REACHING GREATER LEVELS
STRATEGIC PLAN 2015-2020

BMCC CU NY

REACHING GREATER LEVELS

Strategic Plan 2015-2020

Table of Contents

MESSAGE FROM THE PRESIDENT

Almost a year ago we embarked on a process to create "Reaching Greater Levels," BMCC's 2015-2020 Strategic Plan. My charge to those leading the process was to keep one goal in mind: to identify a course of action that takes BMCC from good to great.

We believe the strategies outlined in "Reaching Greater Levels" achieve that goal. When we collectively address the five strategic priorities and achieve the 20 strategic planning outcomes we have set for ourselves, we will be recognized as one of our nation's premier community colleges. Not only will the strategies we implement improve outcomes for our students, they will also enable us to reach greater levels of academic excellence. What we learn from experimenting with new and scaled-up approaches will make us a stronger, more effective institution. "Reaching Greater Levels" positions us as a College of excellence and thought leadership in higher education with recognized expertise—particularly on how to effectively and successfully serve a large, urban community college population with diverse needs.

We want to thank the Strategic Planning Committee and all those who contributed to this plan's creation. More than 300 staff, faculty and students helped shape the goals, objectives and outcomes outlined in this document. Their perspectives nuanced what we found through in-depth data analyses of internal and external trends. My faith in this plan is built on the College's solid foundation of knowledge regarding what's working, where we need to shore up our efforts, and where we need to take BMCC in new directions.

As with any plan, "Reaching Greater Levels" is only as good as our ability to implement it. Over the next five years, we must work together diligently to bring this plan to life. *Start Here, Go Anywhere* must go beyond what we tell our students and become something we embrace for our institution and for ourselves.

As a quintessential New York City institution, BMCC embodies the very same values that make our city one of the greatest in the world. We are already a place where big dreams are made and innovation flourishes. Implementing "Reaching Greater Levels" will help us show that to the world.

As always, thank you for making BMCC a wonderful place to teach, work and learn. I look forward to working with you all on this plan over the next five years and reaching greater levels through our collective efforts.
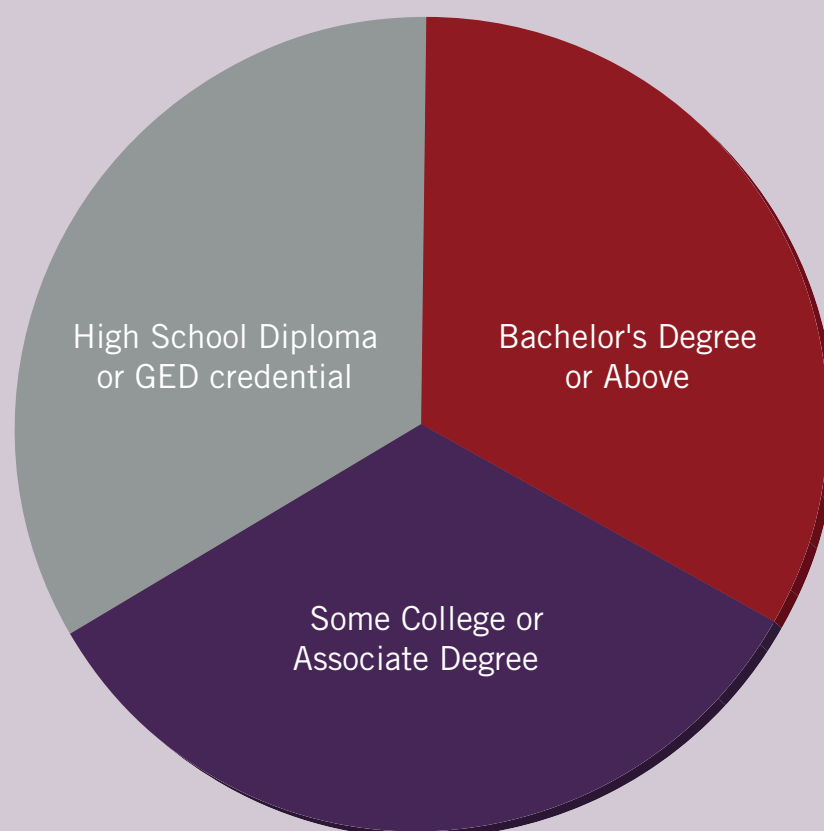
Antonio Pérez
President

BMCC in Context—What Reaching Greater Levels Will Achieve

Community colleges are finally getting the attention they deserve.

It's about time. Consistently, community colleges enroll nearly half of U.S. undergraduates as well as the majority of our nation's low-income, Hispanic and Native American college students. Community colleges have long represented critical workforce development partners. The millions of students coming to them nationally through degree programs and continuing education offerings have made community colleges one of the most significant providers of education and training in the country—over 30,000 students enrolled in BMCC degree and continuing education courses in Fall 2015.

Much of the current attention on community colleges boils down to economics. Pressing projections motivate our nation's leaders: By 2020 an expected 65% of the more than 55 million job openings will require some level of college. College is now considered less an option than a necessity for long-term employment. For the good of future workers and our nation's economy, there is now a push to position community colleges as even more significant higher education providers, by making tuition free.

Figure 1: 2020 Job Openings by Educational Requirement

High School Diploma or GED credential

Bachelor's Degree or Above

Some College or Associate Degree

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[1] Redesigning America's Community Colleges, p. 1
[2] Recovery: Job Growth and Education Requirements Through 2020

Not all the attention community colleges receive comes with accolades. While 2-year colleges are recognized for their accessibility, less than four in 10 community college students in the U.S. complete a degree or certificate in six years.[3] Low completion rates nationwide not only negatively affect the economy, but also fail students who aspire for a degree or certificate.

Recognizing this context, BMCC is proud to have been recognized by *Community College Week* as one of the fastest growing public 2-year colleges in the United States and one of the nation's top associate degree producers (September 2015 and December 2015).

While these positive results are cause for celebration, the College seeks to achieve greater levels and is prepared to improve upon these achievements. Our work cannot be considered "done" until every student successfully progresses and achieves his or her academic and career goals. We can always improve on what we do, and that means trying new things; collecting and analyzing data so we know what is working or not, scaling up activities where there is evidence of success, and forming different types of relationships internally and externally that keep us focused on our mission.

This plan provides the roadmap that leads down the path toward greatness. It lists goals we will collectively strive for, objectives that will help get us there, and outcomes against which we will measure our success. This sets us on a course to demonstrate the true potential of community colleges in the 21st-century. Most importantly, it helps us help our students achieve their dreams.

[3] Redesigning America's Community Colleges, p. 1

The Legacy of Opportunity

Located in the heart of one of the most vibrant cities in the world, Borough of Manhattan Community College (BMCC) personifies the culture of New York City, the excitement and opportunity of Wall Street, and the hope and promise of the Statue of Liberty.

Founded in 1963, BMCC is proud to offer a wide range of opportunities to students from all backgrounds striving to achieve their dreams. The College embraces new ideas and encourages the innovations necessary to help students reach greater levels and meet the challenges in today's world.

A Global Perspective

BMCC has the largest undergraduate population in CUNY (as well as among all New York City colleges and universities), serving over 26,000 students from diverse backgrounds. More than 40% of BMCC students are Hispanic, more than 30% are African American, and approximately 15% are Asian. Over 30% of BMCC students were born outside the U.S., with over 160 foreign birth countries represented and over 110 foreign languages spoken. The top 10 foreign birth countries are Dominican Republic, China, Bangladesh, Jamaica, Guyana, Haiti, Ecuador, Mexico, South Korea and Trinidad and Tobago. The top 10 foreign languages are Spanish, Chinese (Mandarin and Cantonese), Bengali, French, Russian, Creole, Arabic, Korean, Albanian and Urdu.

Students bring to BMCC rich cultural capital and the enduring belief that education can improve their quality of life, a belief in the transformative power of education that is shared by the College's faculty and staff.

Figure 2: Flags Representing the Top 10 Countries of Foreign Birth

## Wide-Ranging Learning Opportunities with Dedicated Faculty and Staff

BMCC offers Associate in Arts (A.A.), Associate in Science (A.S.) and Associate in Applied Science (A.A.S.) degrees, through 41 degree programs taught by over 500 full-time and 1,000 part-time faculty. The largest majors at the College are:

1. Liberal Arts
2. Business Administration
3. Criminal Justice
4. Undeclared Health (leading to Nursing, Allied Health and Health Education)
5. Accounting
6. Business Management
7. Childcare/Early Childhood Education
8. Human Service
9. Science.

Additionally, BMCC recently introduced seven new majors including Animation and Motion Graphics, Art History, Gerontology, History, Modern Languages, Sociology, and Studio Art.

Faculty is engaged in a wide array of scholarly and creative activities. Professors across disciplines and at all stages of their careers are supported and encouraged in their research projects and scholarly inquiry. Professors deliver presentations at conferences, publish their findings in peer-reviewed journals, and engage students in cutting-edge research projects to an extent not usually seen at community colleges. In Fall 2015, over 200 students were involved in undergraduate research with faculty mentors.

BMCC serves students inside and outside the classroom to promote engagement and success. In addition to BMCC's outstanding faculty, students benefit from the assistance of dedicated staff in a wide range of offices such as Advisement, Financial Aid, Career Services, the Learning Resource Center, and a host of customized retention-focused programs. Altogether, there are more than 3,200 faculty and staff dedicated to supporting student success.
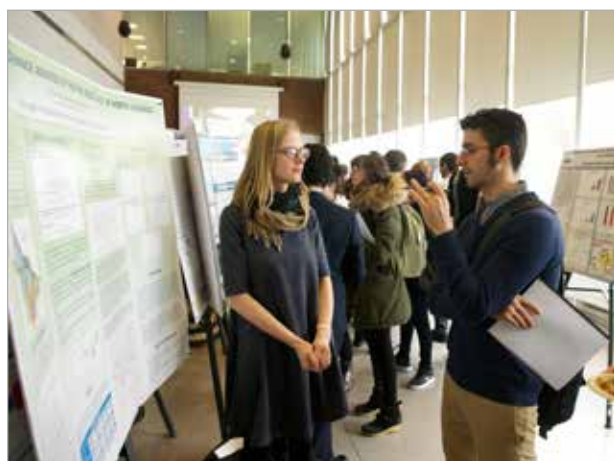
Strength in Numbers

- BMCC enrollment has grown over 40% in the last ten years, from 18,776 in Fall 2005 to over 27,000 in Fall 2015.

