Bronx Community College
College Discovery Program
Five Year Self-Study
2012-2017

I.   Executive Summary

The five-year self-study for the College Discovery Program at Bronx Community College is a comprehensive document which incorporates essential elements of the CD Program's administration, plans, programming, annual departmental assessment, and annual report data and information. It is expected, that as the needs of the students and the Program evolve, it will be necessary to make changes and adjustments to ensure successful administration of the resources and services it provides.

As the information and data was being gathered for this study, the administrative team discovered areas of strength and those that need continuous improvement. Challenges in each area were also discussed, as you will find within certain areas such as space, budget and staffing. This process has enlightened the team as to how it must move forward taking into account the many initiatives that have taken place throughout the past five years. The plan is to begin working on the highlighted areas of improvement as soon as the fall 2017 semester onward, with the goal of increasing our overall retention and graduation rates.

The administrative staff looks forward to recommendations set forth by the external review team.

II.   Program Overview

a. Brief Organizational History *(include significant changes in the past 5 years)*

The College Discovery Program has been located within the Department of Student Development and Enrollment Management, and as a Program, reported to the Vice President for Student Development, which then was renamed Student Affairs, reporting directly to the Associate Dean for Student Services. Within the past two years, the College Discovery Program has been located within the Department/Office for Academic and Student Success, and as a Program, reports to the Associate Dean for Success Programs. The CD Program employs a full staff including the Director, five non-teaching instructional staff members, one secretary and various support staff that assist with carrying out the mission and vision of the Program.

b. Description of services *(provided to students, faculty, students (and other constituencies)*

Program Services and Requirements

The College Discovery Program provides eligible students with services to ensure academic growth and personal development. A complete description of services offered may be obtained by visiting the College Discovery website at www.bcc.cuny.edu/collegediscovery/default.cfm

The main services include instruction, academic support, counseling, and financial aid assistance, specifically:

- Free pre-freshman summer classes. A stipend is given to all students who complete the summer classes.
- Academic support services include basic skills instruction (college sponsored summer), supplemental instruction (SI), and regular tutoring services, including, remedial; college level and/or developmental education.
- Workshops, seminars, leadership training, and co-curricular activities.
- Assigned counselor to provide academic advisement, registration, as well as, assistance with personal and career advising.
- Supplemental financial aid for assistance with payments for books and student fees.
- Up to 7 semesters of TAP to earn an associate's degree.
- Help transferring to CUNY SEEK; HEOP; EOP for a bachelor's degree upon receipt of an associate's degree.

Eligibility requirements of student population:

- ❖ Resident of New York City for at least one year prior to applying for admissions.
- ❖ First-time applicants for admission to CUNY community college.
- ❖ High School Diploma or a New York State high school equivalency diploma.
- ❖ High School academic average that does not exceed 80
- ❖ Full-time matriculated student.
- ❖ Meet NYS income requirements.
- ❖ File FAFSA and submit proof of family income.
  - ➢ Acceptable documentation includes:
  - ➢ copy of tax forms
  - ➢ verification of unemployment
  - ➢ proof of public assistance *(if it applies to you)*
  - ➢ SS/SSI budget letter or
  - ➢ Court papers for child support and/or alimony that meets the economic criteria described in the CUNY Admissions application.
- ❖ Attendance is required at the pre-freshman summer academic experience, unless you are academically exempt.

Application procedures for students:

- ➢ Apply online to a CUNY community college: www.cuny.edu/admissions/apply

➢ Check SEEK/CD box (Section 4) on the CUNY Application form. Apply early as Program slots are limited.
➢ Apply for financial aid by completing the FAFSA and New York State TAP application after January 1.
➢ Take the CUNY Skills Assessment Test
➢ Attend a College Discovery information session.

Description of Programs and Services:

Three basic types of academic support services will be provided for students based on academic needs to assist them with successful completion of all educational and curricular requirements. These include basic skills instruction (college sponsored summer), supplemental instruction (SI), and regular tutoring services, which may include additional remedial, compensatory and/or developmental education. A detailed description of the complete list of academic support services is provided below for information and review.

Summer Success Program (CUE)/Pre-College Experience. As described by the Coordinated Undergraduate Education Office, "the Summer Success Program offers free developmental courses in basic skills for entering freshman and first-year students. Courses are specifically designed to assist students in passing the CUNY ACT Examinations in reading, English, and the CUNY Math Exam. This program provides small classes, intensive tutoring and computerized learning labs."

CD August Workshops/Pre-College Experience. The concept for the Summer Success Program is expanded to include August workshops for incoming CD freshmen that are not able to attend classes during the regular Summer Success schedule. A number of concurrent basic skills workshops are provided for students, and continue for approximately two weeks during the summer. The workshops include a tutoring component to assist students with increasing basic skills proficiency and preparing for examinations. Students that successfully complete the workshops during the summer may progress to college-level courses or the next remedial course in the sequence during the fall semester.

Intensives. Intensive workshops are simulated classroom activities that provide supplementary instruction or other special interventions for "at-risk" students. Intensives may be either a remedial or non-remedial approach to learning, which assist students with focusing exclusively on successful completion of the required examinations. Non-Teaching Adjuncts collaborate with teaching faculty to develop the content for the workshops, which is specifically designed to reiterate the information presented in the classroom. In collaboration with the Academic Support Coordinator, adjuncts refer students for retesting upon successful completion of the workshops, depending on the level of the course(s) and the availability of exams.

Regular Tutoring. Similar to the Intensives, tutoring may be either a remedial or non-remedial approach to learning. Tutoring is provided for most college courses and all student populations. Students that attend tutoring may have academic deficiencies including, but not limited to, basic skills proficiency, grade point average, and degree credit accumulation. Other students that attend tutoring aim to maximize their current success. Tutors assist students with reviewing lecture notes, class readings, and other course assignments. Students that attend tutoring demonstrate increased knowledge and understanding of course content. They also develop mastery of academic skills, including note taking, test taking, critical thinking, and time management. Tutors collaborate with individual students to develop the content for tutoring and, again, provide subsequent opportunities for increased student learning. Tutoring is offered regularly in most academic courses including, for example, English, Math and Science.

Supplemental Instruction (SI). SI is an academic support program that targets historically difficult courses rather than "at-risk" students (Blanc, R.A. & Martin, D.C., 2004).[1] In contrast to the Intensive workshops, SI is a non-remedial approach to learning enrichment, which helps to increase student performance and retention. SI provides a series of two to three review sessions per week, which integrate the techniques of how-to-learn with what-to-learn. SI Leaders assist students with becoming independent thinkers and learners. Students that attend the SI sessions develop study strategies for note taking, graphic organization, questioning, vocabulary acquisition, and test preparation, as they review course material. SI leaders collaborate with the individual course instructor(s) to develop the content for the supplemental instruction sessions.

Mid-terms and Finals Exams Review Sessions. The review sessions are designed to help prepare students for course examinations.   During the semester, prior to midterms and finals, the Academic Support Staff advertise the schedule and topics for Midterm and Finals Review Sessions. The announcements are sent via email and flyers are posted. Students are given a schedule of times and days that topics will be covered for review. Tutors provide workshops that typically include, but are not limited to, test taking anxiety, review of course content, writing essays, and study tips for math and science.

College Discovery Workshops. The College Discovery Program's workshop courses are designated exclusively for CD students to provide increased tutoring and supplemental instruction services.

College Discovery Academic Support Workshop. The CDAS workshop provides tutorial assistance for students enrolled in remedial courses. Students that are enrolled in basic skills

courses are also enrolled in the CDAS workshop to help ensure availability to attend the tutoring sessions.

College Discovery Supplemental Instruction Workshop. The CDSI workshop provides academic support for supplemental instruction courses. Students that are enrolled in SI courses are also enrolled in the CDSI workshop to help ensure availability to attend the SI sessions.

Administrative Structure:

In reference to the administrative structure, the Coordinator of Counseling/Social Worker and a number of counselors make up the team that provides services for students. The Coordinator of Counseling assists the Director with the overall responsibility for coordinating a comprehensive counseling program to help ensure the academic success of students enrolled in the College Discovery Program. The Coordinator helps to provide oversight for academic and personal counseling services, development and implementation of special interventions and new initiatives, routine assessment and evaluation, and other appropriate program activities. As a member of the Non-Teaching Instructional Staff, the Coordinator is employed through a highly competitive search process, and is awarded the certificate of continual administrative service (CCAS) upon completion of the reappointment process.

A number of counselors provide comprehensive orientation, academic advisement, and counseling services for students. As members of the Non-Teaching Instructional Staff, Counselors are also employed through a highly competitive search process, and are awarded the certificate of continuous employment (CCE) upon completion of the reappointment process. The counseling faculty and staff manage an average caseload of 100 students, and spend approximately 80-85% of their time providing direct counseling (and instructional) services for students and the remaining 15-20% of their time providing indirect services such as planning, documentation, faculty collaboration, and outreach and follow-up.[1] Relative to the use of counseling techniques and strategies, the counselors are well versed in the areas of Person-Centered, Reality, and Cognitive-Behavioral counseling. [2] As a result, they are well prepared to assist students with accomplishing personal and academic success. The counselors are also well trained in the area of academic needs assessment, and therefore are responsible for administering the CD Program's Intensive Counseling Intake/Assessment, Thirty and Sixty-day reassessments, and the Comprehensive Student Services Plan/Referral.[3] Based upon professional interest and demonstrated expertise, all counselors have assumed additional responsibility for a related area of counseling services.

Description of Programs and Services:

Several types of educational counseling services will be provided to assist students with successful completion of all educational and curricular requirements. These include student activities and events, orientation and career counseling, enrollment and academic counseling, developmental counseling, and intensive counseling. [4] Related services include ongoing outreach and follow-up with students. (See the section above titled academic assessment for a complete description of assessment techniques and strategies). A detailed description of the complete list of counseling services is provided below for information and review.

Summer Counseling/Pre-College Experience. The College Discovery summer counseling program is designed to facilitate the transition to college for all incoming College Discovery freshmen, including participation in the BCC Summer Success basic skills courses and the CD Program's "DEC" Series of developmental workshops. In addition to these experiences, the summer counseling program also provides comprehensive counseling services for all incoming freshmen including orientation, advisement, registration, and tutoring.

Throughout the enrollment period, from approximately early April to the latter part of August, the CD Program sponsors a series of ongoing Open House Orientation sessions. During the Orientation, all students are required to complete the CD Checklist (app. 6-1) that outlines the enrollment process and provides the contact information for the Enrollment Management and Health Services offices. Students are also required to read and sign the CD Student Guidelines and the Student Retention and Reinstatement Guidelines (app. 6-2). Upon completion of the enrollment process, students also complete their registration schedules for the fall semester, which include registration for the Program's Preferred Schedule.

Academic Advisement. Academic advisement provides an opportunity for students to discuss academic and career planning with their counselors. Students receive assistance with evaluating their academic progress, decision making, and problem solving. A registration stop is placed on the college records of students that are on academic probation or otherwise classified as at-risk by the CD Program to ensure attendance at the advisement sessions.

Preferred Schedules. The Preferred Schedules combine block programming with academic support to ensure student's success. Courses selected for the preferred schedules typically include one course in English or Mathematics and another in one of the Social Sciences or Humanities, for example. In addition to the opportunity to develop knowledge of course content, the tutoring component often provides increased opportunities to prepare for the ACT, CPE, and CUNY COMPASS exams. The complete schedule of classes for the fall 2007 is included in the appendix for information and review (app.6-6).

Honors Counseling. Honors Counseling is provided for *Tier I and Tier II* honor students with grade point averages and accumulated degree credits of 3.2-4.0 / 24-65 and 3.0-3.199 / 24-65 respectively. Honors Awards and Honors Preparatory, Prep for short, are the names for the students that comprise the two core groups of honor students. The goal of the Honors Rewards program, as the name suggests, is to reward students that have maximized their academic success and ultimately achieved honor status with the College Discovery Program and the College. Rewards and other benefits that students may look forward to receiving include membership in International organizations such as Phi Theta Kappa and Chi Alpha Epsilon, faculty recommendations for scholarship and leadership opportunities, as well as student employment and other economic incentives. The Honors Awards Ceremony is provided each spring semester to recognize these students' success.

Personal Counseling. The College Discovery Program's Counseling Coordinator/Social Worker will provide integrative short-term treatment and crisis intervention for CD students, on an as needed basis. The social worker will work with students individually for approximately 4-12 sessions. During this treatment time the following components will be addressed: problem identification, biopsychosocial assessment (app.6-7), engagement, and intervention planning. If the social worker concludes that a student will benefit from long-term treatment, then a referral will be initiated to an outside agency. Also, the social worker will facilitate groups that will address various biopsychosocial issues that may affect personal functioning and, consequently, academic performance. In accordance with ethical practice, the Social Worker will work to uphold privacy laws by utilizing CD confidentiality forms (app.6-8).

Career Counseling. Career counseling services assists students with identifying their interests and abilities relative to their choice of careers and college majors. Students will complete four required career counseling inventories with follow-up counseling sessions. These include Career Zone (or CHOICES, based on availability), Self-Directed Search, Strong Interest Inventory, and Myers-Briggs Type Indicator.   Career Counseling services will assist students with assessing whether their current choices are consistent with their interests and preferences. [5] In the event that these are not properly aligned, students will have the opportunity to choose different career options and/or majors that will facilitate their success. Finally, all students that receive these career counseling services will be asked to complete a pre-and post-test survey (app. 6-5), which is designed to measure learning outcomes.

 Transfer Assistance. College Discovery counselors will collaborate with students, the CUNY Office of Admissions Services, and the SEEK or other HEOP programs at the receiving institutions to facilitate the transfer process. Counselors will advise students concerning completion of the admission and transfer applications, create linkages with other

institutions, and transmit information concerning certification of program eligibility. Counselors will routinely develop a list of potential transfer students with ≥45 credits, and disseminate that information to interested SEEK programs such as Lehman, Hunter, and John Jay colleges. Counselors will also conduct exit interviews to track students' plans upon graduation from the CD Program and the College.

Transfer advisement. Students that plan to transfer to a senior college prior to graduation are required to submit to their counselors upon enrollment in the program, or later upon making a decision to transfer, a signed copy of the program's *Declaration of Intent to Transfer* (app. 2-3) form outlining their specific intentions. Students that intend to transfer prior to completing their Associate's degree will be offered a number of incentives to encourage them to complete their program of study at BCC before transferring to another institution. One economic incentive that may be important to students includes various opportunities for employment in the CD Program as a tutor or SI leader, peer mentor, or clerical staff. Students will be considered based on qualifications and financial aid or other availability of funding.

Freshman Year Seminar:
Course Description
This course is about SUCCEEDING AGAINST THE ODDS. It's an interdisciplinary study of the lives, hardships, failures and triumphs of select individuals from all walks of life whose stories offer profound lessons about persistence, drive and excellence towards achieving life goals.

