

August 15, 2014

Academies Assessment Protocol 2013-2016: Report of Findings 2013- 2014

**Report to the VP for
Strategic Planning,
Assessment, and
Institutional
Effectiveness**

The 2013-2016 Academies Assessment Protocol specifies several areas of student outcome assessment as part of the ongoing evaluation of the effectiveness of the Queensborough Academies. The following is a report of the findings for the Academic Year 2013-2014.

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Executive Summary

The 2013-2016 Academies Assessment Protocol specifies several areas of student outcome assessment as part of the ongoing evaluation of the effectiveness of the Queensborough Academies. These areas include the first-semester student experience; the effects of the Student Support Network (SSN) or better known as the Early Alert intervention with Starfish Retention Solutions; the effects of High Impact Practices; an analysis of critical courses; and long term institutional outcomes of retention and graduation. Each of these areas has one or more specified outcome(s). This report incorporates findings from these areas to describe progress towards meeting the expected outcomes.

First Semester Student Experience

Most freshmen (92.4 percent) reported to have had no difficulty navigating through college procedures at QCC in their first semester. They agreed that the ST-100 course, orientations such as Freshmen First and College 101, and interacting with their Academy Adviser all resulted in them becoming better at navigating through college procedures. The percent of perceived positive impact on college navigation skills varied between 82 percent for ST-100 and 71 percent for attending Freshmen First.

Most freshmen agreed (81 percent) that the College 101 orientation made them aware of the Academy they belong to. The interaction(s) with an Academy Adviser contributed most strongly to a feeling of connectedness to the college community. Seventy-three percent of freshmen who interacted with their adviser at some point after orientation week agreed that their connection to the college community improved.

Ninety-eight percent of all freshmen surveyed had a positive (70.8 percent) or strongly positive (27.1 percent) attitude towards Queensborough at the time of the survey.

Student Support Network/Starfish Early Alert

Overall, course pass and completion rates have not increased campus-wide with the Student Support Network and Starfish Early Alert intervention. However, a selected group of highly enrolled credit bearing courses has seen increases in course pass rates campus-wide since fall 2012. These courses were the Mathematics Gateway courses, the Principles of Accounting 1 course (BU 101), the Business Organization and Management course (BU 201), and the Psychology 101 course. Unofficial withdrawal (WU) rates have declined since fall 2013 in credit bearing courses campus-wide. However, official withdrawal rates have gone up since fall 2013 campus-wide.

Remedial courses in reading, writing, and mathematics benefitted from the Early Alert intervention. Course sections that participated had higher course pass rates, completion rates, and lower withdrawal rates than remedial course sections that did not participate in Early Alert.

Students who were flagged were weaker students overall. However, they benefitted from Early Alert when they received tutoring in addition to being flagged. This tutoring effect was stronger among students flagged than among students not flagged in both regular and remedial courses. When students were

referred to a learning center through the system either by a faculty member or an adviser, they were much more likely to receive tutoring than when they were only flagged.

High Impact Practices

The Student Survey of High Impact Practices gathered students' perceptions of the benefits of these practices in the class room.

Over two-thirds of students surveyed felt that the various High Impact Practices increased their communication skills such as becoming more comfortable interacting with people from a different background or culture; interacting meaningfully with their professor and other students about course-work; and/or improving their writing skills. Over two-thirds (between 67 and 70 percent) also felt that the various High Impact Practices they had experienced improved their learning skills such as the use of reflection to improve learning; being more motivated to learn; and being able to understand course material more effectively.

Critical Course and Program Analysis

The following courses were identified as progress barriers for many students. They all had a below than 50 percent pass rate of enrolled students in all fall and spring terms between fall 2010 and fall 2013: General Biology (BI 201), Anatomy and Physiology (BI 301), Introduction to Ancient Civilization (HI 110), Introduction to Modern Western Civilization (HI 112), and College Algebra (MA 120/119).

Long Term Institutional Outcomes: Trends in Retention & Graduation Rates

Queensborough saw increases in retention and graduation rates in the academic year 2013-2014 compared to rates in 2012-2013. In addition, compared to national averages, our one year retention rates, three and four year graduation rates were higher than the national averages of urban public Associate's Degree granting institutions.

All rates refer to first-time full-time freshman cohorts:

One Year Retention:	70.9%
Three Year Graduation Rate:	18.5%
Four Year Graduation Rate:	23.5%
Six Year Graduation Rate:	28.7%

A copy of the 2013-2016 Academies Assessment Protocol can be found in the appendix.

A. First-Semester Student Experience: Student Outcomes

In order to assess the first-semester student experience outcomes, the Freshman Experience Survey was administered to full-time and part-time degree seeking new freshman and transfers from October 23, 2013 to January 7, 2014. The survey was designed to gather information on a wide-range of topics including student attendance at orientations and events, their reasons for non-attendance, and their feelings of connectivity to the college. The survey also sought to capture student knowledge of the institution as a result of orientations, ST100, and the interaction with student support staff, particularly the Academy Advisers.

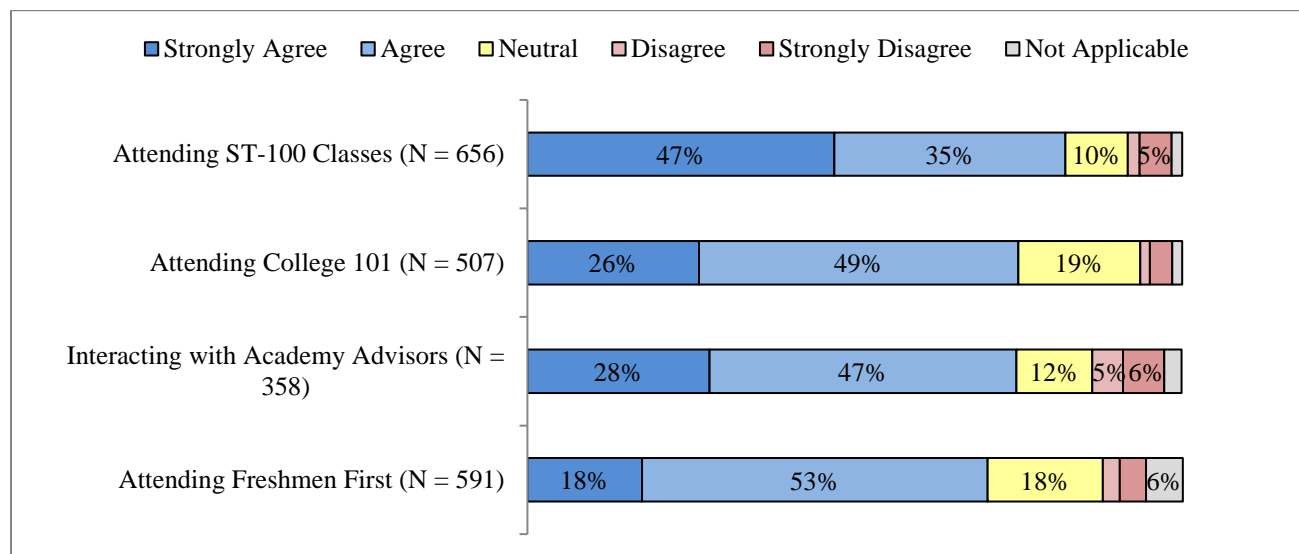
This is the second (modified) administration of a Freshman Experience Survey and certain results can be compared to results from the fall 2012 Freshman Experience Survey. Some questions are new however, and results from those questions can serve as a baseline for comparison with results from future administrations of the survey. A total of 683 students participated in the 2013 survey.

A.1. Increased knowledge of the College

College 101 is designed to prepare freshmen for their first semester. Students were asked to rate their agreement/disagreement with the statement “After attending College 101, I felt better prepared to start college.” Of the 518 respondents, 81 percent agreed or strongly agreed that they felt better prepared.

An overarching purpose of College 101, Freshman First, ST-100 courses, and the efforts of the Academy Advisers is to provide information to freshmen so that they could successfully navigate through college procedures during their first semester. The survey asked freshman to rate their agreement/disagreement with the statement “*As a result of the following, I have become better at navigating through college procedures at QCC.*” for each of the orientation/advisement efforts. Figure 1 shows the responses to the statement, only from respondents who attended a relevant event/interacted with an adviser.

Figure 1. Responses to the Statement: “As a result of the following, I have become better at navigating through college procedures at QCC.”¹



¹ Response rates of 4% or less are not specified in the figure.

Eighty-two percent agreed or strongly agreed that attending ST-100 classes helped them to navigate through their first semester, with an unusually large 47 percent responding with “Strongly Agree”. Agreement was fairly strong for the orientations and advisers and there were more responses of “neutral” by comparison to those for ST-100. For both interacting with the Academy Advisors and attending College 101, seventy-five percent agreed or strongly agreed that they resulted in them becoming better at navigating through college procedures at QCC.

At the most global level, and independent of associations with orientations or interactions with advisers, students were asked if they had difficulty navigating through college procedures. Table 1 shows the responses to this.

Table 1. Responses to the statement “I had difficulty navigating through college procedures at QCC during my first semester.”

