

## **2019-2020 CUE FUNDING REPORT**

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

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

REPORT SUBMITTED BY: Lauri Aguirre and Pamela Brown

DATE SUBMITTED: July 27, 2020

**DISCLAIMER:** All data for the most recently reported cohort is preliminary and subject to small changes when published in final form by the Office of Institutional Research and Assessment).

### **INSTITUTIONAL ENROLLMENT DATA** (source: OIRA's IRDB)

	Fall 2017	Fall 2018	Fall 2019
Undergraduate enrollment (headcount)	17,279	17,269	17,036
Undergraduate enrollment (FTE)	13,019	12,749	12,503

### **INSTITUTIONAL PERSISTENCE DATA** (source: University PMP Fall 2019 Momentum Monitoring Report)

	Entering Class of Fall 2016	Entering Class of Fall 2017	Entering Class of Fall 2018
One-year retention rate (all students)	62.7	57.5	61.3

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, University PMP Fall 2019 Momentum Monitoring Report, and OIRA's IRDB)

	Entering Class of Fall 2013	Entering Class of Fall 2014	Entering Class of Fall 2015
Four-year graduation rate (baccalaureate programs)	6.0	5.8	10.4
	Entering Class of Fall 2011	Entering Class of Fall 2012	Entering Class of Fall 2013
Six-year graduation rate (baccalaureate programs)	26.2	27.2	29.3

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, University PMP Fall 2019 Momentum Monitoring Report, and OIRA's IRDB)

	Entering Class of Fall 2015	Entering Class of Fall 2016	Entering Class of Fall 2017
	2.3	2.3	3
Three-year graduation rate (associate programs)	Entering Class of Fall 2014	Entering Class of Fall 2015	Entering Class of Fall 2016
	7.4	10.4	11.6

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: University PMP Fall 2019 Momentum Monitoring Report)

	Entering Class of Fall 2016	Entering Class of Fall 2017	Entering Class of Fall 2018
% Fall full-time FTF completing 30 credits within the first year <sup>1</sup>	29.5	28.1	26.1
% Fall full-time FTF completing Pathways Math and/or Quantitative Reasoning within the first year <sup>2</sup>	70.8	57.8	62.6
% Fall full-time FTF completing Pathways English Composition within the first year <sup>2</sup>	83.0	77.7	77.2

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

<sup>2</sup> 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: University PMP Fall 2019 Momentum Monitoring Report)

	Entering Class of Fall 2016	Entering Class of Fall 2017	Entering Class of Fall 2018
% Fall full-time FTF completing 20 credits within the first year <sup>1</sup>	39.6	40.7	44.5
% Fall full-time FTF completing 30 credits within the first year <sup>1</sup>	14.1	19.3	14.6
% Fall full-time FTF completing Pathways Math and/or Quantitative Reasoning within the first year <sup>2</sup>	39.1	42.2	53.3
% Fall full-time FTF completing Pathways English Composition within the first year <sup>2</sup>	73.0	69.1	72.8

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

<sup>2</sup> 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 17	889	868	759	87.4
SUM 18	551	517	432	83.6
SUM 19 <sup>1</sup>	503	487	405	83.2

<sup>1</sup>Preliminary data

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

	Total Enrollments (Seats)	Students Served (Headcount)
NON-SUM 17-18	256	246
NON-SUM 18-19	170	169
NON-SUM 19-20 <sup>1</sup>	141	141

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

<sup>1</sup>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 2019-2020 PMP Report)

	Fall 2017	Fall 2018	Fall 2019 <sup>1</sup>
MATH	8.5	8.1	8
READING	14.7	17.5	18.1
WRITING	11.0	10.0	14.3

\* 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., CEAFFE, 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.

<sup>1</sup>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 2019-2020 CUE ALLOCATION: \$721,448 (source: OAA)**

	<b>CUE Allocation</b>			<b>Non-CUE funds Allocated**</b>		
<b>Goal #1 Summary</b>	<b>PS</b>	<b>OTPS</b>	<b>Total</b>	<b>PS</b>	<b>OTPS</b>	<b>Total</b>
Instruction (direct instruction on)	\$220,226.00	\$ 0.00	\$220,226.00	\$ 0.00	\$ 0.00	\$ 0.00
Tutoring (actual tutoring only)	\$ 5,040.00	\$ 0.00	\$ 5,040.00	\$ 0.00	\$ 0.00	\$ 0.00
Training/Development/Support	\$155,511.00	\$556.00	\$156,067.00	\$ 0.00	\$ 0.00	\$ 0.00
<b>Goal #1 Total</b>	<b>\$380,777.00</b>	<b>\$556.00</b>	<b>\$381,333.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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

	<b>CUE Allocation</b>			<b>Non-CUE funds Allocated**</b>		
<b>Goal #2 Summary</b>	<b>PS</b>	<b>OTPS</b>	<b>Total</b>	<b>PS</b>	<b>OTPS</b>	<b>Total</b>
First-Year Initiatives	\$142,148.00	\$8,445.00	\$150,593.00	\$ 10,137.00	\$ 0.00	\$ 10,137.00
Student Success Initiatives	\$ 7,654.00	\$ 3,517.00	\$ 11,171.00	\$ 60,552.00	\$ 0.00	\$ 60,522.00
<b>Goal #2 Total</b>	<b>\$149,802.00</b>	<b>\$11,962.00</b>	<b>\$161,764.00</b>	<b>\$ 70,689.00</b>	<b>\$0.00</b>	<b>\$ 70,689.00</b>

