



NEW YORK CITY COLLEGE OF TECHNOLOGY
OF THE CITY UNIVERSITY OF NEW YORK

**REVIEW OF THE FIRST YEAR SUMMER PROGRAM
2006 – 2010**

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New York City College of Technology, CUNY
Review of the First Year Summer Program
2006 – 2010

I. Executive Summary

The First Year Summer Program, a component of the First Year Program (FYP) Department at New York City College of Technology (“City Tech”), has had a positive impact on improving the academic success for incoming freshmen who were enrolled in developmental courses in reading, writing, and mathematics as well as English as a Second Language (ESL) reading, and ESL writing, during the summers of 2006 through 2010. According to regulations of the City University of New York (CUNY), students interested in attending most CUNY colleges must have a passing score on either the SAT college admission test or the New York State Regents’ exams; if students do not meet the threshold score, they must pass CUNY certification tests in reading, writing, and mathematics. The goal of the non-credit developmental courses offered by the First Year Summer Program (FYSP) is to prepare qualifying students to take the appropriate certification exam after the completion of the summer course.

Over the period covered in this report, the FYSP offered two types of courses: 1) Non-Portfolio Courses which are developmental courses in reading, writing, math and ESL, for four, five or six week durations, and 2) Portfolio Courses which are similar courses held for six weeks that have additional components of specialized workshops and materials.

In the five years discussed here, the First Year Summer Program changed its strategies to support its main purpose, to help students pass the courses and tests they needed to matriculate into credit-bearing courses. Consistently, the courses offered by the FYSP give students an opportunity to pass the appropriate test free of cost, and without penalty if they fail. By succeeding in the FYSP courses, students can move from developmental-level courses to regular college courses. Over the period of five years (2006-2010) of those tested:

- Over 60% of FYSP students consistently passed the reading (ACT) exam;
- Over 50% of FYSP students consistently passed the writing (ACT) exam;
- Over 70% of FYSP students consistently passed the math (COMPASS) exam.

Data for this report have been compiled with the assistance of the City Tech Office of Assessment and Institutional Research (AIR). Surveys regarding student satisfaction with the program, and a faculty survey were administered by the First-Year Program. Because these data were gathered retrospectively for this review, not all data were collected and compared for all five years.

This report is organized as follows:

1. Summer program performance – 2006-2010. The success rates of students who enrolled in the FYSP courses between 2006 and 2010 in (1) reading, (2) writing, (3) ESL reading, (4) ESL writing, and (5) mathematics sections, comparing initial enrollment, course completion rates, and pass rates of the CUNY certification tests;

Overall, this review found that City Tech's First Year Summer Program provided students with specific advantages. The major advantage is that through participation in a six-week summer course, students can shorten the time spent in a developmental course from the standard fifteen-week full semester. Successful FYSP students can start taking credit-bearing courses towards their intended degrees in the subsequent Fall semester, so that they are on a par with other incoming freshmen who do not have to take developmental courses. Another important advantage is that students thus can maximize their limited Financial Assistance or minimize their tuition costs. Additionally, these summer courses carry no penalty if they fail.

2. Subsequent course performance (first credit-bearing course) – 2009. A comparison of performance in a credit-bearing course in English or Mathematics, between former FYSP students and a comparison group of students who had been enrolled in randomly-selected sections of fifteen-week full semester courses, in 2009;

Students who take part in the six-week FYSP perform better in their subsequent first credit-bearing course in the same discipline, in contrast to a comparison group of students who take a 15-week developmental course in the fall and take a first credit-bearing course in the spring semester.

3. Retention, grade point average (GPA), and credits earned - 2007-2008 cohorts. The three groups compared in this section of this report are students enrolled in (1) "Portfolio" and (2) "Non-Portfolio" sections of the six-week summer program compared with (3) a comparison group of students enrolled in randomly-selected fifteen-week developmental courses in fall in 2007 and 2008;

Developmental students in the FYSP do better in various aspects of their college career than students who do not enroll in the Summer Program. The retention or persistence, grade point average (GPA), and credits earned, of FYSP students are generally better in comparison with students who take developmental courses during the academic year.

4. Student satisfaction surveys – 2007-2010. The responses of students enrolled in the FYSP courses for 2007-2010 review their satisfaction on several dimensions of the program;

The level of satisfaction of students participating in the FYSP has been consistently high, especially in the usefulness of the FYSP course, and as a result students felt more confident in their abilities. Students reported that at the end of the program, they were more aware of the services City Tech offers (e.g., Learning Center, Library). In the four years of surveys reported here, an average of 77.2% of students in the FYSP would recommend this course to a friend.

5. Faculty demographics and attitudes - 2011. Feedback from faculty surveyed in 2011 at the end of a training session for the 2011 FYSP courses included questions on demographics and attitudes.

Although the data are from 2011, feedback from faculty teaching the summer courses is included here as another facet by which to examine the FYSP. The assessment suggests that faculty feel a need for greater intervention to shape the attitudes of developmental students -- especially students' understanding of their individual needs and difficulties. The faculty teaching FYSP courses are experienced in doing so, and they are aware of students' lack of familiarity with the responsibilities inherent in college work. Faculty comments suggested that students do not have an understanding of what is expected of them in college, which manifests itself initially through resistance to learning; this attitude is often only changed late in the course when students begin to understand what is at stake for them.

In summary, students who must pass any of the three CUNY certification exams benefit from the First-Year Summer Program. Students need to be prepared for college not only academically but socially as well. The self-responsibility and self-organization that college requires is new to many students. Students need to be prepared for the new responsibilities and formalities which the college environment demands of them. The precollege academic experience in FYSP, along with the social connections made with fellow students, faculty, staff, the departments and the college environment, helps to anchor students to City Tech. The results presented here suggest that the FYSP fosters a better student outlook and increases retention, perseverance and a developing work ethic.

Further, those enrolled in the Portfolio (later the *Companion*) sections have added advantages. For students to become more active and conscious in their own learning processes, the Portfolio materials, the instructors, and Peer Mentors support students to develop better organizational, self-assessment, reading and writing skills. By using the Portfolio materials, students better understood their roles as college students, and were better able to assess their responsibility for their own success through a directed awareness of their coursework and skills. Further, Portfolio/Companion students learn about, and make use of many college resources, such as the library, counseling center, advisement, financial aid, tutoring centers, peer advisors, and other support mechanisms. Students are more aware of their college surroundings, and learn better skills for navigating the college environment.

FIRST YEAR SUMMER PROGRAM -- 2006-2010

II. Report of Findings

Overview

Students interested in entering most colleges of the City University of New York (CUNY) system must demonstrate proficiency requirements in English and Mathematics on either the Scholastic Aptitude Test (SAT) or on the New York State Regents Exams. Because so many students graduating from New York City high schools do not meet the threshold entrance requirements to matriculate into colleges of the CUNY system, the First Year Program at New York City College of Technology (“City Tech”) offers various programs for those students so that they can pass the appropriate CUNY Assessment Test in reading, writing, or mathematics to be certified that their level of skill will allow them to progress in college.

Students enrolled in the First Year Summer Program can take one developmental-level course during the summer after high school graduation, in English Reading, English Writing, Reading or Writing in English as a Second Language (ESL), or Mathematics. The First Year Summer Program (FYSP) offers these courses tuition-free, and after participating in a course in one of the sessions, students who fulfill the course and attendance requirements may be retested with the appropriate CUNY Assessment Test (CATs). During the 2006-2010 period, the CUNY ACT was administered to all reading and writing, ESL and non-ESL, qualifying students, and the COMPASS exam was administered to mathematics students.

Policies regarding exemption from the CATs can be found in the college catalogue or on the CUNY Testing website. Students have approximately one academic year (two semesters) to fulfill the CUNY proficiency requirement. Students in lower level and ESL developmental courses may take longer to become skills proficient, but will remain in good academic standing providing that they are advancing to the next level developmental course. The benefit for students enrolled in FYSP courses is that courses and retesting opportunities taken during the FYSP are given without penalty, that is, if they do not pass the CAT, the failure is not counted against the number of opportunities available to them.

The First Year Summer Program (FYSP) offers courses in various lengths to two populations: 1) continuing freshmen (typically students who have completed thirty or fewer credits and who must still pass one or more CAT) can enroll in four-week courses or five- or eight-day express workshop courses, and 2) incoming, first-time freshmen can enroll in either five-week or six-week courses. Immediately following the successful completion of the course, qualifying students have the opportunity to retake the appropriate CUNY Assessment Test.

The FYSP collected data over the five-year period reviewed in this report (2006 to 2010). This period was marked by shifts in practice from developmental course content only (2006) to a

change in 2007 with the incorporation of specialized materials in some sections. Those sections added a “Portfolio” -- materials and workshops – and are compared to FYSP sections not using these, called “Non-Portfolio.” The Portfolio sections focused on supporting the student in transitioning from high school to college through various workshops on college resources, such as the library, counseling center, advisement, financial aid, tutoring centers, as well as the guidance of peer advisors, and written materials. In 2010, the materials in the Portfolio sections were replaced by the use of *The Companion for the First Year at City Tech* (Aguirre, Dreyfuss, Liou-Mark, & Sears, 2010), and are denoted as “Companion” sections. Those FYSP sections not using the Companion are denoted as “Non-Companion.”

This report provides a preliminary comparison of outcomes for students involved in the First Year Summer Program from 2006-2010. The following sections are presented, noting the participants discussed in each section:

1. Summer program performance – 2006-2010. The performance of both continuing freshmen and first-time freshmen developmental students who enrolled in the FYSP between 2006 and 2010 in (1) reading, (2) writing, (3) English-Second-Language (ESL) reading, (4) ESL writing, and (5) mathematics sections, reported by initial enrollment, completion of the courses, who were tested, and passed the appropriate test;
2. Subsequent course performance (first credit-bearing course) – 2009. The performance in a credit-bearing course in English or Mathematics for 200 first-time freshmen who had been enrolled in an FYSP six-week course, compared with the performance in the first credit-bearing course of a comparison group of first-time freshmen who had been enrolled in a fifteen-week developmental course in the prior semester;
3. Retention, grade point average, credits earned -2007-2008 cohorts. First-time freshmen students enrolled in either “Portfolio” and “Non-Portfolio” sections of the six-week summer program were compared with a comparison group of students enrolled in randomly-selected sections of fifteen-week developmental courses in the fall in 2007 and 2008;
4. Student satisfaction surveys – 2007-2010. First-time freshmen, from both the five- and six-week cohorts enrolled in the FYSP for 2007-2010 were surveyed regarding their satisfaction with the program;
5. Faculty demographics and attitudes - 2011. Feedback from faculty surveyed in 2011 at the end of a training session for the 2011 FYSP courses included questions on demographics and attitudes.

Between 2006 - 2010, FYSP has served a total of 6500 students. FYSP has enrolled over 1000 incoming freshmen students in the program each year.

Table 1.

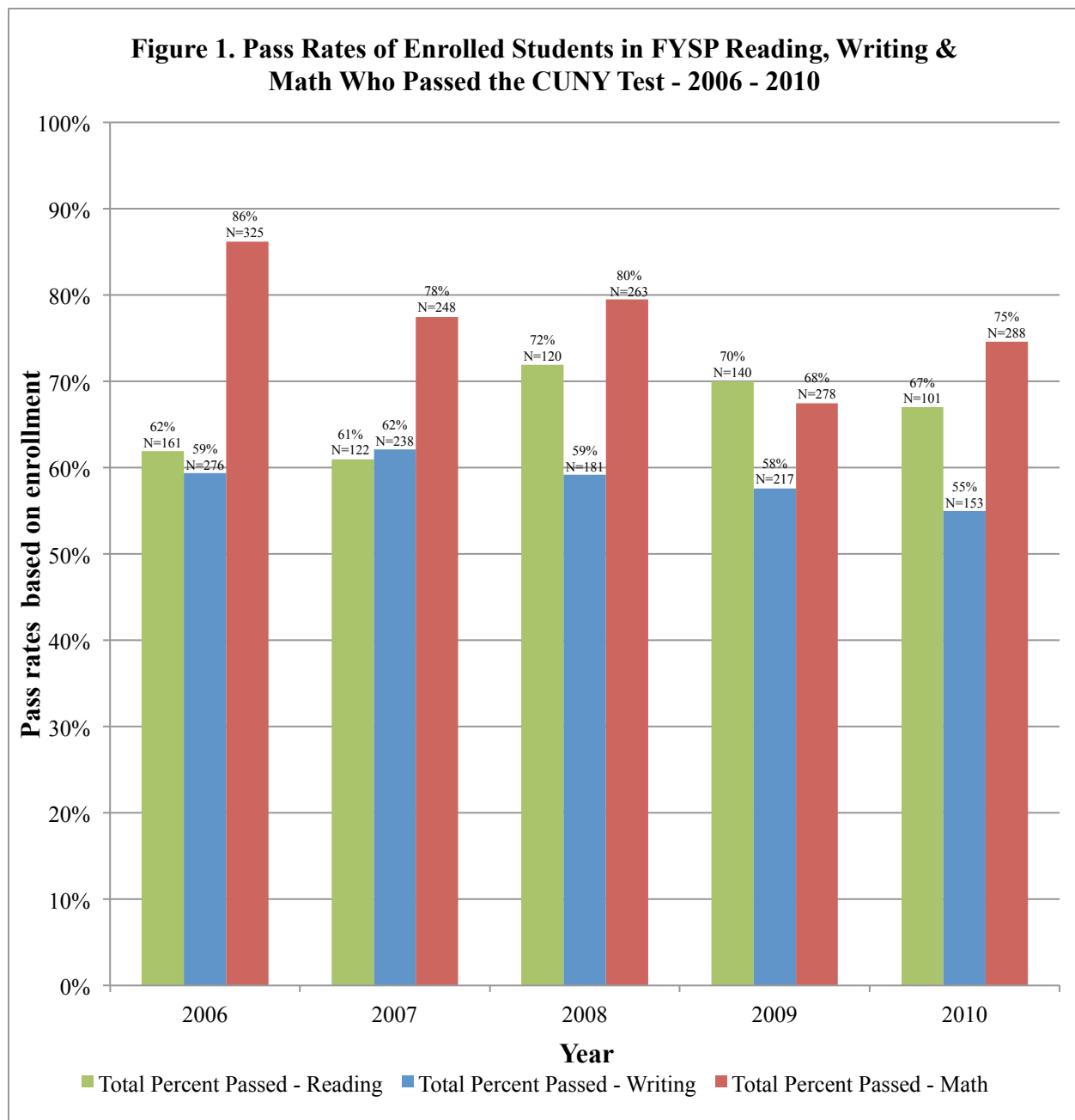
Total number of students enrolled in the Freshman Year Summer Program - 2006 - 2010

Year	Number of Continuing Freshmen	Number of Incoming Freshmen	Total Number of Students in FYSP
2006	417	818	1235
2007	337	813	1150
2008	417	901	1318
2009	530	1179	1709
2010	364	774	1138
Total	2065	4485	6550

1. Summer program performance – 2006-2010

Data from 2006 – 2010 show a consistent pass rate for FYSP courses in English reading, English writing, and Mathematics, of over 55%. That is, incoming freshmen students enrolled in the six-week FYSP courses complete the courses and pass the appropriate CUNY Assessment Test at an aggregated rate of over 55%. Specifically, for the five-year period, the lowest average pass rate is in English Writing, with a rate of 59%. The pass rate in English Reading averaged 66% for the five-year period, and for mathematics, averaged 77%. Figure 1 presents a comparison of results for these three types of courses over the five years.

