



2022-23 to 2023-24

Periodic Unit Review (PUR) Report

Testing Services Department

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ENROLLMENT SERVICES DIVISION

LaGuardia Community College

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Testing Services Overview

The mission of Testing Services is to administer the CUNY assessment tests ensuring the appropriate placement of students during their pursuit of a college degree while providing a secure testing environment responsive to documented accommodation needs and safeguarding the confidentiality of test results. Moreover, we collaborate with academic departments to ensure students are appropriately placed in developmental courses.

The testing office collaborates with Adult and Continuing Education (ACE), Academic Affairs, and pre-college programs to offer exceptional testing services in a professional environment to first-year, transfer, and readmit students. Throughout the years, we have administered various exams in accordance with CUNY's standards for each specific year, including the CUNY Assessment Test in Writing (CAT-W), the Math Survey, the Accuplacer ESL, the Ability to Benefit (ATB), and the ESL Diagnostic Assessment (ESL-D). Upholding honesty, integrity, and fairness, we adhere to nationally recognized standards and guidelines in all our processes.

During the spring semester of 2021, the Student Affairs division underwent organizational changes, dividing into two sections: Enrollment Management and Student Affairs. The Enrollment Management division comprises the offices of Admission, Student Financial Services, Testing, International Student Services (ISS), the Student Information Center (SIC), Registrar, and Student Engagement.

The Testing Office is staffed by a team of both full-time and part-time members, consisting of the director, associate director, HEO assistant, two IT staff, and eight college assistants. It's worth mentioning that the part-time workforce has diminished from eighteen employees in previous years due to financial constraints leading to a loss of funding.

Evaluate the Annual Assessment Trend Data

As per the results of the annual assessment plan, Testing Services has not achieved all the goals outlined between 2019 and 2022. Several factors contributed to this, including revisions in CUNY's testing policies, applications and the administered tests, the impact of the COVID-19 pandemic, and the transition from Student Affairs to Enrollment Management within the division. These external circumstances prevented us from consistently using our existing measures and objectives.

Establishing systematic evaluation and assessment methods is crucial for guaranteeing that testing services accomplish their objectives with maximum efficiency and effectiveness. We will persist in utilizing successful strategies and remain receptive to integrating innovative approaches to fulfill our goals for enhancing the student community.

Goals	Objective/ Outcomes	College Strategic Plan alignment*	Annual assessment results			Target /baseline	Indicator**
			2019-20	2020-21	2021-22		
Goal 1 - Provide placement testing to new incoming freshman, transfer and re-admit students in a secure testing environment	Ensure students take their required Math Self-Assessment Survey for Math placement purposes so that they can get advised and register for the appropriate math level course. Revised in 2020-21	1 - Build Student Access and Success	Testing for Placement • 60% show rate in Fall 2019 and 91% in Spring 2020 for students who needed to take placement exams	• 92% show rate in Fall 2020 and 91% in Spring 2021 for students who needed to take the Math Self-Assessment Survey for placement purposes.	• 90% show rate in Fall 2021 and 83% in Spring 2022 for students who needed to take the Math Self-Assessment Survey for placement purposes.	Because of the introduction of proficiency index placement exams were no longer used. Our target is to maintain around a 90% Math self-assessment show rate	Mixed The target was met, but show rates are below the previous year
Goal 2 - Provide placement testing to new incoming freshman, transfer and re-admit students in a secure testing environment, In 2019-20 it was Collaborate with Academic departments within Academic Affairs to re-test continuing students in developmental courses	Ensure students take their required ESL Diagnostic Assessment for writing placement purposes so that they can get advised and register for the appropriate English level course, In 2019-20 it was Provide finals testing to students in MAT 096, 099 classes and in ENA 099, ENG 099, ESA 099, ESC 099 and CUNY Start and Math Start.	1 - Build Student Access and Success	The ESL objective Started in 2020-21 as a results of the proficiency index	• 66% show rate in Fall 2020 and 85% in Spring 2021 for students who needed to take the ESL Diagnostic Assessment for writing placement purposes.	• 58% show rate in Fall 2021 and 80% in Spring 2022 for students who needed to take the ESL Diagnostic Assessment for writing placement purposes.	Around a 75-80% show rates at LaGuardia for the ESL-D assessment, surpassing the overall rate of 60-65% across CUNY campuses around depending on the semester..	Not Met

2019-2020

It's notable that in fall 2019, Testing Services administered the CUNY Assessment Test in Writing (CAT-W) for students needing placement assessment in writing. However, in spring 2020, prior to the COVID-19 pandemic, CUNY introduced a new method to determine placement for English and Math developmental, co-requisite, and college-level courses. This new approach relied on students' English and Math Proficiency Index (P.I.) scores, considering their Regents scores as well as English and math scores from grades 9-11 to determine course placement. Consequently, due to this new P.I. score placement system by CUNY, there was a notable decrease in the number of students required to take the CAT-W in spring 2020 compared to previous years. However, it's important to note that the CAT-W still needed to be administered in cases where students lacked an ENGLX score or had an ESL-service indicator.

