Year-End College PMP Report: 2012-13
Guttman Community College

Goal 1: Raise Academic Quality

Objective 1: Strengthen college priority programs and continuously update program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies

Colleges will document results of all accreditation reviews

Accomplishments: Refer to 1.1.02 and 1.1.03

> 1.1.02 Documentation for NYSED provisional accreditation

Accomplishments: On December 11, 2012, The New York State Board of Regents voted to accredit Guttman for a period of five years with an interim report at the end of three years. This vote followed the submission of extensive documentation, a site visit by external reviewers from August 20 – 23, 2013 and their favorable report confirming the effective implementation of registered programs.

> 1.1.03 MSCHE ARR and documentation of 4/2013 applicant assessment team visit

Accomplishments: Guttman submitted its Accreditation Readiness Report and Appendices to MSCHE on March 18, 2013. MSCHE accreditation officer VP Ellie Fogarty is scheduled to visit the college on June 20, 2013.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community

Colleges will provide evidence of recognition/validation from external sources

Accomplishments: Refer to 1.2.02 and 1.2.03

> 1.2.02 Media recognition of launch in Aug/Sep 2012


> 1.2.03 Bill & Melinda Gates Foundation grant implementation

Accomplishments: Progress has been made in all five components of the Bill & Melinda Gates grant, including: a documentarian case study "Rethinking Community College Education in the 21st Century"; the design phase of an outside evaluation by CCRC/MDRC; an implementation/fidelity study by CCRC/MDRC; an analytics community of practice project with Indiana University; the peer mentor program; and capacity building for the Center for College Effectiveness with the hiring of two research assistants.

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation

> 1.3.01 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation
#### Year-End College PMP Report: 2012-13

**Goal 1: Raise Academic Quality**

**Objective 1: Strengthen college priority programs and continuously update program mix**

> **1.3.01** Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation

- Colleges will submit a program review calendar indicating schedule of self-study, external review, and/or first year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year

Accomplishments: Fall 2012 entering students, who are on track to graduate in two years, will complete their studies at the end of 2013-2014. Guttman will graduate the majority of its initial cohort in 2014-2015 and will initiate its first Periodic Program Reviews based on those student outcomes. It will use a 3-year PPR model (1st year = inquiry and preparation; 2nd year = data collection, analysis, reflection; 3rd year = curricula/program improvement based on findings) and will cycle in its programs of study reviews beginning in 2015. Subject to capacity, we project conducting two PPRs per year, starting with Liberal Arts & Sciences and either Human Services or Business Administration in 2015-2016, followed by IT and with Human Services or Business in 2016-2017, and Urban Studies and HIT in 2017-2018.

- Colleges will submit documentation for a recently completed departmental program review (self-study, external review report, summary of recommendations, and resulting actions by the college)

Accomplishments: Refer to 1.3.01 for academic program review schedule.

> **Develop strategic plan**

Accomplishments: During AY 2012-2013, Guttman has participated in the Foundations of Excellence (FoE) first-year self-study. That process, with wide involvement from the college community, has identified 3 overarching strategic issues that will inform the college's strategic plan: (1) Communications, (2) Sustainable Practice, and (3) Student Experience. The Strategic Planning Task Force has met and continues to meet to discuss multi-year projections for student, faculty, and staff growth; an analysis of space requirements; and specifications for programming and program rollout. The Strategic Plan, informed by the FoE self-study and final report, will be finalized after review by the college community in September 2013.

> **Initiate Assessment Plan, including protocols for institutional and student learning outcomes assessment**

Accomplishments: We initiated a preliminary assessment plan this academic year and a six member team further developed a multi-year implementation plan at an AAC&U summer institute on General Education and Assessment June 1 – June 5, 2013. During 2012-2013, we have assessed the Summer Bridge Program; student progress at mid semester/end of semester in fall I, fall II, and spring I. We have also engaged in curriculum mapping of key institutional student learning outcomes, reviewed and refined signature assignment descriptions and rubrics, used Digication ePortfolio system to assess student work with institutional student learning outcome rubrics, recorded rubric ratings in the ePortfolio system, and identified needed student supports in response to the assessment findings. We have also conducted professional development for faculty and staff to support assessment work.

> **Conduct initial review and reporting of institutional data through CCE**

Accomplishments: An inventory of CCE reports: Analysis of credits attempted and earned; Analysis of GPAs; Analysis of student proficiency in reading, writing, and math and testing/retesting results; End-of-session (i.e., fall-1) semester (i.e., fall-1 and fall-2) student grade data; Enrollment planning data by major; Exit interview summary; Mid-session projected student success and end of session actual student outcomes data; Preliminary admissions study; Professional development feedback reports; Quantitative and qualitative analysis of Foundations of Excellence student and faculty/staff survey results; Reading and writing proficiency data; Retention Analysis; Student Course Evaluation Summaries; Student Demographics; Student Engagement Survey of Student Majors

#### 1.4 Colleges will use technology to enrich courses and improve teaching

- **Percentage of instructional FTEs delivered partially or totally online**

  Year-end value: 5.3%

Accomplishments: Three sections of Statistics-A, in fall-2, used a combination of face-to-face and online instruction, including instructional videos, which were integrated into the course curriculum. These three sections represent 19.2 out of 362.4 instructional FTEs or 5.3% of fall 2012 (session 1 and 2) instructional FTEs.

