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Academies Assessment Protocol 2013-2016: Report of Findings 2014-2015

Report to the VP for Strategic Planning, Assessment, and Institutional Effectiveness
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The 2013-2016 Academies Assessment Protocol specifies several areas of student outcomes 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 2014-2015.

OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT
QUEENSBOROUGH COMMUNITY COLLEGE
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Preamble: The Evolution of the Academies Protocol

The 2013-2016 Academies Assessment Protocol is the assessment protocol for the restructured Academies model. It is a modification and expansion of the original assessment protocol for the Freshman Academies launched in fall 2009. The Assessment Protocol for the Freshman Academies, a research protocol created by DVP Praxis, an outside consultant, was used to guide the assessment of the effectiveness of the Academies. The assessment was carried out by the principle investigator Dr. Victor Fichera and focused on three areas: the effects of the Freshman Coordinators, the use of High Impact Practices, and the faculty use of rubrics to assess student learning. The results of over three years of assessment of the Freshman Academies were reviewed by the Freshman Academies Review Committee in early 2013. After the review process a decision was made to expand and scale-up the Freshman Academies to the Queensborough Academies and correspondingly, the assessment protocol was revised.

The 2013-2016 Academies Assessment Protocol includes a long-term institutional goal of higher graduation rates, retention rates and student satisfaction. It specifies student learning outcomes and methods for the assessment of the first-semester student experience, the early-alert and student support network, High Impact Practices (HIPs), and critical courses and programs. The Freshmen Experience Survey gathers detailed feedback from freshmen on student orientation, support services, and general satisfaction. Administered to a sample of all enrolled students, the Ruffalo Noel Levitz Student Satisfaction Inventory yields satisfaction and importance ratings on many aspects of the students' college experiences. In response to the increased scale of Academy Advisement and the integrated use of the Starfish Retention Solutions with advisement and tutoring services, the protocol includes extensive analyses of the efficacy of this electronic system. The assessment of High Impact Practices (HIPs) now includes an analysis of the degree to which HIP courses encourage or require students to engage in deep learning activities. In addition, the analyses include an assessment of how student experiences with HIPs benefited them, particularly in terms of connectedness to others on campus and to the QCC community as a whole. A relatively new part of the protocol includes course and program analyses involving critical courses that often hinder student progress and degree completion. The protocol has informed the Queensborough Academies strategic planning process, and the development of the strategic plan has informed the protocol as both are integrated and will evolve alongside each other.

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Executive Summary

The 2013-2016 Academies Assessment Protocol specifies several areas of student outcomes 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 student satisfaction, 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 (85.9 percent) reported they had no difficulty navigating through college procedures at QCC in their first semester. They agreed that the ST-100 course, Freshmen First, the orientation, and interacting with their Academy Adviser all resulted in their becoming better at navigating through college procedures. The percent of perceived positive impact on college navigation skills varied between 88 percent for taking ST-100 and 75 percent for attending Freshmen First.

Most freshmen agreed (78 percent) that the orientation made them aware of the Academy they belong to. The interaction(s) with an Academy Adviser and Freshmen First contributed most strongly to a feeling of connectedness to the college community. Most freshmen agreed (77 percent) that they feel part of the QCC community. *These positive findings were higher for the Fall 2014 freshmen than for the Fall 2013 survey respondents.*

Ninety-seven percent of all freshmen surveyed had a positive (69.0 percent) or strongly positive (27.8 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 college-wide with the Student Support Network and Starfish Early-Alert intervention. However, for the combination of all remedial courses (reading, writing, and mathematics) pass rates were higher and withdrawal rates (both official and unofficial) were lower in remedial course sections that utilized Starfish than in those that did not employ it. Regular credit-bearing courses that used Starfish had both lower pass rates and higher withdrawal rates than credit-bearing courses not utilizing Starfish. The interpretation of the findings for credit-bearing courses is confounded by the great variability of student readiness within these courses.

The student outcomes of semester GPA, cumulative GPA, semester credits and equated and cumulative credits earned were analyzed in light of Starfish related actions (i.e., receiving a flag and/or receiving a referral) and the effects of tutoring. On average, students who did not receive any Starfish tracking items (e.g., flags) had higher GPAs and more accumulated credits than students who were flagged or referred. *This confirms that the intervention targets weaker students*. Students who received kudos through Starfish had on average better semester outcomes than students without kudos. Students who received tutoring (with or without referrals or flags) had better semester outcomes than similar students who did not receive tutoring. These outcome gains through tutoring (tutoring effect) were greater for weaker students as

follows: Students who had been referred to tutoring saw higher gains in semester GPA averages through tutoring than students who had no referrals. Students who had been flagged saw higher gains in average credits earned through tutoring than students who had no flags. These findings lend support to the notion that *Starfish can benefit students if they are flagged/and or referred to and partake in tutoring services.*

High Impact Practices

The End of Semester Student Survey of High Impact Practice Experiences gathered students' perceptions of how courses encouraged or required them to participate in activities designed to stimulate deep learning. The survey also asked students how they benefited from their experiences with HIPs during the semester and how much they felt involved with the college. Survey responses of students taking HIP courses were compared with responses from students who did not take any HIP courses during the semester.

Results indicate that *all thirteen types of deep learning-stimulating activities/practices at Queensborough were experienced by students in both HIP and non-HIP courses*. The use of a control group and the formation of sub-groups allowed for analyses and the establishment of evidence that courses utilizing HIPs employed practices and activities to enhance deep learning, to a greater degree than non-HIP courses. In particular, HIP courses more extensively required/encouraged: 1) working on projects with other students 2) synthesizing information from multiple sources to create new ideas, and 3) considering the perspectives from peoples of other backgrounds and cultures. By comparison, students enrolled in Writing Intensive courses (without additional HIP courses in spring 2015) reported experiencing activities for deep learning similar to that of the control group, students who had no HIP experience in Spring 2015. *This provides evidence that Writing Intensive (WI) courses are not currently implemented in a manner to enhance deep learning beyond what would be found in a non-HIP course*. *Students who experienced HIPs, including WI, expressed greater degrees of connectivity to Queensborough Community College*, especially those experiencing multiple HIPs. Additional statistical procedures were applied to more rigorously scrutinize the findings.

Critical Course and Program Analysis

Analyses conducted in 2014-2015 compared the course failure rates in highly enrolled courses between students who had graduated from QCC and students who had dropped out of college without a degree (non-completers). The data revealed that non-completers had much higher failure rates in in the following courses: Psychology 101: Psychology, Math 119: College Algebra, Economics 101: Introduction to Macroeconomics, Business 101: Principle of Accounting I, History 112: Introduction to Western Civilization, History 110: Introduction to Ancient Civilization, History 111: Introduction to Medieval and Early Modern Western Civilization, AR 310: Introduction to Survey of Art, Math 440: Pre-Calculus Mathematics, and Economics 102: Introduction to Microeconomics. Faculty teaching these courses were encouraged by the Office of Academic Affairs to utilize Starfish Early-Alert whenever appropriate and direct students to tutoring.

Long Term Institutional Outcomes: Student Satisfaction and Trends in Retention & Graduation Rates

Student Satisfaction

A sample of all degree-seeking students enrolled during spring 2015 completed the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). This instrument provides a rich array of measures of student satisfaction. The results of the spring 2015 SSI were analyzed and compared to the spring 2013 SSI results. Student satisfaction in general has improved on campus since spring 2013 on a wide scale and in some areas, improvements were quite significant. The areas and dimensions of Academic Advising and Counseling, Admissions and Financial Aid, Concern for the Individual, and Service Excellence have seen the largest increases in satisfaction.

Students were particularly satisfied with the tutoring services, the library, QCC's open computer labs, Starfish Early-Alert, Advising, and the variety of courses offered at Queensborough. Most students agreed that they are "*able to experience intellectual growth*" at QCC, "*are made to feel welcome on this campus,*" and that their Academic Advisers were approachable and knowledgeable about program requirements. Low spring 2013 satisfaction ratings have improved quite dramatically in spring 2015 for the career services office, the veteran's services, financial aid services, admissions services, and campus security.

Relative low satisfaction ratings and/or discrepancies between student expectations and experiences were found for communication structures and processes for students and flexibility in considering individual student needs: These were expressed in relative low satisfaction with the following statements: "*Channels for expressing student complaints are readily available*," "*I seldom get the "run-around" when seeking information on this campus,*" "*I generally know what's happening on campus*," "*Faculty are interested in my academic problems*," and "*Students are notified early in the term if they are doing poorly in a class*," "*The college shows concern for students as individuals*." Several of these items have seen improvements since spring 2013; however, student expectations are high in these areas and thus, the gap between what is perceived as important and how satisfied students were with these realities was considerably wide.

Increased Retention and Graduation Rates

Queensborough saw a decrease in one-year retention rate from 69 percent last year to 62.2 percent in fall 2015. The decrease is largely a result of a tightening of academic probation policies and readmissions standards. An analysis revealed that *most students who did not return were low performing freshmen*. The First Year GPA median for the attrited freshmen was 1.14. However, the *three year graduation rate of 22 percent and six year graduation rate of 29.6 percent were the highest they have ever been*. In addition, the four year graduation rate of 25.3 percent was the second highest four year rate in recent years (last year's rate of 26.2 was the highest).

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

One Year Retention:	62.2%
Three Year Graduation Rate:	22.0%
Four Year Graduation Rate:	25.3%
Six Year Graduation Rate:	29.6%

Major Findings and Actions Taken

Major Findings	Actions Taken (A) or Evidence of Success (EoS)	By Whom
First Semester Student Experience		
Most freshmen (85.9 percent) reported they had no difficulty navigating through college procedures at QCC during their first semester.	(EoS) The efforts to help students through their first semester.	Advisers & ST100 Instructors, Faculty Coordinators
Most freshmen agreed (78 percent) that the orientation made them aware of the Academy they belong to.	(A) The New Student Engagement Office created & offered sessions that addressed: Financial Fluency, Test Preparation, College Readiness, and an Introduction to the Academies Welcome Week held from January 29 to February 5, 2016 Academic Advising will be employing SLOs which include efforts to enhance Academy identification. Draft of Advising Syllabus completed and distributed to Advisers. For Fall 2015 Academy Advisement hosted two orientation events for new students.	Carol Alleyne, Laura Bruno (Michel Hodge) Laura Bruno, Frantz Alcindor, Michel Hodge
Among various efforts to instill feelings of connectedness to The College, the interaction(s) with Academy Advisers contributed most strongly to a	(EoS) The efforts of the Advisers to build connectedness.	Laura Bruno, Frantz Alcindor, Susan Madera,

feeling of connectedness to the college community.	(A) Held over 30 sessions on various topics in order to enhance preparedness of Academy Advisement staff to deliver services to students.	Brian Kerr, Arthur Corradetti (Paul Marchese, Karen Steele, Michel Hodge)
Ninety-seven percent of all freshmen surveyed had a positive (69.0 percent) or strongly positive (27.8 percent) attitude towards Queensborough at the time of the survey.	(Eos) The efforts of the Academies as a whole are associated with the vast majority of freshmen having a positive attitude towards QCC.	All divisions
Student Support Network/Starfish Early-Alert		
Overall, course pass and completion rates have not increased college-wide with the Student Support Network and Starfish Early-Alert intervention. However, for the combination of all remedial courses (reading, writing, and mathematics) pass rates were higher and withdrawal rates (both official and unofficial) were lower in remedial course sections that utilized Starfish than in those that did not employ it.	(A) Encouraged faculty use of Starfish in HIP & high-risk courses. Planned implementation strategies & coordinated outreach to target high risk students.	Starfish leadership group & Retention Management Team, Marketing, and ASAP
Starfish can benefit students if they are flagged, and/or referred to and partake in tutoring services.	(EoS) & (A) This finding was communicated to various stakeholders (e.g., Advisers) via the Sp15 convocation, and at HIP and Academy Faculty Coordinator meetings. The Provost communicated the findings to department chairs and faculty.	Academic Affairs, Paul Marchese, Andrea Salis, Edward Molina
High Impact Practices		
Courses utilizing HIPs employed practices and activities to enhance deep learning, to a greater degree than non-HIP courses.	(EoS) For most HIPS, implementation has followed best practices. (A) Findings presented to the college community at the F15 Welcome Back & at the NERA conference. HIP SLOs have been revised or affirmed with HIP	Kathleen Landy, Susan Madera, Andrea Salis (Paul Marchese) OIRA

	coordinators except for WI. HIP scaling in progress (e.g., Sp16 HIP-specific SoTL workshops expanded to include all faculty)	
Students enrolled in Writing Intensive courses (and no other HIP courses in spring 2015) reported that they experienced activities for deep learning similar to that of the control group of students who had no HIP course experiences in Spring 2015.	(A) Evidence that WI courses are not ideally implemented. Intensive planning, consultations, professional development, assessment and coordination with faculty are in progress to revitalize WI practices. Pilot to establish a WI assessment protocol—which includes the use of Digication as a repository for student artifacts—is underway (Spring 16)	Kathleen Landy, Susan Madera, Ian Beckford, Andrea Salis (Paul Marchese)
Students enrolled in HIP courses expressed higher involvement with The College than those not enrolled in HIP courses.	(EoS) Evidence that HIP courses are associated with enhanced student connectivity to The College. (A) HIP scaling in progress (e.g., Sp16 HIP-specific SoTL workshops expanded to include all faculty) Development of digital modules for online, asynchronous delivery of across-HIPs training workshops (Backward Design and Scaffolded Reflection)—to increase access and provide more timely delivery of HIPs faculty development—is underway	Kathleen Landy, Susan Madera, Andrea Salis (Paul Marchese)

