



College: York College, The City University of New York

Unit: USIP Immersion Program, Office of Academic Affairs

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Internal Review Committee

Table 1: Internal Review Committee

Member Name	Unit Name	Division	Rationale
Les Raphael	USIP Immersion	Academic Affairs	Director
Nawrin Fariha	USIP Immersion	Academic Affairs	Coordinator
Kennybel Pena	Advisement	Academic Affairs	Director who works with USIP Immersion
Anthony Davis	Admissions	Enrollment Management and Student Affairs	Director who works with USIP Immersion
Beverly Brown	Financial Aid	Enrollment Management and Student Affairs	Director who works with USIP Immersion
Lidia Gonzalez	Math Department	Academic Affairs	Faculty member who was former math chair and created workshop curricula
Matthew Corcoran	English Department	Academic Affairs	Faculty member who teaches with USIP Immersion

The director and coordinator of the University Skill Immersion Program (USIP) are responsible for the writing of this report. They met twice a week from October through February to complete the first five chapters of the report to submit to the provost. The unit's other team members are all part-time – one office assistant and approximately 20 instructors and tutors, and they were not directly involved with the writing of this report but have provided information, feedback and ideas consistently over the years. While writing the report, the USIP Immersion director and coordinator met with the members of the Internal Review Committee individually to review parts of the report that relate to their areas.

Chapter 1: Introduction and History

Introduction

This Periodic Unit Review (PUR) report for USIP Immersion provides a comprehensive description of the program, including its history, missions, goals, outcomes, policies and procedures, staffing, methods of communication, and support for equity and inclusion. This review also includes the program's strengths, weaknesses, opportunities, and threats as well as how assessment, planning and resource allocations are implemented.

History

USIP Immersion began 35 years ago and since senior colleges offered remedial classes at that time, the program was smaller and less critical for students. That changed in 2000, when remedial classes for math and English were no longer offered at York College and students who were not exempt were required to take an entrance

test, the passing of which allowed them to begin matriculation at the college. Those who did not pass that exam were required to take a USIP Immersion math and/or English workshop and retest.

This change resulted in a significant increase in both the number of students enrolled in the USIP math and English proficiency workshops and the program's retention rates. During the past 22 years, there have been numerous changes in the (1) requirements to enter the college, (2) types of workshops offered, (3) ways in which the program is assessed, (4) outcomes and success rates, and (5) uses of data to improve the program.

Some of those changes were mandated by the Central Office of the City University of New York (CUNY), including the end of remediation at the senior colleges; the elimination of CUNY assessment tests in reading, writing, and math, which students needed to pass to matriculate at York; the change to passing the workshop based on classwork and instructor-developed in-class exams; and the introduction of a proficiency index, calculated at the time when students apply to CUNY.

Other changes were designed and instituted locally by the USIP Immersion staff members to meet the CUNY-mandated changes, York's changing policies, and student needs. These changes included (1) redesigning the English and math workshops; (2) creating new curricula; (3) providing professional development to instructors to meet the new ways of evaluating and testing students in English and mathematics for eligibility to matriculate at York; (4) creating new types of pre-semester workshops, offered in winter and summer, that prepare students to do well in gateway and major required classes, including math, English, chemistry, and biology; and (5) creating semester-long booster support workshops in those areas, based on CUNY's co-requisite model.

Chapter 2: Unit Overview

Unit Mission

USIP Immersion at York College is committed to providing a diverse population of students with the skills, proficiency levels and support needed to be (1) admitted to York College, (2) placed in required math and English classes, and (3) better prepared to do well in first-year courses and major Science, Technology, Engineering, and Mathematics (STEM) classes.

The unit mission aligns well with York's mission to enrich lives and enable students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens. USIP Immersion students begin their college careers with improved skills and confidence to be better prepared and more engaged as learners to do well in their first year of studies.

