



**Borough of Manhattan Community College**

**Five Year Strategic Plan**

**Draft**

**2007-2012**

**A Bridge to the Future**



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## I. Introduction

Borough of Manhattan Community maintains a prominent place in higher education today, often cited among the top ten producers of associate degrees nationally and recognized for its flexibility, creativity and responsiveness to the changing needs of society.

In spring 2006 the Ad Hoc Committee on Strategic Planning was convened by President Antonio Perez and charged with the responsibility of recommending strategic goals and objectives that were both comprehensive and inclusive. The 18-member committee comprised of faculty, students, support staff, and senior administrators, examined local, regional, and national trends that would affect the college over the next five years.

The college's new strategic plan; *A Bridge to the Future*, establishes four strategic priorities which reflect BMCC's core values and are intended to further the college's legacy of leadership and innovation. These priorities are:

- Excellence in Teaching, Research and Learning
- Student Success and Retention
- Organizational Effectiveness and Institutional Accountability
- Community Engagement and Economic Development



## II. Ad Hoc Strategic Planning Committee Members

Scott Anderson	Co-chair, Vice President Administration and Planning
Eugenio Barrios	Director of Admissions and Enrollment Management
Elsie Balu	Student
Ralph Buxton	Associate Director of Financial Aid
Ling Chen	Assistant Professor, Science Department
Jon Dash	Associate Professor, Cooperative Education
Sunil Gupta	Dean of Continuing Education
Richard Hasselbach	Special Assistant to the President
Carmen Martinez-Lopez	Assistant Professor Business Management
John Montanez	Associate Dean of Grants
Yohance Murray	Co-chair, Assistant Professor, Student Life
Rafael Niyazov	Assistant Professor Science Department
Ruru Rusmin	Coordinator for Faculty/Staff Development and Training in Technology
Elena Samuels	Assistant Vice President of Finance
Gabriela Sanchez Bravo	Student
James Tolan	Assistant Professor English Department
Margie White	Associate Professor, Nursing Department
Tanoai Williams	Registrar
Kenny Zhang	Student



### III. President's Message

More than five years have passed since the college's previous strategic plan was issued. Reflecting on what has occurred during this time period, Borough of Manhattan Community College can take pride on its accomplishments.

As we look to the future, we recognize that our success in creating a quality environment for teaching and learning will depend on our commitment to ongoing and effective planning. In the years ahead, higher education will face serious challenges and we must be prepared to creatively address these challenges. The college's new strategic plan; *A Bridge to the Future*, establishes four strategic priorities which reflect our core values and are intended to further the college's rich legacy of leadership and innovation.

The comprehensive five-year plan is aligned with the University's Master Plan and builds on the efforts undertaken by numerous planning groups at the college. As president, I wish to thank the Strategic Planning Committee and the many others who provided input in the planning process through their involvement in focus groups, informal discussions as well as through individual responses. Their participation in this process has been invaluable in helping the committee shape this document.

Strategic planning is, by its very nature, a dynamic and inclusive process that requires sustained dialogue among all college and community constituencies. While the college's plan proposes a number of broad strategic goals for the next five years, it will be our collective responsibility to ensure ongoing progress towards meeting these goals each year. As we proceed to phase in our strategic priorities, we must be vigilant in monitoring our success and reporting our progress to the college community. Finally, we are resolved to making certain that this planning process brings forth and reinforces those common ideals that define our mission and our commitment to serving future generations of students who: *Start Here, Go Anywhere.*



These strategic priorities are ambitious and underscore our determination to remain an institution that is at the forefront of innovation and recognized for its commitment to academic excellence.

## IV. BMCC Vision Statement

Borough of Manhattan Community College is a nationally recognized institution of excellence in teaching, learning and scholarship and is renowned for its service to students and the public. We value the contributions of each individual to the enrichment of our diverse community. BMCC prepares students for responsible leadership and compassionate service, locally, nationally and globally. Our innovative partnerships create important opportunities for students and provide vital resources for the economy. Our culture affirms continuous assessment and improvement.



## V. College Mission Statement

As one of nineteen colleges within [The City University of New York](#), BMCC shares CUNY's mission to preserve academic excellence and extend higher educational opportunity to a diversified urban population. In addition, Borough of Manhattan Community College is dedicated to providing general, liberal arts, career education and continuing education programs, relevant to the needs, interests and aspirations of students of all ages.

The College is committed to offering quality education in a pluralistic urban environment, to fostering excellence in teaching, to facilitating the enhancement of learning, and to sustaining full access to higher education for those who seek fulfillment of personal, career or socioeconomic goals. BMCC is also committed to providing [collaborative programs and services](#) responsive to the educational, cultural and recreational needs of the community.

