University Skills Immersion Programs (USIP)

The City University of New York
Summer 2010

Source: CUNY Office of Undergraduate Studies & CUNY Office of Institutional Research and Assessment
Overview of USIP

• USIP provides opportunities for a substantial number of CUNY students to receive remedial or other types of instruction during the summer and winter sessions.

• Since 1985, USIP has been offered tuition free.

• USIP offerings and models vary. For example, offerings include brief 20-hour workshops as well as those that approximate a regular course. Some offerings are specifically designed for continuing students who have taken a regular remedial course and have not been successful. Other offerings are for incoming freshmen.

• Most USIP programs include an attendance requirement. Students who do not attend regularly are not eligible to retake CUNY basic skills exams.

• Many USIP programs include supplemental tutoring.
In Fall 2010, 79 percent of first time freshmen (FTF) community college students had remedial need. More than half of all FTF at comprehensive colleges and more than 10 percent at senior colleges had remedial need.

Forty-nine percent of community college students and 23 percent of comprehensive college students had remedial need in two or three areas (math, reading and/or writing).
CUNY students most frequently have remedial need in Math. Among Fall 2010 FTF, 64 percent of community college students, 40 percent of comprehensive college students, and 7 percent of senior college students were not proficient in Math.

Initial Remedial Need of FTF, by Subject: Fall 2010
USIP Participation of First-time Freshmen

- In Fall 2010, 17,115 first-time freshmen (FTF) had remedial need. Of these, more than a quarter (n=4,422) participated in USIP the summer before their fall semester.

- Although community colleges served the largest number of FTF with remedial need, a larger proportion of FTF with remedial need participated in USIP at comprehensive and senior colleges.

- Fewer than one-fifth of all FTF community college students with remedial need participated.
USIP Enrollment, Summer 2010

- In Summer 2010 there were 15,596 enrollments in USIP. Enrollments included FTF and other students.*

- Forty-two percent of all enrollments were at community colleges, 32 percent were at comprehensive colleges, and 25 percent were at senior colleges.

- College of Staten Island had the largest USIP program with 1,679 enrollments, followed by Queensborough with 1,349.

*Some students enrolled in more than one course.
The majority (54 percent) of all USIP enrollments were in Math. Fifteen percent of enrollments were in Writing, 9 percent in Reading, and 7 percent in ESL. Four percent of enrollments were in courses that combined Reading and Writing.

Eleven percent of all enrollments were in other subjects. For example, some colleges offer credited coursework as part of USIP. Other colleges offer Science bridge workshops.
Seventy-six percent of all USIP enrollments led to retaking a CUNY basic skills test in Reading, Writing, or Math.

Fifty-two percent of USIP enrollments at the senior colleges, 88 percent at the comprehensive colleges, and 83 percent at the community colleges led to retesting on a basic skills test.

- Students with low scores may be required to take multiple levels of remediation before being eligible to retest.
- Some Math offerings are designed for skills proficient students who have not placed high enough to take the appropriate credit-bearing Math course.
- USIP offerings such as credited courses and Science bridge workshops do not lead to retesting.
In Summer 2010, 13,268 unique students were served through USIP: 6,111 at the community colleges, 4,323 at the comprehensive colleges, and 2,834 at the senior colleges.

Most USIP participants enrolled for the Fall semester.

USIP participants at the senior colleges were less likely to enroll in the Fall. Skills proficiency is often a condition for enrollment in a senior college.
Among USIP participants who enrolled in the Fall semester, about half were first-time freshmen.

Continuing freshmen often participate in June USIP sessions. Continuing freshmen made up the largest proportion of the USIP population at community colleges.

About one-third of all USIP participants at the senior colleges had accumulated more than 30 credits.*

*ESL students, who constitute a large proportion of USIP participants at the senior colleges, have two years to certify in Reading and/or Writing.
A significant number of students address skills deficiencies through USIP. Among community college USIP participants who enrolled in the Fall, 95 percent had initial remedial need. In contrast, 75 percent had remedial need at the beginning of the Fall semester.

Similarly, a large percent of participants at the senior and comprehensive colleges addressed their remedial needs before the Fall semester.

