

2018-2019 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: Pamela Brown & Lauri Aguirre

DATE SUBMITTED: July 17, 2019

DISCLAIMER: Historic data presented in the Institutional Enrollment, Persistence, and Graduation tables as well as the Academic Momentum 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 and University Performance Monitoring Project 2018-2019 Report (PMP).

INSTITUTIONAL ENROLLMENT DATA (source: OIRA Student Data Book)

| | Fall 2016 | Fall 2017 | Fall 2018 |
|--------------------------------------|-----------|-----------|-----------|
| Undergraduate enrollment (headcount) | 17,282 | 17,279 | 17,269 |
| Undergraduate enrollment (FTE) | 12,918 | 13,019 | 12,749 |

INSTITUTIONAL PERSISTENCE DATA (source: 2018-2019 PMP Report)

| | Entering Class of Fall 2015 | Entering Class of Fall 2016 | Entering Class of Fall 2017 |
|--|--------------------------------|--------------------------------|--------------------------------|
| One-year retention rate (all students) | 60.3 | 62.7 | 57.5 |

Note: Retention rates calculated as the percentage of fall 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 (BACCALAUREATE PROGRAMS) (source: 2018-2019 PMP Report)

| | Entering Class of Fall 2012 | Entering Class of Fall 2013 | Entering Class of Fall 2014 |
|--|--------------------------------|--------------------------------|--------------------------------|
| Four-year graduation rate (baccalaureate programs) | 7.2 | 6.0 | 5.8 |
| | Entering Class of Fall 2010 | Entering Class of Fall 2011 | Entering Class of Fall 2012 |
| Six-year graduation rate (baccalaureate programs) | 24.7 | 26.2 | 27.2 |

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

INSTITUTIONAL GRADUATION DATA (ASSOCIATE PROGRAMS) (source: 2018-2019 PMP Report)

| | | | |
|---|-----------------------------|-----------------------------|-----------------------------|
| Two-year graduation rate (associate programs) | Entering Class of Fall 2014 | Entering Class of Fall 2015 | Entering Class of Fall 2016 |
| | 1.0 | 2.3 | 2.3 |
| Three-year graduation rate (associate programs) | Entering Class of Fall 2013 | Entering Class of Fall 2014 | Entering Class of Fall 2015 |
| | 6.6 | 7.4 | 10.4 |

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

ACADEMIC MOMENTUM DATA (BACCALAUREATE PROGRAMS) (source: 2018-2019 PMP Report)

| | | | |
|--|-----------------------------|-----------------------------|-----------------------------|
| | Entering Class of Fall 2015 | Entering Class of Fall 2016 | Entering Class of Fall 2017 |
| % Fall full-time FTF completing 20 credits within the first year ¹ | 65.7 | 65.2 | 59.5 |
| % Fall full-time FTF completing 30 credits within the first year ¹ | 30.2 | 29.5 | 28.1 |
| % Fall full-time FTF completing Pathways Math and/or Quantitative Reasoning within the first year ² | 72.5 | 70.8 | 57.8 |
| % Fall full-time FTF completing Pathways English Composition within the first year ² | 83.5 | 83.0 | 77.7 |

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.

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

ACADEMIC MOMENTUM DATA (ASSOCIATE PROGRAMS) (source: 2018-2019 PMP Report)

| | | | |
|--|-----------------------------|-----------------------------|-----------------------------|
| | Entering Class of Fall 2015 | Entering Class of Fall 2016 | Entering Class of Fall 2017 |
| % Fall full-time FTF completing 20 credits within the first year ¹ | 38.7 | 39.6 | 40.7 |
| % Fall full-time FTF completing 30 credits within the first year ¹ | 11.6 | 11.8 | 15.4 |
| % Fall full-time FTF completing Pathways Math and/or Quantitative Reasoning within the first year ² | 37.9 | 39.1 | 42.2 |
| % Fall full-time FTF completing Pathways English Composition within the first year ² | 71.3 | 73.0 | 69.1 |

¹ Completion of 20 and 30 credits is based on cumulative credits earned at *any* college end of the first year, including pre-matriculation.

² Completion of the Pathways MQR and EC means that a student received a passing grade in an approved pathways course (including 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 (Seats) | Students Served (Headcount) | Students Enrolled in the Fall | % Enrolled in the Fall |
|---------------------|------------------------------|--------------------------------|----------------------------------|---------------------------|
| SUM 16 | 1,269 | 1,225 | 1,111 | 90.7 |
| SUM 17 | 889 | 868 | 759 | 87.4 |
| SUM 18 ¹ | 551 | 517 | 432 | 83.6 |

¹Preliminary data**NON-SUMMER IMMERSION DATA*** (source: Office of Undergraduate Studies)

| | Total Enrollments (Seats) | Students Served (Headcount) |
|----------------------------|---------------------------|-----------------------------|
| NON-SUM 16-17 | 211 | 205 |
| NON-SUM 17-18 | 256 | 246 |
| NON-SUM 18-19 ¹ | 170 | 169 |

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

¹ Preliminary data**PERCENTAGE OF FALL FTF IN ASSOCIATE PROGRAMS WITH INITIAL REMEDIAL NEED WHO EXIT REMEDIATION VIA THE UNIVERSITY SKILLS IMMERSION PROGRAM (USIP)*** (source: Office of Undergraduate Studies and 2018-2019 PMP Report)

| | Fall 2016 | Fall 2017 | Fall 2018 ¹ |
|---------|-----------|-----------|------------------------|
| MATH | 15.8 | 8.5 | 8.1 |
| READING | 14.9 | 14.7 | 17.5 |
| WRITING | 9.9 | 11.0 | 10.0 |

* This table reports the percent of fall 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.