Unit Goals

To accomplish its mission and key services, the unit prepares and supports students to be successful in college credit courses by providing

- English and Math Proficiency workshops for students to become eligible to be admitted to York College,
- workshops for students who need Pre-Calculus for their majors to increase their placement level and become eligible for that class,
- summer and winter pre-semester introductory workshops in gateway and major-required courses, and
- fall and spring semester-long booster support workshops in gateway and major-required courses.

In addition, the unit is committed to using data and successful outcomes rates to continually improve the program, and its goals align well with York College’s strategic goal and objective: implementing college-wide strategic enrollment practices that support students from entry to graduation.

The program provides four types of workshops for students.

1. Proficiency Workshops: These workshops are required for students who want to enroll in the college, and after passing, they are eligible to take additional USIP Immersion workshops as well as matriculating at the college.
2. Pre-Calculus Placement Workshop: This workshop is not required but allows students to skip College Algebra and enroll in Pre-Calculus during the regular semester. This workshop is open to students whose major requires Pre-Calculus or Calculus.
3. Pre-Semester Workshops: These workshops are not required but help prepare students to be successful in their college credit classes. These workshops are open to students who are enrolled in the connected college credit class.
4. Booster Workshops: These workshops are not required but supports students during the full semester to be successful in their college credit classes. These workshops are open to students who are enrolled in the connected college credit class.

Tables 2 - 9 Show Specific and Measurable Outcomes of the Above Goals.

Table 2: Math Proficiency Outcomes

Math Proficiency Workshop		
Year	Target	Outcome
2017	80%	79%
2018	85%	89%
2019	87%	79%
2020	80%	89%
2021	90%	95%

Table 3: English Proficiency Outcomes

English Proficiency Workshop		
Year	Target	Outcome
2017	60%	60%
2018	70%	82%
2019	80%	81%
2020	83%	91%
2021	92%	80%

Table 4: Biology Preparation Outcomes

Introductory Biology Preparation Workshop		
YEAR	TARGET	OUTCOME
2019	60%	67%
2020	70%	83%
2021	72%	71%

Table 5: Chemistry Preparation Outcomes

Introductory Chemistry Preparation Workshop		
YEAR	TARGET	OUTCOME
2019	60%	66%
2020	70%	71%
2021	72%	44%

Table 6: Chemistry Booster Outcomes

Introductory Chemistry Booster Workshop		
YEAR	TARGET	OUTCOME
2019-2020	70%	72%
2020-2021	72%	78%
2021-2022	74%	72%

Table 7: Math Booster Outcomes

Introductory Math Booster Workshop		
YEAR	TARGET	OUTCOME
2018-2019	70%	85%
2019-2020	75%	85%
2020-2021	80%	88%
2021-2022	82%	77%

Table 8: English Booster Outcomes

Introductory English Booster Workshop		
YEAR	TARGET	OUTCOME
2019-2020	70%	88%
2020-2021	72%	88%
2021-2022	75%	70%

Table 9: Pre-Calculus Placement Outcomes

Pre-Calculus Placement Workshop		
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YEAR	TARGET	OUTCOME
2019	75%	79%
2020	80%	94%
2021	95%	85%

The unit has not yet followed up on retention and graduate rates of USIP Immersion students compared to non-USIP Immersion students but will request that data at the end of the spring 2022 semester from the Office of Institutional Effectiveness and Strategic Planning.

Policies and Procedures

The policies and procedures that the unit follows directly support student success as well as the success of faculty, staff members and the college as a whole. As a rule, the director and coordinator use the following criteria, in addition to data information, to support our decision-making for the program: (1) guidelines and funding from Central Office; (2) York College’s guidelines and needs, which are normally communicated to the program from the provost and other connected offices; (3) the needs of the departments and workshop instructors; and (4) most critically, the needs of the students.

1. Central Office

The unit is separately funded by Central Office through the Coordinated Undergraduate Education (CUE) allocations to the college. The USIP Immersion unit is one of the supported programs in the CUE award and the unit is well funded. Central Office has approved and funded proficiency workshops, pre-semester preparation workshops, and booster support workshops for students as well as curriculum and professional development opportunities for faculty members.

