

2017-2018 CUE FUNDING REPORT

Note: The purposes of this report are to specify institutional priorities for CUE funding, document CUE-funded activities, and report on progress towards goals and challenges related to CUE-funded activities. This report is not intended to provide a comprehensive account of undergraduate priorities, high impact practices or progress toward particular institutional goals, other than those established specifically for CUE-funded activities.

COLLEGE: **NEW YORK CITY COLLEGE OF TECHNOLOGY**

REPORT SUBMITTED BY: Lauri Aguirre and Pamela Brown

DATE SUBMITTED: July 24, 2018

Note about Data: In 2016-2017, some data tables presented below were modified for clarity purposes and two new tables were added. Historic data presented in the Institutional Enrollment, Persistence, and Graduation tables may contain small changes when compared to previous reports. These changes accurately reflect the official University reporting of these metrics in the OIRA Student Data Book.

INSTITUTIONAL ENROLLMENT DATA (source: OIRA Student Data Book)

	Fall 2015	Fall 2016	Fall 2017
Undergraduate enrollment (headcount)	17,424	17,282	17,279
Undergraduate enrollment (FTE)	12,969	12,918	13,019

INSTITUTIONAL PERSISTENCE DATA (source: OIRA Student Data Book)

	Entering Class of Fall 2014	Entering Class of Fall 2015	Entering Class of Fall 2016
One-year retention rate (baccalaureate programs)	76.4%	77.3%	78.5%
One-year retention rate (associate programs)	60.5%	56.8%	59.1%

Note: Retention rates calculated as the percentage of full-time first-time freshmen still enrolled at the college of entry in the subsequent fall term and have not yet earned the degree pursued.

INSTITUTIONAL GRADUATION DATA (source: OIRA Student Data Book)

	Entering Class	Entering Class	Entering Class
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	of Fall 2009	of Fall 2010	of Fall 2011
Six-year graduation rate (baccalaureate programs)	29.5%	24.7%	26.2%
Six-year graduation rate (associate programs)	21.5%	22.5%	25.7%

Note: Graduation rates are calculated as the percentage of full-time first-time freshmen who earn the degree pursued or higher at the college of entry within six years.

PRELIMINARY ACADEMIC MOMENTUM DATA (BACCALAUREATE PROGRAMS) (source: Preliminary OIRA data)

	Entering Class of Fall 2014	Entering Class of Fall 2015	Entering Class of Fall 2016
% FTF completing 20 credits within the first year ¹	63.1	70.7	74.2
% FTF completing 30 credits within the first year ¹	11.9	32.3	33.7
% FTF completing Pathways Math and/or Quantitative Reasoning within the first year ²	71.6	70.4	68.7
% FTF completing Pathways English Composition within the first year ²	87	82.5	82.3

¹ Completion of 20 and 30 credits is based on cumulative credits earned at *any* college at the end of the first year, including pre-matriculation. Denominator for these two items includes only students retained the following fall.

² Completion of the Pathways MQR and EC means that a student received a passing grade in an approved pathways course (excluding credit via AP or transfer) at *any* college at *any* time before the end of the first year (including prior to matriculation).

PRELIMINARY ACADEMIC MOMENTUM DATA (ASSOCIATE PROGRAMS) (source: Preliminary OIRA data)

	Entering Class of Fall 2014	Entering Class of Fall 2015	Entering Class of Fall 2016
% FTF completing 20 credits within the first year ¹	43.9	51.9	53.7
% FTF completing 30 credits within the first year ¹	6.6	15.8	16.2
% FTF completing Pathways Math and/or Quantitative Reasoning within the first year ²	39.2	36.8	38.1

% FTF completing Pathways English Composition within the first year ²	73.1	70.2	72
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¹ Completion of 20 and 30 credits is based on cumulative credits earned at at *any* college end of the first year, including pre-matriculation. Denominator for these two items includes only students retained the following fall.

