

2016-2017 CUE FUNDING REPORT TEMPLATE
Reports Due July 21, 2017
Submit electronically to zhanna.kushmakova@cuny.edu

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: York College

REPORT SUBMITTED BY: Cynthia R. Haller, CUE Director

DATE SUBMITTED: July 15, 2017

ENROLLMENT DATA (source: OIRA 2016-2017 Preliminary PMP)

	Fall 2014	Fall 2015	Fall 2016
Undergraduate enrollment (headcount)	8,438	8,446	8,258
Undergraduate enrollment (FTE)	5,961	5,988	5,807

PERSISTENCE/BASIC SKILLS DATA (source: OIRA 2016-2017 Preliminary PMP)

	Entering Class of Fall 2013	Entering Class of Fall 2014	Entering Class of Fall 2015
One-year retention rate (baccalaureate programs)	76.7%	73.6%	73.1%

GRADUATION DATA (source: OIRA 2016-2017 Preliminary PMP)

	Entering Class of Fall 2008	Entering Class of Fall 2009	Entering Class of Fall 2010
Six-year graduation rate (baccalaureate programs, institution rate)	29.0%	26.7%	30.3%

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 2016-2017 CUE ALLOCATION: \$375,067 (source: OAA)

Goal #1 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
Instruction (direct instruction only)	\$ 114,375	\$ -	\$ 114,375	\$ 42,000	\$ -	\$ -
Tutoring (actual tutoring only)	\$ 18,522	\$ -	\$ 18,522	\$ -	\$ -	\$ -
Training/Development/Support	\$ 39,514	\$ 7,100	\$ 46,614	\$ -	\$ -	\$ -
Goal #1 Total	\$ 172,411	\$ 7,100	\$ 179,511	\$ -	\$ -	\$ -

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

Goal #2 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
First-Year Initiatives	\$ 6,879	\$ -	\$ 6,879	\$ -	\$ -	\$ -
Student Success Initiatives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Goal #2 Total	\$ 6,879	\$ -	\$ 6,879	\$ -	\$ -	\$ -

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

Goal #3 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
Academic Support Services and Initiatives	\$ 84,034	\$ 3,314	\$ 87,348	\$ -	\$ -	\$ -
Tutoring & Supplemental Instruction	\$ 142,061	\$ -	\$ 142,061	\$ -	\$ -	\$ -
Goal #3 Total	\$ 226,095	\$ 3,314	\$ 229,409	\$ -	\$ -	\$ -

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

II. Report on Outcomes for 2016-2017 CUE FUNDING GOALS

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

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

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<p>2015-16 PMP Goals and Metrics, York College University Goal 3 Ensure that students make timely progress toward degree completion</p>	<p>Enable students’ early successful completion of entry exams through Immersion and SEEK summer programs</p>	<p><i>Immersion Program</i> Number of unduplicated students in pre-summer immersion offerings compared to 2015. <i>Goal: 214 students or higher</i></p> <p>Exam pass rates for pre-summer immersion students <i>Goal: Establish baseline</i></p> <p>Pass rate for students taking CEAFE math workshops in summer immersion 2016. <i>Goal: 80 percent or higher</i></p> <p>CWAT Pass rates for ESL and non-ESL students taking summer immersion workshops <i>Goal: 65% pass rate, 5% higher than summer 2015</i></p> <p><i>SEEK Summer Program</i> CWAT Pass Rates <i>Goal: 95%</i></p> <p>CAEFE 90% of the students who need to pass the workshop and CEAFE will successfully do so by the end of the 2017 pre-freshman summer program.</p>	<p>241 unduplicated students in pre-summer immersion offerings</p> <p>For pre-summer: Math pass rate = 80 percent or higher Writing = 70 percent or higher</p> <p>88.2 percent CEAFE pass rate in summer 2016</p> <p>Outcome not achieved: 57 percent pass rate (increased numbers of lower level ESL students enrolled). We will consider providing more support for ESL/ELL students.</p> <p>By the end of the summer program, 98.7% of the students passed the reading and writing portion of the exam, compared to 99% of the 2015 cohort.</p> <p>Outcome not achieved. Only 83.4% of the 2016 cohort passed the CAEFE and math exam, a 11.1% decline from 2015 94.% passing rate. However, due to the additional support for math proficient students, we are able to create a baseline</p>

