. The current MSCHE self-study process has engaged the campus in considering the alignment of individual department mission and goals and with the College's mission and goals. Recommendations from this self-study will inform our next strategic plan (2020-25).

Criterion 2. Institutional goals that are realistic, appropriate to higher education and consistent with mission.

BCC strategic goals are centered on student and institutional success and are realistic and appropriate to higher education, as they are aligned with both the MSCHE Standards and with the larger *CUNY Master Plan* Strategic Framework. In addition, our strategic goals and objectives were developed in accordance with the College Mission and Vision statements.

These examples highlight that BCC's operational model is supported by realistic goals that are tied to the College's mission. As BCC continues to grow and adapt new initiatives such as ASAP expansion, continuous assessment of all units of the College will be necessary to ensure that the mission statement provides a flexible framework that supports its potential and the College's service to students.

Criterion 3. Institutional goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

The BCC Strategic Plan includes the following goals and objectives that focus on student learning:

Strategic Goal 3: Deepen Student Learning ▪ Promote and reinforce active teaching and learning for application among all faculty members. ▪ Promote integrated faculty development ▪ Promote and encourage excellent teaching and scholarship (including scholarship-of-teaching) in promotion and tenure processes
Strategic Goal 4: Develop World Citizens ▪ Develop sustainable and mutually beneficial partnerships within local and global communities ▪ Engage the College (including faculty, staff and student) and community partners as active civic participants and leaders in local and global initiatives ▪ Expand and develop purposeful campus life experiences for students to promote leadership, personal development, civic engagement, cultural immersion and cultural competency
Strategic Goal 5: Cultivate a 21st- Century Curriculum ▪ Review/evaluate/develop programs to maintain currency and congruence with the College's mission. ▪ Strengthen program outcomes by maintaining formal linkages with four-year colleges and industry ▪ Promote mastery of a strong general education in all programs (through the implementation and assessment of the CUNY Pathways Common Core)

The College's General Education Learning Outcomes, now aligned with the CUNY Pathways Flexible Common Core student learning outcomes, are detailed in Standards III and V. Non-academic student learning outcomes (where appropriate) have been developed across the campus in those departments that have regular interactions with students. Annual reports and Periodic Administrative Self-Studies detail those learning outcomes and the results of their assessments.

These educational goals are supported by administrative, educational, and student support

programs and services to ensure *student success in their educational and/or professional plans.*

BCC continues to make good progress on each of the goals of the Strategic Plan, which demonstrates investments and accomplishments for each of the plan's goals and objectives. To date, we have demonstrated institutional progress resulting from those strategic efforts, including:

- Steady increases in the 3-year graduation rate to 20% (from 7% for the Fall 2006 entering cohort to 16% for the Fall 2012-14 entering cohorts to 20% for the Fall 2015 entering cohort)
- Increase in percentage of courses taught online from 2.6% in Fall 2015 to 5.2% in Fall 2017
- Increase in the percentage of minority faculty from 44.5% in Fall 2015 to 49.3% in Fall 2017
- Steady increase per year in the average pieces of scholarship/creative works per full-time faculty from 0.2 in 2014 to 0.5 in 2017
- Increase in grant awards from $50,000 in FY2015 to $903,677 in FY 2017
- Modest, but consistent increases in student persistence and progress indicators
- Increase in student and faculty/staff satisfaction indicators

Criterion 4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.

BCC uses the MSCHE self-study process and our own strategic planning processes to review and assess the College's mission and goals. Each time the College updates its strategic plan, the campus community is engaged in a review and analysis of the College's mission and goals, and in evaluating and planning future directions for the College.

ANALYSIS and RECOMMENDATIONS

Strengths:

- BCC's mission and goals are: clearly understood and deeply embraced across the campus; widely publicized; and used to drive budgeting, planning and decision-making. They are aligned with each other, with CUNY's mission and goals, and with MSCHE expectations.
- BCC's *Academic Master Plan* (AMP) provides comprehensive analysis and evidence to inform future directions for academic programming at the College.

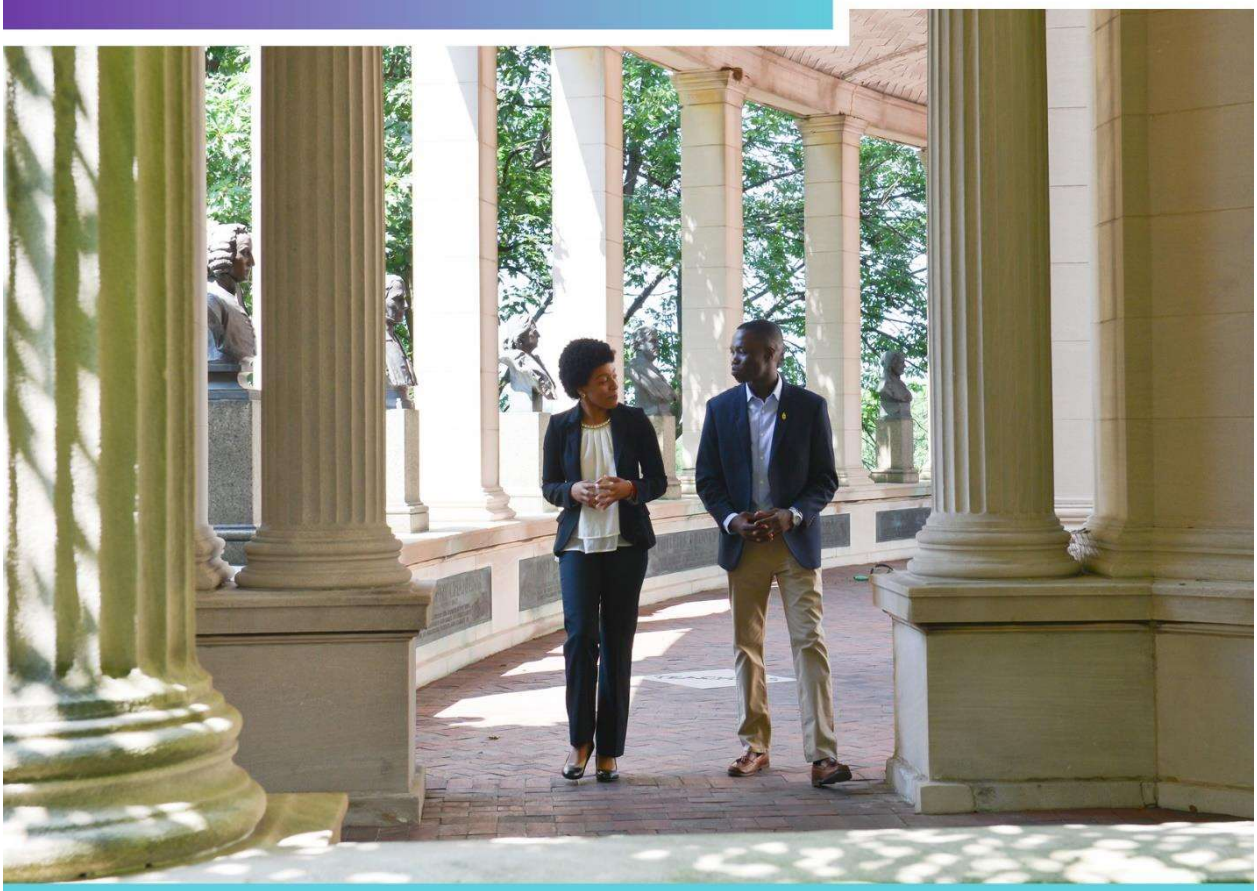
Challenges:

- While the BCC's mission, vision and goals are deeply embraced across campus, their statements could be more succinctly expressed.

Recommendations

- Utilize recommendations from *MSCHE Self-Study*, along with recommendations from *Academic Master Plan*, to inform the new *BCC Strategic Plan: 2020-25*.
- Ensure that upcoming operational planning efforts (to address enrollment, retention, and remedial reforms as highlighted in subsequent chapters of this report) are true to the core elements of our mission: serving students of *diverse backgrounds, preparations, and aspirations* by providing a *broad and rigorous education* and *providing the foundation and tools for success*.

Standard II:
Ethics and Integrity



Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

OVERVIEW

Bronx Community College is committed to upholding the highest standards of ethics and integrity. Consistent with our mission and vision, BCC provides the best possible service to the learning and working environment on our campus by remaining current on local, state and federal regulations and communicating policies and procedures widely and transparently. The BCC Values of Respect, Integrity, Engagement, Empowerment, and Excellence foster a climate with which the campus community engages in all activities, interactions, and commitments. The College implements and complies with all CUNY system-wide policies and develops its own for local campus use, representing:

- A commitment to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights
- A climate that fosters respect among all campus constituents
- Policies and procedures that are fair and impartial, and assurance that grievances are appropriately and equitably addressed
- An avoidance of conflict of interest (or appearance of conflict of interest)
- Fair and impartial hiring, evaluation, and discipline practices
- Honesty and truthfulness in public relations announcements and materials
- Promotion of affordability, accessibility, and funding sources and options for students
- Compliance with all applicable federal, state, and Commission reporting

EVIDENCE

Criterion 1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

As a unit of the City University of New York (CUNY), BCC subscribes to the University's policies and procedures relating to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. The College's commitment to these tenets is demonstrated in its practice of ensuring that information is shared with and is accessible on the website and in College publications to all members of the College community.

Academic Freedom

The CUNY-wide Committee on Academic Freedom, under the umbrella of the University Faculty Senate (UFS), maintains vigilance for threats to academic freedom throughout CUNY. The Committee drafts statements on appropriate issues, receives and evaluates inquiries from individual faculty members and college faculty groups about possible violations of academic freedom, and publicizes the UFS Statement on Academic Freedom. In recent years, the Committee has addressed how academic freedom may be justified and protected, with the assistance of both the Office of the Vice Chancellor for Legal Affairs and the Academic Freedom Committee of CUNY's faculty and staff union, the Professional Staff Congress of the City University of New York (PSC-CUNY).

A Committee on Academic Freedom at BCC was formed through a recent change in the College's governance plan. At the CUNY Board of Trustees meeting on January 30, 2017, it was resolved that the standing Committee on Academic Freedom (a group with advisory status, consisting of students, faculty, staff and administrators) would report and make recommendations to the College Senate concerning any condition that could affect the academic freedom of the College community. Amended language to the College's Governance Plan (section I.4) states that "academic freedom is the freedom from duress or sanction aimed at suppressing the intellectual independence, free investigation, and unfettered communication by the academic community – including but not limited to members of the instructional staff, students, and guests."

This committee includes the chairperson of the Faculty Council, the president of the Student Government Association (SGA) or an SGA designee, five members of the instructional staff elected by the Faculty Council, three members of the SGA, and one member designated by the president from among the administration. Since its establishment in 2017, the Committee, chaired by a faculty member, has actively met and engaged in developing a definition of academic freedom at BCC and protocols for addressing complaints.

Freedom of Expression

The most recent University-wide expressive conduct policy was issued in 2012 by CUNY's Office of General Counsel. In continued support of the University's and BCC's commitment to expressive freedom, in 2015 the College Senate Subcommittee on Governance and Elections convened a working group consisting of students, faculty and staff representatives to develop a campus-wide statement on expressive conduct; work on this draft expressive conduct statement continues under the newly created BCC Committee on Academic Freedom.

Intellectual Freedom

CUNY's Academic Freedom Policy (from the Manual of General Policy) promotes the transmission of knowledge in a multi-faceted way that encourages the participation of both faculty and students. BCC's commitment to academic and intellectual freedom, in accordance with CUNY policy, is available to the entire campus community in our Academic Freedom Manual.

Intellectual Property Rights

Ownership of Intellectual Property (IP) rights developed at BCC or in conjunction with/by other CUNY researchers is determined in accordance with CUNY IP Policy. In general, the policy states that the creator owns all rights to copyrightable works and that the University owns all rights involving all other intellectual property with exceptions to the areas of sponsored research, commissioned works, copyrightable works created within the scope of employment, electronically published course materials, negotiated agreements, and University media.

Criterion 2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

Fostering and maintaining an atmosphere of mutual respect is a foundational value at BCC. Drawing on our rich multicultural community of faculty, staff, and students from more than 100 countries of origin, we both protect and celebrate our diversity, as it is central to our mission of preparing students to contribute to the global community.

As a designated Hispanic Serving Institution (HSI), we embrace our role as a conduit of upward social mobility for our students. In 2017, BCC was recognized in the *Chronicle of Higher Education*'s *Mobility Report Card* on the Role of Colleges in Intergenerational Mobility. Of the 27,770 schools analyzed worldwide, BCC ranked 6th among associate-level colleges in social mobility of "students whose parents were at the bottom 20% of income levels and who reached the top 20% of individual earnings."

Our commitment to promoting and ensuring the College's climate as one that values, promotes, and ensures respect for all members of our community influences both our organizational structure and our practices. The College has an Office of Affirmative Action, Compliance and Diversity managed by our Chief Diversity Officer, who reports to the President. The Office functions to:

- Develop and disseminate the yearly campus Affirmative Action Plan
- Recommend and monitor the attainment of faculty and staff employment goals
- Handle both informal resolutions and internal discrimination complaints
- Provide training on equal opportunity and diversity
- Foster a diverse and inclusive learning and working environment

The College supports a variety of activities to foster respect across the campus, including:

- The President's Conversation Series (2016-present)
- BCC Conference on Community College Excellence (2015-present)
- Hispanic Heritage Month
- Women's History Month Celebration: Intersectionality and Identity Politics (2018)
- Immigration Heritage Week

The College's efforts and success in creating and fostering a climate of respect is evidenced by data from the annual Faculty and Staff Satisfaction Survey. The trend over the past three years shows continual and substantial improvement in measures of mutual respect and cooperation.

% Faculty/Staff Rating Campus Climate Indicators as Satisfactory or Better

	SP 13	FA 14	SP 15	SP 16	SP 17	SP 18
	(n=238)	(n-366)	(n=330)	(n=364)	(n=351)	(n=460)
Safety and Security	92	92	88	93	95	93
Multicultural Respect	82	77	81	85	88	90
Cross-Campus Collaboration	54	47	57	68	77	77
Internal Campus Communication	65	51	60	73	78	75
Collegiality between Faculty & Staff	Not collected	Not collected	Not collected	84	87	88

In 2015 the College participated in the Harvard University Collaborative on Academic Careers in Higher Education (COACHE) Survey, to identify areas of faculty satisfaction and concerns. Results for BCC revealed low satisfaction among women and faculty of color with promotion and tenure outcomes. A presentation of the results was made at a BCC Town Hall Meeting to inform the campus community of the findings for CUNY and BCC. To address these issues, the College Senate's Faculty Council elected members who would form the COACHE Taskforce, charged with making recommendations for improvement. The Taskforce's Report was shared at the College Senate and the Faculty Council. Recommendations were presented to the President and Chief Diversity Officer for consideration.

Based on the Report's Recommendations, the College has undertaken the following:

- Development and implementation of targeted Promotion, Tenure and Reappointment Workshops through the Center for Teaching, Learning and Technology
- Enhancement, clarification and dissemination of Guidelines for Promotion, Tenure and Reappointment for Instructional Staff

A second administration of the COACHE survey is already underway for Spring 2019. The College anticipates that resulting data will serve to validate efforts and/or to further inform improvements.

Criterion 3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

The College has fair, impartial policies that address complaints or grievances raised by all members of its community and that ensure that grievances are addressed promptly, appropriately and equitably.

Student Complaints

BCC follows CUNY policies and procedures about faculty conduct in academic settings. Students are made aware of grievance policies and procedures in several ways, including through New Student Orientation, in the Student Handbook and in the College Catalog. The College consistently updates the catalog to provide up-to-date information about policies regarding different types of complaints, including but not limited to complaints about faculty conduct in academic settings, sexual misconduct, and workplace violence. BCC also makes information about grievance policies and protocols readily accessible on the website and provides centralized access to policies and procedures on the BCC Student Consumer Information page . To ensure effective responses that lead to resolutions, student complaints are managed by various units across the campus, based upon the nature of the complaint.

Student Complaint	Policy Documentation:	Offices Responsible:
Faculty Behavior in Academic Settings	CUNY policy, also communicated in the College Catalog.	Department Chairs; Office of Academic Affairs
Financial Aid	BCC Financial Aid policies based on federal, state, and CUNY regulations and guidelines, as communicated in the College Catalog.	Financial Aid Office; VP for Student Success
Tuition/Fees	BCC Tuition and Fee policies based on the CUNY Tuition and Fees Manual as communicated in the College Catalog.	Bursar's Office; Office of Administration and Finance
Student Conduct	Student Code of Conduct, the Rules and Regulations for the Maintenance of Public Campuses of the City University – Pursuant to Article 129A of the Education Law, and Article 15, section 4 of the CUNY By-laws. See the College Catalog.	Office of Judicial Affairs; Office of Student Life; Office of Student Success
Grades	BCC grade appeal policy as reflected in section 8.8 of the codification of BCC's Academic Rules and Regulations	Academic Department
Admission	BCC policies as communicated in section 4.2 and 7.4.4 of the codification of BCC Academic Rules and Regulations as well as the College Catalog.	Admissions; Office of Student Success/Office of Academic Affairs

Credit Evaluation	CUNY Pathways Core Guidelines as well as BCC policies as communicated in the College Catalog and the BCC Academic Rules and Regulations	Registrar; Office of Academic Affairs
Discrimination/Sexual Misconduct	CUNY Policy on non-discrimination and on sexual misconduct, communicated through the College Catalog.	Chief Diversity Officer / Public Safety

Academic Department Student Complaint Processes

For academic complaints, students resolve issues at the initial site of the problem (e.g., with a faculty member, department chair, enrollment services office). Unresolved issues are typically referred to the Division of Academic and Student Success, which is responsible for overseeing escalated student complaints to upper administration, maintaining records of the complaints, and reviewing the number, patterns and resolution of the complaints each year.

This self-study review highlighted a need for a more efficient and effective system for student complaints. A new system, called "SIRS" (Student Issue Resolution System), was created by IT over the past year at the request of and in consultation with OAA and Student Success. The system is designed for use in capturing, tracking, resolving, and analyzing student complaints to BCC administration (President's Office, OAA, Student Success). When a student feels that the typical venues for redress have failed him/her, the student ombudsperson (see page 12 in BCC Governance Plan) may be engaged by the student. The ombudsperson prepares reports each semester and submits to the president of the College, the Office of the Executive Counsel, and the chairperson of the Senate a report on the number, nature and resolution of complaints. In some cases, student complaints highlight systemic issues that can be resolved by a change in policies and/or procedures.

Employees (faculty and staff)

The College is governed by collective bargaining agreements that outline a process by which members may bring grievances. Ideally, prior to a complaint or labor issue being formally grieved, the College's labor designee encourages the informal resolution of complaints. All agreements by which faculty and staff are organized at the College generally follow the same formal grievance procedure. A grievance may be filed for a violation or breach, or discriminatory application of the agreement.

Employees are provided with copies of their specific agreements or terms of employment at the time of hire. These resources are also referenced during New Employee Orientation. Resources are available on the College's website and physical copies can be obtained in the Department of Human Resources and the Office of Legal Affairs or from the local union chapter representatives or shop stewards.

Each of the College's collective bargaining units includes specific provisions to ensure grievances are handled fairly and impartially, and addressed promptly, appropriately, and equitably. The College has a separate labor designee who reviews and responds to all labor and employment concerns on behalf of the College. All employees not specifically excluded from the collective bargaining agreements can avail themselves of representation provided by their collective bargaining unit, and all issues involving union grievances can be appealed to the University's Office of Labor Relations.

Criterion 4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

The College follows applicable state laws and guidelines that CUNY has articulated and posted on its

websites (including those relating to ethics and conflict of interest). These sites indicate relevant commissions and laws for public employees, including those based on NY State Public Officers Law §§ 73 and 74 and Executive Order No.1. The University and College maintain high standards of integrity (which is one of BCC's Values), ethics, credibility, objectivity, and fairness.

CUNY works to ensure that employees are not unduly enjoying unwarranted benefits based on the exploitation of private, personal, or familial relationships or influence, and that they act in CUNY's "best interests." CUNY has established a Conflict of Interest Policy, included within the Manual of General Policy that is sourced from provisions within the New York State Public Officers Law and interpreted by the New York State Joint Commission on Public Ethics (JCOPE). The BCC legal team provides regular, substantive training on matters of ethics, financial disclosure, gifts, honoraria, and conflicts of interest, among other topics. The BCC Ethics Officer conducts multiple trainings throughout each semester and provides regular updates at meetings of Vice Presidents, Deans and Chairs, as well as the College-wide Personnel and Budget Committee.

In accordance with the Public Integrity Reform Act (2011), the University forbids nepotism and political favoritism in personnel matters and contracts. Executive Compensation Employees, those employees designated as policy makers, and any individual earning above a threshold amount set by JCOPE are required to complete an annual financial disclosure filing statement with New York State as a means of monitoring and reducing the likelihood of finance-based conflicts of interest. The University and College have also established a "zero tolerance policy regarding gifts greater than a nominal value [$15] from prohibited or interested sources." During new employee orientation, all employees receive information on matters of conflict of interest, including on FERPA, use of social security numbers and identifying information, and responding to requests for information from external entities.

Discussions of ethics and yearly disclosure of ethics reports appear among CUNY's bulletins. President's Reports include financial statements indicating how money was allocated and who participated in that allocation. This information is shared at Faculty and Staff Convocation and in the Senate. The Office of Legal Affairs maintains all records on trainings offered and participants for a minimum of three years.

Research Ethics

CUNY's Vice Chancellor for Research oversees compliance with federal, state, and local regulations and ethical standards related to research activities. A University website outlines rules for proper research conduct and compliance with regulations, and clear protocols for possible misconduct are stated in CUNY's Policy Regarding the Disposition of Allegations of Research Misconduct. Faculty must complete a Significant Financial Interest Disclosure form to the vice chancellor for Research for review.

A Research Integrity Officers (RIO) council meets regularly at the CUNY Central Offices to update all colleges on new research policies, share best practices, and address liability issues. The College has a local RIO official who investigates incidences of misconduct.

The Institutional Animal Care and Use Committee, a federal program, regulates and monitors research of non-human animals. CUNY's Institutional Review Board (IRB) regulates research on human subjects and is a part of the Human Research Protection Programs (HRPP), which files appropriate forms to the federal government. The College has a local HRPP coordinator who reviews applications each semester.

Criterion 5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.

Three key offices (Affirmative Action, Compliance and Diversity; Legal Affairs; and Human Resources) work to ensure fair and impartial practices in hiring, evaluation, promotion, discipline and separation of employees.

BCC strives at all times to be a fair and inclusive environment for all those who learn, work, and visit. The College follows CUNY procedures regarding employment practices, evaluation, and the separation of employees. (See CUNY HR Policies and Procedures and CUNY HR Office of Recruitment & Diversity). While much is governed by specific CUNY policies, the College also relies on the collective bargaining agreements for various unions, as well as all applicable laws. The College has the following collectively bargained unions on campus: Professional Staff Congress; IBT Local 237; District Council 37, AFSCME, AFL-CIO; IATSE Local 306; SEIU Local 300; and NYSNA (New York State Nurses Association).

Criterion 6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

BCC has a multi-faceted communication and marketing plan targeting diverse internal and external constituents while maintaining transparency. All documents and materials published in the College's name are vetted by members of the executive leadership team for quality control (design, visual, and editorial content) and alignment with the College's mission, vision, and goals, as well as applicable laws and regulations. Announcements are made via the BCC Broadcast email communication system, as well as through flyers posted in prominent public areas of campus.

The College ensures transparent communication through use of the BCC mobile app, which connects students to the College through official notifications and links to important student resources such as Blackboard, events, success coaches (for advising), the bookstore, and campus email. It also includes a campus map and emergency numbers in addition to a campus directory.

Over the past year, BCC has engaged in an active website rebranding and relaunching. Not only has this process improved the look and feel of our online face to the world, it has brought our online accessibility in line with industry best practices. To increase meaningful transparency, the College website includes: Strategic Plan (2015-2020); College Catalog; student consumer information; annual security report (in compliance with the Jeanne Disclosure of Campus Security); and the President's Monthly Reports.

In October of 2017, the College hired an electronic media manager to oversee the new website and content management system, as well as to establish guidelines for the College's social media platforms. The electronic media manager also supervises website content coordinators from each area of the College and manages strategic digital media campaigns for recruitment, special events, and other BCC activities.

Criterion 7. As appropriate to mission, services or programs in place:

a. to promote affordability and accessibility;
b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.

Programs Promoting Affordability and Accessibility

Information about college costs, financing a college education, and financial aid opportunities, policies and

procedures are provided for students in a variety of places, including: New Student Orientations, the BCC website and catalogue, and the Student Handbook and First Year Seminar presentations.

BCC offers a variety of programs and workshops designed to assist students with the financial aid application process, in order to ensure that eligible students will receive federal and local financial aid. The College also offers a number of pre-matriculation programs—CUNY Start, Math Start, CUNY Language Immersion Program (CLIP), Summer Immersion, and Test Preparation Workshops—designed to provide basic skills instruction at a minimal or no cost. Through these programs, students can address basic skill areas without having to use financial aid.

The ASAP and College Discovery (CD) programs provide tuition support, MetroCards, book vouchers, academic support and specialized advisement for qualifying students; aided by this support, students in these programs have demonstrated higher completion rates. Further, the College was recently awarded $1.8 million for 5 years to provide similar financial support to part-time students.

Through Science Technology, Engineering and Mathematics (STEM) waivers funded by the New York City Council, students can take credit-bearing STEM-related courses during the summer and winter at no cost. Other focused efforts to support affordability and accessibility include expanding and promoting online course offerings and growing the number of zero-textbook-cost Open Educational Resources (OER) sections of courses across the curriculum.

Despite these efforts, BCC students are financially challenged. As reported for BCC respondents in the 2018 CUNY Student Experience Survey, 40% have annual household incomes below $15,000; 37% worry about having enough food to eat sometimes or more often; and 68% worry about housing costs sometimes or more often. Many students who are financially eligible for financial aid do not receive aid for a variety of reasons (international student status, lack of academic progress, lack of proper filing, or as a result of registration/ withdrawal actions). As a result, students incur a financial liability that they may not be able to afford, with approximately 10% of students owing money to the College. This is a priority area that has been identified as part of the Self-Study investigation.