> **100% of first year courses will use Digication ePortfolio**

- **Percentage of first year courses using Digication ePortfolio**

  Target Value: 100%  
  Year-end value: 90%

Accomplishments: Of 77 class sections offered in fall 2012, 90% used the ePortfolio component of Digication to enrich teaching and learning.

> **100% of first year courses will use Digication ePortfolio**
Year-End College PMP Report: 2012-13

**Goal 1: Raise Academic Quality**

**Objective 1: Strengthen college priority programs and continuously update program mix**

- > 100% of first year courses will use Digication ePortfolio
  - Target Value: 100%
  - Year-end value: 100%

Accomplishments: 100% of 289 students in the fall 2012 cohort created at least one student ePortfolio. Sixty students created more than one ePortfolio for a total of approximately 350 student ePortfolios. Examples of student portfolios may be viewed via: https://ncc-cuny.digication.com/samuel_van_der_swaagh/Welcome/published and https://ncc-cuny.digication.com/martha_zambrano/About_Me/published.

- > Use Hobson’s Connect to communicate to prospective students

Accomplishments: From August 2012 through May 2013, approximately 100 distinct communications were sent to prospective and enrolled students from Hobson’s Connect with information about group information sessions, individual information sessions, orientation, Summer Bridge, testing, and FAFSA completion workshops. Typically communications included an invitation, a confirmation, and a reminder. Hobson’s Connect was also used as an event registration system.

- > Use Hobson’s Retain to communicate to enrolled students

Accomplishments: From August 2012 through May 2013, over 250 distinct communications were sent to enrolled students through Hobson’s Retain with information about academics, activities, meetings with Student Success Advocates, Community Days, internships, jobs, and emergency notifications (e.g., Hurricane Sandy).

- > Monitor the use of other related instructional systems, including EarlyIQ, LibGuide, EasyBib, and Blackboard [baseline]

Accomplishments: Usage statistics for instructional systems From August 2012 through May 2013 were LibGuide: 27 LibGuides created and 15,414 pages visited (from January 2013-May 2013); EasyBib: 286 student accounts, 1767 citations created, and 12,465 page viewed; Digication (used instead of Blackboard): Approx 500 student, faculty, and course portfolios created.

- > Develop and deliver technology workshops for faculty, staff, and students

Accomplishments: From August 2012 through May 2013: 34 sessions were offered by librarians on electronic resources, information literacy, EasyBib, Turnitin, using library databases, Boolean Searching; 13 sessions were offered by CCE Scholar for Teaching, Learning and Assessment and affiliated faculty on ePortfolios, Digication, and Twitter; 8 were sessions offered by IT to orient students to college technology (e.g., email, CUNYFirst, Guttman student portal); 1 were session offered by IT and the Registrar to train faculty on using CUNYFirst for grading; 1 were session offered by IT to train faculty and staff about online procedures for reimbursements.

**Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative**

2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers

- > Colleges will report on their efforts to build faculty quality through hiring and tenure processes and through investments in faculty development

Accomplishments: With extensive faculty input, Reappointment, Promotion and Tenure Guidelines were developed and those Guidelines dated January 14, 2013 were approved unanimously at a College Council meeting on January 23, 2013. Using those guidelines, 12 faculty were observed for tenure track progress and reviewed at the Special Personnel Committee of the College Council. Guttman continued to build its faculty with 10 new searches (3 successfully concluded, 1 unsuccessful, and 6 in progress), which follow HR best practices including teaching demonstrations. For existing faculty, professional development was conducted throughout the 2012-2013, including one session each about mental health in academic spaces, behind the scenes in the life science course, pedagogies of engagement, accessing of electronic resources, information literacy, classroom management, using classroom clickers, using Turnitin, using Twitter as a teaching tool; two sessions each about teaching English language learners and working with students with special needs; three sessions about writing across the curriculum; four sessions about the first year curriculum and teaching strategies; twelve sessions on ePortfolios and Digication. In addition, the Provost's Speakers Series brought Provost Arcario and Dean Eynon of LaGuardia Community College to speak on teaching pedagogy and assessment; University Dean of Research, Dr. Avrom Caplan, to speak on conducting research at the college and in CUNY; and University Director for Research Compliance, Farida Lada, to speak on IRB and faculty research; and Uri Tresiman, professor of mathematics and of public affairs at The University of Texas at Austin and member of the 21st Century Commission on the Future of Community Colleges, to speak on reforming how we teach math at the college level.

Challenges: Faculty hiring occurred off-cycle, such that in some cases delayed searches were conducted a semester, rather than a year, before target appointment dates. As our capacity grows, we will make every effort to conduct searches on-cycle with respect to our target start dates

- > Develop and implement professional development plan by standing committee of College Council
Year-End College PMP Report: 2012-13

Goal 1: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative engagement.