- BMCC ranks #6 among the fastest growing public 2-year colleges of its size in the United States from Fall 2013 to Fall 2014, according to data compiled by *Community College Week*.

- In 2015, BMCC ranked #11 among all community colleges in the number of associate degrees conferred in all disciplines (up five spots from 2014, as reported in *Community College Week*).

Figure 3: Enrollment Growth in Headcount: Fall 2006-Fall 2015
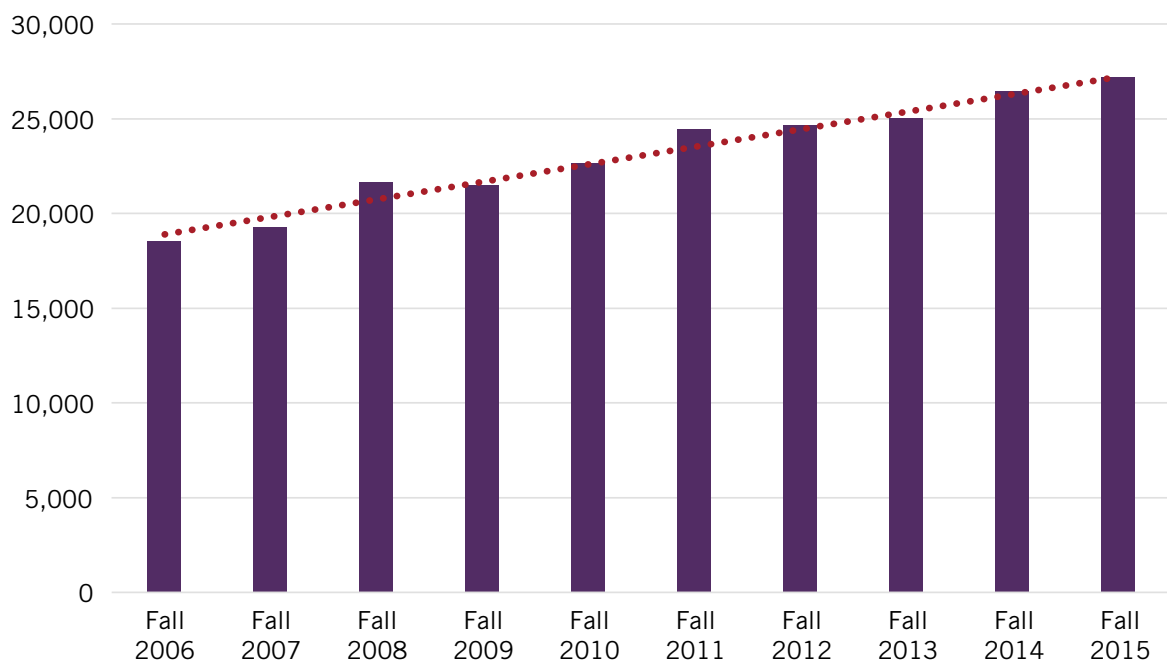
- Among U.S. community colleges, BMCC is highly ranked in conferring associate degrees to the following student populations:

    #4 All Minority Students

    #3 African Americans

    #5 Hispanics

    #13 Asian Americans

- Among U.S. community colleges, BMCC is one of the highest ranked producers of associate degrees in the following majors:

    #2 Criminal Justice and Corrections

    #2 Protective Services (Homeland Security/Law Enforcement and Fire)

    #3 Business, Management, Marketing, Related Service

    #3 Computer & Information Sciences Support Systems

    #4 Communication Technologies/Technicians and Support Systems

    #4 Education

Also of note, BMCC awards more than 3,400 degrees annually, and six months after graduation, over 75% of BMCC graduates are enrolled in further education.

A NEW MISSION

Mission statements are meant to be enduring.

This strategic planning process revealed that many faculty, staff and students did not believe the mission statement that was in place had stood the test of time. They expressed many strong opinions about its content and length. Indeed, the majority desired a more streamlined statement that effectively expresses BMCC's uniqueness.

This new mission is the product of rounds of feedback from the BMCC campus community. It reminds us that while we come from all around the world and represent different stakeholder groups, our common purpose is to promote student success.

Borough of Manhattan Community College is a vibrant, pluralistic learning community committed to the intellectual and personal growth of students. Working closely with organizations across New York City and beyond, we prepare students from around the globe for degree completion, successful transfer, career achievement, lifelong learning and civic participation.

Not only does this mission statement more accurately portray the purpose, role and promise of BMCC in the eyes of the college community, but it also operates as an anchor for institutional planning efforts. Institutional effectiveness reflects a college's ability to achieve its mission and the approved and adopted revisions ensure that the wording effectively guides the development of the goals to which the College holds itself accountable. The strategic goals developed during the planning process also serve as institutional goals, which provide mechanisms for determining how successfully the College is achieving its mission. BMCC's institutional/strategic goals are as follows:

- *Strengthen college readiness and improve the effectiveness of developmental offerings;*
- *Improve the student experience;*
- *Facilitate timely degree completion, graduation and transfer;*
- *Prepare students for 21st-century careers and contribute to workforce development in New York City, and*
- *Cultivate institutional transformation, innovation and sustainability.*

These institutional/strategic goals operate as the foundation for the development of strategic objectives, which along with the strategic planning outcomes, reflect the criteria for success within the College's operational planning process. Alignment between the five strategic plan goals and strategic objectives, as well as the strategic plan outcomes can be found in the BMCC Strategic Plan Framework: 2015-2020.

BMCC STRATEGIC PLAN FRAMEWORK 2015-2020 (revised January 2016)

Strategic Plan Goals	Strategic Objectives	Strategic Plan Outcomes
1. Strengthen college readiness and improve the effective-ness of developmental offerings	1. Strengthen partnerships with feeder high schools, community-based organizations, and industry to improve college readiness and increase student access to BMCC's pre-college services 2. Implement strategies to ensure that MECA and other affiliated high school students are exempt from remediation 3. Streamline the developmental reading, writing and math course sequences 4. Expand Immersion, CUNY Start, Summer Start, CLIP and BLISS	1. Reduced percentage of new students needing remediation 2. Improved pass rates in developmental offerings 3. Reduced semesters in develop-mental/increased percent of students proficient in one year 4. Reduced DFW rates in targeted gateway courses 5. Increased first- and second-year credit accumulation
2. Improve the student experience	5. Implement the new advisement model that is consistent, accurate and responsive to students' needs and interests 6. Improve student outcomes in Gateway courses, including integration of developmental skills 7. Improve new and continuing student orientation 8. Enhance timely, concise and targeted communication with students	6. Increased first-year retention rates 7. Increased 3- and 4-year graduation rates 8. Increased number of degree completions 9. Increased percentage of graduates transferring to 4-year programs
3. Facilitate timely degree completion, graduation and transfer	9. Scale cohort models—ASAP, Learning Academy, Out In Two 10. Expand experiential learning opportunities, including service learn-ing, internships and study abroad 11. Increase student engagement in co-curricular and extracurricular activities, such as leadership, peer mentoring and athletics 12. Increase articulation agreements and targeted dual degree offerings 13. Improve and increase online and hybrid offerings	10. Increased student employment post-graduation in their areas of study 11. Increased number of hybrid and online offer-ing and increased pass rates in these offerings 12. Increased student satisfaction with advisement, orienta-tion, student support services, administrative services and BMCC communications

Strategic Plan Goals	Strategic Objectives	Strategic Plan Outcomes

Strategic Plan Goals	Strategic Objectives	Strategic Plan Outcomes
4. Prepare students for 21st-century careers and contribute to workforce development in NYC 	14. Increase industry-responsive career pathways that link certificate to degree offerings, such as via stackable credits 15. Strengthen advisory boards for academic and certificate programs that include industry representatives 16. Expand and improve the STEM pipeline, including through expansion of undergraduate research 17. Expand professional networks for students that engage alumni, industry and community representatives 18. Strengthen connections between the Manhattan Educational Opportunity Center's (MEOC) and BMCC 19. Integrate global perspectives across the curriculum and expand cross-disciplinary offerings	13. Increased participation in internships and experiential learning. 14. Increased participation in workforce development offerings. 15. Increased participation in targeted co-curricular and extra-curricular activities. 16. Increased faculty satisfaction with interdisciplinary opportunities, support for research, and governance 17. Increased faculty scholarship and funded research grants 18. Increased staff satisfaction with work/ life balance and with BMCC offerings for personal/ professional growth 19. Increased voluntary support for scholarships and targeted programs 20. BMCC established as leading community college in targeted areas (e.g., developmental education, undergraduate research, degree completion overall and for targeted populations)
5. Cultivate institutional transformation, innovation and sustainability 	20. Strengthen practice of evidence-based decision-making and resource allocation using assessment data 21. Strengthen professional development for faculty and staff to support improved teaching and learning; to support professional growth including research, scholarship and creative activity and to improve organizational effectiveness 22. Complete BMCC's Master Plan to identify and address learning, working and congregational space needs 23. Increase financial resource development, such as capital and non-tax levy funds 24. Foster environmental sustainability practices 25. Strengthen public relations messaging	

PLANNING METHODOLOGY

More than 300 faculty, staff, students and community leaders contributed to the creation of this 5-year strategic plan.

A Steering Committee (SC) of faculty, staff and students led the planning process, working with an independent planning consultant who provided guidance and facilitation support at key points. See Appendix A for the names and titles of members.