The goal of this course is to provide students with the tools to maintain good academic standing and to get students to persist in their first year towards retention and graduation.

In this course students will learn about the PROCESS OF SUCCESS. Drawing upon the success stories of individuals in popular culture, television and other media, sports, entertainment, politics, education, business, science, technology, etc. and using these as inspirational and aspirational templates, the overriding objective of this course will be to demonstrate to College Discovery students how to execute plans which help them succeed academically as well as achieve their life goals.

Using student presentation, lectures, workshops, quotes, class discussions, and excerpts from movies, speeches, YouTube and other internet sources, this course will explore which extraordinary situations these individuals encountered as children and young adults and HOW they succeeded against the odds.

Students will be divided into groups at the start of the semester to study and present on pre-selected individuals. Their tasks will be to examine the lives of these people, provide new or

lesser known facts about them, chronicle their life's obstacles and make presentations that discuss the findings about these individuals in a compelling manner. The presentations will also include discussions on what they (the students) would have done in similar circumstances and how they cope today faced with the same situations.

This course is a holistic introduction to college life. It combines orientation activities with an introduction to academic content and the academic skills needed to be a successful college student.
In each First-Year Seminar section, students will accomplish the following orientation outcomes:
❖ Learn academic expectations and begin to develop personal strategies to meet them.
❖ Clarify academic goals and understand career choices.
❖ Become familiar with campus resources and services.

Approximately one-quarter of instructional time will be devoted to the development of formal college orientation activity. This portion of the course will be facilitated by an assigned adviser, and by guest lecturers from various student development offices.
In each section, students will also engage in academic inquiry around topics selected and taught by a faculty member with a specific focus. The seminar will introduce entering students to critical thinking skills, cultivate verbal and written communication skills, and orient students to the habits and practices associated with successful college learning. Students will receive and utilize an electronic portfolio (ePortfolio), which will provide a vehicle for reflection on their transition to college and an online repository for their academic work. Academic and social support will be integrated into the course. To help new students adjust to college life and to facilitate their academic and social integration, peer mentors will be assigned to course sections.

General Education Objectives and Outcomes:
Faculty across all disciplines will offer different topics specific to the academic thought, discourse and practices of their discipline. While the specific course objectives will vary according to instructor and topic, all FYS sections will fulfill at least four of the following General Education objectives. Personal growth and information literacy will be an objective in all sections. Each section will also fulfill two of the additional objectives listed as numbers 3-6.

1. The course integrates **personal growth** to foster academic and career success, through the introduction of personal development strategies and problem-solving skills.
Outcome: Students will demonstrate personal growth through the creation of academic and career plans.
2. The course introduces **information literacy.** Students will use information and

technology to support professional and academic careers.

Outcome: Students will begin to develop the ability to find, evaluate and use sources of information gathered from traditional and technological resources (library, electronic databases).

3. Students are introduced to critical thinking and **communication** skills, using reading, writing, listening and speaking to find, interpret, and communicate information in various modes.

Outcome: Students will demonstrate development of their ability to communicate effectively through written and verbal expression.

4. Students are introduced to **reasoning and analysis.**

Outcome: Students will begin to learn how to analyze, interpret, evaluate, and integrate information in order to solve problems.

5. Students are introduced to **scientific method.**

Outcome: Students will learn and apply the fundamentals of scientific method—observation, hypothesis development, experiment and evidence, and analysis—to develop an understanding of its application and use in the natural and physical world.

6. Students are introduced to **mathematical method**.

Outcome: Students will begin to develop an understanding of mathematical reasoning and its application and use in a real world context.

Course Outline of Activities and Outcomes:

Activity	Outcome
I. Orientation Activities	
Clarification of Academic Goals	**Students will create a multi-semester academic plan** **Students will be able to comprehend the PROCESS AND PLANNING that accompanies success.**
Establishing an effective advisement relationship	**Students will meet with an adviser at least twice during the semester**

Building effective academic habits	**Students will keep a reflective log of time spent on academic preparation and activities** **Students will understand the correlation between academic excellence and fulfillment in career and their lives.**
Clarification of professional and career goals	**Students will complete a resume and complete a career inventory to assist with choosing a major.** **Students will learn how to chart their EDG and plan to graduate on time** **Students will outline their plans, short term and long term for success, in BCC and beyond.**
II. Academic Activities	
Introduction to an academic discipline*	**Following initial presentation of content, students will engage in a sequence of learning activities (these may be oral, written, individual, group, face to face, online)**
Strengthening academic skills*	· **Students will practice and demonstrate General Education skills (these will be grounded in any two of: communication, critical thinking, reasoning and analysis, scientific method, or mathematical method) through engagement with seminar content** · **Students will work on group projects and presentations**
Building technology/digital literacy	· **Students will learn to use BCC's digital resources (OSSES, email)** · **Students will use ePortfolios to develop ideas, projects and demonstrate learning**
Building information literacy	● **Students will complete a research project utilizing information obtained from traditional and electronic resources**

- Introduce student to appropriate ways of managing stress
- Expose student to group work
- Expose students to the fundamentals of Critical Thinking and how it's implemented in their life
- Help students to complete a 4-6 semester academic plan
- Introduce students to theories of Motivation and Emotions
- Assist students in discovering their core values

Text & Course Materials: The Alchemist by Paulo Coelho

Orientation and Career Development:
The College's Orientation and Career Development course assists students with acclimating to college life. The role of Counselors, as instructors, is to introduce students to the services provided by the Program and the college, as well as to teach students strong academic success and other basic college survival skills. Beginning with the OCD course, students and counselors form relationships that promote students' growth and development. All CD students are required to complete the course, which is worth one (1) equated credit and counted towards students' total credits for the academic term. Students are registered for special sections of the course designated exclusively for the CD Program.

College Discovery Counseling Workshops:
The College Discovery Program's workshop course is designated exclusively for CD students to provide increased orientation, career development, and counseling services.

Description of Programs and Services:
A series of developmental education workshops and seminars is provided to help equip students with the college survival and other life skills necessary to succeed. That success in college is not only influenced by academic challenges and that personal, family and societal pressures also impact students' ability to succeed are the philosophical underpinnings of the developmental education series. Based upon the Program's strong commitment to education, it has dedicated the Developmental Education Center, also known as the "**DEC**" (pronounced deck), for the exclusive purpose of teaching and learning. A complete list of the current developmental education topics follows.

"DEC" Series. The "DEC" Series of workshops is designed to assist students with developing personal and academic skills for success. Students enrolled in the Orientation and Career Development OCD 01 course are required to attend a minimum of three (3) workshops during their first semester of enrollment. The "DEC" workshops are offered bi-weekly throughout the semester and facilitated by a CD Counselor.

❖ *Technology Workshop Pt. 1 (CUNYfirst):* Provides instruction on how to utilize technology for registration purposes.
❖ *Technology Workshop Pt. 2 (OSSES):* Provides advanced instruction on to utilize technology for registration purposes.
❖ *Curriculum Choice:* Provides students an opportunity to review different college majors and to select one that matches their interests, skills, and abilities.
❖ *Test Taking Techniques:* Addresses test taking tips, which support academic success.
❖ *Studying for Test Tips:* Addresses study skills, which support academic success.
❖ *Counseling and Tutoring Orientation:* Provides current information concerning the services provided by the program as well as the expectations for participation in the program. During

the Orientation, students sign counselee (student guidelines) and tutee contracts (app. 7-1) and confirm or arrange counseling and tutoring appointments, if they have not already done so.

❖ *How to Become An "A" Student:* Discusses how learning style, Multiple Intelligence, Note-taking Strategies and Memory Techniques such as Mnemonics, with academic discipline, foster good habits and *Critical Thinking:* Examines how to generate ideas, analyze facts, draw inferences and evaluate arguments. Several Logical Fallacies will be examined to reveal common mistakes students make in writing assignments and in day- to- day thought processes.

❖ *How to Get off Probation:* Topics include the different levels of academic probation (i.e. P3 & P4), CD's Intensive Counseling program, Review of Transcripts, Grading Policy and The Academic Appeals Process.

❖ *How to balance School, Work and Family:* Examines time- management, stress and conflict issues that many students grapple with. Proper scheduling and use of campus resources are also topics that are discussed.

❖ *Time –Management:* Aims to assist students with organization, which serves as the key to developing effective time management skills.

❖ *Study Skills:* Interactive seminar that helps students to identify effective habits, which will promote successful study preparation.

❖ *How to effectively Read a Textbook:* Aims to instruct students how to locate, recognize, and process textbook information more efficiently.

c. Mission Statement

The mission of the College Discovery program is to provide supportive services to selected students who show potential for success, but have defined educational and economic needs. College Discovery stimulates and supports the intellectual, personal and professional growth of students through college orientation, tutoring, and one-on-one counseling, supplemental instruction and financial support.

d. Vision Statement

The vision for the College Discovery Program is to provide an ensemble of academically-based support services to stimulate intellectual growth and professional development, ultimately to assist students with accomplishing their educational and career goals. It is our vision that students graduate from Bronx Community College in less than three years.

e. Department Goals/Objectives

The goals and objectives set for the last five years are indicated below:

College Discovery - CUNY PMP Goals and Targets (2013-14)
College Discovery PMP Goal Assessment for 2012-2013

University Goal 2 (OSP Goal 1): IMPROVE STUDENT SUCCESS
University PMP Objective 3.2 (OSP Objective 2.3) Colleges will improve student academic performance, particularly in the first 60 credits of study.

CD GOAL	Success Indicator
Improve the quality of student and academic support services by implementing the Noel Levitz College Student Inventory.	The Noel Levitz-CSI was introduced to the CD freshmen registered for OCD in fall 2012. Since then 156 students have completed the Noel Levitz-CSI survey. In addition, a new retention program was established for students on probation, 67 students were identified and 56 participated which required additional counseling contacts, mandatory tutoring, completion of the Noel Levitz-CSI survey, workshop participation and receipt of faculty progress reports. We requested progress reports from each of the probation students' professors and received 60% of those progress reports back.

University Objective 4 (OSP Objective 1): Increase retention and graduation rates and ensure students make timely progress toward degree completion
University PMP Objective 4.1 (OSP Objective 1.1) Colleges will facilitate students' timely progress toward degree completion**.**

CD Goal	Success Indicator
Create a transfer liaison within the CD staff, to facilitate students' timely progress toward degree completion and track students' acceptance to 4-year schools.	CD counselor, Cassandra Bellabe was assigned as the transfer liaison in the spring 2013 semester. As the transfer liaison, she facilitated 2 transfer workshops and collaborated with Mr. Philip Giarraffa, SEEK Counselor at Queens College (QC) on the transfer process for students interested in attending QC.

University Objective 6 (OSP Objective 3): Improve the quality of campus life and student and academic support services
University PMP Objective 6.1 (OSP Objective 3) Colleges will present evidence of improved quality of life and campus climate.

Increase student participation in extracurricular activities by 10%.	Students are slowly getting involved in activities at BCC and CUNY-wide. The CD program continues with inducting students into the Chi Alpha Epsilon (XAE) Honor Society. This year 6 students were inducted and 4 new club members. In addition, 4 students were selected for the SEEK/CD Student Leadership Academy. 2 students represent BCC in the United Leaders of CUNY organization. This year a CD student was elected to serve as a Student Government Association Senator for the 2013-14 academic year.

GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS
University Objective 7: Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
University PMP Objective 7.2 (OSP Objective 6) Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

Increase collaboration between counselors and academic support staff within the CD faculty and staff to improve students' progress.	With the Academic Support Coordinator serving as a liaison between the tutoring and counseling components of the program, there has been an increase in collaboration between tutors and counselors in working towards improving students' academic performance. We are in the process of creating a system by which we document these joint efforts.

Summary of Major Accomplishments for 2013-2014:

PMP Goal 3.3: Colleges will reduce performance gaps among students from underrepresented students.

Presidential Priority 3.1: Improve pass rate in exit from remediation and percentage of students who are skills proficient by the 30th credit.

CD Goal: Create a comprehensive summer program for incoming freshmen.

In recognition of the academic difficulties, feelings of isolation and sense of bewilderment that many incoming students encounter during the transition to college, the College Discovery created a summer program that was more rigorous and faceted than in previous years. Each year, the College Discovery Program recruits its incoming freshman from May – August. Any student with remediation requirements must complete a workshop during the summer to be admitted into the College Discovery Program. Through our work with the Noel Levitz- CSI, we discovered that the earlier we were able to intervene and start providing services to our students, the more successful our efforts would be. Our faculty joined us in the month of July to provide the 73 students taking classes through the SSP program with a comprehensive summer experience. This year's summer program consisted of their respective remedial course, mandatory daily tutoring and a one hour workshop taught by our faculty.

Our Comprehensive Summer Program for incoming students was restructured to include earlier and more frequent interaction with faculty and counselors, concurrent daily workshops that highlighted issues of intellectual and social adjustment and mandated academic support services in the form of tutoring after all developmental classes. Seminars, which included 'Breaking Bad Habits' and 'Conversations with the Parents ' were introduced to address issues outside of the classroom that affect students' performance. The Summer Program was from July 1 through August 1, with supplementary August workshops from August 5th through the 15th. Results provided below:

Comprehensive Summer Program 2013-2014:
SSP-5 week's outcome:
ENG 02 – Passage rate: 100%: 86% passed class and CAT-W (Students were given P grades)
MTH 01 – Passage rate: 100%; Rate of passing students with a C or higher: 59%
MTH 05 – Passage rate: 75%; Rate of passing students with a C or higher: 77%
RDL 01 – Passage rate: 100%; Rate of passing students with a C or higher: 100%
RDL 02 – Passage rate: 100%; Rate of passing students with a C or higher; 100%

August Workshop-2 week's outcome:
MTH 01 – Passage rate: 52%; (Students were given P grades)
MTH 05 – Passage rate: 45%; Rate of passing students with a C or higher.
RDL 01 – Passage rate: 33%; (Students were given P grades)
RDL 02 – Passage rate: 75%; (Students were given P grades)
ENG 01 – Passage rate: 80%; (Students were given P grades)
ENG 02 – Passage rate: 78%; (Students were given P grades)

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

 The administration of the Noel Levitz College Student Inventory (CSI) to incoming students was a major accomplishment during the summer program. There were 111 out of 171 students who completed the survey. The online, early alert, early-intervention is a valuable tool that is based on self-reported data on students' academic and personal outlooks and experiences. CD faculty used the Advisor Report of the CSI to gauge students' level of academic motivation, general coping skills and receptivity to support services. One especially valuable component of the CSI is the individualized Specific Recommendations category which helped facilitate more effective academic advisement and academic support interventions because of the self-reporting nature of the technology.

PMP 6.1: College will improve the quality of student life and campus climate.
Presidential priority 6.2: Improve the quality of both student and academic support services.

CD Goal: Promote and increase scholarship and academic enrichment program opportunities for students.