Answer Options	Response Count	Response Percent
No	624	92.4
Yes	51	7.6
Total Answered	675	100

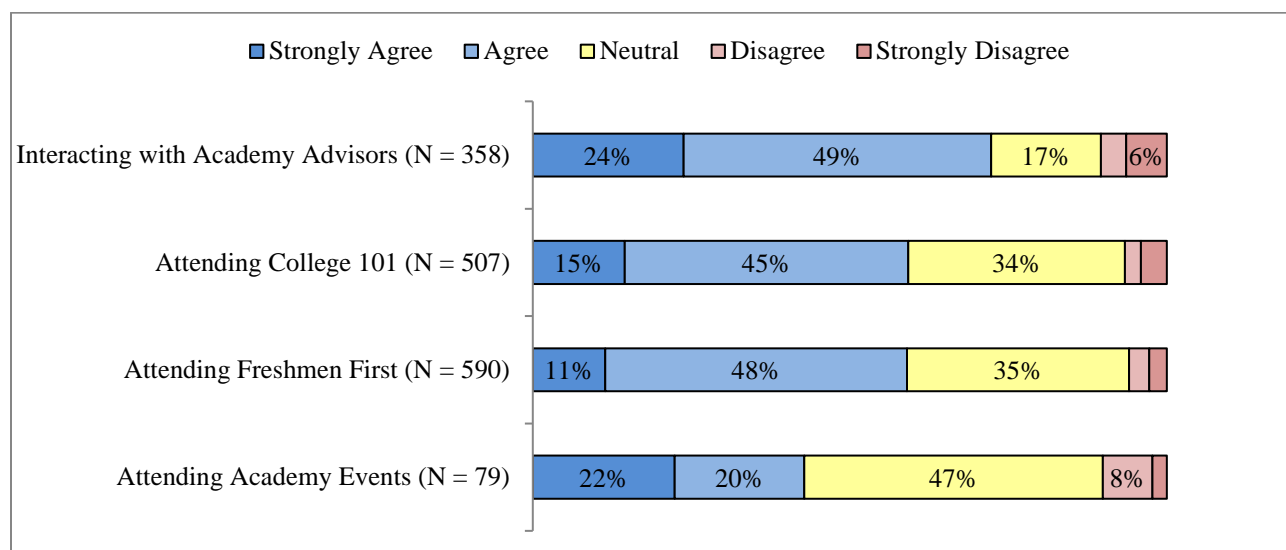
Ninety-two percent of the respondents indicated that they did **not** have difficulty navigating through college procedures during their first term

A.2. Increased connectivity to QCC and increased connectivity to an academy

One of the goals of the College 101 orientation is to inform students of the academies, and of their role within their own academy. Students were asked to rate their agreement/disagreement with the statement “*The College 101 orientation made me more aware that I am a part of an academy*”. Of the 514 respondents, a large majority of 81 percent agreed or strongly agreed with the statement.

One of the goals of Freshman First, ST-100 courses, the efforts of the Academy Advisers, and Academy sponsored events was to instill within the freshmen a sense of connectedness to the college community. The survey asked freshmen to rate their agreement/disagreement with the statement, “*As a result of the following, I feel more connected to the college community.*” Figure 2 shows the responses to the statement.

Figure 2. Responses to the Statement: “As a result of the following, I feel more connected to the college community.”¹



¹ Response rates of 5% or less are not specified in the figure.

Seventy-three percent agreed or strongly agreed that interactions with their Academy Advisers helped them to feel more connected to the college community. Agreement levels (agreed or strongly agreed) with the orientations and events were relatively low, especially for attending Academy Events. There were similar response patterns from the results of the QCC Fall 2013 HIP Experience Survey which showed relatively low agreement rates to statements that engagement to the college community was enhanced by experiences with HIPs.

B. Student Support Network: Early Alert Intervention Outcomes

Queensborough developed an in-house Early Alert system that allowed faculty to raise alerts (commonly referred to as flags) for attendance and performance issues in class. Lists of flags would be forwarded to advisers who would contact the student via phone or Tigermail for further discussion and referrals. This in-house system was implemented campus-wide in the academic year 2012-2013. During 2012-2013 over 30 percent of students were reached through the system. Faculty issued 14,901 flags in fall 2012 and 19,192 flags in spring 2013. Connecting faculty to support personnel and support personnel to students, this system was called the Student Success Network.

In fall 2013 this in-house system was replaced by the Starfish Retention Solutions Early Alert and Connect modules, software solutions that allow for a more automated connection and follow up communication between faculty, student support personnel (such as advisers and tutors), and the students. Starfish Retention Solutions Early Alert also allows faculty to praise students for their work (kudos) and refer students directly to learning centers and advisers. Students automatically receive notices via Tigermail when they had been flagged, referred, or had received kudos. Participation increased and 56 percent of students were reached by Early Alert in fall 2013 and 43 percent reached in spring 2014. Faculty participation increased to 53 percent in fall 2013 and 47 percent in spring 2014. The participation in the Starfish Early Alert system was so strong that over 30,000 items were raised in both terms (30,504 in fall 2013 and 35,863 in spring 2014.)

Analyzing the impact of the Early Alert intervention, it was found that most students benefitted from Early Alert when they received tutoring in addition to being flagged. When students were referred to a learning center through the system, they were much more likely to receive tutoring than when they were only flagged by faculty for academic-related performance concerns without referrals.

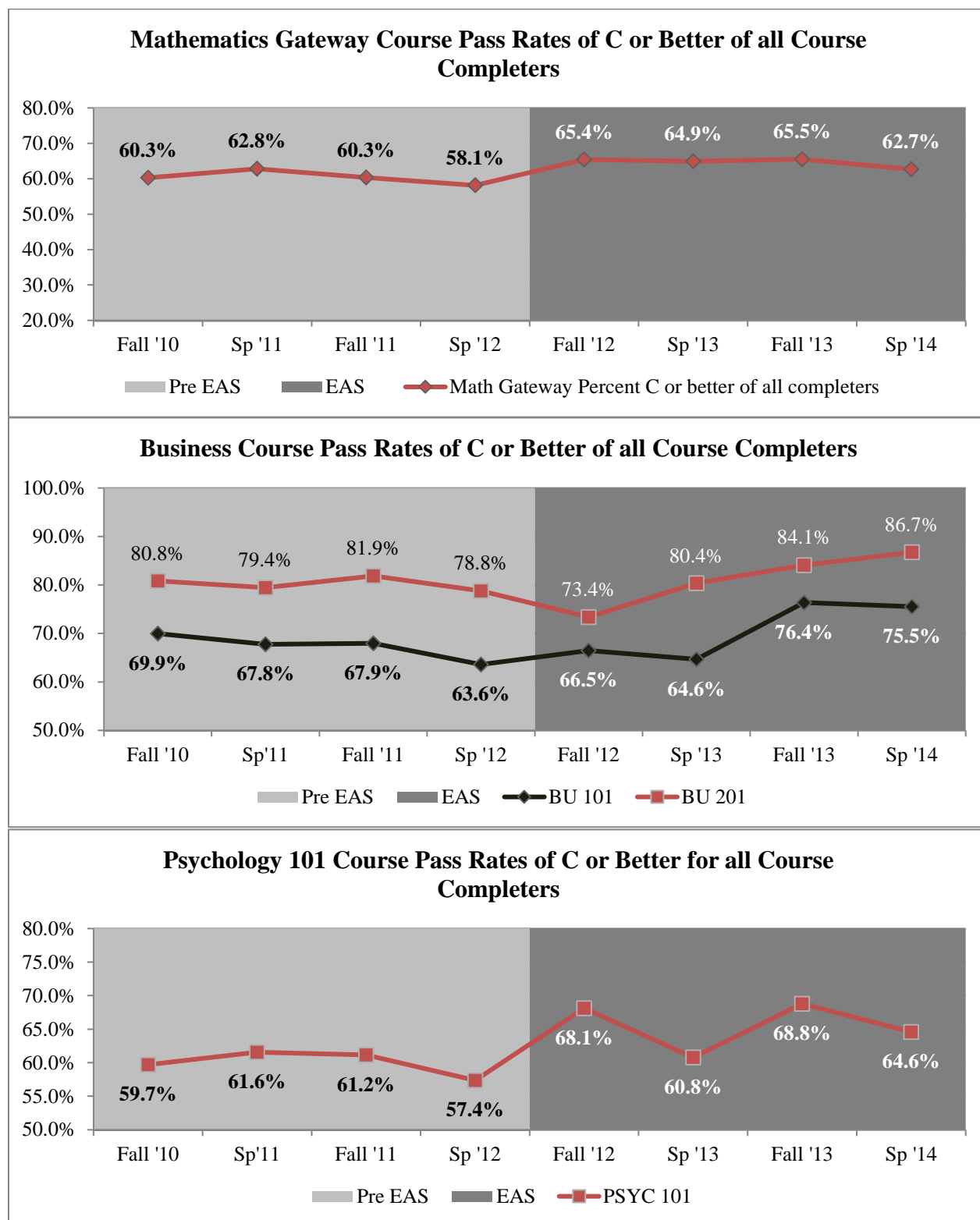
B.1. Increased student performance

The percentage of students who passed a remedial course with a grade of P and the percentage of students who passed a credit bearing course with a grade of C or better were used to measure student course performance. Rates were calculated for all students enrolled in these courses and for all students who completed these courses in separate analyses.

Campus-Wide

Comparing pre-Early Alert term pass rates for fall 2010 to spring 2012 with Early Alert term pass rates for fall 2012 to spring 2014, these campus-wide rates on average, did not increase. However, a selected group of highly enrolled credit bearing courses did see increases in course pass rates since the implementation of Early Alert. These courses were: Mathematics Gateway courses, Principles of Accounting I (BU 101), Business Organization and Management (BU 201), and Psychology 101. Figure 4 shows the pass rates for these courses.