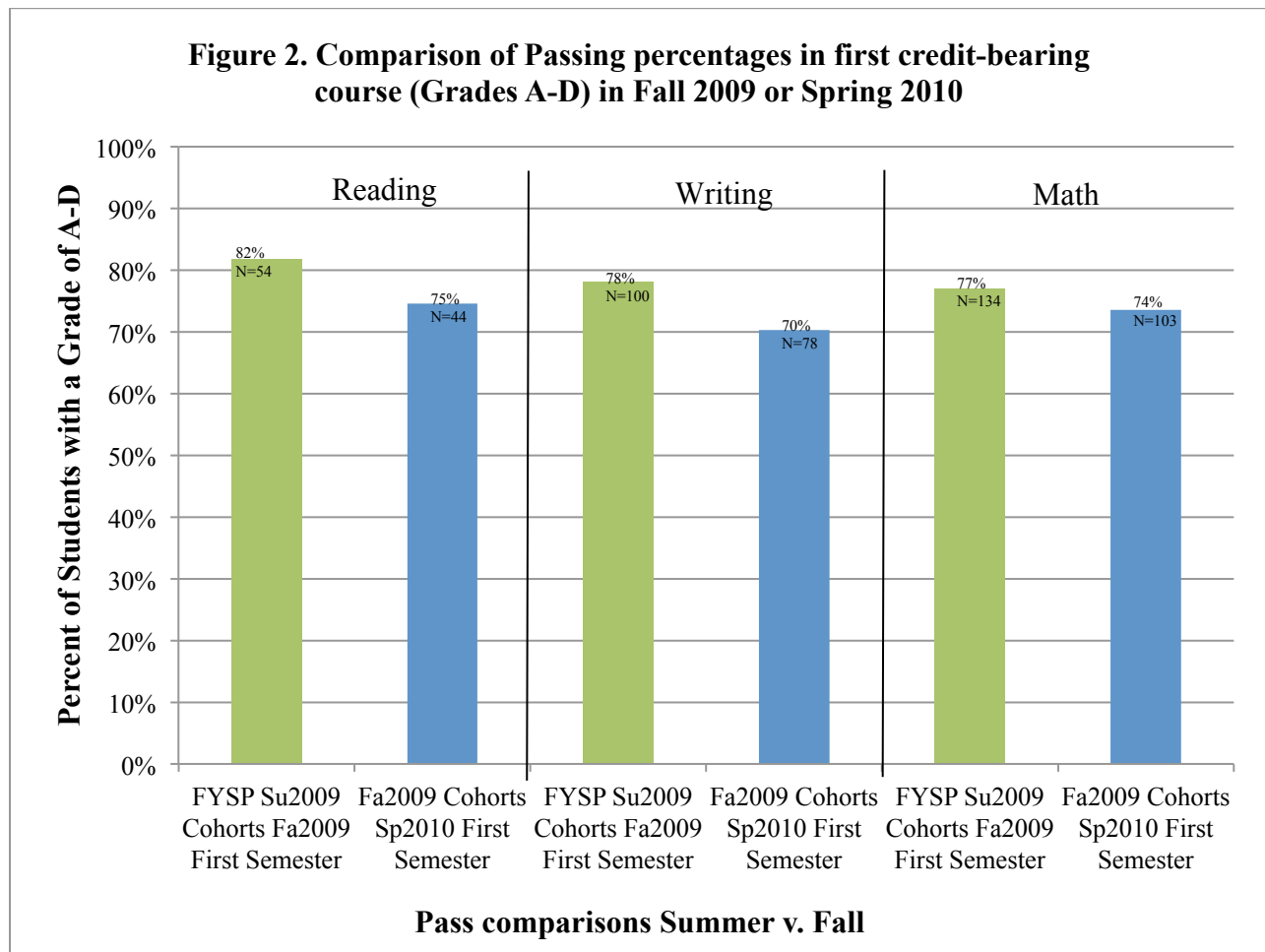
It should be noted that ESL reading and writing course sections are not included in these performance data, due to the small numbers of students involved in FYSP. However, the data regarding the number and percentage of students who were enrolled and tested are available in Appendices 21 and 22.



2. Subsequent course performance (first credit-bearing course) – 2009

Over 75% of FYSP 2009 students passed their first credit-bearing course (in the same discipline as tested in the summer) in the following semester with grades A-D. Notably, approximately 50% of those same students, in their first credit-bearing English composition course, received a grade of “A” or “B.” The FYSP students are compared with a comparison group of students who passed the appropriate developmental course in the 15-week Fall

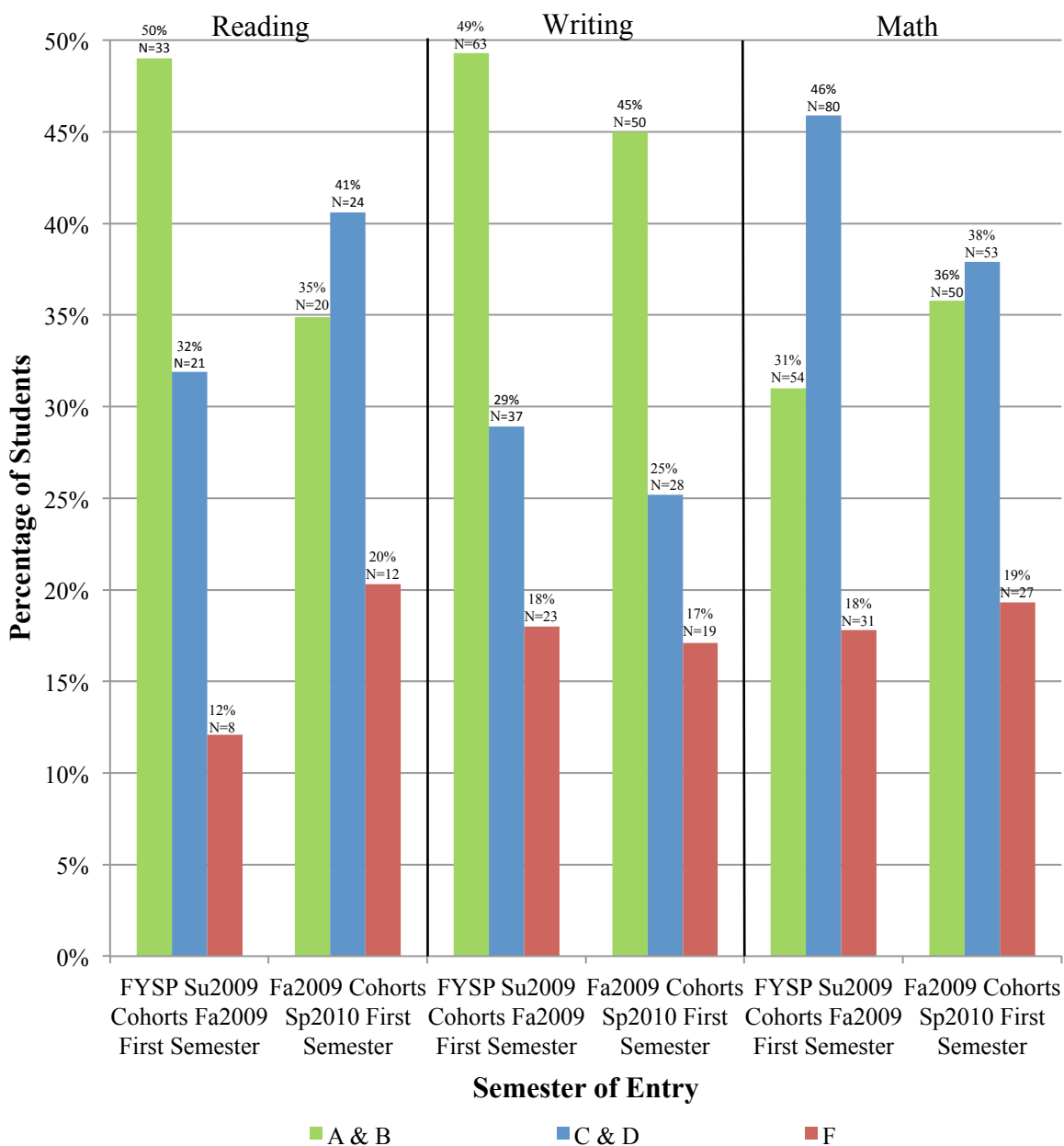
semester. FYSP reading students performed 7% better than comparison group students, and FYSP writing students performed 8% better than comparison group students. The difference is smaller in mathematics (3%).



Source: Data in Appendix 4

Better performance was demonstrated by grades in first credit-bearing courses in reading and writing: Students who take part in the six-week Summer Program courses do better in their subsequent first credit-bearing course (same discipline), in comparison to Fall 2009 students in fifteen-week (full semester) developmental courses in reading and writing. The FYSP reading and writing students received more A-B grades and fewer failures than comparison group students, and FYSP mathematics students had similar rates of A-B and C-D grades. Figure 3 shows a breakdown of grades by course and cohort.

Figure 3. Passing by Grade - Summer 2009 FYSP Cohorts compared to Fall 2009 students in semester-long developmental courses



Source: Data in Appendix 4

3. Retention, grade point average, credits earned - 2007 & 2008 Cohorts

The First-Year Summer Program (FYSP) offered two types of summer programs for students in 2007 and 2008. The two six-week summer programs were 1) “Portfolio” sections, where students, while covering course material in reading, writing or mathematics also had additional workshop activities; or 2) “Non-Portfolio” sections, where students only covered the course material in reading, writing or mathematics.

Both the FYSP Portfolio and Non-Portfolio sections were compared with a comparison group consisting of fall full-semester (fifteen-week) randomly-selected sections of students who were enrolled in developmental reading, writing or mathematics classes. These three groups were compared for retention, grade point average (GPA), and credits earned, to provide a longitudinal view of persistence, performance, and success.

The figures in this section compare the three groups by year (2007 and 2008) for English (combined reading and writing) and for Mathematics, looking first at retention, followed by GPA, and credits earned.

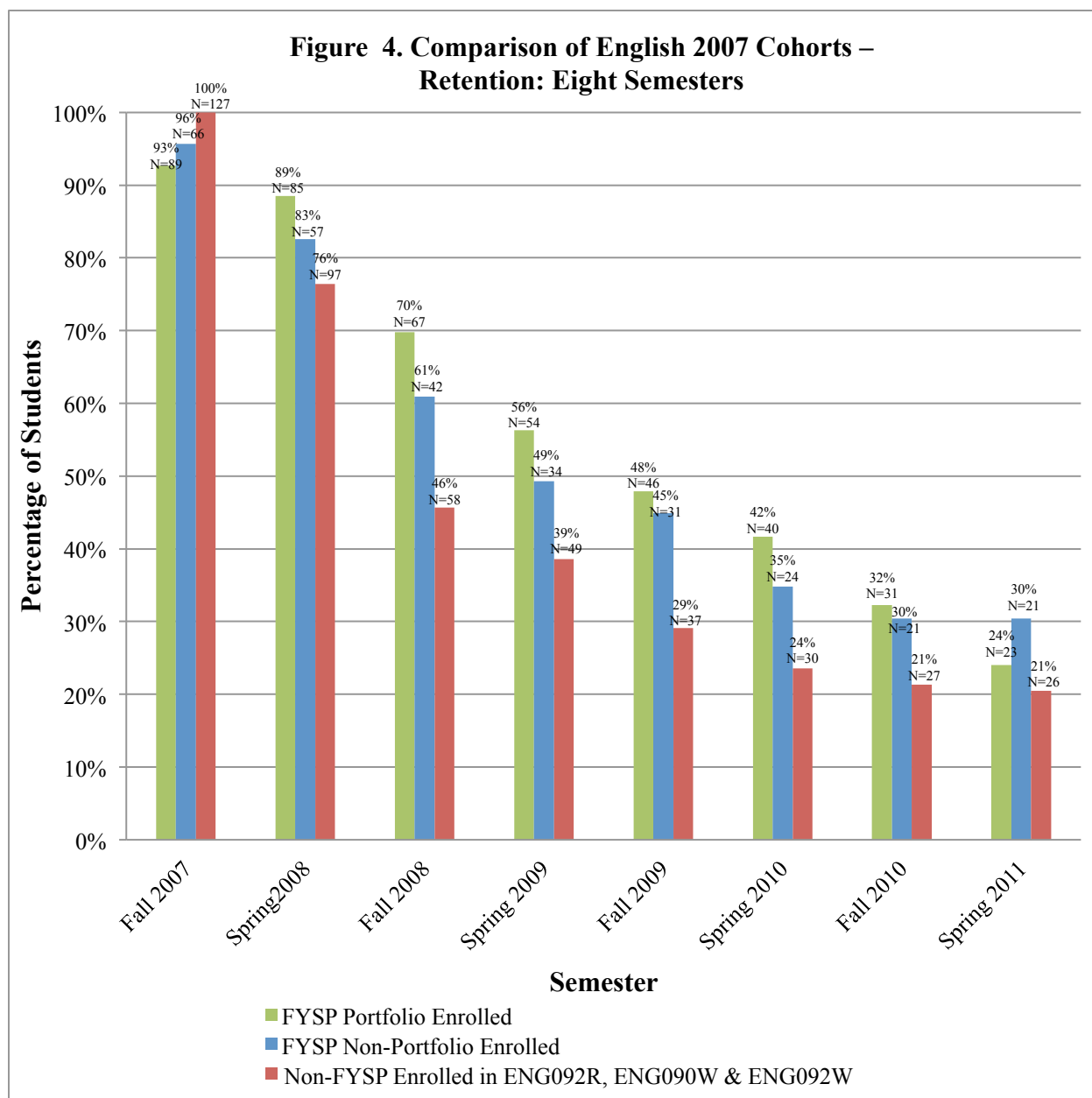
Retention

Comparison of English 2007 Cohorts – Retention: Eight Semesters

A comparison of students in English courses in the Portfolio, Non-Portfolio and a comparison group shows that over eight semesters (Fall 2007 to Spring 2011) FYSP Portfolio and Non-Portfolio students persist at a higher rate than students who did not participate in the FYSP:

- 56% (N=54) of those who participated in the FYSP Portfolio sections remained after four (4) semesters and 24% (N=23) after eight (8) semesters.
- 49% (N=34) of those who participated in the FYSP Non-Portfolio sections remained after 4 semesters and 30% (N=21) after 8 semesters.
- 38% (N=49) of those who did not participate in the FYSP remained after 4 semesters and 21% (N=26) after 8 semesters.

Note: In the first semester following the Summer Program, some FYSP students are not enrolled at City Tech. The fall semester is counted as the “first semester” for both students who had participated in the FYSP programs as well as for students who start in the fall semester by taking a developmental course in English reading or writing (092R, 090W, or 092W).