To gauge the effectiveness of our programs during this timeframe, we utilize show rate statistics. For instance, the CAT-W exhibited a notable increase in show rates, rising from 60% to 91% between the fall of 2019 and the spring of 2020. Collaboration with academic departments in retesting continuing students in math, English, and the CUNYStart/MathStart program has consistently yielded high show rates. In fall 2019, the corresponding show rates

for session I & II were 88%, 95%, and 95%, respectively. However, due to the COVID-19 pandemic and the shift to distance learning, CUNY discontinued final exam testing for remedial English and math classes. Consequently, policies were adjusted, and final course grades were determined based on regular class assignments and tests administered by faculty during the spring 2020 semester.

Lastly, we observed a slight increase in ATB participation from fall 2019 to spring 2020, as indicated by show and pass rates. The percentage of students attending ATB sessions rose from 78% to 82%, and the pass rate increased from 70% to 74%. It's important to note that the ATB workshops were canceled at the end of the spring 2020 semester due to two main reasons: a 50% reduction in CUE funding, which hindered our ability to conduct the seminars, and the shift to distance learning mandated by COVID-19, which made it impractical to hold in-person workshops. Additionally, following a policy change, CUNY now allows students who fail the ATB exam the first time to retake it without assistance. Students are now permitted to retake the exam once without assistance after a ten-day waiting period following the initial attempt.

2020-2021

Due to the COVID-19 pandemic and the transition to distance learning, CUNY did not administer any CAT-W writing placement exams in fall 2020. Instead, CUNY's Central office began administering the ESL Diagnostic Assessment (ESL-D) to determine writing placement. Because two different tests were used during these periods, it's not feasible to directly compare show rates between fall 2019 and fall 2020, or between spring 2020 and spring 2021.

One of the challenges faced by the testing department in fall 2020 was that CUNY oversaw the communication and outreach to students requiring testing for the ESL-D assessment. Campuses did not have control over the process of communicating with these students for writing placement, making it difficult to effectively support and engage with them.

After observing a low response rate in ESL-D participation during the fall 2020 semester, the testing departments communicated their desire to be more involved in the process to better support their student body to CUNY Central Office. In spring 2021, CUNY allowed each campus to send their own communications to eligible students requiring placement testing. Files of eligible students were provided weekly by CUNY for outreach purposes. LaGuardia took advantage of this opportunity by emailing and calling/texting students with information about completing their ESL-D assessment. This proactive approach resulted in a noticeable increase in the response rate, rising from 66% in fall 2020 to 85% in spring 2021—an impressive 19% increase.

Since the Math department introduced the Math Self-Assessment Survey for use starting in Fall 2020, it wasn't possible to directly compare response rates from Fall 2019 to Fall 2020, or from Spring 2020 to Spring 2021, regarding our math goals during this period. However, upon

reviewing response rates for the Fall 2020 and Spring 2021 semesters, we found a consistent show rate of 92% and 91%, respectively.

To ensure students completed the math assessment and qualified for enrollment in classes, the testing team went the extra mile by personally contacting students in addition to sending emails. The math self-assessment is manually scored, and the testing department staff updates students' CUNYfirst Student Group records accordingly.

2021-2022

The testing department had a comparable show rate between Fall 2021 (90%) and Spring 2022 (91%). There was a minor difference in the number of students tested during this time, 24 more students for Fall 2021 in Math Self-Assessment as compared to spring 2022.

In Fall 2021, there was a slightly lower response rate in ESL-D assessment (58%) compared to Fall 2020 (66%). However, it's noteworthy that we received over 300 more responses for Fall 2021 (947 students) compared to Fall 2020 (617 students).

The lower show rates in Fall 2021 and Spring 2022 could be attributed to several factors. Firstly, we returned to in-person classes after the COVID-19 pandemic, and CUNY mandated full vaccination for in-person attendance. Initially, there were no clear guidelines or policies in place for students who were not fully vaccinated, which may have affected attendance. Additionally, other factors such as financial obligations and limited remote course offerings may have influenced students' decisions.

