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Chancellor James B. Milliken
The City University of New York
205 East 42nd Street
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Dear Chancellor Milliken:

As we have done each year, BMCC called upon each of the Divisions to study the CUNY Goals and Targets in order to propose a set of projects, strategies and activities for the year—some new, some continuing—related to the outcomes being reviewed as part of the CUNY Performance Management Process. The Division heads then submit the action plans for discussion by the President's Cabinet. The final version of the BMCC Goals and Targets is the result of considerable discussion and review.

In looking back on our progress relative to the specific targets for the 2014-2015 academic year, we can point out several areas where our efforts have been successful and encouraging.

Excellence in Teaching, Research and Learning

We continue to be recognized nationally as an important degree-granting institution that successfully serves our urban population. According to Community College Week's annual rankings, BMCC is Number 4 in the country among two-year institutions, in awarding associate degrees in all disciplines to minority students. We are also number 4, nationwide, in awarding associate degrees to African American students, and Number 10 in awarding associate degrees to Hispanic students.

In addition, BMCC has made a concerted effort to increase opportunities for students to be taught by full-time faculty. Our goal for this past academic year was to increase the percentage of instruction delivered by full-time faculty from 48.8% to 50.8%, and we exceeded our goal: In fall 2014: 53% of the sections were taught by full-time faculty, with 52% of all course enrollment and 52% of all FTE course enrollment taught by full-time faculty. For 2014-2015, our goal was to hire no fewer than 20 new full-time faculty, and we exceeded it: 70 full-time faculty were hired for fall 2014.

In response to the BMCC's mission to provide access to all of our students, we have made an aggressive effort to develop online/e-learning courses to serve many of our non-traditional students. This past academic year, we have developed 58 e-learning courses (31 online and 27 hybrid) and we have run or will run 287 e-learning courses by the end of the academic year.

BMCC is the only community college that has a dedicated undergraduate student core research facility where students participate in faculty mentored research in STEM disciplines. BMCC currently has 120 students per year participating in these high impact STEM research activities. Student projects include, but are not limited to, studies in bioremediation, characterization of the medicinal properties of herbal plants, stress and aging, app development for the blind and nanotechnology. BMCC students participating in undergraduate research have received many

accolades and opportunities to conduct and expand on their research skills through competitive research internships. These include highly competitive summer internships with NASA, Princeton University and international research institutions in Brazil and Colombia. BMCC student researchers have received awards for their presentations at the CSTEP National Conference in Sagamore, The Emerging Researchers National Conference in STEM, and The American Society for Cell Biology.

Moreover, BMCC recently made history, becoming the first community college to receive an NIH award as the lead institution. The \$141K NIH grant with Queens College will examine the impact which molecular mechanisms that respond to stress will have on the aging process. In addition, faculty from Mathematics and English have received \$875K from the National Science Foundation to develop a gaming software program aimed at improving retention and student achievement. BMCC's faculty have also received a \$750K research grant from NSF to develop and test a model to predict college persistence among community college students enrolled in online learning throughout CUNY.

Student Retention and Success

The College has developed a comprehensive retention agenda with multiple initiatives underway to foster credit accumulation, including expansion of ASAP and Out in Two, extending learning communities beyond freshmen year, increasing enrollment in winter and summer sessions, and restructuring our academic advisement process.

Improving academic advisement is a key priority for the College and one of the focus area goals for PMP. In 2014-2015 BMCC increased the number of academic advisors from 25 to 36. We reorganized the Advisement and Transfer Center to ensure better alignment with majors/programs and to move toward a caseload model whereby students stay with the same advisor until they have 30 credits.

As a consequence of these initiatives, our goal of increasing the percentage of students who earn 30 credits (and equated credits) in one year from 11.4% to 12.0% was exceeded: For all students enrolled in fall 2013 and still enrolled in spring 2014, 13.7% earned at least 30 credits; 13.1% of new freshmen earned at least 30 credits.

These initiatives have had an additional benefit. Among our goals in the PMP to improve student satisfaction with academic support and student support services was to increase student satisfaction with academic advising effectiveness from 4.83 to 4.9. In 2014-2015, we exceeded the goal and increased from 4.83 to 5.26.