Consistent with its stated mission, the College supports the following goals:

- [To provide](#) higher education to a diverse urban constituency in support of CUNY's policy of open admissions.
- [To provide](#) a collegiate environment conducive to the advancement and reinforcement of teaching and learning.
- [To provide](#) all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace.
- [To enable](#) and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- [To provide](#) for all students a general education which fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.
- [To promote](#) multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.
- [To prepare](#) liberal arts and career students for transfer to four-year colleges.
- [To prepare](#) students in career programs for employment and career mobility.
- [To encourage](#) lifelong learning independent of degree programs.
- [To enhance](#) the cultural, recreational and social life of the community.
- [To maintain](#) a governance structure that facilitates the participation of faculty, administrators and students in the life of the College and encourages contributions and involvement by alumni and advisory groups

## VI. Institutional Profile

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



BMCC prides itself on offering a wide range of opportunities to people from all backgrounds striving to achieve their dreams. The college embraces new ideas and encourages the innovation necessary to help students meet the challenges of the 21<sup>st</sup> century.

### BMCC at a Glance

Borough of Manhattan Community College (BMCC) is the largest associate degree granting community college in the City University of New York. It is also the only community college in Manhattan.

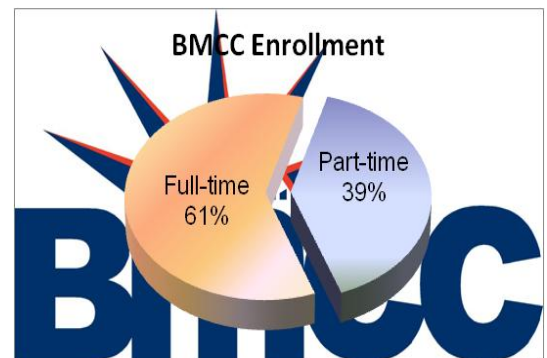
#### Student Body:

19,600 students (60 percent women, 40 percent men)

Full-time enrollment: 61 percent

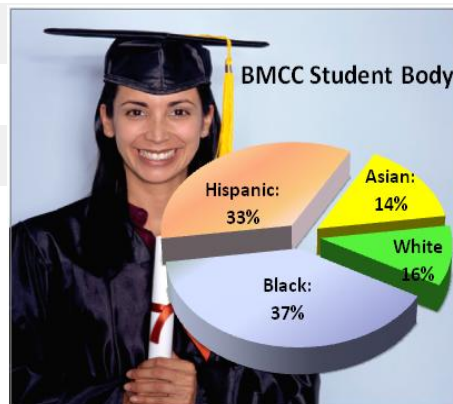
Part-time enrollment: 39 percent

Median age: 22



BMCC is an urban college with a global student population representing over 100 countries. Racial/ethnic makeup according to student self-descriptions:

Black:	37 percent
Hispanic:	33 percent
Asian:	14 percent
White:	16 percent



**According to data from the U.S. Department of Education<sup>1</sup> and the Institute of International Education, among colleges nationwide BMCC ranks:**



- #2 in awarding associate degrees in business, management, and marketing
- #5 in awarding associate degrees in computer and information technologies
- #5 among community colleges in enrollment of foreign students
- #7 in awarding associate degrees in education
- #12 in conferring associate degrees in all disciplines

**In awarding associate degrees to minority students, BMCC ranked:**



- #4 in awarding degrees to African-American students
- #15 in awarding degrees to Hispanic students
- #27 27 in awarding degrees to Asian-American students

**Degrees Awarded:**

BMCC awards associate degrees –



- Associate in Science (AS),
- Associate in Arts (AA),
- and Associate in Applied Science (AAS)

– in more than 20 fields, including Accounting, Business Administration, Teacher Education, Computer Science, Paramedic Program, Mathematics, Multimedia Technology, Nursing, Office Operations, Video Arts and Technology, Respiratory Therapy, Engineering Science, Human Services, Health Information Technology, Small Business/Entrepreneurship, Theatre, and Writing and Literature.

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<sup>1</sup> United States Department of Education, Integrated Postsecondary Education Data Set (IPEDS) Report 2006

## VII. BMCC Strategic Plan

### A. Context for Planning

Borough of Manhattan Community College forms part of the rich tradition and history of the City University of New York. Established in 1847 as a social experiment, the “*Free Academy*” that was to become CUNY provided rare educational opportunities for the city’s poor and immigrant families. Nearly two centuries later, success in providing a quality education to the underserved has been CUNY’s greatest achievement, as well as the cornerstone of BMCC’s educational mission. Serving more than 456,000 students collectively, CUNY’s 23 institutions are united by an enduring commitment to providing our students with access to academic excellence. Given its rich legacy, few institutions within CUNY have made the issue of educational access as integral to their mission as BMCC.