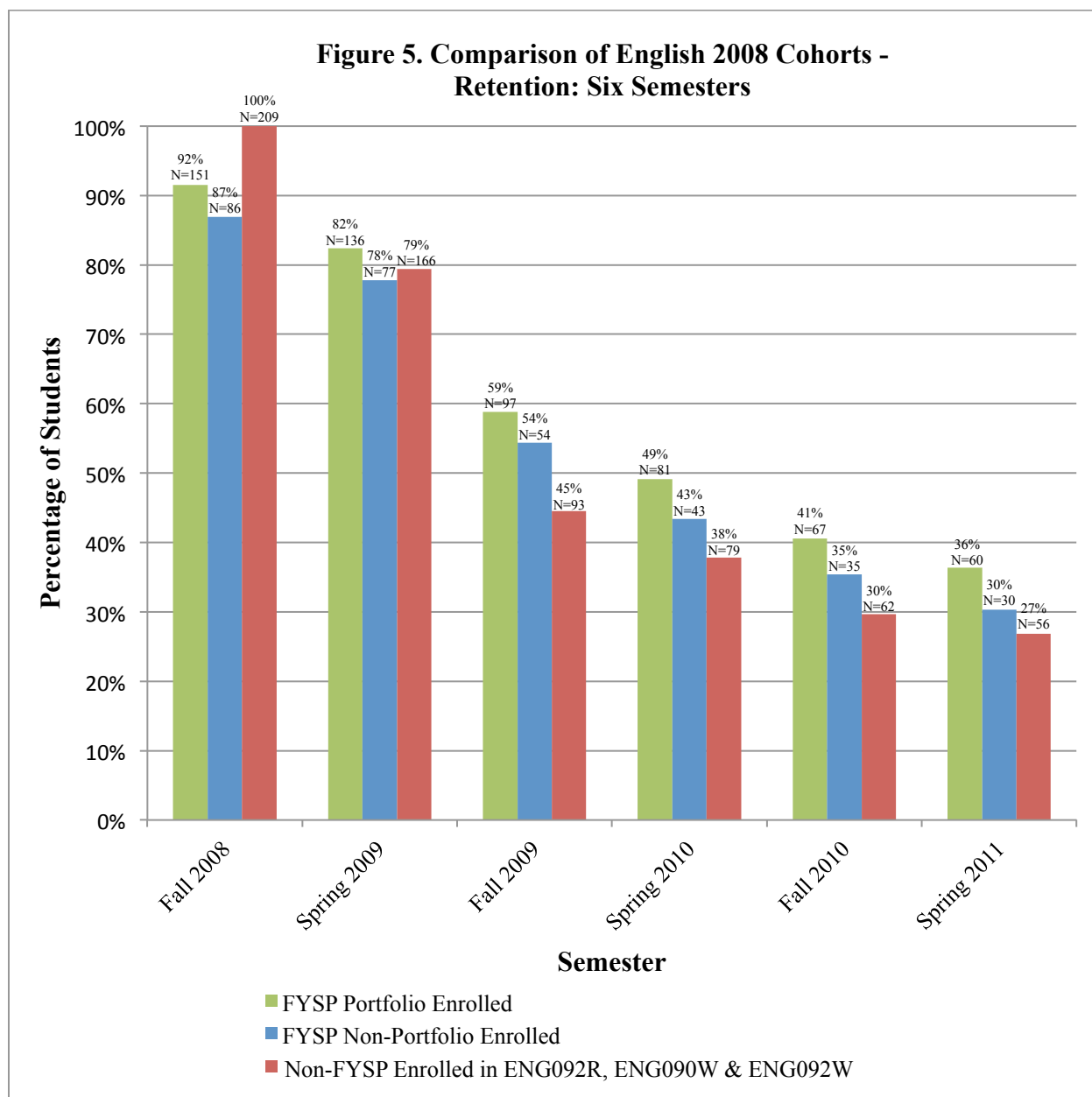
Source: Data in Appendix 5

Comparison of English 2008 Cohorts – Retention: Six Semesters

Students who participated in the six-week 2008 FYSP (Portfolio and Non-Portfolio) English courses persisted at a higher rate over six semesters (Fall 2008 – Spring 2011) compared to students who enrolled in the fifteen-week Fall 2008 semester:

- 49% (N=81) of those who participated in the FYSP Portfolio program remained at City Tech after four semesters and 36% (N=60) after six semesters.
- 43% (N=43) of those who participated in the FYSP Non-Portfolio remained at City Tech after four semesters and 30% (N=30) after six semesters.

- 38% (N=79) of those who did not participate in the FYSP remained at City Tech after four semesters and 27% (N=56) after six semesters.



Source: Data in Appendix 6

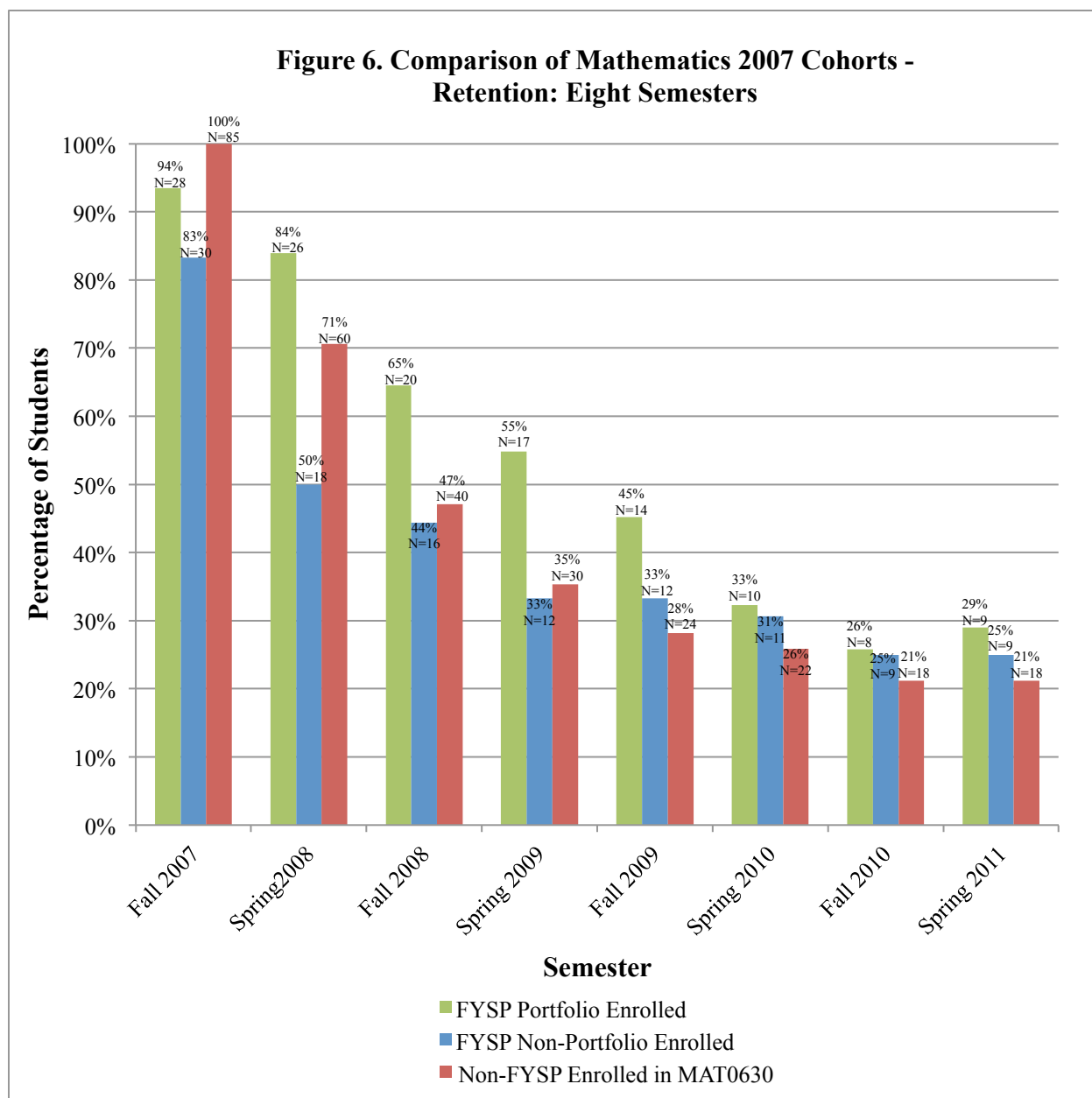
Comparison of Mathematics 2007 Cohorts – Retention: Eight Semesters

FYSP Portfolio students in 2007 were retained at a higher rate than Non-Portfolio and Fall 2007 students (comparison group). In the 5th semester, however, the rate of retention for Non-Portfolio students is higher than Fall 2007 students for the remaining semesters. However, the small numbers limit interpretation. This study only included two sections of

Portfolio, and two sections of Non-Portfolio (both six-week sections), as compared with a randomly-selected cohort of Fall 2007 sections. The numbers, therefore, are small.

- 55% (N=17) of those who participated in the FYSP Portfolio program remained after four (4) semesters and 29% (N=9) after eight (8) semesters.
- 33% (N=12) of those who participated in the FYSP Non-Portfolio sections remained after 4 semesters and 25% (N=9) after 8 semesters.
- 35% (N=30) of those who did not participate in the FYSP remained after 4 semesters and 21% (N=18) after 8 semesters.

Note: In the first semester following the Summer Program, some FYSP students are not enrolled at City Tech. The fall semester is counted as the “first semester” for both students who had participated in the FYSP programs as well as for students who start in the fall semester by taking a developmental course in Mathematics (MAT 0630).



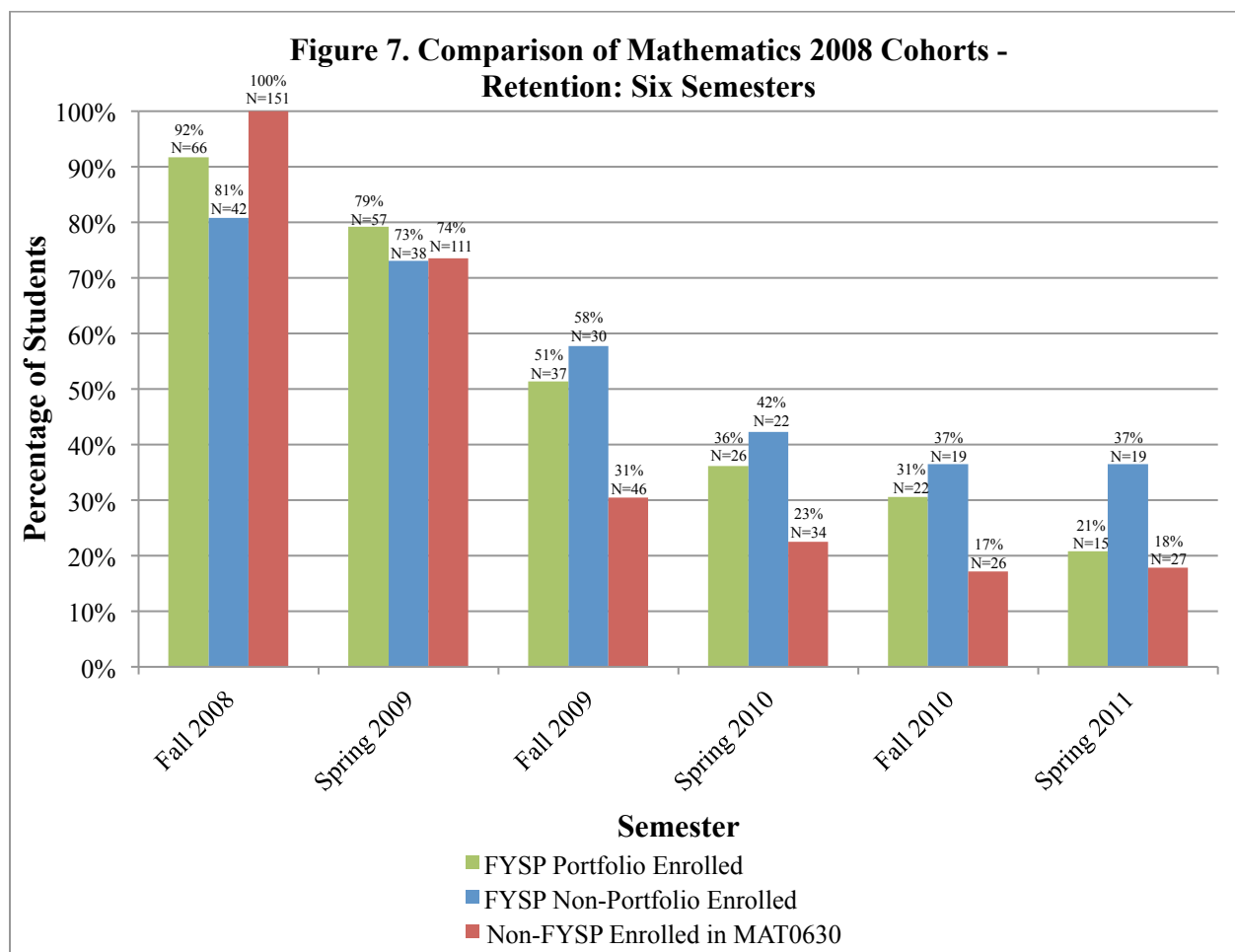
Source: Data in Appendix 7

Comparison of Mathematics 2008 Cohorts – Retention: Six Semesters

Portfolio students in mathematics in 2008 have a higher retention rate for the two semesters. The Non-Portfolio students are retained at a higher rate for the following four semesters. Both FYSP student groups in mathematics have higher retention rates than Fall 2008 comparison group students.

- 36% (N=26) of those who participated in the FYSP Portfolio program remained at City Tech after four semesters and 21% (N=15) after six semesters.
- 42% (N=22) of those who participated in the FYSP Non-Portfolio remained at City Tech after four semesters and 37% (N=19) after six semesters.

- 23% (N=34) of those who did not participate in the FYSP remained at City Tech after four semesters and 18% (N=27) after six semesters.



Source: Data in Appendix 8

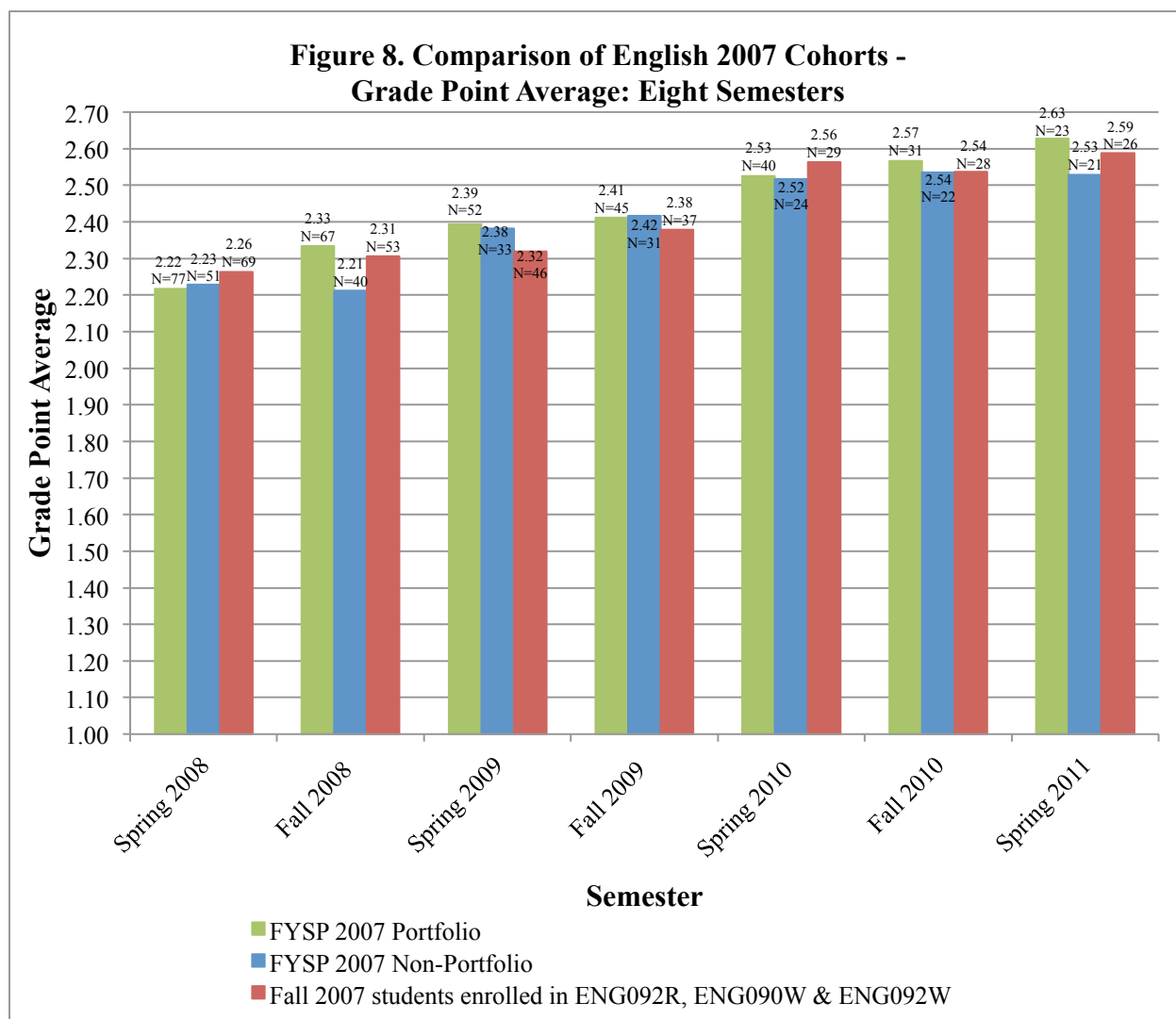
Grade Point Average

Comparison of English 2007 Cohorts – Grade Point Average (GPA): Eight Semesters

FYSP Portfolio and Non-Portfolio English students have higher GPAs over time than students in the comparison group that started in fall 2007. After seven semesters, the GPAs of those who participated in FYSP Portfolio English sections had the highest GPA compared to the Non-Portfolio sections and developmental sections. The higher GPA after eight semesters for those students who did not participate in the FYSP might be explained by a demonstration of persistence. However, the GPAs for the three groups is essentially similar.