² Completion of the Pathways MQR and EC means that a student received a passing grade in an approved pathways course (excluding credit via AP or transfer) at *any* college at *any* time before the end of the first year (including prior to matriculation).

SUMMER IMMERSION DATA (source: Office of Undergraduate Studies)

	Total Enrollments	Students Served	Students Enrolled in the Fall	% Enrolled in the Fall
SUM 15	1,320	1,250	1,109	88.7%
SUM 16	1,269	1,225	1,111	90.7%
SUM 17 ¹	889	868	759	87.4%

¹ Preliminary data

NON-SUMMER IMMERSION DATA* (source: Office of Undergraduate Studies)

	Total Enrollments	Students Served
NON-SUM 15-16	160	158
NON-SUM 16-17	211	205
NON-SUM 17-18 ¹	256	246

*Non-Summer includes Immersion interventions offered during Fall, Winter, and Spring semesters.

¹ Preliminary data

PRELIMINARY FTF INITIAL NEED ADDRESSED THROUGH SUMMER IMMERSION DATA* (source: Office of Undergraduate Studies)

	Fall 2015	Fall 2016
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MATH	15.8%	18%
READING	13.4%	14.9%
WRITING	12.4%	10.7%

* This table reports the percent of first-time freshmen with known remedial need in a subject who participated and received a passing grade in immersion offerings that include CUNY Proficiency Exam (e.g., CEAFE, CATW) during the summer immediately preceding their fall enrollment.
Note that students may have completed summer immersion at the college other than the college of fall enrollment.

I. CUE BUDGET REPORT

Please fill out and submit the attached Excel spreadsheet and enter summary data from the spreadsheet for each area below. Note that we are requesting totals for Non-CUE funds that were allocated in each area here and not in the budget spreadsheet.

TOTAL 2017-2018 CUE ALLOCATION: \$752,776 (source: OAA)

Goal #1 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
Instruction (direct instruction on	\$345,684.00	\$ 0.00	\$345,684.00	\$ 0.00	\$ 0.00	\$ 0.00
Tutoring (actual tutoring only)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Training/Development/Support	\$152,628.65	\$2,019.00	\$154,647.65	\$ 0.00	\$ 0.00	\$ 0.00
Goal #1 Total	\$152,628.65	\$2,019.00	\$500,331.65	\$0.00	\$0.00	\$0.00

** Please include totals for funds other than CUE that were allocated to support these initiatives

Goal #2 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
First-Year Initiatives	\$64,313.70	\$9,808.00	\$74,121.70	\$ 52,368.00	\$ 0.00	\$ 52,368.00
Student Success Initiatives	\$29,611.19	\$4,615.00	\$34,226.19	\$ 18,133.00	\$ 0.00	\$ 18,133.00
Goal #2 Total	\$93,924.89	\$14,423.00	\$108,347.89	\$70,501.00	\$0.00	\$70,501.00

** Please include funds other than CUE that were allocated to support these initiatives

Goal #3 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
Academic Support Services and Initiatives	\$61,972.70	\$41,076.00	\$103,048.00	\$ 0.00	\$ 0.00	\$ 0.00
Tutoring & Supplemental Instruction	\$28,397.56	\$12,600.00	\$40,997.56	\$ 0.00	\$ 0.00	\$ 0.00
Goal #3 Total	\$90,370.26	\$53,676.00	\$144,046.26	\$0.00	\$0.00	\$0.00

** Please include funds other than CUE that were allocated to support these initiatives.

II. Report on Outcomes for 2017-2018 CUE FUNDING GOALS

The annual goals and evidence you submitted are listed in the columns. Please briefly report on the outcomes of each goal and if it was met-- based on the evidence you proposed in your goal submission document-- in the column on the right. (Please refer to your goal submission document to review the evidence you cited)

