

September 27, 2017

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

Dear Chancellor Milliken,

As BMCC begins the 2017-2018 academic year, we are focused on three major efforts. The first of these is the Middle States Commission on Higher Education Self-Study Process. We have entered our visit year and are currently completing the final draft of our Institutional Self-Study document. This has been a fruitful process since we, as a community, have reviewed how effectively we are serving our students and supporting their success. We are and will continue to use the information we have discovered to ensure continuous improvement.

Secondly, we are entering the second year of our strategic planning process. We have developed student success and institutional effectiveness scorecards to track the progress we are making and to identify areas where improvements are necessary. Finally, we continue to implement our Institutional Effectiveness plan, which is centered on academic and administrative, educational, and student support (AES) unit assessment and evaluation. Every division within the College is engaged in these important assessment and evaluation processes, processes which are aligned with the strategic plan, the College's mission and goals, and the five pillars.

The information provided in the 2017-2018 PMP Planning document presents some of the College's priorities for the upcoming year and reflects the alignment between BMCC's 2015-2020 Strategic Plan: *Reaching Greater Levels* and the *Connected CUNY Strategic Framework*. This document also demonstrates the College's commitment to supporting student outcomes and the environment for student success for all of our students – regardless of preparation level. To achieve this objective, we will continue to engage in comprehensive and systematic planning efforts that utilize data to ensure we are designed to fully support student success, operationalize our strategic plan, and document movement towards achievement of our mission and goals.

Sincerely,



Antonio Pérez
President

2017-2018 BMCC PMP COMPULSORY TARGETS

Measure	2017-2018 Target
2017-2018 Graduation Rate (3yr)	21%
Establishment of Degree Maps	100% of Programs
Percentage of Students Earning 30 credits (FTFT)	5%
Percentage Completing Gateway Math and English	27%
Scale up Alternatives to Elementary Algebra	75 Sections
Scale up Reading/Writing Co-Requisites	40 Sections

BMCC Goal 1: Improve Access to Academic Programs and Completion Rates (Pillar I)

BMCC is committed not only to ensuring access to a high quality education, but also to preparing students for success through pre-college academic programming targeted to non-traditional students. BMCC maintains six career pathway programs with noncredit courses that enable eligible participants to receive credit towards select degree programs. Over this coming year, the goal is to add two new career pathway programs in the Computer Science and Multimedia areas.

BMCC is also focused on expanding access to academic programs through its online and hybrid offerings. By increasing faculty training opportunities, both for online and hybrid courses and adding a mentoring component, the objective is to increase overall offerings by 50%, to 1,000 sections during the 2017-2018 year. To support enhanced quality, an e-Learning Task Force is being convened to choose and evaluate a rubric for a voluntary collaborative peer review system.

To better prepare students for a more successful transition into the College, a strategic enrollment management plan was developed and is currently being implemented. As a result of student satisfaction, institutional goals, and pain point reviews, the following initiatives are underway:

- Streamlining and increasing student support from the newly centralized call center,
- Completion and implementation of a one-stop student success center, and
- Expansion of current high-school outreach and recruitment efforts.

The *College-Wide Retention and Completion Agenda* inventories institutional initiatives designed to improve retention. Supplemental Instruction (SI), a course embedded tutoring model, has been highlighted as a priority. BMCC has offered 35 sections each semester and will be targeting these efforts within the developmental and co-requisite math, reading, and writing courses this academic year based on the success within the piloted sections (Table 1).

TABLE 1: SPRING 2017 SI VS NON-SI PASS RATES

	SI	Non-SI
MAT 8	75.0%	44.8%
MAT 12	55.8%	37.5%
All Developmental Math	54.7%	41.1%

BMCC has instituted a number of initiatives and programs designed to enhance completion by focusing on helping students maintain their academic momentum. Based on information gathered through institutional research on student success factors, recent efforts include:

- Establishing the “Degree Under 3 Program” for students unaffiliated with any special programs;
- Identifying and providing individualized outreach and support to students with INC grades;
- Engaging in intensive enrollment of students into the College’s cohort programs (ASAP, BLA, College Discovery, and specialized programs); and
- Expanding the Fifteen to Finish cross-platform promotion and communication strategy to increase enrollment encouragement outreach, waivers for winter and summer sessions, and e-mail and social media campaigns.

