

**Bronx Community College**  
**PRESIDENT'S COMMUNITY REPORT – SEPTEMBER 2018**  
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I was reminded recently that, “In life, you get what you put in. When you make a positive impact in someone else’s life, you also make a positive impact in your own life.” It is a wonderful way to orient our thoughts for the start of this exciting 2018-2019 academic year. Welcome back! I hope you had a restful and rejuvenating summer. We are now back and ready to teach and learn. Don’t forget that it’s a process of growing, faltering, waiting, wrestling, and triumph. I look forward to embracing the process with you as we strive towards the success of our students, our institution, and one another.

This semester began with an energetic Fall 2018 Convocation, where we discussed our theme, “Reflecting on Our Community of Excellence.” We have spent the past year looking at our efforts since 2009 and it is time for us to reflect on what we have built and how well we have built it. We are at the mid-way point in the implementation of our 2015-2020 Strategic Plan and it is the perfect time for us to consider what BCC is doing and whether we should continue our existing practices into the second half. We are scheduled for our Middle States Accreditation visit by the team Chairperson on November 15, 2018, and our full accreditation visit will take place from March 24-27, 2019. There is much to do before then, but we can do it together. Thank you to all who have planned and participated thus far. We are well on our way to a successful visit. At the end of this report, you will find additional details from Dean Ritze in the Office of Institutional Research and Assessment.

In line with our theme, we have much about which we can be proud and there are some areas in need of improvement. While the students in special programs such as ASAP, College Discovery, and CUNY Edge are making progress, this cannot be said of all of our other students. In the past ten years, we have more than doubled our 3-year graduation rate from 7% to 16%. Our 4-year graduation rate is now 24%, while 10 years ago, the 6-year graduation rate was just 20%. But it’s just not good enough. Our students come here with the expectation that they can learn and graduate or transfer. These numbers do not reflect your efforts and dedication. It is time for us to find better ways to get our students across the finish line and completing their goals.

Discussion surrounding **ENROLLMENT AND RETENTION** will be in the forefront this academic year. This year, we identified that our year to year retention rate for the entering class of Fall 2017 is only 55%. This means that we are losing 23% students after their first semester and another 45% of our students after their second semester. For the Fall 2017 entering class of first-time, full-time students (n=1917), 1476 (77%) were retained after one semester and 1050 (55%) retained after one year. This means that 441 (23%) were not retained after one semester and 867 (45%) were not retained after one year. We believe that some of the reasons are financial, but need to more clearly understand the other contributing factors. We should not accept that our students will come and leave. Once they are here, they are our responsibility and I take that charge very seriously. What will we do to better serve our students? How will we be nimble, agile, and willing to grow and change as an organization and as participants in this process?

I look forward to hearing your suggestions and ideas in this year’s annual **PRESIDENT GRANT** application and award process. This year, I would like to see applications and proposals supporting student success and retention initiatives. Specifically, these proposals should focus on reaching the 35% graduation rate goal set forth in our Jubilee Challenge last Fall, or in retaining our students in and after the first year.

- **GOOD NEWS:** BCC was awarded a \$5Million grant from the National Science Foundation (NSF) for a collaboration with Lehman College to help support scholarships for 575 talented, low income students. This is one of the largest grants ever awarded to a community college by NSF and is intended to fund scholarships for traditionally under-represented students in the STEM fields. It will provide recipients with paid research opportunities, internships, and faculty mentoring as they pursue associate’s degrees at BCC. Students will be able to transfer to Lehman and continue scholarly work with new mentors, earn bachelor’s degrees, and prepare for STEM careers. This will supplement existing Pell Grants. Special congratulations to Professor Vicki Flaris in the BCC Chemistry Department, Dean Nancy Ritze, Interim Provost Luis Montenegro, and Grants Director Judith Eisenberg for their hard work on securing this funding.

BCC was selected as one of five pilot campuses to launch the CUNY LEADS Plus program in partnership with ACCES/VR. This is a unique academic and career program for students with disabilities within CUNY, providing assistance with career and academic guidance and skills for job searches and retention; enhanced employment opportunities; career counseling; resume, interview, and internship preparation; and advocacy skills training. It is free of charge for all eligible students. Congratulations to BCC’s disAbility Director Maria Pantoja and her team on this exciting opportunity.

Our very own Public Safety Specialist Alexandria Torres was selected as a 2018 Advocate of New York City by Mayor DeBlasio’s Office for her tireless efforts and work on Domestic and Dating Violence Prevention and Cases since June 2012. She was highlighted as being one of the most knowledgeable and passionate in this subject matter within CUNY. We are proud to join the City in congratulating her and thanking her for the work she and our Department of Public Safety do for the members of the BCC family every day.

