Institutional Effectiveness Plan

Office of Institutional Effectiveness, Research & Assessment

Fall 2021

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Hostos Community College Institutional Effectiveness Plan – Fall 2021

Introduction

Hostos' Institutional Effectiveness Plan (IEP) serves as a roadmap to guide assessment activities across the college, and to ensure these activities are aligned with the Strategic Plan, supported by the Institutional Effectiveness infrastructure and processes, and lead to meaningful, sustainable improvement in student learning, teaching, and student support systems. To achieve these goals, the Plan includes guiding frameworks, annual and multi-year timelines, assessment tools, as well as strategic and operational planning resources. The Plan sets forth how assessment activities, results, and evidence-informed decisions are communicated to stakeholders, including assessment of assessment processes.

What is Institutional Effectiveness?

Institutional Effectiveness (IE) refers to how well an institution is achieving its mission and goals. An effective institution is characterized by a clearly defined **mission** that articulates who it serves, what it aspires to be, and what it values (Middaugh, 2010). An effective institution has clear goals that are broadly communicated to its stakeholders, and decisions are evidence-informed and mission focused.

Institutional Effectiveness Framework

The Hostos Institutional Effectiveness Framework (Figure 1) incorporates two overlapping areas of planning and assessment:

Organizational Effectiveness – Hostos Community College's ability to assess the extent to which it fulfills its Mission and Goals through sound management, strong organizational processes, and planning.

Educational Effectiveness – Hostos Community College's ability to assess the extent to which it supports student achievement of learning outcomes, and how those outcomes inform continuous improvement and planning.

And it incorporates two aspects of student outcomes:

Student Learning Outcomes (SLOs) – At Hostos we have clearly defined student learning goals: General Education Learning Outcomes, Program Learning Outcomes (PLOs), AES Learning Outcomes and Institutional Learning Outcomes (ILOs).

Student Success Outcomes (SSOs) – Student success, measured as retention rates, completion rates, and graduation rates, among other measures, are driving forces for assessment, which helps the College make evidence-informed decisions to improve student outcomes.
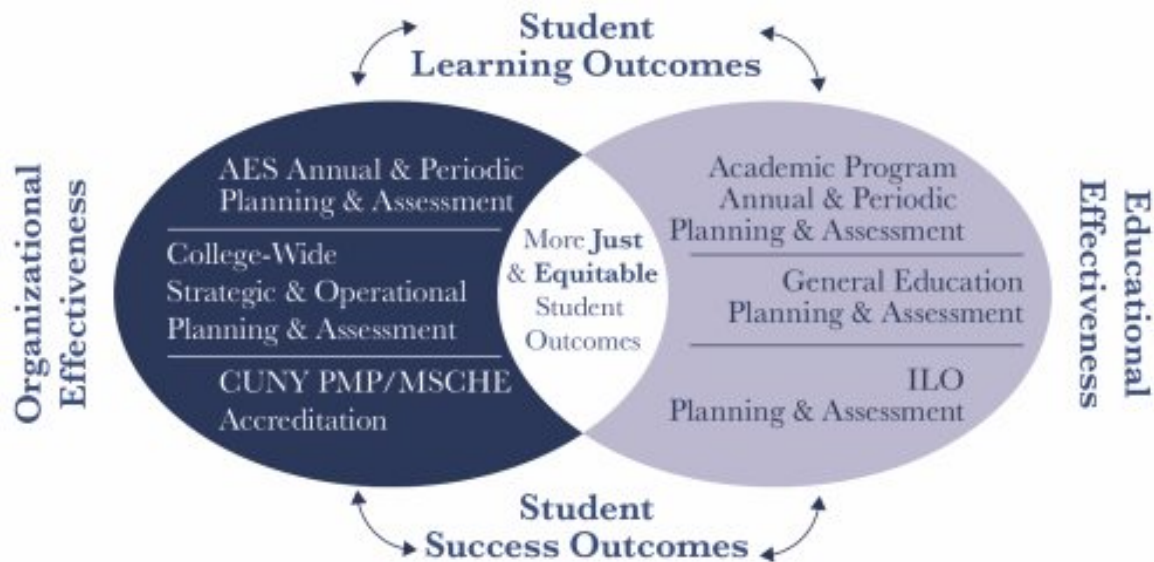
Figure 1: Institutional Effectiveness Framework

At the center of our institutional effectiveness framework, and the mission-informed goal we are ultimately seeking, is just and equitable outcomes for Hostos students.

Hostos' Institutional Assessment Framework and methods are described in detail in the pages below. In short, in keeping with Hostos' college-wide mission, educational effectiveness assessment is used to hold the college accountable to its promise of just and equitable learning and success outcomes for its students. It includes three primary educational effectiveness assessment systems: 1) Academic Program assessment (annual and periodic); 2) General Education assessment; and 3) Institutional Learning Outcomes (ILO) assessment.

While separate, these assessment systems, and their connections to planning and budgeting at the college, have become integrated via the Annual Planning and Assessment Reporting Template (A-PART) unit-based process. People sustain systems, and this requires ongoing faculty- and staff-development to support their understanding of and participation in A-PART; faculty and staff planning- and assessment-related professional development help ensure that people are able to engage in A-PART for it to be effective. Systems do not work if people are not invested in them or equipped to use them.

Over the past ten years, Hostos has innovated various practices (from assessment fellows to now formal committees with clear charges and support) to engage and train academic department chairs, academic program directors, and AES unit directors, as well as other faculty and staff. By respecting disciplinary perspectives and supporting the implementation of systematic, organized assessment, staff and faculty have greater opportunities to engage in meaningful assessment of student learning.

A History of Systematized Assessment Processes

Hostos' mature strategic planning and operational planning infrastructure has served as a solid foundation on which to build organized and systematic assessment of student learning. The evolution of assessment over the past decade speaks to Hostos' commitment to continuous improvement and deliberate change Hostos faculty and staff are committed to making.

The history of this ongoing evolution follows, and acknowledges the significant contributions of faculty and staff to the assessment processes we undertake today:

2012-2015 - Innovating Faculty Engagement: This growth period was characterized by a readiness to try new approaches that would engage faculty in building a culture of assessment. In 2012, two committees existed: the Gen Ed Committee and the Assessment Committee, which focused on assessment of course learning outcomes. To encourage faculty innovation, the Gen Ed Committee was given wide latitude to pilot course learning outcomes assessment methods. During that time, the CUNY Pathways Gen Ed program was introduced, and accreditation requirements shifted to a program-level assessment focus. This combination of factors, alongside limited committee members experience with Gen Ed assessment, made it more difficult to yield meaningful data, as discussed in Hostos' 2017 Periodic Review Report (PRR p. 58). In response, in 2014 the Assessment Committee was charged with shifting focus to program level assessment, including Gen Ed outcomes assessment, leaving the Gen Ed Committee to determine how Hostos' Gen Ed program would align (or not) with the CUNY Pathways Gen Ed program competencies. The Assessment Committee struggled to meet its expanded charge. In 2015, to address this and to expand faculty engagement, the provost dissolved the Assessment Committee and replaced it with a cadre of faculty Assessment Fellows to work directly with individual academic departments to assess student learning outcomes. While building a collegial culture of assessment across the disciplines, and building support among the willing, the Assessment Fellows made a notable impact on increasing completion of academic program reviews (APRs) (PRR p 59).

2016-2018 - Building Standardized Program-Level Assessment Systems, Purchase of eLumen: To facilitate a transition from course level assessment to program learning outcomes assessment, OAA guided faculty through the development of common assignments designed to address one or two PLOs, and rubrics to standardize assessment. Also at that time, to make program-level and Gen Ed assessment more manageable, OAA leadership recommended departments assess Gen Ed outcomes as part of their PLO assessment processes (PRR p. 59).

Prior to 2017, degree programs emphasized assessment of course learning outcomes. In 2017, academic leadership guided faculty development of program learning outcomes and curriculum maps that align courses included in each degree program with the PLOs.

In 2017, in another effort to support faculty and standardize program-level assessment, Hostos invested in eLumen, a digital platform to collect data on and conduct analyses of student learning outcomes. (PRR p. 60). The platform has considerable capacity to produce reports yet requires experienced users. To get faculty up-to-speed, OAA held workshops at which faculty developed curriculum maps and received one-on-one training on the use of eLumen. While early faculty adopters demonstrated eLumen's capacity for supporting the analysis of common assignments with rubrics, faculty needed additional support to better use the system as an assessment tool that informs practice, thus closing the loop.

2018-Present – Additional Capacity Built, Assessment of Assessment, Clearly Charged and Supported Committees, Formal Assessment Training to Help Close the Loop: In 2018, acting on CUNY recommendation that all CUNY colleges have a Cabinet level position responsible for assessment, Hostos' President appointed an Assistant Dean of Institutional Effectiveness whose duties included responsibility for assessment college-wide and supervision of OIERA. To understand the state of its systems and practices at the college, the Assistant Dean, aided by a consultant with higher education assessment experience, conducted an assessment of assessment. This report has served as a roadmap to guide the development of assessment systems to where they are now.

A central report recommendation was to create a process and templates that standardize and regularize educational effectiveness assessment. Versions of the [Annual Planning and Assessment Reporting Template](#) (A-PART) have been designed to serve the academic departments and programs, APR, Gen Ed, and ILO assessment functions and all operate on a set assessment calendar.

The report also recommended the creation of formal and accountable groups that would be charged to oversee specific bodies of assessment work, supported by the [Office of Institutional Effectiveness, Research, and Assessment](#) (OIERA). In response, the Assessment Fellows approach was replaced with four committees: three assessment committees charged with supporting and guiding assessment of General Education outcomes (now according to CUNY Pathways Gen Ed outcomes which have become Hostos' Gen Ed outcomes), academic program learning outcomes and AES outcomes, and an Institutional Effectiveness Committee (IEC) that provides meta-level oversight over assessment processes college-wide, including assessment of institutional learning outcomes. These committees are described on page 8.

In addition to the committee infrastructure, investments have been made to boost Hostos' educational effectiveness assessment capacity. A Director of Assessment was appointed by President Cocco De Filippis in August 2020 to guide implementation of academic program and Gen Ed learning outcomes. The Director of Assessment is a member of OIERA and works directly with faculty and academic leadership. In August 2021, the Assistant Dean of Institutional Effectiveness was appointed Dean of Academic Affairs and Institutional Effectiveness. The position reports to both Provost and President; responsibilities include project managing curricular proposals designed by faculty and supervising educational support units, functions informed by systematized assessment. The dual report facilitates use of assessment results to improve educational effectiveness, while underscoring that assessment, and OIERA remain outside of, and not accountable to, the Office of Academic Affairs. (Additional details about the evolution of assessment systems at Hostos are found in Appendix A of this document).