The SC's process was designed to offer BMCC stakeholders multiple opportunities for input. This included ways for individuals to provide input confidentially, as well as publicly through forums that allowed for cross-constituency engagement. Transparency was a grounding principle of the process. The SC frequently updated the College's strategic planning webpage with summaries of recent events, agendas and notes from key meetings, and the most current thinking on the revised mission and 5-year strategic priorities. All documents and resources related to the process are available on the College homepage under the BMCC 2015 Strategic Planning link.

The product of this process represents a strategic path forward grounded in data analysis and intentional, broad-based deliberations. Quantitative and qualitative evidence of what works was collected at each stage, resulting in the compilation of BMCC Trends (see Appendix B). Throughout the process, data drove decision-making regarding revision of mission and goals as well as strategic priorities, all for the purpose of strengthening student success and institutional effectiveness efforts.

BMCC STRATEGIC PLANNING April 2015- February 2016

Phases*	Activities
1. Mission development and identifying key priorities	• Convened Steering Committee (SC) to identify mission themes and brainstorm strategic plan priorities—students joined SC in June • Distributed key documents (e.g., last plan, recent accreditation reports) to SC members • Collected additional data for review as part of this process • Facilitated five forums (three for faculty and staff—104 attendees, and two for students—50 attendees) to solicit input on mission themes and priorities • Began soliciting ongoing feedback online as well as uploading key planning documents—over 30 people provided input online
2. SWOT and data mining	• Convened SC to undertake Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and discuss key data trends that inform the plan—including input from forums • Reviewed literature and other college websites and plans—to add environmental scanning data to trends analyses
3. Framework construction	• Convened SC to craft new mission language and establish planning goals, priority areas of activity focus, and measurable outcomes
4. Drafting mission and framework	• Facilitated five forums (two for faculty and staff—52 attendees, two for students—59 attendees, and one for faculty, staff and students—53 attendees) to share draft mission and framework language for feedback • Convened SC to review forum feedback and make adjustments to draft mission and plan framework • Presented draft mission to College Council, resulting in endorsement
5. Full strategic plan crafting, vetting and completion	• Constructed elements of the plan into a narrative document • Identified an approach to plan implementation • Integrated plan with Middle States self-study process • Vet plan with key campus leadership and College community

Each phase included regular touch points with the President, Cabinet and Chairs.

Strategic Goal 1: Strengthen College Readiness and
Improve the Effectiveness of Developmental Offerings

Academic readiness is a major barrier to successful college completion. More than half of community college students and about 20% of 4-year college students must take developmental courses when they get to college.[4] At BMCC about 80% of our students are not academically ready for college-level study upon entry.[5] These students, at BMCC and at other community colleges across the country, are not successfully completing their coursework. Nearly four out of 10 community college students in the U.S. never complete their developmental courses.[6] First-year retention is lowest for those BMCC students who are placed into all three developmental areas (reading, writing and math), placed in two developmental courses (one being math), and for remedial students who earn fewer than five credits within their first year.[7]

Research shows it's not just about how academically ready students are for college. Many of the developmental models colleges are using, particularly those with long course sequences, have low impact on important markers of student success, like credit accumulation and persistence.[8] Analysis on student success at BMCC confirms that pass rates in developmental reading, writing and math courses are too low. We've experienced improved outcomes in some new math courses; for example, in Quantway through student-centered pedagogy and curriculum based in real-life problem-solving. Additionally, placing students who narrowly miss the placement score cut-off into college-level courses with extra support is showing promise as an alternative approach to improving overall student outcomes.[9]

[4] Adams, P., Adams, W., Franklin, D., et al. (2012). Remediation: Higher Education's Bridge to Nowhere. Complete College America, p. 2.
[5] BMCC Enrollment, Retention and Completion Report, 2015, p. 24.
[6] Remediation: Higher Education's Bridge to Nowhere. Complete College America, p. 2
[7] BMCC Retention Insights, Office of Institutional Research. (2015 March), p. 2.
[8] Sources include: Visher, M. (2013 Feb). Developmental Education: A Barrier to a Postsecondary Credential for Millions of Americans. MDRC; Vandal, B. Promoting Gateway Course Success: Scaling Corequisite Academic Support. Complete College America; and Jaggars, S. and Stacey, G. (2014 Jan). What We Know About Developmental Education Outcomes. Community College Research Center.
[9] Quantway Evaluation. (2014 Aug). BMCC

Over the next five years we will build on these efforts to include streamlining course sequences across our reading, writing and math developmental courses as well as bringing proven models to scale. Studies have shown that underrepresented students (minority, first-generation, transfer and low-income), representative of the majority of our students, particularly benefit from these approaches.[10] BMCC has in place a number of these high-impact developmental programs, and CUNY and BMCC assessments show that these approaches are working.

To ensure progress toward achievement of Strategic Goal 1, BMCC will expand participation in its high-impact developmental programs, streamline its developmental course sequences, and partner with high schools to better improve academic readiness for college.

Strategic Goal 1 Objectives	Strategic Goal 1 Key Performance Indicators
1. Strengthen partnerships with feeder high schools, community-based organizations and industry to improve college readiness and increase student access to BMCC's pre-college services	• Development of new partnerships/year with defined pre-college activities (e.g., offering immersion, test prep, other pre-college opportunities, College Now)
2. Implement strategies to ensure that MECA and other affiliated high school students are exempt from remediation	• Increase in high school student exemptions with MECA and other targeted schools • Implementation of appropriate interventions based on students' needs (e.g., summer bridge, tutoring)
3. Streamline the developmental reading, writing and math course sequences	• Piloting of revised courses in reading, writing and math (one or more courses in each area) • Improved effectiveness of revised courses • Revision and expansion of pilot studies based on use of assessment findings
4. Provide opportunities for increased student participation in Immersion, CUNY Start, Summer Start, CLIP and BLIIS	• Increase enrollment in these programs • Improvement of student outcomes as a result of systematic program assessments

[10] Sources include: Finley, Ashley and McNair, Tia. (2013). Assessing Underserved Students' Engagement in High-Impact Practices. AAC&U; Kuh, G. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, AAC&U.

Strategic Goal 2: Improve the Student Experience

Research shows that providing students with guided educational pathways is effective in improving retention and graduation rates.[11] Students need targeted and timely information with well-defined degree program maps to help them navigate the sometimes unfamiliar waters of higher education. This is particularly true for BMCC's many first-generation college students.

These factors indicate that every interaction with students is critical. The bottom line is that students need access to people and programs that advise and orient, as well as consistency, accuracy and responsiveness regarding communication and messages. Early success is critical as research documents that students who persist through the first year are more likely to be retained and graduate.[12]

The DFW (grades of D, F or Withdrawal) rates in BMCC Gateway courses are too high. This is not a surprise as colleges nationally are struggling to increase student success with their Gateway courses. Studies have shown that gateway courses "can be a roadblock for the vast majority of all students—regardless of race, age, or income."[13] At BMCC, DFW rates in our Top 20 Courses by Enrollment, all of which are Gateway courses fell between 19% and 62% in Fall 2014. Additionally, each of the seven courses that enrolled 2,000 plus students in Fall 2014 maintained a 25%-62% DFW rate.[14]

Through this strategic planning process we heard loud and clear student concerns with BMCC's navigational supports like orientation and advisement. A new advisement model is already in development and implementation will take into account the input students shared as well as what research shows to be effective advisement practice. Plans are also in development to offer more intensive orientation and make this available to more new and continuing students through online modules and other modes. Finally, the College established a Gateway Initiative to address high failure rates in critical introductory courses.

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[11] Sources include: Bailey, T., Jaggars, S., Jenkins, D. (2015). Redesigning America's Community Colleges: A Clearer Path to Student Success. Cambridge, MA: Harvard University Press; and Scrivener, Susan et al. (2015 Feb). Doubling Graduation Rates. Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. MDRC

[12] Average fall cohort retention 2001-2013 based on CUNY Central IRDB Cohort Facts retention rates.

[13] Remediation: Higher Education's Bridge to Nowhere. Complete College America, p. 8.

[14] BMCC Enrollment, Retention and Completion Report, 2015, p. 30.

One of our greatest challenges will be to improve our overall student communications methods. Student forum feedback and a review of results from both the 2013 and 2015 Noel-Levitz Student Satisfaction Inventory (SSI) survey reveal that communications with students remains a persistent challenge. A review of CUNY SES results from 2012 and 2014 supports these findings, especially when it comes to communications about student academic status.[15] Over the next five years we will overhaul many of our existing communications tools, such as our website, and will also experiment with new tools. Additionally, the College is committed to increasing communication with students to ensure that effective progress is being achieved.

Strategic Goal 2 Objectives	Strategic Goal 2 Key Performance Indicators
1. Implement the new advisement model that is consistent, accurate and responsive to students' needs and interests	• Reduction in the ratio of advisees to advisors • Implementation of assessment and professional development plans
2. Improve student outcomes in Gateway courses, including integration of developmental skills	• Increase in faculty collaboration and pedagogical innovation • Increase in the number of faculty and courses in the Gateway Initiative
3. Improve new and continuing student orientation	• Increase the number of students participating in more intensive and ongoing orientation • Improve the effectiveness of BMCC's communication
4. Enhance timely, concise and targeted communication with students	• Improvement in student satisfaction with College communication • Improvement in student satisfaction with advisement, orientation and financial aid

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[15] Noel-Levitz Student Satisfaction Inventory (SSI) reports, 2013 and 2015; and CUNY Student Experience Survey (SES) reports, 2012 and 2014

Strategic Goal 3: Facilitate Timely Degree Completion, Graduation and Transfer

Social mobility today has everything to do with one's ability to acquire a college degree. In New York City and nationally, employability and earning power increasingly correlate to the level of degree one attains.[16] The majority of jobs now require some level of college achievement. The consequence of not pursuing college can be great financially. Non-college educated individuals now earn an estimated $1 million less over their lifetimes than their college educated peers.[17]

Completing a degree is important, but research also increasingly shows how timely progression toward degree completion, graduation and transfer is key.[18] At BMCC, recent studies support the critical nature of this "timeliness" factor. According to a recent BMCC momentum study, greater credit accumulation is the most predictive factor of 3- and 4-year graduation rates.[19]

The completion stakes are higher, but so is the higher education community's knowledge of what facilitates timely student progress. Research shows that accelerating progress and streamlining student pathways toward completion improves student outcomes.[20] Within CUNY and at BMCC, sustained, intrusive interventions, especially those with mandated academic support activities, have accelerated student credit accumulation and substantially improved student graduation rates.[21]

Over the next five years, we will increase student participation in these models. We will also expand cross-disciplinary offerings, increase articulations and dual degree offerings with other colleges, improve and increase online and hybrid offerings, and expand targeted co-curricular and extracurricular activities—all of which have proven track records of helping students achieve their individual goals.