Figure 4. Course Pass Rate Comparisons during Pre EAS and EAS Semesters



For remedial courses, the pass rate of all completers was higher in the Starfish semesters (fall '13 and spring '14) than in the in-house Early Alert semesters (fall '12 and spring '13.)

Course Level

The remedial courses (remedial reading, writing, and mathematics) that participated in Early Alert had higher pass rates (percent of P) than remedial courses that did not participate in Early Alert.

Table 2 shows the differences in course pass rates between remedial course sections participating in Early Alert and course sections not participating in Early Alert. Both the in-house Early Alert terms fall '12 and spring '13 and the Starfish terms fall '13 and spring '14 were included. The “Diff” percentages refer to the percentage point difference between participating and non-participating sections.

With the exception of the fall 2012 term, differences were mostly positive for pass rates and negative for withdrawal rates (which indicates an improvement) for participating sections. The four-term combined rates show that overall the Early Alert intervention did improve student performance in participating course sections.

Table 2. Differences in Course Outcomes over Time between Remedial Course Sections Participating in Early Alert and Course Sections Not Participating in Early Alert

Remedial Reading, Writing, and Math combined							
Early Alert Term:	Fall '12	Sp '13	Fall '13	Sp '14	Four Terms Combined		
Outcome Measures	Diff	Diff	Diff	Diff	Part	Non Part	Diff
Percent P of all enrolled	-6.00%	3.60%	0.10%	6.10%	40.20%	39.30%	1.00%
Percent P of all completers	-5.50%	2.40%	-2.70%	7.90%	51.00%	50.40%	0.50%

Student Level

In general, students who were flagged were weaker students. However, students who were flagged and received tutoring showed larger gains in course pass rates. In other words, the difference that tutoring made was greater for students flagged through Early Alert. Tables 3 and 4 compare the course pass rates of C or better for credit bearing courses and pass rates of P for remedial reading, writing, and math courses of all students enrolled between the following student groups:

- Students who were not flagged and had tutoring
- Students who were not flagged and had no tutoring
- Students who were flagged and had tutoring
- Students who were flagged and had no tutoring

All learning center visits counted refer to course specific tutoring sessions only. The “Diff” refer to the percentage point difference between students with and without learning center visits (tutoring) in the

respective groups (not flagged and flagged). The percentages of the flagged student groups are shaded in gray in the tables below.

Table 3. Comparisons of Pass Rates between Flagged and Non-Flagged and Tutored and Non-Tutored Cohort Groups in Credit-Bearing Courses

Pass Rates of all Enrolled Students in Credit Bearing Courses					% C or Better
Fall 2012	Student was <u>not</u> flagged in course section	Learning Center Visit	No		69%
			Yes		74%
					Diff
	Student was <u>flagged</u> in course section	Learning Center Visit	No		24%
			Yes		35%
					Diff
Spring 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		69%
			Yes		72%
					Diff
	Student was <u>flagged</u> in course section	Learning Center Visit	No		26%
			Yes		30%
					Diff
Fall 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		68%
			Yes		74%
					Diff
	Student was <u>flagged</u> in course section	Learning Center Visit	No		30%
			Yes		36%
					Diff
Spring 2014	Student was <u>not</u> flagged in course section	Learning Center Visit	No		66%
			Yes		71%
					Diff
	Student was <u>flagged</u> in course section	Learning Center Visit	No		29%
			Yes		37%
					Diff

Table 4. Comparisons of Pass Rates between Flagged and Non-Flagged and Tutored and Non-Tutored Cohort Groups in Remedial Courses

Pass Rates of all Enrolled Students in Remedial Reading, Writing, and Math					% Passed
Fall 2012	Student was <u>not</u> flagged in course section	Learning Center Visit	No		48%
			Yes		55%
		Total		Diff	8%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		10%
			Yes		22%
		Total		Diff	13%
Spring 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		37%
			Yes		49%
		Total		Diff	12%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		11%
			Yes		22%
		Total		Diff	12%
Fall 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		32%
			Yes		51%
		Total		Diff	19%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		13%
			Yes		29%
		Total		Diff	16%
Spring 2014	Student was <u>not</u> flagged in course section	Learning Center Visit	No		40%
			Yes		46%
		Total		Diff	6%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		18%
			Yes		31%
		Total		Diff	13%

In addition to course pass rates the following performance outcomes for high risk students were analyzed:

High Risk Freshmen Performance Increases:

- First semester GPA
- First semester credits and equated credits passed
- Student passed at least 75 percent of completed courses

High Risk Continuing Students Performance Increases:

- Semester GPA of 2.0 or higher
- Cumulative GPA of 2.0 or higher
- Student passed at least 75 percent of completed courses

Freshmen were considered high risk if they had remedial needs in reading, writing, and mathematics. Continuing students were considered high risk if they had a cumulative GPA below 2.0. All four Early Alert terms were included (fall 2012, spring 2013, fall 2013, and spring 2014), however, the performance outcomes were only available for the fall 2012, spring 2013, and fall 2013 students at the time of analysis.

Figures 5, 6 and 7 illustrate the differences in outcomes between flagged students who received tutoring and students who were only flagged and had no tutoring.

Figure 5. Performance Outcomes of High Risk Freshmen in Treatment and Control Groups

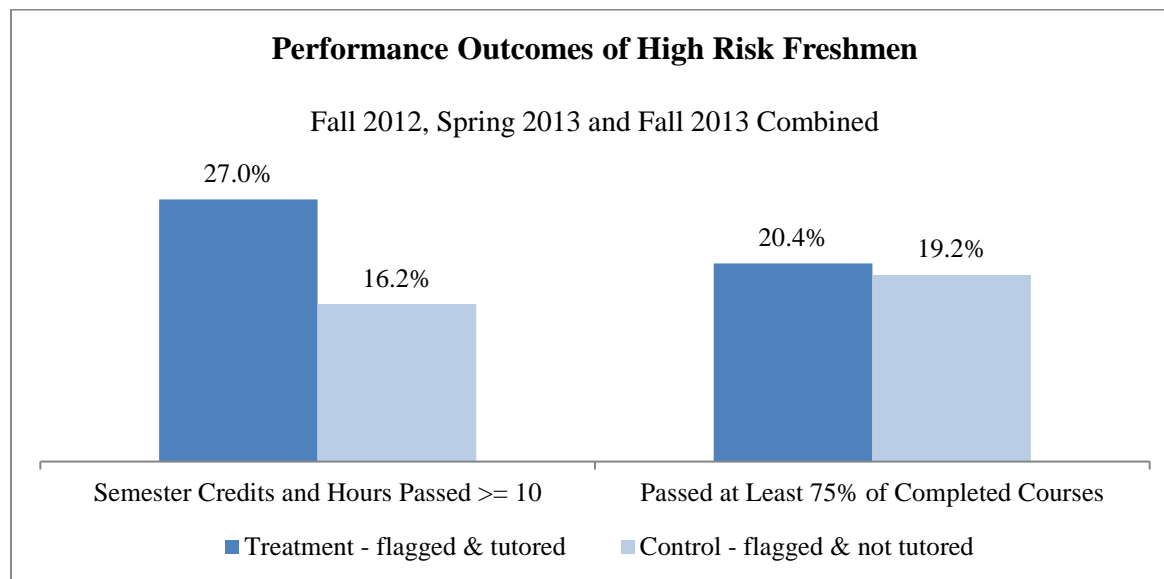
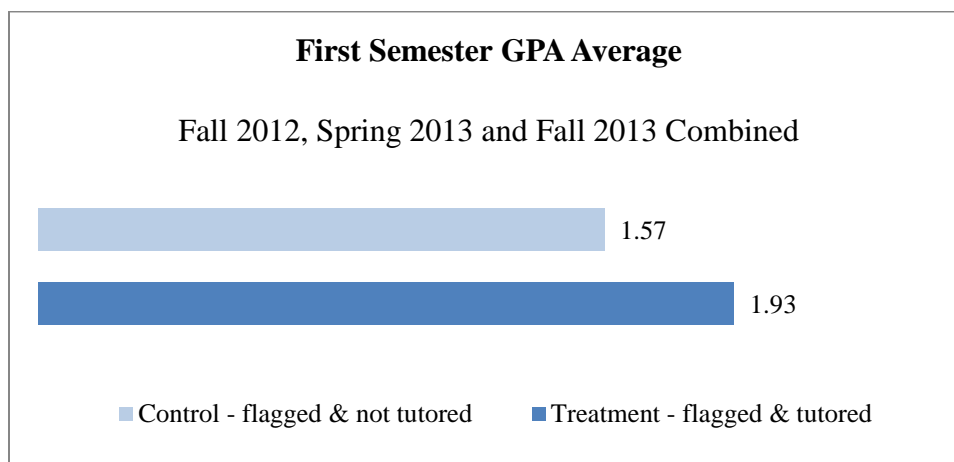
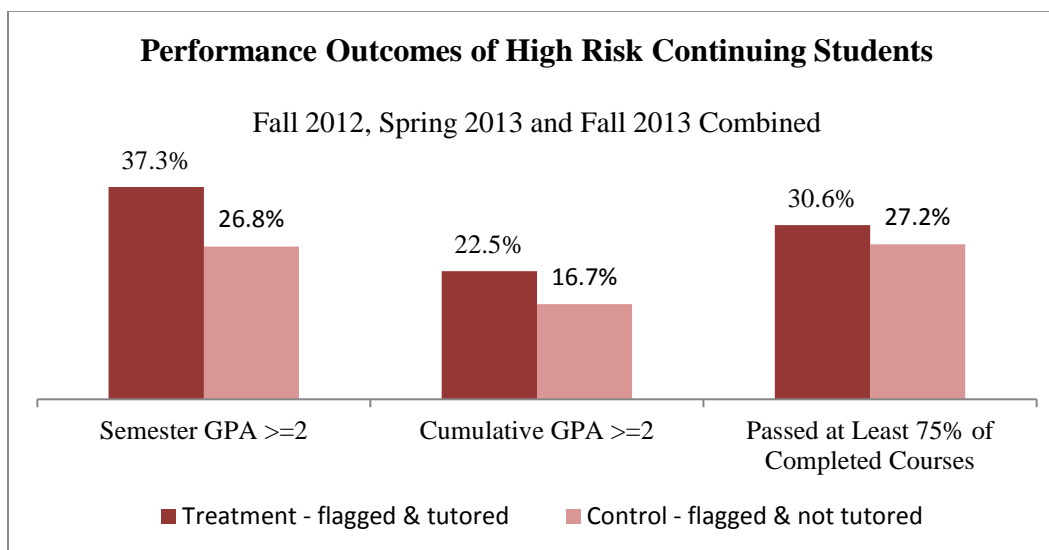