True to Hostos, assessment continues to engage faculty and staff at granular and meta levels in the name of serving our students. And the college has significantly boosted professional development supports to assessment in recent years. In addition to one-to-one as-needed technical assistance from the Director of Assessment, since fall 2020, the Director of Assessment has offered workshops to faculty and staff about assessment on topics including: how to use institutional data; how to use eLumen; and how to conduct Gen Ed and PLO assessment.

Given the maturity of Hostos' educational effectiveness assessment systems, Hostos also recognizes the opportunity to take these efforts further, with deeper analysis of career and transfer data as part of academic assessment, as well as living wage analysis across degrees, to ensure, in keeping with its social justice mission, that Hostos degree programs prepare graduates for jobs that help them attain greater socio-economic mobility for themselves and their families.

Assessment of Educational and Institutional Effectiveness

The [Middle States Commission on Higher Education](#) (MSCHE) says this about assessment of educational effectiveness: "assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education".

Assessment of educational effectiveness – student learning and the services, programs and practices that support student learning – are the primary focus of Hostos' assessment systems.

In doing assessment, OIERA's goal is to work collaboratively with staff, faculty, and executive leaders to develop and implement goals and assessment protocols. Assessment data are used to support continuous improvement of programs and initiatives.

Clearly Stated and Interrelated Learning Outcomes

Hostos has clearly stated education goals in the form of: Program Learning Outcomes, General Education Learning Outcomes, AES Learning Outcomes, and Institutional Learning Outcomes.

Hostos' Program Learning Outcomes (PLOs)

Prior to 2017, degree programs emphasized assessment of course-learning outcomes. In 2017, the college shifted emphasis to degree program-level assessment, to better understand the extent to which students are achieving learning as they progress through and complete Hostos' degree programs. Now, outcomes for each course are mapped to PLOs. Curricular maps show this alignment, with each course identifying the level of program learning expected upon completion of that course. As of Fall 2021, all program-learning outcomes are aligned with the Institutional Learning Outcomes, thereby helping to assess Hostos mission-specific learning expected of any Hostos graduate. All program-learning outcomes are publicized on degree program web pages.

General Education Learning Outcomes

Hostos' General Education learning outcomes are grouped within eight competency areas, reflecting the eight Gen Ed competency areas outlined by CUNY Pathways, a university-wide effort to facilitate transferability of general education courses across CUNY colleges. Hostos' Gen Ed learning outcomes interrelate with Hostos' nine Institutional Learning Outcomes (ILOs) and align clearly with the MSCHE general education requirements. Hostos general education requirements are broadly communicated to all students via [Hostos' general education program web page](#), as well as in the College Catalog. The syllabi of Hostos Pathways courses include Pathways Gen Ed learning outcomes, as per CUNY policy. Degree programs' homepages inform students that completion of General Education Required and Flexible Core courses is a degree program requirement.

AES Learning Outcomes

Student-facing AES units have identified Support Outcomes (SOs), such as: "Students will be able to identify a variety of career paths presented by 'disability friendly' employers through the Recruiter in Residence initiative." Units that provide direct supports to students have started identifying Student Learning Outcomes (SLOs), such as: "Students are able to identify the type of leadership model that they are exhibiting when engaging in service activities in diverse settings on campus and off campus."

Only AES units that provide direct support to students are expected to identify Student Learning Outcomes (SLOs).

Hostos' Institutional Learning Outcomes (ILOs)

Hostos' ILOs are relatively new, developed in 2019 through a faculty and staff-engaged process facilitated by an assessment consultant. The nine ILOs are based on Hostos' six Mission pillars. Together, they represent a framework for assessing how well Hostos delivers on its commitment to develop fundamental and shared mission-specific learning for all students. ILOs acknowledge and help measure learning that takes place across students' experiences in addition to what is learned in the classroom. The ILOs align with PLOs, Gen ED LOs, and AES SLOs.

Having interconnected learning outcomes strengthens Hostos' capacity to ensure assessment of mission-based educational effectiveness at all levels of learning.
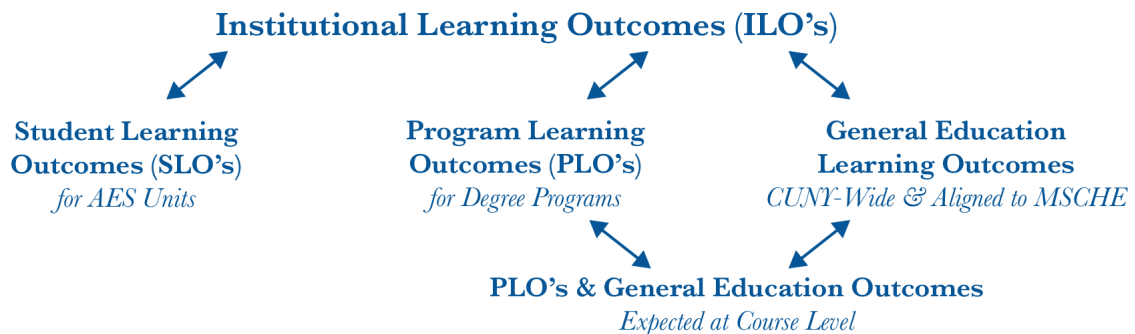
Figure 2: Interrelated Learning Outcomes

Resources & Processes to Support Assessment of Interrelated Learning Outcomes

From an assessment management perspective, the following resources and processes support our capacity to track and assess Hostos' interrelated learning outcomes. Some of these resources like curriculum maps are well known by faculty, while others like the integration of A-PART with operational planning were introduced between 2019 and 2021, and present professional development opportunities for faculty and staff.

Mapping processes

- **Curriculum Maps** developed by faculty for each degree program track the alignment of courses to program learning outcomes (PLOs) and ILOs.

- **Various other mapping processes:**
    - Individual Pathways Gen Ed courses required as part of specific degree programs are mapped separately to PLOs and Gen Ed outcomes (as appropriate)

    - PLOs and Pathways Gen Ed learning outcomes are mapped to ILOs and MSCHE General Education expectations.

    - The Annual Planning and Assessment Reporting Template (A-PART) documents and supports the integration of planning and student outcomes assessment.

Institutional Infrastructure to Support Assessment

Organized assessment has long been conducted at Hostos by faculty with technical assistance and support from OIERA. As systems evolved, Hostos moved toward a more sustainable committee-based structure to support systematic and organized assessments of student outcomes.

True to Hostos, assessment continues to engage faculty and staff at granular and meta levels in the name of serving our students. And the college has significantly boosted professional development supports of assessment in recent years.

Committees to Guide, Implement and Support Assessment

The committee structure now in place since fall 2020 is primarily led by faculty to oversee quality, timeliness, and use of assessment results. While the main purpose of each committee is summarized immediately below, additional information about the role, membership, and activities of each committee is found on the Hostos OIERA website.

The General Education Pathways Assessment Committee (GEPAC) provides support, guidance, and assistance in the assessment process to faculty responsible for the general education courses that are included in the CUNY Pathways initiative. For more information, see the [GEPAC website](#).

The Degree Program Assessment Committee (DPAC) provides support, guidance, and assistance in the assessment process to chairs, program coordinators and faculty in all the academic degree programs throughout the college as they undergo annual program learning outcomes (PLO) assessment and Academic Program Review processes. For more information, see the [DPAC website](#).

The Administrative and Educational Support Assessment Committee (AESAC) provides support, guidance, and assistance in the assessment process to unit directors and staff as they undergo annual AES assessment and periodic AES review processes. For more information, see the [AESAC website](#).

These three committees are responsible for producing end-of-year assessment of assessment reports in their areas of oversight. These committees share these reports with the Institutional Effectiveness Committee (IEC) which is charged with quality assurance of assessment processes collegewide. The IEC, with representation from each of the three assessment committees, reviews each committee's annual assessment report in the annual assessment of assessment report. In addition to covering the state of assessment in each of the three committee areas of focus, the IEC also contributes to the assessment of Institutional Learning Outcomes (ILOs) and provides feedback on how assessment findings each year interrelate with the operational plan priorities. For more information, see the [IEC website](#).

This integrated assessment system ensures higher quality, better timeliness, and regular use of results that then informs the operational planning and budgeting. It also facilitates ongoing assessment of assessment.

The Annual Planning and Assessment Reporting Template (A-PART)

In AY19-20, Hostos implemented use of the [Annual Planning and Assessment Reporting Template](#) (A-PART) to document integrated planning and assessment activities college-wide. Academic departments and AES units all submit A-PARTs at the end of the academic year, and results are used to inform Proposed Actions (closing the loop), that in turn inform Activities included in the next year's A-PARTs *and* college-wide Operational Plan (OP).

The A-PART has been adapted to support academic departments by providing:

- Six uniform goals to guide documentation of departmental activities and anticipate required components of the Academic Program Review (APR): Faculty, Curriculum, Students, Culture, Space/Facilities, and Professional Development
- Space in Section 2 for each degree program housed within an academic department to document assessment efforts.

The A-PART has been adapted to support AES units by providing:

- A separate page for each goal to allow for clearer alignment with activities conducted to advance unit's goals.
- An additional page for assessment conducted within the AES unit, either Student Learning Outcomes (SLOs) or Support Outcomes (SOs).

All three assessment committees also use A-PART to document activities and results, creating a repository of annual assessment activities and findings college-wide that serves as the basis for the annual assessment of assessment.

A-PART templates are prepared for each academic department and AES unit at the start of the academic year. They are stored on Sharepoint, allowing access to multiple parties and facilitating collaboration.

Institutional Effectiveness Assessment Systems at Hostos

The following discussion of assessment systems at Hostos addresses Academic Assessment (annual and periodic), General Education Assessment, AES Assessment (annual and periodic) and Institutional Learning Outcomes Assessment. Each section includes a description of assessment processes, a timeline and multi-year schedule, the template, and the infrastructure. The Hostos Institutional Effectiveness website provides readers with publicly available resources related to assessment.
In addition to these systems of direct assessment of student learning, the college indirectly assesses educational effectiveness through annual University-wide Performance Management Process (PMP) reports, as well as via regular analysis of strategic plan key performance indicators (KPIs) as part of operational planning, and MSCHE accreditation. PMP and strategic plan-related assessment is outlined following the narrative on the four direct assessment systems below.