- An average GPA of 2.4 (N=52) was earned by those who participated in the FYSP Portfolio sections after four (4) semesters and an average GPA of 2.6 (N=23) after eight (8) semesters.
- An average GPA of 2.4 (N=33) was earned by those who participated in the FYSP Non-Portfolio sections after 4 semesters and an average GPA of 2.5 (N=21) after 8 semesters.
- An average GPA of 2.3 (N=46) was earned by those who did not participate in the FYSP after 4 semesters and an average GPA of 2.6 (N=26) after 8 semesters.

Note: GPA is calculated at the conclusion of a semester, so there is no calculation for the initial semester, e.g., Fall 2007.



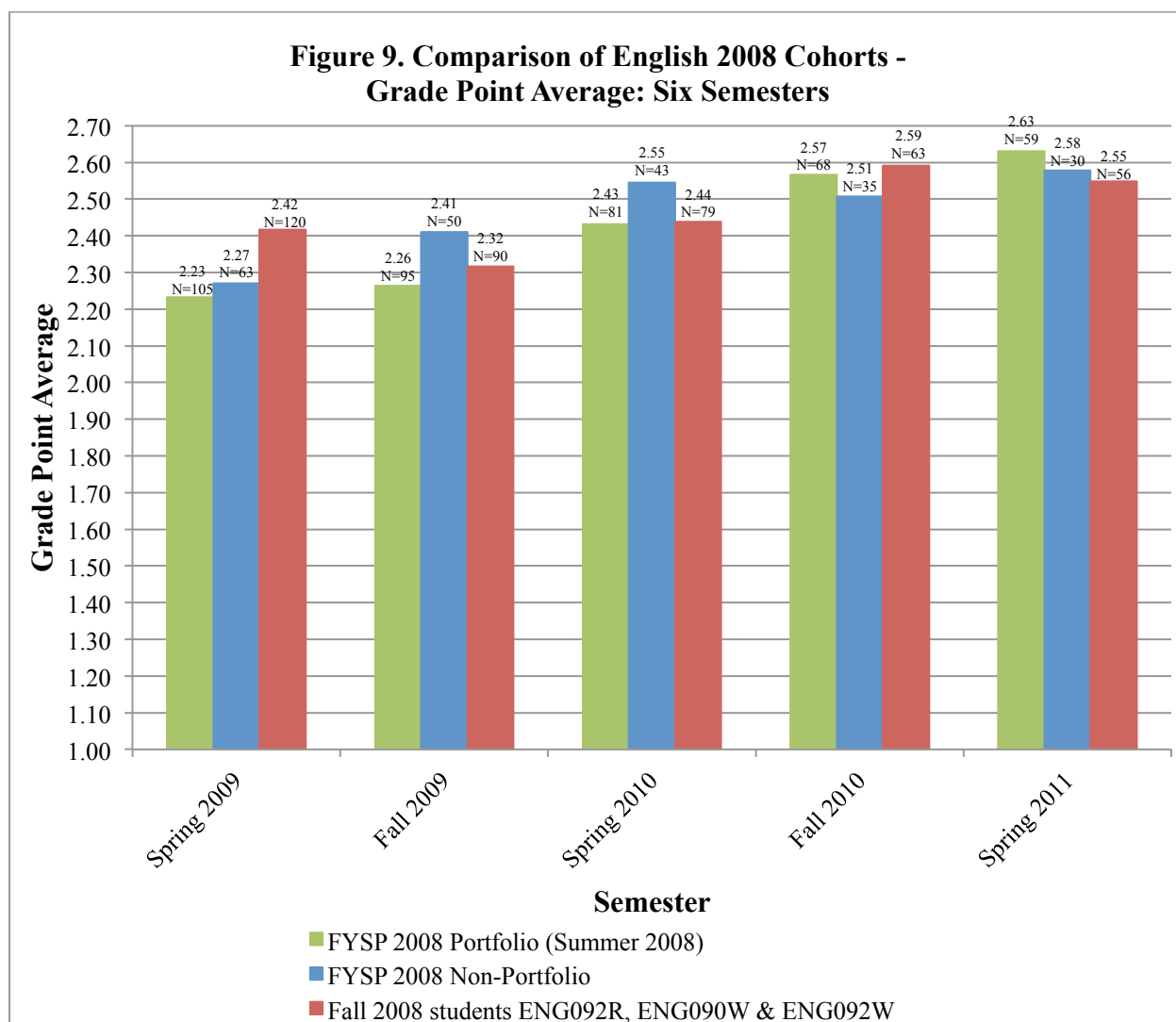
Source: Data in Appendix 9

Comparison of English 2008 Cohorts – Grade Point Average: Six Semesters

FYSP Portfolio and Non-Portfolio English students had a higher GPA than Fall 2008 English students (comparison group) over time. After five semesters, the GPA of those who participated in the Portfolio summer program had the highest average GPA (2.63). The Non-Portfolio students for 2008 received a higher GPA (2.58) than the students who enrolled in Fall 2008 (2.55).

- An average GPA of 2.4 (N=81) was earned by those who participated in the FYSP English Portfolio program after four (4) semesters and an average GPA of 2.6 (N=59) after eight (6) semesters.
- An average GPA of 2.5 (N=43) was earned by those who participated in the FYSP English Non-Portfolio sections after 4 semesters and an average GPA of 2.6 (N=30) after (6) semesters.

- An average GPA of 2.4 (N=79) was earned by those English students who did not participate in the FYSP after 4 semesters and an average GPA of 2.5 (N=56) after (6) semesters.



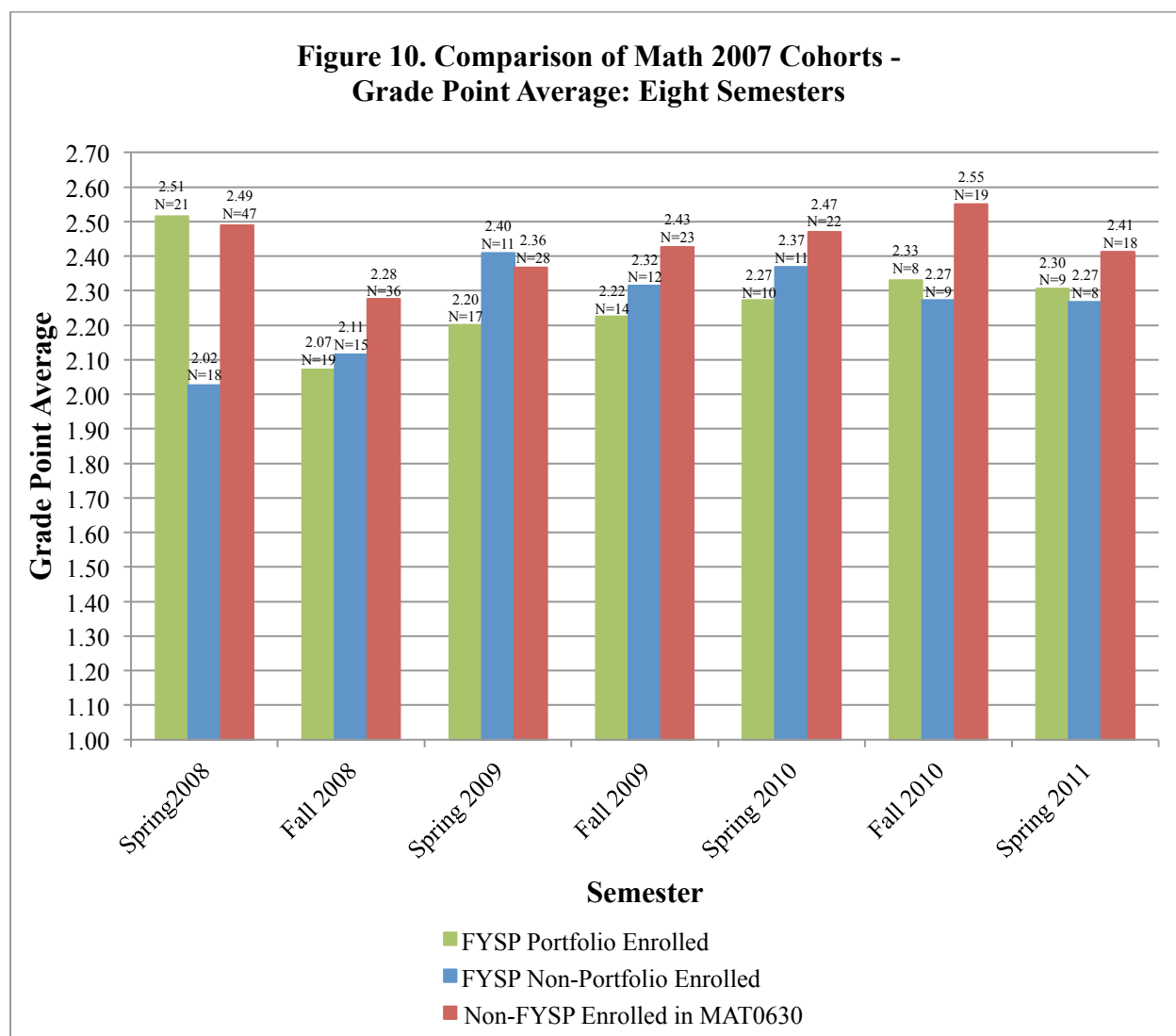
Source: Data in Appendix 10

Comparison of Mathematics 2007 Cohorts – Grade Point Average: Eight Semesters

By their eighth semester (Spring 2011), Portfolio, Non-Portfolio and Fall 2007 students in mathematics have similar Grade Point Averages. These data are inconclusive due to the small number of students in the samples.

- An average GPA of 2.2 (N=17) was earned by those who participated in the FYSP Portfolio program after four (4) semesters and an average GPA of 2.3 (N=9) after eight (8) semesters.

- An average GPA of 2.4 (N=11) was earned by those who participated in the FYSP Non-Portfolio sections after 4 semesters and an average GPA of 2.3 (N=8) after 8 semesters.
- An average GPA of 2.4 (N=28) was earned by those who did not participate in the FYSP after 4 semesters and an average GPA of 2.4 (N=18) after 8 semesters.

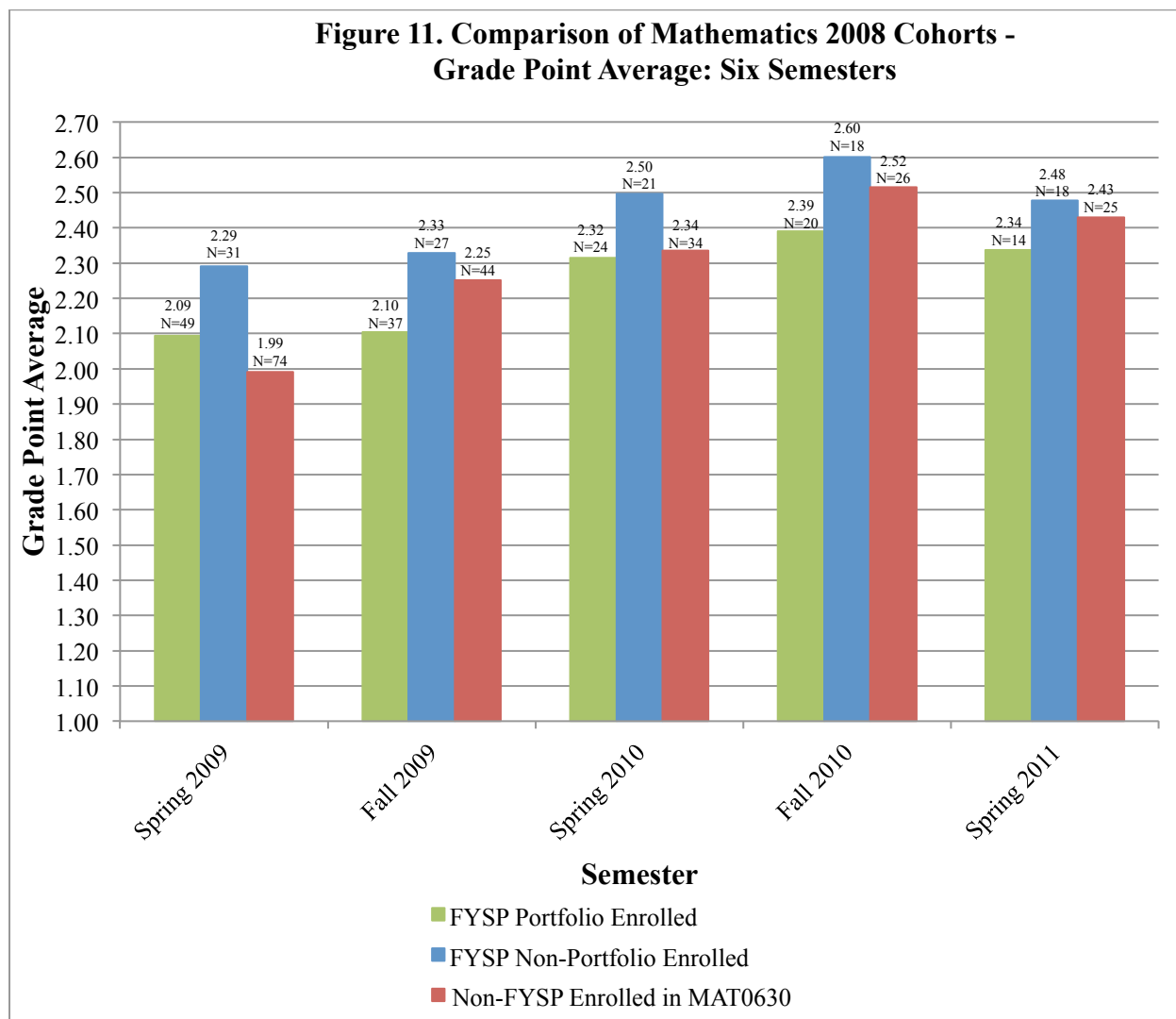


Source: Data in Appendix 11

Comparison of Mathematics 2008 Cohorts – Grade Point Average: Six Semesters

FYSP Non-Portfolio math students consistently had a higher GPA than students in the Portfolio and Non-FYSP control group sections. These data are inconclusive due to the small number of students in the samples.

- An average GPA of 2.3 (N=24) was earned by those who participated in the FYSP Portfolio program after four (4) semesters and an average GPA of 2.3 (N=14) after six (6) semesters.
- An average GPA of 2.5 (N=21) was earned by those who participated in the FYSP Non-Portfolio sections after 4 semesters and an average GPA of 2.5 (N=18) after 6 semesters.
- An average GPA of 2.3 (N=34) was earned by those who did not participate in the FYSP after 4 semesters and an average GPA of 2.4 (N=25) after 6 semesters.



