

Eugenio María de
Hostos Community College
of The City University of New York



Institutional Self-Study Report

February 2012



Submitted to: Middle States Commission on Higher Education

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Esther Rodríguez-Chardavoyne	Senior Vice President	Administration and Finance	Member
Abdou Soulare	Mr.	Student	Member
Diana Kiselyuk	Special Events Coordinator	President's Office	Coordinator
Dolly Martínez	Assistant Vice President for College Affairs/Deputy to the President	President's Office	Facilitator

Hostos Self-Study Working Groups Chair/Co-Chair Composition				
Name	Title	Division/Department	Working Group	Role
Cynthia Jones	Lecturer	English Department	1	Chair
Yvette Luyando	Executive Administrator	Enrollment Support	1	Co-Chair
Steve Delgado	Dean	Facilities Management	2	Co-Chair
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Deirdre Aherne	Assistant Dean	Student Development and Enrollment Management	7	Co-Chair
Linda Hirsch	Professor	English Department	7	Chair



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INTRODUCTION

A Self-Study Process to be Proud Of

In 2010, when Eugenio María de Hostos Community College embarked on its Middle States Self-Study review, it did so with the intention of developing a model process of collaborative reflection and inquiry. The Steering Committee members selected by the President recognized that an inclusive process was likely to yield a more holistic and candid picture of the college. They also knew their peers would want to be involved because Hostos has always been an actively engaged campus.

How right they were. Since the beginning of 2010, more than 100 faculty, staff, and students served on seven Working Groups assembled for this process. With guidance from the Steering Committee, and multiple opportunities to give and get feedback, Working Group participants conducted the analysis presented in the following pages, each analyzing the extent to which Hostos meets the elements of particular Middle States standards. Working Groups kept the self-study process focused on the college's ideals, while examining the ways in which the college serves such a high need community. Their commitment of time, energy, and insights ensured that what was written represented a rigorous, college-wide inquiry.

A strong process like this brings what is most true and real to the fore. The following pages provide the context, essential facts, stories and unanswered issues to understand before delving into the Working Group reports.

Strong Roots Yield Transformation at Hostos

Hostos has always been a college on a mission. One of 24 units of The City University of New York (CUNY), Eugenio María de Hostos Community College was established in 1968 when a diverse group of community leaders, students, educators, activists and elected officials demanded the creation of a higher education space to meet the needs of the South Bronx. Its founding constituted the first occasion in New York that a two-year, public, open admissions, transitional language learning college was deliberately sited in a neighborhood like the South Bronx, then, as now, the nation's poorest congressional district.

Incredible responsibility comes with being an institution established to make higher education accessible in one of New York City's most neglected communities. This influences everything that happens on campus, including the determination with which faculty and staff adhere to the college-wide mission. Hostos' mission is a forthright description of what it sees as its charge. It sheds light on the complex challenges its students face in their pursuit of higher education. It guides the way in which it helps students achieve success on their diverse learning paths. Perhaps most importantly, it helps faculty, staff, and administrators bridge the past, present, and future so that the college remains grounded in its historical roots while also being a dynamic and transformative institution.

How has Hostos Framed its Process?

Working Group participants have described Hostos' self-study process as:

- Self-reflective
- Participatory
- Ground-breaking
- Exhaustive
- Collaborative
- Inclusive
- Data driven
- Engaged
- Fostering community
- Respectful
- Honest but not pretentious
- Innovative

Source: Excerpted from Middle States meeting notes, Nov. 17, 2011 (D.0.1)

How does Hostos know its mission still stands? The college undertook strategic planning simultaneously with its Middle States Self-Study, so that future planning could benefit from rigorous analysis of what makes the college strong and where it needs to grow. These concurrent processes put the mission to the test, distilling its words into six underlying themes that illuminate the mission's essence:

1. Access to higher education for traditionally excluded – in South Bronx and beyond
2. Diversity and multiculturalism – language, race/ethnicity, and other demographic dimensions
3. English language/Mathematics skills development
4. Intellectual growth
5. Socioeconomic mobility
6. Community service – a resource to the communities served

The conclusion of this distillation – Hostos' mission remains as relevant today as when the college was founded over forty years ago.

A visual representation of the mission and its six themes can be found at the end of this introduction.

Hostos Facts

A Self-Study requires empirical analysis. The following summarizes essential facts to consider:

Institutional Profile: With 6 buildings at East 149th Street and the Grand Concourse, and shared sites in Washington Heights (CUNY in the Heights) and the Grand Concourse and Fordham Road (CUNY on the Concourse), Hostos offers 27 degree options and certificate programs, including academic transfer, and vocational/technical training, as well as numerous non-credit continuing education offerings. As a CUNY college, its academic programs are accredited by the Middle States Commission on Higher Education, as well as other accrediting bodies for its professional programs, which are listed in the college catalog. (D.0.2)

Hostos also serves as a hub for numerous community and cultural events. Community groups and government agencies frequently use its hallways, classrooms, and lecture halls to present their programs to the neighboring community. The Hostos Center for the Arts and Culture, which first opened its doors in 1982, is a premier events venue for cultural experiences that affirm and nurture the ethnic heritages of the communities the college serves. Over 2,000 campus-wide events are held each year in collaboration with the community. About three hundred of these events each year are hosted by our Arts Center, which includes our two theatres and the Art Gallery. For example, on August 6, 2011, Hostos co-sponsored the Dream Big Initiative with the Bronx Children's Museum featuring Associate Supreme Court Justice Sonia Sotomayor and Surgeon General Regina Benjamin. The Dream Big Initiative works with children from local community-based programs and motivates youngsters to dream big and work hard to accomplish their goals.

Student Profile: Over the past 10 years, enrollment at Hostos has almost doubled. (D.0.3) According to Fall 2010 data, Hostos' unduplicated headcount was 6,499, with 4,651 FTEs.

The number of adult and continuing education students has grown by 440% since 1999-2000, from 1,999 to 10,802 in 2009-10. (D.0.4) Students are predominantly Hispanic and Black, and speak a language other than English at home. While upwards of 90% of students indicate their home language is other than English, the same percent indicate that they are equally comfortable in both English and their home language.

An important student demographic trend to note is the growing percentage of incoming freshmen with U.S. high school diplomas.