Figure 6. First Semester Average GPA for Students in Treatment and Control Groups**Figure 7. Performance Outcomes of High Risk Continuing Students in Treatment and Control Groups****B.2. Increased student completion rates & decreased unofficial withdrawal rates**

The hope is that the Early Alert intervention will increase course completion rates and decrease unofficial withdrawal rates. Campus-wide trends have shown that official withdrawal rates have increased with Early Alert and unofficial withdrawal rates have decreased slightly. However, overall, the course completion rates have not improved with Early Alert.

Campus-Wide

Figures 8 and 9 visualize the trends in both official and unofficial withdrawal rates campus-wide, broken down by remedial courses versus credit bearing courses.

Figure 8. Official and Unofficial Withdrawal Rates of Students taking Remedial Courses.

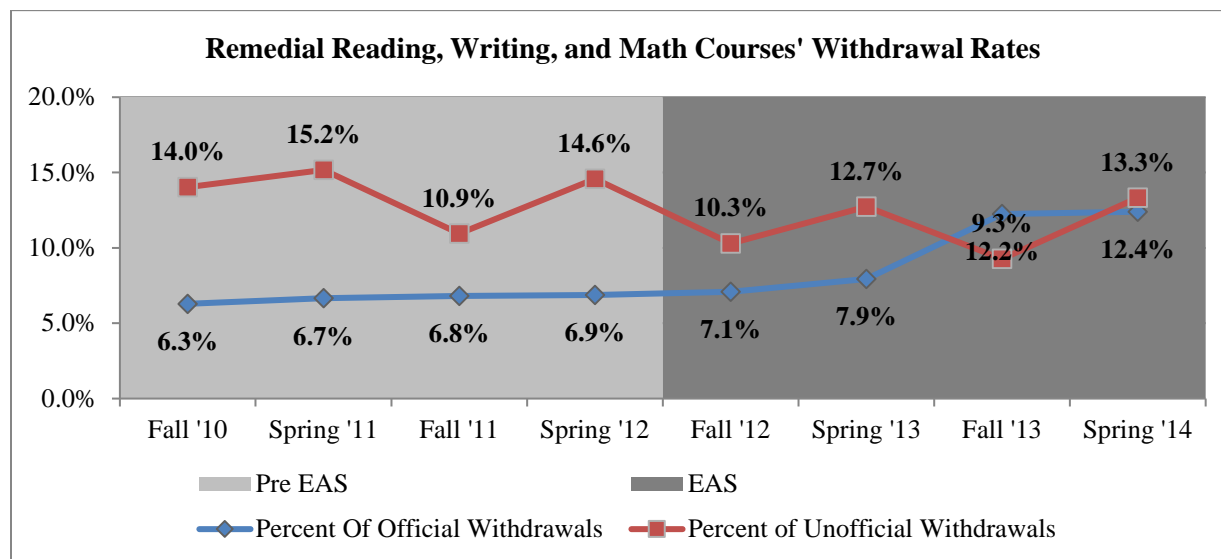
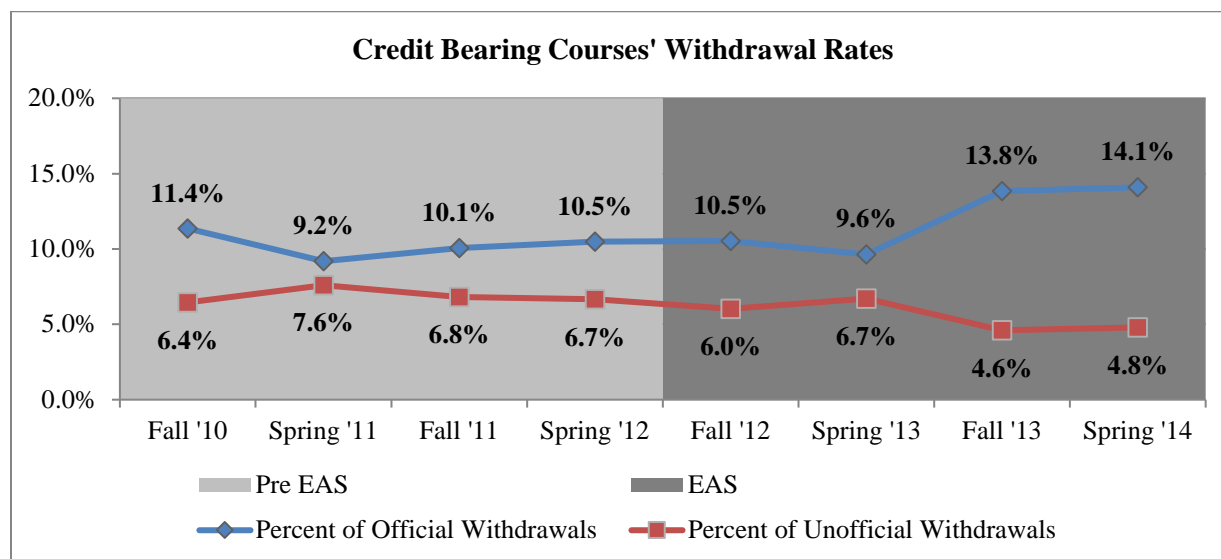


Figure 9. Official and Unofficial Withdrawal Rates of Students taking Credit Bearing Courses.



Course Level

The completion rate in developmental courses that participated in Early Alert was higher than the completion rate in developmental courses that did not participate in Early Alert. The increases in course completion rates and decreases in withdrawal rates are illustrated in table 5. Again, the “Diff” percentages refer to the percentage point difference between participating and non-participating sections.

The four-term combined rates show that overall the Early Alert intervention did improve course completion rates in participating course sections.

Table 5. Differences in Course Outcomes over Time between Remedial Course Sections Participating in Early Alert and Course Sections Not Participating in Early Alert

Remedial Reading, Writing, and Math combined							
Early Alert Term:	Fall '12	Sp '13	Fall '13	Sp '14	Four Terms Combined		
Outcome Measures	Diff	Diff	Diff	Diff	Part	Non Part	Diff
Completion Rate	-2.60%	3.80%	4.20%	0.40%	79.00%	77.50%	1.50%
Official Withdrawal Rate	1.00%	-2.20%	-2.00%	-1.30%	9.90%	11.00%	-1.10%
Unofficial Withdrawal Rate	1.50%	-1.50%	-2.10%	0.80%	11.20%	11.50%	-0.30%

Student Level

For flagged students, tutoring again had a positive impact on course completion rates and withdrawal rates. Tables 6 and 7 illustrate the percentage point differences (“Diff”) between students who received tutoring for students who were flagged and students who were not flagged. In general, the gains were greater for students flagged through Early Alert.

Table 6. Course Completion Rates and Unofficial Withdrawal Rates among Students in Credit Bearing Courses by Flagged and Tutored Status

Course Completion Rates in Credit Bearing Courses					Completion Rate	WU Rate
Fall 2012	Student was <u>not</u> flagged in course section	Learning Center Visit	No		84%	5%
			Yes		92%	2%
				Diff	8%	-4%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		50%	16%
			Yes		72%	7%
				Diff	21%	-9%
Spring 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		84%	6%
			Yes		90%	3%
				Diff	6%	-3%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		56%	19%
			Yes		73%	9%
				Diff	16%	-10%
Fall 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		81%	4%
			Yes		91%	2%
				Diff	9%	-2%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		57%	12%
			Yes		76%	6%
				Diff	19%	-6%
Spring 2014	Student was <u>not</u> flagged in course section	Learning Center Visit	No		80%	4%
			Yes		89%	2%
				Diff	10%	-3%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		60%	13%
			Yes		77%	5%
				Diff	16%	-8%