Academic Program Assessment (integrated annual and periodic review)
Hostos' academic program assessment processes have evolved at Hostos over the past ten years. As described in Hostos' 2017 PRR, from 2015-2017, the Office of Academic Affairs responded to MSCHE recommendations that PLOs be clearly stated in behavioral terms by guiding academic chairs, program directors and faculty through the development of PLOs and curriculum maps. Since then, Hostos faculty

have developed systematized processes for Program Learning Outcomes (PLO) assessment focused on annually assessing if students are achieving the learning we expect of them at the program level, as well as processes for periodically assessing other aspects of program and departmental effectiveness (e.g., student success outcomes). Hostos' introduction of annual PLO assessment has facilitated faculty making "real time" adjustments to the curriculum, degree programs, and student supports.

Features of Hostos' academic program assessment/APR-integrated model: Academic departments conduct program learning outcomes assessment.

Since 2017, Hostos has developed program learning outcomes (PLO) for all degree programs and since 2019-2020, PLO assessment has become a standardized annual activity expected of seven of Hostos' ten academic departments (the English and Language & Cognition departments do not have degree programs; the Library department conducts AES assessment). These seven departments house Hostos' 28 degree programs. Each year, these seven departments each select at least one program learning outcome (PLO) to assess for each of their programs.

The department chair is responsible for completion of the departmental A-PART each year and APR every five years, including documentation of annual program learning outcomes assessment. The program director (of each of Hostos' 28 degree programs) is responsible for implementing annual program learning outcomes assessment that is included in their respective departmental A-PART and APR.

Multi-Year Schedule (annual):
All academic degree programs have aligned courses to PLOs, as well as PLOs to ILOs, in **curriculum maps.** With the Degree Program Assessment Committee's (DPAC's) support, academic departments aim to assess all the PLOs for their degree programs within a five-year cycle which is initially determined by the Institutional Learning Outcome (ILO) schedule, but can be adjusted as necessary if some PLOs require more time to assess.

Template:

The Annual Planning and Assessment Reporting Template (A-PART) was implemented in AY19-20. It standardizes PLO assessment planning and reporting, and defined and standardized **six goals (**Faculty, Curriculum, Students, Culture, Space/Facilities, and Professional Development), and their respective Strategic Plan alignment, that all academic departments respond to.

The A-PART ensures more broadscale PLO assessment use of results for continuous improvement that then contributes to APRs and operational planning. Although all nine academic departments have conducted academic program assessment in some form since Fall 2016, assessment processes and use of results were not standardized prior to the introduction of A-PART in 2019-2020. When A-PART was first introduced in 2019-2020, five (55%) of the nine academic departments appropriately utilized and documented results using the A-PART template. In AY2020-2021 all nine departments (100%) completed A-PART, and 17 of 28 degree programs (61%) documented assessment of program learning outcomes in their respective department's A-PART. By Fall 2021, all degree programs were developing assessment plans, and 100% of academic departments were implementing activities informed by AY20-21 assessments.

The A-PART template and process has facilitated data collection to complete APRs now conducted every five years. Hostos' Academic Program Review (APR) guidelines utilizes the A-PART format and has all the elements required by CUNY policy, as well as elements defined as "optional" by CUNY. Requirements include review of the curriculum, student demographics, assessment, recommendations and plans, and

the extent to which degree programs provide students with educational experiences that prepare them for careers and transfer. The APR guidelines can be found on the Hostos Institutional Effectiveness website.

Process/timeline:

The annual process includes four standardized steps (also described on the website):

- Step One – Create plan (Sept/Oct): Faculty, led by their academic program directors working with the Degree Program Assessment Committee (DPAC), create annual plans defining one PLO to assess as per their degree program's PLO assessment calendar. Department chairs confirm that activities informed by prior year A-PARTS populate the current AY college-wide operational plan. Implementation of assessment and operational planning begins.

- Step Two – Identify appropriate assessment instruments (Oct-Dec): Academic program directors, working with DPAC, identify the assignments and artifacts that will become the body of data assessed.

- Step Three – Collect and analyze data (Nov-Apr): Academic program directors and faculty teaching courses covering the PLO being assessed collect data and analyze data together using a common rubric. Department chairs, supported by OAA, provide activities progress updates as part of operational plan reporting in December and March.

- Step Four – Recommend and implement changes (May-Sept): In May, with support from DPAC, academic program directors coordinate assessment, aggregate the data, and recommend actions based on findings. In June, department chairs submit departmental A-PART reports including PLO assessment and proposed actions to OAA and DPAC. In June-July, the Provost reviews recommended actions in meetings with department chairs. Finalized activities are included in next year's college-wide operational plan (OP). In September, department chairs, academic program directors and faculty implement closing the loop activities, recording these activities in the following academic year's A-PART.

Academic Program Review (APR) – 5-Year Cycle for Departments, including Degree Programs

While all academic programs have completed APRs since they were created, in AY 2020-2021, Hostos conducted a systematic assessment of APR reports and processes, reviewing existing APR infrastructure, guidelines and all completed reports. Findings suggested that reports were of varying quality and scope (APRs were conducted by degree programs and by academic departments and units) and that faculty were having difficulty keeping on track with the schedule without a formal assessment infrastructure and institutional accountability. In response, departments now conduct APRs that aggregate the findings from annual program learning outcomes assessments and include additional analysis of departmental effectiveness. This includes all externally accredited programs (Allied Health), all of which are compliant with accreditation standards. (From 2020 to Spring 2021, while Hostos assessed the APR process, OAA staff worked with faculty to identify appropriate external evaluators and helped faculty complete seven APRs despite the pandemic).

Multi-year Schedule (APR):

The 5-year APR schedule and timeline is as follows (the number in parentheses indicates the number of degree programs housed in each department).

	F21	S22	F22	S23	F23	S24	F24	S25	F25	S26	F26
Allied Health (3)*							▓	▓	▓		
Behavioral and Social Sciences (4)	▓	▓	▓								
Business (5)					▓	▓	▓				
Education (3)					▓	▓	▓				
English									▓	▓	▓
Humanities (3)			▓	▓	▓						
Language & Cognition	▓	▓	▓								
Mathematics (2)									▓	▓	▓
Natural Sciences (6)			▓	▓	▓						

Process/timeline:

The APR takes three semesters, which includes time for data collection, reporting, and external review, and then repeats every five years. All academic departments undertake the process, completing APRs for all programs within their departments during the same academic year. For example, in AY 2021-2022, the Behavioral & Social Sciences Department is completing its departmental APR, including review of the four degree programs housed in the department's Public Policy and Law Unit. APR guidelines are found on the website.

Academic Assessment Infrastructure and Professional Development for Faculty:

In recent years, Hostos has built capacity to support timely and quality completion of annual PLO assessment and APRs. OIERA now supports PLO assessment by providing standardized institutional data on an annual basis. This regularizes standardized data to academic departments and programs annually and expands their standardized data set to support APR. The Director of Assessment manages the academic program assessment processes and schedules. The Degree Program Assessment Committee (DPAC) provides advisory support to academic department chairs and program directors engaged in the APR. Once APRs are completed, DPAC tracks implementation of closing the loop actions and supports faculty assessment of their respective effectiveness.

In AY20-21, the DPAC began offering professional development as an annual series of PLO assessment workshops to support department chairs and program coordinators. The workshops include training on how to use institutional data, how to use eLumen and how to complete the A-PART template.

Each semester, faculty undergoing APR are grouped into a cohort and receive targeted APR guidance from the Director of Assessment including training on using standardized department and program level data. The faculty cohort will be convened once at the end of their third semester of APR to integrate the external consultant's findings into the report. Periodic reviews (APRs) have yielded findings used to transform pedagogy, curricula and student supports, as well as improve student success outcomes.

General Education Learning Outcomes Assessment

Hostos' General Education assessment has evolved significantly over the last ten years. What was a course-based, Hostos-specific General Education approach has become a competency-based General Education approach assessing CUNY Pathways General Education learning outcomes to facilitate student transfer and more equitable achievement of foundational learning across CUNY. The General Education assessment process is now conducted by the faculty-led General Education Pathways Assessment Committee (GEPAC).

Gen Ed Assessment at Hostos has transformed Hostos' gateway curriculum. It has facilitated revisions to gateway learning outcomes, syllabi, and sequences, as well as the creation of a gateway corequisite model that allows students to earn college credit by fulfilling college-level Math and English requirements. Longitudinal analysis of the impact of foundational Math and English courses/sequences on student learning has found: as the number and levels of remediation increase, the percentage of students satisfying their gateway requirements (and thus being able to graduate) decreases substantially. As a result, English and Math developmental sequences with up to 3 course-levels have been replaced with gateway courses that achieve college-level outcomes by integrating supplemental supports, saving students time and money.

Hostos' General Education program has eight competency areas that align with Hostos' mission-based Institutional Learning Outcomes (ILOs), and with the MSCHE expectations for general education as shown by the table below.

There are two areas where the alignment with MSCHE expectations is less obvious. One area is technology. MSCHE expectations include Technology Competency, as do the Hostos ILOs. While the CUNY Pathways General Education program does not specifically include Technology Competency, there are aspects of the Gen Ed competency areas that address Technology Competency, and individual Hostos degree program learning outcomes align with the Technology Competency.

The other area where alignment is less obvious is Communication. While CUNY Pathways General Education includes Communication without specifying modality, Hostos ILOs specify Written and Oral communication competencies.

The chart below shows the alignment of Hostos Gen Ed competency areas with MSCHE expectations for General Education and Hostos Institutional Learning Outcomes:

Alignment of Hostos Pathways General Education Student Learning Outcomes with MSCHE General Education Expectations							
	MSCHE EXPECTATIONS FOR GENERAL EDUCATION (and respective Hostos ILOs)						
Hostos General Education competency areas (aligned with CUNY Pathways)	Oral Communication ILO 3: Oral Communication	Written Communication ILO 2: Written Communication	Scientific & Quantitative Reasoning ILO 4: Quantitative Reasoning	Critical Analysis and Reasoning ILO 1: Critical Thinking	Technological Competency ILO 5: Technology Competency	Information Literacy ILO 6: Information Literacy	Values, Ethics, and Diverse Perspectives ILOs 8 & 9: Diversity; Community/ Civic Engagement
REQUIRED CORE							
English Composition	X	X		X	X	X	
Math & Quantitative Reasoning	X	X	X	X			
Life & Physical Sciences	X	X	X	X	X		
FLEXIBLE CORE							
World Cultures and Global Issues	X	X		X		X	X
U.S. Experience in Its Diversity	X	X		X		X	X
Creative Expression	X	X		X	X	X	X
Individual & Society	X	X	X	X		X	X
Scientific World	X	X	X	X	X	X	X

Features of Hostos' Gen Ed assessment model:

The General Education Pathways Assessment Committee conducts annual competency-based Gen Ed assessment. GEPAC works closely with faculty teaching Gen Ed courses; it is responsible for conducting annual assessment of Gen Ed courses according to the eight competency areas of CUNY Pathways that students are expected to learn through the Common and Flexible Gen Ed Core. This ensures that Hostos' Gen Ed program is assessed holistically, regardless of degree program.