Hostos is increasingly serving 1.5 generation students: children of immigrants who speak a language other than English, who may identify with their 'home country,' but were born in the U.S. and attended a U.S. high school. Still, many students enter Hostos with GEDs or foreign high school diplomas. In Fall 2010, one hundred and twenty countries and territories and 78 languages were represented on campus. (D.0.5)

Hostos students face serious economic and educational challenges to their pursuit of higher education. The large majority (over 70%) have household incomes below \$30,000 and are eligible for financial aid. (D.0.6- D.0.7) Nearly all students require remediation or developmental education in reading, writing, or math, and one third require it in all three areas

(aka triple remedial). Hostos has the highest percentage of remedial/developmental students in CUNY, and educates about half of CUNY's triple remedial/developmental student population. (D.0.8) Given these tremendous hurdles to higher education, nearly 40% of Hostos students drop out after their first year. (D.0.9) However, the students that remain do well. Those that graduate demonstrate the same level of preparedness as students at other CUNY two-year and many four-year colleges. (D.0.10)

Faculty/Staff Profile: In Fall 2010, Hostos employed 402 faculty (181 full-time faculty, 221 adjuncts), and over 520 full-time staff members. (D.0.11) Fifty-three percent of full-time faculty hold a Ph.D. or Ed.D. and 47% have earned master's degrees. Ninety-two percent are tenured or tenure track faculty. More than 50% of full-time faculty represent racial/ethnic minority groups (32% Hispanic/Latino, 11% African-American, 8% Asian), with an almost even balance between male and female faculty. (D.0.12)

Hostos faculty have an impressive track record of grant awards, publications, and conference presentations in a broad range of pedagogical areas. Staff members are frequently called upon to present at conferences and participate in task forces to improve administrative practice in their field areas of expertise. Indeed, Hostos attracts high caliber professionals who want to make a difference in the lives of students who desire to achieve but face major hurdles in their pursuit of higher education. And faculty and staff stay because of the tremendous rewards and satisfaction that come with being part of such a dedicated academic community.

Hostos Fall 2010 Student Profile

Gender	68.3% female, 31.7% male
Average Age	25.7
FT/PT	58% FT, 42% PT
Day/Eve.	91% day, 9% evening
Race/Ethnicity	56.9% Hispanic 27.1% Black 3.9% White 3.8% Asian/P.I. .4% Am. Ind./Al. Nat. 7.9% Other/Unknown
Language Issues	76% speak language other than English at home
Economic Status	72% have < \$30K in household income Over 95% are eligible for aid
Where they live	64.9% live in the Bronx
Entering freshmen – college readiness	87.5% in 1 remedial/developmental 1/3 triple remedial/developmental (reading, writing, mathematics)
Programs of Highest Enrollment	A.A. Liberal Arts & Sciences Nursing Teacher Education Business Management Dental Hygiene

*Source: Hostos Office of Institutional Research,
Fall 2010 Student Profile*

Community Profile: A majority of Hostos students come from the South Bronx. This community has served as a historical entry-point for many waves of New York City migrants, welcoming people of a diverse range of ethnicities, including those of German, Irish, Jewish, Scandinavian, African, and Asian descent. Its rich racial and ethnic mix has made it a vibrant hub of political, cultural, and entertainment activity in the Bronx and for the city. Its many artists and musicians (salsa, hip hop and others) have achieved national and international recognition, putting this community on the map for its creative capital.

Regrettably, the South Bronx holds another reputation that is far less uplifting. The South Bronx is located in the 16th Congressional District, the poorest of the nation's 435 Congressional Districts, with 42.2% of residents living below the poverty line and households earning less than half of the New York City median household income. More than 34% of residents have less than an 11th grade education, as compared with about 16% of New York City residents. Only about 11% of residents of working age possess a higher education degree (associate's degree or higher), compared to nearly 40% of New York City residents. Unemployment is almost double that for the city as a whole. And more than two-thirds of residents speak a language other than English at home, which often translates into levels of limited English proficiency that make it difficult to find consistent employment. (D.0.13)

	New York City	S. Bronx/ 16 th Cong. District
Race/Ethnicity	28% Hispanic	66% Hispanic
Home Language	24% Spanish	61% Spanish
Med. Household Income	\$50,403	\$23,270
Poverty Level	16% families below	37% families below
Education	48% h.s. diploma/GED or less	69% h.s. diploma/GED or less

Source: 2006-08 American Community Survey 3-Year Est.

Hostos has been part of the Bronx rebirth story since the 1970's, connecting higher education with the many community building and revitalization initiatives intended to spur increased business and education investment, tourism, and support for cultural institutions. Hostos has been a partner in and advocate for these urban renewal efforts since its founding, to ensure that this community receives the support it deserves.

Hostos Stories

Data illuminate certain dimensions of institutions, but stories humanize them. The following are just a few examples of the transformative impact Hostos makes on students' lives.

Breathing life into dreams intergenerationally. When Celina Sotomayor wanted to pursue higher education, she realized she did not have many options. As a widow and mother of two, she saw college as a means to improve the life of her family, but she needed to work and take care of her children while in school. Although a high school graduate, English was her second language, so she needed to find a college that offered courses in two languages. Then Hostos was created. In 1970 she enrolled in Hostos, juggling family, work, and school, and doing homework together with her children. With Hostos' support, Celina realized her dream, graduating in one of the first registered nursing classes. Her example is cited as one of the biggest inspirations for her two children: the nation's first Hispanic Supreme Court Justice Sonia Sotomayor, and her brother, Dr. Juan Sotomayor, a practicing physician in Syracuse, New York. (D.0.14)

Nurturing the next generation of higher education leaders. When Geraldine Perri received her associate degree in dental hygiene from Hostos in 1979, it was clear she was going places. Awarded the Stevenson Gold Medal Award of the Dental Society of New York for outstanding academic achievement, she was selected as the student commencement speaker. She has served as a community college educator for 29 years, with the last ten as the President of two community colleges. She has been President of Citrus College in Glendale, California since 2008. Citrus College has over 13,000 credit students and close to 1,000 employees.

Serving students with “true grit.” In November 2001, Melissa Díaz’s father was killed in the Flight 587 plane crash in Belle Harbor, Queens. Instead of being broken by this tragedy, she cultivated her strong desire to contribute to society. Melissa chose to attend Hostos because her parents met and fell in love on this campus. At Hostos she immersed herself in all aspects of campus life. She served on the Hostos Student Leadership Academy for two years, first in the Emerging Leaders Program and then as a Hostos Student Ambassador where she became one of fourteen student-delegates to represent the Dominican Republic at the 2010 Model United Nations. Melissa participated in the 2010 New York State Model Senate Session Project in Albany, where she sat in the seat of Senator William J. Larkin, Jr. and debated on the issue of term limits. She was a part of the 2009-2010 Global Scholars Program, became Vice President for Leadership in Phi Theta Kappa Honors Society, and was a member of the Women’s Empowerment Organization and the Puerto Rican Club. In 2010, Melissa served as class valedictorian, graduating with a 3.939 GPA. She is now attending Columbia University on a full scholarship.