Note: Not all USIP participants had initial remedial need. For example, some skills proficient students participated in USIP because of placement issues.
Many USIP participants move from having multiple remedial needs to having just one remedial need.

This trend is pronounced at the community colleges where many students begin with two or three remedial needs.
Among USIP participants who enrolled in the Fall, there was a significant reduction in the percent of students who had two remedial needs.

Some students moved from having three remedial needs to just two remedial needs after participating in USIP.
Twenty-four percent of all USIP participants had initial remedial need in three areas. At the beginning of the Fall 2010 semester, just 8 percent had remedial need in three areas.
At the senior colleges, roughly three-quarters of USIP students with remedial need in Math, Writing, or Reading achieved proficiency in the subject.

USIP students at comprehensive and community colleges were most likely to achieve proficiency in Reading. Sixty-six percent of USIP students with remedial need in Reading at comprehensive colleges and 46 percent at community colleges achieved proficiency in the area.

Students may be less likely to achieve proficiency in Math because students must pass two levels of the Math assessment. There is a single assessment in Reading and Writing.
Among first-time freshmen (FTF) who enrolled in Fall 2010, those who participated in USIP were more likely to be retained one year later than those who did not participate in USIP.

FTF at senior and comprehensive colleges who participated in USIP were slightly less likely to be retained, most likely because USIP participants were more likely to have remedial need compared to non-participants.
FTF USIP participants with remedial need were more likely to be retained than other FTF with remedial need.

Among FTF with remedial need, 73 percent of those who participated in USIP were retained one year later compared to 62 percent of those who did not participate in USIP.

### One-Year Retention of Fall 2010 FTF with Remedial Need, USIP Participants and Non-Participants

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<thead>
<tr>
<th></th>
<th>Participated in USIP</th>
<th>Did Not Participate in USIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total University</td>
<td>73.2</td>
<td>62.4</td>
</tr>
<tr>
<td>Senior</td>
<td>84.4</td>
<td>80.5</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>72.8</td>
<td>59.9</td>
</tr>
<tr>
<td>Community</td>
<td>70.6</td>
<td>62.2</td>
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(Bar chart showing retention rates for different categories of students.)
Cost of USIP

- Based on total program costs, Summer 2010 USIP expenditures were approximately 3.8M:
  - Senior: $752,485................. ............ ($190 per seat)
  - Comprehensive: $1,272,140........... ($252 per seat)
  - Community: $1,764,044.................. ($267 per seat)

- Increasing participation in USIP would require a significant investment.

- Based on current models, to increase participation in USIP among FTF at the community colleges from 16.7 percent to 50 percent, more than 4,000 additional students would need to be served at an additional cost of approximately $1.08M.

- Factors that influence cost per seat include class size, online components, faculty salaries, and duration of program.
Promising Practices

• Alternate Models
  – Accelerated models/ express workshops for students with close to passing scores
  – Offerings that combine areas, such as combined Reading/Writing workshops
  – Online components
  – Offerings tailored for students who have taken a regular remedial course and not been successful

• Coupling USIP with Supplemental Services
  – Tutoring
  – Advising
  – Orientation

• Policies
  – Mandatory USIP participation for students with multiple remedial needs
  – Mandatory attendance to retest
  – Requiring students to consecutively enroll in USIP or a remedial course each semester until proficiency achieved (continuous pursuit)
Dashboard Indicators

Fall 2010 First-Time Freshmen
• 54% of FTF had remedial need
• 26% of FTF with remedial need participated in Summer 2010 USIP

Summer 2010 USIP Program:
• 15,596 USIP enrollments
  • 54% of enrollments were in Math
  • 76% of enrollments led to retaking a CUNY basic skills test
• 13,268 unique students served
  • 86% of all USIP participants enrolled in the Fall

Among USIP Participants who Enrolled in the Fall:
• 49% were first-time freshmen
• 55% had remedial need after USIP compared to 86% initially
• 8% had remedial need in three areas after USIP compared to 24% initially
• 54% gained proficiency in Reading
• 46% gained proficiency in Writing
• 42% gained proficiency in Math