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

	<b>CUE Allocation</b>			<b>Non-CUE funds Allocated**</b>		
<b>Goal #3 Summary</b>	<b>PS</b>	<b>OTPS</b>	<b>Total</b>	<b>PS</b>	<b>OTPS</b>	<b>Total</b>
Academic Support Services and Initiatives	\$64,120.00	\$23,611.00	\$87,731.00	\$ 69,722.00	\$ 0.00	\$ 69,722.00
Tutoring & Supplemental Instruction	\$69,295.00	\$16,040.00	\$85,335.00	\$ 0.00	\$ 0.00	\$ 0.00
<b>Goal #3 Total</b>	<b>\$133,415.00</b>	<b>\$39,651.00</b>	<b>\$173,066.00</b>	<b>\$69,722.00</b>	<b>\$0.00</b>	<b>\$69,722.00</b>

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

**II. Report on Outcomes for 2019-2020 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, summer bridge programs, and corequisite offerings with the broad goals of improving college readiness and accelerating progress through remediation and into Pathways Math and Quantitative Reasoning and English Composition courses.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<b>CUNY Strategic Priorities:</b> Access and Completion  <b>Momentum:</b> Gateway Course Completion	I. Students participating in immersion opportunities will gain momentum by fulfilling Gateway math and English course requirements in the first year.	<p>I. First Year Programs will provide immersion opportunities for incoming and continuing freshmen with workshops and developmental courses during the summer and January sessions.</p> <p>Advisors will ensure that immersion participants continue their momentum in Math and English following their intervention.</p> <p>Target: Immersion students will show 2% better pass rate in Gateway English and math than the college average in their first year</p> <p>English goal 75.4% (73.4%, College Fall 2017 Momentum Data (Combined degree tracks))</p> <p>Math goal 52%, (50%, College Fall 2017 Momentum Data (Combined degree tracks))</p>	<p>I. Immersion Outcomes for Gateway math and English Math Immersion Momentum:</p> <ul style="list-style-type: none"> <li>• 71 students passed/earned proficiency in summer 2018 immersion mathematics (MAT650)</li> <li>• 68% (48/71) took their first credit-bearing math course in Fall 2018 or Spring 2019</li> <li>• 58% (28/48) passed Gateway math in their first year of those who enrolled in Gateway math (MAT1275, MAT1190)</li> </ul> <p>English Immersion Momentum:</p> <ul style="list-style-type: none"> <li>• 66 students passed in ENG Summer 2018 Immersion (ENG092R or ENG092W)</li> <li>• 76% (50/66) took their first credit-bearing English course in Fall 2018 or Spring 2019</li> <li>• 76% (38/50) passed Gateway English in the first year of those who enrolled in Gateway English (ENG1101)</li> </ul> <p>GOAL met. 8% more students passed Gateway math than the target (58% passed/ 50% target). 3% more students passed Gateway English than the target (76% passed/73% target).</p> <p>Use of Results: We will continue immersions English and math opportunities but will change the data reported to reflect more meaningful Momentum data, such as the number of credits immersion students earn in their first year.</p>
<b>CUNY Strategic Priorities:</b> Access and Completion	II. Co-Requisite Remediation MAT1275-CO MAT1190-CO ENG1101-CO	II. Support will be provided to increase the number of sections and students taking co-requisite model courses in mathematics and English (MAT1275CO, MAT1190CO, ENG1101CO). Peer leaders, peer tutors and peer mentors will provide support with an emphasis	<p>II. Co-Requisite Remediation Pass Rates:</p> <ul style="list-style-type: none"> <li>• Fall 2019 MAT1275CO pass rate decreased by 13% from Fall 2018: MAT1275CO Fall 2019 59% A-D grades (N=2192) vs. MAT1275CO Fall 2018 72% A-D grades (N=1103)</li> <li>• Fall 2019 MAT1190CO pass rate increased by 20% from Fall 2018 MAT1190CO Fall 2019 71% A-D grades (N=59) vs. MAT1190CO Fall 2018 51% A-D grades (N=56)</li> </ul>