Criterion 8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

- **a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;**
- **b. The institution's compliance with the Commission's Requirements of Affiliation;**
- **c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;**
- **d. The institution's compliance with the Commission's policies.**

BCC maintains full consumer information and disclosure of information about institution-wide assessments, graduation, retention, certification and licensure board pass rates on the College website. BCC's compliance with the Commission's Requirements of Affiliation is demonstrated throughout this Self-Study Report and in the BCC Institutional Federal Compliance Report.

There have been no substantive changes at BCC with respect to mission, goals, programs, operations, sites or any other material issue. In conjunction with the CUNY Offices of the General Counsel and Labor Relations, BCC remains current with all ethics-based and legal legislation and regulations that govern the College and University.

- College legal counsel, labor designee, and ethics officer meet monthly throughout the academic year with counterparts from across the University system to discuss best practices and changes to practices
- In the past year, this has included updates to and re-training on national Title IX policies regarding athletics and sexual misconduct, planning for implementation of Sexual and Interpersonal Violence Prevention and Response Course (SPARC) training and continued review of the New York State Joint Commission on Public Ethics (JCOPE) ethics and integrity training materials and requirements

Criterion 9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

CUNY has an Internal Audit function which conducts independent reviews across the campuses. Annually, colleges are required, in accordance with NYC Comptroller's Directive 1, to complete an internal control assessment that includes a section on ethics and integrity and reviews policies, processes and practices and the manner in which they are implemented. This self-assessment is submitted to the Internal Audit Unit, which compiles and submits to the NYC Comptroller's Office. On an annual basis, CUNY engages an external auditor to audit the University's consolidated financial statements and to ensure compliance with OMB Uniform Guidance, formerly Circular A-133. As part of those audits, select campuses are also audited on a rolling basis to examine business processes and ascertain whether controls are in place at the campus level.

Bronx Community College also performs audits of its separately incorporated Related Entities, utilizing the services of an external auditor. Those entities include the Bronx Community College Auxiliary Enterprises Corporation, Bronx Community College Association, Inc., and the Bronx Community College Foundation. The Early Childhood Center is audited via the BCC Association, Inc., as the revenues and expenditures are recorded via this entity. These audits are also conducted annually to ensure that the financial statements prepared and presented are accurate and that internal controls are in place. Draft audited financial statements are presented to each entity's audit sub-committee for review and recommendation for approval by the full Board of Directors on an annual basis.

ANALYSIS and RECOMMENDATIONS

Strengths

- BCC capitalizes on the rich diversity among its students, faculty and staff in developing a robust program of activities to foster a climate of tolerance and respect on campus.
- BCC has invested significant time and resources to develop and implement programs and strategies to: provide financial support for students, (ASAP, APEX, Single Stop, NSF Grant); accelerate degree completion (with academic supports such as skills workshops and tutoring); provide on-campus jobs for students; provide support for obtaining work off-campus; and provide information and advisement regarding options for financing a college education.
- BCC complies with all CUNY reporting policies as well as city, state and federal regulations and requirements. Periodic audits by both CUNY and BCC ensure continued compliance and facilitate reporting to appropriate campus constituencies.

Challenges

- Students' financial needs and challenges are extensive, despite a wide variety of BCC efforts to support economically disadvantaged students as they pursue a degree. Many BCC students who are financially eligible to receive financial aid do not for a variety of reasons (international student status, lack of satisfactory academic progress, part-time enrollment, registration and withdrawal actions and filing challenges).
- Making the vast array of documents, policies and procedures regarding freedoms, rights, rules and responsibilities available and transparent for communicating the content to the campus constituencies can be improved.

Recommendations

- Expand and improve efforts to provide financial supports, accelerate degree completion, and educate students about financial literacy along with options available to them to finance their college education.
- Identify and implement effective strategies to communicate policies, regulations, protocols, and procedures in transparent and user-friendly formats.

Standard III:
Design and Delivery of the Student Learning Experience



Standard III. Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Requirement 8 (Systematic Evaluation of All Programs) The institution systematically evaluates it educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
Requirement 9 (Student Learning Program) The institution's student learning programs and opportunities are characterized by rigor, coherence and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
Requirement 10 (Institutional Planning) Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
Requirement 15 (Faculty) The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs

OVERVIEW

Consistent with the BCC mission, the BCC campus community maintains a strong belief that all of the "students of diverse backgrounds, preparations and aspirations" who enroll at BCC have the capacity to successfully master our rigorous academic programs and succeed in subsequent academic and/or professional experiences. It is the College's responsibility to enhance the learning experiences for all students by supporting the faculty and staff that create and deliver those learning environments. We seek to accomplish this with a focus on the goals articulated in our Strategic Plan and the corresponding CUNY Goals and PMP Performance Metrics.

Strategic Goal 1: Build a Community of Excellence
- fostering continuous improvement with evidence-based practice
- promoting mentoring and professional development
- fostering a culture of collaboration, integration and alignment

Strategic Goal 3: Deepen Student Learning
- promote and reinforce active teaching and learning
- promote integrated faculty development
- promote and encourage excellent teaching and scholarship

BCC faculty are highly credentialed in their fields of study, and many are also experts in pedagogy and the scholarship of teaching and learning. Since Fall 2014, all new full-time faculty have participated in BCC's New Faculty Seminar (NFS), a year-long induction to teaching at the College that has been nationally recognized as a model for new faculty orientation. The BCC NFS not only prepares new hires for their academic career at the College, but also introduces them to new pedagogy and assessment techniques actively employed at the College. Evaluations of the NFS program faculty show that its "graduates" excel on measures of student satisfaction and performance. Student success rates in courses taught by NFS faculty are notably higher, with passing and retention rates 10% above the BCC average.

The College is committed to ensuring academic rigor across all programs, disciplines, and instructional modalities. The CUNY-wide shift to the Pathways curriculum in 2013 was a catalyst for the College to revisit our approach to General Education requirements, which were first implemented in 2004. BCC has since (2016) adopted the Pathways model of course-based Student Learning Outcomes (SLOs) as the framework for assessing General Education proficiencies. This shift to the SLO model, coupled with course-level and program-level assessment, has in turn enabled the College to ensure that students are receiving rigorous learning experiences across departments, programs, and disciplines.

EVIDENCE

Criterion 1. **Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning,** and **Requirement 8 (Systematic Evaluation of All Programs), Requirement 9 (Student Learning Program)**

BCC offers both certificate and associate degree programs. Certificate programs require a minimum of 30 credits, and associate degree programs require a minimum of 60 credits. BCC has 41 academic programs (34 associate and 7 certificates) registered with the New York State Department of Education that are active and accepting new students. Of the associate programs, 3 lead to an Associate of Arts (AA) and 12 to an Associate of Science (AS). These 15 AA/AS degree programs comprise our transfer-oriented degrees. We offer 19 programs leading to an Associate of Applied Science (AAS), which are career-oriented degrees intended to prepare students for employment on completion of the associate degree. The vast majority of our matriculated students are enrolled in transfer-oriented AA/AS degrees (71%), with a smaller percentage in the career-oriented AAS degrees (28%). Certificate programs, also career-related, are a very small percentage of the total enrollment (1%). The College has developed Degree Maps for each program that feature two-year, semester-by-semester blueprints of degree requirements.

AA/AS programs are designed to provide a coherent learning experience for students, as well as to prepare them to transfer to a bachelor's degree program. All our AA and AS programs require the 30-credit BCC-CUNY Pathways core curriculum, which ensures that graduates are well-grounded in the liberal arts and have the skills to succeed in their major coursework and future educational pursuits.

AAS programs are designed to provide a similarly cohesive learning experience for students, but with the goal of preparing them for a career immediately upon graduation with the AAS. As such, the core requirements for AAS degrees contain 21 credits, though all these credits are drawn from the Pathways core in order to improve credit portability should a student transfer. New and revised academic programs since the last Self-Study include the following:

- New programs include: AAS Cybersecurity and Networking (Fall 2018); Certificate in Cybersecurity and Networking (Fall 2018); AA English (Fall 2016); AS Exercise Science (Fall 2016); AS Biotechnology (Fall 2013)
- New options in existing programs include: Studio Art Option in the AA Liberal Arts and Sciences (Fall 2018); Secondary Education Option in the AA Liberal Arts and Sciences (Fall 2016)
- Major program revisions include: AS Public Health (Fall 2016; replaced AS Community/School Health Education), AS Media and Digital Film Production (Fall 2014; replaced AAS Media Technology)

All programs are approved and registered with the NYS Department of Education. In order to ensure that all degree and certificate programs provide a coherent learning experience that promotes a synthesis of learning for our students, new program proposals must go through a multi-step process of proposal development, review and approval.

Process for Creation and Approval of New Programs

Steps	Responsibility	Actions
1	Academic Department	Proposes idea for new degree program to provost Faculty draft proposal
2	Office of Academic Affairs	Provost provides approval for development of full degree program proposal and necessary supports
3	Department Curriculum Committee	Reviews and approves proposal
4	College Curriculum Committee	Reviews and approves proposal, recommends changes
5	College Senate	Reviews, approves and may also make recommendations
7	CUNY BOT Committee on Academic Programs, Policy and Research	Approves
8	New York State Education Department	Approves

The University's and College's multi-layered approval process ensures the highest level of scrutiny from multiple perspectives, as articulated in the BCC Governance Plan.

Program Review and External Accreditation

To ensure that both new and established academic programs provide a coherent student learning experience, the College provides multiple points of assessment and review. All degree programs must undergo a full academic review at minimum every seven years (according to BCC policy) and every ten years (according to CUNY policy). Periodic Academic Review involves a departmental self-study, an external evaluator review, and an action plan to improve the student learning experience and synthesis of learning. Additionally, many BCC programs are accredited independently and undergo periodic external evaluation for re-accreditation.

Program-level Assessment of Student Learning Outcomes

All programs and certificates are reviewed on a regular basis. Academic Program Assessments of program-level student learning outcomes have been conducted primarily as part of the Periodic Academic Review (PAR) process. (See PAR Guidelines and PAR Example). The PAR process at BCC:

- places documentation of student learning assessment at the heart of the academic review process and reporting
- envisions the scope of assessment as a department-wide activity, with assessment results used to make improvements
- promotes analytical and meaningful reflection on teaching and learning as the basis for departmental planning

Annual Academic Program Assessment

While Academic Program Assessment was historically addressed as part of the requirements for the

Academic Program Review and External Accreditation processes, now all programs are expected to complete annual Program Assessment Reports. These reports (see a sample here) reflect the College's commitment to strengthening student learning through more regular assessment of program learning outcomes across the campus.

This emphasis on program-level assessment has been overseen and coordinated by the BCC Assessment Council, which is comprised of faculty members drawn from each Academic Department, who receive reassigned time to coordinate assessment activities and reporting for their departments and to participate in interdisciplinary discourse about assessment of student learning across the campus. Through the coordinated efforts of the Assessment Council, all academic programs have designed assessment plans, which include program mission, learning outcomes, and curriculum maps; further, all Program Learning Outcomes (PLOs) are now available online in the College Catalog. Finally, all Academic Departments submit an annual report to the provost, which provides a summary of the assessment activities and outcomes for the programs in their departments. (See Sample Annual Academic Report**).**

Advisory Boards

AAS and Certificate programs have a mechanism particularly suited to their career orientation: Program Advisory Boards. These boards include department faculty, program coordinator(s), academic administrators, students, alumni, and, representatives of the industry with which the program is associated. These industry representatives provide valuable feedback on the degree requirements and on how to keep the programs current with industry standards.

Criterion 2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are:

a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals and policies; and **Requirement 15 (Faculty)**

Teaching, scholarship and service are essential components of the reappointment, promotion and tenure requirements for full-time faculty. Hence, the College both values and expects effective and engaged pedagogy, assessment of student learning, and faculty scholarship both within the disciplines and related to student learning and student success. The College has supported such work through investments in faculty development, including the New Faculty Seminar, which has helped to induct incoming faculty members into a community that places highest emphasis on effective teaching and rigorous, sustained assessment of that teaching and learning. Other recent initiatives, including the First Year Seminar, Learning Communities, Online Course Development, and ePortfolio Faculty Seminar have provided both new and established faculty with reassigned time to participate in professional development focused on integrating high-impact pedagogical practices and interdisciplinary engagement in assessment of student learning. CUNY also provides a host of Faculty Resources. Annual faculty scholarship reports demonstrate a vast array of discipline-based scholarship and scholarship of teaching and student learning.

b. qualified for the positions they hold and the work they do;

BCC faculty are among the most qualified community college faculty members in the country. Approximately two-thirds of tenured (66%) and tenure-track (62%) BCC faculty hold doctoral degrees (see BCC Faculty/Staff Credentials). Instructional staff title descriptions and minimum qualifications for all City University job titles are detailed in the CUNY Office of Human Resource Management *Code of*

Practice Regarding Instructional Staff Titles.

For appointment or promotion to positions in the professorial rank (assistant professor, associate professor, and professor) candidates must have obtained a Ph.D. or equivalent and also demonstrated experience in teaching, service and scholarship/creative activity. Adjunct faculty appointments are subject to the same criteria as full-time faculty. The academic requirement for instructors is a master's degree, and for lecturers, a baccalaureate degree is required. Of the full-time instructional staff in Fall 2017 (n=301), one-third (33%) hold masters degrees and 61% hold a Ph.D. or equivalent. Thorough CUNY Academic Personnel Practices are detailed in the CUNY Manual of General Policy.

Administrative and student support staff are also well credentialed and are supported with workshops and training, provided by the Assessment Team, to develop their capacity to perform high-quality assessment leading to improvements and innovations. Staff members have made presentations at BCC Assessment Day, as well as at Administrative Council Meetings.

c. sufficient in number;

In Fall 2017 there were a total of 649 faculty (300 FT and 349 PT) serving a student population of 10,935. The percent of instruction by FT faculty at BCC has historically been among the highest in CUNY. In Fall 2017, the overall percentage of instruction by FT faculty was 46.2%, ranging from 39% to 54% within individual departments. Given the College's strong commitment to teaching and learning, the overall average class size is low (22.7), with the average across departments ranging from 15.7 to 27.

d. provided with and utilize sufficient opportunities, resources and support for professional growth and innovation;

Consistent with BCC's mission and goals, the College places a priority on providing professional development for faculty growth and innovation. Strategic Goal 1 (Building a Community of Excellence) emphasizes promotion of mentoring and professional development and fostering a culture of collaboration; and Goal 3 (Deepen Student Learning) emphasizes the promotion of active teaching and learning, integrated faculty development and the promotion of excellent teaching and scholarship in the tenure and promotion process. To these ends, BCC has invested significant personnel and fiscal resources.

New Faculty Seminar (NFS)

BCC has created a first-year seminar for new faculty to study effective pedagogy and assessment strategies to facilitate student success. In its fifth year, the NFS provides all new full-time faculty with reassigned time to participate in monthly meetings and an intensive winter session. The seminar emphasizes active learning and high-impact practices that are successful with the BCC student population. The faculty mentors model good pedagogy, and participants create a course assessment project (CAP) and a teaching ePortfolio, which are presented at our annual Faculty Day. To date, 78 faculty members have participated in the NFS with a new cohort now enrolled. See Impacts and Results of NFS .

First Year Seminar (FYS)

The First Year Seminar (FYS) was created to provide a solid foundation for first-semester students and an integrated learning experience for faculty. In conjunction with teaching the FYS course, faculty across disciplines are provided with reassigned time to participate in a year-long professional development program. To date 68 faculty from almost all academic departments have participated in the training and

teaching of FYS. See more here about the impact of FYS.

CTLT Seminars

In addition to offering the New Faculty Seminar, the Center for Teaching, Learning, and Technology (CTLT) provides other professional development opportunities for continuing full-time and adjunct faculty. These include seminars such as the Online Course Development and the ePortfolio Faculty Seminars, which integrate high-impact practices and assessment practices in course development at BCC. The CTLT is also home to a variety of Faculty Interest Groups (FIGs) that cover a wide range of pedagogical initiatives, including Open Educational Resources (OER), Digital Humanities, and the Teaching & Learning with Technology Roundtable (TLTR).

Professional Development Conferences

Three annual professional development conferences are hosted and supported by BCC each year:

- BCC's Leadership Group for the Center for Teaching, Learning and Technology (CTLT) sponsors a *Conference on Community College Excellence* each January for professional development. See sample program from the 2018 Conference on Community College Excellence
- Each Spring semester, the Senate Committee on Instruction and Professional Development hosts the annual *Faculty Day*
- BCC *Assessment Council* hosts an *Assessment Day* in December. See programs from the 2017 Assessment Day and the 2018 Assessment Day

Adjunct Faculty and CUNY Professional Development Opportunities

BCC also provides professional development for adjunct faculty (see SU17 PD , SU18 PD). As members of the larger CUNY, BCC faculty have access to multiple CUNY professional development opportunities.

e. reviewed regularly and equitably based on written, disseminated, clear and fair criteria, expectations, policies and procedures.

The expectations for the reappointment, tenure and promotion of instructional staff are covered in the New Faculty Seminar (NFS) and are articulated in the recently redrafted Guidelines for Reappointment, Tenure and Promotion. The following efforts were designed to additionally support faculty in the reappointment, tenure and promotion process:

- Piloted in 2016 a Faculty Publication Mentorship Program (FPMP) was modeled after CUNY's Mentorship Program. The FPMP paired untenured, tenure-track faculty with senior faculty with extensive publication records who mentored participants in the publication process. Mentors and participants received funding support for participation in this program
- Increased professional development around reappointment, promotion and tenure. In 2017, the Office of the Provost initiated workshops on the promotion and tenure processes for interested faculty; videos of the workshops were placed in an "on-demand library" housed in the Center for Teaching, Learning and Technology. In Fall 2017 workshops were held on the following topics: "So You Want To Be An Associate Professor?," and "Going up for Promotion – Associate to Full Professor"

Criterion 3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

BCC communicates degree/program requirements in multiple places, including the college catalog, advising sheets, and DegreeWorks (an electronic advisement tool and degree audit system). These publications and systems all present BCC degree requirements in a similar way, dividing programs into two primary areas: the core curriculum and courses required for the major. The college catalog, published annually, is the official record of degree requirements for students—it forms the foundation for the advising sheets and DegreeWorks.

Advising sheets are designed to be used as paper documents in an advisement session with a student. DegreeWorks is our online system used to track student degree progress and is used heavily by advisors and students for this purpose. Each student has an individual DegreeWorks audit based on his/her major that reflects the courses completed and those still outstanding for the degree. DegreeWorks is also used to verify student enrollment in degree-applicable courses for financial aid and for graduation review.

The major shortcoming of the catalog, advising sheets, and DegreeWorks is that they do not present degree requirements in the order in which students will take the courses. To address this issue, and as part of the CUNY Academic Momentum Campaign, BCC has created semester-based Degree Maps for each academic program. These Degree Maps (see example) lay out the typical sequence in which a student could take all required courses to complete the degree in an ideal period of time. These Degree Maps are very helpful in communicating to students both which courses to take each semester and how many courses each semester will be needed to complete the degree on time.

In addition to ensuring that students understand the degree requirements and course sequencing, BCC has taken many steps to support our students in completing their degree in an optimal period of time. Primary among these is the significant expansion of ASAP, a program designed to provide the academic and financial support to ensure that students graduate within three years. In the past year, as part of the CUNY Academic Momentum campaign, BCC encouraged full-time students to enroll in and complete more credits per semester—ideally 15 credits per semester and 30 per year. This "15 to finish" campaign is based on national, CUNY, and BCC data suggesting that more of our full-time students could succeed with a larger course load—making them more likely to graduate and do so more quickly, saving time and money. New York State's Excelsior Scholarship supports this effort as well, by providing full tuition grant assistance for eligible students who successfully complete 30 credits per academic year.

Criterion 4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

BCC provides an extensive range of resources and initiatives to support the academic programs and students' academic progress. Given the academic and personal challenges that BCC students face, these resources provide academic, financial, advisement, and counseling support for the wide spectrum of students who enroll at the College. These include:

- **Academic Department Resources** (pre-licensure exam preparation for Nursing, LPN, Rad Tech, MLT, Nuclear Med Tech students; resources in Law Library for Paralegal students; Lab upgrades and renovations, Internships, Clubs, Opportunities for research, Next Generation Job Linkage funds for technical and career programs)

- **College Preparation Programs** (CUNY Start, Math Start, CUNY Language Immersion Program, College Now, Future Now, Test Preparation Workshops)
- **Advisement and Counseling** (ASAP, Academic Success Center Advisement, First Year Seminar, College Discovery, Career Development, Transfer Services, and Personal Counseling)
- **Academic Supports and Enrichment** (State-of-the-Art Library, Writing Center, Math Lab, Learning Commons, Technology Resources, Academic Department Tutoring, Honors Program, Honor Societies). On a SP 18 Student Success Survey, the highest ranking resources at BCC in support of student success included: Library (33%), Tutoring/Learning Commons (27%), and Technology Resources (20%)
- **Supports for Specific Student Groups** (Early Childhood Center, Disability Services, Evening/Weekend Services, Health Services, Single Stop Program, Athletics, Clubs, Student Life, and Veterans and Military Resources)

Challenges Related to Student Academic Progress and Supports for Specific Student Groups

Despite these efforts, too few BCC students are making satisfactory progress at the College. While the 3-year graduation rate has almost tripled in the past decade (from 7% to 20%), retention rates and completion rates at BCC could be higher. The strong success rates of BCC ASAP students (3-year graduation rates routinely exceed 50%) and other special programs demonstrate that significantly more students can succeed if they are provided with sufficient supports. As an example, the 3-year graduation rate (33%) for those BCC students who utilized the Early Childhood Center services (from the Fall 2014 entering cohort) was double the college-wide rate (16%) and exceeded the national community college rate of 24%.

At BCC, satisfactory academic progress and persistence is associated with: participation in special programs (ASAP, CD, FYS); low/no balances due to the College; and completion of credit math and writing courses. Performance in math courses is particularly challenging for BCC students and is associated with the lack of academic progress and persistence. After one year, 22% of incoming freshmen earn college-level math credit; 55% earn college-level writing credit; and 20% earn no college credits. In addition, there is considerable variation of student success rates by instructor in some courses. Course indicator reports (including means, ranges and variances for course pass rates, withdrawal rates, and average grades) are provided to Department Chairpersons every semester along with similar data reported by each instructor to inform strategies to address the disparities.

In response to research conducted within and external to the University, CUNY has recently announced reforms that will eliminate CUNY skills placement testing for Fall 2019 and call for the development of co-requisite courses for students with basic skills deficits and the elimination of stand-alone remedial courses. BCC will respond to these changes with a comprehensive reform plan that meets the University goals while maintaining a commitment to the College mission and objectives and addressing the BCC-specific challenges of student progress.

While there are supports and programming for working adults, there is not a structured program that offers degree programs that can be offered exclusively on evenings/weekends/distance courses as well as comprehensive supports. While there are programs for talented students (Honors Program, pathway to CUNY Macaulay Honors Program at Lehman College and the newly National Science Foundation-funded STEM program), the College could create a more comprehensive and coordinated effort.

Criterion 5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

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. The number and percentage of liberal arts and science courses in all degree programs are in compliance with the New York State Education guidelines for associate degrees.

BCC offers a general education program that follows the general education core structure implemented across CUNY in 2013, known as "Pathways." Pathways requires 30 core credits for students in Associate of Arts (AA) and Associate of Science (AS) programs, with 12 credits in the "Required Core" and 18 credits in the "Flexible Core." Associate of Applied Science (AAS) students are required to take 21 total core credits. (See Pathways Core). The BCC Senate voted (June 16, 2016) to adopt the CUNY Pathways Core Curriculum as the singular general education program at BCC, replacing the BCC model, first adopted in 2004.

A review of the common core structure demonstrates that the core requirements are based on student learning outcomes (SLOs). The SLO foundation of the Pathways core ensures that, regardless of the courses a student takes, or in which discipline, certain learning outcomes are common to all student experiences. Note, however, that there is also flexibility in Pathways area SLOs, particularly in the flexible core that allows it to accommodate the perspectives brought by different subjects and academic disciplines. Waivers were initially granted for science courses that did not meet Pathways SLOs, but efforts are underway to align those SLOs.

There are several key themes found throughout the Pathways core, one of which is the fostering of critical thinking skills. This emphasis is found both in the summary of essential learning goals of Pathways as well as throughout the SLOs of the Pathways core. For example, in the Required Core Area A, English Composition, SLOs include "read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence." In Required Core Area B, Mathematical and Quantitative Reasoning, one SLO requires that students "interpret and draw appropriate inferences from quantitative representations." The final area in the Required Core, Life and Physical Sciences, requires the application of the scientific method to explore natural phenomena on the basis of evidence. Further, the Flexible Core areas share three common SLOs, one of which is to "evaluate evidence and arguments critically and analytically." This emphasis on critical thinking and analysis throughout the core prepares students to make well-reasoned judgments both in their academic field of study as well as beyond it.

The Flexible Core features six liberal arts and sciences courses, with at least one course from each of the five areas and no more than two courses in any discipline or interdisciplinary field. See BCC- CUNY Pathways Flexible Common Core – Student Learning Outcomes for the specific learning outcomes for each Flexible Core area.

The BCC General Education Student Learning Outcomes are aligned directly with the expectations outlined in the MSCHE Standards as evidenced in the table below.

Alignment of BCC-CUNY Pathways General Education Student Learning Outcomes and MSCHE General Education Expectations

MSCHE Standard for General Education Program	BCC-CUNY Pathways Required Courses and Student Learning Outcomes
	Common Core (12 credits/4 courses)
Written Communication	English Composition (2 courses)
Quantitative Reasoning	Mathematical and Quantitative Reasoning (1 course)
Scientific Reasoning	Life and Physical Sciences (1 course)
	Flexible Core (all courses)
Information Literacy	Gather, interpret and assess information
Reasoning and Critical Analysis	Evaluate evidence and arguments critically or analytically
Reasoning and Critical Analysis Oral and Written Communication	Produce well-reasoned written or oral arguments using evidence to support conclusions
	Flexible Common Core (6 courses/1 from each)
Cultural and Global Awareness	World Cultures and Global Issues (1 course)
Cultural Sensitivity/Diverse Perspectives	US Experience in Its Diversity (1 course)
Values, Ethics and Diverse Perspectives	Creative Expression (1 course)
Cultural Awareness/Diverse Perspectives/ Values, Ethics and Diverse Perspectives	Individual and Society (1 course)
Scientific Reasoning/Technical Competency	Scientific World (1 course)
	1 additional course from any of the above

Criterion 6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate- level curricula.

Not applicable.

Criterion 7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.

