CUNY/BCC Performance Management Plan (PMP) 2014-15
Corrective Action Plan 2015-2016

BCC's 2014-15 Performance Management Plan metrics demonstrate areas of positive growth and areas in need of attention. This Corrective Action Plan highlights each area of concern as demonstrated by the PMP and outlines a target plan for improving the college's performance. This year, CUNY did not collect or report metrics related to students' pass rates in developmental and gateway courses. These data were provided by BCC Office of Research, Planning and Assessment and as an area of grave concern, are addressed in the Corrective Action Plan.

1. Improve Faculty Scholarship

Average pieces of scholarship creative activity maintained at 0.3 (CC Average 0.5)

BCC's New Faculty Seminar (NFS) has been offered for over a decade as a mechanism for orienting new faculty to BCC campus culture and introducing them to available resources. In an effort to address some of the challenges and improve upon the strengths of the Seminar, CTLT refocused the New Faculty Seminar for the 2014-2015 year. To this end, the revised New Faculty Seminar focused on three main thematic threads: pedagogy, assessment and faculty career planning. An historical challenge to the success of the Seminar has been the inability of some new faculty members to attend the monthly Friday workshops. To address this issue, the revised yearlong New Faculty Seminar used both Blackboard and eportfolios to maintain contact throughout the year and included a 3-day workshop in January. Twenty-five new faculty members hired during the 2014-15 period participated in the NFS. The Seminar will welcome its second cohort of new faculty in the 2015-16 academic year. [NEW FACULTY SEMINAR]

NFS Modules

The New Faculty Seminar provided faculty with a platform to:

1. Reflect on their teaching, career, and assessment practices
2. Follow the semester milestones throughout the year to fulfill responsibilities as a faculty member
3. Develop a career plan and fill out a career planning matrix
4. Complete paperwork for the first year reappointment
5. Develop a Teaching Portfolio using the e-portfolio platform
6. Develop a Classroom Assessment Project (CAP) that specifies the following elements: student learning outcomes, benchmark(s), assessment vehicle(s), assessment tool(s), results, and conclusions (closing the loop).
7. Execute a CAP, analyze results, and close the loop.
8. Demonstrate the ability to use blackboard and e-portfolio

Anticipated Outcomes

- Enhancing pedagogy
- Develop a pedagogical research/scholarship agenda
- Interdisciplinary collaboration
- Steady progression toward promotion and tenure

2. Four-Year Graduation Rates

Decreased from 22.4 to 21.2 (CC Average 26.4)

- Proactive and early focus on impending (2016) graduates commencing in the summer. This focus will include:
    1. Identification of 2016 graduates (June 2015)
    2. Development of a comprehensive academic plan for degree completion (June –August 2015)
    3. Cohort management and activities organized by Success Coaches
    4. Intensive monitoring, tracking, outreach and follow up with students throughout the year

3. Improve Satisfaction with Academic Advisement

Decreased from 5.2 to 5.1 (CC Average 5.1)/ Campus Support services -- Maintained at 4.9 (CC Average 5.1)

- Changes to the Academic Advisement framework occurred in February/March 2015; therefore satisfaction ratings may not accurately reflect positive changes in academic advisement. [ACADEMIC ADVISEMENT]

The following improvements have been made.

Paradigm and operational shifts

- Advisors were renamed Success Coaches to convey their role in not just advising students but supporting their holistic success at BCC. Success Coaches engage in intensive outreach of students on their caseload. In addition to following up on academic progress (early progress reports/ midterm grade reports) making referrals for academic support, they contact students to encourage them to come in for advisement and register. Success Coaches are also required to hold "department days" where they provide coaching/advisement services in their respective departments.

Increase # of advisors/Success Coaches

- Since March, ten new advisors were hired and joined 3 existing advisors. One staff member was also transferred, bringing the total number of advisors to 14.

Recommendation: Despite the growth in the number of Success Coaches, three are on leave due to health issues. It is essential that additional Success Coaches be hired to provide more comprehensive support to students

Training/Development

- Success Coaches participated intensive orientation and participate in on going development. Most are assigned to special task forces to help deepen competencies and improve the services provided to students. In June, Coaches will receive training by Single Stop trained in Single Stop. The goal is to ensure Coaches have a comprehensive knowledge of resources that benefit students and help to support them in progressing toward degree completion. Coaches also receive in depth training in Degree Works.

Increased collaboration

- Success Coaches work collaboratively with the Admissions office to ensure that first time freshmen are advised effectively. In addition, they are required to provide intensive coaching/advising support to all students at risk (low GPAs, probation; readmitted). Success Coaches are assigned to particular departments and work closely with department chairs and faculty to both advise students and support their success.

- The work of Success Coaches in concert with department faculty has resulted in increased registration metrics for the Fall 2015 semester when compared to the Fall 2014 semester.

Increased use of technology

- OSSES has been enhanced to better support the work of Success Coaches. The Retention Manager view for Success Coaches ensures easy access to their caseload and student performance and status information.
- Students are now required to print out a copy of their Degree Works Audit when they meet with a Success Coach. Because of this, the college has increased its DW usage over the past year.

Improved communication

- Improved communications through the implementation of Advisor gram-target communication regarding matters pertaining to advisement and registration. [ADVISORGRAM]
- Success Coaches have formed a task force among themselves to ensure the most optimal use of electronic platforms to connect with students.