OAA PRIORITY AREA I: Immersion and summer bridge programs with the broad goals of improving college readiness and accelerating progress through remediation and into credit-bearing gateway courses. Community and comprehensive colleges should include a goal related to your plans and commitment to providing opportunities for students who intend to pursue a non-algebra intensive major that is aligned with the students' intended path of study.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
College Sector Goals: Create more efficient remediation pathways <i>CUNY Strategic Framework: CUNY Will Expand Its Portals of Opportunity and Access</i>	I. Accelerate student progress through developmental coursework through summer and winter immersion and Retest Prep workshops.	I.A. Incoming first year students will be recruited to participate in First Year Summer Program (FYSP) in July/August 2017 through partnerships with the New Student Center. We will maintain or improve 50% of eligible incoming students enrolling. (see appendix). I.B June and January 2018 immersion participation will be increased by 10% by improving access to developmental opportunities to continuing students. (see appendix). I.C. Immersion outcomes will show improvement or be maintained at current success rates for reading, writing, ESL and math. Immersion Pass rates shown will be at or above the college average (see appendix). I.D. Incoming students will be provided opportunities for CUNY Retesting workshops in	I.A. Immersion Enrollment Outcomes for Incoming Students: July/August FYSP 2017 total enrollment was 568 with 47% (N=1212) of eligible incoming students enrolled across 38 sections (13 fewer sections and 356 fewer students). Decreased enrollment percent by 3%. (See appendix table A.) GOAL nearly met Use of results: continue immersion for incoming students, but increase opportunities by offering more varied schedules I.B. Immersion Enrollment Outcomes for Continuing Students: <ul style="list-style-type: none"> • January 2018 total enrollment was 138 with 49% (138/280) of eligible continuing students enrolled (decrease by 23% (72%) primarily due to especially low turnout from reading students and new exit and eligibility requirements created some challenges in targeting students) • June FYSP 2018 total enrollment was 160 with 45% (160/356) of eligible continuing students enrolled across 15 sections (a decrease of 12% from 2017 (57%)) (See appendix table A.) GOAL not met Use of results: Despite vigorous efforts to recruit eligible students, we were unable to adequately enroll the number of students we would like to. FYP contacted students in classrooms by distributing memos, sent emails to eligible groups of students, made phone calls and designed awareness posters to post in campus locations that would be seen by developmental students. Interim leadership in

Math and Reading. At least 8% more students participating in retest prep workshops will pass retests than non-workshop retesters.

developmental writing, reading and ESOL may have caused some reduction in successful communications in these areas. We will further explore strategies with leaders of enrollment management and academic affairs in order to continue these programs.

I.C. Summer Immersion Results: Comparison Data

Comparison Data of FYSP 2017 with college Fall 2017 results

FYSP 2017 shows that immersion results are higher in 9 out of 10 similar remedial and ESOL similar courses:

- 17% higher – ENG90R
- 22% higher- ENG92R
- 12% higher- ENG90W
- 27% higher- ENG92W
- 19% higher- MAT630
- 27% higher- MAT650
- 6% higher- ESOL12R
- 27% higher- ESOL21W
- 9% higher- ESOL31W
- 30% lower- ESOL22R

COURSE	FYSP 2017 RESULTS	COLLEGE RESULTS FALL 2017 (AIR DATA)
	% passed (N)	% passed (N)
ENG90R	63% (27)	46% (82)
ENG92R	77% (24)	55% (84)
ENG90W	100% (7)	88% (16)
ENG92W	71% (47)	44% (189)
MAT630	36% (97)	17% (617)
MAT650	52% (121)	25% (445)
ESOL12R	72% (13)	66% (67)
ESOL22R	50% (7)	80% (50)
ESOL21W	83% (25)	56% (98)
ESOL31W	53% (9)	44% (23)

Passing % is calculated by # of Satisfactory (S) grades/# enrolled from the start. Students with W grades or not permitted to test are calculated as not passing. (See appendix table B.1. and B.2.)

GOAL surpassed in all courses except ESOL22R.