Not applicable

Criterion 8. Periodic assessment of the effectiveness of programs providing student learning opportunities, and **Requirement 10: Institutional Planning**

In support of the College's Strategic Plan (*Building a Community of Excellence: 2015-20*), comprehensive evaluation processes for BCC have been informed by the College's Institutional Planning, Budgeting and Assessment Model (IPBAM) and are represented in the BCC Assessment Framework.

Periodic Assessment of Academic Programs

The evaluation of academic programs is governed by institutional structures, policies, and procedures developed over time with significant input from faculty, administrative staff, and students. The individual

academic departments are responsible for evaluating each of their academic programs. Results of program assessments are reported through two avenues: 1) reports each semester to the Assessment Office; and 2) annual and periodic reports to the Division of Academic Affairs and Student Success. All academic departments are expected to complete an annual Academic Department Report and Plan (which includes a significant assessment component) as well engage in Periodic Academic Review (PAR), a process guided by BCC, CUNY and MSCHE policies and standards.

Annual Academic Department Assessment

The **Annual Report and Plan** is a comprehensive, detailed report of an academic department's year in review, pertaining to both student and faculty achievement in a department, as well as an expanded statement on how well the department met last year's goals, and, finally, a summary of assessment efforts/results and a statement of what the department looks to achieve in next year's goals. Significantly, the Annual Report and Plan begins with a statement of how the department is "Closing the Loop" from last year. In keeping with BCC's pledge in its 2015-2020 Strategic Plan, outcomes are to be aligned to the Strategic Plan goals. See Sample Guidelines and Sample Report.

The cycle for annual academic department reporting is consistent with the College-wide annual reporting schedule, which is initiated by the president's call for Annual Division Reports (from the vice presidents and deans who are his direct reports) each spring. The department reports are submitted to the vice presidents and deans who review the reports, provide feedback, and utilize the information for their own evaluation, planning and reporting purposes.

Periodic Academic Review (PAR)

All of BCC's academic departments are all expected to conduct a comprehensive Periodic Academic Review (PAR) according to a regular schedule. In order to maintain consistency and thoroughness across its departmental PARs, Bronx Community College's guidelines incorporate two major sources:

- CUNY policy and guidelines for periodic academic program review (CUNY Guidelines)
- Standards for Accreditation and Requirements of Affiliation, 13th ed., Middle States Commission on Higher Education (MSCHE)

Hence, BCC's periodic assessment review guidelines are based on three crucial components derived from these sources:

1. They place documentation of student learning assessment at the heart of the academic review process and reporting.
2. They envision the scope of assessment as a department-wide activity with assessment results used to make improvements.
3. They are intended to promote analytical and meaningful reflection upon teaching and learning as the basis for departmental planning.

The BCC processes of periodic academic review are consistent with the CUNY Guidelines, which state that all academic programs are subject to "a formal, periodic review procedure, including both self-study and external assessment, to be conducted in accordance with guidelines for academic program review to be established by the Chancellor."

Evaluation and Utilization of Periodic Academic Review (PAR) Findings

As part of the Periodic Review Process, an external team of peers is invited to review the Self-Study Report and conduct a site visit at the campus. The Self-Study process and products are overseen by the Associate Dean for Curriculum Matters and Academic Programs. The provost, associate dean and department chair utilize the findings from the Self-Study Reports for future planning, budget and personnel allocations and changes to curricula, student support, and departmental organization and structure. Recent changes and improvements that have resulted from the PAR process include new curriculum development, curriculum revisions, student supports, and pedagogical changes (see PAR Example and PAR Impacts).

Periodic Assessment of General Education

BCC consistently seeks to examine whether students are reaping the highest benefits of BCC's general education program. This investigation is currently done through the assessment of Pathways courses. BCC engages in additional avenues to determine if students are mastering our general education expectations, including the Writing Intensive requirement, critical thinking assessment across disciplines in the First Year Seminar and Learning Communities, and the Collegiate Learning Assessment (CLA) test of Critical Thinking and Written Communication. A more detailed description of general education assessment is presented in the analysis of Standard V, Criterion 2a.

Periodic Administrative Self-Study

All administrative and student support departments complete an annual report as well as a more in-depth Periodic Administrative Self-Study (PASS), which parallels the Periodic Academic Review (PAR) of the academic departments (See PASS Cohorts). In 2015, the Assessment Office and the Office of Institutional Research Planning and Assessment provided training and support for each department to update (or develop) their mission statement, program goals or outcomes, student learning outcomes (if appropriate), benchmarks, targets or metrics, and tools (rubric, survey, narrative) for assessing whether goals or objectives are being met. See Sample Annual Report and Sample PASS Report.

The Periodic Administrative Self-Study (PASS) provides a framework for administrative and student support departments at BCC to draw upon the standards and approaches to assessment that parallel those used in the academic departments at the College. The self-study is envisioned as providing a reflective report on the department's contribution to realizing the College's mission and goals, while highlighting the extent to which the department fulfills its own mission and goals and evaluating the effectiveness of major functions and use of resources. The Self-Study is designed to answer the following questions:

1. What are the key components of the department?
2. How does the department contribute to the College's mission, goals and objectives?
3. What are the significant results of the comprehensive assessment of department objectives and learning outcomes?
4. How have assessment results been used, and how will they be used, to drive improvement/ innovation?

Review and feedback on this report are provided by a number of respondents, including: an internal review group, external colleague review; and the manager's supervisor.

Student Learning Outcomes Assessment in Administrative and Student Support Departments

The Assessment Office and Office of Institutional Research, Planning and Assessment (OIRPA) support the many administrative departments and programs that have daily and/or regular interactions with students, assisting in the development, assessment and improvements in student learning outcomes relative to the departments' missions and goals. Results are included in both Annual and Periodic Reports and are often submitted to the Watermark System, overseen by the Assessment Office. A workshop on Developing and Assessing Learning Outcomes in Non-academic Departments was presented (and very well received) at the recent BCC Assessment Day. During the Spring 2019 semester, this workshop will be offered to all administrative departments at a scheduled Administrative Council meeting.

Periodic Assessment of Teaching Effectiveness

The assessment of teaching effectiveness is also the responsibility of individual departments and is informed by 1) the avenues through which student learning is assessed, which were just discussed above, and 2) specific evaluations of individual instructors through both peer observations and student evaluations. Peer observations are conducted by faculty within the academic department. Student evaluations are conducted through in-class confidential surveys. The frequency and duration of peer observations are determined by the PSC-CUNY Contract.

The Student Evaluation of Instruction survey of students is administered by the Office of Institutional Research, Planning and Assessment (OIRPA) under the direction of the Senate Committee on Instruction and Professional Development (CIPD). The Committee collaborated with OIRPA to design a new instrument, which includes items that relate to high-impact instructional methods as identified in pedagogical literature. A year-long pilot study of the instrument was initiated in Fall 2018.

In addition, several BCC initiatives are focused on supporting the development of teaching effectiveness, such as New Faculty Seminar, Learning Communities, and First Year Seminar. These programs regularly engage in assessment of teaching effectiveness. For example, the First Year Seminar systematically evaluates the implementation fidelity of individual instructors relative to the student success metrics and learning outcomes of their students.

ANALYSIS and RECOMMENDATIONS

Strengths

- The strong academic qualifications of BCC faculty are reinforced by a rigorous process of reappointment, tenure, and promotion that requires a sturdy integration of teaching, scholarship, and service.
- BCC provides an extensive range of programs and initiatives to support its academic programs and students' academic progress (including pre-college preparation programs; advisement and counseling; academic supports and enrichment; supports for specific student needs; and academic department resources).
- BCC has a solid general education program and effective mechanisms for assessing it.
- There is a mature program to annually/periodically assess all academic/non-academic programs and learning outcomes across the campus and to use results to make improvements.
- Strong professional development programs for faculty are based on the integration of pedagogical innovation with rigorous assessment practices.

- The new Academic Master Plan (AMP) provides substantive direction for the development, assessment and revision of academic programs.

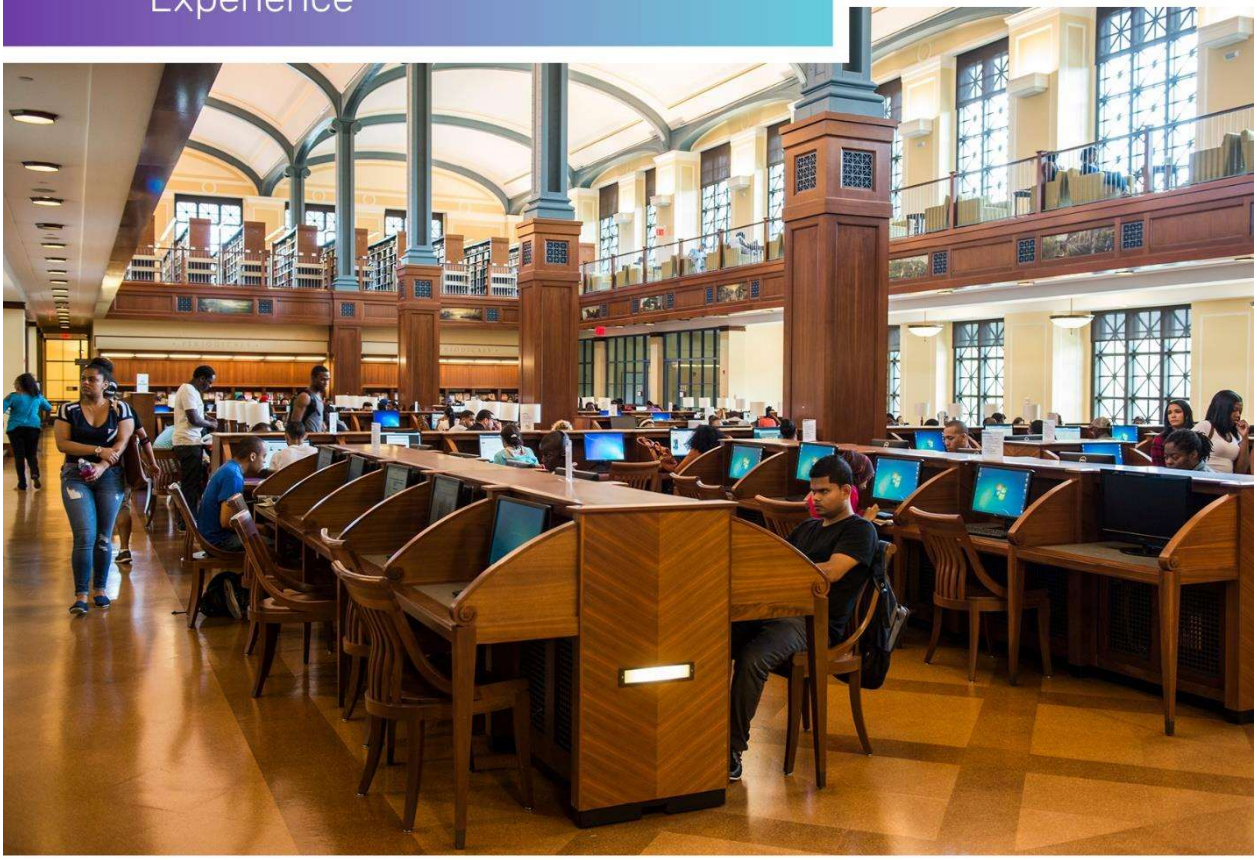
Challenges

- Too few BCC students are making satisfactory progress at the College. While the 3-year graduation rate has almost tripled in the past decade, retention rates and completion rates at BCC could improve. Academic progress at BCC is positively associated with: participation in special programs; low/no balances owed to the College; and completion of credit math/writing courses.
- Effective pedagogy and high-impact classroom practices are successfully utilized by many, but not all faculty–which is evidenced by considerable variance in course pass/withdrawal rates by instructors teaching the same courses and expressed by students on surveys.
- CUNY's placement and remediation reforms will eliminate CUNY skills placement testing and recommend the creation of co-requisite courses and elimination of stand-alone developmental courses.
- Programming for working adults (evening, weekend and distance classes), academically talented students (honors students) and probationary students is available, but not formalized in comprehensive academic and support programs.

Recommendations

- Build upon successful professional development programs (like those used in the New Faculty Seminar and the First Year Seminar) to develop roadmaps of professional development built around student-learning-centered pedagogies and assessment for all full-time and adjunct faculty members.
- Further develop expanded and better integrated programming for specific student populations (honors students, working adults, and probationary students).

Standard IV:
Support of the Student Experience



Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

> **Requirement 8 (Systematic Evaluation of All Programs)** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
> **Requirement 10 (Institutional Planning)** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

OVERVIEW

Maintaining a strong belief in the capacity of all students, BCC invests in empowering students by providing them with an environment that enhances the student experience and facilitates their learning and success. BCC students bring a rich diversity of talents along with a variety of challenges to their higher education success, which makes support of the student experience especially important. Efforts to develop an empowering educational environment are guided by our strategic goals and objectives to:

- Build a Community of Excellence with: evidence-based practice, mentoring, and alignment of services
- Empower Students to Succeed by: promoting student engagement and cultural competency, assuring a cohesive experience and providing efficient, accessible, user-friendly and integrated support services
- Deepen Student Learning by: promoting active teaching and learning

The College has made great strides in the area of supporting the student learning experience since the time of our last self-study. One of the most noticeable changes has been the construction of North Hall and Library in 2012, the first new academic building built on the campus since New York University inhabited the campus prior to 1973, when BCC moved to the campus. In addition to the library itself, the building houses fifteen state-of-the-art multimedia classrooms, as well as a computer lab. The movement of the College library from its former location in the sub-basement of Meister Hall to its new home in North Hall has had an impact on student morale (see article). The former library space in Meister Hall, in turn, was repurposed in 2014 as the College's new Learning Commons, a centralized location for tutoring in various disciplines. Finally, the College's Writing Center moved as well, in 2017, from Philosophy Hall to a spacious suite of rooms, including a computer lab, quiet study areas, and a room for full-class workshops, in Sage Hall. These investments in educational infrastructure demonstrate our commitment to providing the support structure students need to succeed educationally here at BCC.

Beyond building and staffing support centers like these, the College has endeavored as well in recent years to provide new and reimagined programmatic and curricular supports to our students. Perhaps the most notable of these is the expansion of the ASAP program, which has extended the program's benefits and dedicated advisement to a growing portion of our overall student population. While implementing the expansion of ASAP, the College has looked for opportunities to ensure that all students, including those

not in the program, benefit from the growth of ASAP. A recent example of this effort is the 2018 implementation of the student success software program Starfish. Acquired through ASAP funding, the Starfish platform provides for integrated tracking and communication among faculty, advisors, and staff, geared toward supporting the retention, progress, and success of all BCC students. A recent advisement study was completed as part of developing campus-wide strategies to maximize use of Starfish. The study has informed an ASAP Expansion Report, which delineates a plan to implement a comprehensive and coordinated advisement program for all BCC students.

We are also aware that students have the best chance to succeed when they have a clear understanding of their program requirements, and in this regard, we have also made progress in recent years. Both the CUNY-wide Degree Works software and BCC-specific semester-by-semester Degree Maps (see sample Degree Map) are available in hard copies with plans to put them online, to help ensure that students have access to all program requirements and a means to continually monitor their own progress. Additionally, one component of our one-credit First Year Seminar course, FYS 11, entails students accessing and reviewing their respective curricula and Degree Maps. From the time of their arrival on campus, BCC students are encouraged to take ownership of their educational trajectory; from there, they are supported by dedicated advisors and a coordinated network of tutoring and educational supports.

This chapter highlights the vast array of supports that have been developed and/or strengthened by adherence to these goals and objectives, focusing on efforts and initiatives implemented since the last self-study report to support the student experience in three major areas: financial aid and related support services, academic support services, and student life.

EVIDENCE

Criterion 1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

The institution commits to student success and retention, beginning with the Admissions Office. From the start of the admissions process, prospective students are encouraged to explore BCC by perusing the website, participating in campus tours, meeting with admission and financial counselors, and submitting an online application. To accommodate the disparate schedules of BCC applicants, the Admissions Office has instituted an on-the-spot admissions process. This program allows prospective students to complete the admissions process over-the-counter, at the Admissions Office on campus. Students also learn about special programs, such as ASAP, College Discovery, CUNY Start, CUNY Math Start, CLIP, Athletics and other ongoing activities related to student life.

The Financial Aid Office holistically communicates accurate information through the electronic College Catalog, website, and other mechanisms in order to provide information regarding the College's tuition and fees and how to pay for college (scholarships, awards, grants, and loans). In collaboration with the Office of the Bursar, this office ensures that students receive information regarding payment plans and refunds where applicable.

Financial Aid is integral to our students' success at BCC, as the majority of our students are low-

income. Students are encouraged, through signage and flat screen presentations throughout the campus, to file their FAFSA application early. The FAFSA application is used to determine students' eligibility for federal and some institutional aid, and it also serves as the conduit to the NYS Tuition Assistance Program (TAP) application. As per the National Center for Education Statistics IPEDs Report for BCC, 2017, 88% of BCC first-time, full-time freshmen receive some form of financial aid (of those, 83% receive federal Pell grants) and 71% of all BCC students receive some form of financial aid (of those, 68% receive federal Pell grants).

Students who are eligible for city- and state-funded programs receive both intensive personal guidance and support regarding the availability of additional financial assistance through the Financial Aid Office. The office has an extensive webpage, with valuable information on support and resources for funding academic careers. The office also engages in the classroom, hosting presentations in each of the First Year Seminar (FYS) classes. Students can also get online support through three instructional videos.

A major challenge the College faces is that while the vast majority of BCC students are financially eligible for financial aid, many do not receive aid due to: international student status, lack of academic progress, lack of proper filing for financial aid, or registration/withdrawal actions that impact aid. When this occurs, students may incur a financial liability that they may not be able to afford, and this limits their ability to remain in college.

Scholarships

The Scholarship Office serves students of all socio–economic backgrounds and levels of financial need by assisting them with conducting research and applying for scholarships. Through the Scholarship Office, students receive guidance in locating financial assistance that may pay for the cost of their higher education. The Scholarship Office provides students with the foundation, resources, and tools needed to successfully continue their higher education at BCC and beyond.

BCC uses a Scholarship Manager software to administer all Bronx Community College Foundation (BCCF) scholarships and awards, and this has streamlined both the scholarship application process for students and the review and decision-making process for the Foundation.

BCCF, a 501 (c) (3) organization, was established in 1985. Through their collective efforts and the generosity of individuals and organizations, the BCCF secures funding for scholarships, special programs, faculty research, and the preservation of BCC's national landmark buildings. BCCF works closely with the Office of Financial Aid to provide a safety net for students who need assistance reaching their academic and career goals.

BCC also provides students with information about scholarships external to the College. Several departments, including Student Life, Transfer Services, and the Scholarship Office work towards connecting students to external scholarships. Some of these prestigious scholarships include the Jack Kent Cooke Scholarship and the Kaplan Scholarship.

In addition, resources for our DACA students include a designated representative from the Student Life Office to administer THEDREAM.US scholarship. This is a privately funded, external scholarship meant to help undocumented DACA students with the cost of tuition, books and other materials.

The Single Stop Program provides students and their families with access to benefits and services that help retain and graduate low-income students. Since 2012, Single Stop has provided our students and their

immediate families a "One-Stop" source for services, including benefits screening, financial counseling, legal aid, tax preparation, and food pantry. Additionally, through the Carroll and Milton Petrie Emergency Fund, students are eligible for short-term financial support. This emergency grant has afforded many students in good academic standing the opportunity to stay in school. For more detail, see Single Stop's recent PASS report.

Refunds

The Office of the Bursar is responsible for managing student tuition accounts, billing, payments and student refunds. Tuition refunds are calculated in accordance with the tuition refund policy for those students who officially drop a class or classes during the first three weeks of the semester. Fees are not refundable. Tuition is refunded 100 percent for those courses which, at any time, are cancelled by the College. Information regarding Bursar functions is made available to students on the website, in the student handbook, and though discussions at New Student Orientation.

b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;

All incoming students must comply with university proficiency standards in reading, writing and mathematics to determine if the student requires developmental education. Students can demonstrate proficiency in each of the three areas based on SAT, ACT, and/or New York State Regents Examination Score. Students who cannot demonstrate proficiency must take one or more CUNY Assessment Tests. Results from these tests determine their placement. CUNY has articulated a skills placement and remediation reform, which will eliminate CUNY skills placement testing in FA19, and recommends the elimination of stand-alone remedial courses. Beginning in FA19, students' skill level will be determined by an algorithm based on multiple measures (including SAT and Regents Scores, as well as high school grades).

Support Programs and Their Outcomes

Pre-College Basic Skill Support Programs

In Fall 2017, approximately 1000 new students were reported to be CUNY proficient in all three areas, compared with 595 students in Fall 2016 (a 68% increase in proficiency). This is due in part to a variety of pre-college initiatives, including test preparation workshop participation, as well as summer program success rates in CUNY Start, Math Start, and the Summer Success program. Results for these initiatives, aimed at accelerating student progress through basic skill requirements, are promising:

1. Student Participating in Workshops scored higher on Reading/Algebra Placement Tests

Average Scores (ACCUPLACER Math and Reading) for Fall 2017

Workshop	N	Mean Reading	Mean Elem Algebra	Mean College Math
No Workshop	1149	61.8	46.8	28.5
Workshop	594	65.1	52.9	29.0

2. CUNY Start and Math Start Enrollment/Retention Outcomes are impressive:
CUNY Start and Math Start provide intensive preparation in academic reading/writing, pre-college math,

and "college success" advisement for incoming students with significant remedial needs. Academic eligibility is determined on the basis of the CUNY Assessment Tests. The program goals are to help students prepare for college-level coursework and reduce remedial needs.

CUNY Start and Math Start Enrollment/Retention Outcomes

- Between Fall 2014 and Fall 2016, 1069 students participated in the CUNY Start Program
- Of the total 1069 students, 679 of them enrolled at BCC (64%) as matriculated students
- The one-year retention outcomes for the first 3 cohorts of students were higher (72%, 80%, 81%) than the BCC rates (which normally range from 55%-60%)
- Between Summer 2016 and Spring 2017, 150 students participated in Math Start
- For the 1st two cohorts, the enrollment rates at BCC were 80% and 67%.

3. CUNY Language Immersion Program (CLIP) continuously increasing students placing into Freshman Composition

CLIP is an intensive English as a Second Language program for English language learners who have been admitted to a CUNY college but are not proficient in reading and writing. BCC regularly assesses the English placements of recent CLIP alumni who matriculate at BCC. The chart below shows 7.5 years of data on the number of students matriculating at BCC and the percentage of students who place into a credit-bearing English course (ENG 110 and 111, formerly ENG 10 and 11):

Continuous Increases in CLIP Students' Placement in College-level Composition

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Spring 2018
Total # Enrolled	92	65	81	78	80	79	79	54	74
% Enrolled ENG 110/111	17.4%	13.8%	37.0%	42.3%	35.0%	58.2%	65.8%	59.2%	60.8%

The steady increases in the percent of CLIP completers who were eligible to enroll in Freshman Composition at BCC resulted from an iterative assessment and improvement process, which included the introduction of tutors in 2012; the determination that tutors needed training and a handbook; and the implementation of structured opportunities for faculty and tutor interaction and sharing of information.

4. Immersion Programs:

Basic skills immersion workshops are provided to students in January and the summer at no cost to the students. Students who demonstrate skill proficiency in reading, writing, or mathematics at the completion of the workshops are able to move beyond developmental course requirements and into credit-bearing courses in the respective disciplines.

5. Developmental Courses

In addition to the wide variety of pre-college opportunities for BCC students to develop college-level skills, the College provides developmental coursework for students who have not met college-level academic standards. (See Developmental Course Offerings)

It is worth noting that the wide variety of pre-college opportunities BCC offers to incoming students to satisfy their basic skill requirements, along with CUNY's policy changes regarding the determination of

skill proficiency, have resulted in a significant decline in the percentage of students who ultimately place into developmental writing and math classes, as shown in the table below. Note the one-year difference of 81% placing into developmental math in Fall 2016 compared to 57% in Fall 2017.

	Percent Students Placing into:		
Entering Cohort	Developmental Reading	Developmental Writing	Developmental Math
Fall 2015	23%	39%	82%
Fall 2016	20%	30%	81%
Fall 2017	21%	28%	57%

Analysis of freshman performance in credit-bearing writing and math classes demonstrates no corresponding decline in these course pass rates. However, students' rate of progress through developmental coursework remains a major challenge for the College, and one that we are diligently attempting to address.

Resources

BCC offers a number of tutoring and academic support services that are open to all students. In a Spring 2018 qualitative survey of students asking them to identify the BCC resources that contribute most to their academic success, 27% indicated Tutoring (including the Learning Commons, Math Lab and Writing Center) as such a resource.

The Learning Commons is home to a centralized academic support program, including individual tutoring, supplemental instruction, and exam review sessions. The Learning Commons has computers and laptops available for research. Tutoring services are also independently offered by individual academic departments, for a variety of their course offerings, including historically "high-risk" courses where supplemental instruction is embedded.

The Math Tutorial Lab and Workshops cover both remedial and credit-bearing courses. The BCC Writing Center provides tutoring and one-on-one instruction helping students to be independent thinkers and writers. Assistance is provided for writing concerns across the disciplines, from English and ESL concerns to support with research paper writing and Writing Intensive courses. The center also provides workshops and reading circles that help students to prepare for uniform exams such as the CUNY Assessment Test in Writing and the ENG 111 final exam.

c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

Orientation

The Office of Student Life coordinates New Student Orientation (NSO) for all incoming students. The NSO is a mandatory 4-hour interactive session offered multiple times prior to the fall and spring semesters. The program is designed to provide new students with a warm welcome to the College and an overview for academic and personal development.

The informational sessions, activities and events are created to educate new students about the resources on campus and the lifestyles of our community, all while fostering relationships with fellow students. In 2016, the student orientation program was redesigned to include BCC faculty and peer leaders. The BCC faculty play an important role as presenters on "How to be a Successful Student in the Classroom." Additionally, current student leaders and alumni perform skits titled "Real Life Scenarios" about how to

navigate college in addition to being peer leaders during the sessions.

Academic Advisement

Academic advisement is central to the student experience at BCC. Students in special programs (ASAP, College Discovery, Veterans, First-Year Program) have dedicated advisors. Students who are not in special programs are assigned a dedicated success coach, who works under the direction of the Academic Success Center (ASC) and is typically affiliated with one of the Academic Departments. In addition to the professional academic advisors assigned to each BCC student, faculty in the academic departments also provide additional mentoring and advisement.