Cultivating diverse talent against the odds. You would never know that Liliete López has a disability by what she achieved at Hostos. She started her education later in life than most people, because she was not allowed to attend school in her home country due to her vision impairment. She chose Hostos because she felt it offered her opportunities she could not find elsewhere. Her many achievements on campus have made Hostos proud. She was a two-time participant in the New York State Model Senate Session Project, a chair of a committee on accessibility options as part of the CUNY Coalition for Students with Disabilities (CCSD) and former Chair of the Committee on Leadership Forums for the Hostos Student Leadership Academy. She represented Hostos and CUNY at a variety of conferences including the CUNY Women’s Leadership Conference, and the first ever Disability Summit at NYU. She was the winner of the *La Prensa* Speech Competition, which led to her being featured in an article in *El Diario* newspaper. As a member of the Hostos Student Leadership Academy, she helped organize “Open Eyes, Open Minds,” a community service activity sponsored by the Greater New York Council of the Blind. Liliete was the winner of the 2008-2009 Bronx CUNY Scholarship, a 2008 Essay Award winner of the Model Senate Session Project, The Leadership Academy Service Award Winner for 2008 and a CUNY Leadership Award Winner for 2009. Her GPA upon graduation from Hostos was 3.7. She is currently studying at Queens College and is serving in the Student Government Association and as a representative in the University Student Senate.

Educating returning veterans. Gael Georges moved to the United States and New York City in 2000 to pursue his college education and explore better options for his life. After coming to an understanding about the cost of a college education, Gael joined the United States Army. Over the course of his three years on active duty, Gael served his new home country in South Korea, Kuwait, Iraq and then back in Fort Riley, Kansas. Upon retiring from military service, he

returned to New York City, seeking an educational environment where he could study with people from all over the world. He found himself on Hostos' doorstep. Gael is currently studying Liberal Arts and Science and hopes to pursue a career in Physical Therapy. He is the Treasurer for the Muslim Student Association, a member of the Hostos Veterans and Reservists Club, and the French, Francophone and Italian Club, and he has served as the Chair of the Leadership Forum Committee. Gael represented Hostos at City Hall at a hearing on the Black Male Initiative, and he represented CUNY at the SOMOS El Futuro Conference in Albany. He was one of two CUNY students selected to participate in the 24th National Conference on Ethics in America at the United States Military Academy at West Point.

Remaining committed to the needs of ESL learners. Many students have come to Hostos with virtually no English skills and have gone on to great academic and career success. Three recent stories of students who participated in Hostos' Language and Cognition department's ESL intensive program demonstrate the heights achieved.

- Mirkeya Capellán came to Hostos in 1987 and graduated in 1990. In 2008 she earned her doctorate in Professional Studies in Computing from Pace University. She now works for the Sogeti Corporation as a quality assurance manager.
- Fénix Arias came to Hostos in 1993 and graduated in 1996. She earned her doctorate in Urban Education from the CUNY Graduate Center in 2011. She now works for York College in the CUNY system as Director of Assessment.
- Ling Li came to Hostos in 2007 and graduated in 2009 after just five semesters. She finished with a 3.99 GPA. She is now completing her doctorate in Mathematics at Indiana University on a full scholarship.

Highlights Since the Last Middle States Visit

The following describes the tremendous strides Hostos has made on almost every issue identified by the Middle States Commission since its last ten-year visit.

Strategic Planning. When Middle States visited in 2001, Hostos had no institution-wide strategic plan. Post-visit, Hostos moved quickly to develop a 2003-08 Strategic Plan (extended to 2010), which was implemented through annual operational planning processes in each division. This planning and implementation process represented a step forward for the college, while also showing areas where improvements could be made. (D.0.15) When Hostos undertook strategic planning for its 2011-2016 Strategic Plan, it approached the task more inclusively and holistically. Through a multi-faceted participatory process that engaged more than 525 students, faculty, staff, and external stakeholders, Hostos developed a plan that represents a reaffirmation of Hostos' founding principles, and translates these principles into goals, initiatives, and outcomes designed to make the college an even more relevant, responsive, and accessible institution to the multiple constituencies it serves. This plan, which was introduced in Fall 2011, reflects Hostos' mission in action, and provides a common understanding for priorities the campus community will undertake over the next five years. Hostos is currently working on ensuring successful implementation of the plan through the creation of common templates and reporting processes, so that divisions are working together to bring about the changes envisioned. (D.0.16)

Enrollment Management. In 2000-01, the college's enrollment was inching back, and there was no plan for recruiting new students. Since then, the college has developed and implemented annual enrollment management plans, as well as strengthened systems to not only recruit but also facilitate registration and enrollment (e.g., designing improved registration systems, creating annual online college catalogs and promotion materials). CUNY now also annually reviews and approves enrollment targets for its constituent colleges.

Institutional and Student Learning Assessment. When Middle States visited in 2001, assessment activities were very limited at Hostos. Immediately following the 2002 reaffirmation of accreditation, the college developed and implemented a comprehensive outcomes assessment plan to address course and program assessment. To date, 95 courses have undergone assessment and all academic programs have undertaken some level of assessment. An assessment committee now exists to oversee these and other assessment activities, including Academic Program Review (APR). Two departments/programs have undergone APR in the last several years, two more are underway, and a clear template, timeline, and plan exist for all programs to undergo review in the next five years. General Education assessment is also in full force. The college has moved to incorporate assessment of general education across the curriculum using the General Education Mapping Tool as well as e-portfolios. The 2011-16 Strategic Plan, through its goal focused on building a culture of continuous improvement and innovation, will drive efforts to strengthen the assessment of institutional effectiveness at the College. The CUNY Performance Management Process (PMP), CUNY's mechanism to link planning and goal setting by the University with its constituent colleges and professional schools, provides a foundation on which Hostos can build its institutional effectiveness efforts going forward. (D.0.17)

Liberal Arts. Hostos' liberal arts curriculum needed serious revision ten years ago. Since then, the college has created liberal arts clusters and a clear Liberal Arts core curriculum that includes English, college-level Mathematics, Science, and Humanities. The college has also created the General Education committee, to ensure that students in all programs have exposure to a rigorous general education core and general education competencies. The increased number of articulations between Hostos and four-year college liberal arts programs evidences the strength of its liberal arts curriculum.