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Members of the BCC community, Victoria McEwen and Valorie Wilkinson, were selected as two of twenty 2018 Women's Forum Education Fund Fellows. Financial support was awarded to this group of extraordinary women, age 35 and older, who are celebrating and pursuing college degrees at a more mature age. If you are aware of anyone who might wish to apply in the future, the 2019 application is now available at [www.womensforumny.org](http://www.womensforumny.org).

- **ACADEMIC & STUDENT SUCCESS:** Following the departure of Dr. Claudia Schrader, I am pleased to announce the appointment of Dr. Luis Montenegro as Interim Provost and Vice President for Academic Success. After years of dedicated service as a Faculty Member, Department Chairperson, and Dean, he is well-positioned to lead the Academic team forward. He will partner with Vice President for Student Success Irene R. Delgado to continue the excellent work of the Division.
- **ADMINISTRATION & FINANCE:** I am happy to share that the Alumni Gym pool is substantially complete and we are working to identify and date and time for the ribbon-cutting and grand re-opening. Renovations are currently underway on the Nursing Center in CPH and the Cybersecurity Classroom. Work is scheduled to begin on the World War monument in front of Nichols Hall. New Hall, Guggenheim, and Roscoe Brown Student Center are all receiving much-needed exterior façade work. Projects currently scheduled for the Fall 2018 semester include roof repairs to Bliss Hall, renovation and asbestos abatement in the Language Hall Conference Room, and general maintenance and upgrades in anticipation of the Middle States site visit.
- **GRANTS:** Under the NYS DOE, Workforce Innovation and Opportunity Act, BCC was awarded \$600,000 to improve the literacy and workplace skills of adult English language learners to help them advance in careers in the Bronx's largest employment sector: healthcare. This Program will provide classes in English for Speakers of Other Languages (ESOL) that are contextualized for the healthcare industry; CPR and First Aid training leading to certification; work readiness skills; wrap-around supports; and training for high-demand Direct Support Professional (DSP) jobs. Grant PI: Blanche Kellawon.

BCC was awarded over \$317,000 by the National Aeronautics and Space Administration (NASA) – Educational Opportunities for STEM (NASA-EONS) program for the preparation, training, and development of NASA's future workforce. The program will engage students and educators in authentic, inquiry-based year-round hands-on science experiential learning opportunities including workshops, field activities, and mentoring by STEM scholars and professionals. The project will expose participants and educators to geo-analytical tools and enable them to integrate NASA's rich repository of online resources in their course work and lesson plans at their respective institutions. Grant PI: Sunil Bhaskaran.

BCC received a \$25,000 planning grant from JobFirst NYC/New Visions for Public Schools to develop workforce training programs for students currently enrolled at two Bronx-based Transfer High Schools. BCC is working in collaboration with Phipps Neighborhoods, and expects to implement early childhood development and healthcare programming by early 2019.

BCC was awarded \$15,000 from TD Bank in support of the College's Career Maps project. PI: Kenneth Adams.

- **WORKFORCE & ECONOMIC DEVELOPMENT:** In an ongoing effort to engage internal and external constituents, Workforce is hosting the 2018 Business Partners Breakfast to recognize the College's current employment partners, strengthen existing relationships between BCC and local employers, and to forge new partnerships with the New York City business community. It is being held on October 4, 2018, from 8:30am-10:00am in the North Hall Law Library. If you are interested in attending, please contact Adriana Collado.

Over the summer, Workforce launched two new healthcare training programs: The BCC Behavioral Health Opportunities Program and the Certified Recovery Peer Advocate program. 18 information sessions were conducted for over 100 applicants with 61 people selected to participate in the vestibule, our final screening activity -- a four-day, four-hour per day interaction with staff that conducted mini-trainings in substance use and recovery. Now that the training is complete, Workforce is seeking employers that will accept participants for internships or employment as Certified Recovery Peer Advocates (CRPAs) and Community Health Workers. CRPAs are non-clinical positions that assist in supporting people on a variety of pathways to recovery from multiple issues, including substance use and mental health illnesses. As "stackable credential" programs, both training initiatives combine vocational skills training required for employment with credit-bearing academic courses from the Department of Health, Physical Education and Recreation.