Critical Course and Program Analysis		
The data revealed that students who dropped out had much higher failure rates in in the following courses: Psychology 101: Psychology, Math 119: College Algebra, Economics 101: Introduction to Macroeconomics, Business 101: Principles of Accounting I, History 112: Introduction to Western Civilization, History 110: Introduction to Ancient Civilization, History 111: Introduction to Medieval and Early Modern Western Civilization, AR 310: Introduction to Survey of Art, Math 440: Pre-Calculus Mathematics, and Economics 102: Introduction to Microeconomics.	(A) Faculty teaching these courses were encouraged by the Office of Academic Affairs to utilize Starfish Early-Alert whenever appropriate and direct students to tutoring. For ASAP students, ASAP has blocked nearly all of these courses as ASAP-specific sections. These sections grant students the opportunity to study with their peers and have smaller class sizes. Additionally, ASAP has attached a tutoring hour to their MA119 sections.	Academic Affairs
Student Satisfaction		
Students were particularly satisfied with the tutoring services, the library, QCC's open computer labs, Starfish Early-Alert, Advising, and the variety of courses offered at Queensborough. Most students agreed that they are "able to experience intellectual growth" at QCC, "are made to feel welcome on this campus," and that their Academic Advisers were approachable and knowledgeable about program requirements.	(EoS) Evidence that efforts to welcome, advise and tutor students have been successful in terms of student satisfaction.	Carol Alleyne, Laura Bruno, Frantz Alcindor
Relatively low satisfaction was found in regards to individual student needs as evidenced by responses to the following statements: "Channels for expressing student complaints are readily available," "I seldom get the 'run-around' when seeking information on this campus," "I generally know what's happening on campus," "Faculty are interested in my academic problems," and "Students are notified early in the term if they are doing poorly in a class," "The college shows concern for students as individuals."	(A) The New Student Engagement Office will address several of the areas of low satisfaction. There has been increased emphasis for faculty teaching critical courses to use Starfish to alert students early in the semester.	All divisions

	Welcome Week activities partially address the two statements: "I seldom get the 'run around' when seeking information on this campus" and "I generally know what's happening on campus". Welcome Week activities included the use of Student Ambassadors stationed throughout the campus to help guide students to the appropriate department/office to address their questions/needs/concerns. Welcome Week calendars were provided at these stations and emailed to all students. For future semesters, the calendar can include additional events beyond Welcome Week.	Carol Alleyne, Laura Bruno
Increased Retention and Graduation Rates		
One-Year Retention: First-time, Full-time freshman cohort from 2014, One Year Retention: 62.2%. This is a substantially lower rate than for the previous cohort. The primary reason for the change is the tightening of academic probation policies and readmissions standards.	(A) Analyses are being conducted to better predict retention and understand the factors that can affect it. Expanded probation workshops in Sp16	OIRA, Retention Management Team
Graduation: Both the three-year and four-year graduation rates were historically quite high (22.0% and 25.3% respectively).	(EoS) Evidence that the establishment of the Academies is associated with improved graduation outcomes.	Campus-wide

A. First-Semester Student Experience: Student Outcomes

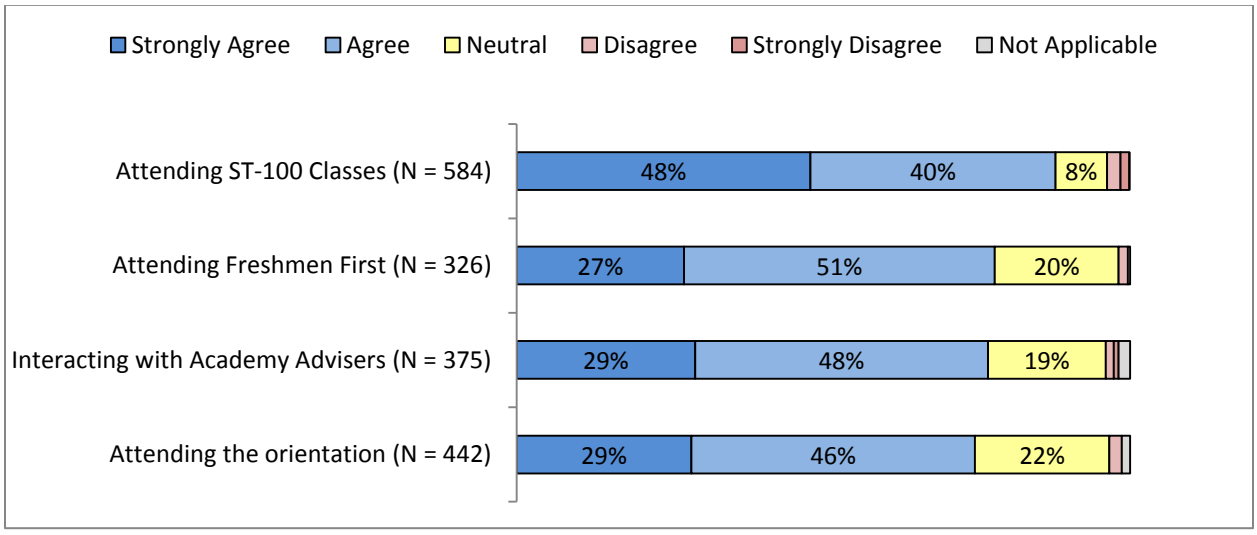
In order to assess the first-semester student experience outcomes, the Freshman Experience Survey (FES) was administered to full-time and part-time degree seeking new freshmen and transfers from October 21, 2014 to January 21, 2015. The survey was designed to gather information on a wide-range of topics 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. A total of 630 students participated in the 2014 survey.

A.1. Increased Knowledge of the College

The orientation is designed to prepare freshmen for their first semester. Students were asked to rate their agreement/disagreement with the statement "After attending the orientation, I felt better prepared to start college." Of the 456 respondents, 72 percent agreed or strongly agreed that they felt better prepared.

An overarching purpose of the orientation, Freshmen 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 for 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]



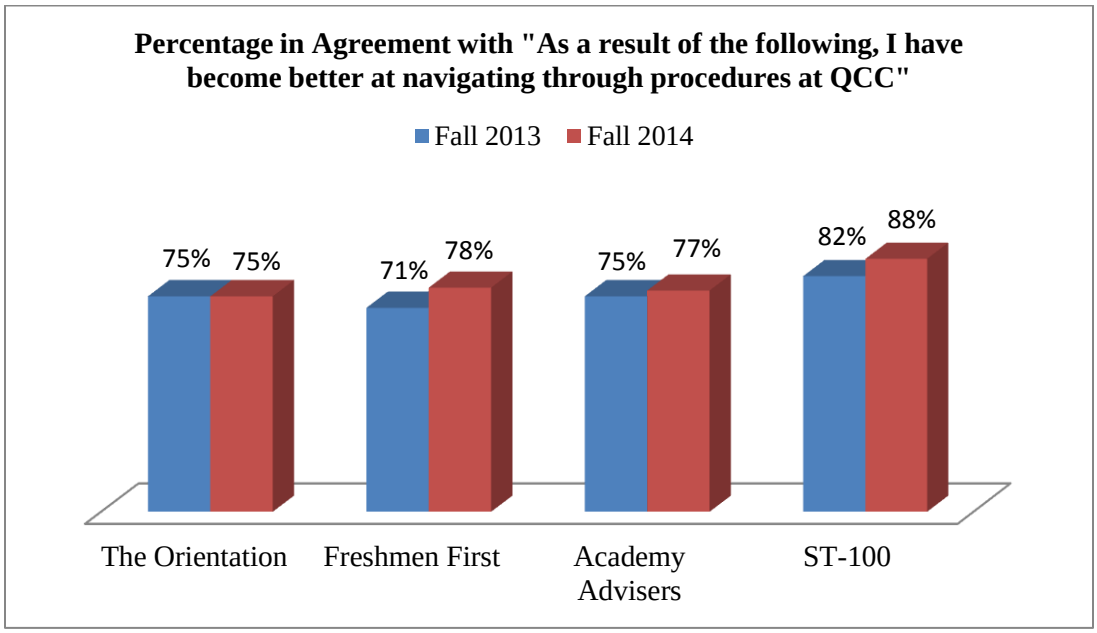
Eighty-eight percent agreed or strongly agreed that attending ST-100 classes helped them to navigate through their first semester, with an unusually large 48 percent responding with "Strongly Agree".

Agreement was fairly strong for the orientations and advisers and there were more responses of "neutral" by comparison to those for ST-100.

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. Eighty-six percent of all 625 freshmen indicated that they did **not** have difficulty navigating through college procedures during their first term

Comparisons were made between the fall 2013 and fall 2014 FES survey results. Figure 2 shows the percentage of respondents who agreed or strongly agreed to statements of how various college efforts helped them to navigate through college procedures. Overall, most agreement levels were higher in fall 2014.

Figure 2. Comparison of findings between fall 2013 and fall 2014 FES results: navigating through college procedures at QCC.

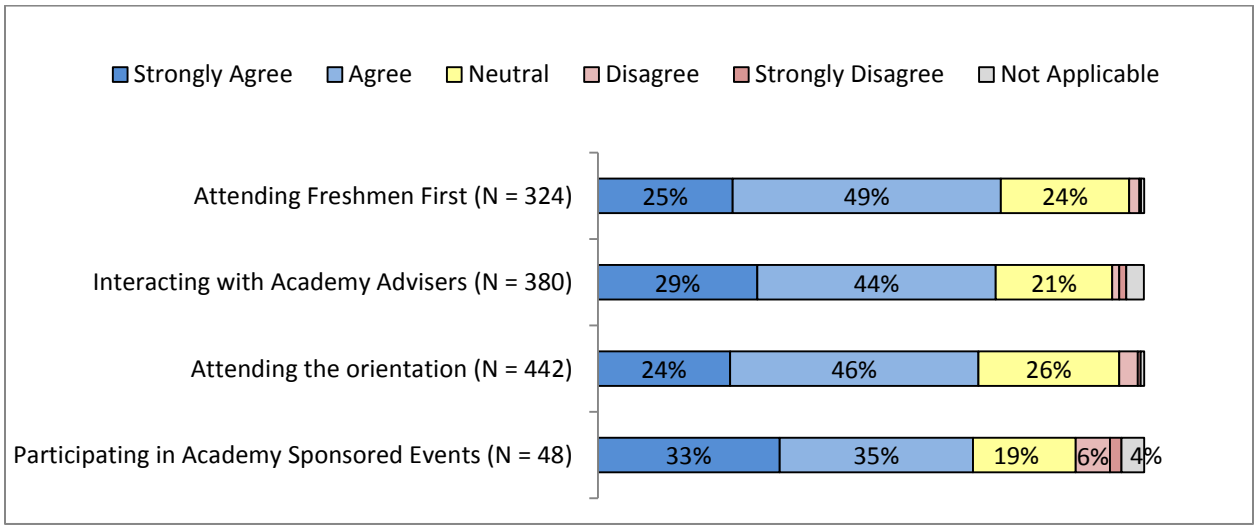


A.2. Increased Connectivity to QCC and Increased Connectivity to an Academy

One of the goals of the 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 orientation made me more aware that I am a part of an Academy*". Of the 456 respondents, a majority of 78 percent agreed or strongly agreed with the statement.