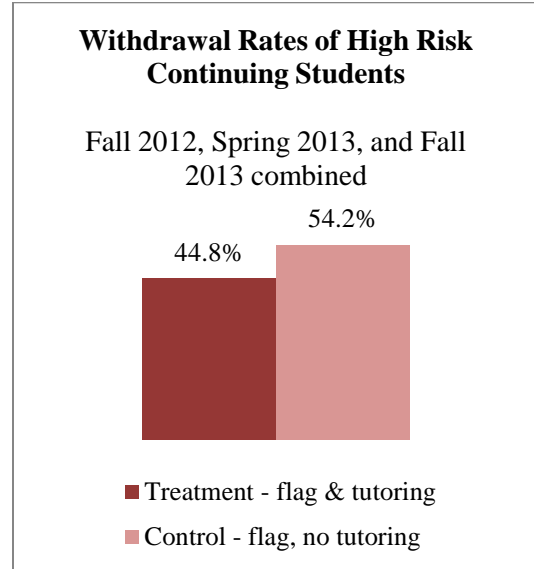
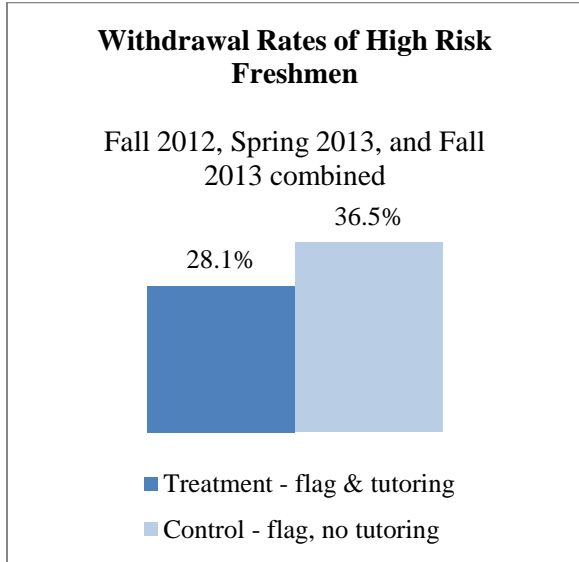
Table 7. Course Completion Rates and Unofficial Withdrawal Rates among Students in Remedial Courses by Flagged and Tutored Status.

Course Completion Rates in Remedial Reading, Writing, and Math					Completion Rate	WU Rate
Fall 2012	Student was <u>not</u> flagged in course section	Learning Center Visit	No		81%	11%
			Yes		93%	4%
				Diff		12%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		46%	30%
			Yes		72%	16%
				Diff		26%
Spring 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		75%	14%
			Yes		90%	6%
				Diff		15%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		50%	31%
			Yes		75%	16%
				Diff		24%
Fall 2013	Student was <u>not</u> flagged in course section	Learning Center Visit	No		58%	10%
			Yes		88%	5%
				Diff		30%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		41%	27%
			Yes		72%	14%
				Diff		30%
Spring 2014	Student was <u>not</u> flagged in course section	Learning Center Visit	No		71%	11%
			Yes		90%	5%
				Diff		19%
	Student was <u>flagged</u> in course section	Learning Center Visit	No		53%	30%
			Yes		79%	12%
				Diff		26%

The rate of course withdrawal (either official or unofficial) was also recorded for high risk freshmen and continuing students. Again, freshmen were considered high risk if they had remedial needs in reading, writing, and mathematics. Continuing students were considered high risk if they had a cumulative GPA below 2.0.

Students in both high risk groups had lower withdrawal rates if they were not only flagged but also had tutoring. Figures 10 and 11 illustrate the difference for high risk freshmen and continuing students.

Figures 10 and 11. Withdrawal Rates of High Risk Freshmen and High Risk Continuing Students among Treatment and Control Groups



C. High Impact Practices: Student Outcomes

Three of the student outcomes from participation with activities involved in High Impact Practices (HIPs) were assessed by the administration of the Student Survey of High Impact Practice Experiences. From December 3, 2013 to January 7, 2014, this survey was first administered to all QCC students participating in HIPs during the fall 2013 semester. The purpose of the survey was to gather student self-report information on how they were affected by their experiences with HIPs. The survey was divided into two general sections: questions about global HIP experiences with any HIP, subdivided into questions about how HIPs impacted personal development of skills/habits and how they impacted engagement/interaction with others. The other section asked questions about the impact of participation with HIPs for specific HIPs experienced. This is the first administration of this survey, so the results can serve as a baseline for comparison with results from future administrations of the survey. For now, the results can also be looked at in and of themselves, to gauge at an absolute level, the achievement of the outcomes.

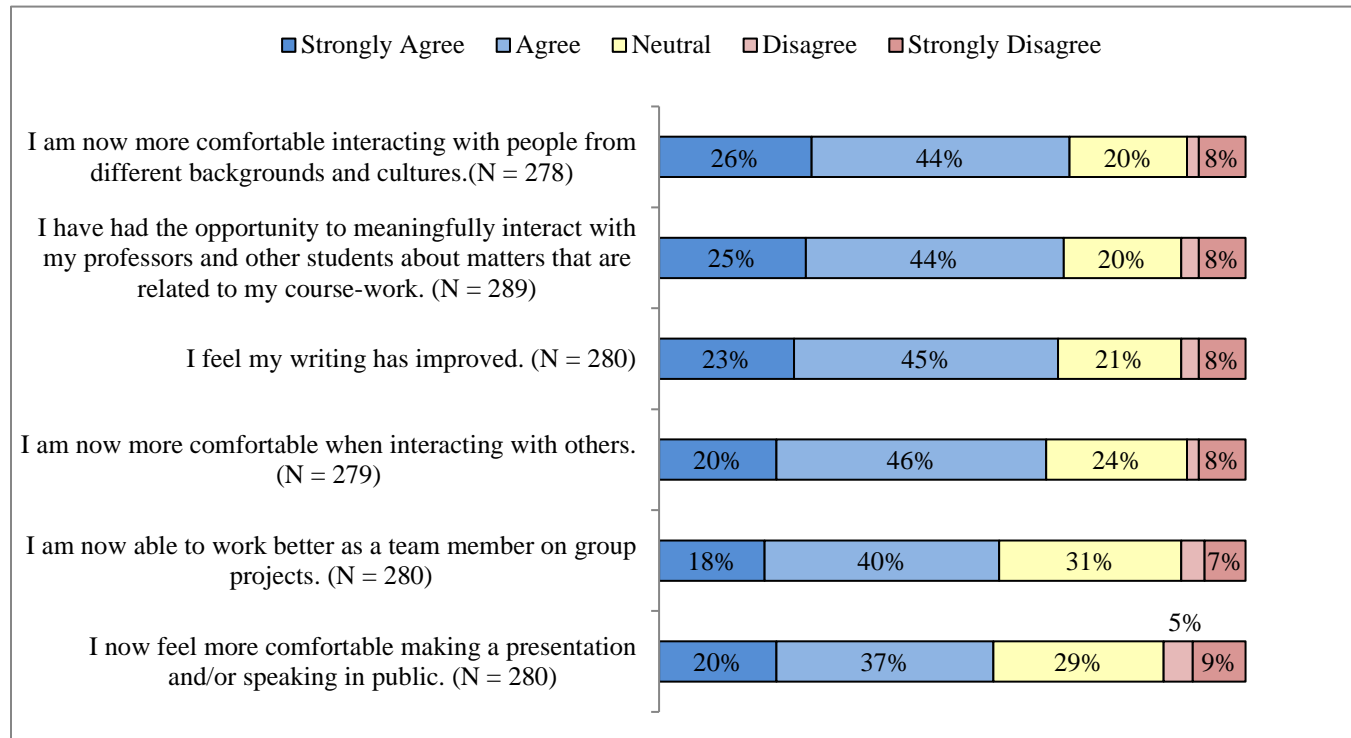
C.1. Increased engagement with the college

One of the goals of HIPs is to enhance student local and community engagement. In the Student Survey of High Impact Practice Experiences, students who experienced any HIP were asked to rate their agreement/disagreement with the statement “As a result of my experiences with High Impact Practices this semester I am more engaged with the college community.” Of the 289 respondents, 45 percent agreed or strongly agreed with the statement. While community engagement is not an institutional outcome for some of the HIPs, this response suggests that HIPs may have only a modest impact on a feeling of engagement with the college community.

C.2. Increased communication skills

Most of the various types of HIPs (e.g., Writing Intensive Courses, Collaborative Assignments and Projects) are designed to improve the ways that students communicate and interact with others. Students who experienced any HIP during the fall 2013 semester were asked to respond to several statements addressing how their experiences with one or more HIPs during the semester resulted in improvements in their communication and interpersonal skills. Figure 12 shows the responses to these statements.

Figure 12. Responses to the Statement “As a result of my experiences with High Impact Practices this semester ...”¹



¹ Response rates of 4% or less are not specified in the figure.

Overall, there was relatively wide variation among the agreement ratings. At least two-thirds of the respondents agreed or strongly agreed that they were more comfortable interacting with people from different backgrounds and cultures, interacting with others in general, and they had the opportunity to meaningfully interact with students and faculty about course-work. Fifty-eight percent agreed or strongly agreed that they became better as team members on group projects and 57 percent were in agreement (agreed or strongly agreed) that they felt more comfortable making a presentation and/or speaking in public. These relatively lower agreement rates were expected since not all students had group projects and/or presentations. The larger neutral rating responses for these two statements are in-line with the fact that many students did not work on group projects or presentations.

The majority of HIP experiences included pedagogy designed to enhance the development of writing skills, especially Writing Intensive courses and the Collaborative Assignments and Projects (i.e., SWIG). Sixty-eight percent agreed or strongly agreed that their writing had improved as a result of their experiences with HIPs.