> Develop and implement professional development plan by standing committee of College Council

Accomplishments: The Center for College Effectiveness and the Assessment and Professional Development Committee, a standing committee of the College Council, developed and implemented a professional development plan with a protocol for professional development submissions that aligns a proposal with institutional goals and/or institutional student learning outcomes. It includes both ongoing, year-long seminars, as well as individual, one-time sessions. In spring 2013, three faculty-led professional development sessions were hosted: Mental Health in Academic Spaces, Behind the Scenes in the Life Science Course, and Pedagogies of Engagement.

> Increase support for professional development and academic conferences

Accomplishments: In calendar year 2012, 12 faculty were supported to attend/present at professional development or academic conferences.

Challenges: A number of Guttman faculty were not hired until the spring or summer of 2012.

2.2 Increase faculty research/scholarship

Accomplishments: In calendar year 2012, 12 faculty engaged in 50 distinct scholarly activities, including: 25 Conference Presentations; 12 Reviews/Commentaries (including Blogging); 5 Journal Articles, peer-reviewed; 2 Conference Presentations - published as proceedings; 2 Lectures (Invited); 1 Book, Chapter; 1 Book, Edited; 1 Book, introduction, preface, etc.; 1 Play Produced/Performed. According to the CUNY Performance Management Process 2012-13 Year-End Report, 9 of these pieces of scholarship or creative activity met the criteria to be counted in the calculation of average pieces of scholarship per faculty (books authored, book chapters, conference presentations published as proceedings, peer reviewed journal articles, exhibits at curated art shows, direction/choreography/dramaturgy/design, music composition published/perform, and plays produced/perform). This represents an average of .5 pieces of scholarship per faculty, across 20 full-time faculty.

Challenges: A number of Guttman faculty were not hired until the spring or summer of 2012.

% of faculty with research grants, presenting at conferences or publishing in peer reviewed venues

Accomplishments: In calendar year 2012, 12 of 20 faculty presented at conferences, published in peer reviewed venues, and/or received research grants.

Challenges: A number of Guttman faculty were not hired until the spring or summer of 2012.

2.3 Instruction by full-time faculty will increase incrementally

Accomplishments: 75% of fall-2012 course sections (58 of 77) were taught by full-time faculty.

Challenges: Academic year data for instructional FTEs in undergraduate courses delivered by full-time faculty are not yet available. Will be available for 2014 PMP submission.

Annual mean teaching hours of veteran full-time faculty

Accomplishments: n/a

Challenges: Complete data will be available for 2014 PMP submission.

2.4 Colleges will recruit and retain a diverse faculty and staff
Year-End College PMP Report: 2012-13

Goal 1: Raise Academic Quality

Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative

- Faculty and staff diversity and affirmative action reports (prepared by OHRM)

Year-end value: OIRA

Goal 2: Improve Student Success

Objective 3: Ensure that all students receive a quality general education and effective instruction

3.1 Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative

- Colleges will present evidence of curricular development and revision, and alignment of courses leading into the large transfer majors

Accomplishments: Refer to 3.1.02

> 3.1.02 Revision and approval at Pathways and BoT of courses in degree programs

Accomplishments: The CUNY Chancellor's Report confirms revision and approval of Pathways courses in degree programs.

3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses

- Pass rates in reading on exit from remediation (assoc.)

Target Value: NA

Year-end value: 51%

(automatic)

Accomplishments: 75 of the fall 2012 cohort entered without demonstrating proficiency in reading. By June 2013, 38 or 51% of these students demonstrated proficiency by passing the CAT-R.

Challenges: These are preliminary figures; data not available in the CUNY Performance Management Process Year-End Report

- Pass rates in writing on exit from remediation (assoc.)

Target Value: NA

Year-end value: 63%

(automatic)

Accomplishments: 84 of the fall 2012 cohort entered without demonstrating proficiency in reading. By June 2013, 53 or 63% of these students demonstrated proficiency by passing the CAT-W.

Challenges: These are preliminary figures; data not available in the CUNY Performance Management Process Year-End Report

- Pass rates in math on exit from remediation (assoc.)

Target Value: NA

Year-end value: 31%

(automatic)

Accomplishments: 248 of the fall 2012 cohort entered without demonstrating proficiency in math. By June 2013, 78 or 31% demonstrated proficiency by passing the CEAFE and Statistics B (the second semester of a two-term "stretched" degree-credit statistics course.)

Challenges: These are preliminary figures; data not available in the CUNY Performance Management Process Year-End Report

- Percentage of students skills proficient by the 30th credit (of those not initially proficient) (assoc.)

Year-end value: OIRA

> college target

- % students on track to earn 30 credits

Target Value: NA

Year-end value: 20%

Accomplishments: 20% is an estimate based on the number of students projected to earn 24 or 27 degree credits by the end of spring-1 2013 and those students, thus, have an opportunity to reach 30 earned credits by taking courses in spring 2.

