



BRONX COMMUNITY COLLEGE

MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE)



Self-Study Design | May 30, 2025



BRONX COMMUNITY COLLEGE



Table of Contents

I. Institutional Overview.....	1
II. Institutional Priorities to be Addressed in the Self-Study	10
III. Intended Outcomes of the Self-Study	12
IV. Organizational Structure of the Steering Committee and Working Groups	13
V. Guidelines for Reporting.....	24
VI. Organization of the Self-Study Report.....	26
VII. Self-Study Timeline	27
VIII. Communication Plan.....	29
IX. Evaluation Team Profile	31
X. Strategy for Addressing Annual Institutional Update Indicators and Metrics	33
XI. Evidence Inventory Strategy	35
XII. Strategy for Identifying Self-Study Site Visits to be Conducted.....	36
Appendix.....	37

I. Institutional Overview

Bronx Community College (BCC) is one of 25 institutions (and one of seven community colleges) of the City University of New York (CUNY), the largest urban public university in the country. BCC, like all CUNY institutions, is governed by the University's Board of Trustees (BOT) which promulgates policies related to academic, budgetary, and personnel matters (BCC does not have a separate Board). BCC's president serves as the chief executive officer, reporting to the University's Chancellor, who in turn reports to CUNY's BOT.

Founded in 1957, BCC is located in the western part of the Bronx on a 45-acre historic campus, which it acquired from New York University in 1973. The campus is notable for its architecture, including the Stanford White-designed Gould Memorial Library, and the nation's first Hall of Fame. The College also holds the distinction of being the only community college in the U.S. to be designated as a National Historic Landmark. This unique setting offers students an inspiring environment for learning and personal growth.

BCC serves more than 6,700 credit-bearing students who are enrolled in 46 academic credit-bearing programs (37 associates and 11 certificates), including 11 programs that can be completed fully online. The most popular programs are in Nursing and Allied Health, Business and Information Systems, and Liberal Arts and Sciences. Collectively, they account for nearly two-thirds of the College's total enrollment. However, in line with national trends, liberal arts programs have declined steadily, especially since the start of the pandemic, while interest in health-related fields has soared.

Our student body reflects the surrounding community's demographics, from which the College draws nearly all its students. Most students are underrepresented minorities; 49% are Hispanic, and 39% are Black. A majority are women (56%) and half attend part-time. Approximately two-thirds have non-U.S. ancestry (65%) and are non-native English speakers (39%). The majority of students are from economically disadvantaged backgrounds; 57% are Pell grant recipients, including 80% of first-time freshmen. Please refer to the Appendix for complete student profile.

The College employs 494 instructional staff comprised of 238 full-time faculty and 256 part-time instructors, which equates to an instructional staff FTE of 323. Non-instructional personnel include 453 full-time and 242 part-time employees. This includes 78 individuals in management roles. The College's student-to-faculty ratio is 14:1, and the student-to-staff ratio is 9:1.

Mission and Goals

BCC's commitment to its students is reflected in its mission, which was revised in 2020 and states: "BCC prepares, inspires and empowers our richly diverse student body with a quality educational experience that facilitates social mobility, lifelong learning and engaged citizenship."

BCC's five-year Strategic Plan: *Prepare, Inspire, Empower*, was adopted just before the onset of the COVID-19 pandemic. The plan, described below, includes three broad goals and 11 measurable objectives. The plan was designed with the current self-study in mind as it will sunset at the end of this year.

Table 1. BCC's 2020-2025 Strategic Plan

Goal 1: Foster Student Success

Obj. 1.1: Promote Student Engagement and Success Behaviors

Obj. 1.2: Support Holistic Needs of All Students

Obj. 1.3: Facilitate Improvement through Assessment

Goal 2: Advance Academic Excellence

Obj. 2.1: Strengthen the Effectiveness of Curricula and Programs

Obj. 2.2: Support Excellent Teaching, Scholarship of Teaching/Learning, and Faculty Diversity

Obj. 2.3: Facilitate Improvement through Assessment

Goal 3: Strengthen Institutional Effectiveness

Obj. 3.1: Increase Enrollment and Retention

Obj. 3.2: Improve College Operations and Facilitate Improvement through Assessment

Obj. 3.3: Enhance the Campus Physical Environment

Obj. 3.4: Strengthen Campus Climate and Community Impact

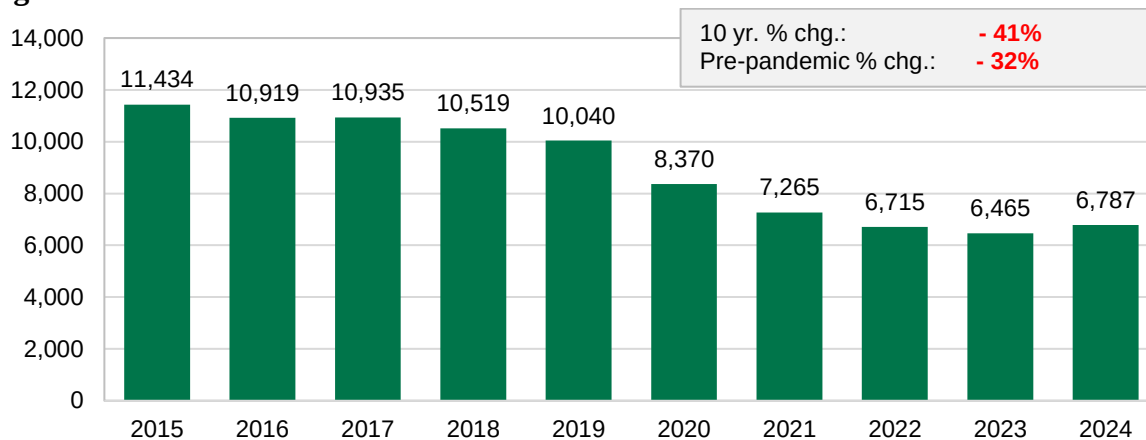
Developments Since Last Self-Study

COVID-19 Pandemic

When BCC's Strategic Plan was adopted in February 2020, no one could portend the impending COVID-19 pandemic that enveloped the nation a month later, nor could they predict the transformational impact it would have on the College over the next four years. BCC was more acutely affected than most colleges as Bronx County experienced higher hospitalizations and deaths per capita relative to the surrounding areas. This situation worsened the borough's pre-existing health inequities, which were already the most severe in New York State.

At BCC the pandemic's impact on enrollment was immediate. In fall 2020, the first full semester following the onset of the pandemic, enrollment decreased by 17% and continued to decline through 2023. Only recently, in fall 2024, did enrollment begin to stabilize, increasing by 5% from the prior year. All told, the College is nearly one-third smaller than it was five years ago.

Figure 1. Enrollment Trends: 2015-2024



The pandemic's impact was also felt in the deleterious impact it had on learning. Nationwide, school closures set student progress in math and reading back by two decades and widened the achievement gap that separates poor and wealthy children. Learning loss was especially worrisome in the Bronx, the only NYC borough to experience a decline in English language arts as well as the steepest decline in math scores on the 2022 New York State standardized assessments. This decline may be attributed, in part, to students not having access to broadband technology, a necessity many students across the nation took for granted during the pandemic. It is estimated that just 61% of the borough's households had high speed internet in 2019.

Pandemic-related learning loss contributed to an accelerated drop in the College's retention rates, which have declined by nearly seven percentage points from a decade ago. Our three-year graduation rates have shown corresponding declines and are well below the 23% threshold established by the Commission.

Table 2. First time, Full-time Graduation and Retention Rates: Fall 2014 – 2023 Cohorts

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1-year Retention rate*	57.8	59.0	58.9	54.8	55.8	59.8	51.8	53.9	54.3	51.2
3-year Grad rate	16.3	19.9	21.1	19.5	22.0	21.1	17.6	16.2**	----	----
4-year Grad rate	24.2	25.9	25.5	24.0	26.2	25.4	21.5**	----	----	----

* Associate degree seeking only.

** Unofficial

Finances

Recent declines in enrollment have caused belt-tightening across the institution. Many positions, including faculty lines, have remained vacant following retirements and resignations. The College currently operates under a structural budget deficit. As a result, we rely on attrition to close our annual budget gaps. In 2024, to help soften the impact of ongoing shortfalls stemming from the pandemic, CUNY provided the College with \$28M in one-time reserve funds to be used

for non-personnel and non-recurring expenditures over the next three years. These funds have been used to upgrade equipment, purchase new technologies, enhance facilities, and address other deferred priorities. This additional funding is set to end in FY 2027.