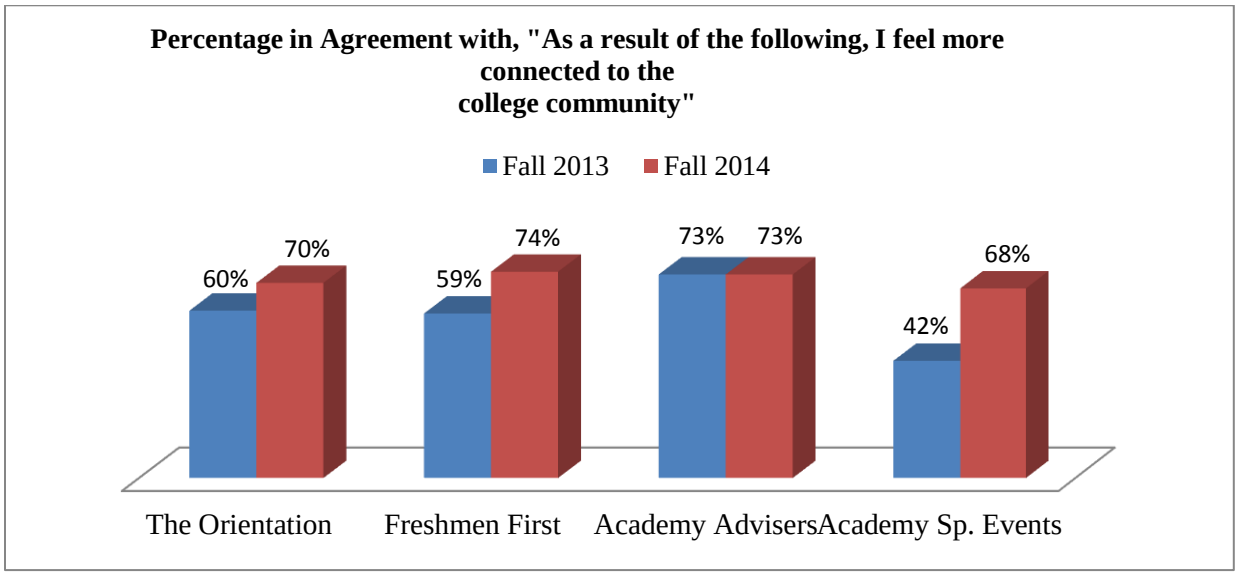
One of the goals of Freshmen First, ST-100 courses, the efforts of the Academy Advisers, and Academy sponsored events was to instill within the freshmen a sense of connectedness to the college community. The survey asked freshmen to rate their agreement/disagreement with the statement, "*As a result of the following, I feel more connected to the college community*." Figure 3 shows the responses to the statement.

Figure 3. Responses to the Statement: "As a result of the following, I feel more connected to the college community."



Between 70 and 74 percent of freshmen surveyed agreed or strongly agreed that the orientation events (the orientation and Freshmen First) and interactions with the Academy Advisers contributed to a feeling of connectedness to the college community. For those who participated in Academy sponsored events the agreement level was slightly lower, 68 percent. This percentage in agreement was much greater than those from the fall 2013 survey (only 42 percent). Overall, compared to the fall 2013 survey respondents, a greater proportion of respondents agreed that both orientation events and the academy sponsored events helped them to feel more connected to QCC in fall 2014 (see figure 4).

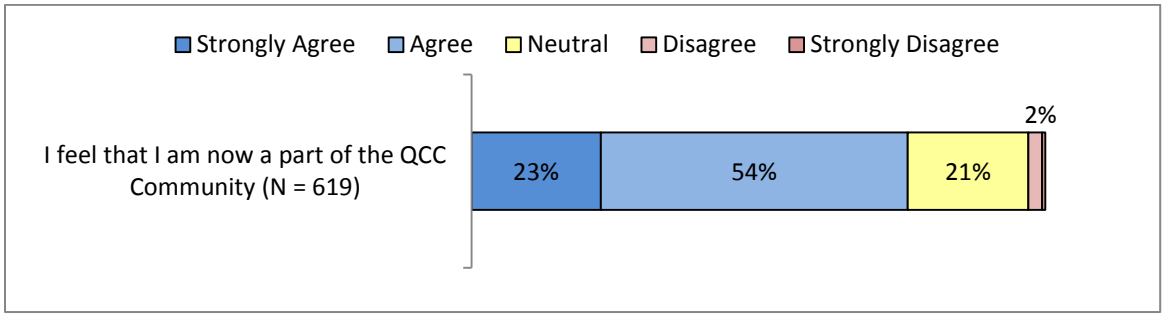
Figure 4. Comparison of findings between fall 2013 and fall 2014 FES results: feelings of connectedness.



As illustrated in figure 4, for three of the four college efforts to enhance feelings of connectedness, there were strongly improved agreement levels in fall 2014. Overall, the results shown in figure 4 provide some evidence that orientations and Academy Sponsored Events have increased their effectiveness in helping freshmen to feel more connected to the college.

A new question was added to the survey in fall 2014 to gauge students' connectedness to the QCC community: "I feel that I am now a part of the QCC community". A majority of respondents, 77 percent, indicated they feel part of the QCC community.

Figure 5. Response to the statement: "I feel that I am now a part of the QCC community."



B. Student Support Network: Early-Alert Intervention Outcomes

History and Method

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. In fall 2013 the system was replaced by the Starfish Retention Solutions Early-Alert and Connect modules software solutions. Starfish allows 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 have been flagged, referred, or have received kudos.

For the assessment of the early-alert intervention, Starfish system data was joined with institutional data on course performance and student academic performance. The following outcomes were measured: course pass rates, course completion rates, number of unofficial course withdrawals, percent of cleared tracking items, percent of directive items: referrals and showing improvement kudos, and tutoring effect on student semester outcomes. It was found that most students benefited 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 Course Pass Rates

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 Trends in Course Pass Rates

Pre-early-alert to early-alert semester outcome trends show no increases in college-wide course pass rates. The course pass rates in remedial courses since fall 2012 have shown a decline. However, the pass rates reported in the Starfish years 2013-14 and 2014-15 were slightly higher than the pass rates in 2012-13 when the in-house Early-Alert system was in effect.

The percent of "C or better" in credit-bearing courses has seen no change in the academic years 2012-13 and 2013-14 but has seen a decline in the academic year 2014-2015, the second year of Starfish.

Figure 6: Campus-wide trends in remedial course pass rates

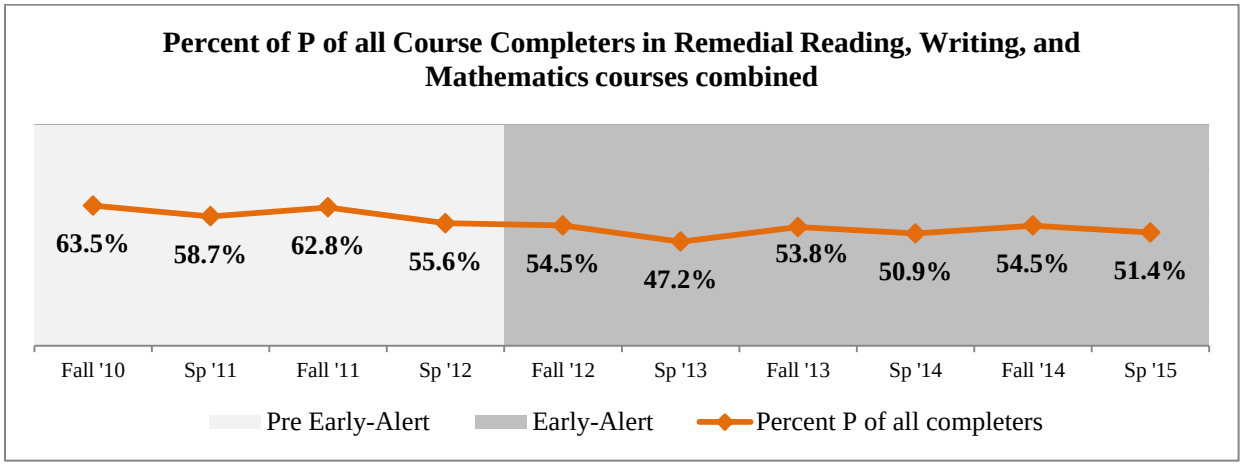
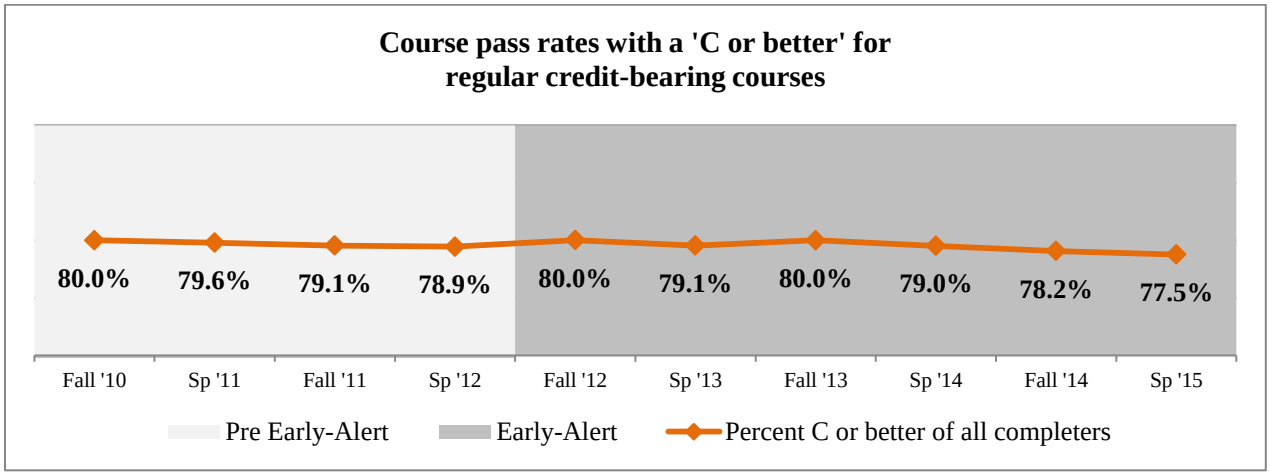


Figure 7: Campus-wide trends in credit-bearing course pass rates



Course Level Trends in Pass Rates

The remedial courses (remedial reading, writing, and mathematics combined) that participated in Starfish Early-Alert had higher pass rates (percent of P) than remedial courses that did not participate in Early-Alert. Table 1 shows this differences in course pass rates between remedial course sections participating in Starfish Early-Alert and course sections not participating in Starfish Early-Alert. The "Diff" percentages refer to the percentage point difference between participating and non-participating sections. With the exception of the fall 2013 term, differences were mostly positive for pass rates. The reverse was

found in regular credit-bearing courses (see Table 2): Course sections utilizing Starfish Early-Alert had on average lower pass rates than course sections not utilizing Starfish Early-Alert.