<b>Momentum:</b> Gateway Course Completion	<p>on skill development and college readiness.</p> <p>Target: 50% of students will earn passing grades in MAT1275CO, MAT1190CO, ENG1101CO (A-D)</p> <p>We will increase the number sections offered and students enrolled in corequisite model courses and decrease the number and enrollment in developmental courses.</p> <p>Baseline data:</p> <ul style="list-style-type: none"> <li>Fall 2018 MAT1275CO - 29 sections, 1067 students</li> <li>Fall 2018 MAT1190CO - 2 sections, 56 students</li> <li>Fall 2018 MAT65 - 31 sections, 655 students</li> <li>Fall 2018 ENG092W - 11 sections, 152 students</li> <li>Fall 2018 ENG092R - 5 sections, 37 students</li> <li>Fall 2018 ENG1101CO - 0 section, 0 students</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2019 ENG1101CO baseline pass rate 81% A-D grades (N=212) (NOTE: N= total enrolled; A-D pass rate W grades removed)</li> </ul> <p>All MAT1190CO, MAT1275CO and ENG1101CO sections were provided peer support.</p> <p>GOAL in progress: MAT1190CO showed 20% better pass rate in Fall 2019 than 2018 and maintained nearly the same number of students enrolled. While the percentage passing (A-D) was lower in MAT1275CO in F19/F18 (59% v. 72%), the number of students who benefitted from math corequisite models increased from 956 to 2166, and all Co-req sections now have a peer leader.</p> <p>Use of Results: Maintain corequisite model courses with peer support in mathematics and English.</p> <p>Number of Sections and Enrollment:</p> <ul style="list-style-type: none"> <li>Fall 2018 MAT1275CO - 29 sections, 1067 students</li> <li>Fall 2019 MAT1275CO - 57 sections, 2192 students</li> <li>Increased MAT1275CO by 28 sections, 1125 students</li> <li>Fall 2018 MAT1190CO - 2 sections, 56 students</li> <li>Fall 2019 MAT1190CO - 2 sections, 59 students</li> <li>Maintained MAT1190CO at 2 sections, increased by 3 students</li> <li>Fall 2018 MAT65 - 31 sections, 655 students</li> <li>Fall 2019 MAT65 - 21 sections, 577 students</li> <li>Decreased developmental MAT65 by 10 sections, 78 students</li> <li>Fall 2018 ENG092W - 11 sections, 152 students</li> <li>Fall 2019 ENG092W - 0 sections, 0 students</li> <li>Discontinued and decreased developmental writing ENG092W by 11 sections, 152 students</li> <li>Fall 2018 ENG092R - 5 sections, 37 students</li> <li>Fall 2019 ENG092R - 0 sections, 0 students</li> <li>Discontinued and decreased developmental reading ENG092R by 5 sections, 37 students</li> <li>Fall 2018 ENG1101CO - 0 section, 0 students</li> </ul>
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			<ul style="list-style-type: none"> <li>• Fall 2019 ENG1101CO – 10 sections, 212 students</li> <li>• Increased ENG1101CO by 10 sections, 212 students</li> </ul> <p>GOAL exceeded. We increased the number of students taking corequisite courses by 1128 in math and 212 in English.</p> <p>Use of Results:</p> <p>MATH CO: Further investigation will be needed to consider what factors could help improve the pass rate, however the increased number of students served by corequisite math has been noteworthy. The math department continues to offer some developmental math sections, but they will be phased out by Fall 2022.</p> <p>ENG1101CO: The English department has discontinued all developmental English courses and moved students into corequisite model courses or referred students to pre-matriculation opportunities. The pass rate of 81% in ENG1101CO shows improved student academic momentum.</p>
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**OAA PRIORITY AREA II:** First-year and student success momentum initiatives, including programs for transfer students, with the broad goal of improving retention and progress toward degree completion. Initiatives that address improved teaching and enhanced pedagogy in the service of these are goals are encouraged.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<b>CUNY Strategic Priorities:</b> College Readiness Access and Completion  <b>Momentum:</b> Degree Mapping	I. Student Success Partnership (Academic Affairs, Student Affairs and Enrollment Management) faculty, staff, students, and alumni will produce intentional campus wide activities to support student success  I.A. Professional development	I. Student Success Partnership: I.A. Professional development: Student Success Partnership (SSP) will provide 4-5 opportunities for on-going professional development, communication and problem-solving forums for faculty and staff across the college (an Academic Affairs, Student Affairs and Enrollment management collaboration). The SSP leaders and committee will use this forum to identify roadblocks and provide seamless paths for students to gain academic momentum, complete 30	I. Student Success Partnership: I.A. Professional development: Student Success Partnership workshops were offered at 4 distinct days and times, facilitated by members of the Student Ready College Steering Committee, 57 total participants were comprised of 1 representative from each academic department and college area. 1. October 2019: Reflecting on summer 2019 New Student Welcome, Academic Basics, and Welcome Week 2. November 2019: Preparing students for academic advisement and PLAN week 3. Feb 7, 2020, Equity, Inclusion and Identity: an additional College-wide event that included SRC committee, the Gen Ed committee, Hispanic Serving Institution Organizing committee and Diversity and Inclusion Across the Curriculum committee (75 attendees)

