

**Monitoring Report to the
Middle States Commission on Higher Education
From**

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
New York, NY 10007**

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Documenting that the institution has achieved and can sustain compliance
with Standards 2, 3, and 14**

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
MIDDLE STATES MONITORING REPORT
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BOROUGH OF MANHATTAN COMMUNITY COLLEGE MIDDLE STATES MONITORING REPORT

INTRODUCTION

Mission Statement and Mission Goals

Borough of Manhattan Community College (BMCC) was founded in 1963 and is one of the seven community colleges of a total of 24 institutions in the City University of New York (CUNY). The BMCC mission statement follows:

BMCC shares CUNY's mission to preserve academic excellence and to extend higher educational access and opportunity to a highly diversified urban population. In addition, BMCC is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages.

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

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

- To provide higher education to a diverse urban constituency in support of CUNY's policy of open admissions.
- To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.
- To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and the workplace.
- To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- To provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.

- To promote multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.
- To prepare liberal arts and career students for transfer to four-year colleges.
- To prepare students in career programs for employment and career mobility.
- To encourage lifelong learning independent of degree programs.
- To enhance the cultural, recreational and social life of the community.
- To maintain a governance structure that facilitates the participation of faculty, administrators, and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

Context

BMCC has the largest undergraduate population in CUNY (as well as among all New York City colleges and universities), serving over 26,000 students from diverse backgrounds. Over 40% of BMCC students are Hispanic, more than 30% are African American, and approximately 15% are Asian. Over 30% of BMCC students were born outside the U.S., with over 160 foreign birth countries represented and over 115 foreign languages spoken. Students thus bring to BMCC rich cultural capital and an enduring belief that education can improve their quality of life, a belief in the transformative power of education that is commonly shared by faculty and staff.

BMCC offers A.A., A.S., and A.A.S. degrees, through 31 degree programs taught by over 550 full-time and 1100 part-time faculty. The largest majors at the College are liberal arts, business administration, criminal justice, undeclared health (leading to nursing, allied health and health education), accounting, business management, childcare/early childhood education, human services, and science. Over 80% of first-time freshmen require remediation in mathematics, reading and/or writing, including over 75% requiring remediation in mathematics. Many students who enter BMCC requiring remediation also face obstacles at other key transition points in their progress toward earning a degree, for example, in key gateway courses in the major. Improving student success and the overall quality of the student experience—including increasing retention and graduation rates—is a high priority for the College and the entire University.

Strategic planning and ongoing assessment are fundamental to improving institutional effectiveness and student learning outcomes, and thus to ensuring that the College fulfills its mission. BMCC is submitting this monitoring report as evidence that the College has achieved and can sustain compliance with Middle States Standards 2, 3, and 14. The first section of the report addresses Standard 2 and provides evidence of the linkages between

resource allocation and strategic planning. The second section of the report addresses Standard 3 and provides evidence of the steps taken to strengthen institutional resources. The third section addresses Standard 14, and provides evidence of a comprehensive, organized and sustained process for the assessment of student learning at the institutional, program and course levels, as well as evidence that results are being used to improve teaching and learning.

ADDRESSING STANDARD 2:

ALIGNING RESOURCE ALLOCATION WITH THE STRATEGIC PLAN

CUNY-Wide Strategic Planning and Performance Management Process

Since 2001, BMCC has been engaged in annual planning and the development of goals and targets in conjunction with CUNY's overall Performance Management Process (PMP). The PMP aligns planning and goal-setting for the entire University, measures annual progress toward goals and recognizes excellent performance relative to established University-wide objectives. For each PMP cycle, the Chancellor sets the University's performance targets for the upcoming academic year, aligned with the mission and goals of the University, most recently described in the 2012-2016 CUNY Master Plan. For 2014-2015, CUNY identified University-wide goals (applicable to all CUNY colleges) and sector-specific goals (applicable to either the community or senior colleges); the table below shows the goals applicable to all CUNY community colleges.

2014-2015 PMP UNIVERSITY-WIDE AND COMMUNITY COLLEGE GOALS

University Goals:

1. Increase opportunities for students to be taught by full-time faculty.
2. Increase faculty scholarship and research impact.
3. Ensure that students make timely progress toward degree completion.
4. Increase graduation rates.
5. Improve student satisfaction with academic support and student support services.
6. Improve student satisfaction with administrative services.
7. Increase revenues.
8. Use financial resources efficiently and prioritize spending on direct student services.
9. Increase the proportion of full-time faculty from underrepresented groups.

Community College Goals:

10. Create efficient remediation pathways.
11. Prepare students for transfer to baccalaureate programs.
12. Increase (or maintain high) pass rates on professional licensure exams.

In addition to addressing the University and community college goals listed above, each college was asked to identify three focus areas for improvement, additional PMP goals aligned with the institution’s own strategic priorities for which colleges are expected to show improvement at the end of the academic year. In May 2014, three BMCC college-wide focus groups were held to inform the identification of this year’s institutional priorities, aligned with the college’s strategic plan. Out of this process, BMCC identified the following three focus area goals: 1) improve advisement, 2) enhance faculty development and support for scholarship, and 3) expand implementation of high impact practices.

By the end of each academic year, the University provides data on key performance metrics related to PMP goals, which colleges review and use to assess and report on their performance at year’s end (see [Appendix A: 2013-2014 BMCC PMP Goals and Targets Report](#)). Annually, the performance data for each college are assessed against that year’s goals, and the results are used to make improvements on the campuses, allocate resources as needed, and to set new goals for the following year (see [Appendix B: 2014-2015 BMCC PMP Goals and Targets](#)). Reviewing the previous year’s PMP results and setting targets for the coming year is a collaborative process that solicits input from academic departments and administrative units across the College. Various methods are used to solicit input, for example, through department chairs, the Academic Senate and college-wide focus groups as indicated above.

Strategic Planning at BMCC

BMCC strategic planning is a collaborative process based on the establishment and regular affirmation of broad strategic priorities and related objectives, followed by the development of annual actions plans specifying activities and initiatives to address the priorities. First established in BMCC’s 2008-2013 strategic plan “A Bridge to the Future,” the broad priorities and related goals listed in the table below are ongoing for the College.

BMCC STRATEGIC PRIORITIES AND RELATED GOALS: 2014-2019

<p>Strategic Priority 1: Excellence in Teaching, Research, and Learning</p> <p><i>Objectives:</i></p> <p>1.1 Support challenging and innovative academic and career programs.</p> <p>1.2 Promote student awareness and understanding of local, national and global issues that reflect our multicultural society.</p> <p>1.3 Expand the use of technology to facilitate student learning; improve student services and ensure technologically proficient students, faculty and staff.</p> <p>1.4 Strengthen curricular offerings to facilitate transition to four year institutions and address current and future workforce needs.</p> <p>1.5 Recognize excellence in scholarship, creative work and pedagogical research.</p>
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Strategic Priority 2: Student Success and Retention*Objectives:*

- 2.1 Provide comprehensive and cohesive student services that maximize student success.
- 2.2 Provide timely and appropriate guidance for all students, with emphasis on freshmen.
- 2.3 Develop, implement and maintain a comprehensive enrollment management process.
- 2.4 Identify barriers to student success and implement strategies to remove them.
- 2.5 Recognize and celebrate student success inside and outside the classroom.

Strategic Priority 3: Organizational Effectiveness and Institutional Accountability*Objectives:*

- 3.1 Improve the mechanisms for allocating resources to programs and operations that support the college's strategic priorities.
- 3.2 Improve assessment of institutional effectiveness and of student learning outcomes at the institutional, program and course levels, including general education.
- 3.3 Enhance opportunities for technological training and professional development for faculty and staff.
- 3.4 Increase fiscal responsibility by improving budget systems and planning tools.
- 3.5 Develop more effective space management tools.

Strategic Priority 4: Community Engagement and Economic Development*Objectives:*

- 4.1 Develop strategic partnerships with the public and private sectors.
- 4.2 Strengthen and broaden the connections between the college, NYC public high schools and other constituencies.
- 4.3 Improve marketing efforts to address college and community needs.
- 4.4 Provide greater opportunities for student, faculty and staff to engage with the local and world community.
- 4.5 Increase alumni support and participation in the life of the college.
- 4.6 Enhance the cultural, social and recreational life of the college and the community.

In 2009 the Dean of Institutional Effectiveness and Strategic Planning introduced the “collaborative improvement model” which established a college-wide committee structure and an annual cycle of activities to review and confirm priorities, develop activities or initiatives to address the priorities, allocate resources as needed, and assess results to inform the next cycle. This regular cycle of activities included annual “open call” vision days at which all faculty, staff, and students were invited to provide input on the strategic plan. Additionally, the collaborative improvement model included a structured process for faculty and staff to submit strategic proposals aimed at addressing priorities and goals.

Each year since 2011, the collaborative improvement model activities culminated in an annual strategic planning retreat, most recently held in June 2014. At the retreat, the Collaborative Improvement Council—a representative group of administrators, faculty and staff overseeing the strategic planning process—reviewed outcomes data relative to 2013-2014 activities and discussed strategic proposals submitted by faculty and staff for 2014-2015. Strategic proposals under review included projects to expand learning communities (aligned with strategic priority #2 above), to provide mentoring to new employees (aligned with priority #3 above), and to establish a teaching academy for new faculty to improve their pedagogy (aligned with priority #1 above).

The President’s Cabinet, as the executive leadership team of the College, plays a critical role in establishing strategic priorities (see [Appendix C: BMCC President’s Cabinet](#)). Following the June 2014 retreat, the President’s Cabinet considered the proposals and recommendations of the Collaborative Improvement Council. Based on additional input from the college community, the Cabinet also confirmed the activities and initiatives designed to achieve the objectives in the form of a 2014-2015 institutional action plan (see [Appendix D: BMCC Strategic Plan 2014-2019](#)). The planning cycle is coordinated with the budgeting process described below to ensure that the allocation of resources aligns with strategic priorities. The following table illustrates the annual strategic planning cycle at BMCC.

BMCC STRATEGIC PLANNING CYCLE

March	Administration request for draft budgets from departments (including rationale for new/additional expenditures)
May	Review of draft budgets by division heads and vice presidents
June	Annual strategic planning retreat; assessment of outcomes from previous year
July	Review of planning proposals to address strategic priorities in the coming year
August	Determination of new/modified resource allocation in conjunction with drafting of annual action plan
September	Submission of financial plan to University (see below for details)
ongoing	Implementation and monitoring of action plan

The 2014-2015 annual action plan aligns available resources with specified priorities as needed. In some cases, the College has committed to allocating new resources to address priorities, for example, hiring a vice president for information technology/chief information officer (a new position at the College) whose first task will be to lead the development of a comprehensive information technology plan. Similarly, the College hired a director of the Center for Excellence in Teaching, Learning and Scholarship (CETLS) as a priority action in 2013-2014, and the related 2014-2015 action is to develop a CETLS strategic plan devoting increased resources to faculty

development. In other cases, the College can carry out specific actions using existing resources. For example, BMCC is committed to increasing faculty recognition events with minimal costs. In still other cases, the strategic plan calls for additional planning, as with the establishment of college-wide groups to design an honor's program, to implement a teaching academy to support new faculty, and to develop a plan to expand internship opportunities for students.

The College is exploring ways to streamline the strategic planning process while maintaining a high level of collaboration and community input. A new Dean for Institutional Effectiveness and Strategic Planning will join the College by the end of 2014, bringing a fresh perspective to the planning process as well as to mechanisms for assessing institutional effectiveness. A subcommittee of the President's Cabinet will offer an analysis of and recommendations for improving the strategic planning process to the new Dean. Additionally, as a key leadership group at the College, the academic department chairs will also provide recommendations for an improved and highly collaborative strategic planning process.

Examples of Resource Allocation Aligned with Strategic Priorities

The annual cycle of BMCC's strategic planning process aligns with the budget process described below. Based on committee recommendations and outcomes analysis, the Cabinet confirms strategic priorities in the summer, which informs the budget submitted to CUNY in September, including resource allocation for new and ongoing priorities as needed. Following are recent examples of resource allocation for BMCC's strategic priorities based on the planning process.

Strategic Priority 1: Excellence in Teaching, Research, and Learning

To achieve excellence in teaching, research and learning, BMCC is committing resources to enhance faculty scholarship and creative work. Based on data collected on faculty scholarship through the PMP process and dialogue with faculty, the College recognized the need for additional faculty support to achieve this objective. The College hired a Director of Research in fall 2013, a new position at BMCC. And the College hired a full-time director for the CETLS in August 2014, replacing an interim faculty director. The need for both of these hires was identified and promoted through the strategic planning process. As indicated above, a proposal for a BMCC Teaching Academy was put forward through the collaborative improvement process, vetted and recommended for implementation at the June 2014 strategic planning retreat, and endorsed by Cabinet as part of the 2014-2015 action plan with associated funding (see [Appendix E: Proposal for BMCC Teaching Academy](#)).

Strategic Priority 2: Student Success and Retention

BMCC is committing resources to expanding evidence-based programs and services that promote student success. Improving remedial outcomes is a critical objective for the College

given that 83% of first-time freshmen require basic skills instruction in reading, writing, and/or math based on CUNY-wide placement tests. Institutional and CUNY-wide research shows that students with remedial needs are less likely to graduate than those without remedial needs, and that the longer students stay in remediation, the more detrimental the effects are to their credit accumulation. Summer immersion, an intensive remedial model offered in 4-6 week sessions at no charge to students, has been rigorously studied by CUNY and has proven benefits to students. BMCC is committed to expanding this program and has allocated additional funding to the program. Enrollment increased 49% from summer 2013 to summer 2014, with overall pass rates for the program at 72%, which is significantly higher than overall pass rates in remedial courses during the regular semester.

Providing timely and appropriate guidance to students is another key objective aimed at improving student success and retention, a key strategic objective. Recent studies have shown that helping students build specific roadmaps to degree completion accelerates credit accumulation, and that credit accumulation or “momentum” is a strong predictor of degree attainment. The large number of students at BMCC makes this more intrusive approach challenging for advisors. Relatedly, student satisfaction with advisement overall fell to 55% in the 2014 BMCC Student Experience Survey as compared to 65% the year prior. To address these issues, BMCC is committing significant resources to expand the number of advisors, from 26 to 39 by the end of 2014. The 13 additional advisors will substantially reduce average caseload and will facilitate providing individualized advising services continuously through remediation and the first year, and into the second year. The significant number of new advisors will also allow for the reorganization of the Advisement Center to better align advisors with specific departments and degree programs. This will facilitate the development of a cluster of advisors with expertise in particular areas, an approach promoted by faculty and staff through the strategic planning process.

Strategic Priority 3: Organizational Effectiveness and Institutional Accountability

As identified through the strategic planning process, a critical need for BMCC is to enhance the use of technology to support college priorities and to better integrate academic and administrative technology to meet the needs of faculty, students, and staff. As indicated above, BMCC committed resources to hire its first Vice President for Information Technology in September 2014. Among the first tasks for the new Vice President is to lead the development and implementation of a comprehensive information technology plan. The process involves gathering input from faculty, students, administration and staff to determine needs and identify priorities for the allocation of resources related to technology.

One of the scarcest resources at BMCC is space. Given the large student enrollment and relatively small footprint of the College, facilities management is a constant challenge. The College recently purchased and employed space management software to more effectively monitor the use of classroom and other space, and to develop strategies for optimizing space utilization based on the data. It should be noted that BMCC already operates on a Monday through Sunday instructional schedule, with over 10,000 students attending classes on weekends, the highest weekend utilization by far of any CUNY college. Despite that, planning for additional space is a high priority. Facilities master planning is undertaken at CUNY through a highly structured University-level process. BMCC has initiated the process with the University, beginning with the submission of five-year enrollment projections (see [Appendix F: Five-Year Enrollment Projections](#)) that are used to calculate facilities needs, both current and future. Despite record enrollment in fall 2014, BMCC's overall enrollment is projected to increase modestly, at less than two percent per year, through a combination of improved retention rates and slow growth. The College anticipates that the master planning process will result in a commitment for a significant building project within the next two years.

Strategic Priority 4: Community Engagement and Economic Development

The College is devoting significant resources to strengthening connections with New York City public high schools. The prime example of this is the establishment of a new high school, the Manhattan Early College School for Advertising (MECA), which opened in September 2014 in partnership with the New York City Department of Education, CUNY, and the American Association of Advertising Agencies. MECA is an innovative early college and career high school that offers students the opportunity to earn a Regent's (New York high school) Diploma, an associate degree from BMCC (free of charge) and relevant industry work experience through partners in the advertising industry. During 2013-2014, BMCC allocated significant planning resources to the project and in August 2014 hired the first MECA Liaison, a new position at the College to connect BMCC and MECA faculty, staff and students. MECA is one of 17 early college high schools in CUNY and a proven strategy to improve student success. A recent randomized study by the American Institutes for Research and SRI International found that when compared to their peers in regular high schools, early college high school students were significantly more likely to graduate from high school and earn a college degree. So in addition to serving the priority of community engagement, the College's investment in MECA will serve as a "laboratory" to develop strategies to address the priority of student success and retention.

BMCC also is committing substantial resources to the development of strategic partnerships, particularly through the acquisition of grants in the Office of Adult and Continuing Education (ACE). BMCC ACE in partnership with the College of Staten Island, City College, CUNY Graduate Center, CUNY School of Professional Studies, and the New York City College of Technology

responded to the New York State funded CUNY 2020 Challenge Grant Program. In August 2014 the Consortium was awarded \$16 million to launch a CUNY Center for Big Data Analytics and Visualization. The Center will develop big data analytics resources at multiple sites and workforce certificate programs to capitalize on New York City's growing strength as a national hub for technology-focused innovation and on CUNY's continuing investment in high performance computing. The Consortium seeks to form public-private partnerships to take the research and training to market and to the general public. In partnership with corporations such as Microsoft Research, Tableau Software, and Alteryx Software, this will be achieved by establishing a range of degree and non-degree training programs that address needs from the entry-level worker through middle management to executive levels. It will offer big data processing to both the private and public sectors, as well as seek partnerships with venture capital firms and Minority and Women Business Enterprises to foster innovative startups in a range of fields—from stock market trading to transportation efficiencies, law enforcement, health care, and education.

Other examples of new BMCC ACE partnerships include a new partnership with Comprehensive Development, Inc. and three New York City high schools to develop a Medical Assistant Specialist program that will serve at least two cohorts of high school graduates starting in January 2015. Additionally, BMCC ACE in Partnership with the AARP Foundation and the WALMART Foundation is providing healthcare training for long-term unemployed mature workers under the new "Back to Work 50+ at BMCC" program.

ADDRESSING STANDARD 3: STRENGTHENING THE INSTITUTION'S FINANCES

CUNY-Wide Financial Planning and Budgeting Processes

BMCC's financial planning and management take place within a coordinated, University-wide system. CUNY receives funding from New York State and New York City, and collects the tuition revenues from all member colleges. These combined financial resources are distributed as operating budget allocations to each of the 24 campuses and used to fund the operations of the CUNY administrative system itself. The allocations to CUNY community colleges are based on a model that takes into account student enrollment, contractual obligations related to personnel, maintenance, and operations needs, and tuition collection history. Typically, the University releases the operating budget allocations in July and financial plans based on those allocations are due to the University in September.

The modest tuition increases approved by the CUNY Board of Trustees for the last four academic years have created an influx of new dollars that became a major component of college funding in the form of the "CUNY Compact" initiative. In 2011, CUNY negotiated an

agreement with New York State for using five years of tuition increases to fund improvements at the campuses, including hiring additional full-time faculty, increasing student services and enhancing student financial support. As part of the Compact, CUNY agreed to self-fund a portion of the planned investments by directing each of the colleges to increase enrollment, expand philanthropic support, and create savings through restructuring and efficiencies. Even though a portion of the Compact is self-funded in these ways, there are significant additional dollars that are allocated to the campuses as part of the base budget, which has a direct and positive impact on advancing institutional priorities (see [Appendix G: BMCC Compact Spending Plan 2014-2015](#)).

Financial Planning and Budgeting at the Campus Level

On campus, the beginning of the budget cycle is midway through the spring semester when departments and units are asked to draft budget requests for the coming fiscal year, including a rationale for any proposed new spending which must be in alignment with PMP and strategic planning priorities. Proposed budget requests are reviewed by unit heads and ultimately by vice presidents, and approved as presented or with modifications for inclusion in the overall college budget. BMCC's operating budget, as is the case with all other CUNY colleges, is largely predetermined by personnel obligations (which account for approximately 75% of the budget), lease obligations, and recurring expenses such as maintenance contracts and software licenses. Discretionary expenses account for approximately 15% of the operating budget. As indicated above, the University typically releases the base operating budget allocation in July—including the Compact allocation—and financial plans are due to the University in September. Additional allocations follow based on the approved special programs and revenue collections. Recently, New York City committed to significant increases in funding for CUNY's community colleges—over \$100 million in the next two years.

Revenue targets, like operating budget allocations, are determined by CUNY in large part by FTE enrollment trends. Colleges keep any tuition revenues above the target; tuition revenues below the target result in a negative budget allocation. Thus, growing enrollment strengthens BMCC's finances. Regardless of whether tuition revenues are above or below target, one critical indicator of financial strength is the year-end operating budget balance (see [Appendix H: Five-Year Revenue and Expenditures Trends](#)). Over the past five years, BMCC has consistently demonstrated strong fiscal management resulting in increasingly substantial year-end balances as detailed below.

BMCC YEAR-END BALANCE TRENDS FY10-FY14

FY10	FY11	FY12	FY13	FY14
\$824,900	\$2,871,600	\$3,116,100	\$3,562,900	\$4,012,700

BMCC’s revenue target for FY15 represents an increase of \$4,618,000 compared to the FY14 revenue target. If the College’s enrollment remained at the level of FY14, the tuition increase alone would generate an additional \$5,353,000. In actuality, fall 2014 enrollment is the highest in BMCC’s history. Given that, the College will definitely meet and exceed the revenue target in FY15, again resulting in a substantial year-end balance. The table below presents BMCC’s five-year enrollment trends.

BMCC FIVE-YEAR ENROLLMENT TRENDS

	<i>headcount</i>	<i>FTE</i>
Fall 2010	22,534	16,955
Fall 2011	24,463	18,564
Fall 2012	24,537	18,669
Fall 2013	24,186	18,373
Fall 2014	26,606	19,959

Expanding Fundraising and Grant Activity

Another critical indicator of financial strength is the extent of fundraising and grant activity demonstrated in both dollar amounts brought in as well as personnel resources allocated by the College. BMCC has made a commitment to expanding fundraising, by hiring a Vice President for Development two years ago and in turn hiring a new Director of Major Gifts and Planned Giving, a Manager of Annual Giving and a Manager of Alumni Relations and events. The College will hire a Manager of Development by the end of 2014.

The BMCC Foundation Development Office has been working diligently to increase fundraising for scholarships for students and to enhance academic excellence at the College. During the 2013-14 academic year, the Development Office raised \$2,767,000 (219% of the established goal), which represents a significant increase over funds raised the previous year and continuation of an upward trend in fundraising, as illustrated in the following table.

BMCC FUNDRAISING REVENUE FY11-FY14

FY11	FY12	FY13	FY14
\$854,427	\$908,106	\$1,441,446	\$2,767,000

The FY14 fundraising total was the most raised in BMCC’s 51-year history. Special achievements in 2013-14 included raising over \$1 million in philanthropic gifts at the Foundation’s 2014 Gala, “Reaching for the Stars: The Next 50 Years,” the highest amount ever brought in for a CUNY community college fundraising event. Five hundred guests attended the Gala where honorees included New York icon Robert De Niro. During 2013-14, the Development Office also secured the College’s first major naming gifts including a \$250,000 gift to establish and name a new communications center and another pledge of a \$50,000 cash gift as well as a seven-figure planned gift to name the college’s nursing skills lab. The Foundation enjoys the support of a highly engaged board, as demonstrated by the perfect attendance record of members at board meetings over the last year.

For the 2014-15 academic year, the Development Office is working to build on this success to further increase fundraising in all areas. The Office is striving to again have a \$1 million+ Gala and to increase major gift support. In addition, the Office is working to strengthen annual giving efforts to build a broader and stronger base of support from alumni, faculty, staff, retirees and friends and to encourage more planned gifts. The Office is encouraging faculty and board members to support the major gift outreach, and is establishing a President’s Circle for Academic Excellence for \$1000+ annual gift donors as well as a Planned Giving Society. The Office is arranging several smaller cultivation and fundraising events so that board members and others will be able to introduce their friends to the college.

Similarly, the College has allocated resources to increase grants acquisition led by the Dean of Grants and Research Administration. The goal of BMCC’s Office of Grants and Research Administration is to work with faculty and staff to promote the acquisition of external support to strengthen research activities, infrastructure and public service consistent with the college’s mission. The Office provides post-award administrative support services intended to give college employees the tools necessary to secure and administer external funding. Annual grants and contracts revenues for BMCC for the last four years follow.

BMCC GRANTS AND CONTRACTS REVENUE FY11-FY14

FY11	FY12	FY13	FY14
\$8,723,970	\$7,446,371	\$8,098,075	\$6,843,569

In March of 2013, President Obama signed an order initiating sequestration, resulting in a significant drop in federal funding to BMCC’s annual grants portfolio. The impact of sequestration is expected to continue to affect colleges for the next 18 months. To address this

problem, the Grants Office has undertaken several measures aimed at increasing grantsmanship training and the number of awards received from outside funding sources. They include:

1. Continuing to expand the number of junior faculty participating in BMCC's Presidential Scholars program from 9 to 18 by June 2015. The application process is underway now, and the program for the next group will begin in January 2015.
2. Increasing the number of applications for research funded programs submitted to federal agencies from \$500,000 to \$1.6 million. The Grants Office is working with the Director of Research to support faculty and staff in grant writing.
3. Revising and improving the Grants Office website to facilitate the communication of information and internal endorsement process for faculty. The Grants Office created an online Intent to Submit Form, to shorten the amount of time needed for authorization and facilitate future tracking of proposals.
4. Continuing to work with the Center for Excellence in Teaching Learning and Scholarship in sponsoring grant writing workshops for faculty and staff. For example, there was a workshop on research integrity in October 2014.
5. Utilizing the services of an outside consultant group to conduct targeted training for submitting research proposals to NIH and NSF for no fewer than forty BMCC faculty. The contract has been fully executed and workshops are scheduled for January 2015.

In FY14, BMCC submitted 129 grant applications. For the current fiscal year, the Grants Office anticipates an increase in the number of grant applications by about 15% to approximately 150, with most of the activity occurring in spring 2015.

ADDRESSING STANDARD 14: ASSESSING STUDENT LEARNING OUTCOMES

BMCC's Institutional Assessment Plan

First drafted in 2007, BMCC's Comprehensive Plan to Assess Institutional Effectiveness and Student Learning (see [Appendix I: BMCC Institutional Assessment Plan](#)) establishes clear timelines and annual processes related to assessment of student learning outcomes at the course, program, and institutional level. The Institutional Assessment Plan further creates a

framework for using assessment results in the budgeting and planning process and for continuous improvement. The Plan was designed with the following aims:

- To foster among the College's constituents a clear understanding of the broad context in which assessment occurs and the roles they play as participants and practitioners of assessment;
- To establish a coordinated set of centralized and decentralized activities that allow assessment to be conducted consistently in a systematic, ongoing, and sustainable fashion;
- To furnish practical guidance on the creation and implementation of plans to assess student learning and educational/administrative support services at the course, unit, department/program, and institutional levels;
- To formulate assessment strategies for those goals for which evidence of achievement does not already exist; and
- To make certain that assessment results are disseminated and used effectively and appropriately to improve teaching and learning, and to inform planning and resource allocation decisions.

The Assessment Plan requires that the Plan itself be reviewed periodically and updated or revised as needed; this review took place during the summer of 2014, and changes were endorsed by the college-wide Assessment Committee in September 2014, the most significant of which was the revision of BMCC's academic program review guidelines, as described below. The newly reconstituted College-wide Assessment Committee, chaired by the Dean for Institutional Effectiveness and Strategic Planning, monitors implementation of BMCC's Assessment Plan, shares results and best practice across departments, and makes recommendations for improvement to the Senior Vice President/Provost and to the President's Cabinet (see [Appendix J: BMCC Assessment Committee and Charge](#)). The Assessment Committee has representation from all academic departments and student affairs. The Assessment Committee meets 2-3 times per semester, and met for the first time in 2014-2015 on September 26th, with a second meeting on October 31st.

Overall responsibility for institutional assessment resides in the Office of the Dean of Institutional Effectiveness and Strategic Planning, reporting to the Senior Vice President/Provost. Reporting to the Dean are the Director of Assessment and the Director of Institutional Research, organizationally integrating learning outcomes assessment, data collection and analysis, assessment related to institutional effectiveness, and strategic planning. Responsibility for carrying out assessment activities resides in the academic departments and operational units, reporting up to the Office of Academic Affairs and various administrative offices. The Dean for Institutional Effectiveness and Strategic Planning, while reporting to the

Senior Vice President for Academic Affairs, has responsibility for ensuring that assessment is carried out college-wide, within Academic Affairs and across all administrative units. The Dean is a member of the President's Cabinet, which provides the venue for ensuring that institutional and program level assessment are being carried out systematically across the college. A key goal of BMCC's assessment system is to create a culture of assessment in which faculty and staff habitually collect, analyze, and use data to improve programs and services—ultimately to improve student learning outcomes and institutional effectiveness.

Status of Assessment of Student Learning Outcomes

As indicated above, an organizational structure is in place to monitor the assessment of student learning outcomes and provide support to departments and units in using assessment results to improve programs and services. Departments and units regularly report to the Office of Academic Affairs through the Office of Institutional Effectiveness and Strategic Planning on their assessment activities, allowing the Dean to continually monitor the status of outcomes assessment college-wide. Specifically, the Dean looks for evidence of or identifies gaps in the key components of BMCC's learning outcomes assessment system: program-level outcomes, program assessment plan, course-level student learning outcomes, course-level assessment, curriculum mapping, general education assessment, and "closing the loop." All academic programs at BMCC have evidence of some or all of these assessment system components. Several departments—including Accounting, Computer Information Systems, Health Education, Mathematics, Modern Languages, Science, and Teacher Education—have evidence of all seven assessment system components listed above (see [Appendix K: Status of Outcomes Assessment September 2014](#)).

Ongoing faculty development is another key component of BMCC's assessment system. The Office of Academic Affairs, the Office of Institutional Effectiveness and Strategic Planning, and the CETLS share responsibility for delivering faculty development to improve assessment efforts. Annually, the Office of Academic Affairs hosts a College-wide Assessment Day, this year planned for December 16th, 2014. The event features an external speaker with expertise in assessment, presentations by BMCC departments that have successfully used assessment results to improve student learning outcomes and a work session to guide faculty in the improvement of their assessment strategies. The Office of Institutional Effectiveness and Strategic Planning and the CETLS regularly collaborate on assessment offerings, including targeted sessions for programs under academic program or accreditation review. Additionally, the College supports individual departments convening faculty to analyze and use assessment data. For example, the English Department holds its own annual assessment day every August.

The following table illustrates how assessment of student learning outcomes is carried out at the institutional, program, general education and course levels. Each area is more fully described below.

ASSESSING STUDENT LEARNING OUTCOMES AT BMCC

<i>level</i>	<i>mechanism</i>	<i>frequency</i>	<i>lead</i>	<i>support</i>
Course	SLOs* in given course	Annually; departments determine courses to assess	Departments/ faculty	Director* OIRA*
Program	Academic Program Review	Rotating cycle; every program reviewed at least every five years	Departments/ faculty	Dean* Director OIRA
General Education	General Education SLOs embedded in every course	Rotating cycle; 1-2 SLOs per year	Departments/ faculty	Director OIRA
Institution	PMP, strategic planning, special initiatives	Annually and ongoing	Dean	Director OIRA

* SLOs: student learning outcomes, Director: Director of Assessment, OIRA: Office of Institutional Research and Assessment; Dean: Dean of Institutional Effectiveness and Strategic Planning

Course Level Assessment

All courses are required to include student learning outcomes, and all course syllabi for a given semester are submitted to the Office of Academic Affairs for review. Departments are required to identify specific courses to assess, focusing on critical or gateway courses in the major and courses with high enrollment, thus courses with multiple sections (note that [Appendix K](#) lists the courses recently assessed by each department). Programs and departments undergoing academic program review report on course-level assessment through that process. In between program reviews, departments use course-level assessment results, working with the Office of Academic Affairs and the Office of Institutional Research and Assessment, to inform curricular and pedagogical changes. Departments regularly report on the results of course-level assessment to the Office of Academic Affairs and the Assessment Committee (see [Appendix L: 2013-2014 English Department Assessment Report](#); see [Appendix M: ENG 201 Course Assessment 2012](#)).

Additionally, as part of 2014-2015 strategic planning and the work of the newly established College-wide Retention and Graduation Task Force, the Office of Academic Affairs has launched the Gateway Initiative. This project focuses on high enrollment/high failure courses, those with over 50 sections and for which students receive D's or F's or withdraw at a combined rate of over 25%; these courses each enroll between 1100-5300 students in a given semester and serve as major barriers to retention and degree attainment. The Provost's Office is providing funding and overseeing assessment and planning efforts to develop improvement plans for these courses, which span the following disciplines: English, speech, psychology, health education, sociology, mathematics, and Spanish.

Program Level Assessment

CUNY Board of Trustees policy requires that all academic programs be subject to a formal, periodic review procedure, including both self-study and external assessment, every ten years. While BMCC was in compliance with this mandate, in summer 2014, BMCC reviewed and revised its Academic Program Review (APR) guidelines such that all degree programs and academic departments that do not offer degree programs will be reviewed every five years on a rotating schedule (see [Appendix N: BMCC Program Review Guidelines and Schedule](#)). Accredited degree programs are exempt from this process and will be reviewed according to their specific accreditation standards and cycle.

Through the APR process, faculty assess the current level of program quality, gauge program currency and relevance, assess student learning outcomes, review program characteristics and outcomes in relation to the mission of BMCC, and plan for program improvements. Key steps in the program review process include: 1) establishing or affirming program-level outcomes/objectives; 2) implementing assessment mechanisms to gather evidence about the extent to which these goals are being met; 3) interpreting the evidence to see what can be discovered about student learning and program quality; and 4) using those results to change the learning environment so that student performance and program quality will be improved. Academic programs reviewed in 2013-2014, using the old guidelines, included the A.S. in Human Services, all Teacher Education Programs, and the Library (see [Appendix O: Human Services Program Review June 2014](#)).

The new Academic Program Review process has four stages as follows:

1. *Preparation*, a key component of which is the analysis of a standard departmental data set provided by the Office of Institutional Research and Assessment. The data set includes program-specific reports on student demographics; enrollment, retention and graduation rates; success rates in key gateway courses; and transfer patterns and outcomes (see [Appendix P: List of Reports for APR Standard Data Set](#)).

2. *Self-study*, a key component of which is a timeline that allows the writing team to provide drafts for the entire department to review, to ensure faculty input and buy-in particularly related to the recommendations and priorities for program improvement put forth in the self-study. The guidelines place a heavy emphasis on assessment and require the submission of an assessment plan using a standard template.
3. *External review*, during which two content experts from outside BMCC read the self-study, spend a day with the department and submit a report on findings and program improvement recommendations to the Provost.
4. *Implementation*, the time in between academic program reviews during which the department is expected to implement and evaluate the agreed upon actions for improvement, “closing the loop.”

Programs under review in 2014-2015, using the revised guidelines, include all Business Management degrees (A.A.S. in Business Management, A.A. in Business Administration, and A.A.S. in Small Business/Entrepreneurship), three of the degree programs in the Computer Information Systems Department (A.A.S. in Computer Information Systems, A.A.S. in Computer Network Technology, and A.S. in Computer Science), and the A.S. in Theatre in the Speech, Communications, and Theatre Arts Department. As of fall 2014, all of these programs have established Program Review Committees with work underway to complete the designated self-study by May 30, 2015. Allied Health programs also are under review through external accreditation (note that page 8 of [Appendix N](#) includes the schedule for review of all BMCC programs and academic departments within a five-year cycle).

General Education Assessment

In May 2006, BMCC college governance approved a plan for assessing general education. The plan was developed with the understanding that responsibility for the general education curriculum is college-wide and not the province of any one academic department. Building upon this assumption, the General Education Assessment Committee, working with the academic departments, articulated a set of seven general education learning goals that specify the cognitive abilities, content literacy, and value awareness that students are expected to attain. Several intended learning outcomes accompany each of the seven goals as stated below. Together, these general education goals and outcomes make up the foundation for all the major programs of study. Students are provided many opportunities to achieve these desired outcomes in courses across the curriculum.

BMCC GENERAL EDUCATION LEARNING GOALS AND OUTCOMES

<p>1. Communication Skills – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to:</p> <ul style="list-style-type: none">• express ideas clearly in written form• employ critical reading skills to analyze written material• exhibit active listening skills• give an effective oral presentation
<p>2. Quantitative Reasoning – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to:</p> <ul style="list-style-type: none">• use quantitative skills to solve problems• interpret quantitative information• translate problem situations into their symbolic representations
<p>3. Scientific Reasoning – Students will understand and apply the concepts and methods of the natural sciences. Student behaviors include being able to:</p> <ul style="list-style-type: none">• demonstrate scientific literacy• apply the scientific method in a lab setting
<p>4. Social & Behavioral Sciences – Students will understand and apply the concepts and methods of the social sciences. Student behaviors include being able to:</p> <ul style="list-style-type: none">• demonstrate an understanding of the unique theories and methods of a social or behavioral science• analyze and interpret a social, economic, political, cultural, philosophical, or historical issue
<p>5. Arts & Humanities – Students will develop knowledge and understanding of the arts and literature. Student behaviors include being able to:</p> <ul style="list-style-type: none">• critique a particular work of art, music, theatre or literature
<p>6. Information & Technology Literacy – Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to:</p> <ul style="list-style-type: none">• conduct research using appropriate research strategies• make effective use of technology
<p>7. Values – Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness, and social responsibility. Student behaviors include being able to:</p> <ul style="list-style-type: none">• demonstrate awareness of one’s own values and beliefs while showing respect for the ideas, values, and beliefs of others• demonstrate an appreciation of social and cultural diversity• appreciate personal and social responsibilities• demonstrate commitment to lifelong learning

In fall 2013, CUNY implemented the Pathways to Degree Completion Initiative as a means of creating a uniform General Education Program across the University and providing a seamless transition for students transferring between the CUNY community colleges and CUNY senior institutions. A 30-credit General Education core was created and required in all CUNY degrees except the A.A.S. The 30-credit CUNY Common Core is comprised of 12 credits in the required

core (English, mathematics, and science) and 18 credits in the flexible core (five thematic areas from which students must take at least one three-credit course in each area and another from any of the areas: World Cultures & Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual & Society, Scientific World). To ensure uniformity of skill proficiencies, student learning outcomes for Pathways General Education courses have been developed by CUNY-wide faculty committees for each Common Core area. BMCC aligned its general education program with the requirements of Pathways (note that the map of alignment appears on page 38 of [Appendix I: BMCC Institutional Assessment Plan](#)), thus the 2006 general education outcomes and related assessment strategy remain in place.

All BMCC course syllabi must include at least one general education learning outcome (see [Appendix Q: Italian 210 Syllabus Spring 2014](#)). Assessment of the seven general education learning goals is conducted on a rotating cycle, such that at least two areas are assessed each year. Appropriate assessment instruments for each intended outcome have been selected by the academic departments working closely with OIRA. A recent review of general education assessment has identified priority areas for upcoming assessment, specifically the areas of social and behavioral sciences, and arts and humanities; the College has done the most extensive assessment in the area of communication skills (see [Appendix R: Status of General Education Assessment September 2014](#)).

Additionally, in fall 2014 BMCC is piloting the use of an e-portfolio to assess general education outcomes in Spanish I, Basic Algebra (remedial), Fundamentals of Speech, Language and Culture, English Composition I, Introduction to Sociology, General Psychology, and Comprehensive Health Education. Faculty participating in the pilot will use standard rubrics focusing on the learning outcomes for communication skills and values as listed above to assess student work collected in e-portfolios. The pilot is designed to inform decisions about how to most effectively and efficiently assess general education outcomes in a large institution. After the pilot, it will be determined if an expansion or broad roll-out is warranted.

Institution Level Assessment

Institution level assessment takes place primarily through the CUNY PMP process and BMCC strategic planning, as described above. Since 2001, the CUNY PMP has provided an organized and sustained process of institution-level evaluation, planning, implementation, and assessment. Institutional assessment relative to the strategic plan relies on the annual cycle established to identify priorities and related action steps, measure progress toward goals, evaluate the effectiveness of actions relative to the goals, and use the results to inform the next cycle—with the overall aim of improving student learning outcomes and institutional effectiveness.

Many of the PMP goals and strategic planning priorities are directly focused on improving student learning outcomes in targeted areas, examples of which appear in the table below. The annual strategic planning cycle described above ensures that goals and strategic planning activities are assessed, and that assessment results inform future planning and resource allocation.

INSTITUTION LEVEL ASSESSMENT OF STUDENT LEARNING OUTCOMES

Sample PMP Goals	Sample BMCC Action Plan Activities
Ensure that students make timely progress to completion	Improve outcomes in gateway courses
Increase graduation rates	Expand Freshmen Learning Academies (as a means of improving retention and graduation rates)
Create efficient remediation pathways	Improve developmental outcomes

In addition to data collected relative to specific goals and targets, both BMCC and CUNY regularly administer various surveys and issue a variety of reports related to assessing institutional effectiveness, which also can be useful in the overall assessment of student learning outcomes. For example, the BMCC Student Learning Assessment Survey asks students to self-report learning outcomes, the results of which are then compared to actual performance outcomes. The following table illustrates a typical two-year cycle, which is subject to change over time.

INSTITUTIONAL EFFECTIVENESS SURVEYS AND REPORTS

Year One	Year Two
Surveys: CUNY Student Experience Survey BMCC Student Learning Assessment Survey ¹ Student Evaluation of Faculty ² BMCC Graduate Survey	Noel-Levitz Student Satisfaction Survey BMCC Student Learning Assessment Survey ¹ Student Evaluation of Faculty ² BMCC Graduate Survey
Reports: Quick Facts CUNY Performance Management Report BMCC Performance Management Report BMCC Fact Book and Quick Facts	Quick Facts CUNY Performance Management Report BMCC Performance Management Report BMCC Fact Book and Quick Facts

¹administered to targeted courses/departments on a rotating basis

²administered for all faculty in the fall semester and non-tenured faculty and faculty being considered for promotion in the spring semester

Assessing institutional effectiveness also relies on administrative unit planning that is linked to unit assessment. Area Vice Presidents determine priorities for unit assessment, based on survey results and other performance data. This past year, for example, the Vice President of Student Affairs identified the federal work-study program in the Office of Financial Aid as a focus for assessment and improvement, with a particular interest in increasing employment opportunities for students as a means of improving retention rates. A representative committee assessed the program, including the use of customized surveys for students and supervisors. The process resulted in a series of recommendations for program improvement, which are currently under review and discussion (see [Appendix S: 2013-2014 Federal Work-Study Assessment](#)).

Examples of Closing the Loop: Assessment Driven Initiatives

BMCC's comprehensive assessment system has resulted in many assessment-driven initiatives, that is, efforts to improve student learning outcomes by modifying programs or services based on assessment results. Two examples are provided below.

Improving Outcomes in Remedial Mathematics

Nearly 80% of all first-time freshmen at BMCC and 90% of non-STEM students require remedial math. As in colleges across CUNY and the nation, BMCC students with remedial needs are less likely to persist and graduate than those without remedial need. Prior to spring 2012, BMCC's remedial math sequence included courses in Basic Mathematics and Elementary Algebra for all students. With less than 30% of students passing Elementary Algebra, an alternative for non-STEM students was needed. As a result, BMCC has focused significant resources on improving remedial math outcomes through innovative curriculum and pedagogy. One successful effort has been the design and implementation of Quantway, a remedial quantitative literacy course that uses the concepts of numeracy and algebra in real-world applications as an alternative for non-STEM students to Elementary Algebra. The program is a collaborative effort of the Networked Community of ten community colleges from New York, Ohio, and Georgia, coordinated by the Carnegie Foundation through an initial grant from the Gates Foundation.

The innovation proved promising from the start with 64% of students passing Quantway in the pilot semester. Between spring 2012 and fall 2013, 60% of students passed Quantway compared to 38% of students passing Elementary Algebra. BMCC's matched cohort evaluation of the program further demonstrated that students in the Quantway group were consistently more successful in their next math class than those in the Algebra group; 34% of the Quantway group passed college math with a C or better as compared to 18% of the Algebra group (see [Appendix T: Quantway Evaluation August 2014](#)). Based on these results, BMCC has expanded enrollment in Quantway from 72 students in spring 2012 to 457 in fall 2014. Additionally, in fall

2014 the Mathematics Department is piloting a new course that combines Basic Mathematics with Quantway for non-STEM students who would have been placed into the lowest level of mathematics remediation, the goal of which is to shorten the remedial sequence to a single course for all non-STEM students. The pilot is serving an additional 100 students. Taking these innovations to scale remains a major challenge for the College given large enrollments and multiple sections. In fall 2014, over 6,000 students were enrolled in remedial math courses, including nearly 2,500 in Elementary Algebra.

Improving Retention from First to Second Year

BMCC's first-to-second year retention rate for first-time freshmen has remained between 60-65% for the past several years. Improving this rate is an important priority for the College. Based on research supported by the Association of American Colleges and Universities on the promising effects of expanding high impact practices, in 2012 BMCC implemented the Freshmen Learning Academy (FLA), an initiative that offers first-time, full-time freshmen who are Liberal Arts majors the opportunity to connect with students of similar academic interests, participate in relevant extra-curricular activities, and receive additional academic advisement and support from an assigned FLA advisor. FLA utilizes the strategy of organizing students into small learning communities, with the ultimate goals of enhancing participants' engagement and overall college experience as a means of increasing retention and graduation rates.

BMCC conducts an annual assessment of the FLA program, most recently in September 2014. Using propensity score matching, the Office of Institutional Research compared a sample of students who participated in FLA in fall 2013 to a matched sample of first-time, full time freshmen. The findings were encouraging: the sample of 2013 FLA participants had significantly higher course pass rates, semester-to-semester retention rates, first-to-second year retention rates, first year GPAs and first year total earned credits. Initial results indicate that overall, FLA participants had higher rates of success than students who did not participate in FLA (see [Appendix U: Freshmen Learning Academy Report September 2014](#)). Based on these results, BMCC is committed to expanding the FLA program to serve a larger number of students and to expand services beyond the first year. To date, FLA has served approximately 1,500 students.

Conclusion

Strategic planning and ongoing assessment are fundamental to improving institutional effectiveness and student learning outcomes, and thus to ensuring that BMCC fulfills its mission. The first section of this report provided evidence of the linkages between resource allocation and strategic planning, enabled by a regular, recurring and highly collaborative cycle of assessment, planning, budgeting and implementation. The second section of this report addressed Standard 3 and provided evidence of the fiscal stability and strength of the institution, specifically demonstrated by sizeable and increasing year-end balances, increased

enrollment, and successful fundraising and grants acquisition efforts. The third section addressed Standard 14, and provided evidence of a comprehensive, organized, and sustained process for the assessment of student learning at the institutional, program, and course levels; and that results are being used to improve student learning outcomes. Institutional assessment is primarily driven by the CUNY PMP and BMCC strategic planning processes. Program level assessment is driven by BMCC's academic program review guidelines and timeline, and targeted program assessment of administrative units. Course level assessment occurs regularly and systematically through academic program review, and through targeted assessment in the departments and college-wide such as through the Gateway Initiative to improve outcomes in introductory and high enrollment courses that serve as pre-requisites to progress in the major. This overall process is guided by BMCC's Institutional Assessment Plan that creates a framework for using assessment results in the budgeting and planning process and to improve student learning outcomes and institutional effectiveness.

BMCC is a vibrant, healthy, and vital institution committed to continuous improvement. As BMCC President Pérez said in his spring 2014 State of the College address, "Our continuing goal is to be the premier community college in the nation, and with the talented, enthusiastic and motivated students, faculty, and staff who have invested their efforts here, we know we are succeeding." In 2013 Community College Week ranked BMCC as number two among all two-year colleges in the nation for awarding degrees to African Americans and number four nationally in awarding degrees to underrepresented students in general. Through effective strategic planning, strong fiscal management and a commitment to ongoing assessment, BMCC is well positioned for the future.

Appendix Set

Borough of Manhattan Community College: 2013-2014 PMP End of the Year Report

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
Goal 1 - Objective 1 [NOTE: See FOCUS AREA 4, page 13]					
1.1	Colleges and programs will be recognized as excellent by all external accrediting agencies	1.1.01	Colleges will report Middle States accreditation activity and status for the current year, including any public statements by Middle States		1.1.01 In November 2013, the MSCHE voted to accept the BMCC Periodic Review Report and to reaffirm accreditation. They requested a monitoring report, due November 1, 2014, documenting (1) the linkages between resource allocation and the strategic plan (Standard 2); (2) steps taken to strengthen the institution's finances (Standard 3); and (3) further direct evidence of assessment of student learning at the course, program, and institutional level with evidence that assessment results are being used to improve teaching and learning (Standard 14). The next evaluation visit is scheduled for 2017-2018.
		1.1.02	Colleges will report on professional accreditation activity for the current year, including any change in status		1.1.02 The College is preparing a monitoring report in response to the request from the MSCHE, see above.
		1.1.03	Colleges will submit updated professional accreditation information (template to be provided)		1.1.03 The College will submit the updated professional accreditation template with this report.
1.2	Colleges will improve the use of program reviews to shape academic decisions	1.2.03	Colleges will provide evidence that program planning aligns with college strategic plan and mission		1.2.03 In the context of the BMCC Strategic Priorities of academic excellence as well as student retention and success, the College reviews carefully the regional labor statistics, surveys students, and reviews departmental Academic Program Planning (APP) to determine which programs are showing the best possible outcomes. Programs are implemented, modified and evaluated based on student success in the job market as well as successful transfer and graduation.
		1.2.04	The College will phase out its Office Operations and Office Automation programs, based on diminishing enrollment.		1.2.04: The College is phasing out its Office Operations and Office Automation programs. Since Fall 2013, we have stopped admission to the program. We currently expect to withdraw the programs in two to three years.
		1.2.05	Because of increased enrollment in Criminal Justice, the College will hire five new faculty for the program.	5	1.2.05 During the 2013-2014 academic year, the College posted a "personnel vacancy notice" for seven full-time Criminal Justice faculty lines. Currently three have been hired to start in the fall 2014 semester. The remaining lines will be filled with new hires or full-time substitutes prior to the start of the fall semester.