			study for student success in Math courses: 104, 111, 115.
<i>2015-16 PMP Goals and Metrics, York College</i> University Goal 3 Ensure that students make timely progress toward degree completion	Increase student success in key gateway courses through Striving for Excellence (SEP) Immersion programs and SEEK summer reading and writing workshops	<i>Immersion Program</i> Expanded number of Striving for Excellence (SEP) summer workshops across multiple disciplines. Number of SEP students achieving C or better in matching gateway courses vs. students with similar entry exam scores not taking SEP.	7 SEP Workshops in Summer 15 13 SEP workshops in Summer 16 Grade of C or better for combined Chem, Bio, and Physics: SEP = 54.9 percent Non-SEP = 33.7 percent
		<i>SEEK Summer Program</i> Number of SEEK students passing SEEK summer reading and writing workshops with a B or higher Number of SEEK students passing ENG 125 and 126 with a C or better.	We are no longer reporting on this measure as it doesn't capture how well workshops prepare students for the CATW and for ENG 125/126. Instead, we SEEK CATW pass rates (see above) and the number of SEEK students passing ENG 125 and 126 with a C or better (see below) will be used to assess workshop success. SEEK will use a cohort analysis to determine the effectiveness of summer reading and writing workshops and of including "Pre- English" component in the summer program. Baseline data collected in 2016-17 reflects a cohort pass rate in ENG (125/126) at 62.5% and 71.8% respectively.

OAA PRIORITY AREA II: First-year and student success initiatives including programs for new transfer students, with the broad goal of improving first-to-second year retention rates for both native and transfer students.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<i>2015-16 PMP Goals and Metrics, York College</i> University Goal 5, Improve Student Satisfaction with Academic Support and Student Support Services	Strengthen mentoring for first-year students through Undergraduate Fellows Program in SD110	Survey data from SD110 teaching staff, Undergraduate Fellows, and students in SD110	Goal met. Of 235 students who took SD110, 168 students completed the survey. 78% reported that they had gotten helpful information from the Fellows and 73% that they felt

<p>Specific Strategy Expand the Undergraduate Fellow Program (student mentoring)</p>		<p>Curricular progress toward making SD110 required for all students</p>	<p>comfortable talking to Fellows about their academic and personal experiences. According to faculty evaluations, 83% of Fellows frequently or very frequently demonstrated competency in all areas evaluated; however, 17% rarely showed initiative and self-motivation.</p> <p>77% of students surveyed reported that SD110 was helpful for their adjustment to college and 80% that they learned skill sets useful for being in college. One Undergraduate Fellow presented her experience of mentoring SD110 students at the 2017 CUE Conference along with faculty and CUE administrators.</p> <p>We revised the SD110 syllabus, modeled after best practices in first-year seminar courses. However, the proposal to the College Curriculum Committee, (a change from 2 credit to 3 credit course, first step towards to the plan of requiring the course of all students) was narrowly rejected. The proposal will be revised and resubmitted to the Curriculum Committee in Fall 17.</p>
<p><i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 3</u> Ensure that students make timely progress toward degree completion Measure 3, Increase 1-yr. retention rate to 75.1%;</p>	<p>Strengthen students' engagement in common reader program through curricular use of the book in English 126, Writing Through Literature and art contest</p>	<p>Number of ENG 126 adjunct faculty attending English Department workshops in Fall 2016 to prepare to incorporate common reader into curriculum for Spring sections of ENG 126.</p> <p>Number of sections of ENG 126 incorporating common reader in Spring 2017</p>	<p>26 adjunct faculty (both ENG 125 and ENG 126) attended F16 workshops; 5 faculty teaching ENG 126 in Spring incorporated the text. To increase participation, we will engage adjunct first-year composition instructors in actively developing ideas for the 2017-2018 common reader program.</p> <p>10 sections of ENG 126 incorporated the reader in S17 (approx. 250 students) 8 sections of SD 110 incorporated the</p>

		<p>Number of students submitting artwork to contest.</p> <p>1-year retention rate</p>	<p>book in F16 and S17 (approx. 240 students)</p> <p>Only 2 students submitted artwork for the Like Water for Chocolate art contest, though contest was well advertised. Better results were obtained for a Mexican fiesta event (40 students) and a movie screening event (21 students). We will foster more direct faculty encouragement of students next year to increase co-curricular participation</p> <p>Fall 2014 baseline retention rate for first-time full-time freshmen was 73.6 percent. The new common reader program was instituted in 2015-2016. In Fall 2015, retention rate dropped 0.5%, from 73.6% to 73.1%. Retention data will be examined more closely to see if students' participation in common reader program is having positive retention impact.</p>
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OAA PRIORITY AREA III: Academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<p><i>York College Strategic Plan, 2010-2020</i> <u>Goal 2</u> Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY</p> <p><i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 5</u>, Improve Student Satisfaction with Academic Support and Student Support Services</p>	<p>Increase number of students receiving tutoring in Academic Achievement Center and Writing Center.</p> <p>Provide quality tutoring that meets student needs</p>	<p>Number of students tutored in Writing Center (head count and session count)</p> <p>Number of students tutored in Academic Achievement Center (head count and session count)</p>	<p>Writing Center session count 3,177, a surprising drop from 5,477 in AY 2015-16. We will investigate data to ascertain causes.</p> <p>Academic Achievement Center session count 4,004.</p> <p>Unique headcount of individuals registered for both Writing Center and Academic Achievement Center together:</p>

