QUESTION #1 – What do you think are BMCC’s current strengths and challenges?

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<tr>
<th>STRENGTHS</th>
<th>CHALLENGES</th>
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<tr>
<td>• Strong new staff members, leaders and faculty with visionary ideas and skills.</td>
<td>• Organization of certain department and staff reporting relationships.</td>
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<td>• Committed effective leadership focused on innovation and change.</td>
<td>• Space</td>
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<td>• Support Programs - COPE, ASAP, FLA, Single Stop, etc. Finish Line Program – shows commitment to student completion</td>
<td>• Antiquated policies that don’t support institutional goals.</td>
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<td>• Hopes, dreams, positivity, and confidence are alive and thrive here.</td>
<td>• Bureaucracy</td>
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<td>• Kindness is privileged over cleverness.</td>
<td>• Organizational structure is sometimes hard to understand, comprehend, engage with</td>
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<td>• People tell you what they think.</td>
<td>• Faculty/staff to student ratio</td>
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<td>• Accessibilities – many access points</td>
<td>• Not enough communication between various departments.</td>
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<td>• The college provides twenty-two academic /student services</td>
<td>• Retention and graduation</td>
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<td>• Activities available to students.</td>
<td>• Remediation</td>
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<td>• Variety of academic programs</td>
<td>• Challenge to educate students about all opportunities.</td>
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<td>• Committed people among staff and faculty who work hard</td>
<td>• Overly complex procedures</td>
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<td>• Diverse student body/diverse faculty and staff</td>
<td>• Difficult communications channels</td>
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<td>• Cost</td>
<td>• Students don’t read email, no clear way for many to get information</td>
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<td>• Location</td>
<td>• Disseminating information to students and faculty (Communication)</td>
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<td>STRENGTHS</td>
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| • Large amounts of communication  
  • Heavily equipped for trouble-shooting  
  • Core promotion of teamwork among staff & faculty  
  • Professional Development encouraged.  
  • BMCC is faced with growing popularity and enrollment numbers should continue to grow. | • Too large, overwhelming  
  • Orientation needs to be more inclusive  
  • Inter and Intra connectedness, collaborations  
  • FYE needs to be a paid course semester long  
  • Professional development  
  • Identifying at-risk students and provide the right [timing] interventions before students dropout.  
  • Measuring efficiency of programs and knowing which should be expanded and which should be discontinued. |
| • Deans are always willing to assist students at any time.  
  • Strongly prepared faculty in their content. | • Lack of motivation for students.  
  • Undertrained staff for student issues.  
  • Not enough listeners.  
  • Lacking equipment/skills to sell a campus fee for students. |
| • Competitive Faculty  
  • Huge investment into developing research and faculty support (Research Labs, Director of Research, etc.) | • Changing culture from teaching to teaching and research  
  • Guidelines for faculty regarding tenure, release time, reassign time.  
  • Communication in all directions is poor, inconsistent (staff to faculty, chairs to faculty and faculty to students). |
| • High academic credit bearing criteria in the mathematics department  
  • The ability to provide a needed service in N.Y.C.  
  • Years of experience working with high need populations  
  • A strong sense for student-centeredness | • Lack of cross-training in department knowledge of operations.  
  • Staff need to be more empathetic at times. |
| • BMCC offers students several ways to address their remedial needs  
  • We have really caring faculty & staff, who give the students their all  
  • We have students who are sincere about their studies and wanting to do well in life | • To retain the familial aspects of BMCC as it continues to grow by leaps and bounds.  
  • Improving retention and graduation rates  
  • Technology Curriculums/ General Courses should be updated to reflect emerging industries; (i.e. Journalism course integrating Video tech)  
  • Seat hours/curriculums for remedial coursework;  
  • Cooperative support among departments; |
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| • Growing student body including many who are motivated to graduate.  
• BMCC is hip, cutting-edge, and smart.  
• Large amount of monetary resources.  
• Large population of faculty, staff and students.  
• Facilities and Technology;  
• Limitless potential for business partnerships | • Most of our students come to our college behind.  
• Instead of stacking success upon success, many students have stacked failure upon failure.  
• Many of our students bring to college a collection of low-achievement habits.  
• Many of them work full time, have children, and/or take care of family back home.  
• Stress |
| | • Changing the culture with regard to gathering and using data.  
• Integration of many of our "special programs" such as ASAP, FLA, and CD into the college as a whole. |
| | • The incredible influx of students sometimes means students get "lost" in the "system," especially those in need of greater support.  
• It also results in a larger student to teacher ratio.  
• Despite the talents and skills of faculty, large classes and high course loads can impede effective teaching.  
• Most introductory classes--often vital in reaching and keeping students--are taught by underpaid and overextended adjuncts.  
• Large class size and 15-credit semesters hamper the effectiveness and reach of even the best and brightest faculty. |
<p>| | • To be able to grow and accommodate the expanding population with high quality service and preserving a positive reputation for being one of the top community colleges in the nation. |
| | • Need to attain and maintain equity and fairness for ALL faculty and staff |</p>
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| • Students are under-prepared for the class curriculum.  
• Freshman students need a lot more remedial help to bring their reading, writing and mathematical skill level to at least a high school level before they start their major or take elective classes.  
• Students need a lot more (and better) school advisement to help guide them through their academic coursework and also to help stay on track academically. A simple online system for professors to use to contact advisers about enrolled students who are having difficulties in the class would be very useful to students and professors. | • There are so many students at BMCC, that the campus may be a little overwhelmed.  
• The campus is overwhelming to entering freshmen. They're overwhelmed by the number of e-mails they get from varying offices once they are accepted to BMCC, and don't understand that the campus has several different programs which may reach out to them.  
• With 26,000+ students we are not able to provide the personalized support that students need.  
• Although, having twenty-two academic /student services is part of the college strength it is also part of the college’s weakness. Having these multiple resources is great for students. However, it is not helping retain students and increase graduation rates  
• Biggest challenge is getting students through developmental courses.  
• Reducing the number of students placed on probation and dismissed.  
• Along with many strong, outstanding students, we have many students who are academically weak (for an assortment reasons |
QUESTION #2 – Based on that, what 3-5 major activities should the college prioritize to address in the next 3-5 years?

