

June 30, 2016

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

Dear Chancellor Milliken,

As has been the case in years past, the College administration worked with divisions, departments, and units to establish a set of college goals and targets for the 2015-2016 year. During the year, however, two important events occurred that provided us with a new framework from which to report current progress and engage in future planning. More than 300 members of the BMCC community, including our students, faculty, and staff, engaged in an extensive strategic planning process that resulted in our new mission statement, institutional goals, and the 2015-2020 BMCC Strategic Plan: *Reaching Greater Levels*. All outcomes and objectives are rooted in supporting student success institution-wide.

We also initiated our decennial Middle States self-study and agreed to both align *Reaching Greater Levels* with the accreditation standards and to utilize the process to implement our strategic plan. Guided by a revised institutional effectiveness system, alignment among mission, goals, and objectives, and driven by the five big ideas emerging from the strategic planning process (listed below), we have strengthened our commitment to enhancing student learning and the environment for student success.

### **Strengthening College Readiness and Improving the Effectiveness of Developmental Offerings**

We have two pre-college programs that have been prioritized in the Strategic Plan that hold potential for increasing the readiness of entering students – College Now and the Manhattan Early College School for Advertising (MECA). College Now experienced a 53% increase in enrollment between spring 2015 and 2016 and a 36% increase from fall 2015 to spring 2016. We are engaging in innovative outreach to increase enrollment. MECA currently serves two grades and, next year, will serve three grades as the entering 9th graders take the summer bridge program. This year's 10th graders took their first BMCC class, Fundamentals of Speech, and 85% passed. The College is committed to ensuring that all MECA students will be exempt from remediation.

Our faculty, staff, and administration have collaborated to design, implement, and deliver innovative courses to enhance the success of our students enrolled in developmental courses. We are currently offering ENG 100.5 and are piloting MAT 150 and both have produced promising results. Student success rates (A, B, or C) for ENG 100 are comparable to ENG 101 (73% vs. 74%) and for MAT 150.5 when compared to MAT 151 (66% vs. 69% in fall 2015 and 74% vs. 73% in spring 2016). Regarding Quantway, we offer MAT 14 and MAT 41, which combine courses and reduce the developmental sequence. Both courses have experienced multiple semesters of improved results with final pass rates for spring 2016 of 62% and 59% (higher than for MAT 12 and MAT 51).

We have also seen tremendous strides in student success through the numerous immersion experiences. Our CUNY Start program serves more than 950 students and 44% of the students in fall 2015 exited developmental education fully proficient (73% entered with three developmental needs), 60% requiring remediation in reading and writing achieved proficiency, and 69% requiring remediation in both Math 1 and 2 achieved proficiency. Summer Start achieved impressive results during 2015 as 97% of enrolled students completed the program, 92% achieved proficiency, and students far exceeded the minimum CEAFE score with an average score of 75. Finally, the University Skills Immersion Program (USIP) enrolled 1,690 students in summer 2015 with an overall retention rate of 90% and an overall pass rate of 72%, the winter break immersion enrolled 355 students in developmental math workshops with 81% (288) passing and exiting developmental math, and our spring break immersion pilot, which enrolled 103 students who had repeated remedial courses multiple times, resulted in an overall pass rate of 51%.

Through the Center for Continuing Education and Workforce Development, our College is also providing support for our immigrant and international populations. Recently, 71% of the students in CLIP matriculated into the College with half of the remainder referred to CUNY Start. The BMCC Language Immersion for International Students (BLIIS), achieved 90% matriculation with proficiency rates of 58% in writing and 65% in reading.

### **Improving the Student Experience**

We are committed to providing enhanced learning experiences for students, both in and out of the classroom. This includes dedicated, structured, and regularly evaluated support during advisement, within academic programs, and throughout the range of educational and student services. Quality advising improves student success, so we improved academic advisement with a new caseload developmental model. Significant additional resources were committed, based on analyses of relevant data, and we will reduce the advisor to advisee ratio for students from 393:1 to 311:1.