			<p>Use of results: FYP will continue immersion for incoming students with the development of improved interventions to better target student needs and allow for increased access to opportunities to earn proficiency.</p> <p>I.D. Retest Prep Workshops</p> <p>Retest Prep in January for incoming Spring semester students</p> <ul style="list-style-type: none"> ▪ 30 total students were eligible to retest (18 were eligible for the reading retest, 13 for the math retest, and 1 for both) ▪ 15 students participated in a workshop where 9/16 (56%) passed the Accuplacer retest (3/5 math, 6/11 reading) ▪ By comparison, 7 students retested with no workshop intervention where 5/7 (71%) passed the retest ▪ 26% of eligible students did not retest (8/31) ▪ We planned to run workshops in November but neither course met enrollment. <p>Retest Prep in April for incoming Fall semester students</p> <ul style="list-style-type: none"> ▪ 38 total students were eligible to retest (12 were eligible for the reading retest, 26 for the math retest, and 2 for both) ▪ 6 students participated in a reading workshop where 5/6 (83%) passed the Accuplacer retest ▪ Additional comparison data is pending until the Fall semester begins ▪ Math workshop was cancelled due to low enrollment <p>(See appendix table B.3.)</p> <p>GOAL is ongoing and partially met.</p> <p>Use of results: Identifying the best schedule for student participation has been a challenge for face to face workshops. We are piloting an on-line Math retest prep during summer 2018. Following the final summer results, we will also reevaluate the effectiveness of offering retest prep workshops.</p>
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OAA PRIORITY AREA II: First-year and student success initiatives including programs for new transfer students, with the broad goal of improving first-to-second year retention rates for both native and transfer students.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
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<p>University Goals: Ensure that students make timely progress toward degree completion</p> <p>College Focus Goals: Interdisciplinary thinking Student Experience</p> <p><i>CUNY Strategic Framework: CUNY Will Expand Its Portals of Opportunity and Access</i></p> <p><i>CUNY Will Raise Success Rates</i></p>	<p>I. First Year Learning Communities (FYLC) will provide first year and transfer students collaborative interdisciplinary theme-based learning experiences, support from peer mentors, and social interaction through activities offered to foster better academic achievement, persistence and retention.</p>	<p>I. FYLC students will show improved momentum by exhibiting greater gains than non-learning communities students: credit accumulation (at least 0.5 more), fewer withdrawals (7% fewer) and better retention (8% or better). (see appendix).</p>	<p>I. FYLC Student Outcomes (Fall 2017): Credit accumulation: FYLC students earned 1.1 more credits in their first semester than non-participating first time freshmen. FYLC students earned 13.1 vs Comparison Group students earned 12.2 credits.</p> <p>Withdrawal rate: FYLC had 11% fewer withdrawals from similar courses than non-participating first time freshmen. FYLC 4% (12/278) vs Comparison Group 15% (613/4210)</p> <p>Retention: FYLC retained 5% more students than non-participating first time freshmen. FYLC 85% (235/278) vs Comparison Group 80% (3367/4210) (First to second semester) (See appendix table C.)</p> <p>GOALS met.</p> <p>Use of results: Continue First Year Learning Communities and develop at least one new learning community pairing for implementation in fall 2019.</p>
<p>College Focus Goals: Student Experience</p> <p><i>CUNY Strategic Framework: CUNY Will Raise Success Rates</i></p>	<p>II. Student peer mentors will provide outreach, workshops and support to first year students.</p>	<p>II. Targeted first year students will be provided peer mentor support through various points of intersection:</p> <p>II.A. Set for Success workshops will be facilitated by peer mentors with guidance by the FYP Peer Mentor Coordinator in conjunction with the director of Student Life and Development for all identified first year students in cohort. (Target 700 students).</p> <p>II.B. Incoming FYSP summer immersion students will be provided a success orientation and tour facilitated by peer mentors. (Target 600 students).</p>	<p>II. Student Peer Mentoring Outcomes: During the 2017-18 academic year, 11 Peer Mentors worked with students in Student Success Mentoring and Workshops held in collaboration with Student Life and Development and FYLC. An additional 9 Peer Mentors worked with FYSP students in summer 2017.</p> <p>II.A. A total of 1406 new City Tech students were provided peer mentor outreach support during the 2017-18 year (Fall 2017- 1019 students, Spring 2018- 387 students). Peer mentors facilitated Student Success Seminar workshops for these students on the following topics each semester: Time Management, College Resources, Getting Involved, College Tour, Finals prep, Test Taking Strategies, CUNYfirst and Registration.</p> <p>GOAL exceeded</p> <p>Use of results: Continue peer mentor Student Success Seminar and outreach for new students</p> <p>II.B. Orientation Mentoring Outcomes: 368 out of 569 (61%) incoming students who participated in FYSP classes or workshops attended a special summer orientation and were provided copies of <i>The</i></p>