Challenges: Complete data will be available for 2014 PMP submission.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study

- Percentage of students passing freshman composition with a C or better

Target Value: NA

Year-end value: 55%

Accomplishments: Guttman did not offer composition in fall 2012. Instead, City Seminar I (LASC 101) is used as a proxy for freshman composition course. In fall 2012, 155 of 284 students (55%) who completed the course earned grades of C or better. (5 withdrawals were excluded from the calculation.)
Objective 3: Ensure that all students receive a quality general education and effective instruction

- Percentage of students passing gateway math courses with C or better
  
  Target Value: NA  
  Year-end value: 50%

  Accomplishments: Statistics A (MATH 103A) (the first of a two semester course for students who entered the college without proficiency in math) and Statistics (Math103) (a one semester course for students who entered the college with math proficiency) were defined as Guttman's gateway math courses. In fall 2012, for Statistics A, 138 of 278 grades (50%) were C or better. In fall 2012, for Statistics, 35 of 40 grades (88%) earned grades of C or better. Overall, fall 2012, 173 of 318 grades (54%) were C or better. (19 withdrawals were excluded from the calculations. Calculations are a duplicated count including course retakes.)

- Percentage of CLA target sample who were administered the CLA test
  
  Year-end value: OIRA

  Accomplishments: n/a

3.4 Colleges will reduce performance gaps among students from underrepresented groups

- One-year retention rate gap between under-represented minorities and non-under-represented minorities (assoc.)
  
  Target Value: +/-5%  
  Year-end value: -0.01

  Accomplishments: The fall 2012 to spring 2013 retention rate of first-time, full-time URM freshman was 91.9% (235 out of 289) compared to the retention rate of non-URM, which was 92.6% (54 out of 289).

  Challenges: One year retention rate data not available as of the PMP deadline. Will be available for 2014 PMP submission.

- Differences in retention rates by gender
  
  Target Value: NA  
  Year-end value: 4.1

  Accomplishments: The fall 2012 to spring 2013 retention rate of first-time, full-time freshman (N=289 with 150 women and 139 men) was 94.0% for women and 89.9% for men.

  Challenges: One year retention rate data not available as of the PMP deadline. Will be available for 2014 PMP submission.

- Comparison of differences in retention rates by HS graduate vs GED recipient
  
  Target Value: NA  
  Year-end value: 10.2

  Accomplishments: The fall 2012 to spring 2013 retention rate of first-time, full-time freshman (N=289 with 272 high school graduates and 17 GED recipients) was 92.6% for high school graduates and 82.4% for GED recipients.

  Challenges: One year retention rate data not available as of the PMP deadline. Will be available for 2014 PMP submission.

3.5 Colleges will show progress on implementing faculty-driven assessment of student learning

- Colleges will present evidence that faculty are assessing student learning, using results to make improvements, and documenting the process

  Accomplishments: Student learning was assessed during summer bridge, fall-1, fall-2, and spring-1. The 2012 Summer Bridge Report, which informed curricular changes to the 2013 Summer Bridge, documented assessment of student learning. Assessment of student work and recommended changes were documented in mid-semester progress reports. Assessment with institutional student learning outcomes and documentation of changes will continue at the end of spring-1 in June 2013.

- Establish instructional team model weekly meetings and 2 days at mid semester and end semester for assessment student learning outcomes

  Accomplishments: Four instructional teams were established. Each team met weekly and recorded minutes. Faculty convened at mid-semester and end of semester assessment days that reviewed and documented student performance, mapped student learning outcomes to the curriculum, and refined outcomes rubrics.

- Assessment reports issued by CCE based on instructional team data

  Challenges: The instructional team reports will be finalized after completion of spring-2 2013 and the 2012-2013 academic year in late July 2013.

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree co

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### Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

#### 4.1 Colleges will facilitate students' timely progress toward degree completion

- **Percentage of freshmen and transfers taking one or more courses the summer after entry**  
  **Year-end value:** OIRA

- **Ratio of undergraduate FTEs to headcount (assoc.)**  
  **Year-end value:** 1.25

Accomplishments: In fall 2012 students' attempted credit hours (degree + developmental) ranged from a minimum of 0 (for unofficial withdrawals) to a maximum of 27. The mean credits hours were 18.4. The median hours were 18.0. The mode hours were 18.0.

- **Percentage of freshmen who completed freshman composition within 2 years of entry (assoc.)**  
  **Target Value:** NA  
  **Year-end value:** OIRA

Accomplishments: n/a  
Challenges: Data not available as of the PMP deadline. Will be available for 2015 PMP submission.

- **Percentage of freshmen who completed gateway math within 2 years of entry (assoc.)**  
  **Target Value:** NA  
  **Year-end value:** OIRA

Accomplishments: n/a  
Challenges: Data not available as of the PMP deadline. Will be available for 2015 PMP submission.

#### > college target

- **Percentage of freshmen who completed freshman composition through spring 1 of the first year (assoc.)**  
  **Target Value:** NA  
  **Year-end value:** 55%

Accomplishments: Guttman did not offer composition in fall 2012. Instead, City Seminar I (LASC 101) is used as a proxy for freshman composition course. In fall 2012, 155 of 284 students (55%) who completed the course earned grades of C or better. (5 withdrawals were excluded from the calculation.)

