

August 29, 2017

Chancellor James B. Milliken
The City University of New York
205 East 42nd Street
New York, NY 10017

Dear Chancellor Milliken,

When BMCC undertook the process of developing its 2015-2020 Strategic Plan: *Reaching Greater Levels*, the College engaged in an intensive and community wide review of the mission and institutional goals. Our faculty, staff, students, and administration determined that the mission did not clearly communicate the importance of student success, nor did it accurately portray the strengths of our institution. As a result the mission was rewritten and the five institutional goals developed during the process, four of which are driven by the student progression model, all address student success. The intentional decision was made to utilize these institutional goals as the strategic goals of the College and to use the strategic objectives and outcomes as the framework for our operational planning efforts

During this past year, the College Cabinet engaged in a strategic planning retreat to determine which of the goals and accompanying objectives and outcomes would be prioritized for the 2016-2017 academic year. The decision was made to focus on the following outcomes:

- **Outcome 2:** *Improved pass rates in developmental offerings;*
- **Outcome 4:** *Reduced DFW rates in targeted gateway courses;*
- **Outcome 5:** *Increased first and second year credit accumulation;*
- **Outcome 6:** *Increased first-year retention rates;*
- **Outcome 12:** *Increased student satisfaction with advisement, orientation, student support services, administrative services, and BMCC communications;*
- **Outcome 14:** *Increased participation in workforce development offerings: and*
- **Outcome 15:** *Increased participation in targeted co-curricular and extra-curricular activities.*

Given that we were asked to report on a select number of targets, we selected five of these outcomes for this report. We have provided the name of the outcome, some important initiatives, and where applicable, evidence of progress.

OUTCOME 2: IMPROVED PASS RATES IN DEVELOPMENTAL OFFERINGS

As an open-access institution with nearly 80 percent of first-time freshmen requiring non-credit, developmental course work, we are committed to increasing pass rates and finding ways to reduce course sequences. We also know that developmental coursework is negatively correlated with retention, transfer, and graduation. To improve student performance and accelerate student persistence to degree completion, the Office of Academic Affairs worked with the English Department to pilot and then create English 100.5, a credit bearing course that combines

English 095 (developmental) and English 101. This course allows students to eliminate their developmental writing requirement while earning credit for English Composition. The results are generally positive and include the following:

- In fall 2016, we offered 23 sections of English 100.5, enrolled 455 students, and there was a 57% pass rate for the course.
- In spring 2017, we offered 11 sections of English 100.5, enrolled 209 students, and there was a 64% pass rate for the course.

Math 150.5 combines Math 051 (developmental) with Math 150 (Introduction to Statistics). Students who successfully pass Math 150.5 eliminate their developmental mathematics obligation while concurrently fulfilling their credit mathematics degree requirement. In fall 2016, twelve sections of Math 150.5 were offered and 72.9 % of the students passed. In spring 2017 fourteen sections of Math 150.5 were offered and 61% of the students passed. The pass rate for Math 150 in spring 2017 was 67.8%.

The Academic Literacy and Linguistics (ALL) Department has also expanded its co-requisite courses by piloting two courses during spring 2017. CRT 100.5, which combines ACR 95 (developmental reading) and critical thinking and CRT 100.6, which combines ESL 95 and critical thinking, were both offered for the first time. Although only one section of each was offered, the pass rates were 70% and 82% respectively.

The Immersion program provides the opportunity for eligible students to acquire basic skills, complete their remedial obligation(s), and get a head start on their college experience. Additionally, the BMCC Immersion Program serves students who need to complete developmental reading, writing, or mathematics as well as ESL requirements in order to move on to credit-bearing courses. The Immersion courses are free of charge, highly concentrated and scheduled in sessions throughout the academic year, with the largest session occurring in summer. In summer 2016, Immersion served nearly 2000 students with an impressive pass rate of 70%.

The 2017 Winter Immersion Program at BMCC saw the pass rate for ESL students increase significantly from 49% in winter 2016 to 71% in winter 2017. There were significant changes made based on assessments, with the most impactful change being the addition of one hour. In all, 574 students completed the winter 2017 Immersion sessions, and in addition to the impressive pass rate for ESL, the overall pass rate for students taking an ESL, reading or mathematics course, was 86 percent. These numbers represent hundreds of students who are now exempt from taking development courses based on a very effective developmental workshop.

