WELCOME!

We are here today, to CELEBRATE together, the successes and milestones of this past year.

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.

We want to take the time today to highlight some of our many significant accomplishments and confirm our plans for even greater achievements in the future.

We continue to be recognized nationally as an important degree-granting institution that successfully serves our urban student population.
According to Community College Week’s annual rankings, BMCC is Number 4 in the country among two-year institutions, in awarding associate degrees in all disciplines to minority students.

If you break it down a little differently, we’re also number 4, nationwide, in awarding associate degrees to African American students, and Number 10 in awarding associate degrees to Hispanic students.

We have over 30 associate degree programs at BMCC, a number that grows every year. BMCC is Number 3 in the nation, among all other two-year colleges, in awarding associate degrees in Business, and Number 3 in awarding associate degrees in Computer and Information Science.

In Fall 2014, we served 26,606 students. About a third of our students are 19 to 20 years of age, and another 20% are 21 to 22 years of age. The largest portion, about a third of our students come from Brooklyn. Next is the Bronx, then Queens, then Manhattan. Of course we also have students from Staten Island, Long Island, New Jersey, and New York State.
BMCC is also a place where class discussions are more interesting, and the points of view more diverse, when you take into account that our students come from over 160 countries, and speak over 115 languages.

When considering the work of our College -- our first Strategic Priority Is Excellence in Teaching, Research and Learning. Our faculty are world-class scholars and teachers. They care deeply about their students and are committed to helping them succeed through effective and innovative approaches to teaching.

As we have grown, we have increased hiring in both full-time faculty lines and administrative staff. As a consequence, this past year BMCC became the first college in the CUNY system to employ someone as a digital recruiter. In an effort to get the best and the brightest for both administrative and faculty positions, we now have someone on staff whose job it is to seek out, contact, and recruit highly qualified candidates to join BMCC.

Since last year we have added a significant number of highly qualified full-time faculty across the disciplines, so that we now have over 550 full-time faculty members teaching at BMCC.
We also depend upon a large and qualified pool of adjunct faculty. Each department works hard to make our part-time colleagues feel welcomed, included, and necessary to the success of the college.

We have increased hiring as well for administrative staff to work with students and faculty through our special programs. Since 2013-14, we have hired over 60 new staff, with several new lines still to be filled before the academic year is done.

[I’d like to invite the full-time FACULTY and STAFF in the audience who were hired in the last year to stand so we may formally welcome them. .......... Please state your name and title...... Thank you all.]

BMCC continues to be a leader in research and scholarship:

Our annual Student Research Poster Presentation, with three faculty judges, showcased 48 research projects by 60 students majoring in the social sciences and human services; speech, communications and theatre arts; music and art; science; mathematics; computer information systems and modern languages. Six students in three research groups received $500
toward travel to a conference where they presented their posters in a national or global context.

BMCC’s second Transitions & Transactions conference, Literature and Creative Writing Pedagogies in Community Colleges, featured three days of talks, panel discussions and readings by educators, scholars, poets, writers, and creative artists. Participants came from across the U.S. and internationally.

Part of our Mission is to develop and implement academic programs that will “prepare liberal arts and career students for transfer to four-year colleges” as well as prepare them for “career programs for employment and career mobility”. We monitor our programs and curricula in order to ensure that our students are fully prepared to meet their future goals.

In 2013-2014, the State Education Department registered two new BMCC associate degree programs: An AS degree in Community Health sponsored by our Health Education Department and an AS degree in School Health Education co-sponsored by our Health Education Department and our Teacher Education Department. These programs will provide our students with opportunities in the growing public health industry and also
access to baccalaureate degrees in Health Education (pre-K to 12) and Community Health at such senior colleges as York. These programs also provide viable degree options without any loss of credit for our Undeclared Health majors (UDH) who do not pursue a nursing degree.

In addition, we continue to prepare our students for the job market of the 21st century. In January of this year, the State Education Department registered a BMCC Associate in Science degree program in Animation and Motion Graphics sponsored by our Media Arts and Technology Department. This program will enable our students to enter the growing field of Computer Generated Imagery (CGI) that we see every day as part of special effects in advertising campaigns, video games, movies, and television. Graduates in this program may transfer all of their program credits to associate degree programs such as the BFA program in Studio Art with a concentration in Digital Imaging at Lehman College.