Multi-year Schedule:

Hostos' Gen Ed assessment calendar, managed by the Director of Assessment, ensures Hostos' Gen Ed courses aligned with each of the eight General Education competency areas assessed every five years. For example, in AY20-21, Mathematical and Quantitative Reasoning (MQR) learning outcomes were assessed, and the report was submitted to the mathematics department. Faculty in the mathematics department developed an implementation plan in Fall 2021. In AY2021-2022, English Composition and Creative Expression reports will be submitted to the English and humanities departments, while faculty

across the humanities and behavioral and social sciences departments will conduct assessment of gen ed courses aligned with U.S. Experience in its Diversity (USED).

COMPETENCY AREA	F20	S21	F21	S22	F22	S23	F23	S24	F24	S25
Math & Quantitative Reasoning	blue	blue	blue	green	green	green			blue	blue
Creative Expression		blue	blue	blue	green	green	green			blue
English Composition			blue	blue	blue	green	green	green		
U.S. Experience in its Diversity				blue	blue	blue	green	green	green	
Life and Physical Sciences					blue	blue	blue	green	green	green
World Cultures and Global Issues						blue	blue	blue	green	green
Scientific World							blue	blue	blue	green
Individual and Society								blue	blue	blue

Template:

As of AY20-21, General Education assessment at Hostos is completed by GEPAC using a version of A-PART. The GEPAC annual A-PART documents the first two stages of Gen Ed assessment and allows for data from multiple disciplines, where appropriate. (The third and fourth steps, during which recommendations are identified and implemented, are reported in the respective departments' annual A-PARTs).

Process/timeline:

The chart above shows Gen Ed assessment as a six-semester process. The first three steps, completed over three semesters, are conducted and facilitated by GEPAC.

- **Step 1 – GEPAC provides faculty with guidance** in identifying, organizing, producing and analyzing collect high quality and reliable data, and using a rubric. If these data are not yet in eLumen, GEPAC supports this step as well.

- **Step 2 – GEPAC produces a report** that includes competency-based recommendations across courses, which is widely discussed (e.g., with faculty teaching courses, department chairs, OAA, Academic Council, publicly available on the GEPAC website); feedback is documented as part of the final report.

- **Step 3 – Faculty make decisions about how to implement recommendations** in their programs and courses, which become documented in their respective next year's A-PART and the college-wide operational plan.

The fourth step lasts three semesters (shown in green above) during which faculty implement recommended changes. GEPAC conducts progress updates and provides as-needed support to departmental faculty while they implement changes based on the reports and assess outcomes for closing the loop actions. After these six semesters, that competency assessment pauses for a year before the cycle repeats.

Gen Ed Assessment infrastructure and professional development for faculty:

GEPAC is chaired by the Director of Assessment and is responsible for completing and disseminating reports according to the five-year General Education competency assessment schedule. Faculty make up the majority of GEPAC members, working closely as liaisons to faculty involved in teaching courses aligned with General Education competencies being assessed. eLumen is used to analyze learning outcomes data, and with ongoing alignment of gen ed courses to specific aspects of General Education competencies, eLumen will become a repository of multiple years of outcomes evidence. GEPAC works

closely with faculty involved in teaching general education courses, serving as liaisons, and provides one-to-one technical assistance on topics including rubric design and entering data into eLumen.

Administrative and Educational Support (AES) Assessment

Hostos has a uniform annual AES assessment process as well as a clearly defined periodic AES assessment.

Prior to the adoption of the college-wide [Annual Planning and Assessment Reporting Template (A-PART)](#) in AY19-20, nearly half of Hostos' 50 Administrative and Educational Support (AES) units completed annual assessment reports over the past decade using their own format. In AY19-20 and AY20-21, 85% and 77% of AES units submitted reports using the new A-PART template. Units such as Procurement, Athletics, Budgeting, and Public Safety continue to complete compliance-driven reports including audits.

Features of Hostos' annual AES assessment/periodic review-integrated model:

All AES units have identified student outcomes.

- Student-facing units have identified Student Success Outcomes (SSOs) such as: "Students will be able to explore a variety of career paths presented by "disability friendly" employers through the Recruiter in Residence initiative."

- Units that provide direct supports to students have started identifying student-learning outcomes (SLOs), such as: "Students are able to identify the type of leadership model that they are exhibiting when engaging in service activities in diverse settings on campus and off campus." The AES Assessment Committee (AESAC) will work with student-facing AES units across divisions in order to have SLOs developed by Fall 2022.

- AES units that do not provide direct support to students identify SSOs only.

While AES units have experience assessing student success outcomes the development of AES student-learning outcomes is an emerging practice. AESAC provides support in creating and assessing AES SLOs aligned with Hostos' mission-based Institutional Learning Outcomes (ILOs). This alignment has helped individual units clarify learning outcomes, and helped units working in similar areas, such as advisement units, develop common SLOs.

For example, now that all three [advisement units](#) (Student Success Coaching Unit (SSCU), College Discovery, and Accelerated Study in Associate Programs (ASAP)) have created common Institutional Advisement Outcomes (IAOs), they can conduct common assessment of Hostos' comprehensive advisement offerings. Implementing this cross-unit approach has great potential to strengthen student advisement practices and outcomes, as well as serve as an example for other units with related functions to collaborate on assessment.

Multi-year Schedule (annual):

Each year, AES units assess both Support Outcomes (SOs) and SLOs (once they have been developed). AESAC has a professional development calendar to help all student-facing AES units have SLOs developed by Fall 2022.

Once units have finalized two or more SLOs, they create multi-year assessment schedules to complete assessment of all their SLOs. AES units are encouraged to align their assessment schedules to align with the ILO assessment schedule (found in the section below).

Below is a sample schedule for the Institutional Advisement Outcomes (IAOs) to be assessed across all advisement units at Hostos. There are five that will be assessed on a four-year cycle.

Institutional Advisement Outcomes (IAO) – Assessment Schedule					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
SLO1: Navigate Hostos' administrative and academic policies and processes	X				X
SLO2: Act upon wellness and academic support referrals made by advisors			X		
SLO3: Identify their self-efficacy and know when help is needed and where/how to seek it			X		
SLO4: Use communication, technological, time-management, and study skills to support academic success				X	
SLO5: Identify and connect their personal goals and strengths to their academic choices and career goals		X			

Process/timeline:

Each year, AES units identify and assess one student outcome in accordance with their multi-year assessment schedules. The annual AES assessment process is also described on the website.

- Step One - Create plan (Sept/Oct): AESAC confirms with AES unit directors which outcomes (SOs and SLOs) will be assessed. Division leaders confirm activities within unit plans are informed by prior year A-PARTs. Implementation begins.

- Step Two – Identify appropriate assessment instruments and data needs (Oct/Nov): Unit directors work with AESAC and OIERA to complete assessment plans.

- Step Three – Collect and analyze data (Nov-April): Unit directors and staff collect and make sense of data. Division leaders report on progress as part of operational plan reporting in December and March.

- Step Four – Recommend and implement changes (May-August): In May/June, with support from AESAC, unit directors complete assessments, propose recommended actions based on findings and submit reports to division leaders and AESAC. In June/July, division leaders review proposed actions. Finalized activities are included in next year's college-wide OP; unit directors begin implementing closing the loop activities**.**

This process is repeated annually. In Year 4, AES units undertake AES Periodic Review (described below), which draws on annual assessments, in addition to completing A-PARTs.

Template:

The AES A-PART template is available online.

Multi-year Schedule (periodic):

Every four years, AES units complete AES Periodic Review (AES PR). The process is designed to be completed in one semester and will be undertaken by all AES units, including those who also submit audits and reports to outside entities.

Over the past decade, ~ 75% of AES units have completed AES periodic review (AES PR). Six of these AES PRs have been completed since AY20-21, when AESAC revised the AES PR process and intentionally

integrated it with the annual A-PART so that annual assessment contributes data to AES PR, and data collection is continuous.

The table below summarizes the AES PR schedule for the next two years. The full schedule is found in Appendix B and on the AES Assessment website.

Division	Unit/Office	AY21-22	AY22-23
ADFIN	Budget, Bursar, Accounts Payable		
CEWD	Career Services		
DIA	Alumni Relations		
OAA	Immersion Programs, Honors Program, CUNY Start		
	Center for Teaching & Learning, EdTech, HALC		
President's Office	OIERA, Governmental & External Relations		
SDEM	College Discovery, SSCU		
	Admissions, Counseling, Student Life		

Process/timeline: (periodic)

AES PR draws on four years of AES assessment, and includes four steps: analysis of assessment data, reflection, external/peer review and recommendations. Guidelines are found on the website.

The chart below shows the one-semester AES PR process timeline starting in the fall semester. AES PR can also be undertaken in the spring semester.

- Step 1 – Review of previous years' annual reports (Aug/Sept): Unit directors and staff AES PR team review A-PARTs and discuss observations with AESAC facilitation.
- Step 2 – Development of draft template document based on assessment and reflection (Sept/Oct): Unit directors and AES PR team complete template based on discussion/findings and ongoing analysis of data (as appropriate).
- Step 3 – External feedback conversation to revise template (Oct/Nov): External peer review is focused on questions and areas of focus identified in Step 2, with feedback informing revisions.
- Step 4 – Develop recommendations to be reviewed by division VP/leader: Recommendations are finalized and integrated in next year's A-PART and operational plan.

Template: The AES PR template and guidelines are found on the Hostos website.

AES assessment infrastructure and professional development for staff and faculty:

Annual AES assessment and AES PR are supported by AESAC, OIERA and division leadership. Membership of AESAC is intentionally cross-divisional and AESAC members also serve as liaisons to their respective divisions.