New Leadership

In August 2023, BCC's long-tenured president, Dr. Thomas Isekengbe, retired. He was replaced by Interim President, Dr. Milton Santiago, who continues to lead the institution. A search is currently underway for his successor, who is expected to begin before the start of the new academic year in summer 2025.

Online Programming

Prior to the pandemic, BCC had a limited portfolio of online courses and did not have any approved programs that could be completed fully online. In response to the pandemic and student demand, 11 fully online associate programs and certificates have been approved, and approximately 15% of students are enrolled exclusively in online courses. Among these new programs is the first online Nuclear Medicine Technology certificate in New York State. Expanding and improving our online programs is an ongoing priority that should help us bolster enrollment and attract non-traditional students, many of whom have family and work obligations that make attending in-person classes difficult.

Infrastructure Improvements

BCC's historic campus is a point of pride, but it also is an ongoing challenge to maintain. Many of the campus buildings date back to the 19th century, with all but two originating from the time when the campus served as the northern location for New York University. This has led to occasional closures for repairs to heating, plumbing, and other systems. Fortunately, since the last self-study nearly \$300M in capital infrastructure improvements have been completed and an additional \$100M has been allocated for projects planned through 2027, including a new one-stop center housing Registrar, Financial Aid, Bursar, Admissions, and related support services. The College is active in lobbying, state, local, and university officials and seeking private funding to enhance the campus's aging infrastructure.

Recommendations from 2019 Self-Study

The Self-Study Evaluation Team offered seven recommendations in their 2019 evaluation report. Below are the recommendations and the progress the College has made this far to address them.

- *Standard I* - Conduct a thorough review of the mission prior to the development of the new strategic plan.

The College adopted a new mission statement and five-year Strategic Plan in 2020. The revised mission reads “*BCC prepares, inspires and empowers our richly diverse student body with a quality educational experience that facilitates social mobility, lifelong learning and engaged citizenship.*”

- *Standard II* - The Team recommends that BCC refine their communication process that allows for the effective distribution of information college-wide to promote a climate of trust.

The College has taken several steps to improve communication across the institution. Since the College’s last re-affirmation in 2019, the College’s governance plan was amended to include a Budget Committee of the College Senate. Consisting of faculty and administrators, this new committee meets regularly to review the College’s financial condition. When Interim President Milton Santiago came on board in 2023, he committed to improving communication across the institution. He meets regularly with institution stakeholders - both formally and informally - to keep them abreast of major initiatives throughout the College. New leadership in key positions has helped to improve the climate on campus after years of declining enrollment and austerity measures. Finally, the College recently launched a new mobile app designed to quickly update the community. The app is widely used by students and employees.

- *Standard III* - Considering the extent to which adjunct faculty are used for instruction, the Team recommends that the institution dedicate resources to part time faculty development.

Most faculty development opportunities are open to both full-time and adjunct faculty. The only exceptions are the New Faculty Seminar and the BCC Associate & Assistant Professor Mentorship Program (BAMP), which are specifically designed to support full-time faculty in their early career stages or promotion pathways. Adjunct faculty are actively encouraged to participate in all other offerings.

Adjunct participation has been both steady and significant over the past five years, accounting for 56.5% of total workshop completions. This engagement underscores the value adjunct faculty places on these offerings and the effectiveness of our outreach. In recognition of their critical role, institutional conversations are underway to create a New Adjunct Faculty Seminar, modeled after the full-time version but tailored to the scheduling needs and professional goals of part-time instructors. Discussions are ongoing regarding logistics and funding, with the aim of launching a pilot once sustainable support is secured. This proposed initiative reflects our continued commitment to equitable faculty development and instructional excellence across all ranks.

- *Standard V* - The College should develop mechanisms to organize the assessment results in an easy-to-follow format and disseminate it to the college community in a timely manner.

In 2023, the College implemented a new process for assessing the General Education curriculum. Assessment results from this new process are shared widely across the institution in a semi-annual newsletter and report. Both documents are published on the Office of Institutional Effectiveness’s web site. For administrative assessment, a new electronic template was created that is available to all departments in their respective divisions. The Office of Institutional

Effectiveness, in consultation with the Division of Information Technology is discussing the feasibility of developing an electronic management system that will allow for automated workflows and more streamlined processes for gathering, analyzing and reporting on assessment results. Finally, over the past two years, results of institutional surveys have been made available through interactive dashboards

- *Standard VI* - Develop a comprehensive enrollment management plan aligned with the Strategic Plan and Academic Master Plan that includes retention, marketing, and recruitment and addresses the College's concern of disparate processes for ASAP and non-ASAP students.

In 2020, the College adopted a five-year Strategic Enrollment Management (SEM) plan which serves as the roadmap toward achieving the College's recruitment, enrollment, retention, and financial objectives. The plan was created with corresponding structures, functions, accountabilities, and targets. A new 2025–2030 Comprehensive Enrollment Management Plan outlines a mission-aligned strategy to sustain growth through targeted recruitment, improved retention, and inclusive program delivery.

- *Standard VI* - Update the Facilities Space Planning Master Plan and include the comprehensive inventory of the conditions and life cycles of infrastructure systems as well as ADA needs.

The Facilities Space Master Plan will require a complete review and upgrade based on several changes and additions to the campus landscape. The College presently has multiple projects in various buildings targeting accessibility restraints. The projects are in various stages and include the following:

- Loew Hall - New ADA accessible elevator, this will make all five floors of this building accessible.
- Gould Memorial Library - A new elevator project in design. This project will create a new and separate accessible exterior entrance with a direct path to an elevator and accessible toilets.
- Meister Hall Bronx Express - a project combining the offices of the Registrar, Financial aid, Bursar and Admissions all under one large 25,000 sq. ft. space which will be fully ADA accessible
- Alumni Gym ADA elevator - Install an ADA accessible elevator to our athletic building and have access to all floors
- RBSC Playhouse – a venue where multiple internal and external theater events will be fully accessible. It will include making all exterior and interior entrance doors with hardware accessible; the project will include a lift for ADA access to the stage and include installation of an accessible toilet.

Along with projects targeting accessibility constraints, BCC is making numerous improvements to its aging infrastructure including: a) new boilers, b) new electrical infrastructure, c) new HVAC systems, d) new fire alarm systems, and e) a new roof for Philosophy Hall.

- *Standard VI* - Aggressively pursue capital funding to address the extensive deferred maintenance issues especially as they relate to student learning spaces.

The Office of Campus and Facilities Planning (CFP) continues its aggressive annual capital project request targeting student focus spaces. Each year CFP outlines its top priorities within a five-year plan which includes student learning spaces to accommodate program growth. This year's submission for fiscal year 26/27 included a project worth an estimated \$41 million dollars.

Preparing for the Self-Study

The College is well-positioned to begin the Self-Study process and has taken numerous steps to help ensure a successful outcome. Among the first steps taken was appointing a new Dean for Institutional Effectiveness, Dr. Raymond Galinski, who is charged with helping lead the College's re-accreditation efforts. Dr. Galinski's appointment provided continuity as he was serving as the Director of Assessment prior to his ascension to this new role.

In the summer of 2024, the dean, president and provost met to discuss potential co-chairs to lead the Steering Committee. In short order, Dr. Seher Atamturktur and Sahidha Odige were identified as faculty and staff co-leads, respectively, and they enthusiastically agreed to take on these critical roles. In the fall of 2024, they, along with dean, attended MSCHE's Self-Study Institute and shortly thereafter, in consultation with campus leadership, began reaching out to individuals to serve on the Steering Committee and as co-chairs for each of the seven Self-Study Working Groups. A kickoff meeting in November, led by the president, initiated discussions on institutional priorities and lines of inquiry. The Self-Study Design was drafted in early spring and submitted to BCC's MSCHE VP Liaison ahead of her April 3 campus visit.

Points of Pride

Student Services

BCC students face many educational and economic disadvantages that make obtaining a degree or certificate challenging. Yet, despite the numerous obstacles associated with coming from inner city neighborhoods, many students persevere and leave BCC prepared to enter high-paying, in-demand professions in nursing, health care, and technology fields. More than three-quarters of graduates eventually continue their education at four-year institutions, most often at one of CUNY's sister colleges.