Next year we will continue to create and register associate degree programs that will enhance our student persistence and graduation rates and provide our students with the skills
necessary for the successful pursuit of a baccalaureate degree and for the competitive job market. We are looking forward to adding to our registry of associate degree programs in the following areas: Modern Languages, Art Foundations in Studio Art and Art History, Sociology, History and Gerontology.

In our continuous efforts to improve student success, persistence and graduation, we have secured numerous articulation agreements that ensure that our students upon completion of their associate’s degree will transfer all of their program credits seamlessly to a baccalaureate degree program. In the past academic year, BMCC has secured 26 articulation agreements. Fourteen of them are within CUNY and another dozen with private senior institutions.

**In support of our Second Strategic Priority, which is Student Success and Retention, we are pursuing a number of initiatives:**

**We are developing a BMCC honors program.**
A college-wide faculty-led committee co-chaired by Dean Erwin Wong and Prof. Jason Schneiderman has developed a proposal for a full honors program to complement our honors contract option currently available. We see this as both a recruitment and retention strategy, and anticipate launching the program in spring 2016.

**We are expanding internship opportunities.**

A college-wide committee has been working on strategies to expand internship and experiential learning opportunities, such that all BMCC students complete an approved experiential learning activity prior to graduation. These activities include internships, clinical/field work/practicum, service learning, community-based learning, undergraduate research, work-study, study abroad and more.

**We are implementing a CETLS strategic plan.**

Supporting faculty development remains a high priority for the college, and the new CETLS strategic plan is aimed at bringing
faculty together across disciplines to enhance scholarship, including the scholarship of teaching, research and creative activity.

One such example is the Open/Alternative Textbook initiative: a partnership between the library and CETLS. It will help faculty redesign curriculum to replace costly textbooks with free open education resources. Twenty faculty from thirteen departments were chosen through a competitive process and the estimated savings to students in the first semester of the initiative is $60,000.

We are implementing a Teaching Academy.

Another major component of the CETLS strategic plan, as well as the college’s strategic plan, the BMCC Teaching Academy is a four-semester professional development program for faculty members new to BMCC and/or new to college teaching.
Participating faculty work in a teaching community of up to five teaching fellows under the guidance of a master teacher. The inaugural cohort (Spring 2015) includes four master teachers and 13 teaching fellows from across disciplines. The teaching communities meet regularly to read about and discuss theory, practices, and topics related to teaching at BMCC. In the first and third semesters, the participants observe each other and analyze and discuss classroom practices. The second semester, participants will videotape a lesson and analyze it with their community. In all semesters the teaching communities continue to meet regularly to read and discuss articles on teaching and attend workshops in the CETLS on a range of relevant topics. In the final semester, participants conduct classroom-based research on their teaching and students’ learning and make a presentation or produce a publication.

The learning outcomes for participants include being better able to teach course material using multi-modal approaches to meet diverse learning needs, communicate with students in ways that promote learning, create an inclusive classroom community, and discuss effective teaching practices in line with learning theories.

**We are implementing a gateway initiative.**
A key strategic priority is to improve retention and graduation rates, and we cannot do that unless we improve outcomes in the gateway and introductory courses that students must pass in order to make progress in their majors. The Gateway Course Initiative supports faculty efforts to reduce the numbers of students who earn grades of D, F, and W in introductory courses. These courses are known as gateway courses because students generally must pass them to move on to higher level courses.

17 BMCC faculty were selected to participate and will work either in teams or individually to address the problems of specific gateway courses.

The courses under study are in Computer Science, Business, Speech, ESL, Reading, Sociology, Economics, and Spanish. Faculty receive training for one semester during which they develop a plan. They then implement their plan in the following semester and present the results and findings in a mini conference the semester after implementation.

We are developing a plan to improve advisement.
As part of the strategic plan, a college-wide group is working to collect data and feedback on how to improve advisement at BMCC, including by conducting student focus groups this month. With funding from the City, we are committing significant resources to increase the number of advisors at BMCC.