Challenges: Complete data will be available for 2014 PMP submission.

- **Percentage of freshmen who completed gateway math through spring 1 of the first year (assoc.)**  
  **Target Value:** NA  
  **Year-end value:** 50%

Accomplishments: Statistics A (MATH 103A) (the first of a two semester course for students who entered the college without proficiency in math) and Statistics (Math103) (a one semester course for students who entered the college with math proficiency) were defined as Guttman's gateway math courses. In fall 2012, for Statistics A, 138 of 278 grades (50%) were C or better. In fall 2012, for Statistics, 35 of 40 grades (88%) earned grades of C or better. Overall, fall 2012, 173 of 318 grades (54%) were C or better. (19 withdrawals were excluded from the calculations. Calculations are a duplicated count including course retakes.)

Challenges: Complete data will be available for 2014 PMP submission.

#### > college target

- **Average number of credits earned v. attempted in first twelve months (Percentage of credits earned of those attempted?)**  
  **Target Value:** NA  
  **Year-end value:** 0.82

Accomplishments: For fall 2012, the mean degree credits attempted were 10.8 and the mean degree credits earned were 8.9.

Challenges: Complete data will be available for 2014 PMP submission.

#### > college target

- **% who take courses in spring II**  
  **Target Value:** NA  
  **Accomplishments:** n/a  
  **Challenges:** Data not available as of the PMP deadline.

#### 4.2 Retention rates will increase progressively

- **One-year retention rate of full-time, first-time freshmen (assoc.)**  
  **Target Value:** NA  
  **Year-end value:** OIRA

Challenges: Complete data will be available for 2014 PMP submission.
Goal 2: Improve Student Success

Objective 4: Increase retention and graduation rates and ensure students make timely progress toward degree completion

- Difference between actual and predicted one-year retention rates (full-time, first-time freshmen, assoc.)
  
  | Target Value: NA | Year-end value: OIRA |

Challenges: Complete data will be available for 2014 PMP submission.

> college target

- Fall-to-Spring retention rate
  
  | Target Value: NA | Year-end value: 92% |

Accomplishments: 266 of 289 full-time, first-time students were retained from fall 2012 to spring 2013 (as of the census dates).

4.3 Graduation rates will increase progressively in associate, baccalaureate, and master’s programs

- Four-year graduation rate of full-time, first-time freshmen (assoc.)
  
  | Year-end value: OIRA |

Accomplishments: n/a

- Difference between actual and predicted 4-year graduation rate (full-time, first-time freshmen, assoc.)

Accomplishments: n/a

> college target

- Three-year graduation rate

| Target Value: NA |

Objective 5: Improve post-graduate outcomes

5.2 Job and education rates for graduates will increase

- 6-month job and education placement rate (assoc.)

| Target Value: NA | Year-end value: OIRA |

Challenges: Data not available as of the PMP deadline. Will be available for 2015 PMP submission.

Objective 6: Improve the quality of campus life and student and academic support services

6.1 Colleges will improve the quality of student life and campus climate.

- Colleges will present evidence of improved quality of life and campus climate
  
  | Year-end value: Refer to 6.1.02 to 6.1.05 |

- 6.1.02 Campus Climate (Noel-Levitz scale)

  | Year-end value: 5.66 (on a scale of 1-7) |

- 6.1.03 Responsiveness to Diverse Populations (Noel-Levitz scale)

  | Year-end value: 5.35 (on a scale of 1-7) |

- 6.1.01 Safety and Security (Noel-Levitz scale)

  | Year-end value: 5.33 (on a scale of 1-7) |

- 6.1.05 Student Centeredness (Noel-Levitz scale)

  | Year-end value: 5.78 (on a scale of 1-7) |

- Campus Life (Noel-Levitz scale) (bach)

  | Year-end value: OIRA |

> Reflections on Summer Bridge Program, first year core curriculum, Group Work Space, embedded advisement and other student support services
Goal 2: Improve Student Success

Objective 6: Improve the quality of campus life and student and academic support services

> Reflections on Summer Bridge Program, first year core curriculum, Group Work Space, embedded advisement and other student support services

Accomplishments: The Center for College Effectiveness collaborated with faculty and staff to prepare an assessment of the 2012 Summer Bridge Program and to study the first year core curriculum, Group Work Space, embedded advisement and student support through student surveys, course evaluations, focus groups, and faculty/staff assessment day reflections.