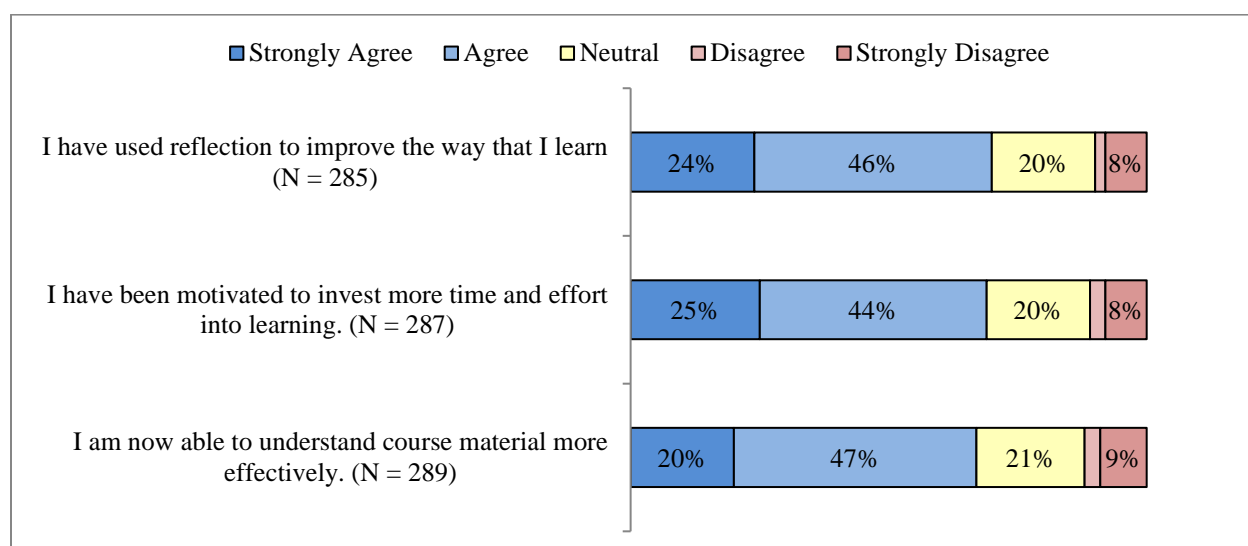
The HIP Experience Survey included an open-ended question asking students to describe how they benefitted from their participation in HIPs during the fall 2013 semester. Over 120 students provided a wide variety of responses with the most frequent response (27 respondents) stating that their writing skills improved in some way. The second most frequent response (23 respondents) explained how their

communication skills and the quality of interpersonal exchanges benefited from their involvement with HIPs during the fall 2013 semester.

C.3. Increased learning skills

All of the HIPs incorporated practices which were designed to enhance the development of learning skills. Many HIPs incorporated student reflection to bolster learning. Students who experienced any HIP during the fall 2013 semester were asked to respond to several statements addressing how their experiences with one or more HIP(s) during the semester resulted in improvements in their learning skills. Figure 13 shows the responses to these statements.

Figure 13. Responses to the Statement “As a result of my experiences with High Impact Practices this semester ...”¹



¹ Response rates of 3% or less are not specified in the figure.

For all statements, at least two-thirds of respondents were in agreement. Seventy percent were in agreement that they used reflection to improve the way that they learned. Certain HIPs incorporate multiple activities throughout the semester to strengthen student reflection. A separate analysis was performed which determined the agreement rates to the statement about reflection use, by HIP type (e.g., Learning Communities, Writing Intensive courses) experienced. This analysis showed that students who experienced Collaborative Assignments and Projects (i.e., SWIG) and Learning Communities had high agreement rates to the statement that they used reflection to improve their learning (at 77 and 75 percent, respectively.)

C.4. Various HIP-specific outcomes

The faculty involved in the use of High Impact Practices designed survey questions (statements) of expected outcomes that students would experience as a result of their participation with HIPs. These statements were incorporated within the Student Survey of High Impact Practice Experiences. Survey participants were asked to indicate their level of agreement/disagreement to the statements. Particular statements were to be posed only to students who experienced a particular type of HIP (e.g., “I feel that my experience with SWIG has helped me gain a better sense of audience for my writing.”)

A total of 14 HIP-specific questions were asked, with about two to three questions posed per HIP type. Among the responses to these questions, the agreement rates (agree or strongly agree) ranged from 77 percent to 56 percent. The highest agreement rate (77 percent) was to the statement, “I feel that participating in a Learning Community has allowed me to integrate ideas from various sources.” This statement was only asked to students who experienced Learning Communities. The lowest rate of 56 percent was to the statement “I used the skills and/or knowledge I learned in the course to help others in the community or on campus” asked to students who experienced Academic Service Learning. Most agreement rates were in the mid-sixties.

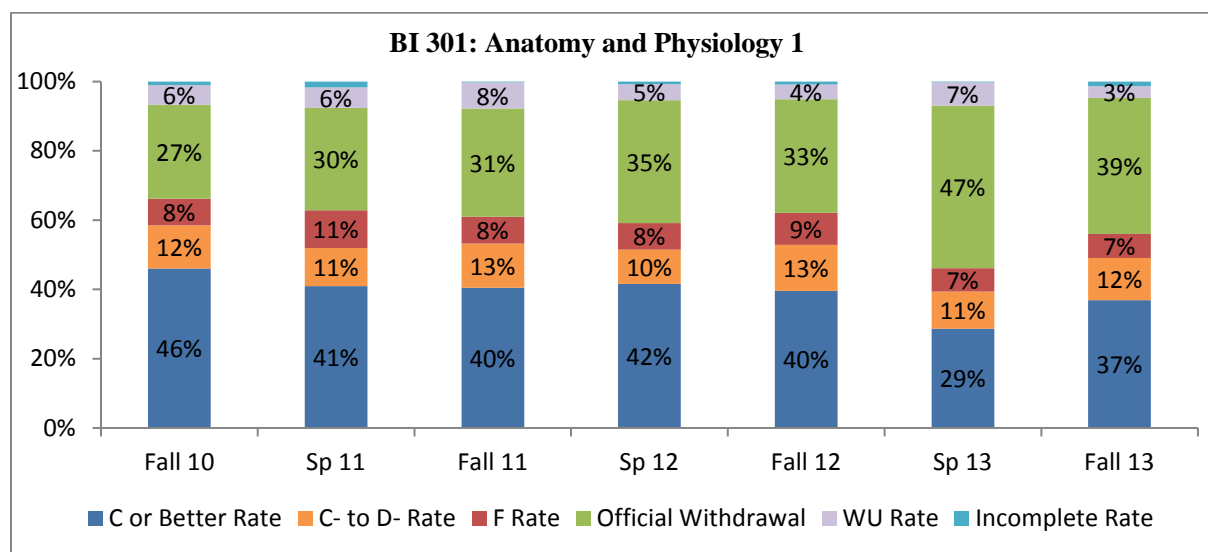
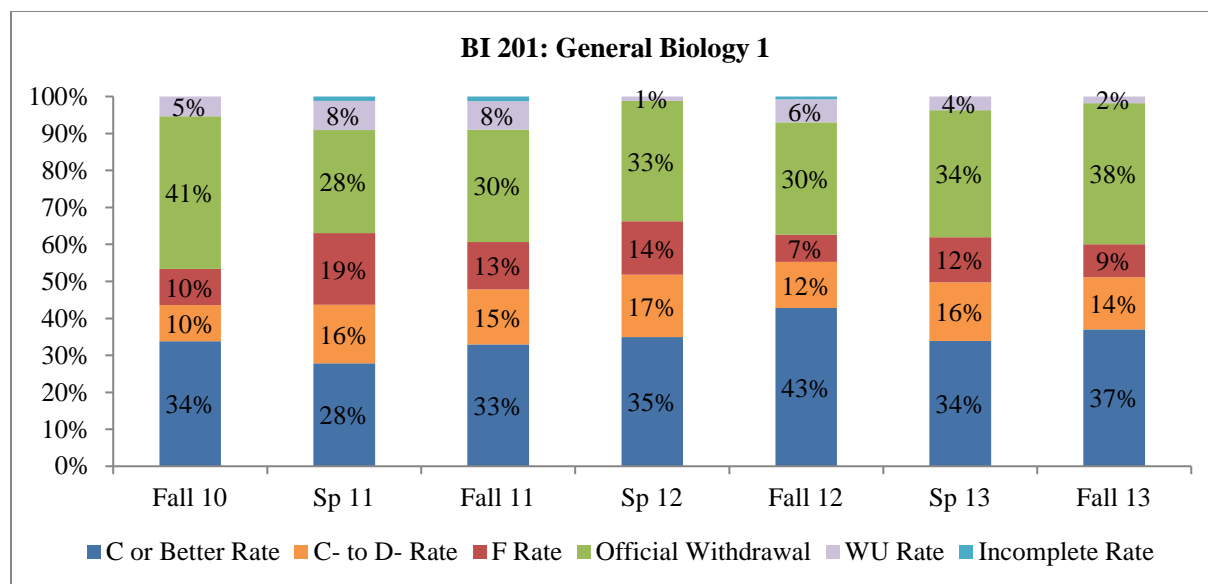
More detailed results from the fall 2013 Student Survey of High Impact Practice Experiences can be found in the report on the results from the survey.

