

BMCC FACULTY CONVOCAION

DESIGNING FOR SUCCESS: EQUITY, CARE, AND MOMENTUM

January 24, 2018






“

What does it mean to
take responsibility for the
top 100%?

”



Every program, every service, every
policy, every college is perfectly
DESIGNED to achieve the **EXACT**
outcome it currently produces.



Three-Year Graduation Rates for New Freshmen Cohorts (at BMCC or any CUNY college)

First Fall	Full-Time	Part-time	Total
2011	16.0%	6.4%	14.3%
2012	18.5%	7.2%	16.4%
2013	19.1%	8.0%	17.3%



Fall to Fall One-Year Retention Rates New Freshmen Cohorts

	Fall 2013	Fall 2014	Fall 2015
Asian	72.6%	74.2%	70.5%
Black	60.5%	58.9%	58.7%
Hispanic	61.6%	60.8%	59.0%
White	66.5%	64.8%	65.0%



Three-Year Graduation Rates New Freshmen Cohorts

	Fall 2013
Asian	
Men	16.4%
Women	26.2%
Black	
Men	13.8%
Women	18.1%
Hispanic	
Men	12.4%
Women	20.6%
White	
Men	13.6%
Women	18.2%



SAMPLE PASS RATES SPRING 2017

Course	Asian/PI	Black	Hispanic	White
ACC 122	75.4%	54.2%	53.3%	66.0%
BUS 104	82.2%	65.7%	68.2%	74.1%
ENG 101	74.6%	63.8%	61.3%	71.8%
ENG 100.5	86.7%	59.1%	67.9%	64.3%
MAT 150	78.1%	64.5%	62.2%	74.8%
MAT 150.5	73.1%	57.4%	58%	77.4%
PSY 100	80.6%	69.5%	70.3%	82.5%
SOC 100	81.7%	70.5%	70.8%	81.1%
SPE 100	69.5%	67.2%	63.8%	73.5%

BMCC Equity and Inclusion Initiative

- ▶ Examine current perceptions, experiences, and data related to equity and inclusion.
- ▶ Catalogue and assess current BMCC programs designed to advance equity.
- ▶ Identify barriers to equity and inclusion, for all members of our community.
- ▶ Examine models of equity-minded policies, practices, and behaviors.
- ▶ Make recommendations to advance equity and inclusion college-wide, to ensure that BMCC is a place where everyone can thrive.



Designing for Student Success Guiding Principle

STUDENTS CAN LEARN ANYTHING
UNDER THE RIGHT CONDITIONS.



STUDENT SUCCESS

DEFICIT MODEL	PRACTITIONER MODEL
Lack of motivation	Practitioner commitment to equity
Lack of effort	Practitioner effort
Lack of discipline	Practitioner care
Lack of preparation	Practitioner responsibility

Designing for Student Success Guiding Principle

EVERY MEMBER OF OUR COMMUNITY
NEEDS TO TRUST THAT THEY BELONG AND
ARE CARED FOR IN OUR COMMUNITY.






“

An estimated half of all college students struggle with food insecurity... Former foster youth, L.G.B.T. students and students of color are at substantially increased risk. Food insecurity is strongly linked to lower graduation rates.

”

SARA GOLDRICK-RAB



71% of BMCC students come from families earning less than \$30,000 a year.

The average unmet financial need of BMCC students receiving financial aid is approximately \$11,000 a year.





ACCT conducted a study of 33,000
community college students nationwide:

- ▶ 56% reported food insecurity
- ▶ 51% reported housing insecurity
- ▶ 14% reported being homeless



Amarillo College

- ▶ Top five barriers to success:
 - Food
 - Housing
 - Transportation
 - Childcare
 - Mental healthcare

Russell Lowery-Hart, President



No excuses means

“Poverty must not be a barrier to learning, and learning must offer an escape from poverty.”

Lyndon B. Johnson



Creating a Culture of Care

Sara Goldrik-Rab suggests adding this to your syllabus:

- ▶ *“Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.”*



Designing for Student Success Guiding Principle

ABILITY, MOTIVATION, AND
INTELLECT ARE NOT FIXED.



For students, academic mindset looks like this

- ▶ I belong in this community.
- ▶ My ability and competence grow with my effort.
- ▶ I can succeed at this.
- ▶ This work has value for me.





AREAS THAT NEED TO CHANGE IN ORDER TO ADVANCE ACADEMIC MINDSET AS A KEY STUDENT SUCCESS STRATEGY:

- ▶ building self-efficacy in students
- ▶ building a sense of belonging in the institution
- ▶ developing a growth oriented mindset in students, faculty, and staff.
- ▶ developing a sense of relevancy in coursework.

(Denley and Knox)



INTEGRATION OF BMCC'S STUDENT SUCCESS EFFORTS

- ▶ GUIDED PATHWAYS 2.0
 - ▶ Strategic Plan 2015-2020: *Reaching Greater Levels*
 - ▶ College-wide Retention and Completion Agenda
 - ▶ Student Success Report Card
 - ▶ Strategic Enrollment Management planning process
 - ▶ CUNY Momentum Initiative



DESIGNING FOR STUDENT SUCCESS

GUIDED PATHWAYS 2.0

A framework, a national network, and dedicated time through which to integrate and coordinate all BMCC efforts to improve student success.



DESIGNING FOR STUDENT SUCCESS

GUIDED PATHWAYS 2.0

1. *Mapping pathways to student end goals*
2. *Helping students choose and enter a program pathway*
3. *Keeping students on a path*
4. *Ensuring that students are learning*



Designing for Student Success Guiding Principle

WE COLLECTIVELY SHARE
RESPONSIBILITY FOR THE
QUALITY OF PEDAGOGY AT
OUR COLLEGE.





“

What does pedagogical
leadership look like?

”

THE TOP 100%

