

## Major BCC Challenges, Related Priority Issues and Recommendations for Improvements – January, 2018

The major challenges facing BCC include:

1. Improving Student Success (academic progress, retention and completion)
2. Improving Student Learning (especially basic and higher-order skills)
3. Addressing Enrollment Decline and Impact on College Budget
4. Improving College Management, Transparency and Communication
5. Maintaining Aging Campus Infrastructure

The following issues, findings and recommendations are noted in the BCC Self-Study and should be utilized for development of new Strategic Goals. Also noted in each case are the corresponding major challenges.

Priority Issues	Related Findings/Facts/Concerns	Recommendations
<p><b>Academic Progress, Retention and Completion</b> While the 3-year graduation rate has almost tripled in past decade, retention rates and completion rates are below the national average and are the lowest in CUNY.</p> <p>(Challenges 1,3)</p>	<ul style="list-style-type: none"> <li>▪ 3-year completion rates increased 7%-20%.</li> <li>▪ 1-year retention rate remains low (55%).</li> <li>▪ ASAP 3-year completion rates <math>\geq</math> 50% and are expected to continue to positively impact college rates.</li> <li>▪ BCC has received a \$5 million NSF grant to develop and assess a model of growth mindset to support academic success of STEM students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a comprehensive 5-year student success plan (utilizing high-impact practices that have been identified at BCC and elsewhere) to support retention, success and completion.</li> <li>▪ Maximize impact of NSF work on growth mindset (for faculty, students and staff) to support growth mindset and academic success for all BCC students.</li> </ul>
<p><b>CUNY Placement and Remediation Reform</b> will eliminate CUNY skills placement testing in FA19 and recommends the creation of co-requisite courses and elimination of stand-alone remedial courses.</p> <p>(Challenges 1,2,3,4)</p>	<ul style="list-style-type: none"> <li>▪ The majority of entering BCC students (80%) have historically placed in remediation at BCC.</li> <li>▪ After one year, only 22% of incoming freshmen earn college-level math credit and 55% earn college-level writing credit.</li> <li>▪ After one year, one-fifth (20%) of incoming first time, full-time freshmen earn 0 credits.</li> <li>▪ BCC faculty are consistently dissatisfied with the academic preparation of BCC students (48% satisfied/very satisfied in Spring 2018).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to provide access (and opportunities for success) to all members of our community (even those that cannot commit to special full-time programs).</li> <li>▪ Develop a comprehensive plan (utilizing high-impact practices that have been demonstrated as effective at BCC and elsewhere) to secure funding (possibly Title III/V) to address the academic needs of our students and support their learning and success.</li> <li>▪ Include in the comprehensive plan strategies to reinforce and assess basic skills across the curriculum.</li> </ul>
<p><b>Attendance, Participation &amp; Withdrawals</b> Lack of student attendance and participation is a significant problem at BCC and correlates with lack of student progress and success.</p>	<ul style="list-style-type: none"> <li>▪ Maintaining centralized attendance records is not allowed in CUNY, which has led many faculty members and students to believe that attendance taking is not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BCC's Provost and Department Chairs should encourage attendance taking among all faculty.</li> <li>▪ Explore use of STARFISH to record "participation" in first 3 weeks of class.</li> </ul>