2. York College

In addition to the provost, who provides overarching guidance to the program, the unit works with Admissions, Advisement, the Registrar’s Office, Enrollment Management and Institutional Effectiveness and Strategic Planning to determine the kinds of workshops to be offered based on the college’s guidelines and students’ needs. Admissions updates the unit on incoming students; Advisement works together with the unit to recruit and recommend students for the workshops; Enrollment Management provides general trends and specific needs of the college; and Institutional Effectiveness and Strategic Planning generates data to help guide our planning.

3. Departments and Workshops Instructors

The offering of all preparation and support workshops is first discussed with department chairs and discipline coordinators to confirm the need and appropriateness of the offerings. The chair then assigns a faculty member to create a curriculum for the workshop and recommends instructors. Those instructors are provided with professional development and ongoing support from the departments and the unit’s office.

4. Students

The unit actively recruits students for its workshops from CUNYfirst (a fully integrated resources and services tool), which generates lists of students who (1) are not proficient in English and/or math; (2) need Pre-Calculus

but not placed at that level; and (3) are enrolled in targeted chemistry, biology, math and English classes. The combined number from these lists is large. See Table 10 below.

The unit follows up numerous times, if needed, to explain the benefits of the program, which supports students by allowing them to enroll at the college and be better prepared to take their first-year required English and math classes and major-required STEM classes.

Table 10: Five-Year Number of Students Contacted and Enrolled

YEAR	TOTAL OUTREACH	ENROLLMENTS	PERCENT ENROLLED
2017	5,384	1141	21%
2018	4,160	835	20%
2019	5,783	659	11%
2020	6,330	1063	17%
2021	3,994	711	18%

After successfully completing math and English proficiency workshops, students' grades and proficiency indicators are entered into the CUNYfirst system. The unit's pre-semester workshops use authentic materials and hire instructors who have taught the course to provide an introduction and orientation about the credit math, English, biology and chemistry classes that students will be taking in the following semester. The booster workshops provide semester-long support to students while they are enrolled in one of the STEM and/or required classes identified above.

Snapshot of Number of Students and Faculty/Staff Served Annually

In the five-year period from 2017 to 2021 (see Table 11), the enrollments fluctuated. In 2017, the enrollments were high because York instituted a new placement exam with a high passing score in order for students to enroll in entry-level math classes. In 2018, the college removed that placement exam, allowing more students to enroll in their entry-level math classes without having to take that exam and so enrollment decreased. In 2020, SEEK (Search for Education, Elevation, and Knowledge) students fully joined the USIP Immersion offerings, adding significant numbers of students to the workshop enrollments. Then, in 2021, the full impact of COVID-19 decreased the enrollment numbers again.

Table 11: Five-Year Workshop Enrollments

YEAR	ENROLLMENTS
2017	1141
2018	835
2019	659
2020	1063
2021	711

In 2019-2020, as an example, 16 faculty members taught a total of 58 workshops, and four full-time faculty members created curricula for the following workshops: Chemistry 106, Chemistry 108, English 125 and Chemistry 230.

Staffing and Qualifications

Table 12: Staffing Positions and Responsibilities

Staff Name	Position official title	Position functional title (if different from job description)	Position Status (full-time, part-time)	Primary Responsibilities	Additional responsibilities	Alignment of responsibilities with position description (Yes or No)
Les Raphael	Director of Academic and School Outreach Programs	Director of USIP Immersion	Full Time	Oversees the program; writes reports and proposals; plans direction and types of offerings; assesses outcomes; liaises with Central Office and York's administration and offices	Supports the coordinator and approves hiring and timesheets	Yes
Nawrin Fariha	Academic Program Specialist	Coordinator of USIP Immersion	Full Time	Oversees the day-to-day operations - liaise with York's departments and offices; assists director with planning, assessment and report writing	Supervises the part-time office assistant	Yes
Deepa Saha	College Assistant	Office Assistant	Part Time	Assists coordinator with student outreach and data collection		Yes
Multiple Personnel	Continuing Education Teachers	USIP Workshop Instructors	Part Time	Teaches workshops; participates in professional development		Yes
Multiple Personnel	College Assistants	USIP Workshop Tutors	Part Time	Tutors students; participates in		Yes

				professional development		
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The unit has two full-time employees (director and coordinator), one part-time office assistant and approximately 12 part-time Continuing Education Teacher (CET) instructors and before the pre-pandemic, six tutors for chemistry and biology. There were no gaps in job responsibilities or descriptions related to staffing. The qualifications for the various positions in the unit are:

- The director has a master’s degree in applied linguistics and over 30 years of experience in delivering ESL, developmental, and academic support programs at York College
- The coordinator, a York graduate and former USIP student, has a master’s degree and 6 years of academic support program experience.
- The office assistant has a bachelor’s degree and is a York graduate and former USIP student.
- The instructors are all long-term adjuncts in their fields and have been recommended by the academic departments.
- Tutors were students majoring in the subject area and recommended by their departments; however, since converting to fully remote workshops, the program no longer uses tutors.

Professional Development

During the last five years, there has been at least one professional development activity each year. The director and/or coordinator attend all professional development activities offered by the unit. Some examples of those sessions are:

- 2016 – curriculum development for college algebra and pre-calculus,
- summer 2018 – PD meeting by discipline for math and English,
- 2019 – 2021 Blackboard training - link to pre-recorded video online training,
- summer 2020 – curriculum development by faculty member and presented to USIP instructors,
- summer 2021 – sessions with faculty members who created curricula, and
- 2016 – 2021 – twice each year, at the end of fall and spring, shared best-practice discussions among instructors,

Communication

Communication with the unit’s stakeholders is well structured and occurs on a regular basis. A variety of communication methods are used, including in-person meetings, phone calls, emails, text messages, options in Microsoft Teams, and links to websites.

The staff members of the USIP immersion program work with students, faculty members, college offices and departments and Central Office.

Students

Students are

- recruited by email and phone calls from CUNYfirst generated lists and referrals from offices and departments,
- sent out follow-ups with placement and information about the workshops,
- contacted during workshops with updated information and contacted if they miss classes,
- offered support help by their instructors,
- sent grades if they take proficiency workshops and sent the next steps to enroll at York, and

Departments and Faculty Members

- Chairs are contacted about creating and improving curricula.
- Chairs are contacted for instructor and tutor recommendations.
- Workshop instructors keep daily online attendance and share it with unit office.
- Workshop instructors are in regular contact with both students and the USIP Immersion office by email or call.
- Booster workshop instructors communicate with credit class instructors, providing feedback and information about the workshops and the students.
- The USIP Immersion office works with ESL for student recommendations.

College Offices

- Admissions
 - Request and receive lists of incoming students who need proficiency workshops
 - Send lists of students to be term activated
- Registrar's
 - Send descriptions of new workshops
 - Send list of sections of workshops to be offered during a session or semester
 - Send names and EMPILDs of students enrolled in workshops
- SEEK
 - Send schedule of workshop offerings
 - Meet with SEEK director and/or counselor about recruitment
 - SEEK send lists of recommended students
 - Send ongoing updates about students to SEEK
 - Send outcomes to SEEK
- Testing
 - Send lists of math proficient students which have been reviewed and approved by the math department

Central Office:

- Attend three meetings per semester
- Write annual proposals and final reports
- Submit mid-year modification of proposal goals

In addition, the unit members help students who have questions about Financial Aid, immunization, ESL, registration, and other issues by contacting those offices and connecting students to the appropriate persons.