		Establish a baseline of student satisfaction with Writing Center and Academic Achievement Center tutoring services through data collection in Spring 2017	1,329. According to student satisfaction surveys, approximately 75% of students were very satisfied. 37% were satisfied. 11% were unsatisfied (requested more hours and more tutors). Unfortunately, available hours and tutors are limited by budget.
<p><i>York College Strategic Plan, 2010-2020</i> <u>Goal 2</u> Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY</p> <p><i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 5</u>, Improve Student Satisfaction with Academic Support and Student Support Services</p> <p><i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 3</u> Ensure that students make timely progress toward degree completion</p>	Enhance advisement in the Academic Advisement Center through College Assistant advising support staff to individualize advisement services.	<p>Number of College- Assistant supported advising workshops</p> <p>Number of students assisted by support staff.</p>	<p>2 College- Assistants supported 36 advising workshops, through Fall 2017.</p> <p>A total of 550 students assisted by CA support staff in Fall 2017.</p> <p>(CUE budget supplies only half of funds for Academic Advisement Center CA needs.)</p>

III. CUE Goals for 2017-2018

Provide a brief narrative overview of your priorities and intended outcomes for 2017-2018 CUE funding and fill out the three charts below with your proposed goals and proposed evidence for 2017-2018. Please consider this a first draft to be revised as necessary after 2016/17 allocations are made.

Priority Area 1

In 2016-2017, about 43% of York's CUE budget was allocated to fund Immersion and SEEK Summer Programs. These programs will remain a priority in 2017-2018. In Summer 2017, a new curriculum for the Immersion reading workshops will be implemented. Two exam pass rates we would like to improve are the SEEK CAEFE pass rate and the Immersion CWAT pass rate, which fell in Summer 2016, possibly because greater numbers of lower-level ESL/ELL students took the exams.

In the past few years, the Immersion program has greatly expanded its Striving for Excellence Program (SEP), a bridge-to-college program to enhance student success in gateway courses. Results have been promising: in Fall 2016, the number of students receiving C or better grades in biology, chemistry and physics courses was nearly 23 percentage points higher for SEP students than for non-SEP students. In Summer 2017 we expect to be offering additional SEP mini-courses in College Algebra and College Elementary Trigonometry to better enable students to enter directly into their desired first-year math courses. A new SEP course in anatomy and physiology will also be offered.

Priority Area 2

Around 2% of our CUE budget goes to CUE Priority Area II. Because so much CUE funding is needed for Priority 1 and Priority 3 areas, York generally uses other funding to support first-year and student success initiatives. In 2017-18, CUE will continue to fund the Undergraduate Fellows program and provide a small amount of funding to encourage first-year faculty to integrate Common Reader text into first-year courses. Another goal for the Common Reader program is to increase student participation in related co-curricular activities.

Priority Area 3

More than half of York’s CUE budget (around 55%) funds academic support initiatives at the College. Goals for 2017-2018 are to continue to integrate our two formerly separate tutoring facilities, the Writing Center and the Academic Achievement Center, which merged recently into a new Collaborative Learning Center to provide a centralized location for student tutoring across disciplines. In 2017-2018, we will focus on marketing the new Center’s services. We are expecting new laptop computers (purchased through York’s Technology Fee) to enhance tutoring in the Center, and also to enable us to implement an assessment plan drawn up in 2016-2017. We will continue to implement our College Reading and Learning Association (CRLA) certified Level I tutoring training program for tutors, through which 5 Writing Consultants and 5 Subject Area tutors attained certification in 2016-2017.

CUE will also allocate some funding to the Academic Advisement Center to provide College Assistant support for Center activities.