This data indicates that Starfish Early-Alert is a tool primarily focused on struggling students. In remedial courses, all students can be considered struggling with College level work. Therefore combining all remedial courses and comparing average outcomes (with and without the use of Starfish) is meaningful. Regular credit-bearing courses vary dramatically in academic level and therefore the use of Starfish in regular courses can be seen as an indicator of a weaker student population in such a course section. Thus, combining all course sections across the campus for regular credit bearing courses might not give insights into how Starfish Early-Alert benefits students.

Table 1. Differences in course outcomes over time between remedial course[1] sections participating in early-alert and course sections not participating in early-alert

Remedial Reading, Writing, and Math combined

In Percent

Early-Alert Term:	*Fall '13*			*Sp '14*			*Fall '14*			*Sp'15*			**Four Terms Combined**		
Outcome Measures	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	**Part**	**Non Part**	**Diff**
Percent P of all enrolled	40.2	40.1	0.1	39.8	33.8	6.1	44.1	37.1	7.0	38.6	34.7	3.9	**40.7**	**36.4**	**4.3**
Percent P of all completers	50.4	53.1	-2.7	53.6	45.7	7.9	57.2	48.3	8.9	52.1	49.3	2.8	**53.3**	**49.1**	**4.2**

[1]Data excludes the following courses: CunyStart, CollegeNow, Remedial Speech, CollegeFocus, High School Student course sections, Permit-In

Table 2. Differences in course outcomes over time between credit-bearing course[2] sections participating in early-alert and course sections not participating in early-alert

Regular Credit-Bearing Courses combined

In Percent

Early-Alert Term:	*Fall '13*			*Sp '14*			*Fall '14*			*Sp'15*			**Four Terms Combined**		
Outcome Measures	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	**Part**	**Non Part**	**Diff**
Percent P of all enrolled	61.9	68.1	-6.2	60.0	66.6	-6.6	61.8	65.5	-3.8	60.0	64.7	-4.7	**60.9**	**66.2**	**-5.3**
Percent P of all completers	77.5	82.6	--5.1	75.6	80.8	-5.2	75.8	79.3	-3.4	76.1	79.4	-3.2	**76.3**	**80.5**	**-4.2**

[2]Data excludes the following courses: Lab, UBST, ST, Coop, CollegeNow, CollegeFocus, High School Student course sections, Permit-In, ConferenceHour, and ASAPSeminar.

B.2. Increased Course Completion Rates

The hope was that the Starfish Early-Alert intervention will increase course completion rates and decrease unofficial withdrawal rates. The course completion rate for remedial courses is the percentage of students enrolled in remedial courses who received grades of P, R, or NC. The course completion rate for regular credit-bearing courses is the percentage of students enrolled in those courses who received grades between an A and an F.

Campus Wide Trends in Course Completion Rates

Campus-wide trends have shown that official withdrawal rates have increased with Early-Alert and unofficial withdrawal rates have remained the same or decreased slightly (decreased in credit-bearing courses). However, overall, the course completion rates have not improved with Early-Alert. It should be noted that as of Fall 2013 students were able to withdraw online, without getting prior approval from instructors, a factor which appears to have increased the rate of official withdrawals.

Figure 8: Campus-wide trends in remedial course completion rates

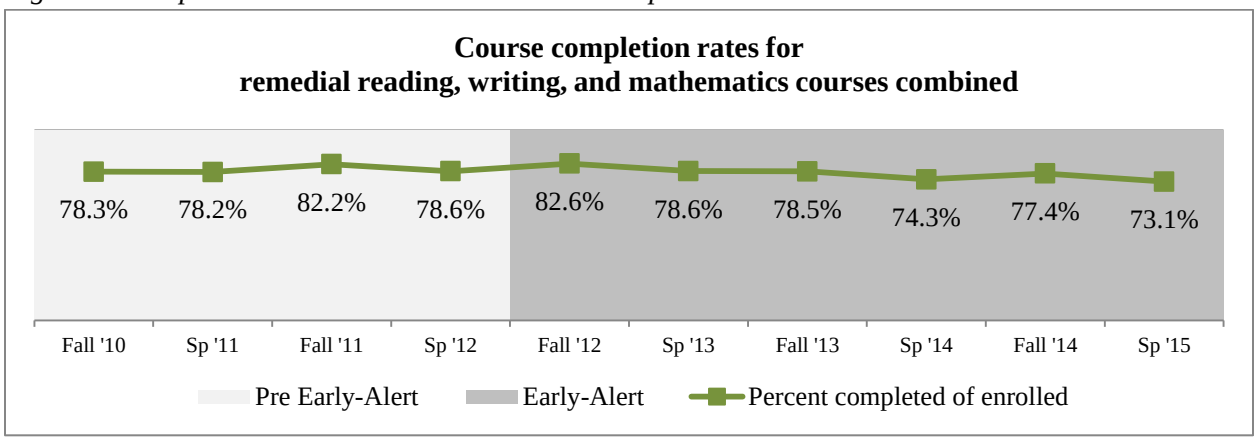


Figure 9: Campus-wide trends in remedial course withdrawal rates

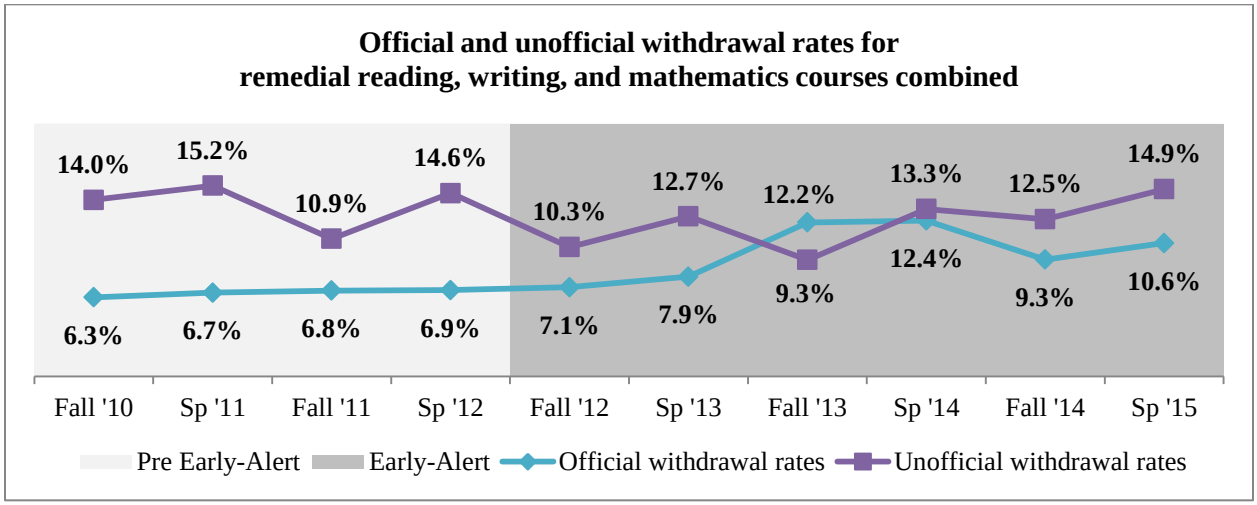


Figure 10: Campus-wide trends in credit-bearing course completion rates

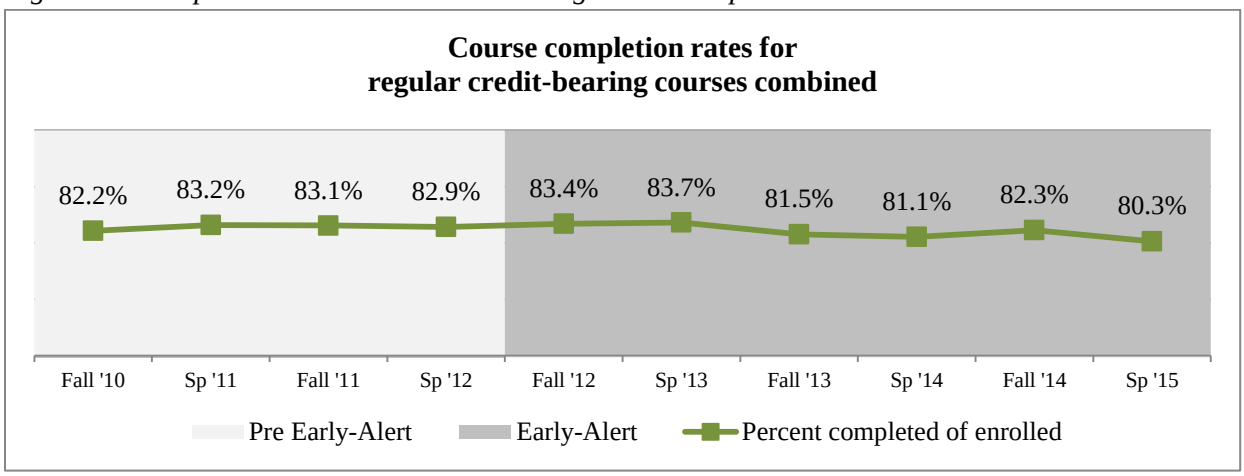
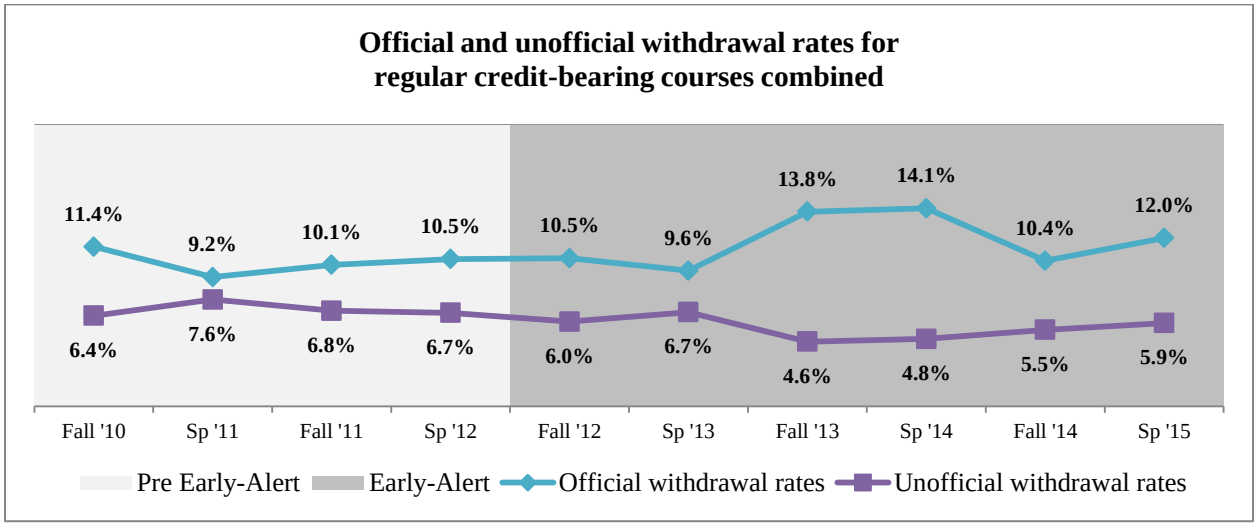


Figure 11: Campus-wide trends in credit-bearing course withdrawal rates



Course Level Trends in Completion Rates:

The remedial courses (remedial reading, writing, and mathematics combined) that participated in Starfish Early-Alert had higher completion rates and lower withdrawal rates than remedial courses that did not participate in Early-Alert (see Table 3). The reverse was true for credit-bearing courses (see Table 4).

