

**Queensborough Community College
City University of New York**

**Proposal for Coordinated Undergraduate Initiative
Academic Year 2006-2007**

**Submitted by:
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Introduction: Overview of Program, Goals, and Planning

During the last two years, Queensborough Community College's Coordinated Undergraduate Education (CUE) program has drawn together a number of academic initiatives that had been separately funded and organized. Stimulated by the College's strategic planning process and by the new Plan for an Integrated Education, introduced at the January 2006 Convocation, CUE has encouraged conversations across the college community about how best to integrate these formerly separate initiatives. Faculty members from WAC, the General Education Inquiry group, the CUE steering committee, and the Center for Excellence in Teaching and Learning have worked hard to propose a combination of advanced-stage academic and pedagogical models that should sustain and develop Queensborough's cross-disciplinary retention initiatives.

To continue this trend, the aim of CUE for academic year 2006-2007 is multi-layered. CUE will support the college's plan to improve our students' graduation rates so that half of our students graduate from Queensborough within six years and to make every effort to ensure that all students intending to transfer to a four-year institution graduate from the College. During the 2006-2007 academic year, CUE will support the Plan for Integrated Education (PIE), which strives to create depth while building connections across various general education-based programs toward more structured, purposeful, and integrated programs of study. CUE will also support professional development through faculty rethinking and renewal tied to developing an integrated, cohesive student experience.

This proposal consists of four major sections. The first two, implementing the Plan for Integrated Education (PIE) and integrating faculty development, respond to this

year's CUE RFP call for high priority programs. PIE, which was proposed earlier this year as part of the Campaign for Success proposal, is designed to improve retention and enhance success at critical junctures in students' college careers, especially during their first year. CUE activities will target students at their point of entry, in gateway courses, and at the 30-credit point. Activities described in the second section, emphasizing faculty rethinking and renewal, will largely be facilitated in 2006-2007 through CETL (Center for Excellence in Teaching and Learning) and will focus on faculty development and research on pedagogy for students during their first year. The third section, the First-Year Immersion Academy, will target first-semester students who demonstrate critical remedial education needs both in reading and writing and in mathematics. The Immersion Academy will provide several innovative models suggested by CUE planners and by several of the College's Remediation Task Forces that were organized under PIE. Finally, the fourth section is the Interdisciplinary Pedagogy Academy, an innovative professional development seminar in which graduate students from multiple disciplines, who have had few opportunities to inquire into teaching and learning among undergraduate students in their discipline, come together to receive support for their teaching and engage in the scholarship of teaching and learning. Coordinated by Queensborough's Office of the Vice President for Academic Affairs, the Academy will be created under the auspices of CETL and co-developed and run by a tenured faculty member and the director of CETL.

Under the guiding principle from our College Mission Statement that teaching and learning require partnerships among faculty, staff, and students, CUE will consist of the program components below, all of which support the Plan for Integrated Education and seek to integrate faculty development:

- The Education and Technology Academies
- The Immersion Academy (formerly USIP)
- Queensborough/Queens/York “Bridge to Transfer”
- Learning communities, both remedial and credit-bearing courses linked
- Writing in the disciplines/writing across the curriculum
- Faculty advisement program
- Honors Program
- Cornerstone/milestone/capstone progression
- Electronic portfolios
- Advisement and academic support services

In a comprehensive approach to building this partnership among faculty, staff, and students, the college will seek to meet the following goals and targets, in conformity with the College’s own strategic plan and the University-wide master plan:

- Launch at least two additional learning communities
- Continue the second year of implementation for the Writing-Intensive requirement
- Increase passing rates on the CPE
- Improve graduation rates
- Facilitate the fourth Conference of the College in fall 2006

CUE-related programs and initiatives designed to facilitate the College’s and University-wide master plan will continue to be supported by Institutional Research, Academic Advisement, and CETL, among others. The Academies Program will be supported by funds from CUE. This CUE initiative will also sponsor research activities, monitor outcomes, assess efficacy, and revise programs as necessary. CUE programs such as the academies and Bridge to Transfer will continue to be laboratories for pedagogical and curricular exploration and investigation. Evaluations, recommendations, and pedagogical research will continue to be made public through campus-wide forums, through regional and national conferences, and through articles and other publications.

The senior administrator who serves as the CUE coordinator is Dr. Mark McColloch, vice president for Academic Affairs (telephone 718-631-6344). The CUE director is Dr. Michael Roggow, Office of Academic Affairs (718-281-5468).

The Challenge to the Institution

For the past few years, Queensborough has undertaken a variety of General Education-based initiatives toward building interdisciplinarity and collaboration among programs. WID-WAC, Learning Communities, and the CETL-centered work of building a focus on pedagogy and practice have shown significant growth since their inception. These programs, among others, will continue to be critical components of the integrated academic plan and to the college's movement toward building an environment in which faculty and students are partners in learning.

The College community has gradually seen the growth of these initiatives over the last few years, and faculty awareness of this growth has produced a movement to unify programs for first-year students. This has led to the organic emergence of PIE and efforts by many to create Learning Academies, which is a new initiative aimed at providing a special identity and plan for success for students grouped by academic program. One of the distinguishing aspects of Academies is specialized blocked and linked courses, which will serve as ideal venues for integrative learning. The College will pilot an Education Academic and Technologies Academy and expand the program yearly to other programs.

The Education and Technologies Academies represent sites in which the College will institutionalize integrated education within programs of study. These sites, where students will be encouraged to think of themselves as partners in learning, will give first-

year students their first exposure to the critical thinking skills of analysis and synthesis. Of course, results of exposure to integrative education will come not only from membership in the Academies, but from various programs that support these Academies, including summer programs, learning communities, the Bridge to Transfer Program, the cornerstone/capstone/milestone structure, WI sections, honors sections, and advisement sessions with faculty. For students taking ESL and courses in basic skills, this integrative experience will come from taking remedial courses alongside credit-bearing courses in various disciplines. Students who do not need remediation will have initial exposure to WI sections of credit-bearing courses.

Plan of Action

The CUE initiative maintains its foundation in general education and promotes an integrative and cohesive theory and practice, the concept of students and faculty as shared learners, and consistency of pedagogy across disciplines and across students' experiences. This effort requires the coordination of the CUE steering committee, the General Education effort in constructing a cornerstone/milestone/capstone approach to general education, the WID/WAC committee, and CETL, among others. Through various mechanisms—professional development, faculty forums, and program assessment—programmatic initiatives will be planned, implemented, and evaluated, leading to an integrated, coherent approach to undergraduate education.

CUE steering committee

To guide the CUE initiative, a CUE steering committee, comprising faculty, department chairs, and directors of student services and led by the CUE director in conjunction with the vice president and dean for Academic Affairs, coordinates administrative and instructional structures that allow faculty, staff, and administrators to work together in communities of practice and to share oversight of responsibilities. The purpose of the administrative structures is to plan and develop initiatives, to coordinate with other initiatives on campus, to assess outcomes of programs already underway, and to make recommendations to the college's curriculum committee and insert items into the College's strategic plan. The formation of CUE subcommittees is necessary to develop initiatives that evolve from the work of the steering committee. Subcommittees that will function next year include the CUE planning subcommittee, the assessment subcommittee, the ESL subcommittee, and the reading and mathematics subcommittees.