		<p>II.C. Peer mentors will be assigned to each FYLC learning community cohort. (Target 400 students).</p>	<p><i>Companion</i>. Students were given an overview of college life and expectations and a review of <i>The Companion</i> contents. Peer mentors were provided 4 intensive training sessions and facilitated 18 FYSP orientations in pairs. We experienced a reduction in participation of 17% from summer 2016 (844/1085).</p> <p>GOAL not met.</p> <p>Use of results: We have revised our communication with students and hope to see a better participation rate in summer 2018. Furthermore, the target will need to be adjusted for the reduced number of immersion students.</p> <p>III.C. FYLC Mentoring Outcomes</p> <p>FYLC enrolled 492 students during the 2017-18 academic year where 1 peer mentor was assigned to each learning community (17 FYLCs; 387 students were in fully matched learning communities and an additional 105 were partially matched; all were provided peer support.)</p> <p>GOAL met.</p> <p>Use of results: Continue coordination of FYLC peer mentoring</p>
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Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<p>University Goals: Ensure that students make timely progress toward degree completion</p> <p><i>CUNY Strategic Framework: CUNY Will Raise Success Rates</i></p>	<p>III. Project Wayfinding strategic advisement applications and degree maps will improve student success and momentum.</p>	<p>III. Through the creation of uniform advisement tools, encouragement of their use via multiple platforms and cyclical training for department faculty advisors, City Tech will promote a positive advisement culture that invites and encourages students to participate in the timely accumulation of credits. Project Wayfinding has created degree maps to promote attainment of degrees in two or four years. CUE will support college-wide efforts to disseminate through all portals of information (college website, catalog, Guidebook app, all academic departments, faculty</p>	<p>III. Project Wayfinding Outcomes</p> <p>Fall 2017: presentations of advisement tools and resources were made to each department chair via provost Council on Academic Affairs, as well as presentations to each department via its Project Wayfinding department liaisons. Target of 25 departments met.</p> <p>Spring 2018: presentations of advisement tools and resources were made to college wide advisors: New Student Center; ASAP, SEEK, Student Accessibility Center, Counseling, Recruitment and Transfer Office, CSTEP, Veterans, CUNY Edge, and First Year Learning Communities Peer Mentors (69 advisors).</p> <p>GOAL met.</p> <p>The Advising Tab has been created and is ready to be added to college website. It is a collation of accurate advisement resources and tools (degree maps and other materials) for use by students, faculty, staff designed as a timeline and progressive</p>