	<p>credits a year using degree maps and academic resources/supports as needed in a timely manner to engage, persist and succeed through to graduation. (TARGET: 50 or more faculty and staff representatives will participate in SSP professional development</p>	<p>4. February 2020: A <i>New</i> new student welcome: What to expect in 2020 (this workshop shared a new plan for welcoming, registering, advising, preparing students into one event unified and streamlined college-wide opportunity. Students would be oriented, advised, self-register and receive their college ID in one 3-hour scheduled event. Plan included contributions from ASAP, SEEK, Public Safety, CIS, Financial Aid, Registrar, and the Wellness Center to support First Semester Advisement services. Unfortunately, due to the pandemic this in-person new plan needed to be postponed and reimagined to virtual model(s). 5. March 2020 Canceled: The <i>New</i> new student welcome: your department/area plan. However academic departments were asked to produce information sheets to support welcoming new students (Who We Are) to the OpenLab site.</p> <p><a href="https://openlab.citytech.cuny.edu/citytechguide/departments/">https://openlab.citytech.cuny.edu/citytechguide/departments/</a></p> <p>GOAL met. 4 professional development events were conducted, 57 faculty and staff attended each of the 4 workshops.</p> <p>Use of Results: The Student Success Partnership Committee will continue the meet and convert to an online format for workshops.</p> <p>I.B. Student-Ready Department (SRD) Advisement Professional Development SRD professional development Training consists of Introduction and Discussion of Student-Ready Department Deliverables; Becoming Familiar with College Resources and Programs; Developing an Academic Advising Plan with implementation in the fall following June training and supported by ongoing analysis of progress.</p> <p>SRD Deliverables include a Personal Academic Advising Philosophy; Departmental Academic Advising Plan; Communication Tools to Share the Goals of the Initiative and the Academic Advising Plan with Department Members; Academic Advising Report.</p> <p>SRD Departments include:</p> <p>2018-19 SRD Cohort</p> <ul style="list-style-type: none"> <li>• Health Sciences/Health Services Administration Program</li> <li>• Construction Management &amp; Engineering Technology</li> <li>• Computer Engineering Technology</li> <li>• Hospitality Management</li> </ul> <p>2019-20 SRD Cohort</p> <ul style="list-style-type: none"> <li>• Architectural Technology</li> </ul>
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	<p>I.C. Two college-wide initiatives will improve student experience and success: <i>Welcome Week</i> and <i>P.L.A.N Initiative Week</i></p> <p>I.C. Two college-wide initiatives will focus on improving the student experience and success: <i>Welcome Week</i> (early September pilot) will extend the student orientation experience, stimulate a sense of belonging to City Tech, raise awareness of available resources and support, and promote student success seminars. <i>P.L.A.N. Week (Prepare to Locate your Advisor Now, mid-October pilot)</i> will engage students in preparing for advisement, directing students to degree maps, participating in success seminars, and developing their academic and professional identity through social and leadership experiences beyond the classroom.</p> <p>Target: baseline Fall 2019, number of students who complete stamped cards, sign in to seminars and get-togethers among 3 campus locations, number of participating departments and programs, tracked visits to advisement webpage with degree maps and advisement materials.</p>	<ul style="list-style-type: none"> <li>Communication Design</li> <li>Biological Sciences</li> <li>Biomedical Informatics</li> <li>Chemistry</li> </ul> <p>Planned 2020-21 Cohort (on hold due to pandemic)</p> <ul style="list-style-type: none"> <li>Law and Paralegal Studies</li> <li>Computer System Technology</li> <li>Restorative Dentistry</li> <li>Electrical and Telecommunications Technology</li> </ul> <p>GOAL in progress.</p> <p>I.C. Welcome Week and PLAN Initiative Week</p> <p><i>Welcome Week:</i></p> <p>Welcome Back Bash, Student Involvement Fair, Tabling resources and pop up workshops held in all 3 campus main buildings (ASAP, BMI, City Tech Library, Counseling, CSTEP, CUNY EDGE, Financial Aid, First Year Programs: Peer Mentoring, Honors Scholars Program, International Student &amp; Scholar Services; ITEC, MATH START Program, New Student Center, NYPIRG, Perkins, Peer Advisement, OpenLab, Registrar, Student Government Association, Student Life and Development, Student Wellness Center, Transfer Student Center &amp; Recruitment, Veterans Support Services)</p> <p>GOAL met: 217 students participated in Welcome Week</p> <p>PLAN Initiative Week focusing on career opportunities, PLAN Hub resources, Meet the Dean in each school, Advisement workshops and promotion of degree maps</p> <p>PLAN Hub: ASAP, CSTEP, CUNYFirst, Student Center, Financial Aid, Liberal Arts: CUNY BA, MATH PATH, Meet the Dean, New Student Center, Registrar, Transfer Advisement</p> <p>Career Opportunities: BMI, CUNY Service Corps, First Year Programs: Peer Mentors, Honors Scholars, Professional Development Center, READ Ahead, Student Life and Development, Study Abroad, Undergraduate Research</p> <p>147 computers in college computer labs were set up to direct students to the college advisement webpage with degree maps and advisement materials. Tracked advisement site hits report from fall 2019 shows an increase of 15,121 hits to the advisement site during the advisement period:</p>
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	<p>Anticipated outcome: by the end of AY 20-21 (Fall 2021) the one-year retention rate will increase from 57.5% to 62%.</p> <p>I.D. Peer Mentors will provide outreach, workshops during Welcome Week and PLAN week</p> <p>I.D. Peer Mentors will provide outreach, workshops during Welcome Week and PLAN week with the aim of engaging more first year students, specifically those not enrolled in FYLC cohorts or ENG 1101 Co-requisite courses. Peer mentors will hand out cards to sign students up to be assigned mentors and assist with other questions as well as run several 20-minute “pop-up” workshops (topics include transition from high school to college, grades and grading policies, note taking, how to access various college resources, CUNYfirst, registration, time management, and study skills.)</p> <p>Target: 50 students will attend pop up workshops, 50 students will register for mentors</p> <p>(NOTE: As a long-term goal, we anticipate these efforts will improve</p>	<ul style="list-style-type: none"> <li>10/16/19-11/14/19: 16,085 advisement site hits vs 9/18/19-10/11/19: 964 advisement site hits</li> <li>This strategy improved student awareness of advisement resources and college departmental advisors reported increased advisement appointments.</li> </ul> <p>GOAL met. Over 500 students participated in PLAN Initiative Week and Welcome Week activities.</p> <p>(See APPENDIX A [pp. 1-4])</p> <p>Use of Results: Since this was a pilot year for Welcome Week and PLAN Initiative Week, we will explore ways to continue these initiatives in a virtual setting for fall 2020.</p> <p>I.D. Peer Mentor support for Welcome Week and PLAN Initiative Week PMs conducted 4 Welcome Week Workshops ("Launching Your College Career" (twice) and "Note-Taking and Study Skills" (twice). PMs assisted during events and promoted their services for students to sign up to be provided a peer mentor.</p> <p>GOAL met. 54 students signed up for peer mentors as a result of Welcome Week and PLAN Initiative Week events.</p> <p>Use of Results: College-wide initiatives that focus on an extended student orientation will continue and be modified for virtual dissemination. A major contributor to the success of these initiatives is the use of peer mentors.</p>
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		student satisfaction, success and retention.)	
<b>Momentum:</b> Gateway Courses	II. First Year Writing will establish common curriculum standards and increase student persistence in Gateway English Courses	<p>II. First Year Writing Professional Development will update current First Year Writing curriculum to reflect updated pedagogical delivery, new learning outcomes, active learning methods, first year transition strategies and conformed syllabi.</p> <p>Target: 800 students will receive improved mode of instruction for ENG1101 and ENG1121. 15 faculty members each semester will participate in an eleven-part seminar. Instructors will share revised syllabi and demonstrate improved learning outcomes.</p> <p>Participating ENG1101 sections will have less than 14% withdrawal rate (Baseline Fall 2018, N= 3012, 14% W) Participating ENG1121 sections will have less than 17% withdrawal rate (Baseline Fall 2018, N= 1078, 17% W)</p>	<p>II. First Year Writing Professional Development</p> <p>Fall 2019 14 English faculty participated in ENG1101/1121 professional development</p> <p>Spring 2020 12 English faculty participated in ENG1101/1121 professional development</p> <p>Updated curriculum, syllabi and learning outcomes can be found on the First Year Writing OpenLab site: <a href="https://openlab.citytech.cuny.edu/fyw/">https://openlab.citytech.cuny.edu/fyw/</a></p> <p>Fall 2019 ENG 1101 PD sections yielded 1% better withdrawal rate than non-participating sections: ENG1101PD W=17% (N=788); ENG1101 non-PD comparison W=18% (N= 223)</p> <p>Fall 2019 ENG1121 PD sections yielded 4% better withdrawal rate than non-participating sections: ENG1121PD W=13% (N=162), non-PD comparison W=17% (N= 111)</p> <p>GOAL met.</p> <p>The target of 800 students was exceeded by 150 students receiving the improved first year writing curriculum (950 students); total of 26 faculty members who taught sections of either ENG1101 or ENG1121 participated in the professional development seminars; participating PD sections showed slightly better persistence with fewer withdrawals.</p> <p>Use of results: Because of the pandemic, the First Year Writing professional development program will undergo a modified strategy in order to deliver online curriculum. To this end, model courses and assignments have been established to help faculty make the transition to teaching online.</p>
<b>CUNY Strategic Priority:</b> Access and Completion College Readiness	III. Provide multi-session faculty development series for FYLC instructors who will support new learning community faculty as well as enrich the experience for renewing FYLC faculty in order to improve student success	III. FYLC Faculty leadership will develop new topics for professional development (PD) with a focus on place-based learning in the fall semester to share during PD sessions in the spring. Evidence of student learning will be shared on the OpenLab and impact of student success will be	<p>III. FYLC leadership Professional Development Outcomes</p> <p>3 FYLC Faculty Leaders prepared a 3-part place-based learning PD series for 27 FYLC faculty members in Spring 2020 in preparation for their Fall 2020 and Spring 2021 learning communities.</p> <p>Place-based learning and pedagogy which is a key component of the City Tech mission statement: ...<i>City Tech's distinctive emphasis on applied skills and place-based learning built upon a vibrant general education foundation equips students with both problem-solving skills and an understanding of the social contexts of technology that make its graduates competitive...</i></p>