Educational support is a priority at BMCC and two areas that have produced exceptional results this past year were the Learning Resource Center (LRC) and the BMCC Writing Center. Both units utilized extensive internal assessment to improve services and increase utilization and as a result, both experienced record usage. Group tutoring attendance in the LRC increased by 7.3%, from 51,209 to 55,204 visits and online tutoring usage increased by 35% (from 716 to 1,098 visits). In fall 2015, the Writing Center realized a 43.5% increase in total student attendance (827 visits) during fall 2014. This benchmark was surpassed in spring 2016 when the Writing Center experienced a 19.8% increase in total student attendance (604 visits) during fall 2015.

To ensure that all students, regardless of life situation, are provided with support for success, we have prioritized targeted student support interventions. Our undocumented population is benefiting from the College's partnership with TheDream.US. As one of the first institutions to partner with the organization, BMCC has improved service to the 53 scholars and has worked to maintain a 94% retention rate. Additionally, the majority of our students receive federal or state aid and are economically disadvantaged, so the \$2.5 million provided in financial assistance through the BMCC Single Stop program improves retention by helping students in meet their basic financial needs. Single Stop also provided 1,544 students and their families with tax-preparation services resulting in \$2.7 million in refunds, which positioned us as the largest Single Stop provider nationally.

We are effectively leveraging existing and emerging technologies to enhance communication with our students through the BMCC app. Introduced in April 2016, the application provides a personalized student portal, course specific student chats, an online academic catalog, directory, and numerous other features. To date, there have been more than 3,500 downloads with 1,493 unique users daily.

## **Facilitating Timely Degree Completion, Graduation, and Transfer**

With an unwavering dedication to access, we maintain the belief that access without success does not benefit our students. This commitment is evident through the nearly 40% increase in the graduation rate in the last three years and the fact that the 2015-2016 graduating class of more than 4,200 was our largest ever. Also, we rank #3, #4, #5, and #13 nationally in associate degrees awarded to African-American, all minority, Hispanic, and Asian American students respectively. Not only are the numbers increasing, but our students' accomplishments are being recognized nationally. Aurela Dragani was awarded a \$40,000 a year Jack Kent Cooke Foundation Transfer Scholarship, one of only 85 nationwide. With increasing percentages of students exiting developmental education, being retained, and graduating within 3 years, BMCC prepares students for successful transitions into further education and the workforce.

Engagement with peers and faculty is central to student success, so we have grown and expanded our cohort models to meet both the unique needs of students and to make our large College feel personal. Three of the College's cohort models, ASAP (61.3%), BMCC Learning Academy (23%), and College Discovery (29.6%) maintain graduation rates higher than the College's three-year average and our Out in Two program consistently achieves around an 80% *2 year rate* (75% last year). Due to the success of our ASAP program, the largest in CUNY, we are committing additional resources with the goal of increasing enrollment from 1,700 to 6,000 by 2018.

In recognition of changing student demands and needs, we developed the Office of Internships and Experiential Learning this year, which is engaged in innovative activities. The Do School Shared Resource Project connects students with entrepreneurs and industry leaders to develop new tools and services; our partnership with Guardian was expanded to allow students to participate in paid internships; and through the generous support of Loretta Lee and her organization, BMCC offered two students the opportunity to learn about textile design and manufacturing in Hong Kong and China. Finally, nine of our students, more than any other community college in the country, received a Benjamin A. Gilman Study Abroad scholarship. Again, we have high caliber students receiving a high-quality education and their successes reflect our success as an urban community college of excellence.

To ensure greater ease of transfer of our students, we have been proactive in establishing appropriate articulation agreements. Innovative agreements are currently in the works with non-CUNY public and private partners and nine new agreements have been recently finalized with York College, New York City Tech, John Jay College, and Brooklyn College.

Given that students are more likely to graduate when they maintain momentum through continuous enrollment, we have provided significant resources in the form of tuition waivers. Specifically, the College has grown its Finish Line initiative, which provides waivers for students to take winter and summer courses. More than 2,500 students took advantage of the program during the winter 2016 term while nearly 8,500 took advantage last summer. The program has led to significant positive student outcomes as 90% of the summer 2015 participants either graduated, continued their enrollment, or transferred.

