

**DRAFT**  
RECOMMENDATIONS,  
SUGGESTED STRATEGIES AND SUCCESS FACTORS  
Broward Community College Education Master Plan

With current and future students as the focus for all operations and decisions about Broward Community College's future, Voorhees Group LLC recommends that Broward Community College pursue the goals, strategies, and associated success factors below. Accomplishment of these goals will require active participation of all of BCC's stakeholders. To succeed, these goals should not be pursued separately; because they overlap in important ways, they should be pursued as a whole. The goals below are followed by suggested strategies and success factors that lay no claim to being comprehensive at this point. They await the input of College stakeholders prior to finalization and implementation of the Master Plan in the 2005-2006 year.

**1. Goal One: All administrative and curricular decisions made at the College are student-centered. Decisions are based on access for all learners to quality, affordable learning opportunities that match their needs.**

- a. Rationale:** BCC has a long history of service to students as well as a commitment to becoming a premier learning organization. However, its penetration rate for key age groups and market segments could be deeper. While there is great understanding of the students presently served by the College, there is less knowledge about those citizens of Broward County who are not currently served. Like all continuously improving learning organizations, the College's overall performance can be enhanced in ways that ensure a tight match between the College's operations and the needs of current and prospective learners. Such a course requires establishing and nurturing a culture of inquiry that will permeate the College. The College also faces significant competition for students from nimble proprietary enterprises.
- b. Suggested Strategies:**
  - i. Continuously analyze changes in student demographics, preferences, and attitudes as well as social, economic, technological, and demographic changes in Broward County and South Florida. Benchmark these indicators to evaluate shifts. Make appropriate, immediate adjustments in curriculum, programming, and course schedules.
  - ii. Develop an on-line fact book that describes trends in student demographics and success.
  - iii. Continuously analyze social, economic, and demographic changes in Broward County and South Florida. Use this information to predict future program needs. Meet annually or biannually with County and regional planners to explore the implication of these trends for the College's programs.

- iv. Examine the full breadth of career and technical programs instructional programs to ensure a match with local and regional labor markets.
  - v. Actively seek niche programming. Market those niches to segments that could benefit by participation.
  - vi. Develop marketing strategies that are predominately based on linking market segments to matched programs. General publicity is helpful, but targeted marketing is critical.
  - vii. Increase the data and information available for decision making to BCC program managers including deans, directors, and their assistants.
  - viii. Provide continuous staff development and professional learning opportunities directed at identifying and responding to the needs of an increasingly diverse student body.
  - ix. Improve cyber advising capability to provide avenues of advising that cannot be met through traditional one-to-one contact with students, especially during peak registration periods.
- c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**
- i. Availability of an on-line fact book.
  - ii. Publish periodic updates for College stakeholders providing evidence of changes in college operations that result in increased student success.
  - iii. Finish the first report of student success under the “Triple Guarantee Program” under which students seamlessly progress from the public school system, through Broward Community College, and ultimately to Florida Atlantic University.
  - iv. All institutional publications reflect a consistent message that the College has a “student-centered” focus in all of its operations
  - v. Students sit on all planning and decision making committees and advisory councils. All committee and advisory council memberships are posted on the College’s web page with the student members prominently displayed.
  - vi. All staff and full-time faculty have participated in a “student-centered” awareness activity by the end of the 2005 calendar year.
  - vii. Institutional planning and decision making, curricula development and delivery, and outcomes assessment/evaluation will include the analysis of student productivity, demographic trends of enrolled students and the service area, and existing and emerging needs for educational and training services in Broward County and South Florida. In this way, campus stakeholders will assume an “analytic culture” in the management and leadership of the College.
  - viii. Routine publication of a matrix that relates each of the College’s programs to the market needs that they are meeting.

- ix. Host a student roundtable to advise campus leaders and faculty about issues/barriers that impact the enrollment, i.e., racial issues, financial issues, and class offering locations and times.
- x. Alumni surveys indicate that graduates are pursuing venues that the College prepared them for and feel that their time at the College was critical to their success.
- xi. Seventy percent of the graduate of academic programs/transfer programs are enrolled in four-year programs within one year of finishing their work at BCC
- xii. Student surveys indicate that 90 percent of current students are satisfied with enrollment and scheduling processes and are satisfied with the instruction that they are or have received.
- xiii. Marketing resources are increased, but only strategically to match programs more closely to market segments.
- xiv. Existence of expanded alternatives for student advising.