Moreover, many potential incoming students may have experienced burnout from attending high school remotely for almost two years and felt the need to take a break from academic studies. These factors combined likely contributed to the lower show rates observed during this period.

Review the Unit's Mission, Goals, and Objects

The mission of Testing Services is to administer the CUNY assessment tests ensuring the appropriate placement of students during their pursuit of a college degree while providing a secure testing environment responsive to documented accommodation needs and safeguarding the confidentiality of test results. Additionally, our office works with academic departments to ensure that students are placed in the appropriate developmental courses.

By leveraging the resources and expertise of multiple departments and organizations, including the English and Math departments, Student Advising Services, ASAP (Accelerated Study in Associate Programs), College Discovery, Admission, Registrar, and CUNY/Math Start, as well as ACE, CLIP, PCAP, CIET, and all pre-college programs (International High School, Middle High School and College Now) offered throughout LaGuardia's campus community, we have established a wide range of support systems to assist students in attaining both academic and

personal successes. Through these collaborative efforts, we are confident that the vision and mission of Testing Services align with LaGuardia's overall objectives.

Through the implementation of a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, testing services successfully obtained valuable information regarding its internal strengths, weaknesses, opportunities, and threats. These insights have been utilized to formulate effective plans aimed at enhancing and expanding the services provided to the students.

Strengths

- Flexible scheduling for new students
- Handle test findings promptly to ensure a smooth and efficient enrollment process.
- Flexibility in meeting students' needs beyond testing, such as those related to admissions, financial aid, and counseling
- Transparency of processes by providing non-Testing staff electronic access to the Testing calendar
- Testing Calendar Enhancements
 - ✓ Electronic Sign-up system
 - ✓ Planning of Academic Calendar
 - ✓ Transparency of communication (via Hobsons)

Weaknesses

- The absence of co-location among office staff leads to inconsistencies and oversight. This also results in inadequate internal communication.
- Manual inputting of all developmental writing course placements for new students

Opportunities

- Provided adequate funding the Testing Office can provide Saturday test session options for new students in months that historically have a low show rate
- For students placed in ENA 101, access to the First Year Institute Program (FYIP) is provided. lowers tuition costs and gives students the chance to enroll in full-time college-level math and English classes

Threats

- Turnover of proctors
- Automated student groups may not work for students who tested prior to 2011. Additional manual data entry required by testing staff.
- Any reduction in part-time staff will:
 - ✓ Not be adhering to CUNY Policy on student to proctor ratio
 - ✓ Create inability to keep up with demands of new and continuing student testing
 - ✓ Negatively affect Student Service

The SWOT analysis, revealed testing services maybe less vulnerable to a potential threat posed by the need to manually enter some student records. This is because we are strong in offering user friendly platform for the online registration procedure. As soon as a student registers for an exam, we can check student records and alert the student immediately if there is a concern with their record, and direct them to the appropriate offices for support.

Testing services has two difficult threats:

- We are spread over three different locations, which makes it difficult for us to communicate internally, and we lack a central office to accommodate all of our people. In order to help secure a shared workspace for the department, we are now collaborating with the Vice President of Enrollment Management on finding a solution.
- Second, the placements for new students in developmental writing courses must be manually entered by our personnel.

There is an opportunity to increase collaboration efforts with Academic Affairs to provide academic support to our students placed in co-requisites by offering them the chance to enroll in the First Year Institute Program (FYIP). If our students enroll in and pass an FYIP math or English course, they can remain on track to complete their degrees on time and save money on tuition.

Based on the findings of the annual assessment plan, Testing Services has made improvements to testing process and methods used over the last three years. Modifications include adding more phases to our communication procedures, and working with the IT department in order to help set up and send emails to students who need to register for an exam via the Hobson's platform. To ensure that students are not receiving duplicate messages, we constructed an internal database and followed up with a personalized phone call and text messages once an email was issued. Thus, we see an improvement in show rate percentage from 60 percent in fall 2019 to 90 percent in fall 2022.

There was a need to revise our department's goal, which was to provide math and ESL placement testing in a safe testing setting to entering freshmen, transfer, re-admit, and non-degree students. Since our primary goal is to offer the college community an outstanding testing experience, the assessment of Accuplacer ESL and the Math Survey is now listed as one goal with two distinct objectives. Additionally, we incorporated the goals and targets of the First Year Institute Program (FYIP) to our assessment plan. Similar to the other initiatives the testing department will collect data from all the FYIP English and math courses, analyzing attendance and final grades to track show and pass rates.