Borough of Manhattan Community College: 2013-2014 PMP End of the Year Report

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
		1.2.06	A proposal for an A.A. in History will be submitted to CUNY Central for approval by CAPPR.		1.2.06: The College has developed a proposal for an AA in History that is awaiting approval through our governance process.
		1.2.07	A proposal for an A.S. in Community Health will be submitted to CUNY Central for approval by CAPPR.		1.2.07: A proposal for an AS in Community Health was approved through our governance process, approved by CAPPR and registered by the SED.
		1.2.08	A letter of intent for an A.A. in Sociology will be submitted to CUNY Central.		1.2.08 Because of the change in the process of CUNY program approval process, a letter of intent for an AA in Sociology was abandoned, and a proposal for an AA in Sociology was drafted and is awaiting approval through our governance process.
		1.2.09	A letter of intent for an A.A. in Spanish Translation will be submitted to CUNY Central.		1.2.09. After receiving feedback from the central office and senior colleges, the College has decided to pursue an AA in Modern Languages instead of an AA in Spanish Translation. A proposal has been drafted and will await approval through our governance process in fall 2014.
1.3	Colleges will use technology to enrich courses and improve teaching	1.3.01	Percentage of instructional FTEs delivered partially or totally online	3.20%	1.3.01 The College increased the percentage of courses offered partially or totally online from 1.8% to 2.6%.
		1.3.02	The College will analyze the data from the online and hybrid courses and develop two strategic initiatives targeted toward increased enrollment in online and hybrid sections.		1.3.02 After reviewing registration data for online and hybrid courses, as well as feedback from faculty who teach e-learning courses, BMCC developed and implemented two strategic initiatives to enhance enrollment in the e-learning courses: 1. The BMCC E-Learning Center offered five major faculty development workshops geared to promote online and hybrid teaching. 2. The E-Learning Center revised the registration procedures for online and hybrid courses, and increased the percentage of instructional FTE's in partially and totally online courses by nearly 50%.
		1.3.03	The College will purchase hardware (LCD projectors, monitors) and software, in order to pilot 3-D simulation centers, particularly in science.		1.3.03: The College has acquired 3-D lab simulations (Adam Biology software) for our science department to review and pilot with the expectation that these simulations will complement the hands-on labs in biology. The review process will take place during summer 2014.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
Objective 2					
2.1	Colleges will continuously upgrade the quality of their full- and	2.1.01	Colleges will provide evidence that investments in faculty hiring and development align with college strategic plan and mission		2.1.01 As programs are implemented, modified and evaluated, based on the BMCC Strategic Priorities and analyses of enrollment trends, faculty hiring lines are assigned in the appropriate areas for optimal student success.
	part-time faculty, as scholars and as teachers	2.1.03	The College will hire a full-time Director for the Center for Excellence in Teaching, Learning and Scholarship (CETLS) who will facilitate a minimum of 50 faculty development events.	50	2.1.03 The College is in the final stage of hiring a full-time director of BMCC CETLS. A final candidate will be selected by June 30, 2014. Approximately 55 workshops, symposia and other faculty development events were offered to the community.
2.2	Colleges will increase research capacity and research productivity, including for pedagogical research	2.2.01	Colleges will report faculty scholarship and creative activity (OIRA will compute average pieces of scholarship per full-time faculty member)	0.6	2.2.01 There were 0.4 average pieces of scholarship per full-time faculty in the calendar-year 2013.
		2.2.02	At least 22 faculty will receive awards from BMCC faculty sponsorship programs.	22	2.2.02 The College made monetary awards to 22 faculty to facilitate their scholarly research. Topics of research interest included, among others, the current state of Haitian Bilingual Programs in the NYC Schools; biological attack scenarios a literary form; and the epistemological benefits of studying gerontology on human service students' career choices.
		2.2.03	At least 6 scholarly articles will be produced from BMCC faculty sponsorship programs.	6	2.2.03 Five scholarly and/or creative articles were produced by faculty who received funding from BMCC sponsored programs. All articles were submitted for publication; in addition, a book entitled Growing Up Chinese in New York City was produced.
2.3	Instruction by full-time faculty will increase incrementally	2.3.01	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	47.00%	2.3.01 The College increased the percentage of instructional FTEs by full-time faculty from 45.9 to 48.8%
		2.3.02	Annual mean teaching hours of veteran full-time faculty	24.5	2.3.02 The annual mean teaching hours of veteran full-time faculty decreased from 24.0 to 22.9
2.4	Colleges will recruit and retain a diverse faculty and staff	2.4.01	Faculty and staff diversity and affirmative action reports (prepared by OHRM)	35.50%	2.4.01 The percentage of diverse faculty is currently 43.0%
		2.4.02	The College will continue action planning and evaluate specific proposals for strategic projects from the Faculty Diversity Strategic Plan which will be submitted to CUNY in August, 2013. Implementation will begin.		2.4.02 The College has developed several proposals from the Faculty Diversity Strategic Plan, and the proposal for a Faculty Mentoring Program was successfully presented to the Collaborative Improvement Council for review in June, 2014.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
Goal 2 - Objective 3 [NOTE: See FOCUS AREAS 1 & 2, page 12]					
3.1	Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses	3.1.03	Pass rates in reading on exit from remediation (assoc.)	50.0%	3.1.03 The pass rates in reading on exit from remediation decreased from 48.3 to 45.6%.
		3.1.04	Pass rates in writing on exit from remediation (assoc.)	62.0%	3.1.04 The pass rates in writing on exit from remediation decreased from 61.5 to 54.9%.
		3.1.05	Pass rates in math on exit from remediation (assoc.)	35.0%	3.1.05 The pass rates in math on exit from remediation increased from 33.3 to 39.4%.
		3.1.06	Percentage of students skills proficient by the 30th credit (of those not initially proficient) (assoc.)	54.5%	3.1.06 The percentage of students attaining skill proficiency by the 30th credit was 59.0%.
		3.1.07	USIP participation rate of entering freshman and transfers with initial remedial need	18.0%	3.1.07 The USIP participation rate of new students needing remediation decreased from 16.0 to 8.7%.
		3.1.08	BMCC will implement an Algebra "Intensive" program during Winter Immersion, 2014, for 100 students who have not passed the Maple T exam.	100	3.1.08 A total of 161 students who were not exempt from developmental math participated in the Algebra Intensive, during Winter Session 2014.
		3.1.09	The pass rate for students who participate in the Algebra "Intensive" will be 70%.	70.0%	3.1.09 Students who participated in the winter Algebra Intensive, 2014 achieved an overall 86% pass rate.
3.2	Colleges will improve student academic performance, particularly in the first 60 credits of study	3.2.01	Percentage of students passing freshman composition with a C or better	85.0%	3.2.01 The percentage of students passing freshman composition with a C or better decreased from 83.5% to 81.7%.
		3.2.02	Percentage of students passing gateway math courses with C or better	74.0%	3.2.01 The percentage of students passing gateway math courses with a C or better increased from 71.9% to 74.4%.
		3.2.03	Institutional value-added as measured by the CLA	OIRA	3.2.03 At BMCC the learning gains as measured by the CLA indicated a positive change from average entering to average exit CLA scores.
3.3	Colleges will reduce performance gaps among students from URM groups	3.3.01	One-year retention rate gap between under-represented minorities and non-under-represented minorities (assoc.)	-6.0%	3.3.01b The one-year retention rate gap between URM and non URM increased from -8.2% to -9.2%.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
Objective 4 [NOTE: See FOCUS AREA 5, page 13]					
4.1	Colleges will facilitate students' timely progress toward degree completion	4.1.01	Percentage of freshmen and transfers taking one or more courses the summer after entry	15.9%	4.1.01 The percentage of new students taking courses the summer after entry increased from 13.9 to 14.6%
		4.1.03b	Ratio of undergraduate FTEs to headcount (assoc.)	0.772	4.1.03b The ratio of FTEs to headcount was .770
		4.1.04	Percentage of freshmen who completed freshman composition within 2 years of entry (assoc.)	71.0%	4.1.04 The percentage of students who complete freshman composition within 2 years of entry increased from 69.0 to 73.5%
		4.1.05	Percentage of freshmen who completed gateway math within 2 years of entry	47.0%	4.1.05 The percentage of students who complete a credit-bearing math course within 2 years of entry increased from 45.6 to 49.7%
		4.1.06	The College will implement initiatives to increase continuing degree student enrollment in the winter session by 10%.	832	4.1.06: Through active discussions with academic departments about what courses should and will be offered in winter session 2014, BMCC increased its winter session course offerings by more than 50 % and increased our student enrollment in the courses by over 100%. In winter 2013, we offered 39 sections and enrolled 819 students; in winter 2014, we offered 64 sections and enrolled 1797 students.
		4.1.07	The College will implement initiatives to increase continuing degree student enrollment in the summer session by 10%	5830	4.1.07 Continuing student summer enrollment increased from 5301 to 6101
		4.1.08	At least 50 scholarship recipients will enroll for winter and summer session	50	4.1.08 In total, 63 students enrolled: Summer 2013 = 43; Winter 2014 = 20
4.2	Retention rates will increase progressively	4.2.01b	One-year retention rate of full-time, first-time freshmen (assoc.)	66.0%	4.2.01b The one-year retention rate decreased slightly from 64.7 to 64.1%
		4.2.02b	Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, assoc)	2.5%	4.2.02b The difference between actual and predicted one-year retention rates was not significantly different from zero.
4.3	Graduation rates will increase progressively in associate, baccalaureate, and master's programs	4.3.01b	Four-year graduation rate of full-time, first-time freshmen (assoc.)	21.0%	4.3.01b The four year graduation rate increased from 19.1 to 22.2%
		4.3.02b	Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, assoc.)	5.6%	4.3.02b The difference between actual and predicted four-year graduation rates increased from 4.6 to 5.0%
		4.3.05	The College will begin implementation of a strategic project aimed at students at all levels by developing a web page that provides direct links to resources that		5.3.05 A beta version of the web page has been designed and is currently being piloted.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
			help students with preparation for graduation, career development, health and personal welfare, and financial and time management		
Objective 5					
5.1	Professional preparation programs will improve or maintain the quality of successful graduates	5.1.03	Pass rate of students taking the NCLEX-RN	86.4%	5.1.03The NCLEX pass rate decreased from 85.4 to 74.3%. [CUNY-wide the pass rates declined by more than 10%]
		5.1.04	The high performance (95-100%) pass rate on certification exams among Respiratory Therapy students will be maintained.	95.0%	5.1.04 The performance pass rate on certification exams among Respiratory Therapy students was 91.6%
		5.1.05	The high performance (95-100%) pass rate on certification exams among Paramedic students will be maintained.	95.0%	5.1.05 The pass rate on certification exams among Paramedic students declined to 63%. The drop in pass rate for the paramedic exam was due to the changes in the focus of the NYS exam, placing greater emphasis than before on pathophysiology and critical thinking through scenario based questions.
5.2	Job and education rates for graduates will increase	5.2.02	6-month job and education placement rate (assoc.)	93.0%	5.2.02 The 6-month job and education placement rate increased slightly to 93.5%
Objective 6 [NOTE: See FOCUS AREA 3, page 12]					
6.1	Colleges will improve the quality of student life and campus climate.	6.1.01	Colleges will present evidence of improved quality of life and campus climate		6.1.01 Evidence of quality of life and campus climate indicators from the BMCC SES are below. Noel Levitz indicators are not available.
		6.1.02	Campus Climate (Noel-Levitz scale)	off year	NA
		6.1.03	Responsiveness to Diverse Populations (Noel-Levitz scale)	off year	NA
		6.1.04	Safety and Security (Noel-Levitz scale)	off year	NA
		6.1.05	Student Centeredness (Noel-Levitz scale)	off year	NA
		6.1.07	Student overall satisfaction (satisfied and neutral) with BMCC (BMCC Student Experience Survey - SES).	95.3%	6.1.07 The BMCC SES indicates that student overall satisfaction declined slightly from 94.3% to 91.2%.
6.2	Colleges will improve the quality of student and academic support services, including	6.2.01	Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services		6.2.01 Evidence of improved quality and satisfaction with support services from the BMCC SES are below. Noel Levitz indicators are not available.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
	academic advising and use of technology.	6.2.02	Academic Advising Effectiveness (Noel-Levitz scale)	off year	NA
		6.2.03	Campus Support Services (Noel-Levitz)	off year	NA
		6.2.04	Concern for the Individual (Noel-Levitz)	off year	NA
		6.2.05	Academic Services (Noel-Levitz scale)	off year	NA
		6.2.06	Percentage of degree students using DegreeWorks for degree audit	TBD	6.2.06 In Spring 2014, 49.6% of BMCC students logged in to the DegreeWorks system to use the Audit function at least once.
		6.2.07	Percentage neutral or satisfied with academic advisement (college survey)	85.7%	6.2.07 The BMCC SES indicates that student satisfaction with academic advisement overall declined from 83.7% to 75.6% as the College transitioned into CUNYfirst, DegreeWorks, and the new courses for Pathways.
		6.2.08	Percentage neutral or satisfied with student services (college survey)	95.2%	6.2.08 The BMCC SES indicates that student satisfaction with student services (counseling, career, health) declined from 93.2 to 87.7%. Satisfaction with other student services (child care, accessibility, international, veterans, women, leadership) was at 92.7%, on average.
		6.2.09	Percentage neutral or satisfied with computer technology (college survey)	93.3%	6.2.08 The BMCC SES indicates that student satisfaction with computer technology remained stable at 91.4%
		6.2.10	Percentage neutral or satisfied with Learning Resource Center (college survey)	98.0%	6.2.10 The BMCC SES indicates that student satisfaction with the Learning Resource Center declined from 96.0 to 91.7%
		6.2.11	The Athletic Department will collaborate with the Learning Resource Center (LRC) to develop a student-athlete study hall for varsity athletes.		6.2.11 Athletes who were deemed to need tutoring were given appointments at LRC. They were also required to attend 2-3 study hall sessions per week with a coach moderating. The sessions were conducted in the afternoon from approximately 3:30-4:30PM to accommodate class and practice schedules. After the fall semester, we did not lose any men's basketball players to academic difficulty.
		6.2.12	College Discovery Counselors will build on Voice Over Internet Protocol (VOiP) through the use of Blackboard to increase student to student and student to counselor contacts that result in more group activities, workshops, academic and personal development.		6.2.12 To achieve this goal, the program used iPads to access FaceTime applications to make student contact. Students were given this option, if they were at risk, or if they had scheduling conflicts. While some students were able to make contact, there were noted challenges particularly around Wi-Fi technology. In discussing these outcomes, we have reassessed the plan to utilize SoftChalk for developing interactive online workshops in the future.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
		6.2.13	Career Development Center will collaborate with Veterans Services to administer and interpret vocational assessment to the current population of student veterans to provide direction in career and major choices.		6.2.13 The Center for Career Development (CCD) and the Veterans Resource Center developed and implemented 8 veterans specific career -focused workshops.
		6.2.14	Career Development Center will collaborate with the Single Stop Office to provide career development services to unemployed students that need employment to become eligible for SNAP benefits.		6.2.14 The Center for Career Development (CCD) and the Single Stop office developed and implemented a system in which students receive services to increase their employment readiness and gain assistance in finding employment.
		6.2.15	The Office of Financial Aid will launch a new Financial Aid Support Team (or FAST) Center to expand from 8 to at least 30 workstations and enhance student access to online resources that will include hands on assistance with the financial aid applications and CUNYfirst-related issues.	30	6.2.15 The Office of Financial Aid has launched the FAST center with an expansion of the workstations.
		6.2.16	The Office of Financial Aid will assess the Federal Work-Study (FWS) program to measure student, staff and supervisor satisfaction with the new online system.		6.2.16 Financial Aid worked with the college's Office of Institutional Research and Assessment to develop surveys that were administered online to FWS students, FWS supervisors and staff to measure satisfaction with the online student placement and payment system.
		6.2.17	The Office of Financial Aid will assess the Federal Work-Study program to survey students who were awarded FWS but did not participate in the program.		6.2.17 An online survey was developed with the assistance of the college's Office of Institutional Research and Assessment to learn why students who were awarded FWS but did not use their awards. The results of these surveys will be used to craft more effective outreach to students.
		6.2.18	The Freshman Learning Academy (FLA) will increase the number of students enrolled in the program for the academic year from 520 to 750.	750	6.2.18 The Freshman Learning Academy (FLA) program's goal for the academic year 2013-2014 was adjusted from 750 to 600 incoming freshmen. This adjustment was made based on re-assessing number of eligible incoming freshmen in spring 14 semester. The changed target goal has been met as follows: 616 students.
		6.2.19	BMCC will collaborate with outside agencies to provide workshops on health care services. At least 250 students will enroll in affordable care programs.	250	6.2.19 BMCC Single Stop Office worked with four health care provider agencies to enroll students on the BMCC campus. Combined, the agencies reported that they enrolled 773 students and family members from September 2013 to May 2014.

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
		6.2.20	The College will implement Hobson's Retain Software to streamline campus-wide communications to students.		6.2.20 We are in the pilot implementation phase where we communicated with 409 students non-registered international students. We now plan to move forward with additional communications. Full implementation will be finalized when the IT department has resolved the technical issues with the data transfer.
		6.2.21	The College will develop the Student Completion Initiative with degree completion focused activities and events for current students nearing completion (approx. 40 earned credits).		6.2.21 For Completion Month 2013, we held a series of events including the club expo, an alumni workshop, Degree works training, degree-themed club reflections, a symbolic alumni display, and a completion-themed Career Squares event, held in collaboration with Career Center.
		6.2.22	BMCC will develop the Student Completion Initiative with outreach and support for students who have stopped out within the last five years and are in good standing with approximately 40 earned credits.		6.2.22 We identified students in attendance at any point since spring 2013 that have since transferred to another CUNY. This yielded a list of 270 students. A degree audit of these students identified 73 students with 60 or more credits, 33 of these students are currently eligible to graduate, 2 of which already applied for graduation. 40 students have less than 12 credits to complete to earn their degree. We have begun outreach to this group.
		6.2.23	BMCC will collaborate with outside agencies to provide seminars and clinics on immigration and citizenship issues. At least 150 students will attend these seminars and clinics.	150	6.2.23 BMCC Single Stop office collaborated with Fragomen, Del Rey, Bernsen & Loewy, LLP and the City Justice Bar Center to provide seminars and clinics on immigration services to our students. From September 2013 to March 2014, 150 students have received services.
		6.2.24	BMCC will apply for nationally recognized certification or participation in service and civic engagement programs.		6.2.24 The College applied for 3 national service and civic engagement programs - NASPA's Lead Initiative on Civic Learning and Democratic Engagement; The Washington's Center's New York Life Higher Education Civic Engagement Awards; President's Higher Education Community Service Award
		6.2.25	BMCC will develop and present Military Cultural Competence Training sessions for faculty and staff in order to build our capacity to understand and support returning Veterans.		6.2.25 Military Cultural Competence workshops and events were offered for faculty and staff - over 50 faculty and staff attended these sessions. The Veterans Coordinator was out for the spring semester, which impacted the number of events.
Goal 3 -- Objective 7					
7.1	Colleges will meet and not exceed established enrollment caps for	7.1.01	Percentage difference between target and actual FTEs	0.5%	7.1.01 The percentage difference between target and actual FTEs declined from .6% to -1.6%.
		7.1.02	FTE enrollment	18,669	7.1.02 Total FTE declined to 18,373
		7.1.03	Total headcount	24,537	7.1.03 Total headcount declined to 24,186

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
	degree programs.				
7.2	Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	7.2.01	Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs		7.2.01: BMCC entered discussions with York College regarding the pursuit of dual/joint degrees in the health science areas. One of the first potential dual degrees that BMCC and York College will actively work on is in Public Health. Other possible programs may involve gerontology and environmental health sciences.
		7.2.02	Colleges will report on outcomes related to articulation agreements (transfer under existing agreements, establishment of new agreements)	3	7.2.02: In fall 2013/spring 2014, BMCC secured nine articulation agreements with senior CUNY institutions: 1. BMCC AA in Liberal Arts with SPS BA in Human Relations; 2. BMCC AAS in Nursing with SPS BSN in Nursing; 3. BMCC AA in Communication Studies with SPS BA in Human Relations; 4. BMCC AA in Communication Studies with New York City College of Technology BS in Professional and Technical Writing; 5. BMCC AS in Geographic Information Science and Hunter College BA in Geography; 6. BMCC AAS CIS and SPS BS in Information Systems; 7. BMCC AS in Theatre and Lehman College BA in Theatre; 8. BMCC AAS in CIS and New York City College of Technology BTEch in Computer Systems; 9. BMCC AAS in CNT and New York City College of Technology BTEch in Computer System.
7.3	Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission	7.3.01	Percentage of College Now enrollment targets achieved	95.00%	7.3.01 Pre-College Now enrollment reached a 88.3% enrollment rate. College Now classes resulted in a 91% enrollment rate. In the future, the program director will target specific high schools with strong long-term participation in CN, e.g., Central Park East Secondary School, to serve as primary feeders for the CN program.
		7.3.02	Colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities		7.3.02 BMCC's Center for Workforce Development and Adult Continuing Education aligns with BMCC's Strategic Plan. This alignment primarily occurs within the following areas: 1) economic development, - BMCC convenes quarterly Industry Advisory Boards that include employers, educators and industry leaders , 2) community engagement, - BMCC supports and sponsors community programs dealing with employment workshops, and 3) student success through ACE Pathway to College Programs: (such as the BMCC CUNY START program, the BMCC's Summer Start pilot, the BMCC CUNY Language Immersion Program and BLIS programs).

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
Objective -- 8					
8.1	Colleges will increase revenues	8.1.01	Alumni-corporate fundraising (voluntary support) 3-yr weighted rolling average	2,600,000	8.1.01 FY 2014 preliminary data is not yet available.
		8.1.02	Tuition and fee collection rate 3-yr weighted rolling average	94.0%	8.1.02 The percentage of tuition and fee collected increased from 93.5 to 94.5%.
		8.1.03	Grants and contracts 3-yr weighted rolling average	8,341,017	8.1.03 The grants and contracts for FY 2014 (preliminary raw total, not 3-yr weighted, rolling) was \$6,579,836. We received a large TAACCT (two-year) grant (\$2.9 million) from the U. S. Department of Labor all of which was applied to last year's total. Also, the sequester which froze federal spending for nearly 5 months (temporarily) eliminated several of the funding sources we would normally pursue (NIH, NSF, DoE, DoLETA, etc.), resulting in a steep decline in awards.
		8.1.04	Alternative revenue sources 3-yr weighted rolling average	NA	8.1.04 The College will increase revenue in auxilliary enterprises.
		8.1.05	Annual voluntary support	2,427,753	8.1.05 The college raw total of voluntary support was \$3,679,378
		8.1.06	The Foundation Board will meet fundraising goals through FY15. The College will implement the capital campaign.	1,341,826	8.1.06 The College preliminary raw total of Foundation Board fundraising was \$2,717,671.
8.2	Colleges will prioritize spending for student academic and support services	8.2.01	Spending of technology fee as a percentage of technology fee revenue	96.0%	Technology fee funds are fully expended.
		8.2.02	Spending on student services as a percentage of tax-levy budget	8.50%	8.2.02 This year, spending was 8.6% of the tax-levy budget.
		8.2.03	Spending on instruction and departmental research as a percentage of tax-levy budget	48.40%	8.2.03 This year, spending was 49%.
Objective -- 9					
9.1	Colleges will improve the delivery of administrative services to students	9.1.01	Colleges will present evidence of improved student satisfaction with non- academic administrative support services		9.1.01 Evidence of satisfaction with nonacademic support services from the BMCC SES is below. Noel Levitz indicators are not available this year.
		9.1.02	Admissions and Financial Aid Effectiveness (Noel-Levitz scale)	off year	NA
		9.1.03	Registration Effectiveness (Noel-Levitz)	off year	NA

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
		9.1.04	Service Excellence (Noel-Levitz scale)	off year	NA
		9.1.05	Percentage neutral or satisfied with administrative support services (college survey)	92.00%	9.1.05 The BMCC SES indicates that student satisfaction with nonacademic support services (registration, testing, financial aid, bursar) declined from 90.1 to 87.0%.
9.2	Colleges will improve space utilization with space prioritized for degree and degree-related programs	9.2.01	Percentage of FTEs offered on Fridays, evenings or weekends	39.30%	9.2.01 The percentage of FTEs offered on Fridays, evenings and weekends increased from 38.3 to 47.6%.
		9.2.02	Colleges will present additional evidence of space prioritized for degree programs		9.2.02 The College is implementing space management software to better utilize instructional space.
9.3	All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan.	9.3.01	Energy use intensity metric		9.3.01 The energy used by the college, expressed in the EUI metric (single energy unit MMBTU divided by the gross square footage of the college) increased from 31.0 to 32.3
		9.3.02	Ratio of recycling to regular waste	44.4%	9.3.02 The ratio of recycling to tons of Total Waste decreased from 42.4 to 35.2
		9.3.03	Total waste per FTE	26.2	9.3.03 The pounds of regular waste per FTE (student, staff & faculty) decreased from 25.2 to 24.6 pounds.
FOCUS AREAS:					
1	BMCC Mathematics Initiative	1.1	Through ACE, the college will develop its own intensified 50 hour workshops in math for students who score in the bottom one-third of the COMPASS placement exam. The Office of Academic Affairs will also enhance the Winter and Summer Immersion programs to ensure renewed expansion of math workshops.		1.1 BMCC proposed and is currently deploying a Summer Math Pilot program that will provide potential incoming students to BMCC with access to 3 free Math programs. The 3 programs are: 1) SUMMER START – developed at the request of BMCC and in partnership with CUNY’s CS staff (serving 50 students). This program has subsequently been funded by the Petrie foundation, 2) MEOC Math Summer Workshops- (serving 100), and 3) Summer Immersion (expanded to serve approximately 800 students)
2	BMCC Writing Initiative	2.1	Embed tutoring in ESL095 and pilot the supplemental instruction model in ENG095 sections.		2.1 Tutoring for writing (supplemental instruction) was embedded in ESL095 and was piloted in the ENG095 sections.
		2.2	The College will also pilot the use of online diagnostic materials in its developmental ENG writing courses.		2.2 The College successfully piloted the use of online diagnostic materials in its developmental ENG writing courses.
		2.3	The college will pilot a recitation period attached to several ENG 101 sections to create baseline data.		2.3 The College successfully piloted a recitation period attached to several ENG 101 sections and created baseline data to determine if such an initiative will improve performance in the gateway course

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
3	Continuous Advisement Initiative	3.1	Hire 4 additional Academic Advisors	4	3.1 Ten additional Academic Advisors were hired in the Academic Advisement and Transfer Center. More hiring is planned.
		3.2	Implementation of AdvisorTrac software package		3.2 The Academic Advisement & Transfer Center has been working with Instructional Technology to implement this program. The go-live date is July 2014.
		3.3	Assignment of Advisor Liaisons to Academic Departments		3.3 All academic departments have been assigned at least one advisement liaison to work on advisement issues and to update and establish articulation agreements.
		3.4	Create & Promote the Advisement Community BlackBoard site		3.4 A Blackboard community was created in the fall 2013 semester, piloted, and opened to the advising community in spring 2014.
		3.5	Create the BMCC Committee on Academic Advisement		3.5 The work began in Spring 2014.
		3.6	Establish Faculty Advising Mentors		3.6 The Advising Mentors will be identified in fall 2014.
4	E-Learning Growth Initiative	4.1	E-Learning Course Design and Pedagogy Program – The College will aggressively recruit new full-time faculty who already have extensive online teaching experience in a subject area specialty		4.1 BMCC held three e-learning course design cohorts in AY 2013-14; 25 new e-learning course sections were developed. An addition 10 class sections are currently in development. BMCC also held an E-Learning Symposium and two Digital Storytelling week-long workshops, which serve as a gateway to online teaching.
		4.2	The College will set numeric targets for additional E-learning sections in those gateway courses that are currently high volume		4.2 BMCC set the following numerical targets for e-learning courses: SPE 100 (10 new sections), HED 110 (10 new sections), PSY 100 (10 new sections), SOC 100 (10 new sections), MAT 150 (5 new sections), and POL 100 (5 new sections). The new courses have been developed or are scheduled for development.
		4.3	Recruit Adjunct Faculty from the Global E-Learning Community to Teach Online		4.3 The ELC has trained three adjuncts to teach online. Two additional adjuncts are participating in the College's Summer 2014 Hybrid Teaching Cohort. Four faculty have applied for the Fall 2014 Cohort.
		4.4	The College will develop a plan to provide fully remote support services for students who wish to enroll in online courses and find it difficult to come to campus.		4.4 The ELC collaborated with other student services areas on campus to provide more seamless advisement, registration, and counseling services for online students. They are now able to complete registrations online and receive technical support without coming to

PMP Target	Indicator/Measure of Progress		2013-2014 Goals and Targets	2013-14 Target	End of Year Results, Comments
		4.5	The E-learning Center will implement a marketing campaign for E-learning enrollment which will include the following strategies: redesign web, create video tutorials, testimonies		4.5 To promote E-Learning, the website has been reconfigured and updated to provide a more aesthetic user interface, easier student navigation, and to reflect new registration procedures. It features a new video about e-learning and student video-based tutorials on many aspects of taking an e-learning course, as well as using tools in Blackboard. Faculty and student video testimonials were filmed and are in use in BMCC student and faculty orientations.
5	Progress Incentive Program	5.1	An incentive program for students who have not yet made the decision to enroll in Winter and/or Summer courses		5.1 The increased efforts to support Winter and Summer course enrollments were successful in increasing the numbers of students taking advantage of the Intersession courses.

2014-15 A. University GOALS	Representative Indicators	2014-2015 BMCC Goals & Targets
A.1. Increase opportunities for students to be taught by full-time faculty.	1.a Percentage of instruction delivered by full-time faculty	1.a.1 Increase the percentage of instruction delivered by full-time faculty from 48.8% to 50.8%
	1.b Ratio of Student FTEs to Full-time Faculty	1.a.2. Hire no less than 20 new full-time faculty 1.b.1 Decrease the ratio of student FTEs to FT Faculty from 34.4:1 to 33.3:1
A.2. Increase faculty scholarship and research impact	2.a Number of publications and creative activities (3-year weighted rolling average)	2.a.1 Increase the number of publications and creative activities per Full-time faculty from .4 to .5 (3-year weighted rolling average, with: 2 yrs ago x 20%, 1 yr ago x 30% and this year x 50%)
		2.a.2 The College will sponsor up to 15 faculty development grants for full-time and adjunct faculty which will produce at least 6 articles or works for publication.
	2.b Number of funded research grants (data will come from RF. We can mention any other external funds - but at year end, not as target unless we want to)	2.b.1 Increase the number of funded research grants from 4 to 9.
		2.b.2 Develop a faculty mentoring program to support research.
		2.b.3 Establish an end-of-year recognition ceremony for faculty receiving grant awards.
	2.c Total dollar amount of research grants (3-year weighted rolling average, RF Grants only)	2.c.1 Increase the total dollar amount of research grants (3-year weighted rolling average) from \$268,953 to \$538,000
		2.c.2 Provide training for PSC CUNY recipients that have not applied to external funding sources.
2.c.3 Develop stronger linkages with senior colleges aimed at expanding research opportunities for BMCC students.		

2014-15 A. University GOALS	Representative Indicators	2014-2015 BMCC Goals & Targets
A.3. Ensure that students make timely progress toward degree completion	3.a Average number of credits (and equated credits) earned in one year. Encourage full-time load of 30 credits.	3.a.1 The average number of credits (and equated credits) earned in one year will increase from 19.2 to 20.
		3.a.2 The College will offer waivers for students who take STEM courses in the intersessions.
	3.b Percentage of students who earn 30 credits (including equated credits) per year	3.b.1 The percentage of students who earn 30 credits (and equated credits) in one year will increase from 11.4% to 12.0%.
	3.c One-yr retention rate of first-time freshmen, actual (and difference between actual and adjusted 1-yr retention rates)	3.c.1 One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later will increase from 64.1% to 65.4%.
		3.c.2 The difference between the actual and adjusted 1-yr retention rate will increase from 0.0 to 1.5%.
		3.c.3 The College will expand Early Alert and Early Action Work Team activities.
A. 4. Increase graduation rates	4.a Four-year graduation rate of first-time freshmen (and difference between actual and regression-adjusted)	4.a.1 The four-year Graduation rate of full-time first-time freshmen in associate programs will increase from 22.2% to 23.0%.
		4.a.2 The difference between the actual and adjusted 4-yr graduation rate will increase from 5.0 to 6.5%.
		4.a.3 The College will establish a College-wide Retention and Graduation Task Force.
		4.a.4 BMCC will improve the scheduling process by implementing new software.
	4.b Six-year graduation rate of first-time freshmen (and difference between actual and regression-adjusted)	4.b.1 Six-year Graduation rate of full-time first-time freshmen in associate programs will increase from 26.1% to 27.1%.
		4.b.2 The difference between the actual and adjusted 6-yr graduation rate will increase by 1.5%.

2014-15 A. University GOALS	Representative Indicators	2014-2015 BMCC Goals & Targets
A.5. Improve student satisfaction with academic support and student support services	5.a Odd years (2015): Student satisfaction with Academic Advising Effectiveness and Campus Support Services as measured by Noel-Levitz SSI	5.a.1 Student satisfaction with Academic Advising Effectiveness will increase from 4.83 to 4.90.
		5.a.2 Improvements to student advisement are a College-wide focus area this year.
		5.a.3 Student satisfaction with Campus Support Services will increase from 4.85 to 4.90.
A.6. Improve student satisfaction with administrative services	6.a Odd years (2015): Student satisfaction with Recruitment and Financial Aid Effectiveness, Registration Effectiveness, and Service Excellence as measured by Noel-Levitz SSI	6.a.1 Student satisfaction with Recruitment (Admissions) and Financial Aid effectiveness will increase from 4.89 to 4.95.
		6.a.2 Student satisfaction with Registration Effectiveness will increase from 5.07 to 5.15.
		6.a.3 Student satisfaction with Service Excellence (Customer Service in Academic Advising, Campus Support Services, and Concern for the Individual, etc.) will increase from 4.93 to 5.10.
		6.a.4 Increase the number of Dream.US scholarship applicants from our undocumented student population from 88 to 115.
		6.a.5 Retain at least 85% of Dream.US scholars who register for their second semester after receiving the award.
		6.a.6 Implement an online technology called “Live Chat” to respond to inquiries made primarily by newly admitted students.
		6.a.7 Provide and facilitate in-person workshops to assist students with the CUNY on-line application process. The targeted attendance rate of these workshops is no less than 800 student applicants and at least 400 of these students will enroll and register at BMCC.
		6.a.8 Create and pilot the “Skybridge” program, whereby BMCC will collaborate with at least 10 NYC high schools to streamline the process from admission through enrollment that is customized and unique to each school to ensure a seamless transition for students in the 12th grade who are committed to attending BMCC.

2014-15 A. University GOALS	Representative Indicators	2014-2015 BMCC Goals & Targets
		6.a.9 Implement a “Call Center” which will be responsible for answering phone calls and assisting with questions focused on enrollment services (ie. admissions, testing, advising, registration, financial aid, immunization, etc.) The Call Center will also facilitate call campaigns to enhance college outreach to students.
		6.a.10 The Center for Career Development and Financial Aid Office will develop workplace expectation workshops for federal work-study students. These workshops will highlight the importance of proper business etiquette and practice.
		6.a.11 Create “BounceBack”, a program to assist students in good academic standing whom have stopped out. This program will offer wrap around services (ie. related financial, academic, personal and career based services) and opportunities to receive a competitive grant to return and finish their degree at BMCC.
		6.a.12 Create a formal program for students with a 4.0 GPA and no less than 12 completed BMCC credits. This program will include a recognition ceremony and will also streamline services for completion opportunities, including volunteering, scholarships and on-campus employment.
		6.a.13 Students placed on financial aid probation at the end of each semester will be invited to participate in “Plan and Appeal for Student Success” (PASS) workshops to assist in the filing of the Title IV appeals.
		6.a.14 Develop post-enrollment services for parents and/or family members to provide information about the services and expectations for students attending BMCC.

2014-15 A. University GOALS	Representative Indicators	2014-2015 BMCC Goals & Targets
A.7. Increase revenues	7.a Voluntary contributions (3-year weighted rolling average)	7.a.1 Total Voluntary Support, annual, will increase from \$3,679,378 to \$3,789,759
	7.b Grants and Contracts (3-year weighted rolling average) (RF data. Student Financial Aid, PSC-CUNY grants, and grants and contracts generated by the Central Office are not included.)	7.b.1 Total Grants and Contracts, annual, will increase from \$6,579,839 to \$6,777,234
	7.c Alternative revenues (e.g., rentals, licensing, ACE) (3-year weighted rolling average)	7.c.1 Alternative revenues will exceed the target
A.8. Use financial resources efficiently and prioritize spending on direct student services	8.a Spending on instruction, research, student services, as a percentage of tax-levy budget (reversed this year) p.66-67 yr-end	8.a.1 Spending on instruction, research and student services as a percentage of total tax levy budget will increase from 51.9% to 53.0%.
	8.b Percent of allocated budget retained as reserve (Target 1-3%)	8.b.1 The percent of allocated budget retained as reserve will not exceed 3%.
A.9. Increase the proportion of full-time faculty from under-represented groups	9.a Percentage of full-time faculty from under-represented groups (total minority, women, Italian American)	9.a.1 The percentage of full-time faculty from under-represented minorities will increase from 44.7 to 46.3%
		9.a.2 The percentage of FT faculty, Italian, will increase from 5.8 to 6.1%.
		9.a.3 The percentage of FT faculty, women, will increase from 55.6 to 56.3%

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BMCC PMP Goals 2014-2015 Academic Year

2014-15 B. Community College GOALS	Representative Indicators	2014-2015 BMCC Indicators
B.1. Create more efficient remediation pathways	1.a Percentage of students fully proficient by the end of the first year (of those initially needing any remediation)	1.a.1 The percentage of students fully proficient by the end of the first year will increase from 41.4% to 42.9%
		1.a.2 The College will expand immersion enrollment.
		1.a.3 The College will expand CUNYStart.
		1.a.4 The College will implement math course redesign and experimentation.
		1.a.5 The College will implement English writing course redesign and experimentation.
B.2. Prepare students for transfer to baccalaureate programs	2.a Percentage of first-time freshmen transferring to any baccalaureate program within 6 years (cohort, inside & outside CUNY, before and after graduation)	2.a.1 The percentage transferring to any baccalaureate program within 6 years will increase from 29.2 to 30.5%.
	2.b Transfer rate of AA/AS graduates to any baccalaureate program (inside and outside CUNY)	2.b.1 Transfer rate of AA/AS graduates to any baccalaureate program (inside and outside CUNY) will increase from 68.0 to 69.5%
	2.c. Mean first-semester GPA of baccalaureate transfers (with or without a degree) from CUNY Community Colleges (cohort, inside CUNY only)	2.c.1 The mean first-semester GPA of baccalaureate transfers from CUNY Community Colleges will increase from 2.76 to 2.84. 2.c.2 Departments will update articulation agreements and refine the curricular maps to ensure increased transfer success.
B.3. Increase (or maintain high) pass rates on professional licensure exams	3.a Professional licensure pass rates (Nursing [NCLEX], Occ. Therapy Asst. [NBCO-COTA], Resp. Therapy Asst.[NBRT-CRT/RRT], etc.)	3.a.1 The pass rates for NCLEX will increase from 74.3% to 80.0%
		3.a.2 The pass rates for RTT will increase from 91.6% to 94%
		3.a.3 The pass rates for Paramedic will increase from 63.0% to 87.5%
		3.a.4 Both Nursing and Allied Health Paramedic programs will continue to align the College curricula and test prep to the changes in the certification exams.

9/18/2014 FINAL

BMCC PMP Goals 2014-2015 Academic Year

2014-15 C. FOCUS AREAS	FOCUS AREAS	2014-2015 BMCC Indicators
	1. Improve Advisement	1.1 The College will increase the number of Advisors. 1.2 The College will reorganize the Advisement and Transfer Center to ensure better alignment with majors/programs. 1.3 The College will develop strategies to further improve the student orientation system.
	2. Enhance faculty development and support for scholarship	2.1 The College will provide additional funding for faculty development. 2.2 The College will hire a new CETLS director and establish a CETLS mission, vision and strategic plan. 2.3 BMCC will increase the number of recognition events for faculty. 2.4 The College will implement the first phase of the BMCC Teacher's Academy, a new project proposal.
	3 Expand implementation of high impact practices	3.1.1 The College will develop a new internship model for students. 3.1.2 The College will implement the BMCC Honors Program planning phase, a new project proposal. 3.1.3 The College will expand and extend the Learning Academies. 3.1.4 The College will expand undergraduate research opportunities.

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BMCC PMP Goals 2014-2015 Academic Year

Appendix C: BMCC President's Cabinet

BMCC PRESIDENT'S CABINET MEMBERS – FALL 2014

Antonio Pérez	President
Karrin Wilks	Provost & Senior Vice President of Academic Affairs
Scott Anderson	Vice President of Administration & Planning
Robert Diaz	Vice President for Legal Affairs and Faculty/Staff Relations
Marva Craig	Vice President of Student Affairs
Joseph Spadaro	Vice President for Technology
Doris Holz	Vice President for College Development
Elena Samuels	Assistant Vice President of Finance
Erwin Wong	Dean for Academic Programs & Instruction
Sunil Gupta	Dean of Continuing Education
Michael Gillespie	Associate Dean of Academic Affairs
VACANT	Dean for Institutional Effectiveness & Strategic Planning
Michael Hutmaker	Dean of Students
Barry Rosen	Executive Director of Public & External Affairs
John Graham	Executive Director of Manhattan Educational Opportunity Center



BMCC STRATEGIC PLAN 2014-2019

Strategic Priority 1: Excellence in Teaching, Research, and Learning

Goal: Foster a culture of scholarly rigor and creativity for students, faculty, and staff.

Objectives:

- 1.1 Support challenging and innovative academic and career programs.
- 1.2 Promote student awareness and understanding of local, national and global issues that reflect our multicultural society.
- 1.3 Expand the use of technology to facilitate student learning, improve student services and ensure technologically proficient students, faculty and staff.
- 1.4 Strengthen curricular offerings to facilitate transition to four year institutions and address current and future workforce needs.
- 1.5 Recognize excellence in scholarship, creative work and pedagogical research.

Strategic Priority 2: Student Success and Retention

Goal: Support a learning environment and culture that promotes student success.

Objectives:

- 2.1 Provide comprehensive and cohesive student services that maximize student success.
- 2.2 Provide timely and appropriate guidance for all students, with emphasis on freshmen.
- 2.3 Develop, implement and maintain a comprehensive enrollment management process.
- 2.4 Identify barriers to student success and implement strategies to remove them.
- 2.5 Recognize and celebrate student success inside and outside the classroom.

Strategic Priority 3: Organizational Effectiveness and Institutional Accountability

Goal: Achieve greater institutional effectiveness and accountability through effective governance and ongoing planning and assessment.

Objectives:

- 3.1 Improve the mechanisms for allocating resources to programs and operations that support the college's strategic priorities.
- 3.2 Improve assessment of institutional effectiveness and of student learning outcomes at the institutional, program and course levels, including general education.
- 3.3 Enhance opportunities for technological training and professional development for faculty and staff.
- 3.4 Increase fiscal responsibility by improving budget systems and planning tools.
- 3.5 Develop more effective space management tools.

Strategic Priority 4: Community Engagement and Economic Development

Goal: Enhance college visibility and enhance stakeholder participation.

Objectives:

- 4.1 Develop strategic partnerships with the public and private sectors.
- 4.2 Strengthen and broaden the connections between the college, NYC public high schools and other constituencies.
- 4.3 Improve marketing efforts to address college and community needs.
- 4.4 Provide greater opportunities for student, faculty and staff to engage with the local and world community.
- 4.5 Increase alumni support and participation in the life of the college.
- 4.6 Enhance the cultural, social and recreational life of the college and the community.

BMCC 2014-2015 ACTION PLAN

Strategic Priority 1: Excellence in Teaching, Research, and Learning

<i>initiative/activity</i>	<i>related objective(s)</i>	<i>lead/team</i>	<i>timeline/milestones</i>
A. Develop implementation plan for BMCC Honors Program to initiate program in spring 2016	1.1, 1.2, 1.4	OAA/faculty working group	Jan 2015: Draft detailed plan for community review Spring 2015: Develop syllabi; identify Director
B. Develop plan to expand internship opportunities	1.1, 1.4	OAA & Student Affairs/Department Chairs	Fall 2014: Establish planning group Spring 2015: Present plan to college community
C. Develop CETLS strategic plan for spring 2015-spring 2016, integrating e-learning priorities	1.3, 1.4, 1.5	OAA/CETLS Director/CETLS Advisory Group/ Department Chairs/ E-Learning	September 2014: solicit faculty input October 2014: draft December 2014: final plan
D. Implement first phase of BMCC Teacher's Academy	1.1, 1.3, 1.4, 1.5	OAA/CETLS Director/ Academy Director	Fall 2014: develop implementation plan
E. Implement expanded training and support for research/grants	1.5	OAA/Director of Research & Dean of Grants Admin	Fall 2014: mentoring, PSC CUNY training
F. Increase faculty recognition events	1.5	OAA/Director of Research & Dean of Grants Admin	Fall 2014: Schedule events for academic year
G. Expand volunteer and service learning	1.1, 1.2, 2.1, 2.4	OAA & Student Affairs	Fall 2014: establish planning group

Strategic Priority 2: Student Success and Retention

<i>initiative/activity</i>	<i>related objective(s)</i>	<i>lead/team</i>	<i>timeline/milestones</i>
A. Improve developmental outcomes	2.4	OAA/Department Chairs/faculty	Summer 2014: pilot Summer Start (math prep program), expand immersion Fall 2014: expand Quantway; implement ACR pilots Winter 2015: expand immersion Spring 2015: implement new model combining basic skills and ENG101
B. Improve outcomes in gateway courses	2.4	OAA/Department Chairs/faculty	Fall 2014: implement new model for ENG101 Fall 2014: identify other priority courses
C. Expand Freshmen Learning Academies to include more students and beyond the first year	2.1, 2.2, 2.4	OAA & Student Affairs/ FLA Coordinator/planning group	Fall 2014: increase enrollment, develop plan to expand services
D. Increase number of advisors; reorganize Advisement and Transfer Center ; develop assessment plan	2.1, 2.2, 2.4	OAA/ Director of Advisement/planning group	Fall 2014: hire additional advisors within new structure Spring 2015: develop assessment plan
E. Implement and expand programs to support students through the enrollment process	2.1, 2.3, 2.4	Student Affairs & OAA	Fall 2014: Call Center, Live Chat, collaboration with high schools
F. Establish Retention and Graduation Task Force	2.1, 2.2, 2.3, 2.4	OAA & Student Affairs	Fall 2014: convene Task Force; develop recommendations
G. Develop and implement programs to engage families and high school guidance counselors	2.1, 2.3, 2.4, 4.2	Student Affairs	Fall 2014: plan series for academic year
H. Develop a series of recognition events for students	2.5	Student Affairs	Fall 2014: plan series for academic year
I. Assess enrollment management and retention strategies	2.3	President's Office/ Cabinet	Fall 2014: hire external consultant; complete assessment with recommendations under review no later than January 2015

Strategic Priority 3: Organizational Effectiveness and Institutional Accountability

<i>initiative/activity</i>	<i>related objective(s)</i>	<i>lead/team</i>	<i>timeline/milestones</i>
A. Review and enhance strategic planning process	3.1, 3.4	Cabinet/OAA/Dean of Institutional Effectiveness and Strategic Planning	Fall 2014: hire new Dean, review strategic planning process (Cabinet subcommittee)
B. Improve academic program review process	3.1, 3.2	OAA/Dean/ Director of Assessment/Department Chairs	Fall 2014: revise program review guidelines and schedule; hire Director
C. Enhance methods of assessing student learning outcomes and using results for program improvement	3.1, 3.2	OAA/Dean/Director of Assessment/Department Chairs	Fall 2014: review and revise BMCC Assessment Plan; reconstitute BMCC Assessment Committee
D. Implement capacity management strategies	3.5	Finance/Administration	Fall 2014: implement space management software; centralize allocation of instructional space
E. Develop BMCC Facilities Master Plan	3.5	Finance/Administration	Summer 2014: complete enrollment projections Fall 2014: initiate process with CUNY
F. Hire VP/CIO and develop comprehensive IT Plan	3.1, 3.3, 3.4	CIO/Cabinet	Fall 2014: draft plan
G. Increase fundraising	3.1, 3.4	Development Office	Fall 2014: Hire Director of Development

Strategic Priority 4: Community Engagement and Economic Development

<i>initiative/activity</i>	<i>related objective(s)</i>	<i>lead/team</i>	<i>timeline/milestones</i>
A. Begin and assess first year of MECA	4.2	OAA/MECA	Summer 2014: hire MECA liaison Fall 2014: develop new degree program; develop policies and plans for student engagement
B. Expand pre-college partnerships and offerings	4.2	OAA & Students Affairs	Fall 2014: initiate CBO liaison role, create new partnerships (e.g., YEAR UP, Bronx Opportunity Network, Skybridge Program, MEOC)
C. Implement and assess Global Studies Initiative	4.4	OAA/CETLS/faculty	Summer 2014: faculty training Fall 2014: implement new curricula Spring 2015: initiate second cohort
D. Expand ACE offerings and partnerships	4.1	ACE	Fall 2014: launch CUNY Center for Big Data Analytics and Visualization in partnership with CSI, CCNY, CUNY Graduate Center, CUNY SPS, and NYCCT; with AARP and Walmart, offer healthcare training for long term unemployed mature workers; with NYU Langone, provide clinical training to NYU grant research coordinators Winter 2015: with CDI and three NYC high schools, implement new medical assistant specialist program for HS graduates
E. Expand alumni relations	4.5	Development Office/ Student Affairs	Fall 2014: plan alumni events, establish advisory committee
F. Open Welcome Center and develop plan to optimize its use	4.2, 4.3, 4.4, 4.6	Cabinet/ Student Affairs	Fall 2014: open Center
G. Expand offerings in the Art Center	4.2, 4.3, 4.4, 4.6	President's Office	Fall 2014: Host major exhibit
H. Expand community outreach and offerings	4.1, 4.6	Cabinet	Fall 2014: establish planning process; launch State of Mind new media program over BMCC You Tube

Updated September 4, 2014

BMCC Teaching Academy with Teaching Communities**Title: The BMCC Teaching Academy**

Prepared by: Gay Brookes, Margaret Barrow, John Beaumont, Lauren Goodwyn, Michael George, Rifat Salam

Brief Summary

This proposal is to create a two-year faculty development program for new faculty, called the BMCC Teaching Academy. Participating faculty will be placed into five member Teaching Communities under the guidance of a Master Teacher. Teaching Communities will be the core of the program. The Communities will meet regularly to read about and discuss theory, practices, and topics related to teaching at BMCC. In the first and third semesters, participants will observe each other, along with the master teacher, and analyze and discuss classroom practices. The second semester, participants will videotape a lesson and analyze it with their community. In all semesters participants will continue to meet monthly in communities, to read and discuss articles on teaching, and attend a number of workshops in the CETLS on a range of relevant topics. In the final semester, participants will conduct classroom based research on their teaching and student learning and make a presentation. The program will be coordinated by a Teaching Academy director and the CETLS Director, who will make arrangements and oversee master teachers. An advisory board, to include the CETLS Director, the Academy Director, the SVP/Provost, and the Associate Dean of Faculty Development, will provide oversight.

Need/Rationale

Effective teaching leads to successful students. Effective teaching is the principal criteria for reappointment, promotion, and tenure, thus, for a successful career at BMCC. Contrary to common lore, teachers are made, not born; and while effective teaching behaviors are intuitive to some, teaching ability can be developed and strengthened in everyone through faculty development programs. Teaching is a complex craft that develops slowly and with practice and focused reflection.

Over the past five years, BMCC has hired 247 (untentured faculty) new faculty members, many of whom are highly qualified in their knowledge of subject matter, from organic chemistry, graphic arts, and health technology, to forensic accounting and linguistics. But many of these new faculty members have limited teaching experience, let alone experience in a two-year commuter college in a diverse, urban setting. They struggle in their first few years to find the right teaching/learning balance with a class of students that differs widely in background and language, in literacy and academic preparation, from faculty expectations or previous experience.

Faculty development is not only crucial for individual faculty members' tenure and promotion and classroom experiences, it is critical in their interactions with our students. Most of our students have busy lives and the classroom is one place where they have sustained interactions. The connections they make and the learning that happens there can make a difference in their educational trajectories. Good teaching and engaged students are the starting point in the college achieving its learning outcomes and

BMCC Teaching Academy with Teaching Communities

retention goals. A recent article in the *Chronicle of Higher Education* (2014) describes what some educators are calling “crisis of mediocre teaching” in higher education. While we do not want to paint faculty at BMCC with that broad brush, it does speak to a need to prepare faculty to focus on teaching and developing mastery of pedagogy in their discipline. Faculty at BMCC teach college students who face many academic and social challenges, which for many includes the challenge of being first generation college students entering with little preparation for what to expect and how to manage the demands of being a college student.

For community college students, the problem is not just one of academic preparation but also a social and psychological disconnect they feel with their instructors and their teaching methods. In *The College Fear Factor*, education professor Rebecca Cox documents the way that community college students experience anxiety and fear around their ability to succeed. She noted that even where professors seem “friendly,” many students feel too intimidated to seek them out for help. The problem is not just academic but also one of affect, with faculty needing to understand the experiences and apprehensions of first generation college students who would benefit from instructors sensitive to their educational needs.

A number of colleges and universities have recognized the need to promote good teaching and pedagogical training for their faculty, and many of them have developed a “teaching academy” or learning community model, which include instructional modules and experienced teaching mentors.¹ These programs are largely faculty-driven and emphasize peer and mentoring relationships, resulting in the added component of faculty engagement with the institution as whole.

Although programs at BMCC, such as WAC, RAC, teaching-related FIGS, and CETLS workshops, have provided faculty with opportunities for professional development, we propose that BMCC needs a formalized, integrated program which incorporates content and behavioral components. The proposed program would provide BMCC faculty with the guided experiences and new abilities and skills they need to promote the development of critical thinking skills and student learning and retention in their classes. While it is important for new faculty to participate in faculty development that promotes good teaching, it is also valuable for experienced faculty members looking for new ideas or ways to incorporate innovative and engaging pedagogical practices. Although the program would primarily serve new faculty, it can also be used to refer faculty who are experiencing challenges in their teaching. “Great” professors can make a tremendous difference in the academic trajectories of our students and professional development of faculty is critical to student success.