Because true advisement goes beyond simply the realm of selecting classes, the College uses the early-warning and advisement "Starfish" platform to provide more holistic advisement and counseling to students. Starfish, which went live at BCC in January 2018, enables faculty and advisors to better communicate and provide feedback about student progress and engagement. Currently, students can make online appointments in Starfish with their designated advisors and receive progress feedback and notifications from their professors and academic advisors. In the first semester of implementation (Spring 2018), the majority of students (87%) received feedback from their professors through the system.

BCC also uses DegreeWorks software, first introduced in 2006, for advising students on the progress they are making through their academic programs. DegreeWorks is a web-based degree audit tool that allows advisors and students to keep track of courses and requirements needed for graduation. A new version was implemented in Fall 2018, featuring academic templates (see sample Degree Maps), and a new Student Educational Planner, which makes projections for timely graduation easier.

The current 3-year graduation rate (20%) is already a major improvement over what it was at the time of the last self-study (8%). All of the initiatives, supports, new and improved programs detailed above have helped improve and accelerate student success. Viewing this initial progress as a building block, the College now, as part of the *Academic Momentum Campaign*, seeks to double that number again (from 16% for entering freshmen enrolling full time in 2013 to 35% for entering fall 2019 full-time freshmen). The following initiatives are designed to advance this goal:

- *Gateway Course Completion (*which seeks to expand the number of students completing their college-level math and English requirements within their first year);
- *Credit Accumulation Campaign (*seeks to increase to 25% the number of students taking and earning 15 credits/semester or 30/year by 2019); and
- *Degree Mapping* (which provides a semester-by-semester list of courses needed in order to complete a specific degree program). These degree maps will be used to populate DegreeWorks as well as ensure that all advising units are relying on a common document to deliver advisement.

ASAP and ASC Advisement Practices

One of the major components of the ASAP model is proactive advisement, which involves intentional and developmental advisement. Developmental advisement engages advisors helping students understand their role and responsibilities as a student, how to talk with faculty, manage their time, and ask for assistance, when needed. Advisors have a manageable caseload of 150 students and use text messaging, phone calls, and emails to contact students. Advisors keep students on track to graduate, provide degree mapping, and offer career workshops. Based on 10 years of student surveys, students consistently rate the advisement component as the number one benefit of the program that led to their success.

The **Academic Success Center (ASC)** is committed to promoting and delivering consistent high-quality academic advising designed to help students achieve excellence in their academic and professional goals. The Center also aims to assist students with the process of developing appropriate long-range educational plans that serve as clear pathways toward timely graduation. The Center provides academic advising for all continuing students, excluding special programs (ASAP, CD, CUNY EDGE, and FYS). See ASC Annual Report.

In Spring 2014, the College redesigned ASC to utilize a "success coach" model. The success coaches are assigned their caseload by academic department, allowing them unique access to their students' respective areas of study. Success coaches use a broad range of advising approaches, e.g., relational (trust), developmental, intrusive, appreciative, as needed, to help students reach their maximum academic potential as well as graduate on a timely basis.

Advisement Challenges

The ASAP expansion has provided significant increases in advisement resources for BCC and shown the positive impact of the ASAP advisement model. At the same time, concerns have been raised about the need for the College to provide an equitable and effective advisement model for all BCC students. The College currently employs 50 full-time advisors, but there is not yet a coordinated, campus-wide admissions-to-graduation advisement model, that includes key elements such as expansion of First Year Program to serve all incoming students, reconsideration of faculty mentoring role, and maximizing the potential of Starfish software. In Spring 2018 an advisement study was conducted to help formulate a direction for campus-wide advisement objectives, protocols, calendars and utilization of Starfish to maximize student success. This study has informed a proposal (ASAP Expansion Priority Report) that includes the development of a comprehensive, College-wide advisement program.

Academic Support Programs

Under the auspices of the ASC, in the Fall 2012, the **Retention Initiatives for Student Excellence (RISE)** was established. This initiative assists students who do not meet the institutional GPA standard for "good academic standing." RISE's objective is to increase retention and graduation rates by offering at-risk students the opportunity to appeal their extenuating circumstances and outline an academic plan for future success. In order to meet RISE's goal, the Committee on Academic Standing works closely with the campus academic appeals agent, academic success coaches, counseling faculty, and the Registrar and Financial Aid offices to ensure that students are meeting the necessary academic performance objectives. While the RISE effort provides academic advisement for this high-risk student population, additional academic supports and programming for this student population might improve their academic outcomes.

The **College Discovery Program (CD)** provides support services to students from academically and economically disadvantaged backgrounds, increasing their opportunity to acquire a higher education. (See CD PASS Report.) CD provides a range of supportive services including orientation courses, integrative tutoring, and comprehensive counseling services, and a financial aid stipend for educational expenses.

The main components of the Program include intensive remediation, tutoring, counseling, and academic advisement. Students are assigned to a CD counselor who is available throughout their stay in college. These counselors assist students with selecting and registering for classes, conduct success workshops and seminars, provide information on internships, and assist students in transferring to SEEK/EOP senior college programs. See CD Assessment Day 2018 Presentation.

The **CUNY EDGE Program** (formerly known as COPE) provides support to matriculated CUNY undergraduate students who receive public assistance. The goal of CUNY EDGE is to help students meet CUNY college standards and Human Resources Administration (HRA) work obligations to enhance their chances of graduating and achieving long-term economic self-sufficiency through gainful employment. The program provides ongoing academic, personal, and career planning advisement; personal and professional development seminars to assist students with study skills, problem-solving, career development, and self-advocacy; and career readiness services. CUNY EDGE also connects students to internship opportunities, HRA Work Study, and job opportunities, tutoring services, and limited tuition support for intersession and summer classes (if qualified).

Counseling Programs

The Office of Personal Counseling provides students with free and confidential short-term individual and group counseling to support academic success, emotional well-being, and personal growth. The office employs licensed social workers, social work fellows, and support staff. The Office of Personal Counseling collaborates with faculty and staff to offer workshops covering a variety of different topics, such as: Creating a Safe Space for LGBTQ+ Students; Supporting Children with Disabilities; and Understanding and Reducing Anxiety. Student utilization continues to rise. See Annual Report.

The Office of DisAbility Services (ODS) provides access and equal educational opportunity for students with disabilities, enabling them to succeed academically, socially, and professionally. Once students have self-identified, applied for services, and provided documentation of their disability, the staff works to determine eligibility for reasonable accommodations. The office also acts as a liaison between the student and faculty and staff. To better service prospective students, a Disability Information Statement has been inserted into the admissions and testing appointment email; this ensures that students with disabilities are aware of the services offered and how to receive them from day one. The office has seen extensive change, with the hire of a new Manager (July 2017), and now employs six staff members. During the last AY 2017-2018, ODS registered 398 students in comparison to 172 registered in AY 2016-2017, an increase of 131%.

Additional supports include semester loans of iPads that hold reading software, note taking apps, and voice-to-text capability, as well as C-pens for those who have dyslexia or other writing expressive disorders, and headset and reading technology. There has been a 107% increase in the loans of Smart pens. During the AY 2016-2017 ODS loaned 35 Assistive Technology pieces of equipment to students, and in AY 2017-2018 ODS loaned 72 pieces of equipment to students. Additionally, the library has a room dedicated for Special Services for those who need assistive technology. Disabled students also have access to a Disability Club on campus and the CUNY Coalition for Students with Disabilities (CCSD). See ODS Annual Report.

d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.

BCC offers a variety of services, initiatives, and processes at the College that support the students' educational experience and enhance their ability to succeed. Many of these are recent innovations or improvements since time of last self-study.

First-Year Seminar (FYS) is a holistic introduction to college, first introduced during the Spring 2012. FYS serves to: (1) integrate academic content and skill building with traditional orientation activities; (2)

create opportunities for students to practice new skills via student-centered pedagogies; (3) embed advising and peer mentor support; and (4) provide opportunities for instructor learning. Faculty from all disciplines teach FYS and focus on a specific theme, allowing students to practice and further develop both personal and academic skills, with an emphasis on critical thinking. Each FYS section has one BCC peer mentor who attends the class and facilitates discussions and presentations on college success. Mentors also provide in-class and out-of-class support services to both the students and FYS instructors. FYS students also see a dedicated academic advisor, who meets with each student multiple times during the semester.

New FYS faculty participate in a semester-long faculty development program, which is facilitated by the FYS Faculty Coordinators as well as a consultant from the Council for Aid to Education. Prior to being placed in a FYS class, peer mentors complete 14 hours of training and continue with 14 weeks of ongoing training while serving students in FYS. The FYS Peer Mentoring Program at BCC is certified by the College Reading and Learning Association-International Mentor Training Program Certification (CRLA-IMTPC).

FYS section offerings have grown significantly from five in Spring 2012 to 52 sections offered in Fall 2017. In Fall 2017, approximately 54% of the incoming first-time, full-time freshman population enrolled in FYS, compared to 42% in Fall 2015. Special sections of FYS are also scheduled for students enrolled in College Discovery, ASAP, and the ESL program.

A recent publication (2015) by the Community College Research Center found that participation in FYS was associated with positive and sustained student learning outcomes that endure beyond what is usually found for students taking a traditional student success course. Findings from performance metrics calculated by the BCC Office of Institutional Research, Planning and Assessment show that outcomes for students enrolled in FYS are impressive. See FYS Outcomes. The findings show that students enrolled in FYS have higher success rates; this also holds true for students enrolled in FYS who are not a part of a program such as ASAP or CD. Review of the Fall 2013 cohort shows a 20% three-year graduation rate for students who took FYS but were not part of a special program such as ASAP or CD, compared to students who did not take FYS (10%). See FYS PASS Report.

The Early Childhood Center (ECC) is an educational facility committed to developmentally appropriate care and early education of children ages 2 to 12 whose parents are students at the BCC. The Center can accommodate up to 114 preschool children and 28 children in the afterschool program. By providing integrated family services, the Center educates, advocates and provides support and expertise that empowers and enriches student-parents, their children, and our early-childhood and college community. Accredited by National Association of Education for Young Children (NAEYC), the Center offers a variety of supports designed to promote student-parents' success, including counseling with a licensed social worker, family engagement with a family worker, stress reduction yoga and dog therapy classes during finals week, and a quiet lounge where parents can check email and print out papers, in company of other student-parents. The three-year graduation rates are substantially higher (33%) than the 16% College-wide rate as reported for the Fall 2014 first-time, full-time cohort. The ECC used data and analysis compiled in their ECC PASS Report to obtain nearly $1.4 million in funding over the next four years to extend on-campus child care hours until 10 p.m. each spring and fall semester.

The Evening and Weekend Programs Office is a full-service, daily drop-in center that provides support and assistance for students enrolled in evening, Saturday, and Sunday classes. The Office also provides administrative support to BCC adjunct instructors and serves as the referral center and point of contact for all issues relevant to evening and weekend classes, programs and services, including advisement,

registration and financial aid support. BCC has invested in growing the Evening and Weekend program with the ultimate goal of allowing students to pursue degrees entirely on the weekend or evening.

The Male Empowerment Network (M.E.N.) at BCC is one of more than 30 CUNY Black Male Initiative (BMI) projects funded by the University through a grant from the City Council. The BCC M.E.N. program has been in existence for over 12 years and is designed to recruit, enroll, retain and improve the degree completion/transfer rates of all male students, in particular African American/Black and Latino male students from various social and economic backgrounds.

The Office of Health Services routinely assists students with health problems, and/or immunization needs that significantly affect their ability to remain in school and graduate. Mental health issues are addressed separately in the Office of Personal Counseling. This office provides health education and referrals. (See PASS Report.)

The BCC Library is housed in an architectural gem, built in 2012, which offers students support services, including electronic tools such as desktop and laptop computers, iPads, calculators, tools for students with various disabilities, including electronic readers, private rooms and study spaces, and electronic copies of textbooks. In a Spring 2018, one-third (33%) of BCC student respondents indicated that the library contributed most to their academic success. For BCC students who do not have access to a quiet place to study at home or the electronic tools necessary to complete classwork, the BCC Library is invaluable.

Veterans and Military Resources Office serves as an advocate for Veteran students, those called for active duty, and their immediate families. The office provides help in processing application fee waivers, tuition assistance benefits, academic advisement support, transcript credit evaluation, registration support, and withdrawals due to military orders. The Office also works with academic departments to provide training to understand the special needs of veterans. (see VMR PASS Report.)

In 2017 Career Services (now "Career Development") was moved into the Division of Workforce Development and Continuing Education. The primary goal behind this consolidation was to concentrate the College's outreach to employers in one central location–specifically, in the division with primary responsibility for forging and maintaining partnerships with businesses, industry associations and labor unions. This change has enabled BCC to better coordinate its collaboration with employers since it provides them with a user-friendly, single point of contact. In addition, the consolidation streamlines communication, increases accountability, and reduces inefficiencies. The result has been more proactive and better-coordinated career services for students, including expanded internship and employment opportunities, increased off-campus career awareness events hosted by employers, and new partnerships with community-based organizations.

The merger has also led to increased collaboration with faculty, as the new workforce and career development team now has greater capacity to help faculty connect with employers, understand industry and employment trends and stay current with job requirements. While this input can be helpful to many academic programs, it is essential for the success of AAS programs.

It should be noted that the consolidation of Career Development into Workforce Development and Continuing Education at BCC is far from typical in the CUNY system: At most campuses, career services resides in Student Support/Academic Affairs. At BCC, the impact of the Office of Career Development is diligently measured through a monthly performance dashboard that tracks key indicators, including students served, employer partners, and internship as well as employment placements.

Transfer Services

The Office of Transfer Services offers students individual transfer advisement, assistance with the CUNY transfer application, the Common App, and scholarship and admissions essays. The office also provides students with resources to plan their entire undergraduate career through the publication of articulation agreements. This resource is an excellent tool for transfer planning because it provides a course of action, including an outline of the most appropriate courses to schedule.

To communicate the services provided, Transfer Services has a webpage, Facebook Page, and YouTube Channel and publishes two newsletters: *Transfer Talk,* for students, and *TransferGram,* for advisors and faculty. The office also coordinates the Transfer Fair every spring and fall semester and facilitates monthly workshops on transfer planning and scholarship essay writing.

Transfer Services is an integral component of the Bronx Transfer Affinity Group, a cross-campus panel that includes Lehman, Hostos and Guttman Community College, working to identify ways to break down barriers to transfer success and implement solutions. One result of this linkage is a comprehensive articulation agreement as well as a transfer advisor from Lehman College working on the BCC campus.

Criterion 2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Transfer Credit Evaluation Guidelines

Transfer credit is evaluated in the BCC Office of the Registrar. BCC will accept a maximum of 30 transfer credits from an appropriately accredited institution. Only college-level courses, from an accredited institution, will be evaluated for transfer credits. Remedial, Developmental, Freshman Studies, English as a Second Language (ESL), and college prep courses are not transferable. Students transferring credits from CUNY colleges can receive transfer credit for some "D" grades depending on their BCC program. Students must consult with the academic programs for exceptions and clarifications.

Criterion 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

To ensure appropriate confidentiality, outside of records released in the normal course of business, all requests for records involving students are routed through the Office of Legal Affairs and the Records Access Officer and Ethics Officer. This includes subpoenas, Freedom of Information Law requests, request for employment verification and all other requests for information protected under the family educational rights privacy act (FERPA). This office may also protect records involving HIPPA privacy. All faculty, students, and staff have extensive training on Title IX regulations on a regular basis. All departments are required to adhere to FERPA regulations.

Criterion 4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

Athletics

BCC's five intercollegiate varsity programs are members of and adhere to National Junior College Athletic Association (NJCAA) and City University of New York Athletic Conference (CUNYAC)

bylaws, policies, and compliance standards. Student-athletes are supported by a faculty athletics representative and are engaged in the Broncos Academic Support Experience (BASE) program. Through BASE, student-athletes meet weekly with Athletics' academic support coordinator on maximizing academic potential through individualized learning plans. These are supplemented by weekly feedback from professors on academic progress reports, ensuring class attendance, engagement, and success.

Additional support needs of the student-athletes are satisfied by certified athletic trainers at all home games. A sports information director oversees the department website, Twitter, Instagram, and YouTube social media accounts. Recreational and fitness needs of the student body are supported by on-campus fitness facilities open 12 months, including a competition-sized indoor swimming pool, weight and cardio training rooms, a regulation-sized basketball court, two outdoor tennis courts, and two handball courts.

The Office of Student Life encourages students to participate in a wide range of academic, cultural, and social activities. Students are encouraged to explore extracurricular and co-curricular opportunities including Student Government, clubs and organizations, college governance committees, leadership development, *The Communicator* (the student newspaper), *Thesis* (the student literary magazine), and the Inter-Organizational Council. Students can also obtain support and services from the Interfaith Center, Black Male Initiative, New Student Orientation, Community Outreach and Service Learning, Health Living, or the LGBTQ+ campus community.

The Office of Student Life is also responsible for updating and disseminating the Student Handbook, which provides user-friendly information regarding BCC policies and procedures. Included in the Student Handbook is relevant information on how to participate in campus life, expectations about being a member of the BCC community, and rules governing Title IX and Enough is Enough legislation.

The Student Government Association of BCC is the primary elected body representing the students of BCC's campus. The SGA body is comprised of five elected executive officers and 10 senators. The SGA is devoted to advocating for student issues and supporting the development, assessment, and execution of curricular, social, cultural and recreational programs. The SGA ensures, upholds, and protects the rights of students on campus, and all the benefits that the Bronx Community College Association, Inc. provides regardless of race, sex, creed, color, religion, and/or nationality.

Criterion 5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers

Not applicable

Criterion 6. Periodic assessment of the effectiveness of programs supporting the student experience, and

Requirement 8 (Systematic Evaluation of All Programs)
Requirement 10 (Institutional Planning)

In support of the College's Strategic Plan (*Building a Community of Excellence: 2015-20*), comprehensive evaluation processes for BCC have been informed by the College's Institutional Planning, Budgeting and Assessment Model (IPBAM) and are represented in the BCC Assessment Framework.

BCC routinely assesses student support programs, often resulting in improvements and innovations, and regularly surveys students, faculty and staff regarding satisfaction with student and academic support

services. These assessments and resulting changes, improvements or innovations are reported in Annual and PASS reports. A few examples follow:

Program	Assessment Summary	Changes/Improvements/Plans Resulting from Assessment
Admissions Office – Accepted Students Information Sessions	Survey administered following info sessions to determine extent to which students retained information about enrollment processes. Only 64% of 2018 respondents indicated they knew how to qualify for a registration appointment.	Since registration processes was the first topic covered in the session and some students were late, the Admissions Office created an *Enrollment Checklist* which provides a clear systematic guide that students can reference at each stage of the enrollment process.
College Discovery Academic Coaching Program	Review of GPA's of CD students who participated in up to 7 individualized coaching sessions (assistance to improve study skills and address academic/personal obstacles) in Spring 2018 demonstrated a strong relationship between number of sessions and GPA (with 5+ sessions resulting in average GPA increase of 0.42 and less than 5 sessions resulting in average increase of 0.09). Follow-up analysis of FA 17 participants showed that post-program GPA's either remained the same or decreased.	Findings suggest the need for ongoing support, which program is developing going forward.
Financial Aid Presentations for FYS Classes	Survey results following presentations showed almost 80% of students commented on how informative, organized and useful they found the presentation.	Based on these positive findings, the Financial Aid Office is developing additional financial aid workshops to educate all student groups throughout the year to assist students in making more informed decisions about financing their college education.
Disability Services	Survey administered in 2017-18 to assess SLO's identified in 2016-17 (students registered with DSO will be able to: locate college resources; list their accommodations and their responsibilities relating to their accommodations; identify the grievance process.) Following orientation session, 94% of students agreed/strongly agreed they understand resources on campus; 100% of students stated they can list accommodations; and 82% agreed/strongly agreed that they know where to file a grievance.	DSO plans to: continue hosting orientations at the beginning of each semester; expand their sample population to continuing students and provide additional workshops; and add a grievance section in the BCC website under Disability Services to continue educating students about the process.

(See additional Assessments Leading to Improvements.)

Annual Report

The purpose of the annual report (see sample Annual Report) is to:

- Update/modify department mission, objectives, learning outcomes, assessment measures.
- Document past year accomplishments, challenges and outcomes relative to departmental goals articulated in prior year and BCC goals and objectives (BCC Strategic Plan)
- Summarize assessment results relating to department objectives and/or student learning outcomes and indicate how these led to (or are expected to lead to) improvement and/or innovation
- Articulate goals, targets and resource requirements for upcoming year—linking to departmental goals, BCC objectives & priorities, and departmental learning outcomes (if appropriate)

Periodic Administrative Self-Study (PASS)

All administrative and student support departments complete an annual report as well as a more in-depth Periodic Administrative Self-Study (PASS), which parallels the Periodic Academic Review (PAR) of the academic departments. (See PASS Cohorts). In 2015, the Assessment Office and the Office of Institutional Research, Planning and Assessment provided training and support for each department to update (or develop) their mission statement, program goals or outcomes, student learning outcomes (if appropriate), benchmarks, targets or metrics, and tools (rubric, survey, narrative) for assessing whether goals or objectives are being met. See Sample PASS Report.

ANALYSIS and RECOMMENDATIONS

Strengths

- The ASAP program and the corresponding College Redesign have profoundly impacted the student experience, improving student support across all areas. The scaling up of ASAP has provided many lessons from which the College community can draw and apply to the more extensive ongoing College Redesign.
- Evidence-based initiatives to build basic academic skills and provide student support have successfully improved student success.
- The College has built a strong assessment culture in student support departments, with a great deal of knowledge created about what and how student support efforts contribute to student success.

Challenges

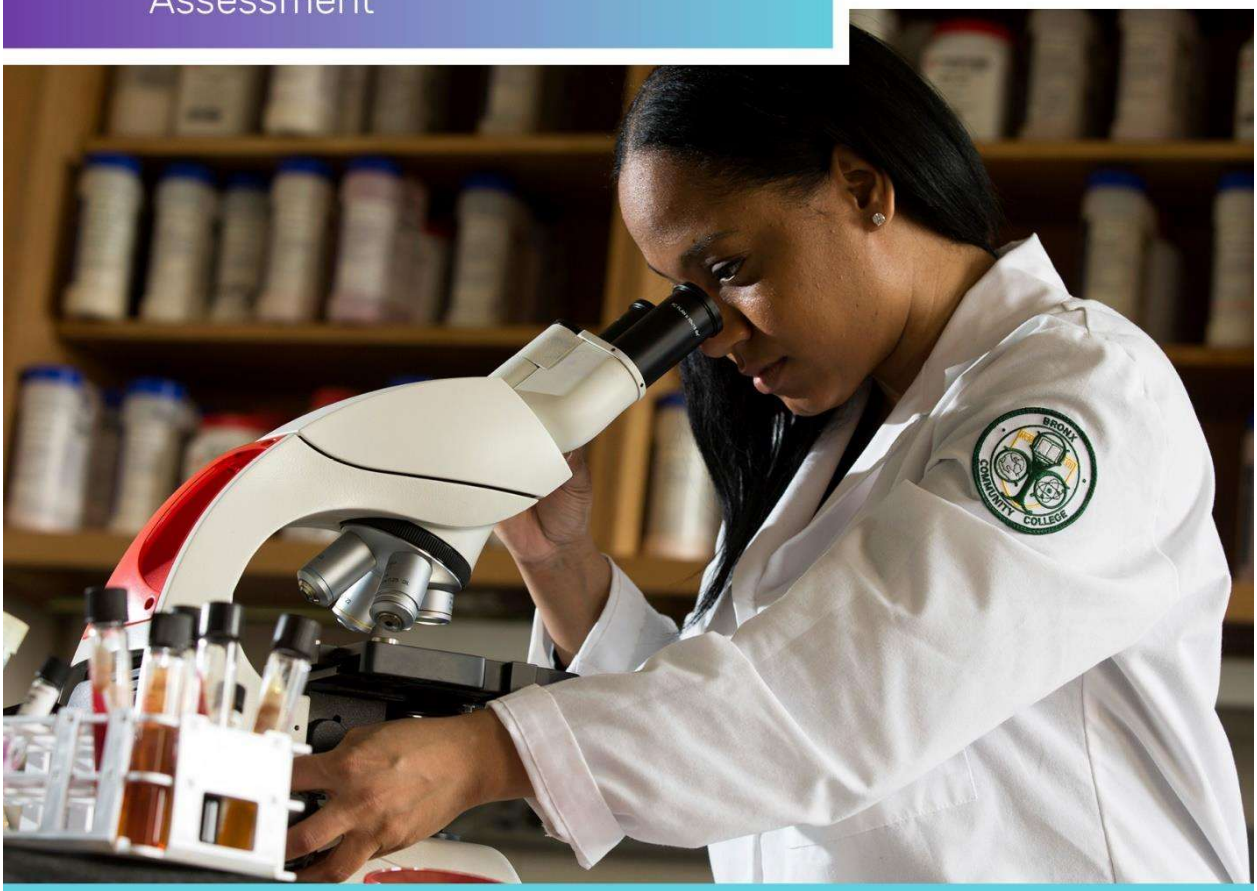
- Student lack of academic progress and persistence remain a major problem at the College.
- Many students are financially eligible for financial aid, but do not receive the aid due to lack of academic progress, international student status, lack of proper filing and registration/withdrawal actions.

Recommendations

- Develop a comprehensive student success plan incorporating high-impact practices that have been successfully implemented at BCC and elsewhere and including lessons learned from the ASAP expansion/BCC Redesign to support student progress and academic success. This plan should also respond to CUNY policy reforms regarding placement testing and remediation.
- Design an integrated college-wide advisement plan to implement an equitable admissions-to-graduation caseload advisement model for the entire BCC student population, including:

expanding the First Year Program to serve all incoming students; more clearly defining faculty mentoring roles; and maximizing the potential of Starfish software.

Standard V:
Educational Effectiveness Assessment



Standard V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

> **Requirement 8 (Systematic Evaluation of All Programs)** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
> **Requirement 9 (Student Learning Program)** The institution's student learning programs and opportunities are characterized by rigor, coherence and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
> **Requirement 10: Institutional Planning** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

OVERVIEW

In order to make good on our promise to provide students with a rigorous and broad education that prepares them for educational/professional success and informed and engaged citizenship, BCC maintains a robust program of assessment of student learning outcomes. BCC faculty and staff are increasingly building knowledge about student learning and academic success through their assessment and scholarship efforts.