6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

- Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services
  
  Year-end value: Refer to 6.2.02 to 6.2.05

- 6.2.02 Academic Advising Effectiveness (Noel-Levitz scale)
  
  Year-end value: 6.00 (on a scale of 1-7)

- 6.2.03 Campus Support Services (Noel-Levitz scale)
  
  Year-end value: 5.21 (on a scale of 1-7)

- 6.2.04 Concern for the Individual (Noel-Levitz scale)
  
  Year-end value: 5.96 (on a scale of 1-7)

- 6.2.05 Academic Services (Noel-Levitz scale)
  
  Year-end value: 5.77 (on a scale of 1-7)

> college target

- # of tracked requests and resolutions from students to NCC help desk
  
  Target Value: NA  
  Year-end value: 944

Accomplishments: The IT helpdesk resolved 944 requests between January-May 2013. The five most frequent issues were: Permissions (N=148), Printing (N=96), Email (N=88), Equipment Requests (N=73), and CUNYFirst (N=69).

Challenges: The IT helpdesk tracked requests and resolutions, but did not track type of requester (faculty, staff, student). The tracking system is being refined so this type of information can be readily monitored.

Goal 3: Enhance Financial and Management Effectiveness

Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CU

7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

- Percentage difference between target and actual FTEs
  
  Target Value: NA  
  Year-end value: OIRA

- FTE enrollment
  
  Target Value: NA  
  Year-end value: 362.4

Accomplishments: In fall 2012, students enrolled in a total of 5436 degree and developmental credits, resulting in an FTE of 362.4.

- Total headcount
  
  Target Value: 300  
  Year-end value: 289

> Monitor actual to projected distribution of students into majors in year 2
Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CU

> Monitor actual to projected distribution of students into majors in year 2

Accomplishments: Our LABSS sessions (1.5 hours each week of structured and mandatory group advising) met throughout fall I 2012 as part of the Ethnographies of Work course and laid the groundwork for student understanding of their choice of major and possible careers. We carefully monitored student interest and eventual selection of programs of study with a preliminary online survey in January 2013, followed by meetings with Student Success Advocates during the spring I 2013 session. So that students would make as informed a decision as possible concerning their majors, we organized a mandatory events in March, April, and May 2013 entitled Industry Insiders, which gave students the opportunity to talk with career representatives. Sixty-two students attended the Business Administration event. Seventy-eight students attended the Liberal Arts event. Forty-one students attended the Human Services event. One hundred students attended the Information Technology event. Forty student attended the Urban Studies event. A post-event student satisfaction survey (n= 178) reported that 87% of those attending agreed or strongly agreed that "The career panel helped me to understand the industry." Students selected their majors during an open period from March 19 through April 5, and we tracked those selections on March 25, April 5 and May 9. The percentage of our students selections by majors are: Business Administration = 21%; Human Services = 19%; Information Technology = 11%; Liberal Arts and Sciences = 45%; and Urban Studies = 4%.

> Through exit interviews assess reasons for student attrition in first – second years

Accomplishments: Student Success Advocates conducted exit interviews with students who decided not to stay enrolled at Guttman. Exit information was compiled for 21 of the 23 students who did not re-enroll between fall 2012 and spring 2013. The responses with the highest frequencies were: "I have a family situation" (cited by 7); "Guttman doesn't have the services/activities I need" (cited by 5); "I have a health situation," "The full-time schedule is too demanding," and "I can't afford to pay tuition" (each cited by 4).

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

- Colleges will document efforts to communicate Pathways gen ed and major curricular requirements to students, faculty, and staff; change infrastructure in support of Pathways (e.g., DegreeWorks); and create dual admission/degree programs or other effective

Accomplishments: Refer to 7.2.02 and 7.2.03

> 7.2.02 Provide narrative of progress in communicating goals and requirements of the Pathways initiative

Accomplishments: Pathways progress, goals, and requirements have been communicated via email to students, one-on-one advisement to students, a dedicated section of the Guttman website, a dedicated section of the Guttman catalog, updates by the Registrar to staff at the President's Cabinet meeting, and updates by the Provost at faculty meetings.

> 7.2.03 Implementation of DegreeWorks

Accomplishments: DegreeWorks was implemented in spring 2013. Scribing was completed, and DegreeWorks went into production in late May. The first wave of faculty and staff users participated in training. Current students will be trained on DegreeWorks in July (spring-2 2013). New students will be introduced to it during Orientation.

7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission

- Percentage of College Now enrollment targets achieved

Accomplishments: n/a

- Number of seats filled in adult and continuing education courses

Accomplishments: n/a

> Develop plan for and launch CUNY Start programs

Challenges: A preliminary meeting on developing a year-long Guttman CUNY Start program was held, but the college has not yet been included in the budget to expand the program to new campuses. We hope with growing capacity to develop a plan and proposal for a Guttman program in the next round of expansion.

> College Now summer program

Challenges: Given our capacity, especially in regard to faculty work, and the extraordinary demands of the first year in serving our students and building our college, plans for 2012-2013 College Now programming were not realized.