	<p>assessed through the improved persistence of FYLC students.</p> <p>Target: At least 12 FYLCs will share evidence of student learning on OpenLab. Improved PD will be conducted for 30 faculty members and new topics provided. Students enrolled in FYLCs in 2019-20 will persist at rate of 5% higher than comparison group and show withdrawal rates 5% lower than comparison group (N=450).</p>	<p>FYLC PD included activities and reading materials, developed and compiled related to the following workshop topics and each workshop was to be led by 1 of the 3 FYLC faculty leaders:</p> <ul style="list-style-type: none"> <li>• <i>Place-Based Pedagogy and the Freshman Transition (Jennifer Sears)</i>- completed</li> <li>• <i>Place-Based Pedagogy: a trip to the Brooklyn Navy Yard (Karen Goodlad)</i>-postponed</li> <li>• <i>Making Place-Based Pedagogy Work (Ashwin Satyanarayana)</i>- postponed</li> </ul> <p>While we were not able to offer two of the three planned professional development workshops on place-based activities this semester due to the Covid-19 crisis, the faculty leaders adapted their plans and facilitated a virtual faculty workshop in order to maintain our FYLC community. Leadership also guided faculty toward the completion of their deliverables amid the adverse conditions of the Covid-19 health crisis that took us away from campus activity for the greater portion of the semester.</p> <p>Evidence of student learning is shared on the OpenLab site here:</p> <p><a href="https://openlab.citytech.cuny.edu/fylc-faculty/category/fall-2019/">https://openlab.citytech.cuny.edu/fylc-faculty/category/fall-2019/</a></p> <p><b>FYLC Enrollment Outcomes</b></p> <p>NYCCT offered a total of 16 learning communities during AY 2019-20 to 414 students.</p> <ul style="list-style-type: none"> <li>○ Fall 2019 – ran 14 learning communities and enrolled 374 students (increased enrollment by 96 from Fall 2018 (278))</li> <li>○ Spring 2020 – ran 2 learning communities and enrolled 40 students (decreased by 60 students from Spring 2019 (100))</li> <li>○ We maintained the total number of learning communities run in AY 2019-20 at 16 and decreased the student enrollment target by 36</li> </ul> <p><b>FYLC Student Outcomes (Fall 2019):</b></p> <p>Retention: FYLC retained 2% more students than non-participating first-time freshmen.</p> <p>FYLC 79% (426/542) vs Comparison Group 77% (5164/6668) (First to second semester)</p>
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			<p>Withdrawal rate: FYLC had 4% fewer withdrawals from similar courses than non-participating first-time freshmen. FYLC 13% (71/542) vs Comparison Group 17% (1165/6668)</p> <p>Number of credits earned: FYLC students earned 0.5 more credits than non-participating first-year students. FYLC 11.55 credits vs Comparison Group 11.10 credits earned in 1 semester</p> <p>Passing grades: FYLC students earned 10% more passing grades (A-C) in their first semester than non-participating first-time freshmen. FYLC 69% (374/542) earned A-C grades vs Comparison Group 59% (3904/6668) received A-C grades</p> <p>GOAL met.</p> <p>FYLC faculty professional development activities and deliverables were fulfilled, and evidence of student learning provided. FYLCs had 4% fewer withdrawals, 2% better persistence, and more passing grades than non-FYLC students</p> <p>(See APPENDIX B [pp. 6-7], Table C)</p> <p>Use of Results: Continue learning community initiative and faculty development.</p>
<b>CUNY Strategic Priority:</b> Access and Completion	IV. Improve graduation rates of transfer students.	<p>IV. A reverse transfer auditing process will increase the number of associate degrees awarded. We will identify and reach out to students who transferred from City Tech associate degree programs who have subsequently enrolled at a CUNY campus and are now eligible for their associate degree.</p> <p>Target: At least 700 reverse transfer associate degrees will be awarded.</p>	<p>IV. Reverse transfer auditing process</p> <p>The reverse transfer auditing process yielded the following results:</p> <p>Spring 2019: 464 students</p> <p>Summer 2019: 43 students</p> <p>Fall 2019: 241 students</p> <p>Total of 798 students were awarded an associate degree AY 2019-20 (2019-2020 total pending spring 2020 and summer 2020 numbers)</p> <p>GOAL met and exceeded by 98 students.</p> <p>Use of results: Continue reverse transfer degree strategy.</p>