¹ Preliminary Data

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 2018-2019 CUE ALLOCATION: \$751,113 (source: OAA)

| Goal #1 Summary | CUE Allocation | | | Non-CUE funds Allocated** | | |
|------------------------------------|---------------------|--------------------|---------------------|---------------------------|---------------|---------------|
| | PS | OTPS | Total | PS | OTPS | Total |
| Instruction (direct instruction on | \$266,995.00 | \$ 0.00 | \$345,684.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 |
| Tutoring (actual tutoring only) | \$ 8,955.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 |
| Training/Development/Support | \$158,495.00 | \$34,097.00 | \$190,645.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 |
| Goal #1 Total | \$434,445.00 | \$34,097.00 | \$466,595.00 | \$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 | \$176,353.00 | \$13,678.00 | \$190,032.00 | \$ 83,000.00 | \$ 0.00 | \$ 83,000.00 |
| Student Success Initiatives | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 |
| Goal #2 Total | \$176,353.00 | \$13,678.00 | \$190,032.00 | \$ 83,000.00 | \$0.00 | \$ 83,000.00 |

** 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 | \$27,310.00 | \$6,840.00 | \$34,150.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 |
| Tutoring & Supplemental Instruction | \$53,876.00 | \$6,300.00 | \$60,176.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 |
| Goal #3 Total | \$81,186.00 | \$13,140.00 | \$94,326.00 | \$0.00 | \$0.00 | \$0.00 |

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

2018-2019 CUE FUNDING REPORT TEMPLATE

Reports Due July 26, 2019

Submit electronically to zhanna.kushmakova@cuny.edu

II. Report on Outcomes for 2018-2019 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. In addition, community and comprehensive colleges should include at least one goal related to the development of corequisite remediation (both math and English) to address the needs of students placed into remediation that cannot be addressed with pre-matriculation opportunities.

| Institutional Mission Program Goal | Key Activities/ Goals | Measurables/Evidence | Outcomes/ Use of Results |
|---|---|---|---|
| <p>CUNY PMP Goals Access and Completion College Readiness</p> <p>City Tech Strategic Goals Increase student success and enhance students' academic and co-curricular experience</p> | <p>I. Accelerate student progress through remediation in immersion programs</p> | <p>I. First Year Programs will provide immersion opportunities for incoming and continuing freshmen with retesting workshops and developmental courses. We will provide the maximum number of students developmental reading, writing and math courses and workshops in the January immersion and summer immersion programs by aggressively recruiting and notifying students of opportunities via email, awareness posters and fliers, utilizing CUNYfirst in conjunction with the New Student Center, the Testing office, the Registrar, and the English and math departments.</p> <p>Pass rates shown will be at or above the college average with a greater number of immersion participants earning proficiency in Reading, Writing, and Math.</p> <p>Target: 49% or more of incoming and continuing students will earn proficiency and be prepared for credit bearing coursework by participating in immersion opportunities. (see data appendix)</p> | <p>I. Immersion</p> <p>Summer 2018 immersion proficiency was earned as follows: Full length courses: 247/440 (56%) Express classes: 59/107 (55%) Retest prep workshop: 15/25 (60%)</p> <p>Winter 2019 proficiency was earned as follows: Express classes: 74/109 (68%) Retest Prep workshop: 5/6 (83%)</p> <p>(See APPENDIX, Table A for data).</p> <p>GOAL met. A total of 400 students participating in various immersion interventions achieved proficiency in reading, writing or mathematics during AY 2018-2019 (400/687; 58%)</p> <p>Additional Summer Immersion Results Comparison Data of FYSP 2018 with college Fall 2018 results: FYSP 2018 shows that immersion results are higher in 5 out of 10 similar developmental and ESOL similar courses:</p> <ul style="list-style-type: none"> • 10% higher – ENG90R • 7% higher- ENG92R • 10% higher- ENG92W • 23% higher- MAT650 • 11% higher- ESOL21W • 2% lower- ESOL22R • 12% lower- ENG90W |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • 7% lower - MAT630 (the structure and teaching method of this course was changed to MAT650CO in Fall 2018 which may account for the fall result improvement) • 14% lower- ESOL12R • 3% lower- ESOL31W <p>(See APPENDIX, Table B.1., B.2., B.3. for data)</p> <p>GOAL met. Immersion pass rates show greater rate of success than college average.</p> <p>Use of results: Refine and continue immersion opportunities</p> |
|--|--|--|---|

| | | | |
|---|--|--|--|
| CUNY PMP Goals Access and Completion College Readiness | II. Co-Requisite Remediation MAT1275-CO MAT1190-CO ENG1101-CO | <p>II. Support will be provided for faculty to develop and further refine developmental co-requisite models in mathematics and English. Peer leaders and peer tutors will be provided to the math co-requisite model workshops for academic support.</p> <p>Results will demonstrate an increase of 5% C or better grades in co-requisite College Algebra and Trigonometry (MAT1275-CO) and Quantitative Reasoning (MAT1190-CO) from Fall 2017 to Fall 2018.</p> <p>Target: 72% (N=25) A-C grades in MAT1190-CO and 63% (N=158) A-C grades in MAT1275-CO</p> | <p>II. Co-Requisite Remediation</p> <p>Results:</p> <p>MAT1275-CO had 48% A-C grades in F18 with N=507 MAT1275-CO had 54% A-C grades in F17 with N=86 MAT1190-CO had 51% A-C grades in F18 with N=29 MAT1190-CO had 64% A-C grades in F17 with N=16 (See APPENDIX, Table D.1.)</p> <p>GOAL in progress: While the percentage passing (A-C) was lower in MAT1275-CO in F18/F17 (48% v. 54%) the number of students who benefitted increased, from 86 to 507, as more sections were rolled out. Similarly, MAT1190-CO in F18/F17 had A-C passing rates of 51% v. 64%, the number of students increased from 16 (F17) to 29 (F18).</p> <p>Use of results: Further investigation will be needed to consider what factors could help improve the pass rate.</p> <p>ENG1101-CO-Curriculum has been developed and instructors provided with professional development (Spring 2019). To be piloted in Fall 2019.</p> |
|---|--|--|--|