**We are developing a plan to improve new student orientation.**

A college-wide group is analyzing the strengths and weaknesses of our current model for new student orientation, looking at alternatives and coming up with recommendations to improve student orientation, particularly to strengthen students’ understanding of how to succeed in college.

We continue to develop and implement ways to improve developmental outcomes.

Nearly 80% of our first-time freshmen require developmental math, and over 30% require developmental writing and/or reading. We know that summer immersion works, so we are making efforts to expand enrollment in that program. Although we
have the highest pass rate within CUNY for exit from developmental writing – in the past two years our pass rate has been between 55 and 62% whereas the pass rate for the other community colleges averages approximately 47% -- we continue to seek ways to improve our students’ success. We know that there are ways to reduce the developmental sequence, particularly for students who score close to the cut-off, and as a consequence, we are introducing new curricular models in writing and mathematics to improve outcomes, such as ENG 100.5, which allows eligible students to eliminate their developmental writing requirement while earning credit for English Composition.

Through our success with Quantway, our Mathematics Department has developed and will implement MAT 14, which will provide students with an alternative to MAT 12 and an accelerated pathway to college level liberal arts mathematics courses, similar to what MAT 41 did for non-STEM majors. In the pilot project, the pass rate for MAT 14 was 68 % while the pass rate for the comparable cohort in MAT 12 was 37 %.

We lead our colleagues in the CUNY system and nationally with our strategic approach to innovation in academics and basic skills proficiency.

We recognize that many of our students are challenged by the ground they must cover in order to meet their chosen program requirements and accumulate college credit in a timely manner. Several cutting-edge programs have been successfully piloted at BMCC and we are now aggressively scaling up in order to make these programs available to more students as quickly as possible.

BMCC’s CUNY Start program under the auspices of the Center for Adult Continuing Education has served more than 1,900 students since the fall of 2009 – more than any other community college campus – most of whom have at least two remedial needs. In the fall 2014 semester, 70% of the students who needed reading and writing and 87% of the students who needed math were proficient upon completing the program. Close to 90% of the full time students who completed CUNY Start in the fall are currently enrolled in classes at BMCC. BMCC also piloted Summer Start, a successful intensive math program this summer for students with significant remedial math needs. Nearly 92% of
the students who completed the Summer Start program left the program fully math proficient

We are also making a commitment to student success by offering the students the preparation they need to succeed and complete their degree. The College has partnered with The Manhattan Educational Opportunity Center (MEOC) to offer free developmental instruction on our campus. BMCC has targeted two populations for this kind of instruction: students who applied for admission in the spring 2014 semester, did not attend, and have asked us to hold over their applications; and students who have stopped out for the last three semesters and need to complete a developmental class.

In addition, BMCC fully supports programs designed to assist new students both academically and socially. In addition to our long-standing efforts in College Discovery, Out in Two, and ASAP, we are now in the fourth year of the BMCC Freshman Learning Academies or F.L.A., for short. The Academies are a joint effort of both Academic Affairs and Student Affairs.
This year we are expanding the Freshman Learning Academies, thanks to a grant from the New York Community Trust. This highly successful academic support model for first-year liberal arts majors helps them transition into college life and explore academic choices. The Academy does this by connecting those students with faculty mentors as well as students who have similar interests.

As of today, the FLA program has served 1500 students in total.

For this academic year 2014-2015, under a new structure, the FLA housed 350 new students (fall 2014 incoming class) and 170 continuing students (spring 2014 incoming class) for a total of 520 students.

The new FLA expansion will include the following:

- Two new lines for senior advisors
- Expansion of the FLA workshops to second semester
- Expansion of FLA courses (Stand –Alone English) to second semester
- FLA advisor led activities for second and third year students
• Recruitment of new students only in fall semesters (target number is 350 students in fall 2015 and the 10 % increase next fall)
• Development of Peer Mentoring program
• Expansion of the FLA program eligibility requirements
• Faculty –Student Mentorship program development

BMCC students have been touched deeply by the events of last summer and fall in Ferguson, Missouri. To give students the tools to understand and move forward in their understanding of and response to those events, two speaker sessions were co-sponsored by BMCC’s Criminal Justice Program and the BMCC/John Jay College Justice Academy. Those panels were followed by Know Your Rights workshops and spoken word events, and informed BMCC student research poster presentations at John Jay College in December 2014.