(Challenges 1,3,4)	<ul style="list-style-type: none"> <li>A significant amount of WN grade reversals following COA submissions creates administrative challenges</li> </ul>	
<p><b>Academic Advisement</b> The ASAP expansion has provided significant increases in advisement resources for BCC, along with concerns that the College provide for equitable and effective advisement for all students (whether in ASAP or not)</p> <p>(Challenges 1,3,4)</p>	<ul style="list-style-type: none"> <li>The ASAP advisement model is a major contributor to the Programs' higher completion rates.</li> <li>BCC ASAP is well on its way to reaching the last year expansion target of 4,768 students while still achieving positive results.</li> <li>BCC has currently 50 full-time professional advisors. The caseloads for non-special program advisors have decreased significantly.</li> <li>FYP is currently the main ASAP feeder for continuing students, and expanding FYP will ensure an increase in the number of continuing students joining ASAP.</li> <li>Faculty/staff satisfaction (SP18) with advisement continues to improve, but is still among lowest rating of support services (65%).</li> <li>Regarding advisement, concerns raised regarding: faculty role, divided organization, and equitable services for all students.</li> <li>Student satisfaction (SP18) is greater, with 82% satisfied with faculty advisement and 79% satisfied with non-faculty advisement.</li> </ul>	<ul style="list-style-type: none"> <li>Rethink college-wide advisement to implement equitable, admissions to graduation caseload-advisement model for entire BCC population, based on ASAP best practices (evidence-based, proactive, holistic, completion driven).</li> <li>Expand First Year Program to serve all incoming students. Assessing staffing and space needs for FYP is a necessary first step.</li> <li>Reconsider and articulate the faculty mentoring role as distinctive from the academic advisement role.</li> <li>Maximize the potential of STARFISH Software to support student progress and success.</li> </ul>
<p><b>Financial Literacy/Financial Aid</b> Many BCC students are financially eligible for financial aid (FA), but don't receive FA due to lack of academic progress, lack of proper filing for FA, or registration/withdrawal actions. Subsequently, students owe BCC money they cannot afford to pay and they cannot continue to enroll.</p> <p>(Challenges 1,2, 3,4)</p>	<ul style="list-style-type: none"> <li>86% of First-time, full-time (FTFT) students receive FA, while only 72% of all students receive FA.</li> <li>Many students owe substantial sums to BCC. At the end of FA17, 1215 students (10%) owed a total of \$1.6 million.</li> <li>In a Sp 17 student survey, 10% of respondents cited finances/financial aid as an obstacle to success at BCC.</li> <li>Financial Aid Office has identified FA learning outcomes and has developed workshops offered to FYP students.</li> </ul>	<ul style="list-style-type: none"> <li>Develop information campaign (including learning outcomes) for faculty, students and staff regarding financial aid application deadlines and rules.</li> <li>Expand efforts to educate students about financial aid, financial literacy, and the options available to them to finance their college education.</li> </ul>
<p><b>High-Impact Classroom-Practices</b> Effective pedagogy and high-impact classroom practices (learning communities, e-portfolio, flipped</p>	<ul style="list-style-type: none"> <li>Pedagogical professional development formalized and financially supported for all new</li> </ul>	<ul style="list-style-type: none"> <li>Create a structured curriculum of professional development programs (like those used in NFS, FYS, and LCs) that establish roadmaps of</li> </ul>