Diversity, Equity, and Inclusion

Following the mission and goals of York's Office of Diversity and Compliance, which promote equity, diversity and inclusion in an environment that is free from discrimination and harassment, the unit has designed its office structure and educational initiatives to promote diversity and respect. To achieve these goals, from 2016 to 2021, the unit has

- hired a diverse range of personnel: 25 full and part-timers: Asian = 11; Black = 6; Latino = 4; White = 4, Hawaiian/Other Pacific Islanders = 0,
- served a population of students that mirror the race, ethnicity, nationality, and gender of York students,
- served a population of students that mirror the percentage of first-generation students attending college,
- served a significant numbers of ESL students in English and Math Proficiency workshops (196 = 20.3% of the total number of students),
- worked closely with the Center for Students with Disabilities to ensure that all students have equal access to the unit's full range of programs, activities, and services,
- informed all staff members that any reported incidents of discrimination or harassment are to be told to the director – who then reports it to the Office of Diversity and Compliance, or the staff members may report it directly to that office, and
- presented its website using sensitive language and photos of a diverse student population.

Summary

The USIP Immersion unit relies heavily on its mission, goals, and outcomes to determine the types of preparation and support workshops it offers and the complementary services it provides. The unit director reports to York's provost and to the directorate of both Central Office's Coordinated Undergraduate and USIP Immersion programs for funding and guidance. Three annual reports are due centrally: a proposal, a mid-year analysis, and a final report that address the mission, goals, and outcomes. The unit is well-funded and so has sufficient numbers of faculty and staff members, all of whom are experienced and professionally qualified. Professional development opportunities are regularly offered. Diversity, equity, and inclusion are important aspects of the unit, which fosters respect, dignity, and a sense of belonging for the different needs of a diverse and underrepresented learning community.

Chapter 3: SWOT Analysis

The Office of Institutional Effectiveness and Strategic Planning administered a survey which asked about the unit's strengths, weaknesses, opportunities, and threats. The survey was sent to the following persons:

- Directors of Admissions, Advisement, and Financial Aid
- Interim Executive Director of Enrollment Management
- Associate Registrar
- Two Full-Time Faculty Members: Math and English
- Ten Adjunct USIP workshop Instructors
- Seven Student-Level Tutors
- USIP Immersion Office Assistant

The response rate was 44 percent (11 out of 25).

The comments from the survey and the reactions of the unit's director and coordinator are as follows:

Strengths

MENTIONED STRENGTHS	N	%
Prepares students for academic success and success in first semester	5	45.4%
Encourages choosing York and becoming part of the community	2	18.1%
Enables early contact with professors	1	9.1%
Helps students identify the skills needed at college	1	9.1%
Provides an excellent foundation for students to understand their intended majors	1	9.1%
Unit uses data	1	9.1%

Both the director and the coordinator expected these strengths to be noted and based on regular program assessments required in Central Office annual reports, new and enhanced changes are regularly instituted. Over the years, there have been a number of those kinds of changes, including:

- Expansion of pre-semester chemistry workshops, adding Chemistry 230 (Organic Chemistry) in summer 2021 based on the success of introductory chemistry (Chemistry 106 and 108) in summer 2020. See Table 13 for grades earned in Chemistry 106 and 108 credit classes in fall 2020 for students who studied in the summer pre-semester chemistry workshops.

Table 13: Chemistry 106 and 108 Success Rate in Fall 2020

Workshop Session	Enrolled in F'20 Credit Class	Earned Grade of C or Better	Percentage
SUM'20	69	49	71%

- Offering support booster workshops during the fall and spring semesters in addition to pre-semester summer and winter workshops.
 - Booster workshops were conceived in 2017 and based on the successes of the CUNY co-requisite model, which provides semester-long support to students who are placed in regular credit classes but are no longer are required to take remedial classes. Here at York, USIP Immersion uses that model to provide support in challenging and major-required classes to all students requesting that help.

Weaknesses

MENTIONED WEAKNESSES	N	%
Importance not recognized by College	1	16.6%
No tutors like before the pandemic	1	16.6%
Do not understand student future	1	16.6%
Not enough advising	1	16.6%

Not enough classes	1	16.6%
Classes limited to two weeks	1	16.6%

None of the comments were repeated more than once and the director and coordinator did not expect some of the weaknesses noted. We do

- believe that we are recognized and supported by the college administration and offices and the university’s Central Office,
- need to provide the college-wide community a better understanding of the impact of USIP Immersion on students’ college experience and also understand more of the issues that students encounter after leaving the program,
- plan to continue using in-class tutoring when workshops return to campus (use of in-class tutors was discontinued only because of the pandemic), and
- want and need to work more closely with the Advisement Center to provide students with effective advising, especially for those students who take our later starting workshops, which leave them with a short window to complete their enrollments but provide the opportunity to enroll in the upcoming semester and not be forced to wait for a later semester.