To provide our students with support necessary to succeed at BMCC, we have opened the state-of-the-art Derfner Foundation Communication Center, where students will take part in linguistic
exercises, discussions and lectures, building lifelong tools to use in job interviews and throughout their academic careers.

Moreover, we received a generous grant from the Carroll and Milton Petrie Foundation of up to $300,000 over three years to support the retention of students facing short-term financial emergencies. Through the grant, we have strengthened our collaborative ties to support students facing emergencies. To administer the grant, we formed a committee made up of members from various departments to review applications and to refer students to other services as needed.

Through our Single Stop office, we also provided these students with wraparound services. To date, we have disbursed $100,000 in grant funding to 114 students who faced a wide range of challenges. Most of our grantees have continued their academic progress: they are either still enrolled, have graduated or transferred to another institution. The program has a retention rate of 81%.

The college’s Enrollment Management team has faced challenges with enrollment this year, but we are responding and will continue
to respond to changing enrollment trends with innovative programming and a heightened focus on retaining the students we have. One means is through our recognition of our students’ outstanding achievements.

The Dream.US Scholarship - BMCC is committed to the success of all of our students, regardless of their citizenship status. Our undocumented students, often referred to as "Dreamers," are not eligible for Federal, State and City Financial Aid. We were happy to lead the way within CUNY to partner with an international scholarship organization called TheDream.US to help our undocumented students.

Another program geared towards improving our Student Success and Retention is the Achievers Program.

Every college is proud of their top performers; their high achievers, and BMCC is no exception. In an effort to retain our best and brightest students, the College established a new program called "Achievers" to celebrate students who have earned 12 credits or more with a perfect 4.0 GPA. Over 200 students met the criteria to qualify as Achievers. We hosted an event to celebrate them – but it was much more than a
celebration. It was a call to service – a call for our best students to get involved in campus life, through clubs, peer mentoring, CUNY Service Corps, and a host of other activities. We will continue working with our cohort of Achievers, and welcome new ones in a ceremony each fall.

It is not only our Achievers who are providing service to the community, our students, regardless of GPA, continue to do so. On a monthly basis, BMCC students volunteer in the New York City area to assist and enrich our boroughs. Our volunteer efforts have gone national as well. Last year, Student Affairs organized our first annual Alternative Spring Break program, and the first cohort of students were selected to join Habitat for Humanity in hands-on service, helping to rebuild homes lost in the 2013 tornado that struck Moore, Oklahoma, and destroyed more than 1,100 homes in the area. Our students gave back to communities in need beyond New York City, expanded the New York spirit and gained valuable experiential skills while learning about different areas of our country.

Another support service that has had an impact on our student persistence is Single Stop.
Taxes & Single Stop - Our Single Stop Office continues to provide students with a wide range of services, including tax preparation. During the 2014 tax preparation season, BMCC’s Single Stop Office reached a milestone: we connected the largest number of students and their families with free tax services in the entire country. We hope to beat the national record we set last year, so please help spread the word to our students that they may file their taxes for free at our Single Stop office right here on campus.

We have also recognized the importance of supporting students who are continuing their education after serving their country in the armed forces. BMCC has the largest population of student veterans in CUNY (according to IR, 485), surpassing by almost 100 students John Jay College, which has the second largest population. We have long understood that our student veterans come to the College with a unique set of experiences and challenges.

The BMCC Foundation and Development Department continue to innovate and build success in the area of fundraising to support our students and to enhance excellence at our College.
Following our 2013 Gala on the floor of New York Stock Exchange, last year’s Gala, themed “Reaching for the Stars: The Next 50 Years at BMCC” held in May 2014, was an unprecedented success. Hosted in the newly opened World Trade Center 4 building, amid stunning 54-story views, the event raised a record-breaking $1 million in support of the BMCC Foundation Scholarship Program.

We were proud that our honorees included film legend and our Lower Manhattan neighbor Robert De Niro. In keeping with our tradition of celebrating our history and partnership with the Lower Manhattan community, this year’s Gala will again be held in a newly renovated downtown venue, Cipriani, 25 Broadway, on May 14th. Our goal for this year’s gala, with the theme “Invest in a Future,” is to surpass the fundraising success we achieved last year.

