Student Comments on Mission:

- Overall – 3 votes for mission version 2 and 2 votes for version 1 (last student arrived after the vote)
  - I like version 2. I can relate more. The second sentence – makes me feel BMCC stays with us (students) for a lifetime.
  - Version 2 – it tells what BMCC can do for you. Start here and get a degree. Then BMCC can help you get where you want to go. What about adding something on the environment? Something about faculty and the surrounding area?
  - I like version 1 more. It communicates to me what the BMCC community looks like/focuses on. That’s why people come here. At BMCC we can grow intellectually and personally.
  - Version 1 just stands out to me. The wording “vibrant” and “intellectual and personal growth” especially. I’m growing in so many ways – not just academically but BMCC is preparing me for life. I like version 1 but version 2 may affect a lot more students.
  - Maybe put the first sentence of version 1 into version 2?
  - Version 2 describes what I’ve been experiencing since I came to BMCC. BMCC has programs I can become involved in. This version brings in NYC. This version makes me more comfortable.

Student Feedback on Strategic Framework

Goal 1 activities

- When I first came, I was underprepared and lost. I didn’t know how to read and write on a college level.
- I took remedial math. Writing – I passed for some reason! I did immersion math. It was very intense. I’m glad I did it. Now I’m doing Intro to Statistics. And it’s easier.
- Maybe have an option for continuing students to sharpen their skills. “Boot camp” is only available to freshmen. I could use that. I’m getting there but I need that push. And my grades – while I’m getting up to speed – are suffering.
- I was at another university. I experienced attitude issues – because I was remedial. [BMCC students chimed in that they’ve experienced this at BMCC too.]
- I took only remedial math. That helped me with my next math – Intro to Stats – made that easy. I passed reading and writing, but as an ESL student, I wasn’t really ready. I needed more. The writing center needs to be more flexible and not paper based.
- Because of my financial aid, I have to be a full-time student. I have to be involved in the community. I’ve had to gain college-ready skills myself.

Goal 2 activities

- Continuing student orientation – good idea.
- Advisement is key. Students need to better understand the courses they need to take.
• The Welcome Ambassador program is good. Maybe use those students for student-to-student orientation?
• I didn’t know about my major when I came. Now I’m paying for it.
• Great to have the same advisor all through your experience at BMCC. I transferred into ASAP. Now I see my advisor 2x/month. Since then I’m on track – but I made many mistakes before ASAP, in my first semester.
• [Discussed how advisement gets complicated sometimes, especially for students with Financial Aid or visas that have to take a full load – so advisors are struggling with how to meet student full-time requirements with appropriate courses, which can be tough if students haven’t met course prerequisites…]
• Can we have a better display of what we should be taking in Degreeworks?
• I go to Google to pull down BMCC course descriptions. It’s easier.
• Can we teach students to better navigate the Degreeworks tool as part of orientation? We need to teach students to help advise themselves.
• BMCC needs to be responsive to different levels/needs of advisement.

Goal 3 activities
• What about the College Level Examination Program (CLEP) courses? Can BMCC communicate what’s credited and the process to students? Maybe via a website?
• [Discussed how BMCC is trying to have more transparent policies on this. Discussed how the college supports experiential learning and credit for prior knowledge. BMCC is currently collecting information from departments on how they do that.]
• [Student talked about value of intrusive advisement via ASAP – primarily in terms of advisement and covering textbook costs.]
• [Discussed how textbook costs are a huge concern. How BMCC is exploring open source resources, especially in higher level courses, to address this.]
• [Discussed online courses and reality that they don’t really result in cost savings for the college.]

Goal 4 activities
• Giving students interpersonal skills. That might impact retention.
• What about doing community projects? More work in teams? We did that in a marketing class I had at BMCC. It was a good experience.
• If you make courses comforting, not just academic, it makes students feel like human beings.
• [Discussed how BMCC is concerned with how to balance team project work with student realities outside the classroom – to work, take care of families, etc. Students countered by suggesting it can be done with technology.]
• For collaborative projects I understand students are juggling a lot. But with more technology (e.g., Google Hangouts), they can juggle. It’s also expected in the workplace so good to learn/juggle now.
• BMCC should encourage technology in the curriculum – students are on Facebook anyway!
• We need more extra-curricular activities for students to work and learn [discussed how that’s part of the plan].