BCC has supported the evolution of a "culture of assessment" by investing resources, time, professional development and recognition in the following ways:

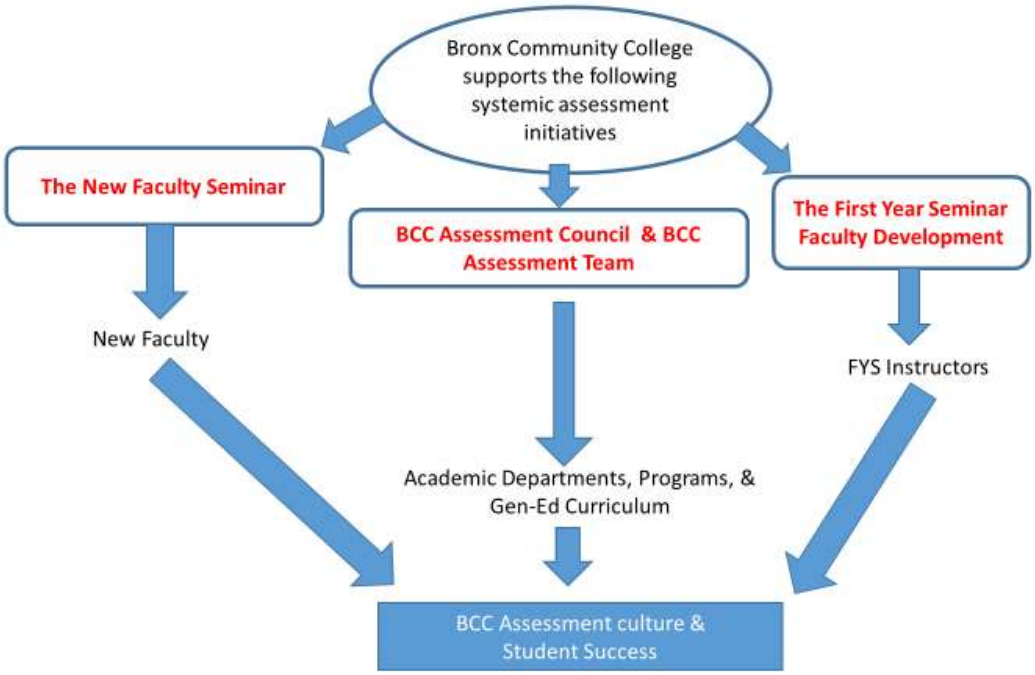
- Introducing all new faculty to effective and meaningful assessment practice with participation in a mandatory year-long New Faculty Seminar, which was refocused in 2014 to cover three major areas (assessment, pedagogy, and promotion/reappointment). Participants are required to design and complete a Classroom Assessment Project (CAP), which is designed to improve the educational effectiveness of one of the courses they are teaching at the time. Faculty must choose a problem area, determine a strategy to address it, set a benchmark, implement the strategy, and record and reflect on the results. Participants are expected to present their CAP posters on BCC Faculty Day (an annual conference sponsored by the BCC Committee on Instruction and Professional Development). Faculty receive reassigned time for participation in the program, and since its inception approximately one-fourth of all BCC full-time faculty have participated in the revamped Seminar. (See NFS Evaluation)

- Creation of the BCC Assessment Council, which is comprised of a faculty member from each of BCC's 14 academic departments (who receive reassigned time for their participation); the Assessment Council meets regularly on all matters of academic assessment. Council members serve as resources and voices for their departments in matters of course, program and General Education assessment processes and engage with their peers on interdisciplinary exploration of assessment topics. The Assessment Council sponsors an annual BCC Assessment Day (first held in 2017), which provides opportunities for faculty and staff to share their best assessment practices across all departments and disciplines at the campus. (See Assessment Day Program 2017, Assessment Day Program 2018.)

- Utilizing the Administrative Council, which is comprised of deans, directors and coordinators representing the College's 60+ non-academic and student support programs, as an effective means for disseminating information about assessment and for coordinating assessment activities.

- Embedding professional development and formal assessment expectations within special programs (First Year Seminar, Learning Communities, ePortfolios, Online Course Development) for which faculty receive reassigned time and participate in interdisciplinary assessment projects.

These collective efforts have supported the development of a robust culture of assessment as shown in the following figure.



ANALYSIS

Criterion 1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

The College has three categories of student learning outcomes:

- Institutional Learning Outcomes,
- Degree/Program Learning Outcomes
- Non-Academic Student Learning Outcomes

Institutional Learning Outcomes

The BCC mission supports the institutional goal of providing our students with "academic preparation that provides them with the foundation and tools for success in their educational/and or professional plans

and instills in them the value of informed and engaged citizenship and service to their communities."

To ensure students achieve this goal, BCC adopted the CUNY Core General Education structure known as Pathways, first implemented CUNY-wide in Fall 2013 and adopted by the BCC College Senate in May, 2016 as the singular general education program at BCC. Pathways provides a set of General Education Requirements that every CUNY student must complete to earn an Associate of Arts (AA), Associate of Science (AS), or bachelor's degree from CUNY. Once a student has met a Common Core area requirement at one CUNY college, that requirement will be met at any other CUNY college.

The structure of the 30-credit Pathways core is as follows:

Required Common Core (12 credits/4 courses)	Flexible Common Core (18 credits / 6 courses)
• English Composition (2 courses) • Mathematical and Quantitative Reasoning (1 course) • Life and Physical Sciences (1 course)	• World Cultures and Global Issues (1 course) • U.S. Experience in Its Diversity (1 course) • Creative Expression (1 course) • Individual and Society (1 course) • Scientific World (1 course) • One additional course will be taken from one of the above areas

Source: CUNY General Education Requirements

Pathways requires 30 core credits for students in Associate of Arts (AA) and Associate of Science (AS) programs, with 12 credits in the "Required Core" and 18 credits in the "Flexible Core." Associate of Applied Science (AAS) students are required to take 21 total core credits. (See Pathways Core and Details of CUNY Pathways Common and Flexible Core)

Degree/Program Learning Outcomes (PLO)

All academic programs at BCC have clearly articulated Program Learning Outcomes, which map with institutional learning outcomes and the College mission. Program outcomes are published on the College's website and in the College catalogue. See Exemplars of Program Learning Outcomes.

Non- Academic Student Learning Outcomes

The Assessment Office and Office of Institutional Research, Planning and Assessment (OIRPA) support the many administrative departments and programs that have daily and/or regular interactions with students, assisting in the development, assessment and improvements in student learning outcomes relative to the department's mission and goals. Results are included in both Annual and Periodic Reports as well as often submitted to the Watermark system, overseen by the Assessment Office. See Sample Annual Report and Sample PLO Assessment Report.

Criterion 2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

a. Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; and **Requirement 8 (Systematic Evaluation of All Programs), Requirement 9 (Student Learning Programs)**

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. Meaningful curricular goals are defined by department faculty, who ensure high standards in the validity of assessments and the determination of whether students are achieving institutional and programs goals. The College employs multiple levels of reporting and assessment to determine whether institutional and program outcomes for students are being achieved and to interpret data and make changes to improve student learning. BCC provides guidance for the development and use of appropriate, effective assessment tools in the Assessment Plan and Guide Book, through presentations at the Assessment and Administrative Councils, and with one-on-one support from the Assessment Team.

Academic Program Goals and Assessment

All programs and certificates are reviewed on a regular basis. Academic program assessments of program-level student learning outcomes have been conducted primarily as part of the Periodic Academic Review (PAR) process. (See PAR Guidelines and PAR Example.)

While academic program assessment was historically addressed as part of the requirements for the academic program review and external accreditation processes, all programs are now expected to complete annual program assessment reports. These reports (see sample here) reflect BCC's commitment to strengthening learning through ongoing assessment of program learning outcomes across the campus.

This emphasis on program-level assessment has been overseen and coordinated by the BCC Assessment Council, which is comprised of faculty members drawn from each academic department, who receive reassigned time to coordinate assessment activities and reporting for their departments and to participate in interdisciplinary discourse about assessment of student learning across the campus. Through the coordinated efforts of the Assessment Council, all academic programs have designed assessment plans, which include program mission, learning outcomes, and curriculum maps; further, all Program Learning Outcomes (PLOs) are now available online in the College Catalog. Finally, all Academic Departments submit an annual report to the provost, which provides a summary of the assessment activities and outcomes for the programs in their departments. (See Sample Annual Academic Report).

General Education Goals and Assessment

BCC consistently seeks to apprise whether students are reaping the highest benefits of BCC's general education program. The primary mode of General Education assessment is currently addressed through the assessment of Pathways courses. BCC engages in additional avenues to determine if students are mastering our general education expectations. These include the Writing Intensive Requirement, critical thinking assessment across disciplines in the First Year Seminar and Learning Communities, and the Collegiate Learning Assessment (CLA) test of Critical Thinking and Written Communication.).

Pathways General Education learning objectives are regularly assessed through course-level assessments performed on "high-enrollment" courses residing with the different areas of the Common Core. The table below shows high enrollment Pathways courses with two years of assessments represented. These and other assessment reports are maintained in the Watermark system by the Assessment Council representatives from each of the academic departments, including assessment completed before and after the semesters shown in the table.

BCC's Pathways Curriculum					
		Assessment Reports			
Required Core Area	**High Enrollment* Courses**	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Fall 2017**
A: English Composition	ENG 110			X	X
	ENG 111	X	X	X	X
B: Mathematical and Quantitative Reasoning	MTH 23			X	
C: Life and Physical Sciences (science SLOs currently being aligned with Pathways SLOs)	BIO 23	X	X	X	X
	ENV 11	X	X	X	X
Flexible Core Area	**High Enrollment Courses**	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Fall 2017**
A: World Culture & Global Issues	SOC 11		X	X	X
	HIS 10	X	X	X	X
B: US Experience in Its Diversity	POL 11				X
	HIS 20	X	X	X	X
C: Creative Expression	ART 11	X	X	X	X
	ART 12	X	X	X	X
D: Individual and Society	COMM 11	X	X	X	X
	PSY 11	X		X	X
E: Scientific World	BIO 24	X	X		X
	BIO 12	X	X	X	X

The Collegiate Learning Assessment to Assess General Education

The Collegiate Learning Assessment (CLA) is a general education test that measures: analysis and problem solving; scientific and quantitative reasoning; critical reading and evaluation; critiquing an argument; and writing mechanics and effectiveness. CUNY supported the administration of the CLA to interested CUNY schools in 2012-13, 2013-14, and 2015-16. For the 2012-13 administration, several CUNY schools participated in the administration of the CLA to entering freshmen and exiting sophomores. At that time, BCC first semester students had the lowest scores, but showed the greatest gain ("value-added") between freshmen and sophomores. In response to the low scores, the decision was made to focus on critical thinking skills in the First Year Seminar, which is taught by faculty across all disciplines. Subsequently, BCC engaged the Council for Aid the Education (CAE), which is the firm that administers the CLA, to provide a workshop on developing critical thinking performance tasks and assessments as part of the professional development for FYS. One of the goals of FYS is to serve as a catalyst for improving pedagogy and student learning across the curriculum by engaging faculty from all disciplines in the professional development and interdisciplinary collaboration the program provides. Although CUNY stopped financing the administration of the CLA, BCC has continued using the test. The Spring 2018 findings demonstrated about one-third of the upper sophomores scored "proficient" and 40% scored "below basic". The average GPAs were highest among the "proficient" students (3.4), but were considerably high (3.05) for those scoring "below basic". (See BCC Student Performance on the CLA). These results highlight a major challenge for BCC to: develop more systematic and organized approaches to further develop and assess both basic and higher order thinking skills across the curriculum.

b. Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education goals;

The College prepares student for careers, fulfilling lives, and further education goals through a comprehensive array of activities. Faculty collaborate with Career Services to identify and develop capstone experiences, internships, and experiential learning opportunities for students. Transfer advisors in the Office of Transfer Services actively engage and support students in transfer planning. The Office also establishes relationships with four-year institutions in an effort to ensure a seamless transition for students.

In 2017, BCC initiated development of a new Academic Master Plan (AMP Report, AMP Presentation), which is guiding the College in assessing and improving the alignment of our academic programs with the ever-changing labor market and educational trends and requirements. To this end, senior administrators have collaborated with academic department chairpersons and faculty to compile and review multiple data points relating to our academic programs, including enrollment trends, graduation rates, transfer rates, and program-relevant labor market data. The labor market analysis included a review of the larger trends in the New York City economy (e.g., growth industries and predicted job vacancies), as well as an evaluation of every associate program in the context of the most likely job titles a graduate might pursue. The identification of these job titles—and accompanying data of necessary qualifications, credentials, salary range, typical annual job vacancies, etc.—will provide valuable information for program coordinators in revising these programs, and potentially in developing new programs. One important finding was the discovery of how limited the associate degree is as a qualifying educational credential in many fields. While it is strong in certain fields as a qualifying credential (e.g., radiologic technology) it is quite limited in others (e.g., cybersecurity). What this points to is the need for many of our AAS "career" programs to align well to bachelor's programs to ensure our graduates have a viable educational path to a good career.

Additionally, by merging the Office of Career Services (now Career Development) into the division of Workforce Development and Continuing Education, the College has increased internship and employment opportunities for students. The Office of Career Development collaborates with the Office of Academic Success to connect students to opportunities with employer partners throughout New York City. Examples include internships with healthcare and human services organizations, career awareness and networking events with law firms and banks, and internship and employment opportunities with local film and television productions. Through such initiatives, BCC prepares students to lead meaningful lives through a well-rounded education and a vibrant student life experience that provides them with opportunities for personal development.

c. Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

The College regularly tracks and reports student achievement data, including graduation outcomes by program (as well as post-graduate academic outcomes), job placement, and student attitudes and satisfaction with education received at BCC. These data are reported regularly via the Institutional Research ePortfolio, which is available to all campus members. Each academic department is expected to analyze and utilize the data to develop improvements in both annual assessment/plans and Periodic Academic Reviews. Annual student achievement data related to course pass rates, retention, credit accumulation and progress toward graduation are shared with Department chairpersons to discuss with faculty and to support the development of annual reports. The Office of Institutional Research, Planning and Assessment encourages and supports academic departments in identifying particular analytical inquiries that can support improvement in their courses and programs.

Criterion 3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: and
Requirement 10 (Institutional Planning)

a. Improving student learning;

Consistent with our mission to provide students with the academic foundation and tools for success, assessment is regularly used to improve student learning. The following are examples of the iterative assessment processes that faculty are using to improve student learning:

HLT 101 – Introduction to Public Health (Spring 2018)

Learning Outcomes Describe evidence-based strategies used by government agencies to improve the health of citizens.
Assessment Vehicle/Scoring Tool Needs assessment assignment/scoring rubric
Changes Since Last Assessment Questions changed from: identification of a gate keeper/opinion leader in community to identification of an organization they would like to partner with to address a health issue; identification of personal reasons for choosing a health topic to identification of 2 strategies they would use to plan an intervention,
Benchmark/Results 75% of students receive C or better/80% of students received grade of C or better
Recommendations/Action Plans Additional questions will be changed to clarify instruction and learning. Students will be asked to identify the physical factors, social/cultural factors, community organization and individual behavior that impact population being studied

CHM 11 General College Chemistry (Fall 2017)

Learning Outcomes Reasoning and analysis and mathematical methods (Understanding thermochemical equations and relating the enthalpy of reaction to its molar stoichiometry)
Assessment Vehicle/Scoring Tool Long answered question/unified rubric for 7 sections
Benchmark/Results Benchmark 61.1%/ 46.2% (prior assessment)/ 50.6% in FA 17 14.9 point improvement from last semester, but still 3.9 points below the benchmark
Recommendations/Action Plans Will continue to solve more examples and assign more homework problems on the concept and the applications of the thermochemical calculations and stoichiometry

ART 11- Introduction to Art History (Spring 2017)

Learning Outcomes Communication: Organize report into coherent sentences and paragraphs that describe every aspect of the artwork. Apply concepts learned in class.
Assessment Vehicle/Scoring Tool Museum Paper/scoring rubric
Benchmark/Results 70% Benchmark/ 86% of students (in 17 sections) reached the benchmark
Recommendations/Action Plans Students need work in this area. To ensure improvement, faculty development workshops for those teaching ART 11 planned

ACC 111 – Financial Accounting I (Spring 2018)

Learning Outcomes Demonstrate the understanding to apply the accrual basis of accounting by recording various business transactions. (Reasoning & Analysis)
Assessment Vehicle/Scoring Tool Mandatory Standardized Computerized Course Project (The Practice Set)/ scoring rubric
Benchmark/Results 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better) on each of the student level outcomes. 62% scored 70 or above the benchmark on SLO #1. This is 18% below the performance measure or standard of 80%
Recommendations/Action Plans Interpretation: Students are still having difficulties with SLO #1, the recording of business transactions. Action Plans: For the Fall 2018 semester, all ACC 111 instructors will provide additional examples in each course section on recording business transactions (SLO #1) as this performance standard is 18% down, compared to the performance benchmark. This assessment report will also be shared and discussed with all ACC 111 instructors and students. Furthermore, students that are having difficulties with recording business transaction during the fall 2018 semester, will be identified by instructors and recommend attending tutoring, supplemental instruction (SI), and the weekend workshops**.**

FRN 111- Beginning French I (Fall 2017)

Learning Outcomes Use of correct gender and number
Assessment Vehicle/Scoring Tool Exam
Changes Since Last Assessment Teaching approach was enhanced to include pairing the teaching of nouns with indefinite articles. Students were provided increased opportunities for practice (homework) and formative evaluations (quizzes), and students were encouraged to learn nouns with indefinite articles and pay attention to endings that generally indicate masculine and feminine nouns
Benchmark/Results SP 17 benchmark -70%/ only 65% met the benchmark/following changes 71% of students met the benchmark

b. Improving pedagogy and curriculum;

Pedagogy

The College offers training in such innovative areas as the use of "flipped classroom" models, ePortfolio training, and others; new pedagogical models are explored in both Learning Community training and FYS training; and pedagogical improvements and innovations are supported by both PSC/CUNY release time and the annual Presidential Grants competition sponsored by the Office of the President, which awards faculty and staff with strong proposals for pedagogical innovations.

Examples of how assessment results used to improve pedagogy/curriculum are documented below.

Use of Assessment Results to Improve Pedagogy and Curriculum

Program/Course	Goal/Objective	Results	Use of Results/ Changes/Improvements
BIO 23 – Human Anatomy and Physiology	Increase student pass rates with use of flipped classroom model and formative assessments	Students in pilot flipped classes for BIO 23 demonstrated greater success than others.	Training provided for other STEM faculty to utilize flipped classroom pedagogy.
History Department	Promote and reinforce active teaching and learning in History courses	Many adjunct faculty are not able to participate in the vast array of pedagogical professional development workshops and activities for faculty.	Department held a 3-hour Pedagogy, Practicalities and Pizza workshop (with OAA funding) a few days before the start of the Fall 2017 semester. It included a report on retention/passing data; discussion of student skills and needs; adjunct-specific tips; departmental/college resources for student support, and a discussion of pedagogical strategies and assignments. Ten adjuncts (one new) attended, with 3 full-timers, and all felt it was useful, especially the new adjunct.
New Faculty Seminar	Develop a classroom assessment project that specifies the following elements: student learning outcomes, benchmark(s), assessment vehicle(s), assessment tool(s), results, and conclusions (closing the loop).	New faculty enter the College with teaching and scholarship experience. Not all faculty have a firm knowledge of assessment practice and efficacy.	CAP projects assessed with rubric, with a 75% benchmark. 87% of projects in 2014-15 were deemed "Exceeding Expectations".
First Year Seminar (FYS)– focus on Critical Thinking	Faculty will develop pedagogical skills to support student learning in their disciplines.	The FYS faculty leaders contracted with CAE (Council for Aid to Education, the organization which administers CLA) to provide training for new faculty teaching FYS in developing performance tasks to develop critical thinking skills in FYS students.	Course pass rates in their disciplines and student satisfaction with instruction metrics increased for faculty who participated in the professional development and teaching FYS (from 70% pre FYS pass rates to 73% post FYS pass rates) and (from 3.66 satisfaction with instruction pre-FYS on 4-point scale to 3.70 post FYS participation).

Curriculum

Curriculum improvements take place via the Curriculum Committee. The rules and procedures governing the operation of the Curriculum Committee give faculty and members guidance about the adoption and revision of courses and curricula and constitute the general framework for approval and modification of academic offerings.

One example from the Digital Arts Program (Art and Music Department) demonstrates how independent reviewers evaluated program learning outcomes, which are embedded in the program's capstone project in ART 91 (Design Portfolio) class. The department utilized 14 representatives from their Advisory Board, which consists of alumni and professionals active in the field of graphic design/digital arts. For one PLO (concerning typography) where students scored lowest in skills, reviewers asked that strategies for addressing typography be further developed in courses offered earlier in the program, ART 79 (Typographic Design) and ART 81 (Typography and Layout). (See details in Digital Arts Program 8-Point Assessment Report). These changes are underway.

c. Reviewing and revising academic programs and student support services;

All academic, administrative and support programs engage regularly in assessments designed to lead to improvements. Results are documented in annual reports, while deeper, reflective analysis of these results is at the heart of the Periodic Academic Review (PAR) and Periodic Administrative Self-Study (PASS) processes (PAR Guidelines, PAR Example, PASS Guidelines, PASS Example)
One example of assessment-driven improvement in both pedagogy and support since the time of our last self-study involves the CUNY Language Immersion Program (CLIP), which prepares language learners who are admitted to a CUNY college, but are not proficient in reading and writing.

CLIP Assessment Findings:

In response to low rates of entrance into College Freshman Composition following completion of CLIP, assessments suggested tutoring might help. After an increase in program budget allowed for the hiring of tutors, placement into Freshman Composition increased from 17% in Fall 2010 to 37% in Fall 2012. In the 2013-14 year, a senior tutor created a handbook for both tutors and teachers on tutoring best practices–and placement into Freshman Composition increased from 42% in Fall 2013 to 58% in Fall 2015. Subsequent feedback from teachers and tutors revealed that there should be more interaction between tutors and faculty, and since opportunities for such interactions have been built into the program, placements into Freshman Composition have increased again, up to 61% in Spring 2018.

d. Planning, conducting, and supporting a range of professional development activities;

BCC remains committed to developing a wider range of professional development programming activities. With the recent hire of an executive director for Human Resources, the College plans to prioritize new professional development offerings through the department. To date, planning, conducting, and supporting a range of professional development activities is conducted through NFS and other grants, First Year Seminar (FYS), Learning Commons (LC), the Center for Teaching, Learning and Technology (CTLT) and other resources provided by the provost and the Division of Academic Affairs and Student Success to members of academic departments.

BCC Professional Development Opportunities (2017-18)

Program	Description	Participants
New Faculty Seminar	Year-long professional development program for all new faculty. Focus on: ▪ Pedagogy ▪ Assessment ▪ Professional Growth	Required of all new full-time faculty members. Faculty mentors and participants receive reassigned time
First Year Program	All faculty new to FYS participate in professional development program that supports active teaching and learning strategies	Faculty mentors and faculty participants receive reassigned time
CTLT Seminars	Include Online Course Development, ePortfolios, Open Educational Resources, Digital Humanities, Writing Across the Curriculum	All full-time faculty are eligible to participate. Faculty coordinators and participants receive reassigned time or compensation
Conference on Community College Excellence	BCC's Leadership Group for the Center for Teaching, Learning and Technology (CTLT) sponsors a *Conference on Community College Excellence* each January (since 2014)	All BCC and CUNY Colleagues Invited
Faculty Day	Each spring semester, the Senate Committee on Instruction and Professional Development hosts an annual *Faculty Day* open to all BCC Faculty and Staff	All BCC Faculty/Staff
Assessment Day	First implemented in Fall 2017, the BCC Assessment Team and Council organizes an annual Assessment Day to showcase best assessment practices leading to improvements and innovations	All BCC Faculty/Staff
Professional Development Training and Orientation Summer 2017, 2018	Resources provided by Office of Academic Affairs to all Academic Departments to provide professional development in the summer for full-time and adjunct faculty	316 Faculty in summer 2017/ 365 Faculty in Summer 2018 (see Professional Development Training and Orientation Summer 2017, 2018)

e. Planning and budgeting for the provision of academic programs and services;

Over the past two decades, BCC has enjoyed a steady increase in enrollment (until recently), which resulted in a steadily increasing budget. The College has been able to hire full-time faculty and provide ample support for all academic program and services.

Highlights of investments in planning and budgeting in academic programs and services include:

- Increase in number of full-time faculty
- Increase in funding for professional development for adjunct and full-time faculty (New Faculty Seminar, FYS and LC professional development, summer PD initiatives)

- Increase in department travel funds for faculty to attend and present at conferences
- Support for assessment (with the creation of the Assessment Council) along with reassigned time resources

Recently, an Academic Master Planning Committee (comprised of faculty, staff and students) completed a comprehensive *Academic Master Plan* (AMP), which is expected to inform a new Strategic Plan, provide substantive direction for the development, assessment, and revision of academic programs and inform academic program and services planning and budgeting decisions. The imperative to develop an Academic Master Plan (AMP) evolved from the BCC Strategic Plan, which called for cultivating a 21st-century curriculum and for reviewing, evaluating, updating, and developing curricula that maintain currency and are congruent with BCC's mission.

f. Informing appropriate constituents about the College and its programs;

Over the past several years recruitment efforts have expanded to include bus advertisements, increased numbers of recruiters, and enhanced marketing and engagement with community-based organizations.

Over the past year, BCC has engaged in an active website rebranding and relaunching. Not only has this process improved the look and feel of our online face to the world, it has brought our online accessibility in line with industry best practices. To increase meaningful transparency, the College website includes: the Strategic Plan (2015-2020); College Catalog; student consumer information; annual security report (in compliance with the Jeanne Clery Disclosure of Campus Security); the President's Monthly Reports; press releases; and minutes for all standing committees and governing bodies subject to the Perez Open Meetings Law.

In October of 2017, the College hired an electronic media manager to oversee the new website and content management system and to establish guidelines for the College's social media platforms. The electronic media manager also supervises website content coordinators from each area of the College and manages strategic digital media campaigns for recruitment, special events, and other college activities.

g. Improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and

BCC has been systematically focused on pursuing evidenced-based practices to improve student success over the past years, which has resulted in an increase in our 3-year graduation rate from 8% at the time of our last self-study to 20% today. The following performance metrics have correspondingly increased:

- The percentage of full-time freshmen who earn 20 credits in the first year increased from 17.5% in Fall 2012 to 23% in Fall 2016.
- The percentage of full-time freshmen who earn 20 credits in the first year and have GPA>2.0 and who are retained in the fall increased from 16.9% in Fall 2012 to 21.8% in Fall 2016.
- Four-year graduation rates of first time, full-time freshmen increased from 19.1% for Fall 2010 entering cohort to 23.5% for the Fall 2013 entering cohort.
- Transfer rate of associate (AA/AS) graduates to any baccalaureate program increased from 73.7% in 2011-12 to 77.7% in 2015-16.