References

Cox, Rebecca D. *College Fear Factor: How Students and Professors Misunderstand One Another*. Cambridge, MA, USA: Harvard University Press, 2009. p 171.

Patel, Vimal. 2014. “Educators Point to a ‘Crisis of Mediocre Teaching.’” *Chronicle of Higher Education*. April 14, 2014. Retrieved on 5/2/14 from http://chronicle.com/article/Educators-Point-to-a-Crisis/145901/?cid=at&utm_source=at&utm_medium=en.

¹ Programs such as Southern Indiana University’s Teaching Academy, Vanderbilt’s Junior Faculty Teaching Fellows, and Muhlenberg’s Faculty Center for Teaching.

BMCC Teaching Academy with Teaching Communities

Participants

The project would begin with 25 new faculty participants for the first semester (spring 2015) of the two year cycle. In the second year (fall 2016), another 25 would be added. Five faculty participants would form a Teaching Community. Each Teaching Community would work with a Master Teacher (an experienced faculty member) over the two year cycle to learn about teaching at BMCC, e.g., the student population, best practices in their disciplines, through a process of teaching and observing each other in action. Teaching Communities would represent a mix of faculty from various departments.

Activities

The Teaching Communities would engage in a cycle of regular meetings and discussions and observations (outside the contractual observations) of each other. They would decide on their teaching outcomes with input from the Master Teacher and together would design teaching activities that focus on improving one aspect at a time.

For example, a faculty member might have concerns about how to run a productive, effective discussion. That person would observe how others lead discussions, read literature on running effective discussions, prepare a lesson, and offer his/her class to be observed and possibly taped for that particular skill/ability. Cohort members would give feedback to each other. Assessment of student learning through formal and informal measures would support these changes.

Timeline: Focus, Activities, and Topics

The following is a listing of the focus, main activities, and topics for each of the four semesters. Participants would take up the topics in their Teaching Communities through readings, discussion, and classroom observations. The workshops would be offered through CETLS for all participants in the program.

Semester 1: How People Learn

Activities:

- Monthly meetings of each Teaching Community
- Faculty participants do teaching observations of each other (5 + 1 by Master Teacher)
- Each faculty participant would attend at least one workshop offered through CETLS

Topics:

- Introduction to the diverse BMCC population
- Introduction to classroom observation
- The basics of teaching: lesson planning, modes of teaching
- Building community in the Community College

Suggested Workshops:

- Classroom management, group work
- Teaching diverse student groups
- Classroom interaction: Asking questions and giving feedback

Suggested Text:

- National Research Council. (2000). *How people learn: Brain, mind, experience and school* (expanded ed.). Washington, DC: National Academic Press.

Semester 2: Syllabus Design

Activities:

- Monthly meetings of each Teaching Community
- Faculty participants will videotape one class session and analyze their teaching with the Teaching Community and Master Teacher (can re-videotape if desired)

BMCC Teaching Academy with Teaching Communities

- Each faculty participant would attend at least one workshop offered through CETLS
- Each faculty would participate in WAC or RAC or ESLAC or CRTAC training

Topics:

- Syllabus design: backwards planning, scaffolding
- Designing student learning outcomes and assessments
- Introduction to video recording one's teaching
- Integrating technology in teaching
- Integrating reading and writing into the syllabus

Workshops:

- Writing across the Curriculum
- Reading/ESL/or Critical Thinking across the Curriculum
- Assessing student learning
- Incorporating student projects and portfolios into your class

Suggested Text:

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd Ed.). Upper Saddle River, NJ: Prentice-Hall.

Semester 3: Reflective Teaching

Activities:

- Monthly meetings of Teaching Communities
- Faculty participants do another round of observations of each other (5 + 1 by Master Teacher)
- In line with the Brookfield book, faculty participants will reflect on their teaching and development and select a topic for action research project and their final project
- Participants will attend at least one workshop

Topics:

- Action research, identifying a project
- Review of classroom observations

Workshops:

- Conducting discussions in the classroom
- Trying alternatives and making small changes
- Presentations of Faculty Development Grant projects related to pedagogy
- Turning your classroom research into publications, presentations, and/or Faculty Development Grant proposals

Suggested Text:

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Suggested reading: Brookfield, S. D., Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*

Semester 4: Assessment

Activities:

- Monthly meetings of Teaching Communities
- Faculty participants work on action research project and final presentation (article, workshop presentation, conference presentation, or other)
- Collect and assemble useful, successful lessons and syllabi to be put on a Learning Academy webpage

BMCC Teaching Academy with Teaching Communities

- Each faculty participant would attend at least one workshop offered through CETLS
- Each faculty would participate in WAC or RAC or ESLAC or CRTAC training

Topics:

- Syllabus design: backwards planning, scaffolding
- Designing student learning outcomes and assessments
- Introduction to video recording one's teaching
- Integrating technology in teaching
- Integrating reading and writing into the syllabus

Workshops:

- Writing across the Curriculum
- Reading/ESL/or Critical Thinking across the Curriculum
- Assessing student learning
- Incorporating student projects and portfolios into your class

Suggested Text:

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd Ed.). Upper Saddle River, NJ: Prentice-Hall.

Semester 3: Reflective Teaching

Activities:

- Monthly meetings of Teaching Communities
- Faculty participants do another round of observations of each other (5 + 1 by Master Teacher)
- In line with the Brookfield book, faculty participants will reflect on their teaching and development and select a topic for action research project and their final project
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Topics:

- Action research, identifying a project
- Review of classroom observations

Workshops:

- Conducting discussions in the classroom
- Trying alternatives and making small changes
- Presentations of Faculty Development Grant projects related to pedagogy
- Turning your classroom research into publications, presentations, and/or Faculty Development Grant proposals

Suggested Text:

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Suggested reading: Brookfield, S. D., Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*

Semester 4: Assessment

Activities:

- Monthly meetings of Teaching Communities
- Faculty participants work on action research project and final presentation (article, workshop presentation, conference presentation, or other)
- Collect and assemble useful, successful lessons and syllabi to be put on a Learning Academy webpage

BMCC Teaching Academy with Teaching Communities

Topics:

- Reexamining and revising syllabus learning outcomes and assessments
- Working on BMCC Teaching Academy Projects
- Preparing for Middles States
- (Catching up on unfinished business)

Workshops:

- Closing the loop on student learning outcomes and assessments

Suggested Text: TBD**PROPOSED TEXTS** (for use in Teaching Communities TBD)

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.
- Brookfield, S. D. (2012). *Teaching for critical thinking: tools and techniques to help students question their assumptions*. San Francisco, CA: Jossey-Bass.
- Cox, R. D. (2009). *The college fear factor: How students and professors misunderstand each other*. Cambridge, MA: Harvard University Press.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- Grunert O'Brien, J., Millis, B. J., & Cohen, M.W. (2008). *The course syllabus: A learning-centered approach* (2nd Ed.). San Francisco: Jossey-Bass.
- McKenna, M. C., & Robinson, R. D. (2002). *Teaching through text: Reading and writing in the content areas* (3rd Ed.). Boston, MA: Allyn and Bacon.
- National Research Council. (2000). *How people learn: Brain, mind, experience and school* (expanded ed.). Washington, DC: National Academic Press.
- National Research Council. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academic Press.
- Schon, D. A. (1990). *Educating the reflective practitioner: Toward a design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- Walvoord, B. E., & Anderson, V. J. (2009). *Effective grading: A tool for learning and assessment* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd Ed.). Upper Saddle River, NJ: Prentice-Hall.

See Appendix A: Suggested Readings for Participants for other ideas for readings

BMCC Teaching Academy with Teaching Communities

Administration and Oversight

The project would be administered by an Academy Directors and the CETLS Director, in consultation with the advisory board. The Project Directors would manage the overall program, consult with the Advisory Board on policies and practices, and work with the Master Teachers, and schedule workshops to accompany the teaching activities.

Timetable

Planning would take place during the fall 2014 semester. The first cohort of 25 would start in spring 2015. The second cohort of 25 would begin in fall 2015. It would be determined if a third cohort would be added in fall 2016 and so on.

Participant Qualifications and Responsibilities:

Administration: Co-Directors: The Academy Director and the CETLS Director

In the initial semesters, two people will oversee the project. These include the Academy Director and the CETLS Director, both of whom will serve on the project's Advisory Committee (described below). The academy director will be a respected faculty member who has demonstrated excellence in teaching, knowledge of pedagogy in postsecondary education, and experience in teacher leadership. The person will have knowledge of pedagogy in postsecondary education. Both Directors' primary responsibilities will be related to pedagogical and classroom-based activities of the project. Most responsibilities will be shared but some will likely fall to one person or the other.

Responsibilities: (suggested)

Academy Directors	CETLS Director	RESPONSIBILITIES
	√	Execute the project as outlined in the funded proposal, using sound management techniques
√	√	Recruit faculty in a fair and equitable manner and make assignments. Ensure faculty come from a range of departments, working with chairs and deans
√	√	Enlist Master Teachers in the same way
√		Monitor activities of the Teaching Communities
√		Meet (once a month) with Master Teachers to discuss progress of the groups
√	√	Initiate programmatic changes to the project when needed
√	√	Ensure the integrity and safeguarding of data collected for the project
	√	Ensure the completion, accuracy and timeliness of interim programmatic (technical) reports
√	√	Ensure that all work meets the highest ethical standards and is conducted without real or apparent conflicts of interest
	√	Develop an informal consent process emphasizing the importance of participant comprehension and voluntary participation and confidentiality
√		Design the agendas/templates for master teachers and teaching observations
√		Design the overall program for four semesters (see example)
	√	Arrange for CETLS (or other) workshops for all participants to attend during the first and subsequent semesters (e.g., workshops on creating tests, using technology in the classroom, assessing student learning on a daily basis, WAC, etc.)
√		Arrange for videotaping of participants in the first and third semesters
√	√	Carry out assessments of all aspects
√	√	Manage the program budget

BMCC Teaching Academy with Teaching Communities

Project Advisory Committee

The BMCC Teaching Academy Advisory Board will be composed of the following: Chair, Dr. Karrin Wilks, Senior Vice President of Academic Affairs and Provost; Dr. Michael C. Gillespie, Associate Dean of Academic Affairs; the CETLS Director; the Academy Director; 2 Department Chairs; and 2 Faculty-at-Large.

Responsibilities:

- Attend two meetings per year, held at the beginning and end of each semester
- Contribute expertise and thinking to the current and future work of BMCC Faculty Teaching Initiatives
- Be available for the Directors seeking advice
- Assist with the annual evaluation of the program

Master Teachers

The Master Teachers will be BMCC faculty members who have demonstrated excellence in teaching. They will be selected by the Directors and Board using various measures: faculty observations, student faculty observations, department chair recommendation, and board approval. They will represent a range of departments. Preference will be given to those who have participated in college sponsored faculty development (e.g., RAC, WAC, CETLS events, online training, pedagogical research, conference participation, service and participation to the profession, publications. One criterion will be collegiality as shown by department and college activities [e.g., covering classes for colleagues, developing and facilitating department and/or college-wide workshops].

Responsibilities:

- Lead monthly sessions with a Teaching Community
- Motivate participants and create a positive atmosphere in the Teaching Community
- Develop observation and videotaping schedules
- Read books and articles assigned to participants and come up with discussion questions
- Assign readings and facilitate discussions
- Meet with other Master Teachers and Project Directors regularly to set agendas, plan observation guidelines and feedback (rubrics), and trouble shoot problems
- Meet individually with participants on their teaching performance
- Give feedback in helpful and non-judgmental ways
- Act fairly and with transparency
- Assure participants confidentiality: the Teaching Community is its own world

Faculty Participants

While the project is not mandatory for new faculty, the project committee urges the BMCC Administration to strongly recommend the program to new faculty as an added means to meet the goals of student learning and teaching at Borough of Manhattan Community College. The Teaching Academy is designed to help new faculty acclimate to BMCC environment, to the diverse needs of BMCC students, and to develop and support a strong culture of teaching within the community college.

Faculty participants will include BMCC faculty hired after fall 2013. (Department chairs may wish to recommend tenured faculty who would benefit from this experience.) It is our hope to secure the participation of 25 new-faculty members in spring 2015, who will be divided into five cohorts with each

BMCC Teaching Academy with Teaching Communities

cohort lead by a Master Teacher. Our idea is to add another 25 faculty participants in fall 2015, and another in spring 2016, and so on, with the maximum number of 75 faculty members participating in the project at any time. But these numbers are negotiable and can be revised at any time, depending on budget and personnel.

N. B. We would like this program to be required of all new faculty but we recognize that would be too much. At least, we want Chairs to strongly recommend it to new faculty, for it to be considered “standard practice,” and for Deans and Provost to support it.

Assessment

Assessment would be carried out on all levels of the program. Process and outcome evaluations would be done on the program level. The project directors and master teachers would be evaluated on process and outcomes; and the teaching community participants would be assessed similarly. Their final projects and their growth in teaching would be assessed.

[NOTE: See Appendix B for a draft Evaluation and Assessment plan.]

Time Commitment

Participants in Teaching Communities would be expected to keep a 2-year commitment.

Funding

The **Director** will receive 3 hours’ reassigned time per semester to manage and oversee the project.

Master Teachers will receive a stipend (no less than \$750.00 per semester) over the duration of 2 years; to facilitate workshops and meetings with Teaching Community participants.

Faculty Participants will spend approximately 45 hours per semester over the duration of 2 years involved in the project pedagogical activities and events. A stipend of \$300 per semester would be appropriate.

N. B. These figures of \$750 and \$300 are in line with similar faculty development projects (RAC, ESLAC, CRTAC, MAC, etc.) run throughout the college: \$750 for coordinators who set up and run 3-4 workshops, solicit participants, and assess final projects. Participants in these faculty development projects typically receive \$300 to attend, do homework readings, and prepare a final project.

Budget (1 year)

3 hours’ reassigned time for Academy Director for 2 semesters @ \$3500 = (adjunct coverage)	\$7,000
Stipends for Master Teachers per year 10 x \$750 per semester =	\$7,500
Stipends for participants in Teaching Communities @ \$300 per semester per 25 \$7,500 = for 2 semesters	= \$15,000
Honoraria for outside speakers (for example, Rebecca Cox) =	\$1,000
Materials: DVDs; copies; etc. =	\$2,000
Books @ \$60.00 per book 65 x 4 semesters = 260 x \$60 =	\$15,600
Sharable copies: 5 of 20 books = 100 x \$60 =	\$6,000
Videotaping costs = @\$25 an hour—approx. 50 hours =	\$1,250

BMCC Teaching Academy with Teaching Communities**APPENDIX A: Suggested Readings for Participants**

Kevin Basmadjian, "Watching What We Say: Using video to learn about discussions." *English Education*, 41(1), 13-38. 2008.

Stephen Brookfield and Stephen. Preskill. *Discussion As A Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass. 2005.

Kenneth Bruffee, *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore: Johns Hopkins University Press. 1993.

Paolo Freire, *Pedagogy of the Oppressed*. Philadelphia: Continuum. 1993.

James Gee, *The Social Mind: Language, Ideology, and Social Practice*. New York: Bergin & Garvey. 1992.

Gloria Ladson-Billings, "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal*, 32(3), 465-491. 1995.

Florence Namulunda, *A Transgressive Education for Critical Consciousness: bel hooks' engaged pedagogy*. Westport, CT: Bergin & Garvey. 1998.

C.F. Robinson and P. J. Kakela, "Creating a space to learn: A classroom of fun, interaction, and trust." *College Teaching*, 54(1), 202-206.

Robert Scholes, "The Transition to College Reading." *Pedagogy*, 2, 165-172. 2002.

Mina Shaughnessy, *Errors and Expectations*. New York: Oxford University Press. 1997.

Colbeck, C. L., Campbell, S. E., & Bjorklund, S. A. (2000). Grouping in the dark: What college students learn from group projects. *The Journal of Higher Education*, 71(1), 60-83. Retrieved from <http://www.jstor.org/stable/2649282>

Summers, J. J., & Sviniski, M. D. (2007). Investigating classroom community in higher education. *Learning and Individual Differences*, 17, 55-67. doi:10.1016/j.lindif.2007.01.006

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Cox, Rebecca D. *College Fear Factor : How Students and Professors Misunderstand One Another*. Cambridge, MA, USA: Harvard University Press, 2009. p 171.

Daly, Cheryl J. 2011. Faculty learning Communities: Addressing the professional development needs of faculty and the learning needs of students." *Currents in Teaching and Learning*. Vol. 4, No. 1. Pp. 3-16. Retrieved on 5/4/14 from http://www.worcester.edu/Currents/Archives/Volume_4_Number_1/CURRENTSV4N1DalyP3.pdf

BMCC Teaching Academy with Teaching Communities

Dee, Jay R. and Cheryl J. Daly. 2009. Innovative models for organizing faculty development programs: Pedagogical reflexivity, student learning empathy and faculty agency. *Human Architecture: Journal of the Sociology of Self-Knowledge*. Vol. 7, No. 1, pp. 1-22. Retrieved on 5/19/14 from <http://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1278&context=humanarchitecture>

Ebert-May, Diane, Terry L. Derting, Janet Hodder, Jennifer L. Momsen, Tammy M. Long, and Sarah E. Jardeleza. 2011. "What We Say is Not What We Do: Effective Evaluation of Faculty Professional Development Programs." *Bioscience*. Vol. 61. No. 7. Pp.550-558. Retrieved on 5/2/14 from https://www.msu.edu/~ebertmay/WebsitelImages/Publications/EbertMay%20et%20al_2011.pdf

Fink, L.De. 2013. Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. (Updated and Revised). San Francisco, CA: Jossey-Bass.

Gupton, Jarrett T., Christina Castelo-Rodriguez, David Angel Martinez and Imelda Quintanar. 2009. "Creating a Pipeline to Engage Low-Income, First Generation College Students," in Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for a Diverse Population. Shaun R. Harper and Stephen John Quaye (eds.)New York: Routledge.

Patel, Vimal. 2014. "Educators Point to a 'Crisis of Mediocre Teaching.'" *Chronicle of Higher Education*. April 14, 2014. Retrieved on 5/2/14 from http://chronicle.com/article/Educators-Point-to-a-Crisis/145901/?cid=at&utm_source=at&utm_medium=en.

Pearson, Mildred M. and Krishna Thomas. 2010. "Creating Quality Faculty Development Programs to Impact Teaching and Learning. A Collection of Papers on Self-Study and Institutional Improvement. 26th Edition. The Higher Learning Commission. Retrieved on 5/4/14 from http://works.bepress.com/cgi/viewcontent.cgi?article=1001&context=mildred_pearson

BMCC Teaching Academy with Teaching Communities

APPENDIX B: EVALUATION AND ASSESSMENT

- A. Program Assessment
 - 1. Process (Formative) Evaluation
 - a) End-of-semester program evaluations by participants (on-line surveys)
 - b) Regularly scheduled meetings or informal communication (updates, progress reports) among program administrators, mentors, and instructors.
 - 2. Summative (Outcome) Evaluation
 - a) Pre- and post-survey of instructors regarding core content/issues covered, depending on agreed upon learning outcomes / program goals (e.g., attitudes or impressions of the student body or of being observed, pedagogical concepts, demonstrations of evidence of multimodal approaches to teaching, etc.)
 - b) Program evaluation by an outside reviewer
 - c) Assessment of student attitudes regarding learning (participants vs. non-participants)
 - d) Exit interviewing of all participants at the end of each semester
- B. Assessment of Instructors
 - 1. Process (Formative) Evaluation
 - a) Written and verbal feedback on teaching from a mentor and/or cohort member(s) using a variety of instruments that may include:
 - 1) Teaching / observation checklists
 - 2) T-charts
 - 3) Four Points observation sheet
 - 4) Video observation protocols
 - b) Feedback on a teaching portfolio or e-portfolio (using a rubric) that may include:
 - 1) Reflective paper
 - 2) Reading response
 - 3) Lesson plans
 - 4) Video of teaching
 - 5) Transcripts of teaching or post-observation conferences
 - 6) Samples of student work
 - c) Feedback on a written reflective paper highlighting relevant seminar context, teaching events, and insights in the process. (I used to be X..., and now I am Y....)
 - d) Feedback on a reflective paper (above) to be published in a compilation of similar papers.
 - e) Feedback on a presentation at an on-campus conference at BMCC focusing on practical or theoretical issues in teaching (from the seminar), the proceedings of which will be archived (print or video) in a designated place on the BMCC website. The event may include:
 - 1) Presenting a poster (or video or something visual with/without audio)
 - 2) Giving a paper
 - 3) Doing a teaching demonstration
 - 4) Speaking on a panel
 - f) Feedback from faculty participants (Likert scale, narrative, etc.).
 - 2. Summative (Outcome) Evaluation
 - a) Evaluation of teaching portfolios, writing, and/or video using a rubric
 - b) Self-assessment of conceptual information from seminar
- C. Administration and Mentors – TBD
 - 1. Process (Formative) Evaluation
 - 2. Summative (Outcome) Evaluation

APPENDIX F

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
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FIVE-YEAR ENROLLMENT PROJECTIONS

TABLE 1: PROJECTED ENROLLMENT BY DISCIPLINE

DISCIPLINE	AVERAGE 3-YEAR FTE*	PROJECTED FTE ENROLLMENT						
		Fall 2011- 2013	Fall 2014**	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Projected Growth Rates***
ACC	584.1	499.8	504.8	509.8	514.9	520.1	Minimal Growth	Likely to lose students to new Forensic Accounting major
ACR	774.4	791.2	783.3	775.5	767.7	760.0	Moderate Decline	CUNY Start should begin to decrease numbers going forward
AFL	36.1	54.0	54.5	55.1	55.6	56.2	Minimal Growth	Cross-listed courses
AFN	148	149.9	151.4	152.9	154.4	156.0	Minimal Growth	Cross-listed courses
ANT	105.9	212.8	214.9	217.1	219.2	221.4	Minimal Growth	Cross-listed courses
ART	523.3	398.9	410.9	423.2	435.9	449.0	Minimal Growth	New Program Fall 2015: Art Foundations
ASN	24.3	26.8	27.1	27.3	27.6	27.9	Minimal Growth	Cross-listed courses
AST	139.4	185.7	191.3	197.0	202.9	209	Minimal Growth	Popular entry-level science course/STEM incentives
BIO	722.3	720.5	756.5	794.4	834.1	875.8	Strong Growth	Over 300 students wait-listed
BTE	2.7	4.3	4.5	4.7	5.0	5.2	Strong Growth	New Program: Biotechnology
BUS	519.8	540.4	545.8	551.3	556.8	562.3	Minimal Growth	Increase due to large 2014 Freshmen enrollment; should stabilize going forward

CED	54.5	48.8	49.3	49.8	50.3	50.8	Minimal Growth	Includes internships and career planning class
CHE	399.6	567.2	584.2	601.7	619.8	638.4	Moderate Growth	STEM incentives; more sections opened Fall 2014
CHI	63.5	65.4	66.1	66.7	67.4	68.1	Minimal Growth	
CIS	350.8	329.7	333.0	336.3	339.7	343.1	Minimal Growth	
COM	15.3	36.0	37.8	39.7	41.7	43.8	Strong Growth	New Program: Communications
CRJ	362.0	502.2	517.3	532.8	548.8	565.2	Moderate Growth	Dramatic growth expected to slow
CRT	96.9	222.6	229.3	236.2	243.2	250.5	Moderate Growth	Cross-listed courses
CSC	106.6	187.4	193	198.8	204.8	210.9	Moderate Growth	Relevant for new GIS major
ECE	163.5	167.6	172.6	177.8	183.1	188.6	Minimal Growth	Greater demand due to universal Pre-K in NYC
ECO	267.7	304.2	307.2	310.3	313.4	316.6	Minimal Growth	Cross-listed courses
EDB	6.1	5.9	6.0	6.0	6.1	6.1	Minimal Growth	
EDS		1.4	1.4	1.5	1.5	1.6	Moderate Growth	New Program: Secondary Education for Science & Math
EDU	30.1	37.9	38.3	38.7	39.0	39.4	Minimal Growth	
EMC	35.1	40.6	41.0	41.4	41.8	42.2	Minimal Growth	
ENG	2634.9	2806.2	2834.3	2862.6	2891.2	2920.1	Minimal Growth	Increase due to large 2014 Freshmen enrollment; should stabilize going forward
ESC	16.9	18.1	18.6	19.2	19.8	20.4	Moderate Growth	STEM incentives
ESL	591.0	432.0	427.7	423.4	419.2	415.0	Moderate Decline	Large decrease in enrollment continues; needs further analysis.
FNB	51.9	55.6	55.0	54.5	53.9	53.4	Moderate Decline	Increase due to large 2014 Freshmen enrollment; should stabilize going forward

FRN	170.5	182.9	184.7	186.6	188.4	190.3	Minimal Growth	
GEO	46.6	56.4	58.1	59.8	61.6	63.5	Moderate Growth	New GIS-related courses
GIS		1.3	1.3	1.4	1.4	1.5	Moderate Growth	New Program: Geographic Information Systems
HED	534.1	452.7	475.3	499.1	524.1	550.3	Strong Growth	New Programs: Community Health and planned Public Health and School Health Education
HIS	259.9	312.2	315.3	324.8	334.5	344.6	Moderate Growth	Proposed History major; also includes cross-listed courses
HIT	52.6	50.3	50.8	51.3	51.8	52.3	Minimal Growth	
HUM	175.1	181.4	179.6	177.8	176	174.3	Moderate Decline	Likely to lose enrollment with new Community/Public Health majors
ITL	150.9	151.6	153.1	154.6	156.2	157.8	Minimal Growth	Enrollment grew with increasing Hispanic population; should stabilize going forward
LAT	105.6	110.1	113.4	116.8	120.3	123.9	Moderate Growth	Cross-listed courses
LIN	46.9	38.4	38.8	39.2	39.6	40.0	Minimal Growth	Cross-listed courses
MAR	166.8	180.2	182.0	183.8	185.7	187.5	Minimal Growth	Increase due to large 2014 Freshmen enrollment; should stabilize going forward
MAT	3321.3	3765.1	3727.4	3690.2	3653.3	3616.7	Moderate Decline	Increase due to policy change on MATH 1 cut score leading to increased enrollment in MAT 12 (6 hour course), plus larger incoming group for Fall 2014; improved pass-rates expected to reduce repeats
MES		156.4	164.2	172.4	181.1	190.1	Strong Growth	New courses for Liberal Arts Pathway

MMA	30.6	52.6	54.2	55.8	57.5	59.2	Moderate Growth	Revisions to programs within major
MMP	118.1	105.4	104.3	103.3	102.3	101.2	Moderate Decline	Shifts to other courses within major
MUS	225.3	296.3	299.3	302.3	311.3	320.7	Moderate Growth	Proposed Music major
NUR	220.8	172.5	174.2	176.0	177.7	179.5	Minimal Growth	Program should stabilize
OFF	45.5	11.0	0.0	0.0	0.0	0.0	Strong Decline	Program discontinued
PHI	152.7	221	223.2	225.4	227.7	230	Minimal Growth	Cross-listed courses
PHY	236.9	303.1	312.2	321.6	331.2	341.1	Moderate Growth	
POL	303.2	302.8	305.8	308.9	312	315.1	Minimal Growth	Cross-listed courses
PSY	777.5	833.2	841.5	849.9	858.4	867.0	Minimal Growth	
RTT	91.6	87.9	88.8	89.7	90.6	91.5	Minimal Growth	
SBE	20.2	26.5	27.3	28.1	29.0	29.8	Moderate Growth	Growing interest in small business
SCI	39.5	41.5	41.9	42.3	42.8	43.2	Minimal Growth	
SOC	485.1	564.2	569.8	586.9	604.5	622.7	Moderate Growth	Proposed Sociology major; includes cross-listed courses
SPE	1004.7	1126.4	1137.7	1149	1160.5	1172.1	Minimal Growth	Increase due to large 2014 Freshmen enrollment; should stabilize going forward
SPN	725.5	686.5	693.4	700.3	707.3	714.4	Minimal Growth	
THE	102.1	129.3	130.6	131.9	133.2	134.6	Minimal Growth	Increase due to large 2014 Freshmen enrollment; should stabilize going forward
TTA	4.7	5.6	5.7	5.7	5.9	6.1	Moderate Growth	Discussion of revisions to program
VAT	111.8	68.2	67.5	66.8	66.2	65.5	Moderate Decline	

TABLE 2: TOTAL PROJECTED ENROLLMENT

	AVERAGE 3-YEAR FTE*	PROJECTED FTE ENROLLMENT					
		Fall 2011- 2013	Fall 2014**	Fall 2015	Fall 2016	Fall 2017	Fall 2018
TOTAL	18,535.6	20,086.1	20,278.7	20,507.5	20,751.0	21,003.5	Expected improvements in retention
% of Prior Year		109%	101%	101%	101%	101%	
% Annual Growth		9.3%	1.0%	1.1%	1.2%	1.2%	

TABLE 3: CONTINUING EDUCATION PROJECTED ENROLLMENT

FTE ENROLLMENT	PROJECTED FTE ENROLLMENT					
	Fall 2013	Fall 2014**	Fall 2015	Fall 2016	Fall 2017	Fall 2018
2,597.0	2,743.2	2,825.5	2,910.3	2,997.6	3,087.5	Moderate Growth

TABLE 4: OTHER SPACE CONSIDERATIONS – PROJECTED ENROLLMENT FOR ADDITIONAL PROGRAMS

PROGRAM	TIME REQUIREMENTS	PROJECTED FTE ENROLLMENT				
		Fall 2014**	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ACE (ASAP)	Assumes 1 hour per week	200	380	600	650	700
FLA	Assume 11 times per semester	325	358	393	433	476
FYE	Assume 4 hours per semester	1,125				
	FLAT GROWTH FTE ESTIMATE	18,400.0	18,400.0	18,400.0	18,400.0	18,400.0
	Difference	1,686.1	1,878.7	2,107.5	2,351.0	2,603.5

NOTES

* **Average 3-Year FTE:** Average FTE enrollment of following semesters: Fall 2011, Fall 2012 and Fall 2013

** **Fall 2014:** Estimated Fall 2014 FTE based on data in CIBL as of 9/26/2014

*** **Projected Growth Rates:** Reflects overall enrollment patterns over the course of the next 5 years

Minimal Growth: 1.0%

Moderate Growth: 3.0%

Strong Growth: 5.0%

Moderate Decline: -1.0%

Strong Decline: -3.0%

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
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APPENDIX G: COMPACT BUDGET PLAN 2014-2015

Mission 1 – Academic Excellence	
INITIATIVES FY 14-15	ALLOCATION
14 FULL-TIME FACULTY	541,188
PROJECTED INCREMENT FOR PSC	715,000
THE GROWTH AND ENHANCEMENT OF ACADEMIC PROGRAMS	
College Lab Technician (CLT)	37,538
EDUCATING TEACHERS	98,168
(3 E-Learning Specialists)	61,801
	40,874
FACULTY DEVELOPMENT	
• TEACHER ACADEMY (Stipends for 10 Master Teachers and 25 Participants) Books and materials	33,335
	25,000
• TARGETED TRAINING FOR 18 ACADEMIC DEPARTMENTS	96,500
• CENTER FOR EXCELLENCE IN TEACHING AND SCHOLARSHIP (CETLS) Stipends for 15 faculty projects 200 stipends for adjunct training Books and materials	50,850
	56,500
	10,000
• OTHER SUPPORT FOR FACULTY WRITING ACROSS THE CURRICULUM (WAC) SUPPLEMENTAL TRAVEL FUND FOR FACULTY	92,717
	50,000
MAINTAINING & UPGRADING STEM EQUIPMENT	
• Replacement of Training Laptop for Nursing Lab	3,000
• Core Research Facilities Maintenance	100,000
• Upgrading Allied Health Department Equipment	80,000
EXPANDING LEARNING ACADEMIES	
• 2 Senior Advisors (\$48,382 each)	96,764
• 1 Office Assistant	25,025
• Office Supplies and Materials	10,000
EXPANDING INTERNSHIPS	
• 1 DIRECTOR	70,904
• 1 ASSISTANT DIRECTOR	40,874
TOTAL MISSION 1-ACADEMIC EXCELLENCE	2,336,037

Mission 2 – Maintain Integrated System/Facilitate Articulation	
INITIATIVES FY 14-15	ALLOCATION
ACADEMIC ADVISING <ul style="list-style-type: none"> • Study Abroad Coordinator • 2 Assistant Registrars (1@ \$55,331 & 1 @ \$82,421) for CUNYFirst Duties 	62,205 137,752
INTEGRATED SYSTEMS <ul style="list-style-type: none"> • 2 Testing Coordinators (Evening/Weekend) • Evaluation of Enrollment Management 	76,744 50,000
CAREER SERVICES MBTI Assessment Tool	10,000
COUNSELING Counselor (Asst. or Assoc. Director)	77,220
ATHLETICS <ul style="list-style-type: none"> • Maintenance of Equipment • New Equipment • Buses • Coaches, Referees, Lifeguards • Officials 	5,000 5,000 40,000 76,080 23,710
STUDENT HEALTH SERVICES <ul style="list-style-type: none"> • Nurse Coverage – Temp Nurse Services • Vaccines for Students 	35,000 40,000
SINGLE STOP <ul style="list-style-type: none"> • Operating Expenses for the Program • Single Stop Coordinator 	3,000 48,382
TOTAL MISSION 2 – MAINTAIN INTEGRATED SYSTEMS FACILITATE ARTICULATION	690,092

Mission 3 – Expanding Access	
INITIATIVES FY 14-15	ALLOCATION
EXPANDING ACCESS – ACADEMIC AFFAIRS <ul style="list-style-type: none"> • Funding for Black Male Initiative • Access to Quantway Platform • Summer Developmental Math Academy • Expand Supplemental Instruction Math 051 • Provide Placement Test Prep Workshops • Expand Workshops for Repeaters 	30,000 60,000 5,000 56,500 5,000 113,000
COLLEGE READINESS <ul style="list-style-type: none"> • Student Leadership Training • Student Ambassador Staff (Part-time college assistants) • Student Navigators Staff (Part-time college assistants) 	35,000 37,290 79,100
STUDENT SERVICES <ul style="list-style-type: none"> • Hobsons Communication Manager • International Admissions Counselor Coordinator • Student Mentoring (35 college assistants -6hrs/per wk) • OTPS for Mentoring Program • Moneyworks Assessment Program • Welcome Ctr & Live Chat (8 college assists , 20hrs/per wk) 	68,640 62,178 94,920 10,000 10,000 72,320
SERVICES FOR STUDENTS WITH DISABILITIES Tutors, mentors, readers & note-takers (3 part-time college assistants)	63,280
VETERANS' SERVICES <ul style="list-style-type: none"> • Funding for CUNY PROVE (Part-time college assistant) • OTPS for Veterans Resource Center 	27,120 4,500
INDIVIDUAL COLLEGE PROGRAMS <ul style="list-style-type: none"> • Admission Direct Admit Coordinator • Admission Transfer Coordinator • Admission Coordinator/Recruiter • 2 International Students Specialist (\$41,470 each) 	41,470 41,470 35,035 82,940
TOTAL MISSION 3 – EXPANDING ACCESS	1,034,763

Mission 4- Remaining Responsive to The Urban Community	
INITIATIVES FY 14-15	ALLOCATION
RESPONSIVE TO URBAN COMMUNITY Conference and Speakers Series	85,000
DEVELOPMENT <ul style="list-style-type: none"> • Art Center Director • Conference Center Director • Director of Development • Manager of Alumni Relations/Events 	20,497 17,160 110,934 99,450
SUSTAINABILITY EFFORTS	
MAINTAINING, UPGRADING/IMPROVING FACILITIES INFRASTRUCTURE Unfinished Renovation Projects from FY 14	210,538
<ul style="list-style-type: none"> • Replacement of Obsolete Federal Pacific Switches • Replacement of Knotty Pine Benches in 199 Corridors, Library & LRC • Replacement of Glass Storefronts at West St Loading Dock, 1 South, 2nd Floor Café, 3rd Floor Plaza • Upgrade HVAC to Hudson Room Glass Curtain Walls • Augment HVAC to Childcare Center • Upgrade 10 MCC Panels • Install Variable Frequency Drives to Air Handling Units • Install Benches at Murray Street • Install Metal Walk off Mats at Murray Street • Upgrade Heating System for 2nd Floor at Murray Street • Installation of Window Fan Coil Units • Professional Engineer 	125,000 165,000 201,083 35,000 45,000 150,000 487,750 135,000 250,000 450,000 900,000 47,667
INFORMATION MANAGEMENT SYSTEMS UPGRADE <ul style="list-style-type: none"> • Mobile APP Murray Street • Mobile Charging Stations with Illumination • ID Management Simplification & Integration for Real Time Status • Data Center at Fiterman Hall for More Security Access Control • SIP Gateways • Classroom Labs Support 	35,000 25,000 20,000 25,000 30,000 30,030
SUPPORT FROM PRIOR YEAR PROJECTS <ul style="list-style-type: none"> • SecureLogix • RFID • Project Management for DAS, Camera Assessment & Visitor Management Integration with Self-Service Kiosk 	30,000 25,000 35,000
TOTAL MISSION 4 – REMAINING RESPONSIVE TO THE URBAN COMMUNITY	3,790,108

Total Master Plan Targeted College Priorities	7,851,000
STUDENT FINANCIAL ASSISTANCE INITIATIVE	
<ul style="list-style-type: none"> • Assistance with Acquisition of Text Books --Library • Tuition Waivers –Financial Aid • Federal Work Study Program Enhancement—Financial Aid • Veterans’ Emergency Loans—Financial Aid 	<p>331,000</p> <p>275,000</p> <p>297,000</p> <p>33,000</p>
TOTAL STUDENT FINANCIAL ASSISTANCE INITIATIVE	936,000
TOTAL COMPACT INVESTMENT PROGRAM	8,787,000

LED 2

<u>BUDGET ALLOCATION AND REVENUE</u>	<u>FY 2010 Actual</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Actual</u>	<u>FY 2014 anticipated</u>
Tuition Revenue Target	\$ 67,660,000	\$ 71,702,000	\$ 81,722,000	\$ 89,473,000	\$ 97,054,300
Tuition Revenue Collected	\$ 67,885,800	\$ 74,575,000	\$ 84,346,800	\$ 92,576,600	\$ 96,179,300
Actual Enrollment FTE	16,647	17,135	18,209	18,564	17,853
Total Base Budget Initial Allocation (includes Compact)	\$ 103,242,964	\$ 102,970,290	\$ 111,119,600	\$ 120,039,043	\$ 134,861,247
Total Additional Allocations	\$ 10,823,936	\$ 11,492,710	\$ 8,869,700	\$ 11,458,457	\$ 11,996,953
Tuition Revenue over/(under) the Target	\$ 225,800	\$ 2,873,000	\$ 2,624,800	\$ 3,103,600	(875,100)
TOTAL BUDGET ALLOCATION (LED2)	\$ 114,292,700	\$ 117,336,000	\$ 122,614,100	\$ 134,601,100	\$ 145,983,100
<u>EXPENDITURES</u>					
Full Time Personnel Services (PS)	61,955,600	62,760,100	64,162,900	72,636,500	78,726,500
Adjuncts	19,476,200	20,702,500	21,556,500	21,565,200	18,877,800
Temp Services	5,028,900	4,865,200	5,097,900	5,207,200	5,812,400
TOTAL Personnel Services Expenditures	86,460,700	88,327,800	90,817,300	99,408,900	103,416,700
OTPS w/o bldg. rentals	15,944,713	14,539,613	17,252,956	20,107,313	22,990,717
Emergency and Critical Maintenance Projects					3,800,000
Building Rentals	11,062,387	11,596,987	11,427,744	11,521,987	11,762,983
TOTAL Other Than Personnel Services Expenditures	27,007,100	26,136,600	28,680,700	31,629,300	38,553,700
TOTAL EXPENDITURES (LED2)	113,467,800	114,464,400	119,498,000	131,038,200	141,970,400
YEAR-END BALANCE	824,900	2,871,600	3,116,100	3,562,900	4,012,700

Borough of Manhattan Community College

COMPREHENSIVE PLAN TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Initial Plan Completed 6/19/2007

Revised 9/30/2014

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Borough of Manhattan Community College Comprehensive Plan to Assess Institutional Effectiveness and Student Learning

I. Introduction

A. Overview

Student learning and development is central to BMCC's purpose as an institution of higher education. Over the years the College has engaged in evaluative processes at every level to ensure that its students attain the knowledge, skills and attitudes necessary for a successful realization of their academic, personal and career goals. The plan for the assessment of student learning presented in this document builds upon and adds to these existing practices in order to develop an assessment program capable of demonstrating the effectiveness of the full array of BMCC's programs and services.

The plan has been designed with the following aims:

- To foster among the College's constituents a clear understanding of the broad context in which assessment occurs and the roles they play as participants and practitioners of assessment;
- To establish a coordinated set of centralized and decentralized activities that allow assessment to be conducted consistently in a systematic, on-going and sustainable fashion;
- To furnish practical guidance on the creation and implementation of plans to assess student learning and educational/administrative support services at the course, unit, department/program and institutional levels;
- To formulate assessment strategies for those goals for which evidence of achievement does not already exist; and,
- To make certain that assessment results are disseminated and used effectively and appropriately to improve teaching and learning and to inform planning and resource allocation decisions.

B. Mission Statement

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

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

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

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

Borough of Manhattan Community College Comprehensive Plan to Assess Institutional Effectiveness and Student Learning

- To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.
- To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and the workplace.
- To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- To provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.
- To promote multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.
- To prepare liberal arts and career students for transfer to four-year colleges.
- To prepare students in career programs for employment and career mobility.
- To encourage lifelong learning independent of degree programs.
- To enhance cultural, recreational and social life of the community.
- To maintain a governance structure that facilitates the participation of faculty, administrators, and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

C. Institutional Effectiveness Defined By Mission

BMCC's mission defines the scope of the college's endeavors as part of the CUNY system, and, as such, is closely aligned with CUNY's mission. At the same time, BMCC's mission presents a guiding statement of purpose and a declaration of core values that are quite distinctly the College's own. As befits BMCC's role as one of the nation's largest urban community colleges, the mission describes a broad array of programs and services that speak to a wide constituency and stretch far beyond the physical campus. The eleven goals that accompany the mission help to bring concreteness to the mission's more broadly stated aims.

Together, the college's mission and goals statement provide the standard by which the college is expected to measure itself. "The effectiveness of an institution rests upon the contribution that each of the institution's programs and services make toward achieving the goals of the institution as a whole." [Middle States Commission (2006). *Characteristics of Excellence*, 12th edition, p. 25]. This assessment plan addresses the need for an overall evaluation of BMCC's educational effectiveness by focusing on the measurement of intended outcomes at the institutional, department/program, unit and course levels that support the college's mission and goals and demonstrate a collective commitment to its values.

Student learning lies at the core of BMCC's mission and thus constitutes the main focus of the college's assessment efforts. "The student is the primary beneficiary of an institution's educational mission, and the success of an institution or a program is best measured by the success of its students during and after their enrollment in an institution's programs." [Middle States Commission (2006). *Characteristics of Excellence*, 12th edition, p. 31]. Therefore, how well the college achieves "the improvement of overall educational quality and the enhancement of teaching and learning" will be the most important measure of its institutional effectiveness. [Middle States Commission (2006). *Characteristics of Excellence*, 12th edition, p. 66].

**Borough of Manhattan Community College
Comprehensive Plan to Assess Institutional Effectiveness and Student Learning**

II. Assessment Philosophy

A. Definitions of Assessment

Among the many definitions of assessment to be found in the substantial literature on the subject, the following definitions have attained almost ‘classic’ standing among assessment practitioners and have been adopted by many institutions. These statements are informative as an introduction to the assessment process and also in agreement with BMCC’s goals for the assessment of student learning.

- 1) Assessment can be described as “the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” [Marchese, T. (1987). *AAHE Bulletin #40*, p. 3; quoted in Palomba, C. & Banta, T. (1999) *Assessment Essentials*, p. 8.]
- 2) “Assessment is an ongoing process aimed at understanding and improving student learning. It involves:
 - making our expectations explicit and public;
 - setting appropriate criteria and high standards for learning quality;
 - systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and
 - using the resulting information to document, explain, and improve performance.

When it is embedded effectively within larger institutional systems, assessment can help us:

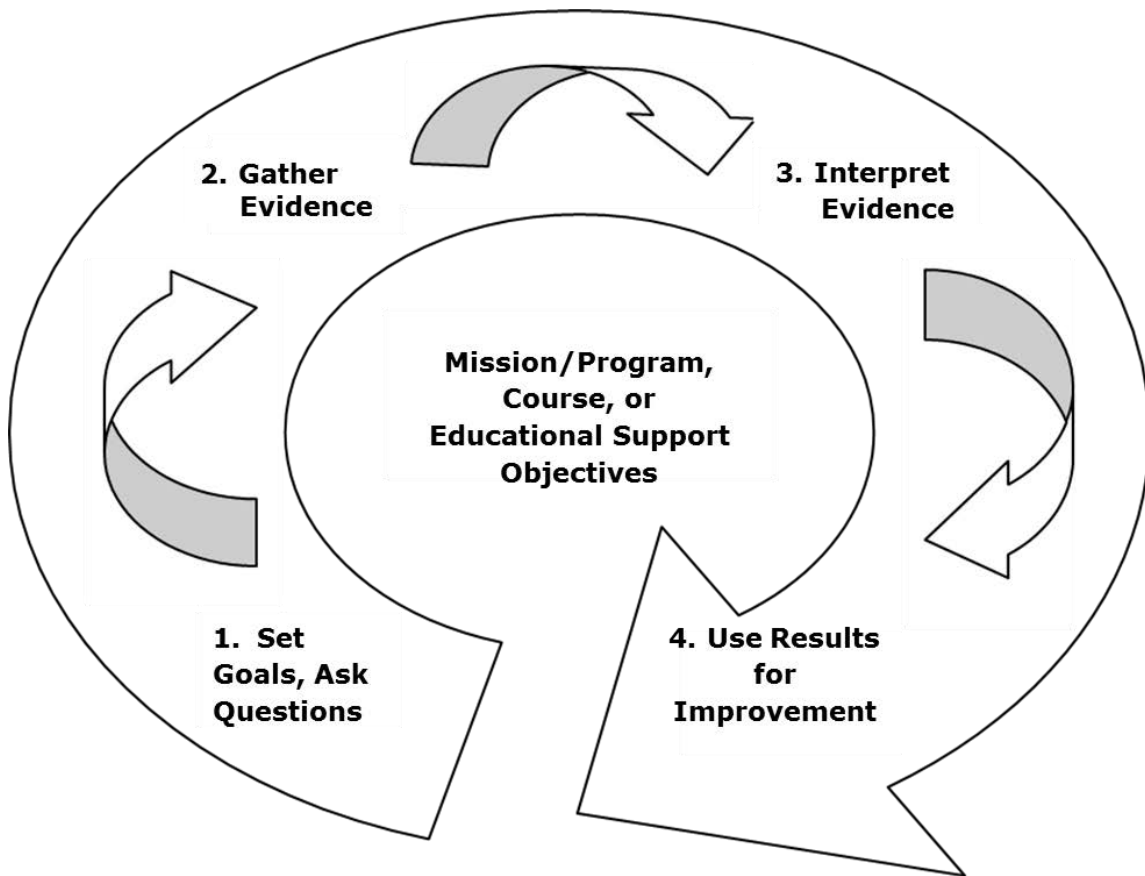
- focus our collective attention,
 - examine our assumptions, and
 - create a shared academic culture dedicated to assuring and improving the quality of higher education.” [Angelo, T. A. (1995). “Reassessing (and Defining) Assessment.” *AAHE Bulletin #48*, p. 7]
- 3) More specifically, assessment “is a process of
 - **setting goals** or asking questions about student learning and development;
 - **gathering evidence** that will show whether these goals are being met;
 - **interpreting the evidence** to see what can be discovered about students’ strengths and weaknesses; and then actually
 - **using those discoveries** to change the learning environment so that student performance will be improved.

Then the cycle begins again: interventions are checked to see whether they worked, and/or new questions about learning are addressed.” [Wright, B. D. (2004). “More Art Than Science: The Postsecondary Assessment Movement Today.” *Elements of Quality Online Education*, p. 185.]

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B. The Assessment Cycle or “Loop”

Assessment can be seen as a recurring process of inquiry and improvement in which clearly articulated student learning outcomes and program or unit goals that support aspects of the institutional mission are measured against pre-established performance criteria. Assessment results may meet or exceed expectations, fall short in some way, or uncover unanticipated learning or unexpected outcomes. Disparities between performance expectations and actual assessment results form the basis for dialogue and possible action. When the results of assessment activities are used to bring about improvement in teaching or learning or in student support or administrative services, it is described as “closing the loop”. The cycle then begins anew either to assess different outcomes or to check to see if the changes implemented as a result of earlier assessments have achieved the intended results. The cyclic nature of this process is illustrated by the diagram that follows:



The center of this diagram highlights the intersection between student learning assessment and institutional effectiveness. This interrelationship forms the core of BMCC’s assessment philosophy. Step four in this cycle does not simply terminate in course level change but often leads to departmental and ultimately institutional response and improvements. Conversely, departmental and institutional changes resulting from assessment may lead to course level response and improvements. In other words, "closing the loop" involves both “top-down” and “bottom-up” co-responsiveness across the various levels of assessment (see Section IV-A

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“Levels of Assessment” below).

C. Assessment Rationale

- 1) **Assessment for Improvement** – The principal reason for the college to undertake an outcomes assessment program is to determine how well it is accomplishing its mission and goals:
 - Are students being taught what they need to know?
 - Are they actually learning what they are being taught?
 - What role has the college and its programs played in student growth and development?
 - How can the college better identify and address students’ academic and developmental needs and enhance their overall success?
 - How can the college improve the quality of its academic and co-curricular programs and services?

Assessment can help shed light on these and similar questions. “Assessment promotes self-reflection and evidence-based thinking about teaching and learning and student growth.” [Volkwein, J. F. (2003). “Implementing Outcomes Assessment on Your Campus.” *Research and Planning E-Journal*, p. 6.] Assessment has been likened to a form of “action research” in which the college periodically examines its programs and services to affirm what it is doing well and takes action to strengthen those areas that fall short of expectations. “Much of the value of assessment comes from the systematic way it makes educators question, discuss, share, and observe. As a result, assessment contributes greatly to the understanding of what educators do and to the choices they make about future directions for their work.” [Palomba, C. & Banta, T. (1999) *Assessment Essentials*, p. 329] The information gained from this form of self-study also serves as compelling evidence to support and inform decisions concerning program planning, service enhancements and resource allocations.

- 2) **Assessment for Accountability** – As a publicly funded community college, BMCC must satisfy the expectations of a diverse constituency consisting of, among others, governing boards, governmental agencies, legislators, politicians, business leaders, public and private financial supporters, and current and prospective students and their families. It must respond to pressure from these constituencies to demonstrate that what the college produces justifies the public’s considerable investment. The assessment process forces the college to define for itself exactly what makes up a quality education at BMCC, how to assess that quality, and how to use the resultant data to communicate its value in a powerful and convincing way.
- 3) **Assessment and Accreditation** – In January 2002, the Middle States Commission on Higher Education revised the standards that institutions of higher education must meet for accreditation. The revised standards, found in the publication *Characteristics of Excellence in Higher Education* (2002, revised 2006), place increased emphasis on outcomes assessment both for ensuring institutional effectiveness [Standard 7] and continuous improvement of teaching and learning [Standard 14]. The standards are scheduled for another revision in fall 2014. “The fundamental question asked in the accreditation process is, ‘Is the institution fulfilling its mission and achieving its goals?’ This is precisely the

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question that assessment is designed to answer, making assessment essential to the accreditation process.” [Middle States Commission (2006). *Characteristics of Excellence*, 12th edition, p. 26]. Similarly, assessment is required by the external agencies that accredit the college’s nursing, respiratory therapy, health information technology and paramedic programs.