Culture of Assessment

- In compliance with MSCHE mandates, the Academic Success Center has developed student-learning outcomes upon which continual assessment will be based.
- In addition to the Noel Levitz Scales that are completed in odd years, the center has developed a brief 5-question student survey that students complete upon completion of their session with a Success Coach. The feedback and ratings have been overwhelming positive.

- In addition data from the BCC Faculty/Staff Satisfaction Trends (administered in Spring 2015) show an increase in satisfaction with advisement from 37% in Fall 2014 to 45% in Spring 2015.

4. Improve Satisfaction with Administrative Services

Recruitment and Financial Aid Effectiveness - Decreased from 5.1 to 4.9 (CC Average 5.1)
Registration effectiveness- Decreased from 5.3 to 5.2 (CC Average 5.3)
Service excellence –Decreased from 5.2 to 5.1 (CC Average 5.2)

- The Office of Academic Affairs will continue to work collaboratively with Administrative Services, Strategic Initiatives and Student Affairs in AY 2015-16.

5. Improve Transfer Rates to Baccalaureate Programs

First-time freshmen transferring to any BA within 6 years- Decreased from 27.5 to 26.4 (CC Average 30.2)

Transfer Rate of AA/AS graduates to any baccalaureate program- Decreased from 69.0 to 64.3 (CC Average 68.6)

Mean first semester GP of BA transfers from CC- Decreased from 2.75 to 2.68 (CC Average 2.68)

- We are in the process of relocating Edwin Roman Academic and Transfer Resources Coordinator to Sage for closer proximity to advisors. Edwin oversees the development of all articulation agreements with 4-year institutions.

- ***Recommendation- Transfer services should be an extension of academic advisement and the responsibility of Success Coaches. I recommend that the Career and Transfer Services be redesigned to focus on Career and Internship opportunities while Academic Affairs assumes responsibility for improving transfer rates for students.***

6. Improve NCLEX Performance

Pass rates decreased from 83.3 to 75.9 (CC Average 78.0)

Deborah Morris, Chairperson of the Department of Nursing, indicated that possible causes for this decline include a significant change in the level of difficulty for the licensure examination, that occurred in April 2014, just prior to the Spring 2014 group test date, in addition to an increase in the level of thinking required to answer higher priority ordered questions. Other variables impacting the result include students' delay in taking the examination along with an increase in the number of students who took the examination in 2014.

Corrective Action

- To address improving the NCLEX pass rates, Dr. Linda Caputi, a nursing curriculum consultant, was brought in to identify the issues relative to the decline in the pass rates and to provide faculty professional development geared towards making improvements. Dr. June Dunn, a Nurse Educator and Statistician from Assessment Technologies Institute, Inc. (ATI), the standardized testing package that was purchased and integrated across the curriculum, following a similar occurrence in 2011, also provided faculty development to identify content area weakness identified by the data generated from the proctored examinations. Dr. Dunn worked with faculty in reviewing course outcomes that correlated with content on proctored examinations, administered at the different levels within the curriculum, to identify inconsistencies in successful outcomes in courses that was not evident in the statistical analysis of the same content on the ATI proctored examinations.

- The nursing program will adopt the following recommendations of Dr. Linda Caputi:
- Change of the leadership structure in the program to Level Coordinators in an effort to promote curriculum consistency in instruction leveled for all courses.
- Development of a systematic program-wide approach for teaching and evaluating students' abilities in critical thinking/clinical reasoning beginning with Level I nursing courses.
- Review of all course examinations to ensure inclusion of adequate numbers of application or higher level questions aligned with the NCLEX-RN® Test Plan.
- Incorporation of teaching pedagogy that promotes active learning.
- Plan to purchase Mountain Measurement Reports that will be shared with faculty. Mountain Measurement are NCLEX Program Reports that provide important insight into student performance on the licensure examination that can help with curriculum planning and program evaluation.
- An academic profile will be done on all students who have been reported to the nursing program as unsuccessful on their first-attempt on the licensure examination.
- Faculty from the two levels in the nursing program have already identified the changes needed to incorporate the recommendations and will meet during the summer to institute the necessary changes for implementation in the Fall 2015 semester.

7. Improve Pass Rates in Developmental Courses and Gateway Courses

Course	Fa13	Fa14
MTH 01	51.2	46.3
MTH 05	37.5	33.7
MTH 06	53.9	55.9
MTH 13	62.7	51.9
MTH 30	55.1	55.2
ENG 11	73	68.1
ENG 12	79.5	75.3

- Success Coaches assigned to the Department of Mathematics and English will maintain consistent contact with students enrolled in developmental courses
- Coaches will follow up on students receiving early progress and mid term reports regarding poor performance in developmental courses; they will identify and recommend appropriate academic support services for students who are not progressing
- College-Bridge program centered on math with University Heights High School to include: innovative summer component for rising seniors that focuses on quantitative reasoning and experiential learning; Year-long course for seniors that will combine topics to prepare students for college-level math and place out of remediation; Collaborative teaching between high school and college faculty
- Math Department will host a Summit to explore diverse approaches to teaching and learning of elementary and remedial mathematics and the college level. Summit will include faculty from across CUNY who will present on best practices and share experiences related to new strategies in preparing students for success in math
- The Summer Immersion courses will be evaluated and redesigned to offer new formats that will optimize and engage student learning and comprehension
- Increase utilization of TutorTrac to review outcomes of students who receive math/ english tutoring
- Mandate early progress reporting for all Math and developmental courses