Table 3. Differences in completion rates in remedial Reading, Writing, and Math combined[1] between course sections participating in Starfish and course sections not participating in Starfish

Remedial Reading, Writing, and Math combined

In Percent

Early-Alert Term:	*Fall '13*			*Sp '14*			*Fall '14*			*Sp'15*			**Four Terms Combined**		
Outcome Measures	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	**Part**	**Non Part**	**Diff**
Completed of enrolled.	79.7	75.5	4.1	74.5	74.0	0.4	77.1	76.9	0.3	74.1	70.4	3.7	**76.3**	**74.2**	**2.1**
Official Withdrawal Rate	12.2	14.2	-2.0	12.5	13.7	-1.3	9.4	10.4	-1.0	10.8	10.3	0.5	**11.2**	**12.1**	**-0.9**
Unofficial Withdrawal Rate	8.2	10.3	-2.1	13.1	12.3	0.8	12.6	12.1	0.4	13.5	18.9	-5.5	**11.8**	**13.4**	**-1.6**

[1]Data excludes the following courses: CunyStart, CollegeNow, Remedial Speech, CollegeFocus, High School Student course sections, Permit-In

Table 4. Differences in completion rates in credit-bearing courses[2] between course sections participating in Starfish and course sections not participating in Starfish

Regular Credit-Bearing Courses combined

In Percent

Early-Alert Term:	*Fall '13*			*Sp '14*			*Fall '14*			*Sp'15*			**Four Terms Combined**		
Outcome Measures	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	Part	Non Part	Diff	**Part**	**Non Part**	**Diff**
Completed of enrolled.	79.8	82.4	-2.6	79.5	82.4	-3.0	81.4	82.7	-1.2	78.8	81.5	-2.7	**78.9**	**82.2**	**-3.3**
Official Withdrawal Rate	15.3	13.0	2.2	15.5	12.9	2.6	11.2	10.0	1.3	13.1	11.3	1.8	**13.8**	**11.8**	**2.0**
Unofficial Withdrawal Rate	4.9	4.6	0.3	5.0	4.6	0.4	6.0	5.1	0.9	6.6	5.3	1.3	**5.6**	**4.9**	**0.7**

[2]Data excludes the following courses: Lab, UBST, ST, Coop, College Now, College Focus, High School Student course sections, Permit-In, Conference Hour, and ASAP Seminar.

B.3. Follow up and Outreach to Students with Starfish Tracking Items

Starfish Retention Solutions Early-Alert and Connect is expected to enable an enhanced flow of communication between faculty, students, and support personnel. One indicator that this is working successfully is the percentage of flags and referrals that were addressed. It was found that in the Academic Year 2014-15 over 90 percent of Starfish flags and referrals had a recorded follow up action. Follow up actions included the active clearance of items by advisers and staff (after conversations took place), email correspondence to students, and/or the visit to a learning center at some point during the semester.

Table 5: Percent of cleared tracking items

	Fall 2014		**Spring 2015**		**AY 14-15**	
	#	**%**	**#**	**%**	**#**	**%**
Flags						
Total	14,115	100%	12,921	100%	27,036	100%
Not cleared	2,228	16%	2,573	20%	4,801	18%
Cleared	2,607	18%	1,789	14%	4,396	16%
Emailed	9,280	66%	8,559	66%	17,839	66%
Cleared or Emailed	**11,887**	**84%**	**10,348**	**80%**	**22,235**	**82%**
Learning Center Visit	**4,701**	**33%**	**4,919**	**38%**	**12,889**	**48%**
Cleared, Emailed, Or LC Visit	**12,531**	**89%**	**11,227**	**87%**	**24,206**	**90%**
Referrals						
Total	3,007	100%	2,684	100%	5,691	100%
Not cleared	193	6%	83	3%	276	5%
Cleared	1,169	39%	1,043	39%	2,212	39%
Emailed	1,645	55%	1,558	58%	3,203	56%
Cleared or Emailed	**2,814**	**94%**	**2,601**	**97%**	**5,415**	**95%**
Learning Center Visit	**1,639**	**55%**	**1,746**	**65%**	**4,082**	**72%**
Cleared, Emailed, Or LC Visit	**2,901**	**96%**	**2,650**	**99%**	**5,590**	**98%**
Flags & Referrals						
Total	17,122	100%	15,605	100%	32,727	100%
Not cleared	2,421	14%	2,656	17%	5,077	16%
Cleared	3,776	22%	2,832	18%	6,608	20%
Emailed	10,925	64%	10,117	65%	21,042	64%
Cleared or Emailed	**14,701**	**86%**	**12,949**	**83%**	**27,650**	**84%**
Learning Center Visit	**6,340**	**37%**	**6,665**	**43%**	**16,971**	**52%**
Cleared, Emailed, Or LC Visit	**15,432**	**90%**	**13,877**	**89%**	**29,796**	**91%**

Between 87 and 99 percent of all tracking items were addressed by advisers and support staff either via email correspondence, advisement sessions, phone calls, or learning center visits. Of all referrals issued, 55 percent in fall 2014 and 65 percent in spring 2015 resulted in learning center visits.

B.4. Use of Directive and Feedback Items: Referrals and Showing Improvement Kudos

Prior assessment of the student support network early-alert intervention found that early-alert combined with tutoring is more effective than performance flags alone. The College encouraged faculty to increase the use of referrals and "showing improvement kudos" whenever appropriate. Tables 6 and 7 show the total number of referrals and "showing improvement" kudos issued and the percentage of these items to all tracking items in the academic year 2014-2015.

Of all the 44,984 tracking items in the academic year 2014-15, 5,691 or 13 percent were referrals to a learning center. Nineteen percent of all the 12,257 kudos issued were "showing improvement" kudos.

Table 6: Ratio of referrals to all alerts

	Fall 2014		Spring 2015		AY 14-15	
	#	%	#	%	#	%
Referrals	3,007	13%	2,684	13%	5,691	13%
All Alerts	23,516	100%	21,468	100%	44,984	100%

Table 7: Ratio of "showing improvement" kudos to all kudos

	Fall 2014		Spring 2015		AY 14-15	
	#	%	#	%	#	%
Showing Improvement	1,139	18%	1,240	21%	2,379	19%
All Kudos	6,394	100%	5,863	100%	12,257	100%

B.5. Summative Assessment: Tutoring Effect on Student Outcomes

In order to understand the impact that the Starfish Early-Alert intervention has on student performance overall, we looked at the following indicators: semester GPA, cumulative GPA, semester credits and equated credits earned, and cumulative credits earned. These outcomes were calculated separately for students who did not have Starfish tracking items, for students with flags, and for students with referrals. All three student populations were also grouped by whether or not they had tutoring in the semester. Table 8 shows that students who had no Starfish tracking items in the Academic Year 2014-2015 had on average higher graduate point averages and had accumulated more credits. Students who were referred to tutoring had stronger outcomes and students who had flags had the weakest outcomes on average. The difference that tutoring made on the GPAs was stronger for students with referrals and the difference that tutoring made on average earned credits was stronger for students with flags. Students with Kudos are generally stronger students than students without Kudos as measured by these indicators.

Table 8: Semester outcomes of full-time enrolled students by tracking times and tutoring status

	Fall 2014			Spring 2015			AY 14-15			
Only Students without Starfish Tracking Items (no flags, referrals, nor kudos)	*Tutor-ing*	*No Tutor-ing*	***Diff***	*Tutor-ing*	*No Tutor-ing*	***Diff***	*Tutor-ing*	*No Tutor-ing*	*% with tutor-ing*	***Diff***
N	1,834	1,536		1,276	1,716		3,110	3,252	49%	
Semester GPA	2.64	2.54	**0.10**	2.77	2.50	**0.27**	2.69	2.52		**0.17**
Cumulative GPA	2.64	2.57	**0.07**	2.79	2.55	**0.24**	2.70	2.56		**0.14**
Credits Earned Semester	9.94	10.17	**-0.23**	11.40	10.11	**1.29**	10.54	10.14		**0.40**
Credits & Equated Credits Earned in Semester	11.05	10.31	**0.74**	11.92	10.38	**1.54**	11.40	10.35		**1.06**
Students with Flags (any combinations flags, referrals, and kudos)	*Tutoring*	*No Tutoring*	***Diff***	*Tutoring*	*No Tutoring*	***Diff***	*Tutoring*	*No Tutoring*	*% with tutoring*	***Diff***
N	2,645	1,563		1,342	1,746		3,987	3,309	55%	
Semester GPA	1.92	1.74	**0.18**	2.08	1.73	**0.35**	1.97	1.74		**0.23**
Cumulative GPA	1.99	1.97	**0.02**	2.19	1.99	**0.20**	2.06	1.98		**0.08**
Credits Earned Semester	7.31	7.26	**0.04**	8.29	7.00	**1.29**	7.64	7.12		**0.51**
Credits & Equated Credits Earned in Semester	8.39	7.38	**1.01**	9.13	7.31	**1.81**	8.64	7.35		**1.30**
Students with Referrals (any combinations of referrals, flags, and kudos)	*Tutoring*	*No Tutoring*	***Diff***	*Tutoring*	*No Tutoring*	***Diff***	*Tutoring*	*No Tutoring*	*% with tutoring*	***Diff***
N	1,437	430		818	454		2,255	884	72%	
Semester GPA	2.01	1.69	**0.32**	2.21	1.89	**0.32**	2.08	1.79		**0.29**
Cumulative GPA	2.06	1.95	**0.11**	2.31	2.11	**0.21**	2.15	2.03		**0.12**
Credits Earned Semester	7.37	7.18	**0.19**	8.55	7.63	**0.92**	7.80	7.41		**0.39**
Credits & Equated Credits Earned in Semester	8.74	7.34	**1.40**	9.70	7.99	**1.71**	9.09	7.68		**1.41**

KUDOS (any combinations of kudos, referrals, and flags)	*Kudos*	*No Kudos*	***Diff***	*Kudos*	*No Kudos*	***Diff***	*Kudos*	*No Kudos*	*% with kudos*	***Diff***
N	2,728	6,796		1,934	5,537		4,662	12,333	27%	
Semester GPA	2.72	2.18	**0.54**	2.73	2.27	**0.46**	2.72	2.22		**0.50**
Cumulative GPA	2.69	2.26	**0.43**	2.71	2.38	**0.34**	2.70	2.31		**0.39**
Credits Earned Semester	10.04	8.49	**1.55**	10.85	9.12	**1.74**	10.38	8.77		**1.61**
Credits & Equated Credits Earned in Semester	11.34	9.15	**2.18**	11.58	9.55	**2.04**	11.44	9.33		**2.11**

C. High Impact Practices: Institutional and Student Outcomes

The 2015-2016 Academies Strategic Plan specifies that the implementation of HIPs would be assessed as one of several steps toward achieving a long term objective to enhance HIPs into consistent and coherent instructional modalities. A component of effective HIP implementation includes the robust employment of techniques (e.g., reflection) that stimulate deep learning. In additional to having an institutional goal to assess and enhance HIP implementation, the college has specified a student outcome, via the Academy Assessment Protocol, to enhance student connectivity to the college through the employment of HIPs. The spring 2015 Student Survey of High Impact Practice Experiences (aka, the HIP Experience Survey) was the central instrument used as part of a HIP assessment conducted to examine the attainment of the HIP-related institutional and student outcomes/objectives.

From April 15, 2015 to June 5, 2015, all QCC students participating in HIPs during the spring 2015 semester were invited to take the HIP Experience Survey. A control group of students who were not enrolled in any HIP courses were also invited to take a slightly modified version of the survey. All students within the HIP group and the control group who completed the survey provided data in the form of responses on a Likert-type scale of agreement. Respondents provided agreement ratings to thirteen statements of what their course required or encouraged them to do, ranging from strongly disagree to strongly agree. One survey question asked students to rate their level of involvement with QCC on a five point scale ranging from very low to very high. All respondents were given an open-ended question asking them to explain how they had benefited from their experiences with HIPs (or in the control group, with their courses during the semester).

C.1. Most HIP Courses Employ Techniques Designed to Stimulate Deep Learning

One of the college's goals is to use HIPs in a manner that can engage students in deep learning. Some of these particular practices include using reflection, encouraging students to analyze and synthesize information, requiring students to work together on projects, and encouraging students to learn the perspectives of peoples from different backgrounds and cultures. The HIP survey administered in spring 2015 presented students with statements about how their courses required or encouraged them to learn. Students were asked to give their ratings of agreement/disagreement to these statements. The analysis of the statements revealed that students in HIP and non-HIP courses (the control group) were required or encouraged to learn in ways that can stimulate deep learning. Table 9 shows the statements that were presented to the students and the percentages of those who agreed in the HIP group and the control group (no HIPs experienced). The results in table 9 also reveal that for several of the statements, students who experienced HIPs had higher agreement ratings than students who did not experience any HIPs during the semester. These results held true for the aggregate of all HIPs except for writing intensive courses. Analyses revealed evidence that writing intensive courses (WI) used deep learning enhancing techniques as much as the courses in the control group, but not as much as other HIPs.