D. Assessment Principles

- 1) **Purpose of assessment** – The ultimate aim of all assessment is to bring about the improvement of student learning, even when certain institutional goals and objectives not tied directly to particular academic courses or programs, but which may impact teaching and learning, are being assessed.
- 2) **Ask relevant questions** – Assessment should seek answers to important questions directly related to and flowing from the college’s mission and goals, or from its academic or educational support programs and their goals. If the questions asked do not have relevance and significance to the participants, the assessment effort becomes a wasted exercise failing to yield useful results. The focus should be on questions that matter so that, for the time and effort expended, the maximum benefits can be gained.
- 3) **Faculty/staff ownership** – Assessment should be shaped and guided by a broad cross-section of faculty and staff, with administration and administrative processes providing essential support. The faculty of each academic program, given their accountability for the curriculum, and the staff of the academic and student support service units, given their accountability for the delivery of their respective services, shall have the primary responsibility for the planning, implementation, and maintenance of assessment activities. However, it is the responsibility of all faculty, staff, students and administrators to participate in assessment activities and facilitate the collection, evaluation and use of assessment data.
- 4) **An on-going sustainable process** – Assessment should be a systematic and on-going process of self-examination and reflection that uses the data collected to support continuous, incremental improvements in programs and services. If invoked only sporadically and only to satisfy external requirements, it may have a short-term impact, but no long-lasting effects.
- 5) **Focus on key goals** – Not every program goal or learning outcome need be assessed in every year or semester. The focus at first should be on several key goals in each program, unit or curriculum. Provisions for assessing other goals can be made in future assessment cycles. Limiting the number of outcomes assessed in a single assessment cycle will ensure that the process doesn’t become unduly taxing or unwieldy.
- 6) **Simplicity** – Assessments should be time efficient and cost effective. Appropriate sampling techniques should be used to produce valid results without adding unnecessarily to faculty and staff workloads. Likewise, assessment data may be used to answer more than one question. For example, data collected at the course level may help inform academic program planning. Finally, assessments should build upon measures already in place introducing new or refined measures when found necessary.

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- 7) **Multiple methodologies** – Multiple methods should be used to assess achievement of each goal because there is no one perfectly accurate measurement tool or strategy. For example, student test results, when combined with student responses to a survey and enhanced by information culled from the student database, may take on a different and perhaps richer significance than when looking at any of these measures in isolation. Using multiple kinds of assessments is especially important in course level assessment because no one student performs equally well on all of them. A variety of methods gives students more than one chance to demonstrate learning attainment.
- 8) **Effective communication** – Assessment results should be shared with all concerned parties through effective reporting that makes the information optimally useful to its intended audiences. Results should be reported so that they “tell an important, coherent, interesting story” with clarity, brevity, and relevance for its intended audiences. [Suskie, L. (2004) *Assessing Student Learning*, p. 284]
- 9) **Use of assessment results** – Assessment information should be used to help faculty and administrators make appropriate decisions about improving academic programs and support services, allocating resources, developing institutional goals and implementing strategies to achieve them.
- 10) **Confidentiality of assessment data** – The college will use assessment results in the aggregate to measure student learning and program effectiveness over time. The raw non-aggregated data collected for assessment shall remain confidential; it may not be used by the college to evaluate individual faculty, staff, students, courses or course sections.
- 11) **Assessing the assessment process** – A peer review of assessment policies and procedures will be conducted periodically to gauge the impact ongoing assessment has on the teaching and learning process and to make improvements or adjustments in assessment methods and strategies.

III. Campus Roles & Responsibilities in Assessment

Assessment is a college-wide effort undertaken to improve its educational programs and services, and enhance student learning and development. The following describes the roles played by the assessment program’s principal constituents:

Students

- Take an active role in learning
- Participate fully in assessment activities in the classroom
- Develop self-assessment skills
- Work with faculty as partners in learning

Faculty

- Incorporate assessment in the early stages of instructional planning
- Use assessment tools to identify student learning needs
- Contribute to the effective implementation of course and curricular changes based on assessment results

**Borough of Manhattan Community College
Comprehensive Plan to Assess Institutional Effectiveness and Student Learning**

Staff

- Help foster optimal campus learning environment with appropriate student support services
- Provide student learning opportunities and experiences outside the classroom
- Assist faculty in developing effective assessment strategies
- Serve on college assessment committees and participate in assessment activities

Department Chairs/Unit Directors

- Support faculty and staff in the development of effective assessment techniques
- Work with faculty and staff to develop and assess program and course outcomes
- Coordinate department/unit efforts in creating and implementing program or department/unit assessment plans
- Use outcome assessment data to support curriculum review and service improvements
- Collect and organize input from faculty and staff for department or unit reports

BMCC Assessment Committee

- Gathers and reviews information on assessment at the institutional, program and course levels, including for General Education
- Develops and monitors implementation of the Assessment Plan
- Works with academic departments and administrative units in the development and implementation of departmental, unit and divisional assessment plans
- Reviews and approves assessment reports and facilitates college-wide discussions of specific assessment findings

Director of Assessment

- Serves as a resource for committees engaged in outcomes assessment and planning activities
- Assists faculty and staff in developing outcomes assessment plans
- Conducts assessment training workshops for faculty and staff
- Collects, reviews, and analyzes assessment reports from faculty and staff
- Monitors progress on outcomes assessment and program reviews, and issues periodic reports
- Designs and coordinates institutional effectiveness assessments in response to external evaluators and for reaccreditation

Director of Institutional Research and Assessment

- Leads the collection, analysis and reporting of data in support of the Assessment Plan
- Serves as a resource for faculty and staff engaged in outcomes assessment

Dean for Academic Programs and Instruction

- Coordinates academic program and general education assessment activities with the academic program review process

Dean for Institutional Effectiveness and Strategic Planning

- Leads institutional strategic planning and related assessment

Borough of Manhattan Community College Comprehensive Plan to Assess Institutional Effectiveness and Student Learning

Senior Vice President of Academic Affairs/Provost

- Insures that academic and unit assessment plans and activities are in alignment with the Assessment Plan, strategic priorities and CUNY initiatives

President

- Provides leadership and resources to allow the implementation of effective assessment strategies

IV. Contexts for Assessment at BMCC

A. Levels of Assessment

- 1) **Institutional Level** – Assessment is conducted at the institutional level to document the achievement of the college’s mission and goals; that is, to gather information that demonstrates in a quantifiable way how well and to what degree the college is achieving its stated aims. Institutional assessment is a centralized activity usually initiated by the college’s senior management and coordinated or carried out by a college committee in conjunction with the Offices of Institutional Research and Assessment.
- 2) **Program or Department/Unit Level** – Assessment is conducted at the program or department/unit level to learn how well students in each academic program are achieving that program’s learning objectives, including the general education program. In addition, each educational and student support services area, as well as each administrative unit, carries out assessments not only to gauge their success in meeting administrative, academic or student support objectives but to ensure that these objectives remain in alignment with the college’s mission and goals and with University targets. Assessment at the program/department or unit level is decentralized to the particular academic department or administrative unit responsible for the program or service being assessed. The information is gathered and utilized primarily by the academic department or administrative unit conducting the assessment for making improvements in the program or service. Responsibility for academic program/department assessment planning and implementation rests with the department chairs and their faculty with the administration providing support and resources. Assessment in the administrative units and the academic and student support services areas is the responsibility of the unit directors and their staffs.
- 3) **Course Level** – Course level assessment produces most of the direct evidence of student attainment of intended learning outcomes. “Tangible examples of student learning, such as completed tests, assignments, projects, portfolios, licensure examinations, and field experience evaluations, are direct evidence of student learning. Indirect evidence, including retention, graduation, and placement rates and surveys of students and alumni, can be vital to understanding the teaching-learning process and student success (or lack thereof), but such information alone is insufficient evidence of student learning unless accompanied by direct evidence. Grades alone are indirect evidence...but the

Borough of Manhattan Community College Comprehensive Plan to Assess Institutional Effectiveness and Student Learning

assignments and evaluations that form the basis for grades can be direct evidence if they are accompanied by clear evaluation criteria [such as test blueprints or scoring rubrics] that have a demonstrable relationship to key learning goals.” [Middle States Commission (2006). *Characteristics of Excellence*, 12th edition, p. 65] Assessment of student learning in individual courses is conducted by department faculty responsible for instruction in those courses.

B. Institutional Effectiveness and Student Learning Assessment

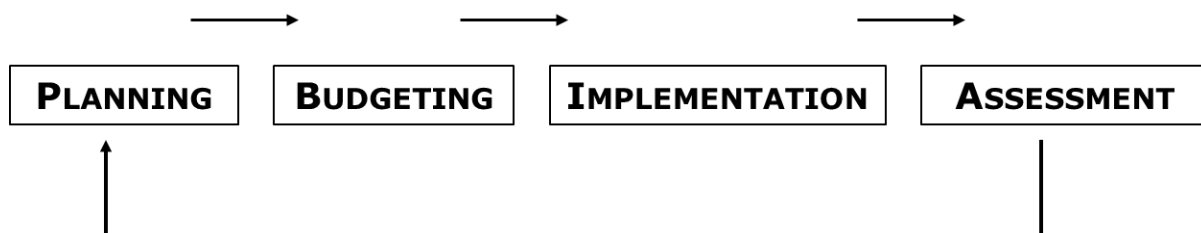
Student learning is essential to the college’s mission and makes up a major portion of its efforts to assess its institutional effectiveness. The assessment process collects and examines evidence of student learning to determine the degree to which there is congruence with the college’s stated educational goals and objectives. However, the college also includes as part of its mission other aims, including a variety of community service and job development activities as well as collaborative partnerships with New York City high schools and other organizations. Assessing institutional effectiveness involves assessing not only student learning but also each of these other aims.

C. Assessment and Planning

Information gathered through assessment activities must be included for review as part of the college’s ongoing planning processes. There are four principal reasons for this:

- “to determine if institutional and unit level mission and goals are being achieved,
- to understand why they have or have not been achieved,
- to evaluate whether institutional resources are being allocated and used in accordance with the priorities established by the institutional mission and goals, and
- to determine if the quality of resources allocated for the achievement of each institutional goal is appropriate.” [Middle States Commission (2006). *Characteristics of Excellence*, 12th edition, p. 6]

The following figure and accompanying explanation illustrate how assessment is an integral part of the college’s ongoing planning and budgeting process:



The college’s institutional (or strategic) plan may involve a variety of individual plans targeted to such areas as academic programs, enrollment management, technology, capital facilities, etc. Each

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individual plan develops specific short-term and long-range goals and objectives that are coordinated and prioritized according to the college's strategic plan, funding priorities and University imperatives. Assessment measures are included as an essential planning component of any proposed goal or objective. Once the implementation of these objectives is underway, assessment activities are undertaken to measure their achievement. The results of assessment are then used to inform subsequent planning so that initiatives can be coordinated, funding priorities established and operational budgets constructed on a firm and rational foundation of evidence.

V. Description of Planned Assessment Activities

The college undertakes many different assessment activities that, taken together, measure every aspect of the college's functioning and provide an assessment of its progress toward achieving its goals. Responsibility for achieving the college's goals is shared across units and divisions. Many inter-relationships exist between course level, program or unit level, and institutional assessment activities. An assessment activity may relate to multiple goals and multiple activities may be employed to address each goal. The map provided below identifies all major assessment activities and shows how each activity relates to the college goals.

Assessment Activities Mapped To College Goals

College Goals:

1. Provide higher education to a diverse urban constituency in support of CUNY's policy of open admissions;
2. Provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning;
3. Provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace;
4. Enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals;
5. Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society;
6. Promote multi-cultural awareness and understanding in our college community and respect for pluralism and diversity in our society;
7. Prepare liberal arts and career students for transfer to four-year colleges;
8. Prepare students in career programs for employment and career mobility;
9. Encourage lifelong learning independent of degree programs;
10. Enhance the cultural, recreational, and social life of the community;
11. Maintain a governance structure that facilitates the participation of faculty, administrators and students in the life of the college and encourages contributions and involvement by alumni and advisory groups;
12. [Provide resources, budget, facilities and administrative support to meet the needs of college's instructional programs, academic and student support services, and research and public service activities.]*

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Assessment Activities	College Goals											
	1	2	3	4	5	6	7	8	9	10	11	12
A. Institutional Effectiveness												
1. CUNY Performance Management Process	X	X	X	X	X	X	X	X	X	X		X
2. College Assessment Review Report	X	X	X	X	X	X	X	X	X	X	X	X
3. Institutional Research and Surveys	X	X	X	X	X	X	X	X	X	X		X
B. Academic Program Review			X		X		X	X				
C. Academic Program Learning Outcomes Assessment			X		X		X	X				
D. Basic Skills Program Assessment			X		X							
E. General Education Program Assessment					X		X	X	X			
F. Assessment of Other Programs and Initiatives												
1. Collaborative Programs					X				X			
2. Adult & Continuing Education					X				X			
3. Writing/Reading/Math Across the Curriculum					X		X	X	X			
4. Honors Programs		X		X	X		X	X	X			
5. Distance Learning					X		X	X	X			
G. Course Level Learning Outcomes Assessment			X		X		X	X	X			
H. Assessment of Academic and Student Support Programs and Services		X	X	X		X	X	X	X			
I. Administrative Unit Assessment												X

*The 12th goal was created by the Assessment Committee to allow for the assessment of budgetary and administrative support components which are not represented by the college's mission statement goals in their present form.

A. Assessment of Institutional Effectiveness

1. CUNY Performance Management Process Integral to BMCC's mission is the notion that the college's programs and services should align with CUNY's mission. CUNY envisions "an integrated university" able to provide a truly seamless education for all New Yorkers without regard to the particular campus (or campuses) the student may attend. CUNY's Performance Management Process (PMP) plays a key role in helping to bring about this vision by offering a comprehensive strategy for institutional renewal and establishing clear and measurable standards of accountability.

While BMCC defines its own mission, goals and objectives and works to achieve them independently, the University Chancellor sets annual CUNY-wide performance targets that the college must connect to its own goals. This is achieved in consultation between the Chancellor and the college's President who, working with senior administrative staff, takes into account the college's own mission and resources, its unique circumstances, and its performance in previous years. College targets must have sufficient rigor and be in alignment with University priorities and plans.

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The college prepares two PMP reports each year that are submitted to the Chancellor: one details the college's achievements in meeting the previous year's performance targets; the other specifies the targets for the coming year. These reports are organized around several broad goals and a number of objectives put forth by the Chancellor which may vary from year to year depending on the University's progress in realizing its master plan.

The University goals for academic year 2014-2015 follow:

1. Increase opportunities for students to be taught by full-time faculty.
2. Increase faculty scholarship and research impact.
3. Ensure that students make timely progress toward degree completion.
4. Increase graduation rates.
5. Improve student satisfaction with academic support and student support services.
6. Improve student satisfaction with administrative services.
7. Increase revenues.
8. Use financial resources efficiently and prioritize spending on direct student services.
9. Increase the proportion of full-time faculty from under-represented groups.

Additionally, goals were established by sector; those for CUNY's community colleges follow:

1. Create more efficient remediation pathways.
2. Prepare students for transfer to baccalaureate programs.
3. Increase (or maintain high) pass rates on professional licensure exams.

Colleges also identify three to five college focus area goals. Each goal has accompanying objectives, and specific annual university performance targets are set for each objective. Various performance indicators are used to measure the university's overall success in meeting its goals. Included among the performance indicators are commonly used measures of institutional effectiveness such as admissions and enrollment, retention, graduation and job placement rates, performance on licensure examinations, fund raising and the acquisition of grants. The university targets are used to formulate the college's annual performance targets which must then be approved by both the college's President and the University Chancellor. At the end of the cycle, the Chancellor reviews with the President the degree to which the College was able to meet each of its performance targets. In turn, the President reviews the year's performance with senior administrative staff using the results to set new goals and targets.

As part of the campus-based portion of this process, the college asks each of its departments and administrative units to formulate its own goals, objectives, and desirable outcomes making sure to take into consideration the annual goals of the college and the University. At the end of each academic year, each senior administrative officer submits an assessment of his/her division's achievements for the previous year and a proposed set of new goals for the upcoming year. Each department chair and unit director (or program coordinator) engages in this process by proposing goals and assessing the achievement of these goals within their respective units. In this way, each functional entity is continually operating within the context of clearly stated goals and is aware of the process by which it

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will be held accountable for the achievement of these goals. [See the Office of the Chancellor page at <http://www.cuny.edu> for more information and the most recent PMP results.]

2. BMCC Strategic Planning

Grounded in its mission, BMCC engages in a systematic strategic planning process informed by assessment results, emerging and established priorities, and the identified needs of external constituents. Through collaborative processes engaging faculty, staff and students, longer-term strategic priorities and related objectives are established, and specific activities or initiatives are designed to address the priorities and objectives within a given academic year. At the end of the academic year, the results of these activities and initiatives are assessed based on the timeline and milestones identified in their design. Strategic planning thus serves as a critical means of assessing institutional effectiveness relative to collaboratively determined priorities and objectives. BMCC's strategic plan aligns with targets established through the PMP process described above, ensuring that the college has defined a strategy to achieve the targets. For both PMP and institutional strategic planning, if targets aren't met, related activities or initiatives are redesigned.

The Dean for Institutional Effectiveness and Strategic Planning oversees this process, reporting to the Senior Vice President and Provost and through membership on the President's Cabinet. The Dean is responsible for developing and carrying out an interactive process that includes assessment, collaborative planning, budgeting and implementation. Additionally, the Dean is responsible for communicating the plan and annual results to the college community. This process further informs the President's annual State of the College address.

3. Institutional Surveys and Reports

The college undertakes many internal research projects addressing different aspects of institutional functioning through the Office of Institutional Research and Assessment (OIRA). OIRA conducts analytical studies and survey research, designs and manages evaluation research, compiles and issues statistical reports to the college community and various external agencies, and keeps abreast of higher education policy issues and research findings. OIRA plays a vital role in any college endeavor where the gathering, analyzing, interpreting, and communicating of information about the college and its students is required. As students progress through the college, OIRA assists in tracking, monitoring and questioning them at almost every stage of their experience, and analyzing and reporting the results.

Some of the office's more notable functions include supporting the college's various self-study processes, including Academic Program Review, and the Nursing, Allied Health and college-wide accreditation studies; producing the BMCC Fact Book; helping academic departments and administrative units design appropriate assessment instruments; ensuring that grant and institutionally supported projects have appropriate evaluation designs; conducting program evaluations; furnishing data from the Assessment of Student Learning Survey and other assessment instruments to academic departments; and helping faculty and

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staff to understand and interpret assessment findings. OIRA also designs and administers satisfaction surveys for particular programs or service centers (e.g., the Women’s Center).

Both BMCC and CUNY regularly administer various surveys and issue a variety of reports related to assessing institutional effectiveness. The following illustrates a typical two-year cycle, which is subject to change over time.

YEAR ONE	YEAR TWO
Surveys: CUNY Student Experience Survey BMCC Student Learning Assessment Survey ¹ Student Evaluation of Faculty ² BMCC Graduate Survey	Noel-Levitz Student Satisfaction Survey BMCC Student Learning Assessment Survey ¹ Student Evaluation of Faculty ² BMCC Graduate Survey
Reports: Quick Facts CUNY Performance Management Report BMCC Performance Management Report BMCC Fact Book and Quick Facts	Quick Facts CUNY Performance Management Report BMCC Performance Management Report BMCC Fact Book and Quick Facts

¹ administered to targeted courses/departments on a rotating basis

² administered for all faculty in the Fall semester and non-tenured Faculty and Faculty being considered for promotion in the Spring semester

B. Academic Program Review

BMCC has established guidelines to standardize the program review process and to ensure emphasis on the assessment of student learning outcomes and on the use of assessment results for program improvement (see Appendix A: BMCC Academic Program Review Guidelines).

BMCC reviews all non-accredited degree programs (and departments that do not offer degree programs) every five years according to a schedule developed by the Office of Academic Affairs. Accredited degree programs are exempt from this process and will be reviewed according to their accreditation cycle. Through the Academic Program Review (APR) process, the faculty assess the current level of program quality, determine contemporary program relevance, gauge program productivity, assess student learning outcomes, review program characteristics and outcomes in relation to the mission of the BMCC, and plan for program improvements. The APR process has four stages: 1) preparation, 2) self-study, 3) external review, and 4) implementation. The APR schedule allows one semester of preparation, one year of writing, and one semester for external review.

C. General Education Program Assessment

In May 2006 college governance approved a plan for assessing general education. The plan was developed with the understanding that responsibility for the general education curriculum is a college-wide responsibility and not the province of any one academic department. Building upon this assumption, the General Education Assessment Committee, working with the academic

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departments, articulated a set of seven general education learning goals that specify the cognitive abilities, content literacy, and value awareness students are expected to attain. Several intended learning outcomes accompany each of the seven goals as stated below. Together, these general education goals and outcomes make up the foundation for all the major programs of study. Students are provided many opportunities to achieve these desired outcomes in numerous courses across the curriculum and through other extra-curricular experiences. All BMCC course syllabi must include at least one general education learning outcome.

General Education Learning Goals and Outcome Objectives

1. **Communication Skills** – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to:
 - express ideas clearly in written form
 - employ critical reading skills to analyze written material
 - exhibit active listening skills
 - give an effective oral presentation
2. **Quantitative Reasoning** – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to:
 - use quantitative skills to solve problems
 - interpret quantitative information
 - translate problem situations into their symbolic representations
3. **Scientific Reasoning** – Students will understand and apply the concepts and methods of the natural sciences. Student behaviors include being able to:
 - demonstrate scientific literacy
 - apply the scientific method in a lab setting
4. **Social & Behavioral Sciences** – Students will understand and apply the concepts and methods of the social sciences. Student behaviors include being able to:
 - demonstrate an understanding of the unique theories and methods of a social or behavioral science
 - analyze and interpret a social, economic, political, cultural, philosophical, or historical issue
5. **Arts & Humanities** – Students will develop knowledge and understanding of the arts and literature. Student behaviors include being able to:
 - critique a particular work of art, music, theatre or literature
6. **Information & Technology Literacy** – Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to:
 - conduct research using appropriate research strategies
 - make effective use of technology
7. **Values** – Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. Student behaviors include being able to:

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- demonstrate awareness of one's own values and beliefs while showing respect for the ideas, values and beliefs of others
- demonstrate an appreciation of social and cultural diversity,
- appreciate personal and social responsibilities
- demonstrate commitment to lifelong learning

Assessment of the seven general education learning goals is conducted on a repeating three-year cycle with year one examining goals 1-2, year two investigating goals 3-4, and year three goals 5-6. In year four, the assessment of goal 7 will be undertaken simultaneously with the recurrence of goals 1-2 assessment, and so on. Appropriate assessment instruments for each intended outcome have been selected by the academic departments working closely with OIRA. OIRA maintains a General Education Assessment Resource Center on the college's website where the general education assessment plan, a Student Guide, and other general education assessment resources have been posted. The site may be accessed at: <http://www.bmcc.cuny.edu/iresearch/>.

In fall 2013, the City University of New York (CUNY) implemented the Pathways to Degree Completion Initiative as a means of creating a uniform General Education Program among all of the CUNY units and providing a seamless transition for students transferring between the CUNY community colleges and CUNY senior institutions. A 30-credit General Education core was created and required in all CUNY degrees except A.A.S. The 30-credit CUNY Common Core is comprised of 12 credits in the required core (English, mathematics and science) and 18 credits in the flexible core (5 thematic areas from which students must take at least one three-credit course in each area and another from any of the areas).

The Pathways General Education Common Core is the following:

Required Core:

English Composition	6 credits
Mathematical & Quantitative Reason	3 credits
Life & Physical Sciences	3 credits

Flexible Core:

World Culture and Global Issues	3 credits
U.S. Experience in its Diversity	3 credits
Creative Expression	3 credits
Individual & Society	3 credits
Scientific World	3 credits
1 additional course from one of the 5 areas	<u>3 credits</u>

TOTAL **30 credits**

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To ensure uniformity of skill proficiencies, student learning outcomes for Pathways General Education courses have been developed by CUNY-wide faculty committees for each Common Core area (see Appendix D). Any course to be considered for the Common Core must include the CUNY-wide learning outcomes — as well as those developed by BMCC faculty— and be approved by University-wide faculty committees. (See Appendix B: CUNY Common Core Course Submission Form).

BMCC aligned its general education program with the requirements of Pathways (see Appendix C: BMCC General Education Alignment with CUNY Pathways Requirements), thus the assessment strategy described above remains in place.

D. Course Level Learning Outcomes Assessment

Assessment at the course level is a source of much of the direct evidence that students are making progress towards achieving the intended outcomes of an academic program. However, to be able to collect such evidence, the learning outcomes of the course, the relationship between the course objectives and program objectives, and appropriate assessment strategies must be clearly articulated.

Since 2004, all new courses have been required to include statements of expected learning outcomes in their proposed course syllabi. Since 2013, all courses have been required to include statements of expected learning objectives, with a particular focus on courses required in majors and courses with multiple sections. Departments are required to identify specific courses to assess, again focusing on critical or gateway courses in the major and courses with high enrollment. Programs and departments undergoing academic program review report on course-level assessment through that process. In between program reviews, departments use course-level assessment results, working with OIRA and the Office of Academic Affairs, to inform curricular and pedagogical changes. Departments report on the results of course-level assessment to the Assessment Committee using a standard template. (See Appendix D: Course Assessment Report.)

E. Assessment of Academic and Student Support Programs and Services

Though all academic and student support programs and services are expected to take part in the PMP (see above), the scope of any support unit's programs and services extend beyond, and may not be included, in the PMP objectives. Therefore, each academic and student support unit is expected to engage in its own ongoing program of assessment that focuses on the full measure of its goals and objectives.

Responsibility for the full array of the college's academic and student support programs and services are shared principally between the Office of Academic Affairs, the Office of Student Affairs and the center for Continuing Education and Workforce Development. Working with their respective vice-presidents and deans, the unit directors and program or service coordinators

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have written individual unit mission statements and specific goals and objectives that define the scope of the particular support program or service.

Each division produces a yearly planning document consisting of the goals of the various individual support units. Directors work with their staffs to set the goals of their area and finalize them. This planning process takes into account:

- the unit's defined mission, goals and objectives;
- performance targets that are the focus of the PMP;
- areas that have been identified by the unit or division as needing improvement;
- objectives that may be associated with the college's strategic or master plans.

After the directors discuss the goals of their area with the appropriate dean, goals are forwarded to the respective vice-president. During the assessment cycle, each unit director monitors the progress made towards achieving the desired outcomes and gathers data that demonstrates whether or not a particular goal has been met. At the end of the cycle, the deans meet with their directors to review the results of the assessment and consider its implications. Each unit in the division is then required to use the assessment results to make improvements or changes as needed. See below list of Academic and Student Support Programs and Services.

BMCC Academic and Student Support Programs and Services	
Academic Advisement and Transfer Center (AATC)	Health Services
Accelerated Study in Associate Programs (ASAP)	International Student Services
Accessibility Office	Learning Resource Center
Admissions	Library Facilities and Services
Adult and Continuing Education	New Student Orientation
Athletics and Recreation	Out-In-Two Program
Basic Skills Immersion Program (Winter & Summer)	Peer Mentoring
Black Male Initiative (BMI)	Registrar
Center for Career Development	Student Activities and Leadership Development
College Discovery	Student Conduct
College Opportunity to Prepare for Employment (COPE)	Testing
Counseling	Title V Academic Advising Program
Early Childhood Center	Veteran's Resources Center
Evening/Weekend Program	Volunteer Services
Financial Aid	Women's Resource Center
Freshman Learning Academy	Writing Center

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F. Administrative Unit Assessment

The college assesses its administrative effectiveness in a manner similar to the process outlined in the immediately preceding section on support programs and services. Like the support services areas, all administrative units take part in the annual PMP. Certain mandated processes also exist whose purpose is to document administrative accountability in a number of areas. At the same time, the college examines the effectiveness of its administrative units in the context of college goals and objectives. Each separate administrative entity has a written mission statement and specific unit goals and objectives that define the scope of their administrative responsibilities.

Responsibility for creating the environment in which teaching and learning occurs, as well as securing the resources the college needs to support all of its objectives, rests with the Office of the President, the Office of Administration and Planning, the College Development Office, and the Office of Human Resources, with significant administrative functions also occurring within the Academic Affairs and Student Affairs divisions. In a manner analogous to the process described for the support services areas, all administrative units work with their respective vice-presidents, deans and unit directors to create specific goals and objectives for that area which are in accord with the unit's mission, and college and university priorities. The goals of the various administrative units are incorporated into the yearly divisional planning document described above in the previous section. Directors work with their staffs to set the goals of their area and finalize them. As is the case for the support service areas, the administrative assessment planning process takes into account:

- the unit's defined mission, goals and objectives;
- performance targets that are the focus of the PMP;
- areas have been identified by the unit as needing improvement;
- objectives that may be associated with the college's strategic or master plans.

Additional considerations that may be taken into account are:

- college or university priorities;
- financial exigencies;
- external audit findings;
- the college's internal control program reports (yearly administrative operational audits that are prepared for CUNY); and
- university-mandated productivity initiatives.

After the directors discuss the goals of their area with the appropriate dean, goals are forwarded to the respective vice-president. During the assessment cycle, each unit director monitors the progress made towards achieving the desired outcomes and gathers data that demonstrates whether or not a particular goal has been met. At the end of the cycle, the deans meet with their directors to review the results of the assessment and consider its implications. Each unit in the division is then required to use the assessment results to make improvements or changes as needed.

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VI. Conclusion

Assessment is a continual learning process for even the most experienced assessment practitioners. While the best way to learn assessment is most probably from the experience of actually “doing” assessment, there is no questioning the benefits of additional training and guidance. BMCC will maintain a commitment of resources to an Office of Assessment and to ongoing training for faculty and staff.

The college assessment plan will be continually reviewed and updated because of the dynamic nature of the assessment process. Every five years, the BMCC Assessment Committee will invite each of the academic departments, administrative areas and educational support units in the college to evaluate and recommend improvements to the college’s assessment program including, but not limited to, assessment activities, methods, resources, and use of assessment results. This evaluation of the college’s assessment program with recommendations for changes will be communicated by committee report to college governance, the college’s senior administrators, and the college community at large.

A shared commitment to systematic and ongoing assessment by an institution’s faculty, staff and administrators institutionalizes an investigative and adaptive approach to teaching and learning. When an institution attempts to seek answers to questions about “which students learn, how well they learn, and when they learn, and explores how pedagogies and educational experiences develop and foster student learning,” it is exhibiting what Peggy Maki refers to as institutional curiosity. In a questioning environment, assessment becomes a collective means whereby colleagues look to the difference between expectations for student achievement and actual student achievement and, when student performance falls below expectations, take the opportunity to try and improve it. “Assessment, then, becomes a lens through which an institution assesses itself through its students’ work.” [Maki, P. L. (2002). “Developing an Assessment Plan to Learn about Student Learning.” *The Journal of Academic Librarianship* 28(1/2), p. 8]

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Appendix A: BMCC Academic Program Review Guidelines

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW GUIDELINES

Office of Academic Affairs
 Institutional Research and Assessment

Revised September 29, 2014

PURPOSE

Consistent with its mission, Borough of Manhattan Community College (BMCC) is dedicated to maintaining high quality academic programs for a diverse urban population. BMCC provides general, liberal arts, and career education relevant to the needs, interests, and aspirations of our students, including transfer programs to four-year colleges and universities as well as continuing education for adults of all ages. The Academic Program Review provides for the comprehensive and systematic assessment of student learning outcomes at the program level, and for the regular self-study and continuous improvement of academic programs within the context of institutional mission.

CUNY Board of Trustees policy requires that all academic programs be subject to a formal, periodic review procedure, including both self-study and external assessment. BMCC will review all non-accredited degree programs and academic departments that do not offer degree programs every five years according to a schedule developed by the Office of Academic Affairs (see Appendix I: BMCC Program Review Schedule). Accredited degree programs are exempt from this process and will be reviewed according to their specific accreditation standards and cycle.

Through the Academic Program Review (APR) process, faculty assess the current level of program quality, gauge program currency and relevance, assess student learning outcomes, review program characteristics and outcomes in relation to the mission of BMCC, and plan for program improvements.

As defined in BMCC's Institutional Assessment Plan, assessment can be seen as a recurring process of inquiry and improvement in which clearly articulated student learning outcomes and program or unit goals that support aspects of the institutional mission are

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measured against pre-established performance criteria. Assessment results may meet or exceed expectations, fall short in some way, or uncover unanticipated learning or unexpected outcomes. Disparities between performance expectations and actual assessment results form the basis for dialogue and possible action. When the results of assessment activities are used to bring about improvement in teaching or, it is described as “closing the loop”. The cycle then begins anew either to assess different outcomes or to check to see if the changes implemented as a result of earlier assessments have achieved the intended results. Thus, key steps in the program review process include: 1) establishing program-level outcomes/objectives; 2) implementing assessment mechanisms to gather evidence about the extent to which these goals are being met; 3) interpreting the evidence to see what can be discovered about student learning and program quality; and 4) using those results to change the learning environment so that student performance and program quality will be improved.

PROCESS AND TIMELINE

The APR process has four stages: 1) preparation, 2) self-study, 3) external review, and 4) implementation. The APR schedule allows for one semester of preparation, one year of writing, and one semester for external review; these phases can be consolidated as with the mutual agreement of the department under review and the Office of Academic Affairs. Implementation of strategies for improvement occurs in the years following the external review and until the subsequent self- study. Activities to be completed in each of these stages are detailed below.

Preparation Semester

- The Department Chair identifies a Program Review Leader and a Review Committee to develop the Self-Study.
- The Chair, Program Review Leader and Committee convey the timeline and guidelines for program review to the entire Department and solicit feedback.
- With assistance from OIRA, the Department sets up a SharePoint site to store and develop APR documents. The entire Department and OIRA will have access to the site to facilitate collaboration on the development of the self-study.
- The Office of Institutional Research and Assessment provides Departmental Data Set for program review through the SharePoint site, including for key gateway courses in the program. OIRA conducts “Working with Data Workshops” with each Review Team to assess the results from the standard data set and to discuss the possible interpretations of the data.

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- The Program Review Team develops/refines the program assessment plan using the BMCC Assessment Plan Template. (See Appendix II: Borough of Manhattan Community College Assessment Plan Template.)

Self-Study Year

Fall semester:

- The Program Review Team 1) collects additional program-specific data as needed/ available; 2) analyzes data, student outcomes and other information collected; and 3) develops a detailed outline and supporting documentation.
- By November 1, the Assessment Director conducts a focus group session with students likely to graduate from the program in the spring (or with students having enrolled in at least 9 credits for departments without majors) and reports to the Chair on their perceptions about the strengths and weaknesses of the Program.
- By December 15, the Program Leader and Committee develop a draft of the Self-Study to share with the Department for feedback and recommendations.

Spring semester:

- By February 15, the Program Review Team develops a second draft based on recommendations of Department, and submits second draft to the Department and BMCC Director of Assessment for feedback.
- By May 30, the Chair submits the final Self-Study Report to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and the Director of Assessment.

External Review Semester

- The Chair submits names of potential external reviewers to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and the Director of Assessment; two reviewers are chosen by the Provost (one reviewer may be from another CUNY institution).
- The Chair and Director of Assessment schedule site visit of external reviewers and confirm the agenda.
- External reviewers conduct site visit, including an exit conference with the Provost, Dean for Institutional Effectiveness and Strategic Planning, Chair, Program Review Leader and Committee, and Director of Assessment.
- External Reviewers submit findings and recommendations to the Provost, Chair, and Dean for Institutional Effectiveness and Strategic Initiatives.

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Implementation Year(s)

- Provost meets with the Chair, Program Review Team and the Dean to discuss the self-study and external reviewers' findings and recommendations.
- The Department refines the program improvement plan and submits it to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and Director of Assessment, subject to the final approval of the Provost.
- The Office of Academic Affairs provides ongoing support, as mutually agreed upon by the OAA and the Department Chair, to implement improvement plans.

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SELF-STUDY REQUIREMENTS

Programs under review will submit a Self-Study that contains the following components:

1. Cover Sheet identifying the program under review, the Program Review Leader and Team, and the academic years covered in the Self-Study.
2. Overview of the program including:
 - a. department/program mission statement,
 - b. department goals,
 - c. student learning outcomes for the degree program (or department) under review, and
 - d. identification of General Education Program outcomes addressed by the program (or department) under review.
3. Curriculum, including:
 - a. degree requirements (or any standard requirements for departments without degree programs);
 - b. an analysis of curricular coherence (review of syllabi, mapping of course learning outcomes with student learning outcomes for degree, rationale for course sequencing, strategies for maintaining consistent standards across multiple sections);
 - c. an analysis of curricular currency (evidence of responsiveness to changes in the field);
 - d. a list of key gateway courses;
 - e. a description of any recent or planned curricular changes; and
 - f. a description of experiential learning opportunities available to students.
4. Enrollment, Retention, Transfer and Graduation Rates, using Departmental Data Sets provided by the Office of Institutional Research and Assessment, provide*:
 - a. a review of the program course requirements and scheduled offerings to confirm that the program can be completed by college-ready students in 4 sequential semesters and by most students with developmental course requirements in 6 sequential semesters;
 - b. an analysis of longitudinal enrollment, retention, transfer and graduation data;
 - c. a description of strategies to improve retention and graduation rates;
 - d. a longitudinal analysis of student demographics;

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- e. a description of recruitment strategies;
 - f. if appropriate, any plans and strategies to increase enrollment.
- *departments without degree programs provide an analysis of enrollment and persistence only
5. Assessment of student learning outcomes for the program and in relation to BMCC's General Education Program, including:
 - a. a copy of the assessment plan using the BMCC Assessment Plan Template (see Appendix II);
 - b. evidence of assessment and an analysis of the results of assessment, including of general education outcomes; and
 - c. an analysis of pass rates in key gateway and high enrollment courses.
 6. Post-Graduate Outcomes including a description of the program's efforts to help prepare students for life after graduation and a review of job placement and/or continuing education trends among recent graduates, including an analysis of performance data of transfer students. Departments without degree programs provide an analysis of student success after exit from high enrollment courses.
 7. Student Satisfaction with the program, including:
 - a. aggregate summaries of student evaluations of faculty (no individual faculty data);
 - b. summaries of student experience and alumni survey results if available;
 - c. analysis of faculty role in student mentoring and advisement; and
 - d. analysis of results of at least one focus group session with students likely to graduate in the spring (or students enrolled in at least 9 credits for departments without degree programs), led by the Director of Assessment.
 8. Use of Results of Assessment, including a description of regular processes designed to ensure continuous improvement of the program; provide evidence of how assessment results have been used for course-level or program redesign and/or improvement.
 9. Instruction and Scholarship, including:
 - a. from OIRA, a list of all full-time faculty with rank, tenure status, date of hire, degrees and area(s) of expertise;
 - b. key research/grants/publications/creative work over last three years;
 - c. full-time/part-time faculty ratios for required courses;

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- d. evidence of faculty development, pedagogical effectiveness and efforts to improve pedagogy;
 - e. support for new faculty;
 - f. support for part-time faculty; and
 - g. evidence of use of teaching/learning technologies including trends on the number of sections per semester offered as hybrid or fully online.
10. Partnerships and Co-Curricular Activities, including:
- a. a description of any partnerships with other programs or departments at BMCC, with other CUNY colleges, or with external entities;
 - b. a description of any special programs, clubs, honors, awards, community service or study abroad opportunities;
 - c. other co-curricular activities to foster student engagement and promote a culture of excellence.
11. Adequacy of Resources, including:
- a. an analysis of use and adequacy of budget allocation,
 - b. facilities (including labs and offices),
 - c. equipment,
 - d. library resources,
 - e. student support services,
 - f. administrative support, and
 - g. support from other College offices/services.
12. Analysis of Program Strengths and Weaknesses, including an overall assessment of strengths and weaknesses based on evidence, as well as a description of any special accomplishments and/or external recognition and any specific concerns, and if appropriate any opportunities envisioned and any external threats to the program.
13. Recommendations and Priorities for Program Improvement, including a list of specific actions that will lead to improved student learning outcomes and the enhancement of overall program quality (use table below).

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Recommendations for Improvement				
Priorities for Improvement	Actions to be taken	Timeline	Assessment	Comments
1.	1.	1.	A.	
2.	2.	2.	B.	
3.	3.	3.	C.	
4.	4.	4.	D.	
5.	5.	5.	E.	

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APPENDIX I: BMCC Academic Program Review Report Timeline
BMCC PROGRAM REVIEW SCHEDULE*

DEPARTMENT/DEGREE	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ACCOUNTING <ul style="list-style-type: none"> ACCOUNTING, A.A.S. FORENSIC ACCOUNTING (B.S./JJC) 			BMCC SS BMCC SS			
ALLIED HEALTH SCIENCES <ul style="list-style-type: none"> HEALTH INFORMATION TECHNOLOGY, A.A.S. PARAMEDIC, A.A.S. RESPIRATORY THERAPY, A.A.S. 		ACCR SV ACCR SV ACCR SV	ACCR SV			
BUSINESS MANAGEMENT <ul style="list-style-type: none"> BUSINESS MANAGEMENT, A.A.S. BUSINESS ADMINISTRATION, A.A. SMALL BUSINESS/ENTREPRENEURSHIP, A.A.S. 		BMCC SS BMCC SS BMCC SS				
CENTER FOR ETHNIC STUDIES				BMCC SS		
COMPUTER INFORMATION SYSTEMS <ul style="list-style-type: none"> COMPUTER INFORMATION SYSTEMS, A.A.S. COMPUTER NETWORK TECHNOLOGY, A.A.S. COMPUTER SCIENCE, A.S. GEOGRAPHIC INFORMATION SCIENCE (GIS), A.S. (JOINT W/SOC) 		BMCC SS BMCC SS BMCC SS				BMCC SS
DEVELOPMENTAL SKILLS			BMCC SS			
ENGLISH <ul style="list-style-type: none"> WRITING & LITERATURE, A.A. 			BMCC SS			
HEALTH EDUCATION <ul style="list-style-type: none"> COMMUNITY HEALTH EDUCATION, A.A.S. 						BMCC SS
LIBERAL ARTS <ul style="list-style-type: none"> LIBERAL ARTS, A.A. 			BMCC SS			
MATHEMATICS <ul style="list-style-type: none"> MATHEMATICS PROGRAM, A.S. 			BMCC SS			
MEDIA ARTS & TECHNOLOGY <ul style="list-style-type: none"> MULTIMEDIA ARTS, A.A.S. MULTIMEDIA PROGRAMMING, A.A. VIDEO ARTS AND TECHNOLOGY, A.S. 			BMCC SS	BMCC SS BMCC SS		

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DEPARTMENT/DEGREE	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
MODERN LANGUAGES					BMCC SS	
MUSIC AND ART					BMCC SS	
NURSING <ul style="list-style-type: none"> NURSING PROGRAM, A.A.S. 						ACCR SV
SCIENCE <ul style="list-style-type: none"> SCIENCE, A.S. BIOTECHNOLOGY SCIENCE, A.S. ENGINEERING SCIENCE, A.S SCIENCE FOR FORENSICS, A.S 			BMCC SS	BMCC SS	BMCC SS	BMCC SS
SOCIAL SCIENCE & HUMAN SERVICES <ul style="list-style-type: none"> CRIMINAL JUSTICE, A.A. HUMAN SERVICES, A.S. GEOGRAPHIC INFORMATION SCIENCE (GIS), A.S. (JOINT W/CIS) 	BMCC SS			BMCC SS		BMCCSS BMCC SS
SPEECH, COMMUNICATIONS AND THEATRE ARTS <ul style="list-style-type: none"> THEATRE, A.S. COMMUNICATION STUDIES, A.A 		BMCC SS			BMCC SS	
TEACHER EDUCATION <ul style="list-style-type: none"> BILINGUAL CHILDHOOD EDUCATION, A.A CHILDHOOD EDUCATION, A.A CHILD CARE/EARLY CHILDHOOD ED, A.S SECONDARY EDUCATION – BIOLOGY, A.S. SECONDARY EDUCATION – MATH, A.S. SECONDARY EDUCATION – PHYSICS, A.S. SECONDARY EDUCATION – CHEMISTRY, A.S. 	BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS					BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS
LIBRARY	BMCC SS					BMCC SS
LEARNING CENTER					BMCC SS	
ADVISEMENT			BMCC SS			
STUDENT AFFAIRS <ul style="list-style-type: none"> FINANCIAL AID ENROLLMENT MANAGEMENT 	BMCC SS	BMCC SS				BMCC SS

* BMCC SS: BMCC self-study ACCR SV: site visit for program accreditation

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APPENDIX II: BOROUGH OF MANHATTAN COMMUNITY COLLEGE ASSESSMENT PLAN TEMPLATE

Year:		Date of Submission:		Department Chair:	
Department:			Assessment Coordinator:		
Program/Major:			Program Review Leader:		
Learning Outcomes/ Objectives	Learning Opportunities (Courses/Projects/ Activities)	Assessment Methods	Target	Use of Data	
What will students know and be able to do after they complete the program? Must be specific and measurable.	Through what courses/ assignments/activities will students have the opportunity to learn this?	How will the objective be measured? How will you assess how well students are learning this? When will assessment occur? Include at least one direct measure.	How will you know if you're succeeding? Identify a percentage of students and/or level of proficiency.	How will you use the data to improve program outcomes?	

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Appendix B: CUNY Common Core Course Submission Form

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Borough of Manhattan Community College
Course Prefix and Number	
Course Title	
Department(s)	
Discipline	
Subject Area	
Credits	
Contact Hours	
Pre-requisites (if none, enter N/A)	
Co-requisites (if none, enter N/A)	
Catalogue Description	
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max
<p>Waivers for 4-credit Math and Science Courses</p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

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<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>
<p>Learning Outcomes</p> <p>In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</p>	
<p>I. Required Core (12 credits)</p>	
<p>A. English Composition: Six credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
<p>B. Mathematical and Quantitative Reasoning: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

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C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

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B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

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D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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Appendix C: BMCC General Education Alignment with CUNY Pathways Requirements

BMCC General Education

General Education is systematized into 9 thematic areas that define the specific contents and skills all students must evince by the time they graduate.

- 1. Communication Skills
- 2. Quantitative Skills
- 3. Scientific Reasoning
- 4. Social & Behavioral Sciences
- 5. Arts & Humanities
- 6. Information & Technology Literacy
- 7. Values

CUNY Pathways

The portion of CUNY’s General Education Framework that is common to all CUNY colleges, called the “Common Core” will total 30 credits.

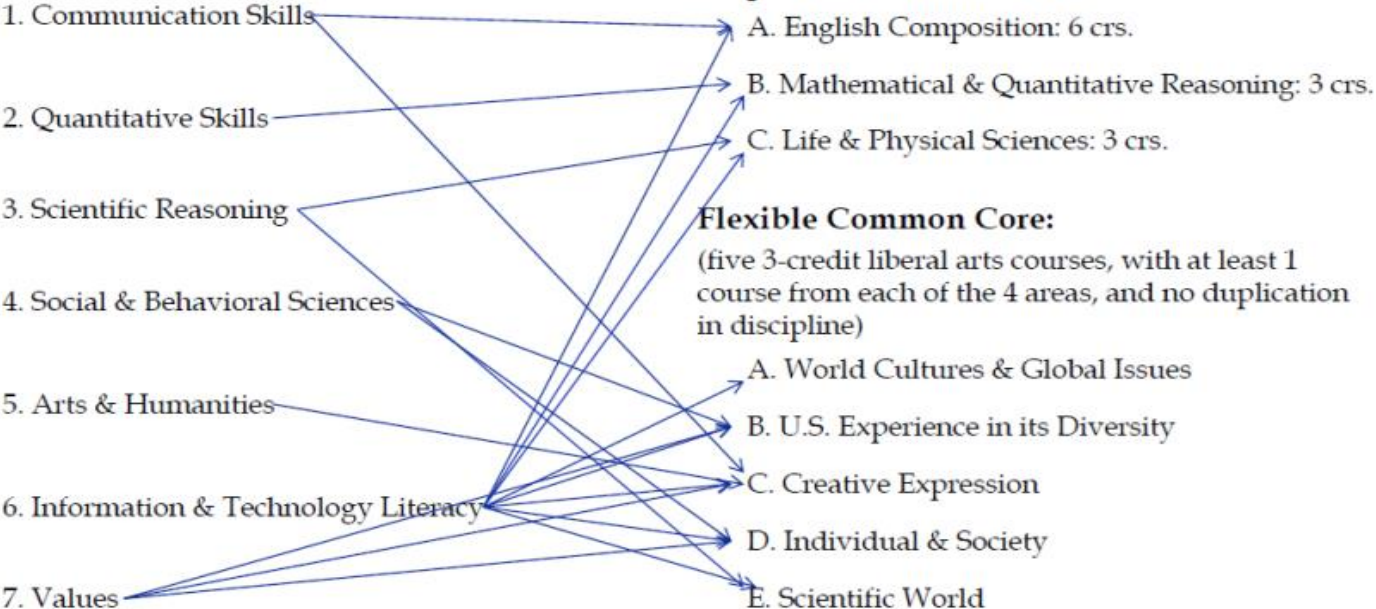
Required Common Core:

- A. English Composition: 6 crs.
- B. Mathematical & Quantitative Reasoning: 3 crs.
- C. Life & Physical Sciences: 3 crs.

Flexible Common Core:

(five 3-credit liberal arts courses, with at least 1 course from each of the 4 areas, and no duplication in discipline)

- A. World Cultures & Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual & Society
- E. Scientific World



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Appendix D: Course Assessment Report

COURSE ASSESSMENT REPORT

Course _____

Academic Year _____

Student Learning Outcomes	Is this also a program or department outcome and/or a Gen Ed outcome?	Means of Assessment and expectations of student work	Results	Hypotheses/ Reasons for results	How results used to make modifications /changes

2014-2015 BMCC ASSESSMENT COMMITTEE MEMBERSHIP AND CHARGE

<i>Department</i>	<i>Representative</i>
Accounting	Sidney Askew
Allied Health Science	Gene Iannuzzi
Business Management	Francisca Campos
Center for Ethnic Studies	Andrew Smallwood
Computer Information Systems	Anna Salvati
Developmental Skills	Heather Finn
English	Kelly Secovnie
Health Education	Patricia DeFillippo
Library	Robin Brown
Mathematics	Bernard Beecher
Media Arts & Technology	Carol Basuru
Modern Languages	Silvia Alvarez-Olarra
Music & Art	Florence Quideau
Nursing	Marcelle Edinboro
Science	Matthew Geddis
Social Science	Yolanda Martin
Speech, Communications & Theatre Arts	Benjamin Powell
Student Affairs	Michael Hutmaker Annette Bhatia Rocco Cappello
Teacher Education	Rebecca Garte
Academic Affairs	Erwin Wong Chris Barrette Juan Batista Lisa Nunez Marsha Weil
Institutional Effectiveness and Strategic Planning	[Dean of Institutional Effectiveness and Strategic Planning], Chair
Assessment	[Director of Assessment]
Institutional Research	Betsy Hansel
CETLS	Megan Elias

Updated 9/22/2014

Charge to the Assessment Committee

1. Gather and review information on assessment at the institutional, program and course levels, including for General Education.
2. Develop and monitor implementation of the Assessment Plan
3. Work with academic departments and administrative units in the development and implementation of departmental, unit and divisional assessment plans.
4. Review and approve assessment reports and facilitate college-wide discussions of specific assessment findings.