- Implement freshman year experience for credit.
- More E-Learning courses.
- Predictive analytics reporting framework to predict student attrition so that we can ....
- Create a virtual community of learners w/social network as a vehicle for cross campus collaboration
- Off-campus support services to support e-learning off-campus, evening and weekend.
- Telephone, virtual chat, video-conference and text.

- Placement of services and access for students.
- More transparency of the organizational structure, perhaps better defined roles
- Professional development for faculty, staff and students.

- An academic mentoring center for students.
- A men’s center needs to be established.
- An alert system needs to be established. Professors should be able to let Academic Affairs know which students are not doing well and in danger of failing/falling behind so they can be contacted by staff.

- Promote academic programs that directly move toward 4-year degree and those that directly match to expanding career fields.
- Inform/educate student’s w/multiple marketing strategies.

- Review our processes for students to make it simpler, including a new communications strategy such as a portal, a messaging functionality and the BMCC website, all with integrated information and consistent communication.
- Consider ways to improve evening and weekend services.

- I think the strategic plan could strengthen our will to use data to be make better decisions for our students and our institution.

- Space Coordination
- Professional Development
- Middle States

- Smaller learning communities should be expanded
- Communication needs streamlining
- Technology that students respond to
- Training for new faculty, students & staff
- On-going workshops for faculty, students and & staff to address issues.

- Effective Student Orientation. Create an effective orientation workshop for all students.
- Retention programs.
- Refine goals and objectives.
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<th>• Mission statement and goals.</th>
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<td>• Re-develop some aspects of orientation for both students and staff</td>
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<td>• Better handle of student engagement.</td>
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<td>• Communication (inform faculty/students of programs and resources).</td>
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<td>• Implementation of communication at orientation.</td>
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<td>• Guidelines for faculty development, i.e. Tenure, Release Time</td>
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<td>• More training for all staff</td>
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<td>• Change of biased culture in organization</td>
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<td>• Expand faculty development program to assist professors to deal with targeted segments of the student body, e.g. autistic, developmental, minority males.</td>
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<td>• Helping students make the transition to college.</td>
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<td>• Initiating a change in remedial programs so that the focus moves away from the standardized tests and toward a combination of competency in the subject and competency as a college student.</td>
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<td>• Student retention and development through lower faculty course loads and decreased class sizes, especially for introductory courses.</td>
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<td>• More financial aid and student subsidies for summer and winter courses.</td>
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<td>• More faculty financial support in terms of scholarship, research, and conference travel.</td>
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<td>• Increased financial support for faculty travel and additional staff to process reimbursement claims.</td>
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<td>• More student tutoring and developmental skill support, but offered by well-paid professionals not just other students or overextended, low-paid staff.</td>
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<td>• As someone who often teaches evenings, resources for evening students and faculty are often lacking, in comparison to those offered day students. The copy center and tutoring services need to extend their hours to accompany that group. Evening students, often older and working full-time, are a valuable constituency whose needs need to be better accommodated.</td>
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<td>• College needs to require that each student makes a commitment to attend 90% of the classes and allocate weekly homework time for each class</td>
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<td>• College needs to provide a high grade college orientation to every new student, also explaining academic rigor</td>
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<td>• College needs to allow departments to have students make appointments, like doctors, with department advisors</td>
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<td>• College needs to encourage all professors to integrate some writing into the class curriculum;</td>
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<td>• all new hires should be screened for their ability to integrate strong writing pedagogy into the class curriculum</td>
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<td>• College needs to have all classrooms upgraded and with enough chairs for classroom attendance numbers</td>
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<td>• Establish relationships with feeder high schools to attempt to mitigate some of the needed remediation.</td>
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<tr>
<td>• Establish relationships with high schools to provide more credit bearing courses outside of the college.</td>
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<tr>
<td>• Implement research based programs and strategies to improve student performance.</td>
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| • Change the relationship between those who engage in providing remedial services and those who receive it. It should appear to be
customer service based and not demeaning, rude, or employ anyone with contempt for those whom they are charged to serve.