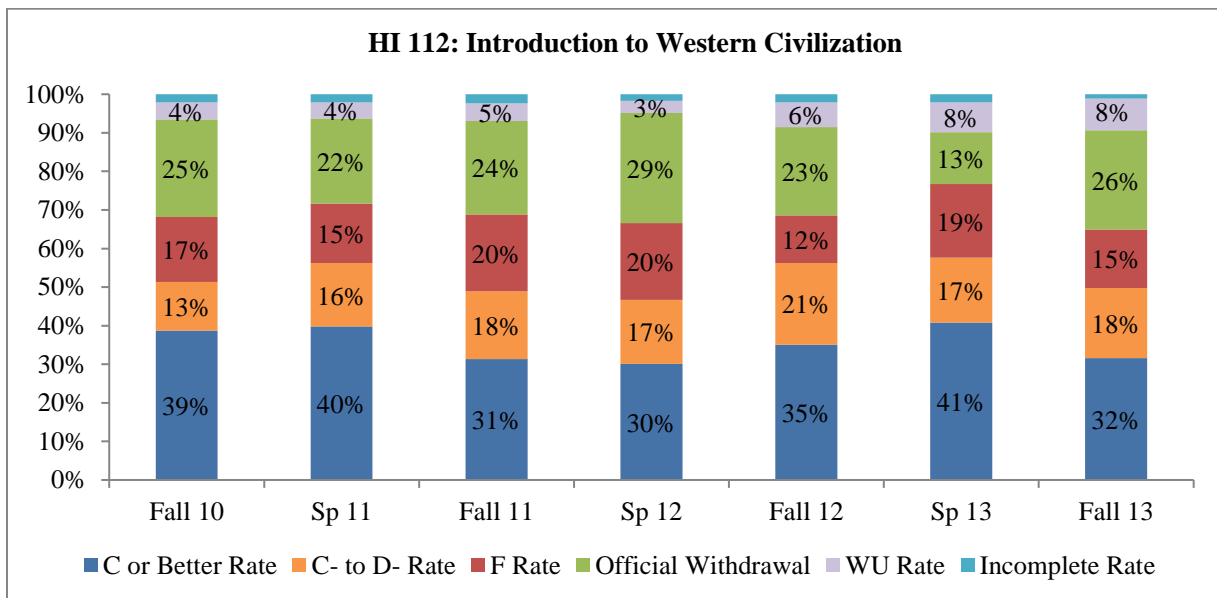
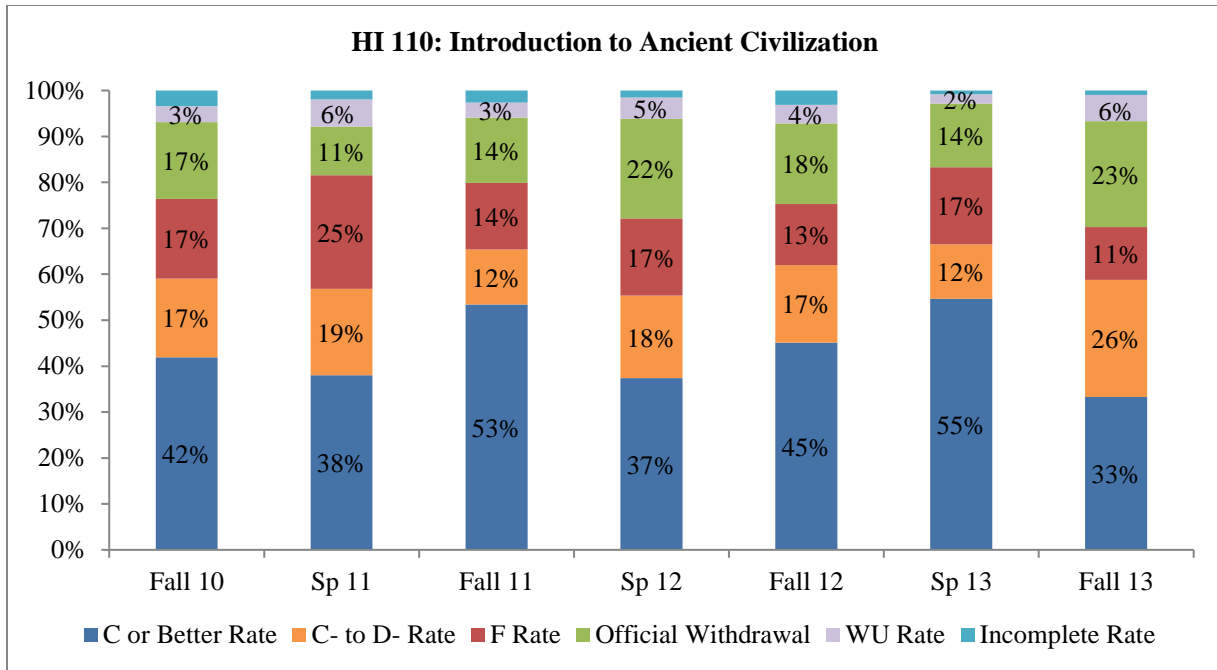
D. Critical Course and Program Analysis Findings

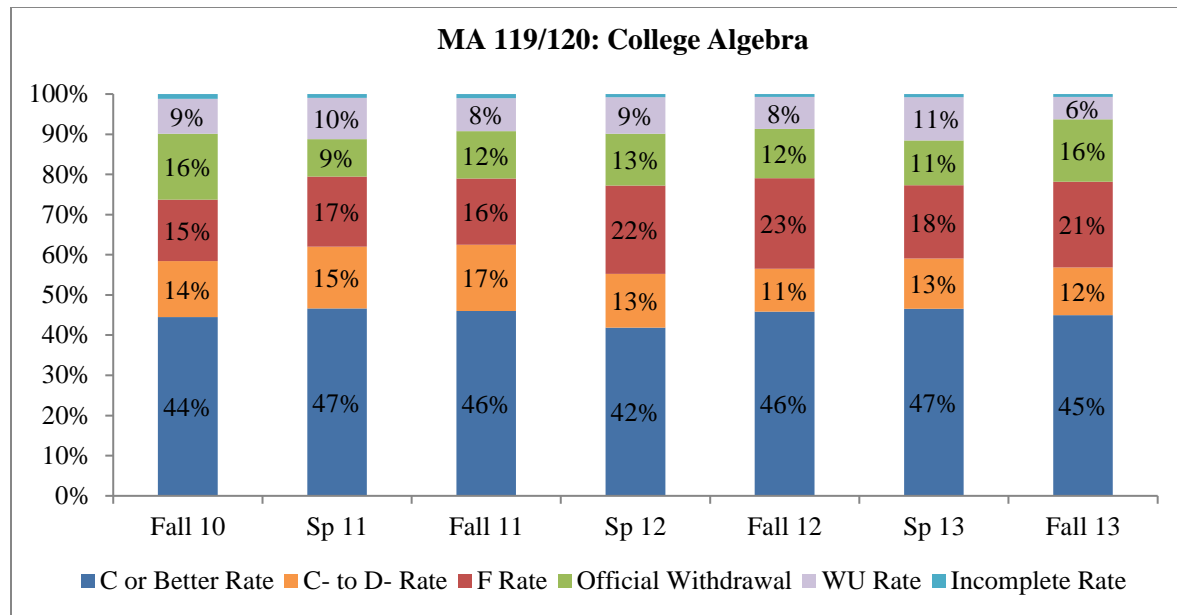
The Assessment Protocol called for the identification of barriers to student success in high-enrollment general education courses. The Office of Institutional Research and Assessment has reviewed all courses that had an average enrollment of over one hundred students per fall or spring term.

It was found that course pass rates vary greatly from subject to subject. The following are the courses that were identified to have consistently lower than 50 percent pass rates (defined by C or better course grades) across fall and spring terms:

BI 201: General Biology, BI 301: Anatomy and Physiology, HI 110: Introduction to Ancient Civilization, HI 112: Introduction to Modern Western Civilization, MA 120/119: College Algebra.







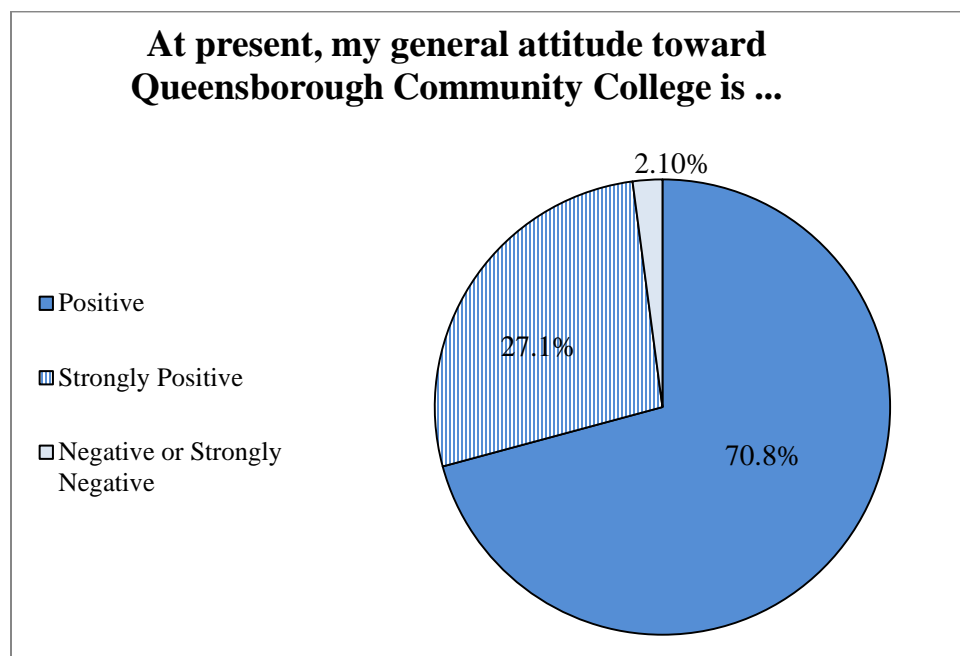
Interventions to help students to be more successful in these courses have not yet been developed and will be discussed in fall 2014 by the Retention Task Force.