OUTCOME 4: REDUCED DFW RATES IN TARGETED GATEWAY COURSES

The College is also in the second year of the Gateway Initiative, a project that identified the 20 most highly enrolled courses (typically more than 1000 students), which also had higher than average Ds, Fs, withdrawals, and incompletes. The project is called the gateway initiative because these courses, usually 101 level and developmental courses, have historically operated as gatekeeper courses that prevent students from moving on within their academic program. Faculty, working with the Center for Excellence in Teaching, Learning, and Scholarship (CETLS), are piloting initiatives designed to improve student learning, success, and outcomes in these general education courses. While there were numerous initiatives developed and led by faculty during the 2016-2017 academic year, some of the more promising initiatives included:

- Marketing 100 used Supplemental Instruction and found that the additional specialized student support improved the quality of the research papers.
- Two sections of English 101 used mindset intervention and one section reported significant improvement in pass rates (increase from 52% to 83%). The intervention included writing and discussion about what intelligence means, watching a video about neuroplasticity, and writing a letter to a future student
- Multiple sections of Math 12 and Math 51 used structured cooperative learning groups to help students learn math concepts. The pass rate for the courses in which the instructors utilized this technique was 67% as compared to 27% the previous semester.

BMCC is expanding its Supplemental Instruction (SI), academic support program. This peer-assisted program employs students, known as SI leaders, to provide course specific tutoring to individuals enrolled in an SI assisted sections of a class. The leaders are embedded in the classroom and not only maintain relationships with the students in the class, but also with the faculty member. Both the leaders and faculty who choose to run an SI assisted section undergo training and work together to provide targeted support for students. These supplemented courses have been offered for two semesters and the courses that have demonstrated positive, significant differences are listed below.

FIGURE 1: PASS RATES IN SI VS NON-SI COURSES – FALL 2016 AND SPRING 2017

Fall 2016	Pass Rates	
	SI	Non-SI
Speech 100	95.8%	66.3%
Math 8 (Developmental)	75.0%	44.8%
Math 12 (Developmental)	55.8%	37.5%
All Developmental Math	51.0%	40.9%

Spring 2017	Pass Rates	
	SI	Non-SI
Business 104	88.6%	69.6%
English 201	82.5%	70.8%
Math 206	84.9%	71.9%
All Developmental Math	54.7%	40.9%

OUTCOME 5: INCREASED FIRST AND SECOND YEAR CREDIT ACCUMULATION

Based on institutional research, credit accumulation has been an issue that impacts degree completion as students have earned an average of 34 cumulative credits over two years, a level that does not prepare students to graduate in two or three years. The College recognized that students could attain nearly the same rate of credit accumulation in a single year through the 15 to finish approach. BMCC created an awareness campaign and posted enrollment encouragement messages on CUNYfirst for students whose criteria indicated they would benefit from taking 15 credits rather than 12. During the first three years on this initiative, the annual credit accumulation rate increased from 16.5 to 17.1 and the two-year rate increased from 34.8 to 35.4.

Continuing this effort, the College emailed all eligible spring 2017 enrolled students regarding the 15 to Finish program and again on August 9 and August 22 for those who were enrolled in 12-14 credits, degree-seeking, NYC residents, and in good academic standing. Nearly 100 of the students who were e-mailed are now taking 15+ credits.

The Finish Line Tuition Waiver program provides a range of waivers targeting specific populations of students in various stages of their progress toward degree completion. The goals of the program are to increase enrollment in the winter and summer terms, to maintain high levels of success for participants in the waiver program, and ultimately to improve retention and graduation rates. There were three immediate goals for the program as funded through the CUNY Strategic Investment Initiative:

1. Increase enrollment in the winter session from 2,196 in winter 2015 to 2,500 in winter 2016, continuing an upward enrollment trend as follows and maintaining a 5% increase over the next three years. As indicated below, BMCC exceeded this goal.

BMCC Winter Session Enrollment

Winter 2012	849
Winter 2013	782
Winter 2014	1,611
Winter 2015	2,196
Winter 2016	2,996

2. Increase enrollment in the summer session from 8,347 in summer 2016 to 9,000 in summer 2016, continuing an upward enrollment trend as follows and maintaining a 5% increase over the next three years. As indicated below, while headcount enrollment did not reach 9,000, it did increase by over 5%.

BMCC Summer Session Enrollment

Summer 2012	5,420
Summer 2013	6,101
Summer 2014	6,859
Summer 2015	8,347
Summer 2016	8,861

3. Maintain an 80-90% success rate for Finish Line Waiver program participants, where success is defined as: graduation at the end of the waiver period, persistence at BMCC the following semester, or persistence at another CUNY institution the following semester. BMCC exceeded this goal.

OUTCOME 12: INCREASED STUDENT SATISFACTION WITH ADVISEMENT, ORIENTATION, STUDENT SUPPORT SERVICES, ADMINISTRATIVE SERVICES AND BMCC COMMUNICATIONS

BMCC has enhanced its advisement efforts in the past years, largely driven by an analysis of student responses from the CUNY student engagement survey and Noel-Levitz study, which indicate that students are looking for a more helpful advisement process. To further support effective advisement, the Academic Advisement and Transfer Center (AATC) has incorporated a caseload approach to provide greater support to students. The AATC has also developed an advisement syllabus and conducts an annual professional development day to ensure that advisors are providing high quality advising to students. The unit, in conjunction with academic programs, has also developed 2 and 3-year degree program maps to ensure that students are well informed and enabled to support their own success.