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[16] Sources include: Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st-Century. (2011 Feb). Pathways to Prosperity Project. Harvard Graduate School of Education, p. 2; and Career Pathways: One City Working Together. New York City, p. 18.

[17] Pathways to Prosperity, p. 2.

[18] Sources include: Time is the Enemy. (2011 Sept). Complete College America; Redesigning America's Community Colleges.

[19] BMCC Momentum Study. (2014 Sept), pgs. 10 and 12.

[20] Redesigning America's Community Colleges.

[21] Sources include: CUNY Start: Analysis of Student Outcomes (2013 Nov). Office of Academic Affairs, CUNY; Attewell, P., Isserles, R., and Jang, S. (2013 Mar). Getting a Jump on the Degree: The Effects of USIP for Community College Students. Academic Momentum Project, CUNY; Doubling Graduation Rates. Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. MDRC; and BMCC FLA Program Evaluation, Fall 2012 Pilot Semester (2013 January).

Strategic Goal 3 Objectives	Strategic Goal 3 Key Performance Indicators
1. Provide opportunities for increased student participation in cohort models—ASAP, Learning Academy, Out In Two	• Increased enrollment in these programs • Improved student outcomes • Increased student participation
2. Expand experiential learning opportunities, including service learning, internships and Study Abroad	• Increased number of offerings • Increased student participation
3. Increase student engagement in co-curricular and extracurricular activities such as leadership, peer mentoring and athletics	• Increased student participation in prioritized areas
4. Increase articulation agreements and targeted dual degree offerings	• Increased number of articulation agreements • Increased number of dual degrees
5. Improve and increase online and hybrid offerings	• Increased number of online and hybrid offerings • Increased professional development opportunities and participation • Reduced withdrawal and failure rates for hybrid and online courses

Strategic Goal 4: **Prepare Students for 21st-Century Careers and Contribute to Workforce Development in NYC**

Community college students arrive with high expectations that their education and training will translate into increased employability and jobs. These students often make degree and continuing education training choices with specific career tracks in mind. Many of them work while attending school. Students like these don't have the luxury of time and money and therefore must ask themselves, what can I expect as a return on my higher education investment? While no educational pursuit can guarantee a career at the other end, community colleges must ensure greater alignment between education and training as well as relevance to student career interests and the employment circumstances they face.

In a thriving Metropolis like New York City, staying abreast of employer needs and the direction of future industry development is complicated. BMCC's strategic partnerships, such as with the Manhattan Educational Opportunity Center (a Harlem-based adult education institution), become even more important when considering the changing contexts encountered by future workers who require appropriate training within industry-responsive career pathways. More engagement with industry representatives is also needed so that the College can proactively align its programs with emerging employer needs while ensuring that students have the skills to be employable over a lifetime.

With this plan, BMCC builds on its already strong network of industry partnerships. As indicated, experiential learning and professional networks for students will be expanded, so that students gain more opportunities to interact with professionals and gain on-the-job experience in their desired career areas of interest. Greater emphasis will be placed on integrating global and interdisciplinary perspectives across the curriculum, so that future generations of workers can thrive and be part of helping our great city maintain its international, competitive edge.

Strategic Goal 4 Objectives	Strategic Goal 4 Key Performance Indicators
1. Increase industry responsive career pathways that link non-credit or certificate programs to degree offerings, such as via stackable credits	• Increased number of pathways in high-growth employment areas
2. Strengthen advisory boards for academic and certificate programs that include industry representatives	• Increased number of advisory boards • Increased evidence of positive advisory boards input
3. Expand and improve the STEM pipeline	• Creation of a STEM advisory board • Improved effectiveness of activities at high schools (bridge to college), at BMCC, and post-BMCC
4. Expand professional networks for students that engage alumni, industry and community representatives	• Identification and implementation of best practices in developing professional networks • Improve adequacy of existing professional networks • Enhance existing professional networks • Development of new professional networks
5. Strengthen connections between the Manhattan Educational Opportunity Center's (MEOC) and BMCC	• Increased number of joint and bridge offerings
6. Integrate global perspectives across the curriculum and expand interdisciplinary offerings	• Initiate curriculum development • Increased documentation of integration of global perspectives in courses and programs • Increased number of interdisciplinary courses and programs, research opportunities, and extracurricular programs

Strategic Goal 5: Cultivate Institutional Transformation, Innovation and Sustainability

Twenty-first century community colleges must become more nimble, innovative and evidence-based to respond to complex student needs, be competitive in the higher education marketplace, and thrive as premier institutions. Utilizing data to inform and impact decision making is no longer optional as both funders and accreditors require documentation of use of results. Maintaining a high-quality curriculum that responds to immediate employer interests and needs and also trains students for the future is a must, as emerging industries with previously unknown jobs require constant recalibration of academic offerings and educational support. Having staff and faculty who can be flexible with making these kinds of ongoing adjustments to programs and services requires openness to unchartered ways of teaching and working.

While community college enrollment has been declining nationally, BMCC's enrollment continues to grow. BMCC's Fall 2015 headcount enrollment reached over 27,000, representing nearly a 45 percent increase over the last decade.[22] BMCC's operational challenge isn't managing a declining enrollment, but managing growth and maintaining excellence with limited resources.

With this plan, BMCC will strengthen continuous improvement by better linking assessment data to course, program, departmental and institutional decision-making. Professional development will be expanded, so that faculty innovation in teaching, research, scholarship and creative activities can flourish. More staff will have access to professional and leadership development opportunities. Plans are in development to maximize our use of space and to creatively increase it. Other institutional development efforts will also be pursued, such as better environmental sustainability practices, more strategic fundraising and improved public relations messaging.

[22] Comparison of BMCC - Fact Sheet Fall 2015 data with BMCC 2004-2005 Fact Book Data.

Strategic Goal 5 Objectives	Strategic Goal 5 Key Performance Indicators
1. Strengthen practice of evidence-based decision-making using assessment data	• Demonstrated, systematic use of assessment results at the course, program, departmental, and institutional levels
2. Expand professional development for faculty and staff to support improved teaching and learning; to support professional growth including research, scholarship, and creative activity; and to improve organizational effectiveness	• Increased professional development opportunities focused on high-impact teaching practices • Increase number of faculty participating • Enhanced the Teaching Academy • Increased number of targeted initiatives to support plan objectives • Increased recognition and support for research, scholarship and creative activity • Increased professional development opportunities for staff • Increased number of staff participating in professional growth programs
3. Complete BMCC's Master Plan to identify and address learning, working and congregational space needs	• Implementation of completed plan
4. Increase financial resource development, such as capital and non-tax levy funds	• Attainment of 5-year targets by area (e.g., grants, fundraising)
5. Foster environmental sustainability practices	• Reduced energy consumption • Increased recycling • Established new sustainability measures with faculty, staff and students
6. Strengthen public relations messaging	• Implementation of a strategic communications plan • Successful redesign of key communications platforms • Improved messaging

Outcomes We Will Strive For

The strategic goals, strategic objectives and KPIs described on the previous pages outline what we will do over the next five years. The outcomes on this page help us assess the extent to which our efforts make a difference.

The outcomes below fall into two categories. The majority relate to student progression at key transition points in their educational journey. Assessing progress toward these outcomes helps us know how successfully our students are transitioning from developmental and gateway offerings, staying at BMCC and accumulating credits, completing degrees, graduating and then getting jobs or transferring. Because improving student success is a college-wide endeavor, we have also defined outcomes that help us assess the extent to which our organizational culture supports student success.

2020 Anticipated Outcomes	2015 Baseline Measures
1. Reduced percentage of new students needing remediation	New Enrolled Fall 2015 Cohort
2. Improved pass rates in developmental offerings	Pass rate for top-level developmental courses in Math, Reading, English and ESL
3. Reduced semesters in develop-mental/ increased % of students proficient in one year	Rate for New Enrolled Fall 2014 cohort as of start of Fall 2015 term Percent of students with developmental needs in Reading, Writing or Math who are proficient by Fall 2015
4. Reduced DFW rates in targeted gateway courses	DFW rates in the 20 most highly enrolled Gateway courses
5. Increased first and second year credit accumulation	Fall 2013 New Freshmen cohort credits accumulated (1-year) Fall 2014 New Freshmen cohort credits accumulated (2-year)
6. Increased first-year retention rates	One-year retention rate for Fall 2014 New Freshmen Cohort
7. Increased 3 and 4-year graduation rates	Fall 2012 First-time Full-time Freshmen Cohort (3-year graduation rate) Fall 2011 First-time Full-time Freshmen Cohort (4-year graduation rate)
8. Increased number of degree completions	Total degrees completed in Academic Year 2014-15
9. Increased percentage of graduates transferring to 4-year programs	BMCC graduates from 2012-13 and 2013-14 who transferred within one academic year
10. Increased student employment post-graduation in their areas of study	Data from graduate surveys "related to major" question
11. Increased number of hybrid and online offering and increased pass rates in these offerings	Complete numbers of courses and pass rates by instruction mode

2020 Anticipated Outcomes	2015 Baseline Measures
12. Increased student satisfaction with advisement, orientation, student support services, administrative services and BMCC communications	Responses from the most recent Noel Levitz survey specific to these categories
13. Increased participation in internships and experiential learning	Results from recent CUNY survey on experiential learning
14. Increased participation in workforce development offerings	Data provided by Center for Continuing Education and Workforce Development
15. Increased participation in targeted co-curricular and extra-curricular activities	Data provided by the Office of Student Affairs
16. Increased faculty satisfaction with interdisciplinary opportunities, support for research, and governance	Responses from the most recent COACHE survey specific to these categories
17. Increased faculty scholarship and funded research grants	Data provided by the Office of Grants and Research Administration
18. Increased staff satisfaction with work/life balance and with BMCC offerings for personal/professional growth	Data provided from the BMCC Staff Satisfaction Survey
19. Increased voluntary support for scholarships and targeted programs	Data provided by the Development Office
20. BMCC established as leading community college in targeted areas (e.g., developmental education, undergraduate research, degree completion overall and targeted populations)	TBD

Strategic Plan Implementation

During the BMCC Strategic Planning process, the decision was made to fully review the College mission and institutional goals. As a result of involving hundreds of students, faculty and staff in thorough discussions, the mission and institutional goals were revised significantly to ensure that both more accurately reflect the purpose, role and trajectory of the College. A major focus of the redesign was to develop a mission statement that establishes a foundation for planning and institutional effectiveness with corresponding goals that both communicate the College's high expectations of support for student learning and which allow for the strategic prioritization of activities, plans and resource allocation.

