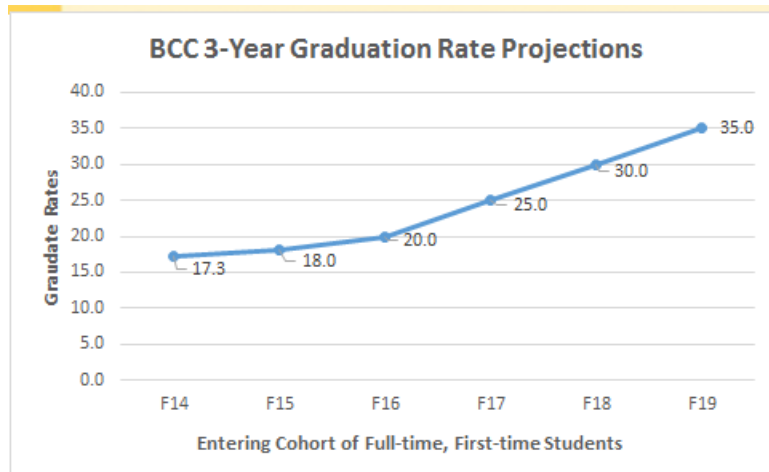# Bronx Community College 2017 -18 Goals, Targets and Action Plans

September 28, 2017

The 3-year graduation rates at Bronx Community College have steadily increased over the past several years (from 8% for the Fall 2008 entering cohort to 17.3% for the Fall 2014 entering cohort). However, these rates are still too low. At the recent Fall 2017 Convocation, BCC President Thomas Isekenegbe challenged faculty and staff to again double the 3-year graduation rate over the next five years. By the College's 65th Anniversary (in 2022), the BCC 3-year graduation rate should reach at least 35%. Our slogan for this effort is **"35 by 65"**, which is guiding all efforts for the next few years. Specific completion targets are presented in the chart below.

In order to accomplish these ambitious completion targets over the next five years, we plan to focus significant attention to the CUNY/BCC Goals relating to *Access and Completion* and *College Readiness*. In particular, we expect our efforts to yield the following improvements in these momentum-related targets over this next 2017-18 academic year.

Targets for Access and Completion

1. Increase credit accumulation:

In order to make a significant increase in the % of first-time, full-time freshmen who earn 15 credits in the first semester (from the current rate of 2%), we will work toward improving as follows:

Earned Credits after 1 semester	FA 15 Entering Cohort after FA 15 (N=1770)	FA 16 Entering Cohort after FA 16	**Projected** FA 17 Entering Cohort after FA 17
0	23%	23%	20%
1 − 6	36%	30%	25%
7 − 12	36%	37%	40%
>12	6%	11%	15%
Total	100%	100%	100%

Earned Credits after 1 year	FA 15 Entering Cohort after one-year (N=1770)	FA 16 Entering Cohort one-year (N=1721)	Projected FA 17 Entering Cohort after one-year
0	19%	20%	15%
1 – 12	39%	38%	35%
13 – 24	37%	34%	30%
>24	6%	8%	20%
Total	100%	100%	100%

2. Increase the percentage of <u>all</u> students completing credit Math and Writing after 1 year/2 years for all incoming freshmen.

Percent <u>all</u> first-time, full-time freshmen completing credit Math and Writing after 1 year/2 years

Completing Credit Courses after:	FA 15 Cohort earning credit Math after:	FA 15 Cohort earning credit English after:	FA 16 Cohort earning credit Math after:	FA 16 Cohort earning credit English after:	FA 17 Cohort projected earning credit Math after:	FA 17 Cohort projected earning credit English after:
	(N=1770)	(N=1770)	(N=1721)	(N=1721)		
1 year	15%	54%	21%	56%	27%	60%
2 year	27%	62%	30% Projected	64% Projected	35%	66%

Targets for College Readiness

1. Reduce remedial needs of first time freshmen (with pre-college programs, Test Prep, etc) by decreasing the % of incoming students requiring remediation in:

Entering Cohort	% Fail Reading	% Fail Writing	% Fail Math
Fall 2015	23%	39%	82%
Fall 2016	20%	30%	81%
Fall 2017 (estimated)	21%	28%	58%
Fall 2018 (**projected**)	19%	26%	56%

2. Increase rate of credit math/writing earned after 2 years for all students with initial remedial need

Entering Cohorts	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015 (estimated)	Fall 2016 (**projected**)
Reading	33%	32%	35%	36%	38%	40%
Writing	40%	42%	44%	44%	45%	47%
Math	14%	18%	18%	18%	22%	25%

The following specific action plans (relating to both the BCC Strategic Plan and the CUNY Strategic Framework) have been developed to support our progress.