We continue to prepare our students for the job market of the 21st century. In January of this year, the State Education Department registered a BMCC Associate in Science degree program in Animation and Motion Graphics sponsored by our Media Arts and Technology Department. This program will enable our students to enter the growing field of Computer Generated Imagery (CGI) that we see every day as part of special effects in advertising campaigns, video games, movies, and television. Graduates in this program may transfer all of their program credits to associate degree programs such as the BFA program in Studio Art with a concentration in Digital Imaging at Lehman College.

This year we have also developed proposals for associate degree programs that will enhance our student persistence and graduation rates, as well as provide our students with the skills necessary for the successful pursuit of a baccalaureate degree and for the competitive job market. At the May and June 2015 CAPPR meetings, the following proposed BMCC associate degree programs were approved and will be forwarded to the State Education Department for approval and registration: Modern Languages, Art Foundations in Studio Art and Art History, Sociology, History and Gerontology.

Moreover, in our continuous efforts to improve student success, persistence and graduation, we have secured numerous articulation agreements that ensure that our students upon completion of their associate's degree will transfer all of their program credits seamlessly to a baccalaureate degree program. In the past academic year, BMCC has secured fourteen articulation agreements with CUNY senior institutions.

We have implemented a gateway course initiative to improve retention and graduation rates. The Gateway Course Initiative supports faculty efforts to reduce the numbers of students who earn grades of D, F, and W in introductory courses. In 2014-2015, 17 BMCC faculty were selected to participate and worked either in teams or individually to address the problems of specific gateway courses. The courses under study are in Computer Science, Business, Speech, ESL, Reading, Sociology, Economics, and Spanish.

We continue to develop and implement ways to improve developmental outcomes. Although we have the highest pass rate within CUNY for exit from developmental writing – in the past two years our pass rate has been between 55% and 62% whereas the pass rate for the other community colleges averages approximately 47% -- we continue to seek ways to improve our students' success. We are introducing new curricular models in writing and mathematics to improve outcomes, such as ENG 100.5, which allows eligible students to eliminate their developmental writing requirement while earning credit for English Composition. Through our success with Quantway, our Mathematics Department has developed and will implement MAT 14, which will provide students with an accelerated pathway to college level liberal arts mathematics courses. In the pilot project, the pass rate for MAT 14 was 68 % while the pass rate for the comparable cohort in MAT 12 was 37%.

BMCC's CUNY Start program, under the auspices of the Center for Adult Continuing Education, has served more than 1,900 students since the fall of 2009 – more than any other community college campus – most of whom have at least two remedial needs. In the fall 2014 semester, 70% of the students who needed reading and writing and 87% of the students who needed math were proficient upon completing the program. Close to 90% of the full time students who completed CUNY Start in the fall are currently enrolled in classes at BMCC. BMCC also piloted Summer Start, a successful intensive math program this summer for students with significant remedial math needs. Nearly 92% of the students who completed the Summer Start program left the program fully math proficient.

We have also sought to increase our summer enrollment through the use of targeted marketing and incentives, such as the city-funded STEM waivers. As a result, our enrollment in our 2015 Summer Session 1 is 18 % higher than it was in summer 2014, and our enrollment in our 2015 Summer Session 2, although not complete as of yet, is currently 19 % higher in enrollment than it was in summer 2014.

In fall 2014, BMCC was one of three CUNY colleges that partnered with TheDream.US to offer a special pilot scholarship round for Dreamer students. In spring 2015, we led among these colleges and ranked third among the nationwide partners with 88 applications submitted. Our BMCC total fall 2014 TheDream.US cohort grew to 18 students. For spring 2015, we retained 100% of our spring and fall 2014 scholars, and with the new awardees, our total cohort of enrolled TheDream.US Scholars grew to 30 students. Although many of our scholars have demanding work and school schedules, BMCC's TheDream.US scholars form a tight-knit community that is partly created by the hosting of monthly meetings in which students learn about the various services available at the college. We continued our outreach to encourage students to apply during the spring 2015 round, and BMCC had more than twice the number of TheDream.US scholarship recipients as any other CUNY College.

Our Single Stop Office provides students with a wide range of services, including tax preparation. During the 2014 tax preparation season, BMCC's Single Stop Office reached a milestone; it connected the largest number of students and families with free tax services in the entire country. When this year's tax season concluded, and

while the national numbers have yet to be tallied, BMCC's Single Stop Office had exceeded last year's numbers. Many more students and their families have received refunds to alleviate financial concerns that might have otherwise hindered the students' academic progress.