These increases in student success metrics can be attributed to a College-wide focus on student success and completion with initiatives that derive from our Strategic Plan. These efforts are designed to support students' success throughout their academic career. The following have been implemented to that end.

Pre-College Preparation/Orientation for Success

A series of pre-college initiatives has been developed to prepare students for academic success. These include: (1) information/orientation sessions; (2) test preparation workshops for placement exams; and (3) immersion programs to develop basic skills before students matriculate. The number of students who participate in test preparation workshops has increased significantly (from 50 to 1200 students last year), and those students perform at higher levels. Another highly successful program, CUNY Start, provides an intensive 15-18-week pre-college program for students who require remediation in all three skills areas.

Achieving Success in the First Year (First Year Program and Seminar)

BCC's First Year Seminar (FYS) is a holistic introduction to college, which: (1) integrates academic content and skill-building with traditional orientation activities; (2) creates opportunities for students to practice new skills via student-centered pedagogies; (3) embeds advising and peer mentor support; and (4) provides opportunities for instructor learning. The sections have grown significantly from 5 in Spring 2012 to 55 in Fall 2018 (serving 1300 students). Performance metrics for FYS students are impressive. Most recently the 3-year graduation rate for FYS students (20%) was double the rate for students who were not in FYS (10%). FYS is under continuous evaluation and improvement. See results of evaluation conducted in collaboration with the Community College Research Center of Teachers College, Columbia University.

Accelerating Degree Completion - ASAP (Accelerated Study in Associate Programs)

BCC is engaged in a unique undertaking. As the first designated ASAP College, BCC is committed to dramatically increasing the number of students in ASAP along with a concurrent College-wide redesign. The ASAP goal is to graduate at least 50% of students earning an associate degree in 3 years. BCC has consistently met this goal, with a most recent 3-year graduation rate of 61% for ASAP students. The ASAP program provides students with wrap-around services and a strong emphasis on completion. Students receive tuition waivers, textbook vouchers, Metro Cards, and comprehensive, coordinated supports. BCC has increased enrollment from 700 students in 2015 to 3524 in 2017-18, and the College is on track to reach almost 5000 in 2019.

Engaging Faculty in Effective Pedagogy to Support Student Success - New Faculty Seminar (NFS)

BCC has created a first-year seminar for new faculty to study effective pedagogy and assessment strategies to facilitate student success. In its fifth year, the NFS provides all new full-time faculty with reassigned time to participate in monthly meetings and an intensive winter session. The seminar emphasizes active learning and high-impact practices that are successful with the BCC student population. The faculty mentors model good pedagogy, and all participants create a teaching portfolio and assessment project. (See BCC NFS Impacts and Results; Empowering Faculty and Strengthening the BCC Community Through New Faculty Seminar)

Challenges regarding student progress and success

Too few BCC students are making satisfactory progress at the College. While the 3-year graduation rate has almost tripled in the past decade (from 7% to 20%), retention rates and completion rates at BCC are below the national average and are among the lowest in CUNY. Correlates of satisfactory academic progress include participation in special programs (ASAP, CD, FYS), low/no balances due to the College, and completion of credit math and writing courses. Performance in math courses is particularly

challenging and is associated with the lack of persistence of students at BCC. After one year, 22% of incoming freshmen earn college-level math credit; 55% earn college-level writing credit; and 20% earn 0 credits. Several related issues have been identified in this self-study process as priorities for attention. These include:

- Student loss of financial aid due to lack of academic progress, lack of proper filing or registration/withdrawal actions
- Effective pedagogy and high-impact classroom practices are being successfully utilized by many, but not all faculty--which is reflected by considerable variance in course success metrics by instructors and expressed by students on surveys and in one Panel Discussion at the 4th Annual BCC Conference on Community College Excellence.
- Lack of student attendance and participation in courses

In response to research conducted within and external to the University, CUNY has recently announced reforms that will eliminate CUNY skills placement testing for Fall 2019, along with recommendations for the development of co-requisite courses for students with basic skills deficits, and the elimination of stand-alone remedial courses. BCC will need to respond to these changes with a comprehensive reform plan that meets the University goals while maintaining a commitment to the college mission and objectives and addressing the BCC-specific challenges of student progress.

h. Implementing other processes and procedures designed to improve educational programs and services.

The College leveraged it's ASAP Expansion efforts and resources (which would increase the number of enrolled students from 838 in Fall 2016 to 5000 by Spring 2019) to improve processes and procedures and provide a seamless experience and optimal outcomes for all students. See examples below:

ADMISSIONS

Finding/Issue:	Ineffective communication and an over-abundance of communication to students
Improvements:	2015-16 audit of all emails and written correspondence to students pertaining to the application and admissions processes, with a goal of creating a more focused and refined line of communication Developed communication plans incorporating email and text messaging with designated schedule of release dates per semester to address the following populations: Prospective students and families; guidance counselors, and accepted students
Results:	*Prospective student and guidance counselor communication plan results*: 18% increase in individual tours, and 33% increase in group tours specifically from Bronx Schools and CBOs. Total growth of inquiries by 7%. *Accepted student communication plan results:* (1) 32% increase in show rate to accepted student information sessions. (2) Increase of show rate to test prep workshops and testing appointments. (3) Exceeded enrollment goals before first day of classes (Fall 2017 and Spring 2018).

TESTING

Finding/Issue:	Lack of collaboration between Testing and Admission offices resulting in issues with scheduling of testing dates and admission orientation sessions, negatively affecting admission of students
Improvements:	Admissions and Testing Office staff began meeting regularly to develop coordinated calendars, operations and communications with students
Results:	Workshop enrollment increased twenty-fold following collaboration with the Admissions Office. Number of placement test dates increased from 28 test sessions up to the end of June for Fall 2017 admission to 60 test sessions in the same period for Fall 2018

Finding/Issue:	Lack of student enrollment in test prep workshops
Improvements:	Collaborated with Admissions Office on a recruitment plan that highlighted the necessity of placement test preparation and the availability of services Used student comments on a workshop satisfaction survey, analyzed math placement statistics and used suggestions from Academic Affairs on the need to have math-only workshops
Results:	Workshop enrollment increased from 48 in Fall 2015 to about 1,000 for Fall 2018 admission

ADVISEMENT

Finding/Issue:	Disparate means across student advisement areas (ASAP, College Discovery, success coaches-general academic advisement) of providing outreach and monitoring of students
Improvements:	Purchase of Starfish and campus rollout in Spring 2018. Starfish was configured to include all advisement units and provide essential data points on student performance. In Spring 2018, IR conducted study of advisement practices to inform standard practices and calendars
Results:	Singular system used across all areas. Early progress report submission rate in Starfish was similar to prior year, showing that the rollout of Starfish was not an impediment for faculty feedback. All advising units on campus use Starfish for scheduling advising appointments. Calendar of advisement interventions across all advising units developed (still needs to have training deployed to ensure adherence to calendar)

Criterion 4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.

Not Applicable to BCC

Criterion 5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

In support of the College's Strategic Plan (*Building a Community of Excellence: 2015-20*), comprehensive evaluation processes for BCC have been informed by the College's Institutional Planning, Budgeting and Assessment Model (IPBAM) and are represented in the BCC Assessment Framework.

The College actively engages in assessment of its assessment processes to help inform improvements in educational effectiveness. Results of these assessments have routinely been used to improve operations and academic and non-academic assessment processes. In addition, assessment surveys (see results from

FA 18 Assessment Survey) are routinely conducted. Respondents in Fall 2018 agreed that: student learning is at the heart of BCC's assessment efforts (100%); they understood value of the assessment cycle (100%); they are using assessment to "close the loop" (94%); and assessment is part of department's improvement process. Currently results from a survey of Assessment Council members and Chairpersons are being compiled to assess efficacy of current assessment efforts and to inform assessment efforts going forward. There is an item on the Annual Faculty/Staff Satisfaction survey regarding assessment, including summary of comments.

Highlights of improvements informed by assessment of the effectiveness of assessment follows:

Improvements Informed by Assessment

	Finding	Improvement:	Results:
Assessment Operations	Only administrative staff were leading the assessment effort. Faculty leaders would have more credibility	Formation of the College Assessment Team (including faculty with assessment and research staff)	Increases in: assessment efforts, use of assessment results and improvement in attitudes about assessment
Academic Assessment	Faculty need time and authority to lead assessment efforts in their departments. Interdisciplinary exchange would likely elevate assessment practice across campus	Establishment of the College's Assessment Council (with corresponding reassigned time) The Council provides an arena for interdisciplinary discussion, analysis, and reflection	Increase in the number and improvement in the quality of assessments of courses, programs and efforts
Non-Academic Assessment	Faculty and staff felt more items needed to be included in the annual Faculty and Staff Satisfaction Survey. Dissemination of results needed improvement	Revised the Faculty and Staff Satisfaction Survey	More items included in the survey instrument. Results disseminated to departments that might make changes relative to survey
Academic/ Administrative Best Practices	Watermark /ePortfolios not providing robust opportunities for faculty/staff to share best assessment practices and results	Establishment of Assessment Day in 2017. Assessment Day 2018 included more sessions and greater variety of sessions	Assessment Day very well received by all participants, with interest in identifying additional ways to support interdisciplinary and interdepartmental learning
Non-Academic Assessment	Administrative and student support departments would likely benefit from the same protocol of periodic review as do the academic departments	Implementation of the Periodic Administrative Self Study (PASS), including formation of internal review group	PASS reviews provide departments with comprehensive vehicle to assess entire department and provide multiple levels of review. Interdepartmental exchanges of cohorts is beneficial for group learning. Internal reviewers learn more about assessment practice and improvement efforts

As BCC expands and deepens the culture of assessment at the College, the availability of online resources

for every level of assessment, including good models of artifacts and completed assessments, should be continuously maintained.

ANALYSIS and RECOMMENDATIONS

Strengths

- BCC has built a mature culture of assessment of student learning outcomes, with strong participation among all academic departments as well as participation in administrative and student service departments.
- BCC faculty-driven research and publications in the scholarship of teaching and learning have influenced the development and integration of high-impact pedagogical practices that improve student learning across the curriculum.
- BCC provides extensive professional development, support and tools for evaluating educational effectiveness.

Challenges

- Although critical thinking pedagogies anchor the Gen Ed program, their integration and assessment across the curriculum could be expanded, better aligned, and communicated more transparently.

Recommendations

- Given the wealth of knowledge about student learning and student success that is and has been created at BCC, the College should develop a mechanism to further support, collect, organize, and disseminate research and assessment results.
- Building upon the positive effects of the New Faculty Seminar, clearly communicate the role of scholarship of teaching and learning and student-learning-centered assessment in fulfilling requirements for reappointment, promotion, and tenure.
- Develop an integration plan for basic and higher-order thinking (critical thinking, quantitative reasoning, information literacy) skills and pedagogies across the curriculum.

Standard VI:
Planning, Resources, and Institutional Improvement



Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

> **Requirement 8 (Systematic Evaluation of All Programs)** The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
> **Requirement 10: Institutional Planning** Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
> **Requirement 11 (Financial Resources)** The institution has documented financial resources, funding bases, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership.) adequate to support its educational purposes and program and to ensure financial stability. The institution demonstrates a record of responsibly fiscal managements, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

OVERVIEW

In keeping with the BCC mission and vision, the College has been successful in managing and aligning its planning, resource allocation and assessment processes to ensure that these priorities are accomplished. Despite the challenges and limitations of being a publicly-funded institution, the College has successfully supported major improvements and institutional priorities over the past several years, which include:

- Developing and expanding focused student success initiatives (ASAP, First Year Program, Learning Communities)
- Integrating and coordinating improvements in student support services (Tutoring and Academic Advisement)
- Fostering development and improvements in effective and engaged pedagogies and in building knowledge about effective pedagogy (New Faculty Seminar, First Year Seminar, professional development conferences)
- Updating BCC's General Education Program
- Transforming our landmark campus, with the construction of a new classroom and library building, a new on-site early childhood center and renovation of our campus quad
- Advancing effective assessment practice across all areas of the College
- Recruitment and hiring of new faculty, representing an increase from 560 faculty (271 full-time and 289 part-time) in 2007-18 to 649 (300 full-time and 349 part-time) in 2017-18.
- Increasing the percentage of minority full-time faculty from 40% to 49%.

BCC has developed integrated processes for planning and resource allocation, which are guided by the College's *Institutional Planning, Budgeting, and Assessment Model* (IPBAM). First developed in 1999, this model outlines a cyclical, ongoing process designed to advance the College's priorities and lead to continuous improvement. BCC's processes are in alignment with the annual CUNY Performance Management Process (PMP). The CUNY PMP links planning and goal setting by the university and its colleges and professional schools, measuring annual progress towards key university goals. The CUNY-

wide PMP reports demonstrate progress of both individual institutions and the university on key performance metrics

The Strategic Plan (*Building a Community of Excellence: 2015-20*), currently sets the strategic direction for operational planning and informs resource allocation. As academics and academic programs are at the core of any institution of higher education, BCC has completed an academic master planning effort, which engaged a committee formed in Fall 2017, with representatives from each academic department, administrators and the 2018 BCC valedictorian. The decision to develop an Academic Master Plan (AMP) grew from the BCC Strategic Plan, which called for cultivating a 21st-century curriculum and for reviewing, evaluating, updating, and developing curricula that maintain currency and are congruent with BCC's mission.

The focus of the AMP effort was to review current and future academic programs in the context of educational and labor market trends. The analyses included review of labor market/business trends; educational trends; BCC academic programs; and BCC academic structures and resources. Multiple findings resulted from the analyses, including identification of: (1) programs with enrollment concerns/opportunities; (2) stackable credential opportunities; and (3) new or restructured degree development opportunities.

The AMP, which was completed in October 2018, is already impacting academic decision-making at BCC. The Chemistry and Chemical Technology department has put a pause on new enrollments in two programs with low enrollment [Environmental Technology (AAS) and Pharmaceutical Manufacturing Technology (AAS)], pending further review to determine whether to revise or remove these programs. Other academic departments have committed to permanently removing inactive and dormant programs. Two academic departments—Art & Music and Business & Information Systems—have proposed significant changes to their degree programs this semester in response to findings in the AMP. A Committee on Academic Master Plan Implementation (CAMPI) is being formed in Spring 2019 to develop an action plan, which the committee will oversee.

This effort will inform the development of other plans, such as those in facilities, enrollment and information technology, and will drive budgeting decisions over the next five years.

Support for Evaluation and Assessment

The BCC Offices of Institutional Research, Planning and Assessment (OIRPA) and Academic Assessment maintain an intense focus on continuous improvement and support College-wide assessment activities by providing access to abundant institutional data, analytical support and reporting for all stakeholders. The offices are proactive in providing assistance for mining institutional data and supporting the development of data collection and analytical strategies and tools.

OIRPA supports BCC faculty and administrators with database development, evaluation consultation, focus groups and interviews, program planning, and survey design and administration. It also assists with customized data queries and data analytics. OIRPA's involvement in all aspects of BCC evaluation and assessment ensures that assessment projects are aligned with the College's strategic plan and drive continuous improvement. Extensive resources, including the OIR ePortfolio and website, are available to support assessment efforts across the campus. The Academic Assessment staff provide support to faculty and staff in conducting assessments and using results to make improvements.

EVIDENCE

Criterion 1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation, and **Requirement 8 (Systematic Evaluation of All Programs), Requirement 10 (Institutional Planning)**

BCC's mission and vision articulate a focus on serving our diverse student population with a rigorous education that will lay the foundation for future success. To this end, the College has been successful in managing and aligning its planning, resource allocation and assessment processes to ensure our mission is accomplished.

BCC's Strategic Plan (*Building a Community of Excellence: 2015-20*) serves as a vehicle for advancing the College's mission and vision. It was designed to focus on improving student learning outcomes and institutional effectiveness through a systemic effort to promote learning-centered and evidence-based pedagogy across the curriculum and in the activities of all administrative departments across the campus. The Plan was coordinated by the College's Institutional Effectiveness Committee (formerly called the Strategic Planning and Assessment Committee), which included a broad representation of faculty and staff from the College in collaboration with the President's Executive Council in 2013. To ensure transparency and College-wide involvement in its development, the Plan was further vetted, discussed and refined with input from the campus community. The goals and objectives of the Strategic Plan were informed by:

- the BCC College mission and vision
- Recommendations from the BCC MSCHE Self-Study 2009 (Targeted Areas for Improvement; Summary of 2009 Self-Study; and MSCHE Evaluation Team Report 2009)
- Recommendations that resulted from the College's participation in John Gardner's Foundations of Excellence (FoE) in the First Year Self-Study 2010-11, which include the theories of action informing the plan and comments from John Gardner on the quality of the BCC analysis (Foundations of Excellence Analysis and Plan)
- a thorough review of the literature (including theories and evidence) regarding student and institutional success (Theories of Action Informing the BCC Strategic Plan)

In December 2014, the Strategic Plan received unanimous approval from the College Senate. Through its institutional goals and objectives, the Plan exemplifies the College's mission, vision and values with emphasis on student success, student learning and institutional effectiveness. In 2016, the president reformulated the Strategic Planning and Assessment (SPA) Committee as the Institutional Effectiveness Committee (Gold Standard Committee) to monitor and chart institutional progress towards achieving the goals set forth in our Strategic Plan. (See Strategic Plan Progress Report.) The College's Institutional Planning and Assessment Framework outlines planning, budgeting and assessment at all levels and guides the College in aligning all efforts towards accomplishing its stated mission.

Institutional Planning and Assessment Framework

Institutional Objectives	Assessment Measures	Responsible Persons/Areas
Institutional Goals	Strategic Plan Review (Annually)	Inst Effectiveness Committee
	University Strategic Plan and PMP Report (Annually)	Office of Institutional Research and Assessment; Executive Cabinet
	Faculty Staff/ Satisfaction Survey (Annual)	Office of Institutional Research and Assessment

Administrative Units	Periodic Administrative Self Study (PASS) (Every 5 years)	Executive Team and Vice Presidents
	Annual Reports/Plans (Annually)	
Academic Units	Periodic Academic Review (PAR) (Every 7 years)	External Peer Reviewers
	External Reviews (As Required)	External Accrediting Agencies

All administrative and academic units have goals/objectives that link to the College's Strategic Plan. The alignment between the College's Strategic Plan and the administrative and academic unit goals provides an additional opportunity for assessment of the College's mission and strategic goals (see Mission Alignment for Division of Administration and Finance).

The annual BCC Faculty/Staff Satisfaction Survey, as well as student surveys (SP 18 CUNY Student Survey), provide an opportunity for the College community to evaluate key areas and processes. The Faculty/Staff Satisfaction Survey, coordinated by the College Senate's Committee on Instruction and Professional Development (CIPD), is administered each spring through the Office of Institutional Research, Planning and Assessment, which is also responsible for analyzing and reporting results. Currently, results are shared with the CIPD and the president's Cabinet, and the results are also reported on the OIR website. Division heads use this data to inform improvements in their respective divisions and units.

Each year, academic and administrative units submit an Annual Report, which includes assessment of prior year goals, challenges and opportunities, and identification of plans for the subsequent year.(See sample Annual Report Format and sample Annual Report.) The College's Periodic Administrative Self-Study (PASS) Reporting process provides an additional opportunity for the assessment of administrative units. (See PASS Guidelines and sample PASS Report) Similarly, academic units are required to engage in a formal periodic review process. The Periodic Academic Review (PAR) process includes both a self-study and external evaluation. (See PAR Guidelines and sample PAR Report.)

The CUNY Performance Management Process (PMP) is the University's vehicle for planning and goal setting by the university, its colleges and professional schools, and for measuring progress toward meeting key performance indicators. Performance is tracked and reported on by the CUNY Office of Institutional Research and Assessment. BCC goals are directly aligned with CUNY goals. These PMP indicators are reported and shared annually in a CUNY-wide data book that provides trend data for all CUNY units. Annual data from the CUNY Performance Management Process (PMP), coupled with results from the annual review of the Strategic Plan, Faculty/Staff Satisfaction Survey, PASS, PAR, and external reviews, are used to improve institutional and student outcomes and inform planning and resource allocation. Examples of findings and use of results for further planning and resource allocation are highlighted below:

Performance Metric:	***CUNY PMP Percentage of instructional (student) full time equivalences (FTEs) offered partially or totally online***
BCC Performance	2014 PMP Data demonstrated that only 2.6% of instructional FTE's were offered online at BCC. This was far below the University average of 5.7% and the community college average of 3.9%.
Planning	In 2015, the Chancellor issued an RFP for the University Strategic Investment Initiative, which campuses can use to advance both the strategic plan as well broader College and University priorities and needs. Given the need to increase online education, BCC submitted a proposal centered on increasing online course development training for both full- and part-time faculty.

Alignment with BCC Strategic Plan	The proposal "Expanding the College's Digital Footprint" also reflected one of its Strategic Plan objectives: "Invest in and use technology to enhance learning, access information and increase productivity."
Resource Allocation	The College's RFP was subsequently funded for $342,484
Subsequent Outcomes	The number of online and hybrid course offerings available for Fall 2016 increased significantly to 88 sections (representing 5.3% of total course offerings), compared to 64 online offerings in Fall 2015 (representing 3.8% of total course offerings). This is a year-to-year increase of 37.5% in the number of courses offered with an increase in enrollment of 480 students. By Fall 2017, BCC's percentage of instructional full-time equivalencies offered partially or totally online increased to 5.2%.

Faculty/Staff Satisfaction Ratings of Advisement	***Data from the 2014 Survey of Faculty/Staff Satisfaction demonstrated low satisfaction with academic advisement processes (only 37% of respondents indicated satisfaction with academic advisement processes).***
Planning	In 2014, the provost initiated a campus-wide discussion with faculty and student support personnel regarding the redesign of advisement at BCC.
Alignment with BCC Strategic Plan	This work and the resulting redesigned academic advisement framework aligned with the College's strategic goal to "Empower students to Succeed" and the accompanying objective to "provide efficient, accessible, user friendly and integrated student services and support structures that address the holistic needs and well-being of every BCC student." The redesigned framework required increasing personnel and resources, and changing the structure.
Resource Allocation	Investments in academic advisement included an increase in the number of full-time academic advisors from 9 in 2014 to 17 in 2018. In addition to this investment in new hires, resources were allocated for professional development and software.
Subsequent Outcomes	Ratings of faculty/staff satisfaction with academic advisement have increased significantly over the years--from37% in 2014 to 45% in 2015, 57% in 2016; 61% in 2017, and most recently 65%.

Annual Reports Academic Units	***In annual reports, chairpersons expressed the need for additional laboratory space for students. This need was further emphasized by space and scheduling constraints.***
Planning	In 2013, NYS issued a call for proposals under the NYS-CUNY 2020 Challenge Grant Program, which would provide $55 million in capital funding annually over 5 years. The competitive process was open to all CUNY colleges, to support transformational projects that leverage investment, advance academic research, and provide significant economic impact through job creation. BCC responded with proposal to create a hub for "Advanced Vehicle Technology and Sustainable Fuel and Product Development," with the development of a new 1,900 square foot, state-of-the-art, multi-disciplinary lab for green chemistry and sustainable product development. The renovation will include a broad array of analytical instrumentation, lab benches and fume hoods.

Alignment with BCC Strategic Plan	The College's proposal to invest in resources to prepare the next cadre of STEM professionals aligns with the Strategic Goal to "Enhance the Campus Environment" and the related objective to "optimize the use of campus space and resources to support existing and emerging needs and opportunities." Our efforts were further supported by the University's newly implemented strategic plan and pillar focused on positioning CUNY as "an engine of economic development, connecting with work place partners to ensure that students are prepared for successful careers and leadership in the knowledge-based economy," and the University's objective to increase the number of STEM majors and women and minorities in the field.
Resource Allocation	The College was awarded $3,018,436 and is in the final stages of planning, with construction slated to commence.

Criterion 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

BCC has an effective assessment framework and practices to support the appropriate evaluation of institutional effectiveness and the culture of assessment. The details of planning, assessment and improvement processes are described in the Assessment Plan and Guidebook and the ePortfolio BCC Assessment Plan.

The president's annual Report to the Chancellor and Goals and Targets Report are submitted in late summer/early fall. Using the results of the PMP, academic and administrative annual reports, and the Strategic Plan Progress Report, the president's Annual Report is compiled by the Office of Institutional Research and Assessment and submitted to the Cabinet for review and discussion.

Calls for annual reports and coming year plans from academic and administrative units are made in mid to late spring and are typically due in June. In concert with area executives (deans, associate and assistant deans), each vice president is responsible for reviewing annual reports; submitting them to the dean for Institutional Research, Planning and Assessment, who will perform further analysis; and presenting a summary of salient outcomes, divisional plans, and preliminary resource needs for the coming year to the president at the annual Cabinet retreat.

A call for annual budget requests is issued to all academic and administrative units typically at the same time as the call for annual reports. As part of the process, each unit head is responsible for submitting an annual budget request to the executive overseeing their area, who in turns submit the requests to the respective divisional vice president. Upon review and consideration of annual unit reports and plans, PMP performance indicators, the Strategic Plan Progress Report, and the results of the Faculty/Staff Survey, final decisions about resource allocation and new investments related to strategic priorities are made at the executive level for each division.

In addition to the development of annual and periodic reports and plans, members of the larger college community are engaged in assessment and planning activities in a variety of ways:

- The development of annual and periodic reports and plans is done in concert with members of each academic/administrative unit.
- The annual chairpersons' retreat held in the summer provides a forum for discussion of outcomes and planning for the subsequent semester.
- Faculty Convocation, held in late August, provides the forum for sharing highlights from annual reports and plans. The president provides an overview of major institutional outcomes of the

previous year, and each vice president is provided with the opportunity to make a presentation to the campus community on divisional outcomes and plans for the coming year.