Our students' successes are, in no small part, attributable to the College's commitment to meeting the holistic needs of our students, which is embedded in our ethos and practices. To this end, we are proud of the slew of wrap-around programs and services offered by the College designed to help our students succeed once enrolled. Below are several noteworthy examples:

- *ASAP* (Accelerated Study in Associate Programs) is an award-winning, comprehensive university program providing financial resources and high-touch academic and personal support. Launched in 2007, ASAP's effects have been found by an independent evaluator to have the greatest impact of any single community college intervention reviewed. While the program's impact has waned in recent years as it has expanded, it remains a cornerstone of our student success efforts.
- *College Discovery (CD)* is our state-supported Educational Opportunity Program offering services to students who demonstrate potential for success but would benefit from additional academic and financial assistance. Similar to ASAP, but significantly smaller, CD stimulates and supports the intellectual, personal and professional growth of students through orientations, tutoring, counseling, supplemental instruction, and financial support.
- *First Year Program (FYP)* is a year-long program designed to facilitate the academic and social integration of first-year students by promoting student empowerment, informed decision making, community building, academic and life skills development, and individual accountability for student success. Students in the program enroll in a one-credit, two-hour class (FYS 11) in their first semester and are exposed to workshops, clinics, and other events designed to support students' academic and social integration into college.
- *CUNY CARES* (Comprehensive Access to Resources for Essential Services) is a university funded program providing health care, mental health, and food services. By helping students meet these essential needs, CUNY CARES strive to improve academic success and the overall well-being of students. BCC's Food Panty, overseen by the program, feeds over 2,500 students and their families each month.

Academic Programs

The College provides high-quality programming in many disciplines. For traditional students who are looking to eventually transfer to a four-year college, BCC's numerous AA and AS programs provide students with opportunities to learn the fundamentals before continuing their education. At CUNY, transfer is easy because CUNY's four-year colleges are obliged to accept all 60 credits earned at BCC. For students who are looking to enter the workforce directly after completing an associate degree, BCC offers AAS degrees in health, sciences, and technical fields where many graduates have the potential to earn high five-figure salaries, or even earning six-figure salaries upon completion of their degrees.

BCC's new Health Sciences program is a noteworthy addition to the College's portfolio of programs. This program was designed to provide aspiring Nursing, Radiologic Technology, and other students interested in health-related fields with the opportunity to learn more about health care. Created just one year ago, it already enrolls more than 600 students or nearly 10% of the College's total enrollment.

Research and Scholarship

In recent years, BCC has secured nearly \$6 million in funding from the National Science Foundation (NSF) and the New York Department of Education to support the retention and graduation of high-achieving, low-income STEM students. Among these grants, the NSF S-STEM (Scholarships in Science, Technology, Engineering, and Mathematics) and Collegiate Science and Technology Entry Program (CSTEP) grants have had a transformative impact on BCC's academic culture, fostering research and innovation while providing critical scholarships. This achievement challenges the traditional perception of community colleges as institutions focused solely on teaching with limited research opportunities.

Before these grants, research opportunities at BCC were scarce, leaving students with little exposure to advanced scientific inquiry and professional mentorship. However, the introduction of NSF S-STEM, CSTEP, and CRSP funding brought a significant shift, providing essential resources for research materials and structured programs that encouraged scholarly engagement. Faculty members, inspired by these opportunities, collaborated to develop research projects that engaged students in solving real-world problems, fostering an environment of active learning and innovation.

This cultural transformation has led to a thriving research community where students are now co-authoring peer-reviewed articles, presenting at conferences, and gaining deeper insights into their fields. Faculty have embraced their roles as mentors, guiding students through the research process and fostering a sense of academic community. The impact extends beyond the classroom, as students gain the confidence and skills needed to compete for prestigious academic and professional opportunities.

One of the most significant outcomes has been the expansion of study abroad opportunities. Research-intensive training has positioned students as strong candidates for global academic exchanges, leading to increased participation in international programs. Students have traveled to destinations such as Qatar, India, and Colombia to further their education and research, gaining cross-cultural collaboration experience that prepares them for leadership roles in a globalized workforce. Additionally, partnerships with institutions such as Princeton University have provided students with internship opportunities, reinforcing classroom learning and positioning them for successful STEM careers, including placements at NASA.

By integrating research into the curriculum, BCC has elevated its reputation and is now recognized by the NSF as a model for community colleges successfully merging research and teaching. This recognition has fostered partnerships with four-year institutions and industry stakeholders, creating pathways for students to advance academically and professionally. The success of these initiatives highlights the untapped potential of community colleges to serve as hubs of innovation, providing students with the skills and experiences necessary to excel in their fields.

II. Institutional Priorities to be Addressed in the Self-Study

Institutional priorities for the Self-Study were developed in consultation with the College's Executive Leadership, Academic Affairs Division, and the Self-Study Steering Committee at three separate workshops held during the fall 2024 semester. At these meetings, facilitated by the members of the Self-Study Core Team, participants were asked to describe the College's current strengths and weaknesses and to identify its most salient opportunities, and threats in the near future. This so called "SWOT" analysis was used to help formulate the following four institutional priorities.

Priority 1. Foster student success and expand access through improved retention and graduation rates, and increased enrollment of diverse student populations

The College seeks to reverse the downward trend in retention and graduation rates by promoting student engagement, successful behaviors, and holistic support. At the same time, we aim to address enrollment challenges by enhancing recruitment efforts, developing new programs, and strategically marketing to diverse student populations, including online learners, older adults, and individuals re-entering higher education. These efforts are vital to advancing the College's mission to improve social mobility and support our students' diverse needs.

Priority 2. Strengthen academic programs and workforce development initiatives

The College is developing its second Academic Master Plan (AMP 2.0). Through this effort, we will identify and accelerate curricular and programmatic improvements aligned with educational and employment trends, ensuring our academic and workforce development offerings meet the evolving needs of students and the surrounding community.

Priority 3. Enhance institutional effectiveness through streamlined student services, increased faculty and staff development, improvements in college operations, and the physical environment

The College aims to leverage technology, data, and human resources to support strategic priorities, improve communication, increase organizational efficiencies, and create a more seamless and supportive experience for students.

Priority 4. Elevate the student experience to foster engagement, belonging, and success

Recognizing many of our students' educational and economic challenges, BCC is committed to creating a supportive and empowering student experience essential for academic success. The College prioritizes providing comprehensive resources through its student affairs areas, including academic support, career services, disability services, personal counseling, and other initiatives that promote engagement, well-being, and a sense of belonging.

Despite nearly five years having passed between adoption of the College's strategic plan the priorities identified by the groups are nearly identical to the goals articulated in the College's

2020-2025 Strategic Plan, which suggests that there is strong agreement on the College's path forward. Table 3.1 displays this alignment

Table 3.1. *Alignment of Institutional Priorities with BCC'S Strategic Plan: 2020-2025*

	Priority 1	Priority 2	Priority 3	Priority 4
Goal 1	X			X
Goal 2		X		
Goal 3	X		X	X

Alignment of Institutional Priorities with BCC Mission

The priorities also align closely with the College's mission statement, which was updated in 2019 following BCC's last re-accreditation. The College's mission reads, "BCC prepares, inspires and empowers our richly diverse student body with a quality educational experience that facilitates social mobility, lifelong learning and engaged citizenship." Table 3.2 displays this alignment.

Table 3.2. *Alignment of Institutional Priorities with BCC'S Mission Statement*

	Priority 1	Priority 2	Priority 3	Priority 4
Prepare, Inspire, Empower	X		X	X
Quality Educational Experiences	X	X	X	X
Social Mobility	X			X
Lifelong Learning	X	X		X
Engaged Citizenship	X			X

Alignment of Institutional Priorities with MSCHE Standards

The four priorities are also closely aligned with the Middle States Commission's seven Standards for Accreditation as indicated in Table 3.2

Table 3.2. *Alignment of Institutional Priorities with MSCHE's Standards*

	Priority 1	Priority 2	Priority 3	Priority 4
Standard I	X			
Standard II				
Standard III		X	X	
Standard IV	X	X	X	X
Standard V	X	X		
Standard VI			X	X
Standard VII		X	X	

III. Intended Outcomes of the Self-Study

The Middle States Self-Study provides an opportunity to systematically examine our performance and progress as they relate to the Commission's Standards for Accreditation and Requirements of Affiliation. It is within this context that the intended outcomes of the Self-Study are to:

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
4. Leverage the Self-Study's collaborative process, along with analysis from the Academic Master Plan currently underway, to inform BCC's new Strategic Plan that will inspire institution-wide improvement and renewal over the next half-decade.



