2015-16 PMP Goals Report
Guttman Community College

Section A. University Goals (with supplemental information to the University Performance Management Process Data Book)

5 - Improve student satisfaction with academic support and student support

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>Off year</th>
<th>2015</th>
<th>Off year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with academic advising</td>
<td>6.0 (1.0)</td>
<td>5.9 (1.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effectiveness (Noel-Levitz SSI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with campus support</td>
<td>5.2 (1.1)</td>
<td>5.4 (1.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>services (Noel-Levitz SSI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To maintain student satisfaction with academic support and student support:

Advisors are committed to ensuring a smooth transition for students moving from first-year to second-year advisement. During 2015-2016, first-year advisors (Student Success Advocates) conducted weekly LaBSS (Learning About Being a Success Student) sessions in the first-year experience learning communities. Second year-advisors (Career Strategists) conducted activities in LaBSS geared toward making decisions about a major, and led “Major Celebration” events for all programs of study. Advisors integrated the use of Starfish technology into their existing practices to ensure the seamless transition from first-year advisor to second-year advisor.

The Information Commons was reconfigured as a more academically driven space. Primary academic services include the library, production services, reserve texts, auditorium space, student laptop loans, computing support and an academic learning lab that encompasses eTerns, academic coaching (tutoring), and peer mentor-led meet-ups.

New student orientation, coordinated by Admissions, introduced students to the class schedule and Guttman policies; introduced students to advisors and peer mentors; reviewed Summer Bridge requirements; and instructed them how to activate their CUNYFirst account.

6 - Improve student satisfaction with administrative services.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>Off year</th>
<th>2015</th>
<th>Off year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with admissions and</td>
<td>5.5 (1.1)</td>
<td>5.6 (1.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>financial aid effectiveness (Noel-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levitz SSI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with registration</td>
<td>5.4 (1.1)</td>
<td>5.6 (1.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effectiveness (Noel-Levitz SSI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with service excellence</td>
<td>5.7 (0.9)</td>
<td>5.6 (1.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Noel-Levitz SSI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To meet students’ needs through administrative services:

Admissions is committed to enhancing prospective students’, supporters’, and counselors’ awareness of Guttman’s educational model (from recruitment to Summer Bridge enrollment). During 2015-2016, they represented Guttman at college fairs and high school visits; hosted on campus visits; maintained accurate information on the website; created information packets; and distributed a high school counselor newsletter. They arranged group information sessions and individual information sessions to keep applicants engaged and aware of next steps.
Financial Aid strives to provide quality customer service. Staff counseled students in-person, over the phone, and by email, regarding financial aid questions. They hosted seven March Madness sessions to assist students with completion of the FAFSA form and initiated plans to implement a financial literacy program starting in Summer Bridge.

The Office of the Registrar ensures timely student registration and graduation procedures by scheduling registration appointments by student groups; emailing registration dates to students two weeks before registration and reminders one day before registration begins; prioritizing registration dates for potential graduates and other groups who require early registration; posting registration date information on digital message boards; coordinating appointments dates with financial aid to minimize aid problems; and communicating registration dates to advisors for additional registration advisement.

**Section C. College Focus Area Goals (with information compiled by Guttman Community College)**

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”).**
      ✓ Guttman’s plan was completed and submitted to the University Experiential Learning Task Force.
   b. 100% of students will participate in a Community Days or experiential learning activity.
      ✓ 100% of students participated in a Community Days or a course-related experiential learning activity.
   c. 25% of students will attend a Community Days on-campus workshop and will complete a reflective module in their ePortfolio.
      ✓ In October 2015 Community Days, 41% of students attended the Roosevelt Institute workshop series and 36% completed the reflection assignment. In April 2016 Community Days, 47% of students participated in activities.
   d. 25 students will be provided opportunity for global/international learning in 2 destinations through the college’s development of an emerging program during spring I 2016; 26 students will have the opportunity to travel to 3 other destinations during spring II 2016.
      ✓ Guttman sponsored five global learning initiatives attended by 49 students: Alaska (9 students), Ecuador (6 students), Germany (7 students), Jamaica (10 students), Nicaragua (17 students).

2. **Increase opportunities for student enhanced academic support through academic tutoring and coaching (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. Implement plan to reconfigure Information Commons space use for multipurpose academic support and delivery.
      ✓ The Information Commons was reconfigured as a more academically driven space with the following academic services: library, production services, reserve texts, auditorium space, student laptop loans, computing support and an academic learning lab that encompasses eTerns, academic coaching (tutoring), and peer mentor-led meet-ups.
   b. Utilization of academic support services within the IC: 15% of students will utilize academic support services.
      ✓ In 2015-2016 (through May 2016), 20% of students used tutoring services and 31% of students attended peer-mentor academic meet-ups.
c. eTerns Support Sessions: 4 eTerns will offer 25 drop-in hours of student ePortfolio support each week
   ✓ In fall 2015 session 1, 4 eTerns collectively provided 42 hours of support per week. In spring 2016 session 1, 7 eTerns collectively provided 43 hours of support per week.

d. Peer mentor-led Meet-ups: 15 Meet-Up Mentors will offer 30 Meet-Up sessions per week during the Fall / Spring semesters
   ✓ In fall 2015, 13 mentors offered 19 sessions per week. In spring 2016, 12 mentors offered 24 sessions per week.

e. Tutor contact hours: 5 tutors will offer 50 hours of academic support per week during the Fall / Spring semesters
   ✓ In fall 2015 session 1, 17 tutors collectively offered 108 hours of support per week. In spring 2016 session 1, 15 tutors collectively offered 76 hours of support per week.

f. First year student fall-to-fall persistence will be maintained or slightly increased to 75% (See university goal 3)
   ✓ One year retention rates for fall 2012 cohort 74.4%, fall 2013 cohort (69.1%), fall 2014 cohort (72.9%).

3. Increase faculty support for advising through the use of academic technology (aligned with Guttman’s 1st, 2nd, and third major strategic goal to “be an exemplary environment in which to work, one that affords faculty, administration and staff ample opportunities to grow, learn and to practice their profession at the highest standards”).
   a. Participation of full-time faculty in Starfish Early Alert Professional Development Workshop: 95%
      ✓ 100% of full-time faculty teaching in fall 2015 session 1 attended the early alert professional development workshops.
   
   b. Use of Starfish Early Alert by full-time faculty: 80%
      ✓ Of the 38 full-time faculty teaching in fall 2015 session 1, 37 used Starfish Early Alert (97%).

4. Maintain/increase use of technology to enrich courses and improve teaching (aligned with Guttman’s 1st major strategic goal).
   a. Develop and/or deliver 9 hybrid courses
      ✓ Guttman developed 11 different hybrid courses and delivered 10 of them.
         Developed and delivered: American Government & Politics; Contemporary Economic Issues; Economics of Social Issues; History of Urban Life; Internship in Information Tech; Introduction to Sociology; Introduction to Urban Studies; Precalculus; Sexuality/Gender in Urban Life; Urban Research Seminar Cap
         Developed: Microeconomics

   b. Completion and submission of ePortfolios by students who have completed the First Year Experience: 80%
      ✓ Data available June 20, 2016

   c. Completion and submission of capstone ePortfolios by students at conclusion of program of study: 80%
      ✓ Data available June 20, 2016