- Assessment Day (launched in 2017) provides members of the campus community the opportunity to share and discuss assessment outcomes in their respective units as well as college wide.
- The Student Technology Fee Committee, constituted by members of faculty, staff, and the Student Government Association, meets annually to review proposals submitted for inclusion in the Technology Fee plan for the coming year.
- The selection of BCC as CUNY's first ASAP College resulted in the establishment of a steering committee and ad hoc committees, constituted by members of the College community, charged with planning and monitoring the redesign and expansion of the program.
- The results of the Collaborative on Academic Careers in Higher Education (COACHE) survey led to the formation of the COACHE Task Force, an ad hoc committee, to develop recommendations and a plan for addressing survey findings. Subsequent initiatives included the establishment of BCC's Faculty Publication Mentorship Program (FPMP) in 2016, and the launch of ongoing workshops on the tenure and promotion process in 2017.
- The College's Bursar, Admissions, Registrar, Financial Aid and Information Technology (BARFIT) team was developed to provide feedback and resolution to issues affecting student enrollment processes.
- BCC's Academic Master Planning Committee (AMP), constituted by faculty and staff, was convened to engage in a comprehensive review of BCC's opportunities, strengths unique to the institution, and areas in need of improvement. Their work focused on current/ future academic programs and academic structures within the context of educational/labor market trends.
- The Division of Administration and Finance has been undergoing a transformation to improve organizational and performance effectiveness and alignment to the campus priorities. Examples are included in the Use of Analytics to Make Improvements

Criterion 3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives, and **Requirement 11 (Financial Resources).**

BCC's financial planning and budgeting process aligns with the College's mission and ensures that the College's seven strategic goals are effectively supported. As part of CUNY, BCC follows the CUNY Operating Budget Process as follows:

CUNY Budget Allocation Process for Community Colleges

The City of New York appropriates funds to CUNY for all of the community colleges in two main units of appropriation; one unit is for the personnel services (PS) expenditures for all community colleges, and the other is for other-than-personnel-services (OTPS) for all of the community colleges. The CUNY Office of Budget and Finance determines the division of these appropriations among the colleges based on a budget model that incorporates a number of factors, the most important of which is student enrollment.

The university community college allocation model is enrollment-driven and characterized by an incremental budget with lump sum programs. It incorporates a 3-year weighted average of enrollment to develop the allocation for the following functions: teaching, instructional support, and base and per-FTE funding for library, student services, general administration, and general institutional services. Teaching needs are determined using the instructional staff model, which generates these needs according to enrollment and student faculty ratios by discipline. CUNY uses college-specific criteria to determine allocations for plant maintenance and operations, and student aid.

The community college revenue budget consists of the funding sources for the expenditure budget. The most important sources of revenue besides the City tax-levy funds are tuition and fees and community college funding from the State, which is based on the number of FTE students.

The University submits a tax-levy budget request to New York City for the entire system of colleges (see University Budget Request.) The request is composed of the mandatory (base-line needs) and the programmatic request for increases for the operating budget. The mandatory request includes contractual salary increases and OTPS inflationary increases. It also includes requests for rent increases, fringe benefits, and operating costs for new buildings. The programmatic request is based on University program initiatives outlined in the CUNY Strategic Framework and the CUNY Master Plan (2016-2020), Chp 5. Both the Framework and the Master Plan are developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives.

Each college receives an initial allocation of its annual budget before the start of the fiscal year (see the Budget Planning Cycle table below) and is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the increased revenue. Additional budget allocations are made periodically during the year to adjust for revenue collections and to disburse additional funds. Additional lump sum allocations are also made to the colleges for child care, collaborative programs with the NYC Department of Education, Coordinated Undergraduate Education, language immersion programs, College Discovery and services for the disabled. Throughout the year, the colleges may receive additional allocations for various miscellaneous items.

Items that are financed centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf. All other sources of funding (grants managed by the Research Foundation of the City University of New York, funds raised by the college foundations and/or auxiliary services) are separate and not managed by the University. The University gives the colleges their own customized pieces of the overall CUNY audited financial report (see 2015, 2016 and 2017 KPMG Audited Financial Statements).

CUNY Budget Timetable

Once the allocations are issued, colleges submit financial plans detailing the projected uses of their funds to the University. Subsequent allocations are made during the year to adjust for revenue collections and to disburse additional funds. The University Budget Office monitors college spending throughout the fiscal year and publishes four quarterly financial reports to the University community.

BCC/CUNY BUDGET PLANNING CYCLE

Month	Activity
January	Chancellor's Budget Request issued for upcoming FY
December – January	Current Templates to College/Divisions
February	Enrollment/productivity data to Colleges (including data over time and data enabling comparisons among Departments)
January – March	Divisions engage in their own process for planning
Late March	College/Division level documents due electronically to Budget Office (simplify forms to OTPS and new requests)
Late March	Provost prioritizes academic unit plans

April	President, provost and vice presidents prioritize institutional plans
July – September	University Budget Office issues initial allocations
October – November	Finalize Annual Financial Plan/Present to College

The College's financial and budgeting process is ongoing prior to the receipt of its initial allocation for the upcoming fiscal year. The budget director prepares and distributes budget templates for each academic department and administrative unit in the College budget, detailing annual expenditures for the functional areas consisting of personnel services (PS) and other than personnel services (OTPS). Allocations in the budget template are prepared based on previous spending patterns and projected staffing costs. The budget templates may also include any special funding allocations, derived from the president's Cabinet, provided specifically for the department or unit. Departments may request additional funding for new expenditures, which are reviewed for consideration later in the budget process and are subject to available funds. In conjunction with the faculty and administrative staff, chairs and directors may submit requests to divisional vice presidents for additional allocations that align with strategic goals.

Once CUNY provides the preliminary allocation, BCC is required to submit a financial plan detailing the projected uses of its funds. BCC's financial plan is data-driven and guided by strategic planning, priorities, and ongoing institutional demands. The financial plan also includes a hiring plan showing annual changes in full-time positions by function.

Divisional vice presidents review budget requests and communicate adjustments to unit heads as needed. Upon their review, completed budget requests are submitted to the College budget director, who conducts an additional review and, if necessary, adjusts the allocations to reconcile with projected financial plan revenue and expenses.

The College's executive director of Finance and Business and the vice president for Administration and Finance review the proposed financial plan within the context of actual enrollment, tuition revenues collected, and spending patterns to determine if modifications to the financial plan should be recommended to the president and the Cabinet.

For example, if the College's actual enrollment and revenue collections are higher than projected, the College may request an increased allocation from the University Budget Office (UBO). The UBO also regularly monitors the College's expenditures to ensure that the College is spending within the budgetary limits (see Year-End Financial Reports for FY15, FY16, and FY17).

Once budgets are finalized, they are presented to the BCC Senate, usually in November. Throughout the year, the Business Office provides periodic department financial reports (DBRs) to divisions and departments as additional allocations are approved for the College and incorporated into the financial plan. Managers use the reports to identify excesses and shortages and to assess the efficient and effective utilization of resources provided.

In addition to the community college allocation, BCC receives various special allocations throughout the year. One of these special allocations is the Student Technology Fee (see CUNY Technology Fee Policy). Decisions on using student technology fees are made by a committee whose members represent relevant campus stakeholders. All decisions for spending these funds require alignment with the College's mission and the guidelines governing these funds. The BCC website posts current and past Student Technology Fee Plans.

The Division of Administration and Finance uses the Strategic Plan to guide and inform its processes,

using analysis and evidence to guide financial decisions and resource allocation. The division also uses key performance indicators as central to its assessment framework, which fosters continuous improvement and collaboration. Over 180 such indicators are tracked, and they are organized by the nine key areas of Administration and Finance: Business, Campus Services, Campus Planning, Environmental Health and Safety, Events, Human Resources, Information Technology, Campus Operation/Facilities, and Public Safety. These indicators were developed and are maintained in a reiterative process, so managers can adjust them to highlight their areas of concern, growth and focus. Establishing the indicators required managers to modify their systems and practices to ensure they were focused on their area outcomes. These indicators are reviewed monthly and provide managers with a key call to action. Some examples of improvements resulting from review/analysis of the KPIs follow:

- When a lag in procurement processing was identified, training was launched for academic department chairpersons
- When documentation regarding how the College was addressing violations showed a stagnant process, additional resources were allocated and a timeline developed for improvement
- When confirming orders were identified as an area of need, the staff was able to reduce this number by over 50%

University reports and projections, feedback from campus-wide constituents during meetings, and Faculty/Staff Survey data also serve to inform a variety of improvements in the division related to financial planning and budgeting processes.

Challenges with Budget, Financial Management and Communication/Transparency

The BCC budget allocation from CUNY is enrollment-driven. Following fifteen years of steady enrollment growth, BCC has been experiencing enrollment decline, as are many colleges and universities. BCC's Fall 2017 headcount enrollment (10,935) declined 3.8%, and FTE enrollment (7,939) declined 1.5% since Fall 2013. This requires the College to be more constrained and strategic with spending, while emphasizing the need to stabilize/increase enrollment.

Fortunately, the Academic Master Plan (AMP), which was completed in October 2018, will assist the College in developing corresponding plans (enrollment, staffing, etc.). It has already impacted academic decision-making at BCC, with academic departments agreeing to pause new enrollments in programs with low enrollment pending further review to determine whether to revise or remove these programs. A Committee on Academic Master Plan Implementation (CAMPI) is being formed in Spring 2019 to develop an action plan, which the committee will oversee. In addition, the AMP will inform the development of corresponding enrollment, facilities and marketing plans.

While campus surveys generally demonstrate improving satisfaction with campus leadership, campus culture, and campus services, there have been recent expressions of concern about transparency, timeliness, collaboration and effectiveness of administrative processes as well as campus communication. Some of the issues raised in surveys and meetings include: administration informing departments of budget allocations earlier; providing greater transparency of budgets, procedures; increased consultation prior to decision-making; and maintenance of restrooms and classrooms.

Criterion 4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support its operations wherever and however programs are delivered, and **Requirement 11 (Financial Resources).**

BCC is financially stable and has financial resources adequate to support its operations, educational purpose and programs. In keeping with its goal to use analysis and evidence to drive decisions, the College uses feedback from the various assessment/review processes. Several mechanisms are used to demonstrate stability of the College's finances, including:

- Annual unit reviews of divisional and unit goals/objectives within the Division of Finance and Administration demonstrates that BCC has rational and consistent policies and procedures to determine asset allocation consistent with the institution's mission and goals
- Internal Control self-assessment is conducted annually as part of the NYC Comptroller's Directive 1 process, which is based on the Committee of Sponsoring Organizations of the Treadway Commission (COSO)
- Each year, the CUNY Office of Internal Audit and Management Services provides CUNY colleges with management analyses through the performance of financial/compliance quality assurance appraisals
- An external audit of all CUNY colleges' financial statements is conducted annually by KPMG. See 2015, 2016 and 2017 KPMG audited financial statements

In addition to New York City and State, the College is supported by several non-tax-levy related entities: BCC Foundation, the BCC Association, Inc., and the BCC Auxiliary Enterprises, Inc. The BCC Accounting and Related Entities department provides financial oversight of all non-tax-levy entities of Bronx Community College. Except for the BCC Foundation, Related Entities Boards are comprised by members of the College community. Related Entities Boards meet on a regular basis to discuss budgets and funding requests.

Related Entity	Funding Source	Responsibilities	Resource Allocation
BCC Foundation *Independent not-for-profit entity to build an endowment fund that can provide investment income, thereby enabling the College to maintain a level of excellence beyond that provided by tax dollars*	Donations Grants	▪ Manages and invests donations for use ▪ Actively promotes fundraising ▪ Makes recommendations concerning the acceptance of monies, grants, securities and/or any other donations.	Financial resources to fund student scholarships and other college initiatives
BCC Association, Inc. *Plan, develop, promote, and cultivate educational and social relations among the students and faculty*	Student Activity Fees	▪ Administers student fees and Activities	Resources to support students to study, work, and engage in curricular, co-curricular and College-related activities
BCC Auxiliary Enterprises, Inc. *Manage, identify and secure new revenue-generating opportunities, products and services*	Funds generated from auxiliary services such as food services, parking, vending machines, bookstore, and campus rentals used to benefit the BCC campus community.	▪ Provides operational and administrative oversight over revenue-generating entrepreneurial activities at the college ▪ Manages business and service contracts, compliance and administration, including the issuance of requests for proposals	Funds resources and activities that enhance the experience of students, staff and guests of BCC.

The Office of Human Resources (OHR) plays a critical role in ensuring that the College mission is actualized by ensuring the recruitment, retention, and development of College personnel. OHR is

adequately staffed to provide quality services to the College Community in the areas of employment, recruitment, compensation, and employee labor relations. The College recently hired a new director of OHR, who is leading an assessment of the area.

Currently, Bronx Community College has a total workforce of 1703, with full-time faculty and part-time faculty comprising 742 active positions. The College uses PeopleSoft/CUNYfirst for position management. OHR follows hiring protocols consistent with broader University mandates and procedures. The College places high emphasis on the recruitment of a diverse workforce, and the chief diversity officer works in concert with the OHR executive director to ensure fairness in hiring.

Recently, CUNY mandates have impacted instructional staff; among these are 3-year appointments for longstanding adjunct faculty, and a workload reduction for FT faculty that will reduce faculty workload by a total of 3 hours annually. This workload reduction is being phased in over three years, beginning in the 2018-19 AY and concluding through 2020-21.

Physical and Technological Infrastructure Adequacy

Physical Infrastructure

Consistent with the BCC Strategic Goal to enhance the campus environment, BCC makes capital improvements according to a Five-Year Capital Plan. Over the past ten years (2008-2018), BCC has made major improvements to the physical infrastructure, including construction of new state-of-the-art facilities (North Hall and Library, the Early Childhood Center, and the campus quad). A total of $196,892,789 has been spent on:

- Infrastructure-Utility upgrades ($82,780,789)
- Infrastructure – Building Envelope Upgrades ($2,958,000)
- Programmatic Upgrades ($100,654,000)
- Site Upgrades and Accessibility ($10,500,000)

Challenges with Physical Infrastructure

BCC is the oldest community college in the CUNY system and also one of the most architecturally distinguished. The College's landmark status and aging infrastructure present particular benefits and challenges for BCC. The quality, number (34) and age of buildings (average age is 80 years) means there is a tremendous need for upgrading basic systems (electric infrastructure, central heating plant, fire alarms systems and building envelopes). As a current and dramatic example, the second largest building on campus, Colston Hall (which houses classrooms, academic and administrative departments, and faculty offices) experienced several pipe failures due to the weather the week before the start of the Spring 2019 semester. The building is undergoing repairs as this report is being completed. The entire campus community mobilized to relocate all classes and offices in a remarkable demonstration of the resiliency of the students, faculty and staff at BCC.

Technology

BCC and CUNY collaborate on technology initiatives needed for achieving strategic objectives, as is evidenced in the CUNY Technology Five-Year Plan. Colleges and CUNY Central plan and facilitate University-wide initiatives through the IT Steering Committee, which is composed of College chief information officers (CIOs), the University CIO, faculty, and academic representatives. BCC's Office of

Information Technology (OIT) constructs annual goals and targets for planning College-wide technology projects, upgrades and maintenance based on input from the College's Technology Oversight Committee (TOC). The TOC advises the president and Cabinet on the strategy, adoption and implementation of the BCC technology plan. The purpose of the TOC is to provide a collaborative forum for discussion, recommend technology strategies, and inform the College community on how technology can be utilized to transform institutional operations and enhance academic excellence; the TOC also makes recommendations to the Cabinet on technology expenditures (see TOC Charter). All OIT annual goals and targets are established at the beginning of the fiscal year and aligned with the College Strategic Plan as well as the CUNY Master Plan. An Annual Report is provided at the end of each fiscal year to the vice president for Finance and Administration as a clear and concise summary of OIT's performance during the financial year. BCC faculty and staff consistently report satisfaction with technology resources at BCC on the Annual Satisfaction Survey, as did students recently on the SP18 Student Experience Survey.

Criterion 5. Well-defined decision-making processes and clear assignment of responsibility and accountability.

Decision making at BCC is transparent and inclusive, following the College's Governance Plan, which describes the key constituencies and their responsibilities.

> ***The Bronx Community College Senate*** *shall, subject to the authority of the Bylaws of the Board of the Trustees and the provisions of this document, be responsible for the establishment of academic policy and for legislative and advisory functions related to the programs, operations, and goals of the College. The Senate shall be comprised of two Councils: The Faculty Council and the Student Government Association. The Faculty Council functions to pass recommendations or resolutions which shall express the views of the Bronx Community College faculty and Instructional Staff and to elect faculty and staff to college and university bodies on which elected faculty, or elected faculty and Instructional Staff, serve. The Student Government Association shall consist of students who are elected by the student body to be the Student Government Association pursuant to the Bylaws of the Board of Trustees. Student Government shall be empowered to: elect officers; develop a constitution for ratification by the student body; regulate student co-curricular activities; and represent the student body on committees of the Senate and their subcommittees.*

The Senate maintains legislative power with regard to academic matters—including curricula, degree requirements, and the protection of the academic freedom of students and instructional staff—and the adoption of rules of procedure for itself, its committees and its subcommittees. The Senate serves in an advisory capacity by participating in the search for and appointment of the president of the College, as well as advising the president on the appointment of all individuals holding vice president and dean titles. These recommendations are submitted to the president for his/her consideration. Other responsibilities of the Senate include advising on long-range planning to achieve the goals of the College; advising on campus life and activities; advising on the formulation and allocation of the College budget, of policies relating to grants, of allocation of space and facilities, and in the making of decisions pertaining to the allocation of resources for educational programs and for research and scholarly activities.

The College Personnel and Budget (P&B) Committee makes recommendations to the president on the reappointment, tenure, and promotion of faculty and instructional staff, as well as making recommendations regarding faculty requests for Fellowship Leave and leaves of absence. The P&B also makes recommendations to the president with regard to the annual tentative budget prepared by the division of Administration and Finance.

Membership of the College P&B includes the president of the College, who presides; the vice president of academic affairs, who presides in the absence of the president; the chairpersons of all instructional departments as well as the chief librarian; all other vice presidents of the College, who are members without vote; and the secretary of the committee, who is designated by the president and serves without vote.

The president and his Cabinet play a critical role in decision making at the College in that they are responsible for the daily management and oversight of the institution. The Cabinet includes the following individuals: interim provost and vice president of academic affairs; vice president for student success; vice president for administration and finance; vice president for advancement, communications and external relations; executive legal counsel and deputy to the president; dean for research, planning and assessment; and dean for workforce and economic development.

The president's Executive Council, which is comprised of all executive staff (vice presidents, deans, executive directors) at the College, oversees communication and information sharing across the campus.

Criterion 6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.

Consistent with the strategic plan, the College actively engages in planning for facilities, infrastructure and technology. This work is inextricably linked to the College's financial planning process. Each year the College develops an annual budget and updates a 5-year capital plan based on the 2007 Space Planning Master Plan and periodic conditions assessments.

See the College's most recent Capital Request, 5-year Capital Plan and a Summary of Capital Projects completed in the last 10 years with funding received from New York City, New York State and the Bronx Borough President's Office.

BCC and CUNY collaborate on technology initiatives needed for achieving strategic objectives, as is evidenced in the CUNY Technology Five-Year Plan. Colleges and CUNY Central plan and facilitate University-wide initiatives through the IT Steering Committee. BCC's Office of Information Technology (OIT) constructs annual goals and targets for planning College-wide technology projects, upgrades and maintenance based on input from the College's Technology Oversight Committee (TOC). Fortunately, OIT developed a Disaster Recovery Plan, which has been instrumental in maintaining IT functions during recent damage to the building that houses the IT department.

Criterion 7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.

On an annual basis, CUNY engages an external auditor to audit the University's consolidated financial statements and to ensure compliance with OMB Uniform Guidance, formerly Circular A-133. As part of those audits, select campuses are also audited on a rolling basis to examine business processes and controls for adherence to the processes as defined as well as to ascertain whether controls are in place at the campus level. As recently as 2016 Bronx Community College received a campus visit and tests to our processes and controls and received no negative findings. In years where the campus was not scheduled for a field visit but was still audited, no negative findings were received. Bronx Community College is undergoing a campus visit audit in 2018.

BCC also conducts audits of its separately incorporated Related Entities utilizing the services of an external auditor. Those entities include the Bronx Community College Auxiliary Enterprises Corporation, Bronx Community College Association, Inc., and the Bronx Community College Foundation. The Early Childhood Center is audited as part of the BCC Association Inc., as the revenues and expenditures are recorded via this entity. These audits are also conducted annually to ensure that the financial statements prepared and presented are accurate and that internal controls are in place. Draft audited financial statements are presented to each entity's audit sub-committee for review and recommendation for approval by the full Board of Directors for each respective entity on an annual basis. No material findings have been identified during BCC's external audits.

CUNY Audits (KPMG)/Year-End Financial Reports

- An external audit of all CUNY Colleges' financial statements is conducted annually by KPMG. See 2015, 2016 and 2017 KPMG Audited Financial Statements
- BCC Year-End Financial Reports for FY15, FY16, and FY17

Related Entities Financial Reports

- BCCF Audited Financial Reports – June 2015, June 2016, June 2017
- BCC Auxiliary Enterprises Corporation Financial Statements 2018, 2017

Criterion 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.

The College uses a multi-tier approach to measure and assess the adequacy and effectiveness of institutional resources. Related to the adequacy of resources, BCC utilizes the University model and industry best practices. For instance, the College is currently utilizing the Association of Physical Plant Administrators (APPA) standard to review custodial resources. The College has used the Council of Presidents (COPS) standard to assess Public Safety staffing and currently is working with CUNY central office to begin a staffing analysis for the Campus Service Center.

While the staffing models provide insight on recommended allocation of resources based on peer or historical information, the actual productivity of each area is assessed through performance evaluations and indicator monitoring. The division of Administration and Finance has developed a comprehensive monthly indicator reporting system that tracks actual performance and key performance indicators. These measures provide insight into the effectiveness and efficiency of our staff and resource allocation.

Funding allocation is provided to the College based on the University strategic plan and funding model. These allocations are based on and align with the University's and College's mission and goals.

Effectiveness is monitored through the college indicators, University PMP program, NYC Mayor's Management Report (MMR), campus climate survey results, annual internal control review, and annual audit. The annual Faculty and Staff Satisfaction Survey collects a great deal of qualitative data regarding satisfaction (and dissatisfaction) with campus resources, which is shared directly with the division of Administration and Finance for targeted attention.

Criterion 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

In support of the College's Strategic Plan (*Building a Community of Excellence: 2015-20*), comprehensive evaluation processes for BCC have been informed by the College's Institutional Planning, Budgeting and Assessment Model (IPBAM) and are represented in the BCC Assessment Framework.

The College participates in an annual inventory and a periodic infrastructure assessment. Additionally, the University has engaged outside consultants to review the effectiveness of our planning, resource allocation, resources and workflows related to administrative workflows, energy and capital planning. Annually, the College performs an internal control review and an audit. Every three years, the key workflows are reviewed.

The operating and capital planning process provides for an annual budget and multi-year plan. The capital budget also provides for a ten-year strategy. The University Budget Office and the NYC Office of Management and Budget evaluate the alignment and effectiveness of this plan. College indicators are reviewed against the peer institutions and reported on at the various community of interest groups.

The Technology Oversight Committee (TOC), which had been convened originally to manage the distribution of the Student Technology Fee and then disbanded, has been re-established with a broader imperative. The revised role is to evaluate and oversee all expenditures of the Student Technology Fee, including that which is mandated by the University, in the service of transparency and the participation of a cross-section of campus stakeholders.

ANALYSIS and RECOMMENDATIONS

Strengths

- BCC is financially stable and has financial resources adequate to support its operations, educational purpose and programs.
- BCC provides strong support for evidence-based practice with readily available information and analysis, as well as analytical support provided by the Offices of Institutional Research, Planning and Assessment and Academic Assessment.

Challenges

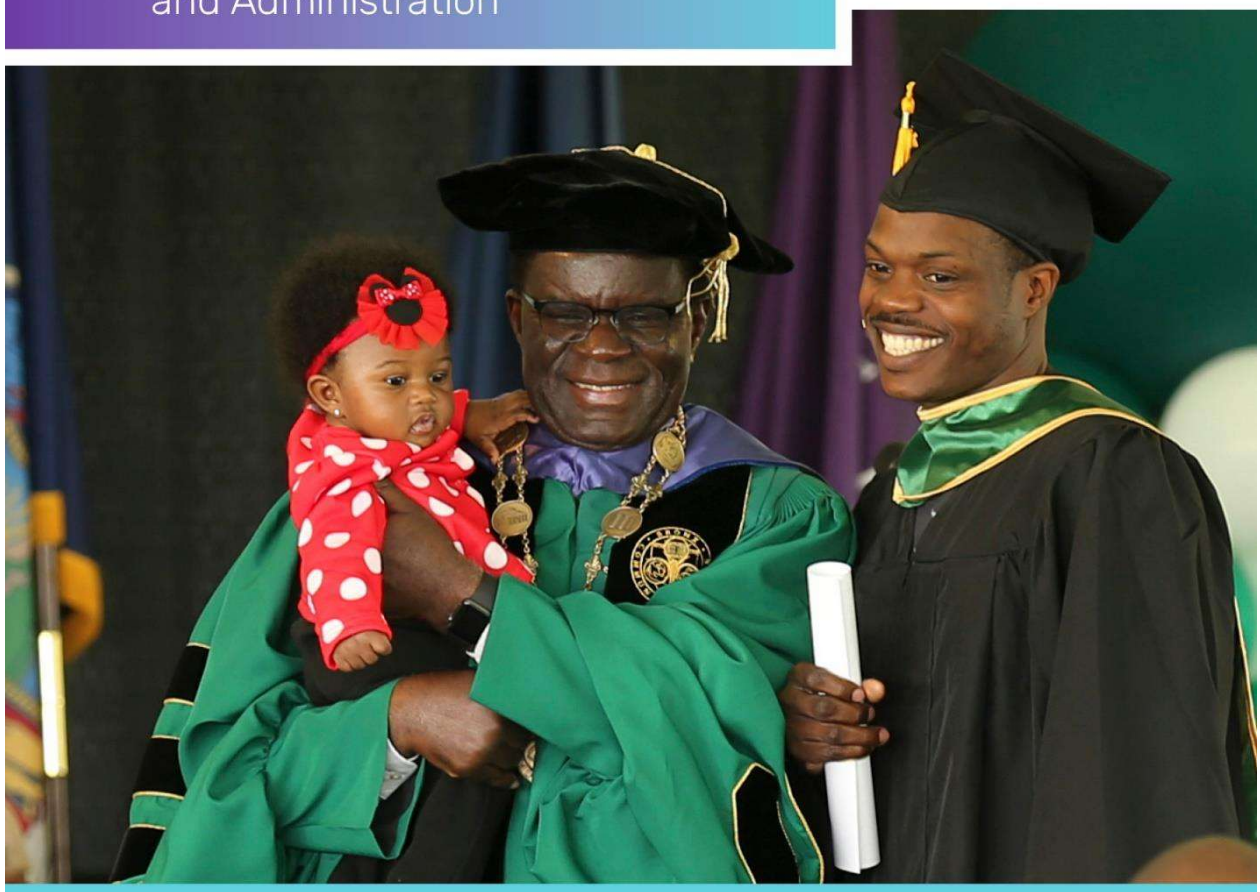
- BCC's budget allocation from CUNY is enrollment driven and enrollment has declined in recent semesters.
- While campus surveys generally demonstrate improving satisfaction with campus culture and services, there have been recent expressions of concern regarding transparency, timeliness and effectiveness of administrative processes as well as campus communications.
- Administrative and budget information is not always presented in a timely manner or in the most user-friendly format.
- BCC's aging infrastructure and landmark status require substantial support.