Measures and Associated Targets

After establishing the revised goals and objectives we focused on the measures and associated targets, as is shown in the table below:

Objectives	Measures	Annual Targets
Goal 1. Provide placement testing to new incoming freshman, transfer, re-admit and non-degree students in a secure testing environment		
1.1 Ensure students take their required ESL assessment for writing placement purposes so that they can get advised and register for the appropriate ESL/English level courses.	<ul style="list-style-type: none"> Track show rates for Fall 2023 and Spring 2024 for students who need to take placement tests. 	75-80% show rate for the Accuplacer ESL test.
1.2 Ensure students complete the Math Assessment Survey for math placement purposes so that they can get advised and register for the appropriate math level	<ul style="list-style-type: none"> Track show rates and placement for Fall and Spring semester of students who need to take the Math Assessment Survey for math course placement. 	continue to maintain around a 90% response rate for students who need to complete a math assessment survey for placement purposes.
Goal 2: Provide Summer and Winter FYIP/USIP classes in math and English to incoming freshman, transfer and continuing students who are in remedial or co-developmental English and Math placement		
2.1 Offer ENG 99 classes in Summer and Winter for new incoming students and continuing students who have an English P.I. score of 1-64 and need to take co-requisite English per placement. Passing of the course will allow students to take college-level English in the start of the Spring or Fall semester	<ul style="list-style-type: none"> Enrollment in Summer and Winter English FYIP/USIP program Pass rates in Summer and Winter English FYIP/USIP program. Enrollment, registration and retention in subsequent Fall/Spring semester upon completing the Summer/Winter English FYIP/USIP classes. 	1. offer 6-8 English classes during the Summer and Winter. 2. 70% pass rate in the FYIP/USIP ENG 99 express courses and 3. a re-enrollment rate of at least 70% in Fall or Spring semester following the completion of Summer or Winter FYIP/USIP.
2.2 Offer MAT 100 classes in Summer and Winter for new incoming students and continuing students who have a Math P.I. score of 1-59 and need to take co-requisite Math per placement. Passing of the course will allow students to take college-level math in the start of the Spring or Fall semester	<ul style="list-style-type: none"> Enrollment in Summer and Winter Math FYIP/USIP program Pass rates in Math Summer and Winter FYIP/USIP program. Enrollment, registration and retention in subsequent Fall/Spring semester upon completing the Summer/Winter Math FYIP/USIP classes. 	1. offer 6-10 Math classes during the Summer and Winter. 2. 70% pass rate in the FYIP/USIP MAT 100 express course and 3. 3. a re-enrollment rate of at least 60% in Fall or Spring semester following the completion of Summer or Winter FYIP

Goal 1: Provide placement testing to new incoming freshman, transfer, re-admit and non-degree students in a secure testing environment

- Objective 1.1: We established the target base on historical data. Additionally, our targets are considerably higher than CUNY's show rates which has been around 60% depending on the semester.
- Objective 1.2: The target was established based on high show rates in previous years which we would like to maintain.

Goal 2. Provide Summer and Winter FYIP/USIP classes in math and English to incoming freshman, transfer and continuing students who are in remedial or co-developmental English and Math placement

The target for objectives 2.1 and 2.2 were based on pass and reenrollment rates there were established based on improving our baseline from previous semesters.

Specify the Unit’s Strategies for Improvement, including Required Resources

In Fall 2019, in collaboration with the Math and English departments, the testing office provided finals testing to students in MAT 096, 099, ENA 99, ESA 99, ESC 099, and CUNY/Math Start. We tracked show rates for this initiative. Due to COVID-19 and distance learning, CUNY is no longer administering any final exams for Spring I and II 2020. Policies have been modified for the entire course grade to be based on regular class assignments and tests administered during the semester; thus, this initiative was removed from the assessment plan.

Testing Services no longer offers ATB workshops. Numerous factors contributed to this decision, such as COVID 19 and distance learning, a 50% reduction in CUE funding, and a modification in CUNY policy, permitted students to retest for ATB without an intervention after 10 days of initial test.

To enhance Testing Services overall performance, we will utilize the data gathered from the AES during the three-year period of 2019 through 2022. It is our goal to continue to collaborate with the Admissions and Registrar’s office, Academic Affairs and Advising Services to provide exemplary service to our student body so they can meet their academic goals.