Program Assessment

Every effort will be made to evaluate CUE programs. Program assessment this year will again focus mainly on the Summer Academies, Bridge to Transfer, and learning communities. The CUE and CETL directors are taking this lead in tandem with the assessment subcommittee. The new Learning Communities Coordinator, who will be hired this summer under MDRC funding, will also be responsible for assisting with assessment in these areas. Methods for evaluation will be primarily empirical, but we plan to institute focus groups and ethnographic studies targeted at students and faculty. At monthly meetings, the Assessment subcommittee and the CUE steering committee will review and evaluate program initiatives and evaluation and modify, if necessary, processes and/or methods of delivery to students.

I. The Plan for Integrated Education (PIE)

Overview

The purpose of the Plan for Integrated Education (PIE) is to provide students with a coherent and integrated educational experience. It is our belief that students benefit from a structure that provides sufficient flexibility so that they can explore disparate academic fields of inquiry within a strong programmatic fabric that lead to an organized and purposeful educational experience. One of the products of this educational experience should be higher graduation rates. The role of CUE is to help implement PIE, which has links to the current annual College Strategic Plan, the CUNY Master Plan, and the Five-Year Plan, all of which have recently been presented to the College community in various forums. The Academies also aim to ease transition into college life by helping students create a clear academic plan.

Academic Initiatives

Two pilot Academies are planned for fall 2006. Each contains writing-intensive learning communities and/or blocked courses that are linked or blocked with ST-100, an Introduction to College course. In addition to these two academies, the proposal also calls for a new Summer Academy.

The Education Academy

The Education Academy, designed for Childhood Education majors, will offer two learning communities that link English Composition I (EN 101) with Contemporary Education Principles and Practices (ED 110). This Academy will also offer a block that includes College Algebra (MA 010), a remedial mathematics course often taken by students in education, and English 101 and Acting I (SP 531), which satisfies a humanities elective for this major.

The Technology Academy

The Technology Academy, designed for students in various technology curricula, will offer two learning blocks. The first block consists of Digital Computer Theory (ET

540) and Computer Applications (ET 501). The second block consists of courses in Digital Computers (ET 510) and Computer Applications. Introduction to College (ST 100) is offered in both blocks.

The plan is to target all incoming freshmen in these programs for membership in the Academies. The Academies will be presented to students, not as a choice, but as the way in which education is carried out at Queensborough for students in those programs. Because fewer than half of entering students are ready to take English 101, only a fraction of students in these respective programs will be ready to take courses within learning communities and blocks in their first semester. All students in these programs, however, will be part of the Academies. Even students who do not enroll in linked or blocked courses will access the Summer Academy, faculty advisement, and tutoring. They will also attend Academy extracurricular activities and speaker forums.

General education principles provide the foundation for both Academies. The Education Academy will contain writing intensive courses, and will reflect cross-disciplinary collaboration as well as full utilization of support services. The Technology Academy will also emphasize utilization of support services as well as the establishment of peer relationships. Both Academies are supported by a combination of college and grant funds. The Education Academy will receive partial support from MDRC funding and the Technology Academy will receive partial support through a Perkins grant.

The Summer Academy

In response to the university's recent call for the redesigning of the Summer Immersion Program, Queensborough will launch its first Summer Academy this year. This Academy, formerly known as USIP, will offer incoming students and some continuing students instruction and advisement in a broad effort to engage them from the outset of their studies. This year, the College will run free-standing, linked, and blocked remedial and credit-bearing summer courses to prepare students to enroll in various courses and programs, including fall Academies. Interventions continue to include developmental courses in reading, writing, and mathematics and a wide array of workshops in these subject areas; orientation seminars that introduce students to the college experience; credit-bearing courses and special workshops that develop and enhance skills necessary to begin study in various curricula; and academic support services that provide ACT and CPE test preparation and an introduction to the use of educational technology to support writing.

The Summer Academy will address five main groups of students:

- Students admitted to Education or Technology Academies who need remediation
- The general population of incoming or continuing students who need remediation
- Students who have passed developmental courses but have not passed the ACT and still require workshops
- Pending graduates who need a workshop before retaking the CPE
- Pre-clinical nursing or health and science students whose programs require them to take BI-201 (General Biology I) or BI-301 (Anatomy and Physiology I) and who have never taken an introductory biology course

The first two groups of students, however, will primarily include incoming students who will formally begin the first-year experience at Queensborough. We will offer four learning communities and one block of courses only to incoming students who plan to enroll in the academies. These learning communities will consist of remedial and credit-bearing course pairings. The remedial courses will include reading and writing, and the credit-bearing courses will include psychology and sociology. The block schedule will include Introduction to College (ST-100) with a writing-prep workshop and a credit-bearing course. Each learning community will consist of at least one in-class student tutor. This tutor will attend both linked classes and will provide students with assistance in their writing, reading, and credit-bearing course. The decision to link credit-bearing and remedial courses or workshops in summer learning communities reflects a commitment to exposing students to general education principles early in their academic path and to enhancing their reading and writing skills in the context of writing-intensive introductory credit-bearing courses. Further, we hope for lower attrition rates in remedial courses by linking them with credit-bearing courses.

As in the past, the Summer Academy will offer developmental courses in reading, writing, and mathematics. This year, however, we plan to offer separate sections of remedial and ESL classes for new and continuing students and to include more sections for new students. The focus for the Summer Academy will be on cutting-edge pedagogical methods, strengthening writing and reading skills in the context of credit-bearing courses, and support for students in gateway courses. Summer Academy faculty will participate in faculty development during the CUE institute in summer 2006.

To assist incoming students who plan to enroll in health and science majors, the Summer Academy will include one section of BI-110 (Fundamentals of Life Science). This will assist students who have never taken an introductory course in biology. We hope that increasing the number of students who take BI-110 will decrease the high failure rate of students who take BI-201 and BI-301 and whose programs do not allow for elective courses.

College Discovery, non-College Discovery, and College Now students will be invited to participate in the Summer Academy. All students will be notified and about the program via Tigermail (QCC's campus student e-mail system) and by way of individual and group advising sessions.

The Summer Academy will offer remedial classes, orientation seminars for incoming students, and ACT, CPE, and mathematics workshops. These support programs are described later in the proposal. Students may sign up for one or two remedial classes. College representatives at the orientation/registration sessions to which incoming students are invited will advise them of the intervention appropriate to their situation.

In addition to registering for classes, incoming students who are not enrolled in summer learning communities will sign up for an orientation seminar. The purpose of the seminar is to introduce students to college life, curricula, and campus services. Students will learn about the online College catalogue, website registration and advisement, and the College's student e-mail system. Class assignments will incorporate activities that reinforce the use of these tools. Students who enroll in summer learning communities or blocked courses will not be required to take the orientation seminar during the summer, as this seminar is linked to the fall academy learning communities and course blocks.

The summer experience for incoming students will culminate in a ceremony to which students, parents, faculty, and staff will be invited. In an effort to engage students and instill a sense of connection to the institution, the ceremony will acknowledge the students' hard work and offer refreshments.

Evaluation of the Summer Academy. As pass rates do not tell the entire story of student success, multiple evaluations are necessary to understand the success and impact of CUE programs. CUE is interested in not just whether students pass their classes but whether they persist and are successful when they go on to other courses.