## **Preparing Students for 21<sup>st</sup>-Century Careers and Contribution to NYC Workforce Development**

BMCC recognizes that the distinction between education and training is largely a false dichotomy and that the connection between coursework and the world of work must be understood and demonstrated. The College has engaged in a number of efforts this past academic year to ensure that students leave BMCC ready to excel in their careers and provide powerful contributions to NYC and beyond. Our faculty, staff, and administration constantly work to assess the impact of academic programming and make adjustments as necessary to improve student outcomes and preparedness for the world of work. Last year we added both Psychology and Science for Health

Professionals as new degrees, completed the development of a dual degree with the School of Professional Studies that will provide an RN to BSN option with substantial distance education coursework, and have expanded the number of online/hybrid sections from 4.0% to 5.3%, a 32.5% year over year increase. Additionally, we were one of only 38 colleges chosen to participate, in the Open Education Resource (OER) program. This project will establish our criminal justice program as a Z degree (zero dollars spent on text books) program.

College Opportunity to Prepare for Employment (COPE) served over 3,000 students this year. As a result of the program and services, 93% of fall/winter 2015 COPE Graduation Success Initiative (GSI) graduates are attending four-year institutions. On average, 86% of the GSI graduating cohort goes on to pursue a baccalaureate degree, and the program experienced a 20% increase in graduation rates from 2015 to 2016, with an expected graduation rate of 81% for 2015-2016.

In total, more than 10,000 students took courses or received training through the Center for Continuing Education and Workforce Development. The center works closely with two industry advisory boards, the Healthcare Advisory group and Technology Advisory group, who are charged with addressing the skills gap, guiding curricula alignment with industry demand, and identifying internship and employment opportunities for BMCC students and alumni. These groups have assisted in modifying six professional certification programs to include stackable credentials, are working with our faculty and staff to develop new programs in Cyber Security and Interactive Media/Marketing, and are assisting our academic programs in strengthening the non-credit/credit education link.

BMCC, as the first CUNY participant, launched Year Up New York this spring, a year-long program that includes a six-month paid internship in a prestigious Manhattan firm. The first cohort of 40 students participated in spring 2016. During the 2016 BMCC Gala, Don Callahan, Head of Operations & Technology at Citi and Garrett Moran, President of Year Up announced that their organizations are developing a partnership that will provide even more opportunities for BMCC students in the future.

### **Cultivating Institutional Transformation, Innovation, and Sustainability**

We commit ourselves to identifying, implementing, and creating best practices across all aspects of College operations and are positioning ourselves as a leader in regards to developmental education, undergraduate research, degree completion, and other areas. The College pursues the resources necessary to ensure that economic status does not prevent our students from achieving their educational and life goals. The premier annual scholarship fundraiser held at the College is the *Invest in a Future* Gala. While historically a very successful evening, we achieved new fundraising heights during the 2015 Gala when \$1.1 million was raised. Only a few weeks ago, that total was surpassed during the 2016 Gala when the College raised more than \$1.18 million.

We are dedicated to securing substantial external funding that ensures our students are prepared to compete for and obtain employment in 21<sup>st</sup> century fields and were particularly successful this year. The National Science Foundation awarded three grants totaling nearly \$1.9 million that allow faculty to study the impact of dark matter, develop gaming software for math remediation, and establish a two-year program in cybersecurity; the Department of Education awarded two grants totaling \$3.75 million that are providing faculty the opportunity to partner with City Tech to introduce innovative technology and advanced pedagogy in STEM math courses and to improve underserved populations' outcomes in STEM disciplines; and the Department of Homeland Security awarded a grant that, in collaboration with Rutgers University, will develop computer vision algorithms that validate crowd behavior. Finally, BMCC was one of only two community colleges to receive a five-year S-STEMS grant from the National Science Foundation totaling \$1 million to establish a scholarship program for fulltime students enrolled in Computer Science, Mathematics, Engineering or Science. This project is designed to increase the number of

underrepresented minorities who enter S-STEM academic disciplines, complete degrees and obtain employment upon graduation.