BCC 2017-18 Action Plan

BCC/CUNY Goals	BCC 2017-18 Activities
Access and Completion	
1. Expand online education, support necessary infrastructure, training, incentives	- Increase number of online courses - Revisit and revise policies to enable more students to enroll in online courses - Create and launch module to orient/prepare students for online learning - Implement online peer evaluation of teaching - Evaluate and pilot online advisement services
2. Double 3 year graduation rate	- Development and early publication of 2018 spring, intercession & summer schedule - Added Summer session 4 - Launch 2018 spring, intercession and summer schedule earlier - Determine/Establish Evening/Weekend/Online (EWO) programs
3. Facilitate taking courses on e-permit	- Disseminate information; link on web page
4. Support student retention and progress (Includes but not limited to - Deploy Early Warning Systems)	- Implement *Momentum Year* strategies (15-credit semester enrollment, completion of gateway math and English in 1st year, degree map development & review) - Implement Starfish (will result better cohort management and outreach to students) - Conduct academic advisement study to support college-wide implementation of Starfish - Increase training for success coaches (improved skills) - Utilize Early alert/Midterm grade reporting features in Starfish - Continue to mandate Early Alerts for all developmental and high risk courses - Implement DegreeWorks Planner and ensure training for faculty and staff - Improve Learning Community Planning with increased offerings/enrollments - Review Pathways and Elective Requirements - Review AAS offerings - Meet annual ASAP enrollment/performance targets - Host ASAP Conference - Develop framework for promoting success for Part time Students - Launch BCC Macaulay Lehman Honors Program - Initiate revision of Student Evaluation of Teaching

5. Increase enrollment	- Increase partnerships with NYCDOE (Department of Education) and CBOs (Community-based organizations) - Strengthen existing pipeline internships
6. Student Engagement	- Develop comprehensive annual calendar of engagement activities - Continue Year 2 of mentoring program with Student Government Association
College Readiness	
7. Improve Remedial Instruction	- Continue to mandate Early Alerts for all developmental and high risk courses - Increase Workshops (Test Prep and ongoing workshop) - Monitor Pilot math course - Explore First Year Seminar expansion as a requirement in additional degree programs
Career Success	
8. Make experiential learning a signature component of a CUNY education	- Increase external partnerships - Increase placements - Formalize policies and procedures for ELO (experiential learning opportunities) - Increase visibility/awareness (web site presence; info for students; manual for faculty/staff) - Insure focused assessment - Establish monthly joint meetings with Continuing Ed and OAA (Office of Academic Affairs)
9. Increase enrollment in STEM majors with emphasis on participation of women and minorities	- Increase enrollment/graduation in STEM programs - Implement STEM at BCC PR campaign/ Posters of STEM faculty (focus on faculty of color and women) - Develop dedicated web page (highlighting STEM programs, students and faculty) - Secure approval for Cyber Security - Sponsor STEM events (STEM fair, STEM Talk with Female faculty) - Continue implementation of HSI grant with Lehman College
10. Expand dual and joint degrees and stackable credentials	- Investigate implementation of Coding as a Continuing Ed program - Establish monthly joint meetings with Continuing Ed and OAA (Office of Academic Affairs) - Expand stackable credentialing programs
Knowledge Creation and Innovative Research	
11. CUNY will invest in and support faculty development (teaching/ research)	- Implement ongoing workshops/video bank (preparing for reappointment, promotion and tenure) - Update faculty research interests inventory
12. Contribute to the quality of urban life by	- Continue to provide funding/ reassigned support for faculty research

focusing on intellectual resources- environment, sustainable energy, social justice, public health, economic development, cultural enrichment and civic engagement	- Support faculty collaboration/ engagement - Seek and pursue funding for grants, programs, research in these areas
13. Build greater faculty diversity	- Enhance recruitment practices
14. Enhance students multicultural richness and linguistic abilities, help develop careers in global economy	- Formalize SABS (Senegalese American Bilingual School) partnership - Host student engagement events celebrating diversity and multiculturalism - Increase interest/enrollment in Japanese language course
Funding Model	
15. Adopt best business practices, procedures, administrative functions	- Complete Periodic Administrative Self Study (PASS) for Cohort 1- develop/implement action plans - Launch PASS Cohort 2 - Complete Phase I of Academic Master Plan - Host Inaugural Community College Academic Leadership Convening - Make progress on SLO Assessment (in courses, programs, general education, and service/support departments) - Utilize MSCHE Self Study to: demonstrate compliance with all MSCHE standards and requirements; engage campus in inclusive/transparent evaluation process; focus on lessons learned from ASAP expansion; and use results to inform new strategic directions for the College.
16. Expand capacity; efficient use of facilities; and technology to meet enrollment demands	- Conduct comprehensive audit of potential classroom space - Implement "BARFIT" fishbowl in preparation for one stop center - Promote programs that include exclusively Evening, Weekend and Online offerings that lead to EWO degree completion - Increase number of online courses - Evaluate and pilot online advisement services