BMCC STATUS OF OUTCOMES ASSESSMENT*

Updated 10-3-2014

DEPARTMENT/DEGREE	Program-level outcomes	Program assessment plan	Course-level SLOs	Course-level assessment	Curriculum mapping	General Education assessment	Closing the loop
ACCOUNTING <ul style="list-style-type: none"> ACCOUNTING, A.A.S. FORENSIC ACCOUNTING, A.A.S. 	X	X	X	ACC 122, ACC 222, ACC 330, ACC 331	X	X	X
ALLIED HEALTH SCIENCES <ul style="list-style-type: none"> HEALTH INFORMATION TECHNOLOGY, A.A.S. PARAMEDIC, A.A.S. RESPIRATORY THERAPY, A.A.S. 	X	X	X		X	X	X
BUSINESS MANAGEMENT <ul style="list-style-type: none"> BUSINESS MANAGEMENT, A.A.S. BUSINESS ADMINISTRATION, A.A. SMALL BUSINESS/ENTREPRENEURSHIP, A.A.S. 	X	X	X	BUS 104 BUS 110 BUS 150 BUS 200 BUS 311 FNB 100 MAR 100 MAR 210 MAR 220		X	X
CENTER FOR ETHNIC STUDIES	X	X	X			X	
COMPUTER INFORMATION SYSTEMS <ul style="list-style-type: none"> COMPUTER INFORMATION SYSTEMS, A.A.S. COMPUTER NETWORK TECHNOLOGY, A.A.S. COMPUTER SCIENCE, A.S. GEOGRAPHIC INFORMATON SCIENCE, A.S. 	X	X	X	CSC 110 CIS 155 CIS 200 CIS 440 CIS 495 CSC 430	X	X	X
DEVELOPMENTAL SKILLS	X	X	X	ACR 094, ACR 095			

DEPARTMENT/DEGREE	Program-level outcomes	Program assessment plan	Course-level SLOs	Course-level assessment	Curriculum mapping	General Education assessment	Closing the loop
ENGLISH <ul style="list-style-type: none"> WRITING & LITERATURE, A.A. 			X	ENG 088, 101, 201, 300-level LIT, 311		X	X
HEALTH EDUCATION <ul style="list-style-type: none"> COMMUNITY HEALTH EDUCATION, A.S. 	X	X	X	HED 100	X	X	In process
LIBERAL ARTS <ul style="list-style-type: none"> LIBERAL ARTS, A.A. 			X	X		X	
MATHEMATICS <ul style="list-style-type: none"> MATHEMATICS PROGRAM, A.S. 	X	X	X	MAT 206	X	X	In process
MEDIA ARTS & TECHNOLOGY <ul style="list-style-type: none"> MULTIMEDIA ARTS, A.A.S. MULTIMEDIA PROGRAMMING, A.S. VIDEO ARTS AND TECHNOLOGY, A.S. 	X			MES 152, 153 MMP 100, 200, 240 VAT 100			
MODERN LANGUAGES	X	X	X	SPN 101 SPN 210 FRN 210 CHI 210 ITL 210 SPN 400-level, FRN 400-level, CHI 400-level	X	X	X

DEPARTMENT/DEGREE	Program-level outcomes	Program assessment plan	Course-level SLOs	Course-level assessment	Curriculum mapping	General Education assessment	Closing the loop
MUSIC & ART				ART100, 103, 105, 107, 166			
NURSING • NURSING PROGRAM, A.A.S.	X	X	X	NUR 112, 211,313, 411,415			X
SCIENCE • SCIENCE, A.S.	X		X	CHE 121,110 BIO 210, 220,240		X	X
• BIOTECHNOLOGY SCIENCE, A.S.	X		X	BIO 210, 220,240	X	X	
• ENGINEERING SCIENCE, A.S	X	X	X	PHY 110,225, ESC 113,223, 201	X	X	
• SCIENCE FOR FORENSICS, A.S	X		X	BIO 210, 220		X	X
SOCIAL SCIENCE • CRIMINAL JUSTICE, A.A. • HUMAN SERVICES, A.S.	X		X X	HUM 101	X	X	
SPEECH, COMMUNICATIONS AND THEATRE ARTS • THEATRE, A.S. • COMMUNICATION STUDIES, A.A			X X	SPE 100		X	X

DEPARTMENT/DEGREE	Program-level outcomes	Program assessment plan	Course-level SLOs	Course-level assessment	Curriculum mapping	General Education assessment	Closing the loop
TEACHER EDUCATION <ul style="list-style-type: none"> • BILINGUAL CHILDHOOD EDUCATION, A.A • CHILDHOOD EDUCATION, A.A • CHILD CARE/EARLY CHILDHOOD ED, A.S • SECONDARY ED – BIOLOGY, A.S. • SECONDARY ED – MATHEMATICS, A.S. • SECONDARY ED – PHYSICS, A.S. • SECONDARY ED – CHEMISTRY, A.S. 	X	X	X	ECE 102, EDU 201	X	X	X

- * **Program-level outcomes:** desired outcomes for all graduates (or all students in department for those without majors)
- Program assessment plan:** how department will determine if graduates/students are achieving outcomes
- Course-level student learning outcomes:** all syllabi include measurable learning outcomes, including for general education, and all sections of multi-section courses have same SLOs (face-to-face, hybrid, and online)
- Course-level assessment:** assessment of outcomes in a specific course across multiple sections and/or semesters; courses listed are examples from the last 2-3 years, not an exhaustive list
- Curriculum mapping:** alignment of SLOs with program-level outcomes
- General Education Assessment:** assessment of specific general education outcome across courses or sections
- Closing the loop:** department has evidence of using assessment findings to change curriculum, pedagogy, support services, etc.

English Department Assessment Committee Annual Report 2013-2014

Membership

Miriam Delgado and Kelly Secovnie, Co-Chairs
Stephanie Oppenheim (Co-Chair) on Sabbatical

David Bahr, Catherine Cammilleri, Stephanie Carberry, Margarete Connor, Ivelisse Rodriguez, Lara Stapleton

Meeting Dates

August 27, 2013, October 23, 2013, November 20, 2013, March 12, 2014, April 9, 2014 and May 22, 2014

PROJECTS AND ACCOMPLISHMENTS

On August 27, 2013, the English Department Assessment Committee conducted an assessment of one of the approved student learning outcomes for English 201: Introduction to Literature. The learning outcome assessed was "*Correctly use the conventions of MLA documentation and citation, including a "Works Cited" page.*" The learning Outcome was divided into three primary traits to be assessed: The assessment of the MLA citation format focused on the following traits: 1. the framing of source material (how well the student integrates and sets up the citations, using signal phrases before or after the source material), 2. in-text citations, (employing the parenthetical citation format with sources that correspond to the Works Cited page), and 3. the Works Cited page, (presenting entries accurately, alphabetically sequenced, and formatted correctly). **See attached report: Course Assessment, ENG 201.**

ENG 311 Assessment

Members of the Assessment Committee worked in conjunction with the Writing and Literature Committee to plan the assessment of English 311: Creative Writing. The outcome to be assessed is: "*Students will demonstrate knowledge of themes and genres of course texts (including making informed decisions in their own writing).*" The outcome was divided into three genres: poetry, drama, and fiction to be assessed on a three-point scale. Members of the two committees created a scoring rubric to assess the outcome. Sample essays were pulled from several Fall 2013 ENG 311 sections, and members of both committees used them to create anchor and norming sets for the assessment. The assessment is scheduled for August 27, 2014. Volunteers have been solicited to participate as readers. Two papers from each genre from each Spring 2014 section of ENG 311 will be included in the assessment. Every ENG 311 instructor was asked to submit random samples from near the end of the semester. There are 11 sections of ENG 311 this semester.

ENG 101 Assessment

The committee will begin discussions for the ENG 101 assessment that will take place in 2014-2015. We will recommend that the Composition Committee assess English 101: Composition I.. A subcommittee will work with the Composition Committee to create the scoring rubric and facilitate the assessment process. We will begin with preparation for the 2015 assessment in October 2014.

General Education Learning Outcomes Assessment

Our assessment of MLA citation and documentation was folded into the college's General Education learning outcomes assessment, as it is part of the Information and Technology Literacy outcome. The ENG 311 assessment will fold in the college's General Education learning outcome of Arts & Humanities: Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre, or literature.

Program Assessment

The Office of Institutional Research and Assessment has asked the Writing and Literature Committee to develop program goals. The English Department Assessment Committee is available to assist them. We have submitted a report to IR detailing the changes in the program and in the department that have occurred in the last year.

Syllabi Revisions

The English department has closed the loop in submitting syllabi that reflect student learning outcomes and measurements on 100% of our course offerings.

Initiatives

The committee discussed using the results of the ENG 311: Creative Writing assessment to revise the 300-level Writing Course shared learning outcomes, including both the student learning and general education outcomes.

REMARKS

The Assessment Committee has continued to benefit from close collaboration with the Composition, Writing and Literature, and Intensive Writing Committees. We believe that the fundamental work of assessment must be collaborative and that our success depends on shared decision-making among English Department committees and faculty members, with the support of the Chair of the English Department.

Respectfully submitted by Miriam Delgado and Kelly Secovnie, Co-Chairs

Assessment Report
Fall 2013
ENG 201: Introduction to Literature

On August 27, 2013, the English Department Assessment Committee conducted an assessment of one of the approved student learning outcomes for English ENG 201: Introduction to Literature. The learning outcome assessed was "*Correctly use the conventions of MLA documentation and citation, including a "Works Cited" page.*" The learning Outcome was divided into three primary traits to be assessed: The assessment of the MLA citation format focused on the following traits: 1. the framing of source material (how well the student integrates and sets up the citations, using signal phrases before or after the source material), 2. in-text citations, (employing the parenthetical citation format with sources that correspond to the Works Cited page), and 3. the Works Cited page, (presenting entries accurately, alphabetically sequenced, and formatted correctly).

Means of Assessment:

Participating faculty submitted ninety-five essays. The papers were assessed using a rubric with a 3-point scale: 1= lacking proficiency, 2= proficiency, and 3= high proficiency. Two readers scored each essay. If an essay received scores of *1 and 2* or *1 and 3*, a third reader was utilized.

Participants:

Twelve faculty members scored the essays, nine full-time faculty members and three adjunct faculty members. Members of the Assessment Committee moderated the session.

Assessment Process:

The Assessment session began with a set of norming and anchor papers put together by members of the Assessment Committee and the Composition Committee. Discussion followed the reading and scoring of each essay. For the most part, scores given by the readers during the norming session were consistent with the scores the committee had assigned, with no significant discrepancies. After about an hour, the readers were given a short break. Following the break, the readers began assessing the 95 essays. The entire process took approximately three hours. At the end of the assessment, there was a discussion. Prof. Record noted the importance of introducing MLA documentation early in student courses, as opposed to addressing it through the process of "triage," in courses 201 and above; faculty need the time and support of the extra hour to teach all that is required to prepare students for higher-level courses. She added that Assessment Day "is one of my favorite days of the entire year because we get to ask these questions and say what we need as a department," which provides context and meaning to the assessment work that we do.

Results:

Each essay was read by two readers and the two scores were recorded. If an exam received a 1 from one reader and a 2 or 3 from the other, the exam was given to a third reader. Ninety-five essays were assessed. Please see attached Course Assessment Report, 2013-2014 for detailed results.

Hypotheses/Reasons for Results:

As the majority of essays were scored as proficient in the three traits, it appears that most students in the English 201 courses assessed have achieved the learning outcome to correctly use the conventions of MLA documentation and citation, including a Works Cited page. The instructors are evidently doing a good job. The small percentage of essays requiring a third reader was due to the effective norming session. There are several possible reasons for the results.

- For Trait #1, the committee agreed that students have trouble connecting their ideas with the ideas in their sources; they tend to assume that quotations "speak for themselves."
- For Trait #2, the committee suggested that some students don't see the value of using in-text citations because they don't often read texts that use this type of citation until they arrive in English 201 and begin reading literary criticism.
- For Trait #3, the committee thought that students may view the Works Cited page as tedious and/or time consuming. Those students who used citation software seemed to do better overall.

Suggested Changes Based on Results:

1. The committee suggested that students begin work on this in English 101, with more emphasis on making their ideas speak to those of other writers/critics. The department as a whole agreed with this idea, and plans are already underway to add a fourth "research hour" component to English 101, which would better prepare students for this type of work.
2. The committee agrees that teaching in-text citation in 101 explicitly will improve outcomes in 201, since it won't be the first time students are exposed to the methods. The department concurred with this suggestion.
3. The committee recommends that students have practice using BMCC library databases for their writing, as these often present MLA citations for the Works Cited page for students to model and integrate into their Works Cited pages.
4. The committee recommends that 201 instructors receive information about the software programs, such as Knight Cite, to expose their students to these tools, making their work less tedious. The department asked for more faculty development in this area and suggested that these websites be added to the "Essential Information" sheet that is given to each faculty member teaching 101 or 201 every semester.
5. In addition to the above suggestions, several members of the department cited extremely high enrollment in courses as a factor that prevents more in-depth work with students on research and citation. Another factor is the increasing number of courses

faculty are asked to teach, due to a reduction in remediation courses, (a 4/5 teaching load).

Concerns and Recommendations for Assessment Process:

Collection of 201 final essays went well, with ninety-five essays collected.

The Assessment Committee recommends that the adjuncts continue to be involved in the assessment process. Their participation is critical for the department in the improvement of student learning. Adjuncts must also be included in any faculty development initiatives that address assessment results. The Assessment Committee continues to be concerned that part-time faculty members who participate in the assessment are not paid for their time but are expected to give up office hours to attend.

The assessment went smoothly and efficiently, as a result of having twelve readers in attendance. We recommend that a proportionate number of readers be included in future assessments.

The Chair of the English Department, Prof. Joyce Harte, provided the readers with lunch during the Assessment Day. This was good for energy and morale and we would like this practice to continue.

While other departments hold a Day of Assessment at the end of the semester, it is not feasible for the English Department to do so, as English faculty must attend grading sessions for many of their classes, as well as grade lengthy final papers. Our assessments are therefore conducted on the first day of the fall semester, before classes begin. This is an ideal time, as everyone is fresh and energetic. We therefore recommend that future departmental assessments continue to take place at the start of each fall semester.

Finally, the Assessment Committee notes that the experience of the assessment is always extremely positive for the readers. Full-time and part-time faculty participants have expressed that this annual event is stimulating and informative. It encourages a feeling of collective investment in our students' learning. We should do all we can to continue to foster the sense of inclusion and relevance that is so crucial to the assessment process.

Respectfully submitted by Kelly Secovnie and Miriam Delgado
Co-Chairs, Assessment Committee
English Department

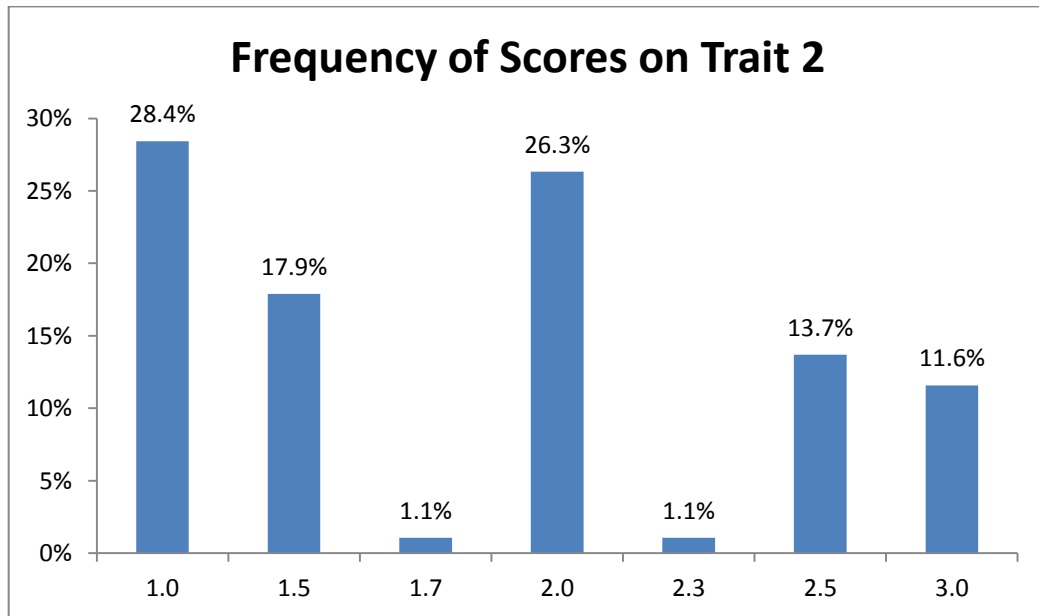
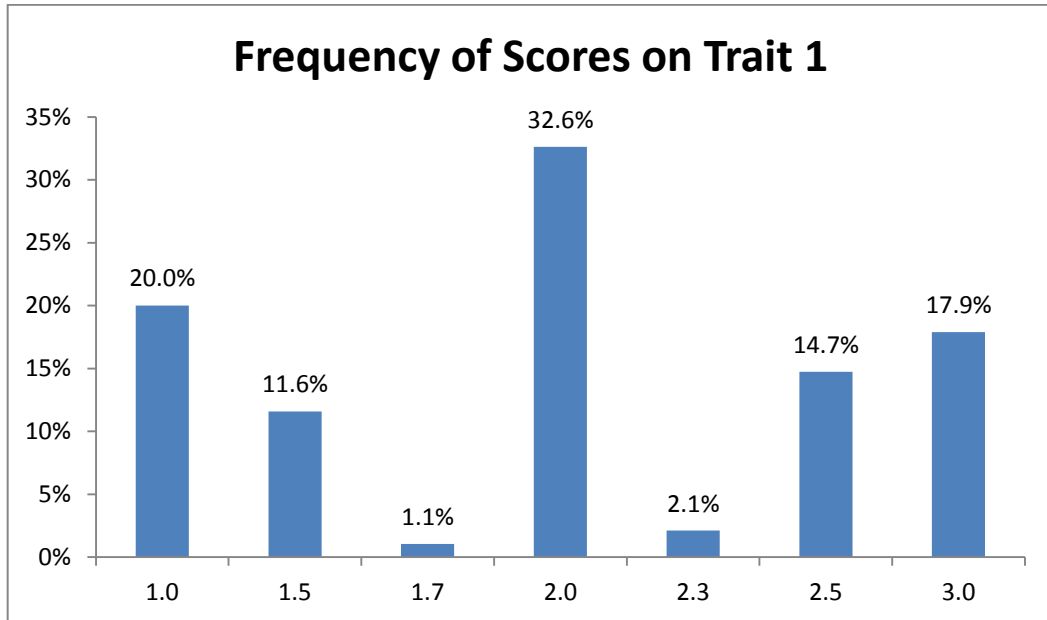
COURSE ASSESSMENT REPORT

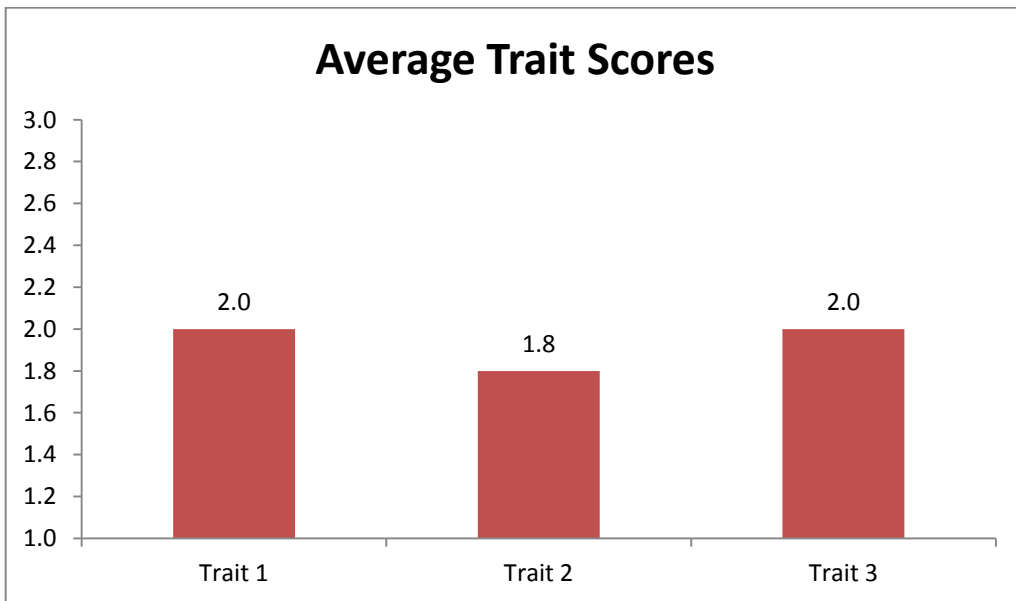
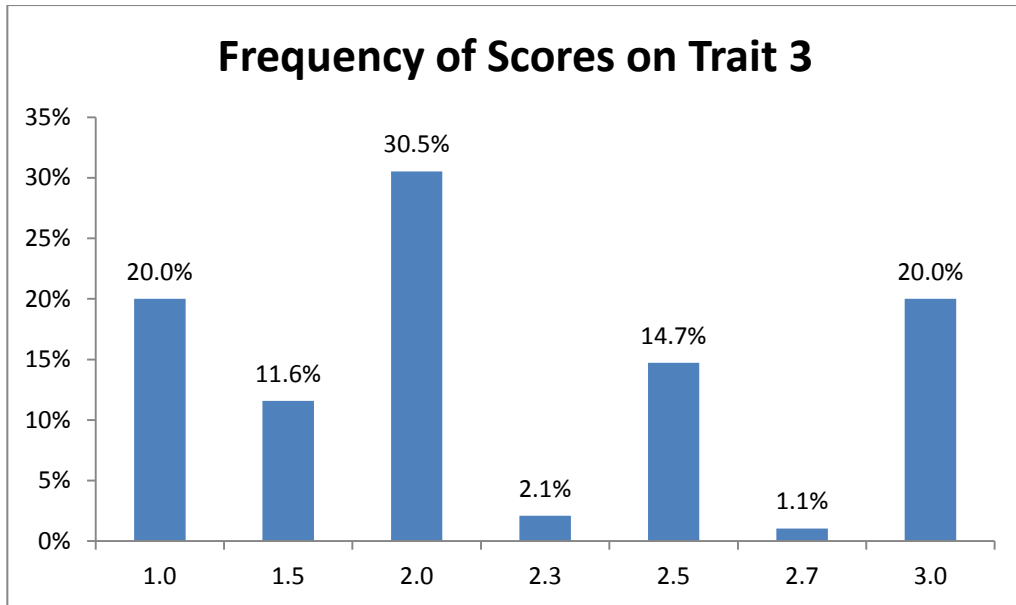
Course ENG 201Academic Year 2012-2013

Student Learning Outcomes	Is this also a program/ department or Gen Ed outcome?	Means of Assessment and expectations of student work	Results	Hypotheses/ Reasons for results	How results used to make modifications /changes
<p>Correctly use the conventions of MLA documentation and citation, including a "Works Cited" page</p> <p>The assessment of the MLA citation format focused on the following traits:</p> <ol style="list-style-type: none"> 1) the framing of source material (how well the student integrates and sets up the citations, using signal phases before or after the source material) 2) in-text citations, employing the parenthetical citation format with sources that correspond to the Works Cited page 3) the Works Cited page, presenting entries accurately, alphabetically 	<p>Gen Ed- Information Literacy</p> <p>Departmental Learning Outcome for 201 courses</p>	<p>Ninety-five essays were assessed on the three traits using a three-point rubric where 3= highly proficient, 2 =proficient, and 1=not proficient (see attached rubric for detailed descriptions)</p>	<p>The average score on Trait 1 was 2.0, 67% of essays scored a 2 or greater. For Trait2, the average score was 1.8 and 53% of essays earned a score of 2 or greater. The average score for Trait 3 was 2.0 and 68% of essays scored at least a 2. Twenty percent of essays scored a 1.0 on Traits 1 and 3 and 28% of essays scored a 1.0 on Trait 2. Of the 95 essays, eight (just over 8%) essays required a third reader.</p>	<ol style="list-style-type: none"> 1. For Trait #1, the committee agreed that students have trouble connecting their ideas with the ideas in their sources; they tend to assume that quotations "speak for themselves." 2. For Trait #2, the committee suggested that some students don't see the value of using in-text citations because they don't often read texts that use this type of citation until they arrive in English 201 and begin reading literary criticism. 3. For Trait #3, the committee thought that students may view the Works Cited page as tedious 	<ol style="list-style-type: none"> 1. The committee suggested that students begin work on this in English 101, with more emphasis on making their ideas speak to those of other writers/critics. 2. The committee agrees that teaching in-text citation in 101 explicitly will improve outcomes in 201, since it won't be the first time students are exposed to the methods. 3. The committee recommends that students have practice using BMCC library databases for their writing, as these often present MLA citations for the Works Cited page for students to model and integrate

Student Learning Outcomes	Is this also a program/ department or Gen Ed outcome?	Means of Assessment and expectations of student work	Results	Hypotheses/ Reasons for results	How results used to make modifications /changes
sequenced, and formatted correctly.				and/or time consuming. Those students who used citation software seemed to do better overall.	into their Works Cited pages. 4. The committee recommends that 201 instructors receive information about the software programs, such as Knight Cite, to expose their students to these tools, making their work less tedious.

GRAPHS:





**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW GUIDELINES**

Office of Academic Affairs
Institutional Research and Assessment

Revised August 29, 2014

PURPOSE

Consistent with its mission, Borough of Manhattan Community College (BMCC) is dedicated to maintaining high quality academic programs for a diverse urban population. BMCC provides general, liberal arts, and career education relevant to the needs, interests, and aspirations of our students, including transfer programs to four-year colleges and universities as well as continuing education for adults of all ages. The Academic Program Review provides for the comprehensive and systematic assessment of student learning outcomes at the program level, and for the regular self-study and continuous improvement of academic programs within the context of institutional mission.

CUNY Board of Trustees policy requires that all academic programs be subject to a formal, periodic review procedure, including both self-study and external assessment. BMCC will review all non-accredited degree programs and academic departments that do not offer degree programs every five years according to a schedule developed by the Office of Academic Affairs (see Appendix I: BMCC Program Review Schedule). Accredited degree programs are exempt from this process and will be reviewed according to their specific accreditation standards and cycle.

Through the Academic Program Review (APR) process, faculty assess the current level of program quality, gauge program currency and relevance, assess student learning outcomes, review program characteristics and outcomes in relation to the mission of BMCC, and plan for program improvements.

As defined in BMCC's Institutional Assessment Plan, assessment can be seen as a recurring process of inquiry and improvement in which clearly articulated student learning outcomes and program or unit goals that support aspects of the institutional mission are measured against pre-established performance criteria. Assessment results may meet or exceed expectations, fall short in some way, or uncover unanticipated learning or unexpected outcomes. Disparities between performance expectations and actual assessment results form the basis for dialogue and possible action. When the results of assessment activities are used to bring about improvement in teaching or, it is described as "closing the loop". The cycle then begins anew either to assess different outcomes or to check to see if the changes implemented as a result of earlier assessments have achieved the intended results. Thus, key steps in the program review process include: 1)

establishing program-level outcomes/objectives; 2) implementing assessment mechanisms to gather evidence about the extent to which these goals are being met; 3) interpreting the evidence to see what can be discovered about student learning and program quality; and 4) using those results to change the learning environment so that student performance and program quality will be improved.

PROCESS AND TIMELINE

The APR process has four stages: 1) preparation, 2) self-study, 3) external review, and 4) implementation. The APR schedule allows for one semester of preparation, one year of writing, and one semester for external review; these phases can be consolidated as with the mutual agreement of the department under review and the Office of Academic Affairs. Implementation of strategies for improvement occurs in the years following the external review and until the subsequent self-study. Activities to be completed in each of these stages are detailed below.

Preparation Semester

- The Department Chair identifies a Program Review Leader and a Review Committee to develop the Self-Study.
- The Chair, Program Review Leader and Committee convey the timeline and guidelines for program review to the entire Department and solicit feedback.
- With assistance from OIRA, the Department sets up a SharePoint site to store and develop APR documents. The entire Department and OIRA will have access to the site to facilitate collaboration on the development of the self-study.
- The Office of Institutional Research and Assessment provides Departmental Data Set for program review through the SharePoint site, including for key gateway courses in the program. OIRA conducts “Working with Data Workshops” with each Review Team to assess the results from the standard data set and to discuss the possible interpretations of the data.
- The Program Review Team develops/refines the program assessment plan using the BMCC Assessment Plan Template. (See Appendix II: Borough of Manhattan Community College Assessment Plan Template.)

Self-Study Year

Fall semester:

- The Program Review Team 1) collects additional program-specific data as needed/available; 2) analyzes data, student outcomes and other information collected; and 3) develops a detailed outline and supporting documentation.

- By November 1, the Assessment Director conducts a focus group session with students likely to graduate from the program in the spring (or with students having enrolled in at least 9 credits for departments without majors) and reports to the Chair on their perceptions about the strengths and weaknesses of the Program.
- By December 15, the Program Leader and Committee develop a draft of the Self-Study to share with the Department for feedback and recommendations.

Spring semester:

- By February 15, the Program Review Team develops a second draft based on recommendations of Department, and submits second draft to the Department and BMCC Director of Assessment for feedback.
- By May 30, the Chair submits the final Self-Study Report to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and the Director of Assessment.

External Review Semester

- The Chair submits names of potential external reviewers to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and the Director of Assessment; two reviewers are chosen by the Provost (one reviewer may be from another CUNY institution).
- The Chair and Director of Assessment schedule site visit of external reviewers and confirm the agenda.
- External reviewers conduct site visit, including an exit conference with the Provost, Dean for Institutional Effectiveness and Strategic Planning, Chair, Program Review Leader and Committee, and Director of Assessment.
- External Reviewers submit findings and recommendations to the Provost, Chair, and Dean for Institutional Effectiveness and Strategic Initiatives.

Implementation Year(s)

- Provost meets with the Chair, Program Review Team and the Dean to discuss the self-study and external reviewers' findings and recommendations.
- The Department refines the program improvement plan and submits it to the Provost, Dean for Institutional Effectiveness and Strategic Planning, and Director of Assessment, subject to the final approval of the Provost.
- The Office of Academic Affairs provides ongoing support, as mutually agreed upon by the OAA and the Department Chair, to implement improvement plans.

SELF-STUDY REQUIREMENTS

Programs under review will submit a Self-Study that contains the following components:

1. Cover Sheet identifying the program under review, the Program Review Leader and Team, and the academic years covered in the Self-Study.
2. Overview of the program including:
 - a. department/program mission statement,
 - b. department goals,
 - c. student learning outcomes for the degree program (or department) under review, and
 - d. identification of General Education Program outcomes addressed by the program (or department) under review.
3. Curriculum, including:
 - a. degree requirements (or any standard requirements for departments without degree programs);
 - b. an analysis of curricular coherence (review of syllabi, mapping of course learning outcomes with student learning outcomes for degree, rationale for course sequencing, strategies for maintaining consistent standards across multiple sections);
 - c. an analysis of curricular currency (evidence of responsiveness to changes in the field);
 - d. a list of key gateway courses;
 - e. a description of any recent or planned curricular changes; and
 - f. a description of experiential learning opportunities available to students.
4. Enrollment, Retention, Transfer and Graduation Rates, using Departmental Data Sets provided by the Office of Institutional Research and Assessment, provide*:
 - a. a review of the program course requirements and scheduled offerings to confirm that the program can be completed by college-ready students in 4 sequential semesters and by most students with developmental course requirements in 6 sequential semesters;
 - b. an analysis of longitudinal enrollment, retention, transfer and graduation data;
 - c. a description of strategies to improve retention and graduation rates;
 - d. a longitudinal analysis of student demographics;

- e. a description of recruitment strategies;
 - f. if appropriate, any plans and strategies to increase enrollment.
- *departments without degree programs provide an analysis of enrollment and persistence only
5. Assessment of student learning outcomes for the program and in relation to BMCC's General Education Program, including:
 - a. a copy of the assessment plan using the BMCC Assessment Plan Template (see Appendix II);
 - b. evidence of assessment and an analysis of the results of assessment, including of general education outcomes; and
 - c. an analysis of pass rates in key gateway and high enrollment courses.
 6. Post-Graduate Outcomes including a description of the program's efforts to help prepare students for life after graduation and a review of job placement and/or continuing education trends among recent graduates, including an analysis of performance data of transfer students. Departments without degree programs provide an analysis of student success after exit from high enrollment courses.
 7. Student Satisfaction with the program, including:
 - a. aggregate summaries of student evaluations of faculty (no individual faculty data);
 - b. summaries of student experience and alumni survey results if available;
 - c. analysis of faculty role in student mentoring and advisement; and
 - d. analysis of results of at least one focus group session with students likely to graduate in the spring (or students enrolled in at least 9 credits for departments without degree programs), led by the Director of Assessment.
 8. Use of Results of Assessment, including a description of regular processes designed to ensure continuous improvement of the program; provide evidence of how assessment results have been used for course-level or program redesign and/or improvement.
 9. Instruction and Scholarship, including:
 - a. from OIRA, a list of all full-time faculty with rank, tenure status, date of hire, degrees and area(s) of expertise;
 - b. key research/grants/publications/creative work over last three years;
 - c. full-time/part-time faculty ratios for required courses;

- d. evidence of faculty development, pedagogical effectiveness and efforts to improve pedagogy;
 - e. support for new faculty;
 - f. support for part-time faculty; and
 - g. evidence of use of teaching/learning technologies including trends on the number of sections per semester offered as hybrid or fully online.
10. Partnerships and Co-Curricular Activities, including:
- a. a description of any partnerships with other programs or departments at BMCC, with other CUNY colleges, or with external entities;
 - b. a description of any special programs, clubs, honors, awards, community service or study abroad opportunities;
 - c. other co-curricular activities to foster student engagement and promote a culture of excellence.
11. Adequacy of Resources, including:
- a. an analysis of use and adequacy of budget allocation,
 - b. facilities (including labs and offices),
 - c. equipment,
 - d. library resources,
 - e. student support services,
 - f. administrative support, and
 - g. support from other College offices/services.
12. Analysis of Program Strengths and Weaknesses, including an overall assessment of strengths and weaknesses based on evidence, as well as a description of any special accomplishments and/or external recognition and any specific concerns, and if appropriate any opportunities envisioned and any external threats to the program.
13. Recommendations and Priorities for Program Improvement, including a list of specific actions that will lead to improved student learning outcomes and the enhancement of overall program quality (use table below).

Recommendations for Improvement				
Priorities for Improvement	Actions to be taken	Timeline	Assessment	Comments
1.	1.	1.	1.	
2.	2.	2.	2.	
3.	3.	3.	3.	
4.	4.	4.	4.	
5.	5.	5.	5.	

APPENDIX I: BMCC Academic Program Review Report Timeline
BMCC PROGRAM REVIEW SCHEDULE*

DEPARTMENT/DEGREE	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ACCOUNTING <ul style="list-style-type: none"> • ACCOUNTING, A.A.S. • FORENSIC ACCOUNTING (B.S./JJC) 			BMCC SS BMCC SS			
ALLIED HEALTH SCIENCES <ul style="list-style-type: none"> • HEALTH INFORMATION TECHNOLOGY, A.A.S. • PARAMEDIC, A.A.S. • RESPIRATORY THERAPY, A.A.S. 		ACCR SV ACCR SV ACCR SV	ACCR SV			
BUSINESS MANAGEMENT <ul style="list-style-type: none"> • BUSINESS MANAGEMENT, A.A.S. • BUSINESS ADMINISTRATION, A.A. • SMALL BUSINESS/ENTREPRENEURSHIP, A.A.S. 		BMCC SS BMCC SS BMCC SS				
CENTER FOR ETHNIC STUDIES				BMCC SS		
COMPUTER INFORMATION SYSTEMS <ul style="list-style-type: none"> • COMPUTER INFORMATION SYSTEMS, A.A.S. • COMPUTER NETWORK TECHNOLOGY, A.A.S. • COMPUTER SCIENCE, A.S. • GEOGRAPHIC INFORMATION SCIENCE (GIS), A.S. (JOINT W/SOC) 		BMCC SS BMCC SS BMCC SS				BMCC SS
DEVELOPMENTAL SKILLS			BMCC SS			
ENGLISH <ul style="list-style-type: none"> • WRITING & LITERATURE, A.A. 			BMCC SS			
HEALTH EDUCATION <ul style="list-style-type: none"> • COMMUNITY HEALTH EDUCATION, A.A.S. 						BMCC SS
LIBERAL ARTS <ul style="list-style-type: none"> • LIBERAL ARTS, A.A. 			BMCC SS			
MATHEMATICS <ul style="list-style-type: none"> • MATHEMATICS PROGRAM, A.S. 			BMCC SS			
MEDIA ARTS & TECHNOLOGY <ul style="list-style-type: none"> • MULTIMEDIA ARTS, A.A.S. • MULTIMEDIA PROGRAMMING, A.A. • VIDEO ARTS AND TECHNOLOGY, A.S. 			BMCC SS	BMCC SS BMCC SS		

DEPARTMENT/DEGREE	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
MODERN LANGUAGES					BMCC SS	
MUSIC AND ART					BMCC SS	
NURSING <ul style="list-style-type: none"> NURSING PROGRAM, A.A.S. 						ACCR SV
SCIENCE <ul style="list-style-type: none"> SCIENCE, A.S. BIOTECHNOLOGY SCIENCE, A.S. ENGINEERING SCIENCE, A.S SCIENCE FOR FORENSICS, A.S 			BMCC SS	BMCC SS	BMCC SS BMCC SS	
SOCIAL SCIENCE & HUMAN SERVICES <ul style="list-style-type: none"> CRIMINAL JUSTICE, A.A. HUMAN SERVICES, A.S. GEOGRAPHIC INFORMATION SCIENCE (GIS), A.S. (JOINT W/CIS) 	BMCC SS			BMCC SS		BMCCSS BMCC SS
SPEECH, COMMUNICATIONS AND THEATRE ARTS <ul style="list-style-type: none"> THEATRE, A.S. COMMUNICATION STUDIES, A.A 		BMCC SS			BMCC SS	
TEACHER EDUCATION <ul style="list-style-type: none"> BILINGUAL CHILDHOOD EDUCATION, A.A CHILDHOOD EDUCATION, A.A CHILD CARE/EARLY CHILDHOOD ED, A.S SECONDARY EDUCATION – BIOLOGY, A.S. SECONDARY EDUCATION – MATH, A.S. SECONDARY EDUCATION – PHYSICS, A.S. SECONDARY EDUCATION – CHEMISTRY, A.S. 	BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS					BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS BMCC SS
LIBRARY	BMCC SS					BMCC SS
LEARNING CENTER					BMCC SS	
ADVISEMENT			BMCC SS			
STUDENT AFFAIRS <ul style="list-style-type: none"> Financial Aid Enrollment Management 	BMCC SS	BMCC SS				BMCC SS

* BMCC SS: BMCC self-study ACCR SV: site visit for program accreditation

APPENDIX II: BOROUGH OF MANHATTAN COMMUNITY COLLEGE ASSESSMENT PLAN TEMPLATE

Year:		Date of Submission:		Department Chair:	
Department:			Assessment Coordinator:		
Program/Major:			Program Review Leader:		
Learning Outcomes/ Objectives	Learning Opportunities (Courses/Projects/ Activities)	Assessment Methods	Target	Use of Data	
What will students know and be able to do after they complete the program? Must be specific and measurable.	Through what courses/ assignments/activities will students have the opportunity to learn this?	How will the objective be measured? How will you assess how well students are learning this? When will assessment occur? Include at least one direct measure.	How will you know if you're succeeding? Identify a percentage of students and/or level of proficiency.	How will you use the data to improve program outcomes?	

PROGRAM: Human Services
DATE: June 2014

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
PROGRAM REVIEW
COLLEGE SELF-STUDY REPORT**

Program/department evaluation is part of the college's overall planning process. It is to be viewed as a critical self-study designed to review systematically the achievement of a program/department's purpose and goals.

Program/Department: Human Services

Report Prepared by: College Department Chair and Faculty Members

Lisa Rose (HUM
Coordinator)

Department Chair

Signature

Date

Full-time Faculty Members

Signature

Date

Lisa Rose

Emily Anderson

Man Wai Lun

Debra Greenwood

Maria Pagan Rivera

Report Submitted To: Sr. VP/Academic Affairs

Karrin Wilks

Sr. VP's Name

Date

Antonio Perez

President's Name

Date

Report Copy for Office of Institutional Research

Received by: Office for Institutional Research

Signature and Date Received

PROGRAM: Human Services
DATE: June 2014

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

College's Mission

The City University of New York defines its mission in terms of two basic themes: maintaining and expanding its commitment to academic excellence and providing access to higher education to all who seek it as "an avenue to economic and personal fulfillment to the citizens of New York City, and in particular to the economically and socially disadvantaged among them."

Borough of Manhattan Community College (BMCC) was founded in 1963 and opened in 1964 as a small, primarily business-oriented community college offering programs aimed at the mid-town business community. During the next two decades, the mission of the College changed in response to the advent of the City University's open admissions policy in 1970 and in response to an emergence of new technologies and changes in business and industry. Open admissions significantly extended higher education opportunity to thousands of students, many of them non-traditional. After BMCC relocated in 1983 to its new building at 199 Chambers Street, the programs of the College became more diversified and reflected many of the emerging new technologies. BMCC now offers a wide range of degree programs including Accounting, Allied Health Sciences, Business Administration, Business Management, Computer Programming and Operations, Computer Science, Video Arts and Technology, Early Childhood Education, Engineering Science, Human Services, Liberal Arts, Mathematics, Multimedia Programming and Design, Nursing, Office Automation and Operations, Science, Small Business Entrepreneurship, Writing and Literature, and Theatre as well as many non-degree programs in Adult and Continuing Education.

Consistent with the mission of the City University to preserve academic excellence and extend higher educational opportunity to a diversified urban population, BMCC deems its mission as providing general, liberal arts, and career education, as well as transfer programs, relevant to the needs, interests and aspirations of our students, along with continuing education for adults of all ages. The College is committed to offering quality education in a pluralistic urban environment, to fostering excellence in teaching, to facilitating the enhancement of learning, and to sustaining full access to higher education for those who seek fulfillment of personal, career or socioeconomic goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural and recreational needs of the community.

Consistent with its stated mission, Borough of Manhattan Community College affirms the following goals:

- To provide higher education to the diverse urban constituency in support of CUNY's policy of open admissions.
- To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.

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- To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace.
- To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- To provide for all students a general education which fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.
- To promote multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.
- To prepare liberal arts and career students for transfer to four-year colleges.
- To prepare students in career programs for employment and career mobility.
- To encourage lifelong learning independent of degree programs.
- To enhance the cultural, recreational, and social life of the community.
- To maintain a governance structure that facilitates the participation of faculty, administrators and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

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**BOROUGH OF MANHATTAN COMMUNITY COLLEGE
PROGRAM REVIEW**

CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS

I. PROGRAM MISSION

I.1 Mission Statement

- I.1a. The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The mission, goals, and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness. **(MSCHE 1)**
- I.1b. An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. **(MSCHE 2)**

II. PROGRAM DESIGN

II.1 Curriculum

- II.1a. The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. **(MSCHE 11)** The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. **(MSCHE 12)**
- II.1b. Assessment of student learning demonstrates that the institution's students have knowledge, skills and competencies consistent with institutional goals and that graduates have achieved appropriate higher education goals. **(MSCHE 14)**

II.2 Linkages, External Agreements and Affiliations

- II.2a. Programs have external agreements with schools and universities.

II.3 Instruction

- II.3a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed.
- II.3b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students.
- II.3c. Instruction must be evaluated regularly and results used to ensure quality instruction.
- II.3d. Instructional methodologies support nontraditional delivery.

III. PROGRAM OUTCOMES

III.1 Identification of students in the program

- III.1a. The number of majors and student enrolled in program courses is adequate.

III.2 Student Completion

- III.2a. Course completion rates demonstrate program need and effectiveness.
- III.2b. Students progress satisfactorily to upper-level courses.
- III.2c. Student degree completion and retention rates demonstrate program need and effectiveness.

III.3 Student Satisfaction

- III.3a. The program measures and documents student satisfaction.

IV. PROGRAM RESOURCES

IV.1 Faculty

- IV.1a. The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. **(MSCHE 10)**
- IV.1b. Faculty meet competency requirements for teaching in the program area.
- IV.1c. Program provides professional development opportunities for faculty and demonstrates that such development occurs. Full-time program faculty participate in professional development activities each year.

IV.2 Budget Adequacy

Program Review Instrument (October 2006)
Based on Houston Community College System's Model

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IV.2a. The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. **(MSCHE 3)**

V. PROGRAM SUPPORT SERVICES

V.1 Library and Other Learning Resources

V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their program.

V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings.

V.1c. The institution provides appropriate orientation and training for use of these resources.

V.2 Instructional Support

V.2a. Facilities, equipment, and institutional support services meet current technology standards and are adequate to support the program.

V.3 Information/Educational Technology Resources and Systems

V.3a. Information technology resources support programs at the appropriate levels.

V.4 Student Development Services

V.4a. Student development services support student success.

V.5 Advisory Committee

V.5a. Department/program Advisory committee membership reflects diversity of the community.

V.5b. Department/program Advisory Committee meets at least once a year, maintains written minutes, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.

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PROGRAM REVIEW

PROGRAM IDENTIFIED STRENGTHS

List and comment on the strengths of your program/department

The Human Services Program is a vibrant, and relevant career program with a firm liberal arts foundation as is clear from the following:

- The program's full-time faculty members are scholars and professional human services practitioners as well as experienced and committed educators. They make important contributions to the field of human services, social work, and in higher education. Yet their commitment to students never takes a back seat to their scholarship. Every semester during the advisement period, each full-time faculty person spends as much time is needed with every student so that they are prepared for their next educational and/or career steps. In the classroom they work to foster academic excellence and independence and to cultivate the key ethics and values of the profession in all of the students they work with. In addition, the HUM faculty take on leadership roles within the college, and advocate for students in the broader arena through college committee work, institutional planning and innovation and cross-institution collaborations.
- The part-time faculty is composed of human service professionals that are seasoned practitioners in many areas including: developmental disabilities, aging, health care and child welfare. They excel in their fields of practice and are also staff developers and trainers, and scholarly contributors. We have, in the past few years, worked to include part-time faculty in the life of the program and the department through regularly scheduled meetings and faculty development opportunities, as well as through regular e-communication.
- The Human Services curriculum, recently revised to include an even more robust core of general education courses is anchored in the liberal arts and offers students preparation for transfer to four-year institutions and entry level human services careers.
- Course assessment efforts are in process and have thus far demonstrated the overwhelming effectiveness of curriculum and teaching strategies. Our curriculum is aligned with those of four-year institutions offering BSWs and bachelor's degrees in Human Services.
- The Human Services program has expanded its online and hybrid course offerings. We have added evening and weekend sections to accommodate students who work and/or have family obligations during the week-days.
- The Human Services Program is housed in the Social Science and Human Services Department (renamed in 2009 to provide a more prominent position for the program). This offers infinite opportunities for collaboration with faculty from other disciplines in the areas of research and pedagogy, which further strengthens the program.
- With assistance from the Public Affairs office, the program has increased its visibility throughout the campus. The Human Services program enrollment has grown since the last APR to more than 850 students. The diversity of this student body is an enormous strength. Central to the Human Services profession are the concepts of cultural competence and diversity awareness. With a student body that is diverse in every way imaginable, the opportunities for students to learn from one another are infinite. While the graduation rates and the rate of transfer to four-year institutions reflect the ubiquitous concerns about retention, BMCC's human services graduates are becoming scholars and making a positive impact on the world (see appendix ____). They contribute to the vibrancy of the college as leaders in the Human Services Club, Phi Theta Kappa members, and participants in a variety of college co-curricular activities.
- The Human Services Advisory board has become a more active and integral component of the program. The Advisory Board is consulted about a variety of matters including curricular changes, student preparation for field work, and career development.

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PROGRAM REVIEW

PROGRAM IDENTIFIED WEAKNESSES

List and comment on the weaknesses or needs for improvement in your program/department.

In spite of the many strengths of the Human Services program, the program faces a number of challenges:

- The challenge that warrants the utmost attention concerns the program's graduation rates. While our program's rates mirror the college's graduation rates, we cannot avoid the difficult conversation. With the assistance and in collaboration with professional staff from Academic Affairs and Student Affairs, we need to quickly develop strategies to keep our "fingers on the pulse" of student enrollment and retention. We need to be able to troubleshoot, in real time, the problems that students experience with course completion and transfer. We need to continue our successful efforts to help students transfer seamlessly to four-year institutions.
- We have a brilliant and committed faculty. But this does not negate the need to continue to look closely at our effectiveness in preparing students for their next educational and career steps. We have begun the arduous process of "assessment" and we need to continue those efforts. Yet we must work to advocate for the continued focus on formative evaluation. The focus of these efforts must be to help us to what we do well, even better.
- Recently, a number of new majors have been established or are in the process of being developed in the college, including Criminal Justice, Community Health, School Health, and Psychology. While in and of itself is positive, as it offers increased choices for students, it may pose recruitment challenges for the Human Services program. For students, it may lead to confusion about which major to select. Students may feel the need to change majors, thus slowing down pace towards graduation. In addition, as the economy improves, student enrollment may decline. We will have to work together with programs where there may be overlapping course and curricular content, and career preparation and continue to vigorously recruit students into the program as they enter the college.

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PROGRAM REVIEW RECOMMENDATIONS

List and prioritize the department's recommendations for improving/modifying the program/department (correcting identified weaknesses).

Reference Standard	Recommendation
I.1a	In order to prepare students more thoroughly for transfer to four-year institutions, the HUM program should organize regular opportunities for students to meet with representatives from baccalaureate social work and human services programs.
I.1b.	While students are informally involved in the planning process, a student and an alum member should be added to the Advisory Committee to insure that the student perspective is routinely incorporated in the planning processes.
II. 1a.	<p>The department has a number of recommendations: Classroom space is an issue at the college. While we would like to offer more day-time courses to meet the needs of our growing full-time day-time student body, we cannot always do so. If class-room space could be expanded, this would indeed meet the needs of our students.</p> <p>The HUM program faculty should introduce the Career Development Department and its services to students on a more regular basis, through Human Service Club events, and perhaps course requirements for a "visit" to the Career Development office.</p> <p>The HUM faculty should review course descriptions on a bi-annual basis.</p>
II. 1b.	The HUM faculty will continue its ongoing efforts to utilize a variety of assessment methods to provide formative information about teaching and learning. In the Fall 2014 semester, HUM faculty will work to develop a method for aggregating data culled from Field Work supervisor evaluations of student performance in their internships.
II. 2a.	The HUM faculty will present the draft document related to Credit for Life Experience to the Social Science and Human Services Department for approval in Fall 2014.
II. 2b.	Continue to expand the use of technology in courses where appropriate, and expand opportunities for faculty development in all areas of teaching and learning. Make use of opportunities to take classes on field trips with funding available from Student Affairs.
II. 3c.	HUM Faculty will schedule meetings each semester and dedicate a portion of those meetings for issues related to pedagogy. In addition, the HUM program coordinator will confer with Institutional Research about strategies for analyzing student performance in transfer institutions.
III. 1a.	We recommend that the faculty enlist the Office of Institutional Research to explore why there is a drop-off in enrollment from HUM 101 to 201. We understand this somewhat: students can't progress if they haven't completed basic skills courses, students change majors, and some simply do not enroll in the next sequenced course. We should drill down more closely, interview students who are not taking HUM 201 after being successful in HUM 101. In addition, the faculty want to be proactive in the face of potentially competing new majors at the college (i.e. Community Health, School Health, Criminal Justice, and Psychology). We plan to enlist Public Affairs in helping us to develop an updated brochure that can be distributed during registration and at admissions events, develop a Forensic Human Services course, and work with faculty from other majors to share information and work together to disseminate information about all health and

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	human service related majors so that students can select programs that are best for them.
III. 2a.	The HUM coordinator and faculty will continue ongoing efforts to address student retention. Every effort will be made to recruit tutors for HUM courses as soon as possible, and to look more closely at the drop-off in enrollment from HUM 101 to 201.
III. 2b.	We recommend that we continue to advocate for the development of a Bachelor of Social Work degree program to be established in Manhattan-either by Hunter College, John Jay, or City College.
III. 2c.	HUM faculty is committed to continuing to look closely at ways in which we can improve completion rates. We recommend that regular meetings with Institutional research be scheduled and that we routinely review data and trouble-shoot problem areas. We also recommend that a cross-CUNY HUM discipline committee be resurrected so that we can discuss these concerns across campuses.
III. 3a.	Develop more robust communication with field agencies and the Career Development Center to identify full and part-time employment in human services for students and graduates.
IV. 1b.	Although we have done much in the past few years to engage part-time faculty into the life of the program, we can do more. We have at least one event per semester where part-timers are included (other than the regular invitation to department meetings). We must continue to strategize ways in which to include part-time faculty in development opportunities, as well as methods by which we can showcase their invaluable contributions to student learning here at BMCC.
IV. 2a.	If possible, we recommend an increase in funds allocated for conference participation and travel related expenses, as these activities are essential for professional, scholarly contribution and advancement.
V. 1a.	The library has very limited videos pertaining to the social work profession. We recommend that this collection be expanded.
V. 2a.	The Office of Accessibility staff have been helpful in providing information and resources regarding accommodations for students with disabilities. However, there are students in many classes with undiagnosed learning disabilities and few resources for free or low-cost ed/psych evaluations that are necessary to provide accommodations for learning disabled students. If the Office of Accessibility could provide this service or publish a list of free or low-cost resources for students, that would be extremely helpful.
V. 5	The Advisory Committee is an integral component to the success and effectiveness of the HUM program. We recommend that we attempt to recruit members of the HUM program alumna in order to gain an invaluable perspective that would benefit the program. We also recommend that, as the HUM full-time faculty increases, that if possible, we create an electronic Advisory Board newsletter that would enable us to share success, concerns, and vital information with members.

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BOROUGH OF MANHATTAN COMMUNITY COLLEGE PROGRAM REVIEW

I. CRITICAL SUCCESS INDICATOR: PROGRAM MISSION

I.1 MEASURE:	MISSION STATEMENT
I.1a STANDARD:	The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The mission, goals, and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness. (MSCHE 1)

1. Does your program/department have a mission statement?

- Yes, *please explain:*
 No, *please explain:*

The Human Services program, as part of the Social Science and Human Services Department has adopted the mission statement of the department.