Library. Since its last ten-year Middle States visit, the Hostos Library has gone from near closure to award winning, as the recipient of the 2007 Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award. ACRL, which is dedicated to the advancement of learning and scholarship among librarians, presents these awards to an outstanding community college, a four-year college, and a university library each year, thereby honoring the accomplishments of librarians and library staff as members of a team that supports the mission of their

Major Issues Facing Hostos Today

- Approving a more effective Charter of Governance and better aligned governance systems
- Creating more interconnected, data-informed decision-making processes and systems that link planning, assessment and resource allocation
- Addressing the needs of future remedial/developmental students
- Improving retention – especially first year
- Balancing CUNY and Hostos-specific interests/issues
- Deepening the culture of assessment
- Achieving consensus on how to balance historical roots with changing demand for services, including transitional language instruction and bilingual education
- Maintaining current, state-of-the-art programs that meet student education and employment interests and needs
- Reframing and recasting liberal arts for community college students today
- Navigating budget uncertainty in these economic times

institution. The ACRL issued a press release indicating that the Hostos Library was being recognized for putting the “community” into community college, for its commitment to preserving unique collections about Eugenio María de Hostos, and for creating and preserving records about the founding of the college. (D.0.18) The excellent work of library faculty and staff has also led to the incorporation of information literacy into the requirements of many courses, including *Freshmen Composition*.

The Road Ahead

Hostos has been accredited by Middle States since 1975. Now in its fifth decade, the college has achieved a new level of institutional development and stability. Still, the road ahead is peppered with challenges, and many issues must be addressed to successfully navigate its way forward.

Hostos’ Self-Study could not have come at a better time. This analysis on how Hostos fares in accordance with each of the Middle States standards directly informed the setting of five goals and twenty priorities for the 2011-16 college-wide Strategic Plan. Hostos expects to continue with the same level of participation and dialogue that shaped the Self-Study and Strategic Plan so that it can ensure its effective implementation and reinterpretation as the world changes around it.

Hostos

MISSION



EXECUTIVE SUMMARY

The Self-Study Process – How It Worked

A Steering Committee composed of faculty, staff, administrators, and students was created to oversee the self-study process at Hostos. The Steering Committee, reporting to the President, received technical assistance from the Office of Institutional Research, and was chaired by two faculty – a senior Professor in the English Department and the Chair of the Allied Health Department, both of whom brought extensive experience with reaccreditation through Middle States and other accrediting bodies (e.g., the Joint Review Committee on Education in Radiologic Technology and the National League of Nursing). Eight steering committee members served as liaisons to seven Working Groups, each led by a faculty chair and administrator co-chair. Each Working Group examined 1-3 standards. They gathered information and conducted independent analysis at first, and then, over time, connected with the Steering Committee and other Working Groups to address common themes across their reports.

Hostos' Self-Study Model Choice

Hostos Community College elected the *comprehensive model* for self- study and reordered the standards so that every aspect of its mission and goals, programs and services, governing and supporting structures, resources, and educational outcomes would be examined, enriching the strategic planning process that coincided with the self-study.

The Findings and Recommendations

The following summarizes the spirit of what working groups concluded upon evidence-based review, as well as their recommendations for improvements. Many of their findings and recommendations influenced the design of the new 2011-16 Strategic Plan and are reflected in its goals and priorities. Many others inspired immediate action. The Steering Committee can provide updates on what is underway during the Self-Study Visit.

Standard 1: Mission and Goals Well Defined, Known, and Connected

Working Group 1 found that Hostos' mission, last updated in 2002 through a participatory process, clearly defines the college's purpose, who it serves, and what it intends to accomplish. The goals, activities, and outcomes of Hostos' new 2011-16 Strategic Plan clearly specify how Hostos will fulfill its mission. The new strategic goals, activities, and outcomes were set with input from faculty, staff, and students (more than 525 individuals). The plan includes five-year outcomes as well as annual performance indicators that will shape ongoing evaluation practices.

This Group concluded that the mission is reasonably well known by faculty, staff, and students, and its themes are generally reflected in all key divisional plans and goals, and within programs, services, and operations at the College. However, the extent to which bilingual, developmental, and ESL offerings address the needs of the community it serves warrants further examination. Examining the effectiveness of Hostos' bilingual, developmental, and ESL offerings is a major focus of its new five-year Strategic Plan.

Working Group 1 also concluded that the strategic planning process for the 2011-16 Strategic Plan produced goals more closely aligned with the college's mission than the last Strategic Plan. The simultaneous strategic planning and self-study processes allowed those engaged in Middle States to share recommendations for how to strengthen the new plan. As such, Hostos' goals

have been well established and are known by many faculty and staff on departmental and divisional levels, and should become more fully known across the college as the new Strategic Plan is implemented.

Recommendations for improvements center on ways to deepen assessment of how activities across the College reflect mission themes as well as how to ensure an ongoing commitment to multiculturalism and diverse constituency engagement in strategic planning implementation. Specific recommendations include: conduct more regular review of how College activities reflect the six major mission themes; engage in more activities to encourage intercultural dialogue and multicultural learning; continue to draw on the strength of its multiple constituencies in order to translate strategic goals into programs, courses, and initiatives; and expand opportunities for international exchange and deeper foreign language learning.

Standard 2 – Planning, Resource Allocation, and Assessment Increasingly Connected

Working Group 2 found that planning, resource allocation, and assessment activities for institutional renewal at Hostos are becoming more connected. Planning and performance assessment processes required by CUNY through its Performance Management Process (PMP) are connected to CUNY resource allocation for each constituent college. In recent years, Hostos has focused on creating mechanisms to link its individual efforts at planning, fundraising, and assessment to its mission. Hostos' new Strategic Plan represents where these efforts currently stand and where they are going for the future. The year-long process that led to this plan engaged faculty, staff, and students to establish goals, initiatives, outcomes, and performance indicators, all of which align closely with the college's mission. The plan is currently being implemented. A major part of that implementation will be the periodic assessment of the college's progress in achieving the specified outcomes.

Recommendations for improvements center on additional work to help Hostos more consistently and transparently embed assessment into its culture of resource allocation and institutional renewal. Specific recommendations include: make the CUNY and Hostos budgeting processes more transparent to the Hostos community; strengthen discretionary revenue fundraising; analyze the best use of college's financial resources using the new Strategic Plan as a framework; and strengthen planning at Hostos by creating aligned planning systems.