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 |
|---|--|---|--|
| <p>CUNY PMP Goals College Readiness Access and Completion</p> <p>City Tech Strategic Goals Increase student success and enhance students' academic and co-curricular experience</p> | <p>I. A combined First Year Experience (FYE) faculty and City Tech Academic Momentum (formerly Project Wayfinding) committee will support student success, improve student learning, and retention through key activities by:</p> <ul style="list-style-type: none"> • Providing an enhanced freshman orientation experience tailored to academic programs. • Promoting a positive advisement culture that invites and encourages students to participate in the timely accumulation of credits. | <p>I. FYE and Momentum strategies for an enhanced orientation experience, "student ready department" faculty advisement training, and utilization of degree maps will guide the student's path from orientation through timely graduation.</p> <p>Professional development will be provided via multiple platforms along with</p> <ol style="list-style-type: none"> A. Participation in a further improved freshman orientation experience; B. Cyclical training for department faculty liaisons and advisors; C. Use of degree maps across all academic departments as part of their advisement process encouraging 30 credits per year. <p>Target: Maintain one-year retention rate of at least 78.5% bachelor's and 59.1% associate degree first-time, full-time, degree-seeking freshmen entering college with no prior college credits</p> <p>Additional anticipated outcome will be an increased number of credits earned each semester. Baseline data of 12.2 was established from a fall 2017 cohort.</p> | <p>I. First Year Experience (FYE) I.A. Orientation, August 2018 Each of the 32 academic departments (faculty leaders and students) contributed to planning orientation activities during the scheduled orientation in each department. 38% of 1st year/first-time invited students participated (857/2253). [Note: due to the influx of late registrants, not all FY students are enrolled in time to be invited.] Faculty leader in each department was designated as a First Year Experience (FYE) Liaison. I.B. Fall 2018: FYE Liaisons reviewed August orientation activities for improvements in 2019-2020. <i>Student Success Partnership</i>, a cross-campus initiative for faculty and staff from Academic Affairs, Enrollment Management and Student Affairs, emerged from Momentum and FYE committee meetings to increase retention, graduation of students and address the Middle States recommendations. Spring 2019: As part of the <i>Student Success Partnership</i>, the newly formed Student-Ready College committee comprised of 52 faculty and staff representatives from Academic Affairs, Enrollment Management and Student Affairs was provided three workshops on Student Experience, College Resources and Communication. I.C. New web resource, Academic Advising web pages, developed with Degree Maps: Presented to department colleagues by FYE Liaisons to use with students and as advisement tool. Momentum Committee, composed of various Senior Staff from Academic Affairs and Enrollment Management/Student Affairs, provided dissemination of web resource to Holistic Student Supports (HSS) in Student Affairs office. http://www.citytech.cuny.edu/advisement/</p> <p>GOALS met:</p> |

| | | | |
|--|--|--|---|
| | <ul style="list-style-type: none"> Disseminating degree maps and advisement tools through all portals of information (college website, catalog, Guidebook app, all academic departments, faculty advisement liaisons, New Student Center, ASAP, SEEK) | | <p>A. Orientations held B. Professional development was provided C. Degree map information was disseminated.</p> <p>GOALS not met: Fall 2017 Associate FTFTF retention = 52.8% (reduced by 6.3% from Fall 2016 (59.1%)) Fall 2017 Bachelor FTFTF retention = 68.8% (reduced by 9.7% from Fall 2016 (78.5%))</p> <p>Fall 2018 average number of credits: 10.8 GOAL not met by 1.4 credits. (NOTE: We have observed that overall Fall 2018 FTF results were lower than previous years)</p> <p>Use of results:</p> <ul style="list-style-type: none"> A. Extend Orientation process B. Advance <i>Student Success Partnership</i> professional development C. Continue to refine Academic Advising webpage and degree maps and disseminate for broader usage |
|--|--|--|---|

| | | | |
|--|---|---|--|
| <p>CUNY PMP Goals Access and Completion College Readiness</p> <p>City Tech Strategic Goals II. Increase student success and enhance students' academic and co-curricular experience</p> | <p>II. Provide First Year Learning Communities to incoming fall and spring students</p> | <p>II. FYLC students will show improved momentum and academic success. Target: 500 students enrolled in FYLCs in 2018-19 will demonstrate the following success rates:</p> <ul style="list-style-type: none"> Maintain # credits (13.1 FYLC Fall 2017, N=278) Improve retention (increase by 3% from 85% to 88% FYLC Fall 2017, N=278) Improve number of C or better grades (increase of 5% from 77% to 82% Fall 2017, N=278) | <p>A. First Year Learning Communities NYCCT offered a total of 19 learning communities during AY 2018-19 to 378 students.</p> <p>GOAL not met. FYLC did not meet the enrollment target of 500 students. However, we ran 7 more learning communities and enrolled 62 more students than AY 2017-2018.</p> <p>Results: FYLC students earned 2.5 fewer credits (FYLC Fall 2018 10.6 credits vs FYLC Fall 2017 13.1 credits)</p> |
|--|---|---|--|