2. State the mission of the program/department.

The Social Science Department aims to broaden and deepen understanding of the complex social, economic and political issues which face modern society. To achieve these aims, students are trained in the rational analysis of pertinent phases of human experiences.

3. Where is the mission statement published?

The statement is published on the BMCC Website

4. Does the program/department satisfy a unique goal(s) for the college? *Please explain:*

The program is unique as it offers students interested in Human Services and Social Work an A.S. degree that both trains them as entry level workers and prepares them for transfer to senior colleges offering bachelor's degrees in Human Services and Social Work. Economic and social indicators continue to list human service professions as expanding. Projections for continued growth, particularly in the areas of health and gerontology are strong.

5. What are the educational goals and objectives of the program/department? *Please list:*

- To develop in students, a familiarity with human service values and attitudes and will promote an understanding of human service ethics in their application of practice with individuals, families, groups, organizations and communities in a diverse society.
- To prepare students to serve individuals, families, groups and communities through the application of human service (entry level) professional skills and techniques, including cultural competence.
- To expose students to the elements of "generalist practice," which is consistent with the requirements for undergraduate social work education as articulated by the Council on Social Work Education, but is not required for the Associate degree level student.
- To introduce students to many fields of practice and to offer opportunities to explore a number of them in depth.
- To prepare students for transfer to four-year institutions in order to earn a baccalaureate degree in Social Work or another Human Services profession and to develop and offer career oriented courses that are congruent with those at the baccalaureate level in order to ensure transferability.
- To provide students with an internship experience that will: enable them to integrate the knowledge, skills, and values learned in the classroom and apply them in a human services setting; allow them to practice and hone work related skills with actual clients/consumers of social services agencies; provide them with an opportunity

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to work under the supervision of a professional and to observe professional behavior; expose them to the ways in which a human services organization functions; and to offer them an opportunity to explore career goals.

- To support students as they endeavor to complete their Associate degree in a timely manner through engaging educational opportunities and knowledgeable, comprehensive and sustained advisement.

6. Describe how the program/department's mission, goals, and objectives support the college's mission.

Consistent with the college's as well as the department's mission, the Human Services program seeks to provide access to higher education for a large and diverse urban student body. The program's goals of providing a strong general education/ liberal arts foundation as well as career-centered courses that prepare students for the world of human service work and transfer to four-year institutions is aligned with the college's mission. Promoting critical thinking, cultural competence, and a desire for life-long learning are integral to the program's goals and objectives, as well as to the profession of human services.

7. Have there been any changes in program/department's mission, goals or objectives since your previous APP self-study? *Please explain:*

Yes. Our focus on partnering with students in their effort to complete their degree in a timely manner is a fairly new objective that, although not reflected in the BMCC mission, is clearly an objective of all staff and faculty. Although the emphasis on transfer to four-year institutions isn't new, the university's efforts through the Common Core/Pathways initiative has focused attention on this aspect of our commitment to students.

Department's Recommendations: In order to prepare students more thoroughly for transfer to four-year institutions, the HUM program should organize regular opportunities for students to meet with representatives from baccalaureate social work and human services programs.

Evaluator's Recommendations:

1.1b STANDARD: An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. (MSCHE 2)

8. In addition to APP, how does the program/department undertake regular, ongoing planning?

In addition to the self-study process, the Human Services faculty meet regularly to discuss curricular changes, opportunities for student transfer, innovations in the field, and efforts to assist students through the process of college completion. Human Services faculty serve on departmental and college-wide, and university committees that focus on these areas including the BMCC Assessment committee, curriculum committees (departmental and college-wide), Faculty Senate, and University Faculty Senate.

9. How does the program/department's planning efforts relate to the college's ongoing planning process?

In light of the aforementioned Pathways initiative, the Human Services program coordinator has been actively engaged in re-aligning the Human Services program degree requirements. In addition, as the college endeavors to engage actively students both academically and socially, the HUM faculty continue to develop curricular and extra-curricular opportunities for students to connect to the college, and the program, and the career of human services. In addition, the faculty regularly seek input from agency professionals and representatives from the human services academic community through our active advisory board.

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10. Who participates in the program/department planning process? *Explain their roles.*

	Constituent	Role
<input checked="" type="checkbox"/>	Advisory Committee Members (transfer faculty/employers)	The Advisory Committee provides input regarding preparation for field work, changes in eligibility requirements for human services interns, industry trends, and curricular innovations.
<input checked="" type="checkbox"/>	Faculty	Human Services faculty meet regularly to plan for program, and course assessment and changes as well as to share pedagogical and professional best practices. New course development, and program changes are regularly discussed. Faculty confer regularly to discuss managing the increased advisement activities related to program and curricular changes as a result of Pathways.
<input checked="" type="checkbox"/>	Students	Students are a part of the planning process through the course and program assessment activities that the faculty regularly engage in. Through this formative process, faculty can revise and re-tool aspects of the program and specific courses when necessary to improve student outcomes. The Human services club advisors are able to confer with student club officers and members about issues relating to the program, courses, transfer, career readiness, and advisement.
<input checked="" type="checkbox"/>	Program directors and faculty from area four-year and graduate programs	The Human Services program coordinator confers with representatives from these programs on a regular basis to discuss increased opportunities for student transfer and articulation issues.

Department's Recommendations: While students are informally involved in the planning process, a student and an alum member should be added to the Advisory Committee to insure that the student perspective is routinely incorporated in the planning processes.

Evaluator's Recommendations:

II. CRITICAL SUCCESS INDICATOR: PROGRAM DESIGN

II.1 MEASURE: CURRICULUM

II.1a STANDARD: The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. (MSCHE 11) The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. (MSCHE 12)

1. Describe how the curriculum is structured to achieve the program/department's educational goals.

With the implementation of the CUNY Pathways Initiative fall semester 2013, there have been a few significant changes to the Human Services curriculum. Most importantly, Health Education (HED 100), a two-credit course, is no longer a requirement and Direct Social Work Skills (HUM 201) has been changed from a four-credit course to a three-credit course. The change from 4 to 3 credits was approved by the human services faculty, and the department and college-wide curriculum committees. The Pathways driven reduction in credits for language courses and categories in the Common Core created the opportunity for more liberal arts elective courses in two specific areas: U.S. Experience in its Diversity, and Individual and Society. The changes in HED 100 and HUM 201, and the additional of six credits of liberal arts courses in the Common Core, eases transfer into BA programs at four-year colleges.

The implementation of Pathways has meant that the HUM curriculum is more comprehensively aligned with the department and mission and goals of providing a solid liberal arts foundation for our students. As HUM students can now take courses such as CRT 100 (Critical Thinking) and a U.S. History course, students will have additional building blocks upon which to build their human services professional skills and for transfer to four-year institutions.

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See Appendix A

2. Did your previous self-study report, or your external reviewer's report, recommend any curricula changes? Have these recommended changes been implemented?

The evaluator did not suggest curricular changes.

3. How reasonable are course prerequisites? That is, are you confident that course prerequisites –basic skills and content courses – provide the necessary foundation for subsequent courses?

All courses except for HUM 101 require that the students have completed all reading and writing remedial. HUM 101 can be taken when the student is in the highest remedial reading and/or writing level. HUM 101, 201, 301, and 401 are sequential courses, and each prepares the student for the next; we are confident that each course meaningfully prepares the student for the next course. Hum 411, Social Welfare Programs and Policies, requires that the students have completed POL 100, American Government. These prerequisites insure that students have the foundational skills and knowledge to meet the academic demands of the courses in the discipline.

4. Do any of the courses serve both majors and non-majors? What evidence is there as to how well each constituency is served?

Introduction to Human Services and Social Work, Introduction to Gerontology, Introduction to Disabilities and Child Welfare are open to both majors and non-majors. Very few non-majors enroll in these courses, although there has been an increase in liberal arts students enrolling in Introduction to Human Services as an elective. Often, students enroll in one of the courses because they are exploring human services with a potential interest in the field. If they are interested, students will change their major to human services; otherwise, these four courses count as electives in the liberal arts program.

5. What procedures are in place to ensure that course content is up-to-date and appropriate for the level and goals of each course in the program/department?

The HUM faculty meet on a regular basis (at least 3 times per semester) and communicate electronically very frequently. A portion of the formal meetings is often devoted to reviewing syllabi, required texts, supplemental online sources, etc. Recently, changes have been made in a number of course syllabi in order to reflect "core competencies" that are expected in the four-year bachelor of social work programs. In addition, HUM faculty attend local and national conferences in the field, this are able to keep abreast of changes and innovations in the field that should be incorporated in our courses.

6. To what extent is the curriculum designed and revised to consider the institutions to which students in the program/department transfer?

The HUM faculty keep abreast of changes within and outside of CUNY that may prompt the need to design and revise courses.

With the implementation of the CUNY Pathways Initiative beginning with the fall semester 2013, there have been a few significant changes to the Human Services curriculum. Health Education (HED 100), a two-credit course, is no longer a requirement. Direct Social Work Skills (HUM 201) has been changed from a four-credit course to a three-credit course. The Pathways categories in the Common Core created the opportunity for more liberal arts elective courses in two specific areas: U.S. Experience in its Diversity, and Individual and Society. The changes in HED 100 and HUM 201, and the additional of six credits of liberal arts courses in the Common Core, eases transfer into BA programs at four-year colleges; BA programs require more liberal arts credits to graduate than do BS programs.

There are two recent initiatives that faculty have been involved in related to curriculum design:

- At the urging of the HUM coordinator, the BMCC Science department has developed a new course entitled Human Biology (BIO 111). This course is a required course for students entering the social work programs at Lehman College and York colleges. Enabling students to complete this requirement here at BMCC will enable them to more seamlessly transfer to and complete their baccalaureate social work degree in a timely fashion.
- In collaboration with the Health Education Department, the Human Services Program has been developing a new degree program- an A.S. in Gerontology. As the U.S population ages, there will be an increased need for trained health and human services workers with expertise in aging. The degree program has been developed,

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and has been passed by both the Social Science and Human Services and Health Education Departments. We have also received letters of support from two 4-year CUNY institutions. The program will articulate with York College's B.S. in Gerontology. We are presently awaiting signatures on the agreement and plan to present it to the College-wide curriculum committee in the Fall of 2014. This will greatly enhance the viable professional career and educational transfer opportunities for BMCC students.

In addition to the above mentioned initiatives, the HUM faculty are considering the development of a "Forensic Human Services" course. BMCC's Criminal Justice Associate's degree is extremely popular. There are a number of careers in which the disciplines of Human Services and Criminal Justice converge, i.e. probation, parole, as well as a variety of careers related to prisoner re-entry. In fact John Jay College is in the early stages of expanding their Human Services minor to a four-year degree program. By developing this course, we would be positioned to meet the needs of students interested in combining human services expertise with their interests in criminal justice.

7. To what extent have articulation agreements for upper-division study been developed? How often are these agreements revised or updated?

The BMCC Human Services Program has historically had articulation agreements with CUNY four-year institutions that offer accredited Social Work and Human Services baccalaureate degrees (Lehman, York, and more recently Medgar Evers and CSI), in addition to agreements with New York University and Adelphi University. WE have also begun discussions with John Jay about articulating with their Human Services program once it is up and running. As the new CUNY Pathways Initiative has been implemented, the need for articulation agreements is less pressing within the CUNY system. We continue to explore agreements with four-year institutions within and outside the CUNY system.

8. How do the faculty work with the Cooperative Education faculty to provide cooperative educational opportunities to the program/department's students? (NOTE for Coop Ed's APP. Please answer this question: How do Cooperative Education faculty work with faculty from other departments to provide cooperative educational opportunities for their students?)

The coop ed department has been disbanded, thus, this question is no longer applicable.

9. How do the faculty work with the Career Center to assist students without a Coop Internship in obtaining jobs?

Faculty in the Human Services Program develop internships for our students through professional collaboration with professionals in the field of Human Services and Social Work. Through the years, we have developed internships in more than 60 human services agencies throughout the NYC area. These include hospitals, public and private agencies that address the needs of the homeless, DV victims, and abused and neglected children. The program does not work directly with the career center to develop internship placements. However, individual instructors routinely bring representatives from the career center into their classes to introduce students to resume writing and job search techniques. We also strongly encourage our students to connect with the career center on campus for assistance in developing a resume and preparing for their first interview with an agency representative. In addition, the career center hosts job fairs on campus that include representatives from human services agencies, and our students are encouraged to attend. The HUM Coordinator communicates regularly with the ASAP career developer. They share information about social service agencies that may be recruiting new employees, and about BMCC job fairs.

10. Using the chart below, list the courses in your program or department that cover the college's General Education learning goals. (If you have a program, answer for the complete curriculum. If you do not have a program, answer for your courses in general.)

General Education Learning Goals

Courses that cover the goal:

Students will ...	Extensively	Somewhat
1. Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	ENG 101, 201, SPE 100, Mod. Lang., SOC 100, PSY 100, POL 100, SOC 2xx, PSY 2xx, Hum 101, 201, 211, 212, 213, 301, 401, 411	
2. Quantitative Reasoning- Students will be able to use quantitative skills and the	MAT 150	HUM 101, 211, 212, 213, 401, 411

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concepts and methods of mathematics to solve problems.		
3. Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	BIO xxx, CHE xxx, PHY xxx, AST xxx	
4. Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	Soc. Sci, all HUM courses	
5. Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	ART xxx, MUS xxx	
6. Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	HUM 101, HUM 411, PSY 2xx, SOC 2xx	HUM 201, 301, 401, 211, 212, 213
7. Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	ENG, Soc. Sci., all HUM	

See Appendix-curriculum requirements

11. Does the program/department adequately cover each of the college's General Education learning goals? *Please explain:*

BMCC developed new college wide General Education Learning Outcomes in 2013. This provided an opportunity for us to review our program in light of those learning outcomes.

This is not a static process. Faculty meet periodically to discuss learning outcomes, and continually refine and revise curriculum, and re-vamp syllabi in order to make sure that our learning outcomes are aligned with the Gen Ed requirements. The HUM coordinator is a member of the college-wide assessment committee, and routinely brings information back to faculty so that we can work towards aligning goals with outcomes.

12. How often are Catalog descriptions of courses in the program/department reviewed for currency? Is the process adequate?

Since the college catalog has recently become an online source, it has streamlined the process of reviewing course descriptions and so that we can edit when necessary. However, it is recommended that the HUM faculty set a time at least bi-annually to formally review course descriptions in order to reflect changes in the field.

13. How are textbooks reviewed and selected? Please explain.

Faculty review course objectives and review textbook selections regularly. We maintain a working relationship with one textbook company and meet with representatives regularly to discuss our program's needs and how best to meet those in a way that best serves our students. Faculty members formed a small ad-hoc committee to review the text used for HUM 301 and 401. As a result of this review, they developed a custom text that combines pertinent chapters from a number of texts into one. This text is now in use by most instructors teaching HUM 301 and 401. The customization process enables faculty to periodically re-review this text and revise if necessary. Several other textbook company representatives meet individually with both full and part-time faculty. Teaching and learning resources have changed dramatically over the past five years, and now most communications go beyond simple textbooks to include additional coordinated teaching materials, such as online sources to enhance student learning and e-textbooks.

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14. Are program/department courses scheduled to meet the needs of day, evening, and weekend students?

Yes, *please explain*: Since the previous APR, we have expanded our course offerings during evenings, week-ends, and online. Although not anticipated, since our last review, our younger/day-time student body has increased. It is not uncommon for evening and weekend classes to be the last to be fully enrolled each semester. Consequently, the HUM coordinator, reviews the course schedule carefully, so that we can offer courses at the times in which students need them most. We have also begun to offer two courses, HUM 101 and HUM 201, in the summer I session. This is critically important in our efforts around degree completion. A significant number of students either transfer into the program after one or two semesters at the college, or are delayed from progressing through the HUM sequence because they have not successfully completed basic skills requirements. Summer sections of HUM 101 and 201 will prove a method by which to “catch-up” with their full-time student cohort. In addition, several courses are fully online, and a few are offered as hybrid courses (partially online and partially in class). Many of our courses are also designated as writing intensive.

No, *please explain*:

Provide the program/department’s schedule as evidence.
See attached schedule in Appendix.

Department’s Recommendations: The department has a number of recommendations:
Classroom space is an issue at the college. While we would like to offer more day-time courses to meet the needs of our growing full-time day-time student body, we cannot always do so. If class-room space could be expanded, this would indeed meet the needs of our students.

The HUM program faculty should introduce the Career Development Department and its services to students on a more regular basis, through Human Service Club events, and perhaps course requirements for a “visit” to the Career Development office.

The HUM faculty should review course descriptions on a bi-annual basis.

Evaluator’s Recommendations:

II.1b STANDARD: Assessment of student learning demonstrates that the institution’s students have knowledge, skills and competencies consistent with institutional goals and that graduates have achieved appropriate higher education goals. (MSCHE 14)

1. Are the program/department’s objectives measurable? In other words, how do you determine whether the program/department is achieving its stated educational goals and objectives? *Please explain*:

The Human Services Faculty have focused intently on program objectives and outcomes over the past year. We have looked closely at the competencies that the Council on Social Work Education wants bachelor’s level students to be proficient in as well as similar standards put forth by the National Organization of Human Services Educators. We have overlaid those competencies and standards with the program, department, and college goals in an effort to look closely at our own course offerings and how our program meets those goals. We have concluded that our courses, and the program in general has goals that are in sync with the college, as well as the professional organizations that are the standard bearers in the profession.

See Appendix B

2. Describe how the program/department ensures that its educational goals, objectives, curriculum, and intended learning outcomes are well aligned? (For example, in a well-aligned program, the goals, objectives, and curriculum have been designed to maximize the achievement of the intended learning outcomes.)

Through the process noted above, the Human Services Faculty have been meeting to look more closely at our programmatic outcomes in order to develop outcomes that would be meaningful and appropriate. It is essential to note

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that the outcomes listed in the appendix are not newly created, rather they have been embedded in Human Services courses all along. However, the process of codifying them has served to focus our attention on these outcomes and how best to help student achieve them.

In addition, the structure of the Human Services curriculum is sequenced so that students are introduced to broad concepts and content information in the first level course introduction to human services. This then lays the foundation for HUM 201, where students gain an understanding of the application of basic skills incorporated in generalist human services work. It is only after students are successful in those courses are they able to move on to the third and fourth levels; Field Experience I and II. These courses are designed to facilitate the integration of skills, techniques, and theories learned about in the classroom in an agency-based learning environment under the supervision of a professional field instructor. It is this sequential learning experience that serves to insure that educational goals, curriculum and learning outcomes are well-aligned.

3. How does the program/department assess student learning (e.g., comprehensive exams, portfolios, special projects, special assignments)?

The program's faculty actively participate in ongoing assessment of student learning and do so through a variety of methods including but not limited to:

- In-class objective quizzes and exams which measure student knowledge of core concepts
- Writing assignments-both "low-stakes" and "high-stakes" including free-writes, targeted journaling, in-class and take-home essays, annotated bibliographies, and longer research assignments. In addition, there are writing assignments that are specifically intended to prepare students for professional writing such as bio-psycho-social assessments, case notes, process recording, and policy analyses.
- In-class presentations which evaluate students' ability to conceptualize and articulate an understanding of the human service roles as advocates, mentors, counselors, group facilitators, and program evaluators.
- Group and collaborative exercises, role-plays, case-studies, and presentations that assess student understanding of human services theories, best practices, evidenced-based research, practice settings, and core values of the profession.
- Student performance of human services tasks at agency field placements is assessed and evaluated by the field instructor through regular supervisory meetings, and formal mid-semester progress and final evaluation reports.

4. List the competencies that the program's graduates are expected to have. If your program does not have a major, answer with respect to your courses in general.

The competencies that graduates are expected to have are reflected in five core outcomes that are culled from the National Organization of Human Services Educators competencies expected for baccalaureate human service graduates. Through the sequenced courses and general education courses that students must be successful in, the will:

- become familiar with and incorporate human service values and attitudes and will promote an understanding of human service ethics in their application of practice with individuals, families, groups, organizations, and communities in a diverse society.
- Be prepared to serve individuals, families, groups and communities through the application of entry level professional skills and techniques including cultural competence.
- Develop awareness of their own values, personalities, reaction patterns, interpersonal styles, limitations, and methods of self-care.
- Gain an understanding of the knowledge base and theoretical foundations of the interaction of human systems, including individual, interpersonal, group, family, organizational, community, and society.
- Through the general education/common core requirements as well as courses in the discipline, students will demonstrate developing understanding and capacity to apply critical thinking, scientific and quantitative literacy, humanistic and social inquiry, communication, research, and technology skills.

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5. How are these competencies verified (e.g., tests, portfolios, capstone course, course-by-course, other forms of assessment)?

The above competencies are assessed formatively as well as summatively and continually. Some of these competencies do not lend themselves to typical quantitative assessment techniques (i.e. cultural competence, and human service ethics and values). Nevertheless, they are the most critical competencies that a human services professional must acquire. Therefore, they are a primary focus in each course in the discipline and students developing understanding and acquisition of these competencies are examined and measured through a variety of techniques: tests, group assignments and field supervisor evaluation in field work courses.

6. To what extent are students achieving the intended learning outcomes?

The human services faculty have embarked on a comprehensive assessment endeavor beginning with an assessment of learning outcomes for HUM 101. Based on the aforementioned Human Services competencies, faculty were asked to embed a set multiple choice questions in their final exams at the end of the Spring 2013 semester. The results of this effort in the appendix. In short, we discerned that the HUM 101 faculty are adequately addressing the competencies on their classes, and that student outcomes overwhelmingly demonstrated the effectiveness of these efforts.

The Human Services faculty see this as the beginning of an ongoing effort to assess student learning. Objective exams are only one method that will be assessed. In the Fall 2014 semester, we plan on assessing student learning in Field Experience II, the required capstone course in the Human Services sequence. Through an analysis of supervisor evaluations of student field work, we will explore closely, the learning outcomes as students complete their human services associate degree training. Again, this is part of a continual process of formative evaluation that provides infinite opportunities to reflect on and revise curriculum and assessments of outcomes as needed.

7. Do program/department faculty members use the results from BMCC's Assessment of Student Learning survey to help assess their teaching? *Please explain:*

The Human Services faculty are continually open to assessing teaching through a number of reflective activities, among them looking at the results of the most recent BMCC Assessment of Student Learning (Spring 2011). It is reassuring to note that HUM students overwhelmingly strongly agree and agree that HUM faculty are effective across all categories. In fact, when assessed in the aggregate, along with Ethnic Studies, Mathematics, Social Science and Human Services, and Teacher Education, Human Services students across the board rate teaching more than 10% higher than in other disciplines. In spite of this apparent effectiveness, HUM faculty note that 42% of students said they strongly agree that they are more confident in their speaking ability (41% agreed)—these percentages were 5-10% lower than other categories. Thus, when the HUM faculty met, we agreed that it is essential to integrate more opportunities to work on these skills in all of our classes. In addition, the HUM coordinator has initiated discussions with the Chair of the Speech, Communication and Theatre department, about ways in which we might collaborate in the future to address our concerns.

See Appendix C

8. How has the department used results of assessment? What changes/improvements have been made to your program/department as a result of assessment?

See above.

Department's Recommendations: The HUM faculty will continue its ongoing efforts to utilize a variety of assessment methods to provide formative information about teaching and learning as stated above. IN the Fall 2014 semester, HUM faculty will work to develop a method for aggregating data culled from Field Work supervisor evaluations of student performance in their internships.

Evaluator's Recommendations:

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II.2 MEASURE: LINKAGES, EXTERNAL AGREEMENTS AND AFFILIATIONS

II.2a STANDARD: Programs have external agreements with schools, universities, and other partners.

Which of the following linkages and agreements are in place for your program/department?

- Advanced placement
- Course articulation (w/secondary schools)
- Course transfer (w/colleges and universities)
- Program articulation (w/colleges and universities)
- Credit by exam
- Credit for work experience (*in process)
- Dual credit/college option
- CLEP (College Level Examination Program)
- BMCC EOP (Educational Opportunity Program)
- CLIP (CUNY Language Immersion Program)
- University Admissions/Placement Agreements
- Other, *please list:*
-
-
-

see Appendix Credit for Life Experience (draft)

Department's Recommendations: The HUM faculty will present the draft document related to Credit for Life Experience to the Social Science and Human Services Department for approval in Fall 2014.

Evaluator's Recommendations:

II.3 MEASURE: INSTRUCTION

II.3a STANDARD: Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed.

1. Are written course syllabi available for all program/department courses? ***Provide copies as evidence.***

- Yes, *please explain:*
- No, *please explain:*

See Appendix D

2. Are these syllabi informative, thorough, accurate and reflective of current standards?

- Yes, *please explain:*
- No, *please explain:*

3. Are student learning objectives explicitly stated for each course?

- Yes, *please explain:*
- No, *please explain:*

4. Indicate date(s) and nature of most recent revision of the course outlines and objectives:

Program Review Instrument (October 2006)
Based on Houston Community College System's Model

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Course	Date Revised	Nature of Revisions
HUM 101	Fall 2012	Learning Outcomes and Assessments clarified
HUM 201	"	"
HUM 211	"	"
HUM 212	"	"
HUM 213	"	"
HUM 301	"	"
HUM 401	"	"
HUM 411	"	"

II.3b STANDARD: Methods of instruction must be appropriate to the goals of each course and the capabilities of the students.

1. Describe the methods of instruction that are used in your program/department. (e.g., lecture/discussion, research projects, collaborative learning, lab assignments, etc.)

Human Service faculty use a variety of methods for instruction in all courses including lecture, groupwork, peer-review of student assignments, presentations, role-plays, in-class and out of class writing assignments, field visits, and a variety of technologies (audio podcasts, video, blackboard, powerpoint, etc) that are intended to stimulate comprehensive student engagement and investment in the learning process. Course content also involves ongoing analysis of current events through a variety of media. This is integral to the competencies that are connected to human services work in communities and related to social justice activities.

2. The widely known Bloom Taxonomy for Learning and Teaching ranks the cognitive difficulty of assignments from simple recall to higher-order thinking skills. Specifically, the taxonomy is: 1) recall, 2) comprehension, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. To what extent do course syllabi have assignments that demand higher-order thinking? In other words, what is the program/department doing to insure that student learning is well beyond simple recall and comprehension? *Along with your explanation, please provide course assignments as examples.*

As stated previously, Human Services education is not rooted in easily quantifiable competencies, thus while recall and comprehension are essential, the higher level assignments intended to cultivate higher-order thinking skills are routinely utilized across all courses. In order to insure that students are learning in the areas of professional values and ethics, cultural competency, social welfare policy evaluation, the faculty craft a variety of assignments intended to develop students in these areas. Attached are but a few of such assignments.

See Appendix E

3. Describe how students' learning styles are addressed by the instructional methods that are used in your program/department.

In each class, a variety of methods are used to address student learning styles. Along with assignments that require students to read text and other print sources, faculty utilize video, audio, the use of still images, and student led learning activities.

4. Do instructional methodologies utilize technology? And how widespread is the use of technology, i.e. what percent of course sections are taught with technology?

Yes, *please explain*: Virtually all courses use some sort of technology as all sections of all courses utilize Blackboard. Some faculty utilize more sophisticated features such as Blogs, groups, podcasts and Wikis, while others simply use it to provide resources for students. Presently, three courses are offered completely online (HUM 211, 212 and 401). HUM 201 and 411 are offered in a hybrid form. HUM 213 is presently being developed as an online course and HUM 411 will soon be offered as a fully asynchronous course.

No, *please explain*:

5. Indicate recently implemented innovations in instructional methodology or use of technology:

Course	Innovation	Date
--------	------------	------

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HUM 201	Hybrid section developed (partially online)	Spring 2011
HUM 411	Hybrid section developed (partially online)	Fall 2012
All HUM courses	Training on implementation of Pearson's MyLab	Fall 2012
HUM 101,201,301,401	WAC training for WI sections	All semesters

6. Does the program/department curriculum require a dedicated lab?

- Yes,
 No, *please skip question 7.*

7. Do lab schedules allow time for demonstration and practice?

- Yes, *please explain:*
 No, *please explain:*

Department's Recommendations: Continue to expand the use of technology in courses where appropriate, and expand opportunities for faculty development in all areas of teaching and learning. Make use of opportunities to take classes on field trips with funding available from Student Affairs.

Evaluator's Recommendations:

II.3c STANDARD: Instruction must be evaluated regularly and results used to ensure quality instruction.

1. What means do you use to evaluate instruction in the program/department?

- Assessment of performance of students in subsequent courses
 Assessment of performance of graduates in transfer institutions
 Departmental tests
 Peer review
 Sampling of opinions of former students
 Standardized tests and comprehensive exams
 Student evaluation of instruction
 Supervisor review
 Other, *please describe:*

The HUM faculty routinely discuss pedagogical effectiveness-what has worked in classrooms and what hasn't. Both informally and in HUM faculty meetings, innovative strategies are discussed-and faculty members confer about instruction methods.

2. Describe how evaluation results are used to improve instruction in your program/department.

Faculty continuously use evaluation results to address areas where instruction can be more targeted to improve student outcomes. For example, if students report that instructions for an assignment were not clear, faculty confer about strategies to scaffold a writing assignment and "chunk" instructions—then place them on Blackboard so that students have ready access to them.

Department's Recommendations: HUM Faculty will schedule meetings each semester and dedicate a portion of those meetings to issues related to teaching effectiveness. In addition, the HUM program coordinator will confer with Institutional Research about strategies for analyzing student performance in transfer institutions.

Evaluator's Recommendations:

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II.3d STANDARD: Instructional methodologies support nontraditional delivery.

1. Indicate and describe program/department offerings through nontraditional formats.

Nontraditional Format	Description Of Offerings
<input checked="" type="checkbox"/> Distance Education	HUM 211,212, and 401 are all offered online. HUM 201 and 411 are Hybrid courses.
<input type="checkbox"/> Independent Study	
<input type="checkbox"/> Others, <i>please explain:</i>	
<input type="checkbox"/>	

2. How do the faculty in the program/department participate in the College Honors Program? Is there sufficient participation? *Please explain:*

The HUM faculty have not participated in the College Honors Program. As the courses are primarily career –related, they do not easily lend themselves to this. However, a concerted effort could be made to identify appropriate students and to encourage participation –particularly with students enrolled in HUM 411 Social Welfare Programs and Policies.

3. Describe the program/department's participation in continuing education and contract training at the college.

Faculty routinely attend conferences in the field of Human Services, Social Work, Instruction innovation, and technology. The HUM Program has an articulation with the Office of Continuing Education's certificate program in Direct Care for Person's with Disabilities. Students are encouraged to enroll in the HUM A.S. degree program and receive 3 credits for HUM 212.

4. Does your department use outside resources (e.g., government agencies, businesses, educational institutions, etc.) to expand nontraditional format learning opportunities in the program/department?

Yes, *please explain:* Faculty confer informally with professionals in the Human Services field as a part of their work with agency field supervisors and administrators. In addition, the Human Services Advisory Board keeps faculty apprised of important changes in the field that impact student integration into the field and student learning in the agency setting.

No, *please explain:*

Department's Recommendations: none

Evaluator's Recommendations:

III. CRITICAL SUCCESS INDICATOR: PROGRAM OUTCOMES

III.1 MEASURE: IDENTIFICATION OF STUDENTS IN THE PROGRAM

III.1a STANDARD: The number of majors and students enrolled in program courses are adequate.

1. What were the program enrollments in the last three fall terms?

Fall Term	Number of Majors
2010	832
2011	893
2012	850

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2. Are the number of majors adequate? *Please explain:*

yes

3. If not, what efforts are in place to address this issue?

See below

4. How many program majors took courses in the department during the last three fall terms? (Institutional Research will provide these data)

Fall Term	Number of majors
Sep 2010	611
Sep 2011	708
Sep 2012	712

5. How many students took courses in the department during the last three fall terms?

Fall Term	Number of students
2010	802
2011	910
2012	830

6. What were the department course enrollments during the last fall and spring terms?

Course Enrollment Trends

Course	Fall 12	Spring 13
HUM 101	382	283
HUM 201	112	146
HUM 211	48	20
HUM 212	24	58
HUM 213	63	69
HUM 301	128	99
HUM 401	71	119
HUM 411	82	109

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7. Are the number of students taking courses in the department adequate?

The number of students taking courses is adequate. Yet we recommend that the faculty enlist the Office of Institutional Research to explore why there is a drop-off in enrollment from HUM 101 to 201. We understand this somewhat: students can't progress if they haven't completed basic skills courses, students change majors, and some simply do not enroll in the next sequenced course. We should drill down more closely, interview students who are not taking HUM 201 after being successful in HUM 101. In addition, the faculty want to be proactive in the face of potentially competing new majors at the college (i.e. Community Health, School Health, Criminal Justice, and Psychology). We plan to enlist Public Affairs in helping us to develop an updated brochure that can be distributed during registration and at admissions events, develop a Forensic Human Services course, and work with faculty from other majors to share information and work together to disseminate information about all health and human service related majors so that students can select programs that are best for them.

See Appendix F

8. If not, what efforts are in place to address this issue?

See above

9. How does the program/department complement/support enrollment in other college programs/departments?

HUM 101 is a course that is considered a Social Science elective for Liberal Arts majors. While we do not automatically open all sections to all students, we do routinely make sure that some sections are available to Liberal Arts students. This is of critical importance. HUM 101 is transferable as Introduction to Social Work at most CUNY campuses. In order to gain admittance to BSW programs, all students must first have taken that course. It is not unusual for BMCC Liberal Arts students to take HUM 101 as a non-major, and then transfer to a 4-year institution and major in Social Work there.

10. Are there an adequate number of sections for the number of students taking department courses?

Yes

11. If not, what efforts are in place to address this issue?

Again, although this is not presently an issue, when planning for future semesters, the HUM program coordinator looks closely at previous semester enrollments in all sections, and considers the days and times that course are offered, and which courses filled more quickly than others. This process is on-going.

Department's Recommendations: We recommend that the faculty enlist the Office of Institutional Research to explore why there is a drop-off in enrollment from HUM 101 to 201. We understand this somewhat: students can't progress if they haven't completed basic skills courses, students change majors, and some simply do not enroll in the next sequenced course. We should drill down more closely, interview students who are not taking HUM 201 after being successful in HUM 101. In addition, the faculty want to be proactive in the face of potentially competing new majors at the college (i.e. Community Health, School Health, Criminal Justice, and Psychology). We plan to enlist Public Affairs in helping us to develop an updated brochure that can be distributed during registration and at admissions events, develop a Forensic Human Services course, and work with faculty from other majors to share information and work together to disseminate information about all health and human service related majors so that students can select programs that are best for them.

Evaluator's Recommendations:

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III.2 MEASURE: STUDENT COMPLETION

III.2a STANDARD: Course completion rates demonstrate program needs and effectiveness.

1. Is the rate of course completion among program majors satisfactory? Specifically, are program majors completing required departmental courses at a satisfactory rate? Departments without programs should answer for their courses in general. (Institutional Research will provide pertinent data).

Fall Term	Course Completion Rate
2010	78.5%
2011	84.4%
2012	78.4%

- Yes, *please explain*: The rate of completion is excellent and represents the work that all faculty do to engage students and monitor their progress throughout the semester.
- No, *please explain*:

2. What efforts are in place to improve student retention in courses?

The focus on retention is ongoing. It is targeted in a number of ways: Faculty develop on-going relationships with students and are able to monitor their progress individually. Faculty keep in touch with one another about student progress and problem-solve about students having difficulties. Referrals are routinely made to the counseling center, student warning notices are sent out if need be. Students are referred to the writing center and tutoring center if necessary. Students with special issues or concerns around securing an internship site on weekends or evenings if a student's schedule requires that, are readily addressed. As faculty spend countless hours advising HUM majors, we are able to provide individual help when necessary. However, one problem area is that it has been difficult to secure a tutor for HUM majors. We plan to recruit recent graduates as tutors so that we can be sure to address student needs in this area.

3. What percentage of students successfully progress through key course sequences? (Institutional Research can provide pertinent data.) *Please explain*:
4. Has there been any notable change in the distribution of the department's grades over the past three fall terms? Does the department give a high percentage of A and B grades? If so, is this an area of concern? *Please explain*:

No, rate of As and Bs has not changed over time. Approximately 41% of students receive As and Bs. This is appropriate for the major.

Department's Recommendations: The HUM coordinator and faculty will continue ongoing efforts to address student retention. Every effort will be made to recruit tutors for HUM courses as soon as possible, and to look more closely at the drop-off in enrollment from HUM 101 to 201.

Evaluator's Recommendations:

III.2b STANDARD: Students progress satisfactorily to upper-level courses.

1. Are students placed correctly in classes in the program/department?

Yes, *please explain*:

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No, please explain:

Students are placed appropriately.

2. What barriers do students in the program/department experience in progressing to upper-level courses in the same discipline?

a) at the college

The HUM program offers upper-level HUM courses in both the Fall and Spring semesters, during the day, evening and on weekends. HUM 401 is offered on line, and HUM 411 is offered as a hybrid. Thus there are few discernable barriers for students seeking to move into upper level courses. Students sometimes delay enrollment in HUM 301 (Field Work I) if their personal and work schedules do not allow them to attend field work 7 –hours each week. In an effort to address this, the HUM faculty aggressively strive to identify agency internship opportunities available on evenings and weekends.

b) at transfer institutions

Most students articulate the desire to transfer to a four-year social work or human service program within CUNY. The field of choice is social work. Presently, there is not CUNY BSW program within the Borough of Manhattan. Students desiring to transfer into social work programs must go to Medgar Evers in central Brooklyn, Lehman in the north Bronx, or College of Staten Island. Hunter College’s Silberman School of Social Work does not offer a BSW. This creates an obstacle for students wishing to continue their studies in social work.

Department’s Recommendations: We recommend that we continue to advocate for the development of a Bachelor of Social Work degree program to be established in Manhattan-either by Hunter College, John Jay, or City College.

Evaluator’s Recommendations:

III.2c STANDARD: Student degree completion and retention rates demonstrate program need and effectiveness.

1. How many students completed the program in each of the last three years?

Academic Year	Number of Graduates

HUM	FA 2007	HUM 101	20	116	17.0%
HUM	FA 2008	HUM 101	25	131	19.0%
HUM	FA 2009	HUM 101	27	107	25.0%

2. Are these statistics satisfactory?

Yes, please explain:

No, please explain:

3. What percentage of your first-time freshmen earned 12 or more real credits? Report this from the last three Perkins III Reports (Institutional Research will provide).

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Perkins III Reporting Year	<i>Freshmen with 12+ credits</i>
Fall 2009	15.00%
Fall 2010	13.00%
Fall 2011	22.00%

4. Are these statistics satisfactory?

- Yes, *please explain*: These rates are in line with other BMCC majors.
 No, *please explain*:

5. What percentage of first-time freshmen who earned 12 or more credits graduated from your program, and graduated from another program? Report this from the last three Perkins III Reports (Institutional Research will provide).

Perkins III Reporting Year	<i>Graduated in Program</i>	<i>Graduated from another program</i>

Fall 2007	15	13%	7%	(LIB)
Fall 2008	26	27%	12%	(LIB & ECE)
Fall 2009	21	24%	5%	(MMD)

6. Are these statistics satisfactory?

- Yes, *please explain*: HUM students show an early and consistent commitment to the career.
 No, *please explain*:

7. What percentage of majors who completed the program's first course graduated within the following three years? (Institutional Research will provide pertinent data).

8. Are these statistics satisfactory?

- Yes, *please explain*:
 No, *please explain*:

Timely completion, while trending in the right direction, and in line with other degree programs should be higher. There are many factors that impede timely graduation:

- Students must complete basic reading and writing skills courses before they can progress to HUM 201, and basic math courses before they can take MAT 150, a program requirement.
- Work and family obligations
- Social issues

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- Other academic or college engagement issues

These concerns are not specific to Human Services students, yet, the HUM faculty are committed to continuing to look closely at ways in which we can improve completion rates.

Department's Recommendations: HUM faculty is committed to continuing to look closely at ways in which we can improve completion rates. We recommend that regular meetings with Institutional research be scheduled and that we routinely review data and trouble-shoot problem areas. We also recommend that a cross-CUNY HUM discipline committee be resurrected so that we can discuss these concerns across campuses.

Evaluator's Recommendations:

III.3 MEASURE: STUDENT SATISFACTION

III.3a STANDARD: The program measures and documents student satisfaction.

1. **Student Survey:** Measurement of student satisfaction is based on the following:

- Graduate Survey (Institutional Research will provide graduate survey data)
- Focus Groups
- Other Surveys
- Other, *please list:*

Summarize student ratings based on measurements used by your program/department (may include interviews with students).

Student ratings for the formal survey were satisfactory in most areas. However the sample size was very small and therefore not necessarily representative of the opinions of the majority of students. Yet the findings are informative. One area that should be further addressed is "Job Placement". While the majority of students report (in classes) that they want to transfer to a four year institution, more can be done to identify full and part-time jobs in the field of Human Services for our graduates.

Provide documentation as evidence.

MAJOR: HUM

	% excellent	% good	% fair	% poor	% NA	TOTAL
Academic Advising	33%	17%	25%	17%	8%	12
Internship Experience	8%	0%	8%	8%	75%	12
Personal Counseling	8%	17%	8%	8%	58%	12
Financial Aid	31%	15%	0%	23%	31%	13
Job Placement	8%	0%	8%	17%	67%	12

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Registration Process	46%	15%	15%	15%	8%	13
Testing Services	25%	25%	0%	25%	25%	12
Tutoring Services	33%	8%	8%	8%	42%	12

Department's Recommendations: Develop more robust communication with field agencies and the Career Development Center to identify full and part-time employment in human services for students and graduates.

Evaluator's Recommendations:

IV. CRITICAL SUCCESS INDICATOR: PROGRAM RESOURCES

IV.1 MEASURE: FACULTY

IV.1a STANDARD: The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. (MSCHE 10)

1. Supply the following information for your program/department for the current and prior semester (multiple positions should be counted as FT):
The information below is for the Spring and Fall of 2013

No. Sections Taught by FT Faculty			Online	No. Sections Taught by PT Faculty			Online	Percent Sections Taught by FT Faculty			Online
Day	Evening	Week end		Day	Evening	Week end		Day	Evening	Week end	
FA 16	FA 3	FA 0	3	FA 5	FA 8	FA 3	1	76.2%	27.3%	0	75%
SP 7	SP 5	SP 0	2	SP 12	SP 5	SP 3	1	36%	50%	0	67%

2. Is the number of full-time faculty adequate to support the program/department?

Yes, please explain:
 No, please explain:

The program is in the process of hiring 2 additional full time faculty members. Professor Shanti Lowe was recently hired as a substitute full time lecturer. Joseph LoGiudice was also recently hired as a substitute full time faculty member. Currently there are only six faculty members available to advise more than seven hundred of Human Services students. As our department attempts to advise all of our students, this can be very challenging particularly with few staff members. As a result, faculty members often hold several additional office hours and meet with students after class to accommodate all of the students in their classes who also need advisement or who have questions or concerns about the courses they are taking.

3. Is there at least one full-time faculty member with primary teaching assignment in the program area?

Yes, please explain:
 No, please explain:

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The majority of courses are taught by full time faculty members however, as the program has grown we are in the process of hiring additional full-time staff members. All Human Services courses are taught by faculty members who have expertise in the social work profession and who express interest in particular areas including but not limited to gerontology, child welfare, public policy, and working with individuals with disabilities. All faculty members incorporate information about their social work experience in the field and their research into class lectures so that students have the opportunity to gain real-world knowledge.

4. Is reassigned time for the administration of the program/department adequate?

- Yes, *please explain:*
 No, *please explain:*

Yes. The HUM coordinator receives six hours of reassigned time each semester. For tenured faculty and faculty members who use their reassigned time before tenure, no more reassigned time is given unless they get a grant. This makes it more challenging for faculty to conduct research projects once reassigned time is used up. Furthermore, it can be difficult to utilize reassigned time solely for scholarly work and research projects while advising many students and fulfilling service responsibilities. At times work designated for scholarly activities is utilized to meet with students.

5. Is administrative support adequate for assisting the department chair/academic coordinator? (e.g. clerical support and college-level support)

- Yes, *please explain:*
 No, *please explain:*

Since the Criminal Justice program came into the Social Science Department, there are three full time support staff members. This is a huge improvement for the Human Services program. We no longer are dependent on a part-time college assistant for all administrative support.

6. What role do faculty play in academic advisement?

Faculty is fully responsible for advisement. We advise all the human services students, participate in advisement trainings due to the new CUNY First and Pathways changes. The faculty also plays an active role in advising students on matters pertaining to career and transfer to four year colleges. All faculty members hold regular office hours and have added additional office hours to accommodate the diverse needs of our students. Beyond advisement, faculty members also provide students with information about career options in the field and discuss employment and internship seeking strategies with students.

7. How are faculty made familiar with degree requirements, core curriculum, etc., so that they can better advise students? Faculty meetings are held regularly and faculty members follow up with periodic emails sent college-wide about changes in Pathways and new registration guidelines stemming from the implementation of CUNY First. IN addition, the HUM coordinator sits on the Advisory Boards of the Lehman College Bachelor of Social Work Program and the Medgar Evers Bachelor of Social Work Program. This further insures that information about transfer opportunities as well as requirements is up-to-date.

8. How are faculty in the program/department involved with student organizations and college extracurricular activities?

Faculty members are involved with the Human Services club and one faculty member is designated as the club advisor.

Department's Recommendations: The implementation of reassigned time or grants specifically for full-time faculty who are conducting scholarly work should be considered.

Evaluator's Recommendations:

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IV.1b STANDARD: Faculty meet competency requirements for teaching in the program area.

1. Supply the information requested below for all full-time and part-time faculty teaching in your program/department in the current semester. *Use Form 1 and attach (see page 33).*

Instructor Name	Status FT/PT	Highest Degree/Certificate	Other Qualifications/Work Experience	Courses Taught
Emily Anderson	FT	Ed.D.	Extensive experience in child welfare and in administration in the social work profession and in higher education .	HUM 101, 201, 213, 301, 401
Lisa Rose	FT	DSW	Extensive experience in the social work profession with various populations.	HUM 101, 201, 411, 301, 401
Debra Greenwood	FT	PhD (ABD), MSW	Extensive experience in the social work profession.	HUM 101, 201, 411, 301, 401
Man Wai Alice Lun	FT	PhD	Extensive experience in the social work profession. Expertise in Social Gerontology, Long-Term Care Policy, Long-Term Care and Ethnicity and Gender, Educational Gerontology, Spirituality and Aging, Successful Aging	HUM 101, 201, 211, 301, 401
Maria Pagan Rivera	FT	PhD	Extensive experience in the social work profession. Expertise in School Social Work, Child Welfare, Educational testing, Developmental Disabilities, work with Immigrant Families, Substance abuse and Depression Research	HUM 101, 213, 301, 401
Shanti Lowe	FT (sub)	Msw; Post Masters program in Advanced Clinical Social Work	Extensive experience in the social work profession working with adults, children and adolescents	HUM 101, 201, 213, 401
Joseph LoGuidice	FT (sub)	MSW	Extensive experience in the social work profession and student	HUM 101,201

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			disabilities services	
Pamela Edstrom	PT	MSW	Extensive experience in child welfare	HUM 201; HUM 213
Rosaline Gleicher	PT	DSW, MSW	Extensive experience in the social work profession. Extensive experience working with people with disabilities, Employment, Education, & Careers	HUM 201 and HUM 212
Rhonda Harrison	PT	MSW	Extensive experience in the social work profession.	HUM 301; 411
Helaine Ciporen	PT	MSW	Extensive experience in the social work in health care.	HUM 301
Carol Lincoln	PT	MSW	Extensive experience in the social work profession and working with people with disabilities.	HUM 101, 201 and 212
Dennis McDougale	PT	MSW	Extensive experience in the social work profession.	HUM 101 & HUM 411
Hannah K Moore	PT	MSW	Extensive experience in the social work profession.	HUM 301
Demetria Nelson	PT	MSW	Extensive experience in the social work profession with various population groups.	HUM 201
Ronald Nerio	PT	PhD	Extensive experience in the social service organizations and NGOs	HUM 411
Alyson Campbell	PT	MSW	Extensive experience in the social work profession.	HUM 101

2. Do all program/department faculty meet the requirements for teaching in the program area?

Yes, *please explain*: The Human Services full and part time faculty is comprised of both seasoned practitioners and scholars in the field of human services. The fact that we have a cadre of part-time faculty who are experts in their fields is a benefit to our students. They are able to learn from well-trained instructors who have practice wisdom and connections in the fields in which they work.

No, *please explain*:

All faculty members are exceptionally well-qualified and have experience working in the social work field.

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Department's Recommendations: Although we have done much in the past few years to engage part-time faculty into the life of the program, we can do more. We have at least one event per semester where part-timers are included (other than the regular invitation to department meetings). We must continue to strategize ways in which to include part-time faculty in development opportunities, as well as methods by which we can show-case their invaluable contributions to student learning here at BMCC.

Evaluator's Recommendations:

IV.1c STANDARD: Program provides professional development opportunities for faculty and demonstrates that such development occurs. Full-time program faculty participate in professional development activities each year.

1. Did each full-time faculty member in your program/department participate in a professional development activity during the past year? (e.g., attend conference or scholarly meeting, attend TLC, training in instructional technologies, etc.)

- Yes, *please explain:*
 No, *please explain:*

All full time faculty members attend programs at CETLS each semester and some have presented at CETLS and at other campus faculty development venues (i.e. tech-day, Joe Doctor and Faculty Development colloquia). Several faculty members have also taken the required course to teach online classes and have participating in writing across the curriculum training in order to teach a writing intensive course. Additionally, faculty members attend annual conferences sponsored by organizations within the social work and human services professions such as the Council on Social Work Education, National Association of Social Workers, and National Hispanic Science Network among others.

For example, Professor Pagan Rivera attended a specialized training on trauma treatment using EMDR in the Spring of 2013 and Professor Lisa Rose attended the Mid-Atlantic Conference of Human Service Workers in Spring 2013.

2. Did each full-time faculty member in your program/department engage in scholarly activity during **the last three years?** (e.g., publications, conference presentation, artistic performance/ exhibit, research, etc.)

- Yes, *please explain:*
 No, *please explain:*

Full-Time Faculty:

Faculty members participate in a rich variety of professional and scholarly activities:

Professor Pagan Rivera has presented at two national conferences on adolescent drinking and depression and on mentoring among junior faculty members. She has also published two articles on Family Support and Parental Monitoring as Protective Factors in Mexican American Adolescent Alcohol Use. Two articles that focus on the use of Integrative Short Term treatment in Social Work Practice and Mexican American youth and depression were also recently accepted for publication.

Professor Lun has published five articles in the field of gerontology and pertaining to student knowledge of aging. She has also presented annually at the Meeting sponsored by Association for Gerontology in Higher Education. She has also presented at the North American Spirituality and Social Work Conference sponsored by the Society for Spirituality and Social Work.

Professor Rose was the co-PI for a research grant from the New York Community Trust that explored the obstacles faced by young women of color in community colleges. She and her co-investigators presented findings at a number of national conferences, and published a paper on the topic of student engagement and autonomous learning in the Community College Journal of Research and Practice.

Part-Time Faculty:

Professor Rose Gleicher has published articles on improving student retention in online college classes, qualitative insights into faculty use of student support services with online students at risk, caring strategies to talk to college students about

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their attendance, and a paper on educating human services students about career opportunities in working with people who have intellectual and developmental disabilities.

3. Do part-time faculty in your program/department have access to ongoing professional development activities?

Yes *please explain*

No, *please explain:*

All part-time faculty members are informed of college wide professional development activities. Professor Rose Gleicher Received an E-learning grant in 2011 to develop HUM 212 (working with people with disabilities) into an online course. Professor Pagan Rivera has enrolled in the E-learning program to develop an online version of the program's child welfare course.

4. How many of the program/department's part-time faculty this semester are paid for a professional hour?

Three.

5. How do part-time faculty in the program/department spend their professional hour?

This hour is primarily used for student conferences and advisement. When possible, part-time faculty attend faculty development activities. This is not always feasible, as the vast majority of the HUM adjuncts are employed full-time in the field.

6. Are adequate opportunities and resources made available for faculty's professional development needs?

Yes, please explain:

No, *please explain:*

However, additional training on topics such as grant writing and research and additional grants particularly for summer salary or for research material or assistance to engage in scholarly work would be beneficial in supporting the faculty's professional development needs.