**OAA PRIORITY AREA III:** Academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas. Initiatives that address increased online education offerings, services and support in the service of these are goals are encouraged in this priority area.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<b>Momentum:</b> Gateway Courses  <b>CUNY Strategic Priority:</b> Access and Completion	I. Academic support will be provided for all Mathematics and ENG1101CO students through targeted workshops.	<p>I.A. Mathematics Preparatory Bridge workshop participants will show an increase of 7% or higher pass rates than non-attendees in the following math courses: College Algebra and Trigonometry (MAT1275 and 1275CO), Pre-calculus (MAT1375), Calculus I (MAT1475) and Calculus II (MAT1575) and Quantitative Reasoning (MAT1190)</p> <p>Target: 150 students will participate and demonstrate higher pass rates in math courses than non-Participants</p> <p>I.B. Reading and writing targeted workshops will be administered to ENG1101CO courses piloted in Fall 2019</p> <p>Target: Anticipated baseline target of 200 students will participate in English academic support.</p>	<p>I.A. Mathematics Preparatory Bridge Workshop Pass Rates (A-D)</p> <ul style="list-style-type: none"> <li>• MAT1190 workshop participants showed 22% better pass rate than non-participants (N=12)</li> <li>• MAT 1275 workshop participants showed 4% better pass rate than non-participants (n=15)</li> <li>• MAT 1275CO workshop participants showed 4% better pass rate than non-participants 4% (n=39)</li> <li>• MAT 1375 workshop participants and non-participants both showed 58% pass rate (n=12)</li> <li>• MAT 1475 workshop participants showed 2% better pass rate than non-participants (n=11)</li> <li>• MAT 1575 -workshop participants showed 6% better pass rate than non-participants (n=12)</li> </ul> <p>Target met: 151 students participated in Math Prep Workshops (101 summer 2019, 50 winter 2020) (See APPENDIX, Table D)</p> <p>Use of Results: It will be helpful to recruit heavily for Math Prep workshops for MAT1190, as well as MAT1275 and MAT1275CO, both to achieve higher number of participants who will benefit from a pass rate of 7% or higher, as well as decreasing the F/W rates in comparison with non-participating students. Materials for the Mathematics Preparation Workshops are being updated to better support students in higher-level math courses and will be delivered online.</p> <p>I.B. ENG1101CO Fall semester workshop support: 103 students attended workshop support sessions GOAL not met: 103 out of 212 students participated in English support (49%)</p> <p>Use of Results: ENG CO: Moving forward we will have a different approach to 1101CO academic support by integrating this service with the college's new Writing Center which has an apparatus for interacting with students and their writing via email, Zoom, and shared docs.</p>
<b>CUNY Strategic Priority:</b>	II. Student peer mentors will provide outreach, workshops,	II. A. Peer mentors will provide Incoming FYSP 2019 immersion	II. A. FYSP 2019 Peer Mentors:

College Readiness	<p>and support to first year students through various opportunities:</p> <p>II. A. FYSP 2019 immersion students</p> <p>II. B. ENG 1101 Co-Requisite courses</p>	<p>students an interactive orientation workshop "Launching Your College Career," as well as a comprehensive college tour.</p> <p>Target: 70% of total FYSP enrollment</p> <p>II. B. One peer mentor will be assigned to each ENG 1101 Co-requisite course for the entire semester and be available for one-on-one assistance of their mentees, either in person, or via electronic communication.</p> <p>Target: 150 students</p>	<p>210 students attended "Launching Your College Career" and a college tour yielding 83% participation rate (FYSP 2019 N=252) Peer mentor support and outreach continued for 210 FYSP students during the fall 2019 semester.</p> <p>GOAL exceeded. 83% of the FYSP summer students were afforded peer mentoring experiences.</p> <p>II. B. ENG1101CO class Peer Mentors 210 ENG 1101CO Fall 2019 students received dedicated PMs 90 ENG1101CO Spring 2020 students received dedicated PMs</p> <p>GOAL exceeded. 300 ENG1101CO students were provided PM support (target 150).</p>
	<p>II. C. FYLC Learning Community</p> <p>II. D. Set for Success Workshops</p>	<p>II. C. One peer mentor will be assigned to each FYLC cohort for the entire semester to provide for one-on-one assistance of their mentees, either in person, or via electronic communication.</p> <p>Target: 400 students</p> <p>II. D. Peer mentors will facilitate Set for Success Workshop seminar on the following topics: College Resources, Getting Involved on Campus, Time Management Skills, Test Taking Tips, Note Taking &amp; Study Skills, Registration, and CUNYfirst.</p> <p>Target: 100 students</p>	<p>II.C. FYLC Peer Mentors Peer mentor provided support for 374 FYLC students in Fall 2010 and 40 students in Spring 2020</p> <p>GOAL met. 414 FYLC students were provided PM support.</p> <p>II. D. Set for Success Peer Mentors Fall 2019: Peer Mentors (PMs) facilitated 3 Student Success Workshops ("Launching Your College Career," "Note-Taking and Study Skills," and "Time Management and Test-Taking Tips") during the Fall 2019 semester. 75 students attended An additional 13 in-class Registration Workshops were conducted in classrooms with an assigned Peer Mentor. Spring 2020: Peer Mentors (PMs) facilitated 2 Student Success Workshops ("Launching Your College Career" and "Note-Taking and Study Skills," 3<sup>rd</sup> workshop cancelled due to COVID19). 41 students attended.</p> <p>GOAL met. 116 students attended Set for Success workshops.</p>

			<p>Use of Results: Set for Success workshops are being redesigned for online delivery.</p>
<b>CUNY Strategic Priority:</b> Knowledge Creation	<p>III. Enhance academic opportunities to challenge students through the Honors Scholars Program (HSP) with particular emphasis on conducting undergraduate research</p>	<p>III. Honors scholars' students will be provided opportunities to participate in undergraduate research as part of Honors in a Regular Course, Emerging Scholars Program, CUNY Research Scholars, and the Louis-Stokes Alliance for Minority Participation (LSAMP).</p> <p>Target: Increase the number of honors scholars participating in undergraduate research (N=119)</p>	<p>III. Honors scholars participating in undergraduate research increased by 9%. Examples of their work can be found on the virtual poster session here: <a href="https://openlab.citytech.cuny.edu/posterpresentation/">https://openlab.citytech.cuny.edu/posterpresentation/</a></p> <p>GOAL met: The number of Honors scholars participating in undergraduate research increased by 9% from 119 to 130 students.</p> <p>Use of Results: Continue initiative by increasing the number of Honors Scholars participants.</p>

## Appendix: NYCCT CUE Report 2019-2020

### A. Student Success Partnership Activities: Welcome Week and PLAN Initiative





First Ever at City Tech!

October 21-26, 2019

# Thank You Volunteers!

## Workshops & Resources

Najma Adam  
Daniel Alfonzo  
Milcah Allsbrook  
Nora Almeida  
Mila Alper  
Andrea Baker  
Ashli Barker  
Nefer Bovea  
Harrell Brown  
Danneris Cabrera Pena  
Claire Cahen  
Patricia Calle Lindao  
Melany Chavez  
Patricia Chavez  
Mohammad Chowdhury  
Kenneth Chung  
Gabriella Colantes-Woods  
Tamrah D Cunningham  
John Currie  
Durand Daniel  
Rodlyn Daniels  
Jessica Doeman

Paul Dorestant  
Attakuma Drakes  
Malcom Ebanks  
Sharyn Felix-Kline  
Helen Frank  
Derian Gombs  
Jessica Gomez  
Karen Goodlad  
Natifah Gordon  
Taylor Guariglia  
Sonia Johnson  
Tiara Johnson  
David Kahn  
Helen Kim  
Reneta Lansiquot  
Joyce Lau  
Quincy Lewis  
So Lan Liang  
Cynthia Liss  
Nelly Liguichushca  
Asia Maddrey

Lamia Mahreen  
Ariane Masuda  
Maurice Meeks  
Lewanda Miller  
Nicholas Millet  
Jesus Munoz  
Christopher Navarrete  
Faiza Naz  
Hamid Norouzi  
Chris Perez  
Eboneye Ragins  
Valentin Ramirez  
Kwesi Reid  
Jonas Reitz  
Tasha Rhodes  
Jesse Rice-Evans  
Elise Rivera  
Mahmoud Rizk  
Linda Rivera  
Eliza Roberts  
Judith Rockway

Elizabeth Rodriguez  
Stephany Rodriguez  
Bibi Rozario  
Geethanjali Rudrakumaran  
Sandra Scriven  
Molly Shea  
Emma Shelefka  
Satyanand Singh  
Debra Sisco  
Ron Slay  
Tanika Taylor  
Rob Timmins  
Jeff Victor  
Vanessa Villanueva  
Melanie Villatoro  
Debbie Waksbaum  
Brittany Weeks  
Iva Williams  
Julian Williams  
Olivia Wood  
Christina Yan

**Thank You Volunteers!**

## **Student Success Partnership Taskforce**

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Julie Bradford  
Kim Cardascia  
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Christine Clements  
Wanett Clyde  
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## **Photographers**

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## **Special Thanks**

Bonne August  
Michel Hodge  
Student-Ready College Committee

## **B. First Year Learning Community Professional Development**

### **FYLC Professional Development Syllabus: Spring 2020**

#### **FYLC Mission Statement**

The mission of First Year Learning Communities at New York City College of Technology is to facilitate learning and build inter-disciplinary connections among faculty, while encouraging intellectual curiosity of both faculty and our diverse student population.