**2. Goal Two: Respond directly to the current and projected racial, ethnic, and income patterns in Broward County.**

- a. **Rationale:** Broward County is ahead of the racial and ethnic diversity that will sweep the United States over coming decades. Including immigrants, the shift toward increasing Black and Hispanic presence in the County is already experienced at the College. Further, at a time when a significant proportion of the County's population is in transition, the income of families who move into the County is less than those who leave. These trends will accelerate within the County over the next ten years, ahead of even more changes in College operations, curriculum, and programming. The College's penetration rates among categories of persons of Color in the County vary but they can be improved substantially across the board. About 40 percent of the faculty and professional staff are anticipated to retire in the next five years, providing the College a substantial opportunity to respond to this goal.
- b. **Suggested Strategies:**
  - i. Celebrate the College's demographics in public forums, including accelerated marketing, that seek to educate Broward County about its role as a bellwether in the nation's changing face. Accent what this means for the future County workforce.
  - ii. Target 18 to 24 year-olds of Color to increase their participation and subsequent success rates.
  - iii. Collaborate with Community Based Organizations that are presently serving immigrants and poor populations to share curriculum, especially competencies for English as a Second Language courses, and to link together to provide seamless transitions from their education efforts to those programs offered by BCC. Recent expansion of English for Academic Purposes

courses slated for 2005-2006 will provide opportunities for students and new partners alike to serve an immigrant population that is rapidly expanding in the County.

- iv. Strengthen English as a Second Language programming by expanding intensive, short-term instruction for professionals immigrating to Broward County.
- v. Create International Centers on each campus that house ESL programming, cultural awareness activities, and space for informal student networking.
- vi. Intensify efforts to locate, recruit, and retain a diverse faculty and professional staff not simply by advertising, but by networking with professional and trade associations, and by “growing our own” future professionals by actively supporting promising students of Color to pursue further education that leads to future professional employment at BCC.
- vii. Encourage efforts to expand the Honors Institute as a vehicle to promote diversity and academic excellence at BCC. Four of 10 current students in this program are from countries other than the United States and a significant number of participants are students of Color.

**c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**

- i. An increase in market share of students of Color ages 18 to 19 and 20 to 24 from the current 13 and 11 percent, respectively, to 20 and 15 percent by 2010.
- ii. By the year 2010, fifty percent of the faculty and at least fifty percent of the staff will be from non-white ethnic groups represented in Broward County.
- iii. A plan will be in place that sets hiring targets through 2010 for faculty and staff.

**3. Goal Three: Target increased success rates for students placed in College Preparatory curricula.**

- a. **Rationale:** More than 80 percent of BCC’s new students are not immediately ready to succeed in traditional college classes because of skill deficits in math, English, and/or reading. The success of these learners--many of whom are minority, first-generation, and/or low-income students--will determine the long-term viability of the College’s transfer and career and technical programs. Moving students through required College Prep sequences in an expeditious manner while maintaining quality outcomes is a critical task facing BCC. For example, only about five (5) percent of College Prep students eventually complete an Associate’s degree. The College is now in the first, planning year of the national Achieve the Dream initiative and will prepare a proposal to the Lumina Foundation in March 2005 to participate in a national three-year project to improve the

overall success rates of low-income and minority students through the Associate's degree.

**b. Suggested Strategies:**

- i. Nurture a culture of inquiry in which data and best practices that drive success in the College Prep program.
- ii. Articulate the competencies required at each stage of the College Prep curriculum. More clearly identify any gaps between the College Prep curriculum and the "regular" curriculum.
- iii. Similarly, identify the gaps between successful performance on K-12's Florida Comprehensive Assessment Test (FCAT) and those competencies measured by higher education's College Placement Test (CPT). Make parents and K-12 more aware of these gaps to stem false expectations about college and to identify strategies that can help high school juniors, seniors, and/or dropouts prepare more adequately for college entry.
- iv. Involve successful College Prep students in peer tutoring, using this technique to further develop College Prep learning communities.
- v. Host parent meetings to discuss college success, especially reaching out to parents of middle school students, in particular among low-income and minority serving schools.
- vi. Complete the at-risk student tracing system now under development to aid faculty and administrators to monitor progression of College Prep students and to make appropriate interventions.

**c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**

- i. Launch an interactive webpage to share best practices and data about student progression through the College Prep curricula.
- ii. A written report that illustrates the gap between College Prep competencies, the FCAT, and BCC's "regular" curriculum. Periodic updates to that report.
- iii. All students assigned to College Prep will participate in a learning community by the end of 2005-2006.