Continued collaboration between Academic Affairs and academic departments has increased timely and accurate academic guidance and support for our students. Based on the College’s recently revamped advisement model and as a result of being able to hire additional advisors, student to advisor ratios have been reduced from approximately 390:1 (spring 2016) to no more than 300:1 (spring 2017). The College is exploring ways to further reduce this ratio for 2017-2018.

To provide a more challenging academic experience for the College’s more ambitious students, BMCC has implemented a comprehensive honors program. Building on the success of the 14 courses piloted during the 2016-2017 year (97.5% overall pass rate), the College is increasing the number of offerings. The objective is to double the number of honors courses offered, from 14 to 28, while maintaining a pass that continues to exceed 95%.

BMCC Goal 2: Improve College Preparedness and Developmental Offerings (Pillar II)

BMCC's CUNY Start program is the largest and has served more students than any of the other community colleges in the University. Most students enter with at least two remedial needs, however, based on past results, the expectations are that at least 75% of students taking writing, reading, and or math will pass their courses, 80% or more will complete the program, and 85% or more will matriculate. Including the expansion of the newly established Harlem based Math Start program, CUNY Start and Math Start will serve approximately 1,100 students this year. The Harlem expansion is particularly important as it provides the College with opportunities to further support students from Upper Manhattan and to strengthen the BMCC ASAP pipeline.

Internal research documented that basic skills test prep workshops for incoming students decreased time spent in developmental courses while also increasing retention. Data from fall 2016 indicated that enrollment and pass rates were higher for workshop participants. Subsequent enrollment at the college was 91% for students who participated in the workshop as compared to 85% for students who did not. These results included substantially higher pass rates for the elementary algebra test, reading test, and writing tests. Based on the findings from the fall 2016 cohort, The College will continue to offer these workshops with the goal that at least 92% of those who participate will attend BMCC and

that pass rates for participants out pace those of non-participants. The College will also expand participation in these workshops to more than 6% of the entering student population.

BMCC has aggressively created and offered co-requisite courses – courses which combine developmental and credit-bearing courses to accelerate completion of developmental work and attainment of college credit. These courses have been piloted in the English, Math, and Academic Literacy and Linguistics (ALL). As indicated in Table 2, these courses have been successful and the objective for 2017-2018 is to increase sections by 10% while increasing pass rates by 2%.

TABLE 2: PASS RATES FOR CO-REQUISITE VS. DEVELOPMENTAL COURSES IN SPRING 2017

English	Pass Rate	Math	Pass Rate	ALL	Pass Rate	ALL	Pass Rate
ENG 100.5 ¹	67.4%	MAT 150.5	61.7%	CRT 100.5 ²	70.0%	CRT 100.6	86.3%
ENG 101	66.5%	MAT 150	67.7%	CRT 100	73.6%	CRT 100	73.6%
ENG 95	54.8%	MAT 51	34.3%	ACR 95	67.9%	ESL 95	51.5%

BMCC also maintains a number of initiatives that specifically target traditionally underserved and underprepared student populations. The College plans on expanding support to the following programs during the 2017-2018 year:

- The Panther Partners cohort program (for 1st generation students),
- Offerings for immigrants and undocumented students,
- CREAR Futuros peer mentor program,
- The Transition Aged-Youth (TAY) and Foster Care students through the BMCC Comprehensive Approach to Retention Engagement and Support (CARES) Program, and
- The Petrie program and financial literacy and engagement program for low-income students.

BMCC Goal 3: Increase Student Readiness for Transfer and Employment (Pillar III)

The College prioritizes support for its adult and continuing education students and with the support of new software like Burning Glass, is identifying where robust employment opportunities exist for students. BMCC continually assesses the alignment of employment opportunities and academic programming with the help of industry advisory groups and is expanding training programs as a result. For the upcoming year, BMCC is developing three new in-demand training programs in Technology and in the Allied Health sectors.

BMCC, as a primarily transfer institution, places great emphasis on improving student transfer opportunities. In addition to increasing the number of articulation agreements available to students, the College has partnered with NYU on the Pipeline Opportunities for Inter-College STEM Education

¹ The .5 courses are the co-requisite courses, the courses with numbers above 100 are traditional credit-bearing courses, and the courses with numbers below 100 are developmental.

² CRT stands for Critical Thinking.

(POISE) and Gallatin Undergraduate Initiative for Discovery in Education (GUIDE) Programs. These initiatives have established a pipeline to NYU for BMCC students from underrepresented minority groups who are pursuing degrees in STEM or individualized study.