Strategic planning is the most visible and involved planning process that the College engages in; however, it is just one part of the overall institutional effectiveness (IE) system. Guided by the College mission, the IE system includes all assessment, planning and reports that demonstrate progress towards achievement of the mission. The institutional goals, which based on institutional philosophy have also become the 2015-2020 strategic goals, operate as proxies for achievement of the mission and rely upon assessment, planning and resource allocation within an integrated planning framework.

Implementation of the strategic plan occurs through operational planning, which is the name for both the process and report that operationalizes the strategic plan through annual documentation of progress towards achievement of the strategic goals by individual departments or units. During the planning progress, the College community developed a series of 25 strategic objectives aligned with the five strategic goals. In order to track annual progress, each of these objectives has key performance indicators (KPIs), which are used to document yearly improvements. The College has determined that achievement of these 25 objectives represent successful completion of the strategic plan.

In addition to the 25 strategic objectives, the College has established a series of 20 strategic plan anticipated outcomes. The outcomes are broad in scope; however, they are aligned with the KPIs for each of the strategic objectives. This alignment ensures that BMCC is equipped to measure and report on yearly progress towards accomplishment of the strategic objectives as well as the strategic plan's anticipated outcomes.

To both complete and effectively implement the operational plan, which provides an inventory of yearly activities conducted to ensure the strategic goals are realized, the College engages in a number of steps. These include:

- Cabinet officials meet with their teams to gather information on yearly priorities, current initiatives and assessments;

- The Office of Institutional Effectiveness and Analytics (IEA) meets with cabinet and department heads and guides them through the completion of an operational planning template;

- IEA develops the yearly plan (based on departmental/unit plans) that highlights the prioritized actions and demonstrates alignment with the strategic goals and strategic objectives as well as a progress report and year-end report;

- The Strategic Planning Committee,[23] as the college-wide body tasked with implementation of the strategic plan, reviews both the yearly plan and mid-year progress documents;

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[23] During the 2-year MSCHE Self-Study, the Steering Committee will conduct the review of the operational plan and associated reports.

- The final report, which is completed by OIRA, is released to the College community during a retreat where the institution takes the time to reflect on progress and identify major college-wide priorities for the coming year, and

- Information from the retreat is shared with cabinet officials to be used during the next year's strategic plan development.

The operational planning cycle has been developed so that the information gathered can be used by cabinet officials during the budget request period. Information gathered in the preceding year regarding achievement of yearly goals, results from assessments and lessons learned all provide data to be used when seeking to strategically reallocate existing or to request additional resources. Positioning the operational planning process in alignment with the budget cycle provides an opportunity to strategically deploy resources in a manner that emphasizes accomplishment of identified institutional priorities. The following table illustrates the connection:

BMCC Strategic Planning Cycle

March	Administration request for draft budgets from departments (including rationale for new/additional expenditures)—Departments utilize results from the operational planning report for requests and must explicitly link requests to the strategic goals
May	Review of draft budgets by division heads and vice presidents—Review to include an evaluation of alignment between requests and strategic goals
June	Annual strategic planning retreat; assessment of outcomes from previous year
July	Review of planning proposals to address strategic priorities in the coming year
August	Determination of new/modified resource allocation in conjunction with drafting of annual action plan
September	Submission of financial plan to CUNY
ongoing	Implementation and monitoring of action plan

Karrin Wilks, Senior Vice President & Provost (chair)

Scott Anderson, Vice President, Administration & Finance

Marva Craig, Vice President, Student Affairs

Joe Spadaro, Vice President, Information Technology

John Montanez, Dean, Grants& Research Administration

Sunil Gupta, Dean, Continuing Education & Workforce Development

Hollis Glaser, Chair, Speech/Communications/Theatre; Chair, Academic Senate

Sangeeta Bishop, Chair, Social Sciences/Human Services/Criminal Justice

Maria Enrico, Chair, Modern Language

Ken Levinson, Chair, Academic Literacy & Linguistics

Erwin Wong, Dean, Academic Affairs

Raymond Blake, SGA President/BMCC student (June – October 2015)

Fatouma Keita, BMCC student

BMCC Strategic Planning Trend Analysis

Student Enrollment

1. *Consistent with the nationwide decrease in enrollment of older community college students, at BMCC, students are getting younger.* BMCC's age distribution is shifting, with the decline particularly among students 30 and older, where since Fall 2010 the age distribution of those students has decreased by five percentage points.[25]

2. *New York City high school graduation rates are up significantly, which may impact BMCC's future enrollment.* BMCC may see an increasing number of public high school graduates enter as first-time freshmen in coming years. While for the last five years between about 60-70% of BMCC's first-time freshmen have consistently come from New York City public schools, New York City's graduation rate has jumped up about 22 percentage points over the past decade, from 46.5% in 2005 to 68.4% for the class of 2014.[26] This trend of increasing public high school graduates is a factor to consider as we set future enrollment targets.

3. *BMCC students come from all over New York City; most are from boroughs beyond Manhattan.* BMCC's accessibility via public transportation helps make it the school of choice for many New Yorkers. In Fall 2014, almost one third of our students resided in Brooklyn, with a little over 20% living in the Bronx and about 20% living in Queens. Just under 20% reside in Manhattan.[27] Students come from more than 110 high schools, with no clear top "feeder" schools, and no one high school contributing to more than 2% or 3% of our enrollment.

4. *While enrollment at other community colleges has gone down, BMCC's enrollment continues to grow.* Between Fall 2012 and Fall 2014, community college enrollment nationally declined by about 3% each year.[29] During that same period, BMCC's fall-to-fall headcount enrollment climbed from 24,537 to 26,606, representing an 8.4% increase.[30] This increase builds on a decade-long trend, where BMCC's enrollment has increased by nearly 42% (from 18,776 in Fall 2005).[31] BMCC's operational challenge isn't managing a declining

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24 Juszkiewicz, J. (2015 March). Trends in Community College Enrollment and Completion Data, 2015, Washington, DC: American Association of Community Colleges (AACC), p. 3.

25 BMCC – Fact Sheets Fall 2010 to Fall 2015.

26 BMCC's IRDB data on First-Time Freshmen fall 2009 to fall 2014, compared with New York City Graduation Rates – Class of 2014, 2010 Cohort. See PDF - http://schools.nyc.gov/NR/rdonlyres/04A151BF-F9E4-4960-8881-E1B07AA57D-F8/179863/2014GraduationRatesPublicWebsite.pdf

27 BMCC – Fact Sheet Fall 2014.

28 CUNY Office of Institutional Research and Assessment. (2014 July). Trends in Feeder High Schools for BMCC: Fall 2009-Fall 2013.

29 Trends in Community College Enrollment and Completion Data, p. 4.

30 BMCC Enrollment, Retention and Completion Report. (2015 March). Office of Institutional Research and Assessment, p. 1.

31 Comparison of BMCC – Fact Sheet Fall 2014 data with BMCC 2004-2005 Fact Book data.

enrollment, but for continued growth. Most pressing is the need to upgrade our facilities and manage with limited space. Having adequate faculty and staff to meet student needs also becomes complicated. For example, even though we recently hired 60 new full-time faculty, we've been unable to improve the ratio of full-time faculty-to-student FTEs.

5. *More and more students are enrolling at BMCC in summer and winter.* BMCC's summer enrollment has increased dramatically over the last decade, with the most rapid growth occurring between Fall 2012 and Fall 2014, where headcounts grew by more than 25% (from 5,420 to 6,859 students).[32] Winter enrollment between Fall 2012 and Fall 2014 increased by 185% (from 782 to 2,231 students).[33] These changing enrollment patterns come as welcome news: we have offered tuition waivers during these times and eliminated all restrictions on enrollment in immersion offerings during the summer. BMCC has created incentives for more students to enroll in summer and winter and students are responding.

6. *Upon entry, about 80% of BMCC students are consistently not academically ready for college-level study.* Like community colleges across the country, many BMCC students face a steep college readiness curve when they arrive on campus. Estimates of the numbers of students taking a remedial or developmental course when they enter a community college vary widely; however, one thing is clear at BMCC: The need for developmental learning among our entering students s extremely high. Indeed, 13% of first-time freshmen fail to demonstrate the skills they need to succeed in college on all three basic skills fronts—reading, writing, and math—and consistently almost 80% of first-time freshmen require developmental math.[34] Since almost all of our students require developmental education, we know the needle on student success cannot be moved unless we address this persistent challenge head on.