BMCC maintains a prominent place in higher education today, often cited among the top ten producers of associate degrees nationally and recognized for its creativity and responsiveness to the changing needs of society. While these enduring values may be common to many colleges, BMCC’s distinction is derived from the manner in which they are manifested in our everyday activities and the people who together form our college. Perhaps no greater example of this exists than our response to the tragic events of September 11, 2001, in which nearly 40% of the college’s instructional space was lost as a result of damage sustained to Fiterman Hall. Despite this setback, BMCC continues to thrive due in large measure to our resourcefulness as an institution and the high regard in which the college is held within the community.



It is our belief that the challenges confronting BMCC during the next five years can be successfully addressed through leadership and our capacity to fulfill our mission, not only for those who are immediately served but for the countless others who have yet to fulfill their aspirations for a college education. We embrace the vision of a college willing and able to foster a culture of excellence and support based on open communication, mutual respect and professional engagement for all who participate in the life of our community.

## B. Our Changing Environment

The college's strategic plan is rooted in the belief that BMCC must continue to provide students with a quality learning experience in which all are engaged and challenged to see the world from differing points of view. The capacity of our students to understand change and to succeed in a multicultural environment is a critical element of each student's intellectual development and an integral part of the BMCC experience. It is a vision that cannot be gauged solely by numerical targets and benchmarks but by an enduring commitment to quality and by capitalizing on our strengths:

excellence in teaching, learning and scholarship, service to our students and the public and innovative partnerships. These strengths have traditionally served to shape BMCC's identity as a premiere urban community college serving the needs of students with a wide range of life experience and academic preparedness.



The plan submitted by the committee seeks to reaffirm this belief while renewing our role as an integral part of a greater, integrated university system. Our vision recognizes that the college must operate within a set of challenges common to many of its sister institutions and for this reason, the committee recognizes that for BMCC to succeed it must continue to embrace its ties to the university. While historically fulfilling this commitment (to the City University of New York) has provided the college with numerous opportunities, it remains one of our greatest challenges, namely to maintain our unique identity while, at the same time, continuing to serve the needs of the larger university.

The plan put forth by the Strategic Planning Committee seeks to successfully position BMCC in the top echelon of community colleges in the nation. This means drawing on those strengths that have already brought us to preeminence while continuing to reaffirm BMCC's commitment to developing innovative programs that seek to enhance the quality of education for all of its students and support their striving for personal development and pursuit of constructive, fruitful lives

## C. Current Planning Process at BMCC

In spring of 2006, the college established the Ad Hoc Committee on Strategic Planning with the charge of recommending strategic goals and objectives that were both, comprehensive and inclusive. The charge was at once daunting and exhilarating: to recommend to the college long-range goals aimed at strengthening the quality of education while simultaneously energizing faculty, students and staff to meet this challenge.



The committee represents a diverse cross-section of the college community, comprised of faculty, students, support staff and senior administrators, all of whom are bound by a mutual desire to deliver a plan that envisions the future of the college as a whole and builds on the institution's greatest strength: its diversity. The committee aimed to develop a plan that would foster ongoing and open dialogue among all of the college's constituents while working to further a culture in which everyone involved experiences a sense of ownership and participation in the continued evolution of the college.

During the 18 months in which the committee has worked, it examined the college's previous planning efforts and called upon numerous outside educators, administrators and consultants to shed light on a wide range of topics. A conscious effort has been made to develop strategic priorities that will support the planning process occurring on multiple levels (e.g., Middle States Accreditation, CUNY program assessments, Academic Program Planning, the Chancellor's Performance Management Program, the General Education Assessment Plan) by various planning groups throughout the college. Focus groups have also been used to gain broad-ranging insights and to encourage engaged participation from the various constituencies within the college. The comments and constructive criticism have enabled the committee to refine the strategic planning document.

From this, the committee has identified four key challenges that will re-shape the college's future. In addition, a total of 20 objectives have been developed with the aim of achieving the goals set forth in the plan.

## D. Core Values

Experts in the field of higher education note that much of what students gain from their college experience comes from the culture of the institution and the values that characterize it.<sup>2</sup> The four strategic priorities contained in the plan are a reflection of Borough of Manhattan Community College's core values and its commitment to: **excellence in teaching and learning,**<sup>3</sup> **student success,**<sup>4</sup> **accountability**<sup>5</sup> and **civic responsibility.**<sup>6</sup>



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<sup>2</sup> Colorado State University, Strategic Plan 2006-2015, p. 4

<sup>3</sup> Strategic Priority One: Excellence in Teaching, Research and Learning

<sup>4</sup> Strategic Priority Two: Student Success and Retention

<sup>5</sup> Strategic Priority Three: Organizational Effectiveness and Institutional Accountability

<sup>6</sup> Strategic Priority Four: Community Engagement and Economic Development

## Strategic Priority 1: Excellence in Teaching, Research and Learning

Institutions of higher education can thrive only when teaching is driven by contemporary concepts of learning, best practices in pedagogy, current research, appropriate technological support and instructional assessment.<sup>7</sup>



BMCC has attracted faculty who are outstanding scholars and artists in their fields who share a passion for teaching and working closely with students. Notable research and great teaching are integral to the success of our students and not mutually exclusive. Yet continued success in this area depends on BMCC's ability to create opportunities for research and foster ongoing professional development for its faculty, staff and students. The first proposed strategic priority is intended to nurture the professional development of our faculty to more fully realize these ideals.