Standard 3 – Institutional Resources Accessible But Could Be Better Assessed

Working Group 2 found that Hostos has access to the human, financial, technical, physical facilities, and other resources necessary to achieve its mission and goals. However, like many other community colleges across the country, Hostos is experiencing two competing forces – dramatic enrollment increases and significant financial uncertainty – especially given that all CUNY college operating budgets are, by CUNY mandate, solely funded from tax-levy funds. CUNY colleges have in their favor the CUNY Compact, a relatively recent, innovative model of financing the CUNY system, which should increasingly protect individual colleges from financial downturns. However, like other CUNY schools, Hostos would be wise to strengthen *discretionary* (CUNY's term for *auxiliary*) fundraising efforts via its Foundation and coordinated efforts across divisions.

Recommendations for improvements focus on a range of activities to strengthen the effective and efficient use of institutional resources. Specific recommendations include: establish guidelines for engaging chairs and coordinators, as well as other faculty and staff, in the budgeting process; formalize mechanisms for assessment of resource allocation; ensure that all teaching faculty continue to monitor and develop all curricular issues related to technology; better connect academic program and scholarship needs assessment to fundraising strategy development; formalize when facilities analysis takes place in the creation of new academic, student support, and continuing education & workforce development programs and initiatives; review operational plans to ensure that facility needs can be met before new programs, courses, services, and initiatives are created; review the current room usage throughout the campus to improve space utilization; and continue to seek other funding sources for capital dollars (e.g., through Bronx Borough President and City Council discretionary funds, targeted grant requests, and fundraising from alumni and other individuals).

Standard 4 – Leadership and Governance Structures Foster Diverse Engagement, But Role Could Be Better Clarified

Hostos operates semi-autonomously, with many significant governance decisions surrounding its budget and appointment of executive leadership determined by the CUNY Board of Trustees. The university system governance structure gives Hostos sufficient autonomy to assure institutional integrity, even though many policy and funding decisions are made by CUNY.

Upon review, Working Group 3 found that Hostos' internal leadership and governance structures reflect the values of its mission. Notably, its decision-making structures foster engagement and accountability among the diverse student, faculty, and staff. The Hostos College Senate, a central governance structure, is an inclusive community body with members from faculty, staff, and students represented. This broad representation makes the Senate's decisions accountable to the college community. However, attendance at Senate meetings is a challenge and impacts the college's ability to move forward with some governance changes.

Recommendations for improvements center on promoting more effective functioning of key governance structures. Specific recommendations include: explore the possibility for creating a Faculty Council (similar to those found at other CUNY community colleges) that would deal with faculty issues such as curricular items; adopt the revised Hostos Charter of Governance; promote more effective functioning of the Senate; and identify new ways to address the community service aspect of Hostos' mission through its various governance bodies.

Standard 5 – Administrative Structures Effective But Could Be Better Systematized

Working Group 3 found that Hostos has effective administrative structures that facilitate student learning, foster faculty/staff development, and support ongoing quality improvement at the college. The CUNY PMP, divisional planning and assessment activities, CUNY-administered satisfaction assessments, and various office-specific impact assessments and communication mechanisms to ensure productive cross-divisional and inter-departmental communication are notable.

The Working Group felt it important to note that, in some instances, decisions affecting the College's capacity to facilitate learning and research/scholarship, and foster quality improvement are made by CUNY. For example, CUNY Central determines when new lines can be allocated

for faculty hiring at all of its constituent colleges. However, despite recent hiring freezes (just lifted in fall 2011), Hostos has been able to maintain staffing levels that meet the College's needs.

Recommendations for improvements center on ways to systematize assessment of administrative structures, as well as to communicate across administrative processes and structures. Specific recommendations include: identify indicators to continuously assess the effectiveness of administrative structures within each division, especially those that support teaching and learning; systematize communication among administrative units so that feedback loops exist to strengthen programs and services; and better define, document, and communicate the details of Hostos' administrative procedures, timelines, and structures.

Standard 6 – Ethical Behavior, Academic Freedom, and Equity Well-Evidenced in Policy and Practice

Working Group 1 found that Hostos has stated policies in place that clearly articulate the parameters of ethical behavior, including those that provide unambiguous support to the principles of academic freedom. Federal, state, city, contractual, and CUNY regulations, as well as Middle States Standards, inform these policies. The focus of many of the policies and procedures relates to complaints and accommodations. The mode of enforcement or redress is often explicitly outlined in the actual policy, regulation and/or contract.

Working Group 1 also found that Hostos explicitly and comprehensively ensures that all members of the college community are treated equitably and appropriately, regardless of status. Employment, ethics, and operational policies are widely disseminated online and in print to students, faculty and staff across the college at all levels. This cultivates a climate of academic inquiry and engagement and fosters a community of respect for people of diverse backgrounds and perspectives.

Recommendations for improvements center on how to better communicate and assess policies and practices related to institutional integrity. Specific recommendations include: focus more regularly on activities that enhance knowledge and discussion about current ethics policies and procedures; periodically assess compliance with principles of academic freedom (alongside CUNY academic freedom initiatives); and more regularly re-examine equitability of treatment of faculty, staff, and students as demand for support and services changes over time.

Standard 7 – Culture of Institutional Assessment Growing, Key Priority of New Strategic Plan

Working Group 7 found that Hostos, like every other college in the United States, continues to grapple with building a self-sustaining culture of assessment. However, since Hostos' 2007 Periodic Review Report (PRR), the college has increased the depth of its assessment of student learning, strengthening academic program review and general education assessment alongside continuous outcomes assessment efforts. It has also increased the breadth of assessment across divisions, implementing a range of activities designed to help the College understand its overall effectiveness in achieving its mission and goals via its programs and services. Through the 2011-16 Strategic Plan, the institution is also working toward a fully integrated system that connects planning, assessment, and outcomes, thus "closing the loop" between assessment and the College's ongoing efforts to effect institutional change and renewal.

Recommendations for improvements center on how to strengthen assessment systems and feedback loops to resource allocation and planning. Specific recommendations include: increase the development and systematization of assessment activities, particularly in the non-academic divisions; expand resources for institutional assessment to further demonstrate the importance and centrality of assessment to the entire college community; ensure that Goal 3 (Culture of Continuous Improvement and Innovation) of Hostos' new Strategic Plan is infused across divisional operational plans; regularly survey graduates to determine their activities and status since graduating; and use course and program assessment findings more clearly and systematically in resource allocation and institutional planning decision-making processes.

Standard 8 – Recruitment Strong, Focus Now On First Year Experience, Particularly for Remedial/Developmental Students

Hostos' enrollment has grown dramatically in the last ten years. What is happening at Hostos is part of a national trend. With the whole country feeling the economic pinch, and unemployment especially high among poorer, minority populations, many people are choosing community colleges like Hostos for accessible, affordable, and quality higher education, especially in career preparation.