Some of the methods we will use to assess student performance in the Summer Academy include:

- Identifying pass rates from all courses
- Identifying numbers of students who receive NC grades, as these grades mean that the student have passed the course work but not the ACT exam
- Tracking NC students to see how many have taken an ACT workshop immediately after receiving the NC grade and have passed
- Tracking NC students to see how many have taken and passed an ACT workshop in the fall, winter, or spring following the Summer Academy
- Tracking NC students to see how many have had to take multiple workshops to pass the ACT exam; determining an average number of workshops students take
- Tracking passing students to see whether they go on to the next indicated course in the following semester and see how well they do
- Tracking students who took summer learning communities to see whether they registered for further LCs during the fall and spring semesters
- Having students complete a student satisfaction survey at the end of the program
- Having faculty complete a satisfaction survey at the end of the program
- Following the Summer Academy population to see whether students are still registered at Queensborough a year or more after the Summer Academy

Queensborough/Queens/York “Bridge to Transfer”

The Queensborough/Queens/York Bridge to Transfer Program (B2T), now moving into its third year, continues to be upheld as a viable model of what can be done to provide an incentive for students to graduate from Queensborough. Building on the pilot phase of the cornerstone/milestone/capstone progression and progressive/recursive pedagogy in B2T this past academic year, the program will continue to emphasize interdisciplinarity and collaborative learning and student cohort movement within the context of Learning Communities.

Over the past two years, B2T faculty have discovered much about student learning and engagement and have gained insights into what works and what doesn't. Consistent with research conducted by Shapiro & Levine (2002), students have shown B2T faculty and administrators that expectations for students to progress and enroll each semester in cohorts are unrealistic unless faculty and administrators examine and respond to the unique dynamics presented by each student cohort. Unlike some students in 2004-2005 B2T, those of 2005-2006 did not move forward in groups. Further, these students presented challenges to faculty, particularly of a motivational and maturational nature.

In response to faculty experiences of teaching in last year's B2T program, the focus for next year will be on Queens College-bound B2T cohorts during the Spring 2007 semester. B2T learning communities offered during this semester will enroll only students who are recommended by faculty who teach in non-B2T Fall 2006 learning communities. Faculty recommendations of students will be based on demonstrated commitment to learning and being part of a cohort, on attendance, and on transfer to Queens College. As with last year, this link will be offered as writing intensive.

B2T also launched the first York-bound B2T Learning Community in spring 2006, which was also writing intensive. Most students who enrolled in this link were pre-nursing or in other health science majors, and many of these students self-identified as York-bound after earning an associate degree. These enrollment trends were coincidental; yet they also signaled to us that there is a sufficient population of students with interest in transferring to York College's health science programs. Therefore, Queensborough's work of 2006-2007 will be to continue to offer York-bound Learning Communities as well as to design some liberal arts-based programs that articulate with York College's health science programs. These programs may include nursing, social work, and occupational therapy, among others.

Learning Communities

The CUE initiative will continue to support the development of an expanded array of learning communities, in a concerted effort to maximize student performance within basic skills courses, to make the work of the content course a more seamless progression from that of the developmental courses, and to build student interdisciplinary thinking skills within credit-bearing and non-credit bearing courses alike.

At present, the College offers 25 learning communities every semester. Additional remedial and credit-bearing links will be offered with thematic titles during academic year 2006-07. Additional basic skills course sections will be linked to credit-bearing sections to build students' reading and writing skills. Some learning community cohorts will be established by major to support the Academy Program. Incoming freshmen will be strongly encouraged by academic advisors to take courses within learning communities as a method for retention but also as a tool for early exposure to writing-intensive activities in the context of interdisciplinarity.

In spring 2006, Queensborough received a substantial grant from MDRC to expand the learning communities program. This grant has allowed for the expansion of learning communities to link ESL, mathematics, writing, and reading courses with credit-bearing courses and, in particular, for links in remedial mathematics and ESL sections. The grant will also provide resources to increase the number of linked writing-intensive sections, strengthen assessment measures, and promote faculty development for instructors who are new to Learning Communities. Specifically, the grant will enable the College to send a team of faculty to the National Center Institute on Learning Communities in Olympia, Washington, in June 2007.

CUE will also sponsor faculty development workshops for faculty teaching in the learning communities for the first time to address course content, the role of writing in learning communities, a pedagogy that assists faculty in approaching students' motivational and maturational issues, and assessment measures. CUE will establish a

resource bank of faculty reports and commentary to support new faculty teaching within learning communities. New faculty members will be targeted who may be less aware of how learning communities fit into integrated and collaborative education.

Learning Communities and Gateway Courses & High Failure-rate Courses

Queensborough's gateway courses, including credit-bearing courses in mathematics and English 101, are usually taken during the students' first year and are often stumbling blocks to their success. To address this problem, the CUE steering committee will plan mechanisms to increase students' passing rates in these courses.

Although not considered official Queensborough gateway courses by CUNY, there are some courses with high student failure rates. Included are biology and remedial mathematics, writing, and reading. CUE will address the problem of high failure rates by instituting some new interventions.

Math 010, a remedial course taken by many liberal arts majors in preparation for the credit-bearing MA 120, will be offered as part of the Summer Academy and will be taken in tandem with a two-hour workshop built into students' schedules.

Entering students will have the option of taking selected summer Basic Skills courses in reading and writing alongside credit-bearing courses in psychology and sociology, as links, during the Summer Academy. This is a pilot effort that may determine if students demonstrate improved passing rates in reading if taken with credit-bearing courses that require significant reading.

Biology 110 will also be offered as a free course during the summer. New College Discovery and non-College Discovery students will be encouraged to take this course with remedial reading in preparation for BI-140 or BI-301, both of which are courses with high student failure rates.

Assessment Activities with Learning Communities

Assessment methods to determine the effectiveness of learning communities will be incorporated during academic year 2006-2007. Faculty who teach in the MDRC-sponsored learning communities will assist MDRC staff with conducting quantitative and qualitative assessment for these links. The CETL and CUE directors will continue to utilize a modified protocol and qualitative methods to assess regular and B2T learning communities.

The FROSH Project

The FROSH Project (**F**reshman **R**egistration and **O**rientation **S**ervice **H**ours) provides early orientation, advisement, and pre-registration sessions for first-time freshmen. It coordinates, in one location, representatives from the various offices that impact students' enrollment—Academic Advisement, Admissions, Testing, Financial Aid, Registrar, and Health Services—to interview students for placement in courses relative to their skills. Scheduled during registration periods, the project includes a mini-orientation to college, a one-to-one session with an academic advisor for interpretation of

CUNY skills assessment test results and corresponding course placement, and Fall 2006/Spring 2007 course selection.

SAFE

The SAFE Program (Save All Freshmen Early) is concerned with assisting first-year students to build connections to the institution. This year's plan is to assist the Office of Academic Affairs with registering new students for learning community and academy links and honors sections. The program will assist CUE with creating marketing materials to generate learning community and academy enrollment; create a video targeted to prospective students featuring students currently enrolled in learning community sections; and continue to support the First-Year initiative by assisting new students to become acclimated to the college during their first semester by strategizing with faculty, Registrar, and Information Technology, among others.

The Faculty Advisement Initiative

The growth of Queensborough's Learning Communities Program calls for faculty to assume a more critical role in working with learning community students to bolster existing opportunities for enriching the advising process. Given the concurrent emphasis on expanding the Learning Community programs, the relatively small size of learning community classes, and the rapport that often develops among learning community faculty and students, the learning community faculty are a logical group to draw on in initiating this enhanced role for faculty.

CUE proposes that two or three faculty act as "point" people in actively advising and registering students and coordinating events and initiatives among other learning community faculty. Rather than focus on a single critical juncture in the advising process, these point people will create multiple interventions to enhance the advising process for students. In the fall learning communities, for example, these point faculty will foster communication among the LC faculty members, including the ST 100 instructors, so that students can work on common writing assignments about their literary histories and academic goals. In this way, the LC curriculum itself will enhance the advising process. In the fall and spring semesters, these point faculty will also actively advise and register students from the LCs. One method to enhance enrollment in special initiatives such as the B2T program will be to allow students who are registering in these programs to meet with designated LC faculty for advising and registration during special early registration periods. An open house in which students could meet faculty teaching in these programs will also be held, after which interested new students will meet with faculty advisers for advisement and registration. During the summer, point faculty will also work with advisors to speak to large groups of registering students about the LC program and to help advise and register students who are interested in enrolling in this program.