Table 9. Comparisons of agreement levels (agree & strongly agree) between non-HIP (control group) survey respondents and those who experienced any non-WI HIP.

Survey Item	N	Control Group	N	Non-WI[1] HIP
1. This course required me to make judgments about the quality or value of information.	256	79.2%	336	86.8%
2. This course encouraged me to reflect on my learning process.	281	87.0%	350	90.4%
3. This course required me to use skills and/or information I learned in another course to complete assignments or have class discussions in this course.	253	81.4%	341	88.1%
4. This course encouraged me to reflect on what I learned in the past when I think about new information and concepts.	259	83.3%	349	90.2%
5. This course challenged me to examine the strengths and weaknesses of my own views on a topic or issue.	264	84.9%	330	86.0%
6. This course included at least one assignment requiring me to put together concepts and facts from different sources to create new ideas.	233	76.1%	345	89.9%
7. This course encouraged me to apply to new situations the concepts and facts that I learned.	263	85.9%	346	90.1%
8. This course encouraged me to use my personal experiences to understand concepts and facts.	229	75.8%	323	84.5%
9. The assignments and/or activities in this course have helped me to form study groups and/or friendships.	205	67.9%	280	73.3%
10. A class activity or assignment in this course required me to work with classmates to complete a project.	204	63.2%	312	81.6%
11. This course required me to break down a concept or theory into its smaller elements so I could understand it.	231	77.0%	321	85.1%
12. This class encouraged me to interact with people from different backgrounds and cultures.	222	74.0%	312	82.7%
13. This class included perspectives of peoples from different backgrounds and cultures.	218	72.7%	320	84.9%
14. My level of involvement with Queensborough Community College can best be described as: (5 Point scale from very low to very high) High +Very High	125	41.7%	192	51.3%

[1] This group of students were enrolled in any HIP except for writing intensive.

C.2. Students in HIP Courses were More Involved with the College

Students were asked to rate their level of involvement with Queensborough Community College (item 14 in Table 9) in order to measure students' feelings of connectivity to QCC and to make comparisons of ratings between control and HIP groups. Students in HIP courses reported higher levels of involvement (51.3 percent) than students in the control group (41.7 percent); a difference of 9.6 percentage points.

According to the Academy Assessment Protocol, an increased engagement with the college is one of the general HIPs student behavior outcomes. This finding provides some evidence that HIP experiences are associated with greater feelings of involvement with the college.

Additional analyses were conducted to determine whether or not the differences in agreement ratings between the non-WI HIP group and the control group were caused by selection bias and a disproportional representation of demographic and academic factors in these groups. A statistical procedure called Propensity Score Matching (PSM) was utilized to match HIP students to students in the control group on the following four student characteristics, covariates likely to affect outcomes: cumulative GPA at the start of spring 2015, cumulative credits earned at the start of spring 2015, credits attempted in spring 2015, and gender. The match tolerance was set to 0.005 which created two groups that were very closely matched on the covariates and which reduced the total number of respondents included in the analysis significantly. Additional statistical tests were run which confirmed that the two groups were equivalent on the four factors. The percentages of students agreeing to the survey statements were recalculated for the matched groups and chi square tests of goodness of fit were performed to determine whether there were any statistically significant differences in agreement between the HIP group and the control group. Table 10 shows the percentages in agreement for the two groups and the chi-square test results.

Table 10. Comparisons of agreement levels (agree & strongly agree) between non-HIP (control group) and those who experienced any non-WI HIP within a subset of survey respondents matched with propensity score matching.

Survey Item	N	Non HIP	χ^2	Signif.	N	Non-WI HIP
1. This course required me to make judgments about the quality or value of information.	91	83.5%	.139	.709	93	85.3%
2. This course encouraged me to reflect on my learning process.	97	89.0%	.474	.491	100	91.7%
3. This course required me to use skills and/or information I learned in another course to complete assignments or have class discussions in this course.	85	82.5%	2.44	.118	98	89.9%
4. This course encouraged me to reflect on what I learned in the past when I think about new information and concepts.	91	88.3%	.133	.715	98	89.9%
5. This course challenged me to examine the strengths and weaknesses of my own views on a topic or issue.	92	89.3%	2.14	.143	88	82.2%
6. This course included at least one assignment requiring me to put together concepts and facts from different sources to create new ideas.	79	76.7%	10.17	.001 ***	99	92.5%
7. This course encouraged me to apply to new situations the concepts and facts that I learned.	90	87.4%	.577	.447	97	90.7%
8. This course encouraged me to use my personal experiences to understand concepts and facts.	78	75.7%	2.10	.147	88	83.8%
9. The assignments and/or activities in this course have helped me to form study groups and/or friendships.	75	72.8%	.671	.413	71	67.6%
10. A class activity or assignment in this course required me to work with classmates to complete a project.	72	69.9%	9.78	.002 **	92	87.6%
11. This course required me to break down a concept or theory into its smaller elements so I could understand it.	81	78.6%	.239	.625	83	81.4%
12. This class encouraged me to interact with people from different backgrounds and cultures.	78	75.7%	.969	.325	83	81.4%
13. This class included perspectives of peoples from	76	73.8%	4.16	.041	87	85.3%

different backgrounds and cultures.				*		
14. My level of involvement with Queensborough Community College can best be described as: (5 Point scale from very low to very high) High +Very High	43	41.7%	3.56	.059 *	55	55.0%

Levels of Significance = *p < .06, ** p < .01, ***p < .001

χ^2 = The Pearson Chi-Square test value

Table 10 shows that for three of the statements, agreement levels were significantly (statistically) higher in the non-WI HIP group than in the non-HIP control group. These statements were: *"This course included at least one assignment requiring me to put together concepts and facts from different sources to create new ideas,"*, *"A class activity or assignment in this course required me to work with classmates to complete a project,"* and *"This class included perspectives of peoples from different backgrounds and cultures."*

Finally, levels of *involvement with Queensborough Community College* (item 14 in Table 10) were also higher for the HIP group.

These results confirm that students in HIP courses were significantly more likely to have reported such experiences than similar students (who matched on GPA, credits completed, and gender) who were not enrolled in HIP courses. Therefore the findings, as shown in table 9 and table 10, lend evidence that most HIPs are employing the particular techniques (e.g., analysis, reflection, group work) to a greater degree than non-HIP courses and that one of the goals of HIP implementation is being met.

C.3. How Students Benefited from HIPs

An open-ended question to all students enrolled in a HIP course (including Writing Intensive) obtained 733 intelligible/interpretable responses to the prompt "*Please explain how you have benefited from your experiences with High Impact Practices this semester."* A qualitative analysis was conducted to form categories of responses. Table 11 shows the counts of response types.

Table 11. Categorized open-ended prompt responses of HIP students to "Please explain how you have benefited from your experiences with High Impact Practices this semester."

How Students Benefited	Response count	Percent of all comments
Learned, gained knowledge, understood more	142	18%
More social, work with others/as a team	105	13%
Unspecified positive/ enjoyed the class	68	9%
Communication skills/writing improved	64	8%
Motivated to study/worked harder, challenged	50	6%
Unintelligible/did not explain how they benefited	45	6%
Skill improved	43	6%
Interacted/exposed/learned from different cultures	37	5%
Obtained new perspectives	33	4%
Applied knowledge	28	4%
Self-examination/reflection	28	4%
Critical thinking used	27	3%
Used integration/synthesis, made connections	19	2%
No benefit/negative comment	19	2%
Other	70	9%
Total number of comments	**778**	**100%**

More detailed results from the spring 2015 *End of Semester Student Survey of High Impact Practice Experiences* can be found in the extended survey report.

D. Critical Course and Program Analysis Findings

The Assessment Protocol calls for the identification of barriers to student success in highly enrolled general education courses. In the academic year 2013-2014, the Office of Institutional Research and Assessment identified several courses that have consistently lower than 50 percent pass rates (defined by C or better course grades) across fall and spring terms. These courses were: 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.

In the academic year 2014-2015 Interim Vice President Karen Steele led discussions with members of the Biology department, the History department, and the Mathematics and Computer Science department to better understand the departmental experience in these high-failing courses. Several data elements were requested after initial discussions to better understand the underlying factors of low performance. In particular, multiple repeats and pre-requisites were discussed. The following is a summary of information gained from additional analyses. Detailed tables can be found in an extended Critical and Obstacle Course Analysis Report.

BI 201: General Biology 1

Most students only attempted and/or completed the course one time. Between fall 2009 and fall 2013, 84 students from a total of 1,145 students enrolled in the course more than once (and three students took the course three times). Students who repeated the course generally improved their grade. No significant difference in course grades was found between students who had taken Chemistry courses (CH 120 Fundamentals of Chemistry and/or CH 127 Introductory College Chemistry) or College Algebra before or during the semester in which they were enrolled in Biology 201.

BI 301: Anatomy and Physiology

Between fall 2009 and fall 2013, 182 students from a total of 3,021 students enrolled in the course more than once. Students who repeated the course generally improved their grade. Students who had taken a Chemistry course before or during the semester in which they were enrolled in Biology 301 did have better grades in Biology 301 than students who had not taken Chemistry. College Algebra on the other hand had no positive effect on Biology 301 grades.

HI 110: Introduction to Ancient Civilization & HI 112: Introduction to Western Civilization

For HI 110, 203 students from a total of 3,508 students repeated the course and 279 students repeated HI 112 out of a total enrollment of 3,931 students between fall 2009 and fall 2013. Generally, students who repeated the course improved their grades in HI 110. In a few instances, students earned a lower grade the second time around. A larger percent of HI 112 repeaters did not improve their grades. Sixty-four students or 34 percent of 186 failing students who re-enrolled in HI 112 failed the course again with an F or WU. Most students (86 percent of students in HI 110 and 84 percent in HI 112) had completed or were enrolled in English 101 Freshman Composition at the time they took the respective History course. Students who had taken EN 101 before enrolling in these courses had on average better History course grades than students who were enrolled in EN 101 in the same semester or who had not taken EN 101 at the time they enrolled in HI 110 or 112. The differences in outcomes however were small: For HI 110, 57 percent of students who had taken EN 101 before HI 110 passed HI 110 with a "C or Better" compared to 53 percent of students who had not taken EN 101 and 54 percent of students who took EN 101 together with HI 110 in the same semester. For HI 112, 54 percent of students who had taken EN 101 before HI 112 passed the course with a "C or Better" compared to 48 percent of students who had not taken EN 101 and 45 percent who took EN 101 together with HI 112 in the same semester. The average grade in HI 112 Introduction to Western Civilization between fall 2009 and fall 2013 was a 1.68 (C-) for students who had not yet taken EN 101 compared to a 1.84 average grade (still a C-) for students who had completed EN 101. Most students who enrolled in these courses were not new to QCC. A weak but statistically significant positive correlation was found between the prior credits cumulated and the final History course grade. Prior cumulative GPA on the other hand, had a strong positive correlation with higher final grades in these courses. In other words, students who had strong grade point averages before enrolling in HI 110 or HI 112 earned better grades in these courses; in particular students with a cumulative GPA between a 3.0 (B) and a 4.0 (A). This most likely is not unique to these courses, however, as we can assume that students with strong GPAs do well in most courses.

Obstacle Course Analysis

An expanded review of courses was conducted in spring 2015 to identify courses that may be obstacles to graduation for students at QCC. For this, the course performances of students who had completed a certificate or associate degree at QCC were compared to students who left QCC without a degree (non-completers). A similar analysis conducted by the Community College Research Center in 2012 served as a model for this assessment[1]. Obstacle courses were defined as consistently highly enrolled courses that non-completers did substantially worse in based on differences in grades and/or failure rates.