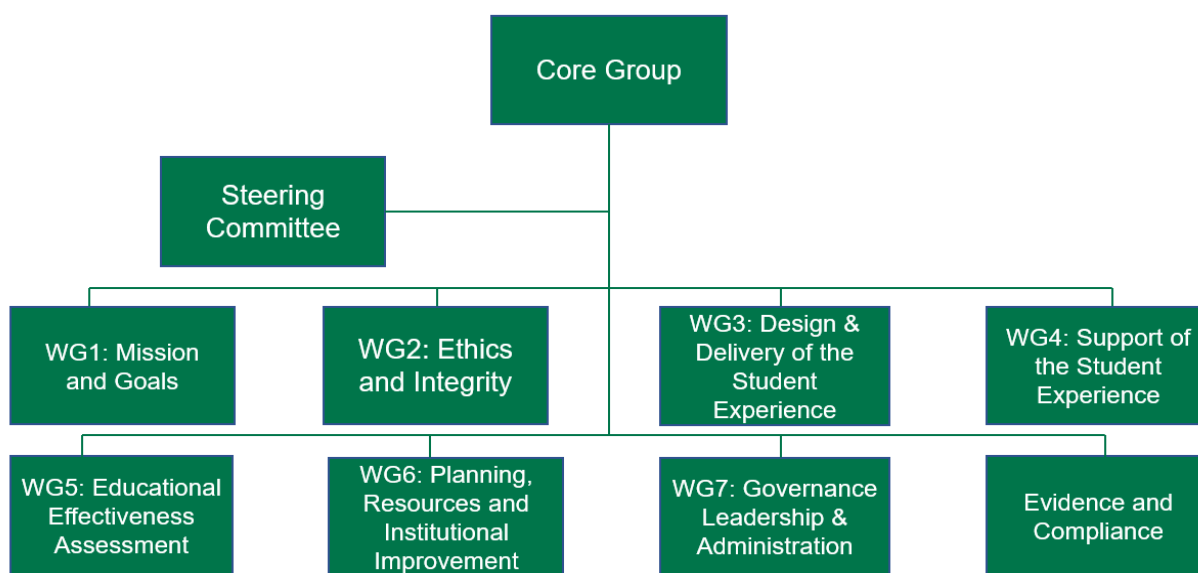
IV. Organizational Structure of the Steering Committee and Working Groups

The co-chairs of the Self-Study Steering Committee were selected by the President in consultation with the Provost and VP for Academic Affairs, and the Dean for Institutional Effectiveness/ALO. Both chairs (a faculty member and a staff member) are long-tenured members of the BCC community (more than 30 years combined) who have a thorough understanding of the institution. Both co-chairs served in leadership roles on numerous college committees, including as working group chairs during the last self-study.

The co-chairs, along with the Dean for Institutional Effectiveness, will serve as the “Core Group” of the Self-Study process responsible for communicating with the President and executive leadership on the College’s progress in meeting Self-Study milestones. The Core Group has been meeting regularly since September 2024 in preparation for the launch of the Self-Study process, and all three individuals attended the Self-Study Institute and the annual conference hosted by the Commission in December. Remaining members of the Steering Committee include a mixture of faculty and staff from across the institution. One co-chair from each of the working groups is represented on the Steering Committee.

Like the Steering Committee co-chairs, working groups are co-chaired by a faculty member and a staff member. Individuals serving in these roles were selected by the Core Group in consultation with the President’s Cabinet based on their leadership abilities and demonstrated commitment to the College. Each working group will be populated by at least eight additional members (~80 members in total) and will include faculty, staff and students. Additional working group members was selected from a list of volunteers following a campus-wide invitation from the president at the start of the spring 2025 semester. These volunteers will be vetted by the Core Group to ensure that their roles and experience align with the standards. Figure 2 represents the organizational structure described above.

Figure 2. *Organizational Structure of the Self-Study Process*



Below are the charges and composition of the Self-Study Steering Committee and the Working Groups.

Steering Committee

The Steering Committee for BCC's Middle States Self-Study is comprised of 16 members, including two co-chairs, eight Working Group co-chairs and six additional members of the faculty and professional staff. The Committee is responsible for coordinating the College's Self-Study process from start to finish. The charges of the Steering Committee are as follows:

- Develop a thorough understanding of the accreditation process including the Standards for Accreditation and their connection to the Requirements of Affiliation, institutional priorities, and the College's mission and strategic plan
- Work with Senior Leadership and Core Team to identify 3-4 institutional priorities to be addressed in the self-study
- Ensure that the institutional priorities are in alignment with the mission and strategic initiatives of the College, as well as the seven standards and criteria as set forth by the MSCHE
- Contribute to the development of the Self-Study design
- Identify the outcomes of the Self-Study
- Identify and approve the lines of inquiry for each working group
- Provide leadership, guidance, and oversight to the working groups;
- Assist in the development and support of the Self-Study Communication Plan; ensure campus-wide engagement in and understanding of the process
- Review, assemble and edit draft Working Group reports that will be used for the final Self-Study Report
- Identify the most important opportunities for improvement and/or innovation that will be included in the final report
- Arrange for campus-wide review of and response to the draft Self-Study Report
- Oversee completion of the final Self-Study report, including refinement of the Evidence Inventory
- Organize, be available for, and participate in all campus site visits related to the Self-Study process: visit of MSCHE VP Liaison, visit with Chair of visiting team, and visit of evaluation team after submission of Self-Study
- Ensure Self-Study Timeline is implemented and followed.

Table 4. Self-Study Steering Committee

<i>Co-Chairs</i>		
Sahidha Odige	Director, Academic Affairs & Strategic Operations	Standard 1 (co-chair)
Seher Atamturktur	Professor, Biological Sciences	
<i>Members:</i>		
Emma Antobam-Ntekudzi	Assistant Professor, Library	Standard 5 (co-chair)
Laura Broughton	Associate Professor, Biological Sciences	Standard 6 (co-chair)
Jessica Cabrera	Associate Director, ASAP	Standard 7 (co-chair)
Pamela Eatman-Skinner	Director, CUNY Start	Standard 2 (co-chair)
Theresa Fisher	Professor, Communication Arts and Sciences	
Raymond Galinski	Dean, Institutional Effectiveness	Executive Rep Standard 3 (co-chair)
Ted Ingram	Professor, Education & Academic Literacy Chair, World Languages and Cultures	
Alexander Lamazares	Interim Vice President, Student Success	Standard 4 (co-chair)
Manny Lopez		
Joshua Perez	Director, Admissions and Recruitment	Standard 1 (co-chair)
David Puglia	Professor, English	
Andrea Pinnock	Asst. Vice President, Finance	
John Ziegler	Professor, English	

Working Groups

Working Groups will engage in a process of active, open, and evidence-based inquiry into each Standard to identify how well Bronx Community College is meeting or exceeding the Standards for Accreditation and Requirements for Affiliation. Working groups also will examine institutional strengths, challenges, and opportunities for improvement and innovation. Each group is the primary agent for formulating the College's response to each standard with attentiveness to the criteria, priorities, and associated requirements.

Student participation is also a vital component of this process. BCC plans to involve students in these groups starting in fall 2025, recognizing the unique perspectives they bring to institutional self-assessment. By including students, the College aims to foster a more inclusive and comprehensive evaluation, ensuring that the student experience is thoroughly represented and considered in the accreditation process. This collaborative approach not only strengthens the Self-Study but also empowers students to contribute meaningfully to the College's continuous improvement and commitment to excellence.