The Office of Academic Support Services issued a monthly newsletter that was disseminated to all CD students via email. One of the recurring sections was titled: the "Scholarship Information." In it, were highlights of a specific scholarship of the month which focused on different majors and areas of study. In addition, this semester CD students were invited to a Career Open House sponsored by the Physics & Engineering Department. Students had the opportunity to meet and greet representatives from companies such as Con Edison, Siemens and other Energy Services. Students were taught about the hiring process, qualifications and preparation needed to work in these companies in the near future.

The CD Program also worked collaboratively with the Transfer and Career Development Office to better communicate with our students the diverse menu of services provided by

their office. The Director and the Academic Support Coordinator are currently participating in a three day web series titled: **"All Hands on Deck: An Integrative Approach."** This web series is conducted with the goal of integrating career development across campus, so that students may understand the relationship between academics and preparing for the job market. The strategies learned throughout this training will be turn keyed to our counseling staff in future meetings. This will continue promoting a great emphasis in the conversation with students about networking and career development.

In an effort to offer students additional opportunities and engage their interest on campus, College Discovery provided the following workshop and opportunities towards improving the quality of student life and campus climate. Please see below:

- ❖ The Summer Medical and Dental Education Program (SMDEP) workshop for students interested in the medical field. The SMDEP program offers students a variety of academic and career experiences that support their dental and medical school preparation.
- ❖ 'Grammy U' workshop for students interested in the entertainment industry. GRAMMY U is a unique and growing community of college students between the ages of 17-25, who are pursuing a career in the recording industry. GRAMMY U helps to prepare college students for careers in the music industry through networking, educational programs and performance opportunities. Students who participate and become members are given access to recording industry professionals for an "out of classroom" perspective on the recording industry.
- ❖ 2 CD students attended the 2014 BEYA-STEM conference in Washington, DC.
- ❖ 3 CD students attended the Women of color STEM conference in Dallas, TX
- ❖ 12 new members into the Chi Alpha Epsilon Honor Society
- ❖ 3 CD students selected for the SEEK/CD Student Leadership Academy

PMP 1.3: Colleges will use technology to enrich courses and improve teaching.
PMP Goal 2: Improve Student Success
Objective 3: Ensure that all students receive a quality general education and effective instruction.

Presidential Priority 6.2: Increase the quality of both student and academic support services.

CD Goal: Development of the curriculum for transition from the OCD-01 course to FYS-11 course for College Discovery freshmen.

Cognizant of the research that speaks to the critical relationship between the experience of the classroom and student learning and persistence (Tinto 1993), College Discovery faculty developed an FYS course: 'The Rose That Grew from Concrete: Achieving Excellence Against The Odds.' This course incorporated the General Education Proficiencies of communication, reasoning and analysis, information literacy and personal growth and development to create a classroom experience that included students' academic and social integration into the college community. Some of the listed objectives of this course were participation in intellectual inquiry and understanding key concepts of personal success. Students learned how to chart their expected date of graduation (EDG) and plan to graduate on time.

The College Discovery faculty participated in several FYS professional development meetings and utilized their experience teaching OCD towards transitioning to FYS. They also incorporated e-Portfolio technology in their FYS courses to improve delivery of instruction that provide students with a forum to express themselves academically, interact with other students and the instructor through presentations, comments and audio/visual postings. This use of technology enriched the courses by facilitating instruction through all the Primary Learning Styles; Visual, Auditory and Tactile. Additionally, the interactive component of ePortfolio served to generate students' increased interest in the course and ownership of the content of their work due to the semi-public or public nature of ePortfolio postings.

PMP Goal 3.2: Colleges will improve student academic performance, particularly in the first 60 credits of study.
Presidential Goal 6.2: Improve the quality of both student and academic support services.

CD Goal: Collaborate with academic departments to create new opportunities for students to complete remedial requirements through workshops and increased tutoring hours.

During the January Winter Recess, the Academic Support Coordinator worked collaboratively with the chairpersons of the Math Department to offer workshops for students who failed the Math 1 and 5 courses in the Fall 2013 semester. A total of 23 students attended the 10 day workshop, of which 9/16 passed the MTH 5 exam and 5/7 passed the MTH 1 exam.

The Academic Support Office has been working together with faculty from all departments to monitor student academic progress. Faculty members were requested to complete a progress report regarding the students who were currently enrolled in tutoring services. During the spring 2014 semester, 175 completed progress reports were returned to the

Academic Support Services office. These reports were forwarded to the CD Counselors and Tutors, and were used as a conversation tool with students. These progress reports foster the overall goal of establishing and maintaining effective communication with faculty in order to better assist students with their academic achievement.

In addition, the Office of Academic Support has been also collaborating on an Assessment Project with the Perkins Tutoring Center on campus to monitor student retention and engagement in tutoring sessions. 30 of our students participated in the project. Data is still being collected on the project with the goal of determining best practices towards improving student academic performance.

Summary of major accomplishments for 2014-2015

University PMP 3: Ensure that students make timely progress towards degree completion

BCC PMP 4 (4.2 & 4.3): Increase retention and graduation rates and ensure students make timely   progress towards degree completion

CD Goal: Increase collaboration between counseling service and academic support department with academic Chairpersons across campus, with the goal of keeping our Program abreast of all curriculum initiatives and/or changes.

Cognizant of the value of partnerships between academic and student affairs departments on campus to enrich the First-Year Experience and with the goal of keeping our program abreast of all curriculum initiatives and changes, the CD program pushed to improve and expand our relationship with academic departments across campus.

Most notable in our expansion has been our collaboration with three academic departments, English, Social science and Communications and Arts to initiate Learning Community Clusters. Learning Communities have been widely reviewed, with evidence showing strong correlation with increased retention, academic success and students' sense of satisfaction. Studies have also shown that students with developmental needs, who are often socio-economically disadvantaged, tend to benefit from Learning Communities. Most CD students fall within these categories. CD's Learning Community initiative has 4 clusters, entailing ENG 02, ENG 11, ENG 12, HIS 11, PSY 11, CMS and FYS 11. Significantly, all the clusters have an FYS component, thus ensuring that our freshmen have integrated courses that will seek to promote their academic and social integration into the college community.   The CD Office of Academic Support was instrumental in the push for Learning Communities and has facilitated meetings between CD faculty and Faculty from the academic departments as we formulate overarching themes for the LC's, slated for Fall 2015. The Associate Dean of Academic Affairs, Dr. Ott, was on hand to provide training for this collaborative initiative. We tweaked our usual *Summer Connect Program* to accommodate and incorporate the key components of the college's Broncos Orientation Program with an emphasis on

comprehensive, detailed information about adapting to the college. Personnel from the Bronco Committee were on hand to provide informative sessions and answer students' questions about the college experience. Otherwise, we followed our usual format of remedial courses for our incoming students, mandatory daily tutoring, seminars and workshops facilitated by Counseling Faculty culminating in a social/recreational activity after a month of orientation. Our Summer Connect Program is crafted to ease students' transition from High School with the view that adjustment to college can be particularly stressful as it calls for both intellectual and social forms of adjustment.

The results of our Summer Success program (SSP) were as follows:

SSP- 5 week outcome 2014
ENG 02- Passage rate: 100 % passed class and 60% passed the CAT-W
MTH 01- Passage rate: 100% passed class with 67% obtaining a C or better
MTH 05- Passage rate: 75% passed class with 74% obtaining a C or better
RDL 01- Passage rate: 100% passed class
RDL 02 – Passage rate: 100 % passed class with 71% obtaining a C or better
August Workshops – 2 week outcome 2014
ENG 01: Passage rate: 67% passed (P grades)
ENG 02: Passage rate: 38% passed (CATW)
MTH 01: Passage rate: 21% passed (P grades)
MTH 05: Passage Rate: 37 % passed with a C or better
RDL 01/ 02 – Passage rate: 50% passed (P grades)

Other Initiatives towards the CD Goal: Increased collaboration between counseling services and academic services with academic chairpersons across campus.
College Discovery Counselors continued to serve as liaisons to academic departments, relaying key information and new initiatives to the rest of the support staff at monthly meetings. They also disseminated information at the Department of Student Affairs General Counseling meetings. Sa-Rawla Stoute currently serves as a member of the Academic Standing Committee while Kwame Nyarko is an alternate on the Committee on Instruction and Professional Development. CD's Director has been a regular attendant of College Senate meetings and conveys curriculum changes and initiatives at CD Monthly meetings.
To facilitate better understanding of its overall program and to highlight significant key changes, the Chairperson of the Nursing Department provided training to CD Counselors on their program requirements, curriculum revisions and proposals. This information was dutifully relayed to CD Biology and Pharmacology tutors to better assist student in their preparation for admission into the Nursing program.

Initiatives like those outlined above, in collaboration with departmental Chairs are especially critical as revisions to Flexible Core courses in Pathways take effect.

Collaboration with Math and other departments: During the January Winter Recess, the Academic Support Coordinator worked collaboratively with the chairperson of the Math Department to offer workshops for students who failed the Math 01 and 05 courses in the Fall 2014 semester. A total of 23 students attended the 10-day workshop, of which 13 out of 20 passed the Math 05 exam and 8 out of 8 students passed the Math 01 exam. These workshops were facilitated by two CD tutors. A total of 21 out of 29 students exited remediation.

Furthermore, the Academic Support Office has collaborated with faculty from all the departments to monitor students' academic progress. Faculty members were requested to complete a progress report for CD students enrolled in their courses. For the Fall 2014 semester, 95 completed progress reports were returned, while 125 completed progress reports were returned to the Academic Support Services office during the Spring 2015 semester. These reports were forwarded to CD Counselors and Tutors to be used as conversation tools with students. The progress reports fostered the overall goal of establishing and maintaining effective communication with faculty in order to better assist and monitor students' academic progress.

University PMP 5: Improve student's satisfaction with academic support and student support services
 BCC PMP 6.2 College will improve the quality of student and academic support services, including academic advising and use of technology.

CD Goal: The Office of Academic Support will increase the relationship between services and outcomes by creating and implementing interactive assessment rubrics and tools in the subject areas being tutored.

The Office of Academic Support has continued its collaborative efforts with The Perkins Tutoring Center on the Assessment Project to monitor student retention and engagement in tutoring sessions. The tutor assessment has expanded from 30 student participants in Spring 2014 to 186 students in Fall 2014. After undergoing assessment training, all tutors from the CD program utilized a common, interactive rubric to provide tutees with specific feedback about their tutorial progress. The interactive rubric was revised several times to enhance its effectiveness and two of the Assessment Tutors developed specific rubrics to suit their disciplines in science and nutrition. Tutors in Math and English developed their own assessment checklists modeled after the syllabus for ENG 01, 02 and 11, and Math 01-06. Biology, Chemistry and History tutors similarly developed their own subject specific interactive rubrics. A total of 474 rubrics and /or checklists were completed and subsequently filed. The data was promising and the project was continued in the Spring

semester with 19 trained tutors from various subjects participating. The Tutor Team continued to track the number of sessions each tutee attended, encouraging them to complete a minimum of 7 sessions for maximum results. Tutees who completed 7 or more sessions were presented with "Successful 7's'' certificates.

The Assessment Tutors determined whether their tutees re-enrolled, transferred or graduated as a measurement of their retention at the college or within CUNY. The data reflects that students who participated in assessment obtained an average GPA of 2.4, 86% exited remedial courses and 92 % were retained either by registering for the following semester, transferring or graduating.

University PMP 2: Increase faculty scholarship and research impact
BCC PMP 2.2: College will increase research capacity and research productivity, including for pedagogical research
        2.2.01: Colleges will report faculty scholarship and creative activity

CD Goal: Use the Noel –Levitz Research Project to assess academic and social/emotional risk factors in order to increase retention.

As part of our on-going push to facilitate students' social and academic integration into the college, CD expanded its use of the Noel –Levitz College Student Inventory to include all incoming students AND all students on academic probation or at risk of being placed on academic probation. The Noel- Levitz College Student Inventory (CSI) was administered to the majority of students during our Summer Connect Program in July 2014. The CSI identifies the leading non-cognitive indicators of student success, detailing in the report information about students' academic motivations, levels of risks in a range of areas and receptivity to academic interventions and support services. The rationale for CD's use of this tool was to be able to identify students who needed intervention earlier, before they disengage socially and academically from the college.

Through the Advisor-Student Report which is generated by the CSI, CD Faculty Counselors were able to identify red flags on individual students, based on how students self-reported their social and emotional needs. The report was used as a springboard to facilitate counselor/student rapport as well as to make referrals for academic, mental health and other pertinent resources. 59% of the 191 freshmen class completed the Noel Levitz Research Project and 87% of the students who completed the Noel Levitz were retained from fall 2014 semester to spring 2015. Throughout the semester, Counselors periodically looked at the initial Noel- Levitz CSI report to monitor student academic, social/emotional growth.

University PMP 3: Ensure that students make timely progress toward degree completion

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

CD GOAL: Increase student/Counselor contacts to ensure students make timely progress towards their degree, particularly students with a GPA of 2.5 or below.

In recognition of the many studies that show the correlation between student / faculty interaction and retention, the CD program continues to communicate to students the need to visit with Counseling Faculty. To this end, various strategies were implemented to maximize student contact. The Academic Review Committee (ARC) convened very early during the semester to provide intense intervention for several selected students who were not meeting program and college academic requirements or were at risk of academic probation. Student transcripts and documented visits with Counselors were discussed with individual students during committee sessions with specific and binding recommendations submitted to students at the end of sessions. Referrals were made to Psychological services, Academic Support Services and other resources as necessary. Subsequently, students' midterm grades were examined to determine if progress had been made after the ARC sessions. 8 out of 13 who participated in the ARC sessions during the academic year showed an increase in GPA or were not suspended during the subsequent semester. The final results are pending the conclusion of the spring 2015 semester.

To ensure further timely progress towards their degrees, CD reviewed student data to identify students who were approaching 40 credits or more to increase student/Counselor contact and to make sure they applied for graduation. 61 students were identified to be graduating for the 2014-2015 academic year, of which 6 students graduated in August of 2014, 21 students graduated in January 2015 and 35 have applied for graduation for June 2015. Students were asked to complete Special Programs Transfer Request forms, 81 transfer requests forms were processed, as well as conduct a Degree Works audit, coupled with individual planning sessions with their Counselors.

We collaborated with career services to provide a Developmental Education Transfer Workshop for students who were approaching graduation as well as collaboration in a Graduation Initiative that included a graduation audit and a Career Expo. Invitations were sent to CD students who had 45 credits or more.

University PMP 5: Improve student's satisfaction with academic support and student support services
BCC PMP 6.2: Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

6.2.01 - Colleges will present evidence of improved quality and satisfaction with student, academic and technological support services.

CD Goal: Improve the Program assessment and evaluation activities by implementing an online student satisfaction survey for both academic support and counseling services.

An online survey was sent to all students in the program.   A focus group was conducted where 15 students participated. Overall, the Program was rated highly satisfactory in counseling, academic support, and customer service.