The new millennium has ushered in a new world characterized by globalization and increasing cultural interaction. It is therefore imperative that the college develop students who are intellectually prepared to engage other cultures and understand the differing perspectives they offer. Our society is a global one, and our students must be able to work and interact effectively with people from diverse cultures.

**Goal:** Foster a culture of scholarly rigor and creativity for students, faculty and staff

### Objectives

- 1.1** Support challenging and innovative academic and career programs
- 1.2** Promote student awareness and understanding of local, national and global issues that reflect our multicultural society
- 1.3** Expand the use of technology to facilitate student learning, improve student services and ensure that students, faculty and staff will be technologically proficient
- 1.4** Strengthen curricular offerings to facilitate transition to four-year institutions and address current and future workforce needs
- 1.5** Support and recognize excellence in scholarship, creative work and pedagogical research

<sup>7</sup> Columbia University Medical Center, Strategic Plan, October 2002, [www.cumc.columbia.edu](http://www.cumc.columbia.edu)

## Strategic Priority 2: Student Success and Retention

Enrollment at the college has increased significantly over the past ten years. As of the spring 2008 semester, enrollment stands at a record 19,600 students, exceeding the previous year's figures and surpassing the university's enrollment targets.



Students enroll at BMCC for a variety of reasons and to this end, the college is committed to providing a learning environment conducive to students' achieving their educational goals whether it be graduation, transfer, satisfactorily completing specific coursework or professional studies. Fulfilling this commitment must take into account the students' entire college experience from their first contact with the institution until they complete their studies. This means the college must provide a multifaceted support to help each student realize his or her potential and to overcome any academic or personal barriers. Assessing our students' academic, economic and personal needs and providing relevant support services to meet these needs is a critical institutional commitment.

Diversity is one of BMCC's greatest strengths. Students of many cultural and ethnic backgrounds arrive at BMCC each term with various levels of academic preparedness. Fostering a sense of community in a student population this diverse is necessary for our students to succeed and grow individually and collectively.

**Goal:** Support a learning environment and culture that promotes student success

### Objectives

**2.1** Provide comprehensive and cohesive student services that maximize each student's chance for academic success

**2.2** Provide timely and appropriate guidance for all students, with emphasis on first-year students

**2.3** Develop, implement and maintain a comprehensive enrollment management process

**2.4** Identify barriers to student success and implement strategies to remove them

**2.5** Enhance the cultural, social and recreational life of the college community

## Strategic Priority 3: Organizational Effectiveness and Institutional Accountability

At a time of uncertain governmental funding, responsibly planning for the future requires us to refine and promote a plan that maximizes college resources by clearly defining and communicating our strengths and weaknesses. Achieving organizational effectiveness requires that the college direct support toward developing exemplary programs that foster academic excellence and address the emerging infrastructural needs of the institution.



Hence, BMCC must adopt a technological infrastructure that will improve administrative systems, reduce inefficiency and generate information in a timely manner.

*CUNY FIRST* (the university's new Enterprise Resource Planning system) holds much promise and has the potential to radically transform the manner in which business is performed, streamlining processes and establishing standardized procedures based on "best practices." Despite the university's impressive planning efforts under *CUNY FIRST*, its potential may go unrealized unless the college reevaluates its existing infrastructure and the manner in which training is extended to faculty and staff.

**Goal:** Achieve greater institutional effectiveness and accountability through effective governance and ongoing planning and assessment

### Objectives

**3.1** Improve the mechanisms for allocating resources to programs and operations that support the college's strategic priorities

**3.2** Insure open, accessible, prompt and impartial processes for addressing and resolving student, faculty and staff issues

**3.3** Enhance opportunities for technological training and professional development for faculty and staff

**3.4** Enhance fiscal responsibility by improving budget systems and planning tools

**3.5** Develop more effective management of physical space and technological infrastructure

In addition to its technological infrastructure, the college understands that physical space improvements must also take place. While the most cursory examination of facilities at BMCC reveals the need for increased space, this need has taken on heightened importance in light of the enrollment growth undergone by the college. Although the rebuilt Fiterman Hall facility promises to alleviate some of these conditions, it is years from completion and will still leave the college nearly 20% short of the space needed for its existing student body. Immediate short-term solutions are needed to improve the quality of the current teaching spaces, to provide further centralization and coordination of scheduling, and to address the limited research facilities and dedicated office space for faculty.