We are also excited to announce that major, internationally recognized philanthropists Sandy and Joan Weill have committed to be honorees at our Scholarship Gala in the spring of 2016.
BMCC Foundation and the Development Department continue to build relationships with important philanthropists who want to make a difference at BMCC. A new commitment of $375,000 for the Out-in-Two program was made by the Stephen Meringoff Family Foundation and was matched with another commitment of $375,000 made by Jay Lieberman, Trustee of the Defner Foundation, bringing total support for Out in Two up to $750,000. This will allow us to enroll at least 120 new students in this program over the next three years. We are anticipating another fundraising success this year. The BMCC Foundation invited special guests to several art exhibition openings held in the Shirley Fiterman Art Center this fall. The exhibitions, entitled “Material Way” and “Paper Reveries,” attracted philanthropists who purchased art works. A portion of the purchase price is helping to fund student scholarships.

Staffing changes have provided opportunities for the Development Department to focus on increasing alumni involvement at BMCC. To date this year, more that 300 new alumni donors have added their support to the annual fund. The Development Department is also working on enhancing our major gifts and planned giving efforts and I am proud to report, with gratitude, that a number our very generous faculty members and
made significant gifts to establish endowed scholarships and name parts of our facility.

We hope many of you will be able to join us for the “Invest in a Future” Scholarship Gala On May 14th.

These are just some of the ways BMCC develops partnerships and creates opportunities to support our diverse student body, giving them the assistance they need to complete their studies and achieve their personal and professional goals.

**Our Third Strategic Priority Is Organizational Effectiveness And Accountability.**

In 2013, the College submitted the Periodic Review Report or PRR to the Middle States Commission on Higher Education. This report is due halfway through the accreditation cycle, at the five-year point. The College was reaffirmed for accreditation and “commended for establishing a variety of methods and process for assessing the strategic plan and for using those results to promote institutional renewal.”
At the same time, we were asked to provide more information in a Monitoring Report, which we submitted in November 2014, about our collaborative efforts in linking planning and budgeting, strengthening the institution’s finances, and using assessment results to improve teaching and learning. As we make strides in these areas, we welcome the opportunity to present more evidence of our success as well as to educate and engage a new cadre of faculty and staff in the accreditation effort. The Middles States process is constantly evolving and we are determined to take the forefront in response to the new emphasis and the new standards.

I am pleased to announce that at its March 5th session, the Middle States Commission on Higher Education acted to accept our Monitoring Report, and our next evaluation visit is scheduled for 2017-2018.

In preparation, we will soon form a Steering Committee to gather information about how BMCC has addressed the Middle States Standards for Accreditation and how we have used assessment both inside and outside of the classroom to be an effective institution. Senior Vice President Wilks will be in contact with
department chairs and other college administrators shortly to recruit members for the committee.

The College continues to be a leader in technology. Towards that end we have hired Joe Spadaro, our Vice President of Information Technology and Chief Information Officer. After evaluating and assessing the current technology environment, the College will merge under Vice President Spadaro’s leadership the existing College Computer Center, Media Center and Instructional Technology units into a single, unified IT department. This restructuring will increase effectiveness, eliminate duplication of efforts across units and provide higher quality service levels for students, faculty and staff.

The College's technology infrastructure is in the vanguard for the CUNY system. Building on our leadership in this area, we will enhance existing service offerings such as ubiquitous WiFi and smart classroom technologies and identify innovative new ways of utilizing these tools to make BMCC a leader in the use of technology for teaching and learning. On the administrative front, we will work to identify ways to use technology to optimize
existing business processes in support of scheduling, registration and advising.

In addition, as part of our green, sustainability effort, the vast majority of personnel files in the Office of Human Resources were converted from paper to digital file format.

Finally, we will develop and implement a comprehensive IT plan that aligns technology efforts with BMCC's strategic priorities to better support the academic and administrative goals of the College.

We are quite proud of our success in addressing the long-standing facilities issues here at BMCC. The new Fiterman Hall building has become a New York City showcase for college design; it is unlike any community college building anywhere.

The Shirley Fiterman Art Center has quickly become a pulse point in the Lower Manhattan gallery scene, providing BMCC students with access to exhibits of cutting-edge work from around the country, including that of their own professors.
One such show, At This Moment, spotlights the recent artwork of BMCC faculty and opened February 19.