Other notable student achievements:
- ❖ 14 students were inducted into XAE Honors Society
- ❖ 1 graduating student received the James A. Colston Award and the Elias Cooper History Award.
- ❖ 1 graduating CD student received the Dr. and Mrs. Israel Gottesman Memorial Scholarship.
- ❖ 1 CD student received an Engineering Science Award.
- ❖ 1 CD student received the Stanley E. Michels Health Careers Scholarship
- ❖ 1 CD student chosen and participated in America Needs You
- ❖ 3 CD students chosen for the SEEK/CD Student Leadership Academy and 2 attended the 3-day conference

Goals /targets for next year (2015-16) directly related to the BCC Strategic Plan and the Operational Plan:

GOAL 1: BUILD A COMMUNITY OF EXCELLENCE

OBJECTIVES
1.   Foster continuous improvement with use of analysis and evidence driving all academic, student support and administrative decisions.
2.   Promote mentoring and professional development at all levels across the College to support the learning and development of all members of the campus community.
3.   Foster a culture of collaboration, integration and alignment of curriculum, student support and administrative processes.

CD Goal/target	Objective(s) it relates to	Desired Outcomes
Develop program policies and procedures in order to create a CD manual	1.2	Improve the program's yearly operations
Engage 50% of the CD students in the interactive assessments	1.1	Improve student retention and engagement in academic support
Enhance the CD learning community offerings to incoming freshmen	1.3	To increase program retention and academic progress towards credits earned by the first year

GOAL 2: EMPOWER STUDENTS TO SUCCEED

OBJECTIVES

1.   Promote student engagement, cultural competency and knowledge of college expectations and community standards
2.   Assure a cohesive academic experience (from pre-college through post-graduation) including clear pathways, organized experiences, and consistent communications with clear oversight and accountabilities in place.
3.   Provide efficient, accessible, user-friendly, and integrated student services and support structures that address the holistic needs and well-being of every BCC student.

CD Goal/target	Objective(s) it relates to	Desired Outcomes
Develop a one year freshmen orientation program for students selected in the CD scholars	2.2	To ensure a cohesive academic experience to freshmen students
CD counselors will increase their use of Degreeworks	2.2	To provide clear pathways to students

Provide intersession remedial workshops for CD students	2.2	For students to exit remediation by the end of their first year

GOAL 3: DEEPEN STUDENT LEARNING

OBJECTIVES
1.   Promote and reinforce active teaching and learning for application among all faculty members
2.   Promote integrated faculty development.
3.   Promote and encourage excellent teaching and scholarship (including scholarship-of-teaching) in promotion and tenure processes.

CD Goal/target	Objective(s) it relates to	Desired Outcomes
Collaborate with Lehman College's SEEK Academic Support Program to provide training on critical thinking and critical inquiry	3.1	To improve students critical thinking and inquiry strategies
Pilot the use of the new technology SMART Kapp in CD Tutoring	3.1	To improve MTH 05 outcomes; To improve students math note-taking skills

GOAL 6: ENHANCE THE CAMPUS ENVIRONMENT

OBJECTIVES
1.   Develop and implement strategically focused enhancements to the infrastructure and accessibility of the campus facilities.
2.   Optimize use of campus space and resources to support existing and emerging needs and opportunities.
3.   Invest in and use technology to enhance learning, access information and increase productivity.
4.   Protect the security and integrity of the campus infrastructure and environment.
5.   Preserve and conserve landmark Campus

CD Goal/target	Objective(s) it relates to	Desired Outcomes
Create PDF fillable forms that are easily accessible to all students in the CD program.	6.3	For students to become independent in accessing information

GOAL 7: PROMOTE A REPUTATION FOR EXCELLENCE

OBJECTIVES

1. Build and promote a brand around a learning-centered culture.
2. Promote pride in BCC.
3. Engage faculty, staff, students, alumni and supporters in telling their BCC success stories.
4. Illustrate BCC as a premier institution with branding messages and media sources.

CD Goal/target	Objective(s) it relates to	Desired Outcomes
Enhance the College Discovery website	7.4	For in and outside constituents to better informed about our support services

f. Student Learning Outcomes

[Goal 2.2: Assure a cohesive academic experience (from pre-college through post-graduation) including clear pathways, organized experiences, and consistent communications with clear oversight and accountabilities in place**]**

❖ College Discovery Summer Program Workshop Series

Because the CSI is an early intervention system, it really got us thinking about not only the services we provide to our students but when we start providing those services. Each year, the College Discovery Program recruits its incoming freshman from May – August. Any student with remediation requirements must complete a workshop during the summer to be admitted into the College Discovery Program. Our students either participate in the College's Summer Success Program in July or a

two-week workshop in August. Since 2008, our incoming freshmen have ended their summer by participating in a three-day orientation called "College Connect" which consisted of several workshops and presentations by the CD faculty as well as members of the CD community. Existing College Discovery students had the opportunity to serve as Peer Leaders and assist in facilitating the orientation. In order to be a peer leader, you had to complete an application process and all day training program. College Connect culminated with a talent show and BBQ.

Through our work with the CSI, we discovered that the earlier we were able to intervene and start providing services to our students, the more successful our efforts would be. Because we have over 90% of our incoming freshman with us over the summer, we thought what better opportunity to start working with them early. Our faculty joined us in the month of July to provide the 73 students taking classes through the SSP program with a comprehensive summer experience. This year's summer program consisted of their respective remedial course, mandatory daily tutoring and a one-hour workshop taught by our faculty. We divided the workshop series into themes by week. The first week was an introduction into the College Discovery Program and BCC. We went over our expectations for them as well as what they could expect from us, we taught them how to chart their expected date of graduation and we discussed selecting a major. The second week was focused on technology. All of the students claimed their accounts on CUNYfirst, were taught the importance of checking their BCC email and they all took the Noel Levitz College Student Inventory. This was crucial because now we have the results of their surveys before they even begin classes and can create program changes to address their needs from Day 1. The third week focused on their life as a BCC student and becoming a part of the BCC community. We went over various campus resources that they should all be aware, and had presentations from Student Life, Athletics, Multicultural Affairs, Career and Transfer Services and the College's Scholarship and Internship Coordinator, Yvonne Erazo. The final week of the program focused on soft skills such as starting with a purpose, their first 18 years and how those experiences shaped the person they are today, breaking bad habits and a workshop on the realities of college which we called our CD boot camp. We also invited parents to come for an orientation as we know how crucial it is for the whole family to be involved in the learning process. We culminated our summer program with a Talent Show and BBQ.

In order to assess the success of this new initiative, we created an 11 question rubric which we gave the students on the first day and the last day of the program. The questions on this assessment survey measured how well they understood the information we provided them with over the summer.

The results of our Summer Success Program have been encouraging overall, with most students passing their remedial course and moving on to the next sequence or passing out of remedial requirements altogether. The breakdown for the past 5 years is as follows:

2012 SSP-5-week outcome:
ENG 01 - Passage rate: 62.5%; Rate of passing students with a C or higher: 100%
ENG 02 – Passage rate: 100%: (Students were given P grades)
MTH 01 – Passage rate: 100%; Rate of passing students with a C or higher: 80%
MTH 05 – Passage rate: 64%; Rate of passing students with a C or higher: 86%
RDL 01 – Passage rate: 100%; Rate of passing students with a C or higher: 82%
RDL 02 – Passage rate: 100%; Rate of passing students with a C or higher; 100%

2012 July 2 weeks' workshop outcome:
MTH 05 – Passage rate: 81%; Rate of passing students with a C or higher: 76%
ENG 02 - Passage rate: 100%: Rate of passing students with a C or higher: 100%

2012 August Workshop - 2 weeks' outcome:
ENG 01 - Passing rate: 67% (Students were given P grades)
ENG 02 - Passing rate: 100% (Students were given P grades)
MTH 01 – Passage rate: 78%; (Students were given P grades)
MTH 05 – Passage rate: 67%; Rate of passing students with a C or higher.
RDL 01 – Passage rate: 57%; (Students were given P grades)
RDL 02 - Passage rate: 92%; (Students were given P grades)

2013 SSP-5 weeks' outcome:
ENG 02 – Passage rate: 100%: 86% passed class and CAT-W (Students were given P grades)
MTH 01 – Passage rate: 100%; Rate of passing students with a C or higher: 59%
MTH 05 – Passage rate: 75%; Rate of passing students with a C or higher: 77%
RDL 01 – Passage rate: 100%; Rate of passing students with a C or higher: 100%
RDL 02 – Passage rate: 100%; Rate of passing students with a C or higher; 100%

2013 August Workshop-2 week's outcome:
MTH 01 – Passage rate: 52%; (Students were given P grades)
MTH 05 – Passage rate: 45%; Rate of passing students with a C or higher.
RDL 01 – Passage rate: 33%; (Students were given P grades)
RDL 02 - Passage rate: 50% (Students were given P grades)

2014 SSP- 5 week outcomes
ENG 02- Passage rate: 100 % passed class and 60% passed the CAT-W

MTH 01- Passage rate: 100% passed class with 67% obtaining a C or better
MTH 05- Passage rate: 75% passed class with 74% obtaining a C or better
RDL 01- Passage rate: 100% passed class
RDL 02 – Passage rate: 100 % passed class with 71% obtaining a C or better

2014 August Workshops – 2 week outcome
ENG 01: Passage rate: 67% passed (P grades)
ENG 02: Passage rate: 38% passed (CATW)
MTH 01: Passage rate: 21% passed (P grades)
MTH 05: Passage Rate: 37 % passed with a C or better
RDL 01/ 02 – Passage rate: 50% passed (P grades)

2015 SSP-5 week's outcome:
ENG 01: Passage rate: 100% passed
ENG 02: Passage rate: 100% passed, 75% passed CAT-W
MTH 01: Passage rate: 69% passed
MTH 05: Passage rate: 70 % passed
RDL 01 - Passage rate: 100% passed
RDL 02 - Passage rate: 100 % passed

2015 August Workshops - 2 week outcome
ENG 01: Passage rate: 20% passed (P grades)
ENG 02: Passage rate: 33% passed (CATW)
MTH 01: Passage rate: 29% passed (P grades)
MTH 05: Passage Rate: 81% passed (P grades)
RDL 01/ 02 – Passage rate: 71% passed (P grades

2016 SSP-5 week's outcome:
ENG 01: Passage rate: 100% passed
ENG 02: Passage rate: 100% passed, 43% passed CAT-W
MTH 01: Passage rate: 76% passed
MTH 05: Passage rate: 85% passed
RDL 01 - Passage rate: 75% passed
RDL 02 - Passage rate: 70 % passed

2016 August Workshops - 2 week outcome
ENG 01: No students enrolled based on placement
ENG 02: No students enrolled based on placement
MTH 01: Passage rate: 24% passed (P grades)

MTH 05: Passage Rate: 44% passed (P grades)
RDL 01: Passage rate: 40% (P grades)
RDL 02: Passage rate: 69% passed (P grades)

In addition to the assessment of how students perform in the courses they take, students are asked to assess the summer program as a whole. As part of our initiative to offer a more comprehensive summer program and to assess the effectiveness of the program's '**Summer Connect**' services, the CD program implemented the use of surveys to measure students' engagement; how interested or involved students appeared to be in the workshops and resources we provided and how connected they were to the CD program and to the college overall. The survey was also disseminated to assess students' academic experiences and to evaluate their adjustment to college.

In the summer of **2014**, approximately 64 incoming freshman students were enrolled in the College Discovery SSP summer experience and 77 were enrolled in the CD Summer August Workshop at Bronx Community College. Summer surveying was first initiated with this cohort of SSP students and not August workshop students because historically the emphasis of services and availability of CD faculty and staff had been centered on the SSP due to the college's summer course offerings and also because we tend to enroll more students in June/July than in August.

In the summer of **2015** approximately 86 incoming freshman students were enrolled in the College Discovery SSP summer experience and 72 were enrolled in the CD Summer August Workshop at Bronx Community College. Surveys were given to both groups over the summer this particular year and each following year after.

In the summer of **2016** approximately 77 incoming freshman students were enrolled in the College Discovery SSP summer experience and 74 were enrolled in the CD Summer August Workshop at Bronx Community College.

 The Office of College Discovery program developed annual surveys that was sent to incoming freshman students after completion of the summer sessions asking for feedback on different components of the summer program they attended.

Many of the items and questions listed in the surveys were developed by the Counseling team and staff of College Discovery.   Responses were received from a total of 227 SSP students and 223 August workshop students within the year of 2014-2016. This report summarizes the survey results and was matched to our Summer student learning outcomes.

Quantitative results: *Students' experiences During SSP and August Workshop within the*

year of 2014-2016:

We asked students key questions to check for student learning outcomes in preparation for the Fall semester. Students were asked to indicate how much they agreed or disagreed with the key questions on survey.

It was found that our summer students from 2014 – 2016 rated the College Discovery summer experience high and very valuable to them in preparation for the Fall semester (See attached surveys). For example in the 2014 survey students were asked to agree or disagree with Q1: "I am satisfied with the level of support I was given by the College Discovery Counselors", out of the 42 responses ; 64.29 % rated strongly agree.

In reviewing each survey, we found that students were content and met learning outcomes due to summer participation and engagement. Student "connectedness" was key to the success of our students over the summer and the continuous peer support assisted with Fall semester navigation.

Our **2014 – 2015** student learning outcomes were:
*Students understanding their learning styles
*Identifying reading, writing and math resources
*Identifying their major
*Learning how to set goals
*Building rapport
*Registering for classes
*Identifying their counselor
*Navigate OSSES, CUNYFirst, and BCC email

Our **2016** student learning outcomes were slightly different with additional outcomes added for this cohort of students. They were:
*Demonstrate knowledge of how CD started
*Demonstrate knowledge of retention guidelines
*Demonstrate understanding of good etiquette and classroom behavior
*Show understanding of the benefits of liberal arts
*Demonstrate knowledge of goal setting
*Understand learning style
*Identifying reading, writing and math resources
*Identify a preferred note-taking strategy
*Self-report feelings of connectedness

The follow up to our surveys has been to replicate the areas that students founds very helpful

and to improve the areas in which they indicated lack of fulfilment or connection. Thus to enhance student satisfaction for example, in the area of 'level of support given by Counselors,' which generated a 64.5 strongly agree percentage, the CD program restructured its summer orientation activities to include more one-on-one sessions between students and counselors. We will continue administering surveys to measure student satisfaction and learning outcomes and as a means of assessing program effectiveness.

III.   **Management Review** (Review of all the following areas; Discussion of findings-strengths, challenges, and areas in need of improvement

a. **Key Processes and Procedures**

Program Policies:
Full-time status is required for enrollment in the College Discovery Program and payment of College Discovery financial aid and other supportive services, in accordance with the College Discovery Program Guidelines (1994).