Organizational Effectiveness and Accountability

In 2013, the College submitted the Periodic Review Report or PRR to the Middle States Commission on Higher Education. The College was reaffirmed for accreditation and "commended for establishing a variety of methods and process for assessing the strategic plan and for using those results to promote institutional renewal."

At the same time, we were asked to provide more information in a Monitoring Report, which we submitted in November 2014, about our efforts in linking planning and budgeting, strengthening the institution's finances, and using assessment results to improve teaching and learning. At its March 5th session, the Middle States Commission on Higher Education acted to accept our Monitoring Report.

As part of our efforts to improve our assessment process, we have restructured our College-wide Assessment Committee with new members and stronger linkages to the academic departments and administrative and support service areas.

We have begun restructuring the IT functions of the College, integrating the administrative computing, instructional technology and media center service units into a single, unified department to eliminate duplication, increase efficiency and improve service to students, faculty and staff. We are continually upgrading our classrooms, computer labs and network services for reliability and to maintain state-of-the-art services in support of teaching and learning. For example, we have installed touch screen instructor's stations in the classrooms that allow for direct annotation of instructional materials. We have implemented new software to improve the scheduling process. Additionally, all wireless service on campus will be at the 802.11ac standard. We have also started upgrading and standardizing the classroom technology at the Murray Street building.

Community Engagement and Economic Development

BMCC's Adult and Continuing Education and Workforce Development Division (ACE) and the 1199SEIU/United Healthcare Workers East have partnered with The Wadhvani Foundation, a non-profit organization with offices located in Palo Alto, California and Bangalore, India. The purpose of the partnership is to launch the Foundation's first U.S.-based job training initiative, Race to a Job. Participants will be healthcare workers employed throughout NYC.

BMCC is also involved in the BACK TO WORK 50+ program, which creates collaborations between key partners to strengthen the bridge between 50+ job candidates and respected employers. BMCC was selected to be a part of this Program that is funded by the Walmart Foundation, and managed by the AARP and the AACC.

BMCC's Center for Adult Continuing Education and CDI has been providing Medical Assistant Specialist training to the first of the three cohorts of recent NY high school graduates through a network of three partner NYC high schools: Manhattan Comprehensive Night & Day High School, The High School for Health Professions and Human Services, and City-As-School High School.

Borough of Manhattan Community College's ACE and Per Scholas have collaborated in a powerful new demonstration of the potential for an IT sectoral workforce development approach to transform the economic prospects of many more underemployed New Yorkers, while better meeting local employers' skilled IT workforce needs. Working together, they have implemented an innovative and integrated 2-year pilot program.

In addition, BMCC's Office of Academic Affairs and ACE have coordinated with the active support of faculty the creation of a new 3 credit certificate program in the ACE A+ certification program that would provide credit towards a BMCC CIS Associate degree program.

Challenges and Plans to Meet the Challenges

1. We will seek to improve our retention and graduation rates by focusing on improving remedial outcomes. We have implemented numerous initiatives to accelerate student success in developmental work after one year, and we shall continue our efforts in 2015-2016. In addition to assessing the performance of students in our ENG 100.5 and MAT 14 classes to determine how we may improve their results, we shall pilot a Statway course that will combine upper level developmental math content with an Introduction to Statistics course to determine if we can replicate the same results as the aforementioned courses.
2. We will also assess our efforts to improve student retention, persistence and graduation rates through student accrual of credits by enrolling in our summer sessions and determine how to enhance our efforts to improve the results.
3. Our pass rates for certification in Respiratory Therapy and Paramedic either remained the same or improved (95% of the students who took the Respiratory Therapy Credentialing Exam passed and all seven of the Paramedic graduates who took their credentialing exam passed it). Our pass rate for nursing licensure was a modest improvement from 74.3 % to 74.5 %. To make a more significant improvement in the pass rate, the Nursing Department will subscribe to Mountain Measurements to review BMCC student performance on the NCLEX and identify those areas and types of questions in which the students were weak. They will also review their departmental exams and revise them, so that more of the questions will reflect the use of critical thinking and analytical skills required to do well on the NCLEX.
4. As the College begins preparations for our Middle States Self Study, we will also take the opportunity to revisit our Strategic Plan and convene a Steering Committee and working groups to examine our Mission Statement, goals and objectives.