Starting in summer 2017, BMCC has joined the American Association of Community College's (AACCC) Guided Pathway initiative. This program is centered on establishing and expanding integrated institution-wide efforts to improve student success through improving educational experiences from college entry until completion. The most prominent aspect of the model is the use of program maps to the associate degree, transfer to the baccalaureate degree, and the workforce. The four dimensions that frame this innovative, integrated approach to improving opportunities for student success are:

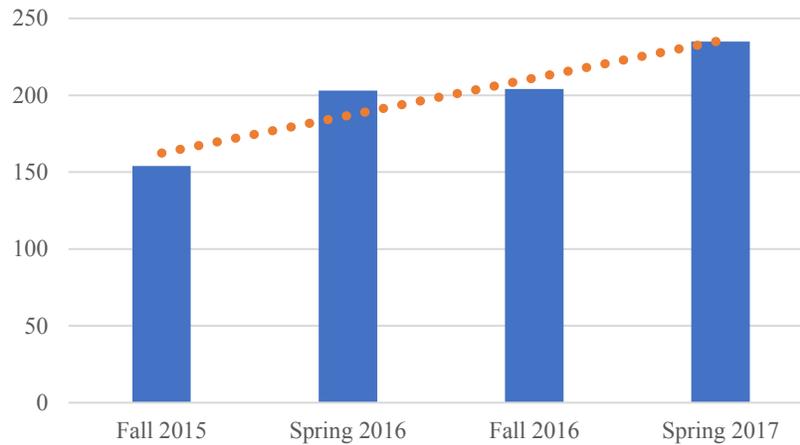
1. Clarify paths to student end goals;
2. Help students choose and enter a pathway;
3. Help students stay on path; and
4. Ensure that students are learning.

Data gathered and reported from this initiative mirrors the Voluntary Framework of Accountability (VFA) metrics, which are more appropriate for community colleges. BMCC will be using the Guided Pathways frame in conjunction with numerous other student success efforts and to enhance the operationalization of the strategic plan.

OUTCOME 14: INCREASED PARTICIPATION IN WORKFORCE DEVELOPMENT OFFERINGS

The Office of Internships and Experiential Learning (IEL) was established in fall 2015 and provides students with a variety of experiential education opportunities, which include but are not limited to, internships, undergraduate research, service learning and externships. Steps are currently being made to increase the visibility and availability of these experiences to make it easier for students to find and get involved in these experiences. The number of offerings has grown significantly during recent years.

FIGURE 2: GROWTH IN INTERNSHIP OPPORTUNITIES AT BMCC



BMCC has also focused on preparing students for the world of work as reflected in the College's 4th strategic goal. While primarily a transfer institution, the College serves more than 10,000 non-credit students each year through numerous certificate and training programs. Additionally, BMCC has worked with the business community to establish advisory boards for the following academic programs

- Accounting
- Business Management
- Computer Information Systems
- Health Information Technology
- Human Services
- Media Arts
- Modern Languages
- Nursing
- Paramedic
- Respiratory Therapy
- Small Business Entrepreneurship

These partnerships ensure greater alignment between the curriculum and the job opportunities that will be available to students. The College has also developed a number of academic and stackable credential pathways for students that will allow those obtaining certificates to enroll in academic programs (Figure 3). Starting this year,

FIGURE 3: WORKFORCE CONNECTED ACADEMIC AND STACKABLE CREDENTIALS

Project Name	Academic Credentials	Stackable Credentials
A+ Certification/CCNA	6 and transfer up to 4	
A+ Certification/CCNA	6 and transfer up to 4	
A+ Certification/CCNA	6 and transfer up to 4	
A+ Certification/CCNA	6 and transfer up to 4	
MAS		CPR, AMCA, CCMA
MAS		CPR, NHA, CCMA
MAS, MB&C, EHR		CPR, NHA, CCMA, CCBC, CEHR
EMT & DSP	4 EMT, 3 DSP	CPR, AMAP, SCIP, Nutrition & Aspiration
MAS, MB&C, EHR		CPR, NHA, CCMA, CCBC, CEHR

the College also purchased and implemented Burning Glass to ensure that students are provided with access to real-time information on job openings and career paths and that faculty and staff have access to economic and labor data. Finally, the New York State Department of Labor recently accepted the application for BMCC to offer an apprenticeship program for Computer Support Technician. We continue to pursue additional opportunities to add internships and externships, develop stackable credential pathways, and offer apprenticeship programs.

CONCLUSION

BMCC continues its focus on commitment to equity, inclusion, and student success. We codified this belief into the institutional mission and goals during the development of our strategic plan and as indicated in this memo, our operational planning process guides these efforts. Four of the College’s five institutional goals directly address student success while the fifth – cultivate institutional transformation, innovation, and sustainability – is about enhancing the environment for student success. By establishing a planning process with expected outcomes and strategic objectives, we have designed a process in which we hold ourselves accountable to improving student learning and the support for student success.

Sincerely,

Antonio Pérez
President