In fact, in the year and a half the Center has been open, we have presented two faculty exhibits, one photography exhibit—in which Joe Woolhead and others shared their images of the rebuilding of the World Trade Center—and two exhibits of visual artists and sculptors from all over the United States.

The Shirley Fiterman Art Center is a partnership with the BMCC Foundation Board, and sales of the artwork help raise funds for student scholarships.

Besides having become a cultural destination in Lower Manhattan, it’s also a place where students can learn the nuts and bolts of New York City’s thriving art industry, as they talk to their professors—whose work has been on exhibit—about their life-long, art-making careers.

Professors of writing classes, art classes, and even career-focused classes have introduced students to the exhibits as a way
to inspire them, give them a new medium through which to express their ideas, and begin a relationship with art that will grow throughout their lives.

As Fiterman Hall has become operational, BMCC has refocused resource efforts to address the critical maintenance issues and reprogramming demands of the main campus at 199 Chambers Street. The College has already completed work on the modernization of faculty offices in the facility and is now addressing the service and support space needs to make them more inviting and efficient.

Also, as we addressed the issues of the physical space, it is important to note that BMCC is fully committed to the goal of a sustainable future. We are more than half-way through the 10-year BMCC Plan for Sustainability which includes ambitious goals for energy conservation; curriculum and education; procurement; waste management, and recycling. We are a CUNY leader in this area. In addition, when the roofing project is completed, BMCC will embark on the installation of a 300+ Kw solar panel array which will be the largest installation in Manhattan. This will greatly reduce the College’s carbon footprint.
Our Fourth and Last Strategic Priority Is Global Engagement and Economic Development.

BMCC is at a critical juncture as it examines its role and function in preparing the next generation of students to live and work within a global environment. If the college is to remain relevant in the global context of the 21st century, its students must be knowledgeable about and comfortable interacting with cultures different from their own.

As an outgrowth of the strategic planning process, the Committee on Globalization has been actively looking at exemplary programs in higher education in an effort to promote global citizenship among our students.

I’m happy to report that under the leadership of Professors Vincent Cheng (Speech) Alex D’Erizans (Socials Sciences) Cynthia Wiseman (Developmental Skills), Eva Kolbuzs (Speech) and Phyllis Niles (Library), BMCC has been awarded a two-year
grant in the amount of $100,000 to begin globalizing its undergraduate curriculum.

The proposed NEH project, conducted in partnership with New York University represents a major undertaking on the part of the college to strengthen and enrich humanities education. It is anticipated that over the life of the project, no fewer than 40 faculty will participate in scholarly research and threaded discussion groups, resulting in no fewer than twenty-redesigned (globally enhanced) courses, which will impact no fewer than 2,100 students. The proposed partnership between NYU and BMCC will serve as a national model for other urban institutions seeking to implement similar reforms in their undergraduate humanities offerings.

BMCC’s Center for Adult Continuing Education and CDI will be providing Medical Assistant Specialist training to 3 cohorts of recent NY High School graduates through a network of three partner NYC High Schools: Manhattan Comprehensive Night & Day High School, The High School for Health Professions and Human Services, and City-As-School High School.
BMCC partnered with the Comprehensive Development, Inc., or CDI, a nonprofit organization dedicated to helping disadvantaged, older and immigrant NYC students to graduate from high school and prepare them to succeed in college and careers. This innovative pilot is funded through the NYC Office of Small Business Services, (SBS).

BMCC will be providing contextualized MAS training for eligible students who want to start their careers in the allied health sector and also introduce them to opportunities to pursue their college degree at BMCC.

Something new that BMCC’s Center for Adult Continuing Education has launched is an innovative YouTube show called “State Of Mind”. This show covers a vast array of topics including the social, political and economic aspects of higher level education. The show is produced at BMCC and employing BMCC students to help support the show while giving them hands on production experience.
The State Of Mind show includes a variety of distinguished panelists and subject matter experts and I would encourage you to take a look at some of the interesting episodes.