Source: Data in Appendix 12

Total Credits Earned

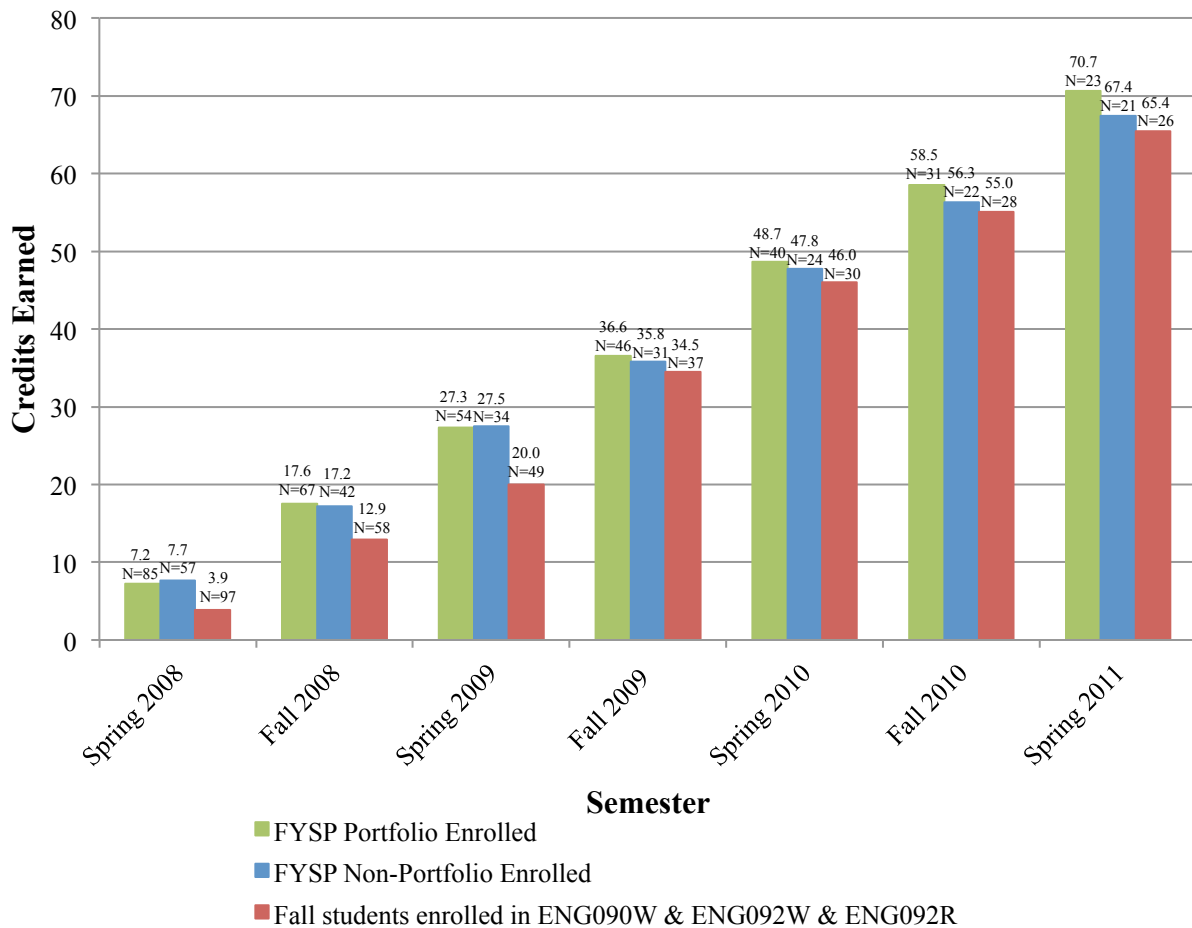
Comparison of English 2007 Cohorts – Total Credits Earned: Eight Semesters

A comparison of students in the Portfolio, Non-Portfolio English courses have an advantage in credits accumulated over non-FYSP students, because they begin to accumulate credits earlier in their academic career. After four semesters, the total credits earned of those who participated in either of the six-week FYSP English courses in Summer 2007 is nearly identical, while the total credits earned for non-FYSP students in a fifteen-week course is seven credits lower (27.3, 27.5 vs.20). After eight semesters, those still enrolled continued to show differences (70.7, 67.4 vs. 65.4).

- Those who participated in the FYSP Portfolio program earned an average of 27.3 credits (N=54) after four (4) semesters and 70.7 credits (N=23) after eight (8) semesters.
- Those who participated in the FYSP Non-Portfolio sections earned an average of 27.5 credits (N=34) after 4 semesters and 67.4 credits (N=21) after 8 semesters.
- Those who did not participate in the FYSP earned an average of 20 credits (N=49) after 4 semesters and 65.4 credits (N=26) after 8 semesters.

Note: Total Credits Earned are calculated after the conclusion of a semester, so there is no calculation for the initial semester, e.g., Fall 2007.

**Figure 12. Comparison of English 2007 Cohorts -
Total Credits Earned: Eight Semesters**



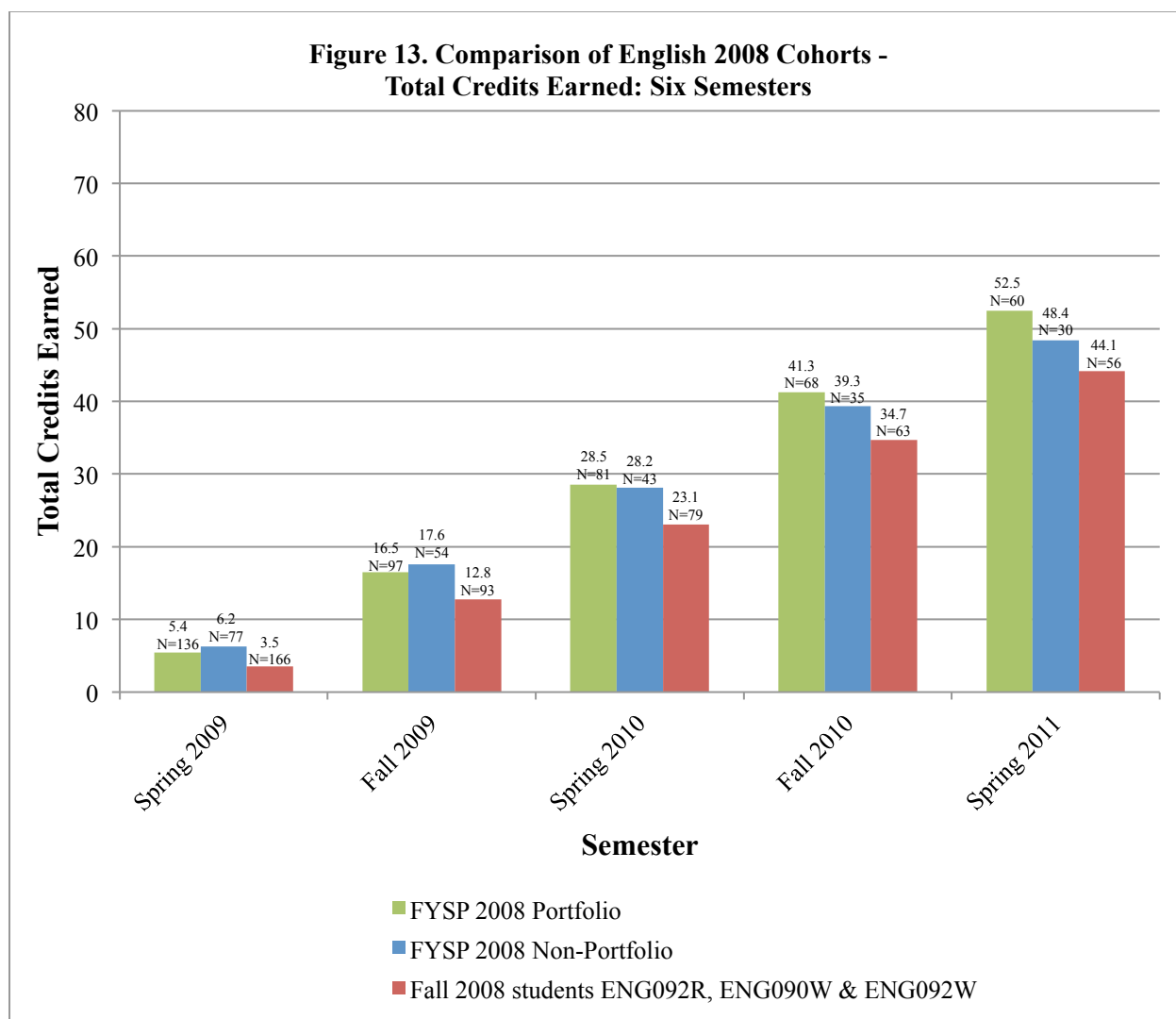
Source: Data in Appendix 13

Comparison of English 2008 Cohorts – Total Credits Earned: Six Semesters

Students who were in the FYSP have a credit advantage over Non-FYSP students. After four semesters, the total credits earned by those who participated in the six-week FYSP Portfolio Program and Non-Portfolio Program in Summer 2008 are nearly identical, while the total credits earned for those who started in Fall 2008 with the fifteen-week developmental English course are five credits lower (28.5, 28.2 vs. 23.1). After six semesters, the total credits earned of those who participated in the Portfolio program is four credits higher (52.5) than Non-Portfolio students (48.4), and the Fall 2008 students have earned four fewer credits (44.1)

- Those who participated in the FYSP Portfolio program earned an average of 28.5 (N=81) credits after four (4) semesters and 52.5 (N=60) after six (6) semesters.
- Those who participated in the FYSP Non-Portfolio sections earned an average of 28.2 (N=43) credits after 4 semesters and 48.4 (N=30) after 6 semesters.

- Those who did not participate in the FYSP earned an average of 23.1 (N=79) credits after 4 semesters and 44.1 (N=56) after 6 semesters.



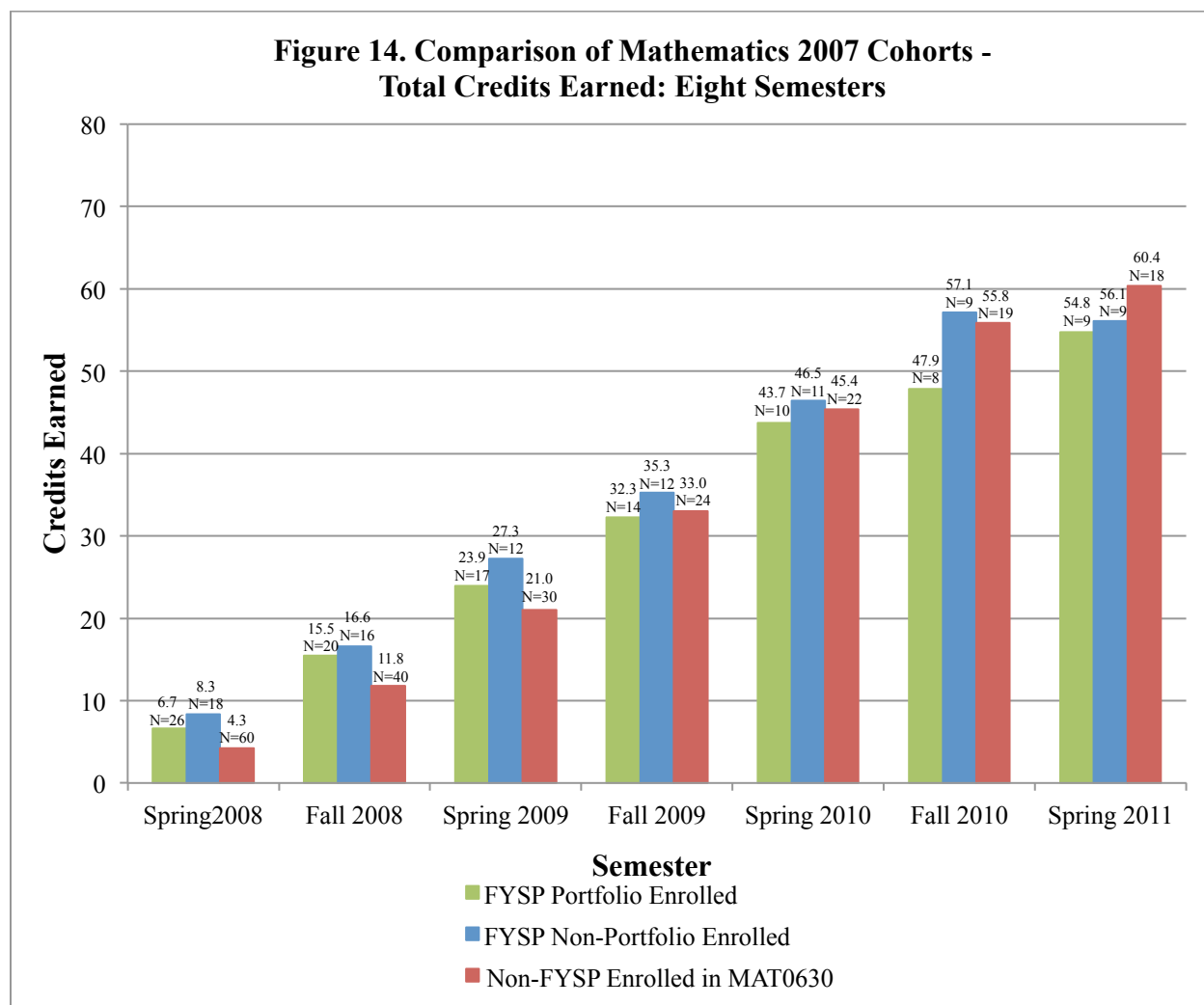
Source: Data in Appendix 14

Comparison of Mathematics 2007 Cohorts – Total Credits Earned: Eight Semesters

FYSP Non-Portfolio students in mathematics from 2007 accrue a larger number of credits earned. These data are inconclusive due to the low number of students in the samples.

- Those who participated in the FYSP Portfolio program earned an average of 23.9 (N=17) credits after four (4) semesters and 54.8 (N=9) after eight (8) semesters.
- Those who participated in the FYSP Non-Portfolio sections earned an average of 27.3 (N=12) credits after 4 semesters and 56.1 (N=9) after 8 semesters.

- Those who did not participate in the FYSP earned an average of 21.0 (N=30) credits after 4 semesters and 60.4 (N=18) after 8 semesters.



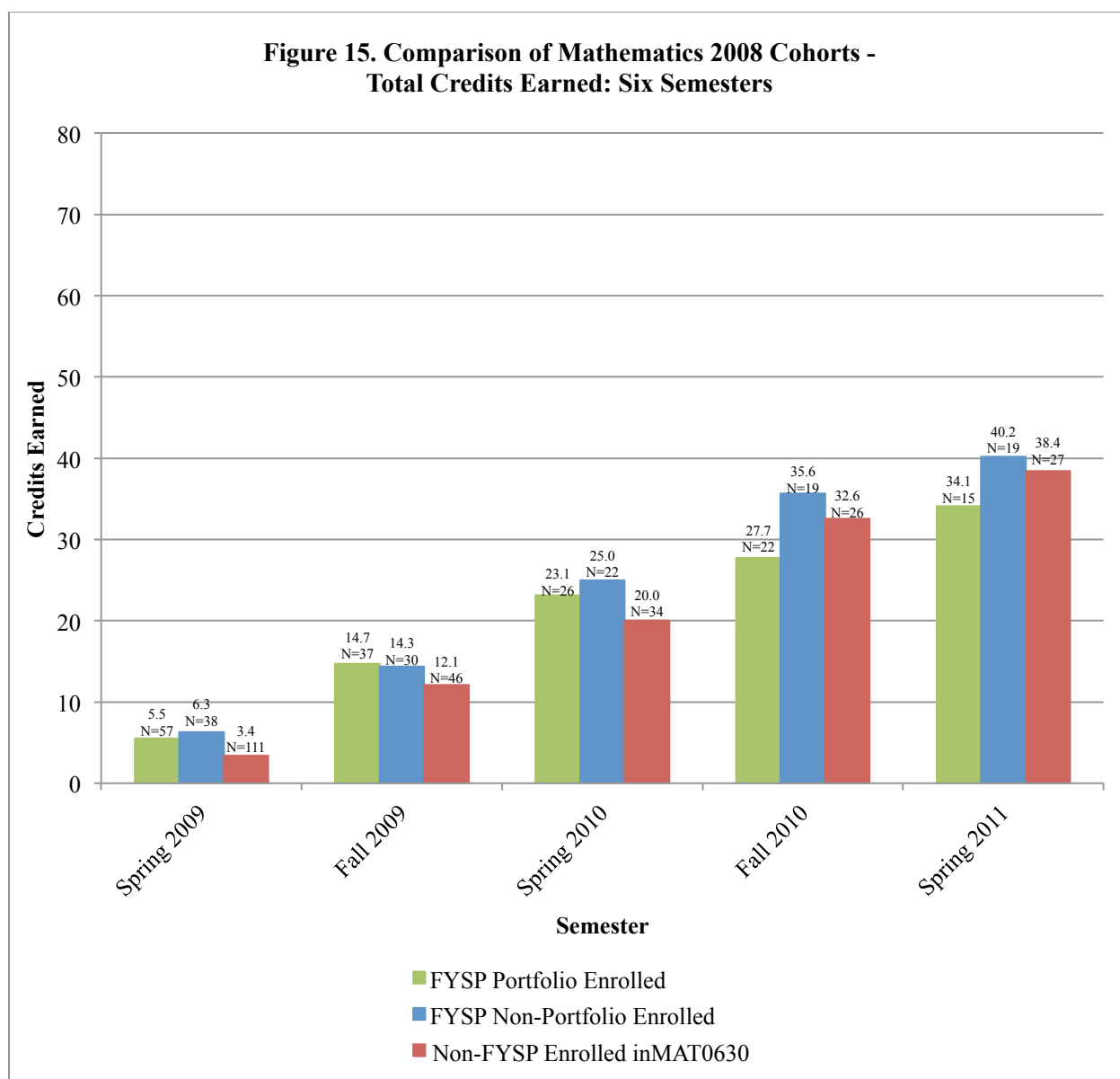
Source: Data in Appendix 15

Comparison of Mathematics 2008 Cohorts – Total Credits Earned: Six Semesters

Non-Portfolio students of 2008 achieved the largest number of average credits earned through the six semesters. Non-Portfolio students of 2008 showed a steady increase in credits achieved (40.2), with Non-FYSP students having the second highest results (38.4). Portfolio students show a slower increase starting in Spring 2010 and show a slower increase in credits by the sixth semester (34.1).