AESAC completes an annual assessment of AES assessment. This annual report reflects on the quality of AES assessments undertaken that year, and aggregates proposed next steps to be considered for the upcoming year's operational plan. Annual reports are posted in the assessment section of Hostos' website and the implications discussed by Hostos' Institutional Effectiveness Committee (IEC).

Starting in AY20-21, AESAC developed a calendar of professional development to support AES annual and periodic review. AESAC also provides one-on-one support via weekly "office hours," and feedback on draft reports. AESAC also communicates findings and results with various constituents, including AES unit directors, and division leaders. OIERA supports AES units undergoing annual assessment by

providing standardized institutional data, and training on using institutional data to support annual assessment.

Divisional leadership supports the integration of planning and assessment by reviewing annual and periodic reports with unit directors to review and refine proposed actions (closing the loop), ensuring alignment with institutional goals, as well as next year's operational plan priorities.

Institutional Learning Outcomes (ILOs) Assessment

Hostos' nine ILOs are derived from Hostos' six mission pillars. Together they represent a framework for assessing how well Hostos delivers on its commitment to develop fundamental and shared learning for all Hostos students.

ILO assessment is in its earlier stages, with a first ILO assessment (Quantitative Reasoning) completed in AY2020-2021 and Written Communication and Information Literacy ILO assessments scheduled to be completed in AY2021-2022.

The chart below shows the alignment between Hostos' six mission pillars, the ILO domain, and the language developed by the Hostos college community to further define each domain.

Hostos Mission Pillar	ILO Domain	Hostos Institutional Learning Outcome: Students will be able to….
Intellectual Growth and Lifelong Learning	Critical Thinking	Identify, interpret, evaluate, and discuss complex problems within a field of study before formulating an opinion or conclusion.
Foundation of English and Math Skills Development	Written Communication	Construct sustained, coherent arguments, narratives, or explications of issues in an active voice that is modulated for a specific audience.
	Oral Communication	Communicate with confidence, purpose, and respect through structured oral presentations in diverse settings.
	Quantitative Reasoning	Research, analyze, interpret, and report data in a diversity of academic and non-academic settings, including those related to prospective careers.
	Technology Competency	Navigate diverse technology platforms to find, understand, organize, and communicate information.
	Information Literacy	Recognize when information is needed and then apply appropriate tools to locate, evaluate, use, and synthesize that information.
Socio-economic Mobility Access to Higher Education	Specialized Knowledge	Plan and support their academic and career trajectories through exploration, skill development, and the building of social capital to compete in a rapidly changing global workforce.
Diversity and Multiculturalism	Diversity	Identify the strength of diversity by articulating a complex understanding of different social, cultural, and professional perspectives (including their own), and using this information to competitively function in a diverse environment.
Community Resources	Community/ Civic Engagement	Recognize and take ownership of community needs by advocating for, and activating, communities to increase quality of life.

OIERA and the Institutional Effectiveness Committee (IEC) conduct ILO assessment annually. ILO assessment at Hostos is a meta-assessment of two ILOs annually. Methodologically, ILO annual assessment draws on several areas of learning-outcomes assessment: General Education, degree program, and AES learning outcomes. It is an aggregate of all annual and periodic reports.

The aggregation of data across assessment systems provides a framework for assessing college-wide interdisciplinary High Impact Practices (HIPs). HIPs, as defined by AAC&U (https://www.aacu.org/resources/high-impact-practice), that positively impact student engagement and retention, and create opportunities to assess students' cumulative learning.

Multi-year Schedule:

The Director of Assessment will conduct a meta-assessment of two ILOs annually. The draft report is reviewed by the IEC, who approves the final version. Additionally, the Director of Assessment will continue updating alignment of learning outcomes (i.e. newly created AES student learning outcomes, new/revised PLOs, new Gen Ed Pathways courses) as part of the ILO reporting process. The ILO reports will highlight assessment findings college-wide, and systematically assess how Hostos is manifesting its mission.

 The ILO assessment schedule below allows for all nine ILOs to be assessed on a five-year cycle before the cycle repeats.

Institutional Assessment Schedule: Fall 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
ILO 1: Critical Thinking					▓
ILO 2: Written Communication		▓			
ILO 3: Oral Communication				▓	
ILO 4: Mathematics and Quantitative Reasoning	▓				
ILO 5: Technology Competency					▓
ILO 6: Information Literacy		▓			
ILO 7: Specialized Knowledge				▓	
ILO 8: Diversity			▓		
ILO 9: Community / Civic Engagement			▓		

Template:

As with other forms of assessment, the A-PART template documents the ILO assessment process, data sources, findings, and recommendations.

Process/timeline:

OIERA leads the annual assessment of ILOs by collecting relevant data from A-PARTs and APRs and drafting the report (Summer/Fall). The IEC analyzes the data, reviews draft findings, and makes

recommendations (Spring). OIERA finalizes the report (Summer) which is shared with department chairs at Academic Council, academic program coordinators via email, AES unit coordinators via email, the President and Cabinet via weekly meetings, and students and the Hostos community at large by weekly bulletin and the website.

ILO assessment infrastructure and professional development for staff and faculty:

OIERA leads the organization of ILO-aligned assessment data found in A-PARTs and APRs produced by academic and AES units, and by DPAC, GEPAC and AESAC. The IEC reviews the analysis and makes recommendations that are reviewed by executive leadership and integrated into collegewide operational planning. DPAC provides professional development for faculty, including academic chairs and program directors, around communicating the existence of ILOs, and the mission-aligned, collegewide lens they provide. For student-facing AES units, the ILOs are the domains that guide SLO development. AESAC will support unit directors through the process of drafting appropriate assessment plans.

Assessment of Mathematics Quantitative Reasoning as an ILO and Gen Ed outcome in AY20-21 resulted in an important process finding that faculty teaching courses reflecting common learning outcomes at Hostos have not always used common rubrics to undertake their analysis. Now common rubrics are being developed and will be utilized for all next stage ILO assessment (e.g., for Written Communications and Information Literacy ILOs) across academic degree programs, Gen Ed competency areas as scheduled, and AES units that have SLOs that align with these ILOs.

ILOs and the assessment of High Impact Practices:

All learning goals are aligned to Hostos' ILOs, making them an appropriate framework for assessing the effectiveness of broadly scaled high impact practices.

Since ILO assessment is an emerging practice, this dimension of ILO assessment is more nascent, drawing on deep institutional experience in delivering these nationally recognized high impact practices to students.

Experiential Learning Opportunities (ELOs): Hostos recognizes that Experiential Learning Opportunities (ELOs) can increase rates of student retention and engagement and can be beneficial in shaping longer-term personal development as integrative thinkers. Hostos uses the [CUNY definition of experiential learning](#) that includes: service-learning activities completed as part of a course, paid and unpaid internships, faculty-supervised undergraduate projects and activities (leading to publication of research in journals or similar publications), co-operative education, civic engagement, and clinical preparation and practicums.

ELOs can be a transformational component of the student experience. This high impact practice is embedded in the majority of degree programs including Allied Health (clinicals), Media Studies (studio courses), Education (practicums), and Community Health (field experience), as well as in academic support programs such as C-STEP (student research opportunities) and initiatives such as Service Learning/Civic Engagement. The tracking and assessment of ELOs has yet to be systematized. The Office of Academic Affairs is currently working with the Registrar's Office to code ELO courses across degree programs.

Beginning in 2022, OIERA will work with faculty and the Center for Teaching and Learning (CTL) to develop a typology of ELOs at Hostos. In AY22-23, informed by national literature and faculty input,

OIERA will draft a rubric by which to assess ELOs in relation to their impact on learning outcomes, as well as student success outcomes (SSOs) such as retention, course completion and time to degree.

ELOs will be assessed through the lens of Institutional Learning Outcomes, specifically Critical Thinking, Specialized Knowledge, and Community/Civic Engagement. In AY22-23, ELO assessment will be implemented in at least three degree programs in which ELOs are closely aligned with Community/Civic Engagement. In AY23-24, ELO assessment will be implemented in at least three degree programs in which ELOs are closely aligned with Specialized Knowledge. This process will be repeated in AY24-25 when Critical Thinking is scheduled to be assessed. The expectation is that each year's assessment of ELOs informs the next, as well as helping to refine understandings of how SSOs might be related to student participation in ELOs. With systematic assessment of ELOs in place, Hostos can begin to develop institutional goals related to ELO including goals related to equitable access to ELOs.

Writing Across the Curriculum (WAC) and Writing Intensive (WI) Classes: WAC is a faculty-led, high impact practice integrated across Hostos as Writing Intensive (WI) classes. Hostos requires that all students take two WI-certified courses before graduation. Based on data from 2017-2021, on average, 97 WIs are offered each semester, with 2200 students on average enrolled in WIs each semester. As of Fall 2021, more than 100 full-time faculty and more than 40 adjunct faculty are WAC certified, and all degrees and programs offer WI classes.

Student and faculty surveys strongly indicate that WI classes lead to positive outcomes. According to WAC surveys in 2017 and 2018, more than 95% of students reported improvement in understanding course content and grammar, among other positive impacts. At least two thirds of students surveyed said they would choose to enroll in another WI course.

Next steps include OIERA working directly with WAC directors to develop a framework for assessing student learning outcomes in WI courses related to ILOs (specifically Written Communication and Information Literacy). Additionally, we will track student outcomes including retention and completion in WI courses. A more systematic assessment of WI courses will be undertaken as part of Hostos' ILO assessment beginning in AY22-23, specifically as part of Written Communication and Information Literacy.

Indirect Methods of Assessment
Hostos has two primary methods of indirect assessment:

Strategic Planning (SP) and Operational Planning (OP)-related Assessment
For a decade, Hostos has used the SP/OP processes to evaluate progress towards goals. In each of the SPs, efforts related to institutional priorities (ex. "Getting vested in college") are measured in relation to baselines and "indicators of success" or key performance indicators (KPIs) (ex. "Increase the percentage of students who accumulate 20 or more credits in their first year" to 60% from a baseline of 27.4%). KPIs are reviewed each year at the President's retreat as part of the OP planning cycle, where a cross-divisional group of leaders discuss implications and proposed actions informed by institutional data. Resulting collegewide actions are embedded in the next year's OP and inform the annual PMP report prepared by Hostos.