Working Groups are charged with the following tasks:

- Develop an understanding of the seven Standards for Accreditation and their connection to the Requirements of Affiliation, institutional priorities, and the College's mission and strategic plan
- Adhere to the Self-Study timeline and meet deadlines for deliverables

- Hold regular meetings and offer input and feedback to other Working Groups (each group is expected to meet 4-6 times per semester)
- Meet with the Core Team regularly throughout the Self-Study process
- Communicate with the Core Team, Steering Committee, and the Evidence and Compliance Group to identify overlapping research questions and evidence
- Develop lines of inquiry based on the criteria of their respective Standard(s) and a plan for data collection (e.g., document review, interviews, focus groups, surveys, etc.)
- Demonstrate the College's compliance with the Standard(s) by assessing strengths and weaknesses
- Collect and analyze data related to the Standard
- Identify and document evidence that demonstrates compliance with the Standard, addressing the criteria under the Standard
- Determine possible areas for improvement and innovation and recommend action items
- Produce outlines, preliminary drafts, and final drafts of Working Group's report by deadlines established utilizing established template and editorial style

Standard 1. Mission and Goals

Co-Chairs:

Sahidha Odige, *Director of Academic Affairs and Strategic Operations, Academic Affairs*

David Puglia, *Professor, English*

Members:

Mervan Agovic, *Professor, Biological Sciences*

Alex Aboage, *Nurse Practitioner*

Felipe Ayala, *Academic Advisor, ASAP*

Roni Ben Nun, *Professor, Art and Music*

Robert Beuka, *Professor, English*

Jillian Hess, *Professor, English*

Glendaliz Nunez, *Controller, Finance*

Jessica Seliger, *Dean, Workforce Development*

Lines of Inquiry

1. Based on the evidence examined, how well do the College's structured processes for developing, approving, implementing, and assessing its mission and goals facilitate consistency, inclusiveness, and collaboration? What specific evidence analyzed by the Working Group supports their effectiveness?
2. Based on the evidence examined, how well do the College's mission and goals inform institutional decision-making and governance, particularly in strategic planning, resource allocation, curriculum development, teaching excellence, learning outcomes, and institutional improvement? What specific evidence supports this alignment?

3. Based on the evidence examined, how effectively are the College's mission and goals communicated and understood by internal and external stakeholders, including faculty, staff, students, and the broader community? What specific evidence analyzed by the Working Group demonstrates the success of this communication strategy?
4. What is the specific evidence analyzed by the Working Group that demonstrates how well the College's strategic plan aligns with and supports its mission, vision, and core values—including integrity, academic excellence, diversity, a commitment to teaching and learning, effective communication, and mutual respect?
5. Based on the evidence examined, to what extent is the College's strategic plan realistic, aligned with higher education standards, and consistent with the institution's mission and long-term goals? What specific benchmarks and measures analyzed by the Working Group demonstrate the effectiveness and frequency of assessments related to the mission and goals?

Working Group 2. Ethics and Integrity

Co-Chairs:

Tiffany Dubon, *Associate Director of Student Life, Student Success*
 Teresa Fisher, *Professor, Communication Arts and Sciences*

Members:

Kevin Bozelka, *Associate Professor, Communication Arts and Sciences*
 Ana Molenaar, *Associate Director, Judicial Affairs*
 Griselle Nadal, *Confidential Exec. Assoc. to Legal Counsel & Labor Designee, Office of the President*
 Christopher Mowatt, *Bursar, Office of the Bursar*
 Salvador Salazar, *Associate Professor, World Languages and Cultures*
 Nancy Sullivan, *Exec. Director, Human Resources*
 Lynn Ticke, *Assistant Professor, Social Sciences*
 Gerard Weber, *Associate Professor, Social Sciences*

Lines of Inquiry

1. Based on the examined evidence, how well does BCC promote and sustain a culture of respect and a commitment to academic freedom among all stakeholders, ensuring the inclusion of diverse backgrounds and perspectives including within fair and impartial hiring, evaluation, promotion, and separation practices and while avoiding conflict of interest?
2. Based on the examined evidence, how well is the grievance policy implemented, how well are disputes resolved, and how well is that process viewed as fair, consistent, and timely by all relevant parties?

3. To what extent do BCC students, faculty, staff, and the larger Bronx community understand the value of a BCC education based on the examined materials?
4. How well does BCC's marketing and customer relations efforts assist honestly and truthfully in marketing, announcements, recruitment, and admissions materials based on the evidence examined?
5. To what extent does BCC remain faithful to its mission and comply with all applicable federal, state, CUNY, and Commission reporting policies, regulations, and requirements; and how well are these efforts assessed and what specific evidence did the working group use to analyze this?

Working Group 3. Design and Delivery of the Student Learning Experience

Co-Chairs:

Merelyn Bencosme, *Assistant Director, Academic Resource Center*

Ted Ingram, *Professor, Education & Academic Literacy*

Members:

Jason Davis, *Director, CLIP*

Dionne Dodson, *Director, Athletics*

Jordi Getman-Eraso, *Professor, History*

Janet Heller, *Professor, Health, Phys Ed, & Recreation*

Luisa Martich, *Assistant VP/ CIO, Information Technology*

Nelson Reynoso, *Professor, Social Sciences*

Albert Robinson, *Director, Online Support and LMS*

Nelson Santana, *Assistant Professor, Library*

Monica Sinkand, *Assistant Professor, Engineering, Physics and Technology*

Shabazz Wilson, *Sr. Academic Advisor, First Year Program*

Lines of Inquiry

1. How well does the design and delivery of the general education curriculum align with the mission of BCC, and how effectively are the general education program goals achieved through the academic programs offered?
2. To what extent does the College support faculty in their teaching, service, and scholarship responsibilities to ensure their contributions effectively promote student learning success?
3. What are the specific pieces of evidence for faculty recruitment and evaluation, and how have recent changes in these areas impacted the quality of the student learning experience?
4. How well has the College utilized the expertise of its faculty and the surrounding community to create and deliver learning opportunities that align with its mission?

5. What methods does the College use to disseminate information about academic programs, and how effectively does this information reach students and support their academic success at BCC?
6. To what extent are the College's academic programs clearly and accurately described? How are expected learning goals and objectives communicated to students, both current and prospective?
7. How well are students able to become critical inquirer of knowledge? By whom are these learners being facilitated by and how are these faculty prepared for such academic rigor?
8. What specific evidence demonstrates, regardless of abilities or academic preparedness, how students are receiving appropriate learning while using unbiased tools?

Working Group 4. Support of the Student Experience

Co-Chairs:

Emalinda Mcspadden, *Associate Professor, Social Sciences*

Joshua Perez, *Director, Admissions and Recruitment*

Members:

Somaiya Arefeen, *Registrar, Office of the Registrar*

Dawn Daniels, *Director, CARES*

Ellen Mareneck, *Associate Professor, Communication Arts and Sciences*

Jessenia Paoli, *Assistant VP, Student Success*

Melanie Robles, *Director, ASAP*

Robert Ramos, *Advisor, College Discovery*

Wilma Rosario, *Associate Director, Financial Aid*

Andrew Rowan, *Lecturer, English*

Lines of Inquiry

1. What programs and initiatives are in place at the College to promote and support a fruitful student experience? What policies and procedures do they use to ensure positive student engagement involvement?
2. What steps does the College take to admit, retain, and provide support to a diverse student population? What efforts are taken to ensure student needs are met and broad student representation is achieved?
3. How does the College evaluate the effectiveness of internal and external programs and services that enhance the student experience, and how are the results used to improve and expand these offerings?

4. How does the College support and track the success of co-curricular activities, including athletics and student clubs/organizations?
5. How does the College support collaborative efforts between academic departments and student support offices in enhancing the experiences of incoming and current students? How does the College facilitate communications and connection between campus offices and departments?
6. What efforts does the College make to increase student awareness of and access to support services? How are these processes and their effectiveness assessed?
7. What methods does the College use to engage with students regarding their learning experiences, including classrooms, facilities, and personnel? What efforts does the College take to ensure action can be taken upon receiving meaningful feedback from students?
8. How does the College use information received through internal program assessments related to student experience to establish goals and improvements? What are the incentives put in place for meeting goals and creating successful innovations to support student success?

Working Group 5. Educational Effectiveness Assessment

Co-Chairs:

Emma Antobam-Ntekudzi, *Assistant Professor and Librarian, Library*

Handan Hizmetli, *Associate Director of Assessment, Office of Institutional Effectiveness*

Members:

Emakoji Ayikoye, *Lecturer, Business and Information Systems*

Silvia Carlorosi, *Associate Professor, World Languages and Cultures*

Karen David, *Lecturer, Social Sciences*

Pamela Eatman-Skinner, *Director, CUNY Start*

Robert Lupo, *Lecturer, Chemistry, Earth Sciences, and Env. Sciences*

Devin Molina, *Assistant Professor, Social Sciences*

Anne Vuagniaux Zurweller, *Deputy Chair, Art and Music*

Lines of Inquiry

1. How do the goals of degree programs and individual academic offerings connect to the institution's overall mission and/or objectives? To what extent do they provide the relevant educational experience (how do the course learning outcomes align with the program goals?). Where are these goals documented, and how are they communicated to appropriate stakeholders?
2. Is there an assessment management tool in place? If yes, what processes and/or criteria does the College have in place to review, approve, and monitor assessment services

provided by third-party vendors (assessment tools) to ensure alignment with institutional goals and standards?