List needs not satisfied during the last three years. N/A- There were adequate opportunities and resources made available for faculty's professional development needs

7. How has your department enhanced learning and scholarship in the department via grants?

The program has not applied for any grants that directly address learning and scholarship. Prof. Rose received a Faculty Publication Grant in 2011 that enabled her to attend training in NVivo (software for qualitative research analysis).

The Human Services Program was part of a CUNY Workforce Development Initiative Grant lead by Dr. Terry Mizrahi (Hunter College Silberman School of Social Work). The grant provided training and workshops to help HUM faculty infuse social justice and community organizing into the HUM curriculum. All faculty participated.

8. How many external and/or internal grants did the faculty and/or department apply for in the last three years?

Alice Lun received a PSC-CUNY grant (2012), BMCC Faculty Development Grant (2010-2011), Fellow of CUNY Faculty Fellowship Publication Program (2010).

Maria Pagan Rivera received a faculty development grant to conduct research on trauma treatment of veteran college students and a PSC-CUNY grant (2013) to continue work based on her dissertation. She also received a travel grant from the National Hispanic Science Network (2012-2013) to present her dissertation research.

Lisa Rose received a Faculty Publication Grant in 2011.

Debra Greenwood was the PI for a CUNY Collaborative grant pertaining to service learning in 2012.

9. How many grants did the faculty and/or department receive?

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10. How does the number of grants and applications compare with three years ago?

The HUM faculty have been very productive in the past three years.

11. What number and percent of faculty are currently engaged in grant-supported activity and/or research?

Two members of the HUM faculty are presently engaged in grant-supported activities. That is 40% of the faculty.

Department's Recommendations: None

Evaluator's Recommendations:

IV.2 MEASURE: BUDGET ADEQUACY

IV.2a STANDARD: The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. (MSCHE 3)

1. Indicate program/department expenditures for the last fiscal year:

Year	
Budget to Goal Allocation	\$
Capital Expenses	\$
Operating Expenses	\$
Total Year Expenditures	\$

The Human Services Program is part of the Social Science Department. The only budget areas are OTPS for printing, and supplies.

2. Indicate program/department budget for the prior and current year:

Years		
Budget to Goal Allocation	\$	\$
Capital Budget	\$	\$
Operating Budget	\$	\$
Total Year Budget	\$	\$

3. Is the program/department budget adequate to meet the program/department's needs?

Yes, *please explain:* The budget is adequate. However, and this is a university-wide issue, the funds for travel and conference expenses are minimal. If funds can be increased in this area, it would mean that faculty could participate at a greater degree in important professional activities.

No, *please explain:*

Department's Recommendations: If possible, we recommend an increase in funds allocated for conference participation and travel related expenses as these activities are essential for professional, scholarly contribution and advancement.

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Evaluator's Recommendations:

V. CRITICAL SUCCESS INDICATOR: PROGRAM SUPPORT SERVICES

V.1 MEASURE: LIBRARY AND OTHER LEARNING RESOURCES

V.1a STANDARD: Students and faculty are provided convenient, effective access to library and other learning resources needed in their program.

1. Indicate library resources that are needed to support students in your program/department and the current level of access to those resources:

	<u>Student Level of Access</u>		<u>Faculty Level of Access</u>	
	<u>Adequate</u>	<u>Inadequate</u>	<u>Adequate</u>	<u>Inadequate</u>
<input type="checkbox"/> Electronic catalog	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Serials listing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reserve listing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Remote access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interlibrary loan	NA	NA	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, <i>please list:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Department's Recommendations: In available electronic catalog the library has very limited videos pertaining to the social work profession. We recommend that this collection be expanded.

Evaluator's Recommendations:

V.1b STANDARD: Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the college's academic offerings.

	<u>Student Level of Access</u>		<u>Faculty Level of Access</u>	
	<u>Adequate</u>	<u>Inadequate</u>	<u>Adequate</u>	<u>Inadequate</u>
1. Print Materials				
<input type="checkbox"/> Quantity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Non-Print Materials				
<input type="checkbox"/> Quantity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic Resources				
<input type="checkbox"/> Quantity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Department's Recommendations:

Evaluator's Recommendations:

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V.1c STANDARD: The college provides appropriate orientation and training for use of these resources.

1. Does the program/department routinely require that students attend Library orientation and training session(s)?
Yes No

Adequate Inadequate

2. How adequate is the Library orientation?
3. How many students were served last term?

V.2a STANDARD: Facilities, equipment, and instructional support services are adequate and easily accessible for program faculty and students.

1. Do students and faculty in the program/department have the facilities and instructional support services they need for effective learning?

	Adequate	Inadequate	Comment on Inadequacies
Audiovisual equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Bookstore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Classrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In some classrooms, screen for projectors are blocking the chalkboard. Instructors find it hard to write on the board.
Classroom supplies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Duplicating services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>It would be very helpful to have an allotted amount of copies for the entire week and not for one day since we may need more copies on some days and none on others. It would be good to be able to roll over unused copies.</i>
Group study areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Individual study areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Instructional Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Only real player is available on computers but some films require other media program to play.
Tutoring labs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Human Services need a tutoring lab that could assist students on knowledge and skills.
Library resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Meeting space	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
General departmental space	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Multimedia equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Office space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It would be nice to have independent offices especially when meeting with students for advisement and internship placements and especially

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			when sensitive topics come up for them about their internship experience etc.
Open access computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Work space	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Other, <i>please list:</i>			
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty noticed increasing numbers of students taking online or hybrid courses which increased demand on access to computer, increased use of smart classroom, e-text or online educational platform such as mysocialworklab, etc.
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty noticed the importance of using Blackboard as a teaching and learning platform. Training on Blackboard might be required for all Human Services Students. In addition, faculties observed that few students used Degreeworks to check their academic progress. This resulted in more explanation when faculty advised students. Instructional support for students is needed.
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

2. Are adequate tutorial services available to support learning for students taking courses in your program/department?

- Yes, *please explain:*
 No, *please explain:*

3. Do faculty receive adequate support from the college ADA counselor in providing reasonable accommodations for self-declared ADA students taking courses in the program/department?

- Yes, *please explain:*
 No, *please explain:*

The Office of Accessibility staff have been helpful in providing information and resources regarding accommodations for students with disabilities. However, there are students in many classes with undiagnosed learning disabilities and few resources for free or low-cost ed/psych evaluations that are necessary to provide accommodations for learning disabled students. If the Office of Accessibility could provide this service or publish a list of resources for students, that would be extremely helpful. While this is anecdotal, it is our assertion that student retention is connected to these undiagnosed and underserved students.

4. What specialized equipment is used in the classroom to support instruction in the program/department?

Computers with internet connectivity, PowerPoint and word processing software, monitors with DVD capability, laptops, overhead projectors, instructional labs.

5. Is available specialized classroom equipment adequate to meet your program/department needs?

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- Yes, *please explain:*
- No, *please explain:*

Faculty can request lab space on an as needed basis. Is a lab required to support instruction in the program/department?

- No
- Yes, *please describe.*

6. Does the program/department require a dedicated lab? (e.g. science lab, language lab, computer lab, or studio)

- No
- Yes, *please identify:*

7. Are dedicated labs adequate to contribute to effective learning in the program/department?

- Yes, *please explain:*
- No, *please explain:*

8. For labs using hazardous materials, is there a safety process in place in your program/department with appropriate regulations regarding disposal, handling, and storage?

- Yes, *please explain:*
- No, *please explain:*

9. Do students and faculty in the program/department have access to a Teaching and Learning Center or Learning Assistance Center at the college?

- No
- Yes, (1) please identify type of Center and location and indicate whether support services, hardware, software, multimedia or other instructional materials are adequate to support effective learning.
Use form 2, if needed, and attach (see page 34).

Type of Center	Location	Adequate	Inadequate	Identify Inadequacies
Instructional Technology Labs	Throughout college	<input type="checkbox"/>	<input checked="" type="checkbox"/>	While space and resources seem adequate for much of the semester, during mid-terms and finals, students remark that they must wait for a seat at computers for long periods of time and usage time is limited.
Faculty/Staff Resources room	S501s	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The room is small and noisy. While staffing is adequate, the space is not.

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				The room is equipped with instructional technology. But a larger conference/training space is necessary.
		<input type="checkbox"/>	<input type="checkbox"/>	

(2) Are any additional services needed to support effective learning? If so, please explain.

10. Describe the secretarial support provided for the program/department.

- Full-time
- Part-time, *please explain*: 20 hours
- None

13. Is the level of secretarial support adequate for effective departmental operations?

- Yes
- No, *please explain*:

Department's Recommendations: The Office of Accessibility staff have been helpful in providing information and resources regarding accommodations for students with disabilities. However, there are students in many classes with undiagnosed learning disabilities and few resources for free or low-cost ed/psych evaluations that are necessary to provide accommodations for learning disabled students. If the Office of Accessibility could provide this service or publish a list of resources for students, that would be extremely helpful.

Evaluator's Recommendations:

V.3 MEASURE: INFORMATION/EDUCATIONAL TECHNOLOGY RESOURCES AND SYSTEMS
V.3a STANDARD: Information technology resources support programs at the appropriate levels.

1. Identify the information technology resources needed by faculty and staff in the academic program/department, and rate the availability and adequacy of those resources at the college.

Resource Needed	Available	Not Available	Adequate	Inadequate
<input type="checkbox"/> PCs in dept/office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Printers in dept/office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> e-mail for faculty and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> e-mail for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Web access/connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> BlackBoard accounts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> BlackBoard support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Loaner laptops	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Up-to-date software	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Overhead projectors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Computer projectors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Audio/video shooting & editing resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Helpdesk support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, <i>please list</i> :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROGRAM: Human Services
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any resource that is checked as needed but is not available or is inadequate.

As noted previously, there is only one printer for the entire Social Science and Human Services Department. The Human Services Program needs its own printer. The number of faculties in the department has been increased at least 30% since 2011. In addition, the Criminal Justice Program joined the department since 2012. Almost 68 faculty members shared one printer and copy machine. The Human Services Program needs its own printer.

E-mail from students is a necessary resource, however students do not access it enough and many do not know or they do not manage their student email accounts. Students often use their own email addresses.

2. Do program/department faculty have adequate access to information/education technology training?

- Yes, *please explain:*
 No, *please explain:*

Technology training has been adequate and helpful. Trainers are easily accessible for phone or in person consultations. Training sessions on Blackboard, MS Word, Powerpoint, Outlook, etc. are ample. Faculty members have taken advantage of e-learning resources. However, it would be helpful if additional training sessions were offered evenings and week-ends so that part-time faculty could avail themselves more easily.

3. Do faculty in the program/department have adequate access to the computer hardware, software, and communication network necessary for instructional preparation and to access available information technology resources?

- Yes, *please explain:*
 No, *please explain:*

While faculty have adequate access to computer hardware and software, faculty are not allowed to download some programs that are necessary for their instructional preparation. In addition, HUM faculty often engage in qualitative research. The college does not support qualitative analysis software packages such as NVivo.

4. Is the level of technical support adequate for the information technology resources used by your faculty and staff?

- Yes, *please explain:*
 No, *please explain:*

Technology workshops are offered on a regular basis.

<i>Department's Recommendations: See #3</i>

<i>Evaluator's Recommendations:</i>

PROGRAM: Human Services
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V.4 MEASURE: STUDENT DEVELOPMENT AND ACADEMIC SUPPORT SERVICES

V.4a STANDARD: Student development services support student success.

For each of the following services, indicate the level of satisfaction provided to students in your program/department. (These data are compiled by Institutional Research)

Student Development Services

Services	1. Excellent	2. Good	3. Fair	4. Poor
Academic Advisement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registration process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Office services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tutoring services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Are these ratings adequate?

Yes

Department's Recommendations: Academic Advisors have supported the efforts to help students and faculty to adjust to the new Pathways requirements. However, it would be helpful if the Academic and Transfer Department could organize a transfer fair specific to the needs of Human Services Students. The Human Service Club helps students gain a better understanding on the field by offering career workshops and inviting special guests. Other efforts included participating in CUNY Workforce Development Initiative to promote educational and career path in community change and social activism by working collaboration with CUNY colleges hosted by School of Social Work Hunter College.

Evaluator's Recommendations:

V.5 MEASURE: ADVISORY COMMITTEE

V.5a STANDARD: Program Advisory Committee membership reflects diversity of the community.

V.5b STANDARD: Program Advisory Committee meets a minimum of once a year; maintains written minutes; advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.

1. Does the program/department have an advisory committee?

- Yes, please explain:
 No, please explain:

Program Review Instrument (October 2006)
Based on Houston Community College System's Model

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PROGRAM: Human Services
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The advisory board is integral to the success of the Human Services Program.

2. Is the advisory committee membership reflective of the diversity of the community?

- Yes, *please explain:*
 No, *please explain:*

The board is composed of professional human services workers from a wide variety of human services agencies throughout New York City. There are also faculty members from two and four-year institutions both in and outside of CUNY on the board.

3. List the dates of the Advisory Committee meetings held in the last year. **Attach the minutes.**

Each April an Advisory Board and Field Supervisors meeting is held. (see attached information)

4. Explain how the advisory committee participates in curriculum review.

The Advisory Board is engaged in reviewing curricular revisions and changes as necessary. For example, at the April 2014 meeting, the Faculty presented the most recent change to the curriculum (HUM 201 moving from 4 credits to 3 credits). Members of the Board who are on faculty at the 4-year CUNY institutions (from Lehman and CSI) were supportive of this change as it meant fewer general elective credits that would have to be transferred.

5. Explain how the advisory committee provides valuable input and performs helpful services, to include participation in each of the following: establishing technology needed for instruction; marketing of program/department in community; the professional development of faculty.

The advisory board has provided essential information that helps us to place students in field agencies. In many agencies, students must undergo background checks, fingerprinting and medical exams. Knowing exactly what is expected of them helps us secure agency placements in a timely manner.

6. Cite some of the ways in which the committee has made an impact on the program/department and/or decisions related to it.

See above

See Appendices H and I

Department's Recommendations: The Advisory Committee is an integral component to the success and effectiveness of the HUM program. We recommend that we attempt to recruit members of the HUM program alumna in order to gain an invaluable perspective that would benefit the program. We also recommend that, as the HUM full-time faculty increases, that if possible, we create an electronic Advisory Board newsletter that would enable us to share success, concerns, and vital information with members.

Evaluator's Recommendations:

PROGRAM: Human Services
DATE: June 2014

PROGRAM REVIEW
LIST OF EVIDENCE PROVIDED

(Items retained as evidence in the Office of the Academic Coordinator/Department Chair)

Check items provided as evidence to support the completed Program Review packet.

	Reference	Item
<input type="checkbox"/>	Std. II.1a	Current Class Schedule for program/department courses
<input type="checkbox"/>	Std. II.3a	Course Outlines

PROGRAM: Human Services
DATE: June 2014

PROGRAM REVIEW
LIST OF ATTACHMENTS

Check attachments that are included with completed Program Review packet.

	Reference	Attachment Item
<input type="checkbox"/>	Std. IV.1b	Faculty Roster (Form 1, see page 33)
<input type="checkbox"/>	Std. V.2b	Teaching and Learning Labs or Learning Assistance Labs (Form 2, see page 34)
<input type="checkbox"/>	Std. V.5b	Advisory Committee Minutes

PROGRAM: Human Services
DATE: June 2014

PROGRAM REVIEW
Form 2
TEACHING AND LEARNING LABS OR LEARNING ASSISTANCE LABS

Type of Center	Location	Adequate	Inadequate	Identify Inadequate



**BMCC Academic Program Review
Standard Data Set**

1. Enrollment and Retention by Department/Major
2. 1, 2, 3, and 4 Year Retention and Graduation Outcomes by Department/Major
3. Graduates: Transfers to CUNY Colleges by Department/Major
4. Graduates: Average 1st Semester GPAs of CUNY Transfers by Department/Major
5. Graduates: Non-CUNY Transfers by Department/Major
6. Gender and Ethnicity by Department/Major
7. New Freshmen Placement Needs by Department/Major
8. Student Progress by Department/Major
 - a. Average Credits Earned in Semester
 - b. % Credits Passed in Semester
 - c. Average Hours (Equated Credits) Earned in Semester
 - d. % Hours (Equated Credits) Passed in Semester
9. Course Enrollment in Winter and Summer Sessions by Department/Major
10. Course Grade Analysis by Department/Major
 - a. Pass Rate
 - b. Withdrawal Rate
11. Full-Time Faculty by Department
 - a. Rank
 - b. Tenure Status
 - c. Date of Hire
 - d. Degrees

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
Department of Modern Languages

Title of Course: ITL 210/Italian IV
Semester: Spring 2014

Lecture Hours per Week: 3
Lab. hrs. per week: 1

Instructor Information: _____

Phone# Office# E-mail

Credits: 3

Course Description:

This intensive writing course emphasizes comprehension, writing, and analysis of Italian contemporary and classical texts.

Prerequisites/Co-requisites:

ITL 200 or departmental approval

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Students will be able to write texts with minimal errors in construction, punctuation, and spelling—incorporating organizational elements such as introduction, chronological sequencing and conclusion, using different tenses as well as vocabulary appropriate for a second-year college language course.	1. Compositions will be included in quizzes, homework and exams. Formal essay assignments, class participation and class discussions.
2. Students will be able to read and identify short pieces of different styles of writing (journalistic, short stories, expository), identifying main aspects of a text.	2. Formal essay assignments. Weekly class discussions, response papers and lab sessions.
3. Students will be able to produce explanations of text given for reading assignments.	3. A reading comprehension part will be included in quizzes and exams. Weekly reading assignments.

Below are the college's general education learning outcomes that correspond to ITL 210.

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course.

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
X	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Quizzes, homework exercises, in-class exercises, group conversations, oral presentations and simple compositions.
X	Arts & Humanities – Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature	Group conversations, oral presentations, written assignments.
X	Values – Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Group conversations, oral presentations, written assignments.

Required Texts:

Tognozzi & Cavatorta. *Ponti — Italiano terzo millenio*. Houghton Mifflin Co., New York 2004

Other resources:

Library, Web resources, CDs and DVDs as needed.

Use of Technology

Use of instructional technology and audio/visual aids, in addition to those utilized in the lab, are at the discretion of the instructor.

Evaluation and Requirements

Oral presentations 20%

Papers 30%

Midterm and final exams 50%

College Attendance Policy

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a four-hour class. In that class, you would be allowed five hours of absence (not 5 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility at (212) 220-8180 in room N360. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Outline of Topics

- Week One: Comparing Italy and the U.S. and how they influence each other.
Il comparativo e il superlativo regolari e irregolari
 Reading: Using a bilingual dictionary: “Un italiano in America” (Severgini)
 Cultural Values: How American culture is viewed by foreigners.
 Writing: Comparisons
- Week two: Talking about news events. Italian newspapers and magazines.
Il passato prossimo e l'imperfetto.
 Reading: Using format to predict content: “Io, naufraga in sala d'aspetto” (Poletti)
 Cultural Values: Travel misadventures in Italy
 Writing: Parallel writing
- Week three: Interpersonal relationships.
Le proposizioni semplici ed articolate, il trapassato prossimo
 Reading: Distinguishing main idea from supporting details: “L'Agnese va a morire” (Viganô)
 Cultural Values: Women Resistance fighters in WWII
 Writing: reaction essay
- Week four: Music and musicians; suggestions and commands.
Pronomi personali oggetto e l'imperativo.
 Reading: Colloquial speech: “Intervista ai Bisca 99 Posse” (Veronesi)
 Cultural Values: Pop Music in Italy
 Writing: An informal letter
- Week five: First oral presentation due
 Modern Italian cuisine; likes and dislikes.
Ci and ne, verb piacere and similar verbs
 Reading: Recognizing word families: “Non sono chiare le etichette alimentari” (Dragoni)
 Cultural Values: The importance of food in Italian life
 Writing: A formal letter
- Week six: Traditions, holidays, superstitions, fairy tales.
Il passato e trapassato remoto, aggettivi e pronomi indefiniti
 Reading: Recognizing metaphors and similes: “La ragazza mela” (Calvino)
 Cultural Values: Italian traditional storytelling/ superstitions
 Writing: Fairy tale
- Week seven: First paper due
 Future events, polite requests, desires, intentions, construct complex sentences.
Il futuro semplice and anteriore; il condizionale presente e passato; pronomi relativi
 Reading: “I giovani? Si tuffano nella Rete” (De Rita)
 Cultural Values: The Internet in Italy
 Writing: Emails

- Week eight: Review and Mid Term Exam
- Week nine: Community issues; express belief, doubt and emotion.
Il congiuntivo and il periodo ipotetico
 Reading: Distinguishing fact from opinion: “L’homo audience” (Benni)
 Cultural Values: Pollution and global warming in Italy
 Writing: Opinions
- Week ten: Fashion and clothing.
Il congiuntivo con le congiunzioni; concordanza dei tempi; verbi causativi fare e lasciare
 Reading: Making inferences: “Vita e morte di Adria e dei suoi figli” (Bontempelli)
 Cultural Values: Family conflict in Italy
 Writing: Expressing different points of view
- Week eleven: Giving and receiving instructions; playing cards.
 The passive and impersonal *si*.
 Reading: Recognizing chronological order: “La malora” (Fenoglio)
 Cultural Values: Traditional Italian card games
 Writing: Giving instructions
- Week twelve: Italian movies, comic strips, reporting dialogue from a movie or a conversation.
 Direct and indirect discourse.
 Reading: Script from “Cinema Paradiso”
 Cultural Values: North –South societal in Italy
 Writing: reviews
- Week thirteen: Second oral presentation due
 Italian lifestyles; practical aspects of daily life; use of common idioms
 Cultural Values: Idiomatic expressions
L’infinito, il participio, il gerundio.
- Week fourteen: Reading: Interpreting idioms: “Mal di...” (Komla-Ebri)
 Cultural Values: Immigrants in Italy
 Writing: Organizing a paper
 Second paper due
- Week fifteen: Review for final exam

BMCC STATUS OF GENERAL EDUCATION OUTCOMES ASSESSMENT

Updated 10-16-2014

<i>List of Outcomes</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Communication Skills	SPN 400 FRN 400 CHI 400	ENG 300-level LIT SPE 100 CSC 110 (CIS) SPN 101	ACR 095, ACR 094 ENG 088 ENG 311 SPE 100 CIS 200 SPN 210 FRN 210 CIS 200 VAT 151	MUS 103 ESL 54, 62, 94, 95	ACC 122, ACC 222, ACC 321, ACC 330, ACC 331, ACC 350, ACC 430 SPN 210 FRN 210 ITL 210 CHI 210
Quantitative Reasoning	CSC 430 Mat 8, Mat 51	CIS 495			ACC 122, ACC 222, ACC 321, ACC 330, ACC 331, ACC 350, ACC 430 MAT 206 CSC 110
Scientific Reasoning		CIS 440			BIO 110, BIO 210, BIO 220, CHE 110, CHE 118 CHE 121, CHE 122 SCI 120 PHY 110. AST 110
Social and Behavioral Sciences		EDU 201 PSY 100			

<i>List of Outcomes</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
Arts and Humanities			VAT 151		
Information and Technology Literacy		CIS 155 VAT 100		CIS 155 (CNT) CSC 430 ENG 201	ACC 122, ACC 222, ACC 321, ACC 330, ACC 331, ACC 350, ACC 430
Values				ECE 102	ACC 122, ACC 222, ACC 321, ACC 330, ACC 331, ACC 350, ACC 430, HED 100

General Education Learning Goals and Outcome Objectives

1. **Communication Skills** – Students will write, read, listen and speak critically and effectively. Student behaviors include being able to:
 - express ideas clearly in written form
 - employ critical reading skills to analyze written material
 - exhibit active listening skills
 - give an effective oral presentation

2. **Quantitative Reasoning** – Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Student behaviors include being able to:
 - use quantitative skills to solve problems
 - interpret quantitative information

- translate problem situations into their symbolic representations
3. **Scientific Reasoning** – Students will understand and apply the concepts and methods of the natural sciences. Student behaviors include being able to:
- demonstrate scientific literacy
 - apply the scientific method in a lab setting
4. **Social & Behavioral Sciences** – Students will understand and apply the concepts and methods of the social sciences. Student behaviors include being able to:
- demonstrate an understanding of the unique theories and methods of a social or behavioral science
 - analyze and interpret a social, economic, political, cultural, philosophical, or historical issue
5. **Arts & Humanities** – Students will develop knowledge and understanding of the arts and literature. Student behaviors include being able to:
- critique a particular work of art, music, theatre or literature
6. **Information & Technology Literacy** – Students will collect, evaluate and interpret information and effectively use information technologies. Student behaviors include being able to:
- conduct research using appropriate research strategies
 - make effective use of technology
7. **Values** – Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. Student behaviors include being able to:
- demonstrate awareness of one’s own values and beliefs while showing respect for the ideas, values and beliefs of others
 - demonstrate an appreciation of social and cultural diversity,
 - appreciate personal and social responsibilities
 - demonstrate commitment to lifelong learning



Office of Financial Aid
2013-2014

Federal Work-Study Assessment Project

Final Report

Federal Work-Study Assessment Project Committee:

Ralph Buxton

Director of Financial Aid

Advisor to the Committee & Editor of the Report

Mark Rivera

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Survey Development Committee Member

Sandra Thompson

Senior Federal Work-Study Time-Sheet (Timesheet X) Input Specialist

Survey Development Committee Member

Table of Contents

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- ii. The Mission Statement of the Office of Financial Aid (page 6)
- iii. The Federal Work-Study Program (page 7)
- iv. The Method of Assessment/ Project Objective (page 8)
- v. Overall Summary Report (page 9-13)
- vi. Recommendations (page 12-13)
- vii. Conclusion (page 13)
- viii. Appendices & Notes (page 14)

Mission Statement and Goals

As one of twenty-three colleges within The City University of New York, BMCC shares CUNY's mission to preserve academic excellence and extend higher educational opportunity to a diversified urban population. In addition, Borough of Manhattan Community College is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages. The College is committed to offering quality education in pluralistic urban environment, to fostering excellence in teaching, to facilitate the enhancement of learning, and to sustaining full access to higher education for those who seek fulfillment of personal, career or socioeconomic goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural and recreational needs of the community.

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

- To provide higher education to a diverse urban constituency in support of CUNY's policy of open admissions.
- To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.
- To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and the workplace.
- To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- To provide for all students a general education that fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.
- To promote multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.
- To prepare liberal arts and career students for transfer to four-year colleges.
- To prepare students in career programs for employment and career mobility.
- To encourage lifelong learning independent of degree programs.
- To enhance cultural, recreational and social life of the community.
- To maintain a governance structure that facilitates the participation of faculty, administrators, and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

The Office of Financial Aid

The mission of the Office of Financial Aid is to ensure that every eligible BMCC student has access to the financial resources needed to attain a post-secondary education while establishing and maintaining the systems and procedures necessary to assure accountability, compliance and program integrity required for participation in student financial aid programs.

Consistent with our stated mission, we are committed to achieving the following goals:

- Assist students and families in planning for and meeting the expenses associated with attending BMCC.
- Furnish information about a range of federal, state, city and institutional sources of financial assistance.
- Serve as the primary advocate for students and families in helping them secure the financial resources necessary to attend BMCC.
- Provide the counseling and other services that students and families need to establish and maintain eligibility for federal, state, city and institutional award programs.
- Establish financial aid delivery systems that allow funds to be awarded and disbursed to BMCC students in a responsible, expedient and efficient manner.
- Further the College's retention efforts through participation in a variety of workshops, open houses and other events involving students, families, faculty, staff and members of the community.
- Provide courteous and efficient service to students, families, faculty and staff.

The Federal Work-Study Program

Federal Work-Study (FWS) is a program funded by both the Federal Department of Education and the City University of New York (CUNY). This program provides part-time employment opportunities for undergraduate students with significant financial need and is administered by the BMCC Financial Aid Office. The program is administered in accordance with federal regulations, guidance from the Department of Education/Federal Student Aid and New York State Law.

Students who participate in the program have an opportunity to work on-or off-campus in order to earn funds/wages to help with school expenses while gaining valuable work experience. Participation in the FWS program can be beneficial for students in the following ways:

- Help pay for education and other related expenses
- Encourage community service and work related to a student's field of study
- Gain valuable work experience and build relationships in on-and off-campus communities
- Improve time management, communication, organizational and budgeting skills
- Help to further develop a student's resume and professional experiences
- Reference or recommendation for future employment
- Contribute to University operations, student life, and campus and local community

Types of FWS Jobs:

1. **On-Campus:** An employment opportunity with one of the departments at BMCC
 - a. Non-Research Job: work study jobs that are on-campus and whose primary job duties do not consist of research duties within a qualifying research department.
 - b. Research Jobs: work study jobs that are on-campus and whose primary job duties consist of research duties within a qualifying research department.
2. **On/Off-Campus:** An employment opportunity with another CUNY location (even though the student is enrolled and receiving financial aid at BMCC)
3. **Off-Campus:** An employment opportunity with federal, state, or local public agencies, non-CUNY Higher Education Universities, or certain private nonprofit or for-profit organizations. Work performed off campus must be in the public interest. Work in the public interest is defined as work performed for the welfare of the nation or community rather than work performed for a particular interest or group.
4. **American Reads/American Counts Jobs:** employment opportunities with the American Reads Program (A national program committed to improving literacy skills for local elementary students. Tutors, whether part of the class day program or afterschool programs develop engaging, educational activities that support students in improving current reading levels.)

Assessment Method: Nichols 5-Column Model

The assessment model used for this project was based on the process pioneered by James O. Nichols. The theory was aimed at connecting institutional effectiveness with assessment of intended student learning outcomes.

The theory has been applied to administrative processes as a learning-driven model for institutional effectiveness and improvement of services to students.

Mission/Goals	Intended Outcomes/ Department Objective	Means of Assessment	Summary of Data	Use of Results
<p>Institutional Goal #2: Improve Student Success</p> <p>Objective #6: Improve the quality of campus life and student and academic support services</p>	<ol style="list-style-type: none"> 1. The Office of Financial Aid will assess the Federal Work-Study (FWS) program to measure student, staff and supervisor satisfaction with the new online student placement and payment system. 2. The Office of Financial Aid will assess the Federal Work-Study program to survey students who were awarded FWS but did not participate in the program. 	<p>The Office of Financial Aid used a multitude of techniques in the assessment of our Federal Work-Study (FWS) program:</p> <ul style="list-style-type: none"> - Measuring Participation - Satisfaction Assessment - Needs Assessment 	<ul style="list-style-type: none"> - Over 93% of students agreed that they were able to access and navigate the on-line Federal Work-Study website with ease - Over 93% of students were satisfied with their experience as a FWS student - Over 85% of supervisors were satisfied with the online timesheet process on the FWS website. - The survey to understand why students awarded FWS did not participate generated a range of responses without a distinct pattern revealed. 	<ul style="list-style-type: none"> - The Office of Financial Aid will continue to employ the NextGen Online Federal Work-Study Website for the JobX and TimesheetX applications. - The project committee recommended increasing the on-campus pay rate from \$7.25 to \$8.25. - The committee recommends an outreach to the college community to attract additional supervisors to participate in the Federal Work-Study program and additional job opportunities during the evenings and weekends

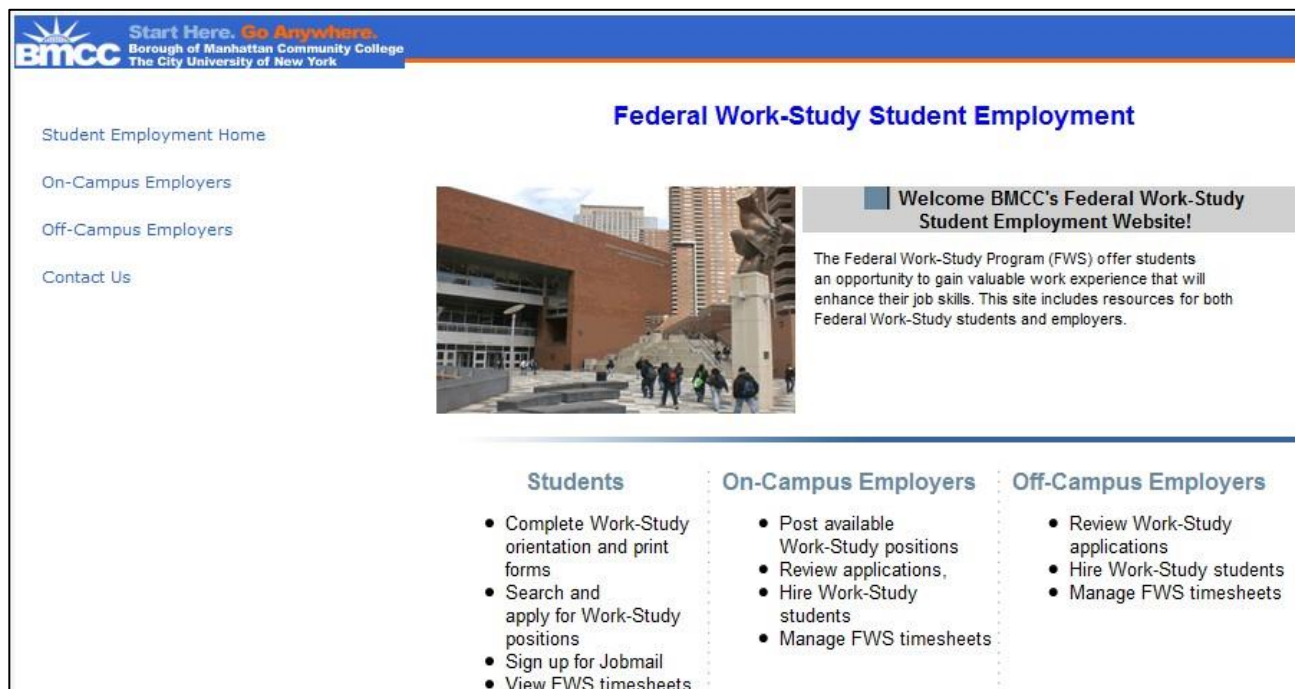
Overall Summary Report

In the 2009-2010 academic year, a proposal to redesign the Financial Aid Office's Federal Work-Study placement and payment processes was approved. The redesign would transfer those processes to web based online applications through a web portal hosted by NextGen Web Solutions. In the past, the placement process was handled through a local campus developed application and the timesheet payment process required manual input into the CUNY student financial aid payroll system. The NextGen Web Solutions portal provides two applications known as JobX and TimesheetX. JobX helps institutions automate the job postings, the hiring process, and reporting process for students, employers, and administrators. The TimesheetX application assist schools by automating the time sheet submission and approval process for students, employers, and administrators. The application is also configured to create a flat file for a batch load of all electronic time sheets with the CUNY student financial aid payroll system. The automation and programming increases compliance and reduces the likelihood of manual errors.

Additional Benefits of the Applications include:

- Job posting control panel to manage the Hiring Process
- E-mail alerts
- Broadcast e-mail tools for student communication
- Calculates Time Worked and Pay Rate (to reduce or eliminate math errors)
- Automated warnings prompts

An example of the BMCC student Employment Website (hosted by NextGen Web Solutions):



Start Here. Go Anywhere.
BMCC Borough of Manhattan Community College
 The City University of New York

Federal Work-Study Student Employment

Student Employment Home
 On-Campus Employers
 Off-Campus Employers
 Contact Us

Welcome BMCC's Federal Work-Study Student Employment Website!

The Federal Work-Study Program (FWS) offer students an opportunity to gain valuable work experience that will enhance their job skills. This site includes resources for both Federal Work-Study students and employers.

Students	On-Campus Employers	Off-Campus Employers
<ul style="list-style-type: none"> • Complete Work-Study orientation and print forms • Search and apply for Work-Study positions • Sign up for Jobmail • View FWS timesheets 	<ul style="list-style-type: none"> • Post available Work-Study positions • Review applications. • Hire Work-Study students • Manage FWS timesheets 	<ul style="list-style-type: none"> • Review Work-Study applications • Hire Work-Study students • Manage FWS timesheets

The technology fee committee of the college saw the potential to assist the administering of this program for the benefit of the students at BMCC and approved the purchase and implementation of the NextGen Web Portal. The assessment project summarized in this report was an undertaking to conduct a post-implementation review of the NextGen Web Solutions Portal applications (JobX and TimesheetX) and to understand the satisfaction level of students and supervisors with the web based tools.

In July of 2013, a committee of financial aid staff was formed to assess the federal work-study program and its web based portal. The committee was made up of both professional and support staff. Each member of the committee assists in the administering of the Federal Work-Study program. The Associate Director of Compliance and Operations works with the Federal Work-Study (FWS) Coordinator and oversees the FWS timesheet input specialist team. The Federal Work-Study Coordinator manages and monitors all aspects of the program and interacts with students, supervisors, time sheet specialist and other outside agency officials on a regular basis. The E-Communications Specialist assist the FWS Coordinator in the process of sending out the placement invitation to the students awarded with the FWS awards. Finally, the two support staff members assist the office with the placement and timesheet processes and regularly interact with students and supervisors. The committee met and discussed in several meetings on how to approach and assess the FWS NextGen Web Based Portal. The members decided on the various assessment methods. The best assessment tool to capture data on the web portal satisfaction was to create a survey and retrieve the responses. The committee also wanted to understand the satisfaction levels from not only the student population but also the supervisors. The supervisors that participate in the FWS program are also users of the web based portal applications and their feedback was considered important to the assessment. Over the next few months, the committee developed surveys for each population (students and supervisors that participated in the 2012-2013 academic year). However, an additional survey was developed to the students that were awarded the federal work-study grant but chose not to participate. The Financial Aid office's management thought a survey may help assist us in understanding participation and possibly how to outreach to this population. The committee finalized three surveys:

1. Student Satisfaction Survey: Federal Work-Study
2. Supervisor Satisfaction Survey: Supervisor Experience with Federal Work-Study
3. Participation in Federal Work-Study Survey

Once the surveys were completed, the drafts were sent to the college's Institutional Research Department for feedback and review. The staff at Institutional Research Department also converted the survey drafts into a web based survey via the Survey Monkey web application. The next process for the committee was developing a letter to each population that could be e-mailed with an introduction to the survey and a link to the survey monkey website. The e-mail letters were created and sent via an email blast during the Summer 2013 semester.

The results of the survey data was received by the Institutional Research Department (please see data from survey monkey and comments in the appendix) and revealed the following:

Response Rates:

- Student Satisfaction Survey -Federal Work-Study: the survey was sent to 428 students that participated in the FWS program with active e-mail addresses. The survey was completed by 25% of the population (107 students)
- Supervisor Satisfaction Survey- Supervisor Experience with Federal Work-Study: the survey was sent to the 76 supervisors that participated in the FWS program in the 2012-2013 academic year. The survey was completed by 65.7% of the population (50 supervisors).
- Participation in Federal Work-Study Survey: the survey was sent to the 3,671 students that were awarded FWS in 2012-2013 but did not participate. The survey was completed by 7.4% of the targeted population (273 students).

The survey on students that participated in FWS and their experience on the NextGen Website found:

- Over 56% of students learned about their FWS through paper mail.
- Over 93% of students strongly agreed or agreed that they were able to access and navigate the on-line Federal Work-Study website with ease (49% strongly agreed and 44% agreed).
- Over 89% of students strongly agreed or agreed that after they conducted an on-line job search, the supervisor followed-up with my interest in a timely manner (47.6% strongly agreed and 41.9% agreed).
- Over 93% of students strongly agreed or agreed that their supervisor was helpful and knowledgeable (62.6% strongly agreed and 29.9% agreed).
- Over 92% of students strongly agreed or agreed that their supervisors provided adequate job training for their FWS position (61.7% strongly agreed and 30.8% agreed).
- Over 92% of students were very satisfied or satisfied about their experience with the on-line FWS orientation (44.9% were very satisfied and 46.7% were satisfied).
- Over 93% of students were very satisfied or satisfied with their ability to obtain a job of their interest through the FWS job search (52.3% were very satisfied and 41.1% were satisfied).
- Over 93% of students were very satisfied or satisfied with their experience as a FWS student (61.3% were very satisfied and 32.1% were satisfied).

The survey for the supervisor's experience in the FWS program found:

- 100% of supervisors believe that they are knowledgeable of the FWS program and the responsibilities required as a supervisor
- Over 91% of the supervisors found the on-line FWS website easy to navigate
- 90% of supervisors were very satisfied or satisfied with the hiring process on the online FWS website
- Over 85% of supervisors were very satisfied or satisfied with the online timesheet process on the FWS website.

The participation in Federal Work-Study survey

The final survey attempted to gather information concerning participation in the Federal Work-Study program. The survey was sent to all students who were awarded Federal Work-Study for the 2012-2013 academic year but never completed the job placement process. The survey revealed the following findings:

- Over 78% of students that did not participate in the FWS program in the 2012-2013 were aware that they have been awarded a FWS award.
- There was a great range of responses as to why these students chose not to participant in the FWS. The responses included:
 - o They could not find a job in their field of interest.
 - o The jobs in their field of interest were already filled.
 - o There were no positions available on the evenings and weekends
 - o They were already employed in a non-FWS job and did not have extra time to participate in FWS
 - o The time allocated towards their class schedule and studies did not allow for additional time to participate in FWS.
 - o Personal commitments did not allow for additional time to participate in FWS.
 - o They felt the pay rate of \$7.25 was too low to participate in FWS
 - o The students that listed the "Other" option specified a range of reasons as to why these students did not participate with a number of students responding that they did not enroll in BMCC or transferred to a different college, they did not met the 6 credit minimum to participate in the placement process or they were unable to find employment in their jobs of interest.

The committee reviewed the survey responses and the comments to learn about any patterns or themes revealed in the survey results. The students and supervisors found the on-line (NextGen) Federal Work-Study website easy to navigate and were overwhelmingly satisfied with their Federal Work-Study experience. The comments and suggestion area of the surveys had a variety of postings. There were student suggestions pertaining to increasing the pay rate, viewing award amounts on CUNYfirst, receiving e-mail communication regarding their hours worked, and the need to offer additional job positions. The supervisor comments and suggestions included a recommendation for an evaluation of a Federal Work-Study student employee form as well as additional trainings on the hiring and job posting process.

Recommendations and Thoughts:

After analyzing and discussing the survey results and comments, the committee had the following recommendations and thoughts:

- The committee believed that the financial aid transition to the CUNYfirst student information system will assist in implementing a number of these student suggestions and concerns. The CUNYfirst system will provide additional features for students in their self-service area. Beginning the summer 2014 term, students will be able to view their Federal Work-Study awards in CUNYfirst and the communications component will generate e-mail

correspondence to notify students of their FWS award, any revisions to their financial aid award packages, and continuous notification of their available FWS award amount.

- The Federal Work-Study pay rate should be increased from, \$7.25 to \$8.25 for on-campus positions. The only concern in increasing the pay rate for on-campus positions is that the wage disparity may affect the students' desire to work off-campus. The college cannot change the pay rate for off-campus positions as the central administration of CUNY sets the off-campus pay rate for all colleges within the University. [Subsequently, the Director approved the request and the pay rate was changed for the 2013-2014 academic year]
- The committee recommends an outreach to the college community to attract additional supervisors to participate in the Federal Work-Study program and additional job opportunities during the evenings and weekends.
- To recommend the development of a FWS orientation and workshop to teach the basics of office work. The workshops would collaborate with the office of Career Development.
- To recommend a call campaign for those students awarded FWS and have not been placed in a job by a certain point within the semester.
- A reminder of the additional training opportunities available for supervisors

Conclusion

The information gathered in this assessment project revealed a high level of satisfaction by students and supervisors in the NextGen Federal Work-Study experience. This report also revealed the many variables in student lives that prevented their participation in the Federal work-Study program. The committee believes that the recommendations can hopefully increase employment opportunities and thus increase participation through expanded job availability. This project enabled each stakeholder (students and supervisors) to participate and voice their opinions, concerns, and suggestions related to the Federal Work-Study program.

Report Submitted By: *Mark Rivera, Melissa Jardine, Shevonne McKenzie, Genean Thompson, and Sandra Thompson*

Appendix I: Student Customer Service Assessment: Supervisor's Experience in Federal Work Study

The Office of Financial Aid is conducting a survey to determine how we can better serve you. Please take a few minutes to complete this survey as your opinion is valuable to us. Your participation is voluntary and all responses are completely confidential. No one will be identified by his or her answers. Thank you for your time.

1- I am knowledgeable of the FWS program and the responsibilities required as a supervisor:

Strongly Agree Agree Disagree Strongly Disagree

2- I was easily able to navigate and post jobs on the on-line Federal Work-Study website:

Strongly Agree Agree Disagree Strongly Disagree

3- How would you rate your experience with the hiring process on the online Federal Work-Study website:

Very Satisfied Satisfied Somewhat Dissatisfied
 Very Dissatisfied

4- How would you rate your experience of the Federal Work-Study online time-sheet process:

Very Satisfied Satisfied Somewhat Dissatisfied
 Very Dissatisfied

5- Comments and suggestions on how we can improve our services.

Thank you for taking the time to complete this survey.

Appendix II: Student Customer Service Assessment: Federal Work Study

The Office of Financial Aid is conducting a survey to determine how we can better serve you. Please take a few minutes to complete this survey as your opinion is valuable to us. Your participation is voluntary and all responses are completely confidential. No one will be identified by his or her answers. Thank you for your time.

1. I was notified of my Federal Work Study award by:

Paper Mail Email Telephone Call In Person

2. I was easily able to access and navigate the on-line Federal Work-Study website:

Strongly Agree Agree Disagree

Strongly Disagree No Opinion

3. How would you rate your experience with the online FWS orientation:

Very Satisfied Satisfied Neutral

Somewhat Dissatisfied Very Dissatisfied

4. I conducted my job search online and the supervisor followed-up with my interest in a timely manner:

Strongly Agree Agree Disagree

Strongly Disagree No Opinion

5. I was able to obtain a job of interest through the FWS job search.

Very Satisfied Satisfied Neutral

Somewhat Dissatisfied Very Dissatisfied

6. How would you rate your job experience as a Federal Work-Study Student:

Very Satisfied Satisfied Neutral

Somewhat Dissatisfied Very Dissatisfied

7. My supervisor was helpful and knowledgeable in providing information related to my duties.

Strongly Agree Agree Disagree

Strongly Disagree No Opinion

8. My supervisor provided adequate training for my duties as part of my Federal Work-Study activities:

Strongly Agree Agree Disagree

Strongly Disagree No Opinion

9. Comments and suggestions on how we can improve our services

Appendix III: Student Customer Service Assessment: Participation in Federal Work Study

The Office of Financial Aid is conducting a survey to determine how we can better serve you. Please take a few minutes to complete this survey as your opinion is valuable to us. Your participation is voluntary and all responses are completely confidential. No one will be identified by his or her answers. Thank you for your time.

You were awarded a Federal Work-Study award for the 2012-2013 academic year but according to our records, you did not participate in the program. The following survey was developed to understand why students did not participate in the Federal Work-Study program.

1. Where you aware that you had been awarded federal work-study?

Yes No

2. I did not or would not participate in the federal work-study program because:

I could not find a job in my field of interest

the jobs in my field of interest were already filled

no positions where available on evenings and weekends

I was already employed and did not have extra time to do FWS

my class schedule did not allow for time in my schedule

my personal commitments did not allow for time in my schedule

I feel the pay-rate (On-Campus \$7.25 per hour) was too low

Other (please explain)

3. Comments and suggestions on how we can improve our services.



May 27, 2014

Dear Mark,

The BMCC Office of Financial Aid is conducting a survey to determine how we can better serve you. Our records indicate that you have recently participated in the Federal Work-Study Program. Please take a few minutes to complete this survey as we value your opinion of the services that we provide to you. Your participation is voluntary and all responses to this survey are totally anonymous and completely confidential. At no time will anyone be identified by his or her answers. To “Help us Help you” please click [here](#) to fill out our online survey of the Work-Study Program.

Thank you for your time and participation.

Work Study Program Survey: https://www.surveymonkey.com/s/FWS_2013

Please Note: If you have already completed this survey, you may disregard this message. If you have not yet completed it please do so; your opinion is valuable to us!

Sincerely,
BMCC Office of Financial Aid

*Borough of Manhattan Community College
Office of Financial Aid Rm N365
199 Chambers St, New York, NY 10007*



May 27, 2014

Dear Roseann,

The BMCC Office of Financial Aid is conducting a survey to determine the effectiveness of our FWS online process. Please take a few minutes to complete this FWS supervisor survey as we value your opinion of the services that we provide. Your participation is voluntary and all responses to this survey are totally anonymous and completely confidential. At no time will anyone be identified by his or her answers. To complete the survey please click [here](#).

Thank you for your time and participation.

Work Study Program Survey: https://www.surveymonkey.com/s/Superv_FWS_2013

Please Note: If you have already completed this survey, you may disregard this message. If you have not yet completed it please do so; your opinion is valuable to us!

Sincerely,
BMCC Office of Financial Aid

*Borough of Manhattan Community College
Office of Financial Aid Rm N365
199 Chambers St, New York, NY 10007*



May 27, 2014

Dear Anh,

The BMCC Office of Financial Aid is conducting a survey to determine how we can better serve you. Our records indicate that you were awarded a Federal Work-Study award for the 2012-2013 academic year but did not participate in the program. Please take a few minutes to complete this survey as we value your opinion of the services that we provide to you. Your participation is voluntary and all responses to this survey are totally anonymous and completely confidential. At no time will anyone be identified by his or her answers. To “Help us Help you” please click [here](#) to fill out our online survey of the Work-Study Program. Thank you for your time and participation.

Work Study Program Survey: https://www.surveymonkey.com/s/Part_FWS_2013

Sincerely,
BMCC Office of Financial Aid

*Borough of Manhattan Community College
Office of Financial Aid Rm N365
199 Chambers St, New York, NY 10007*









2013 Student Customer Service Assessment: Participation in Federal Work Study



1. Where you aware that you had been awarded federal work-study?

		Response Percent	Response Count
Yes		78.9%	210
No		21.1%	56
answered question			266
skipped question			7

2. I did not or would not participate in the federal work-study program because:

		Response Percent	Response Count
I could not find a job in my field of interest		7.1%	18
the jobs in my field of interest were already filled		9.8%	25
no positions were available on evenings and weekends		3.9%	10
I was already employed and did not have extra time to do FWS		11.4%	29
my class schedule did not allow for time in my schedule		12.9%	33
my personal commitments did not allow for time in my schedule		12.5%	32
I feel the pay-rate (On-Campus \$7.25 per hour) was too low		18.4%	47
Other:		23.9%	61
	Other (please specify)		75
	answered question		255
	skipped question		18

3. Please provide comments and suggestions on how we can improve our services

	Response Count
	111
answered question	111
skipped question	162

FEDERAL WORK STUDY SURVEY FOR NON PARTICIPANTS, SUGGESTIONS AND OTHER
COMMENTS (CATEGORIZED)

- x Did not enroll at BMCC/enrolled at a different college (N=22, 32%)
- x Unaware/was not notified about FWS opportunity (N=15, 22%)
- x Did not meet the requirements to qualify (N=8, 12%)
- x No assistance/poor assistance (N=7, 10%)
- x Applied, but not hired for any jobs (N=7, 10%)
- x No time to participate (N=4, 6%)
- x No jobs available (N=3, 4%)
- x Contacted office but never heard back (N=2, 3%)

All responses:

- x I did not enroll in enough classes.
- x I did not attend. School the year 2012. Or 2013. I do not want work study this coming term because of me schedule and personal appt.
- x All positions filled for every department which upsets me. Every year the same people in the same departments, there is bias within hiring on campus. First come first serve and not nepotism; give someone else a chance to gain some job experience.
- x I was never enrolled because the classes I wanted were never available.
- x i took a semester off school due to academy dismissal
- x I needed to take 2 classes to participate and I was about to graduate and only needed one class to complete my degree.
- x Was working and Studying
- x I did not attend school. I will be a new student. I don't want work study. I can only attend classes.
- x Was not aware that I received an award
- x I didn't have more than six credit last term
- x orthopedic surgery & pay is too low
- x i was not aware i had work study
- x My class schedule did not allow time for the other jobs available.
- x I GO TO A DIFFERENT CUNY SCHOOL NOW
- x it was already too late for me to start for spring2013 semester.
- x I could not find work.no position available for me
- x i was previously pregnant and had a new baby...didn't have a babysitter for any of my children and i couldn't attend school
- x i could barely get in contact with any of the job postings.
- x i need to take care my children
- x Was not notified properly by staff on the correct date I was supposed to attend; choose a job position.
- x Did not enroll for school, owed money
- x I didn't know and if I would've known, I would have participated.
- x I applied for many positions but was never called back.
- x I missed the readmission deadline for fall 2013
- x I wasn't aware I was awarded with this opportunity
- x The people where of no help
- x I took a semesters off

- x I was outside of this country for 4 months
- x I want to work but my adviser said u can't work for work study if u receiving CD discovery.. don't not understand that
- x I did not get any job, I did applied for job but I was not hire nor call
- x I did not know
- x Didn't know where to go to find a job
- x I was almost done with my semester and I didn't get the papers required on time.
- x Nobody has shown interest in hiring me because of my lack of experience.
- x Unaware
- x I never knew work study started until the end of the semester.
- x i used my FWS during the summer of 2012
- x i sacrificed my education to stay home with my father who is sick with cancer and to raise my son.
- x I did not meet the requirements because, I need to take 2 classes but only needed one class to graduate.
- x No positions where available and people gives me terrible treatment
- x I did do it. I did in the public service corps
- x I wasn't aware that I had FWS.
- x I wasn't aware I was awarded federal work study.
- x I didn't know how to start
- x I wasn't aware
- x I didn't have all my documents
- x nobody wanted to hire me
- x I could not enroll in the current semester due to class payment.
- x I didn't know about this award
- x I wasn't informed that I was able to.
- x I did not receive responses from my applications which I submitted, except for a job which could not work around my class schedule.
- x i was Never Called For an interview
- x because I didn't know about it
- x The office wasn't helpful and mean. I didn't understand the process very much and didn't have no one to ask
- x the office did not open until ten which also conflicted with my morning classes
- x I did not meet the requirement I had to have taken two classes to qualify for the workforce and I only needed one class to graduate
- x My father has cancer so I had to take care of him but I will be joining it in the Fall semester.
- x It took to long for my papers to process and by the time they were done there were no more positions.
- x I was told, I did not have enough credits to participate in work-study. One of the requirements advice a student to take twelve credits; I've taken six.
- x I was called for the orientation after I applied at a position in the library. I assisted the orientation then I was told that I should wait for the government to confirm my schedule to start working at the library. I went to ask a couple of times when I can finally start working but the only response I got is that I should wait for the government to confirm. I never got that confirmation until now.
- x did not start classes yet until I'm able to pay my former school ASA College off. Need help on paying the school. Currently unemployed.