> College Discovery students are and must be full-time, with full-time status defined as a minimum course load of at least twelve (12) credits/equated credits or what is considered equivalent at community colleges using other than a semester calendar (section 2, paragraph D). The combination of credits/equated credits must conform to Federal and State guidelines for full-time status. All College Discovery students must be matriculated in a degree program from the time of their first enrollment.

Request for Approval of Part-time Status:
Under extenuating circumstances, College Discovery student may obtain part-time status. Students attending part-time must enroll for at least six semester hours or the equivalent per term, except for graduating seniors. Part-time status is granted for one semester and can only be extended by a waiver granted by the Vice Chancellor for Student Affairs or his/her designee [Dean/Director of the Office of Special Programs]. If due to personal or family responsibilities, a student has to register part-time for a particular term, that student must receive approval to do so from the Program Director (section 10, paragraph 3). Part-time status is granted for one semester and can only be extended by a waiver granted by the Vice Chancellor for Academic Affairs or his/her designee.

1. All CD students that are planning to attend school on a part-time basis must complete the Request for Part-time Approval Form.
2. Students are given approval for part-time status based on the following justification: probation semester, completing basic skills, restriction to academic major (ex. Nursing or Rad. Tech), graduating semester, and documented disability.

3. The Director of CD can give a student approval for part-time status 1X only. CUNY Special Programs Central Office will determine additional part-time approval.
4. If a student exceeds 4 part-time semesters, then they should be disapproved for CD stipend and services.
5. If a student is registered full-time but status changes to part-time (based on official or unofficial withdrawals, semester in question will count as part-time.

The period of student funding eligibility is a total of **6** semesters in duration. However, students that are coded **ESL** are allowed up to a total of **8** semesters.

Two-year associate degree program: A student is allowed six (6) semesters of opportunity program eligibility and two college summer sessions plus the College Discovery Summer Program Component of the University Skills Immersion Program (CUE) and intercessions for completion of a two-year associate degree program (section 11, paragraph 2).

Request for discharge/dismissal along with justification may be submitted by counselor. Student that are discharged/dismissed for appropriate reasons-such as student funding eligibility (section 11, paragraph 1) or noncompliance with Program attendance and participation requirements-must be removed from the list entitled CD Registered/Enrollment and added to the listed entitled NCD students found in the CD server. In addition, these students must be inactivated on CUNYfirst and Titanium (scheduling and caseload management software). A student may be defined as non-compliant due to unwillingness to engage in available CD services (counseling, tutoring, CD/DEC workshops, Town Hall/General Meetings, etc.)

Program Procedures:
1. **Student Services:**
❖ Types of Students: Good Standing (2.0 or above); Honor Students (completed minimum 6 credits with 3.0 or above); Probation students (Below a 2.0).

❖ Counseling/Advising: The counselors (faculty/staff) are the primary advisors to the students enrolled in the CD program. All counselors have a caseload assigned by the director. The number and type of students (i.e, probation, honors, freshmen) assigned to each counselor is determined by the director.

❖ Counselors are responsible for maintaining and managing their respective caseloads. Each counselor is expected to meet with each student on their respective caseload a

minimum of three (3) meetings per semester. It is recommended that the first meeting happens in the first 3 weeks of the semester; second meeting during the midterm period; and third meeting during course advisement period.

❖ It is recommended that counselors use appointments with students for advising. Students are to be encouraged to make appointments to speak with their counselors as opposed to walking in unexpectedly. This format allows counselors to be better prepared to meet with each student, and helps students develop habits of responsibility. Nonetheless, a counselor is expected to meet with students (even without an appointment), if the counselor is available at the time the student shows up. Counselors can request for walk-in hours to be scheduled into the weekly schedule. Counselors should have their available hours posted on their doors and on Titanium.

❖ It is expected that all counselors maintain an open door policy even though students are to be encouraged to make appointments. Counselors' doors shouldn't be shut unless they're out of the office, on lunch, or using prep time for teaching. If a counselor is teaching in a particular semester, he/she must designate their prep time on their weekly calendars for that particular semester.

❖ Counselors must counsel in person and require students to submit a signature when discussing the following: advising contracts (probation student's); dismissal from CD; part-time registration; reinstatement to CD.

2. Student Records:
   ❖ The CD Server ('Z' drive in 'My Computer' or 'Desktop') is the official server for CD.
   ❖ Student records and all program records are to be kept on the server, with one or two physical copies in the main office.
   ❖ Counselors are to maintain appointments and records of meetings with students using the software(s)/program(s) designated by the director.
   ❖ All students who have been admitted for the first time to CD as a freshman must fill out C's Incoming Freshmen Folder and the program must maintain this folder as part of the students' files.
   ❖ All students enrolled in CD must have a physical folder/file with basic information and reports, which could include copies of, but not limited to, advising reports; CD forms, or other BCC/CUNY forms, applications (i.e., CD Application, scholarships, leadership programs, etc.)
   ❖ During the academic year, counselors are expected to have their caseload folders in their respective offices.
   ❖ Inactive students (graduates, transfers, dismissed, non-registered, etc.) folders are to be kept in the main office at all times.

3. Student Concerns:
   ❖ Safety is of the highest priority.
   ❖ If a student upon arriving to the main office or a counselor's office appears to be in crisis (shows signs of imminent threat to self or others) please contact Public Safety for assistance (718-289-5911/5390, in Loew Hall 505).
   ❖ If a student upon arriving to the main office is in distress (shows signs of deep frustration or worry), a counselor or the director needs to be contacted immediately. In the case where no counselor or director is available, the main office need to contact the Dean's office.
   ❖ Students dealing with psychological or emotional stresses should be referred to Psychological Services also known as Personal Counseling (Loew Hall 430, 718-289-5223).
   ❖ Students who are dealing with personal and/or academic concerns should make an appointment to speak with their counselor.
   ❖ Under extenuating circumstances, students should be able to speak with any available counselor when dealing with personal and/or academic concerns in the absence of their counselor.

4. Academic Support:
   ❖ All tutoring plans are executed through the academic support coordinator/academic support office.
   ❖ Tutoring must be offered in all remedial courses.
   ❖ Efforts have been made to have tutoring available in the core curriculum and/or introductory courses.
   ❖ Tutoring for all CD students is available during the fall and spring semesters. Students in special remedial workshops during the winter session or the summer session are eligible for tutoring.
   ❖ Students in remedial courses or on academic probation are mandated to register for tutoring. They must attend a minimum of ten visits per semester. Students go to the Office of Academic Support to register for the courses where help is needed the most. They are scheduled either on an individual session or group session (as needed).
   ❖ After three consecutive missed appointments students are dropped from tutoring. Counselors are notified. If the student requests to be re-admitted, a discussion will take place between the student, CD Counselor and Academic Support Coordinator. The outcome of this discussion is at the discretion of the Tutoring Coordinator.

5. Administrative Procedures:
   ❖ The 'Z' folder in "My Computer" or on the "Desktop" is the official record keeping server for the CD program. All faculty and staff of the CD program must have a folder in the server with their names or initials to designate their folders. These folders are to be used for CD related files only. Counselors should not have any documents that are for other activities

such as committee, personal documents, or documents that are for other departments that the counselors are working with. Everyone should update their folders once a week to ensure that documents are up to date.

❖ All faculty and staff are responsible for their own filings. Updates on student profiles and caseload spreadsheets are to be done by the respective counselors, with the assistance of the Program Secretary. Counselors should update their semester caseload at least once a month (especially after midterms), with student's' registration status (FT, PT, W, WN, etc.)

❖ All CD personnel must have an up-to-date voicemail. Voicemail should be updated with the most recent outgoing message or greeting to indicate when an individual is in his/her office or will be out for period of time.

6. Events:
❖ The CD program holds three main events: General Meeting, Honors Ceremony and Chi Alpha Epsilon Induction Ceremony.
❖ The General Meeting happens at the start of each semester, within the first three weeks of the semester. The purpose of the General Meeting is to allow new and continuing students get reaquainted with the CD program, meet their respective counselors, receive essential information about CD and BCC.
❖ The Honors Ceremony takes place normally in the spring semester, and celebrates students who have displayed high academic achievement or substantial improvement.
❖ Chi Alpha Epsilon Honor Society is the honor society affiliated with opportunity programs nationwide. Once a semester (at times once a year), eligible students are invited to be inducted into the honor society. A public pinning ceremony normally follows the induction.
❖ In order for events to take place smoothly space reservations should be requested at least 6 months prior to the event.

b. Record Keeping Procedures

The College Discovery Program Secretary have designed a filing system to record data and facilitate the program needs in a daily basis. This system is kpt on an online BCC CD server. The Program Secretary has created a corresponding system in the filing cabinets, stored in the main office.

The files are arranged by Division, then by category, followed by type and finally by topic. Find below the filling system by specific order and divisions:

Division:
Bronx Community College – General documents pertaining BCC (Committees, programs, departments, College policies, Correspondence etc.)
College Discovery Program – All documents solely from the program (Events, Agendas,

Minutes, Student Services, forms, Budget, technology, CD Policies etc)

CD / Enrollment – All documents pertaining our Enrollment (Students Master List, Recruitment, Transfer, Part-time, reinstatements, Data Reports etc.

CD / Personnel – All documents pertaining employees (Curriculum Vitae, Resumes, time-sheets, Personnel Action Forms, Job descriptions, Organizational charts, Searches materials, etc.)

CUNY Documentation – All correspondence from City University of New York (SEEK/CD Council, Academic Affairs, Board of Trustees, Conferences, etc.)

Category:
Subject
Forms
Organizations
Committees
Chronological
Organizations

Type:
Academic Support
Counseling
Administrative
Search
Agendas
Minutes

Topic:
Correspondence
Instruction
Events/Activities

All files are labelled by Division, Category, type and topic. They are filled by division in alphabetical order.

The students filing process is as follows:

Active students (Freshman, Continuing, Reinstatements, Transfer In) are located in their counselors files while they are registered and/or in the process of obtaining their degree.

Inactive students (Not returning, Graduated, Transferred out, Maxed out) are giving to the

secretary to keep folders in the inactive files for at least 7 years. After 7 years, the files can be discarded by the college disposition system.

c. Website/Marketing Materials/ Printed Resources

❖ **Website -** The College Discovery Website is managed by the BCC Marketing Office. It has not been updated in about two-three years mainly due to the fact that the college is undergoing an online reconstruction. As soon as the new website is built, we will have the ability to update our page and provide updated information. The Program has created social media platforms on Facebook and Instagram.

❖ **Marketing Materials** - we have brochures, List of Benefits, Prezi presentations for Recruitment Information Sessions.

❖ **Printed Resources** - There a number of key documents created for the use of students, faculty & staff. The most commonly used printed resources are as follows:

- CD Spotlight Newsletter - emailed to all students monthly
- CD Checklist Form - Given at information sessions with detailed program requirements
- CD Checklist Card - students walk away with a step by step instruction of the initial acceptance and registration process.
- CD Student Guidelines - it details student expectations and program policy
- CD Guidelines for Retention and Reinstatement - outlines grades, credits and financial aid information. Instructions for the reinstatement process is also provided.
- CD Student Guide - created for this incoming freshman class as a "survival" guide to give students important information about campus resources and other pertinent information concerning their academic responsibilities during their freshman year.
- CD Manual - for administrative and staff use, which outlines Program policies and procedures. This manual is modified on an ongoing basis.

d. Space

❖ The College Discovery Program is located on the 4th floor of Loew Hall, Rooms 400-414. For the past five years' space has remained fairly the same, with the exception of acquiring an extra room for tutoring services within the last year.

❖ There are a total of four Counseling Offices, one office for the Director, one Conference Room, one room for the Main Office with a small waiting area right outside; one office for the Academic Support Coordinator, and five rooms for tutoring. Tutors share rooms at all hours of the day, with the exception of English. One of the tutoring rooms has four desktop computers for student use during tutoring and/or individual assignments. Students have printing access. While we lack space to

accommodate more tutoring services, our structure provides that everyone is together on one floor; which allows for communication among counselors, tutors and students.

e. Technology/ Other Resources

❖ **Technology Used in Counseling**

In 2012-2013 the Titanium system was used as a tracking tool in the counseling area. In order to be able to track the work done through CSI and measure success, we need to effectively track all of the Noel Levitz work we are doing with our students. In order to do this, we have made several changes to Titanium which will assist the Counselors in documenting all of their efforts. Therefore, allowing Titanium to be used for more than just appointments, it became the database where the student-counselor visits and interactions were tracked and measured.

❖ **Noel Levitz**

The College Discovery program initiated use of the Noel Levitz   College Student Inventory (CSI) after the Counselors completed a training in the use, interpretation and administration of the assessment tools. The CSI measures non-cognitive indicators of College Success based on students' responses to the series of questions in the Motivational Assessment Section. It measures factors like study habits, intellectual interests, desire to finish college and career closure in the three broad areas of Academic Motivation, General Coping and Receptivity to Support Services. CD faculty Incorporated the Noel-Levitz Retention Management system into our OCD courses for Freshmen by integrating it into the curriculum and requiring that students complete the assessment which was mailed to students individually. It was subsequently used as a counseling tool to gauge students' overall risks index, academic stress, predicted academic difficulty, etc.

Through the Advisor-Student Report which is generated by the CSI, CD Faculty Counselors were able to identify red flags on individual students, based on how students self-reported their social and emotional needs. The report was used as a springboard to facilitate counselor/student rapport as well as to make referrals for academic, mental health and other pertinent resources. 65 % of the freshman class completed the Noel Levitz Research Project. Throughout the semester, Counselors periodically looked at the initial Noel- Levitz CSI report to monitor student academic, social/emotional growth. 87% of the students who completed the Noel Levitz were retained from fall 2014 semester to spring 2015. Throughout the semester, Counselors periodically looked at the initial Noel- Levitz CSI report to monitor student academic, social/emotional growth.

2016: CD expanded the use of the use of the Noel Levitz specifically in interventions with students who came before the Academic Review Committee (ARC). Particular

to this expansion was the focus on the use of referrals to other units and departments in the college as determined by the Committee and Noel Levitz Specific Recommendations report for affected students. Referrals were made to Psychological Services (Office of Personal Counseling,) Disability Services, Academic Support Services, Academic departments etc.

Furthermore, Counselor/Counselee discussion of the Student Report section of the CSI was established as a required, across the board procedure in all of our FYS courses and in individualized counseling sessions. The focus was to use the Noel Levitz more effectively towards Intrusive Advisement.

2017: We decided to shift ARC's use of GPA as the main risk indicator to use of the Noel Levitz High Risk Indicator which relied on not just academic indicators but several other indices to determine that a student needed intervention. A list of students was generated and workshops were structured for specific needs. We are in the process of refining this procedure with more effective outreach.