Honors Program

The Honors Program continues to attract more students, the result of expanded recruitment efforts, and in doing so has been called on to strengthen academic entrance requirements. This program continues to weave itself into the fabric of the institution.

A new honors committee will build on the existing work and strive for increased excellence. Efforts will focus on providing more individual advisement sessions with honors students by faculty, in an effort to increase student feelings of belonging and thereby retain academically gifted students.

The Honors Program will hold at least one, but possibly two, honors conferences during the 2006-2007 academic year. The Office of Academic Affairs will continue to support low enrollment in honors courses as a strategy for attracting students to the program. Included in these efforts will be at least three WI-honors sections each year.

In an effort to develop a continuum of experiences, from the challenging independent-study experience to the sophisticated work of the honors classroom, faculty on the honors committee will continue to work with others in faculty development seminars to determine effective ways to integrating multiple modalities, including:

- Project-based learning
- Peer-led tutoring and mentoring
- Student internships
- Conference and research experiences
- Student presentations

The program will undergo assessment to determine student satisfaction and the degree to which students feel prepared to transfer to senior colleges. Honors Program students will continue to meet as a group to build relationships with other honors students, collaborate on research or academic endeavors, and prepare for conferences. There will also be times when students come together to hear presentations given by visiting scholars and guest lecturers.

Honors Program and College NOW

During academic year 2006-2007, College NOW and the Honors Program will join forces to recruit high-achieving high school graduates who participated in College NOW to attend Queensborough. Former College NOW participants who earned an average of B+ or better in courses taken at Queensborough or at other CUNY community colleges will be invited to register for an honors course as incoming freshmen. Selected students will be invited to an honors reception sponsored by CUE, Student Affairs, and College NOW.

Academic Support Services

The New Writing Center (NWC) Programs

ACT Workshops. This project will provide workshops, tutoring, tutor/facilitation training, and materials development to prepare students to take the exit-from-remediation ACT writing examination retest. Participants in these intervention workshops will come from the following categories:

- NC students: students who have passed BE-112/205 but have not yet passed the ACT
- Write Prep students: students who have passed the ACT reading examination and received a score of 6 on the ACT writing examination

Workshops are configured to deliver 22.5 hours of intervention each cycle, utilizing a team-teaching facilitation style (two to three tutors facilitating each section, depending on section size) and modeling strategies for students through the use of specially designed lesson plans that guide and standardize workshop delivery. Tutors/facilitators will receive one hour of training each week over the 10 weeks of the ACT writing examination interviews to prepare them to conduct workshops and to tutor students. Workshops will be scheduled during the day, evening, and weekend hours according to student need, with individual and small-group tutoring to augment workshop delivery. Up to 25 eligible students may enroll in each section of the workshop. In total, the Writing Center expects to implement 26 sections of ACT writing examination interventions over summer 2006, serving approximately 650 students. The delivery of intervention workshops has become a significant part of the college's retention efforts.

Bridges to Retention. Through assessment measures developed by NWC, Basic Educational Skills, and academic departments, a discrepancy has been revealed between the level of specific abilities faculty expect of students in introductory courses and the actual abilities students bring to those courses. To address this discrepancy, the NWC will offer three Bridges to Retention (B2R) academic preparedness workshops for about 75 students during summer 2006. These workshops will address study skills and strategic learning techniques transferable across disciplines.

The B2R workshops are centered on a series of problem-solving/discovery learning investigations that actively involve students. This helps students learn to organize what they are encountering, both to discover relationships and to understand firsthand some of the uses for that information. Without teaching course content, B2R workshops address the concepts and skills assumed to be in place at the start of the course, thus permitting students to begin their class work at the instructors' starting point rather than requiring remediation during the semester.

For incoming students, B2R workshops will address only study skills fundamental to success in all curricula. The NWC will offer session-targeted, single-session B2R type study skills, note-taking, and strategic learning technique workshops to students who are enrolled in at least one developmental course.

ACT/CPE. The NWC proposes to continue and modify the ACT/CPE workshop support project. The project for summer 2006 and academic year 2006-2007 will entail the evolution of the "2-for-1" pilot. To increase exit-from-remediation pass rates, NWC will pilot and implement special sections for ACT writing examination prep, which will extend the workshop time from 20 hours of content to 34 hours of content, with two opportunities to take the test. At 20 hours, all students in the pilot section will test. Assuming a 50 percent pass rate and quick turnaround time on reading and scoring, those that pass are finished; those that fail would return for the second half of the workshop and re-test at the end. Sections can combine after the first examination or remain separate and small. During the academic year, 150 unique students would be served each semester.

CPE workshops will provide tutoring, tutor/facilitator training, and materials development to support eligible students preparing to take the CUNY Proficiency Examination (CPE). The project will provide formal CPE prep workshops, as well as individual and small-group tutoring, focusing on three modalities of CPE prep implementation—CPE overviews, Task 1 Clinics, and Task 2 Clinics—offered during the

day, evening and weekends. The project will also provide facilitators with three hours of CPE tutor training and a materials developer to update and expand CPE materials. Up to 25 eligible students may enroll in each section of formal CPE prep workshops, and up to five students at a time may receive small-group tutoring from each facilitator. In total, NWC expects to serve about 100 students.

To increase the pass rates of students who take the CPE, NWC will initiate two-hour overview workshops and 1-hour Task 1 & Task 2 clinics during 2006-2007. The overview workshops will be particularly helpful for students taking the CPE for the first time. This workshop will introduce students to the reading, writing, and critical thinking skill sets that the CPE requires them to perform and offer practice in “unpacking” the directions to the overall task that the CPE presents. NWC expects that the Task 1 & Task 2 clinics will be especially helpful for students who have taken the CPE before and failed. It will review the directions, break down the elements of Task 1 and Task 2 of the CPE into manageable strategies, and apply them to practice versions of the examination.

Materials/Curriculum Development Project. To assist students who have repeated the ACT three or more times, NWC proposes to develop a course of study. “NC4” is a designation that NWC attaches to any student who has an NC grade in BE 112 or 205 and who has taken interventions three times and failed. It is obvious that neither a workshop nor small group and individual tutoring for 20 hours are appropriate means for remediating these students’ weaknesses in writing. However, since they have NC grades, they cannot return to BE 112 or 205 for a more structured, prolonged learning experience. NWC recently identified 40 students with the designation of NC4+, ranging from NC4 to NC7. Of these 40 students, 85 percent of them have an ESL designation in SIMS. Therefore, NWC will work in conjunction with Basic Skills to develop the curriculum for a new 14-week BE course that will begin during the summer and will extend to the fall, which specifically addresses the obvious ESL connection to the inability of a 20-hour workshop to prepare these multiple repeaters adequately.

Information Literacy: Broadening the Application of Information Literacy to the General Education Goals of Learning Academies. Information Literacy is one of the General Education goals identified by Queensborough as intrinsic to students’ holistic education. Library faculty first piloted, then implemented, an Information Literacy course, but with limited success. One of the main issues for the College is deciding whether to institutionally support student acquisition of information literacy skills. If so, both the Library’s curricular model, as well as the ability to modify departmental curricula such that information literacy-based assignments may be integrated seamlessly into instructional syllabi, should be re-examined.