OAA PRIORITY AREA I: Immersion and summer bridge programs with the broad goals of improving college readiness and accelerating progress through remediation and into credit-bearing gateway courses.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<p>2016-17 York College PMP Goals <u>Concern 1</u> Maintain a sharp focus on moving more students to graduation 2015-16 PMP Goals and</p>	<p>Enable students’ early successful completion of entry exams through Immersion and SEEK summer programs</p>	<p><i>Immersion Program</i> Number of unduplicated students in pre-summer immersion offerings compared to 2016. <i>Goal: 240 students or higher</i> Exam pass rates for pre-summer immersion students <i>Goal: Exceed Summer 2016 baseline rates by 5%</i></p>	

<p><i>Metrics, York College</i> University Goal 3 Ensure that students make timely progress toward degree completion</p>		<p><i>Baseline:</i> Math=80% Writing =70%</p> <p>Pass rate for students taking CEAFE math workshops. <i>Goal: 90 percent or higher</i></p> <p>CWAT Pass rates for ESL and non-ESL students taking summer immersion workshops <i>Goal: 65% pass rate, 8% higher than summer 2015</i></p> <p><i>SEEK Summer Program</i> CWAT Pass Rates <i>Goal: 95% or higher</i> CAEFE Pass Rate <i>Goal: 90%.</i> Establish baseline accuplacer-6 pass rates for students taking a pre-accuplacer 6 workshop vs. control group</p>	
<p>.</p>	<p>Increase student success in key gateway courses through Striving for Excellence (SEP) immersion programs and SEEK summer reading/writing and ENG 125 workshops</p>	<p><i>Striving for Excellence (SEP) program</i> Enrollments in biology, chemistry, physics minicourses and new Summer 2017 minicourses: anatomy and physiology, College Algebra and Elementary Trigonometry</p> <p>Number of SEP students achieving C or better in matching gateway courses vs. students with similar entry exam scores not taking SEP</p> <p><i>SEEK Program</i> Number of SEEK students passing ENG 125 and 126 with a C or better.</p>	

OAA PRIORITY AREA II: First-year and student success initiatives including programs for new transfer students, with the broad goal of improving first-to-second year retention rates for both native and transfer students

Institutional Mission/ Program Goal	Key Activities/ CUE Goal	Measurables/Evidence	Outcomes/ Use of Results
<p><i>York College Strategic Plan for 2010-2020</i> Goal 1 Enhance and expand</p>	<p>Further improve new student mentoring by improving relationship between faculty and</p>	<p>Faculty's evaluations of fellows. Fellows' evaluations of</p>	

<p>opportunities for engaging, rigorous, and transformative learning experiences</p> <p><i>2016-2017 PMP Goals</i> <u>Concern 3</u> Continue to invest in the areas of tutoring, mentoring and effective advisement.</p> <p><i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 5</u>, Improve Student Satisfaction with Academic Support and Student Support Services <u>Specific Strategy</u> Expand the Undergraduate Fellow Program (student mentoring)</p> <p><i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 3</u> Ensure that students make timely progress toward degree completion Measure 3, Increase 1-yr. retention rate to 75%;</p>	<p>undergraduate fellows: provide more structured instructions to faculty for mentoring fellows to model leadership skills and to foster initiative in working with students in the SD110 classes.</p> <p>Continue with the goal of getting SD110 as a required course for all first year students.</p>	<p>faculty.</p> <p>Formative evaluation of the approval process.</p>	
	<p>Increase curricular use of Common Reader and student participation in Common Reader activities; Increase adjunct faculty teaching engagement and motivation by involving adjuncts in curricular development for first-year composition courses.</p>	<p>Number of courses and sections in which Common Reader is incorporated</p> <p>Number of adjunct faculty developing assignments and activities for Common Reader</p> <p>Number of students participating in related co-curricular events</p>	

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

Institutional Mission/ Program Goal	Key Activities/ CUE Goal	Measurables/Evidence	Outcomes/ Use of Results
<p><i>York College Strategic Plan, 2010-2020</i> <u>Goal 2</u> Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY</p> <p><i>2016-17 PMP Goals</i> <u>Goal 2</u> Increase graduation and retention rates</p> <p><i>2015-16 PMP Goals and Metrics, York College</i> University Goal 5, Improve Student Satisfaction with Academic Support and Student Support Services</p>	<p><i>Collaborative Learning Center (CLC) (Writing Center and Academic Achievement Center merged in Spring 2017)</i></p> <p>Increase number of students receiving tutoring in CLC.</p> <p>Provide quality tutoring that meets student needs</p> <p>Increase student success in courses through CLC tutoring</p> <p><i>Academic Advisement Center</i> Continue to enhance advisement in the Academic Advisement Center through advising support staff to individualize advisement services.</p>	<p>Number of students tutored in reading and writing (head count and session count)</p> <p>Number of students tutored in disciplinary courses (head count and session count)</p> <p>Number of student workshops offered and number of students in attendance.</p> <p>Track student satisfaction with CLC tutoring services through data collection of online surveys in Spring 2018</p> <p>With Office of Institutional Research, analyze correlations between student tutoring in the CLC and course grades.</p> <p>Number of College- Assistant supported advising workshops</p> <p>Number of students assisted by support staff.</p>	

	Offer specialized academic workshops for the schools of Business & Information Systems and Health Science and Professional Programs		
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