BMCC embraces faculty research and scholarship. The College has acquired nearly \$2 million in STEM pipeline grants to support faculty and students engaged in research. Currently, 54 faculty, representing 22% of all full-time faculty within our STEM programs are mentoring students in research. At the 2016 Undergraduate Research Symposium, more than 200 students participated in talks and poster presentations that were judged by faculty and staff. A recent examination of where the research program graduates transfer indicates that the majority attend CUNY senior colleges, but also than 20% attend private or prestigious public universities (NYU, Columbia, University of Michigan, etc.).

### **Challenges and Plans to Meet the Challenges**

1. Students have indicated that they would prefer to have more opportunities to take courses online, and we believe that increasing the number of online courses will increase retention and graduation rates. In response, the Associate Dean of Faculty is working with faculty, department chairs, the Center for Excellence in Teaching, Learning, and Scholarship, and E-Learning to provide the necessary support for effective online teaching while increasing the availability of courses.
2. We have set an ambitious goal of enrolling 6,000 students into ASAP for fall 2018. To reach this target, we have allocated substantial resources to revamping the advisement process, reducing the ratio of advisors to advisees, and have incorporated advisement into the College's assessment process.
3. We are working to develop best practices around recruitment and retention to ensure that we continue to diversify our student population and prepare them for success. The College recently hired a Vice President for Enrollment Management who is charged with revising the enrollment management plan, modifying existing policies and procedures as necessary, and establishing a predictive analytics model that will guide planning and increase responsiveness to changing conditions.
4. Our College has grown extensively over the last decade, and we are experiencing a shortage of approximately 800,000 square feet. We are currently working with the Office of Facilities Planning, Construction, and Management to pursue various options for increasing the available space.

We have learned a great deal this year and with the introduction of the 2015-2020 Strategic Plan and the revised institutional effectiveness system, we have a framework for moving forward. We will continue to use the PMP as an opportunity to align our efforts with those of the University while still responding effectively to the needs of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Antonio Pérez". The signature is fluid and cursive, with a large initial "A" and a long, sweeping underline.

Antonio Pérez  
President

## BMCC PMP 2015-2016 END OF YEAR REPORT

June, 2016

Professional Licensure Exam	2014-2015	2015-2016
Nursing	75.0%	85.0%
Respiratory Therapy	95.0%	100.0%
Paramedic	87.5%	88.2%

### COLLEGE GOALS

#### INTRODUCTION

As a result of the College's revised institutional effectiveness model, all assessment and planning activities are aligned with the strategic plan and, where applicable, the PMP goals. Accordingly, all activities listed in the College Goals section of the PMP not only reflect institutional priorities, but are also important for communicating annual progress towards achievement of the strategic plan. The strategic planning outcomes and strategic objectives, which both emanate for the strategic plan, that align with identified actions are listed under each reporting category below.

#### IMPROVE ACADEMIC ADVISEMENT

Strategic Planning Outcome: 12

Strategic Objective: 5

Improving academic advisement is an institutional priority that is encompassed under the two strategic goals of improving the student experience and facilitating timely degree completion, graduation and transfer. In an effort to improve academic advisement across the college, all advisement units are conducting unit based as well as college wide assessments of student learning and support outcomes.

To ensure that BMCC is able to provide a sufficient level of support, the College has committed significant resources to meet the goal of reducing the ratio of advisees to advisors in the Advisement Center from 393:1 in fall 2015 to 350:1 in fall 2016. Based on the number of full-time academic advisement staff that have been and will be hired, and the reapportionment of students to academic departments for advisement, the ratio of advisees to advisors in the Academic Advisement and Transfer Center will be reduced to 311:1 in fall 2016. This result exceeds the initial goal. We have also ensured that ASAP (129:1) and the BMCC Learning Academy (68:1) maintain low advisor to advisee ratios. As an institution, we are committed to increasing access to quality advisement for all of our students.

The College also indicated that it would improve overall student satisfaction with advisement from 55% to 60% as measured on the BMCC survey. Due to delays, the survey has not been developed as of yet. The Student Satisfaction survey will be developed and implemented in the fall and will, in the future, be conducted during years where the Noel-Levitz instrument is not conducted.