NWC, in collaboration with both the Library and Academy faculty, will be involved in a six-month materials and curriculum development and review project, moving a stand-alone information literacy curriculum into a more adaptive modality that can be “plugged-in” to any curricula or course. Given an assignment by an instructor that requires students to use information literacy skills, students should understand the connectivity among the classroom, the Library as a resource, and NWC as a place to organize their information. Paid curriculum/materials developers from NWC (CTE rates) should collaborate with Library and operating Academies, during summer 2006 and fall 2006, to review the current curricular content of the Information Literacy course and to discuss and develop appropriate modalities and methodologies for deploying and

integrating the demonstration of these skills seamlessly into existing academic curricula. The project will submit its work product, along with recommendations, to the Office of Academic Affairs by January 2007 for review and modification or piloting with identified Academy courses over the Spring 2007 semester.

Connecting WI Faculty Development to NWC: Integration of NWC into WI Summer Institutes/Faculty Development Workshops. Thus far, the emphasis of WID/WAC faculty development has centered around faculty members' modifying their syllabi and/or their pedagogy to use writing as a means of learning. However, with the push to increase the number of WI courses because of the two-course WI requirement that went into effect in fall 2005, there are now approximately 6,000 students enrolled in WI courses this spring, and that number will continue to grow in future semesters. The resulting diminished ratio of writing fellows to students is such that the fellows' role has become solely that of assisting the new and expanded WI faculty to explore WI applications in their course content and presentation. NWC, in collaboration with the co-directors of WAC, writing fellows, and participating WI faculty, will become part of the training that is designed for WI faculty.

NWC will present, as part of ongoing WI faculty training, writing center pedagogy as it relates to WAC and WI and be able to listen and respond to concerns and questions raised by new WI faculty. Paid curriculum/materials developers from NWC (CTE rates) should collaborate with WAC and begin, during summer 2006, to develop presentation materials for immediate integration into the WAC/WI faculty development, whether during the Summer 2006 Institute or during fall 2006 and/or spring 2007. The project should submit its work product, along with recommendations, to the co-directors of WAC and the writing fellows for incorporation into the WI faculty training canon and online materials available through the WAC website.

Basic Skills Learning Center

To provide academic support services to students in the Summer Academy, the Basic Skills Learning Center will provide both computer technology support services and small-group tutoring for six weeks. Tutors will assist students attending the laboratory as part of their developmental course requirements. These students will benefit from tutors knowledgeable about the material necessary to master course objectives. Tutors will also assist students with educational technology resources. During the six-week summer program, 45 hours each week of reading and writing tutoring will be provided so that a potential of 135 students will receive small-group instructional support. Specifically, students in the higher-tiered Basic Educational Skills classes will be invited to attend ACT writing prep and COMPASS/ESL reading prep sessions to increase their pass rates at course completion. Since the summer students who may receive a grade of NC after completing the course will not have the opportunity to take a 20-hour workshop prior to the beginning of the Fall 2006 semester, enhanced preparatory sessions will be initiated during the six-week period. In addition, COMPASS/ESL reading workshops will be provided for other students who have received in the past a grade of NC after completion of BE 122 or BE 226 (passed the course but not the ACT).

An enrollment aide will assist with the attendance and tracking of the Basic Education Skills students enrolled in the Summer Academy, the ACT writing preps, the

COMPASS/ESL reading preps, the COMPASS/ESL reading preps, and the COMPASS/ESL reading intervention workshops.

Mathematics Learning Center

The Mathematics Learning Center will provide summer workshops, computer reviews, and tutoring for nearly 350 students. Four different modalities of mathematics instruction will be offered. The first two are MA 005 (Basic Mathematics and Problem Solving) and MA 010 (Elementary Algebra). The second two accommodate special categories. MA 013 will be available only to students who have passed the placement examination but have not been exempted from elementary algebra. MA 013 Express will be available to students who have passed the placement and scored a total between 15 and 19 on the sum of sections II and III of the placement examination. The instruction for MA 013 Express will be tutor-assisted and computer-based; students who successfully complete the course will receive a waiver for MA 013. The department will also offer workshops, computer reviews, and tutoring for summer courses. This summer, students who take MA 010 will be expected to attend a laboratory for two hours each week, which is designed to increase the passing rate for the computerized COMPASS examination. In addition, students will attend a mandatory COMPASS review in the Math Center and in the Computer Lab using Blackboard.

II. The Plan for Integrated Faculty Development

General Education

Toward Student Success: Building Depth and Connections in Pedagogy Across the Liberal Arts & Science Curricula

General education initiative efforts have revealed what we have come to recognize as a problematic lack of “depth” and connections in and across liberal arts and sciences curricula. As those earlier inquiries progressed among faculty members from both professional programs and the liberal arts, it became clear that the liberal arts and science curriculum could borrow and adapt from the professional programs a variety of structural models to offer students a sense of purpose and integrated, sequential learning.

Building a Cornerstone-to-Capstone Liberal Arts and Sciences Curriculum (LS). To achieve depth and create opportunities for students to build connections across their learning experiences, we propose to create a *cornerstone-to-capstone* structure for the LS curriculum with specific *milestones* in between.

The proposal for this academic year, under the leadership of CETL, will challenge the faculty to establish practices and programs that provide a missing depth in the LS curriculum while forging connections across disciplines and professions. Under the direction of the CETL director, the faculty will engage in three year-long professional development projects that will imagine and plan for providing this currently missing depth. The first project will investigate BES and EN101 “cornerstone” experiences and practices; the second will examine the possibility of a “milestone” experience (at approximately 30 credits) around analysis and synthesis (approximately 30 credits); the

third project will develop a capstone experience that offers options for students as they near graduation to synthesize their academic work with present practice and future educational or workplace goals. We believe that reshaping the LS curriculum in this way will continue the cultural shift at Queensborough toward offering rich and engaged learning experiences for the diverse educational community. We also intend for this structure to offer students, particularly in LS, an incentive to graduate from Queensborough before transferring to a four-year institution.

Developing a Helix Pedagogy Integrated with Other Pedagogies. At the core of the project is asserting an idea of pedagogy that will offer us some common language and conceptions across projects. We intend to develop a “helix” recursive/progressive notion of pedagogy that works with the cornerstone/capstone structure to encourage both faculty and students to acknowledge that present learning builds on knowledge gained in past learning experiences. Calling on multiple intelligences theory, notions of intentional learning, learning styles research, uses of reflective writing and other active pedagogies of various kinds, including project-based learning and writing across the curriculum, a helix pedagogy will encourage students to reflect recursively on the learning that they bring with them to each progressive learning moment. The goal is to provide structures that allow students to make connections between what they have learned or are learning simultaneously in another course and what they are about to learn. Each learning task then becomes less daunting and encourages students’ sense of empowerment.

One method of encouraging reflection and recursivity is instituting a “literacy narrative” in which students reflect on their progress in writing, thinking, speaking, and listening, from their first day in a Queensborough class through to their capstone experience. Students would continually revise these narratives, posting their evolving thinking on the e-portfolio when it is constructed.

First Project: Cornerstone Courses. Cornerstone courses represent those courses students take, both developmental and/or credit-bearing, in the first two semesters at the College. Advancing previous General Education efforts, cornerstone courses will increasingly be imbedded in learning communities and academies that provide opportunities for interdisciplinary learning. Asserting the cornerstone model allows us to reorient disciplinary teaching and learning through an intentional focus on the development of academic rigor and general education competencies, including communication (reading, writing, speaking), critical thinking (analysis and synthesis), managing information, and introduction to values in a diverse society. The particular challenge that we pose for ourselves allows us to address a long identified problem of integrating non-credit bearing courses with credit bearing courses, as virtually all the courses in LS have no credit-bearing course prerequisites.