Data and Methodology

For this analysis we included first time freshmen entering cohorts from fall 2005 to fall 2010 (including spring term entering cohorts). From a total of 22,362 students, 5,406 students or 24 percent had earned a certificate or an associate degree from QCC between spring 2006 and January 2015. An additional 912 students were still enrolled in QCC in fall 2014. Finally, 16,044 students were no longer enrolled at QCC in fall 2014. Nineteen courses were identified that had overall high enrollment and were either general education courses or curricular requirements or prerequisites for many students on campus. The enrollment history and final course grades were observed separately for students who graduated and students who left QCC without graduation (before fall 2014). For the course grades, an average grade (mean grade) for both groups was calculated for each of the nineteen courses. In addition, the percentage of students who failed the course with an F (failure rate) was calculated for each course and for each group separately. Finally, the differences in mean grades and failure rates were calculated between the students who had graduated and students who had left without a degree (non-completers). Of the nineteen courses analyzed twelve courses were identified to be problematic. The differences of the course failure rates between students who graduated and those who dropped out were close to 20 percent or higher.

Table 12 displays the names of the courses, the enrollment rates and differences in enrollment rates, the mean grades and differences in mean grades, and the failure rates and differences in failure rates between these two student groups.

[1] Zeidenberg, M., & Jenkins, D., & Scott, M.A (2012). Not Just Math and English: Courses That Pose Obstacles to Community College Completion. *Community College Research Center Working Paper*. No.52

Table 12. Obstacle to graduation courses

Overall Enrollment, and Comparisons of Enrollment Rates, Mean Grades, and Failure Rates between Graduates and Non-Completing Students											
Includes first time freshmen entering cohorts fall 2005 to fall 2010 (including spring term entering cohorts). Graduates are students who have earned either a certificate or an Associate degree at any time between Spring 2006 and January 2015. Students who did not graduate had left QCC without a degree by fall 2014 or earlier.											
		Enrollment Rate (Only count A to WU grades)				**Mean Grade**			**Failure Rate (Grade of F)**		
		Overall [2]	Grad-uated	Did not graduate	Difference	Grad-uated	Did not graduate	Difference	Graduated	Did not graduate	Difference
N	Number of Students	22,362	5,406	16,044		5,406	16,044		5,406	16,044	
Rank[1]	Course Title										
3	PSYC 101	49.8%	63.1%	44.6%	18.5%	2.56	**1.71**	0.86	1.5%	24.9%	**23.4%**
7	MA 119	38.1%	66.6%	27.5%	39.1%	2.62	**1.76**	0.85	3.0%	31.0%	**28.0%**
9	ECON 101	18.1%	33.3%	12.8%	20.5%	2.86	1.91	**0.95**	1.7%	25.6%	**23.9%**
10	Business 101	16.9%	27.4%	13.2%	14.2%	2.95	1.86	**1.09**	2.2%	28.1%	**25.9%**
11	History 112	16.5%	35.0%	9.9%	25.1%	2.44	**1.51**	**0.93**	3.4%	32.4%	**29.0%**
12	History 110	14.9%	31.3%	9.1%	22.2%	2.31	**1.5**	0.81	4.6%	31.9%	**27.3%**
14	History 111	13.0%	28.1%	7.7%	20.4%	2.56	**1.67**	0.89	4.2%	31.1%	**26.9%**
15	AR 310	12.8%	23.7%	8.9%	14.8%	2.89	1.98	**0.91**	1.3%	22.1%	**20.8%**
17	MA 440	12.5%	27.5%	7.1%	20.4%	2.74	2.13	0.61	4.4%	24.3%	**19.9%**
19	ECON 102	11.2%	23.9%	6.7%	17.2%	2.87	2.03	0.84	1.2%	22.7%	**21.5%**
Biology 201 and 301											
33	Biology 201	4.1%	8.9%	2.4%	6.5%	2.22	**1.28**	**0.95**	12.2%	43.0%	**30.8%**
21	Biology 301	9.4%	15.3%	6.9%	8.4%	2.38	**1.68**	0.7	9.6%	29.0%	19.4%

[1] Ranking based on the Overall Enrollment Rate.

The following courses showed particularly low mean grades for non-completers (below a 1.80, in bold): Psychology 101: Psychology, Math 119: College Algebra, History 112: Introduction to Western Civilization, History 110: Introduction to Ancient Civilization, and History 111: Introduction to Medieval and Early Modern Western Civilization, Biology 201: General Biology 1 and Biology 301: Anatomy and Physiology.

Finally, non-completers had much higher failure rates in these courses than graduates. Differences in failure rates of 20 percent and higher (in bold) were observed for the following courses: Psychology 101: Psychology, Math 119: College Algebra, Economics 101: Introduction to Macroeconomics, Business 101: Principle of Accounting I, History 112: Introduction to Western Civilization, History 110: Introduction to Ancient Civilization, History 111: Introduction to Medieval and Early Modern Western Civilization, AR 310: Introductory Survey of Art, Math 440: Pre-Calculus Mathematics, and Economics 102: Introduction to Microeconomics.

The courses Biology 201: General Biology 1 and Biology 301: Anatomy and Physiology were not among the nineteen courses with overall enrollment rate of 10 percent or higher. Only 4.1 percent of all students observed in this study had taken BI 201 and 9.4 percent had taken Biology 301 (the courses ranked 33 and 21 respectively on the list of courses by overall enrollment). The figures for these courses were included on the bottom of Table 12 however, because these courses have previously been identified as high-failing courses. Indeed, the mean grades in these courses – even for graduates – were low compared to the average grade across all of the top 19 courses and the failure rates were high. Finally, the differences in mean grades and failure rates for Biology 201 were strikingly high.

Conclusion:
The obstacle course analysis brought into view some striking differences in average grades and failure rates between graduates and non-completers for courses with high enrollment. In particular the courses Psychology 101 and MA 119: College Algebra, which were completed by over 60 percent of graduates but had high failure rates and low grade averages for non-completers, can be considered as obstacles to graduation. In addition, the courses Economics 101: Introduction to Macroeconomics, History 110: Introduction to Ancient Civilizations, and History 112: Introduction to Western Civilizations should be considered obstacle to graduation courses based on the stark differences in grades and failure rates and based on the fact that over 30 percent of graduates completed these courses.

Interestingly, although gateway courses, English 101 and English 102 were not identified as obstacle to graduation courses in this analysis.

Finally, although the biology courses Biology 201: General Biology 1 and Biology 301: Anatomy and Physiology have very low success rates, the enrollment rates in these courses suggest that these low rates are problematic for a subset of students on campus (perhaps Nursing students) and thus, should be addressed on a local level.

E. Long-term Institutional Outcomes

E.1. Increased Student Satisfaction

E.1.a Findings from the Ruffalo Noel Levitz Student Satisfaction Inventory

One of the long-term institutional outcomes specified within the Academy Assessment protocol is the enhancement of student satisfaction. QCC administered the Ruffalo Noel Levitz Student Satisfaction Inventory® (SSI) Survey in spring 2013 and spring 2015 as part of a CUNY-wide effort to account for student satisfaction. The results of the spring 2015 SSI survey provide a current measure of student satisfaction and the comparisons of the results from 2013 allow for evaluations of how student satisfaction has changed and improved over time.

Survey Administration

In spring 2015, QCC administered the SSI online to a randomized sample of QCC students enrolled in the spring 2015 semester. Five-thousand randomly selected students were emailed invitations to their Tigermail addresses. A total of 537 students participated, resulting in a response rate of 11 percent

Overall Student Satisfaction

Most satisfaction ratings have increased from the spring 2013 to the spring 2015 survey. Overall, in spring 2015 students gave higher ratings for both importance and satisfaction. In most cases, the gap between importance and satisfaction narrowed, which indicates that college performance seems to have improved and expectations of students were more often matched with a satisfactory experience. Some of the increase may have been due to the survey administration change from the paper-and-pencil format in 2013 to the online format in 2015. Thus, an increase in average satisfaction of 0.45 and higher was considered a real improvement throughout the report.

The Eleven Ratings

Table 13 gives an overview of the average student ratings along the eleven survey dimensions (scales) that were measured by the Ruffalo Noel Levitz Student Satisfaction Inventory. The scales were sorted by the importance ratings in spring 2015. All but Campus Support Services had an average importance rating of over 6 on a Likert scale between 1 (not important at all) to 7 (very important). Importance ratings were higher in spring 2015 than in spring 2013 for all dimensions. The average satisfaction ratings along these dimensions had all improved from 2013 to 2015. More importantly, the satisfaction rating increases from 2013 to 2015 were stronger than the increases in the importance ratings.

At the most global level, the results of the spring 2015 SSI provide evidence that satisfaction levels for most aspects of the college experience at QCC have improved. The primary form of evidence comes from the greater satisfaction ratings in the spring 2015 cohort of SSI respondents compared to the spring 2013 cohort. For five out of the eleven scales the mean scale satisfaction rating improvement was .50 points or higher (along the 1-7 point rating scale). So the improvements in satisfaction were very broad and also fairly intensive. The scale with the highest satisfaction improvement was for Campus Support Services (.63 points higher for the scale). The scales for Admissions and Financial Aid and for Concern for the Individual also showed strong improvement in the satisfaction ratings (0.55 and 0.54, respectively).

Table 13: The eleven scales: Spring 2015 ratings and changes from spring 2013

	Spring 2015			Changes from Spring 2013		
List of scales (main dimensions) in order of importance	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Genuine improvements (over the satisfaction threshold)
***Acad. Advising/Counseling**	**6.28**	**5.43**	**0.85**	**0.22**	**0.50**	**x**
Academic Services	6.26	5.53	0.73	0.28	0.37	
Instructional Effectiveness	6.22	5.36	0.86	0.24	0.39	
* Registration Effectiveness	6.22	5.39	0.83	0.24	0.26	
*** Admissions and Financial Aid**	**6.2**	**5.34**	**0.86**	**0.33**	**0.55**	**x**
Concern for the Individual	**6.15**	**5.3**	**0.85**	**0.3**	**0.54**	**x**
*** Service Excellence**	**6.12**	**5.33**	**0.79**	**0.41**	**0.50**	**x**
Campus Climate	**6.11**	**5.31**	**0.80**	**0.38**	**0.48**	**x**
Student Centeredness	**6.1**	**5.36**	**0.74**	**0.35**	**0.49**	**x**
Safety and Security	**6.09**	**5.23**	**0.86**	**0.32**	**0.48**	**x**
*** Campus Support Services**	**5.88**	**5.25**	**0.63**	**0.53**	**0.63**	**x**

Scale averages in order of Spring 2015 importance

* The average satisfaction ratings of the scales marked with an asterisk (*) were reported in the 2014-15 Performance Management Report (PMP.) In addition, comparisons were made along these scales between the spring 2013 and spring 2015 results within the PMP report.

QCC Specific-Questions

QCC developed ten college-specific statements for the spring 2015 survey. Table 14 shows the average importance and satisfaction ratings for the statements relevant to the goals of the Queensborough Academies. The performance gap represents the difference between the average importance and average satisfaction rating. The largest performance gaps were found for the following: "*QCC provides useful information about transfer requirements to other colleges"* (performance gap of 1.04), "*Academic advisement is available when I want or need it"* (performance gap of 0.99), and "*The graduation requirements for my program of study are clear to me*." Students were most satisfied with the following: "*Tutoring services at QCC help students succeed*," "*QCC's open computer labs (departmental, library, ACC) are readily available*," and "*Starfish/Early-Alert (Flags, Referrals, Kudos) helps students to be successful*"; all showed satisfaction averages above 5.65 on a scale of 1 to 7 with 1 being least satisfied and 7 being most satisfied. Comparisons to spring 2013 could not be performed because these questions were only asked in spring 2015.