<p>classrooms, etc.) are effectively utilized by many, but not all faculty at BCC. Variance in course metrics is substantial in many cases. Students report similar variability in teaching effectiveness.</p> <p>(Challenges 1,2,3)</p>	<p>BCC faculty since 2014-15 and for faculty participating in FYS and Learning Communities.</p> <ul style="list-style-type: none"> <li>▪ Professional pedagogical development widely available for self-selected faculty (and adjuncts).</li> <li>▪ There is considerable variance in course pass/withdrawal rates by instructor. College-wide pass rates for FA18 were 71% and withdrawal rates were 17%. As an example, one course with high enrollment (&gt;900), low pass rates (46%) and 20% withdrawal rates had pass rates by section ranging from 14% to 85%, and withdrawal rates ranging from 0 to 40%.</li> </ul>	<p>professional development for full-time and adjunct faculty.</p>
<p><b>Building/Assessing Basic and Higher-Order Thinking Skills Across the Curriculum</b> Performance of graduating BCC Sophomores on the Collegiate Learning Assessment Test (CLA), a measure of general education skills (critical thinking and written communication), is not “proficient” for all students with average or better GPA’s.</p> <p>(Challenges 1,2,3)</p>	<ul style="list-style-type: none"> <li>▪ Graduating BCC sophomores with the highest GPA’s are more likely to score “proficient” on the CLA than students with average GPA’s (who were more likely to score “basic.”</li> <li>▪ Recent interdisciplinary efforts to develop and assess critical thinking skills (FYS, LC’s) include development and norming of rubrics used across sections/courses.</li> <li>▪ BCC currently has a Writing Across the Curriculum initiative and a smaller Quantitative Literacy Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Building on successful efforts already in place, the College should develop systematic and organized approaches to further develop and assess both basic and higher-order thinking skills (critical thinking, information literacy, and quantitative literacy) across the curriculum.</li> </ul>
<p><b>Enrollment/Budget</b> Enrollment (headcount and FTE) has declined during the past 4 years. Maintaining enrollment (with new admits and retained students) is critical to maintaining fiscal stability for the College.</p> <p>(Challenges 1,3,4)</p>	<ul style="list-style-type: none"> <li>▪ The BCC budget allocation from CUNY is enrollment-driven.</li> <li>▪ BCC’s FA17 headcount enrollment (10,935) has declined 5% and FTE enrollment (7,939) has declined 2% since FA 14.</li> <li>▪ BCC’s tax levy projected allocation for FY19 is \$95,727,000 (2% more than FY18).</li> <li>▪ The % of unrestricted allocation has decreased from 92% (FY16) to 88% (FY19).</li> <li>▪ CUNY’s new admission procedures are negatively impacting new admits across CUNY.</li> <li>▪ Student survey data (SP18) supports: college offering more fully online courses (58%); hybrid courses (48%); evening courses (43%); and weekend courses (38%).</li> </ul>	<ul style="list-style-type: none"> <li>▪ A comprehensive Enrollment Plan (which is coordinated with the Academic Master Plan and Student Success plan) should be developed and implemented immediately.</li> <li>▪ Update academic programs (according to AMP recommendations) for programs with enrollment concerns/opportunities; stackable credential opportunities; and new/restructured degree development opportunities.</li> <li>▪ The plan might address attracting and retaining specific groups of students, including: <ul style="list-style-type: none"> <li>○ High achieving honors students</li> <li>○ Working adults through a coordinated weekend/evening/distance education program – and supports</li> <li>○ A comprehensive support program for RISE students</li> </ul> </li> </ul>

<p><b>College Management</b></p> <p>While campus surveys generally demonstrate improving satisfaction with campus leadership, campus culture and campus services, there have been recent expressions of concern about transparency, timeliness, collaboration, and effectiveness of administrative processes as well as campus communication.</p> <p>(Challenge 1,3,4)</p>	<p>Issues raised in surveys and meetings include:</p> <ul style="list-style-type: none"> <li>▪ Informing departments of budget allocations much earlier</li> <li>▪ Greater transparency of budgets, and administrative procedures</li> <li>▪ Increased consultation prior to decision-making</li> <li>▪ Maintenance of restrooms and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget information/projections need to be communicated to Divisions/Departments earlier</li> <li>▪ All business processes need to be clearly communicated, effective and transparent</li> <li>▪ All administrative departments need to identify and assess constituent learning outcomes to improve services, communication and efficiency across campus.</li> <li>▪ President and VPs should evaluate executive and senior staff with respect to: communication, consultation, timeliness, transparency, collaboration and effectiveness.</li> </ul>
<p><b>Campus Infrastructure</b></p> <p>BCC is the oldest community college in the CUNY system and also one of the most architecturally distinguished. The College’s landmark status and aging infrastructure present particular benefits and challenges for BCC.</p> <p>(Challenge 5)</p>	<ul style="list-style-type: none"> <li>▪ The campus was formerly the site of NYU and includes five buildings designed by Stanford White and five designed by noted modernist Marcel Breuer.</li> <li>▪ BCC is the only community college in the nation with a national historic landmark site. The campus also has five buildings identified as NYC landmarks.</li> <li>▪ BCC includes 34 buildings. The average age of the buildings is over 80 years old.</li> <li>▪ The quantity and age of buildings means there is a tremendous need for upgrading basic building systems: electric infrastructure, central heating plant, fire alarm systems and building envelopes.</li> <li>▪ Over the last 10 years CUNY has made significant capital investment in upgrading utility infrastructure and constructing North Hall and Library.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BCC will need substantial support in the coming decade to catch up from previous decades of disinvestment.</li> </ul>