Additionally, we plan to implement a student-tracking system to follow student outcomes, including persistence rates, transfer rates and destinations, and graduation rates.

Opportunities

MENTIONED OPPORTUNITIES	N	%
Serve more students	1	25%
Expand number of content areas to support	1	25%
Become more involved with enrollment, recruitment and long-term retention	1	25%
Guide faculty to more fully replicate the first-year experience	1	25%

Even though each comment was only mentioned once, the director and coordinator expected these suggestions. Both before and since the pandemic, we have consistently served more students and expanded the number of workshops in the five years from 2016 to 2021.

Type and Number of Workshops

Table 14: Type and Number of Workshops

Workshop	2016/2017	2020/2021
Preparation	14	23
Booster	0	18
Total	14	41

To become more involved in enrollment, recruitment, and retention issues of the college, the director, in 2021, joined the college’s Enrollment Management Committee and the coordinator has been an active member of the York College’s Administrative, Educational, and Student Support (AESS) assessment committee since 2019.

The unit will also continue to provide and expand professional development opportunities and closer connection to the academic departments for our workshop instructors.

Threats

MENTIONED THREATS	N	%
Need to increase enrollment and outreach to students	3	50%
Students do not understand the timeline of their future academic journey	1	16.6%
Full-time faculty resent that only some students benefit	1	16.6%
Student study skills decreased because of pandemic	1	16.6%

The director and coordinator expected four of the five threats noted. We continue to focus on finding better ways to outreach to students, including using texts, robocalls, and email blasts and to provide more detailed information about the benefits of the program and its importance to academic success. We have also adjusted our schedules, updated our curricula, offered flexible synchronous and asynchronous workshops to provide effective instruction during pandemic times.

However, we were surprised by the suggestion that some full-time faculty have resentment towards students who have participated in our booster support workshops. This comment was made by one responder and in the many interactions with faculty members from a wide range of departments, we have not experienced this kind of critique.

Actually, in spring 2022, we will be meeting with the Dean of Arts and Sciences and the chairpersons of the appropriate departments to brainstorm ways to strengthen the curricula and connection to the faculty members teaching the credit course and then arrange presentations at department meetings to explain what booster workshops do and how they are offered, explaining that they are open to all students. These meetings and outcomes will be included in next year's annual plan.

Summary

The SWOT analysis revealed information that confirmed the successes of expanded workshop offerings. It has guided us to (1) reach out more to the college community to explain the USIP offerings better, (2) work more closely with the Advisement Center and the academic departments, (3) become a member of the college's enrollment management team, (4) provide expanded professional development for workshop faculty, (5) expand outreach efforts to students, (6) improve schedules and curricula for offerings, and (7) find effective ways to provide instruction remotely.

Chapter 4: Assessment, Planning, and Resource Allocation

Data, Assessment and Findings

Over the last five years, the unit has consistently and regularly assessed its outcomes since the unit is funded separately from the regular college budget and to maintain its funding, annual proposals and reports must be submitted to Central Office. Following the guidelines from Central Office, the program collects data on enrollments in the workshops offered and their retention and pass rates and then follows up with data on outcomes in the connected college credit classes

The outcomes were assessed in the units three types of workshops. See Table 15

Table 15: Enrollment, Retention, and Pass Rate for Proficiency, Preparation and Booster Workshops

Workshop	Sessions	Enrollment	Retention	Pass Rate
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Math and English Proficiency	Winter 2017 – Winter 2022	1,371	86.9% (1,192)	79.1% (943)**
Pre-semester preparation	Winter 2020 – Summer 2021*	779	74.8% (583)	76.3% (445)**
Semester-long support booster	Fall 2017 – Fall 2021	1,239	60.7% (752)	79.1% (595)***

* Incomplete data prior to winter 2020.