Performance Management Process (PMP) Planning and Reporting
For more than two decades the CUNY PMP process has invited institutions to reflect on student outcomes such as gateway completion rates, credit attainment, and retention and graduation rates. Hostos, like other CUNY colleges, sets student success outcomes (SSOs) targets for the next year, and

reports on collegewide actions to support achievement of its own key performance indicators (KPIs). The PMP yields data that has helped Hostos make several changes to improve its educational effectiveness. One example: reporting in the AY 2017-2018 PMP showed that Hostos had surpassed the Fall 2015 CUNY Momentum Campaign target for the percent of students earning greater than 20 credits in their first year (target = 5%; actual = 5.8%). As a result, Hostos committed to sustain the upward trend by training all advisors to talk to students about the academic and financial benefits of taking 15 credits per semester.

Assessment of assessment

Hostos' Dean of Academic Affairs and Institutional Effectiveness, Research and Assessment worked with an assessment consultant to conduct a collegewide assessment of assessment in summer 2019. The resulting assessment of assessment report included recommended process modifications, such as the committee structure and A-PART process, that are in place today. Gaining this outside expert perspective has been critical to help faculty, staff, and administrators gain confidence in the processes and practices they have implemented. Hostos' assessment leadership will periodically seek outside expertise to sustain the capacity built. The assessment of assessment process was repeated in Summer 2020, and again in Summer/Fall 2021 by the Dean and an assessment consultant. Key findings of the annual assessment process were measurable gains in assessment capacity and commitment of institutional resources.

Baked into each committee's annual reporting is an assessment of assessment in their areas of focus (academic/degree program, General Education, AES). Specifically, each year the three assessment committees produce annual end-of-year reports that provide an overview of assessment activities for that year. OIERA analyzes the reports and drafts an assessment of assessment report using a version of the SUNY Council on Assessment's Institutional Effectiveness Rubric modified to assess the state of assessment at Hostos. OIERA uses this rubric to assess three primary components:

- **Design** (Plan, Outcomes, Alignment)
- **Implementation** (Resources, Culture, Data Focus, Sustainability, Monitoring), and
- **Impact** (Communication, Strategic Planning and Budgeting, and Closing the Loop)

The report draft is completed in November and shared in December with the IEC, which plays an oversight role. In spring, the final report is shared the assessment committees; the Academic Council; the Chairs, Coordinators and Directors; Cabinet and the President, recommending educational assessment process refinements.

Communication of Institutional Effectiveness Assessment

Communicating assessment results to stakeholders occurs in several ways at Hostos to:

- impact individual perceptions of assessment and how it supports student success;
- inform course, program, unit, and department change;
- guide the work of committees guiding and supporting assessment;
- guide leadership, policy making bodies and governance bodies as they make decisions.

This translates into targeted communication activities (i.e. report dissemination and results distribution at targeted meetings) to all major stakeholder groups.

Catalyzing and informing department, unit and program-level change. The A-PART process allows departments, units, and programs to plan together and share findings via standardized templates. They also receive regular updates about and the reports with Gen Ed and ILO findings that pertain to their areas. The Director of Assessment regularly communicates to department chairs and program directors, as well as divisional leadership about assessment timelines, schedules and progress updates, in relation to their respective roles in the process. These communications are intended to build understanding and awareness of respective responsibilities, create more opportunities for sharing and addressing findings that bring about continuous improvement, and emphasize alignment of planning and assessment.

Next steps include OIERA, OAA and CTL developing and implementing sustained planning and assessment professional development for academic chairs, AES unit directors, and academic program directors, as well as onboarding new faculty.

Coordinating committee assessment processes and inter-committee communications. Hostos has three committees tasked with specific bodies of assessment (GEPAC, DPAC, and AESAC), and the IEC, which includes members from all three committees, meets quarterly to oversee all aspects of assessment. While each committee has discrete charges, their assessment work interrelates, making communication between these committees essential.

Inter-committee communication is designed to occur annually as follows: each produces an end-of-year report that OIERA assesses using a rubric and including recommendations. Findings are reviewed and approved by the IEC. These reports are then shared across assessment committees, and then with the President, the Academic Council, Cabinet and the President.

Guiding decisions made by campus-wide governance, senior management, executive leadership and other policy makers. Each committee that oversees assessment produces an annual report on the state of assessment in their area in the summer, a process that happened for the first time in AY20-21. These reports, alongside annual CUNY PMP reports, are now shared in the following fall semester with the Academic Council, and various committees that contribute to annual planning budgeting, such as the Student Tech Fee Committee, and the Cross Divisional Advisory Committee. Cabinet discusses these reports, to help set operational planning priorities as part of the assessment of progress toward strategic planning goals and an integral part of the annual planning process, key performance indicators (KPIs) prepared by OIERA are included among the institutional data reviewed and discussed at President's planning retreats in the spring semester.

Informing the Hostos community. While assessment at Hostos is designed to be inclusive, some faculty, staff, and administrators are closer to the process than others. In an effort to improve perceptions across campus about the importance of assessment and its role in supporting students, OIERA makes assessment data available via the Hostos website with a Hostos login, including: final A-PART reports for academic departments and AES units, organized by division; APR reports by academic department; and AES PR reports by division.

Informing the public. OIERA makes [institutional data](#) available via the Hostos website to the public including Student Profiles, Graduation Profiles, KPIs and the college's PMP Report and Response. In addition, OIERA posts weekly features on Hostos' assessment practices and IE more generally in the President's *[El Semanario digital newsletter](#)* to increase transparency around Hostos assessment efforts, as well as inform and celebrate assessment practices on campus.

The table below summarizes the communication of assessment results to staff, faculty, and executive leadership.

Stakeholder Audience	What Gets Communicated	How	When	Implication
Department, program & unit leaders	Individual A-PART (annual) reports and academic program reviews (APRs); student evaluations of teaching effectiveness	Regular dept/program/unit, division and college meetings	Updates on assessment progress in fall, reports submitted in spring, APR when completed, student evaluations when completed	Provides opportunities to shape assessment processes, refine recommendations and discuss implementation plans, ask questions about assessment processes
Faculty & staff recipients of professional development	Highlights of assessment results, and SP/OP related to assessment results	Professional development provided by OIERA, DPAC, GEPAC and AESAC	Typically 3-4 times/semester	Helps staff and faculty understanding of integration of planning and assessment, and how assessment supports continuous improvement
Assessment committees	Overall assessment of plans/processes by annual and periodic reports	Regular committee meetings	Throughout the year (AY only for DPAC and GEPAC)	Opportunity for guidance and technical assistance in planning and assessment processes
Governance & policy-making bodies	Recommendations and supporting evidence from assessments with implications for curriculum, governance, budgeting, and policy change	Regular meetings of the Senate, Academic Council, CCD, CDAC and other college-wide committees	Throughout the academic year	Decisions can be informed by assessment data/findings
Senior administration & Cabinet	The emphasis is on action items such as those in the Strategic Plan and the CUNY PMP, particular new items mandated by CUNY	Regular meetings	Cabinet meetings (weekly) and senior leadership council (quarterly)	Decisions can be informed by assessment data/findings

Communication of assessment and planning processes and findings is an important part of sustaining and strengthening Hostos' integrated planning and assessment processes.

Communication goals to guide current and future directions

Program Learning Outcomes assessment communication: Each academic program undertakes program learning outcomes assessment annually, which is integrated with their respective department annual planning and assessment report template (A-PART). The program directors also report out their program assessment activities at the DPAC meetings. DPAC summarizes and documents this information in the DPAC A-PART.

Next steps: support the development of systematic communication of assessment processes, activities and results at appropriate department and college-wide meetings by the academic chairs and academic program coordinators.

General Education assessment communication: GEPAC has lines of communication with Gen Ed stakeholders (primarily department chairs and faculty leads for individual Pathways Gen Ed courses). Assessment results are shared with faculty through reports and presentations at Academic Council, department meetings (as appropriate), and professional development workshops offered by GEPAC. GEPAC summarizes and documents this information in the GEPAC A-PART.

Next steps: communicate Gen Ed assessment findings to students.

AES assessment communication: AES unit directors are responsible for communication with stakeholders including students, staff, faculty, administrators and external constituents throughout the annual assessment (A-PART) and periodic review processes. This includes: meaningful discussion about activities and use of results and next steps planning and implementation (including college-wide operational planning). Communication efforts are clearly documented via meeting minutes, reports, et al. A-PART and periodic review processes are supported by AESAC and are submitted to AESAC in addition to being submitted to division leadership.

Next steps: add a Communication goal to AES A-PARTs

ILO assessment communication: The Director of Assessment communicates preliminary assessment findings with the Institutional Effectiveness Committee (IEC); the IEC's input informs the final report. Finalized results and recommendations are communicated to DPAC, GEPAC, and AESAC, and communicated to students, staff and faculty, administrators and external constituents as appropriate. Communication is documented in the OIERA A-PART.

Cabinet meets weekly and these weekly meetings serve as the starting point for dissemination of information about assessment and planning. Also, there is continual conversation among divisional leaders with each other and the President. The President reaches out to the appropriate experts as needed on campus to discuss particular issues and to share information needed for decision-making at the highest level.

Next steps: communicate ILO assessment results to students

Strategic and Operational Planning Processes

One of Hostos' greatest strengths is its ongoing, systematized processes to reaffirm its mission and set college-wide goals.

For more than twenty years, CUNY has supported institution-wide goal setting and reporting through its Performance Management Process. Hostos has a decade-long history of deep engagement in the creation strategic plans that emanate directly from the college's mission, and then implementing these strategic plans college-wide across divisions and units and connecting plan implementation to resource allocation and continuous improvement processes. This strong backbone of strategic and operational planning has helped Hostos stay on point with its mission, despite difficult budgetary circumstances and the COVID-19 pandemic. Most importantly, it has contributed to Hostos' progress on achieving improved student success outcomes.

Overall, Hostos' adherence to mission and goals has been well documented through the development of coordinated assessment, planning and resource allocation systems, which became even more intentionally integrated at the unit level in AY 2019-2020 with the creation of the A-PART process described in this and other chapters. To strengthen the sustainability of these efforts, Hostos will undertake faculty and staff development that helps individuals understand how their units and departments can support future student success impact through their A-PART process participation.

With the arrival of a new President and Hostos' 2017-2022 strategic plan, *A Bridge to Student Success,* near completion, Hostos will commence development of a next five-year strategic plan in spring 2022. What has been learned through the self-study will directly inform that process, as well as feedback from the MSCHE peer review team.