- Those who participated in the FYSP Portfolio program earned an average of 23.1 (N=26) credits after four (4) semesters and 34.1 (N=15) after eight (6) semesters.
- Those who participated in the FYSP Non-Portfolio sections earned an average of 25.0 (N=22) credits after 4 semesters and 40.2 (N=19) after (6) semesters.

- Those who did not participate in the FYSP earned an average of 20.0 (N=34) credits after 4 semesters and 38.4 (N=27) after (6) semesters.



Source: Data in Appendix 16

4. Student Satisfaction Surveys

Satisfaction surveys were administered at the completion of FYSP summer sessions. Four summary Figures for the years 2007 through 2010 are discussed here, and results can be seen in Appendices 17-20.

Table 2.

Participation in Student Satisfaction Surveys – 2007 – 2010

Year	Total incoming freshmen participating in FYSP	Total participating in Student Satisfaction Survey	Number of those respondents in Portfolio (2007-2009) or Companion (2010) course (English or Math)	Number of those respondents enrolled in any summer developmental course
2007	826	433	130	303
2008	902	624	162	462
2009	1179	757	220	537
2010	774	496	241	255

Table 3.

Percentage of “Agree” Responses to Question 3: I feel better prepared to begin my freshman year (2007-2010)

Year	Other summer sections	Portfolio*/ Companion sections
2007	81%	83.5%
2008	80%	86%
2009	76%	86%
2010	74%	83%

*Portfolio English and Math are combined here for 2007 & 2008 (See Appendices 17 and 18 for separate results)

Table 4.

Percentage of “Agree” Responses to Question 9: I feel confident about my ability to succeed in college (2007-2010)

Year	Other summer sections	Portfolio*/ Companion sections
2007	81%	85%
2008	78%	92.5%
2009	81%	81%
2010	79%	84%

*Portfolio English and Math are combined here for 2007 & 2008 (See Appendices 17 and 18 for separate results)

The two questions presented in Tables 3 and 4 illustrate that students generally appreciate the Freshman Year Summer Program, and with a slightly higher percentage of “Agree” those participating in the Portfolio sections (2007-2009) and Companion sections (2010) feel they benefit more.

There is an overall trend from 2007 to 2010 toward greater satisfaction among students in the Portfolio sessions, culminating in greater satisfaction in all measures in the 2010 Companion sessions. Students felt that at the end of the program, they were more aware of the services City Tech offers (i.e.: Learning Center, Library), usefulness of the course, and students felt more confident in their abilities. The extra attention to study skills and college life gives students a higher satisfaction rate in their courses and leave students feeling better prepared and more confident.

In the four years (between 2007 and 2010), an average of 77.2% of students responding to the Satisfaction Surveys would recommend the FYSP course to a friend. The benefits of the Portfolio/Companion courses are noticeable and appreciated by students. It may be inferred that the transition between high school and college appeared easier with the emphasis on self-responsibility.

5. Faculty demographics and attitudes - 2011

The faculty who taught courses in Summer 2011 (either Companion sections or regular development courses) had been teaching in the program for an average of over 14 years. Of the 31 respondents to the survey, 26 (84%) were not teaching for the first time. Twenty-three (23) respondents (74%) are instructors at City Tech as well.

Most (22 respondents, 71%) believe that their students understand the importance of passing the CUNY assessments tests, although it is not clear how the instructors know this. A majority (19 respondents, or 61%) believe their students understand why they are in the summer program, but the instructors' comments suggest that students begin to realize the implications while in the FYSP courses.

The general comments by faculty suggest the view that students are unprepared, unmotivated, and do not have a desire to learn. Feedback suggests students do not realize the implications of being in a developmental course until they are in the class itself. Students may be aware of how or why they are in the course, but lack understanding as to the impact this course has on their college career. This would have a direct impact on how motivated they are to pass and learn. There is a call for emphasis on self-evaluation.

Sample Comments

Do your students understand the CUNY Assessment Tests (ACT, CAT-W, COMPASS) and their consequences? Please describe how you know.

- *"I've taught in the summer and this spring I taught the CATW workshop. The students know the importance."*
- *"Yes, my students understand the consequences of passing/not passing the ACT. I explain it to them on the first day of class and remind them periodically."*
- *"Incoming freshmen do not fully understand. Current freshmen have some understanding. I have gathered this from discussions with them."*
- *"They are informed about the necessity of passing the pre-algebra part of the ACT in order to progress to higher courses at the beginning of the course."*

Do your students understand why they are in the summer program? Please describe how you know.

- *"When they first come in, I don't think they understand. But with developments in the Companion & curriculum, I've found they became aware before the end of the session."*
- *"Students were informed both verbally and by written communication that if they fail to pass the course work and by meeting certain requirement (attendance, etc.) they would be eligible for the summer program."*
- *"To enable them take credit-bearing math. Course in fall if they pass. On passing, it saves them money and time, since they would pay for it in Fall and Spring."*

What do you think students need to know or do in order to find success as a college student?

- *“I think they need to discover their own educational and intellectual motivations, to become more self-directed with their studies. Students who possess this always do better in their courses. I think guiding them through study skills and time management helps, but they need the basis - the desire to learn.”*
- *“They need to better their study skills and also understand not abuse their FAFSA/TAP advantages. I feel that students who pay for their studies with cash IS students who get federal/state financial aid appreciate it more and want to do better because the benefits are not handed over to them.”*
- *“I think one of the hardest things to get them to understand is this is not high school where one moves from one level to the next no matter the effort. Still many students think that there are no consequences when they don't show up or do the required work.”*
- *“They need to learn how to navigate a college course - how to read syllabi and assignments carefully and how to meet those expectations. They need to feel comfortable speaking in class, sharing ideas, and asking for help when needed. And they need to be able to navigate the structure in place to help them - tutors, counselors, professors, librarians, etc.”*
- *“Basic skills. Many need attitude adjustment.”*
- *“They need to attend class, do the homework, and make friends in school. That anchors them.”*

6. General comments

The data reviewed in this report are provided as a baseline study of the First Year Summer Program for incoming freshmen. The limitations are such that it is unwise to draw sweeping conclusions. However, the one finding that appeared consistent is that developmental students benefit from participation in a six-week summer program as it provides an opportunity for a majority to pass a CUNY Assessment Test, allowing them to start taking credit-bearing courses in the first semester of their freshman year. Further, participating in the Portfolio or Companion sections provides extra social and mentoring support to acclimatize developmental students to the college environment.

The passing scores for the CUNY Assessment Tests during the 2006 -2010 period were as follows:

ACT Writing = 7

ACT Reading - Summer 2006 = 65; Summer 2007 on= 70

COMPASS Math (2006-2010): Part 1 Pre-Algebra = 35; Part 2 Algebra= 30

(As of Spring 2011= Part 1 Pre-Algebra = 35 Part 2 Algebra = 40)

It is important to keep in mind that the CATs have been and are continuing to undergo changes which impact the student experience and level of success in the FYSP.

While the results presented here are generally positive in viewing the performance of students in both Portfolio and Non-Portfolio sections, there is room for improvement. Too few students are retained, and the comparison presented here were against students taking developmental courses, not students enrolled in credit-bearing courses who have already been certified in reading, writing and mathematics.

The results presented in this review raise questions that may prove useful in improving the FYSP.

1. How many students feel work/home responsibilities inhibit their ability to maintain a steady full time academic schedule? Are such factors responsible for the slow progress in credits earned and why many students take eight or more semesters to achieve a four-semester Associate degree?
2. In certain Appendices, there are notations regarding graduates, although the numbers are very small, so this was not discussed in this report. However, further study on the successful trajectory from incoming freshman to graduation should be explored.

III. Appendices

Appendix 1

Comparison of FYSP **Reading** Courses - Students Enrolled, Tested, Passed – 2006-2010

	Total Number of Students Enrolled In FYSP Reading Course	Total Number of Students Completed Course	Total Number of Students Tested	Total Number of Students Passed	Total Percent Passed (# Passed/# Tested)	Total Percent Passed (# Passed/# Enrolled)	Total Percent Passed based on Course Completion
2006-Reading	260	[260]*	260	161	61.9%	61.9%	NA*
2007-Reading	212	[212]*	200	122	61%	93.8%	NA*
2008-Reading	257	241	167	120	71.9%	46.7%	49.8%
2009-Reading	338	306	200	140	70.0%	41.4%	45.8%
2010-Reading	163	153	151	101	67%	62%	66%
Totals	1230	1172	978	644	65.8%	53.4%	55%

**Note: FYSP did not track how many students completed courses in 2006 and 2007.*

Appendix 2

Comparison of FYSP **Writing** Courses - Students Enrolled, Tested, Passed – 2006-2010

	Total Number of Students Enrolled In FYSP Writing Course	Total Number of Students Completed Course	Total Number of Students Tested	Total Number of Students Passed	Total Percent Passed (# Passed/# Tested)	Total Percent Passed (# Passed/# Enrolled)	Total Percent Passed based on Course Completion
2006-Writing	465*	[465]*	465	276	59.4%	59.4%	NA*
2007-Writing	424	[424]*	383	238	62.1%	69.6%	NA*
2008-Writing	358	325	306	181	59.2%	50.6%	55.7%
2009-Writing	420	388	377	217	57.6%	51.7%	55.9%
2010-Writing	306	290	278	153	55%	50%	52.8%
Totals	1973	1892	1809	1065	58.9%	54%	56.3%

**Note: FYSP did not track how many students completed courses in 2006 and 2007.*

Appendix 3

Comparison of FYSP **Mathematics** Courses – Students Enrolled, Tested, Passed – 2006-2010

	Total Number of Students Enrolled In FYSP Math Course	Total Number of Students Completed Course	Total Number of Students Tested	Total Number of Students Passed	Total Percent Passed based on Number Tested	Total Percent Passed based on Number Enrolled	Total Percent Passed based on Course Completion
2006-Math	377	NA*	377	325	86.2%	86.2%	NA*
2007-Math	464	NA*	320	248	77.5%	53.4%	NA*
2008-Math	569	474	331	263	79.5%	46.2%	55.5%
2009-Math	877	718	412	278	67.5%	31.7%	38.7%
2010-Math	620	528	386	288	74.6%	46.5%	54.5%
Totals	2907	1720	1826	1402	77.06%	52.80%	49.57%

**Note: FYSP did not track how many students completed courses in 2006 and 2007.*

Appendix 4

Grades Attained in First Credit-Bearing Course in Reading, Writing and Math by FYSP 2009 Cohorts Compared to Students in Fall 2009 Developmental Classes (Control Group)

	Passed Credit-level course (A- D)	Passed with "A"	Passed with "B"	Total percentage of "A" and "B"	Passed with "C" or "D"	Failed (F & WU)	Total count
FYSP Summer 2009 Cohorts Passed ENG092W and passed ACT in Summer 2009 and enrolled in English credit-level course in Fall 2009	78.1% (100)	14.1%	35.2%	49.3%	28.9%	18% (23)	128 (5=W, WN, INC, Z)
Students in Fall 2009 Passed ENG092W and passed ACT in Fall 2009 and Enrolled in English credit- level course in Spring 2010	70.3% (78)	10.8%	34.2%	45.0%	25.2%	17.1% (19)	111 (14=W, WN, INC, Z)
FYSP Summer 2009 Cohorts Passed ENG0922R and passed ACT in Summer 2009 and enrolled in English credit-level course in Fall 2009	81.8% (54)	4.5%	45.5%	49.0%	31.9%	12.1% (8)	66 (4=W, WN, INC, Z)
Students in Fall 2009 Passed ENG0922R and passed ACT in Fall 2009 and Enrolled in English credit- level course in Spring 2010	74.6% (44)	1.7%	32.3%	34.9%	40.6%	20.3% (12)	59 (3=W, WN, INC, Z)
FYSP Summer 2009 Cohorts Passed MAT 0632 or 0652 and passed ACT in Summer 2009 and enrolled in Math credit-level course in Fall 2009	77% (134)	10.3%	20.7%	31.0%	45.9%	17.8% (31)	174 (9=W, WN, INC, Z)
Students in Fall 2009 Passed MAT 0632 or 0652 and passed ACT in Fall 2009 and Enrolled in Math credit- level course in Spring 2010	73.6% (103)	14.3%	21.5%	35.8%	37.9%	19.3% (27)	140 (10=W, WN, INC, Z)

Appendix 5

Retention Rates of FYSP 2007 Cohorts in English Compared and Comparison Group of Fall 2007 students enrolled in Developmental English courses – Fall 2007 to Spring 2011

	FYSP 2007 Portfolio (Summer 2007)		FYSP 2007 Non-Portfolio (Summer 2007)		Fall 2007 students enrolled in ENG090W & ENG092W & ENG092R		Totals	
	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled
Enrolled in Fall 2007 (first semester)	92.7% (89)	7.3% (7)	95.7% (66)	4.3% (3)	100% (127)	0% (0)	96.6% (282)	3.4% (10)
Enrolled in Spring 2008 (second semester)	88.5% (85)	11.5% (11)	82.6% (57)	17.4% (12)	76.4% (97)	23.6% (30)	81.8% (239)	18.2% (53)
Enrolled in Fall 2008 (third semester)	69.8% (67)	30.2% (29)	60.9% (42)	39.1% (27)	45.7% (58)	54.3% (69)	57.2% (167)	42.8% (125)
Enrolled in Spring 2009 (fourth semester)	56.3% (54)	43.8% (42)	49.3% (34)	50.7% (35)	38.6% (49)	61.4% (78)	46.9% (137)	53.1% (155)
Enrolled in Fall 2009 (fifth semester)	47.9% (46)	51% (49)	44.9% (31)	55.1% (38)	29.1% (37)	70.9% (90)	39% (114)	60.6% (177)
[Graduated from CUNY]		1% (1 Graduate)						.3% (1)
Enrolled in Spring 2010 (sixth semester)	41.7% (40)	57.3% (55)	34.8% (24)	65.2% (45)	23.6% (30)	76.4% (97)	32.2% (94)	67.8% (197)
Enrolled in Fall 2010 (seventh semester)	32.3% (31)	62.5% (60)	30.4% (21)	65.2% (45)	21.3% (27)	78.0% (99)	27.1% (79)	69.9% (204)
[Graduated from CUNY]		5.2% (5 grads)		4.3% (3 grads)		.8% (1 graduate)		3.1% (9 grads)
Enrolled in Spring 2011 (eighth semester)	24.0% (23)	70.8% (68)	30.4% (21)	69.6% (48)	20.5% (26)	79.5% (101)	24.0% (70)	73.6% (215)
[Graduated from CUNY]		5.2% (5 grads)		2.9% (2 grads)				2.4% (7 grads)