** Workshop pass rate.

***Pass rate in college credit class.

Changes, Next Steps, Actions Plans

As a result of the above assessments, a number of changes were made. Based on the successful outcomes in the preparation and booster workshops, from 2017 to 2021, the number of preparation workshops increased from 8 to 10 and booster workshops increased from 2 to 9. New workshops were added for the following classes: Biology 201 and Biology 234; Chemistry106, Chemistry 108 and Chemistry 230; English 125; Math 104 and Math 111.

For those areas that did not show successful outcomes, the program stopped offering the following workshops: Physics 115 and Physics 117; and Math 115 and Math 120.

Based on the low retention rate (60.7%) in the booster workshops, the director and coordinator met with the provost, Registrar and Advisement director to include booster workshops on Schedule Builder so that students can choose to enroll in those workshops and be able to see them on their schedules. The implementation is being piloted in spring 2022. To increase enrollments, particularly for booster workshops, training and implementation are scheduled for spring 2022 to use Navigate to outreach to the professors teaching the connected college credit classes. Additionally, working with the school dean and the appropriate chairs, the unit plans to find ways to further improve curricula and the connections to the credit-class instructors.

As mentioned previously, we plan to implement a student-tracking system to follow student outcomes, including persistence rates, transfer rates and destinations, and graduation rates.

Additional Information/Key Initiatives to Facilitate Planning and Resource Allocation.

To facilitate planning and resource allocation, the following additional steps have been taken:

- **Attend Central Office Meetings:** Director and coordinator attend both USIP Immersion and Coordinated Undergraduate Education (CUE) meetings for updates and to share York’s efforts.
- **Website Reviews:** Following the review of the websites of other USIP Immersion programs, particularly the one at Queens College, several changes are planned for York’s website:
 - Adding virtual live session office hours - video drop-In office
 - Adding a general appointment form that can be sent into the virtual office
 - Adding links to useful resources

- **Student Survey:** Administered during December 2021 – January 2022: the response rate was 14 percent (126 out of 874); of the 126 responses received, 125 attended York; 51 studied in math workshops; 19 studied in biology; 25 studied in chemistry; and 13 studied in English. The results showed:
 - For Workshops
 - Biology Prep (70.8%) and English Prep (76.9%) and English booster (69.0%) reported higher positive reactions when asked did they help you progress
 - Chemistry booster (50%) and chemistry prep (40.3%) and math prep (37.7%) reported lower positive reactions
 - General Observations
 - USIP Office Interaction positive – 84.6 % strongly agreed or agreed
 - Instructor prepared me for college-level work – 82.2% strongly agreed or agreed
 - Learned what I needed to know – 75.3% strongly agreed or agreed
 - Comfortable with online learning – 84.5% strongly agreed or agreed
 - Overall satisfied with USIP – 79.2% strongly agreed or agreed
 - Positive Comments
 - Instructor was compassionate and patient
 - Great experience; useful resources
 - Did Math 111 workshop. Without it would not have passed but got A+
 - Negative Comments – there were fewer and included
 - Needed more one-on-one time with instructor
 - Workshop content (one section) did not match college course
 - Booster ENG 125 professor needed to give me more feedback

Based on student feedback, we will review the chemistry booster and preparation workshops and the math preparations workshops with the instructors and chairs to explore ways to improve them, including ways to offer more time with the instructors and to ensure a closer match with the credit classes.

Summary

Since ongoing data collection and analysis and data-driven decision making is required by Central office to continue the program's funding, the unit has and uses both current and historical data – including enrollment numbers, retention, and outcomes – to plan how the program works towards achieving its goals. Over the past five years, STEM pre-semester preparation workshops were expanded, and semester-long booster support workshops were added. Also, several offerings were discontinued because of consistently low enrollments and/or unsuccessful outcomes. Additional information for data-based decisions is used, including attending Central Office meetings throughout the last 15 years and website reviews of other college USIP Immersion programs.