Student Satisfaction

7. *BMCC students report that the college could be more responsive to their needs and provide more guidance as it pertains to their academic and career goals.* A review of results from both the 2013 and 2015 Noel-Levitz Student Satisfaction Inventory (SSI) survey reveals that students do not feel they are getting the guidance they need to meet their educational and career goals. Of the top 11 institutional challenges listed in the 2015 Noel-Levitz SSI survey— which basically summarize those indicators that students said were high importance but with which they also reported low satisfaction—at least half of the challenges related directly to advisement. In that 2015 survey, about half of students reported dissatisfaction with guidance and support toward their career goals. About half also reported dissatisfaction with various student support services, like financial aid.[35] Students

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[31] Comparison of BMCC – Fact Sheet Fall 2014 data with BMCC 2004-2005 Fact Book data.
[32] BMCC Enrollment, Retention and Completion Report, 2015, p. 2.
[33] BMCC Enrollment, Retention and Completion Report, 2015, p. 2.
[34] BMCC Enrollment, Retention and Completion Report, 2015, p. 24.
[35] Noel-Levitz Student Satisfaction Inventory (SSI) reports, 2013 and 2015.

have shared similar views in their responses to the CUNY Student Satisfaction Survey (SES) in recent years. In fact, comparative analyses of CUNY SES results in 2012 and 2014 show growing levels of student dissatisfaction with academic advising, as well as with key student supports, such as career planning and placement services.[36]

8. *BMCC students report that existing communications methods need improvements. Many students are unaware of what supports exist.* A similar comparative review of results from the 2013 and 2015 Noel-Levitz Student Satisfaction Inventory (SSI) survey reveals that communications with students remains a persistent challenge. In the 2015 Noel-Levitz SSI survey, about 50% of students feel they are not being notified early enough in the semester about how they are doing academically. About 50% also reported that they are not satisfied with telephone and hotline supports, nor do they feel they are aware of the full range of campus services, activities, and opportunities that are available.[37] A review of CUNY SES results from 2012 and 2014 supports these findings, especially when it comes to communications about student academic status. Indeed, the percentage of students reporting that BMCC does not clearly communicate degree requirements increased in 2014.[38]

Student Progress to Degree and Transfer

9. *Student progress in reading, writing, and math, after taking BMCC developmental courses, needs improvement.* Consistently, the percentage of students who have demonstrated college level proficiency in reading, writing and math after taking a developmental course sequence is low. Only about one-third successfully demonstrate math proficiency after taking developmental coursework, and just over 50% are reading and writing proficient after developmental coursework.[39] We've experienced improved outcomes in some new math courses, where combining developmental with college level math skills has improved course pass rates.[40] This promising data helps build the case for streamlining course sequences across developmental courses.

10. *The DFW rates in BMCC Gateway courses are too high.* Colleges nationally are struggling with their Gateway courses. Studies have shown that Gateway courses "can be a roadblock for the vast majority of all students—regardless of race, age, or income."[41] At BMCC, DFW rates in our Top 20 Courses by Enrollment—all Gateway courses—fell between a 19% DFW and a 62% DFW in Fall 2014, with the seven courses that enrolled 2,000 plus students in Fall 2014 having a 25-62% DFW rate.[42]

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[36] CUNY Student Experience Survey (SES) reports, 2012 and 2014.
[37] Noel-Levitz Student Satisfaction Inventory (SSI) reports, 2013 and 2015.
[38] CUNY Student Experience Survey (SES) reports, 2012 and 2014.
[39] BMCC Enrollment, Retention and Completion Report, 2015, p. 24.
[40] BMCC data for Teagle grant. (2013). Findings for Mat 14, Mat 41, and Mat 150.5.
[41] Adams, P., Adams, W., Franklin, D., et al. (2012). Remediation: Higher Education's Bridge to Nowhere. Complete College America, p. 8.
[42] BMCC Enrollment, Retention and Completion Report, 2015, p. 30.

11. *First-year retention remains a persistent challenge, affected by a number of factors.* Like other community colleges, many students drop out before they reach their second year. At BMCC, on average, 36% of BMCC first-time freshmen leave after one year.[43] We've identified some key factors that seem to affect attrition and retention rates for new freshmen. As stated in a recent BMCC retention report, "underrepresented minority males, triple remedial or double remedial (with one of those being math) students, remedial students who earn fewer than five credits within their first year, college-ready students who earn between five and 12 credits in ctheir first year, and new freshmen between the ages of 19 and 22 all have higher than average rates of leaving the CUNY system prior to graduation."[44]

12. *Credit accumulation is a major factor affecting retention and graduation.* According to a recent BMCC momentum study, earning at least 27 credits within the first two years (that is, reaching "sophomore status") is the most predictive factor of graduation within four years. The odds of 4-year graduation are about 10 times higher for these students compared to those who earn fewer credits in that timeframe.[45] The same holds true for the 3-year graduation rate. Predictive analyses show the following 3-year graduation odds for students achieving sophomore status in the first two years: 14 times greater for developmental students; 12 times greater for ESL students, and 23 times greater for college-ready students.[46] On average, first-time, full-time students are accumulating only about 15-16 credits, and part-time students are earning only about 11-12 credits during their first year at BMCC. Then while full-time students have, on average, accumulated about 32-35 credits by the end of year two, part-time students, who constitute about a third of BMCC's student body, have only accumulated about 22-25 credits during that 2-year time period.

13. *While BMCC has been recognized as high ranking in awarding degrees in some majors (e.g., business administration and criminal justice) and for some students (e.g., African-Americans),[47] its 3-year graduation is consistently too low.* BMCC's first-time, full-time 3-year graduation rates have hovered between 15% and 16% in recent years. First-time, full-time students requiring developmental assistance have consistently fared worse, with 3-year graduation rates ranging between 11.8% and 14.6%.[48] Closer examination of all freshmen shows that developmental and ESL groups graduate at significantly lower rates than college ready freshmen. The 3-year graduation rate for all developmental and ESL freshmen is 11% as compared to 20% for college ready students. Even after four years, the 4-year graduation rate for all developmental and ESL freshmen is 18% versus 26% for college ready students.[49]

14. *Sustained, intrusive interventions improve student outcomes, especially when activities are mandated.* There's promising national data, with supporting evidence from CUNY and BMCC, that high-impact practices accelerate credit accumulation, improve retention and increase graduation rates. Using nationwide data from the National Survey of Student Engagement (NSSE), the Association of American Colleges and Universities (AAC&U) has been able to establish that some practices, such as first-year seminars, learning communities, and writing intensive courses can be implemented as a set of effective tools to collectively impact student success and learning. They have found that underrepresented students (minority, first-generation, transfer, and low-income) particularly benefit from these approaches.[50] BMCC has in place a number of these high impact "tools," and CUNY and

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[43] BMCC Retention Insights, Office of Institutional Research. (2015 March), p. 1.
[44] BMCC Retention Insights, Office of Institutional Research. (2015 March), p. 2.
[45] BMCC Momentum Study. (2014 Sept), p. 12.
[46] BMCC Momentum Study. (2014 Sept), p. 10.
[47] BMCC website http://www.cuny.edu/about/colleges/bmcc.html
[48] BMCC Enrollment, Retention and Completion Report, 2015, p. 14.
[49] BMCC Enrollment, Retention and Completion Report, 2015, p. 6.
[50] Finley, Ashley and McNair, Tia. (2013). Assessing Underserved Students' Engagement in High-Impact Practices. AAC&U; Kuh, G. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They, Matter AAC&U.

BMCC assessments show that these approaches are working. Six prime examples:

a. *A CUNY 2013 study found that CUNY Start has a positive impact on developmental skills acquisition and then student credit accumulation, GPA status and retention once students are enrolled in a degree program.*[51] CUNY's Office of Research, Evaluation and Program Support (REPS) has recently partnered with MDRC and the Community College Research Center to conduct an external evaluation of CUNY Start, to deepen the evidence base for this intervention. MDRC and CCRC are studying the effects of CUNY Start on students' academic outcomes, how these effects vary by population and context, how the program is implemented, and how much the program costs.

b. *A 2013 assessment found that CUNY's University Summer Immersion Program (USIP) has a positive impact on student outcomes, particularly credit earning and retention.* Compared to a group of control students, USIP appears to: buttress retention into the second year by about six percentage points; increase the proportion of credits earned by about five percentage points, boost non-remedial credit attainment by about one credit per semester in the second year, and raise overall credits earned in the first three semesters by the equivalent of an entire course (three credits). These benefits indicate that USIP boosts early momentum both by preventing stop-out and by removing barriers to taking credit-bearing courses. USIP also has somewhat larger effects for students who have lower tested academic ability. Among students who scored lower on the COMPASS math test, USIP takers and non-takers diverged in terms of retention into year two (seven percentage points), credits earned through Fall 2011 (3.5 credits) and credits attempted by Spring 2012 (4.5 credits). Overall, especially for those students with poorer academic ability, the magnitude of these effects seems to grow over time.[52]

c. *A 2014 study found that students who enrolled in BMCC's Quantway (MAT041) fared significantly better than students who enrolled in Elementary Algebra (MAT051) on a number of fronts, including that they had a higher average cumulative GPA and total credits accumulated.*[53]

d. *Recent analyses of the Out In Two program has also found that participating students achieved greater levels of completion and faster graduation and credit accumulation compared to similarly qualified students who did not participate in the program,* even after controlling for the credits earned prior to joining the program and the higher initial GPA among students in the Out in Two group.[54]

e. *Analyses of the pilot implementation of BMCC's Freshmen Learning Academies (FLA) showed measurable student outcomes, particularly in pass rates and self-reported frequency of critical reading, writing and success behaviors. Analyses also showed that improvements didn't stick when activities were no longer mandated.* One semester of participation in the FLA Program resulted in measurable outcome differences, particularly in pass rates and self-reported frequency of critical reading,

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[51] CUNY Start offers students an intensive, low-cost alternative to traditional remedial requirements at CUNY based on students' scores on the CUNY Assessment Tests (CAT) in reading, writing, and math. CUNY Start students, basically those with low basic skills, temporarily delay the start of their degree program studies to participate in a semester-long program. For more information on assessment of CUNY Start see CUNY Start: Analysis of Student Outcomes (2013 Nov). Office of Academic Affairs, CUNY.