3. How does the College ensure consistent assessment across all courses and programs? What mechanisms and resources support this process? How is data used to inform decision-making, and how does the College promote professional development for faculty to use assessment data to improve student learning? What resources are available to facilitate this work?
4. How does the College use student assessment results at the institutional, departmental, and program levels to improve learning outcomes, and what technological tools enhance the assessment process?
5. How are student assessment results shared with key stakeholders (faculty, administrators, students), and what processes or policies are in place to periodically review and improve assessment practices?

Working Group 6. Planning, Resources and Institutional Improvement

Co-Chairs:

Laura Broughton, *Associate Professor, Biological Sciences*

Mark Lennerton, *Director, Center for Teaching, Learning and Technology*

Members:

Lisa Amowitz, *Professor, Art and Music*

Deborah Alston, *Budget Director, Finance*

Monique Briggs, *Associate Professor, Art and Music*

Octavio Gomez, *Interim VP, Administration*

Cheryl Shiber, *Director, Grants Office*

David Taylor, *Assistant VP, Administration*

Purysabel Uregar, *Deputy Director, Human Resources*

David Woods, *Director, Financial Aid*

Lines of Inquiry

1. How well does the College's planning and resource allocation align with its goals and long-term strategic plan at both the unit (e.g., office, academic department) and institutional levels?
2. What data is used to inform the planning process, and to what extent do all members of the College community participate in planning, resource allocation, and improvement efforts?
3. How well does the resource allocation process ensure the availability of adequate human, financial, and infrastructure resources to support the College's mission and expected

outcomes? What is the decision-making framework for planning, and who holds the authority to guide planning, facilitate renewal, and oversee the implementation of improvements?

4. How well does the College share its operational, decision-making, and planning processes with its community to ensure they are transparent and inclusive?
5. What mechanisms ensure that the annual independent audit is effectively used to monitor the College's resource utilization and operational efficiency?
6. What evidence demonstrates that the College has a clear and systematic process to improve efficiency, manage costs, and generate new revenue to advance its mission?
7. How effective is the process that the College uses to periodically review its planning, resource allocation, and institutional renewal efforts?

Working Group 7. Governance, Leadership, and Administration

Co-Chairs:

Laurence Brenner, *Associate Professor, Communication Arts and Sciences*

Jessica Cabrera, *Associate Director, ASAP*

Members:

Chris Efthimiou, *Director, Office of Institutional Effectiveness*

Hisseine Faradj, *Chair, Social Sciences*

Richard Ginsberg, *Assistant VP, Communications and Marketing*

Emily Marino, *Director, Development and Partnerships*

Andrea Pinnock, *Assistant VP, Business Office*

Stephen Powers, *Professor, Education and Academic Literacy*

Lines of Inquiry

1. What evidence shows that governance participants function within their defined areas of responsibility and expertise?
2. What evidence highlights the regular evaluation of the effectiveness of governance, leadership, and administrative structures?
3. What evidence demonstrates the existence of a clear organizational framework, including reporting relationships and defined spheres of decision-making?"; "How does the College utilize systematic evaluation procedures for administrative units and leverage assessment data to improve operations?
4. What evidence demonstrates the existence of a well-defined system of shared governance, including documented policies that specify the responsibilities of various

stakeholders? How are these policies disseminated to the campus community? What evidence indicates that these written policies are consistently followed?

5. What policies and procedures are in place to ensure the President and other administrative leaders possess the necessary credentials, professional experience, resources, and support to fulfill their roles effectively?
6. How and by whom is the President evaluated to lead the institution and effectively work with the administration?
7. To what extent does the College's administration have the skills, time, resources, technology, and expertise needed to effectively carry out their responsibilities?

Evidence and Compliance Working Group

This Working Group is responsible for gathering and organizing documents that will be used to demonstrate compliance with MSCHE's Standards for Accreditation, Requirements of Affiliation, policies and procedures, and applicable federal regulatory requirements. Individuals were selected based their in-depth knowledge of the institution and their ability to access important evidence related to each standard.

Irene Delgado, *Director, Office of Career Development*

Chris Efthimiou, *Director, Office of Institutional Effectiveness*

Raymond Galinski, *Dean, Office of Institutional Effectiveness*

Amirah Melendez, *Confidential Executive Associate to the President, Office of the President*

Griselle Nadal, *Confidential Exec. Assoc. to Legal Counsel & Labor Designee, Office of the President*

Alex Ott, *Associate Dean, Office of Academic Affairs*

Andrea Pinnock, *Assistant VP, Business Office*

Chelsea Ramos, *Assistant Director, Office of Institutional Effectiveness*

Nancy Sullivan, *Executive Director, Human Resources*

V. Guidelines for Reporting

The following guidelines have been developed by the Core Group to assist with the formatting of all sections of the Self-Study Report. These guidelines will be shared with the Steering Committee and Working Groups to guide the writing throughout the process.

Document Parameters

- Document Type: MS Word
- Font: Times New Roman, 11-point, black
- Headings Font: Arial, 12-point, black
- Margins: 1 inch all around; Header/Footer margins should be ½ inch
- Page numbers: bottom right corner
- Header/Footer - Times New Roman, 11-point
- References format: As needed, use (APA) format for all in-text citations.
- Spacing: single-spaced with one space between sentences. Double-space between paragraphs with no indentation at start of paragraph
- Text justification: Left justified
- Tables and Figures: Numbering convention will be structured by chapters (e.g., second table in chapter 3 would be Table 3.2; first table from chapter 6 would be Table 6. Figures, if used, would work similarly).
- APA Format used throughout the report (style, citations, tables and charts)
- Written in active voice

Other Stylistic Guidelines

- Comma usage: use the serial comma before the “and” in a sentence with a series of items
- Use College or BCC to refer to Bronx Community College
- Avoid excessive use of jargon
- Do not use contractions
- When listing names, order them alphabetically
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List the Acronym at the start of the report
- Administrative and Educational Units may be referred to as AES units, after defining the term
- Program Learning Outcome may be referred to as PLO, Student Learning Outcome may be referred to as SLO after defining the term
- When Middle States specifies or refers to “institutional priorities,” it refers to the College’s Strategic Plan Priorities

Capitalization

- Use Committee when referring to an official college committee
- Use Senate or Faculty Council when referring to those committees

- Use capital letters when referring to the Evaluation Team, the Self-Study, the Self-Study Design, Self-Study Report, Self-Study Document, Verification of Compliance Report, and the Working Group(s).
- Use capital letters when referring to institutional documents and processes including the Strategic Plan, Operational Plan, Institutional Effectiveness Plan, The Communication Group/Team, the Compliance Group/Team, and the Evidence Inventory Group/Team
- Use capital letters when referring to Strategic Priorities or Strategic Plan Priorities, or BCC's Mission
- Fall and spring may not be capitalized



VI. Organization of the Self-Study Report

The final Self-Study Report will be organized in format and structure as follows in the outline. The complete report will (excluding Appendices) will not exceed 100 single-spaced pages.

Table 5. Self-Study Report Template

I.	Executive Summary	2-4 pages
	Summary of Self-Study organization and process	
	Summary of Findings	
II.	Self-Study Team Membership	3 pages
III.	Glossary and List of Abbreviations	4 pages
IV.	Introduction	4-6 pages
	Mission and Strategic Goals	
	Overview of Bronx Community College	
	Description of Institutional Priorities	
V.	Chapter 1: Mission and Goals	10-12 pages
VI.	Chapter 2: Ethics and Integrity	10-12 pages
VII.	Chapter 3: Design and Delivery of the Student Experience	10-12 pages
VIII.	Chapter 4: Support of the Student Experience	10-12 pages
IX.	Chapter 5: Educational Effectiveness Assessment	10-12 pages
X.	Chapter 6: Planning, Resources, and Institutional Improvement	10-12 pages
XI.	Chapter 7: Governance, Leadership and Administration	10-12 pages
XII.	Conclusion	3-5 pages
	Summary of Findings, Recommendations, and Conclusions	
XI.	Appendices	

Chapter 1-7 will have the following format:

• Header for and description of the Standard • Overview • Review of Evidence for each criterion	• Analysis and Conclusions ○ Strengths ○ Challenges ○ Recommendations • Relevant Documents and Websites
---	--

VII. Self-Study Timeline

The following timeline was developed in consultation with the Self-Study Core Team and Executive Leadership. Bronx Community College is in the midst of hiring a new president who is expected to begin before the start of the fall 2025 semester. Therefore, a spring evaluation visit is preferable as it will allow sufficient time for a new president to become familiar with the institution and to engage in the Self-Study process.