Recommendations

- Develop a comprehensive enrollment management plan aligned with both the *Academic Master Plan* as well as the recommended *Student Success Plan*.
- Develop and disseminate budget and administrative reports that more clearly and transparently communicate the state of the College to the various campus constituencies.

- Annual evaluations of departments and executives should include assessments of the following: communication, consultation, timeliness, transparency, collaboration, and effectiveness.
- Convert detailed assessments of infrastructure systems (central heating plant, building envelopes, and energy savings) and annual reviews of the life cycle duration of facilities infrastructure systems into actionable items

Standard VII:
Governance, Leadership and Administration



Standard VII: Governance, Leadership and Administration

The institution is governed & administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

> **Requirement 12 (Governance Structure)** The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.
> **Requirement 13 (Governing Board Conflicts of Interest)** A majority of the institution's governing body's members have not employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

OVERVIEW

Since the last Self-Study in 2009, BCC has experienced significant changes in executive leadership positions at the College. During this decade, there have been four presidents, five provosts, three vice presidents of student affairs, three vice presidents of administration and finance, and two vice presidents of Advancement. Despite these substantial transitions, the College has remained grounded by a campus-wide commitment to its mission and goals. To their credit, all of the new executive leaders have embraced the mission and goals of the College (written before their tenure), which has enabled the College to make substantial progress on its goals and objectives.

The College has maintained a commitment to the value of facilitative leadership and shared decision-making among key stakeholders regarding issues that affect the learning and working environment. BCC's shared governance model emphasizes inclusivity, partnership between faculty, staff, students and senior administration, and shared accountability.

The current level of satisfaction with leadership, communication, and collaboration, expressed in the Annual Faculty and Staff Satisfaction Survey, reflects recent progress in the facilitative, shared leadership that exists at BCC today.

EVIDENCE

Criterion 1. **A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students,** and **Requirement 12 (Governance Structure), Requirement 13 (Governing Board Conflict of Interest)**

Bronx Community College is one of 25 colleges (7 community colleges, 11 senior colleges, 7 honors and

professional schools) within the City University of New York (CUNY) and is governed by the Board of Trustees (BOT) of CUNY. As an institution under the governance structure of CUNY, BCC adheres to The Board of Trustees Bylaws. The institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

The BOT is composed of 17 trustees; 10 are appointed by the New York State Governor and 5 by the New York City Mayor, both with New York State Senate advice and consent. One ex officio trustee is the chair of the University Student Senate. One ex officio non-voting trustee is the chair of the University Faculty Senate. The chair and the vice chair of the Board of Trustees are appointed by and serve at the pleasure of the governor.

The BOT Bylaws describe the duties of the members of the Board of Trustees and the responsibilities of those employed within the University system. Additional responsibilities, including Conflict-of-Interest Policy, are described in the Board's Manual of General Policy, which consolidates the non-bylaw policy action items adopted and/or amended by the Board. The Board delegates to each CUNY college the responsibility for how the college organizes itself. This is done via a College Governance Plan, which is vetted and voted on at each college and must be approved by the Board prior to formal adoption.

BCC provides documentation and ongoing support to faculty, staff and students to ensure that all parties are informed of their rights and aware of various policies and procedures designed to guide college operations. Additionally, the Governance Plan provides sufficient autonomy to assure institutional integrity in matters of policy and resource development, consistent with the mission of the institution. BCC's administrative structure facilitates learning, research, and scholarly works; fosters quality improvement; and encourages participation of students and external stakeholders in governance policy development and decision making. The administrative structure of BCC is delineated in its current organizational chart.

The primary sources of information regarding governance and administrative procedures are the BCC Office of Legal Affairs, the Office of Human Resources, and the Office of Affirmative Action, Compliance and Diversity. These offices provide policies, procedures, forms, contracts, and other information essential for all members of the community.

The Bylaws establish at each CUNY College a faculty or academic council. At Bronx Community College, this body is called the Senate. The Senate is responsible for the establishment of academic policy and for legislative and advisory functions related to the programs, operations, and goals of the College. The Senate is comprised of the Faculty Council and the Student Government Association (SGA). Membership on the Faculty Council includes senators who are members of the instructional staff and who do not hold the title of president, vice president, or dean. The Student Government Association is comprised of students who are elected by the student body to the SGA, pursuant to Section 15.2.b. of the Bylaws of the Board of Trustees.

The BCC Governance Plan, amended and approved by the Board on January 30, 2017, governs the Senate and its standing committees (Executive; Curriculum; Governance & Elections; Student Activities; Instruction and Professional Development; Space, Facilities, Physical Plant; and Academic Standing). The Plan describes the rules and regulations as well as the roles and responsibilities under which BCC operates. The Senate can also make recommendations on budget as well as other educational affairs customarily cared for by faculty. The Senate and its standing committees are the major deliberative governance bodies of BCC. Senate meetings are held monthly during the fall and spring semesters.

Criterion 2. **A legally constituted governing body that:**
and **Requirement 12 (Governance Structure), Requirement 13 (Governing Board Conflict of Interest)**

a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

Bronx Community College follows all local, state, and federal laws and regulations in the constitution of its bodies. BCC endorses the *Open Meetings Law* (*Perez*) and *Robert's Rules of Order*, ensuring that the times and dates of Senate meetings are made widely available; that minutes of each public meeting are recorded and made available; that agendas are developed in advance of the meetings (with input from members and, where appropriate, non-members); and that a quorum is formed before voting on any action items. These bodies include, but are not limited to, College Senate and its subcommittees, Auxiliary Enterprises Corporation, and the BCC Association, Inc.

To ensure appropriate confidentiality and quality assurance in the deliberation process on personnel and budget, certain bodies are excluded from the Open Meetings Law (e.g. Personnel and Budget Committee). Meetings of these bodies are not open to the public and are governed by policies that discuss confidentiality.

Records from College meetings are publicly available online or via request to the secretary of each committee. Records are all maintained as delineated in the CUNY Records Retention Policy.

b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

Bronx Community College is committed to ensuring that all College activities are conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on BCC or CUNY's credibility, objectivity, or fairness. All College employees are bound by the CUNY Conflict of Interest Policy, which requires members of the campus community to maintain the highest standards of honesty and integrity and refrain from any use of their position, or information, privilege, or influence such position may provide, for personal gain or to give the appearance of impropriety.

To this end, the BCC ethics officer conducts regular comprehensive trainings throughout each academic semester on the regulations outlined by the New York State Joint Commission on Public Ethics (JCOPE). This training is intended to inform employees about State ethics and lobbying laws, regulations, and guidelines. JCOPE has broad authority over CUNY and BCC employees (among others) and provides information, education, and advice regarding current ethics and lobby laws and promotes compliance through audits, investigations, and enforcement. BCC executive leaders, senior administrators, designated policy makers, and those earning above a threshold salary amount are required to complete and sign off on an annual financial disclosure statement, which assists them in identifying and reporting any potential conflicts of interest.

Additionally, in order to fully comply with the terms and conditions contained within CUNY's collective bargaining agreements, the College Office of Legal Affairs disseminates and collects Multiple Position Disclosure forms for both full-time faculty and adjunct faculty members at the beginning of each

academic semester and before the summer session. This disclosure form reminds instructional staff members of their workload responsibilities and restrictions under the union agreements and requires them to disclose all outside employment, so that conflicts can be assessed. All outside employment is subject to the CUNY Multiple Position Policy and approval by the provost, president, or their designee.

c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;

To ensure operational efficiency and integrity, BCC has established a series of checks and balances with respect to most decision-making processes. For example, all matters of reappointment, tenure, promotion, and leaves for the instructional staff are reviewed, considered, and discussed at the departmental level (exclusively among members of that academic department's Personal and Budget Committee) before recommendations are made to the College-wide Personnel and Budget Committee (with voting members including chairpersons from every academic department, chief librarian, vice president of academic affairs/provost, and the president). Vice presidents from other College divisions are non-voting members and may attend meetings of the College-wide P&B. The College P&B Committee reviews, considers, and votes on all actions and makes recommendations to the president. These recommendations are first reviewed by the Senate's Academic Review Committee (ARC), a body that is made up of senior faculty members who do not sit on either the Departmental or College-wide P&B Committees. This process allows for multiple points of view and perspectives to be represented in the best interests of the college community.

All other major decisions regarding curriculum, space use, and governance policies and procedures are similarly vetted through multiple channels, as set forth by the College Governance Plan and, in some cases, the Board of Trustees Bylaws. All decisions made by the various bodies are recommendations to the president and, where appropriate, to the CUNY Board of Trustees for review and ultimate approval.

d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

The CUNY BOT has authority for the oversight of the quality of educational programs, the awarding of degrees and certificates, College finances, policies related to personnel, and the appointment of the president. The CUNY BOT, the senior vice chancellor for Academic Affairs, the president, and the provost share their governance authority and responsibility on academic issues through a process of consultation and advice. This sharing of governance derives from the understanding that the faculty have unique expertise in academic matters because of their role in instruction.

At BCC, the College Governance Plan has established a *Committee on Curriculum* as a sub-committee of the Senate. This Committee serves to: 1) develop and evaluate curricular requirements for the degrees and certificates awarded by the faculty; 2) evaluate and approve new courses and curricula and revisions of courses and curricula currently offered by the College; and 3) approve and evaluate all new programs to be offered by the College. Membership of the Committee on Curriculum includes: the vice president of Academic Affairs, or a representative from that office; one representative elected by each academic department; the registrar, or a representative of that office; and four students: two elected by and from the Student Government Association; two who are not members of the Student Government Association elected by the Student Government Association from the student body. This body makes reports and recommendations to the Senate for consideration and voting. All items approved by the Senate regarding

Curriculum are then reviewed by the president and sent to the CUNY Board of Trustees for review and approval (and verification of consistency with applicable educational laws, standards, and provisions) before implementation.

Regarding the quality of teaching and establishment of policies and procedures, BCC follows the CUNY Manual of General Policy Section 5.01, which sets forth academic personnel practice.

e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

In accordance with the CUNY Board's Constitution and By-Laws, standing committees of the Board (Committee on Fiscal Affairs, Subcommittee on Investment, Executive Committee, and Committee on Long Range Planning) oversee the financial affairs of the College and advise the Board on fiscal matters. These include the preparation of the College's annual budget, tuition charges, and the overall fiscal viability of the institution. Recommendations are sent to the full Board for approval and then are presented to the College community. The Board also reviews and discusses the annual financial audits with initiatives for improvement.

Bronx Community College, the affiliated entities (Auxiliary Enterprises Corporation and BCC Association, Inc.), and the Bronx Community College Foundation all undergo annual financial reporting and external auditing. In 2018, the Foundation retained a new external auditor, as is required every seven years by industry standards. The remaining entities are annually audited by the financial firm KPMG. Audited financial statements are made available upon request to the secretaries of all boards and are published on the BCC website.

f. appoints and regularly evaluates the performance of the Chief Executive Officer;

To ensure that the Chief Executive Officer has the appropriate credentials and experience to fulfill the mission of the College, the CUNY Board has a "Policy on Presidential Searches." At CUNY the search process requires selecting a search committee with broad representation of the College, establishing a timeline, and recommending candidates to the Board of Trustees. Search committee members, with their titles and affiliations, are public information, as is the timeline for the search process.

The CUNY Board/chancellor evaluates the performance of the president annually, and discussion of the evaluation takes place during executive session of a Board meeting. During the evaluation, collaboration between the CUNY Board/chancellor and the president occurs, with goal setting for the following year. The CUNY Manual of General Policy (policy 5.05) describes the review and assessment of the chancellor and the college's presidents, calling for a formal evaluation of each president to be conducted at least every five years. This sets out the criteria for evaluation, including academic and administrative leadership, and relationship with the college community as well as the broader public, in particular communicating the mission and priorities of the institution.

The CUNY Performance Management Process (PMP) described previously is used both as a mechanism for institutional assessment and as a way for the University chancellor to evaluate presidential leadership. Each spring, CUNY's chancellor states the University's performance goals for the upcoming academic year. College presidents, working with their executive teams and college communities, establish performance targets for their institution for the coming year and state their own college-specific goals reflecting differences in campus missions, strategic plans, priorities, resources, and circumstances. At the

end of each academic year, each college's progress on university and college goals is assessed, and strengths and ongoing challenges are identified. The chancellor meets with each college president annually to review institutional performance, recognize successful performance, and identify future priorities.

g. is informed in all its operations by principles of good practice in board governance;

During the monthly Board committee meetings, the president presents all changes and recommendations from the campus community to the Board on operations and institutional initiatives. Members of the Board, the chancellor, and the president frequently discuss the institution's operations and best practices, and all changes are subject to Board review and approval. Changes are presented in advance to the Board via the College's submission to the Chancellor's Report.

h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;

The CUNY Conflict of Interest Policy and JCOPE provisions address the standards for which Board members, chancellor, and employees at Bronx Community College are held accountable. Senior administrators, designated policy makers, and those earning above a threshold salary amount must file a financial disclosure form which discloses the nature of any financial interest or business relationship they have that relates to the College or they are otherwise required to disclose under applicable law with the JCOPE. All Board trustees and chancellors must also file financial disclosure statements annually.

i. supports the Chief Executive Officer in maintaining the autonomy of the institution.

The power of and control of the College is vested in the CUNY Board/Chancellery to determine all policies and regarding College operations. The CUNY Board/Chancellery delegates certain executive power to the president for the execution of policies and procedures adopted by the Board.

Criterion 3. A Chief Executive Officer who:

a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

Following a comprehensive nation-wide search overseen by an external executive search firm, Dr. Thomas A. Isekenegbe was appointed to the role as the sixth president of Bronx Community College by the CUNY Board of Trustees in 2014. The nomination, made by Chancellor James Milliken, was approved unanimously by the Board. The search committee for this position was chaired by Board Trustee Valerie Beal and included trustees, a CUNY college president, faculty, students, and alumni representatives. Dr. Isekenegbe did not sit on or have any employment relationship to the governing body (the CUNY Board of Trustees) prior to his appointment.

b. has appropriate credentials and professional experience consistent with the mission of the organization;

Dr. Isekenegbe has an outstanding administrative, teaching and leadership record that spans nearly 30 years at both two-year and four-year institutions of higher education. Prior to his appointment to BCC, he

served as president of Cumberland County College (2009-2015), a community college located in Vineland, New Jersey. He developed high-quality academic programs that are data-driven and responsive to current labor market demands, and directed the revision and redesign of the College's remedial courses and programming to fast-track student completion. Under his direction, the College joined the Achieving the Dream network of schools and was named to the White House Honor Roll for Service and Civic Engagement.

During his tenure, Cumberland County College restructured its "Pathways to Leadership" program of professional and personal development for faculty and staff and strengthened "Leadership Cumberland County," a citizens' program for civic, business and professional leaders in the county. The College also developed a physical facilities master plan, erected a new computer network building, completed additions and renovations of administration and academic buildings, and was awarded contracts for the renovation and addition to the student services building. More than $25M in capital enhancements to the campus were completed.

Dr. Isekenegbe received a bachelor's degree in biology with honors from the University of Nigeria, Nsukka. He went on to attend Indiana State University, where he earned a Master's in Science Education, as well as an Ed.S. and a Ph.D. in Curriculum and Instruction. Prior to his presidencies, Dr. Isekenegbe served as Vice President of Academic Affairs and Student Services at Cumberland County College (2002 to 2009), Chief Academic Officer and Enrollment Manager, Associate Dean of Academic Affairs at Sussex County Community College (1996 to 2001), and Director of Interdisciplinary Studies at Coastal Carolina University (1988 to 1996).

c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

As discussed above, the power of and control of the College is vested in the CUNY Board to determine all policies and regarding College operations. The CUNY Board delegates certain executive power to the president for the execution of policies and procedures adopted by the Board.

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

At the commencement of service, President Isekenegbe assessed the status of the existing administration and assembled a strong team of qualified administrators (see Executive Staff at BCC). This diverse, highly-educated, and multi-faceted executive leadership team brings a broad array of perspectives, orientations, and experiences to the higher educational environment. They are assessed annually to review challenges, opportunities, and areas for improvement, as well as strengths and weaknesses, in order to best support the mission and vision of the College and provide the best possible service to our students.

Criterion 4. An administration possessing or demonstrating:

a. an organizational structure that is clearly defined and that clearly defines reporting relationships;

The Bronx Community College organizational structure is clearly laid out in the College organizational chart and is updated periodically. The College is divided into the Division of the President, Division of

Academic Affairs and Student Success, Division of Administration and Finance, and the Division of Advancement, Communication and External Relations.

The Departments housed within the Division of the President include the President's Office, Office of Legal Affairs, Office of Workforce and Economic Development, Office of Institutional Research, Planning and Assessment, the Bronx Educational Opportunity Center, and the Office of Affirmative Action, Compliance and Diversity.

The Divisions of Academic Affairs and Student Affairs were merged in Fall 2015 to become the Division of Academic and Student Success. This was done in order to increase the efficiency and quality of student offerings. Academic Success Initiatives includes each of the 15 Academic Departments and 10 Academic Affairs Administrative Units (including a number of Success Programs). Student Success houses Athletics, the Early Childhood Center, Enrollment Management (Admissions and Recruitment, the Call Center, Financial Aid, and the Registrar), General Counseling, Student Development and Student Life, and Student Services (including, but not limited to, Evening and Weekend Programming, DisAbility Services, and Veteran Services). With the recent departure of the provost and senior vice president of the division, the vice president for Student Success is reporting directly to the president.

The Division of Administration and Finance includes the Departments of Human Resources, Public Safety, Information Technology, Physical Plant Services, Events Management, Campus Planning and Duplication, and the Business Office.

The Division of Advancement, Communications, and External Relations houses the Foundation, Communications and Marketing, Development (including Alumni Relations, Campaigns, Planned Giving, Scholarships, and Special Events), Government Relations and External Affairs, Grants and Contracts, Partnerships and Major Gifts, the RF CUNY, and StartUP NY.

b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

Bronx Community College has ample staffing to perform the roles and responsibilities of the institution. The organizational charts demonstrate the adequacy of the functions and number of personnel. Hiring practices ensure the qualifications of all newly hired faculty and staff. The BCC administrative staff are very well-credentialed in their areas of expertise (see Staff credentials).

c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

The Office of Human Resources and the Chief Diversity Office oversee the Search processes for all administrative and academic positions to ensure that all searches result in the hiring of the most qualified personnel who meet the requirements for each position.

d. skills, time, assistance, technology, and information systems expertise required to perform their duties;

As previously referenced, staff have credentials and the tools they need to perform their duties. The CTLT provides technical assistance and training for all staff in the use of technology tools. The IT Department has a technology equipment replacement plan and schedule. Faculty and staff reported the following levels of satisfaction (satisfied or very satisfied) on the Spring 2017 Annual Survey of Faculty and Staff:

- Availability of teaching technology (83%)
- Tech help in the classroom (87%)
- Tech service center (helpdesk) (88%)
- Center for Teaching, Learning and Technology (91%)
- Academic Computing (91%)
- Blackboard Training and Support (87%)

e. regular engagement with faculty and student in advancing the institution's goals and objectives;

The administration provides opportunities for engagement with faculty, students and staff at convocations each semester; the president's monthly reports; campus publications (*The Communicator*, *Nota Bene*, etc.); and professional development days (Conference on Community College Excellence, Faculty Day, Assessment Day). All departments are asked to provide Annual Reports, reflecting on accomplishments and upcoming plans related to the College's mission and goals; grant applications must be accompanied by reports that demonstrate how the grants support the College mission and goals.

f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

All administrative and student support departments submit annual reports that articulate accomplishments and plans that relate to the College's mission and goals. As part of their Annual Plan, departments are required to indicate how they have used assessment (including reporting the assessment results) to make changes or improvements. Individual division heads (deans and vice presidents) provide feedback to their departments annually to support continuous improvement. (See Sample Annual Report.) In addition, as detailed in Standard III, all administrative and student- support departments are now expected to complete a more in-depth Periodic Administrative Self-Study (PASS), which parallels the Periodic Academic Review (PAR) of the academic departments. See Periodic Administrative Self-Study description.

Program directors receive feedback from supervisors and the PASS internal review group, which is used by program directors to make changes and improvements and by supervisors (dean and vice presidents) to provide guidance and direction.

The College's Offices of Assessment and Institutional Research, Planning and Assessment routinely provide support for departments to conduct assessment leading to improvements and innovation. At the recent BCC Assessment Day 2018, a workshop was offered on Developing and Assessing Learning Outcomes in non-academic and student support departments. It was very well received and will be offered during SP19 at a designated meeting of the Administrative Council (comprised of all BCC department directors).

The Division of Administration and Finance tracks key performance indicators in each of its units on a monthly basis and makes improvements and changes accordingly. (See Summary Report.)

Criterion 5. Periodic assessment of the effectiveness of governance, leadership, and administration.

BCC conducts assessment both at the campus and university level. Governance is reviewed and assessed

at the University level via the collective bargaining process and in reviews of policies and procedures by the chancellor and vice chancellors during their annual evaluation process. This is done with feedback through surveys, focus groups, open meetings, and the commentary provided by the University Faculty Senate and University Student Senate. CUNY solicits information from alumni, faculty, staff, students, and other constituent groups.

At the campus level, the BCC Office of Institutional Research, Planning and Assessment collaborates with campus constituents to offer, collect, distill, and disseminate the results of the Faculty and Staff Satisfaction Survey, to be used for reflection and future planning. All department directors are evaluated annually by their supervisors, as are all executives. Leadership and administration are assessed for effectiveness through the annual evaluation process and during the response to the PMP.

The College Senate assisted in a survey that demonstrates evidence-based decision making across campus (COACHE Survey). This resulted in the creation of new faculty guidelines for reappointment, tenure, and promotion, and increased transparency in areas of concern regarding men and women of color, specifically regarding hiring, retention, and promotion.

ANALYSIS and RECOMMENDATIONS

Strengths

- Shared governance is exercised effectively by the College Senate and its standing committees.
- The BCC Strategic Plan has provided strong direction for the College, despite several executive and leadership transitions.

Challenges

- Orientation for college leadership (senators and members of the governance bodies, department chairs, new executives) is not formalized and does not include clearly articulated learning outcomes.

Recommendations

- Develop orientation programs (including the articulation of learning outcomes) for new department chairs and executives as well as for student, faculty, and staff senators.
- Utilize new website to make governance and administrative matters more accessible to the campus community.

Conclusion



Conclusion (Recommendations Resulting from BCC MSCHE Self-Study)

Standard I: Mission and Goals

1. Utilize recommendations from *MSCHE Self-Study*, along with recommendations from *Academic Master Plan*, to inform the new *BCC Strategic Plan: 2020-25*.
2. Ensure that upcoming operational planning efforts (to address enrollment, retention, and remedial reforms as highlighted in subsequent chapters of this report) are true to the core elements of our mission: serving students of *diverse backgrounds, preparations, and aspirations* by providing a *broad and rigorous education* and *providing the foundation and tools for success.*

Standard II: Ethics and Integrity

3. Expand and improve efforts to provide financial supports, accelerate degree completion, and educate students about financial literacy along with options available to them to finance their college education.
4. Identify and implement effective strategies to communicate policies, regulations, protocols, and procedures in transparent and user-friendly formats.

Standard III. Design and Delivery of the Student Learning Experience

5. Build upon successful professional development programs (like those used in the New Faculty Seminar and the First Year Seminar) to develop roadmaps of professional development built around student-learning-centered pedagogies and assessment for all full-time and adjunct faculty members.
6. Further develop expanded and better integrated programming for specific student populations (honors students, working adults, and probationary students).

Standard IV: Support of the Student Experience

7. Develop a comprehensive student success plan incorporating high-impact practices that have been successfully implemented at BCC and elsewhere and including lessons learned from the ASAP expansion/BCC Redesign to support student progress and academic success. This plan should also respond to CUNY policy reforms regarding placement testing and remediation.
8. Design an integrated college-wide advisement plan to implement an equitable admissions-to-graduation caseload advisement model for the entire BCC student population, including: expanding the First Year Program to serve all incoming students; more clearly defining faculty mentoring roles; and maximizing the potential of Starfish software.

Standard V: Educational Effectiveness Assessment

9. Given the wealth of knowledge about student learning and student success that is and has been created at BCC, the College should develop a mechanism to further support, collect, organize, and disseminate research and assessment results.
10. Building upon the positive effects of the New Faculty Seminar, clearly communicate the role of scholarship of teaching and learning and student-learning-centered assessment in fulfilling requirements for reappointment, promotion, and tenure.
11. Develop an integration plan for basic and higher-order thinking (critical thinking, quantitative reasoning, information literacy) skills and pedagogies across the curriculum.

Standard VI: Planning, Resources, and Institutional Improvement

12. Develop a comprehensive enrollment management plan aligned with both the *Academic Master Plan* as well as the recommended *Student Success Plan*.
13. Develop and disseminate budget and administrative reports that more clearly and transparently communicate the state of the College to the various campus constituencies.
14. Annual evaluations of departments and executives should include assessments of the following: communication, consultation, timeliness, transparency, collaboration, and effectiveness.
15. Convert detailed assessments of infrastructure systems (central heating plant, building envelopes, and energy savings) and annual reviews of the life cycle duration of facilities infrastructure systems into actionable items

Standard VII: Governance, Leadership, and Administration

16. Develop orientation programs (including the articulation of learning outcomes) for new department chairs and executives as well as for student, faculty, and staff senators.
17. Utilize new website to make governance and administrative matters more accessible to the campus community.