		<p>advisement liaisons, New Student Center, etc.). Project Wayfinding outcomes include:</p> <ul style="list-style-type: none"> • All academic departments will have degree maps finalized by Spring 2018 (25 departments). • Students utilizing the new materials will be surveyed for their usefulness and satisfaction. • Future anticipated outcomes will be an increased number of credits earned each semester. Baseline data will be initiated from a fall 2017 cohort. 	<p>roadmap to graduation (from welcome through four years). Official launch was delayed due to accessibility issues.</p> <p>GOAL in progress.</p> <p>Students were not surveyed about the usefulness and satisfaction of the new advisement tools and resources because of the delayed launch of the resources.</p> <p>GOAL not met, but ongoing.</p> <p>Baseline average number of credits earned for 1 semester from Fall 2017 is 12.2 credits.</p> <p>Use of results: Project Wayfinding will be maintained as one of City Tech's Academic Momentum 2018-19 goals.</p>
<p>University Goals: Increase graduation rates <i>CUNY Strategic Framework: CUNY Will Raise Success Rates</i></p>	<p>IV. Improve graduation rates of transfer students.</p>	<p>IV. The implementation of a reverse transfer auditing process will increase the number of associate degrees awarded. We will identify and reach out to students who transferred from City Tech associate degree programs who have subsequently enrolled at a CUNY campus and are now eligible for their associate degree. Target: 100 or more reverse transfer associate degrees will be awarded.</p>	<p>IV. Reverse Transfer Degree Audits Fall 2017: 190 of 1771 potential external reverse transfer (RT) student transcripts were reviewed. Of these 190, 43 were within 3-6 credits of earning an Associate's Degree and 9 were eligible to graduate. Of the 9 eligible, there were 7 external RT graduates.</p> <p>Additionally, in fall 2017, 59 RT students applied, 41 were awarded Associate Degrees, of which 34 were internal RT grads.</p> <p>In spring 2018-52 RT students applied and 42 were awarded Associate's Degrees</p> <p>Outcome 2017-2018: 83 RT total graduates (target 100)</p> <p>GOAL nearly met.</p> <p>Use of results Plans are to maintain strategy with the recognition that there will likely be fewer internal RT grads as more students are earning their Associate Degree through ASAP rather than RT</p>

