This report details Guttman’s FY2017 PMP College Focus Area goals and achievements. The College continues to make good progress in working toward providing every student with meaningful experiential learning opportunities—a goal intrinsic both to our model and CUNY’s Strategic Framework. We also met our targets for enhanced academic support in its various forms (peer mentor-led Meet Ups, tutoring, use of AccessABILITY accommodations, eTern support, and utilization of Learning Lab). We more than met our goal of creating hybrid courses, use of ePortfolios, and implementation and use of our Starfish platform. In fact, Guttman Community College was a finalist for the 2017 Starfish by Hobsons® Education Advances Awards recognizing innovative approaches to helping students succeed. We continue to refine our signature City Seminar courses through professional development and curricular revision and coordination, and to carefully allocate our use of full-time faculty to remain committed to delivering the most effective first-year student experience possible.

1. Increase opportunities for students to participate in high impact practices of experiential education (aligned with Guttman’s first major strategic goal to “improve student learning, retention and graduation rates by implementing and refining a new educational model to serve our students”).
   
   a. 100% of students will participate in a Community Days or experiential learning activity.

   By virtue of Guttman’s instructional model, which is inherently experiential, 100% of our students do participate in experiential education. Every student taking Guttman courses, participates in at least one experiential learning activity as Guttman defines it or in the categories CUNY’s ELO initiative defines it.

   b. 25% of students will attend a Community Days on-campus workshop in either the fall or spring and will complete a reflective module in their ePortfolio.

   In fall 2016, 791 out of 995 students completed a Community Days activity (either on- or off-campus, including workshops, with the majority of activities being off-campus). This represents 79% of students. Of those 791 students, 390 completed a reflection on their Community Days activity, representing 49%.

   In spring 2017, 463 of 938 students completed a Community Days activity (either on- or off-campus, including workshops, with the majority of activities being off-campus as reported by Faculty). This represents 49% of students. All but two reporting Faculty assigned reflections for their Community Days activities.

   c. 25 students will be provided opportunity for global/international learning in 3 destinations
in 2016-2017 through the college’s Global Guttman Program.

28 students engaged in opportunities for global/international learning in 3 destinations in spring II 2017. Students earned credit through course-based travel to Chile, Belize, and Ecuador.

2. Increase opportunities for student enhanced academic support (aligned with Guttman’s second major strategic goal to “provide students with opportunities to achieve academically, grow socially, and contribute to the college and the community”).

a. Utilization of Learning Lab academic support services: 15% of students will utilize academic support services

Our Learning Lab academic support services were utilized by well over 15% of our student population. Over the 2016-2017 academic year, 132 unique students took advantage of tutoring; 155 attended Meet-Ups, 158 worked with Direct Connect Peer Mentors, and 25 used eTern support.

b. eTerns Support Sessions: 4 eTerns will offer 25 drop-in hours of student ePortfolio support each week

6 eTerns offered 40 hours of student ePortfolio support weekly in fall I, fall II, and spring I

c. Peer mentor-led Meet-ups: 15 Meet-Up Mentors will offer 30 Meet-Up sessions/week during the Fall /Spring semesters

- in fall I 2016 there were 14 Mentors, 270 Meet-Ups were held and 571 students attended, averaging 1.89 attendees per Meet-Up.
- In spring I 2017 there were 15 Meet-Up Mentors and 29 scheduled Meet-Ups per week.

d. Tutor contact hours: 5 tutors will offer 50 hours of academic support/week during the Fall / Spring semesters

- In fall I, 10 tutors offered, on average, 54 hours a week of academic support
- In spring I, 7 tutors offered, on average, 53 hours a week of academic support

e. 33% of students registered with the Office of AccessABILITY will utilize their testing accommodations; 33% of students with adaptive technology needs will utilize adaptive technology through the Office of AccessABILITY.

Forty-four percent of students registered with the Office of AccessABILITY used Starfish to request testing accommodations. Twenty-six percent of students with adaptive technology needs utilized adaptive technology through the Office of AccessABILITY.
f. First year student fall-to-fall persistence will be maintained or slightly increased to 75% (see university goal 3)

First fall-to-fall retention rates were 74% (fall 2012 – 2013), 69% (fall 2013 – 2014), 73% (fall 2014 – 2015), and 70% (fall 2015 – 2016). The fall-to-fall retention rate for the fall 2016 entering cohort will be determined at the fall 2017 census date.

3. Maintain/increase use of technology to enrich courses and improve teaching (aligned with Guttman’s 1st major strategic goal).
   a. Develop and/or deliver 10 hybrid courses

   **14 hybrid courses were developed and/or delivered**

   b. Completion and submission of ePortfolios by students: 80% of students who complete the Bridge Program; 80% of students who complete the First Year Experience; 80% of students who complete their program of study

   **Ninety-six percent of students who completed the Bridge program submitted an ePortfolio for assessment; twenty-two percent of students who were enrolled in City Seminar II submitted an ePortfolio; 41% of students who were enrolled in the capstone course in their program of study submitted an ePortfolio.**

   c. 80% of Guttman students will receive a flag, kudo, or referral through Starfish.

   **100% of students received a flag, kudo, or referral through Starfish**

4. Improve the delivery of the first year experience curriculum through professional development and curriculum revision (aligned with Guttman’s 1st and 3rd major goals).
   a. Develop and pilot an alternative City Seminar retake model.

   **Alternative City Seminar retake model piloted in Fall II. Six eligible students participated, 4 passed with a C- or better, 2 received NC grades.**

   b. Improve the integration of City Seminar component sections (CI, QR, RW, Studio): 3 professional development workshops will be offered to City Seminar faculty and Graduate Coordinators.

   **3 professional development workshops were offered to City Seminar faculty and Graduate Coordinators. These workshops focused on improving integration among the City Seminar components.**

   c. Improve the integration and alignment in Ethnographies of Work and LaBSS: 3 professional development workshops will be offered to EOW faculty and Student Success Advocates

   **3 professional development workshops were offered to EOW faculty and SSAs. These workshops focused on improving integration among the City Seminar components.**
d. Increase full-time faculty teaching in the FYE: 60% of instructional team faculty will be full-time.

### Percentage and Number of FYE Classes taught by Full-Time and Adjunct Faculty

<table>
<thead>
<tr>
<th>Semester</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>64.1% (59)</td>
<td>35.9% (33)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>76.5% (88)</td>
<td>23.5% (27)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>67.4% (62)</td>
<td>32.6% (30)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70% (209)</strong></td>
<td><strong>30% (90)</strong></td>
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August 31, 2017