BMCC Strategic Planning  
Campus Forum – Students, Faculty, and Staff  
November 4, 2015  

Comments on Mission:  

• Overall – 24 votes for mission version 1 and 10 votes for version 2.  
  o Version 1 feels like it really speaks to work with and for students. Students should be the focal point of the mission.  
  o Version 2 – issues with sentence 2.  
  o Personal growth gets lost in version 2. But is it part of the mission?  
  o Second sentence of version 2 – I think it belongs. It’s part of the community college mission. Community colleges aren’t just for students but also community.  
  o Second sentence of version 2 – I relate with how it connects to other schools – that’s a big thing for me.  
  o We have students from 150 countries speaking 150 languages at BMCC. In both statements the global context is missing.  
  o Second sentence of version 2 – I’d like it in version 1. Maintaining a relationship with community institutions, other colleges, is important.  
  o I like the second sentence of version 2 – important to have that steppingstone component – resources to ensure success of students.  
  o Version 2 – for the benefit of NYC – that’s not our ultimate goal.  
  o Global – let’s bring that in to whatever the mission becomes.  
  o Last sentence of version 2 is too corporate sounding.  
  o Maybe make the “BMCC works in partnership...” as a preamble to “to promote student degree completion, etc. (so it’s clearer it’s for the benefit of students).  
  o I think global is implied in the second sentence of version 2.  
  o I like NYC in version 2 – it shows our commitment to NYC.  
  o “Intellectual and personal growth” – I like that language. What about including faculty in this?  
  o Who sees the mission? It’s for many audiences. Neither version 1 or 2 addresses all those audiences.  
  o “Benefit” of NYC – maybe not the right word.  
  o “Start here, go anywhere.” Maybe at end of second sentence?  

Feedback on Strategic Framework  

Table 1 (all students)  
• We focused on goal 2.  
• New students expect a tour – need to better situate people to give tours so students know all the resources available.  
• Admissions – advisement is key when signing up. Need more staff spread out over days, need better job rotation.  
• Internships – need more opportunities.  
• Clubs – need more hours.
• Students are ill advised – need more informed advisors. We shouldn’t have to pay for extra semesters we have to take because we’re ill advised.

Table 2
• CUNYStart is great, but students feel like they’re losing a semester. We need to market this program better and engage students to help them understand the value of it.
• Need additional support for evening and weekend students.
• Online and hybrid courses – good idea to expand them. Hybrid is the preferred option.
• Agree with much of what’s in the framework – faculty development, enhancing advisement, expanding awareness of programs and resources, articulation agreements – we’d add especially in applied sciences.
• Need more focus on the holistic student experience.

Table 3
• What’s not here (that we think should be added):
  o Concept of student engagement in the classroom. Developing and cultivating student engagement in the classroom. With that comes the foundation to help students. By developing their cognitive and non-cognitive learning.
  o In goal 1 there is no opportunity for students to engage in college readiness. What about peer to peer reaching back into high schools (having BMCC students help with college readiness that way)?
  o More opportunities for faculty and staff development – amplify that.
  o Although evidence-based decision-making is there – it doesn’t talk about formative assessment to look in year 2 at what outcomes have been accomplished or not.
  o Distance learning makes the assumption students have the skills and the hardware and software to do it. Need to add “with resources” to that activity. This also needs to be part of faculty and staff support/development.

Table 4
• Goals (make sense).
• Want to drill down on some activities.
  o Dissemination of communications information is very important. Consider how to reduce misinformation. Might deploy clubs to help with communications. Also add social media into this. Need to make information consistent and streamlined.
  o Professional development for staff is important.
  o Need to provide resources to students with outside responsibilities.
  o When we talked at our table about goal 1, we heard from a student that he came here because BMCC’s graduation rate was higher.
  o The developmental focus is important.
  o Remedial students need feedback on what they did “wrong.”
  o Training faculty to advise students – to help faculty have ongoing information on best practices on advisement, to know the resources available at BMCC – is important.
  o We need to better understand incoming students – need diagnostics to understand their issues. We need to better understand what’s happening in high schools and with international students.
  o Communications about resources is poor – especially regarding tutoring options.
There’s nothing explicit about engagement in this framework. Students need to understand the value of engagement to their success. Could work with high schools to build this understanding. Students also need information on how to be engaged, as do faculty and staff to communicate it.

Table 5
- Students talked about problems/issues – getting stuck in developmental courses, the opaqueness of transfer.
- Need to be more explicit – address the issue of dissemination of information and communications. There are many resources and opportunities but students, faculty, and staff don’t know about them.
- Goal 4 – in addition to expanding experiential learning, add study abroad.

Final Comments
- Use the televisions across campus for communications.
- I’m passionate about CCT – let students know about it.
- I want to see more cross-disciplinary offerings.