OAA PRIORITY AREA III: Academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results																		
<p>University Goals: Use financial resources efficiently and prioritize spending on direct student services <i>CUNY Strategic Framework: CUNY Will Expand Its Portals of Opportunity and Access</i></p> <p><i>CUNY Will Raise Success Rates</i></p>	<p>I. Academic support will be provided for Reading, Writing and Mathematics students through targeted initiatives.</p> <p>A. The Atrium Learning Center</p> <p>B. Fundamentals of Mathematics (1175) and Quantitative Reasoning (MAT1190) with Peer-Led Team Learning (PLTL)</p> <p>C. Mathematics Preparatory Bridge workshops</p>	<p>I.A. The Atrium Learning Center will provide academic support for developmental writing and reading students where tutoring participants will show 10% or better course and CATW pass rates than nonparticipants. Target: 210 developmental writing and reading students (60 reading; 150 writing)</p> <p>I.B. Fundamentals of Mathematics (MAT1175) and Quantitative Reasoning (MAT1190) with PLTL courses will show 5% or higher ABC pass rates than non-participating MAT1175 and MAT1190 sections.</p> <p>I.C. Mathematics Preparatory Bridge workshop participants will show an increase of 10% or higher pass rates than non-attendees in the following math courses: College Algebra and Trigonometry (MAT1275), Pre-calculus (MAT1375), Calculus I (MAT1475) and Calculus II (MAT1575).</p>	<p>I.A. The Atrium Learning Center (ALC) provided support for 72 students during the 2017-18 academic year (17 developmental reading and 55 developmental writing). Course pass rates show that students who received tutoring support achieved greater academic success than the college averages in similar courses in 3 out of 4 areas.</p> <table border="1" data-bbox="1102 358 1995 605"> <thead> <tr> <th>COURSE</th> <th>ALC RESULTS</th> <th>COLLEGE RESULTS FALL 2017 (AIR DATA)</th> </tr> <tr> <td></td> <td>% passed (N)</td> <td>% passed (N)</td> </tr> </thead> <tbody> <tr> <td>ENG90R</td> <td>87% (15)</td> <td>46% (82)</td> </tr> <tr> <td>ENG92R</td> <td>50% (2)</td> <td>55% (84)</td> </tr> <tr> <td>ENG90W</td> <td>89% (9)</td> <td>88% (16)</td> </tr> <tr> <td>ENG92W</td> <td>72% (46)</td> <td>44% (189)</td> </tr> </tbody> </table> <p>GOAL partially met. Course pass rates were successful, but the number of students served fell short of the target. Again, interim leadership in developmental writing and reading may have caused some reduction in successful recruitment communication in these areas. CATW results were not reported due to change in writing requirements.</p> <p>Use of results: The Learning Center may change its strategy and provide support for a different targeted area during the 2018-2019 academic year.</p> <p>I.B. PLTL Outcomes Courses with a mandatory Peer-Led Team Learning (PLTL) one-hour per week workshop session show the following result:</p> <ul style="list-style-type: none"> • MAT 1175 (Fundamentals of Mathematics) – PLTL sections had a 28% increase in ABC pass rates (n=64) than non-PLTL section • MAT 1190 (Quantitative Reasoning) – PLTL sections had a 19% increase in ABC pass rates (n=40) than non-PLTL section <p>(See appendix table D.1.)</p> <p>GOAL exceeded for MAT 1175 and MAT 1190</p> <p>Use of Results: The PLTL supported math sections will continue next academic year.</p> <p>I.C. Mathematics Preparatory Bridge Outcomes: Bridge to College Mathematics Preparatory Program (a 12-hour “just in time” workshop reviewing prerequisite skills needed to succeed in the course offered just</p>	COURSE	ALC RESULTS	COLLEGE RESULTS FALL 2017 (AIR DATA)		% passed (N)	% passed (N)	ENG90R	87% (15)	46% (82)	ENG92R	50% (2)	55% (84)	ENG90W	89% (9)	88% (16)	ENG92W	72% (46)	44% (189)
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			<p>before the semester begins) showed increased ABC pass rates for attendees than non-attendees.</p> <p><u>ABC Pass Rates</u></p> <ul style="list-style-type: none"> • MAT 1190 - 20% increase (n=28) • MAT 1175 - 9% decrease (n=21) • MAT 1275 - 10% increase (n=57) • MAT 1375 - 26% increase (n=31) • MAT 1475 - 10% increase (n=36) • MAT 1575 - 20% increase (n=26) <p>(See appendix table D.2)</p> <p>GOAL exceeded for all Bridge to College Mathematics prep workshops except for MAT 1175.</p> <p>Use of Results: The nine-hour math prep workshop will continue next academic year.</p>
<p>College Focus: Student Experience</p> <p><i>CUNY Strategic Framework: CUNY Will Raise Success Rates</i></p> <p><i>Academic Quality in the Urban University</i></p>	<p>II. First Year Experience (FYE) faculty committee will develop strategies and assignments to improve student learning and retention.</p>	<p>II. Our college-wide FYE faculty committee will develop models, prompts and strategies that support metacognitive processes and an increased awareness of how today's urban students learn. They will further circulate the new goals and approaches to all faculty within their individual departments. Outcomes from the FYE activities will be shown through improved one- year student retention</p>	<p>II. First Year Experience 32 FYE department liaisons participated in a year-long series of 5 flipped-classroom style workshops on the following topics:</p> <ul style="list-style-type: none"> • Assumptions about first year students and learning • Access: where students learn; what tools they use • Metacognitive Practices: why explicit study strategies empower students • READ: how to read discipline specific texts must be taught so students persist • Reflection: how students become self-aware learners <p>GOAL Met</p> <p>32 FYE liaisons presented accomplishments of revising departmental orientation and welcome to each of their academic departments. In addition, some liaisons shared the metacognitive process with department faculty (CMCE, ARCH, ETET, MET, CET) and some suggested how to use <i>The Companion</i> for the First Year activities in 1st year courses (LAW, SS, HUS, HMG, DEN, NUR). Data reflects that students who began receiving enhanced orientation prior to entering the college in Fall 2015 showed 2.3% better retention for Associate's Degree seeking students and 1.2% better for Bachelor's students:</p> <ul style="list-style-type: none"> • Baseline retention: Fall 2015: Associate's Degree-56.8%; Bachelor's Degree-77.3%