Equally important, the college needs to develop congregational space for students to study and socialize. The college and the university must take into consideration the unusual circumstances that have dramatically altered the physical landscape of Lower Manhattan. The significant increase in residential housing and up-scale commercial real-estate holdings has reduced the number of establishments in which our students can meet and collaborate outside the classroom. To address this issue, BMCC must create assembly spaces for both informal and programmed activities aimed at promoting student success and retention.

Finally, in an age of increasing environmental consciousness and concern, the college must adopt and implement sustainable “green” strategies that best serve our local and global community.

## Strategic Priority 4: Community Engagement and Economic Development

BMCC remains at the forefront of community colleges, its Office of Continuing Education and Workforce Development was among the first to offer CISCO Networking Certification. In recent years, the college has continued to work closely with its business and community partners, offering a broad array of programs and services ranging from basic literacy instruction, to vocational preparation, to professional studies and personal enrichment courses. While many of these initiatives have been institutionalized by the academic programs, we are cognizant that BMCC must continually assess the changing needs of its students, local business and the community at large, if it is to remain a vibrant and relevant educational institution.



The challenges that students will confront upon graduation demand an educational perspective that encompasses a variety of academic disciplines. Traditional approaches will not be sufficient to prepare students for a world characterized by rapid and

constant change. BMCC must develop programs that foster coherency as well as learning across the curriculum, while cultivating fluency across disciplines and promoting civic responsibility.

Manhattan is in the midst of an economic and cultural reconstruction, and BMCC plays a critical role in that revitalization. We recognize that BMCC must continue to strengthen the partnership between its Manhattan Educational Opportunity Center (a Harlem-based adult education facility) and its Continuing Education and Workforce Development division in expanding program offerings to meet the emerging residential and business needs of the region. As one of the largest providers of skilled labor in New York City, the college will seek to cultivate new strategic partnerships. These partnerships will help leverage traditional college resources to increase a market-responsive workforce system and develop alternative sources of funding in support of these initiatives.

**Goal:** Enhance college visibility and increase stakeholder participation

### Objectives

- 4.1** Develop strategic partnerships with the public and private sectors
- 4.2** Strengthen and broaden the college's connections with NYC public high schools and other constituencies
- 4.3** Target marketing efforts to address college and community needs
- 4.4** Provide greater opportunities for students, faculty and staff to engage with the community
- 4.5** Increase alumni participation and support in the life of the college

## IX. Critical Assumptions

BMCC cannot afford to remain static in a dynamic environment, one in which heightened public expectations, reduction in governmental funding, expected tuition increases and space shortages threaten to change the manner in which the college operates.

The planning assumptions below describe environmental factors that must be considered as BMCC implements its Strategic Plan. They represent the committee's best estimates about the present and future college environment and are not to be regarded as predictive. At a minimum, the critical assumptions provide a context for understanding the factors that will have a bearing on the college's future and ideally, they will guide the college's efforts to ensure the successful implementation of its Strategic Plan.

### A. Demographic Trends

- 1.1. **New York City's population growth will vastly outstrip its historic growth patterns.** New York remains the largest city in the United States, with a population of 8.1 million. In recent years, the city has experienced resurgence in population, (up from 7.3 million in 1990. Manhattan's growth rate of 4.1% is second only to that of Staten Island (7.1%), making it among the fastest-growing counties in New York State.<sup>8</sup> By 2025, the Department of City Planning estimates the city's population will swell from 8.1 million (in 2004) to nearly 9.4 million.<sup>9</sup> New York City finds itself in the midst of a demographic transition that will radically alter its cultural, economic, and political life. More than one-third (36%) of the City's population is foreign born. While this shift in the traditional growth patterns poses a serious challenge to the civic and political institutions of New York City, this population influx provides the basis for rejuvenating old neighborhoods, replenishing the city's labor force, creating new jobs and industries, and strengthening the city's ties to other nations and cultures.



<sup>8</sup> New York City Department of Planning, Current Population of New York City 2005, [www.nyc.gov/html/dcp/html/census/popcur.shtml](http://www.nyc.gov/html/dcp/html/census/popcur.shtml)