- x did not start classes yet until I'm able to pay my former school ASA College off.
Need help on paying the school. Currently unemployed.
- x Family death
- x I couldn't graduate on time from high school so that's why
- x Applied for every fwd position, but nobody contacted me for an interview and the 2 positions I got a called back from didn't hire me.
- x I was attending another college
- x I didn't know i was approved
- x Did not attend school during this time.
- x Medical
- x you guys make i so hard lots of paper work and then i never get a call back from work study
- x My application for BMCC was denied for unknown reasons.
- x Performing Federal Work-Study at a SUNY College campus
- x I couldn't graduate on time from high school so that's why

2013 Student Customer Service Assessment: Federal Work Study



1. I was notified of my Federal Work Study (FWS) award by:

		Response Percent	Response Count
Paper Mail		56.6%	60
Email		36.8%	39
Telephone Call		0.0%	0
In Person		6.6%	7
answered question			106
skipped question			1

2. Please indicate the extent to which you agree with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Rating Count
I was able to access and navigate the on-line Federal Work-Study website with ease.	49.1% (52)	44.3% (47)	6.6% (7)	0.0% (0)	106
The supervisor followed up my interest in jobs I found through an online search in a timely manner.	47.6% (50)	41.9% (44)	8.6% (9)	1.9% (2)	105
My supervisor was helpful and knowledgeable in providing information related to my duties.	62.6% (67)	29.9% (32)	4.7% (5)	2.8% (3)	107
My supervisor provided adequate training for my duties as part of my Federal Work-Study activities.	61.7% (66)	30.8% (33)	3.7% (4)	3.7% (4)	107
answered question					107
skipped question					0

3. Please rate your satisfaction with the following:

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Rating Count
Your experience with the online FWS orientation.	44.9% (48)	46.7% (50)	5.6% (6)	2.8% (3)	107
Your ability to obtain a job of interest through the FWS job search.	52.3% (56)	41.1% (44)	4.7% (5)	1.9% (2)	107
Your job experience as a Federal Work-Study Student:	61.3% (65)	32.1% (34)	2.8% (3)	3.8% (4)	106
answered question					107
skipped question					0

4. Please provide comments and suggestions on how we can improve our services.

	Response Count
	33
answered question	33
skipped question	74

OPEN-ENDED RESPONSES TO FWS SURVEY, COMMENTS AND SUGGESTIONS

- x My supervisor at the library was not consistent with my tasks and handled paying me poorly. There was a pay period when I did NOT get paid because she "forgot" to process my hours. I would have to stay on top of my hours and after each pay period I would notice I didn't get paid for all my hours that were completed. My time sheets were always neatly and properly filled out so I couldn't figure out why this kept happening. I first hand witnessed my supervisor processing my hours without my time-sheet, had I not been in the room she would I missed a whole 6 hours that I had completed. My suggestion is to hire a new supervisor for the library. This happened with more than one employee while I was working in Fall12 semester.
- x Was a good time to me
- x I am still wondering why I can't have a Federal Work-study for the upcoming Fall 2013 semester. Maybe because it's a new academic year.
- x keep up the good job
- x College students should be able to work under the Federal Work-Study program without setting limited hours. The FWS award money should be distributed without any delays. Some students did not get their paychecks on time. And \$8.25 should be increased to at least \$10.00 to \$12.00 per hour. I spent about \$150.00 in 15 work days (transportation and lunch) before receiving my FWS money.
- x I think email is the best way to notify my Federal Work Study award.
- x nothing needs to change.
- x Making FWS award amount available on CunyFirst.
- x I am not receiving my updates emails of my worked hours!!!
- x I enjoyed the federal work study program. This was my first time working in the school the experience was great. This is a great opportunity for students to gain skills and get ready for the future. Great program nothing more to be said.
- x I LOVE THE WAY THE FWS ARE DOING I TERMS OF SENDING A MAIL TO YOU AND AGAIN THEY CAN SENT AN EMAIL TO MAKE IT FASTER TOO.
- x I thank the Federal work Study Program because it opened up the opportunity for me to gain experience as an assistant Math tutor at the BMCC Math Lab.
- x Allow students to continue to work and not just for a semester.
- x keep up the good job
- x This spring semester was my first time doing work-study and I enjoyed it very much. To me there's nothing that needs to really be improved everything was good for me
- x More hours
- x I overall had a good federal work study experience, and don't have any suggestions because the current system works.
- x Awesome project! I just wish you guys could put the statuses of the positions as if they're opened or closed that way we don't have to go through the whole process of emailing them and waiting for a response.
- x The supervisor in the LRC was rude and prejudice. She pampered her favorites and made her not favorites lives hell.

- x From time to time, get some feedback from the FWS students about their work in the department and the type of environment they are subjected to. I worked in the Early childhood Center at BMCC and the staff were very rude, unwilling to assist in anyway, they degrade you as a student, make you feel incompetent of the tasks that were delegated. I would never go back there, was sad very sad.
- x Getting paid in two weeks on Fridays. Is a lot easier and less work. People don't have to look at a schedule to see when the next time we get paid is. Is not a problem with me but for anyone else who feels that way?
- x Nothing should change.
- x It's just fine like it is.
- x Expand more job positions
- x Also by adding more money to student s and treat them well
- x the people who work at FWS are rude. they don't know how to talk to any student when he/she need help with the paper work. bad service at that office.
- x Supervisors should know the full period for work study; last fall i was told that i can work up to the start of the spring semester and that was not the case. During that same spring semester i went to the work study office for a new job and the receptionist told me that i still should have been working there and that the last day for that was on 5/24/13. After i found that out i didn't return working there and only made half of my tap award for work study.
- x no comments, it is pretty easy
- x i WANT TO WORK MORE HOUR AND I DON'T LIKE THIS PART WHERE IT SAYS IF YOU WORK ON SUMMER YOU CAN NOT WORK ON FALL OR SPRING SEMESTER.....I HAVE TO CHOOSE
- x It is very hard to find summer jobs for work-study. I applied and have yet to receive an answer. Now I believe it is too late.
- x i would like to have much award money fo work in school

2013 Assessment of Supervisor Experience in Federal Work Study Program



1. Please indicate the extent to which you agree with the following two statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Rating Count
I am knowledgeable of the FWS program and the responsibilities required as a supervisor.	70.0% (35)	30.0% (15)	0.0% (0)	0.0% (0)	50
I was easily able to navigate and post jobs on the on-line Federal Work-Study website.	40.4% (19)	51.1% (24)	8.5% (4)	0.0% (0)	47
answered question					50
skipped question					0

2. Please rate your satisfaction with the following:

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Rating Count
Your experience with the hiring process on the online Federal Work-Study website	42.0% (21)	48.0% (24)	8.0% (4)	2.0% (1)	50
Your experience of the Federal Work-Study online time-sheet process	47.9% (23)	37.5% (18)	14.6% (7)	0.0% (0)	48
answered question					50
skipped question					0

3. Please provide comments and suggestions on how we can improve our services.

	Response Count
	12
answered question	12
skipped question	38

Page 1, Q3. Please provide comments and suggestions on how we can improve our services.

1	In the past, FWS students filled out their own time sheets, and then the supervisor checked them and amended them if need be. Now, to fill out each students' time sheet is the onus of the supervisor. It would be better to let the students submit their own timesheets electronically, and then have the supervisor check them, approve or reject them, and then submit them to the FWS Office.	Aug 5, 2013 11:53 AM
2	We should be able to complete timesheets after the posted deadline.	Jul 23, 2013 10:02 AM
3	Although, I may know somewhat how to navigate to job posting for FWS online, other resources to simplify the job posting process may be implemented.	Jul 13, 2013 8:48 AM
4	Submitting time sheets online was easy to do.	Jun 30, 2013 11:41 AM
5	I have a problem about late t.s. Why do I have to give a paper t.s./ why I can not to on line if you want it.?	Jun 27, 2013 12:32 PM
6	I am pretty content with the FWS program.	Jun 27, 2013 8:59 AM
7	We should be able to complete a timesheet after the posted deadline...it is sometimes difficult to adhere to the strict Monday deadline date...	Jun 26, 2013 10:43 AM
8	I would like to see an evaluation of the student workers completed and available for future employers.	Jun 25, 2013 1:50 PM
9	It would be great for the student names to be in alphabetical order. Also if the students no longer work in the department they should not continue to appear on the same list as the current students. The print is extremely small and not having it alphabetized makes it difficult when you have 30 plus fws students. The timesheet should be easier to input. There should be more flexibility when entering information if you need to change the dates. You should not have to re do all of the information on another day if you mistakenly chose Sunday for example. A change should be possible right there with the day of the week without having to reenter all of the hours again.	Jun 25, 2013 11:28 AM
10	There is a problem in the hiring process when the system tries to match selected students. At times, students' names are not recognized as the same person. i.e. sandy walton and sandy s. walton. on the hiring page. Since some student are inconsistent with their names in college records, why not display ID numbers next to displayed name. A simple match of ID numbers by the FWS supervisor would simplify the hiring process.	Jun 25, 2013 11:02 AM
11	The FWS bi-weekly schedule operated on alternating weeks that our program timesheets were due, so that made it a bit inconvenient for me.	Jun 25, 2013 10:40 AM
12	Although I was able to navigate and post jobs on the website, I think additional training material will be helpful. Thank-you	Jun 25, 2013 9:57 AM



Report: Quantway Evaluation

Office of Institutional Research and Assessment

Borough of Manhattan Community College

August 5, 2014

Report: Quantway Evaluation

Office of Institutional Research and Assessment

Overview

Each year, about $\frac{3}{4}$ of BMCC's new freshmen fail the ACT Compass Math proficiency test for algebra. In spring 2013, about $\frac{1}{5}$ of the total student population was enrolled in a remedial math class. The highest level of these courses has traditionally been a remedial "Elementary Algebra" course taught for 4 hours a week and which offers no college credit. To pass this course, students must take and pass a computerized final exam before they are allowed to take the college-level math required for their Associate's degree.

Students frequently struggle with this course, however, and each semester only about 35% of those who take the course pass. Many students take the course repeatedly, costing them time and resources. Since 2010, BMCC has been working with the Carnegie Foundation on the development of an innovative remedial math course that is designed to prepare students for college-level math using a student-based pedagogy that encourages students to struggle with real-world problems that need mathematics rather than memorizing procedures for solving algebraic equations.

Objectives

1. To determine if this new course adequately prepares students for college level work.
2. To determine if this new course helps students to move more quickly through their academic programs than does the current Elementary Algebra course.

Population

Remedial Math Students

Students who were in need of basic skills in mathematics at the highest level of remediation, and who registered for MAT041 (Quantway), or MAT051 (Algebra) were the target population of the study. The performance of the Quantway students was compared to the performance of the Algebra students. The numbers involved in the comparison analyses are shown below.

	Quantway	Algebra
Sections/ Classrooms	17	97
Students	418	2433

The Quantway students who enrolled in MAT041 in spring 2013 were distributed across most of the major programs offered at BMCC. The largest program majors represented proportionally in the Quantway group were: Liberal Arts (46%), Criminal Justice (19%), Health/Nursing (14%), and Human Services (10%).

The Quantway comparisons were drawn from the population of students who needed the same level of mathematics, traditionally the Algebra level, or MAT051. Students who complete this level of remedial mathematics successfully exit from remediation and become eligible for credit-bearing, college-level mathematics. At CUNY, a student must complete a college level mathematics course with grade C or better to transfer that course to a four-year CUNY school. The two groups were compared on various demographic variables and it was clear that the students who had enrolled voluntarily in MAT041 (Quantway) were significantly different from the MAT051 (Elementary Algebra) students on several key characteristics at the beginning of the spring 2013 semester:

- The Quantway group was slightly less likely to be first-time freshmen
- The Quantway group was more likely to be female
- The Quantway students had lower arithmetic placement scores (COMPASS 1)
- The Quantway group had a higher average cumulative GPA
- The Quantway group had higher average total credits accumulated

Methodology: Propensity Score Matching

Since the students in these two groups varied significantly on variables expected to be key indicators of success, we wanted to control for this influence by matching the Quantway group with Elementary Algebra students who were similar in these respects.

We used a methodology described by Felix Thoemmes at Department of Human Development, Cornell University, and formerly from the Center for Educational Science and Psychology, University of Tübingen in Germany. Essentially, this propensity score matching creates a logistic regression model that identifies a probability for each student to select Algebra or Quantway, based on the other variables that we can measure for each student at the beginning of the term. In this case, we focused on the variables we knew were different and might be predictive of success. These were:

- Age
- Initial Reading Score
- High school college admission average (with imputed values for missing high school records)
- A binary variable that identified first time freshmen
- Initial Compass Math 1 score
- Initial Compass Math 2 score
- Gender
- A binary variable to identify students as under-represented minorities
- Cumulative GPA at the start of the term
- Total credits earned at the start of the term

The propensity score, based on the logistic regression of these variables and the actual enrollment of the student in Quantway or Elementary Algebra in Spring 13, is used to match each Quantway student to a

student with the closest propensity score taking the algebra course. After the propensity score matching, we identified an “Algebra Group” of 418 students who closely resemble the Quantway students. After matching, the two groups had indistinguishable averages in terms of high school college admission scores, total credits earned, and GPA at the start of the spring semester and no significant differences were found in the proportion of either group in terms of gender, initial test scores, under-represented minorities, or age category.

Some shortcomings of the data and methodology

While the two groups were now quite similar, there are a few areas for caution in considering the results. First, student majors were not adequately considered. The model could be improved by first filtering the comparison group to include only those majors that are eligible for Quantway. The program requirements for a few non-stem majors also include Intermediate Algebra, and these students would not be eligible for Quantway.

Second, in following the two groups over a year, we found several in both groups who took the Project Advance. Those who then passed had their original grades changed. Because the official data captures a snapshot of the data at some point after the close of the semester, some of the changed grades are reflected in the official data and some are not. Many students participate in these extra interventions, and it is not always clear whether they initially passed the class itself, or only after the post-class intervention. A similar situation exists for students with incomplete grades.

Spring 2013 Results

Pass and Withdrawal Rates

Since both the Quantway and the Elementary Algebra course are non-credit, developmental courses, students who do not pass the course cannot move on to college-level courses. There is no impact on the student’s GPA if they don’t succeed; they simply need to repeat the course. In fact, many of the Quantway students in Spring 13 had previously attempted the Algebra course and failed. Of the 418 students taking Quantway, 53% passed the course, compared with 29% of the matched 418 Algebra students, or compared with 33% of the 2,433 students who took Algebra in spring 2013.¹

	Quantway	Algebra (Matched Group)	Algebra (All Students before matching)
Passed	53%	29%	33%
Did not Pass	47%	71%	67%
Total	418	418	2433

¹ Fisher’s exact test shows these differences between Quantway and Algebra pass rates to be significant at a level of $p = .000$.

Students who did not pass the Quantway or Algebra course can be categorized differently.

- Some stayed in the course the entire semester yet failed to meet the standards for passing the course.
- Some simply stopped coming to class and did not take the final exam.
- Some officially withdrew from the class and stopped coming.
- Some students *never* attended class.
- Some students received an incomplete.

Comparing the Quantway group with the matched sample of Algebra students, we note the following *among those who did not pass the course*:

- 21% of the Quantway group completed and failed the course, compared to 48% of the Algebra group.
- 16% of the Quantway group stopped coming to class (8% withdrawing officially) compared to 18% of the Algebra group (9% withdrawing officially).
- 2% of the students in both courses never attended class. (9 in Quantway and 10 in Algebra)
- 8% of the Quantway group received an incomplete compared to 3% of the Algebra group.

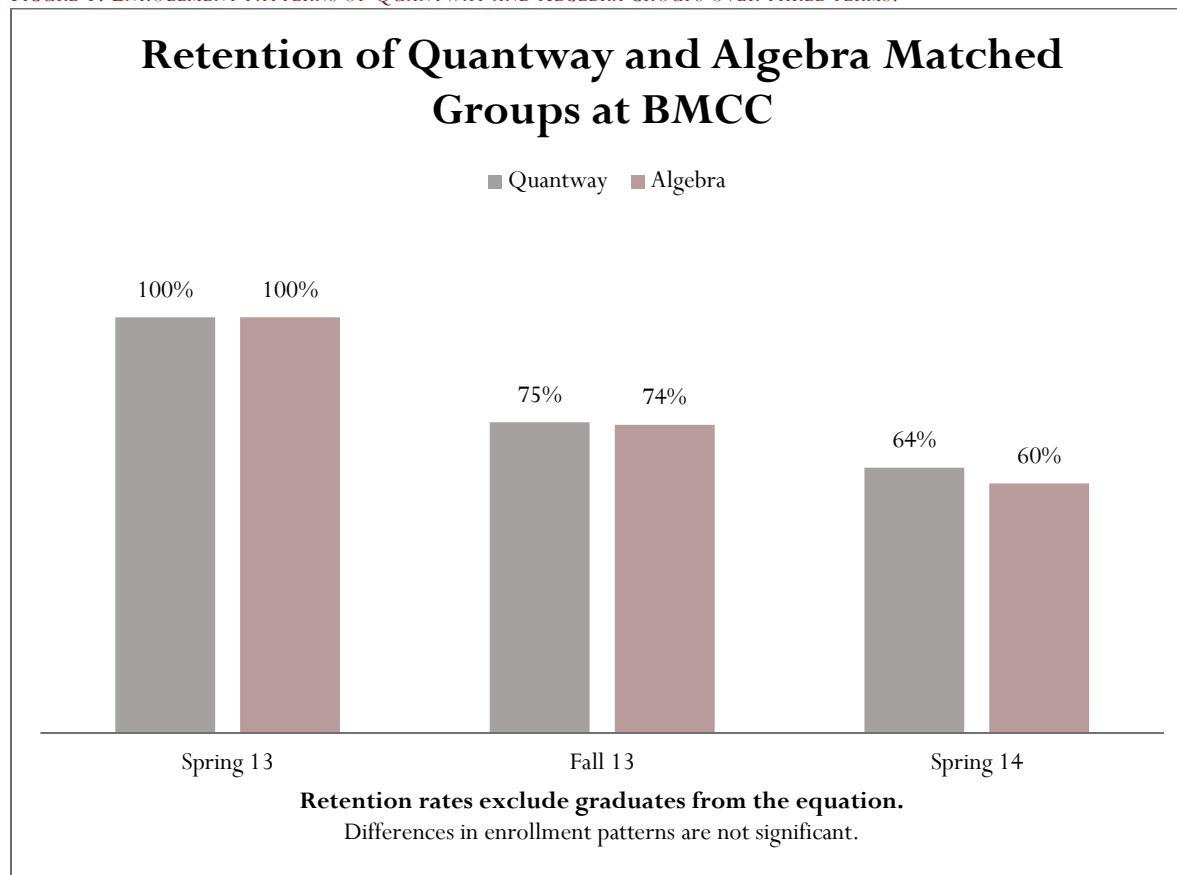
Altogether, about $\frac{1}{4}$ of the students enrolled in either of these courses did not complete them. There is little variation in persistence in the course between the matched groups, which means that the main difference between the groups is the rate at which students pass the course. In effect, if we leave out the non-completers, both groups will show higher pass rates, but the comparison remains the same with students in Quantway courses passing at a significantly higher rates than those taking Elementary Algebra.

Following the Cohort for One Year

Both the Elementary Algebra and the Quantway courses are non-credit-bearing remedial math courses, intended to prepare students for college-level math courses. For this reason, it was important for us to know how these students fared in subsequent math courses, and how quickly they progress through to the satisfactory completion of their college math course. This report follows the retention of these students, and their outcomes for math courses taken during the summer and fall terms of 2013 and the spring 2014 term.

The similarity of the groups in terms of motivation to take math and to continue in school was found. As shown in Figure 1, below, students in the Quantway and Algebra groups were equally likely to be retained at BMCC, with similar numbers not returning after each semester. Both groups also showed equal motivation to take math again. Between the end of spring 2013 and the end of spring 2014, 262 of the students who had been enrolled in Quantway took at least one other math course, as did 253 of those who had been enrolled in Elementary Algebra. Because so many more of the Quantway students passed the course compared to the group taking algebra, more of them were able to take college-level math as their next math course: 180 (43%) of the Quantway group attempted college math in their next course compared to 77 (18%) of the Algebra group.

FIGURE 1. ENROLLMENT PATTERNS OF QUANTWAY AND ALGEBRA GROUPS OVER THREE TERMS.

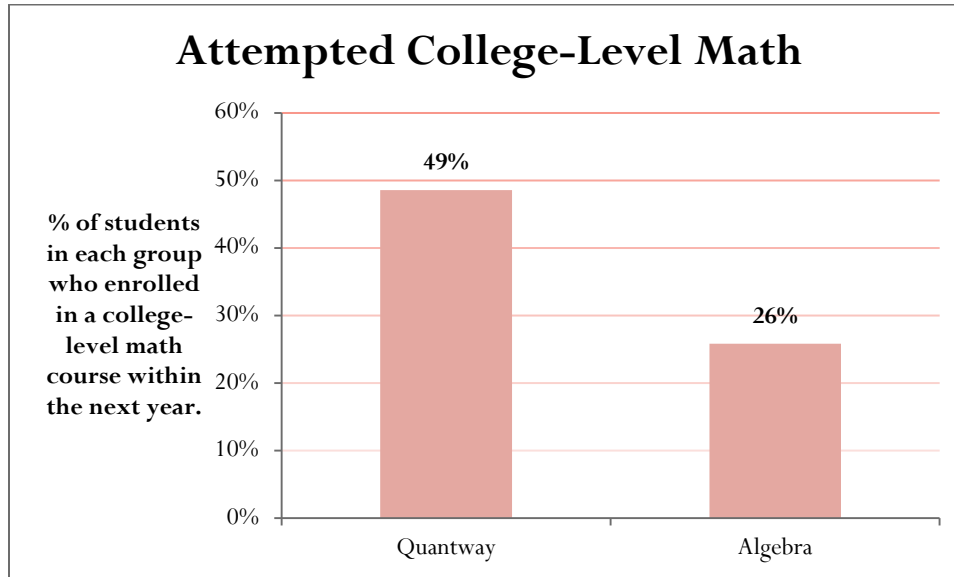


The Quantway advantage is that it moves students to college-level work more quickly. By the end of Spring 13, over half the Quantway students (53%) were ready to start college-level math, while only 29% of the Algebra group would be able to do so. Most of the Algebra group who took math again re-took Algebra. One year later, the percentages of those who have now passed out of remediation moved up to 62% of the Quantway group and 46% of the Algebra group.

Only 11% of the Algebra students successfully completed a college math course in the next math course they attempted, while 29% of the Quantway students passed in spring 2013, and then passed a subsequent college math with a C or better in the next math course attempted. While the Carnegie Foundation goal is to enable students to complete their college math requirement in just two terms, for those who passed their math class in Spring 2013, this study found no evidence that skipping math for the summer and fall terms caused the students to be any less successful in that math course than those who immediately followed up their Spring 13 math course with another math course in the summer or fall.

When we look at the highest level of math attempted by these students at any point between the spring 2013 semester and one year later, we still find a big gap between the groups simply in terms of those who attempt college-level math within that time frame, as illustrated in Figure 2 below.

FIGURE 2. PERCENT OF EACH GROUP WHO ENROLLED IN COLLEGE LEVEL MATH WITHIN THE NEXT YEAR.

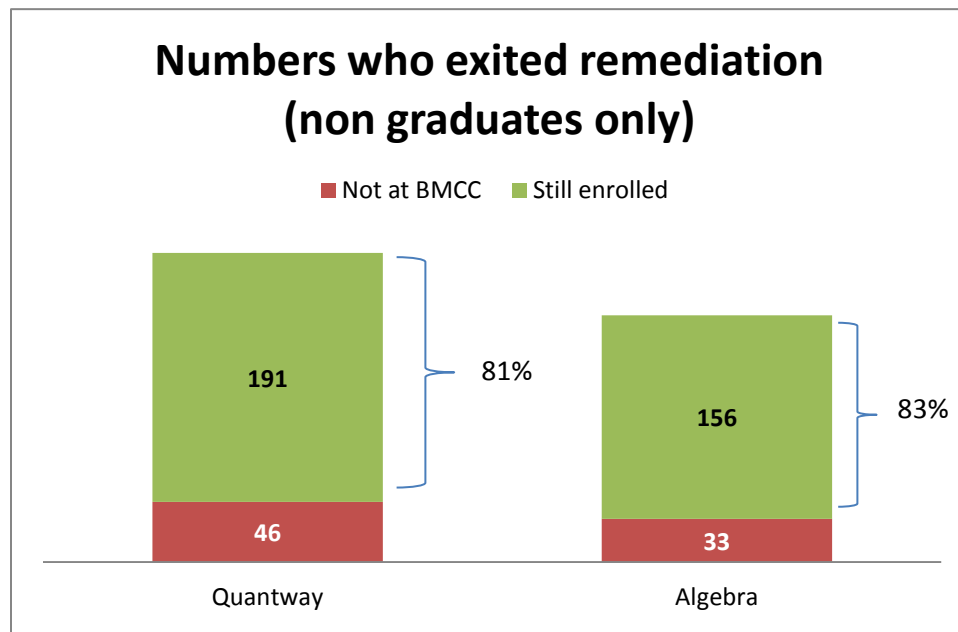
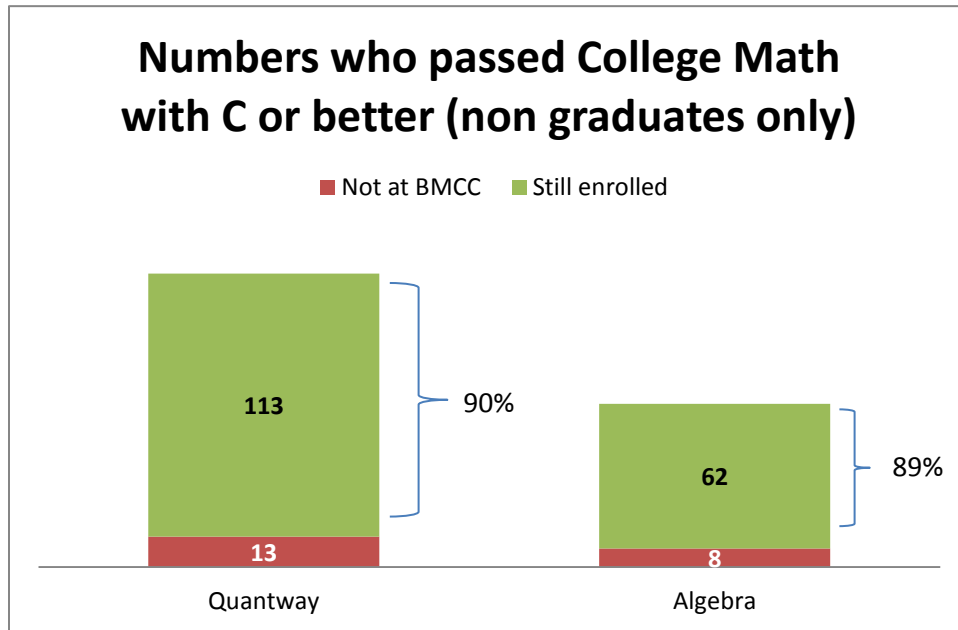


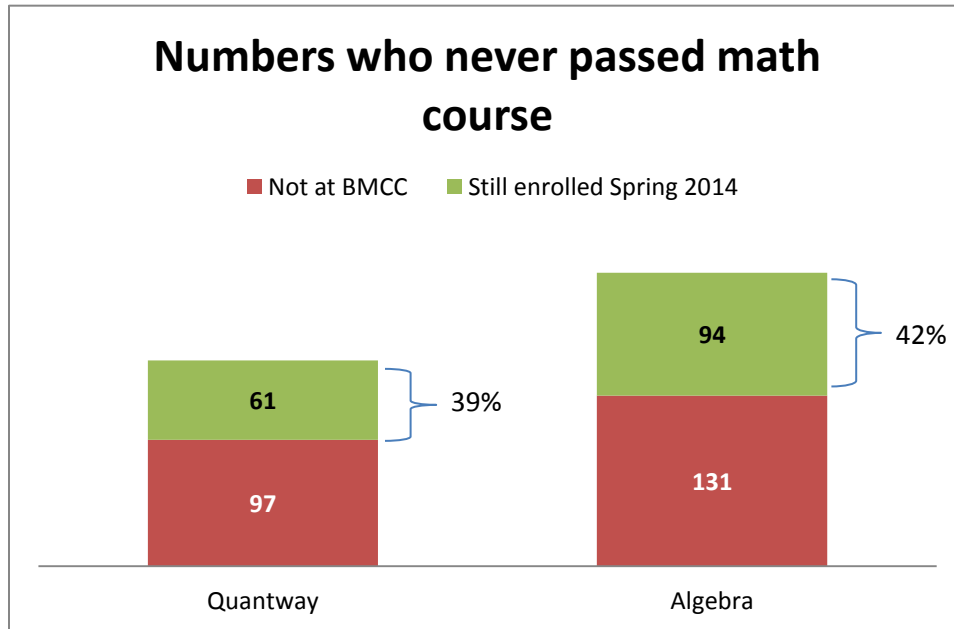
With this Quantway advantage, we definitely would expect a larger overall number of Quantway students to succeed in a college-level math course. However, we were even more interested in comparing the passing rate. Among those who passed Quantway or Algebra in spring 13 and took college-level math within the next year, 67% of the Quantway students and 57% of the Algebra students were successful in earning a C or better in the college-level course. Due to the small number of Algebra students in the sample, we cannot exclude chance factors. Nevertheless, we can conclude that passing Quantway is just as effective in preparing students to succeed in these college-level math requirements as passing Elementary Algebra.

Dropping out

While the retention rate of the two groups does not differ overall, the results of the course strongly affect student retention. Among those who succeeded in college-level math, almost all of them were retained at BMCC through the end of spring 2014. Even among those who exited remediation but who have not yet passed a college-level course, retention is consistently high for both Algebra and Quantway groups. However, among those who never passed math, most had left BMCC before spring 2014. See Figure 3, beginning on page 5 and the following page for illustrations.

FIGURE 3. RETENTION AT BMCC AMONG STUDENTS WITH DIFFERENT SUCCESS OUTCOMES IN MATH

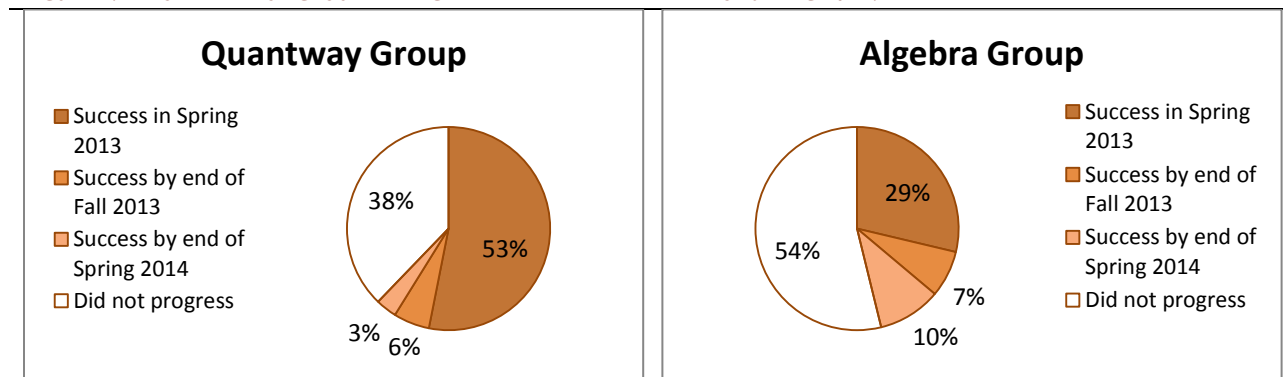




Benchmarks Achieved

With additional opportunities to try again by the end of the spring 2014 semester, a total of 260 Quantway and 193 in the Algebra group had successfully completed the initial remedial level course they first attempted in spring 2013. The additional year increased the number of students who exited remediation in the Quantway group by 9 percentage points and in the Algebra group by 17 percentage points.

FIGURE 4. PERCENT IN EACH GROUP EXITING REMEDIAL MATH BY THE END OF SPRING 2014.

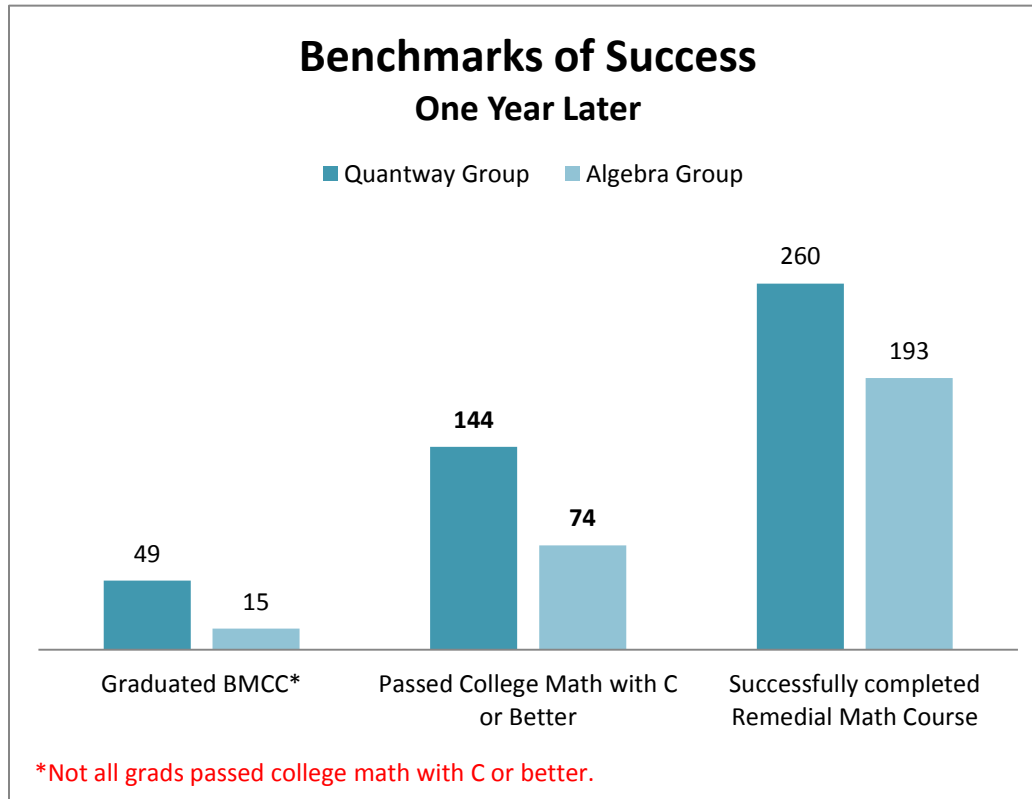


It is worth noting that among those who failed Elementary Algebra in spring 2013, 17 students decided to take Quantway as the next course, and all but two of them passed. Among those who failed Quantway in spring 2013, 48 students decided to try Elementary Algebra the next time and over 70% of them failed and made no progress. The results for the students who switched courses are still included in the outcomes above for the spring 2013 group to which they belong. Taking Quantway instead of Elementary Algebra gives students a greater likelihood of passing and exiting remediation.

Conclusions

We have tracked these students over the course of a year after the math course they took in spring 2013 and find that our key measure of success – passing college math with a C or better, was achieved by 34% of the Quantway group compared to 18% of the Algebra group. The data do not indicate that Quantway provides a markedly better preparation for college math than Elementary Algebra, but it provides a preparation for college-level math that is at least as good, and one that students more readily and more rapidly achieve.

FIGURE 5. BENCHMARKS OF SUCCESS.



Even when matched against similar students, the outcomes from the Quantway group are remarkably and significantly better than those taking Elementary Algebra. The clearly significant factor is that Quantway prepared them for the college-level work without creating the sort of major stumbling block encountered by most of the students who took Elementary Algebra that term.

A number of factors may be at play in creating this difference:

1. Quantway students, in spite of the matching process, may have a stronger motivation to succeed.
2. Quantway qualification for passing is not dependent on the same CUNY-wide assessment test as is required for passing Elementary Algebra. However, passing the assessment test itself does not predict higher success than Quantway students in college-level math courses.
3. Quantway instructors have undergone special training for facilitating learning in that course, and may be more motivated or more skilled in their teaching.

Next Steps

The overall outcome still leaves 46% of the Algebra group and 38% of the Quantway group without any progress in math. The Carnegie Foundation continues to seek improvements to the curriculum, and BMCC also is looking continuously for ways to improve remedial math education and the Quantway curriculum and approach. CUNY has introduced further changes to the policies governing placement in math classes, requiring students who fail the Compass Math 2 test to also take the Math 1 test and, beginning fall 2014, to achieve a 45 or better on that test before being placed in Elementary Algebra or the current Quantway course.

We intend to continue with this research with a new cohort of students enrolled in Quantway in fall 2013 with a new match group of Elementary Algebra students that semester. We will specifically consider the new policy requirements to compare how students who scored in the 35-44 range on the Math 1 test fared in Algebra and Quantway compared to those with better scores. Some modifications to the logistic regression model may be needed to better account for the interaction between credits earned prior to taking the course and student age. We also intend to be more effective in filtering the Algebra students to exclude any student in a major that is not eligible for the Quantway course. Finally, we also want to count the number of unsuccessful prior attempts a student has made at this level of math and include that variable in our model.



Freshmen Learning Academy Report

Office of Institutional Research and Assessment

Borough of Manhattan Community College

September 17, 2014

Freshmen Learning Academy Report

Office of Institutional Research and Assessment

Overview

Implemented in fall 2012, the BMCC Freshmen Learning Academy (FLA) is an initiative that offers first-time, full-time freshmen Liberal Arts majors the opportunity to connect with students of similar academic interests, participate in relevant extra-curricular activities, and receive additional academic advisement and support from an assigned FLA advisor. Open to students who are Reading and Writing Exempt (or placed in the highest level remediation courses), FLA utilizes the strategy of organizing students into small *Learning Communities*, with the ultimate goals of enhancing participants' college experience and increasing retention and graduation rates.

This report seeks to examine whether or not students who participate in FLA have increased measures of success compared to similar students who did not participate in FLA. Specifically, we are interested in comparing FLA participants to non-FLA participants along the following success indicators: pass rates (within seven, FLA-specific courses), 1st semester retention rates, Year 1 retention rates, Year 1 GPA, and Year 1 total earned credits.

Using propensity score matching, we compared a sample of students who participated in FLA in fall 2013 to a matched sample of first-time, full time freshmen. We found that the sample of 2013 FLA participants had significantly higher course pass rates, 1st semester retention, Year 1 retention, Year 1 GPAs and Year 1 total earned credits. Initial results indicate that overall, FLA participants had higher rates of success than students who did not participated in FLA.

Objectives

1. Use propensity score matching to match a sample of students from the fall 2013 FLA cohort to students who did not participate in FLA (i.e. matched comparison group).
2. Compare the non-FLA matched comparison group to FLA students on course pass rates and other measures of success (retention, GPA and total earned credits) in order to see if participation in FLA improved student outcomes.
3. Discuss the pre-FLA and post-FLA surveys that were given to all FLA participants who entered in the program in fall 2013.

Freshmen Learning Academy: Background

FLA Requirements:

- Enrolled in BMCC as a first time, full-time freshmen
- Liberal arts major
- Exempt or last level English and Reading course placement; students must be exempt from remedial English and Writing course, or place into ACR 095 and ENG 095.

* Students may join FLA regardless of math placement

FLA Participation:

- Participants of the FLA program choose one of two cohorts:
 - FLA-Specific course pairs: Students enroll in two FLA-specific paired courses as well as a Freshmen Learning Academy workshop hour. Students in this cohort participate in all three courses as a group.
 - FLA-Specific course sections: Students enroll in one FLA-specific course as well as Freshmen Learning Academy workshop hour. Students in this cohort participate in both courses as a group.
- In their second semester, FLA participants enroll in liberal arts courses in one or more of a chosen area of interest (i.e. “academies”):
 - Scientific World
 - Creative Expression
 - Individual and Society
 - U.S. Experience and its Diversity
 - World Cultures
- In their second semester, FLA participants may enroll in an FLA-designated English course and are required to make periodic visits to their FLA advisor.

FLA Benefits:

- Students are assigned a designated freshmen advisor to assist in the transition to college through financial aid assistance, academic and registration advisement, providing tutoring/learning resources, academic success workshops and et-cetera.
- Students receive priority registration in their first semester.

Method

In this study, we are comparing pass rates and other measures of success of a sample of fall 2013 FLA participants to a sample of matched students not enrolled in the FLA program.

Sample

The total sample for this study is 2,034 students: 324 FLA participants and 1,700 matched students not enrolled in FLA. All students in the sample were first time, full-time freshmen as of the fall 2013 semester.

Variables

In this study, we are interested in student success of FLA program participants, and comparing those outcomes against students who did not participate in the FLA program.

Success (outcome variables) will be assessed via the following indicators:

- Pass rates (for select FLA-specific courses)*
- Spring semester (1st semesters) retention
- Fall-to-Fall (Year 1) retention
- Year 1 GPA
- Year 1 total earned credits

* Pass rates for the following fall 2013 courses (all sections) are included in the analysis:

- AFN 124: African-American History, 1865 to present
- CRT 100: Critical Thinking (cross-listed as PHI 115)
- LAT 150: The Latino Experience in the U.S. (cross-listed as SOC 150)
- PHI 100: Philosophy
- PSY 100: General Psychology
- SOC 100: Introduction to Sociology
- SPN 150: Basic Spanish Conversation

Note: These courses were selected for analysis on the basis of their status as FLA-specific courses.

Propensity Score Matching

The sample of fall 2013 FLA participants (enrolled in at least one of the seven selected FLA-specific courses) were matched with a sample of Fall 2013 first time freshmen (enrolled in the same FLA-specific courses) who did not participate in the FLA program. The non-FLA sample was matched to the FLA sample on the following variables:

1. Enrollment status (first time, full time freshmen only)
2. Age
3. Gender
4. Math placement (based on Math 1 and Math 2 CUNY Assessment Test scores)
5. Reading placement (based on Reading CUNY Assessment Test scores)
6. Language spoken at home (English, Spanish or other)
7. Underrepresented minority status
8. College Admissions Average

Analysis

The analysis revealed that there are significant differences in the outcomes of the FLA participants and the matched comparison group.

Pass Rates

We compared pass rates for FLA participants and the matched comparison group for the following fall 2013 courses: AFN 124, CRT 100, LAT 150, PHI 100, PSY 100, SOC 100, and SPN 150. The results indicate that overall, FLA participants had significantly higher course pass rates (88.7%) compared to the matched comparison group (72.9%). We also found that FLA students had significantly higher pass rates in the following courses: CRT 100, LAT 150, PHI 100, SOC 100 and SPN 150. There was no significant difference in AFN 124 and PSY 100 pass rates for FLA participants and the matched comparison group. (See: appendix 1, pages 6-7)

Spring (1st semester) Retention

FLA participants had significantly higher 1st semester retention rates. 93.2% of FLA participants in the sample returned in the spring 2014 semester, compared to 85.5% of the matched comparison group. (See: appendix 2, page 8)

Fall-to-Fall (Year 1) Retention

FLA participants also have significantly higher 1st year retention rates. 73.8% of FLA participants in the sample returned in the fall 2014 semester, compared to 64.5% of the matched comparison group. (See: appendix 2, page 8)

* An additional analysis found no significant difference in Year 1 retention rates of 2012 FLA participants and a matched comparison group. The sample of FLA participants (N=29) had a 1 year retention rate of 54.7%— compared to a 56.7% retention rate for the matched comparison group (N=483). However, it should be noted that 2012 marked the pilot year of the FLA program – and as such, results are not necessarily indicative of the current program or comparable to subsequent FLA cohorts.

Year 1 GPA

FLA participants averaged a first-year mean GPA of 2.79, which is significantly higher than the 2.64 first-year mean GPA of the matched comparison group. (See: appendix 3, page 9)

Year 1 Total Earned Credits

FLA participants also earned significantly more credits within their first year (19.57 credits), compared to the matched comparison group (18.15 credits). (See: appendix 3, page 9)

Pre and Post FLA Surveys

In addition to the propensity score analysis we are also interested in examining FLA course effectiveness via responses on the pre and post FLA surveys, given to all fall 2013 FLA participants. FLA course instructors provided students with the pre-FLA survey at the start of the fall 2013 semester. Questions on the pre-FLA survey focused on students' pre-BMCC behavioral and academic attitudes and habits, as well as their college career expectations. The post-FLA survey was emailed to students at the end of the fall 2013 semester, and focused on the behavioral and academic patterns of students in their FLA-specific courses, as well as collegiate career expectations. (See Attachments 1 and 2 for additional details on specific survey items).

The overall purpose of the surveys was to assess possible behavioral and academic changes in students upon completion of one semester of FLA coursework, as well as changes in their overall college expectations. 391 students responded to the pre-FLA survey and 70 responded to the post-FLA survey. A total of 59 students were matched, responding to both the pre-FLA and post-FLA surveys. Final analysis of the results of the 59 matched surveys is pending. However, initial analysis shows promising results on several of the survey items.

Conclusion

Following extensive analysis, we found that fall 2013 FLA participants and the matched comparison group significantly differ on several measures of success. The sample of FLA participants had higher pass rates, 1st semester (Spring 2014) retention rates, Year 1 (Fall 2014) retention rates, Year 1 GPA, and Year 1 total earned credits. These results suggest that participation in the FLA program does improve student outcomes.

The lack of Year 1 retention success among the fall 2012 FLA cohort should be noted. However, given the small cohort size and status in 2012 as a pilot program, these results are perhaps not representative of the current FLA program. As such, additional analyses of the success indicators of future FLA cohorts are recommended, in order to gauge overall effectiveness as the FLA program continues to grow.

Appendix

Appendix 1: Pass Rates for Select FLA-specific Courses

Table 1: Pass Rates by Course

Course				FLA		Total
				No	Yes	
AFN124	Pass Rate	No Pass	Count	4	3	7
			%	28.6%	12.5%	18.4%
		Pass	Count	10	21	31
			%	71.4%	87.5%	81.6%
	Total		Count	14	24	38
			%	100.0%	100.0%	100.0%
CRT100*	Pass Rate	No Pass	Count	74	4	78
			%	17.9%	7.1%	16.6%
		Pass	Count	339	52	391
			%	82.1%	92.9%	83.4%
	Total		Count	413	56	469
			%	100.0%	100.0%	100.0%
LAT150**	Pass Rate	No Pass	Count	17	2	19
			%	54.8%	8.7%	35.2%
		Pass	Count	14	21	35
			%	45.2%	91.3%	64.8%
	Total		Count	31	23	54
			%	100.0%	100.0%	100.0%
PHI100*	Pass Rate	No Pass	Count	33	6	39
			%	44.0%	22.2%	38.2%
		Pass	Count	42	21	63
			%	56.0%	77.8%	61.8%
	Total		Count	75	27	102
			%	100.0%	100.0%	100.0%
PSY100	Pass Rate	No Pass	Count	166	17	183
			%	24.2%	20.0%	23.7%
		Pass	Count	520	68	588
			%	75.8%	80.0%	76.3%
	Total		Count	686	85	771
			%	100.0%	100.0%	100.0%

* Differences in Pass Rates between FLA and non-FLA students are significant ($p < .05$)

** Differences in Pass Rates between FLA and non-FLA students are significant ($p < .001$)

Table 1: Pass Rates by Course, continued

Course				FLA		Total
				No	Yes	
SOC100**	Pass Rate	No Pass	Count	168	4	172
		%		29.1%	4.5%	25.9%
		Pass	Count	409	84	493
		%		70.9%	95.5%	74.1%
	Total		Count	577	88	665
			%	100.0%	100.0%	100.0%
SPN105**	Pass Rate	No Pass	Count	56	1	57
		%		50.0%	4.2%	41.9%
		Pass	Count	56	23	79
		%		50.0%	95.8%	58.1%
	Total		Count	112	24	136
			%	100.0%	100.0%	100.0%
TOTAL**	Pass Rate	No Pass	Count	518	37	555
		%		27.1%	11.3%	24.8%
		Pass	Count	1,390	290	1,680
		%		72.9%	88.7%	75.2%
	Total		Count	1,908	327	2,235
			%	100.0%	100.0%	100.0%

* Differences in Pass Rates between FLA and non-FLA students are significant ($p < .05$)

** Differences in Pass Rates between FLA and non-FLA students are significant ($p < .001$)

Note 1: Courses with significantly different pass rates are highlighted.

Note 2: "Pass" is defined as a grade of D- or higher; "No Pass" is defined as a grade of F, INC, NC, W, WU or WN

Appendix 2: 1st semester and Year 1 Retention Rates**Table 2a: 1st Semester (Spring 2014) Retention Rates**

			FLA		Total
			No	Yes	
Spring Retention	No	Count	247	22	269
		%	14.5%	6.8%	13.3%
	Yes	Count	1,453	302	1,755
		%	85.5%	93.2%	86.7%
Total		Count	1,700	324	2,024
		%	100.0%	100.0%	100.0%

Differences in spring (1st semester) retention rates between FLA students and non-FLA students are significant ($p < .001$)

Table 3: Year 1 (Fall 2014) Retention Rates

			FLA		Total
			No	Yes	
Fall Retention	No	Count	603	85	688
		%	35.5%	26.2%	34.0%
	Yes	Count	1,097	239	1336
		%	64.5%	73.8%	66.0%
Total		Count	1,700	324	2,024
		%	100.0%	100.0%	100.0%

Differences in fall (Year 1) retention rates between FLA students and non-FLA students are significant ($p < .001$)

Note: Retention rates for the fall 2012 FLA cohort were NOT significantly different from the matched comparison group. The sample of FLA participants had a 1 year retention rate of 54.7% (N=29) – compared to a 56.7% retention rate (N=483) for the matched comparison group.

It should also be noted that the total 2012 FLA cohort was considerably smaller (N=270) than the 2013 FLA cohort (N=430). Furthermore, 2012 was the pilot year for the FLA program, which should be taken into consideration when making comparisons to subsequent cohorts.

Appendix 3: Year 1 GPA and Total Earned Credits

Table 3: Year 1 GPA and Total Earned Credits (as of Fall 2014)

	FLA	N	Mean	Std. Deviation	Std. Error Mean
GPA Earned*	No	1,097	2.64	.824	.025
	Yes	239	2.79	.729	.047
Credits Earned**	No	1,097	18.15	7.32	.221
	Yes	239	19.57	6.54	.423

*Differences in mean GPA between FLA and non-FLA students is significant ($p < .05$)

**Differences in mean Total Credits Earned between FLA and non-FLA students is significant ($p < .01$)