			<ul style="list-style-type: none"> FYE Impact retention: Fall 2016: Associate’s Degree-59.1%; Bachelor’s Degree-78.5% <p>Note: The retention rates have been calculated for all first-time, full-time, degree-seeking freshmen entering college with no prior college credits from AIR Data Dashboard</p> <p>GOAL met</p> <p>Use of results: FYE results will be reported to the department liaisons during the fall 2018 to modify and repeat the two-year workshop cycle, requesting that new department liaisons participate in the FYE process beginning in spring 2019, with the goal of sharing resources and activities that enhance students' FYE.</p>
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Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<p>University Goals: Increase graduation rates Use financial resources efficiently and prioritize spending on direct student services <i>CUNY Strategic Framework: CUNY Will Expand Its Portals of Opportunity and Access</i></p> <p><i>CUNY Will Raise Success Rates</i></p>	<p>III. Increase academic support services to challenge students through the Honors Scholars Program (HSP) with particular emphasis on conducting undergraduate research.</p>	<p>III. Honors Scholars students participating in undergraduate research (Honors in a regular course, Honors courses, and institutional research programs) will show 5% higher associate and bachelor’s degrees six-year graduation rates and a 5% increase in average GPA than non-participating Honors Scholars. Research will be disseminated by students at local and national conferences.</p>	<p>III. Honors Scholars Program Honors Scholars students participating in undergraduate research showed the following results (based on CUNYFirst student information posted in June 2018):</p> <p>Associate Degree Graduation Rates</p> <ul style="list-style-type: none"> Two-year graduation rate: Honors Scholars participating in research (87%; n=9) showed 64% higher graduation rate than non-participating Honors Scholars (23%; n=31) Three-year graduation rate: Honors Scholars participating in research (100%; n=9) showed 13% higher graduation rate than non-participating Honors Scholars (87%; n=31) <p>Bachelor’s Degree Graduation Rates</p> <ul style="list-style-type: none"> Four-year graduation rate: Honors Scholars participating in research (47%; n=66) showed 9% higher graduation rate than non-participating Honors Scholars (38%; n=102) Five-year graduation rate: Honors Scholars participating in research (89%; n=66) showed 6% higher graduation rate than non-participating Honors Scholars (83%; n=102) Six-year graduation rate: Honors Scholars participating in research (94%; n=87) showed 1% higher graduation rate than non-participating Honors Scholars (93%; n=127) <p>Associate Degree GPA</p>

			<ul style="list-style-type: none"> • There is no statistically significant difference in GPA between Honors Scholars participating in research (Mean=3.44, SD=0.27) and non-participating Honors Scholars (Mean=3.46, SD=0.17) <p>Bachelor's Degree GPA</p> <ul style="list-style-type: none"> • There is no statistically significant difference in GPA between Honors Scholars participating in research (Mean=3.55, SD=0.28) and non-participating Honors Scholars (Mean=3.58, SD=0.19) <p>(See appendix table D.3.)</p> <p>GOAL exceeded in graduation rates for Honors Scholars participating in research. Goal not met for increase in GPA for Honors Scholars participating in research.</p> <p>A total of one Honors Scholars/PLTL program faculty and six peer leaders presented their research at a regional conference. (See appendix table D.4.)</p> <p>GOAL met</p> <p>Use of Results: The Honors Scholars Program will continue undergraduate research and honors enrichment for high achieving students. Research and conference presentation opportunities for Honors Scholars will continue next academic year.</p>
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