<sup>9</sup> Ibid

- 1.2. **The population and per capita income of Lower Manhattan will continue to increase.** Lower Manhattan has become the fastest-growing residential region of New York City. Tribeca in particular has undergone the most dramatic change over the past two decades, with luxury towers and converted apartment lofts replacing the factories and warehouses that once dominated the area. With a mean household income of \$152,800, Tribeca became the wealthiest zip code in New York City in 2006 and the 12<sup>th</sup> wealthiest in the country according to a study by *Forbes* magazine.<sup>10</sup>
- 1.3. **BMCC will experience an increase in the number of out-of-area applicants.** BMCC is a commuter school which relies heavily on the City's public transportation infrastructure. Lower Manhattan houses the single largest concentration of transit facilities in the world, served by 14 subway lines, 32 bus lines, PATH rail service to New Jersey, ferry service to Queens, Brooklyn, Staten Island, New Jersey and Yonkers, heliport access, and major highways, tunnels and bridges. At present, nearly two-thirds of the college's student population resides outside Manhattan, with residents from the immediate area (Manhattan south of Chambers Street) making up less than 6% (1,155) of its student body (19,259).<sup>11</sup> The proposed JFK rail link and Path Transportation Hub in 2010 will make BMCC even more accessible and result in an increase of prospective applicants.<sup>12</sup>
- 1.4. **BMCC will remain one of the largest post-secondary institutions in Lower Manhattan.** As of spring 2007, 45,560 students were enrolled in post-secondary institutions in lower Manhattan with BMCC accounting for 42% of that number, followed by PACE University (31%) and NYU's School for Continuing Studies (25%). Among two-year institutions, BMCC accounts for 97% of all enrollees. The number of students pursuing a postsecondary education in Lower Manhattan has nearly doubled since 2001.<sup>13</sup>
- 1.5. **BMCC will continue to face a serious shortage of space over the next five years, falling well below CUNY and national benchmarks.** At BMCC the amount of space per student is 43 Net Assignable Square Feet (NASF), considerably less than the CUNY benchmark of 76 NASF for all two year colleges.<sup>14</sup> The original BMCC Physical Master Plan, created 30 years ago, conceived a campus with a maximum population of 6,700 full-time students. Today, BMCC has a student body of 19,600 generating 13,759 FTEs, and is

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<sup>10</sup> Lombino, David, Tribeca, City's Wealthiest Zip Code, May Soon Get a Face Lift, New York Sun, August 14, 2006.

<sup>11</sup> BMCC Registrar's Office, fall '07 enrollment data.

<sup>12</sup> New York Downtown Alliance, Presentation to Strategic Planning Committee, March 2, 2007

<sup>13</sup> Ibid

<sup>14</sup> Page, Scott, Overview of Issues Involving Space and Capital Planning, Presentation to Strategic Planning Committee, April 27, 2007

plagued by a severe space shortage.<sup>15</sup> By 2010 enrollment is expected to increase to 14,567 FTEs requiring a total of 1,043,828 NASF.<sup>16</sup> Though the new Fiterman Hall facility will increase BMCC's space capacity by 51% (858,402 NASF) from its' current level it will still leave the college short by 18% (185,426 NASF) of the space required to support 14,567 FTEs. Fiterman Hall will increase the college's space capacity to 72 square feet per FTE, bringing BMCC closer to the CUNY benchmark for community colleges (76 sf per FTE). Despite the added space, less than 1% will be allocated to Continuing Education.<sup>17</sup> If the Murray Street building and the temporary trailers are no longer in place, this deficit will increase significantly.<sup>18</sup>

## B. Educational Trends



**2.1. The college's performance targets for the academic year will continue to be guided by the CUNY Master Plan.** In contrast to many traditional community colleges with local boards, BMCC policy and budget decisions are made by a central board of trustees. Because BMCC is one of 23 colleges in the City University system, its president reports directly to a university chancellor. A 17-member CUNY Board of Trustees appoints the chancellor and sets university policy. In turn, the chancellor is charged with program implementation. The chancellor's office works with the college presidents to set annual performance goals and monitor the achievement of previously-set goals, in accordance with the CUNY Master Plan.

**2.2. Nationally, enrollment at degree-granting colleges and universities is projected to increase and become more diverse until at least 2012.** Enrollment in degree-granting post-secondary institutions (nationally) is projected to grow from 15.3 million (in 2000) to 17.7 million by 2012, an increase of 15%.<sup>19</sup> The most significant growth will occur among Hispanics (42%), followed by Native Americans (30%), Asians (27%), and African Americans (27%). Enrollment among whites is predicted to show only a modest increase (6%) over the same period.<sup>20</sup>

<sup>15</sup> Ibid

<sup>16</sup> As of Spring 2007, the college occupied 568,404 nasf; 461,092 nasf at its main campus (199 Chambers Street), and 60,000 NASF at Murray Street (located two blocks away from the main campus). Source: Scott, Paige Associates Architects, Presentation to the Strategic Planning Committee, April 27, 2007.