[52] CUNY's University Summer Immersion Program (USIP) offers incoming CUNY students the opportunity to take required remedial courses before beginning regular coursework in their first year of college. The program aims to boost academic outcomes for students who have been placed in at least one remedial sequence. For more information on assessment of USIP see Attewell, P., Isserles, R., and Jang, S. (2013 Mar). Getting a Jump on the Degree: The Effects of USIP for Community College Students. Academic Momentum Project, CUNY.

[53] Quantway is an innovative remedial math course that is designed to prepare students for college-level math using a student-based pedagogy that encourages students to struggle with real-world problems that need mathematics rather than memorizing procedures for solving algebraic equations. Quantway was created in 2010 in partnership with the Carnegie Foundation. For assessment information about Quantway see Report: Quantway Evaluation. (2014 Aug). BMCC.

[54] BMCC's Out in Two is an academic program designed to help students graduate within two consecutive years. For more assessment information about Out in Two see Report: Out In Two (2015 Jan). BMCC.

writing and success behaviors. When compared to the Non-FLA students, the FLA group was more likely to show significant growth in the frequency of these behaviors over time. After a propensity score matched comparison sample was obtained, the core course pass rates were significantly higher for the FLA participants when compared to the matched Non-FLA participants. When students were asked to reveal their level of agreement with statements regarding social integration, the FLA students were more likely to indicate at the end of the semester that they now had a fellow student, a faculty person, or a staff member to whom to turn with questions, when compared to the non-FLA students.[55]

f. *MDRC's 2015 study found that CUNY ASAP participants substantially improved students' academic outcomes over three years,* substantially increasing full-time enrollment, accelerating credit accumulation, and almost doubling the rate of graduating with an associate degree. ASAP increased enrollment in college and had especially large effects during the winter and summer intersessions. On average, ASAP students earned 48 credits in three years, nine credits more than did control group students. By the end of the study period, 40 percent of the ASAP program group had received a degree, compared with 22 percent of the control group. At that point, 25 percent of the ASAP program group was enrolled in a 4-year school, compared with 17 percent of the control group.[56]

15. *CUNY AA and AS graduates who transfer earn their bachelor's degrees at higher rates.* At BMCC, we have found that over 65% of graduates transfer to a baccalaureate program within a year.[57] A 2012 CUNY study found that "earning an AA or AS degree—holding constant the number of credits earned—is associated with a 6.9% increase in the probability of attaining a baccalaureate degree, an effect similar in magnitude to the average effect of an additional semester of full-time coursework.[58] Additional analyses of what happens when BMCC students continue at Baruch, the 4-year CUNY college where most BMCC students transfer, corroborates these findings. Earning an associate degree before leaving BMCC has a positive effect on 4- and 6-year graduation rates for BMCC graduates once they are at Baruch.[59]

16. *The majority of students who leave BMCC leave college altogether.* Analyses of 4-year outcomes of our Fall 2010 first-time freshmen cohort revealed that 20% graduated from BMCC, 11% were still enrolled at BMCC, 15% transferred without graduating, and 54% were "unknown," meaning they dropped out of college. Of the 1,044 students of that cohort who earned a degree at BMCC, 62% transferred to CUNY BA/BS programs, 1% transferred to CUNY AA/AS programs, and 3% transferred to colleges outside of CUNY. Of the 754 of BMCC students who transferred without graduating, 7% transferred to CUNY BA/BS programs, 4% transferred to CUNY AA/AS programs, and 10% transferred to non-CUNY colleges.[60]

[55] BMCC's Freshman Learning Academies (FLA) uses a Paired Learning Communities structure—one of the high-impact strategies identified in the community college student success literature. The BMCC FLA Paired Learning Communities structure created teams of instructors and paired developmental or introductory English courses with entry level courses from the social sciences. For assessment information about SLA see BMCC FLA Program Evaluation, Fall 2012 Pilot Semester (2013 January).

[56] ASAP is designed to help students earn their Associate degree as quickly as possible, with a goal of graduating at least 50% of students within three years or less. ASAP at BMCC emphasizes enriched academic, financial and personal supports including comprehensive and personalized advisement, career counseling, tutoring, tuition waivers, MTA MetroCards and additional financial assistance to defray the cost of textbooks. For more information about this evaluation of ASAP see Scrivener, Susan et al. (2015 Feb). Doubling Graduation Rates. Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. MDRC.

[57] BMCC CUNY PMP Report, 2012-13.

[58] Crook, D., Chellman, C., Holod, A. (2012 Jan). Does Earning an Associate Degree Lead to Better Baccalaureate Outcomes for Transfer Students? Office of Policy Research, CUNY.

[59] Bernard Baruch College of the City University of New York. (2014). Trends Transfer Student Graduation Rates as of Summer 2014: BMCC versus other CUNY Community Colleges. Analyses of cohorts since 2001.

[60] BMCC Enrollment, Retention and Completion Report, 2015, p. 20.

17. *Transfer before graduation should become part of how we measure student success.* If we take into account those who transfer to CUNY 4-year college before earning a degree from BMCC, our combined 3-year graduation/transfer out rate for the fall 2008-2011 student cohorts was between 18% and 22%. Bottom line, adding those who transfer before earning a BMCC degree to our graduation rate increases our overall "student success" rate by 5-6% percentage points. Adding those who transfer before earning a BMCC degree to our graduation rate for students not requiring developmental education increases our success rate even more—by 11-13%.[61] While helping BMCC students successfully graduate remains our priority, we should ensure we're responsive to the needs of students who transfer sooner. And successful transfer before graduation should be factored into how we calculate student success.

Financial Support and Economic Climate

18. *Major funding sources will no longer be available. This potentially limits future growth of student supports.* CUNY Compact funding and other sources of CUNY special allocation have funded key student services at BMCC for a number of years. Compact funding, an annual source of between $4-8 million, terminates June 2016 for all CUNY colleges. BMCC has committed to supporting existing staff positions, but, without Compact funding, BMCC must determine how to grow support services and hire more people to meet increased demand from students with less funding. This is especially challenging since students already report that more staff are needed in key areas, like advisement.

19. *BMCC needs more space but the downtown real estate market is not primed to meet our needs.* BMCC's campus is located in one of the richest communities in America. To provide a first-class teaching and learning environment to a growing student population, the College needs more space. However, the existing real estate market is not amenable to long-term leases and is more limited for non-residential space use. BMCC is currently in the process of developing a Master Plan, which will outline our facilities needs for the next 10 years. However, even once approved by CUNY, the Lower Manhattan marketplace, which BMCC finds itself in, presents hurdles that the college will need to overcome.

20. *Social mobility has stagnated nationally—a trend that is particularly pronounced in New York City.* The gap between skills and opportunity is widening in the U.S. Perhaps nowhere is this fact more evident than here in New York City. According to Career Pathways, a recent New York City Mayor's Office report, median weekly earnings for a person in NYC with less than a high school diploma is about $472 versus $1,714 for someone with a professional degree.[62] Changing one's social status is nearly impossible with wages really only increasing for those at the top. According to that report, since the Great Recession, "wage gains have accrued only at the high end and compensation in low skill jobs has actually decreased in real terms." [63] The probability that poorer individuals can reach our American Dream, lifting themselves out

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[61] BMCC analyses of 3-Year Graduation Rates and Transfer Outs for First-Time, Full-Time Freshmen, Fall Cohorts 2008-2011.
[62] Career Pathways: One City Working Together. New York City, p. 18.
[63] Career Pathways: One City Working Together. New York City, p. 17.

of poverty with true grit and determination, is diminishing. Sadly, across the country today, a child born poor is more likely to remain poor than at any other point in our nation's history.[64]

Economic and Workforce Development

21. *The labor market now demands more education and skills.* In 1973, people with a high school education or less made up 72% of the U.S. workforce and 60% of high school graduates earned a middle-class wage. Today, those with a high school education account for only about 41% of the workforce and earn far less than those with some college. The difference in lifetime earnings for a person with a high school education and those with a college degree is estimated at about $1 million.[65] According to New York City's Career Pathways report, "[g] iven that employers are increasingly using educational attainment as a proxy for skill level when making hiring decisions, education has become the single most important determinant of employability and earning power. National research similarly shows that at every level of educational attainment from high school completion through professional degree, the un-employment rate decreases and average weekly earnings rise." [66] It's not just about having a degree. According to employers, what also makes the difference in hiring and career success are skills like oral and written communication, professionalism and critical thinking.[67]

22. *NYC is shifting its workforce development focus to place more emphasis on training.* According to Mayor Bill de Blasio, New York City is making an "unprecedented full-system shift toward a Career Pathways model and public-private Industry Partnership initiatives to ensure that workforce training is directly linked to employers' talent needs." [68] In essence, this shift moves the City away from overemphasis on job placement and more toward skills building that can advance careers and increase earnings. It is designed to strength-en mobility, especially for lower wage workers (the more than one million New Yorkers in low-wage jobs), while also providing key growth industries with the talent pool they will need to thrive.[69]

23. *BMCC needs to become more proactive in aligning programs with sector development in Lower Manhattan, such as the emergence of the TAMI sector.* The Alliance for Downtown New York publishes data on business trends affecting Lower Manhattan. According to one of its 2014 reports, there's a new sector the city is calling Technology, Advertising, Media and Information (TAMI). As the report states, "New York City's digital ecosystem is a pillar of the city's economy, generating more than half a million jobs, more

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64 Reclaiming the American Dream: Community Colleges and the Nation's Future. (2012). American Association of Community Colleges, p. vii.
65 Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st-Century. (Feb 2011). Pathways to Prosperity Project. Harvard Graduate School of Education, p.2.
66 Career Pathways: One City Working Together. New York City, p. 18.
67 Pathways to Prosperity, page 4.
68 Career Pathways: One City Working Together. New York City, p.5.
69 Career Pathways: One City Working Together. New York City, p.11.

than $50 billion in annual compensation, almost $125 billion in annual output and $5.6 billion in tax revenues."[70] While TAMI has emerged as a fast-growing sector in NYC overall, it's really taking off in Lower Manhattan. Between 2007 and 2010, Lower Manhattan represented about 14% of Manhattan's TAMI leasing; that percentage grew to 32% between 2011 and 2014.[71] Today many TAMI companies are making Lower Manhattan their home, as now more than 800 TAMI companies have offices south of Chambers Street.[72] This has contributed to the 71% increase in jobs in Lower Manhattan between 2010 and 2014, from 16,864 to 28,864.[73] BMCC could do more to ensure its future degree and certificate offerings are tuned in to these emerging business trends within the Lower Manhattan community.