In last year’s talk, I mentioned that BMCC was partnering with the NYC DOE to design a new early college high school called the Manhattan Early College Academy for Advertising (MECA). This past fall, MECA opened with 99 ninth-graders who have begun their education program that will allow them to earn their high school diploma and Associate degree from BMCC in six years.

During their fall semester, the students have toured BMCC, met some of our faculty, and students. Indeed, they have worked with BMCC student mentors from Phi Theta Kappa and the Urban Male Leadership Academy. Thus far, student learning outcomes have been promising; out of 39 students who took the Living Environment Regents after one semester of instruction, 37 students passed, and 33% of the students received a score of 85 and above.

Since BMCC began, we have been clear that our mission was to serve the residents of New York City. We are also aware that many of our neighbors are still searching for the job that
guarantees a secure foothold in our economic future and must compete globally with up-to-date skills.

In December 2013 BMCC partnered with the Wadhwani Foundation and 1199SEIU/United Healthcare Workers East to launch the Race to a Job, an innovative job training initiative for NYC healthcare workers who upgraded their skills through the Medical Assistant Specialist program at BMCC’s Center for Continuing Education and Workforce Development, gaining “stackable” credentials—competencies, skills and certifications to advance their careers.

*Relevant Selections of quotes and statistics:*

-“Growing up in a time of uncertainty (the post 9/11 world, economic recession) and changing norms (increased racial diversity, shifting gender roles) Gen Z is mature, self-directed, and resourceful.”

- 33% watch lessons online
- 32% work with classmates online
- More than half use Youtube as research tool
-76% Wish their hobbies would turn into full-time jobs (comapred to 50% millenials)

-72% of high school students want to start their own business someday

-60% want their jobs to impact the world

-26% of 16-19 year-olds currently volunteer

-76% are concerned about humanity's impact on the planet

-41% of Gen Z spends 3+ hours a day on computers for non-school work--related activities

"Connect viewers with collaboration and live-streaming technology," b) educate and build expertise c) feed curiosity

Takeaways for Proposal

-As a self-directed bunch, I’d be careful about emphasizing parent involvement. The trends seems to be toward learning life skills on their own. Mentor relationships are probably a better bet.

-An eventual feature could be a YouTube-like resource for online lessons. Getting the most out of volunteering, how to use the web to collaborate on projects together
Emphasize volunteering as a step toward self-reliance, business-savy, and networking.

Only 28% of Gen Z said money would motivate them to work harder and stay with their employer longer, as opposed to 42% of Gen Y.

“Gen Z has a clear advantage over Gen Y because they appear to be more realistic instead of optimistic, are likely to be more career-minded, and can quickly adapt to new technology to work more effectively.”

One-half (52%) of both Gen Z and Gen Y state that honesty is the most important quality for being a good leader.

50% of Gen Z’s will be university educated compared to 33% of millennials and 25% of Gen X.
-76% feel that their online experiences will help them reach their goals.

-66% say that technology makes them feel that anything is possible.

-Three-quarters (76%) agree that their experience with technology will help them reach their goals. Two-thirds (66%) agree that technology makes them feel like anything is possible. Less than half (43%) agree that they value the time when they're unplugged.

-High school students are more willing to volunteer than college students. 77% of high school students are either extremely or very interested in volunteering to gain work experience compared to 63% of college students.

- 60% of companies agree that students will need to begin to focus on their careers in high school in order to compete for internships and jobs in the future.

-77% of Gen Z’s are either extremely or very interested in volunteering to gain work experience.
-90% of companies agree that high school internship programs can help students get into better colleges,

-89% say they’ll have a competitive advantage when looking for a college internship or full-time job

-83% said those internships will yield better paying jobs.

-The top three things that high school students are looking to get out of internships are new skills (92%), work experience (81%) and mentorship/networking (72%). The top three things that college students are looking to get out of internships are work experience (89%), new skills (85%) and job offers (72%).

- Nearly 50% of Gen Z students are participating in internships for the purpose of advancing themselves professionally in high school.

-55% of Gen Z students say that their parents are putting pressure on them to gain professional experience during high school. [Millennial
BMCC students arrive from all over New York City and the world. It is our obligation to ensure that the skills, knowledge and competencies that our students build through their experiences at BMCC prepare them for personal and economic success as well as full and responsible participation in the 21st Century global community.