| | | | |
|--|---|--|--|
| Education Goals Work productively within and across disciplines. | | <ul style="list-style-type: none"> • Develop at least one new learning community pairing for implementation in fall 2019 to provide more students' access to learning communities. • Faculty will provide evidence of student learning by posting examples on the FYLC OpenLab site. | <p>FYLC student retention was 6% lower than the target (Fall 2018 82% retained (409/497))</p> <p>69% (343/497) FYLC students earned A-C grades earned passing grades. Target of 82% not met. (See APPENDIX, Table C.1.)</p> <p>Development: 3 new FYLCs were created for implementation in Fall 2019 (2 more than the target) ARCH1101 WITH MAT1275C0 <i>Architectural Technology & Math: So Many Buildings, So Little Time!</i> ENG1101 AND COMM1101 <i>Communication & English: Writing Out Loud!</i> LAW1101 AND ENG1101 <i>Law and Paralegal Services & English: Fight for your Rights!</i> (See APPENDIX, page 6)</p> <p>Evidence of FYLC student learning can be observed on the FYLC OpenLab site. https://openlab.citytech.cuny.edu/fylc-faculty/category/fall-2018/ (See APPENDIX, C.2.)</p> <p>GOALS were met in some, but not all areas. (NOTE: We have observed that overall Fall 2018 FTF results were lower than previous years)</p> <p>Use of results: Investigate the drop in results and continue First Year Learning Communities.</p> |
| CUNY PMP Goals Access and Completion | III. Improve graduation rates of transfer students. | III. 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 | III. Reverse transfer auditing process The reverse transfer auditing process yielded the following results: Summer 2018: 73 students Fall 2018: 341 students Spring 2019: 313 students |

| | | | |
|--|--|--|---|
| | | enrolled at a CUNY campus and are now eligible for their associate degree. | Total of 727 students were awarded an associate degree AY 2018-19 |
| | | Target: 75 or more reverse transfer associate degrees will be awarded. | GOAL exceeded by 652 reverse transfer associate degrees awarded. |
| | | | Use of results: Continue reverse transfer degree strategy. |

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 |
|---|--|--|---|
| CUNY PMP Goals Access and Completion College Readiness City Tech Strategic Goals Increase student success and enhance students' academic and co-curricular experience | I. Academic support will be provided for Mathematics, ESOL and Developmental Writing students through targeted initiatives. A. College Algebra and Trigonometry (1275-CO) and Quantitative Reasoning (MAT1190) with Peer-Led Team Learning (PLTL) B. Mathematics Preparatory Bridge workshops C. ESOL and Developmental writing supplemental academic support | I.A. College Algebra and Trigonometry (MAT1275-CO) and Quantitative Reasoning (MAT1190-CO) with PLTL courses will show 5% or higher ABC pass rates than non-participating MAT1275-CO and MAT1190-CO sections. I.B. 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). I.C. The ESOL and Developmental Writing programs will offer specialized academic support to improve results for all writing students enrolled in ESOL 011W, ESOL21W and ESOL31W, ENG090W and ENG092W in the Fall 2018 and Spring 2019 semesters where participants will show 10% or better course pass rates | I.A. Co-Req Math courses with Peer Leaders MAT 1275-CO: F18: sections with Peer Leaders had a 48% pass rate (A-C) with 463 students; sections with no Peer Leader had a 40% pass rate (A-C) with 44 students. [F17: sections had PLs] MAT1190-CO: sections in F18 and F17 had PLs. (See APPENDIX, Table D.1.) GOAL MET: Sections of 1275-CO with PLs had 8% higher pass rate than sections without PL. Use of results: Continue use of Peer Leaders in CO-req Math courses. I.B. Mathematics Preparatory Bridge workshops (a 12-hour "just in time" workshop reviewing prerequisite skills needed to succeed in the course offered just before the semester begins) showed increased A-D pass rates for attendees than non-attendees. <u>ABCD Pass Rates</u> <ul style="list-style-type: none"> • MAT 1190 - 21% increase (n=28) • MAT 1175 - 31% increase (n=21) • MAT 1275 - 9% increase (n=57) • MAT 1375 - 3% increase (n=31) • MAT 1475 - 8% decrease (n=36) |

| | | | |
|--|--|---|---|
| | | <p>than nonparticipants from Spring 2018. (target 200 students)</p> | <ul style="list-style-type: none"> • MAT 1575 - 22% decrease (n=26) (See APPENDIX, Table D.2.) <p>GOAL met for all Mathematics Preparatory Bridge workshops except for MAT 1475 and 1575.</p> <p>Use of Results: The nine-hour math prep workshop will continue next academic year with an emphasis on increasing participation.</p> <p>I.C. ESOL and Developmental writing academic support ESOL31W: increase 17% (Fall 2018, N=12, increase 8% (Spring 2019, N=4) vs Spring 2018 67% (N=18)</p> <p>ESOL21W: increase 22% (Fall 2018, N=50, increase 27% (Spring 2019, N=50) vs Spring 2018 53% (N=72)</p> <p>ESOL11W: decrease 12% (Fall 2018, N=38, decrease 29% (Spring 2019, N=13) vs Spring 2018 83% (N=24)</p> <p>ENG092W/090W: increase 24% (Fall 2018, N=175, increase 16% (Spring 2019, N=68) vs Spring 2018 43% (N=175)</p> <p>(See APPENDIX, Table D.3.)</p> <p>GOAL exceeded in all writing ESOL and Developmental writing courses except for level 1 ESOL Writing. Target of 200 participants exceeded by 229 (429 students participated)</p> <p>Use of results: Continue writing academic support model</p> |
|--|--|---|---|