## **EXPAND ONLINE INSTRUCTION**

**Strategic Planning Outcome: 11**

**Strategic Objective: 13**

In an effort to facilitate greater student success, the College is focused on increasing the availability of both hybrid and online courses. As a major step in the process, the BMCC E-Learning Center has worked to increase the number of full-time faculty certified for online instruction from 156 to 200 during the 2015-2016 academic year. We saw the number increase to 190, which did not reach the criteria, but did represent a 17.9% increase in certifications.

Regarding the percentage of sections offered online, the goal was to increase from 2.4% to 2.7%, which would require adding 20 sections. By the end of the academic year, 3.1% of sections were offered online, which exceeded the criteria and represented a 29% year over year increase.

Regarding the percentage of sections offered as hybrid, the goal was to increase from 1.6% to 1.8%, which would require adding 15 sections. By the end of the academic year, 2.2% of sections were offered as hybrid, which exceeded the criteria and represented a 37.5% year over year increase. Taken together, online and hybrid offerings were increased by 32.5% for the year.

## **INCREASE STUDENT PARTICIPATION IN FINANCIAL EDUCATION/PERSONAL FINANCE OFFERINGS**

**Strategic Planning Outcome: 12**

**Strategic Objective: 11**

The College's initiatives and activities designed to increase student personal finance and overall financial awareness is central to the strategic goals of improving the student experience and facilitating timely degree completion, graduation, and transfer. The goal set for the Save for Success program for the year was that at least 50 students will participate in the pilot program and that at least 70% of them will complete program requirements. BMCC expanded tuition waivers, which included students in the program who had not completed all their requirements for Save for Success. As a result, the program requirements were revised and 102 students participated in the financial literacy aspect of the program.

Another important financial awareness program is the Petrie Program, which is sponsored by the Carroll and Milton Petrie Foundation. The goal for 2015-2016 was that 70% of students who are retained in their second semester after receiving the grant will register for the next semester, will have graduated, or will have successfully continued their education/accomplished their educational goals. As of fall 2015, 97% continued enrollment, graduated or transferred. Another target for the year was that 50% of students will participate in a financial planning workshop or session. All students in the program met with a financial counselor.

The College provides a much needed service through its free tax preparation program housed within the Single Stop. The targets for the 2015-2016 year were to increase the number of students and families who file taxes using the free Single Stop services and for the BMCC Single Stop to rank in the top 5 nationally for the total number of tax returns filed. This year, BMCC was the number one Single Stop site in the nation for tax filings, with 1,655 filers, which represents a 7% increase from last year.

The College's MoneyWorks program, which offers financial workshops presented by the Financial Planning Association of New York and the Guardian Program, which is sponsored by Guardian Insurance of America are two additional programs offered to support and enhance student financial literacy. The yearly MoneyWorks target was that 90% of students who participate in the yearlong program will demonstrate an increased knowledge of financial literacy concepts by passing the certification test. The yearly Guardian Program target was that at least 20 students will enroll in a credit-bearing money management course sponsored by Guardian Insurance of America. The MoneyWorks target was met as 90% of students passed the exam and the Guardian Program target was exceeded as 31 students completed the course.

In addition to reaching out to the College's traditionally aged population, BMCC worked with support from AARP and Walmart to provide financial management workshops for individuals aged 50 and older. The workshops were delivered through Adult and Continuing Education and a total of 85 individuals participated, which exceeded the goal of 75 participants.

## **INCREASE STUDENT PARTICIPATION IN INTERNSHIPS AND EXPERIENTIAL LEARNING**

### **Strategic Planning Outcome: 13**

### **Strategic Objectives: 10, 11, and 16**

To ensure that students are effectively prepared for and competitive when seeking employment, the College has recently developed an Office of Experiential Learning and Internships and to ensure that students are prepared for further education in STEM and research intensive disciplines, BMCC has expanding the outreach of its Office of Research. Both offices are central to meeting BMCC's goals of facilitating timely degree completion, graduation, and transfer as well as preparing students for 21st century careers and contributing to the workforce of New York City.

There were two internship targets set for the 2015-2016 academic year – one for overall internships (300) and the other for clinical/field work placements in allied health (280), human services (425), and nursing (300). The total number of internship participants was 420, which far exceeded the goal. In regards to placements, allied health and human services both came close to meeting the targets (278 and 400 respectively), while there was substantial growth in the number of clinical/field work placements in Nursing as 596 students were placed.

Each year, BMCC sponsors an Undergraduate Research Symposium that includes presentations and posters presenting scientific research conducted jointly by faculty and students. The annual target was to increase the number of research activities from 158 to 200. In total, 205 students participated in undergraduate research activities during the Undergraduate Research Symposium.

Another important service that supplements the College's academic programs is the Federal Work-Study. The goal for the year was that at least 20% of the Federal Work Study students will participate in the FWS Professional Development program and attend at least three workshops sponsored by the program. As of spring 2016 there were 569 Federal Work-Study students. Through a workshop series provided by the Center for Career Development and the Office of Financial Aid, 327 Federal Work Study students attended, which is roughly 58%.

To better prepare students for success in future education and the world of work, BMCC provides co-curricular opportunities designed to develop students' leadership skills. During the past year, BMCC set success targets for three of these programs: peer mentoring, BMCC leadership programs, and the CUNY Service Corps. The targets and results are as follows:

- Peer mentoring target - 90% of peer mentors will demonstrate an increased knowledge of peer leadership concepts as measured by pre- and post- program test scores.

#### **Results**

Over 90% of the peer mentor group demonstrated increased knowledge in these skills in both the fall 2015 and spring 2016 semesters. They reported increased knowledge in the following concept areas: Communication, Knowledge of Campus Resources, Leadership, Community-building/Interpersonal, and Role Modeling.

- Leadership programs (Ambassadors, Navigators, Leadership Academy) target – 90% of students who complete the leadership programs will demonstrate an increased knowledge of leadership concepts as measured by pre and post program test scores.

#### **Results**

- The Welcome Ambassadors participated in at least five training modules that focused on effective communication and the post-program survey indicated that 100% of the participants strongly agreed or agreed that they were able to effectively communicate and handle stressful situations after the Ambassador training and experience.
  - All Navigators stated that they strongly agreed or agreed they were more skilled in teamwork, problem solving, public speaking and stress management as a result of the program.
  - 97% of students in the Leadership Academy demonstrated an increased knowledge of leadership concepts as measured by pre and post-tests. Leadership concepts include the Five Practices of Exemplary Leadership, Seven Habits of Highly Effective People, and 7 C's of the Social Change Model.
- CUNY Service Corps target – Increase the conversion rate of CUNY Service Corps program student offers to CUNY Service Corps program student participants from 53.7% to 60%.

#### **Results**

CUNY informed BMCC that there would be a reduction in recruitment placement sites after we enhanced our efforts, which resulted in 315 applicants. Of these, 33% (105) students were placed.

## **IMPROVE OUTCOMES IN REMEDIAL MATH**

### **Strategic Planning Outcome: 1, 2, and 3**

#### **Strategic Objectives: 3, 4**

Strengthening college readiness and improving the effectiveness of developmental offerings is the first BMCC strategic goal. There are a number of initiatives that have been designed to both reduce the need for developmental education by increasing college readiness and improve overall student success by examining and improving the College's developmental offerings. Regarding college readiness, BMCC set targets for the immersion program as well as CUNY Start and Summer Start.

The College was focused not only on increasing participation in the summer and winter immersion programs, but also on improving pass rates. The target for winter 2016 was to increase participation from 182 to 200 and maintain an 83% pass rate while the target for summer was 1,430 students with an increase of 2% in the student

pass rate (73% to 75%). The participation target was exceeded by 78% as 356 students participated, however, the pass rate dropped slightly, from 83% to 81%. The College does not have the results for summer 2016 at this point.

The College serves a significant number of students through its CUNY Start and Summer Start programs. The two targets established for the year were to maintain overall pass rates of 75% and to increase the matriculation rate for all students enrolled in CUNY Start. Both targets were met as the overall pass rate for CUNY Start at BMCC in spring 2015 was 77.6% with 80.7% of completers entering BMCC and 86.1% of completers entering any CUNY college while the overall matriculation rate for all students enrolled in Summer Start in spring 2015 was 75.4% at BMCC and 80.6% at any CUNY college.

We have prioritized student success within developmental math courses over the past few years. The College set targets in 2015-2016 designed to measure the effectiveness of both its Quantway math courses as well as the pilot courses developed by BMCC faculty. The targets set for Quantway were to increase the number of sections from 19 to 20 while also increasing pass rates from 58% to 60%. While the section target was exceeded (22), the overall pass rate dropped slightly (55%). In regards to the three pilot courses, MAT 150.5, MAT 14, and MAT 56.5, the targets and results are as follows:

- Target – Increase the number of sections of MAT 150.5 from 2 in fall 2015 to 6 in spring 2016; maintain pass rate of 75% or higher

**Results**

The number of sections were increased from 2 to 11 and the overall pass rate was 74%, which was close to the target and was higher than the comparable MAT 150 (68%).

- Target – Increase the number of sections in MAT14 from 10 in fall 2015 to 15 in spring 2016; maintain pass rate of 60% or higher

**Results**

The number of sections decreased from 10 to 9, but the pass rate increased to 62%

- Offer 2 sections of MAT56.5 in spring 2016 (first semester offered)

**Results**

No sections were offered in spring, but 4 immersions sections are currently being offered.

## **UNIVERSITY GOALS 5, 6, AND 10**

### **UNIVERSITY GOAL 5: IMPROVE STUDENT SATISFACTION WITH ACADEMIC SUPPORT AND STUDENT SUPPORT SERVICES**

**Strategic Planning Outcome: 12**

**Strategic Objectives: 5, 11**

Examining and enhancing advising at the College was established as a priority this past year. In addition to developing an advising assessment plan and implementing an advising syllabus, BMCC implemented a caseload development model to improve the quality of advising. We also prioritized reducing the advisor to advisee ratio and have hired dozens of additional advisors to ensure that student receive individualized attention. The College also focused on increasing access to tutoring through the Learning Resource Center. As a result of expanding the online tutoring process and hiring a staff member was hired to run the tutoring, there was a 35% increase in usage.

This year, we expanded the Early Alert program and more than 70 faculty members participated and over 650 students were flagged. Many of the student responded to the flags and received the comprehensive support they needed for success in their classes. The College also reached out to work study students by providing professional development workshops on career related topics and to former foster care students by providing services such as financial assistance, legal aid, SNAP, Financial Counseling, Health Insurance, and Counseling Services.

### **UNIVERSITY GOAL 6: IMPROVE STUDENT SATISFACTION WITH ADMINISTRATIVE SERVICES**

**Strategic Planning Outcome: 12**

**Strategic Objective: 8**

We engaged in three major initiatives this past year to improve student satisfaction with our administrative services. In an effort to streamline service to students, we hired a Vice-President for Enrollment Management. This individual is responsible for the Admissions, Financial Aid, Testing, Registrar, International Students, and Scholarships offices. Another initiative designed to streamline support was the development of the BMCC Express. Our storefront location offers a one-stop information and services location that includes admissions, advisement, financial aid, testing, and other essential student administrative services. Finally, the College has placed enhanced communication with students. During the past year, we launched our comprehensive BMCC app, utilized our CRM to send out targeted e-mails, and expanded our use of text-messaging to students.

### **UNIVERSITY GOAL 10: INCREASE FACULTY SATISFACTION**

**Strategic Planning Outcomes: 16, 17**

**Strategic Objectives: 19, 21**

To ensure greater support for faculty, we hired an Associate Dean for Faculty and delineated responsibility for the Center for Excellence in Teaching, Learning, and Scholarship, E-Learning, Faculty Appointments, and the Office of Research to this position. We also utilized results from the COACHE survey to gather information for faculty on ways to improve interdisciplinary work, support for scholarship, and governance. Three faculty committees were convened, conducted research, developed reports, and reported to the president. Finally, the College launched the second cohort of the BMCC Teaching Academy. The academy is a mentoring program for new faculty where junior faculty work in small teams with a Master Teacher over the course of four semesters. Also, a key element of improving faculty satisfaction is increasing recognition of excellence. Toward that end we initiated the Distinguished Teaching Award and instituted faculty recognition events for newly tenured faculty, faculty who received grants, and faculty who published books.