Hostos' Mission

The Hostos mission serves as a compass for the college, guiding the campus community since the college's inception in 1968.

As part of Hostos' last Middle States self-study process in 2011, the college community took an in-depth look at Hostos' mission, reaffirmed it, distilled its themes into six pillars, and developed a new visual representation of the mission with each point representing one of the six aspects of Hostos' core purpose:

- Provide access to higher education
- Develop linguistics, mathematical, technological, and critical thinking proficiencies
- Foster intellectual growth and lifelong learning
- Facilitate socio-economic mobility
- Serve as a community resource
- Celebrate diversity and multiculturalism

Hostos' six mission pillars were reaffirmed as part of the creation of the college's 2011-2016 strategic plan, *Rooted in our Mission, Our Compass to the Future* and the 2017-2022 strategic plan, firmly grounding faculty, staff and administrators in the college's historical roots while also enabling the institution to be dynamic and transformative.

Hostos' mission affirms the values of equity and access that reverberate through CUNY's mission: "to provide a public first-rate education to all students, regardless of means or background" and the text of NY State Education Law Article 125, Section 6201, which declares that "The city university is of vital

importance as a vehicle for the upward mobility of the disadvantaged in the city of New York." Yet the six themes affirm its distinct value in the higher education space. Hostos has a track record of helping individuals achieve socio-economic mobility. Students' successes, often despite considerable challenges, reverberate through the community, across generations, pulling others up with them.

Hostos has manifested the mission through strategic planning goals. The 2017-2022 strategic plan builds on the 2011-2016 strategic plan, and specifically seeks, through an open admissions environment, to support racially, ethnically, culturally, and linguistically diverse students who are often not prepared for college-level work to build foundational academic skills and be supported in their college credit completion, graduation, career, and transfer goals, all while expanding the college's continuing education and workforce development offerings, remaining a strong partner in South Bronx community revitalization and renewal and the socio-economic mobility of its residents.

Hostos' mission pillars were most recently reasserted in 2019-2021, when they formed the basis for the creation of Institutional Learning Outcomes (ILOs). Starting in AY 2020-2021, the ILOs became Hostos' method for directly assessing its mission and the extent to which mission pillars manifest in the college's curriculum.

Setting Institutional Goals through Strategic Planning

Goals for the college over the last decade have been clearly defined by strategic plans.

The five goals of the 2011-2016 plan focused on building capacity as a higher ed institution in 5 core areas to help Hostos fulfill its mission: integrating teaching and learning programs and supports, building campus and community leadership, strengthening the culture of continuous improvement and innovation, supporting workforce development for a 21st century economy, and building institutional infrastructure and advancement.

The 2017-2022 plan focused the entire campus squarely on the common imperative of improving student success. The four goal areas of this plan included strengthening supports along the educational continuum (from pre-enrolled to entering, continuing, and completing students) and toward student transfer and career success.

Each of these strategic plans has defined specific priority activities to undertake as well as indicators of success to assess progress toward goal achievement. For example, in Hostos' 2017-2022 strategic plan college-wide priority activities and corresponding 5-year indicators of success are named for each goal area. Woven through the four phases are five cross-cutting commitments that define key campus-wide capacity building areas for college-wide focus: assessment, communication, community engagement, systems alignment, and professional development.

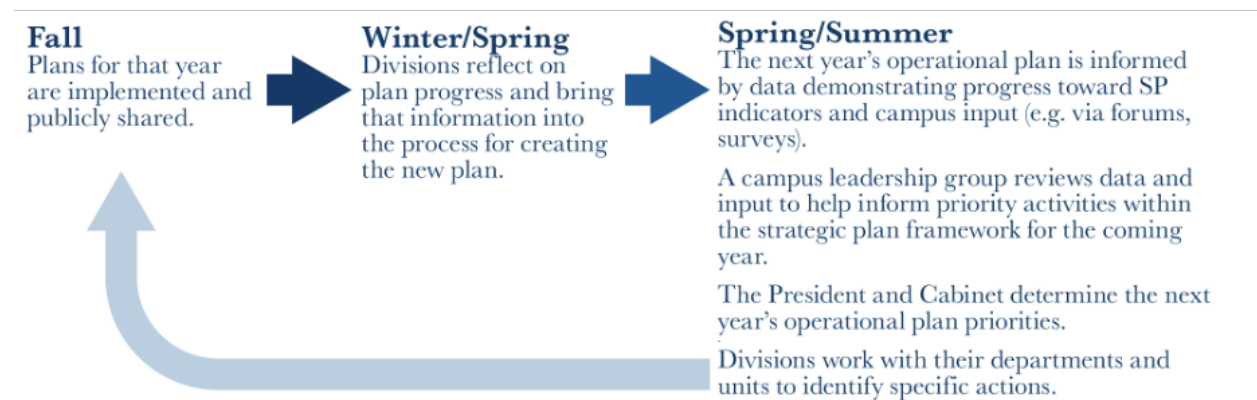Hostos' goals and priority activities align with CUNY initiatives and policies, including the [CUNY Momentum Campaign](), which encourages students to graduate in a timely fashion by enrolling in 15 credits each semester.

Goals Implemented via Operational Planning

Since 2012-2013, Hostos' strategic plan goals have been implemented through a college-wide process called [operational planning]().

While operational planning has taken different forms and the template used has provided different levels of detail over the years, it has consistently represented a process whereby divisions, and the departments and units within them, identify action areas to help make progress toward strategic plan goals and indicators of success.

Consistent annual steps have included:

Fall
Plans for that year are implemented and publicly shared.

Winter/Spring
Divisions reflect on plan progress and bring that information into the process for creating the new plan.

Spring/Summer
The next year's operational plan is informed by data demonstrating progress toward SP indicators and campus input (e.g. via forums, surveys).

A campus leadership group reviews data and input to help inform priority activities within the strategic plan framework for the coming year.

The President and Cabinet determine the next year's operational plan priorities.

Divisions work with their departments and units to identify specific actions.

Having years of operational plan experience has helped Hostos coordinate college-wide actions toward a common student success-focused agenda, as well as continuously improve the operational planning process itself. One major recent operational planning process innovation, stemming from a [2019 assessment of assessment](#), and implemented in AY 2019-2020, was college-wide implementation of the A-PART (annual planning and assessment reporting template) that standardizes department and unit-based engagement in operational planning while connecting operational planning more deeply to department and unit-based assessment activities.

A-PART calls upon each academic department and AES unit at Hostos to define a series of activities for the year that helps them improve their effectiveness, and then assess progress achieved and identify proposed actions that they recommend as a result. Each department or unit also selects at least one support or student learning outcome to assess.

A-PART plans are reviewed and revised with divisional leader input, to ensure A-PART plans support annual operational plan priorities. While divisional leadership maintains a team-based focus on college-wide priority actions selected for that year, and those priorities are reflected in a college-wide operational plan document, individual departments and units now more clearly define their work in support of those priority actions. This has standardized and deepened participation and engagement among departments and units and aligns operational planning more closely with department and unit-based assessment processes, so that decision-making can become even more connected to assessment activities.

The A-PART template has also institutionalized and standardized more regular progress reporting, so that while each department and unit now reflects on their own progress during the academic year, reports are shared and discussed with divisional leaders each year prior to setting the next year's operational plan. This helps keep departments and units on track with assessment and taking action in support of the operational plan. It also provides richer data to inform the next year's operational plan.

In recent years Hostos has increased efforts to ensure every unit participates in identifying actions to address operational plan priorities. The annual planning and assessment reporting process, and the

template (A-PART) that supports the process, is that mechanism. The A-PART template is completed by each unit, within each division, every year.

There is a triangulation that takes place: as part of A-PART, departments/units identify next steps/closing the loop actions informed by their results and assessment outcomes respectively. Division leadership, in consultation with unit directors, reviews proposed next steps in light of executive level operational plan priorities, and overall alignment with the strategic plan. The review process is documented in the unit-level A-PART, and next steps are then refined and documented in the college-wide operational plan.

Integrated Timeline: Planning, Budgeting and Assessment

The chart below provides details of the alignment of planning, budgeting and assessment at Hostos. The chart begins in July, with the start of the fiscal year, and the preparation of the next year's operational plan to advance strategic plan priorities.

	STRATEGIC PLANNING AND PMP	BUDGETING	ACADEMIC, AES, GEN ED ASSESSMENT
July/ August (begins fiscal year)	VPs complete meetings with unit/dept heads to review proposed activities in relation to Operational Plan (OP) priorities & budget President's Office prepares college-wide OP; college-wide OP is reviewed and finalized by Cabinet	Hostos receives its budget allocation from CUNY Central; college budget is reconciled w/requests received from divisions & the annual OP; Budget Office compiles division allocations; the President approves SVP of AdFin & Budget Director meet w/each VP to share info on allocations; Budget Office & division liaisons outline alignment of allocations for each unit/dept	VPs complete meetings with unit/dept heads to review proposed activities in relation to Operational Plan (OP) priorities & budget DPAC, AESAC and GEPAC submit reports to IEC
Sept	Report on last year's progress and present OP at State of the College for current AY Draft 4-year PMP KPI targets	The financial plan is developed for submission to CUNY Central; financial plan & operating budget are distributed—for info purposes—to college community w/assistance of Budget & Finance Subcmte of the College Wide Senate	DPAC, AESAC, & GEPAC submit (last year) annual reports; IEC uses reports to finalize (last year) assessment of assessment.
Oct	Submit 4-year goals/targets for PMP Implementation begins of OP and PMP goals/targets	Division liaisons work w/Budget Office to ensure spending is aligned w/divisional allocations; division leadership tracks spending to ensure allocations are used in full (ongoing)	Units/programs/depts submit A-PART assessment plans for year DPAC and AESAC review current year) assessment plans; conduct assessment
Nov			Conduct assessment
Dec	First OP progress report compiled by OIERA		End of semester updates and reports on assessment
Jan			Conduct assessment
Feb/ March	2nd OP progress report; OIERA preliminary analysis of KPIs;		Conduct assessment

	develop coming year's college-wide priorities		
April/ May	Final OP Report compiled by OIERA Draft PMP end-of-year report for current year; Draft college-wide priorities for coming year's OP	SVP meets w/individual division VPs to begin conversation on new fiscal year budget; division VPs share anticipated vacancies, OTPS needs, & special initiatives they are looking to fund for next year OP SVP consolidates requests; discusses w/President	Conduct assessment
June	President's Office submits PMP to Chancellor's Office; Division leadership begins process of meeting with unit/program/dept heads to review proposed activities in relation to OP priorities & budget		Units/programs/depts submit A-PARTs (current year) to division leadership & appropriate assessment cmte, & begin work on coming year A-PART Division leaders begin meeting w/unit/ program/dept heads to review proposed activities in A-PARTs, in relation to OP priorities & budget
Notes:			

Notes:
- This budget timeline is sometimes modified, dependent on when the budget allocation is received from the CUNY Central Office.
- "Division liaisons" are the individuals designated in each division to manage the divisional budget

Communication of Strategic and Operational Planning Processes

Hostos' strategic planning processes have been grounded in collaborative, college-wide participation that engaged faculty, staff, students and administration in a facilitated process. Documentation of the 2017-2022 strategic plan planning process can be found HERE.

