

MAJOR EFFORT FORMAT
Fiscal Year 2016-2017

Institution/Consortium Name RFCUNY on behalf of NYC College of Technology, CUNY

1. Major Effort's Number: 5 of 6

2. Major Effort's Title: School of Technology & Design

3. Major Effort's Target Population/Proposed Expenditures:

Population	# of Students	Proposed Expenditure
General Postsecondary	100	\$9,453
Individuals with Disabilities	18	\$1,671
Economically Disadvantaged Individuals	652	\$61,954
Individuals preparing for nontraditional fields	180	\$17,065
Single Parents	35	\$3,367
Displaced Homemakers	29	\$2,781
Individuals with Limited English Proficiency	175	\$16,650
MAJOR EFFORT TOTAL (UNDUPLICATED COUNT):	817	\$112,941

4. a. Name and Title of the Director of this Major Effort:

Dean Kevin Hom, School of Technology & Design

b. Major Effort Director's Telephone Number: 718-260-5525

c. Major Effort Director's E-Mail Address:khom@citytech.cuny.edu

5. Postsecondary Grant Information Form Narrative –

a) All core indicators of Performance 1P1 – 4P1 are addressed in this effort.

b) Need/Achieve Target Performance Standard related to CIP

1. Computer Information Systems -Retention rates of first year students for City Tech associate degree CIS program was 61.7% in Fall 2015 (3P1). The first courses students should be enrolled simultaneously in the first semester are CST 1100 and CST 1101 which are important fundamental introduction courses. Students have weak computer problem solving skills (1P1), skills important in CST 1101 (3PI).

2. Writing Intensive Courses/Reading For the past few years the Perkins Local Advisory Council has indicated that while students graduate with excellent technical skills their writing skills are weak (1P1). Employers have also stressed this point. Each associate degree course of study has one required technical course that is writing. English faculty will work with faculty who teach associate degree writing intensive courses (3P1) in the School of Technology and Design to strengthen student technical writing skills. Improvement is also needed in reading skills. A college wide general assessment in spring 2012 indicated that less than 31% of students were proficient in comprehension, context, analysis and interpretation.

3. CUNY Service Corps- City Tech has always strived to provide students with work-based learning experiences (4P1). This is difficult since most students must work part-time while attending college. In 2015-2016, 67% of continuing students received need-based aid and it has been difficult to obtain paid internships for students. CUNY has implemented a program, CUNY Service Corps which provides paid student internships for full-time students who have earned at least 24 credits.

c) Objectives:

1. Computer Information Systems- Increase retention of CST students in CST 1100 and CST 1101 by providing tutoring and faculty advisement. Total projected number of impacted students is 110 students. Increase computer programming concepts and skills of students in CST 1101 with introduction of case studies. Total projected number of students 240.

2. Writing Intensive Courses/Reading- Our objective is to improve reading and writing skills of students in their disciplines. Each associate degree major in the School has one writing intensive course; Architectural Technology ARCH 1121 and ARCH 2321, Computer Information Systems CST 1100, Environmental Control Technology ENVC 2321, Electrical Engineering Technology EET 2162, Telecommunication Engineering Technology TCET 2220, and Mechanical Engineering Technology MECH 2322. English faculty wish to also target reading skills of these students in Electromechanical Engineering Technology 1150 and 1255, Architectural Technology ARCH 1130, Biology 1101, Mathematics 1275, Accounting 1101 and Dental Hygiene 1112. Total projected number of impacts students is 477 students in 16 class sections.

3. CUNY Service Corps- Objective is to ensure that associate degree students in School of Technology and Design apply for and are placed in CUNY Service Corps program. Total projected number of students served is 100.

d) Activities:

1. Computer Information Systems Faculty coordinator will oversee tutors and coordinate with faculty to recommend students for assistance. Tutors will be available for students in an open lab. Faculty advisor will be available weekly to assist students with course selection, use of college systems and understanding degree requirements.

2. Writing Intensive Courses/Reading- A doctoral student will work with two English faculty coordinators to develop assignments, rubrics and writing instructional materials for faculty members to integrate into their classrooms. Ten faculty members will attend workshops and work with students and English faculty during the fall semester to implement in their spring semester classes. A faculty member will focus specifically on reading and conduct workshops for both full time and adjunct faculty to integrate reading assignments into their classes

3. CUNY Service Corps- Two part-time assistants will be hired to help track associate degree students in the program and prepare students to apply in the spring. Since this is a new program an assistant will help Program Manager advise, recruit, and assist students in applying to program.

e) Coordination with external agencies: n/a

f) Timeline:

1. Computer Information Systems - September- May - Train tutors, schedule and conduct tutoring track activities and data for retention outcomes, conduct tutoring and faculty advisement twice a week during fall and spring semesters.

2. Writing Intensive Courses/Reading – July/August- Planning workshops, selecting faculty, and developing discipline specific assignments, late summer workshops held. September – December - Conduct faculty workshops, and develop assessments. January – June - Faculty implement activities in the classroom, doctoral student assists faculty with implementation and assessment.

3. CUNY Service Corps – July /August- Assist with training and tracking of CUNY Service Corp students. September - December- Obtain and maintain data on participating students. January- June - Begin recruitment, information sessions, assist with students with application components and process.

g) Core indicator of performance Evaluation:

Evaluation Measure	Anticipated Outcome
<u>1. CIS</u> Retention rate first year CIS students Fall 2015 61.7%	At least 80% of students who participate in mentoring program will be retained in program

2. <i>Writing Intensive Courses</i> Discipline specific writing rubrics will be created and overall average pass rates of writing intensive course will increase	Average pass rate of students in spring writing intensive courses in which participating faculty teach will be 5% higher than previous semester grades.
<i>Reading Pre and post reading assessment exam</i>	At least 5% improvement of reading assessment
3. <i>CUNY Service Corps- Student application & acceptance into program</i>	At least 100 associate degree students in School of Tech & Design will apply to program at least 15 will be placed in internships

6. Major Effort Staff:

<u>Name</u>	<u>Title</u>	<u>Time</u>	<u>Salary</u>
1. Ashwin Satyanarayana (#1)	Faculty coordinator	.14 FTE	\$ 3,300
2. To be hired (#1)	Student tutors (5)	750 hrs @ \$18	\$13,500
3. Juanita But (#2)	Faculty Reading Coordinator	.14 FTE	\$ 3,300
4. TBH Doctoral student (#2)	Writing Coordinator	665 hrs @ \$34.58	\$22,996
5. Prof. Rebecca Devers & TBD (2) (#2)	Faculty Writing Coordinator	1 wk summer	\$ 2,012
6. TBH (#2)	Assessment Research Asst.	1040 hrs @ \$27.06	\$28,143
7. TBH (#3)	CUNY Service Corp Asst.(2)	802 hrs @ \$18.36	\$14,725

Fringe benefits are calculated at 26% for faculty summer salary, 49% for faculty release time, 38.34% assessment and 9.84% for all other staff

7. Major Effort Budget

Category	Code	Major Effort Costs
Professional Salaries	15	\$ 8,612
Non-Professional Salaries	16	\$79,364
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$19,587
Indirect Costs	90	\$ 5,378
Minor Remodeling	30	
Equipment	20	
Major Effort Total		\$112,941