| | | | |
|--|--|---|--|
| <p>CUNY PMP Goals Access and Completion</p> <p>City Tech Strategic Goals</p> | <p>II. Increase academic support services to challenge students through the Honors Scholars Program (HSP) with particular emphasis</p> | <p>II. Increase the number of Honors Scholars participating in undergraduate research (Honors in a Regular Course, Honors courses, and institutional research programs) by 1% (target</p> | <p>II. Honors Scholars NYCCT's Honors Scholars Program engaged 595 Honors Scholars in AY 2018-2019, an increase of 80% more students than AY2017-2018 (N=434).</p> |
|--|--|---|--|

| | | | |
|---|--|---|--|
| <p>Increase student success and enhance students' academic and co-curricular experience</p> | <p>on conducting undergraduate research.</p> | <p>approximately 34 students out of 434 Honors students).</p> | <p>Students who completed their honors contract in a regular course increased from 53 in AY 2017-2018 to 57 in AY 2018-2019, an increase of 9.3%.</p> <p>Honors Scholars participants in undergraduate research in AY 2018-2019 totaled 62 students, 27 in Fall 2018 and 35 in Spring 2019.</p> <p>GOAL MET: 10% of the 595 Honors Scholars involved in undergraduate research, a 55% increase in number of students involved in undergraduate research over AY2017-2018 (34 students).</p> <p>(Undergraduate Research was funded by the Emerging Scholars Program (ESP), CUNY Research Scholars Program (CRSP), and the Louis-Stokes Alliance for Minority Participation (LSAMP) program.)</p> <p>Use of results: Continue to engage high achieving students in Honors Scholars activities. Agreement with Registrar to offer Honors students early registration significantly increased participation.</p> |
|---|--|---|--|

Appendix: NYCCT CUE Report 2018-2019

A. Immersion Enrollment Numbers and Percentages 2015-2019

Immersion Enrollment January

| Immersion Program /Year* | January 2015 | January 2016 | January 2017 | January 2018 | January 2019 |
|------------------------------|---------------|---------------|---------------|---------------|--------------|
| Total # Enrolled | 203 | 111 | 109 | 138 | 99 |
| Total % of Eligible Enrolled | 77% (203/262) | 85% (111/131) | 72% (109/151) | 49% (138/280) | 45% (99/221) |
| | | | | | |

Immersion Enrollment June

| Immersion Program /Year* | June 2015 | June 2016 | June 2017 | June 2018 |
|------------------------------|---------------|---------------|---------------|--------------|
| Total # Enrolled | 189 | 201 | 204 | 257 |
| Total % of Eligible Enrolled | 45% (189/419) | 49% (201/448) | 57% (204/355) | 42%(257/613) |
| | | | | |

Immersion Enrollment (July/Aug)

| Immersion Program /Year* | July/Aug 2015 | July/Aug 2016 | July/Aug 2017 | July/Aug 2018 |
|------------------------------|-----------------|----------------|----------------|---------------|
| Total # Enrolled | 1043 | 924 | 568 | 772 |
| Total % of Eligible Enrolled | 52% (1043/2018) | 50% (924/1833) | 47% (568/1212) | 46% (389/841) |
| | | | | |

* Immersion program populations are as follows:

January and June are offered to Continuing first year students only

January is for high fails from Fall semester, June is for all Spring semester students still needing remedial coursework

July/Aug is for Incoming first year students

B. 1. Immersion Results and Pass Rates 2016-2019

| Immersion Program /Year | January 2016 | June 2016 | July/ Aug 2016 | January 2017 | June 2017 | July/ Aug 2017 | January 2018 | June 2018 | July/ Aug 2018 | January 2019 |
|---|--------------|--------------|----------------|--------------|--------------|----------------|--------------|--------------|----------------|--------------|
| <u>Course/Subject: Reading (1)</u> | | | | | | | | | | |
| # Completed Course | 25 | 13 | 68 | 13 | 13 | 27 | 16 | 5 | 27 | 12** |
| Pass rate (Exit remediation) | 76% (19/25) | 31% (4/13) | 57% (39/68) | 92% (12/13) | 92% (12/13) | 74% (20/27) | 94% (15/16) | 80% (4/5) | 74% (20/27) | 58% (7/12) |
| <u>Course/Subject: Writing (2)</u> | | | | | | | | | | |
| # Completed Course | 54 | 30 | 91 | 58 | 19 | 57 | 36 | 9 | 45 | 30** |
| Pass rate (Exit remediation) | 55% (29/53) | 70% (21/30) | 57% (52/91) | 50% (28/56) | 74% (14/19) | 75% (43/57) | 81% (29/36) | 100% (9/9) | 84% (38/45) | 80% (24/30) |
| <u>Course/Subject: Math (3)</u> | | | | | | | | | | |
| # Completed Course | 32 | 113 | 718 | 38 | 134 | 324 | 85 | 93 | 165 | 66 |
| Pass rate (Exit remediation) | 84% (27/32) | 72% (81/113) | 46% (333/718) | 86% (31/36) | 74% (99/134) | 43% (138/324) | 58% (49/85) | 48% (45/93) | 47% (77/165) | 65% (43/66) |
| <u>Course/Subject: Lower Level Reading (4)</u> | | | | | | | | | | |
| # Completed Course | N/O | N/O | 24 | N/O | N/O | 41 | N/O | N/O | 41 | N/O |
| Pass rate (Advance level) | N/O | N/O | 71% (17/24) | N/O | N/O | 66% (27/41) | N/O | N/O | 66% (27/41) | N/O |
| <u>Course/Subject: Lower Level Writing (5)</u> | | | | | | | | | | |
| # Completed Course | N/O | N/O | 8 | N/O | N/O | 7 | N/O | N/O | 7 | N/O |
| Pass rate (Advance level) | N/O | N/O | 100% (8/8) | N/O | N/O | 100% (7/7) | N/O | N/O | 100% (7/7) | N/O |
| <u>Course/Subject: ESL Reading (6)</u> | | | | | | | | | | |
| # Completed Course | N/O | 10 | 28 | N/O | N/O | 30 | N/O | N/O | 42 | N/O |
| Pass rate (Advance level) | N/O | 90% (9/10) | 75% (21/28) | N/O | N/O | 67% (20/30) | N/O | N/O | 81% (34/42) | N/O |
| <u>Course/Subject: ESL Writing (7)</u> | | | | | | | | | | |
| # Completed Course | N/O | 11 | 17 | N/O | 13 | 17 | N/O | 23 | 21 | N/O |
| Pass rate (Advance level) | N/O | 82% (9/11) | 88% (15/17) | N/O | 77% (10/13) | 88% (15/17) | N/O | 100% (23/23) | 90% (19/21) | N/O |
| <u>Course/Subject: ESL Writing 3 (8)</u> | | | | | | | | | | |
| # Completed Course | N/O | 11 | N/O | N/O | 17 | N/O | N/O | 7 | N/O | N/O |
| Pass rate (Exit remediation) | N/O | 27% (3/11) | N/O | N/O | 56% (9/16) | N/O | N/O | 71% (5/7) | N/O | N/O |