E. Long-term Institutional Outcomes

E.1. Increased student satisfaction

One of the questions from the fall 2013 Freshman Experience Survey provided information to address the long-term institutional outcome of increased student satisfaction. Students were asked to rate their attitude towards the college on a scale from strongly negative to strongly positive, with no neutral response option. This question serves as a broad first-semester “satisfaction” type of question. This question has been shown at other institutions and at QCC to be useful in predicting persistence behaviors. Figure 3 shows the response percentages of the 670 students who answered this question. Ninety-eight percent had a positive or strongly positive attitude towards Queensborough by the end of their first semester.

Figure 3. Respondents’ General Attitude towards Queensborough Community College



More detailed results from the fall 2013 Freshman Experience Survey can be found in the report on the results from the survey.

E.2. Increased retention and graduation rates

Queensborough saw increases in retention and graduation rates in the academic year 2013-2014 compared to the rates in 2012-2013. In addition, compared to national averages, our one year retention rates, three and four year graduation rates were higher than the national averages of urban public Associate's Degree granting institutions. Table 8 shows the rates for QCC and additional percentages of students who were retained or received their degree either in CUNY or outside CUNY. Overall rates refer to the sum total percent of QCC students who were retained or had graduated either at QCC or elsewhere. Percentages in parentheses show last year's rates. National average rates for urban public Associate's degree granting institutions as collected by IPEDS are listed for comparison purposes.

Table 8. Comparison of Retention and Graduation Rates between QCC and other Associate's Degree Granting Institutions

Rates published in academic year	QCC		Other CUNY		Outside CUNY		Overall		National Average ¹
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
One year retention rate:	70.9%	(69.2%)	2.0%	(1.2%)	3.4%	(3.4%)	76.3%	(73.8%)	57.1%
Three year graduation rate:	18.5%	(16.2%)	0.5%	(0.5%)	0%	(0%)	19%	(16.7%)	15.4%
Four year graduation rate:	23.5%	(20.7%)	0.8%	(1.3%)	0.5%	(1.4%)	24.8%	(23.4%)	20.7%
Six year graduation rate QCC:	28.7%	(25.3%)	5.8%	(5.4%)	3.0%	(3.3%)	37.5%	(34.0%)	--

¹National Average of all Public Urban Associate's Institutions. Data Source: IPEDS Data Center: nces.ed.gov/ipeds/datacenter

All rates presented here refer to first-time, full-time freshman cohorts of fall 2012 and older. Therefore the effect of the Queensborough Academies on these rates is limited.

Appendix

ACADEMIES ASSESSMENT PROTOCOL 2013-2016

Long-term Institutional Outcomes
• Increased graduation rates
• Increased retention rates
• Increased student satisfaction

NOTE: In addition to the Academies-specific data described below, evaluation of these long-term outcomes will include College-wide data from CUNY PMP reports and student experience surveys such as Noel-Levitz.

First-Semester Student Experience

ACADEMIES STRATEGIC PLAN GOALS

- Create a culture of completion and transfer for students
- Increase the communication levels between Academic Affairs and Student Affairs

Student Learning Outcomes

- Increased knowledge of college
- Increased connectivity to QCC
- Increased connectivity to their academy

Assessment Methodology

- Student survey

Status/Timeline

New protocol has been approved.

Student Support Network (PI's Margot Edlin and Elisabeth Lackner)

ACADEMIES STRATEGIC PLAN GOALS

- Create a culture of completion and transfer for students
- Increase the communication levels between Academic Affairs and Student Affairs

Student Learning Outcomes

- Increased student performance
- Increased student completion rates
- Decreased number of WUs

Assessment Methodology

- Assessment tools include: student and faculty surveys, IRDB data, Early Alert and Starfish reports, and focus groups
- Using quantitative and qualitative evaluation methods
- Will address the following research questions:
 1. *Is the system effectively directing students with needs to the right resources?*
 2. *Does communication flow clearly between faculty, support personnel, and students and address both needs and follow-up actions?*
 3. *Do interventions help student performance in the course?*
 4. *Do interventions reduce unofficial withdrawal rates?*
 5. *Do interventions improve long term academic success and institutional effectiveness?*
 6. *Should the SSN be modified and can it be expanded effectively?*

Status/Timeline

The assessment of the SSN received IRB approval in April 2013. It is funded through a CUNY-SSRP grant, as well as a grant from the Bill Gates Foundation.

High Impact Practices

ACADEMIES STRATEGIC PLAN GOALS

- High impact practices will become a common or standard practice that many faculty use in the classroom and will be regularly assessed
- Increased levels of communication between Academic Affairs and Student Affairs will ensure increased student participation in HIPs.

NOTE: Learning Outcomes for all HIPs were developed during Fall 2013; these will be refined, early Spring 2014, along with measures for each outcome.

1. Joint High Impact Assessment (PI – Victor Fichera and Elisabeth Lackner)

Student Learning Outcomes

- Increased performance in classes
- Increase engagement with College
- Increased communication and learning skills
- (will vary depending on HI)

Assessment Methodology

- Student survey to target specific High Impact Practices
- Review IRDB database to correlate HIP participation with Institutional Outcomes

Status/Timeline

New protocol has been approved.

2. Academic Service Learning

(Program Coordinators - Josephine Pantaleo, Arlene Kemmerer, Sharon Ellerton, Christine DiMeo, and Mary Bandziukas)

Student Learning Outcomes

- Integrate academic-learning in this course with real life experiences in this project
- Identify the community need and generate possible actions to address it
- Demonstrate a realistic understanding of the daily commitment and responsibilities needed to work with others
- Articulate at least two different perspectives on the community issue their project addressed (Note: This is a measure of the first outcome)

Assessment Methodology

- Post only survey
- Some courses assessed for content knowledge
- Assessment is also done under other efforts (Perkins, AACU, CETL grants)

Status/Timeline

Protocol approved by IRB.

3. Writing Intensive (Program Coordinators – Megan Elias, Jean Murley, and Jeff Jankowski)

Student Learning Outcomes

- Recognize and use writing as tool for learning
- Develop the habit of using writing to come to understand a disciplinary concept or practice and refine that understanding over time
- Realize that successful academic writing is a process that requires revision
- Demonstrate substantive revision and objective evaluation of their own writing

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

4. Learning Communities (Program Coordinators – Elise Denbo, Zivah Perel, and Susan Madera)

Student Learning Outcomes

- Identify conceptual similarities and differences between the ways each discipline in the LC researches and investigates topics under study
- Evaluate information from the different disciplines in the LC and integrate it into a broader concept
- Communicate knowledge between the different LC disciplines using disciplinary appropriate language
- Develop a strong connection to other students and to their professors within the LC

Assessment Methodology (proposed)

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

5. Collaborative Assignments and Projects (SWIG Program Coordinators - Trikartikaningsih Byas and Jean Amaral)**Student Learning Outcomes**

- Use available technologies to collaborate asynchronously to complete tasks
- Apply key words and concepts of the primary course discipline while acknowledging the perspective of the collaborating course discipline
- Provide thoughtful, effective, and timely feedback to others and assess others' feedback to them
- Produce meaningful visual and/or textual commentary about the other students' work
- Evaluate the quality of an argument or evidence
- Articulate how they contribute to and learn from the interdisciplinary collaboration

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

6. Common Intellectual Experiences (Common Read and Academy Specific Courses)**6a. Common Read (Program Coordinator – Susan Madera)****Student Learning Outcomes**

- Integrate ideas from a variety of sources and apply them to the chosen Common Read text
- Participate in events that introduce them to multiple disciplinary perspectives
- Via co-curricular events, critically engage socially and academically in topics beyond their routine course objectives
- Produce meaningful visual and/or textual commentary about the other students' work

6b. Academy-specific courses (Program Coordinator – Susan Madera)**Student Learning Outcomes**

- Have an increased opportunity to engage with other students in core courses within their major
- Make connections between a required core general education course and their major
- Have an opportunity to critically engage in topics beyond their typical core course objectives

Assessment Methodology

Plan to be developed

Timeline/Status

Plan to be developed in spring 2014

7. Diversity and Global Learning (Program Coordinator – Meg Tarafdar)**Student Learning Outcomes**

- Identify the key elements of a global issue and analyze that issue from multiple perspectives
- Apply varying approaches, values or ethical principles to respond to a global question, dilemma, or problem, and describe alternative outcomes
- Articulate an informed stance on a global issue either verbally or through writing
- Demonstrate an understanding of global interdependence between one or more communities
- Identify how position/grounding shapes one's perception of a complex global issue

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

8. Undergraduate Research (Program Coordinator – Cheryl Bluestone F13, Mercedes Franco S14)

Student Learning Outcomes

- Follow protocol in order to gather appropriate data, evaluate, and analyze data accurately to provide a solution to a problem and complete a project
- Present the data in an appropriate format to submit an analytical product to support/refute different points of view on a topic. Formatting includes creating and labeling relevant figures, tables, or graphs
- Accurately present his or her product at an appropriate venue such as a class or club meeting, a departmental, QCC, or any regional or national conference

Assessment Methodology

- Assessment protocol will be developed by faculty focus groups in the Fall semester

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

Critical Course & Program Analysis
(PIs Elisabeth Lackner and Victor Fichera)

ACADEMY STRATEGIC PLAN GOAL

- Identify barriers to student success in high-enrollment general education courses.

Assessment Methodology

- The Office of Institutional Research and Assessment will review identify critical courses that hinder student progress and degree completion.
- This information will be used by the Office of Academic Affairs to make decisions about possible interventions, including use of the Student Support Network.

Status/Timeline

- Identify courses and design interventions Spring 2014, with Fall 2014 implementation