Bronx Community College Year End Report – June 25 2015

Overview:

This academic year (2014-15) began with a transition in leadership, with the departure of President Berotte Joseph in September, 2014 and the assumption of the Interim Presidency by Dr. Eduardo Martí in October, 2014. At that time, the College faced an unstable fiscal condition, unhealthy enrollment, extensive executive and administrative turnover, risk of an accreditation warning and diminished campus morale. During these past nine months, the College has accomplished a great deal, including the following:

- stabilized the budget
- increased enrollment
- finalized the BCC Strategic Plan as well as a five-year implementation plan and a detailed one-year operational plan
- expanded successful programs (ASAP, First Year Seminar/Program, Learning Communities, Faculty Development Programs)
- reorganized unsuccessful efforts (Academic Advisement)
- received a reaffirmation of accreditation from the Middle States Commission on Higher Education (MSCHE) with a request for a Monitoring Report due in April 2016
- documented encouraging gains in student persistence metrics
- improved campus morale (as reflected on faculty and staff satisfaction survey)
- attracted high quality finalists for the Presidency of the College

Progress on College Focus Area Goals

Goal 1: Accreditation will be maintained/reaffirmed for the College and its Academic Programs

a. For the College by the Middle States Commission on Higher Education (MSCHE) following the Periodic Review Process;
b. For the programs in the Business Department by the Association of Collegiate Business Schools and Programs (ASBSP);
c. For the Nuclear Medicine Technology Program by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JCRNMT);
d. For the Paralegal Program by the American Bar Association.

Results 1:

Reaffirmation received from MSCHE; Reaccreditation-ACEN-Nursing Program; Reaccreditation – ABA Paralegal Program; Reaccreditation – ACBSP – Business Programs. A Monitoring Report (due April 1, 2016) is requested from MSCHE, documenting further implementation of:

(1) The institution's new strategic plan, articulating institutional and unit level goals that reflect conclusions drawn from assessment results and establish clear linkages with CUNY Performance Management Process (PMP) goals (Standard 2);
(2) An organized and sustained process for the periodic review of nonacademic units, with evidence that results are used to improve programs and services (Standard 7), and
(3) An organized and sustained process to assess the achievement institutional and program level student learning outcomes in service areas and academic programs, with evidence that assessment information is shared with appropriate constituencies and used to improve teaching and learning (Standard 14).

To date, the following has been accomplished:

- Five year Implementation Plan 2015-20, developed which includes for each of the College's Strategic Goals and Objectives – major efforts and products/outcomes.
- One-year Operational Plan (2015-16) developed which includes for each of the College's Strategic Goals and Objectives – activities, accountabilities and timelines (and which is linked to budget).
- Guidelines and cycle for Periodic Assessment of Non-Academic Departments developed;
- First group of administrative departments are piloting the Non-Academic Department Program Review process;
- Workshops conducted for Non-Academic Departments to establish programming objectives (including student learning outcomes, where appropriate) and assessment protocols. College Assessment Coordinator is collecting annual assessment reports from the Non-Academic as well as the Academic Departments.
- Task Stream Software (to track and map assessment and improvement efforts) is being purchased and will be implemented across all departments and units of the campus.
- Assessment framework has been expanded to include the development and assessment of student learning (and other) outcomes in each degree program and in all nonacademic programs.

Linkage between Focus Goal 1 and College Strategic Plan

Accreditation of the College and its programs relate to each of the College's Strategic Goals and Objectives, but most closely the following:

Goal 1: Build a Community of Excellence
Objective 1.1 – Foster continuous improvement with use of analysis of and evidence driving all academic, student support and administrative decisions.

Major Efforts
1.1.a – Redesign/implement annual planning/assessment processes to facilitate effectiveness practice
1.1b – Develop tools/professional development activities to support data and analytically driven decisions

Goal 2: Progress will be made towards bringing the First Year Seminar (FYS) to scale

a. The number of sections offered will increase from 29 in Fall 2013 to 33 in Fall 2014.
b. The number of students served will increase from 671 in Fall 2013 to 20 in Fall 2014.

Increase in FYS sections and students accomplished as follows:

	Fall 2012	Fall 2013	Fall 2014
FYS Sections	21	34	45
FYS Students	504	860	1077

Student participation in the First Year Program and Seminar continues to be associated with stronger academic performance and persistence compared to students who are not participating in the program. [1] The overall increase in college-wide retention rates (6% point increase from 55% to 61%) has been positively impacted by this effort.

Linkage between Focus Goal 2 and College Strategic Plan

The First Year Program design emerged as the first initiative resulting from the College's Strategic Plan (with many of the plan's components first identified in 2011). It is our hope that as the full plan is implemented (2015-20), similar positive outcomes will be evidenced across all campus operations. The First Year Program (first piloted in Spring 2012) includes elements from each of the 3 overarching objectives in Goal 1: Build a Community of Excellence, including the promotion of: analytically driven decisions (1.1), mentoring and professional development (1.2) and collaboration/integration/alignment (1.3).

The program was conceived as a combination of high impact practices designed to achieve Goal 2: Empower Students to Succeed, which includes promoting student engagement and knowledge of college expectations and standards (2.1); assuring a cohesive academic experience with clear pathways, organized experiences and consistent communications (2.2); and providing efficient, accessible, user friendly and integrated student services and supports (2.3).