Annual operational planning engages constituents from across the college in town halls/open forums. Plans are posted to the Hostos website and are updated three times/annually with progress reports and final outcomes.

STRATEGIC PLANNING AND OPERATIONAL PLANNING AT HOSTOS How These Processes Have Been Documented, Communicated, and Engaged Constituents		
	Strategic Planning	**Operational Planning**
Documented	- Written plans – 2011-2016 and 2017-2022	- Annual operational plans posted on website with regular reporting (evidence – President's retreat notes and official ops plan reports
Communicated	- Presented at State of the College	- Plan presented annually at State of College
Engage Constituents	- Engaged 100s of stakeholders during each planning process via – meetings, surveys, focus groups, forums (page 7 of 2011-2016 plan and page 6 of 2017-2022 plan)	- Division leaders consult with units to develop priorities, incorporating assessment data - Regular forums conducted to engage campus on progress of operational plans - Periodic use of surveys to engage campus in priority setting

Appendix A: Evolution of Assessment Systems at Hostos – A decade of continuous improvement

Each of the assessment systems in place has Hostos has a foundation in past practice; current practice is a reflection of a commitment to continuous improvement.

History of Program Learning Outcomes assessment

Annual PLO assessment processes have evolved at Hostos since 2010.

As described in the 2017 PRR, from 2015-2017, Academic Affairs responded to MSCHE recommendations that PLOs be clearly stated in behavioral terms by guiding academic chairs, coordinators and faculty through the development of PLOs and curriculum maps. In addition to workshops in Spr15, Spr16 and Fa16, an external consultant was hired to support faculty conducting course-level assessment of PLOs. Faculty Fellows provided supplemental support to academic departments to develop program learning outcomes.

Since AY 2016-2017, course-level assessment has been supplanted by program-level outcomes assessment.

The A-PART PLO assessment template has facilitated this shift. When first implemented in AY19-20, five (55%) of academic departments integrated their annual report with the new A-PART template. In AY2020-2021 all departments (100%) completed A-PART, and 17 of 28 degree programs (61%) documented PLO assessment in their respective department's A-PART. A-PART has increased the scope of PLO assessment and has facilitated use of results for continuous improvement.

History of Academic Program Review

Hostos has long undertaken formal, academic program review (APR) and it is a common practice at colleges and universities in the United States. CUNY academic policy sets APR requirements and expectations, and Hostos guidelines, most recently revised in Spr21, specify college-specific APR processes.

All academic departments have undergone APR of the department and/or programs housed within their departments since they were created. Hostos' clinical allied health programs regularly complete APR as part of accreditation processes conducted by external agencies, usually national professional organizations. Academic program reviews at Hostos have represented an audit of both qualitative and quantitative data about Hostos' programs.

APR processes at Hostos have evolved alongside the evolution of Hostos' PLO assessment processes. From AY 2010-2011 to AY 2020-2021, the APR process had four phases and was designed to take four years to complete. The schedule was designed to have all academic departments and programs complete APR over seven years; the schedule did not specify when APR would be undertaken again. From 2014 to 2019, faculty completing APR were supported by Faculty Fellows. From 2019 to spring 2021, OAA staff worked with faculty to identify appropriate external evaluators and helped faculty complete seven APRs despite the pandemic.

In AY 2020-2021, Hostos conducted a systematic assessment of Academic Program Review (APR) reports and processes as part of the MSCHE self-study process, reviewing existing APR infrastructure, guidelines

and completed reports. Findings suggested that reports were of varying quality, and that faculty were having difficulty keeping on track with the schedule without a formal assessment infrastructure and institutional accountability. In response, the college revised the APR schedule and process in AY20-21 and began implementation of the revised process in AY21-22.

History of General Education assessment

Hostos' 2017 Periodic Review Report outlines course-based General Education, rubric-facilitated assessment, whereby the then General Education committee collected student artifacts and assessed student performance in eleven General Education courses across nine departments and programs including English, Visual and Performing Arts, Natural Sciences and Gerontology.

Between 2017- and 2020, general education assessment conducted in the context of program assessment was accelerated by the purchase of eLumen in 2018. Faculty early adopters of eLumen represented 5 of 9 academic departments and input outcomes data for approximately 10,000 students enrolled in multiple sections of 16 courses, with multiple semesters of data for many courses.

These assessments yielded helpful findings and improvements. The most significant came because of sustained general education assessment in English Composition and MQR (Math Quantitative Reasoning). Hostos focused in these areas for major reasons: Most students are not college ready in these foundational academic areas when they are admitted to Hostos, and CUNY issued a directive in 2016 to phase out traditional "developmental education" in favor of co-requisite and other models that allowed students to earn college credit while fulfilling college-level Math and English requirements.

This deep dive into Math and English general education assessment was facilitated by Hostos' participation in two CUNY-wide grant related projects: 1) Strong Start to Finish grant supporting both English and Mathematics redesign from 2018 to 2023 across 10 CUNY campuses and 2) The Teagle Foundation grant funded Project for Relevant and Improved Mathematics Education (PRIME) that funded collaborative work across CUNY in revising mathematics from 2016 to 2020. This general education competency-based reflection led to significant curricular revision of Hostos' Gateway English and Math sequences, which have improved Gateway completion and contributed to accelerated credit accumulation.

Once constituted in 2020, the General Education Program Assessment Committee (GEPAC) continued a focus on English and Math General Education assessment. GEPAC completed an assessment report on Math and Quantitative Reasoning (MQR) in AY20-21, using eLumen data uploaded by faculty.

History of AES annual assessment

Hostos has a documented history of assessing the effectiveness of programs supporting the student experience. This history includes an evolution from systematic yet varied forms of annual assessment across the ~50 administrative and education support (AES) units to the adoption of the college-wide Annual Planning and Assessment Report Template (A-PART) in AY19-20.

Prior to the implementation of A-PART, nearly half of Hostos' ~ 50 AES units, including many in SDEM and Administration and Finance, the two divisions with the largest number of AES units, completed annual assessment reports over the past decade. Also, all divisions contributed to annual college-wide operational plans and documented progress towards goals as part of the annual Operational Plan reporting process. Units such as Procurement, Athletics, Budgeting, Public Safety and the Office of

Compliance and Diversity completed, and will continue to complete, compliance-driven reports including audits.

Recognizing assessment systems should also be assessed, OIERA surveyed AES units in 2018 about their periodic reporting systems, and AES assessment processes underwent review as part of a 2019 assessment of assessment.

Having an AES assessment culture for so many years has helped fuel continuous improvement across AES units at the college.

History of AES periodic review

AES periodic review, also called AESPR, has been conducted since 2017, when OIERA worked with individual divisions to implement a review process across units. In AY20-21, AESAC implemented a revised AESPR process, and six units completed the new process. The AESPR is integrated with the annual A-PART so that annual assessment contributes data to AESPR; data collection is continuous. And, like the annual assessment process, AESPR supports the integration of planning and assessment by informing "closing the loop" actions.

In AY 2020-2021, the first ILO assessment was completed with Quantitative Reasoning; assessment of two ILOs, Written Communication and Information Literacy, will be completed in AY21-22.

Appendix B: AES Periodic Review 5-year Schedule

Division	Unit	Academic Year				
		2020-21	2021-22	2022-23	2023-24	2024-25
ADFIN	Accounts Payable			🟦		
ADFIN	Budget Office			🟦		
ADFIN	Bursar's Office			🟦		
ADFIN	Business Office				🟦	
ADFIN	Campus Operations				🟦	
ADFIN	Campus Planning & Development				🟦	
ADFIN	Human Resources				🟦	
ADFIN	Information Technology				🟦	
ADFIN	Procurement				🟦	
ADFIN	Public Safety				🟦	
SDEM	Accessibility Resource Center (ARC)				🟦	
SDEM	Admissions				🟦	
SDEM	Athletics & Recreation	🟧				
SDEM	Children's Center			🟦		
SDEM	College Discovery		🟦			
SDEM	Counseling Services		🟦			
SDEM	CUNY EDGE	🟧				🟦
SDEM	Enrollment Services				🟦	
SDEM	Financial Aid Office			🟦		
SDEM	Health and Wellness				🟦	
SDEM	Registrar's Office				🟦	
SDEM	Scholarship Office				🟦	
SDEM	Student Activities			🟦		
SDEM	Student Leadership Academy	🟧				🟦
SDEM	Student Life		🟦			
SDEM	Student Success Coaching Unit (SSCU)		🟦			
CEWD	CUNY Fatherhood Academy	🟧				🟦
CEWD	Career Services		🟦			
CEWD	Workforce Development, Support Services, & College Transition			🟦		
DIA	Alumni Relations Office		🟦			
DIA	Hostos Center for the Arts & Culture				🟦	
DIA	Office of Development			🟦		

OAA	ASAP				▨	
OAA	College High School Partnership			▨		
OAA	Center for Teaching and Learning (CTL)			▨		
OAA	Curriculum Office				▨	
OAA	EdTech			▨		
OAA	Honors Program		▨			
OAA	Hostos Academic Learning Center (HALC)			▨		
OAA	Immersion Program (USIP)		▨			
OAA	Library	▧				▨
OAA	Supplemental Instruction/Peer Leaders				▨	
OAA	STEP/CSTEP and Proyecto Access	▧				
OAA	Writing Center			▨		
OAA	CUNY Start		▨			
OAA	CUNY Language Immersion Program (CLIP)			▨		
President's Office	Community & External Relations				▨	
President's Office	Office of Institutional Effectiveness, Research, and Assessment			▨		
President's Office	Governmental and External Relations			▨		
President's Office	Labor and Legal				▨	
President's Office	Office of Compliance and Diversity			▨		