Building Faculty Awareness and Attention to Pedagogy. To create a meaningful and integrated cornerstone experience for students, a cohort of faculty members from BES, English and across the general education program of study, counselors, advisors and instructional support staff will meet under CETL leadership to inquire into pedagogical approaches to delivering cornerstone experiences. This cohort will focus on two areas: 1) students in Basic Educational Skills non-credit-bearing courses and LS credit-bearing courses in learning communities; 2) students in EN 101 and LS credit-bearing courses, including those in learning communities. The special needs of ESL students will be represented by faculty in each group.

Meeting over the entire academic year, this cohort will develop pedagogical approaches and model assignments, apply them in their classes in the fall and spring, and document best practices for the community through the CETL website and presentations at the Conference of the College in fall 2007.

Project Two: Milestones. To further integrate students' General Education experiences in this building of both depth and connections, we also intend to provide an opportunity for students to present proficiency at the 30-credit milestone in analysis and synthesis (synthesis and integration being two of our General Education objectives). Focus will be on developing assignments that can be integrated into popular second and third-semester courses in various curricula such as business, technology, science/health, social science or history and humanities. The 30-credit threshold is deliberate, as it is essentially half way in a students' process toward encountering the CUNY mandated milestone, the CPE.

In the milestone phase of the project, students will have the opportunity to demonstrate in a paper portfolio one or more assignments that require analysis and integrative thinking, abilities ultimately called for in the CPE. Students will also be asked to write a reflective piece on their process of learning to analyze and synthesize (what Lee Schulman, at the recent CUNY General Education Conference, referred to as "split" and "lump") and add it to their portfolio. Inserting milestone goals throughout the students' time at Queensborough will encourage success by giving them a sense of accomplishment that they can demonstrate to others. Milestones also help make students to become more conscious and self-directed learners through their reflective writing.

We are currently developing and piloting an ePortfolio that will in future years provide students with a place to present this work, be it visual, textual, or auditory. The ePortfolio will support the goals of recursive learning, as it provides opportunities for students to reflect on, return to, and build on successive learning experiences and the resulting work. For our purposes this first year, we will, as indicated above, continue to concentrate on paper portfolios.

To enact the 30-credit milestone experience, a group of five faculty across the disciplines will come together in CETL in the fall semester to share their expertise and inquire into a) differing analytic and integrative approaches and model assignments within their disciplines; and b) pedagogical strategies for encouraging student learning/practice of analysis and synthesis integration including the recursive/progressive helix approach. In the spring semester, these faculty members will assign analytic and integrative assignments to students, who will keep a portfolio of the assignments that demonstrate their learning. Students will then display their best work at a small portfolio conference in May.

Project Three: Capstone Experiences. The capstone experience is essentially an opportunity for students to "connect the dots" and practice capabilities and knowledges/literacies that they have gained throughout their time at the college. It is fulfilled by the time the student reaches 60 credits. The capstone experience is the goal that the student works toward and may be initially embedded in the cornerstone experience and worked on throughout all consecutive semesters.

The capstone group of five faculty will work with CETL to develop models of a capstone project suitable for integration into a variety of courses in LS.

General Education Faculty Development Summer Institute, June 2007. To expand the impact of the cornerstone/milestone/capstone project and prepare faculty for implementing these developmental stages in their courses in the academic year 2007-2008, CETL and CUE will sponsor a faculty development institute in June 2007. Faculty interested in participating will apply to the institute, will receive a stipend to participate, and will make a commitment to implement cornerstone, milestone, or capstone work in appropriate courses in academic year 2007-2008.

Writing Across the Curriculum/Writing Across the Disciplines

With the advent of the new Writing-Intensive graduation requirement at Queensborough during the 2005-2006 academic year, we feel it is imperative to continue to grow the cohort of faculty members able to teach WI classes while also taking a close look at how and why WI classes are being enrolled. It is imperative for us to understand how effective the College is in distributing throughout curricula enough WI sections for students, whether and how students are enrolling in and dropping from WI sections, and whether we need to anticipate a bottleneck of students needing to take WI classes during their final semester prior to graduation in the coming years.

Additionally, we intend to begin a gradual reshaping of the WID/WAC program to address the place of reading and reading pedagogy across general education curricula. We intend to involve more faculty members in helping shape the direction of the WID/WAC program by working closely with faculty expert in reading to support the integration of reading theory and practices into WI workshops and in other venues across the curriculum.

Our past professional development efforts have focused on expanding, complicating, and enriching already received notions of “writing” as an ongoing developmental need for ourselves and our students. As we learned the hard way, however, any attempt to focus on broader notions of literacy were counterproductive because even broaching “writing” in isolation from other literate practices revealed how complicated a term it is: a term and concept packed full of cultural assumptions, misconceptions, and social/racial/classist attitudes.

In our desire to bring writing and reading together, we recognize that reading is just as much a term packed with similar kinds of (mis)understandings. Such a move to focus on reading *and* writing is long overdue. Even to talk about reading and writing in the absence of speech and performance, of poetics and image, is in many ways unacceptably narrow. However, we are proceeding strategically given our specific institutional context. We have found success creating concrete change in the culture of the College with regard to literacy education by proceeding slowly and methodically, and we see an opportunity to expand the WAC program and reweave it into the fabric of the college community in ways that bring more faculty members in as stakeholders, in ways that connect our WAC program more coherently to departments like Basic Skills, and that place WAC as a more complex voice advocating a focus on student learning and pedagogical reflection and research.

Professional Development for Faculty Members and for Writing Fellows

Faculty Members. We will continue to pursue a comprehensive and intensive schedule of professional development for faculty members preparing to teach, or already

engaged in teaching, WI classes. We will continue to offer a longitudinal scope of professional development workshops in which faculty have time to examine what WI classes are and might be, and then time and support to pilot their own WI classes.

Because of scheduling conflicts with the faculty members who need to participate in WI workshops, we recognize the need to remain flexible in offering professional development workshops. We propose two sets of WI workshops because scheduling is particularly a problem for new and long-term adjunct faculty population: one during the academic year, one during the early part of June 2007.

Last year, we were compelled to alter the original schedule of professional development to accommodate a very large number of faculty members in a variety of workshops. We are eager to return to a two-semester process during the academic year. Having a year to work intensively with faculty members allows for necessary and important opportunities to plan and experiment and then to implement and reflect. We intend to return to a focus on workshops for up to 20 faculty members (both full-time and adjunct) spread across two semesters. Faculty members will continue to prepare WI class portfolios that form the basis for “certification” of WI faculty status, as determined by the WAC coordinators and the WAC Committee of the Academic Senate.

In the spirit of CUE, the design for the summer seeks to make these workshops more broadly applicable, orienting an emphasis on WI class development within a broader context as WAC intersects with other programs (FYC, BES, learning communities, etc.). With a new emphasis on reading, we hope to draw a variety of faculty members who are developing WI classes and faculty members involved in shaping these other programs for an intensive inquiry into the viability of a longitudinal vision for literacy education at Queensborough.

For those faculty members unable to accommodate either of these professional development schedules, we have begun to experiment with “veteran WI faculty mentoring,” in which veteran WI faculty members mentor faculty members in their departments new to teaching WI classes. We would like to continue experimenting with this additional form of professional development for faculty members.

In addition, several departments have indicated an interest in significantly increasing their number of WI sections; we intend to explore offering department specific support (but not necessarily discipline specific, because of local departmental configurations at Queensborough) in the form of workshops or other professional development configurations. We intend to collaborate with these departments to figure out the most productive way of working together.