#### **Deliverables**

**Title and Description of FYLC**, due before March 12, 2020

- Upload a Word Document (not a pdf) on the FYLC Faculty OpenLab site: save document as faculty last name and semester. Ex. [Goodlad-Stew... Fall-2020]

**Description and objective of one planned collaborative assignment that includes a Gen Ed outcome**, due before April 23, 2020.

- Report on the assignment or provide evidence of student learning on the OpenLab, due before December 2020.

**FYLC OpenLab Site for Fall 2020**, due before September 15, 2020

- Send link(s) to First Year Programs Director.
- If applicable, make the prompt for "Our Stories" visible on your site's home page.

If applicable, share scholarship of teaching and learning pertaining to First Year Learning Communities.

#### **Meeting Dates, Spring 2020**

- February 28, 2020, 9:00-11:30am, Academic 209
- March 27, 2020, 9:00-11:30am, Place Based Pedagogy (Brooklyn Navy Yard)
- April 3, 2020, 9:00-11:30am, Library 632
- Save the date: October 22, 2020, 1:00-2:00, FYLC Faculty Luncheon (to be confirmed)
- Faculty new to teaching FYLC are expected to attend the New Faculty Lunch on Friday, February 28, 2020, 12:00-1:30, Namm 227

#### **Session 1: February 28th, Place-Based Pedagogy and the Freshman Transition**

##### **Objectives**

- To consider Place-Based pedagogical strategies specific to first semester and FYLC students at City Tech
- To identify how General Education Learning Outcomes of FYLC courses can be met through Place-Based pedagogy.
- To design a Place-Based Learning activity that could be used in FYLC classrooms

- To design a possible Learning Outcome for an FYLC Place-Based Learning activity

## Readings

Wurdinger, Scott, and Julie Carlson. "Place-Based Learning." Chapter 6. *Teaching for Experiential Learning: Five Approaches That Work*, R&L Education, 2009, pp.

<https://ebookcentral.proquest.com/lib/citytech-ebooks/reader.action?docID=483908&ppg=93>

## Session 2: March 27th, Place-Based Pedagogy Brooklyn Navy Yard

### Objectives

- To identify opportunities within the community for place-based pedagogy
- To consider the role of peer mentors in place-based pedagogy
- To analyze the Kolb and Kolb Experiential Learning Cycle
- To consider Place-Based pedagogical strategies specific to first semester and FYLC students

## Readings

Goodlad, K., Leonard, A. (2018). Place-based learning across the disciplines: A living laboratory approach to pedagogy. *InSight: A Journal of Scholarly Teaching*. Volume 13.

A second reading will be provided

## Session 3: April 3rd, Making Place-Based Pedagogy Work.

### Objectives

- To reflect and discuss on Session 2 PBL Activity
- To identify and define GenEd learning outcomes for your PBL project with your FYLC partner
- To practice PBL activity on campus with your FYLC partner
- To provide information on the administrative part of organizing a PBL trip

## Readings

Johnson, M., Sprowles, A., Overeem, K., & Rich, A. (2017). A Place-based Learning Community: Klamath Connection at Humboldt State University. *Learning Community Research and Practice*, 5(2), 4.

## C. First Year Learning Community Results Fall 2019

FYLC FALL 2019													
COURSE	Avg # Credits	Retention			Grades A-C			Grades A-D			Grades W		
		#	total	%	#	total	%	#	total	%	#	total	%
FYLC TOTAL	11.55	426	542	79%	374	542	69%	408	542	75%	71	542	13%

  

COMPARISON GROUP FALL 2019													
	Avg # Credits	Retention			Grades A-C			Grades A-D			Grades W		
		#	total	%	#	total	%	#	total	%	#	total	%
COMPARISON TOTAL	11.10	5164	6668	77%	3904	6668	59%	4457	6668	67%	1165	6668	17%

# Credits earned is the number of credits earned in one semester.

Retention is one semester retention.

W grades include all possible W grades (W, WN, WA, WU, WF).

## D. August 2019 Mathematics Prep Participants Results vs Fall Grade Distribution

August 2019 Math Prep Participant Grades					Fall 2019 Grade Distribution Non-Participants					% Difference Participants vs Non-Participants (↑= Increased %, ↓= decreased %)			
COURSE	N	ABC	ABCD	F/W	COURSE	N	ABC	ABCD	F/W	COURSE	ABC	ABCD	F/W
MAT1275	15	67%	67%	33%	MAT1275	654	54%	63%	37%	MAT1275	↑13%	↑4%	↓4%
MAT1275CO	39	33%	49%	51%	MAT1275CO	2192	34%	45%	55%	MAT1275CO	↓1%	↑4%	↓4%
MAT1375	12	33%	58%	42%	MAT1375	911	45%	58%	42%	MAT1375	↓12%	0%	0%
MAT1475	11	55%	64%	36%	MAT1475	642	48%	62%	38%	MAT1475	↑7%	↑2%	↓2%
MAT1575	12	50%	67%	33%	MAT1575	414	52%	61%	39%	MAT1575	↓2%	↑ 6%	↓6%
MAT1190	12	75%	83%	17%	MAT1190	891	51%	61%	39%	MAT1190	↑24%	↑22%	↓22%