- Past 12-Month Central Office Meeting Attendance by Director and Coordinator
 - Coordinated Undergraduate Education Coordinators
 - March'21, May'21, October'21, December'21, February'22
 - USIP Immersion Coordinators
 - March'21, May'21, October'21, December'21, February'22

USIP Immersion Websites Reviewed

- Queens College, Baruch College, College of Staten Island, and Queensborough, LaGuardia, and Borough of Manhattan Community Colleges
- Several senior colleges did not have USIP Immersion websites

Chapter 5: Summary of Chapters 1-4

The key elements of this unit's self-study show its evolution over the years using data-driven decisions to meet the needs of students while conforming to guidelines from the college and CUNY Central Office. There have been regular professional development offerings and clear and ongoing communication with offices, departments, and administrators at the college, with administrators from Central Office, and with USIP immersion programs at other colleges. A culture of respect relating to diversity, equity, and inclusion has been ensured where all members of the campus community can thrive both academically and professionally. Assessment has played a significant role in decision making since the unit's inception, relying on quantitative outcomes as well as feedback from stakeholders and students to decide the program's structure, direction, specific types of offerings, and resource allocation. The overall design and success of the program was confirmed when the newly appointed director at Queens College, which did not have a functioning USIP immersion program, used our unit as a model to create its USIP program.

External Review

Evaluator Name	Institution	Department/Division
Kathy Walker	Randolph-Macon College	Director of Institutional Effectiveness and Research
Donna Y Smith	Queens College	Director Learning Commons, Academic Support Center

Dr. Kathy Walker was recommended by the chair of York's Department of Teachers Education, who knew Dr. Walker as a former colleague, and they have had a number of professional interactions over the years.

Donna Smith has been at Queens College for over 25 years and York's USIP Immersion director has known her from Central Office meetings and a recent collaboration between Queens's and York's programs.

SUMMARY

As stated by the reviewers, "the USIP Program successfully serves a student population very much in need of additional support. Providing needed interventions to students before and after matriculation, the program supports CUNY York's recruitment and retention goals." The key findings and recommendations found in the report include:

- The program is seen as valuable and essential to the college's mission.
 - Recommendations:
 - Expanding offerings, serving more students, and offering more programs at different times in students' careers

- The program offers a variety of instructor-led workshops to address proficiency and provide preparation and support both in pre-semester periods and during fall and spring semesters.
 - Recommendations:
 - Ensure booster content is aligned with course content
 - Explore methods (higher pay, etc.) to retain workshop faculty
 - Pay faculty to attend professional development

- More data about the program’s effectiveness is needed—especially data-based evidence about the long-term success of students who participate in USIP.
 - Recommendations:
 - York’s Office of Institutional Effectiveness and Strategic Planning provide data on the long-term success of students who have participated in the program
 - Ways to improve attendance—for example, offering financial incentives for completion, or conversely, charging small fees for the workshops

- Communication between USIP and admissions about students’ scores and admissions eligibility was seen as strong but some areas would benefit with targeted improvements.
 - Recommendations:
 - Increase communication and professional and curriculum development between content instructors and booster instructors
 - To improve outreach to both students and internal stakeholders, expand use of Schedule Builder, Degree Works, Navigate, Degree Maps, and CUNYFirst

- Though the program is well-known, understood and perceived as effective by much of the college community, improvements can be made.
 - Recommendations:
 - Increase outreach in formats attractive to students: Tik Tok, QR codes on flyers, etc.
 - Update website with more detailed information about the workshops, scheduling, content
 - Involve gateway courses in recruitment, using diagnostic quizzes to recruit students who would benefit from appropriate workshops
 - Improve branding

All of the above findings by the external reviewers have been discussed internally by the USIP Immersion faculty and staff members and a number of the recommendations have already been addressed and others will be acted upon this academic year. Those findings include expansion of the program, improvements to workshop curricula and connections to credit classes, improved use of data, improvements in communication and outreach, and introducing more sophisticated branding.

Appendix 1