- Design ways to improve graduation and employment rates for all students.
- Mandatory ongoing training in the areas of management and leadership for heads of departments [funds should be provided by the college for such training]
- Improve community partnership to enhance workforce employment
- Discipline specific mentorship integrated with college-wide mentorship for new faculty
- Re-design ways to foster and maintain professional collegiality

- To better improve student learning and matriculation rates the college should hire more full time professors.
- Better support and pay is needed for adjunct professors.
- Create a more sustainable campus.
- Use media (video and graphic design) to better educate students and staff better about sustainability issues and how they can contribute to increasing sustainability on campus.
- Improve computer equipment in lab classrooms; improve internet capability in classrooms; add more student gathering spaces in the Chambers Street building with computers, so that they can meet in groups and work (Fiterman has this capacity).
- Build more bridges and liaisons between industry and the school.
- Build more training programs for students that offer certificates and a clear path to getting a job

- **Space:** The CUNY Start program that I work in doesn’t have enough offices allotted to it. Oftentimes, it’s so crowded in the office that we cannot hear people calling via phone. Also, there’s no private place for advisors to meet with students about sensitive issues. Last, the way in which space is allocated can cause friction between different departments/programs.

- **Human Resources:** H.R. should offer new employees a real Orientation. My colleagues and I are still confused about what our benefits are and how to use them. We are also unclear about how to calculate whether or not we are getting the correct pay. I would appreciate an orientation booklet that clearly explains the different benefits. I feel overwhelmed by the random pieces of mail that come to my home.

- **Continuing Education and Workforce Development:** Continuing Ed students do not have access to Blackboard, and they should. Continuing Ed students should also have a mini-Office of Career Development, and the goals of the mini-Office should be aligned with Mayor DeBlasio’s *Career Pathways* vision. ([http://www1.nyc.gov/site/careerpathways/index.page](http://www1.nyc.gov/site/careerpathways/index.page)).

- **Teaching/Adjunct Opportunities:** There’s no transparency around how a person gets a non-tenure teaching position as an Adjunct, nor is it clear how Adjuncts get teaching opportunities during the spring & summer semesters. Full or part time staff may want to teach as well. Last, adjuncts should get paid for preparatory time, not just for the hours they are in class.

- The reduction of the teaching load for professors/instructors.
- The reduction of class sizes. Class sizes are so large that it limits opportunities for learning and the help that instructors can provide.
- An increase in full-time faculty (professors and lecturers) will help better meet the needs of our students and promote retention and graduation.
- More research support for faculty in terms of grants, travel stipends, book and materials reimbursement and course release.
- More opportunities for high achieving students such as an honors program and direct programs with public and private universities. More support for remedial and low performing students such as peer mentoring and a program like ASAP that includes incentives for staying enrolled.
- More support for faculty of color such as a mentoring program.

- Hip, Cutting-Edge and Smart = Creative, Inter-Disciplinary, Global, and Technologically Advanced in a SUSTAINABLE way.
- Engage and give back to the community, and draw on it for support.
- Be high-tech and high-touch. With 26,000+ students we can only provide a highly personalized service by leveraging technology.
- Encourage faculty, students, and staff to work in teams. Creative solutions can come from interdisciplinary work. This will require us to listen. There needs to be a conscious intervention (administration, faculty and staff development) for this to take root in the organizational culture.
- Sustainability

- Conduct more assessment on the twenty-two academic/student services to figure out why these programs are retaining our students.
- Becoming more global through distance learning. The trend in higher education is online learning. Offer academic programs online.
- Create a better hub for students to have access to all of the college essentials: Email, CUNYPortal, CUNYFirst and Blackboard.
- Revamp the New/Transfer Student Orientation by offering an extended orientation week where students come in for two days to be oriented to the college and student services. For those students who are not able to attend due to personal obligations, they could do orientation online where they would need to complete a survey in order to register for courses.
- Revamp the BMCC mission statement. There is some repeated information in the mission statement that needs to be corrected and it should focus on today's students, as time changes so does our students.

- Hiring someone to replace Jane Delgado and strengthening that office so that together with the Office of Academic Affairs they can run a number of experiments/pilot programs to discover what strategies improve outcomes.
- Increasing transfer rates
- Institute a college wide committee to discuss what knowledge, skills and attitudes a community college graduate should possess before graduation
- Improving communication skills

- Increased communication and educating feeder schools re: Reducing remedial at the high school level; educating students of higher education expectations;
- Leveraging relationships in community for partnerships, student internships, etc.
- Updating course catalog to reflect emerging industries and interest while considering ‘Pathways’ offerings at other schools.
- Professional Development encouraged.
- A simple online system for professors to use to contact advisers about enrolled students who are having difficulties in the class would be very useful to students and professors.
- Customer service for students; (Have posters for all departments for FAQ’s so students may be helped to the fullest extent by the first person approached; instilling that attitude in faculty and staff)
- There should be departmental exams and definite exit criteria that should be agreed upon by other than just developmental faculty.