N/O- Not offered

(1) Includes the following courses: ENG92R, ENG925R (result indicates exit from remediation)

(2) Includes the following courses: ENG92W, ENG925W (result indicates exit from remediation)

(3) Includes the following courses: MAT63, MAT65, MAT675(result indicates exit from remediation)

(4) Includes the following courses: ENG090R (result indicates passing lower level and advancing to next level; does not indicate exit from remediation)

(5) Includes the following courses: ENG090W (result indicates passing lower level and advancing to next level; does not indicate exit from remediation)

(6) Includes the following courses: ESOL12R, ESOL22R (result indicates passing lower level and advancing to next level; does not indicate exit from remediation)

(7) Includes the following courses: ESOL21W (result indicates passing lower level and advancing to next level; does not indicate exit from remediation)

(8) Includes the following courses: ESOL31W (result indicates exit from remediation)

B.2. FYSP 2018 & 2017 Immersion Results with Comparison College Fall Results

FYSP 2018 Immersion Results with Comparison College Fall Results

| COURSE | FYSP 2018 RESULTS | ↑ or ↓ | COLLEGE RESULTS FALL 2018 (AIRE DATA) |
|--------------|-------------------|--------|---------------------------------------|
| | % passed (N) | | % passed (N) |
| ENG90R | 64% (39) | ↑10 | 54% (65) |
| ENG92R | 82% (28) | ↑7 | 75% (37) |
| ENG90W | 88% (8) | ↓12 | 100% (23) |
| ENG92W | 78% (37) | ↑10 | 68% (152) |
| MAT630/650CO | 29% (154) | NA | course change, invalid data |
| MAT650 | 49% (80) | ↑23 | 26% (655) |
| ESOL12R | 65% (20) | ↓14 | 79% (41) |
| ESOL22R | 91% (23) | ↓2 | 93% (30) |
| ESOL21W | 95% (44) | ↑11 | 84% (69) |
| ESOL31W | 57% (7) | ↓3 | 60% (12) |

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.

FYSP includes sections from all sessions

FYSP 2017 Immersion Results with Comparison College Fall Results

| COURSE | FYSP 2017 RESULTS | ↑ or ↓ | COLLEGE RESULTS FALL 2017 (AIRE DATA) |
|---------|-------------------|--------|---------------------------------------|
| | % passed (N) | | % passed (N) |
| ENG90R | 63% (27) | ↑17 | 46% (82) |
| ENG92R | 77% (24) | ↑22 | 55% (84) |
| ENG90W | 100% (7) | ↑12 | 88% (16) |
| ENG92W | 71% (47) | ↑27 | 44% (189) |
| MAT630 | 36% (97) | ↑19 | 17% (617) |
| MAT650 | 52% (121) | ↑27 | 25% (445) |
| ESOL12R | 72% (13) | ↑6 | 66% (67) |
| ESOL22R | 50% (7) | ↓30 | 80% (50) |
| ESOL21W | 83% (25) | ↑27 | 56% (98) |
| ESOL31W | 53% (9) | ↓9 | 44% (23) |