Appendix 6

Retention Rates of FYSP 2008 Cohorts in English and Comparison Group of Fall 2008 Students Enrolled in Developmental English Courses - Fall 2008 to Spring 2011

	FYSP 2008 Portfolio (Summer 2008)		FYSP 2008 Non-Portfolio (Summer 2008)		Fall 2008 students ENG090W & ENG092W & ENG092R taker		Totals	
	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled
Enrolled in Fall 2008 (first semester)	91.5% (151)	8.5% (14)	86.9% (86)	13.1% (13)	100% (209)	0% (0)	94.3% (446)	5.7% (27)
Enrolled in Spring 2009 (second semester)	82.4% (136)	17.6% (29)	77.8% (77)	22.2% (22)	79.4% (166)	20.6% (43)	80.1% (379)	19.9% (94)
Enrolled in Fall 2009 (third semester)	58.8% (97)	41.2% (68)	54.4% (54)	45.5% (45)	44.5% (93)	55.5% (116)	51.6% (244)	48.4% (229)
Enrolled in Spring 2010 (fourth semester)	49.1% (81)	50.9% (84)	43.4% (43)	56.6% (56)	37.8% (79)	62.2% (130)	42.9% (203)	57.1% (270)
Enrolled in Fall 2010 (fifth semester)	40.6% (67)	58.8% (97)	35.4% (35)	62.6% (62)	29.7% (62)	69.9% (146)	34.7% (164)	64.5% (305)
		.6% (1 graduate)		2.0% (2 grads)		.5% (1 graduate)		.8% (4 grads)
Enrolled in Spring 2011 (sixth semester)	36.4% (60)	63.6% (105)	30.3% (30)	67.7% (67)	26.8% (56)	73.2% (153)	30.9% (146)	68.7% (325)
				2.0% (2 grads)				.4% (2 grads)

Appendix 7

Retention Rates of FYSP 2007 Cohorts in Mathematics and Comparison Group of Fall 2007 Students Enrolled in Developmental Mathematics Courses – Fall 2007 to Spring 2011

	FYSP 2007 Portfolio (Summer 2007)		FYSP 2007 Non-Portfolio (Summer 2007)		Fall 2007 students enrolled in MAT0630		Totals	
	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled
Enrolled in Fall 2007 (first semester)	93.5% (29)	6.5% (2)	83.3% (30)	16.7% (6)	100% (85)	0	94.7% (144)	5.3% (8)
Enrolled in Spring 2008 (second semester)	83.9% (26)	16.1% (5)	50.0% (18)	50.0% (18)	70.6% (60)	29.4% (25)	68.4% (104)	31.6% (48)
Enrolled in Fall 2008 (third semester)	64.5% (20)	35.5% (11)	44.4% (16)	55.6% (20)	47.1% (40)	52.9% (45)	50.0% (76)	50.0% (76)
Enrolled in Spring 2009 (fourth semester)	54.8% (17)	45.2% (14)	33.3% (12)	66.7% (24)	35.3% (30)	64.7% (55)	38.8% (59)	61.2% (93)
Enrolled in Fall 2009 (fifth semester)	45.2% (14)	54.8% (17)	33.3% (12)	66.7% (24)	28.2% (24)	71.8% (61)	32.9% (50)	67.1% (102)
Enrolled in Spring 2010 (sixth semester)	32.3% (10)	67.7% (21)	30.6% (11)	69.4% (25)	25.9% (22)	74.1% (63)	28.3% (43)	71.7% (109)
Enrolled in Fall 2010 (seventh semester)	25.8% (8)	74.2% (23)	25.0% (9)	75.0% (27)	21.2% (18)	78.9% (67)	23.0% (35)	76.9% (117)
		3.2% (1 graduate)		2.8% (1 graduate)		2.4% (2 grads)		2.6% (4 grads)
Enrolled in Spring 2011 (eighth semester)	29% (9)	67.7% (21)	25% (9)	72.2% (26)	21.2 % (18)	78.8 % (67)	23.7% (36)	75% (114)
		3.2% (1 graduate)		2.8% (1 graduate)				1.3% (2 grads)

Appendix 8

Retention Rates of FYSP 2008 Cohorts in Mathematics and Comparison Group of Fall 2008 Students Enrolled in Developmental Mathematics Courses – Fall 2008 to Spring 2011

	FYSP 2008 Portfolio (Summer 2008)		FYSP 2008 Non-Portfolio (Summer 2008)		Fall 2008 students MAT0550 & MAT0630 taker		Totals	
	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled
Enrolled in Fall 2008 (first semester)	91.7% (66)	8.3% (6)	80.8% (42)	19.2% (10)	100% (151)	0	94.2% (259)	5.8% (16)
Enrolled in Spring 2009 (second semester)	79.2% (57)	20.8% (15)	73.1% (38)	26.9% (14)	73.5% (111)	26.5% (40)	74.9% (206)	25.1% (69)
Enrolled in Fall 2009 (third semester)	51.4% (37)	48.6% (35)	57.7% (30)	42.3% (22)	30.5% (46)	69.5% (105)	41.1% (113)	58.9% (162)
Enrolled in Spring 2010 (fourth semester)	36.1% (26)	63.9% (46)	42.3% (22)	57.7% (30)	22.5% (34)	77.5% (117)	29.8% (82)	70.2% (193)
Enrolled in Fall 2010 (fifth semester)	30.6% (22)	69.4% (50)	36.5% (19)	63.5% (33)	17.2% (26)	82.8% (125)	24.4 (67)	75.6 (208)
Enrolled in Spring 2011 (sixth semester)	20.8% (15)	79.2% (57)	36.5% (19)	63.5% (33)	17.9% (27)	82.1% (124)	22.2% (61)	77.8% (214)

Appendix 9

Cumulative Grade Point Average of FYSP 2007 Cohorts in English and Comparison Group of Fall 2007 Students Enrolled in Developmental English Courses – Fall 2007 – Spring 2011

	FYSP 2007 Portfolio (Summer 2007)		FYSP 2007 Non- Portfolio (Summer 2007)		Fall 2007 students ENG090W & ENG092W & ENG092R - takers		Total	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Cumulative GPA at beginning of Spring 2008 (second semester)	2.2169 (77)	.90325	2.2288 (51)	.86960	2.2636 (69)	1.00711	2.2363 (197)	.92821
Cumulative GPA at beginning of Fall 2008 (third semester)	2.3336 (67)	.74445	2.2113 (40)	.74765	2.3057 (53)	.79310	2.2938 (160)	.75848
Cumulative GPA at beginning of Spring 2009 (fourth semester)	2.3929 (52)	.65718	2.3815 (33)	.46237	2.3185 (46)	.58129	2.3639 (131)	.58324
Cumulative GPA at beginning of Fall 2009 (fifth semester)	2.4116 (45)	.52429	2.4168 (31)	.54614	2.3789 (37)	.50244	2.4023 (113)	.51894
Cumulative GPA at beginning of Spring 2010 (sixth semester)	2.5253 (40)	.44010	2.5171 (24)	.38304	2.5641 (29)	.41328	2.5353 (93)	1.77
Cumulative GPA at beginning of Fall 2010 (seventh semester)	2.5668 (31)	.40670	2.5355 (22)	.45496	2.5371 (28)	.40143	2.5480 (81)	1.8
Cumulative GPA at beginning of Spring 2011 (eighth semester)	2.6270 (23)	.42692	2.5290 (21)	.57839	2.5885 (26)	.38179	2.5833 (70)	.45764

Appendix 10

Cumulative Grade Point Average of FYSP 2008 Cohorts in English and Comparison Group of Fall 2008 Students Enrolled in Developmental English Courses – Spring 2009–Spring 2011

	FYSP 2008 Portfolio (Summer 2008)		FYSP 2008 Non-Portfolio (Summer 2008)		Fall 2008 students ENG090W & ENG092W & ENG092R taker		Totals	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Cumulative GPA at beginning of Spring 2009 (second semester)	2.2325 (105)	.93418	2.2710 (63)	.93358	2.4165 (120)	.92524	2.3176 (288)	.93096
Cumulative GPA at beginning of Fall 2009 (third semester)	2.2647 (95)	.75999	2.4098 (50)	.77656	2.3172 (90)	.75844	2.3157 (235)	.76160
Cumulative GPA at beginning of Spring 2010 (fourth semester)	2.4317 (81)	.63067	2.5458 (43)	.63036	2.4381 (79)	.63482	2.4584 (203)	.63073
Cumulative GPA at beginning of Fall 2010 (fifth semester)	2.5662 (68)	.58288	2.5077 (35)	.60921	2.5911 (63)	.49891	2.5633 (166)	.55581
Cumulative GPA at beginning of Spring 2011 (sixth semester)	2.6307 (59)	.55749	2.5780 (30)	.57998	2.5480 (56)	.55897	2.5879 (145)	.56004

Appendix 11

Cumulative Grade Point Average of FYSP 2007 Cohorts in Mathematics and Comparison Group of Fall 2007 Students Enrolled in Developmental Mathematics Courses – Fall 2007–Spring 2011

	FYSP 2007 Portfolio (Summer 2007)		FYSP 2007 Non-Portfolio (Summer 2007)		Fall 2007 students enrolled in MAT0630		Totals	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Cumulative GPA at beginning of Spring 2008 (second semester)	2.5157 (21)	.88537	2.0256 (18)	.73007	2.4885 (47)	1.02618	2.3983 (86)	.94776
Cumulative GPA at beginning of Fall 2008 (third semester)	2.0726 (19)	.77764	2.1160 (15)	.78866	2.2761 (36)	.72808	2.1866 (70)	.74946
Cumulative GPA at beginning of Spring 2009 (fourth semester)	2.2006 (17)	.74442	2.4091 (11)	.34139	2.3671 (28)	.64032	2.3248 (56)	.62512
Cumulative GPA at beginning of Fall 2009 (fifth semester)	2.2250 (14)	.70783	2.3150 (12)	.32038	2.4270 (23)	.40210	2.3418 (49)	.49087
Cumulative GPA at beginning of Spring 2010 (sixth semester)	2.2720 (10)	.45507	2.3691 (11)	.38347	2.4700 (22)	.37401	2.3981 (43)	.39502
Cumulative GPA at beginning of Fall 2010 (seventh semester)	2.3300 (8)	.33024	2.2733 (9)	.42344	2.5500 (19)	.32101	2.4319 (36)	.36359
Cumulative GPA at beginning of Spring 2011 (eighth semester)	2.3056 (9)	.39170	2.2675 (8)	.45684	2.4122 (18)	.52123	2.3517 (35)	.46806

Appendix 12

Cumulative Grade Point Average of FYSP 2008 Cohorts in Mathematics and Comparison Group of Fall 2008 Students Enrolled in Developmental Mathematics Courses – Spring 2009–Spring 2011

	FYSP 2008 Portfolio (Summer 2008)		FYSP 2008 Non- Portfolio (Summer 2008)		Fall 2008 students MAT0550 & MAT0630 taker		Totals	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Cumulative GPA at beginning of Spring 2009 (second semester)	2.0947 (49)	.85288	2.2906 (31)	.81944	1.9915 (74)	.83810	2.0845 (154)	.84133
Cumulative GPA at beginning of Fall 2009 (third semester)	2.1035 (37)	.64990	2.3293 (27)	.75136	2.2520 (44)	.64811	2.2205 (108)	.67543
Cumulative GPA at beginning of Spring 2010 (fourth semester)	2.3150 (24)	.51746	2.4971 (21)	.61973	2.3365 (34)	.68398	2.3727 (79)	.61736
Cumulative GPA at beginning of Fall 2010 (fifth semester)	2.3900 (20)	.67325	2.6006 (18)	.41910	2.5158 (26)	.37559	2.5003 (64)	.49690
Cumulative GPA at beginning of Spring 2011 (sixth semester)	2.3371 (14)	.76229	2.4772 (18)	.54428	2.4304 (25)	.48057	2.4223 (57)	.57150

Appendix 13

Total Credits Earned of FYSP 2007 Cohorts in English Compared to Control Group of Fall 2007 Students Enrolled in Developmental English Courses – Fall 2007-Spring 2011

	FYSP 2007 Portfolio (Summer 2007)		FYSP 2007 Non-Portfolio (Summer 2007)		Fall 2007 students enrolled in ENG090W & ENG092W & ENG092R		Total	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Total credits earned in Spring 2008 (second semester)	7.2000 (85)	4.12253	7.6667 (57)	6.79636	3.8763 (97)	3.70320	5.9623 (239)	5.04128
Total Credits earned in Fall 2008 (third semester)	17.5522 (67)	6.74713	17.1667 (42)	9.86474	12.9310 (58)	7.07321	15.8503 (167)	7.99369
Total credits earned in Spring 2009 (fourth semester)	27.2963 (54)	10.20475	27.5294 (34)	12.53416	19.9796 (49)	11.19243	24.7372 (137)	11.64567
Total credits earned in Fall 2009 (fifth semester)	36.5652 (46)	12.68534	35.8387 (31)	15.42530	34.5135 (37)	11.51719	35.7018 (114)	13.04921
Total credits earned in Spring 2010 (sixth semester)	48.6750 (40)	12.32339	47.7500 (24)	17.08864	46.0333 (30)	15.00915	47.5957 (94)	14.40305
Total credits earned in Fall 2010 (seventh semester)	58.5161 (31)	15.24658	56.2727 (22)	22.83102	55.0357 (28)	18.21778	56.7037 (81)	18.39324
Total credits earned in Spring 2011 (eighth semester)	70.6522 (23)	15.84473	67.4286 (21)	27.23705	65.4231 (26)	20.23892	67.7429 (70)	21.17469

Appendix 14

Total Credits Earned of FYSP 2008 Cohorts in English and Comparison Group of Fall 2008 Students Enrolled in Developmental English Courses – Spring 2009-Spring 2011

	FYSP 2008 Portfolio (Summer 2008)		FYSP 2008 Non-Portfolio (Summer 2008)		Fall 2008 students ENG090W & ENG092W & ENG092R taker		Totals	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Total credits earned at beginning of Spring 2009 (second semester)	5.4412 (136)	4.25792	6.2338 (77)	4.70972	3.5422 (166)	2.91829	4.7704 (379)	3.98908
Total credits earned at beginning of Fall 2009 (third semester)	16.4948 (97)	7.42760	17.6111 (54)	9.94592	12.7849 (93)	6.23777	15.3279 (244)	7.89170
Total credits earned at beginning of Spring 2010 (fourth semester)	28.5185 (81)	9.33423	28.1628 (43)	13.27893	23.0633 (79)	8.81773	26.3202 (203)	10.39235
Total credits earned at beginning of Fall 2010 (fifth semester)	41.2647 (68)	11.68826	39.3143 (35)	15.34845	34.6984 (63)	11.64340	38.3614 (166)	12.79638
Total credits earned at beginning of Spring 2011 (sixth semester)	52.5000 (60)	14.12355	48.4000 (30)	19.22749	44.1250 (56)	14.61389	48.4452 (146)	15.81533

Appendix 15

Total Credits Earned of FYSP 2007 Cohorts in Mathematics and Comparison Group of Fall 2007 Students Enrolled in Developmental Mathematics Courses – Fall 2007-Spring 2011