[1] Outcomes evaluation utilizing propensity score matching analysis demonstrated positive 1-semester and 1-year performance and persistence impacts for students participating in FYS. Utilizing a data file containing demographic and academic information for full-time, first-time freshmen who entered BCC between Fall 2012 and Fall 2013, matched comparison groups (who did not enroll in a Freshmen Seminar course) were identified for students who took the First Year Seminar (FYS) and for those who took the traditional freshmen seminar course (OCD). The FYS group demonstrated about a 10% point higher retention rate compared to their matched group after one semester (82% vs. 72%) and one year (65% vs. 54%), while the OCD group demonstrated a lead of 7% points after one semester (75% vs. 68%), but no lead after one year (54% vs. 54%).

Finally, students cannot be successful in College (and beyond) unless they are learning deeply (Goal 3: Deepen Student Learning), which includes the promotion and reinforcement of teaching and learning for application (3.1), which in turn, is positively impacted by the promotion of integrated faculty development (3.2) and the promotion of excellent teaching and scholarship (3.3).

Goal 3: First Semester success metrics will increase.

a. The one-semester retention rate of first-time, full-time students will increase from 77.6 to 79.6.
b. The average % of first-time, full-time students with GPA>=2.0 will increase from 53.9% to 55.9%

Results 3:

While the one-semester retention rate of first-time, full-time students remained flat from Fa13 to Fa14, the percent of first-time, full-time students with a GPA>=2.0 did increase by 3% points.

	Fall 2012	Fall 2013	Fall 2014
1-semester retention	82%	80%	80%
% with GPA>=2.0	54%	57%	57%

Again, performance measures for students enrolled in FYS exceed those who are not enrolled in FYS (see table below). As College continues to bring FYS to scale, we expect to see college-wide performance rates increase.

	Fall 2012	Fall 20013	Fall 2014
1 semester retention			
FYS	87%	86%	87%
OCD	81%	79%	76%
Other	81%	70%	69%
% GPA>=2.0			
FYS	69%	69%	68%
OCD	47%	51%	49%
Other	54%	49%	50%

Linkage between Focus Goal 3 and College Strategic Plan

(see response for Goal 3 above).

Goal 4: The percentage of faculty completing early academic progress grade reports will increase.

a. The percentage of Early Academic Progress Grades assigned will increase college-wide from 38% to 50.

Results 4:

The percentage of Early Academic Progress Grades assigned did not meet target.

	Spring 2013	Fall 2013	Fall 2014
% early progress grades assigned	21%	38%	37%

The Early Academic Progress Grade was designed to provide students with an early alert (during the 3rd to 5th weeks of class) as to their progress in courses (exceeding expectations, meeting expectations or not meeting expectations). The Academic Affairs "Corrective Action Plan" calls for mandating early progress grades in some areas.

Linkage between Focus Goal 4 and College Strategic Plan

Goal 2: Promote Student Engagement, Knowledge of College Expectations and Standards
Effort C. Develop tracking/assessment/response systems for 1st year and at-risk students

Goal 5: Student performance metrics will improve college-wide.

a. The percentage of high risk grades (D,F,R,WU) will decrease from 22.5% college-wide in Fall 2013 to 20.0% in Fall 2014.
b. Departments with courses that have a high percentage (30% or more) of high risk grades will identify/implement strategies and plans for reducing the percentage of those grades. (Strategies may include faculty development efforts, student supports such as Supplemental instruction, revision of pre-requisites, etc).

Results 5:

The percentage of high risk grades (D,F,R,WU) has not decreased college-wide over past 2 years.

	Fall 2012	Fall 2013	Fall 2014
% high risk grades	21.3%	20.6%	23.7%

The Academic Affairs "Corrective Action Plan" to improve pass rates in specific areas (developmental courses and gateway courses) calls for specific efforts in those departments.

Linkage between Focus Goal 5 and College Strategic Plan

Almost the entire BCC Strategic and Implementation Plans, "Building a Community of Excellence" (see attached) are designed to positively impact student performance and success. In particular, the following goals and objectives are directly related to student performance:

Goal 1: Build a Community of Excellence

Objective 1.1 – Foster continuous improvement with use of analysis and evidence driving all academic, student support and administrative decisions.

Objective 1.2 – Promote mentoring and professional development at all levels of the College to support the learning and development of all members of the campus community.

Objective 1.3 – Foster a culture of collaboration, integration and alignment of curriculum, student support and administrative processes.

Goal 2: Empower Students to Succeed

Objective 2.1 – Promote student engagement, cultural competency and knowledge of college expectations and community standards.

Objective 2.2 – Assure a cohesive academic experience (from pre-college to post-graduation) including clear pathways, organized experiences, and consistent communications with clear oversight and accountabilities in place.

Objective 2.3 – Provide efficient, accessible, user-friendly and integrated student services and support structures that address the holistic needs and well-being of every BCC student.

Goal 3: Deepen Student Learning

Objective 3.1 – Promote and reinforce active teaching and learning for application among all faculty members.

Objective 3.2 Promote integrated faculty development

Objective 3.3 Promote and encourage excellent teaching and scholarship (including scholarship of teaching) in promotion and tenure processes.