The 2014-2015 year will most certainly provide us with important guidance for the upcoming year. As a component of our strategic planning efforts and assessment initiatives, the PMP data system offers us a set of key indicators that continues to be useful in measuring our short-term and long-term success.

Sincerely,



Antonio Pérez
President

BMCC PMP 2014-2015 END-OF-YEAR REPORT

June 2015

Licensure Exam Results

3.a.2 The pass rates for RTT will increase from 91.6% to 94%	Exceeded goal: Pass rate for RTT 95% (40 of 42 students, 1 did not take the exam)
3.a.3 The pass rates for Paramedic will increase from 63.0% to 87.5%	Met goal: Pass rate for Paramedic was 87.5% (7 of 8 students, 1 did not take the exam)

College Focus Area Results

Goal 1: Improve advisement

Under the strategic plan priority of student success and retention, improving advisement was a major priority in BMCC's 2014-2015 action plan. Going forward, improving advisement has emerged as a key priority through recent faculty/staff/student forums designed to solicit input for strategic planning currently underway.

Based on the Noel-Levitz Student Satisfaction Survey, student satisfaction with academic advising effectiveness increased from 4.83 in 2013 to 5.26 in 2015, exceeding BMCC's established target.

Additionally, BMCC hired 13 new advisors 2014-2015, bringing the total number of professional advisors in the Advisement and Transfer Center to 36 and reducing the student-to-advisor ratio from 920:1 to 657:1. With the addition of new advisors, the College created a caseload advisement model that assigns students specifically to the Center or academic departments, wherein students will have the same advisor for at least their first 30 credits.

Goal 2: Enhance faculty development and support for scholarship

Under the strategic plan priority of excellence in teaching, research and learning, enhancing faculty development and support for scholarship was a major priority in BMCC's 2014-2015 action plan. Support for faculty research, scholarship and creative activity will continue to be a strategic priority going forward.

Using the three-year rolling average formula established for PMP, BMCC increased the number of publications and creative activities per full-time faculty from .4 in 2013 to .6 in 2014, exceeding the established target.

To enhance professional development, BMCC hired a full-time director for the Center for Excellence in Teaching, Learning and Scholarship (CETLS). The number of professional development events in the CETLS increased from 116 in 2013-2014 to 156 in 2014-2015, including workshops, Faculty Interest Groups, and sabbatical presentations. Additionally, the College allocated resources to implement the first phase of the BMCC Teaching Academy, a four-semester professional development program that pairs new faculty and master teachers. Nearly 20 faculty were involved in the Teaching Academy in 2014-2015. The College also allocated resources to implement the Gateway Initiative, which provides support for faculty to develop new pedagogical or curricular strategies to improve student outcomes in courses with high enrollment and high failure rates. Sixteen faculty were involved in the Gateway Initiative in 2014-2015, targeting six high enrollment/high failure courses (including Fundamentals of Speech, Introduction to Sociology, and Academic and Critical Reading).

Furthermore, the College established the Provost's Travel Fund to supplement PSC-CUNY travel funds. Fifty faculty received funding totaling approximately \$20,000. And the College allocated funds for targeted professional development within academic departments to address specific issues related to improving teaching and learning (e.g., implementing a concept-based curriculum in nursing and providing professional development for adjunct faculty teaching gateway courses).

Goal 3: Expand implementation of high impact practices

Under the strategic plan priority of excellence in teaching, research and learning, expanding implementation of high impact practices was a major priority in BMCC's 2014-2015 action plan. Specifically, the College is committed to expanding undergraduate research, learning communities, and experiential learning opportunities.

BMCC is the only community college that has a dedicated undergraduate student core research facility where students participate in faculty mentored research in STEM disciplines. In 2014-2015, 120 students participated in these high impact STEM research activities. Student participation in the annual research poster session increased from 40 to 90 students. Faculty participation in undergraduate research has grown 30-40% over the last year.

The College allocated resources and is seeking additional external funding to expand learning communities through the Freshmen Learning Academy. Based on evidence that the benefits of learning communities dissipate when the services are no longer provided, in 2014-2015, BMCC extended the Learning Academy beyond the first two semesters; 600 students participated.

Finally, BMCC is in the process of hiring a Director of Internships and Experiential Learning and an Internship Specialist, both new positions for the College. Approximately 30% of BMCC graduates currently have engaged in a formal internship or field work. The vision is to significantly expand these opportunities.