**4. Goal Four: Position Broward Community College to be the vehicle of choice for training Broward County's workforce.**

- a. Rationale:** There is an increasing need for an educated workforce that matches Broward County's steady growth. Broward Community College--through purposeful action and in conjunction with its partners--can become the economic engine for Broward County. Although it is projected that most new jobs during the planning period will be in the service sector and produce low wages, the College can play a key role in assisting business and industry in the County to create new, higher paying jobs. Noncredit education is one vehicle to accomplish this and there

certainly is more potential than is currently used in this area to increase service to the workforce. Also, the credit program also has significant room to meet workforce needs. The future will be bright for BCC graduates with appropriate skills.

**b. Suggested Strategies:**

- i. Accelerate efforts to reach out to businesses in Broward County to train their employees and to provide technical assistance to developing businesses.
- ii. Explore the feasibility of relocating existing One Stop Centers at each of the College's three large campuses to provide students seamless access to College programs.
- iii. Target small businesses, especially those County residents who are interested in starting small businesses, with short-term training in key areas and with support.
- iv. Develop a generalist program that results in the College certifying that completers have key technological, critical thinking, literacy, and teamwork skills for employment.
- v. In conjunction with employers and other partners, consider developing new certificate and/or degree programs in these areas: tourism and hospitality management, transportation management and logistics, small business management, and electronic commerce.
- vi. Carefully examine scheduling and course format options. Base learning delivery on expressed needs of employers and the time that adult learners have available for instruction.

**c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**

- i. An increase in the market share of adults enrolling at BCC by 2010. The share of the County's adult population by age cohort would be: seven percent for ages 25 to 29, five percent for ages 30 to 34, three percent for ages 35-39, and two percent for ages 40-44.
- ii. Results from potential student surveys used by the College in scheduling and curriculum development.
- iii. Establishment of a "Workforce Council to the President" to advise campus academic and administrative leaders about the existing and potential workforce needs of the County and South Florida. The Council will be made up of major political, industrial, and government leaders in Broward County and South Florida.
- iv. An increasing number of technical program graduates will be employed in jobs for which they have been trained.

**5. Goal Five: Increase entrepreneurial actions across the College by seeking new revenue sources.**

- a. Rationale:** While state assistance and tuition have provided stable support for Broward Community College to meet current operations, this revenue growth is generated by corresponding enrollments growth,

leaving little flexibility to pursue new initiatives. The goals proposed by this plan as well as other realities that BCC will face will require additional resources. Recruitment and retention of increasing numbers of low-income and minority students while meeting the needs of current students, for example, cannot be accomplished without recognition of additional cost. Enhancements and alterations to curricula also are not inexpensive. To meet these challenges, BCC will need to develop opportunities that are before it and seek new pathways to increased revenue.

**b. Suggested Strategies:**

- i. Become more aggressive in providing short-term, focused training opportunities for employers in Broward County. Such activities may not generate large sums but can extend the College's existing networks in ways that help it identify other opportunities.
- ii. Increase the number of grant proposals to external agencies, especially to the U.S. Department of Education and National Science Foundation. Because of its proportion of disadvantaged students, BCC is eligible to submit proposals to Title IV federal TRIO programs and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). BCC also will qualify through an application process for Title V, Developing Hispanic-Serving Institution institutional grant program.
- iii. Increase relationships with foreign educational institutions. This provides the College with the opportunity to link its programs with other environments while providing potential new dollars.
- iv. Consider selling learning content to other colleges and consortia of other colleges. BCC has an opportunity, for example, to sell the curricula that it has already developed for the nursing program for use in distance learning programs.
- v. Most of the dollars available in the Broward Community College Foundation are restricted to student scholarships. While this is a laudable accomplishment, fundraising should be increased for unrestricted purposes that match College growth.

**c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**

- i. Successful submission of funding proposals for Title IV and V grants and contracts
- ii. An ongoing environmental scanning process is in place to identify funded opportunities in South Florida for which the College could compete.
- iii. Revenue from entrepreneurial activities such as contracting with certain industries for specific training and education programs increases by 10 percent each year.
- iv. By January 2006, a unique program offering within a consortium of neighboring colleges will be created...