Working Group 4 found that while recruitment remains an important focus, Hostos has turned much of its attention in recent years to enrollment management – to better ensure students' success once they arrive on campus. The College uses multiple means to communicate requirements, from the time of admission until graduation. Hostos has proved to be very effective at providing financial aid information to prospective and current students. The College has in place several methods for tracking students who withdraw, drop/stop out, or transfer out prior to graduation. And it has many retention, transfer, and career/employment supports, which help students to get the academic and non-academic assistance they need to persist in their higher education and career pursuits. But given its unusually high percentage of students in need of developmental/remedial education upon entry (with over 85% requiring some remedial/developmental support and one third of all students needing triple remedial/developmental support), Hostos must focus even more on improving its retention, graduation, transfer, and employment rates.

Recommendations for improvements mainly center on activities that create college-wide tracking systems to respond to individual student needs and strengthen connections across academic and non-academic student supports, so that students have support throughout their time at Hostos. Specific recommendations include: develop a plan for communicating with students through e-mail; implement the second phase of the Hobson's Client Relationship Management (CRM) vehicle called Retain, which allows communication with all current students in all aspects of campus life; periodically review recruitment and admissions-related materials for accuracy and effectiveness; automate data collection regarding tuition assistance programs to include number of users and awards given; enhance student success by increasing the level of student participation in pre-college activities, structuring first-semester learning experiences that strengthen developmental skills, and linking the two efforts; engage in campus dialogue to identify ways to help students better understand educational options relevant to their academic progress; and strengthen use of data regarding student performance and progress in order to better address student attrition/retention.

Standard 9 – Student Support Services Strong and Becoming Systematized

Given that most students enter in need of remedial/developmental supports and financial assistance, student support services at Hostos are both academic and non-academic. Working Group 4 found that Hostos' offerings are extensive, ranging from those that help students with academic preparedness and progress to those that strengthen their personal and social growth. These activities continue to grow on a year-to-year basis. Assessment results generally show high levels of student participation and satisfaction with what is offered. Evidence exists that faculty and staff make improvements to support services based on results from those assessments. The issue for Hostos is not quantity but coordination and assessment of offerings.

Recommendations for improvements center on what is already underway – systematizing student supports so that the College can more comprehensively analyze and address individual student needs. Specific recommendations include: create more uniform and comprehensive assessment of student support services such as student advisement; make student support services more responsive to departmental content needs; institute an early warning system to keep abreast of the needs of each student and those of the whole student body; develop more measures that capture data regarding students' personal and social development to better inform support services and extracurricular activities; and increase student awareness of advisement services and provide additional faculty advisement training.

Standard 10 – Faculty Well Credentialed and Supported, Treated Equitably, and Using Data to Improve Student Learning

Working Group 5 found that Hostos' faculty is appropriately credentialed and has access to a systematized process for faculty reappointment, tenure, and promotion, which is periodically reviewed and outlined in guidelines for faculty evaluation. Tenured and untenured faculty members are treated equitably and receive the supports they need to successfully navigate reappointment, tenure, and promotion processes. Adjunct professors are well supported by the college and their departments. Overall, departments and the college provide many supports to faculty advancement and development that enhance teaching, scholarship, and service. And with the help of the CUNY Compact, Hostos continues to effectively plan for faculty staffing to meet the evolving needs of its diverse and growing student body.

Working Group 5 also found that, in recent years, Hostos faculty has stepped up efforts to improve Student Learning Outcomes (SLOs) via scholarly research, Professional Development Institutes (PDIs), and course and program outcomes assessment. Faculty have access to a number of faculty development resources through the Center for Teaching and Learning (CTL) and faculty use these resources to make curricular changes that strengthen learning outcomes. More work is underway to help faculty members translate what they learn from the various resources into changes in classroom practices that enrich student learning.

Recommendations for improvements focus on strengthening communications of reappointment, tenure, and promotion requirements, creating additional faculty development opportunities, and designing new efforts to recognize faculty service. Specific recommendations include: expand course assessment and associated faculty development efforts so that it becomes part of Hostos' ongoing culture of student learning outcomes assessment; track the effectiveness of the faculty PDIs and other faculty development supports (started Fall 2011); include a

category within the department template of the Office of Academic Affairs (OAA) end-of-year report to include service to the college and department; establish an annual service award based on evidence of service provided in the OAA end-of-year report; periodically track service equity to determine if one group (e.g., untenured faculty) is under-or over-represented; post online all forms and documents used for the reappointment, promotion, and tenure processes; create and publish an Adjunct Policies and Procedures Handbook; and conduct assessments with Academic Department Chairs, Coordinators, and adjunct faculty, to understand adjunct issues and concerns.

Standard 11 – Educational Offerings Strong (Come A Long Way Since Last PRR)

Working Group 6 found that Hostos' educational offerings effectively reflect its mission to "provide access to higher education for all who need it" and to "meet the higher educational needs of people...who historically have been excluded from higher education." Learning support services at Hostos address the needs of our student population and enhance the potential for student success by offering a wide range of resources to accommodate every phase of academic development.

Working Group 6 also found that many cross-cutting improvements have been made to educational offerings. Examples include the integration of course outcomes assessment and information literacy into the Hostos curriculum.

It is important to note how far Hostos' educational offerings have come since its 2007 Periodic Review Report (PRR). Hostos now has extensive student learning outcomes assessment efforts, which have been established across courses. Academic Program Review (APR) has been reinstated with a clear schedule and process outlined and underway, so that all academic programs undergo review by 2015. These efforts, alongside those to infuse General Education across the curriculum and to strengthen non-credit educational offerings, have improved the quality and effectiveness of Hostos' course and program offerings.

Recommendations for improvements center on improving systems, processes, and faculty development efforts that can make educational offerings even more effective. Specific recommendations include: establish a process that is clear and transparent for setting new and reviewing existing pre- and co-requisites for courses; provide faculty development opportunities that help faculty develop strategies for better addressing student needs; review processes for curriculum development to make them more consistent, informed, and transparent; develop and implement a college-wide Hostos syllabi database that is easily accessible through the college's website; continue the development, expansion, and requirements of course assignments that ask students to access, analyze, and apply information literacy; and determine ways to link with other postsecondary institutions to drive promising practices in information literacy.