B.3. Retest Prep Data

| | Subject | Total # eligible to retest (duplicate) | Total # and % who retested | Retested Workshop attendees # and % passed | Retested Non-Workshop attendees # and % passed | # and % of students did not retest |
|---------------------|--------------------|--|----------------------------|--|--|------------------------------------|
| 2017-2018 AY | | | | | | |
| Fall 2017 | Math | 127 | 38/127 (30%) | 16/17 (94%) | 17/21 (80%) | 89/127 (70%) |
| Fall 2017 | Reading | 101 | 46/101 (45%) | 14/24 (58%) | 11/22 (50%) | 55/101 (54%) |
| Fall 2017 | Total (M/R) | 228 | 84/228 (37%) | 30/41 (73%) | 28/43 (65%) | 144/228 (63%) |
| Spring 2018 | Math | 13 | 9/13 (70%) | 3/5 (60%) | 3/4 (75%) | 4/13 (31%) |
| Spring 2018 | Reading | 18 | 14/18 (77%) | 6/11 (55%) | 2/3 (66%) | 4/18 (22%) |
| Spring 2018 | Total (M/R) | 31 | 23/31 (74%) | 9/16 (56%) | 5/7 (71%) | 8/31 (26%) |
| 2018-2019 AY | | | | | | |
| Fall 2018 | Math | 63 | 31/63 (49%) | 9/10 (90%) | 10/21 (47%) | 32/63 (51%) |
| Fall 2018 | Reading | 87 | 46/87 (52%) | 8/17 (53%) | 13/29 (44%) | 41/87 (47%) |
| Fall 2018 | Total (M/R) | 150 | 77/150 (51%) | 15/25 (60%) | 26/52 (50%) | 73/150 (49%) |
| Spring 2019 | Math | 18 | 8/18 (44%) | 0 | 6/8 (75%) | 10/18 (56%) |
| Spring 2019 | Reading | 26 | 12/26 (46%) | 5/6 (83%) | 2/6 (33%) | 14/26 (54%) |
| Spring 2019 | Total (M/R) | 44 | 20/44 (45%) | 5/6 (83%) | 8/14 (57%) | 24/44 (55%) |

C. 1. First Year Learning Community Results Fall 2017 & 2018

| FYLC FALL 2018 | | | | | | | | | | | | | |
|--------------------|---------------|-----------|-------|-----|------------|-------|-----|------------|-------|-----|----------|-------|-----|
| COURSE | Avg # Credits | Retention | | | Grades A-C | | | Grades A-D | | | Grades W | | |
| | | # | total | % | # | total | % | # | total | % | # | total | % |
| FYLC TOTAL | 10.57 | 409 | 497 | 82% | 343 | 497 | 69% | 380 | 497 | 76% | 55 | 497 | 11% |
| Difference FA18-17 | -2.53 | -2% | | | -8% | | | -7% | | | 7% | | |
| FYLC FALL 2017 | | | | | | | | | | | | | |
| | Avg # Credits | Retention | | | Grades A-C | | | Grades A-D | | | Grades W | | |
| | | # | total | % | # | total | % | # | total | % | # | total | % |
| FYLC TOTAL | 13.1 | 235 | 278 | 85% | 213 | 278 | 77% | 231 | 278 | 83% | 12 | 278 | 4% |

| COMPARISON GROUP FALL 2018 | | | | | | | | | | | | | |
|----------------------------|---------------|-----------|-------|-----|------------|-------|-----|------------|-------|-----|----------|-------|-----|
| COURSE | Avg # Credits | Retention | | | Grades A-C | | | Grades A-D | | | Grades W | | |
| | | # | total | % | # | total | % | # | total | % | # | total | % |
| COMP TOTAL | 10.82 | 3883 | 4954 | 78% | 3122 | 4955 | 63% | 3516 | 4955 | 71% | 772 | 4955 | 16% |
| Difference FA18-17 | -1.41 | -2% | | | -4% | | | -3% | | | 1% | | |
| COMPARISON GROUP FALL 2017 | | | | | | | | | | | | | |
| COURSE | Avg # Credits | Retention | | | Grades A-C | | | Grades A-D | | | Grades W | | |
| | | # | total | % | # | total | % | # | total | % | # | total | % |
| COMP TOTAL | 12.2 | 3367 | 4210 | 80% | 2805 | 4210 | 67% | 3112 | 4210 | 74% | 613 | 4210 | 15% |

FALL
2019

FIRST YEAR LEARNING COMMUNITIES

Faculty and Students Explore Interdisciplinary Themes

| | |
|--|--|
| <i>Professors Spevack & Rosen Communication Design & English</i> | <i>Ways of Seeing: Adventures with Image & Text</i> |
| <i>Professors Cabo & Satyanarayana & Blain Computer Systems Technology & English</i> | <i>Story-Telling in Interactive Fiction Games</i> |
| <i>Professors Cunningham & Allard Computer Systems Technology</i> | <i>Game On, Python!</i> |
| <i>Professors Duddy & Behrent Architectural Technology & English</i> | <i>Seeing, Saying, Showing: Exploring Architecture and Visual Culture of New York City</i> |
| <i>Professors Gernert & Kan Architectural Technology & Math</i> | <i>So Many Buildings, So Little Time!</i> |
| <i>Professors Krondl & Romasanta & Paruolo Hospitality Management & English</i> | <i>Eat, Drink, Think!</i> |
| <i>Professors Goodlad & Stewart Hospitality Management</i> | <i>Learning Games for Hospitality Management Innovators</i> |
| <i>Professors Coughlin & Hall Law and Paralegal Services & English</i> | <i>Fight for your Rights!</i> |
| <i>Professors Rahim & Fraad Biological Sciences & English</i> | <i>Life's Origins, the Earth, and Us</i> |
| <i>Professors Niezgoda & Sears Mathematics & English</i> | <i>Don't Worry, Be Happy! Strategies for Success and Satisfaction in College</i> |
| <i>Professors Foster-McKelvia & Schmerler African American Studies & English</i> | <i>Reflections on Society and Culture Through Essays and Black Dramatic Literature</i> |
| <i>Professors Almond & Corbett Psychology & English</i> | <i>Psychology & Writing: Discovering Your Best Self</i> |
| <i>Professors Standing & Miller Communication & English</i> | <i>Writing Out Loud!</i> |
| <i>Professors Zimmermann & Pericles & Cheng Hospitality Management & Humanities</i> | <i>Art! Camera! Food! (Spring 2020)</i> |

C.2. Evidence of FYLC student learning

Please submit by tomorrow (Dec. 20) your final FYLC deliverable. Each cohort should create one post. To do this:

First, review the collaborative assignment your group uploaded to the FYLC OpenLab during spring 2018 on the FYLC OpenLab site: <https://openlab.citytech.cuny.edu/groups/fylc-faculty/files/>. Then, create a new post on the FYLC Faculty OpenLab site that provides evidence of student work resulting from the collaborative assignment.