- ❖ **Technology Used in Academic Support**
    1. **Tutor Trac -** online system used to manage and track tutoring attendance. This system provides data reports for weekly, monthly and semester visits by consultant and center. The Office of Academic Support uses Tutor Trac in order to analyze trends, hours and days when services are mostly rendered.
    2. **SMART Kapp Board -** used to assist students with note-taking in mathematics. Math tutors jot down formulas and sample problems on the board. The student is able to sync their iPhone or electronic device unto the board, and the image is copied and instantly saved.
    3. **Projectors (ELMO) Document Camera -** tutors are able to project notes, texts, pictures, books and any other material to provide an enhanced visual and interactive learning experience. For example: a tutor models annotating a text or article, as students observe on the screen. This provides a more engaged conversation and higher level of instruction.
    4. **KUTA Math Software -** a site license was purchased to supplement the tutoring sessions in infinite calculus, infinite algebra level 1 and infinite algebra level 2. Tutors customize the worksheets to meet the individual need of students. These worksheets can be done with the tutor or at home. If the student has difficulty balancing equations, the tutor can use the software to build the document to support this specific area until the student is able to master the topic.
    5. **Ed Ready -** an online system created as an intervention tool for students in remedial math. The system provides a baseline, which identifies the areas

students need to master. It can be done with the tutor or at home for extra practice. Once students master all of the subtopics in the current level, they are allowed to take the exam again at the end. Data shows that students who use this throughout the semester are more likely to pass the remedial class over a student who does not use this support.

6. **Desktop Computers** - Loew Hall Room 410 is considered our student center room, where students can use the four computers available for papers, research, blackboard, homework or studying for class. They also have access for printing.

❖ **Technology/Resources Used in the Main Office/Program Overall**

1. **CD Server** - the CD Server provides the Program with a storage place where all documents can be saved and archived. Each area has their designated folder where their important forms, documents, data and/or lists can be found Everyone in the staff can access and store all important materials that may be needed. It assists in tracking all data from recruitment, to enrollment management, budget, academic support and counselling.

2. **Hobsons -** it is the centralized admissions system used college wide where we access the freshman student cohort. It allows us to identify our student groups, such as testing date, registration date, etc.

3. **CUNY First -** the CUNY centralized system to track student records, financial aid status, academic progress, and see all information upon entry.

4. **OSSES -**
Stands for One Stop Shop Electronic Services. This Portal holds a collection of components that streamline the day-to-day academic and administrative operations providing faculty, staff and students with information and services ranging from semester progress reports to bill printing, skills placements, BCC email account claiming and resetting, and much more. (Bronx community college, 2017).

5. **Degree Works-**
Degree Works is a computerized degree audit program and academic advisement tool that has been designed to assist the student and the advisors. Degree works easily reviews your progress toward your degree. Degree works is a web-based program that takes the courses from your transcript and reorganizes them so you can see your completed and impending degree requirements by category.

6. **CUNY Portal -**
CUNY portal, connects students, faculty and staff with University resources, services, benefits, applications, activities and opportunities – and with each other, as an interconnected community. The portal retains all of the important

links, such as eSIMS online registration and email information, along with volunteer opportunities so that CUNY "citizens" can be of service to others – to individuals, to our college and University community, and to our city.

f. Budget

2016-2017 CD Program Budget Allocation
Budgeted Student Enrollment: 376

Budgeted Component	Positions	Budget Allocation
Administration	1	$89,528
Counseling	4	$306,991
Tutoring Coordinator	1	$74,000
Academic Support (includes PS and OTPS)		$182,873
Supplies and Materials @$32 per budgeted student		$12,032
Total Program Allocation		$665,424

2015-2016 CD Program Budget Allocation
Budgeted Student Enrollment: 376

Budgeted Component	Positions	Budget Allocation
Administration	1	$82,299
Counseling	4	$244,724
Tutoring Coordinator	1	$64,956
Academic Support (includes PS and OTPS)		$181,738

Budgeted Component		Budget Allocation
Supplies and Materials @$32 per budgeted student		$18,800
Total Program Allocation		$592,517

2014-2015 CD Program Budget Allocation
Budgeted Student Enrollment: 376

Budgeted Component	Positions	Budget Allocation
Administration	1	$76,689
Counseling	4	$210,540
Academic Support: Tutoring Coordinator	1	$25,793
Supplemental Instruction		$152,600
OTPS @$45 per budgeted student		$16,920
Total Program Allocation		$482,542

2013-2014 CD Program Budget Allocation
Budgeted Student Enrollment: 376

Budgeted Component	Positions	Budget Allocation
Administration	1	$71,073
Counseling	5	$271,614
Academic Support: Tutoring Coordinator *	1	$57,616
Supplemental Instruction		$118,500

Budgeted Component	Positions	Budget Allocation
OTPS @$40 per budgeted student		$15,040
Total Program Allocation		$533,843

*Note: The Tutor Coordinator position is currently vacant. Note that funding for all vacant positions is subject to financial availability. Prior to making an offer to a candidate, funding must be verified with Dr. Shelley Ast, Director of Special Programs

2012-2013 CD Program Budget Allocation
Allocation represents 50% of annual projected allocation for all salaries and 25% of projected OTPS allocation

Budgeted Component	Positions	Budget Allocation
Administration	1	$34,012
Counseling	5	$158,235
Academic Support: Tutoring Coordinator *	1	$22,275
Supplemental Instruction		$56,750
OTPS @$40 per budgeted student		$4,250
Total Program Allocation		$275,522

2012-2013 CD Program Budget Allocation
January 10, 2013: Balance of Allocation (final 50% all salaries and S.I.; and 75% of OTPS funds)
Budgeted Student Enrollment: 425

Budgeted Component	Positions	Budget Allocation
Administration	1	$34,012

Counseling	5	$158,235
Academic Support: Tutoring Coordinator *	1	$22,275
Supplemental Instruction		$56,750
OTPS @$40 per budgeted student		$12,750
Total Program Allocation		$284,022

g. Strengths, challenges or areas of need improvement

❖ Lack of space for tutoring is one of the challenges often encountered every semester primarily due to the fact that there are only 5 rooms for tutoring. About 150 students are serviced throughout a given semester, taking tutoring in more than one course, with 12 tutors providing support. As a result, students are squeezed into a room, often times with two to three different sessions of different subjects happening at the same time. This is not an optimal learning environment. The space also needs to be re-structured in a way where the Program Secretary can be easily accessible to the Director.

❖ Another challenging area is maintaining proper and up to date student contact information by the services being provided. A platform or system like a "hub" would be ideal to house and track student visits, grades, tutoring visits, referrals, points of contact, and any other important information useful in counseling and/or advising students, so that we have the whole picture in front of us as we are servicing students. Right now, if we wanted to find out if a student followed through with a referral, for instance, we have to make phone calls or send emails to other departments. The tracking of such information can become confusing, time consuming and overwhelming, especially when counselors have a caseload of about 100+ students.

❖ A financial challenge the program faces is the fact that it is unable to assist students with transportation expenses. It costs a student a little more than $500.00 per semester to purchase a Metro Card. Many of our students come to our office asking for emergency Metro Cards because they experience financial hardship.

IV. **Staffing Review** (Review of all staffing structure; Discussion of findings-strengths, challenges and areas in need of improvement)

a. **Organizational Structure**

The College Discovery Program is administratively located within the Division of Academic & Student success and reports directly to the Associate Dean for Student Services, formerly reported to the Associate Dean of Student Support Services. The Director of the College Discovery Program is a member of the management team within the Division, and works collaboratively with the Vice President for the Academic & Student Success and the Provost of the college.

The new organizational structure of the Division of Academic & Student Success has created a new strategic direction for administrating and managing the Department. This includes implementation of a hierarchal reporting structure, as described above, which clearly delineates responsibility for major departmental functions, improved coordination of student support and enrollment management activities, as well as increased emphasis on assessment.

The CD Program currently receives increased advocacy and support from the Division toward fulfilling the mission and vision of the Program. The CD Program has developed partnerships within the college community, including the academic departments, Coordinated Undergraduate Education (CUE), Research, Budget, and Enrollment Management offices (Admissions, Financial Aid, and Registrar). Additionally, the CD Program is working together with the new expansion of the ASAP program to help our student complete their degree within 6 semesters. These relationships enhance management effectiveness, and are essential for the continued success of the Program, including enrollment, delivery of instructional and support services, and ultimately preservation of the mission and purpose of the College Discovery Program.

The primary responsibility for the general administration of the CD Program include the following:

- ❖ personnel appointments and budget management
- ❖ freshman recruitment, enrollment, and retention
- ❖ orientation, advisement, and counseling services
- ❖ (summer) program development and assessment
- ❖ fiscal-year reports and strategic plans
- ❖ staff supervision, training, annual evaluations and professional development
- ❖ special events and activities planning
- ❖ oversee all information gathering and documentation of materials as mandated by the CUNY Office of Special Programs

The College Discovery Program employs a full staff that is essential for carrying out the mission of the Program. These individuals include the Director, three (3) instructional faculty/lecturers, two (2) staff members, one secretary, and various student staff. Complete descriptions of the roles and responsibilities of the administrative personnel are provided below for information and review.

Administrative Personnel:

❖ *Director for the College Discovery Program.* The Director has oversight for the College Discovery Program and is responsible for providing the leadership toward fulfilling the mission Program. The Director acts on behalf of the President and the Vice President as the official representative for the College Discovery Program, and has major responsibility for developing successful collaboration with the college community.

❖ *Program Secretary.* The Program Secretary provides executive secretarial support for the Director, clerical assistance for the counseling and academic support faculty and staff, and special assistance with planning activities and events. The Secretary maintains the administrative filing system, manages the flow of paperwork, assists with managing the Program's databases, and supervises all college work study staff.

Counseling Personnel

❖ *Coordinator of Counseling Services/Higher Education Assistant.* The Coordinator of Counseling assists the Director with the overall responsibility for coordinating a comprehensive counseling program. The Counseling Coordinator collaborates with the CD Program's Academic Support Coordinator, and maintains a collaborative relationship with other counseling offices and programs on- and off-campus to assess students' academic and personal needs, track and monitor students' utilization of services, and identify additional resources to facilitate their success.

❖ *Counselors/Counseling Faculty-Lecturers.* Counselors/Lecturers provide comprehensive counseling services to CD students, including orientation, academic, financial, career and personal counseling. Counselors teach the OCD-01 and/or FYS 11 course and facilitate related CD workshops and program initiatives. They also collaborate with various offices on and off-campus to develop resources and provide advocacy and support for students.

Academic Support Personnel

❖ *Coordinator of Academic Support Services/Higher Education Assistant.*

The Coordinator of Academic Support assists the Executive Director with the overall responsibility for coordinating a comprehensive supplemental instruction program. The Academic Support Coordinator collaborates with the CD Program's Counseling Coordinator, and maintains a collaborative relationship with other academic support offices and programs within the department and the college to assess students' academic needs, track and monitor students' utilization of services, and identify additional resources to facilitate their success.

❖ *Non-Teaching Adjuncts.* Non-Teaching Adjuncts that may also be employed as Teaching Adjuncts in the academic departments facilitate various intensive workshops throughout the academic term, which provide special interventions for at-risk students. Adjuncts assist students with preparing to complete the basic skills courses, gateway college-level courses, and required exit or other proficiency examinations. They collaborate with other teaching faculty to develop the content for the workshops, which is designed to reiterate the information presented in class.

❖ *Supplemental Instruction Leaders.* SI leaders facilitate group study sessions, which assist students with integrating learning techniques and strategies with course content. SI leaders assist students with becoming independent thinkers and learners. They collaborate with the individual course instructor(s) to develop the content for the SI sessions and, therefore, provide increased opportunities for success.

❖ *Tutors.* Tutors conduct review sessions, which assist students with reviewing lecture notes, class readings, and other course assignments. Tutors assist students with developing academic skills, including note taking, test taking, critical thinking, and time management. They collaborate with individual students to develop the content for tutoring sessions. They may assist students in small groups or one on one.

b. **Staff Roles and responsibilities:** *Job Responsibilities for full time staff can be found in the appendices section for review.*

(See on next page)

Name	Title	Status	Function
Cynthia Suarez-Espinal	Director	HEA	Responsible for the general administration of the CD Program, including but not limited to personnel supervision, budgets, enrollment and retention, program development, evaluation and assessment.
Jeannette Davila Mendez	Program Secretary	COA Level 2	Provide administrative support to Director, counseling and academic support faculty and staff and responsible for the daily operations of the main office.
Cassandra Bellabe	Counseling Faculty	Lecturer	Provide comprehensive counseling services to CD students, including orientation, academic and career counseling. Teach the FYS 11 course and facilitate related CD workshops.
Gerard Cole	Counseling Coordinator	HEa	Assists the Director with the overall responsibility for coordinating a comprehensive counseling program and provides counseling services to CD students, including orientation, academic and career counseling. Facilitates related CD workshops.
Kwame Nyarko	Counseling Faculty	Lecturer	Provide comprehensive counseling services to CD students, including orientation, academic and career counseling. Teach FYS 11 course and facilitate related CD workshops.

Sa-Rawla Stoute	Counseling Faculty	Lecturer	Provide comprehensive counseling services to CD students, including orientation, academic and career counseling. Teach FYS 11 course and facilitate related CD workshops.
Leidy Pichardo	Academic Support Coordinator	HEa	Assists the Director with the overall responsibility for coordinating and monitoring a comprehensive supplemental instruction program and maintains collaborative relationships with other academic support offices and programs within the college to assess students' academic needs, track and monitor students' utilization of services and identify additional resources.
Edruce Edouarzin; Gabriel Pastor; Angelica Rivera; Nicolle Steakin; Kiley Tracy; Nathan Aiken; Santana Alvarado; Jason Santiago; Julissa Lora; Jason Sanchez; Gabriel Fadumiye; Hassimiou Wann	Tutors (all areas)	College Assistant/ part time	Conduct review sessions, which assists students with lecture notes, class readings, and other course assignments.
Kiley Tracy	Teaching Adjunct	Non-Teaching Adjunct/ part-time	Facilitate intensive workshops throughout the semester, which provide special interventions for at-risk students. Adjuncts assist students with preparing to complete the basic skills courses, gateway college-level courses, and required exit or other proficiency examinations.

Kacterlina Altagracia; Yeni Larrazabal	Office Support Staff	College Assistants/ part time	Assist in all areas of the main office as well as the Office of Academic Support Services; tracking attendance; making appointments; assisting students with registration; part of the program's recruitment team; and handle any other duties as needed by the Director or the Academic Support Coordinator.

c. Supervision Structure

There is one Director who oversees, evaluates and supervises the entire Program. The Director reports to the Dean of Pre-College Programs on BCC, as well as to the Dean of the Office of Special Programs. There is one CUNY Office Assistant, who supervises the daily operations the main office, college work studies and general College Assistants. There is one Counseling Coordinator, who oversees the Counselors and reports to the Director. There is one Academic Support Coordinator, who oversees, evaluates and supervises all College Assistants/Tutors, and also reports directly to the Director.