Standard 12 – General Education Practice Growing (Come A Long Way Since Last PRR)

Working Group 6 found that Hostos' curricula increasingly help students meet college-level standards in General Education. Prior to the November 2010 elimination of the CUNY Proficiency Exam (CPE), analyses of student success on that exam constituted initial assessments of General Education competencies at Hostos. Since 2007, when Hostos introduced a General Education initiative on campus, Hostos has both strengthened efforts to create General Education core courses and infused General Education skills across the curriculum. Through this initiative, Hostos is undertaking assessment and making curricular

improvements to ensure that General Education requirements are well-communicated, students are demonstrating college-level essential skills and General Education proficiency, and General Education competencies are embedded in academic program requirements and transferable to four-year colleges. This represents significant change from five years ago when Hostos was just initiating work on General Education practice. The College now has developed templates and tools to help infuse General Education competencies across the curriculum.

Recommendations for improvements center on how to further engage faculty in utilizing these tools and templates in their teaching practices, and how to help students understand why General Education is important. Specific recommendations include: provide support to encourage faculty to understand, utilize, and incorporate the General Education rubrics, syllabi models, e-portfolios, the templates and the Mapping Tool; provide support to help students understand the importance of obtaining General Education competencies; and obtain feedback from graduates in order to develop curricular innovations and enhance Hostos' commitment to General Education.

Standard 13 – Remedial/Developmental Supports, Continuing Education Offerings, and Course-Based Technology Innovation Extensive But Must Improve

Working Group 6 noted that since over 85% of students enter Hostos with remedial/developmental needs, data on this population greatly influences academic program development and institutional and departmental strategic planning. It is also used to develop appropriate pre-college skills building supports, as well as ongoing academic supports as students progress through their college experience on campus.

In addition to the extensive developmental and remedial supports, Working Group 6 found that continuing education offerings have dramatically grown over the past ten years and these programs continue to be well-attended. The number of adult and continuing education students has increased by 440% from 1,999 in 1999-2000 to 10,802 in 2009-10. Hostos has also significantly expanded its asynchronous/hybrid course offerings. Hostos' technological innovation has been publicly recognized by CUNY, the League for Innovation in Community Colleges, and other organizations and colleges across the nation.

Recommendations for improvements focus on ways to strengthen remedial/developmental offerings and Continuing Education activities. Specific recommendations include: review academic remedial/developmental areas and student support strategies to effectively integrate basic skills across content areas and enhance student academic success; develop an integrated persistence and retention program for students in developmental levels; establish early intervention systems such as summer skills immersion programs, improved referral processes, and inter-divisional efforts in identifying, tracking and servicing at-risk students; establish and implement rigorous assessment processes and procedures for all continuing education offerings; and make assessment results available to potential continuing education consumers and organizational partners, including contractors.

Standard 14 – Assessment of Student Learning Well Underway, With Results Improving Teaching and Learning

Working Group 7 found that the number of faculty engaged in student learning outcomes (SLO) course assessment has continued to grow, with assessment results used in a variety of ways to improve teaching and learning. A great deal of additional information is continuously being made available regarding student performance across a range of issues including course grades, performance on CUNY assessment tests, and graduation, as well as student learning outcomes in individual courses and programs. Data is also being collected on student online learning. These data are being used in a variety of ways to develop programs and courses that will improve student success. Overall, the available data and information are informing decisions.

Working Group 7 concluded that the processes and procedures used by Hostos to assess student learning are appropriate and aligned with the College’s mission, as well as with the missions of individual departments, units, and programs. Furthermore, because the procedures are sufficiently flexible, they are readily adaptable to the specific needs of individual courses and programs and, as such, are appropriately aligned.

Recommendations for improvements focus on efforts to expand and systematize the use of SLO assessment on campus. Specific recommendations for improvements include: increase and expand faculty training on the use of outcomes assessment to further improve teaching and learning; incorporate data from SLO assessment and other sources into curriculum development and classroom practice to better ensure successful student performance; encourage faculty to incorporate General Education competencies into courses and outcomes assessment methods to improve teaching and learning, particularly in multi-section courses; periodically review the alignment of assessment procedures and processes with the college mission; develop and implement a comprehensive assessment of the impact of technology on student learning; and develop benchmarks against which student performance can be better assessed, especially for ESL and remedial/developmental students.

Hostos Is Already Better For Its Self Study

A Self-Study requires a hard look that pushes the comfort zone of most people. But when well done, it can help an institution in so many ways. At Hostos, the Self-Study process created a safe space for the entire campus to engage in a disciplined, data-informed conversation about how well the College is meeting essential standards of excellence in higher education. Through the process, faculty, staff, and students reflected on how College’s mission comes alive on campus and how it is evidenced (or not) in all aspects of its work. The timing worked perfectly with strategic planning, so findings from the Self-Study helped set Hostos’ priorities and course for continuous improvement and innovation for the next five years. Indeed, Hostos has already benefitted from what it learned from its Self-Study and, with additional recommendations and guidance from the Visiting Team, will continue to do so for years to come.

Middle States Commission on Higher Education

Certification Statement: Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Eugenio Maria de Hostos Community College/CUNY is seeking:
(Name of Institution)

(Check one) Reaffirmation of Accreditation Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

Exceptions are noted in the attached memorandum (Check if applicable.)

Felix V. M.
(Chief Executive Officer)

February 8, 2012
(Date)

Bernie Schmidt
(Chair, Board of Trustees or Directors)

2/8/12
(Date)

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Summary of Findings and Conclusions

Hostos' mission, last updated in 2002, clearly defines the College's purpose, who it serves, and what it intends to accomplish. The goals, activities, and outcomes of Hostos' new 2011-16 Strategic Plan clearly specify how Hostos will fulfill its mission.¹ The mission was created through a participatory process, and the new strategic goals, activities, and outcomes were set with input from all major campus constituencies. The plan includes five-year outcomes as well as annual performance indicators that will shape ongoing evaluation practices.

Working Group 1 also noted:

- The mission is reasonably well known by faculty, staff, and students. The goals have been well established and are known by many faculty and staff on departmental and divisional levels, but not fully across the college.
- The six themes of Hostos' mission statement are reflected across all key divisional plans and goals. The strength of the link between these themes and divisional plans depends on which aspects of the mission are applicable to the specific divisions.
- Hostos' programs, services, and operations are consistent with the themes of inclusivity, diversity, socioeconomic mobility, and transitional language instruction in the mission. However, the extent to which Hostos' bilingual, developmental, and ESL offerings address the needs of the community it serves warrants further examination. Hostos will examine the effectiveness of its bilingual, developmental and ESL offerings as a major focus of its new five-year Strategic Plan.
- The new strategic planning process produced goals more closely aligned with the college's mission than the last Strategic Plan. The simultaneous strategic planning and self-study processes allowed those engaged in Middle States to share recommendations for how to strengthen the new plan. Primary recommendations included engaging more of the campus community in goal and activity setting, and creating processes for continued engagement and data analysis/assessment. These processes will include matching goals, initiatives, and outcomes with the thematic areas of the mission.