	FYSP 2007 Portfolio (Summer 2007)		FYSP 2007 Non-Portfolio (Summer 2007)		Fall 2007 students enrolled in MAT0630		Totals	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Total credits earned in Spring 2008 (second semester)	6.6538 (26)	4.91481	8.3333 (18)	3.39550	4.2500 (60)	3.22398	5.5577 (104)	4.04544
Total Credits earned in Fall 2008 (third semester)	15.4500 (20)	8.41974	16.5625 (16)	7.22005	11.8250 (40)	6.33220	13.7763 (76)	7.32593
Total credits earned in Spring 2009 (fourth semester)	23.9412 (17)	12.41204	27.2500 (12)	10.1634 4	21.0333 (30)	9.66145	23.1356 (59)	10.71167
Total credits earned in Fall 2009 (fifth semester)	32.2857 (14)	12.62737	35.2500 (12)	8.04674	33.0417 (24)	13.28444	33.3600 (50)	11.87135
Total credits earned in Spring 2010 (sixth semester)	43.7000 (10)	12.63197	46.4545 (11)	9.58503	45.4091 (22)	13.60553	45.2791 (43)	12.23057
Total credits earned in Fall 2010 (seventh semester)	47.8750 (8)	16.85601	57.1111 (9)	12.4443 2	55.8421 (19)	15.35601	54.3889 (36)	15.04142
Total credits earned in Spring 2011 (eighth semester)	54.7778 (9)	15.90423	56.1111 (9)	25.1815 6	60.3889 (18)	22.23706	57.9167 (36)	21.20024

Appendix 16

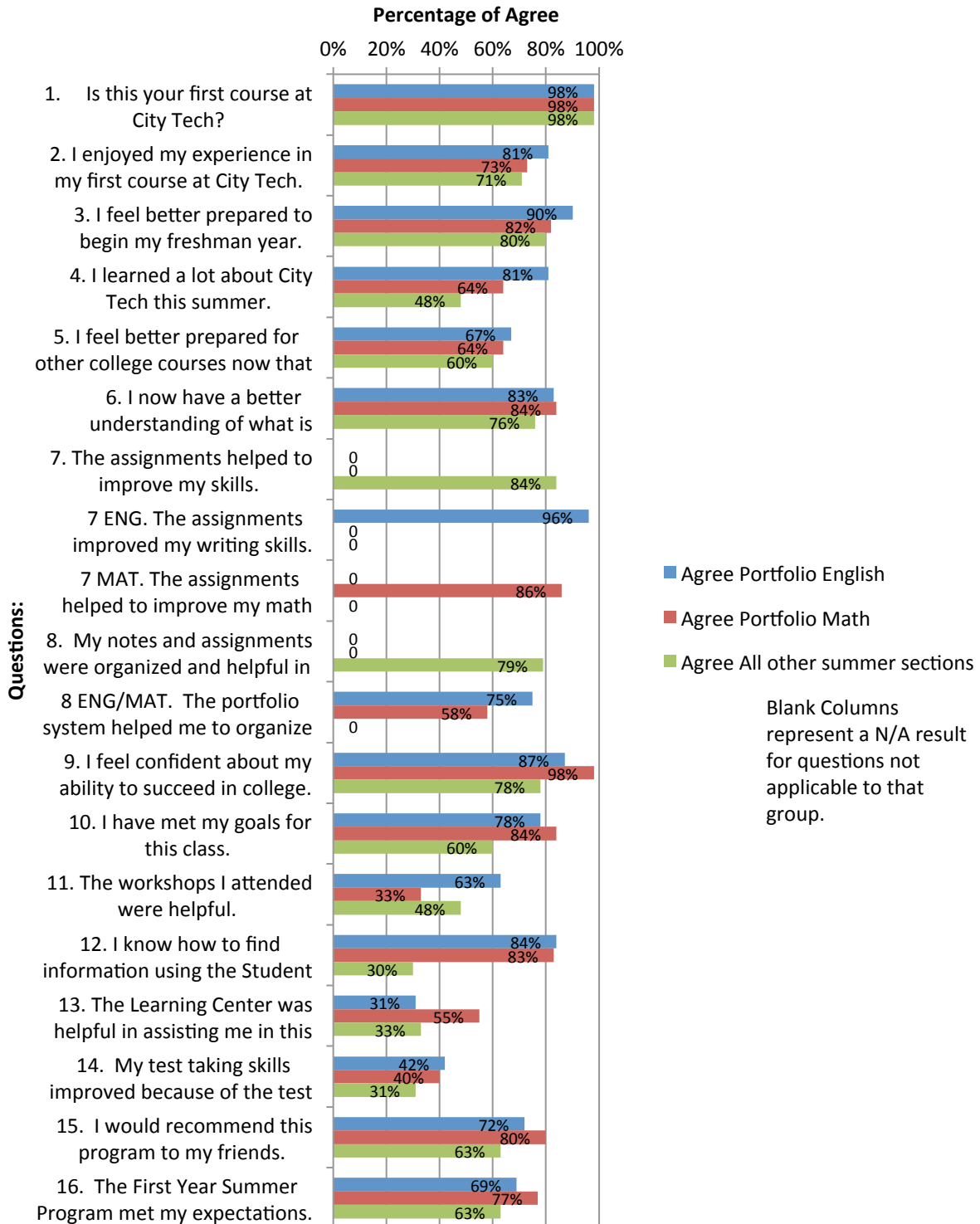
Total Credits Earned of FYSP 2008 Cohorts in Mathematics Compared to Control Group of Fall 2008 Students Enrolled in Developmental Mathematics Courses – Spring 2009-Spring 2011

	FYSP 2008 Portfolio (Summer 2008)		FYSP 2008 Non-Portfolio (Summer 2008)		Fall 2008 students MAT0550 & MAT0630 taker		Totals	
	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD	Mean (N)	SD
Total credits earned in Spring 2009 (second semester)	5.4912 (57)	3.81783	6.2632 (38)	4.65388	3.4234 (111)	3.41534	4.5194 (206)	3.95303
Total credits earned in Fall 2009 (third semester)	14.7297 (37)	6.21668	14.3333 (30)	8.08717	12.1087 (46)	7.18402	13.5575 (113)	7.18125
Total credits earned in Spring 2010 (fourth semester)	23.1154 (26)	9.38649	24.9545 (22)	10.35778	20.0294 (34)	9.20634	22.3293 (82)	9.68651
Total credits earned in Fall 2010 (fifth semester)	27.7273 (22)	14.38975	35.6316 (19)	13.90128	32.5769 (26)	10.50399	31.8507 (67)	13.05264
Total credits earned in Spring 2011 (sixth semester)	34.0667 (15)	16.25452	40.2105 (19)	16.67526	38.4444 (27)	15.97434	37.9180 (61)	16.15992

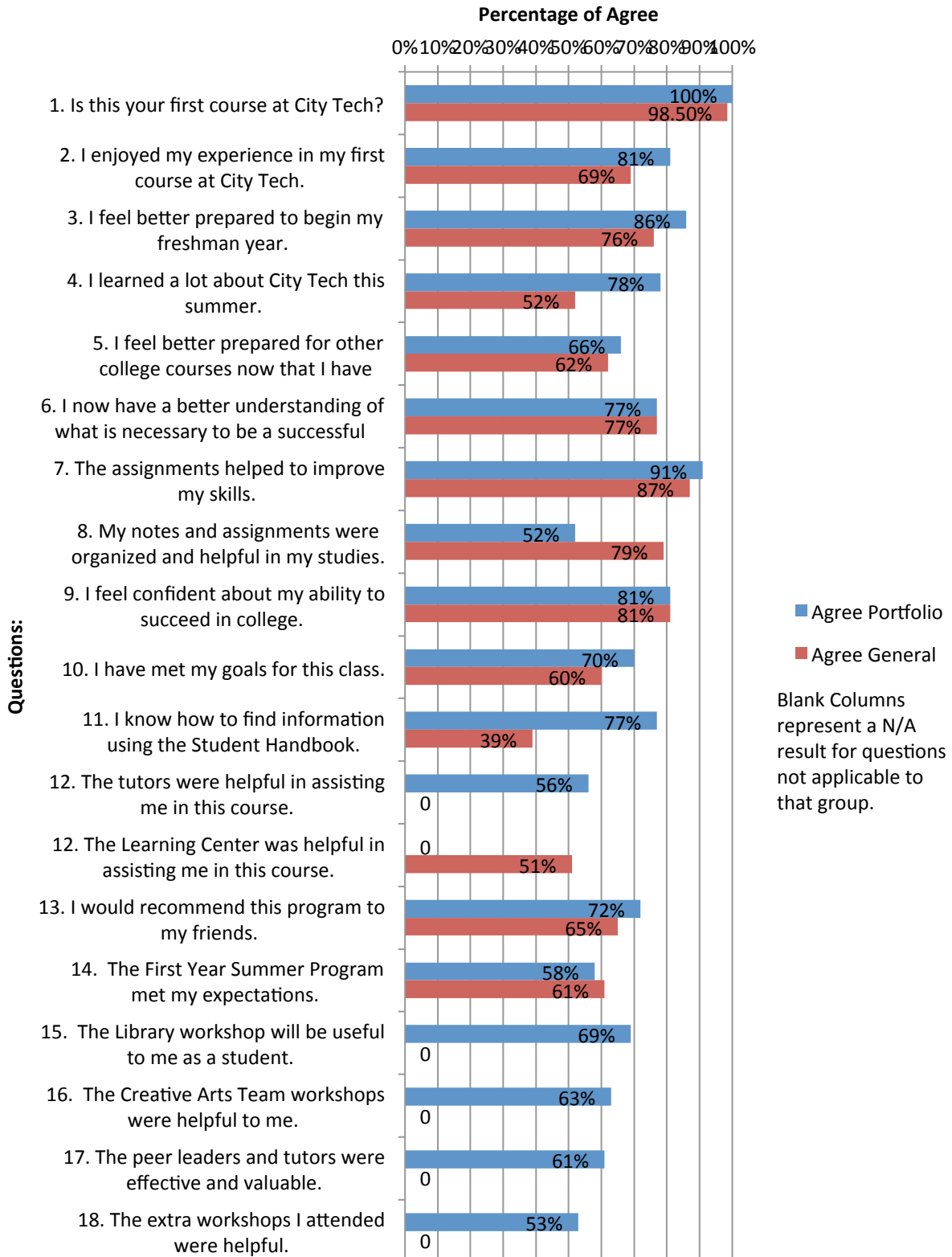
Appendix 17. FYSP Student Satisfaction Survey Results - 2007



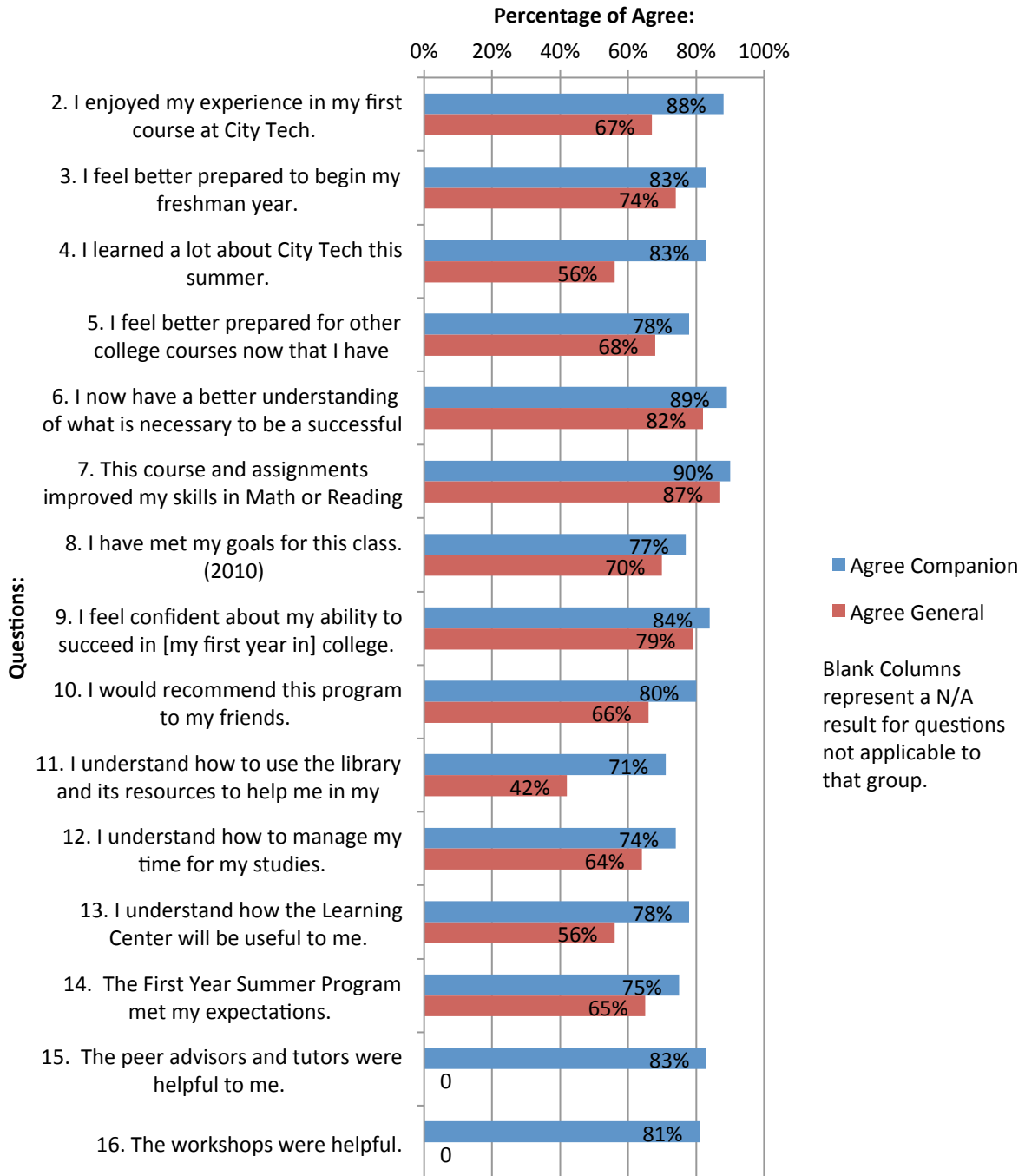
Appendix 18. FYSP Student Satisfaction Survey Results - 2008



Appendix 19. FYSP Student Satisfaction Survey Results - 2009



Appendix 20. FYSP Student Satisfaction Survey Results - 2010



Appendix 21

Comparison of FYSP **ESL Reading** Students Enrolled, Tested, Passed* – 2006-2010

	Total Number of Students Enrolled In FYSP ESL Writing or Reading Course	Total Number of Students Completed Course	Total Number of Students Tested	Total Number of Students Passed	Total Percent Passed (# Passed/# Tested)	Total Percent Passed (# Passed/# Enrolled)	Total Percent Passed based on Course Completion
2006-ESL Reading	100	NA	100	55	55.0%	55.0%	NA
2007-ESL Reading	58	NA	25	16	64.0%	27.6%	NA
2008-ESL Reading	78	76	75	21	28.0%	26.9%	27.6%
2009-ESL Reading	53	52	27	9	33.3%	17.0%	17.3%
2010-ESL Reading	26	22	14	7	50%	26.9%	31.8%
Totals	315	150*	241*	108	46.06%	30.68%	25.57%

**Note: FYSP did not track how many students completed courses in 2006 and 2007.*

Appendix 22

Comparison of FYSP **ESL Writing** Students Enrolled, Tested, Passed* – 2006-2010

	Total Number of Students Enrolled In FYSP ESL Writing or Reading Course	Total Number of Students Completed Course	Total Number of Students Tested	Total Number of Students Passed	Total Percent Passed (# Passed/# Tested)	Total Percent Passed (# Passed/# Enrolled)	Total Percent Passed based on Course Completion
2006-ESL Writing	83	NA	83	39	47.0%	47.0%	NA
2007-ESL Writing	71	NA	66	17	25.8%	23.9%	NA
2008-ESL Writing	56	55	54	23	42.6%	41.1%	41.8%
2009-ESL Writing	78	76	72	27	37.5%	34.6%	35.5%
2010-ESL Writing	39	38	33	7	21.2%	17.9%	18.4%
Totals	327	169*	308*	113	34.82%	32.90%	31.90%

**Note: FYSP did not track how many students completed courses in 2006 and 2007.*