<sup>17</sup> Ibid

<sup>18</sup> Ibid

<sup>19</sup> Ibid

<sup>20</sup> Gerald, Debra and Husser, William, Projections of Educational Statistics to 2012, Education Statistics Quarterly, Vol. 4 Issue 3

- 2.3. **An emphasis on student outcomes and learning will require all educational institutions to provide evidence of student learning and improved accountability.** The Spellings Commission Report, *A National Dialogue: The Secretary of Education's Commission on the Future of Higher Education*, commissioned by the United States Department of Education, offers pointed criticisms of American higher education and has stirred much national discussion. The report calls for significant changes among post-secondary institutions to address challenges in increasing the *accessibility, affordability, and accountability* of higher education and its impact on the country's economic future and workforce. It goes on to say that many students who do enter college "never complete their degrees at all, at least in part because most colleges and universities don't accept responsibility for making sure that those they admit actually succeed." Compounding these problems is "a lack of clear, reliable information about the cost and quality" of a college education along with "a remarkable absence of accountability mechanisms to ensure that colleges succeed in educating students." The Spelling Commission warns that "to meet the challenges of the 21st century, higher education must change from a system primarily based on reputation to one based on performance."<sup>21</sup>
- 2.4. **While post-secondary enrollment has increased over the past decade nationally, the proportion of students obtaining degrees in STEM (science, technology, engineering and mathematics) fields has fallen.** In academic year 1994–1995, approximately 519,000 students obtained STEM degrees accounting for 32% of degrees awarded. In 2003–2004 some 578,000 students obtained STEM degrees, accounting for 27% percent of degrees awarded.<sup>22</sup>
- 2.5. **BMCC's enrollment is expected to increase over the next three years.** According to the space-needs analysis conducted by an outside consultant, the college's enrollment is expected to increase to 14,567 FTEs by 2010, up from 13,854 FTEs in Fall 2007.<sup>23</sup> A number of factors, including improvements in the transportation infrastructure of Lower Manhattan, an increase in the number of high school graduates and the rising cost of senior college tuition, will make BMCC more accessible and attractive to prospective students.
- 2.6. **BMCC will remain a national leader in awarding associate degrees to minorities.** According to the 2007 "Top 100," published in Community College Week, BMCC is rated 12<sup>th</sup> in the nation in conferring associate degrees in all disciplines. The college is ranked fourth in conferring associate degrees in all disciplines to Black students. It is ranked 15<sup>th</sup> in conferring associate degrees to Hispanics and 27<sup>th</sup> in conferring associate degrees to Asian Americans.

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<sup>21</sup> Associate of Governing Boards of Colleges and Universities, What the Recommendations of the Spellings Commission Mean for Governing Boards, website: [www.agb.org/AGB/About/News/AGB Analysis Spellings Commission Report.mht](http://www.agb.org/AGB/About/News/AGB%20Analysis%20Spellings%20Commission%20Report.mht)

<sup>22</sup> Government Accountability (GAO) Report, Higher Education, Engineering and Mathematics Trends and the Role of Federal programs, Testimony before the Committee on Education and the Workforce, House of Representatives, May 3, 2006

<sup>23</sup> Page, Scott, Overview of Issues Involving Space and Capital Planning, Presentation to Strategic Planning Committee, April 27, 2007

- 2.7. **The graduation rate for BMCC's students remains below the national average.** The U.S. Department of Education data indicate that 29% of first-time, full-time freshmen enrolled at public two-year colleges earned an associate degree within three years. The rate was 25% in New York State and 11% in the CUNY system<sup>24</sup>. At BMCC, 12% of the 2002 cohort graduated within this time frame compared to 14% at comparable two-year colleges nationally<sup>25</sup>. Analyses of trend data from 1996 to 2003 indicate fluctuations but little overall change in BMCC's three-year graduation rate<sup>26</sup>. While the three-year retention rate among full-time, first-time freshmen in CUNY Associate Programs increased slightly from 1996 to 2000, it decreased at BMCC from 1998 to 2001. Since 2001, retention has remained fairly stable at CUNY (approximately 23%) and at BMCC (approximately 20%).
- 2.8. **Compared to public and private senior colleges in New York State, the cost of a BMCC education will remain an attractive option for prospective students.** The cost of providing higher education and the prices paid by students and their families have increased substantially. When adjusted for inflation, tuition and fees in the New York State have risen 24% at four-year public universities since 2001 and 32% over the past decade. Tuition and fees at private institutions have risen 11% in the past five years and 25% in the past decade in inflation-adjusted dollars. Nationally, public two-year institutions have experienced limited price increases, with tuition and fees showing a 22% increase.<sup>27</sup> During the same ten-year time period, tuition among CUNY community colleges has increased by only 12%.<sup>28</sup>
- 2.9. **Technology will continue to play an increasingly important role in the instructional and administrative functions of the college.** Within the next five years, CUNY will undertake a massive project to enhance its technological infrastructure. At the core of this effort is the replacement of aging legacy-based computer systems in many of CUNY's most critical areas including student records, financial aid, personnel and financial systems. CUNY FIRST, the new ERP (Enterprise Resource Planning) initiative, will integrate the management of the entire university's IT infrastructure and profoundly affect the manner in which it does business. These developments underscore the importance of BMCC defining a clear strategic framework that is aligned with CUNY FIRST and facilitates the migration to this new system. Though limited primarily to business functions and record keeping, CUNY FIRST will pose challenges and opportunities for greater organizational effectiveness at BMCC.