To further support student transfer and transition into the world of work, BMCC is enhancing the following activities during the year:

- Expand the new Co-Curricular Transcript Platform to increase opportunities for co-curricular engagement, service, and leadership outside of the classroom;
- Increase participation in student service and leadership opportunities, including Building Outstanding Leaders of Tomorrow (BOLT), Partners Lending Universal Support (PLUS), and Ambassadors and Alternative Spring Break programs; and
- Expansion of Experiential Learning opportunities with the goal of increasing the number of students participating by approximately 5%, from 225 to 240.

BMCC Goal 4: Advancing and Supporting Faculty-Led Research (Pillar IV)

Research is a priority at BMCC as reflected through its inclusion in the College's strategic plan, both as a strategic objective and strategic planning outcome. BMCC faculty have an impressive scholarly record and many seek opportunities to integrate undergraduate research within their classes, departments, and across the college. These new faculty have helped lead a culture shift that has resulted in the development of an academic research community, increasing numbers of peer-review publications, and a greater number of grant applications. The increase in faculty-led research has resulted in an increase in participation in grantsmanship training workshops as well as the number of new faculty producing successful proposals. During the 2017-2018 year, the College is focused on successful implementation of the following faculty-led grants:

- Department of Education Title IV (\$3,200,000) Opening Gateways to Student Success in STEM,
- BMCC HSI Digital Pathway Initiative,
- Kellogg Foundation Grant (\$180,000) for the BMCC Teacher Education Department,
- Foundation for Child Development Grant (\$315,000) for the BMCC Teacher Education Department,
- National Science Foundation (\$235,000) Cold Dark Matter grant,
- National Science Foundation (\$776,000) Advanced Technological Education (ATE) grant, and
- National Science Foundation (\$269,000) AsroCom NYC grant.

The increased number of faculty and students engaged in research activities has been bolstered by substantial investment of time, money, and space towards research spaces and facilities. The BMCC Core Research Laboratory has expanded to include a renovated multi-disciplinary laboratory that houses state-of the art equipment for faculty mentored research. Construction of the Social Science

Research Lab has been completed and houses seventeen computers for quantitative, qualitative and ethnographic research for fields outside the natural sciences including psychology, sociology, economics and linguistics. This space will also be fitted with eye-tracking equipment for studies in cognitive and visual neuroscience. A space has been designated for a new “Makerspace” lab that will include areas for research and development in visual arts and technology, robotics and programming. These spaces will be used as the College works to increase the number of students engaged in high impact research experiences from around 250 to 300 this year.

BMCC Goal 5: Enhancing Sustainability and the use of Technological Resources (Pillar V)

The College embraces its role as a sustainability leader within CUNY and, in alignment with the strategic plan, is expanding its environmental sustainability practices during the 2017-2018 year. The College continues to maintain its publically available and accessible sustainability dashboard, which provides documented evidence of continued energy and cost savings. Through the use of the 956 solar panel installation, transitioning to LED lights, and modernizing of the HVAC system as part of the \$22 million federally financed HVAC program, BMCC has managed to reduce electrical usage by almost 20% over the past five years despite rising student enrollments and outdated facilities. The college has also installed more than 11,500 ft² of green roofs that filter and collect more than 34,000 gallons of water that is reused in the HVAC systems at Fiterman Hall. With estimated project costs of \$3.3 million and annual savings of \$1.8, the return on investment of the numerous institutional projects is less than 2 years. As a result of the continued improvements to the infrastructure, the College has established the objective of further reducing overall energy costs during the year. These efforts have and will continue to reduce BMCC’s carbon footprint and are essential to continuing effective operations given the significant space deficit of 800,000 square feet.

The College is committed to improving student outcomes and enhancing the environment for student success through the effective use of technology. Recognized as a tool that must be deployed appropriately and strategically, the College is focused on implementing numerous technologically based activities, in conjunction with the strategic plan and information technology strategic framework, that will directly impact the learning environment. Current priorities for the 2017-2018 year include the following:

- Completion of a project to update and standardize all classrooms with bulbless LED projectors, digital projection systems with HDMI inputs and touch screen workstations;
- Upgrade lecture hall to include state-of-the-art digital projection, document cameras, multi-function switching and wireless sound systems;
- Implement a virtual queuing system to improve wait time management for students in the offices of Financial Aid, Registrar, IT Service Desk and other areas; and
- Support the piloting and full implementation of the Starfish early alert system.