Table 14: Mean importance and satisfaction ratings for QCC specific questions in order of importance

	N	Import-ance	Satis-faction	Perform-ance Gap
80. The graduation requirements for my program of study are clear to me.	424	6.40	5.58	0.82
76. Tutoring services at QCC help students succeed.	415	6.38	5.71	0.67
79. QCC's open computer labs (departmental, library, ACC) are readily available.	420	6.36	5.73	0.63
74. Academic advisement is available when I want or need it.	419	6.35	5.36	0.99
75. QCC provides useful information about transfer requirements to other colleges.	426	6.33	5.29	1.04
72. The Queensborough Academies make students feel more connected to the college community.	414	6.16	5.50	0.66
71. Academy-sponsored events (speakers, career fairs, competitions, etc.) are useful and interesting.	415	6.12	5.55	0.57
73. Starfish/Early-Alert (Flags, Referrals, Kudos) helps students to be successful.	413	6.10	5.68	0.42

Highest Average Satisfaction Ratings in Spring 2015

Table 15 lists the items relevant to the goals of the Queensborough Academies that received the highest satisfaction ratings in the spring 2015 survey. Many of these items were rated high in spring 2013 as well (indicated by low points under the change column). The high satisfaction scores in areas of advising provide some evidence that students found several characteristics of their advisers to be important and satisfying. Adviser concern with success of their students has increased substantially. These items highlight the importance placed upon critical characteristics of advisers and the success that has been achieved with QCC's advisement operations. Both the importance and satisfaction with the availability of tutoring services and experiencing intellectual growth are relatively high.

Table 15: Items with the highest average satisfaction ratings in spring 2015

Items with the highest Spring 2015 satisfaction averages:	**Importance**	**Satisfaction**	**Sp13 to Sp15 Satisfaction CHANGES**
50. Tutoring services are readily available.	6.32	5.68	0.12
70. I am able to experience intellectual growth here.	6.35	5.67	0.45
36. Students are made to feel welcome on this campus.	6.26	5.63	0.54
32. My academic advisor is knowledgeable about my program requirements.	6.36	5.61	0.35
6. My academic advisor is approachable.	6.34	5.60	0.42

Lowest Average Satisfaction Ratings in Spring 2015

Items with low ratings in table 16 should be of concern as they address issues faced by most if not all students on campus, including: "*Channels for expressing student complaints are readily available*," "*I seldom get the "run-around" when seeking information*," and "*I generally know what's happening on campus.*" Together, these findings may point towards a need for improvements in communication structures/processes with students, especially for their complaints and strong concerns. Since 2013,

satisfaction with many items has improved substantially (see last column: Sp13 to Sp15 Satisfaction CHANGES).

Table 16: Items with the lowest average satisfaction ratings in spring 2015

Items with the lowest Spring 2015 satisfaction averages:	Importance	Satisfaction	Sp13 to Sp15 Satisfaction CHANGES
67. Channels for expressing student complaints are readily available.	6.09	4.93	0.45
63. I seldom get the "run-around" when seeking information on this campus.	6.08	5.00	0.56
44. I generally know what's happening on campus.	5.89	5.08	0.53
16. The college shows concern for students as individuals.	6.18	5.13	0.57
65. Students are notified early in the term if they are doing poorly in a class.	6.26	5.14	0.63

Items with Large Performance Gaps in Spring 2015

A performance gap measures the discrepancy between students' expectations and experiences. Table 17 lists items in line with the goals of the Academies that had performance gaps between 0.99 and 1.16. Several of the items were also listed in table 16 (lowest satisfaction ratings). On the other hand, other items had relative high satisfaction ratings in spring 2015; however, expectations for these items were also high, resulting in a large performance gap.

Table 17: Items with performance gaps of 0.99 and higher in spring 2015

Items with performance gaps of 0.99 and higher in spring 2015:	Importance	Satisfaction	Performance gap
67. Channels for expressing student complaints are readily available.	6.09	4.93	1.16
65. Students are notified early in the term if they are doing poorly in a class.	6.26	5.14	1.12
63. I seldom get the "run-around" when seeking information on this campus.	6.08	5.00	1.08
16. The college shows concern for students as individuals.	6.18	5.13	1.05
75. QCC provides useful information about transfer requirements to other colleges.	6.33	5.29	1.04
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.25	5.24	1.01
20. Financial aid counselors are helpful.	6.26	5.25	1.01
54. Faculty are interested in my academic problems.	6.11	5.11	1.00
74. Academic advisement is available when I want or need it.	6.35	5.36	0.99
52. This school does whatever it can to help me reach my educational goals.	6.27	5.28	0.99

Summary

The Queensborough Academies Protocol and the Academies Strategic Plan specify that two primary aspects or "prongs" of the Academies (i.e., Academy Advisers and student support assistive technology) include efforts which should increase student satisfaction. Many of the findings from the 2013 and 2015 RNL SSI provide evidence that the focused efforts of the Academies are associated with high or improving student satisfaction.

Satisfaction ratings related to Academic Advising:

- Among all eleven scales, students gave the highest importance and satisfaction ratings to Academic Advising/Counseling.
- High satisfaction ratings with the statements: "*My academic advisor is knowledgeable about my program requirements*" and "*My academic advisor is approachable*."
- Strong improvements in satisfaction ratings between 2013 and 2015 for the statements: "*My academic advisor is concerned about my success as an individual*" and "*My academic adviser helps me set goals to work towards*."

Sense of belonging and connection to Queensborough:

- An increased satisfaction rating of the scale "Concern for the Individual" in 2015.
- High satisfaction with the statements "*Students are made to feel welcome on this campus*," "*I am able to experience intellectual growth here*," "*The Queensborough Academies make students feel more connected to the college community*," and "*Academy-sponsored events are useful and interesting*."

Student support assistive technology (Starfish Early-Alert and Connect):

- High satisfaction rating for *"Starfish/Early-Alert (Flags, Referrals, Kudos) helps students to be successful."*
- High satisfaction rating for "*Tutoring services are readily available*."
- "*Students are notified early in the term if they are doing poorly in a class*," however, received a low satisfaction rating and a high performance gap. Despite these low current outcomes, the satisfaction improvement in this item improved drastically since the 2013 survey. Together, these results show great improvement in Early-Alert efforts and a current need for improvements in the Early-Alert function of Starfish.

Areas requiring attention:

Several aspects of advisement and student services could use more attention and are in fact addressed in the AY 2015-2016 with the rollout of the Queensborough Roadmap and the upgrade of the IPAS system with the help of an IPAS2 grant:

Clear information on transfer and graduation requirements for students:

- The following statements received high performance gaps: "*My academic advisor is knowledgeable about the transfer requirements of other schools*," "*QCC provides useful information about transfer requirements to other colleges*," and "*The graduation requirements for my program of study are clear to me*."

Availability and quality of individualized student support:

- The following statements had relative low satisfaction ratings and/or high performance gaps: "*Channels for expressing student complaints are readily available*," "*The college shows concern for students as individuals,*" "*Students are notified early in the term if they are doing poorly in a class,*" "*Financial aid counselors are helpful*," "*Faculty are interested in my academic problems*," "*This school does whatever it can to help me reach my educational goals*," and "*Academic advisement is available when I want or need it.*"
- Low satisfaction with the statement "*I seldom get the 'run-around' when seeking information on this campus.*"

College connectedness:

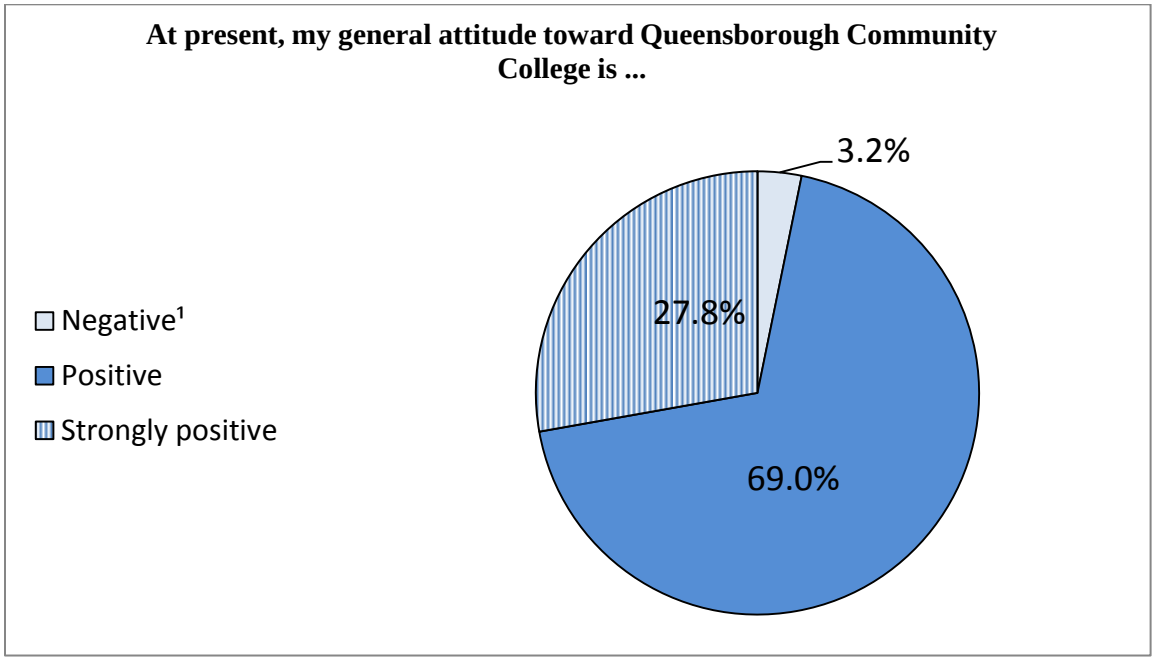
- Low satisfaction and importance rating for "*I generally know what's happening on campus*."

A more extensive reporting on the SSI and the spring 2015 survey results can be found in the document entitled: The 2015 Ruffalo Noel Levitz SSI: Findings and Comparisons with the 2013 SSI Results, located at the QCC Office of Institutional Research and Assessment website.

E.1.b. Findings from the Freshman Experience Survey: Satisfaction of First-Time Freshmen

The fall 2014 Freshman Experience Survey (FES) asked freshmen 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. Figure 12 shows the response percentages of the 622 students who answered this question. Ninety-seven percent had a positive or strongly positive attitude towards Queensborough by the end of their first semester.

Figure 12. Respondents' General Attitude towards Queensborough Community College



¹ Includes three responses of "strongly negative."

More detailed findings from the FES can be found at the QCC OIRA website in the report entitled, *"Results from the Fall 2014 Freshman Experience Survey*."

E.3. Increased Retention and Graduation Rates

Queensborough saw a decrease in one-year retention rate from 69 percent last year to 62.2 percent in fall 2015. The decrease is largely a result of a tightening of academic probation policies and readmissions standards. An analysis revealed that most students who did not return were low performing freshmen. The First-Year GPA median for the attrited freshmen was 1.14. However, the three-year graduation rate of 22 percent and six-year graduation rate of 29.6 percent were the highest they have ever been. In addition, the four-year graduation rate of 25.3 percent was the second highest four-year rate in recent years (last year's rate of 26.2 was the highest).

Table 18. Comparison of Retention and Graduation Rates between QCC and other Associate's Degree Granting Institutions

	QCC		Other CUNY		Outside CUNY		Overall		National Average [1]
Rates published in academic year	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2014-15
One year retention rate:	62.2%	(69.0%)	2.6%	(1.8%)	3.4%	(3.6%)	68.2%	(74.4%)	58.6%
Three year graduation rate:	22.0%	(18.1%)	0.2%	(0.2%)	0.6%	(0%)	22.8%	(18.3%)	15.6%
Four year graduation rate:	25.3%	(26.2%)	0.6%	(1.3%)	1.0%	(1.4%)	26.9%	(23.4%)	21.1%
Six year graduation rate QCC:	29.6%	(27.0%)	3.8%	(5.6%)	3.5%	(3.9%)	36.9%	(36.5%)	--

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

Appendix

ACADEMIES ASSESSMENT PROTOCOL
GOALS AND OUTCOMES 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 2014implementation