Objective 8: Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase 10%

- Alumni-corporate fundraising (voluntary support) 3-yr weighted rolling average

Accomplishments: Refer to 8.1.02

Year-end value: OIRA
### Objective 8: Increase revenues and decrease expenses

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Accomplishments</th>
<th>Target Value</th>
<th>Year-end value</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; college target</td>
<td>Alumni-corporate fundraising (voluntary support) - annual amount (baseline)</td>
<td>n/a</td>
<td>NA</td>
<td>OIRA</td>
</tr>
<tr>
<td>8.2 Colleges will make progress within a declared capital campaign</td>
<td>Colleges will present evidence of a declared capital campaign with fundraising goal (through FY 2015), campaign chairperson, vision/case statement, and detailed plan</td>
<td>Refer to 8.2.02.</td>
<td>NA</td>
<td>OIRA</td>
</tr>
<tr>
<td>&gt; 8.2.02 Establish three-year goal, chairperson, vision/case, and detailed implementation plan, under guidance of Community Counselling Service Co., LLC (CCS)</td>
<td>NCC worked with Community Counseling Service Co., LLC (CCS) for the year to create a fundraising plan, including vision/case statement, and to plan for the establishment of a Foundation Board. Having a very successful fundraising year (refer to 8.6.02), we have established a 2 year declared campaign to be chaired by President Evenbeck with a goal of $500,000.</td>
<td>Refer to 8.2.02.</td>
<td>NA</td>
<td>OIRA</td>
</tr>
<tr>
<td>8.3 Each college will achieve its revenue targets and improve or maintain high collection rates</td>
<td>Tuition and fee collection rate 3-yr weighted rolling average</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
<tr>
<td></td>
<td>Revenue (degree-credit) as a percentage of target</td>
<td>100%</td>
<td>93%</td>
<td>OIRA</td>
</tr>
<tr>
<td></td>
<td>For 2012-2013, the estimated percentage of revenue (tuition and fees) target achieved is 93% (an actual of $1.052 million compared to a projection of $1.135 million)</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
<tr>
<td>Challenges: FY2012 data not available in the CUNY Performance Management Process Year-End Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 Colleges improve or maintain sound financial management and controls</td>
<td>Percentage of budget spent on general administration</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
<tr>
<td></td>
<td>Plan to establish a sound financial management structure and control system in our partnership with the UBO</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
<tr>
<td>Challenges: FY2012 data not available in the CUNY Performance Management Process Year-End Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve</td>
<td>Percentage of allocated budget retained as reserve</td>
<td>0%</td>
<td>2.7%</td>
<td>OIRA</td>
</tr>
<tr>
<td></td>
<td>For 2.7% is an estimate for FY2013 based on a reserve of $354,000 out of total resources of $13.204 million.</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
<tr>
<td>Challenges: FY2012 data not available in the CUNY Performance Management Process Year-End Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.6 Contract/grant awards will increase</td>
<td>Grants and contracts 3-yr weighted rolling average</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
<tr>
<td></td>
<td>&gt; 8.6.02 college target</td>
<td>n/a</td>
<td>OIRA</td>
<td>OIRA</td>
</tr>
</tbody>
</table>
Year-End College PMP Report: 2012-13

Goal 3: Enhance Financial and Management Effectiveness

Objective 8: Increase revenues and decrease expenses

> 8.6.02 college target
- Grants and contracts - annual
  
  | Target Value: $500,000 | Year-end value: $935,023 |

Accomplishments: In FY2013, Guttman received grants from the Gates Foundation ($531,570), Lumina Foundation ($82,666), Robin Hood Foundation ($305,787), Verizon ($10,000), Salomon Family Foundation ($5,000). (For multi-year awards, the grant amounts were prorated for the 2013 fiscal year, July 1, 2012 to June 30, 2013.)

8.7 Indirect cost recovery ratios will improve
- Indirect cost-recovery ratio
  
  | Target Value: NA | Year-end value: OIRA |

Accomplishments: n/a
Challenges: Data not available in the CUNY Performance Management Process Year-End Report

Objective 9: Improve administrative services

9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges
- Colleges will present evidence of improved student satisfaction with nonacademic administrative support services
  
  Year-end value: Refer to 9.1.02-9.1.04

- 9.1.01 Admissions and Financial Aid Effectiveness (Noel-Levitz scale)
  
  Year-end value: 5.45 (on a scale of 1-7)

- 9.1.03 Registration Effectiveness (Noel-Levitz scale)
  
  Year-end value: 5.43 (on a scale of 1-7)

- 9.1.04 Service Excellence (Noel-Levitz scale)
  
  Year-end value: 5.7 (on a scale of 1-7)

> NCC will conduct and end-of-year survey and present results

Accomplishments: Refer to Noel-Levitz survey results, PMP indicators 6.1.02 to 6.1.05, 6.2.02 to 6.2.05, and 9.1.02-9.1.04.

> Reflections on Summer Bridge Program, first year core curriculum and services

Challenges: Note: our 2013 Targets misidentified Summer Bridge and first year core curriculum in reference to nonacademic administrative support services. Accordingly, we are reporting on our Noel-Levitz survey results on student satisfaction with administrative services.

9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs

> 9.2.01 Colleges will improve space utilization with space prioritized for degree and degree-related programs
- Percentage of FTEs offered on Fridays, evenings or weekends
  
  | Target Value: NA | Year-end value: 26.3% |

Accomplishments: Of 5436 degree and developmental credits (362.4 FTE) offered in fall 2012, 1431 (95.4 FTE) were offered on Fridays or weekdays after 4pm.