Counselors/Counseling Faculty – Counselors report to the Director. They are primary advisors to students enrolled in the College Discovery Program. Provide comprehensive counseling services to CD students, including orientation, academic, financial, career and personal counseling. Counselors teach the OCD-01 and/or FYS 11 course and facilitate related CD workshops and program initiatives. They also collaborate with various offices on and off-campus to develop resources and provide advocacy and support for students.

d. Training Structure

The training for the College Discovery program is provided by The Professional Development and Learning Management Office, Office of Special programs, Bronx Community College, and/or an outside vendor that the worker finds and registers for.

The Professional Development and Learning Management (PDLM) Office manages training and professional development opportunities designed to enhance the knowledge, skills, and competencies of CUNY employees. The Office of Special Programs offers professional development opportunities that closely mirror our day to day job functions and the population that we service. Bronx Community College offers campus wide opportunities in several different areas such as advisement, enrollment, workplace violence, cultural awareness, and current policy issues that affect our student population. Lastly, the College

Discovery staff identifies training opportunities that are offered via an outside vendor and have the ability to seek funding through their union or institution to register and attend these professional development trainings.

e. Strengths, challenges or areas of need improvement

❖ One of the main challenges in this area is the lack of a Financial Aid Advisor who can certify student financial eligibility. While we work collaboratively with the Financial Aid Office, the process is pretty slow. They are housed across campus, while it would be beneficial for us to be a one-stop-shop. Having a Financial Aid Counselor or personnel on our staff would help speed up the eligibility and packaging process. Sometimes students have to make more than one trip to this person when missing documents. It would be very beneficial to have the person readily available in our area to assist students in a more cohesive and timely manner.

V. **Assessment Plan** (How, what and when assessments of department objectives and learning outcomes are conducted in the department; what assessment tools and other data are reviewed/considered; what are the significant assessment results and how have results been used to make changes or improvements)

The Academic Support Office has been working together with faculty from all departments to monitor student academic progress. In the Spring of 2014, faculty members were requested to complete a progress report regarding the students who were currently enrolled in tutoring services. During the spring 2014 semester, 175 completed progress reports were returned to the Academic Support Services office. These reports were forwarded to the CD Counselors and Tutors, and were used as a conversation tool with students. These progress reports foster the overall goal of establishing and maintaining effective communication with faculty in order to better assist students with their academic achievement. From the inception of this initiative, over 450 progress reports have been submitted to the Office of Academic Support up to date.

In addition, the Office of Academic Support collaborated with The Perkins Tutoring Center on our campus on an Assessment Project to monitor student retention and engagement in tutoring sessions. From March 2013 to June 2014, a Pilot Tutor Assessment Project planned, organized and carried out a cross-campus Pilot Tutor Assessment Project. After undergoing Assessment training in the beginning of the fall semester, a small group of 8 volunteer tutors from *College Discovery, Health Education, Accounting, and Education* utilized a common, interactive rubric to

provide tutees with specific feedback about their tutorial work. The interactive rubric was edited and revised several times and two of the Assessment Tutors developed specific rubrics to suit their disciplines in science and nutrition. Approximately 225 rubrics were completed and subsequently filed. The data looked promising and the project was continued in the Spring semester with 19 trained tutors participating from Biology, Chemistry, Criminal Justice, College Discovery (Math, English, Science, CMS), Health Education and Education and Reading. The Tutor Team was also asked to track the number of sessions each tutee attended, encouraging them to complete a minimum 7 sessions for maximum academic results. Tutees who completed 7 or more sessions were presented with *"Successful 7's"* certificates and an incentive gift.

The Assessment Tutors determined whether their tutees re-enrolled, transferred or graduated as an indication of their retention at the College or CUNY. As assessment training is an important component of the Project, four training programs were designed and delivered. Eight tutors and their supervisors attended the September 2013 training. Twenty-five supervisors and tutors attended the January training and nine College Discovery tutors had training in-house in the Spring semester. Over 30 of our students participated in the project. Data is still being collected on the project with the goal of determining best practices towards improving student academic performance. Preliminary data indicates that the students who participated in the assessment project had an average final grade of a B and the average GPA was a 2.69.

The Interactive Assessment Rubric Project was expanded to then include all College Discovery tutors in the fall 2014 onward. The comparative results are as follows:

Spring 2014	Fall 2014
Grades (all): 2.5 GPA	Grades (All): 2.4 GPA
Remedial (P/R) Courses: 44% Pass	Remedial (P/R) Courses: 86% Pass
Retention: Reg, Tran/Grad: 93%	Retention: Reg, Tran/Grad: 93%
Spring 2014 Additional Data	**Fall 2014 Additional Data**
Total # of Tutors 12	Total # of Tutors 12
Total # of Students Tracked 30	Total # of Students Tracked 186
Total # of Rubrics Submitted 145	Total # of Rubrics Submitted 474

Total # of Succ. 7's	15	Total # of Succ. 7's	141
Aver. # of visits/sessions	6.5	Aver. # of visits/sessions	9

Spring 2015		Fall 2015	
Grades (all): 2.4 GPA		Grades (all): 2.72 GPA	
Retention: Reg, Tran/Grad: 86%		Retention: Reg, Tran/Grad: 96%	
Spring 2015 Additional Data		**Fall 2015 Additional Data**	
Total # of Tutors	10	Total # of Tutors	10
Total # of Students Tracked	122	Total # of Students Tracked	166
Total # of Rubrics Submitted	383	Total # of Rubrics Submitted	385
Total # of Succ. 7's	86	Total # of Succ. 7's	119
Aver. # of visits/sessions	10.2	Aver. # of visits/sessions 10.6	

Spring 2016		Fall 2016	
Grades (All): 2.58 GPA		Grades (All): 2.36 GPA	
Retention: Reg, Tran/Grad: 90%		Retention: Reg, Tran/Grad: 93%	
Spring 2016 Additional Data		**Fall 2016 Additional Data**	
Total # of Tutors	10	Total # of Tutors	9
Total # of Students Tracked	133	Total # of Students Tracked	186
Total # of Rubrics Submitted	304	Total # of Rubrics Submitted	262
Total # of Succ. 7's	93	Total # of Succ. 7's	82
Aver. # of visits/sessions	9.5	Aver. # of visits/sessions 9	

Spring 2017	
Grades (All): 2.54 GPA	
Retention: Reg, Tran/Grad: 89%	
Spring 2017 Additional Data	
Total # of Tutors	12
Total # of Students Tracked	111
Total # of Rubrics Submitted	230
Total # of Succ. 7's	60
Aver. # of visits/sessions	9

Tutoring visits outcomes from F2012 - SP 2017

Semester	# of Students Registered	Total # of Visits
F2012	129	1856
SP 2013	121	1062
F2013	139	1442
SP 2014	124	1308
F2014	233	2327
SP 2015	189	1592
F2015	238	2441
SP 2016	249	1718
F2016	158	1965
SP 2017	185	1256

As the data above shows, there is historically a higher attendance and number of visits during the fall semesters as opposed to the spring semesters. We have found

that the main cause for this outcome is the fact that first semester freshman students tend to comply with program requirements more adamantly than the rest of the time. Counselors create their schedules, thus allowing time to attend tutoring or supplemental instruction. After the first semester, students create their own schedules, mainly to allow time for a part time job and other activities other than tutoring.

Another factor that affects the spring semester is that on average 10-15% of students don't return to BCC. In order to address this problem, an "**Exit Survey"** was created in 2016**,** which was emailed and sent via mail to those students who did not return. As a result, from the 19/46 responses received, it was concluded that the main reasons for students not returning were either (a) students experienced financial hardship, or (b) students experienced emotional or personal difficulties that obligated them to interrupt their studies. This survey will be sent out at the beginning of each semester in order for the Program to evaluate trends and patterns and to see what preventive measures can be put in place to reduce the numbers of students who do not return. (*You can see a copy of the Exit Survey on the Appendix section).*

In addition*,* another tool used to assess student learning and academic progress are the *Faculty Progress Reports*, instituted fall 2013. Progress Reports are requested from instructors and tutors every semester to provide insight for counseling and advisement sessions. The report helps the Academic Support Office to better monitor student progress in class, both academically, and in behavior. In addition, it allows the program to better assist students in whatever areas are highlighted by the instructor; i.e. attendance, poor exam results, lack of homework, attention, motivation, participation in class, etc. The report is used to have one-on-one detailed conversations between students, tutors and counselors. On average, the office receives about a 60% return rate from instructors.

In order to assess the services provided by the tutors in Academic Support, each student is asked to complete a **Tutor Evaluation form**. They give feedback on the quality of the tutoring services received and offer recommendations as to how those services may be improved in the future. Each semester, the Office of Academic Support receives a range of about 135-150 forms (depending on enrollment in tutoring). The Tutoring Coordinator reviews all forms and tabulates the results. Each semester tutors receive a predominant 98% rate of "Excellence" in professionalism, preparedness, knowledge of material, and establishing a positive learning environment. Many students have testified that they attribute their success in class to the teaching and learning received and experienced with their tutors, often times understanding the material far more than they did in class. Students have also expressed an interest in receiving tutoring in subjects we were unable to provide due

to staffing, such as Environmental Science and Spanish. Due to their demand, tutors in these academic areas were hired this past spring 2017 semester.

The Academic Support Coordinator also evaluates and assesses tutor performance through informal and formal observations twice a semester. She debriefs with each tutor individually, develops a plan and expectations for upcoming sessions and provides supportive feedback, additional resources and recommendations for improved performance. A rubric is used for the overall analysis of the work done throughout the semester. (*See appendix*). At the start of each semester, the Academic Support Coordinator asks each tutor to develop SMART goals for attendance and academic progress. Tutors have been trained to develop such goals, which are reviewed and approved by the Coordinator. At midterms the goals are reviewed and may be adjusted based on increase or decrease of pool size, and are assessed at the end of the semester. (*See appendix for completed sample SMART goal*). These goals keep the tutor focused on the work at hand and provides room for professional growth.

Overall Program Assessment Initiative

Freshmen Student Profile
The administrative team began the creation of the Freshmen Student Profile in fall 2014. There was a need to begin collecting and recording data that will be multi-purposeful in our planning and future reporting methods. The Academic Support Coordinator thus started this work to help track and monitor students from the very onset of their academic career at BCC. The Profile matrix as you will see in the appendix section, provides demographic data for each student, the High School attended (which helps to identify feeder schools to the program), pre-summer and post-summer placement, the type of pre-college experience had, and the credit accumulation and GPA for each semester. This profile provides a landscape view of retention and graduation for each cohort, helping the team to strategize as to how to increase outcomes from year to year.

Moving forward, the Academic Support Coordinator is in the process of deepening this research by adding total tutoring visits each semester, in order to see if there is a correlation between student success and participation in academic support. The team is now in the process of tracking the following cohorts: F2014, F2015, F2016 and will begin F2017.

Assessment Plan and Outcomes in Counseling

Over the past several years the counseling unit with the support of the Office of Special Programs tracked student progress in the following areas: retention, graduation, GPA and student contacts.

Retention is tracked because first-year students don't make it back for year 2. Therefore, College Discovery would like to identify the trends taking place with the various cohorts and the academic years associated with them. Some of the things that we have learned from the data is that retention in our program is affected by family problems, academic struggles, and lack of monetary resources. Through the collection of retention data, College Discovery hopes to make future projections on enrollment numbers and adapt services to meet student needs.

1 Year System Retention (%)				
	CD	CD(N)	Regular	Regular (N)
2011	65.9	123	55.0	1,620
2012	62.9	202	58.4	1,322
2013	69.5	167	61.4	1,427
2014	68.7	182	58.6	1,407

As the above chart shows, the College Discovery program has higher 1-year retention than Bronx Community College students not enrolled in College Discovery for academic years 2012-2014. This may be a direct result of the amount of student engagement that the student receives during their first year in the program. During a CD students' first year they participate in Summer Success Program (SSP) that prepares them for college. Students are also enrolled in a freshman year seminar course taught by their counselor, receive free tutoring & academic support, as well as participate in workshops and programs developed by CD staff to develop their personal, professional, social aptitudes.

2 Year System Retention (%)				
	CD	CD(N)	Regular	Regular (N)
2010	46.1	223	45.8	1,402
2011	52.8	123	42.2	1,620

2012	48.0	202	48.0	1,322
2013	46.7	167	47.0	1,427

Retention for Second year student is slightly lower. This can be attributed to less student engagement with the program since the student no longer attends a FYS taught by their counselor and our services puts greater emphasis on a student's first year experience. This is an area that the counseling unit will address going forward by offering more services geared toward retention and future student development opportunities for second and third year students.

College discovery's *Graduation* findings help to identify which students complete their program within the published timeframe. According to our mission that published time frame is 3 years or seven semesters from the time of entry. Below you will find statistics from our most rent study on 3-year graduation rates for CD and non cd students.

Bronx Institution Retention and Graduation Rates of Full-time First-time Freshmen in Associate Programs*

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Regular	Special	Regular	Special	Regular	Special	Regular	Special	Regular	Special
Total Cohort	1,620	123	1,322	202	1,427	167	1,407	182	1,533	185
Year 1 Still Enrolled	54.3	65	57.5	61.9	60.2	69.5	56.7	66.5	58.2	65.9
Year 2 Still Enrolled	38	51.2	41.1	42.6	41.3	40.1	38.2	43.4		
Year 2 Earned Associate Degree	1.7	0.8	3.1	3	2.7	4.8	3.4	3.3		
Year 2 Earned Baccalaureate Degre	0	0	0	0	0	0	0	0		
Year 2 Earned Degree	1.7	0.8	3.1	3	2.7	4.8	3.4	3.3		
Year 3 Still Enrolled	22.4	33.3	20.2	20.3	20.7	15.6				
Year 3 Earned Associate Degree	10.4	16.3	15.1	18.3	15.8	19.8				
Year 3 Earned Baccalaureate Degre	0	0	0	0	0	0				
Year 3 Earned Degree	10.4	16.3	15.1	18.3	15.8	19.8				
Year 4 Still Enrolled	10.9	17.1	10.9	8.4						
Year 4 Earned Associate Degree	17.9	27.6	21.3	25.2						
Year 4 Earned Baccalaureate Degre	0.3	0	0.7	0.5						
Year 4 Earned Degree	17.9	27.6	21.3	25.2						
Year 5 Still Enrolled	6.4	7.3								
Year 5 Earned Associate Degree	21.7	36.6								
Year 5 Earned Baccalaureate Degre	2.2	3.3								
Year 5 Earned Degree	21.7	36.6								

The above data displays full-time freshman graduation rates from CD's Fall 2011-Fall 2015 cohorts and Non CD students attending BCC. According to the data CD students complete their degree at a higher rate than students who are not in College Discovery. For example, the Fall 2011 cohort graduated 16 percent of the students in 3 years as opposed to the 10 percent BCC graduated during the same time period. CD's 2012 cohort 18 percent graduated in 3 years while 15 percent of the Non-CD graduated in 3 years. The Fall 2013 CD cohort saw 20 percent of the students

complete their degree in 3 years while 16 percent of the Non CD population graduated.