Table 6. Self-Study *Timeline: 2024-25 thru 2025-27*

Year 1- AY 2024-25	
September	Self-Study co-chairs identified
September - November	Core Team attends Self-Study Institute
October - November	- Steering Committee and Working Group Chairs selected - Steering Committee ‘Kick-off’ with President
December	BCC Team attends MSCHE Annual Conference
January	Working Group Lines of Inquiry developed
March	- Working groups populated with members - Self-Study Design draft Submitted
April - May	- MSCHE VP Liaison visit to campus (April 3) - Approval of final Self-Study design - Working Groups meet to discuss charges and plan/ training with Steering Committee - Communication plan and Self-Study website launched
June - August	Evidence and Compliance Group begin gathering evidence for each standard
Year 2 – AY 2025-26	
September	College-wide ‘Kick-off’ of Self-Study process
September - December	- Working groups begin to meet regularly: engage campus, analyze data and prepare draft chapters - Meetings of Steering Committee and members of working group co-chairs to report on their progress, discuss gaps in evidence, answer questions - Evidence and compliance documentation identified, with accountabilities and timelines established for submission
January	Working Groups submit the first draft of their Self-Study chapter by January 25
February	Steering Committee reviews draft / Feedback provided to Working Group co-chairs
March	Working Groups meet to incorporate feedback
April	- Working groups submit the second draft of their Self-Study chapter by April 7. - MSCHE selects Evaluation Team & Chair, which is reviewed/ approved by BCC. BCC sends Self-Study Design to Team Chair
May - August	Steering Committee and Core Group prepare first complete draft of the full Self-Study report

Table 6 (continued). Self-Study *Timeline: 2024-25 thru 2025-27*

Year 3 – AY 2026-27	
September	• First Self-Study draft circulated to college community. • Town hall held for input into the Self-Study report.
October	• Self-Study revised based on community feedback.
November	• Second Self-Study draft completed. • Second Self-Study draft sent to Team chair for review. • Evaluation Team chairs visit to campus and provides feedback on Self-Study report.
December	• Solicitation of third-party comments sent to institutional stakeholders by December 1
December - January	• Edits to second draft made.
January	• President approves final report.
February	• Final Self-Study report submitted to MSCHE.
March or April	• Evaluation Team visit (3 days)
June	• MSCHE re-accreditation decision made.



VIII. Communication Plan

To keep the College Community and external stakeholders informed about the Self-Study process, goals, progress, and outcomes, the Self-Study Core Team has developed the following Communications Plan. The plan will be executed by BCC's Accreditation Liaison Officer and Dean for Institutional Effectiveness, Raymond Galinski who will work in conjunction with personnel from the College's Office of Communications and Marketing.

Table 7. Communication Plan

Purpose	Audience	Method	Timing
To update the Bronx Community College community about institutional accreditation and the Self-Study process	Exec. Leadership	Cabinet Meetings	ongoing
	Faculty	Senate, VPDC, Faculty Council	ongoing
	Students	SGA Meeting	ongoing
	Entire Campus Community	Website	ongoing
		Convocation address	ongoing
		BCC campus-wide broadcasts	ongoing
		College newsletter	ongoing
		Video posted to website	Spring 2025
	Foundation Board	ALO attendance at Foundation Board meetings	ongoing
Announce the launch of Self-Study / Introduce Steering Committee and Working Group members	Entire Campus Community	Campus-wide broadcast	Spring 2025
		College Senate	Spring 2025
		College newsletter	Spring 2025
		Town Hall Kick-off	Fall 2025
Disseminate and gather feedback about Working Group research and reporting results	Exec. Leadership	Cabinet meetings	Fall 2025 / Spring 2026
	Faculty	VPDC, Faculty Council	Spring 2026
	Students	SGA meetings	Spring 2026
	Foundation Board	ALO attends Foundation Board Meeting	Spring 2026
	Entire Campus Community	Senate Meetings	
		Reports posted to SharePoint site	

Table 7. Communication Plan (continued)

Purpose	Audience	Method	Timing
Disseminate and collect feedback on draft Self-Study reports	Exec. Leadership	Cabinet Meetings	Fall 2026
	Faculty	VPDC, Faculty Council	
	Students	SGA meeting	
	Entire Campus Community	Draft reports posted to SharePoint site	
		Comments on report elicited from feedback form	
		Campus-wide broadcast	
Inform the College Community about the Team Visit	Exec. Leadership	Cabinet meetings	December 2026
	Faculty	VPDC, Faculty Council	February 2027
	Students	SGA Meeting	February 2027
	Entire Campus Community	Town Hall	February 2027
		Senate meeting	
		Campus-wide broadcast	
		Website	
		Social media	
	Foundation Board	ALO attends Foundation Board meeting	February 2027
	Elected Officials	Director of Government Relations shares President's email to college community	February 2027
Disseminate Team Evaluation Report and MSCHE Action	Exec. Leadership	Cabinet meeting	Spring 2027
	Faculty	VPDC, Faculty Council	
	Students	SGA meeting	
	Entire Campus Community	Team report posted to SharePoint site	
		BCC campus-wide broadcast	
	Foundation Board	ALO attends Foundation Board meeting	
	Elected Officials	Director of Government Relations shares President's email to college community	

IX. Evaluation Team Profile

BCC is a comprehensive community college with a wide array of programs in the arts, sciences, business, health professions, and humanities. Our richly diverse student body is represented by more than 100 countries. We recommend a profile of the visiting evaluation team that reflects an understanding of the College's mission and ongoing challenges and its situational context as an urban college within a large university system. Thus, the team would optimally be comprised of colleagues who have experience at institutions with the following characteristics:

- Is an urban, diverse, community college
- Has a high percentage of academically and economically disadvantaged students
- Has a high percentage of underrepresented minority students
- Has an organization and finances linked with to a large university system
- Has numerous wrap-around services to facilitate student success
- Has collective bargaining agreements / unionized faculty and staff

Evaluation Team Chair:

Ideally, the team chair should have many years of experience as a president of an urban community college serving a diverse student population.

Evaluation Team Members:

Preference is for team members to be primarily affiliated or have recent experience with a comprehensive community college in an urban setting. We suggest team members be comprised of administrators or faculty with expertise in the following areas:

- Academic Affairs/ Chief Academic Officer
- Student engagement / VP of Student Affairs
- Student recruitment and retention / VP of Enrollment Management
- Assessment
- Planning
- Finance / Chief Financial Officer
- Workforce Development/Continuing Education
- Administration / Operations (facilities, IT, Human Resources, Public Safety, etc.)

Comparable Peers for Possible Reviewers in MSCHE:

Individuals affiliated with the following institutions in the MSCHE region, which are situated in urban or semi-urban areas and integrated within a larger system, can be regarded as comparable peer institutions. Individuals from these institutions would be prioritized as potential evaluators.