**6. Goal Six: Strengthen relationships with the Broward County Public School District.**

- a. Rationale:** Broward Community College and the Broward County Public Schools have developed a strong working relationship. A significant proportion of BCPS graduates enter BCC immediately after graduation. At the same time, the secondary school dropout rate in BCPS is higher than the state average and only about half of all secondary school freshmen receive standard diplomas. It is time for both parties to address these issues head on by focusing of combined efforts. Establishment of the Holcombe Institute for Teaching and Learning Excellence will serve as one springboard to accomplish this goal. So, too, will joint efforts to penetrate more deeply middle and high schools that serve minority and low-income students and their families.
- b. Suggested Strategies:**
- i. An expanded early/middle college effort should be launched to increase both the high school graduation and higher education participation rates of low-income and minority high school youth. Such work should seek to systematically educate students as young as 6<sup>th</sup> grade and their parents about college opportunities and necessary preparation.
  - ii. The College Academy @ BCC is located at the Central Campus and is a successful early college model. This model ought to be extended throughout the County, beginning with similar academies at the South and North Campuses. New Academies would seek to widen the participation of low-income and minority students who may not necessarily have the highest qualifying grades and test scores for admission but who are--more importantly--highly motivated to pursue higher education. Establishment of new Academies, however, can only be brought about by increased financial participation from BCPS.
  - iii. Focus on recruiting and retaining world class educators to Broward County through the planned Holcombe Center. This Center also will be devoted to action-based research into teaching and learning as well as helping BCPS meet the annual demand for 1,000 new teachers through alternative certification programs and to assist BCC to establish more prominently as a place that values excellence in teaching.
  - iv. BCC should begin the process of determining whether it wishes to seek state approval for offering baccalaureate programs in teacher education. This possibility should be approached cautiously and in full view of other providers of teacher training. Whether a decision is made to pursue such approval or not, it is important to gather the facts and to assess strengths and weaknesses in the County and State of Florida's plans to place highly qualified teachers in each classroom.

- v. Conduct regular faculty-to-faculty and administrator-to-administrator meetings to align curriculum, develop common assessments, and to develop programming to increase the awareness of BCPS students about their career and further education opportunities.
  - vi. Work cooperatively with state agencies and BCPS to produce strategies that address the gap between competencies associated with successful performance on K-12's Florida Comprehensive Assessment Test (FCAT) and those competencies measured by higher education's College Placement Test (CPT). Currently, high school students can pass the FCAT only to find their subsequent performance on the CPT places them into remedial education.
- c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**
- i. Presentations are made each year by College faculty and staff to students in all the middle schools in the Broward County
  - ii. Faculty from BCC and teachers from the local high schools meet regularly to discuss curriculum alignment issues, particularly in math and English disciplines.
  - iii. Initiate summer programs on campus for children from low-income families that are aimed at building expectations in these children that they can go to college. Develop mechanisms to make parents aware of various avenues that can be taken to give their children an education.

**7. Goal Seven: Re-examine the format and delivery options for all courses.**

- a. Rationale:** The objectives that learners seek vary widely and to satisfy those objectives they choose learning models that match their interests, available time, and resources. An increasing truism in American higher education is that talent knows no boundaries. Learners, including adults who commute to work in ever more congested conditions, are increasingly cautious about how they allocate their time. Development of alternative formats (compressed, 5 week, 8 week, Saturday) for courses as well as accelerated alternative, on-line delivery strategies (Internet, hybrid, technology-enabled) will help BCC meet learner needs and can ease the land-based scheduling burden while helping to alleviate crowded campuses. The College is currently examining its general education offerings to identify course competencies. Building on this momentum, the College should also examine the total curriculum so that learning is measured in individual courses by competencies that students are expected to demonstrate and not by "seat time." Expressed as units of learning, competencies become the method by which courses are "bundled" and "unbundled," allowing flexibility in delivery that is presently constrained by the standard academic term and lack of classroom seats at peak times. BCC has made great progress in implementing technology across its

courses and while more good work lies ahead, it is also clear that current scheduling and course format options for significant market segments will not meet current and future needs.