The above findings show how the services that College Discovery offers to its students have increased graduation rates each year since we started tracking this statistic. Moving forward CD's Counseling Unit plans on revisiting the various practices and procedures in place in order to produce even better outcomes in the future. Also, fall 2014 and 2015 data will be available in the future when the Office of Special Programs complete its current study of the program.

Student *GPA* is used to help indicate the success of a College Discovery student. The GPA helps our program identify a student's academic strengths and weakness. The GPA also helps measure student's engagement in learning and willingness to work hard.

	Special												
	1 less than 2		2 to 2.49		2.5 to 2.9		3 to 3.49		3.5 or higher		Total		Good Academic Standing	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%				
Bronx	134	32.8%	91	22.3%	97	23.8%	64	15.7%	22	5.4%	408		67.2%	2016
Bronx	112	29.2%	78	20.4%	101	26.4%	61	15.9%	31	8.1%	383		70.8%	2015
Bronx	124	34.3%	75	20.7%	68	18.8%	65	18.0%	30	8.3%	362		65.7%	2014
Bronx	102	29.5%	83	24.0%	79	22.8%	55	15.9%	27	7.8%	346		70.50%	2013

The GPA data above shows how College Discovery has been successful at ensuring more than 50 percent of its student population are in good academic standing. This is an accomplishment considering the academic and economic disadvantages that our student population face that hinder their success. In order to obtain these results, College Discovery has increased support services through tutoring, ARC workshops (probation workshops), academic programming (General meetings and workshops), and counseling sessions. The aforementioned services have been designed to nurture, encourage, build skills, strengthen their weaknesses and increase student engagement at BCC.

Student Contact data helps us identify student's participation in the program, the utilization of services and make any correlations to other areas of the program that may be affected by student contact.

Year	Fall Enrollment	Fall Contacts	Spring Enrollment	Spring Contacts	Total Contacts
2012-2013	414	1296	327	482	**1778**
2013-2014	411	1735	305	614	**2349**

2014-2015	417	2137	333	559	**2696**
2015-2016	423	2138	383	797	**2935**
2016-2017	442	1292	375	605	**1897**

During the fall semesters College Discovery counselors do a great job of communicating with the students in their caseloads. Their outreach has led too high first year retention for first time freshman and has allowed the counselors to cultivate positive attitudes with our student population. However, during the Spring semesters the counselors have been unsuccessful at matching the same result in the fall. Various factors contribute to the drop off and going forward the counseling unit will try to devise a new strategy for the spring to address this area of our services.

Counseling Unit response to the data:

All of the aforementioned findings have informed College Discovery's counseling unit of the strengths and weaknesses in the program and has helped the unit adapt their strategies to improve program outcomes.

Counseling strategies to improve student outcomes from Fall 2012-Spring 2017:

2012-2017

1. Explanation of ICAS
    1. In 2012 we served our population by way of Intensive Counseling and Academic Support (ICAS) Program.
2. ICAS Population defined
    1. The College Discovery program defined their academic probation (and at-risk) population in the following categories:
    i. Academic Enhancement Program: GPA 0.0-1.99 (Coded by the college or not)
    ii. Academic Intervention Program: GPA 2.0-2.199

Counselors were responsible for:

Completing and administering the **Intensive Counseling Intake/Assessment** form.

a. The counselor will complete the **Academic Status Review** section—if possible prior to meeting with the student. **Reminder:** Using the check-box at the top of

the form, indicate if the student is AEP, AIP or ARC.

b. The student will write in detail the circumstances leading to their current Situation.

c. The counselor will provide a written assessment **after** gauging the student's current level of satisfaction in the major life areas outlined on page 2 of the form.

d. The counselor will determine and indicate if the student has been recommended or exempt from the Intensive Counseling Process. **Reminder:** Be sure that both the student and counselor sign at the bottom of the form.

<u>If the student has been recommended for Intensive Counseling:</u>

a. The counselor will explain the Intensive Counseling purpose and process.

b. The counselor will provide the **<u>Intensive Counseling Reassessment Checklist</u>**— informing students of the questions they will be asked at the 30-day and 60-day follow-up appointments.

c. The counselor and student will agree on the 30-day and 60-day follow-up appointments. **Reminder:** Write the follow-up appointment dates on both the **<u>Intensive Counseling Intake/Assessment</u>** form and the **<u>Intensive Counseling Reassessment Checklist.</u>**

d. The counselor will make written referrals as needed and indicate additional expectations of the student on the **<u>Comprehensive Student Service</u>**

<u>Plan/Referral Form</u>. **Reminder:** If an assessment is required from the C.D. Academic Support Services office, check that request on the referral form. Like Counselors, the Coordinator of Academic Support Services has an **<u>Intensive Tutoring Intake/ Assessment</u>** form that is shared with counseling but **not** to be completed by counselors.

The **<u>Intensive Counseling Thirty-Day Reassessment</u>** and **<u>Intensive Counseling Sixty-Day Reassessment</u>** forms are similar to the **<u>Intensive Counseling Intake/Assessment.</u>** The differences are that: (1) the student will be asked follow-up questions from the **<u>Intensive Counseling Reassessment Checklist</u>** and (2) the counselor will solicit midterm grades (for the 30-day reassessment) and final grades (for the 60-day reassessment) from the student.

On the date of the 60-day reassessment, the counselor will indicate the outcome of the intervention be it successful or unsuccessful. The counselor should schedule follow-up after the 60-day reassessment and use the **<u>Comprehensive Student Service Plan/Referral Form</u>** additional follow-up recommendations.

Process for referring students to the Academic Review Committee (ARC) is as follows:

❖ Prior to being referred to ARC, all students must have participated in either an Academic Enhancement Program (AEP) or Academic Intervention Program (AIP) facilitated by their assigned counselor.

❖ If student has participated in an AEP but has NOT followed thru with his/her counselor's recommendations and continues to exhibit academic difficulties, the counselor may forego the AIP phase and refer student straight to ARC.

❖ Upon identifying a candidate, the counselor is to submit name and contact information to ARC Administrator, who is responsible for making initial contact with student.

❖ ARC Administrator will schedule Pre-ARC and ARC appointments for students as well as initiate the preliminary completion of intensive counseling intake/assessment form.

❖ ARC administrator will record appointment information in Advisortrac as well as send e-mail to CD counselors indicating ARC appointment

❖ At Pre-ARC appointment student will meet with social worker to discuss various academic and psychosocial stressors that are prevalent. Social worker in turn will prepare student for ARC. Information documented in Advisortrac will remain in accordance with confidentiality laws.

❖ Student will appear before the ARC, which at that time a comprehensive service plan will be generated.

❖ ARC committee member is responsible for documenting session information in Advisortrac.

❖ Academic Support Coordinator will initiate and monitor any recommended academic support services.

❖ CD Counselors will follow-up with any administrative recommendations made to the student (i.e. Financial aid, Registrar's office, Health Services).

❖ Social Worker will coordinate and conduct all psychosocial counseling sessions.

❖ Upon completion of ARC, student will schedule appointment to meet with advisor for 30-day and 60-day reassessment (*ARC may recommend that reassessment be completed earlier than the 30-day period*).

1. **Outcomes**. Although comprehensive ICAS we believed that ICAS wasn't as effective as it could be. Approximately 10% of AEP and AIP students were lifted from Academic Probation or prevented from falling into academic probation. We also noticed that those who came to see their counselor at least seven times were the students that made the greatest improvements.

2. **How was it used to make changes?** In noticing the success garnered from multiple visits we decided to increase the number of visits to weekly visits. An outreach team was created along with a call log sheet. The outreach team would call students to register appointments and also follow up with missed appointments.

3. **Outcome of Weekly meetings.** The outcome of weekly visits was an increase of those that were lifted from academic probation. Weekly visits resulted in 35% of the students being lifted from academic probation. Another outcome as a result of the weekly meetings concerned the ratio of the amount of effort given to this population versus the effort geared towards those that have a GPA from 2.2-2.999.
4. **The Noel Levitz** The outcome of the weekly meetings led us to pinpointing students that are at-risk although they may not have had a GPA of 0.0-2.199. It seemed that of the 35% that did well due to weekly meeting did not necessarily persist to graduation. We then decided to use a different strategy.

CD Counseling Outcomes Fall 2016-Spring 2017:

The student learning outcomes were developed by program staff in order to improve the delivery of services that College Discovery provides for our students. The learning outcomes will measure whether or not a CD student has had a change in their disposition towards academic policy and procedures, CUNY First/Degree works, and other academic related issues associated to a counseling/advising session. Once the assessment is completed by the student the results will be used to indicate what areas of our services need to be improved or overhauled going forward.

The Student learning outcome survey will measure whether or not:

❖ The student(s) knowledge of College Discovery's academic policy and procedures has improved after they had a counseling session with their counselor.
❖ Student(s) acquired the skill/knowledge to use Degree Works and CUNY First correctly and independently.
❖ The student can apply the knowledge that they learned during a counseling session to successfully resolve the problems associated with CUNY First/Degree works account. Such as: financial aid issues, departmental holds, WU's, WN's, INC's, Registration, and Degree Progression by means of self-advisement.

College Discovery's Counseling Services goal is to:

❖ Clarify educational, career and life goals through the use of counseling sessions and campus technology such as Degree works, CUNY First and OSSES.
❖ Enhance student's ability to Evaluate and monitor their academic progressions
❖ Help students identify and utilize other campus/ community resources and departments Incorporate the knowledge gained from the assessment to improve our services.

Response to the Results:

According to the **Fall 2016 SLO Survey** only 47 percent of the students who responded to the survey understood how to navigate degree works independently, 72 students responded. As a result, the College Discovery Counseling staff intends to implement a Degree works training for the entire College Discovery student population during the bi-annual general meeting. Additional programming or counseling sessions will be added to address other areas of the survey in which student responses were below 80 percent.

According to the **Spring 2017 SLO Survey** there was an increase in students' ability to:
* *Identify the different campus resources: from 67% to 79%*
* *The skill to work independently on CUNY First: from 73% to 85%*
* *The skill to work independently on Degree Works: from 47% to 59%*
* *Understand how to check financial aid status: from 70% to 76%*
* *The skill to work independently to register for courses: from 76% to 89%*

This increase can be attributed to the counseling staff addressing the aforementioned categories in the advisement sessions.

VI. Self-Study Methodology (Description of the current self-student process; include role and responsibilities of involved staff members)

The planning and organization for this five-year self-study was conducted over the course of four months. Staff members played a key role in the gathering of the data and information. The roles and responsibilities were as follows:

* **Counselors** - Assisted in the gathering of all data, student learning outcomes, history and goal setting for the Counseling Unit.

* **Program Secretary** - Assisted with the section of record keeping procedures, as well as identifying & collecting artifacts, documents and materials needed for the study.

* **Director, Counseling Coordinator and Academic Support Coordinator** - collaborated on various sections of the document. They met periodically to review the data collected and the information analyzed. Leidy Pichardo, Academic Support Coordinator, assisted in the Assessment Plan related to tutoring, plus identifying areas of challenge, strengths and needs improvement for specific areas; whereas Gerard Cole, Counseling Coordinator, worked on an overall analysis of Program strengths and areas of need improvement. Ha also worked on the Assessment Plan and student learning outcomes for the Counseling Unit. Cynthia Suarez-

Espinal, Director, focused on specific areas, such as budget, the executive summary, staffing review, and the final approval of the self-study report.

❖ **Dean -** Dean Simone Rodriguez-Dorestant reviewed the report for recommendations, edits and feedback prior to the peer review stage.

VII. <u>Findings</u> (include data tables or charts; highlights of comments from surveys):

Areas of Strength
- ❖ Ample resources that provide staff with professional development and training opportunities. Technologies that help manage caseloads and make information on students and program outcomes more manageable and accessible.
- ❖ A culturally and academically diverse staffing.
- ❖ The ability to retain and graduate students at a higher rate than the governing institution.
- ❖ Rich legacy, 50 years strong
- ❖ Ongoing assessment takes place in all areas: counseling, academic support and in the program as a whole. Such assessments inform the staff of changes that need to take place moving forward.

Areas in Need of Improvement
- ❖ Achieving clarity of roles
- ❖ Consistency in workers' performance
- ❖ Staff engagement
- ❖ Achieving uniformity in processes
- ❖ Better communication

(Action plans and timeline are found on the following page)

Action Plans and Timeline

Objectives	Action Plan	Timeline
Initiating and employee development program Setting targets for staff to meet Incorporating performance measurements Actualization of CD website Redesigning chains of communication Review of job performance and descriptions Allocating the necessary funding to areas of need when necessary (tutoring, peer mentors, transportation, new hires) The development of assessments for staff and management	Each counselor will have participated in at least one professional development event Completed caseload evaluations and student/counseling contacts will be reviewed and assessed by the Director to measure the progress of the students and the performance of the staff Director will meet periodically with staff to discuss their individual responsibilities within the program and their progress toward their goals Counseling unit will meet 2x each semester to discuss at-risk students (severe cases will be brought to the attention of the director) Reflective management (feedback of management that helps management assess their effectiveness as a leader) Framing (Defines how a manager identifies purpose by focusing on issues and developing strategies Redesigning chains of communication by implementing new office policy for communicating and distributing pertinent information among staff Staff assessment	Professional training opportunities- by Fall 2017 Incorporate performance Measurement-by Fall 2017 Managing through information- by Fall 2017 Management and staff assessment- by Spring 2017 Implementation of new office policies to create a clearer understanding of roles, processes, and clearer communication- Fall 2017

VIII. <u>Recommend 2-3 colleagues external to the college familiar with the operations of the department who will conduct a review of the area.</u> (At least one must be from a community college within CUNY. Include name, title, affiliation and contact information. The Peer Review process is a voluntary (non-paid) commitment. Peer Reviews are expected to spend one day on campus and submit a report of their findings.)

1. Brenda Vargas, Director of CD at Kingsborough Community College
   718-368-5385; brenda.vargas@kbcc.cuny.edu
2. Dr. Pedro Perez, Director of CD at BMCC
   212-220-8154; pperez@bmcc.cuny.edu
3. Dr. Annette Hernandez, Director of SEEK at Lehman College
   718-960-7967; annette.hernandez@lehman.cuny.edu

IX. <u>Peer Review Areas/Report</u>
   a. Summary (Names and affiliation of External Review Team, review dates and process)
   b. Program Overview
   c. Management Review
   d. Staff Overview
   e. Assessment Plan
   f. Strengths
   g. Areas in need of Improvement
   h. Recommendations

Appendices
   Assessment Instruments (Surveys, Questionnaires, Data report)
   Department Organizational Chart
   Freshmen Student profile
   Samples of Printed Resources
   Other