¹ Since the formulation of the new college-wide Strategic Plan happened after Working Groups conducted most of their analysis, some of the commentary on the new Strategic Plan reflects additions by the Self-Study Steering Committee toward the end of the Self-Study process.

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Overall, Working Group 1 concluded that Hostos clearly meets the fundamental elements as well some optional analysis for Standard 1. The evidence of these findings and conclusions is presented in the following report, organized by study question.

Working Group 1 – Standard #1 Report

Question 1: How well are the mission and goals known by the various constituencies in the college?

Knowledge of Mission

A. Hostos' mission appears in a variety of places accessible to multiple audiences.

Table 1.1 below summarizes ways Hostos tries to make its mission accessible to students, faculty, staff, and the public. In short, the mission statement, which was last updated in 2002, is available to the college community and the public through the college's website and college catalog. A history of mission statement review at Hostos, including a comparison of the current mission statement to the last version updated in 2000, is available for further review in Appendices 1.1 and 1.2. The statement is available to individual constituencies of the college community in divisional plans. The Office of Affirmative Action, Compliance and Diversity and the Office of the Dean of Students publish reports in which the mission statement appears (see below). The mission statement is also included in the new Strategic Plan, and the idea of mission centeredness appears in the plan title ("Rooted in Our Mission, Our Compass to the Future") and throughout the plan narrative. The mission statement is also included in a number of other sources, including the OAA General Education brochure.

T 1.1: Hostos' Mission—Where It Appears and Who Sees It

	Frequency	Public	Students	Faculty	Staff
College Catalog	Biannually	X	X	X	X
College Website	Ongoing	X	X	X	X
Divisional Plans	Annually			X	X
Dean of Students Report	Annually			X	X
Affirmative Action Report	Annually			X	X
Office of Academic Affairs (OAA) General Education Brochure	Ongoing	X	X	X	X
Strategic Plan	Every five years	X	X	X	X

As a result of the self-examination undertaken in this Middle States Self-Study process, Hostos has posted the college mission statement across campus, prominently displaying it in the lobbies of the college's buildings.

B. Academic departments have created or redrawn their missions to complement the college's mission statement.

Over the last five years, all academic departments have reformulated or developed their departmental/unit mission statements to align with the college's mission. Table 1.2 on the next page illustrates the extent to which these departmental/unit statements reflect the six key themes

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of Hostos' mission described in the introduction of this report. The full statements are available in Appendix 1.3.

T 1.2: Academic Department Missions—How They Reflect the College-Wide Mission

Department	Access	Diversity	English/Mathematics Skills	Intellectual Growth	Socioeconomic Mobility	Community Service
Allied Health	X	X			X	X
Behavioral and Social Sciences	X	X		X	X	X
Business					X	
Education			X	X	X	
English			X	X		
Humanities	X	X	X	X	X	
Language and Cognition	X		X	X		
Library	X	X		X		
Mathematics	X	X	X	X	X	
Natural Sciences		X	X	X	X	

Intellectual growth is the most commonly cited—not surprising, given that Hostos is a community college with professional programs complemented by robust liberal arts offerings. If a theme is not reflected in a department's statement, it may be because that theme is less applicable to that department. For example, the Language and Cognition Department does not have a community service component to its departmental mission, as the primary focus of this department is to help non-English speaking students become proficient in English.

C. Multiple avenues exist to discuss and reflect on the mission.

The mission statement is not only made available through a variety of documents and media throughout the college, but is also revisited in orientation brochures, (D.1.1) and in retreat documentation. (D.1.2)

Leaders on-and off-campus recognize the unique value of Hostos' mission and frequently note it in various forms of public communication. It is worth noting that, during the investiture of President Félix Matos Rodríguez, Supreme Court Justice Sonia Sotomayor read Hostos' mission statement, reconfirming the college's historic mission. (D.1.3) Similarly, on March 23, 2011, at the opening of a key college-wide strategic planning meeting, President Matos, calling for "mission-based leadership," stated, "The mission [of the college] is the reason why I took the job ... the mission is the core here". (D.1.4) President Matos also notes the unique value of Hostos' mission in his Letter from the President that appears in the new Strategic Plan. (D.1.5)

Knowledge of Goals

A. Institution-wide strategic goals, activities, and outcomes are now in place – established through a consensus-based strategic planning process.

A core measure of institutional effectiveness is the extent to which the goals of a strategic plan are rooted in a college's mission.

The 19 goals of the 2003-08 Strategic Plan were, in general, grounded in the college's mission.

- The desire to serve “communities who have historically been excluded from higher education” undergirded the plan as a whole.
- Socioeconomic mobility was represented in goals to “[expand] the [colleges] workforce development program” (see goal 9 and goal 3.1).
- Technological proficiencies (see goal 6).
- Careers, transfer (see goal 4.3, “update and expand articulation agreements”).
- Professional programs were all mentioned, as was diversity (goal 12, “cultural understanding and diversity”).
- A separate section of the plan was devoted to special programs, which included “expanding and institutionalizing continuing education” as its own goal (19).

Some aspects of the mission were less clearly articulated in goals of the last Strategic Plan. More specifically:

- More abstract aspects of the mission, such as lifelong learning and critical thinking, were not represented. The closest the goals came was a passing mention of “enrichment” (goal #11.7), and “cultural understanding and diversity” (goal #12). This may be due to the fact that the 2003-08 Strategic Plan was closer in form and spirit to an operational plan, and hence laid out divisional activities rather than clearly agreed upon institution-wide goals.
- The College as a resource for the community—not just workforce development and continuing education, but in terms of arts and culture, and health services—was not stressed in the 2003-08 goals.
- Mathematical and linguistic competencies (unlike technological proficiencies) are mentioned by name in the mission, but were absent from the 2003-08 goals.
- Bilingual education offerings were mentioned only in passing in the goals of the 2003-08 Strategic Plan, though clearly mentioned in the plan’s executive summary, which outlines strategic priorities. (D.1.6)

While Hostos’ 2003-08 Strategic Plan outlined a series of activities connected to its mission that different divisions would undertake, it did not clearly bring the campus together around shared goals, making it difficult for all college constituencies to understand their common agenda. During the years covered by this plan, Hostos’ divisions and departments took the lead in setting goals. In 2005, when CUNY created the Performance Management Process (PMP), