BMCC Academic Momentum 2.0 Planning Document
May 1, 2022
Updated: December 27, 2022
Submitted by: SVP and Provost Erwin J. Wong

Introduction
As our strategic plan indicates, Borough of Manhattan Community College (BMCC) is committed to student success. We seek to prepare our students for the workforce and for degree completion to allow them to successfully transfer to a senior college. Our mission aligns with the Academic Momentum (AcMo) 1.0 initiative and through such activities as implementation of corequisite courses and degree maps, we have helped accelerate our students' degree completion. Building on our success, we are now perfectly situated to further our mission through AcMo 2.0 with its emphasis on both increased degree completion and successful transfer to the senior colleges.

To achieve these goals, we propose addressing seven key areas:
1. **Gateway Course Completion**
2. **Degree Maps**
3. **Credit Accumulation Campaigns and Strategies**
4. **Establishing a Foundation for Seamless and Timely Transfer**
5. **Curriculum**
6. **Preparing Students for Transfer**
7. **Communications**

The following is BMCC's proposed three-year action plan to improve the outcomes of our students transferring to senior colleges.

IA. Gateway Course Completion

> ***Questions for Consideration:***
> - Review your progress to date. Does your (associate-granting) college offer remedial supports to all majors with any level of academic preparedness (e.g., corequisite math courses for algebra, statistics, and quantitative reasoning) so all students have access to college-level courses in their first year?
> - Have your supports and interventions been designed based on the current evidence to maximize their efficacy, without negatively affecting students' course-taking abilities and financial aid (e.g., the number of hours, who teaches/leads the intervention)? See Guidance for the Corequisite Model at CUNY and Targeted USIP Intervention Design Guidelines for reference.

Question(s) to Address:
1. Describe any additional activities/interventions your college will undertake to move you closer to achieving your gateway course completion goals (refer to your original plan for your goals). With each activity, include a timeline, interim benchmarks, and final deliverables.

   The English and Math departments have been diligently working to ensure that all BMCC students have access to college-level English and Math courses in their first year. As part of this effort, the English and Math departments have corequisite courses for students who are proficient based on the CUNY Proficiency Indices. Since 2015, corequisite courses have been offered to provide students with the necessary support while taking a credit-bearing course. The Mathematics and English departments are committed to continuing to ensure that every student has access to a quality and accessible education.

Activity	Increase Student Enrollment in Gateway Courses
Description of Activity	Student messaging will encourage their enrollment in gateway English and math courses in their first semester, when applicable, but no later than their first year.
Interim/Final Benchmarks & Deliverable dates	• Academic and faculty advisors will encourage students to complete their Gateway courses and a course in their major in their first year. (Fall 2022) • Academic and faculty advisors will inform students of the Math Lab, Writing Center, ESL Lab, Learning Resource Center, and in-person/online tutoring. In addition, students should contact their academic and faculty advisors if they are struggling in these courses. (Fall 2022 and Spring 2023) • Freshman enrollment in gateway English and math courses will increase by a minimum of 5% from its current baseline. (Spring 2023)

Activity	Helping Students Succeed in Gateway English Courses
Description of Activity	Through the increase of supplemental instruction and providing opportunities for students to achieve academic momentum, this activity will increase the number of students who are able to take and pass their gateway English course (i.e. corequisite or college-level English).

Interim/Final Benchmarks & Deliverable dates	• The English Department will seek additional funding to expand the SI program. Having the resources to train more supplemental instructors and place them into more classrooms will play a key role in the college meeting its overall gateway course completion objectives. (Fall 2022) • The English department will work with the Learning Resource Center (LRC) and Writing Center to offer additional final exam workshops. (Fall 2022) • As part of the proposed CUNY Start/Math Start Credit Incentive Program, students completing the English component of CUNY Start will be eligible to take ENG 101 in the Winter or Summer session following their CUNY Start session. (Summer 2022 for CUNY-in-the-Heights/Winter 2023) • If a flag is raised by faculty in Connect2Success, academic and faculty advisors will follow-up with students. Advisors' notes of the outreach will be posted for faculty to review. (Ongoing) • Provide professional development to faculty on culturally responsive pedagogy and strategies on engaging students at varying levels of academic preparedness (Fall 2023) • The percentage of first-time freshman taking and passing English gateways courses will increase from 57% to 62%. (Fall 2023)

Activity	Helping Students Succeed in Gateway Mathematics Courses
Description of Activity	Through the increase of supplemental instruction and providing opportunities for students to achieve academic momentum, this activity will increase the number of students who are able to take and pass their gateway mathematics course (i.e. corequisite or college-level mathematics).
Interim/Final Benchmarks & Deliverable dates	• The mathematics department will encourage Peer Assisted Learning (PAL) leaders or Supplemental Instructors (SI) for each corequisite course. The mathematics department will also ensure that sections without PAL leaders have access to tutoring sessions. (Summer and Fall 2022) • The mathematics retention committee seeks to launch some services in conjunction with UMLA to provide a learning environment for all students, provide peer mentoring, and feel more connected to the school. (Spring 2022) • As part of the proposed CUNY Start/Math Start Credit Incentive Program, students completing the mathematics component of CS/MS will be eligible to take MAT 110, MAT 150, or MAT 161 in the winter or summer session following their CS/MS session. (Winter 2023) • If a flag is raised by faculty in Connect2Success, academic and faculty advisors will follow-up with students. Advisors notes of the outreach will be posted for faculty to review. (Ongoing)

	• Provide professional development to faculty on culturally responsive pedagogy and strategies on engaging students at varying levels of academic preparedness (Fall 2023) • The percentage of first-time freshman taking and passing mathematics gateways courses will increase from 53% to 58%. (Fall 2023)

Activity	CUNY Start/Math Start Credit Incentive Model
Description of Activity	CUNY Start/Math Start at BMCC will offer 50 students with significant developmental needs an opportunity to enroll in a sequenced course experience starting with either a 12-week CUNY Start class(es) – Phase 1 completers or an 8–10-week Math Start class followed by a 3-credit Math or English gateway course.
Interim/Final Benchmarks & Deliverable dates	• Offer at least one section of the sequenced CUNYStart/MathStart-Gateway course experience. (Fall 2022/Winter 2023) • Faculty and CUNY Start/Math Start staff will work collaboratively with Enrollment Management teams to bridge the pre-matriculation and matriculation gap. (Fall 2022) • CS/MS Advisors will help students register for classes and connect with BMCC ASAP, BLA, College Discovery, and CUNY EDGE.

Activity	Immersion Program/Bridge Program Summer 2022
Description of Activity	Incoming students will be enrolled in a tuition-free remedial summer workshops to help facilitate enrollment in college-level, credit-bearing Math and English courses in the fall 2022 semester. In addition, students will be able to further explore their major choices and seek guidance on alignment to their career goals.
Interim/Final Benchmarks & Deliverable dates	• Identify incoming students and outreach in spring 2022 or early summer to invite them to meet Math and English faculty as part of the program to create a sense of belonging and understand the importance of early gateway math and English course completion in their academic journey (Planning will start in Spring 2022) • Expansion of the Immersion Program to include a prototype bridge program attached to Psychology and Undeclared Health (UDH) majors – to provide a Summer 2022 transition to college that includes an academic preparedness and FYE component along with credit-bearing MAT/ENG/PSY courses and supplemental instruction in the Fall 2022 semester. (July/August 2022) • One hundred (100) students will participate in the pilot bridge program in summer 2022. (Summer 2022)

IB. Degree Maps

Question(s) to Address:

1. Describe the actions you will take to move towards mapping an appropriate number of 2+2 degrees for your college in dialogue with your biggest sending/receiving colleges? Include a timeline, interim benchmarks, and final deliverables.

   Building on the creation of the academic degree maps in AcMo 1.0, the College aims to create 2+2 degree maps that will clearly inform students on their associate and bachelor degree attainment, and help to eliminate curriculum disconnect between programs within CUNY.

Activity	Identify five programs to create 2+2 maps
Description of Activity	Utilize the transfer dashboard data to determine 5 programs with significant enrollment at BMCC which have weak transfer within the discipline. (high credit refusal and/or high elective credit transfer which may indicate credits falling through)
Interim/Final Benchmarks & Deliverable Dates	• Identify milestones to include on degree maps, including graduation registration, transfer items, career exploration, etc. (December 2022) • Create five 2+2 degree maps with senior colleges over the next two academic years. (May 2024)

Activity	Identify programs at the CUNY senior colleges with low graduation rates among BMCC transfers.
Description of Activity	Work with Institutional Effectiveness and Analytics (IEA) at at least two senior colleges to identify transfer programs with low completion rates among BMCC graduates. In addition, using Clearinghouse data and other comparable databases, we will be able to follow the trajectory of our BMCC graduates.
Interim/Final Benchmarks & Deliverable Dates	• Utilize data on the transfer dashboard, to examine transferability of credits and how courses apply towards their bachelor programs. (December 2022) • Present findings to academic department to promote faculty discussions on curriculum alignment across campuses (May 2023) • Review department's most recent APR to collect transfer and post-graduation outcomes and based on these findings make recommendations for inclusion in the APR process (Spring 2023) • Create two 2+2 degree maps of the programs identified (May 2024)

2. Discuss how you will communicate the availability and utility of 2+2 degree maps to students, integrate them into the processes of your college, and keep them up-to-date.

Activity	Increase the use of transfer resources, including 2+2 degree maps, Transfer Explorer (TREX) and Transfer What-If
Description of Activity	Work with the Communications Team to create materials/resources to promote transfer
Interim/Final Benchmarks & Deliverable Dates	• Seek funding to provide training to faculty and staff on TREX and to ensure that transfer rules are updated (May 2022) • Offer training workshops for faculty and staff that include the use of degree maps, Transfer Explorer (TREX) and Transfer What-If. A minimum of 50 faculty and staff will attend the workshop (October 2022) • Offer workshops to or embed content into new student programming for students each semester to expose them to 2+2 degree maps, Transfer Explorer (TREX) and Transfer What-If (December 2022) • Create a short video on how to utilize key transfer (May 2023) resources, including 2+2 degree maps • Add links in DegreeWorks to the degree maps on the website (May 2023) • Highlight best practices around transfer advisement happening in small pockets around the campus to encourage widespread implementation (May 2023) • Uplift the student voice in the transfer process; i.e. through student testimonials, transfer focus groups, etc. (May 2023) • Identify at least one transfer champion in each academic department, with clear definition of their role, who will provide discipline-specific transfer information to departments, create transfer tips, and share information with their departmental faculty. (May 2023)

Activity	Create a framework for updating the 2+2 degree maps
Description of Activity	Align updating of 2+2 degree maps with the frequency of articulation agreement review
Interim/Final Benchmarks & Deliverable Dates	• Clearly identify who is responsible for updating the degree maps (May 2023) • Develop a template for all 2+2 degree maps (December 2022)

IC. Credit Accumulation Campaigns and Strategies

Questions for Consideration:
For associate- and baccalaureate-granting colleges: • Review your progress to date. How have you institutionalized the practice of students taking 30 credits a year? In what areas do you still have work to do? Does your communications campaign need a reboot? • Since COVID's impacts on student learning loss—and credit accumulation—are likely to linger, what strategies might support academic recovery for students as they move towards completing their associate degrees and transferring to a senior college (ie: intersession/summer boot camps, supplemental tutoring, etc.)? For senior colleges, what strategies might address learning loss impacts for incoming transfer students, especially in their first year?

Question(s) to Address:

1. All colleges: Describe additional activities/interventions you will undertake to move closer to achieving your credit accumulation goals (refer to your original AcMo plan for your goals). Include a timeline, interim benchmarks, and final deliverables.

   As colleges are asked to continue to realign processes to help more students take and earn 30 credits/year, including winter and summer, it is of heightened importance that community colleges encourage and normalize these enrollment habits as they are likely to carry over to the senior college. Building on the successes of AcMo 1.0 to encourage acceleration and participation in intersession courses, these activities will focus on the equity of credit accumulation for the student population.

Activity	Streamline credit transfer policy and practice
Description of Activity	A review of the College's graduation residency requirement aims to determine if a change in it will result in increased degree completion through better utilization of transfer credits.
Interim/Final Benchmarks & Deliverable Dates	• Reduce required credits in residency from 50% to 25% (Fall 2022) • Update & systematize transfer rules and increase process efficiency (Summer 2024)

Activity	Encourage credit accumulation during enrollment
Description of Activity	By creating a comprehensive college-wide communication plan, students will be encouraged to accumulate credits by participating in opportunities that align with their needs (e.g, microcredentials). In addition, by providing additional academic supports and offering course modalities in line with student interest, student attrition will decrease.
Interim/Final Benchmarks & Deliverable Dates	• Review Enrollment Encouragement data to select customized group of students who will get the benefits of enrollment encouragement in fall and spring terms only. (Spring 2023) • Update "Fifteen (15) to Finish" to "Thirty (30) to Thrive" campaign and advisement strategies. With the emphasis on the academic year rather than a semester approach, this campaign will more

	inclusively outreach to our students who have to juggle competing priorities. (Spring 2023) • Explore microcredentials and stackable credits to align with BMCC degree requirements (Fall 2023) • Articulate current microcredentials with department credit (Fall 2023) • Work with academic departments to review and increase the number of credits/courses that can be awarded credit for prior learning (CPL). Three departments will review their current course offerings and/or major programs to determine ways to increase usage of CPL. • Provide supplemental instructors (SI) and workshop support for DFWI and gateway courses (Spring 2024) • Offer more hybrid, synchronous and asynchronous online courses based on students' demand (Ongoing) • Increase the number of students earning 30 credits in a year from 17% to 22% (Fall 2023)

Activity	Discuss credit accumulation strategies with students early on and prepare them to make informed decisions about their course selection to increase transfer credits accepted at their intended senior college
Description of Activity	In existing FYE (First Year Experience) modules and new pilots, integrate FYE module on academic planning with focus on credit accumulation and credit transfer to baccalaureate programs.
Interim/Final Benchmarks & Deliverable Dates	• Modify existing FYE modules and create a template of topics to be covered in newly proposed pilots to include credit accumulation strategies (Spring 2023) • Implement staff/faculty advisement partnerships/summits focused on credit accumulation topics, e.g. Gateway courses (High Dropout); strategic use of technology like DW; 2+2 maps; CUNY transfer tools. (Spring 2023) • Five hundred (500) new students will participate in the FYE receiving the credit accumulation strategies. (Spring 2023)

II. Establishing a Foundation for Seamless and Timely Transfer (All Colleges)

IIA. Course Equivalencies

> *Questions for Consideration:*
> - Review your processes by which course equivalencies are kept up to date. Consider mapping the entire process to identify potential efficiencies or areas of improvement. What are the obstacles to keeping these updated?
> - How have you leveraged the Transfer Explorer (TREX)? How are faculty and advising staff currently using it? Have faculty used the tool to see how equivalencies compare across colleges?

Question(s) to Address:
1. Describe the actions your college will take to move towards ensuring that course equivalencies are appropriate and kept up to date. Include a timeline, interim benchmarks, and final deliverables.

   Course equivalencies between community colleges and senior colleges have been problematic. The following actions seek to eliminate these discrepancies.

Activity	Design and implement a regular articulation review process
Description of Activity	Create a process to review articulation agreements locally at each campus every three years and/or any time curricular changes are made
Interim/Final Benchmarks & Deliverable Dates	• Develop a plan for review of current and future articulation agreements (Spring 2023) • Revise current templates for articulation (Spring 2023)

Activity	Explore the creation of transfer academies
Description of Activity	Comparable to the John Jay Justice Academy, seek to explore and develop academies in other academic disciplines (e.g. business, IT and healthcare)
Interim/Final Benchmarks & Deliverable Dates	• Research existing academies to better prepare for creation of additional academies (Fall 2022) • Identify senior colleges to create potential transfer academies (Spring 2023) • Offer professional development for faculty that emphasizes the transfer process and encourages faculty conversations across the University to improve the transferability of credits and alignment of curricula (Fall 2023) • Establish two transfer academies with senior colleges in disciplines of high interest to students (Spring 2025)

Activity	Increase the promotion and visibility of articulation agreements
Description of Activity	To make students aware of the transfer options available through BMCC, increase the visibility of articulation agreements through targeted marketing and the increase of transfer opportunities at the point of admissions to BMCC
Interim/Final Benchmarks & Deliverable Dates	• Include a link to articulation agreements in the Transfer Acceptance Letter and our Admissions Transfer page (Fall 2022)

	• Include a link to TREX on the Admissions Transfer page (Fall 2022) • Develop comprehensive plan to communicate with students about articulation agreements and notify majors of possible transfer destinations (Spring 2023)

2. Outline a plan for how you will operationalize the use of T-REX at your college and ensure that appropriate stakeholders are proficient in how to use current TREX features to check and revise equivalencies.

Activity	Conduct a college-wide CUNYfirst course equivalency audit and train faculty and staff on the use of TREX
Description of Activity	Conduct a CUNYfirst course equivalency audit and training to faculty and staff on the use of TREX. In addition, a process will be developed to evaluate future courses and reevaluate older courses that did not have a direct equivalency (i.e. were identified as general electives)
Interim/Final Benchmarks & Deliverable Dates	• Submit proposal to CUNY for funding (May 2022) • Review all evaluated elective credits to identify applicable direct course equivalencies (pending funding) (June 2023) • Train academic advisors on the use of TREX (December 2022) • Train a minimum of 200 faculty on the use of TREX (June 2023)

Activity	Increase the promotion and visibility of TREX
Description of Activity	Review the BMCC website and include links to TREX in relevant areas. Make recommendations to CUNY and through University councils (e.g. DegreeWorks Council) to include a link to TREX on various platforms.
Interim/Final Benchmarks & Deliverable Dates	• Recommend the inclusion of a link to TREX during the upcoming DegreeWorks systems upgrade (Fall 2022) • Include a link to TREX in the Transfer Acceptance Letter and on the Admissions Transfer page (Fall 2022) • Review BMCC website and include links to TREX in relevant areas (e.g. course listings pages) (Spring 2023)

IIB. Curriculum

Questions for Consideration:
For associate-granting colleges:
• How do students become aware of the distinction between AAS and AA/AS pathways? How are students currently advised into AAS pathways?
• What are the outcomes of your AAS programs in terms of completion, transfer and/or transition into the workforce? Is there an opportunity to review your AAS programs to improve student outcomes?

Question(s) to Address:

For associate-granting colleges:

1. Please outline a process for reviewing your AAS degrees. Include a timeline, interim benchmarks, and final deliverables. Describe how you will ensure these degrees are functioning as designed and that students who are interested in transfer begin on the correct pathway.

   AAS degrees have long been considered terminal degrees to prepare students for the workforce. However, because of CUNY mandates regarding new degree proposals (including AAS degrees), all associate degree programs require articulation to CUNY baccalaureate degrees. Our data show that many of our AAS degree graduates transfer to CUNY baccalaureate programs. Despite articulation agreements, our AAS graduates often lose credit. The following actions seek to begin the process of remedying this problem.

Activity	Review all AAS programs for workforce preparation and transferability within CUNY
Description of Activity	Through a comprehensive review of the AAS programs, develop a process that will help the College determine if the programs are functioning as designed or to identify areas of misalignment in the workforce and transfer process to baccalaureate degrees.
Interim/Final Benchmarks & Deliverable Dates	• Identify all baccalaureate programs in CUNY with whom students could continue their education (Fall 2022) • Develop and communicate the 2022-2024 charge for the program advisory boards that focuses on reviewing and aligning AAS programs for employability and seamless transfer (Fall 2022) • Based on transfer rules set up in CUNYfirst, conduct an audit of the transferability of courses in AAS programs to identified baccalaureate programs (Spring 2023) • Ensure that all BMCC AAS programs have advisory boards, comprised of faculty, appropriate industry partners, and current or former students (Spring 2023) • Seek input from industry partners regarding necessary skills to be successful in the workforce (Fall 2023) • Submit recommendations for curricular revisions to enhance employability and transfer (Fall 2023 for programs with established advisory boards and Spring 2024 for programs that need to create or restructure their advisory boards)

III. Preparing Students for Transfer (All Colleges)

Questions for Consideration:
For associate granting-colleges:
- At what juncture are your students advised to begin planning for transfer? What supports and information resources do students have access to and are they readily available online and through periodic advisement?
- How is financial aid information incorporated into transfer advising, and how are students made aware of the time limitations of their financial aid and how that connects to their degree plans?
- What support structures are in place to prepare students for the transfer transition?

For both associate- and baccalaureate-granting colleges:
- Where is your transfer advisement function situated and how does it interact with general advisement, program advisement, and departmental advisement? If transfer advisement is separate, please consider how it can be integrated into your broader advisement operation.
- What strategies do you have in place to reduce summer (or inter-semester) melt and keep students engaged and on track through the transfer enrollment process?

Question(s) to Address:
1. Describe the actions you will take to better support students on their transfer journey through communications and advisement. With each activity, include a timeline, interim benchmarks, and final deliverables.

   Through a review of the services, resources, and processes in place at the College to assist students in preparing to transfer, there are some areas that require enhancement. Students in cohort programs tend to have more access to structured transfer information because of the design of these programs. Strengthening contacts and services at the four-year schools will also greatly impact the transition of students and reduce transfer anxiety and shock experienced at the new institution. Below are the recommended activities to help our students navigate the transfer experience.

Activity	Amplify Seamless Transfer Models
Description of Activity	Review the current programs that have established a seamless transfer to 4- year schools (such as CUNY Justice Academy, College Discovery) within CUNY to create new processes that mirror this approach.
Interim/Final Benchmarks & Deliverable Dates	• Identify where majors transfer students going within CUNY (Fall 2022) • Identify resources at the 4yr schools already in place and how to advertise them (Spring 2023) • Take best practices from current transfer preparation models utilized in cohort program to be used for other majors (September 2023)

Activity	
Description of Activity	Review and enhance current outreach, approached, process, events, and resources used to prepare students for transfer.

Interim/Final Benchmarks & Deliverable Dates	• Create a transfer checklist that includes both academic and non-academic "life after BMCC" resources. (Fall 2022) • Work with AATC to publicize the transfer timeline (by credit) from first semester through graduation. (Fall 2022) • Develop comprehensive plan to communicate with students about transfer planning and utilization of resources (e.g. TREX, articulation agreements, academy programs) (Spring 2023)

Activity	Establish non-academic hand-offs
Description of Activity	Establish seamless non-academic hand-offs with offices/departments/programs such as Career Development, Veterans Services, Accessibility, International Students through inter-CUNY collaboration to provide students with seamless access to key support services at the senior institution.
Interim/Final Benchmarks & Deliverable Dates	• Research what areas can be a part of this process (September 2022) • Research improved ways to both publicize and connect students from BMCC's Career Development, Veterans Services, Accessibility, International Students with their sister departments at the 4-year institutions. (Fall 2022) • Begin connecting with colleagues at CUNY colleges 4-year (Fall 2022) • See how connections with CUNY 4-year schools can be strengthened to allow for these handoffs. Test pilot with 1-2 schools. (June 2023)

V. **Communications**

Question(s) to Address:
1. Please outline a communication plan that considers how you will communicate with and engage all stakeholders at your college to support the goals of AcMo 2.0. Please describe how you will build broad awareness about why improving transfer is critical to CUNY's success as a fully integrated urban university system.

POINTS OF CONSIDERATION IN BUILDING EFFECTIVE COMMUNICATIONS AND MARKETING EFFORTS
- **Equitable Transfer Opportunities:** With the opportunity to transfer to four-year institutions, BMCC students can earn baccalaureate degrees that can open doors to professional success.
- **Expanding Relationships with Four-Year Colleges:** BMCC is taking steps to enhance current relationships through articulation agreements, with four-year colleges and exploring new opportunities with other institutions outside of CUNY and New York State.
- **Promotion of Exemplar Partnerships and Student Experiences:** Even though many BMCC students are prepared to thrive at a four-year institution, they still need financial, academic, and social-emotional supports in order to realize their dream. It is important to share these examples of student success, transfer opportunities, and institutional initiatives to highlight Academic Momentum across BMCC and CUNY.

TACTICS USE TO ADDRESS AcMo 2.0 STRATEGIES
- **Town Halls or information sessions:**
  - **April 12, 2022**
  - **More TBD**

- **AcMo 2.0 website:** BMCC created a website that includes articles highlighting examples of AcMo 2.0 (articulation agreements student experiences, etc.); videos promoting AcMo 2.0 and announcements (including videos) from college-wide town halls.

- **Messages (emails) to faculty, staff and students:** BMCC continues to share updates about AcMo 2.0 through emails and communications across the college, announcing upcoming town halls and meetings.

- **Announcements (@BMCC newsletter):**
  - *News related to transferring opportunities within and without.*
  - *News/reporting on data, success stories, opportunities, new agreements, etc.*
  - *Announcement of new transfer opportunities and updates.*

- **Articles (website):** BMCC is highlighting news articles and examples of AcMo 2.0, promoting articulation agreements (signings), student learning experiences, and successful transfer programs. Articles are assigned with an "Academic Momentum" tag in order to make them easier to find on the BMCC website.

- **Videos/TV monitors (internal):** The BMCC Communications Team will work with other AcMo 2.0 teams/committees to create informative videos focusing on:
  - What is an articulation agreement?
  - What is T-Rex and how does it benefit students and faculty?

- How to manage transfer credits
    - How to use DegreeWorks Transfer "What-if" tool
- What is AcMo 2.0 and why is it important for students?
- Promotion of campus-wide transfer events (i.e. Transfer Fairs, Transfer Week)
- Student success stories—examples of students transferring to a four-year institution.
- What are degree maps? (video providing descriptions, etc.); focusing on how to use them.
- Promoting the foundation for a seamless and timely transfer.
    - Making sure that opportunities for academic advancement are figured out, advertised, and circulated in a timely manner:
        - *Summer tuition waiver*
        - *Scholarships within & without BMCC*
        - *Winter immersion and winter tuition waiver opportunities (early notifications)*
        - *Importance of taking and passing gateway English and math courses in the first year*

Communications and Marketing SCHEDULE
Beginning: March/April 2022

PROMOTION EFFORT	PROPOSED DATES	TEAM MEMBERS
Messages from the President (Email from the President to be sent to *all BMCC students, faculty and staff).*	(possibly monthly) • Spring 2022; Fall 2022; Spring 2023; Fall 2023	Written by President Munroe; to be distributed by Public Affairs
@BMCC e-newsletter Forum to be promoted under "News" Message from the President (to be included in @BMCC)	(every Thursday) • Spring 2022; Fall 2022; Spring 2023; Fall 2023	Public Affairs
BMCC Website News banner promoting articulation agreement signing and other stories. (also promoted on social media, etc.) Articles about the CUNY Academic Momentum 2.0 will include tags and videos.	Upcoming events: articulation agreement signings • Spring 2022; Fall 2022; Spring 2023; Fall 2023 Posted on the website • Spring 2022; Fall 2022; Spring 2023; Fall 2023	Public Affairs Public Affairs

Robin Hood Funds to Support Broader CUNY-Wide Adoption of Transfer Explorer (T-Rex)
BMCC Submission
May 1, 2022

Amount of Funding Requested:	$25,000
Budget for Funding:	1 College Assistant (RF Part Time B) =$9000 1 from Registrar and Student Affairs = $400*2 = $800 2 from Admissions = $400*2= $800 2 from AATC and ASAP = $400*4= $1600 1 from BLA, CD and CUNYEdge = $400*3= $1200 3 from English, Math, and Social Sciences = $400*9= $3600 2 from BUS, CIS, MLD, MUS, SCI, SPE = $400*12= $4800 1 from ALL, ACC, AHS, ERS, HED, MEA, NUR, TED = $400*8 = $3200
Expected Outcomes by:	
September 1, 2022	• Trainers will be identified in all advising units (Academic Advisement & Transfer Center, ASAP, BMCC Learning Academy, College Discovery and CUNYEdge) and will receive "TREX Train the Trainer" training • Identify at least one faculty trainer in each academic department to receive "TREX Train the Trainer" training • Starting in the fall 2022, include reporting through BTAG about the status of this project
December 20, 2022	• TREX Trainers will have trained all professional advisors at the College • Create digital and print BMCC-branded materials prompting TREX
March 1, 2023	• Launch marketing campaign to students about the use of TREX for academic and transfer planning • Update articulation agreement template and process to include the update and maintenance of transfer rules in TREX and CF based on the approved agreement
June 30, 2023	• Implement process to enter new equivalencies into the system for new courses and non-CUNY transfer courses • A minimum of 200 faculty will be trained on the utilization of TREX • Approximately 80% of BMCC rules (81,000 of 100,000) are evaluated as free electives. All 81,000 courses will be reviewed to try to identify direct equivalencies and updated in the CF rules and TREX.
T-REX Ambassadors	Meghan Cook, Registrar, mcook@bmcc.cuny.edu Kristina Borowski, Associate Director of Academic Advisement & Transfer, kborowski@bmcc.cuny.edu