Goal	Activities/Strategies	New Resources Needed	Leading Person
<p>1. Provide placement testing to new incoming freshman, transfer and re-admit students in a secure testing environment</p>	<ul style="list-style-type: none"> • Continue to setup appointment in Hobsons for ESL and ATB exams • Review Math Surveys within 24hrs of submission • Continue with email communications via Hobsons 	<ul style="list-style-type: none"> • Upload exams and math survey results to CUNYfirst within 48 hours 	<p>Testing Services staff</p>
<p>2. Increase efficiency and capacity of Testing Services by expanding the office’s ability to serve a growing student population while minimizing wait times and improving schedules.</p>	<ul style="list-style-type: none"> • Schedule walk-in hours during the peak time period and Kick-Off Enrollment events • Set up a designated workspace and provide sign-in sheets • Provide additional testing sessions 	<ul style="list-style-type: none"> • Computer for walk-in hour workspace • Marketing collaboration to design communication for walk-in hours 	<p>Associate Director of Testing and Testing Services staff</p>

External Review

An External Review Report was conducted on behalf of Testing Services, and the overall feedback was positive, highlighting the hard work and commitment of both our full-time and part-time staff. The report also included several recommendations for the department:

1. It is recommended that the Testing Office establish a way of vetting the FYIP instructors and evaluating their effectiveness, probably by surveying the participating students. Starting the fall 2024 semester Testing Services will no longer oversee the First Year Institute Program (FYIP), the program will be housed with the Academic Affairs division. Testing Services will share this critical feedback with Academic Affairs to ensure the continued success of FYIP.
2. SWOT Analysis: one potential threat that was not mentioned is the possibility of CUNY changing their placement/testing policies. CUNY's Central Office determines which testing platform and/or exam is most appropriate for assessing college readiness. Since 2020, CUNY has shifted its testing methods, moving from the CATW to ESL D, and most recently in 2022, to the Accuplacer ESL exam. Despite these changes, Testing Services has successfully adapted to incorporate all necessary changes and effectively meet the needs of our student body.

The External Review Report concluded that, despite facing challenges such as limited staffing, resources, and budget cuts, Testing Services consistently works to adapt to the evolving needs of students and the college environment.

Conclusion

An evaluation of Testing Services performance was carried out using AES data. The primary aim was to assess the office's overall direction, highlight notable outcomes, and formulate key recommendations for enhancement. This assessment process yielded significant conclusions.

Key Findings

Resource Allocation: Limited staffing and inadequate technology have hindered the office's ability to meet the demands of an increasingly diverse and technologically-proficient student population. The decrease in budgeting, resulted in a decline in part-time staffing. As the minimum wage within New York City increased we were unable to adjust accordingly, thus unable to provide a comparable living wage to possible applicants.

Communication Outreach: The testing department has an effective and successful email campaign aimed at notifying students about their testing requirements and how to sign up for exams. However, communication efforts have been lacking in informing students about post-test procedures and available accommodations. As a result, many students may be unaware of the support services offered by the testing office and other campus departments.

Interpersonal Communication: The lack of a central office space for the department is the primary cause of the inconsistent and fragmented internal communication practices in the testing office. Limited space has impeded the office's ability to work together as a cohesive unit and effectively implement plans to provide optimal services to the students.

Recommendations

Resource Re- Allocation: To enhance the testing office's operational capabilities, the college should prioritize allocating additional resources, including staffing and new computer equipment, to the department. This may entail reallocating existing resources or seeking new funding opportunities.

Redesigning Communication Strategy: Developing a comprehensive communication plan is essential to disseminate crucial information that LaGuardia students need to effectively navigate their enrollment process.

Testing Services has undergone several changes in the last three years that have impacted its operations and the services it provides. These changes include transitioning from Student Affairs to Enrollment Management, a shift in the type of tests used by CUNY to assess student readiness, a decrease in funding allocated to testing services, and the lack of a centralized office location. Despite these challenges, the testing office has endeavored to adapt to these changes and develop programs aimed at supporting the academic success of LaGuardia students.

It's crucial to align resources, services, and communication strategies to effectively meet the varied needs of LaGuardia's student population. By acknowledging raised concerns and implementing proposed solutions, Testing Services can improve the efficacy, inclusivity, and accessibility of our offerings. This, in turn, would play a vital role in cultivating academic excellence and fostering student success.

Changes to the Annual Assessment Plan after the PUR process was concluded

Upon the conclusion of the PUR process, the Provost, in collaboration with the Vice President for Enrollment Management, decided to transfer the administration of the USIP/FYIP programs to the Provost's office. Thus, beginning with the 2024-25 annual assessment cycle, Goal 2 will be revised to "Enhance the efficiency and capacity of Testing Services." The Testing Office will also provide new objectives and performance measures to align with this updated goal.