**b. Suggested Strategies:**

- i. Express existing courses in competencies and share these competencies with current and prospective learners as well as employers. Use the language of competencies to drive college-wide discussions of learner needs.
- ii. Pursuit of a learner models driven by competencies does not mean re-inventing the wheel. BCC should consider relying on the Secretary's Commission on National Standards (SCANS) repository as well as it should consider participating in learning object repositories. Synergies can be reached with recent work at the College in expressing general education competencies and the other recommendations in this plan to revisit College Preparatory competencies.
- iii. Work with external audiences, chiefly employers and small businesses, to map their needs to the competencies that BCC can deliver.
- iv. Provide the structure and training for faculty to engage in identification of learning competencies in their courses and how these competencies relate to other courses, both credit and noncredit.
- v. Revisit learning theory, methods and principles appropriate to successful learning and student success as a lynchpin for looking at the College's curriculum
- vi. Understand that the curricula and the individual courses it comprises cannot guarantee student success without a full scope of student support programs.
- vii. Survey potential and existing students and faculty about scheduling options and delivery options. Interviews conducted during the master plan process indicates that students support an increased menu of afternoon and weekend offerings, two time periods during which the College has substantial capacity. Students also expressed considerable interest in expanded on-line learning alternatives. These findings should be supported by other evidence.

**c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)**

- i. Ten (10) percent increase in the number of classes offered on-line each year to 2015.
- ii. Development of two degree programs that can be offered totally on-line by 2006 and one each year thereafter, through 2015.
- iii. Ten (10) percent increase in classes offered Saturdays and Monday through Friday in the 12 p.m. to 5 p.m. time block each year to 2015.

**8. Goal Eight: Make strategic choices about instructional programming and resources.**

- a. Rationale:** The College is in a steep growth curve and feels considerable pressure to provide consistent programming throughout the County, especially at new and planned instructional centers. There will be three new centers that will open in the southern part of the County by 2007, each of which is located no more than six miles apart. These centers are not located in close proximity to major employers limiting the opportunities to place new career and technical programs at these locations. BCC also is challenged by the number of part-time faculty with whom it contracts to deliver instruction, their participation with out-of-class interaction with students, and their relatively higher rates of turnover. BCC competes for part-time faculty with universities that are able to pay them more for essentially the same work. Combined, these forces make necessary new thinking about where courses should be deployed, who should deliver them, and whether new and existing centers should duplicate courses and programs available on the three main campuses.
- b. Suggested Strategies:**
- i. Review admission processes for limited enrollment programs to ensure that criteria used to determine admission are highly correlated with success in the program and in the profession.
  - ii. Research commissioned by the College indicates that quality is ranked first by prospective adult students when they choose among learning alternatives and is more highly rated than either convenience (ranked 2<sup>nd</sup>) or cost (ranked 3<sup>rd</sup>). This insight provides a general guide for structuring offerings in all locations.
  - iii. New instructional centers should not automatically become “clones” of the existing campuses. Unless unanticipated growth occurs in the immediate area around the southern county centers, or significant numbers of large employers emerge, they should be viewed as “feeder” campuses. BCC should adopt a general policy that when centers are within close proximity that second-year, or 2000-level courses should be only offered at nearest main campus or shared among centers.
  - iv. No high cost programs should be started either at centers or main campuses without substantial support from business and industry or other external sources.
  - v. Strengthen the program review process to strengthen programs that align with local employment needs and/or emerging national trends and to eliminate programs with a pattern of declining enrollment.
  - vi. Develop scheduling and course format options at the centers that provide for classes throughout the day and on weekends with a minimum of overlap.
  - vii. Thought should be given to placing fitness centers in new centers as a way of attracting community members and prospective students.

- viii. Relocate Postsecondary Adult Vocational Certificate clock-hour programs and the South Campus nursing program to the new Miramar Center. Those PSAV programs that are bound in place because of equipment, including dental assisting and other health-intensive programs, would not be included. The desired outcome would be to provide visibility for these programs that is now lacking, increase coordination among program faculty, and to free up classroom space on the three main campuses.
  - ix. Increase the compensation of veteran part-time faculty who meet benchmarks established by the College. While BCC may not be able to fully compete, salary-wise, with universities for part-time faculty it can seek to retain quality, veteran part-time faculty through increased compensation and recognition.
  - x. Pursue avenues to grow the Honors Institute as a vehicle to elevate overall academic excellence and global awareness activities at the College. Work toward increasing private fundraising to support scholarships and travel for Honors students.
- c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates):**
- i. Veteran and proven part-time faculty are given multi year contracts and are paid to advise students out of class. Identify an “outstanding” part-time faculty member each year and publicly recognize them.
  - ii. Use of the matrix referenced in Goal 1 (programs and the needs they meet) to strategically offer (time and place) programs and classes to maximize their enrollment potential.
  - iii. New technical programs are started with seed money from business/industry or local county or state agencies.
  - iv. Input from student advisory councils and surveys of current and prospective students are used to plan course offerings.