24. *BMCC now has access to Department of Labor data that can inform the direction of future degree program and certificate development.* A CUNY agreement with the New York State Department of Labor resulted in each CUNY college gaining access to employment/ earnings data on its graduates. BMCC published its first report based on this data in 2015. One major headline from that report: Almost one quarter of BMCC's 2013 graduates were employed in health care and social assistance, with 17% employed in public administration.[74] Having access to this DOL data deepens BMCC capacity to assess how well its offerings position students for the employment marketplace.

25. *BMCC has a role to play in helping students and New York City remain competitive in our global marketplace.* In 2012, a CUNY task force produced a detailed report of five major sectors of strategic importance to New York City's economy—finance, insurance and accounting; health care; higher education; information technology; and media and advertising. This report examined "key drivers and emerging trends in these industries, the workforce skills in demand, and employers' recommendations to colleges and universities to enhance students' preparation for a competitive workplace."[75] Using data such as this to inform our program offerings benefits our students and positions BMCC as a resource in workforce development that maintains our city's international competitive edge.

Higher Education Landscape
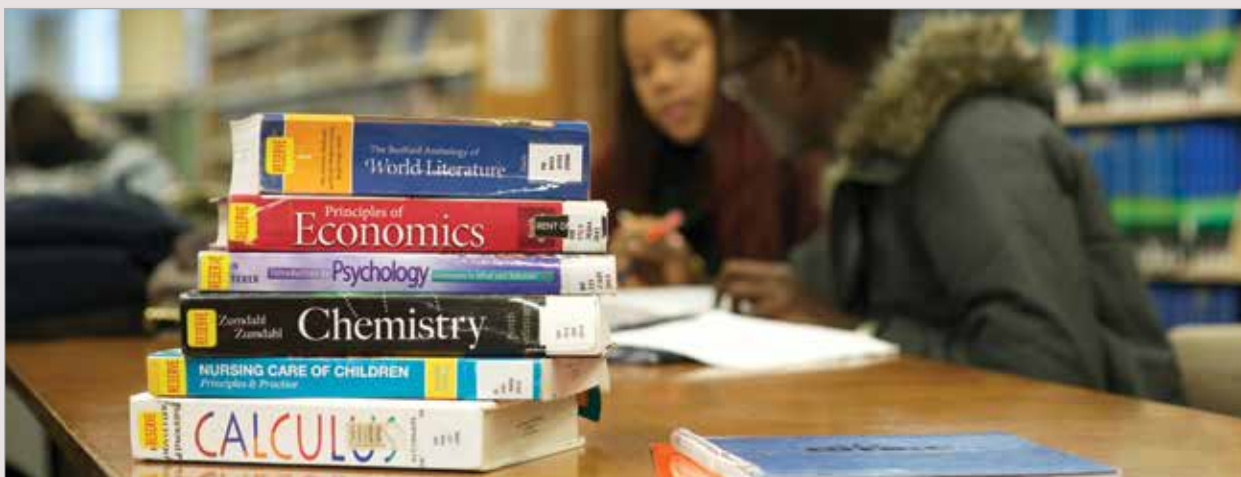
26. *Community colleges remain the most accessible pathway to U.S. higher education, especially for underrepresented groups.* Community colleges represent the largest and fastest-growing sector of U.S. higher education, enrolling nearly half of all U.S. undergraduates. They enroll 36% of first-generation college students, as well as 57% of Hispanic, 52% of Black, 43% of Asian/Pacific Islander and 61% of Native American

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[70] Who is TAMI? (2014). LaunchLM Initiative. Alliance for Downtown New York, p. 3.
[71] Who is TAMI, p. 4.
[72] Who is TAMI, p. 3.
[73] Who is TAMI, p. 5.
[74] Upshot Employment Data on BMCC Grads (2015 Sept), p. 1.
[75] Jobs for New York's Future: Report of the City University of New York Jobs Task Force 2012, p. 1.

undergraduates. Especially as college tuition continues to rise, community colleges offer the affordability and flexibility many students need to meet their educational and career goals.[76] Comparative analyses of tuition at private versus public college options in Lower Manhattan makes this very real. Pace University's 2015-16 full-time tuition for a New York resident is $39,728 (not including about $20,000 more for room and board and standard fees).[77] BMCC's 2015-16 full-time tuition for NYC residents is $4,800.[78]

27. *Community colleges are now a destination, not just a point of departure into higher education.* The National Student Clearinghouse recently released a report that found "community colleges are now a destination — and not merely a departure point — for students who transfer from one institution to another."[79] According to this National Student Clearinghouse report, "Two-year public institutions were the most frequent transfer destination for students starting at all types of institutions but one, even 4-year institutions. Roughly half of all students who transferred from a 4-year institution made a reverse-transfer by moving to a 2-year institution. The single exception was for students who started at public 2-year institutions and, even there, 38 percent of those who transferred simply moved to another 2-year public."[80] This suggests that today's students are seeking something in community colleges that their 4-year counterparts cannot provide.

28. *Student enrollment patterns are shifting nationally, with more students transferring, sometimes more than once and across state boundaries.* The National Student Clearinghouse also found that among students who transfer, 25% transfer more than once and 27% transfer across state lines.[81] This demonstrates the need for a comprehensive view of student transfer and mobility to inform education policymaking and institutional improvement efforts.

29. *Retention increases when students are more engaged.* The Community College Survey of Student Engagement (CCSSE) is conducted annually to help community colleges assess their educational practices so they can improve student outcomes. CCSSE has identified five benchmarks for effective educational practice in community colleges, all of which center around the idea that "the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals."[82] The five benchmarks are: active and collaborative learning, student effort ("time on task"), academic challenge, student-faculty interaction, and support for learners.[83] Many of these benchmarks are those that characterize the high-impact practices identified by AAC&U, and that CUNY and BMCC have incorporated into key programs.

30. *Being able to demonstrate evidence of outcomes is now required.* We're in the midst of a several-decades-long movement to improve post-secondary student success. The passage of the Student Right-to-Know (SRK) and Campus Security Act of 1990 represented what some might consider a first step in that direction: U.S. colleges were required to provide data to the U.S. Department of Education, such as on graduation rates, in order for their students to be eligible for federal financial aid.[84] While it took years to define graduation

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76 2015 American Association of Community Colleges Fast Facts. See http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2015.pdf

77 Pace University Full-Time Undergraduate Cost of Attendance, 2015-16. Posted at http://www.pace.edu/admissions-aid/undergraduate-admissions/freshman/cost-attendance

78 BMCC tuition 2015-16. Posted at http://www.bmcc.cuny.edu/bursar/page.jsp?pid=1001&n=Tuition%20&%20Fees%20Per%20Semester

79 Abdul-Alim, J. (2015 July). Study: Community Colleges a Destination. Published in Diverse Issues in Higher Education. This posting reviews Transfer & Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort. (Feb 2012). National Student Clearinghouse and the Project on Academic Success at Indiana University.

80 Transfer and Mobility, p. 7.

81 Transfer and Mobility, p. 5.

82 McClenney, K., Marti, C., and Adkins, C. Student Engagement and Student Outcomes: Key Findings from CCSSE Validation Research. Community College Leadership Program. The University of Texas at Austin, p. 1. Posted at https://www.ccsse.org/aboutsurvey/docs/CCSSE%20Validation%20Summary.pdf

83 Student Engagement and Student Outcomes: Key Findings From CCSSE Validation Research, pgs. 4-5.

84 Bailey, T., Jaggars, S., Jenkins, D. (2015). Redesigning America's Community Colleges: A Clearer Path to Student Success. Cambridge, MA: Harvard University Press, p. 5.

rates—something that's still hotly debated, especially among community colleges—it has taken even longer to require that colleges publish graduation and other outcomes data.[85] Since the Spellings Commission shined a spotlight on the problems with our U.S. post-secondary education system and how too many students don't successfully make it through,[86] higher education funders and accrediting bodies have turned up the heat on colleges nationwide, demanding greater evidence that they monitor and make progress on student and institutional outcomes.[87] Indeed, BMCC's own accrediting body recently changed its standards so that now all accredited institutions must demonstrate how data informs all aspects of decision-making, from what happens operationally to what is taught within the classroom.[88]

31. *National attention on post-secondary education completion has increased, with many new approaches being tested.* The latest reform movement in higher education has largely focused on how to help students complete college with either a degree or a certificate in a timely manner. Many promising practices on how to best do so are being tested nation-wide, from guided pathways (a comprehensive approach through which students follow structured academic paths), to retooling advising, rethinking developmental education, and improving transfer and partnerships with high schools and 4-year colleges, and introducing more work-based learning.[89] Technology is a tool that many are considering as they seek to improve student outcomes. While not to be regarded as a panacea, rapidly changing technologies are transforming instruction, the way in which colleges communicate with students and offer academic supports, and the administrative systems that underlie their operations.

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85 Redesigning America's Community Colleges, p. 5.
86 U.S. Department of Education, A Test of Leadership: Charting the Future of U.S. Higher Education. Washington, D.C., 2006.
87 Redesigning America's Community Colleges, p. 5.
88 Standards for Accreditation and Requirements for Affiliation (2015). Thirteenth Edition. Middle States Commission on Higher Education.
89 Sources describing innovations include: Four Year Myth: Make College More Affordable, Restore the Promise of Graduating on Time. (2014). Complete College America; Redesigning America's Community Colleges; and Pathways to Prosperity.

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