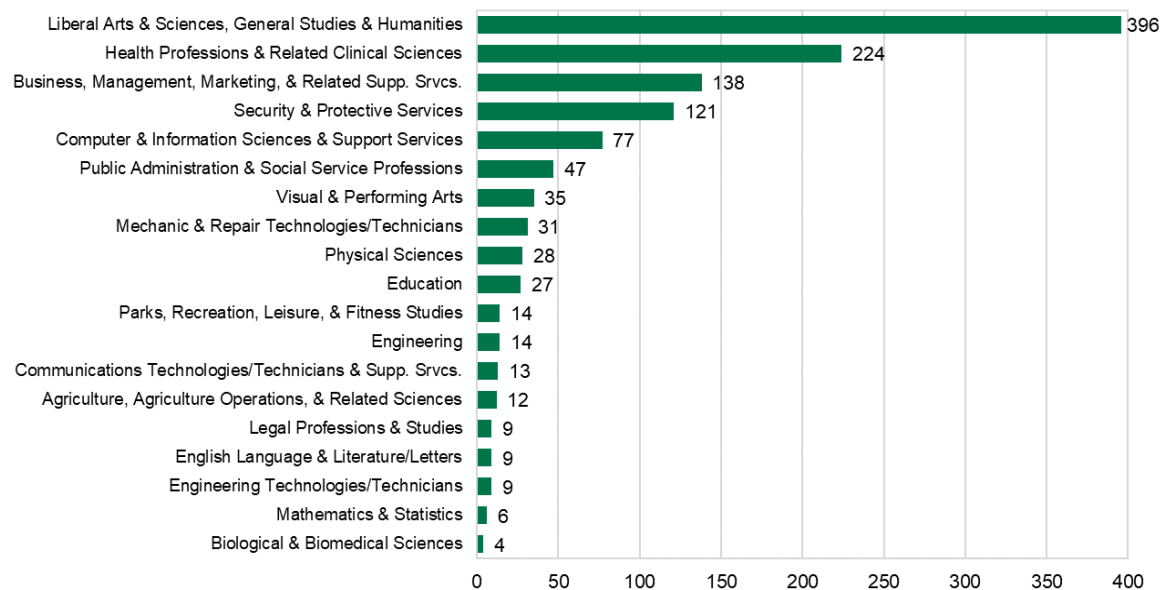
Table 8. *Preferred Evaluation Team Member Institutions*

Institution	Location
Baltimore City Community College	Baltimore, MD
Bergen Community College	Paramus, NJ
Camden County College	Camden, NJ
Community College of Baltimore County	Catonsville, MD
Community College of Philadelphia	Philadelphia, PA
Delaware County Community College	Marple Township, PA
Essex County College	Newark, NJ
Howard Community College	Columbia, MD
Hudson County Community College	Jersey City, NJ
Middlesex College	Edison, NJ
Nassau Community College	Garden City, NY
Passaic County Community College	Paterson, NJ
Prince George's Community College	Largo, MD
SUNY Westchester Community College	Valhalla, NY
UCNJ Union College of Union County NJ	Cranford, NJ

Any individual employed by or associated with The City University of New York shall constitute a conflict of interest and therefore should not be considered for the evaluation team. In addition, individuals employed by or associated with Mercy University, Monroe University, and the University of Mount Saint Vincent should also not be considered for the evaluation team as they are direct competitors with the College.

Additional context regarding BCC is provided in Figure 3 portraying the distribution of degrees by program.

Figure 3. *Distribution of Degrees by Classification of Instructional Program (CIP)*



X. Strategy for Addressing Annual Institutional Update Indicators and Metrics

BCC's annual institutional indicators and metrics as reported in MSCHE's Annual Institutional Update (AIU) are monitored closely by the College's Cabinet and the University's leadership.

AIU's metrics are embedded in CUNY's Performance Management Process (PMP), an annual report of key performance indicators (KPIs) aligned with the University's Strategic Roadmap and the College's Strategic Plan. The PMP sets targets for each college to meet and requires them to summarize high-level strategies they will employ to achieve the metrics identified in the KPI document. Retention, enrollment, and finances are among the KPIs included in this detailed report.

In addition, the University maintains a robust set of dashboards that are accessible to key decision makers throughout the College. These dashboards closely track enrollment and student achievement trends. BCC's Office of Institutional Effectiveness also recently developed several internal dashboards that closely monitor important contributors to student retention and graduation rates, pass rates, and survey results. These dashboards are updated regularly and are used to facilitate decision making throughout the College.

In 2023, and again in January 2025, the College received a request from the Commission for a Supplemental Information Report (SIR) to address our low graduation rates, which have not met the 23% threshold established by the Commission (see Table 2). The actions described in our 2023 SIR were developed in collaboration with key stakeholders from throughout the institution, including the College's Executive Leadership. The nine-strategies provided in this report are below. We are currently in the process of updating these strategies for our latest SIR submission later this month.

1. Comprehensive Approach to Flexible Learning
2. Upper-Level Graduation Initiative
3. New Health Sciences Degree Program
4. Addressing Low Pass Rates
5. Introduce Comprehensive Planning Tools
6. Expand "Four Pillars" Framework
7. Early Engagement of Our Highest Performing Students
8. Improved Academic Integration into Majors
9. Enhancing Student Supports and the College Experience

In addition to addressing our graduation rates in the latest SIR submission, we also will be describing additional actions we have taken or plan to take to address our declining enrollment. As noted in Table 9, our annual FTE's have dropped steadily over the past decade and accelerated following the onset of the pandemic in 2020. However, in 2023-24 this downward trend abated. Our fall 2024 enrollment (not shown) increased by 5% our spring 2025 enrollment is projected to increase significantly over the prior year.

Table 9. *Annual Enrollment-FTE: 2014-15-to-2023-24*

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Annual FTEs	8,333	8,374	8,248	6,623	6,432	6,292	5,451	4,545	4,288	4,293
Annual Chg. (%)		0.5	-1.5	-19.7	-2.9	-2.2	-13.4	-16.6	-5.7	0.1



XI. Evidence Inventory Strategy

To manage BCC's Middle States Evidence Inventory, each Working Group devoted to one of the Commission's seven standards will gather evidence as they address the criteria for their respective standard. To assist each group, the Core Team will provide all Working Groups with the Commission's [Evidence Expectations by Standard Guidelines](#). An eighth group, the Evidence and Compliance Group, will focus on the Evidence Inventory specifically.

The Evidence and Compliance Group will gather the required evidence contained in the MSCHE guidelines, and work with the standards-based groups to gather additional information specific to the College. This group will also be responsible for describing the evidence, indicating which claims it supports, and developing a taxonomy for organizing the evidence. Descriptive annotations and strong cross referencing will allow everyone working on the report to see the scope of the documentation being used to support the Self-Study and to effectively refine evidence as the Self-Study progresses

Evidence files for each of the Standards for Accreditation and Requirements of Affiliation will be stored on the College's Microsoft Teams site and will be accessible to the Self-Study Core Group, Steering Committee and the Working Groups during the investigative phase of the Self-Study. Upon the conclusion of the development of all Self-Study team drafts, the Self-study Steering Committee will review the evidence in the Evidence Inventory site using the Institutional Self-Evaluation Rubric provided by MSCHE. The Evidence Inventory will then be made available to the community via an internal Sharepoint site at the conclusion of this review.

XII. Strategy for Identifying Self-Study Site Visits to be Conducted

Not applicable. Bronx Community College's only institutional sites apart from the main campus are at high schools where a small number of classes are provided to high school students as part of a collaborative program between the City University of New York (CUNY) and the New York City Department of Education (DOE) known as [College Now](#).



Appendix
Enrollment Profile: Fall 2024

Category	N	%	Category	N	%
Total Headcount	6,787				
Gender			Residency Status		
Women	3,832	56	Resident	6,493	96
Men	2,900	43	Non-Resident	294	4
Other	55	1			
Race/ Ethnicity			Degree Status		
Hispanic	3,310	49	Associates	5,841	86
Black	2,677	39	Certificate	123	2
Asian/Pacific Islander	284	4	Non-Degree	823	12
White	501	7			
Native American	15	0			
Geographical Location			Degree Pursued		
New York City	5,904	87	Certificate	123	2
Bronx	4,898	72	AA	1,523	22
Brooklyn	146	2	AS	2,257	33
Manhattan	713	11	AAS	2,061	30
Queens	136	2	Non-Degree	823	12
Richmond (Staten Island)	11	0			
New York State	296	4	Full/Part Time Status		
Westchester	232	3	Full-Time	3,427	50
Other NYS	42	1	Part-Time	3,360	50
New Jersey	9	0			
Other/Unknow/Missing	600	9	Age Distribution		
Type of Admission			Under 20	2,251	33
First-Time Freshman	1,252	18	20-22	1,646	24
Transfer	750	11	23-24	654	10
Readmit	693	10	25-29	912	13
Continuing Degree	3,269	48	30-44	1,075	16
College Now	519	8	45 and over	249	4
Early College Initiative	198	3			
First-time Non-Degree	81	1			
Continuing Non-Degree	15	0	Pell Grant Recipients		57
Non-Degree Readmit	10	0	First Generation		63
			Country of Ancestry		
Unknown	0	0	other than U.S.		65
			Non-native English		39

Source.
BCC Office of Institutional Effectiveness