CUNY Graduate Writing Fellows

The CUNY graduate writing fellows will continue to be mentored by the co-coordinators and will continue to support the development and piloting of WI classes and Learning Communities. However, their work will be broadened to include working with specific departments (as indicated above), support for the General Education Inquiry, assistance with CETL, collaboration with Institutional Research on assessments of the WI program, and support for the QCC/QC Bridge to Transfer pilot program.

To continue supporting these programs, as well as to maintain the integrity of the WAC program, we will need to support one of our current fellows for the Spring 2007

semester as a non-teaching adjunct (her contract with the Graduate Center expires in December). To have this fellow drop from our program mid-year will leave our program short staffed, and we are concerned that ongoing projects in which this fellow is intimately involved will be neglected to the detriment of the WAC program.

Linking WAC to Other Literacies within General Education

Pedagogically and conceptually, the WID/WAC program is interested in expanding received ideas of literacy and literacy development by pushing beyond a focus on “writing” to include, overtly, “reading.” To this end, we want to support a position for a faculty expert in reading to work with the WAC program (and in conjunction with other parts of CUE and as an explicit focus that needs attention within General Education) to help us enrich our workshops and outreach.

We intend to offer one four-hour workshop each semester on something like “Reading, General Education, and the WI Classroom” for veteran WI faculty members. The intent is to bring veteran WI faculty back together, as part of ongoing professional development, with the focus on an issue not previously examined in the original workshop series. This workshop would be run collaboratively by a writing fellow and the faculty reading expert.

WAC and First Year Composition

At Queensborough, we are in a unique situation vis-à-vis the relation of remedial students to the First Year Composition (FYC) program and the WID/WAC program. A common assumption we have made (and maybe continue to make) is the desire for an appropriate college-wide “developmental” program in which students encounter first BES classes, move into more developmentally challenging EN101/FYC courses, then culminate their writing development in more discipline-specific WI classes in which they can draw on their experiences and knowledge about writing in multiple contexts. This is an idea of development, a kind of metaphorical pyramid, that begins broadly with a focus on enriching broad literacy practices; is more narrowly focused by practice with argumentation and reading and writing with and from sources in first-year composition courses; and culminates in discipline-specific, discourse-specific work in a discipline.

However, at Queensborough, no such trajectory is possible. Because we don’t have majors, because we don’t have prerequisites for many of our courses in the general education disciplines, students can, for example, be enrolled in a BES writing class while also being enrolled in a disciplinary WI class, not yet having taken an EN 101 FYC class. Many of the issues that we have faced over the past five years have been as a result of this. However, we have come to realize rather late that *all* of our courses are introductory courses in reading and writing and that we need to adjust and adapt accordingly. To this end, we will capitalize on our faculty reading experts and draw into our work in professional development workshops and in weekly fellows professional development faculty from across the disciplines who can enrich and expand notions of reading into writing. This will mean, specifically, inviting teachers of First-Year Composition and BES into workshops in which they can share their expertise with novice readers and writers and help shape a more elaborate sense of literacy development. Ideally, as we

gradually expand understanding of literacy development *within* WAC, we will be able to forge similar paths within other parts of CUE, specifically the General Education inquiry.

WAC Assessment

Next academic year, Institutional Research will begin conducting a longitudinal study of 40 self-selected students in writing and reading courses across their career at the college and into graduation and transfer. By conducting this study through e-mail conversation, we intend to follow students through graduation with a bachelor's degree.

III. First-Year Immersion Academy

Approximately 80 percent of students entering Queensborough require some form of remediation. It is critical that these students complete their remedial courses as quickly as possible.

Studies conducted by researchers at Queensborough show that students who enroll in courses in Learning Communities and blocks show a higher retention rate in their first semester than students who take free-standing courses. This is particularly true for students who enroll in remedial courses. In light of these findings, Queensborough proposes to pilot a First-Year Immersion Academy, using three designs. Two of the designs focus on combinations of upper-level remedial reading and writing; the third design focuses on students who place at the lower level of mathematics and reading.

Reading and Writing Remediation Project

In the first design, students can complete two remedial courses via an intensive approach focusing on one remedial course at a time while taking a small number of college-level courses. A group of first-semester students who place in the upper level remedial reading (BE 122) and writing (BE 112) will be offered an opportunity to take these courses in two seven-week modules which meet four days a week and include intensive in-class contact hours. Queensborough will pilot this program to 20 students each semester during academic year 2006-2007. Students will enroll in a block of courses including these two remedial courses and two (6 credits) liberal arts and sciences courses, along with ST 100, Introduction to College Life. The remedial courses will be scheduled intensively, in two 7-week modules, meeting on Monday through Thursday mornings from 10:00 a.m. to 12:00 p.m. For the first seven weeks, students will take the entire BE 122 (reading) course; in the second seven-week module, they will take the entire BE 112 (writing) course. Class size will be limited to 20 students with the additional enhancement of a peer tutor in the class.

Student Affairs counselors will teach ST 100 and provide individualized counseling and early intervention services. All elements of the program will work together to provide students with a cohesive remedial experience. It is expected that students following this model will complete remediation at a faster rate. Following is a sample First-Year Immersion Academy class schedule (see Exhibit A).

The second reading-writing design will pilot one of the proposals from the PIE task force on reading and writing, the creation of a new upper-level remedial course

**First Year Immersion Academy
Pilot Program
Fall 2006
Pilot Program - Sample Student Schedule**

Module 1			
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
9:00 AM - 9:50 AM Liberal Arts & Sciences Course	9:00 AM - 9:50 AM Liberal Arts & Sciences Course		9:00 AM - 9:50 AM Liberal Arts & Sciences Course
10:00 AM - 12:00 PM BE-122	10:00 AM - 12:00 PM BE-122	10:00 AM - 12:00 PM BE-122	10:00 AM - 12:00 PM BE-122
1:00 PM - 2:00 PM ST-100	1:00 PM - 2:40 PM Liberal Arts & Sciences Course		1:00 PM - 2:40 PM Liberal Arts & Sciences Course

Module 2			
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
9:00 AM - 9:50 AM Liberal Arts & Sciences Course	9:00 AM - 9:50 AM Liberal Arts & Sciences Course		9:00 AM - 9:50 AM Liberal Arts & Sciences Course
10:00 AM - 12:00 PM BE-112	10:00 AM - 12:00 PM BE-112	10:00 AM - 12:00 PM BE-112	10:00 AM - 12:00 PM BE-112
1:00 PM - 2:00 PM ST-100	1:00 PM - 2:40 PM Liberal Arts & Sciences Course		1:00 PM - 2:40 PM Liberal Arts & Sciences Course

combining reading and writing. The Basic Educational Skills Department will design the course in fall 2006. Assuming the appropriate curricular approvals, it will be piloted during spring 2007. Results from both of these pilots will be assessed to determine the efficacy of these approaches.

Mathematics Remediation Experimental Project

This pilot project would address the serious, almost insurmountable difficulties students experience who begin in MA-005, the lowest level of mathematics remediation. The difficulties are profound underpreparedness, not just in mathematics skills specifically, but across a wide array of college-ready skills, including reading.

Research indicates that time on task is a principal need and, additionally, stronger reading skills, which helps students to grapple with word problems. The project outlined below would offer all these elements in one special intervention.

Phase 1 (Fall 2006). The project would run two special sections of MA-005 with an additional contact hour each week. Both sections would be paired with the first-level reading course, BE-121. Sections would also have the following academic support: each section would have an in-class tutor for two hours each week and would require additional tutoring in the Mathematics Learning Center.