Final Annual Assessment Plan Resulting from the PUR process

Phase 1 - goals and objectives			Phase 2 -measures and activities			Phase 3 - results, analysis, future initiatives				Optional
Goal	Strategic Plan Goals	Objective/ Outcome	Method/ Measure	Year # Activities	Required Resources	Results	Analysis & resulting actions	Future Initiatives?	Cross-Divisional Collaboratio	Annual Targets
Goal 1 - Provide placement testing to new incoming freshman, transfer, re-admit and non-degree students in a secure testing environment	1 - Build Student Access and Success	Objective 1 - Ensure students take their required ESL assessment for writing placement purposes so that they can get advised and register for the appropriate ESL/English level courses.	Track show rates and placement for Fall and Spring semester of students who need to take Accuplacer ESL test for writing course placement.	Fall 2023 & Spring 2024	Test proctors, dedicated testing lab and computer stations				Work in collaboration with ACE, Admissions, Recruitment, New Student Engagement and SIC Offices to identify and outreach to prospective students who need to test. Collaborate with ELA department to set placement level cut scores for ESL and English courses	Our goal is to have around a 75-80% show rate for the Accuplacer ESL test. The overall CUNY show rate has been around 60% depending on the semester.
		Objective 2 - Ensure students complete the Math Assessment Survey for math placement purposes so that they can get advised and register for the appropriate math level course.	Track show rates and placement for Fall and Spring semester of students who need to take the Math Assessment Survey for math course placement.	Fall 2023 & Spring 2024				Work in collaboration with ACE, Admissions, Recruitment, New Student Engagement and SIC Offices to identify and outreach to prospective students who need to test.	Our goal is to continue to maintain around a 90% response rate for students who need to complete a math assessment survey for placement purposes.	
Goal 2 - Provide Summer and Winter FYIP/USIP classes in math and English to incoming freshman, transfer and continuing students who are in remedial or co-developmental English and Math placement	1 - Build Student Access and Success 2- Strengthen Learning for Students - and for Faculty, Staff and the College	Objective 1 - Offer ENG 99 classes in Summer and Winter for new incoming students and continuing students who have an English P.I. score of 1-64 and need to take co-requisite English per placement. Passing of the course will allow students to take college-level English in the start of the Spring or Fall semester	<ul style="list-style-type: none"> • Enrollment in Summer and Winter English FYIP/USIP program • Pass rates in Summer and Winter English FYIP/USIP program. • Enrollment, registration and retention in subsequent Fall/Spring semester upon completing the Summer/Winter English FYIP/USIP classes. 	Summer 2023 for Fall 2023 (June - August) and Winter 2024 (January - February) for Spring 2024	CUE Funding from CUNY Central and campus for the FYIP/USIP program. Dedicated staff for recruitment, enrollment, registration and advisement of students in the FYIP/USIP program				Collaborate with English department on course offerings, staffing and faculty training.	Our goal is to offer 6-8 English classes during the Summer and Winter. We hope to have a 70% pass rate in the FYIP/USIP ENG 99 express courses and a re-enrollment rate of at least 70% in Fall or Spring semester following the completion of Summer or Winter FYIP/USIP.
		Objective 2 - Offer MAT 100 classes in Summer and Winter for new incoming students and continuing students who have a Math P.I. score of 1-59 and need to take co-requisite Math per placement. Passing of the course will allow students to take college-level math in the start of the Spring or Fall semester.	<ul style="list-style-type: none"> • Enrollment in Summer and Winter Math FYIP/USIP program • Pass rates in Math Summer and Winter FYIP/USIP program. • Enrollment, registration and retention in subsequent Fall/Spring semester upon completing the Summer/Winter Math FYIP/USIP classes. 	Summer 2023 for Fall 2023 (June - August) and Winter 2024 (January - February) for Spring 2024	CUE Funding from CUNY Central and campus for the FYIP/USIP program. Dedicated staff for recruitment, enrollment, registration and advisement of students in the FYIP/USIP program				Collaborate with Math department on course offerings, staffing and faculty training.	Our goal is to offer 6-10 Math classes during the Summer and Winter. We hope to have a 70% pass rate in the FYIP/USIP MAT 100 express course and a re-enrollment rate of at least 60% in Fall or Spring semester following the completion of Summer or Winter FYIP/USIP.