- **CAMPUS ACTIVITIES:** On September 24, 2018, a delegation from the Secretary for Children and Families from the Puerto Rican Governor's Office, along with Secretary Glorimar Andujar-Matos, visited the BCC Early Childcare Center. The visit was intended to more clearly understand our best practices regarding family engagement, programming for children, and use of technology in classrooms. In other Childcare Center news, we are looking forward to another year of trick or treating from the children at the Center. On October 26, 2018, you will see the children dressed in costumes and visiting buildings around the campus. If you are interested in hosting and handing out treats, please contact Jitinder "Judy" Walia via email.

## BCC Middle States Self-Study Update, September 2018 “Reflecting on Our Community of Excellence”

BCC is engaged in a comprehensive Self-Study as part of the accreditation requirements of the Middle States Commission on Higher Education (MSCHE). The process, which was initiated in Spring 2017, will culminate in a final report submitted to MSCHE and an evaluation team visit March 24-27, 2019. Formal action on BCC’s accreditation status will be taken at the June 2019 Executive Meeting of MSCHE.

The **PURPOSE OF THE SELF-STUDY** is to demonstrate BCC’s compliance with MSCHE Standards and requirements and to inform the development of our new Strategic Plan, in support of student learning and success and institution-wide improvement and renewal.

### Self-Study and Evaluation Timeline

Spring 2017	Self-Study Steering Committee and working groups formed (with more than 100 campus participants)
FA '17-SP '18	Working groups collected data and drafted reports
Summer 2018	Draft Self-Study compiled from working group reports
Fall 2018	Draft Self-Study disseminated, with multiple opportunities for campus-wide discussion/feedback
January 2019	Self-Study submitted to MSCHE
Mar 24-27, 2019	MSCHE Evaluation Team Visit to BCC
June, 2019	MSCHE votes on BCC’s accreditation status

### How you can participate in the Self-Study review and revision process

<b>1. Complete a Survey</b> <a href="https://www.surveymonkey.com/r/6WRGDQL">https://www.surveymonkey.com/r/6WRGDQL</a>	
<b>2. Attend a Town Hall Meeting</b>  Next Town Hall Meeting scheduled for Friday, September 28, 2018, 10am-12pm in Schwendler Auditorium. More dates to be scheduled and shared.	
<b>3. Review &amp; Comment on Self-Study Draft (Available for Review in OSSES)</b>	Go directly to OSSES ( <a href="https://wa01.bcc.cuny.edu/">https://wa01.bcc.cuny.edu/</a> OR BCC website > Quicklinks > OSSES), log in using your Bronco ID and password)
	<b>Send Comments/Questions to:</b> <ul style="list-style-type: none"> <li>▪ Jordi Getman-Eraso (Self-Study Co-Chair) <a href="mailto:Jordi.getman@bcc.cuny.edu">Jordi.getman@bcc.cuny.edu</a></li> <li>▪ Irene R. Delgado (Self-Study Co-Chair) <a href="mailto:Irene.delgado@bcc.cuny.edu">Irene.delgado@bcc.cuny.edu</a></li> <li>▪ Nancy Ritze (MSCHE Accreditation Liaison) <a href="mailto:nancy.ritze@bcc.cuny.edu">nancy.ritze@bcc.cuny.edu</a></li> </ul>
<b>4. Stay Tuned for Additional Events</b>	

# Building a Community of Excellence

**MISSION** BCC serves students of diverse backgrounds, preparations and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. We offer students access to academic preparation that provides them with the foundation and tools for success in their educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities.

**VISION** BCC will effectively invest in each student's success by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals. Graduates will be prepared to understand, thrive in, and contribute to a 21<sup>st</sup>-century global community marked by diversity, change, and expanded opportunities for lifelong learning and growth.

**VALUES** Respect – Integrity – Engagement – Excellence – Empowerment

## **GOALS**

1. Build a Community of Excellence
2. Empower Students to Succeed
3. Deepen Student Learning
4. Develop World Citizens
5. Cultivate a 21<sup>st</sup> Century Curriculum
6. Enhance the Campus Environment
7. Promote a Reputation for Excellence

## **MSCHE Standards for Accreditation**

**Standard I: Mission and Goals.** The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

**Standard II: Ethics and Integrity.** Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

**Standard III: Design and Delivery of the Student Learning Experience.** An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

**Standard IV: Support of the Student Experience:** Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

**Standard V: Educational Effectiveness Assessment.** Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

**Standard VI: Planning, Resources and Institutional Improvement.** The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges

**Standard VII: Governance Leadership and Administration.** The institution is governed & administered in a manner that allows it to realize its stated mission & goals in a way that effectively benefits the institution, its students, & the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, & it operates as an academic institution with appropriate autonomy.