Phase 2 (Spring 2007). All students who passed MA-005 from the two special sections would be registered for a special section of MA-010 in the following semester. The section would be paired with the second-level reading course, BE-122, and have an in-class tutor assigned to it, preferably the same tutor as in the previous semester.

In addition to the components above, all students from the project would be assigned a faculty mentor at the beginning of the fall semester. This mentor would work for the entire academic year with the students assigned to him or her. This kind of mentorship would involve regular emails, periodic office consultations, and additional advisement about registration and curricular or career choices, or both.

At the end of the academic year, in conjunction with the Office of Institutional Research, the project would be assessed according to pass rates from MA-005 and MA-010 and according to retention from fall to spring and from fall to fall, all measured against the entire incoming fall 2006 MA-005 population.

IV. Interdisciplinary Pedagogy Academy for CUNY Graduate Student Teacher-Scholars

The Interdisciplinary Pedagogy Academy is an innovative professional development seminar in which graduate students from multiple disciplines, who have had few opportunities to inquire into teaching and learning among undergraduate students in their discipline, come together to receive support for their teaching and engage in the scholarship of teaching and learning. Coordinated by Queensborough's Office of Academic Affairs, the Academy will be created under the auspices of CETL and co-developed and run by a tenured faculty member and the director of CETL.

Spanning a year of bi-monthly meetings, the Academy is to offer a rigorous, discipline-based trajectory of both reflection and research into the hows and whys of teaching undergraduates across the curriculum. It will draw on the scholarship of teaching and learning (SOTL) to highlight the important questions being asked of

undergraduate teaching and learning. It will allow graduate student participants to conduct focused pedagogical research into their disciplines at the site of the undergraduate classroom as they teach Queensborough undergraduates. The Academy will also utilize a public weblog of dialogue on the issues under investigation in the seminar, and CUNY faculty will be invited to participate in the seminar conversations, online, and/or sitting in on seminar meetings. Reading lists will be made available online and topical graduate student research could lead to the development of online bibliographies on pedagogy/SOTL, hosted at the CETL site. The weblog could be a site where potential collaborative research projects are hatched and developed. It could also become a national site for dialogue on pedagogical issues and potentially could evolve into a peer-reviewed journal, while maintaining its dialogic elements in the weblog.

At the end of the year, this cohort of graduate students will have received intensive support for their pedagogical development, will have developed a rich array of teaching strategies to make their disciplinary courses lively, inviting, engaging and rigorous, and will have contributed to the growing body of the scholarship of teaching and learning in ways that will make them more marketable as new faculty members when they themselves join the job market as scholar-teachers.

What follows is an initial sketch of this pedagogical seminar that we think can become a model for each of the CUNY campuses (with the assumption that slight variations will occur to account for the specific enterprise of each institution).

CUNY graduate student would enroll in a Practicum course, meeting regularly over each semester, for 6 credits for the year.

- Graduate students would teach one course per semester and be responsible for a year-long research project under the direction of Queensborough faculty members.
- The practicum syllabus would be created by Queensborough faculty members and presented for approval at the Graduate Center (see initial sketch below).
- Inquiry projects will be conducted with the idea of publishing them in peer reviewed journals or as part of a monograph.
- Students would be evaluated by Queensborough faculty members.

Curriculum

Fall:

- Inquire into and articulate pedagogical needs vis-à-vis disciplinary goals for undergraduate students
- Begin to design topic of pedagogical inquiry / secure IRB approvals
- Develop annotated bibliographies of resources related to topics of inquiry (these also become a growing library of pedagogy resources provided on the web for all CUNY faculty)
- Seminar paper on pedagogical inquiry topic
- Weblog (public dialogue on pedagogical topics and teaching issues-others outside the pedagogy seminar may participate.)

Spring:

- Conduct research involving students with IRB approval (in collaboration with CUNY faculty) while beginning supervised classroom teaching

- Present results to group/faculty of disciplinary department
- Participate in course weblog
- Teaching statement (increasingly required of applicants)
- Attend and/or lead at least one CETL professional development seminar/workshop per semester with faculty mentors

Topics/Threads of Inquiry

Theoretical:

- Learning theory
- The scholarship of teaching and learning
- The idea(s) of General Education (what is "general"/ what is "disciplinary")
- What is a community college? What might it be?
- Departmental praxis from chairs (what is done and why is it done here at QCC)
- Recognizing different learning styles (diversity)
- Applications of new technologies and impacts/implications for teaching & learning

Practical:

- What are options for conducting class meetings?
- What learning environments produce what kinds of teaching?
- Teaching in a multi-cultural and multi-lingual environment
- What and why of "homework"
- Sharing of assignments/best practices
- Guest community college professors to share experience/support
- Visits to each other's classrooms; visits to veteran teachers' classrooms
- New York as a learning environment
- How to measure learning
- Publish findings

V. Summary of Expected Outcomes

The following is a summary of expected outcomes, organized by individual programs or projects within the CUE initiative:

General Education/CETL

- Five faculty met to consider pedagogies for cornerstone and capstone courses and experiences.
- Faculty experimented with the pedagogy in their cornerstone and capstone courses.
- Five faculty met to consider pedagogy around 30-credit milestone as it applies to analysis and synthesis.
- Faculty infused pedagogy into teaching analysis and synthesis to their students. Students demonstrated examples of analysis and synthesis in their portfolios and presented them at a conference.

WID/WAC

- 20 faculty participated in WI faculty development.
- Longitudinal study commenced with 40 students.

Learning Communities

- Expansion of MDRC-funded learning communities included 10 course links representing various remedial courses in Math and Basic Skills.
- CETL/CUE Institute on Learning Communities provided training and development for faculty teaching in 2006-2007 learning communities.
- Assessment plan expansion reflects outcomes among all developmental and content course links.

Learning Academies

- Serve at least 125 students in fall academies and increase academic activities in spring 2007.
- Integrated peer tutoring into Academy courses.
- Implemented faculty development on integrating General Education objectives across curricula.

Honors Program

- Expansion of honors courses included 36 courses and/or links representing various academic disciplines.
- Third annual Honors Conference included half of all participants making presentations on behalf of humanities and the other half in mathematics/sciences.

Bridge to Transfer

- Program expanded to include at least three York-bound learning communities in health science programs.

- Expansion of current assessment program, yields tracking of students who entered the program since its fall, 2004 inception.

Save All Freshmen Early (S.A.F.E.)

- Learning Community enrollment via advisors up by at least 10%.
- Video created to advertise learning communities and honors program course offerings.

Mathematics

- Exit-from-remediation results on COMPASS mathematics test increased by 2 percent.
- CPE pass rate on task 2 of required test-takers increased by 2 percent.

The Writing Center

- Students' pass rate on the ACT Writing Exam greater than the fall 2005 college-wide Exit from Remediation pass-rate in Writing of 53.7 percent.
- Students' pass rate on the CPE Writing Exam 2 percent higher than the pass-rate of students who did not participate in CPE prep interventions.
- ACT/CPE materials development: developed, tested, modified, and incorporated additional 15 hours of workshop content and materials for an extended ACT Writing Prep workshop.
- Information Literacy Project: collaborated with Library and Learning Academy faculty to develop "curricular plug-ins" for refining information literacy skills.
- Connected Writing Center to WAC faculty development: Collaborated with WAC to develop Writing Center presentation for integration into the WAC/WI faculty development; developed training materials for incorporation into the WI faculty training canon.

Basic Skills

- 250 students taking BE 122/226 with grades of NC receive 20 hours of reading intervention; 60 percent or better pass rate.
- 8 BE 112/122 or 205/226 links received in-class tutor support
- 4.2 or better satisfaction rate for services of in-class tutors.