- Colleges will present additional evidence of space prioritized for degree programs

Accomplishments: Refer to 9.2.01 and 9.2.03

> 9.2.03 college target
- Percentage of classroom space in use during regular work week
  
  | Target Value: NA | Year-end value: 67% |

Accomplishments: Of 12 available classrooms, 8 were in use for classes or supplemental instruction, starting before 4pm on Monday-Friday.
Goal 3: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

> college target

- NCC amount or share of hosting revenues

  Accomplishments: n/a
  Challenges: Note: our 2013 Target misidentified hosting revenue in reference to space utilization for degree and degree-related programs.

Target Value: NA

9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws, and develop business continuity plans

- Evidence of compliance in target areas; evidence of a business continuity plan

  Accomplishments: The college makes every effort to comply with federal, state, city, and CUNY regulations and good business practices, including a partnership with the university auditor. The college follows the business practice of ethical separation of roles and duties; for example, the college bursar does not report to the college financial aid director; the college adheres to standard city and federal reimbursement rates for food and travel. College employees are registered as city vendors for reimbursement.

  Develop and implement a business continuity plan

  Accomplishments: The VP for Administration and Finance developed and implemented the first phase of a business continuity plan. She created a "how do I?" electronic resource that details how to become a city vendor, book a college event, hire a person, make a purchase, request a food order, request an out of pocket reimbursement, and request approval for travel. The second phase is to ensure that there is adequate backup of responsibilities, so that operations are not reliant on any single individual. In the coming year, the college will work with the Central Office to further develop a business continuity plan.

  Develop and implement a risk management plan

  Accomplishments: In the coming year, the college will work with the Central Office to further develop a risk management plan.

  Challenges: The demands of building a new college and some key staffing changes precluded the development of a risk management plan.

9.4 All colleges will make progress on CUNYfirst implementation

- Evidence of participation in CUNYfirst training activities, effective communication, and change/change readiness activities

  Accomplishments: As a Wave 2a school, Guttman has successfully implemented and is using CUNYFirst. Among the modules/functions for which we have trained/are using are: IT; Student Admissions; Student Records; Assignment of permissions (faculty and staff); CUNY Central established workflows; CRM Helpdesk module to generate support tickets; testing the Reporting Manager module to develop self-service reports; setup a server to read the subset CF database shadow (i.e., 805 file) for data reports. The registrar has entered all courses, co/pre-requisites in the Course Catalog, is using the block registration, class schedule features, is running reports from Query Viewer (e.g., grades submitted, courses registered for, weekly schedules for students, immunization status, residency status); the registrar also runs transcripts and verifications of enrollment; runs the WN, WA, and withdrawal processes; schedules classes into rooms; maintains academic calendars and term session tables; maintains student majors records; does end-of-term processing; processes transfer credit (chiefly College Now). Human Resources migrated from Interview Exchange to the CF HCM Module, including job postings, issuance of EMPLIDs, and running the Chancellor's Report submissions. Since November 2012, HR participated in CF training on most HR transactions and processes, including reports generation, position management, employee data management, and various HR transactions (e.g, appointments, TAM transactions, recruitment), Chancellor's & University Reports, and new TAM Module implementation. Financial Aid went live with CF in April 2013 (upon receiving approval by the federal and state government to award financial aid). We now process all financial aid files through CF, including awarding/disbursing aid and running reports and queries. The Business Office uses the Financial Supply Chain module for all aspects of procurement, including creating and approving requisitions; tracking purchase requests, and managing vendor payments.

> college target

- # of personnel for CUNYFirst training

  Accomplishments: Twenty-three faculty and staff, including the registrar, admissions director, financial aid director, CIO, Center for College Effectiveness director, HR director, financial aid director, and business office director reported participating in some form of CUNYFirst training.

Target Value: NA  Year-end value: 23

> college target
Goal 3: Enhance Financial and Management Effectiveness

Objective 9: Improve administrative services

> college target
  • # of hrs per person and in total for CUNYFirst training

| Target Value: NA | Year-end value: average of 12 hours per person and 271 hours total for 23 individuals |

Accomplishments: Twenty-three individuals received a total of 274 hours of training or an average of 12 hours of training. The mode training value was 1 hour and the median value was 2 hours. The registrar participated in the most training (approx 50 hours).

9.5 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan.

• Evidence of annual progress implementing goals and initiatives from each of the seven areas of a college's multi-year sustainability plan (e.g., energy)

| Year-end value: OIRA |

Accomplishments: Refer to 9.5.02

> 9.5.02 Develop and implement a multi-year sustainability plan

Accomplishments: The Director of Campus Operations convened a Sustainability Council; and, as part of the first year curriculum's theme of sustainability, the Director and faculty engaged students in preparing sustainability proposals as both a class project and research for the college's sustainability plan.

Challenges: In February 2013, after over a year of service, the Director of Campus Operations left Guttman. The sustainability planning will be resumed by the new Director of Facilities Planning.