Your OpenLab post should include three items:

1. the collaborative assignment (PDF or link to the assignment on your OpenLab site)
2. an example of student work. Examples of student work may include:
 - Student Openlab submission(s)
 - Term papers
 - Student Reflections
 - Exercises
 - Multi-media
 - Other
3. a one paragraph reflection with your teaching partner(s) about your experience of completing the collaborative assignment in your courses. For example, this reflection might include how your students responded to the assignment, how you might change the assignment for next semester, or unexpected successes or challenge encountered while implementing the assignment.

Post on this page (the FYLC Faculty OpenLab): <https://openlab.citytech.cuny.edu/fylc-faculty/> . When publishing your post, choose the category “Fall 2018, Evidence of Student Learning”.

Thanks for all of your work for the First Year Learning Communities program! We hope your semester has been fruitful and look forward to working with those continuing next spring!

Jennifer Sears, Ashwin Satyanarayana, and Karen Goodlad, FYLC Faculty Leaders

D.1. Grade Distribution for MAT 1275-CO, with and without Peer Leaders; and MAT 1190-CO

| | MAT 1275-CO Sections | | | | | MAT 1190-CO Sections | |
|--|----------------------|---------------------------|------------------------------|---------------------------------|--|---------------------------------|---------------------------------|
| | Fall 2018 | | | Fall 2017 | | Fall 2018 | Fall 2017 |
| | All sections | Sections with Peer Leader | Sections without Peer Leader | All sections (with Peer Leader) | | All sections (with Peer Leader) | All sections (with Peer Leader) |
| Total number of students enrolled | 1067 | 956 | 111 | 158 | | 57 | 25 |
| Total number of sections | 29 | 26 | 3 | 4 | | 2 | 2 |
| Pass Rates (ABC) | 48% (507) | 48% (463) | 40% (44) | 54% (86) | | 51% (29) | 64% (16) |
| Pass Rates (ABCD) | 59% (625) | 59% (568) | 51% (57) | 63% (99) | | 65% (37) | 72% (18) |
| Withdraw | 19% (198) | 22% (208) | 16% (18) | 22% (35) | | 28% (16) | 12% (3) |
| Fail | 23% (244) | 19% (180) | 32% (36) | 15% (24) | | 7% (4) | 16% (4) |

D.2. August 2018 Mathematics Prep Participants Results vs Fall Grade Distribution

| August 2018 Math Prep Participant Grades | | | | | | Fall 2018 Grade Distribution Non-Participants | | | | | % Difference Participants vs Non-Participants (↑= Increased %, ↓= decreased %) | | | |
|--|----|------|------|-----|----------------------------------|---|------|-----|------|-----|---|------|------|------|
| COURSE | N | ABC | ABCD | F/W | Did not take math course in FA18 | COURSE | N | ABC | ABCD | F/W | COURSE | ABC | ABCD | F/W |
| MAT1175 | 6 | 100% | 100% | 0% | 3 | MAT1175 | 299 | 51% | 69% | 57% | MAT1175 | ↑49% | ↑31% | ↓57% |
| MAT1275 | 36 | 68% | 82% | 3% | 2 | MAT1275 | 2073 | 57% | 73% | 44% | MAT1275 | ↑11% | ↑9% | ↓41% |
| MAT1375 | 23 | 64% | 82% | 18% | 1 | MAT1375 | 913 | 65% | 79% | 36% | MAT1375 | ↓1% | ↑3% | ↓18% |
| MAT1475 | 13 | 58% | 67% | 67% | 1 | MAT1475 | 623 | 59% | 75% | 42% | MAT1475 | ↓1% | ↓8% | ↑25% |
| MAT1575 | 10 | 50% | 50% | 50% | 2 | MAT1575 | 386 | 60% | 72% | 52% | MAT1575 | ↓10% | ↓22% | ↓2% |
| MAT1190 | 16 | 69% | 100% | 0% | 0 | MAT1190 | 1071 | 64% | 79% | 40% | MAT1190 | ↑5% | ↑21% | ↓40% |

D.3. ESOL and Developmental writing supplemental academic support

| | SPRING 2018 (non-participants) | FALL 2018 (Developmental writing workshop participants) | SPRING 2019 (Developmental writing workshop participants) |
|--------------------------------|-----------------------------------|--|--|
| COURSE | Pass rate | Pass rate ↑ or ↓ | Pass rate ↑ or ↓ |
| ENG090W/ ENG092W (combined) | 43% (33/75) | 67% (117/175) ↑ 24% | 59% (40/68) ↑16% |

| | SPRING 2018 (non-participants) | FALL 2018 (ESOL writing workshop participants) | SPRING 2019 (ESOL writing workshop participants) |
|---------|-----------------------------------|---|---|
| COURSE | Pass rate | Pass rate ↑ or ↓ | Pass rate ↑ or ↓ |
| ESOL11W | 83% (20/24) | 71% (27/38) ↓ 12% | 54% (7/13) ↓ 29% |
| ESOL21W | 53% (38/72) | 75% (52/69) ↑ 22% | 80% (40/50) ↑ 27% |
| ESOL31W | 67% (12/18) | 50% (6/12) ↑ 17% | 75% (3/4) ↑ 8% |