<sup>24</sup> Data source: NCES, IPEDS Graduation Rate Survey. Data provided by National Center for Higher Education Management Systems at (<http://www.higheredinfo.org/dbrowser/index.php?level=nation&mode=graph&state=0&submeasure=24>).

<sup>25</sup> Data source: NCES, IPEDS Data Feedback Report.


<sup>26</sup> Data source: CUNY Office of Institutional Research and Assessment at:

[http://owl.cuny.edu:7778/portal/page/portal/oira/CURRENT\\_CUNY\\_DATA\\_BOOK\\_RET\\_GRAD\\_INSTITU](http://owl.cuny.edu:7778/portal/page/portal/oira/CURRENT_CUNY_DATA_BOOK_RET_GRAD_INSTITU)

<sup>27</sup> NCHEMS Report, *Hitting Home: Quality, Cost and Access Challenges Confronting Higher Education Today*, March 2007.

<sup>28</sup> BMCC (F/T) Tuition and Fee Schedule as reported by the college bursar; AY 2001 - \$2,500, AY 2007- \$2,800

## C. Economic and Workforce Trends

- 3.1. **The United States may face significant shortages in key industries in part because of projected demographic trends and the need for higher skills.** In the past 50 years, the size of the U.S. labor force has more than doubled. However, over the next 50 years, the labor force is projected to grow much more slowly, at about one-third the previous rate, while becoming much more racially and ethnically diverse. In addition to these demographic developments, a number of broad economic trends: global interdependence, technological change and the growth of the knowledge-based economy are changing U.S. labor markets. These changes affect the types of skills and knowledge needed for the U.S. workforce to compete effectively while maintaining a high standard of living.<sup>29, 30, 31</sup>
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- 3.2. **Baby boomers will constitute a greater share of the U.S. workforce of the 21st century.** During the 2004-2014 period, the 55-and-older group is projected to constitute a greater share of the labor force, from 15.6 % to 21.2%.<sup>32</sup> At the same time, the youth segment of the population, those between the ages of 16 and 24, will shrink, as will its share of the labor force, from 15.1 % in 2004 to 13.7% in 2014. The prime-age worker group, those between the ages of 25 and 54, will also see a decrease in its share of the labor force, from 69.3% in 2004 to 65.2% in 2014.
- 3.3. **Employment growth will continue to be concentrated in the service-providing sector of the economy.** Over the next decade, total employment is projected to increase by 18.9 million jobs, or 13%.<sup>33</sup> Educational services, business services, health care and professional services represent the industry sectors with the strongest employment growth; these sectors are projected to grow more than twice as fast as the overall economy.<sup>34</sup> An associate's or bachelor's degree is the most significant source of post-secondary education or training for six of the ten fastest growing occupations.<sup>35</sup>
- 3.4. **BMCC's strategic location affords a wealth of career opportunities for students.** Lower Manhattan is the financial capital of the world and a premier headquarters location for leading global financial services companies. The financial services and insurance industries employ more than 333,000 people in New York City, totaling almost 11% of the city's private sector employment and 5.5% of financial services employment nationwide.<sup>36</sup>

<sup>29</sup> Highlights of a GAO Forum, Workforce Challenges and Opportunities For the 21st Century: Changing Labor Force Dynamics and the Role of Government Policies, released on June 1, 2004.

<sup>30</sup> Danek, Joseph, Van Scoyces Associates, Presentation to Strategic Planning Committee, December 7, 2006

<sup>31</sup> Gordon, Edward, *The 2010 Crossroad: The New World of People and Jobs*, Greenwood Press, 2005

<sup>32</sup> United States Bureau of Labor Statistics, 2004-14 Employment Projections, December 7, 2005

<sup>33</sup> Ibid.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> New York City Economic Development Corporation, *NYC Business Climate, Industry Overviews*, at [www.nycedc.com](http://www.nycedc.com).

## X. Strategic Priorities Mapped to College Mission Goals

**College Mission Goals:**

1. Provide higher education to a diverse urban constituency in support of CUNY's policy of open admissions;
2. Provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning;
3. Provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace;
4. Enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals;
5. Provide for all students a general education which fosters personal development, intellectual curiosity, and critical thinking to enhance informed and effective participation in society;
6. Promote multi-cultural awareness and understanding in our college community and respect for pluralism and diversity in our society;
7. Prepare liberal arts and career students for transfer to four-year colleges;
8. Prepare students in career programs for employment and career mobility;
9. Encourage lifelong learning independent of degree programs;
10. Enhance the cultural, recreational, and social life of the community;
11. Maintain a governance structure that facilitates the participation of faculty, administrators and students in the life of the college and encourages contributions and involvement by alumni and advisory groups;

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## XI. Acknowledgements

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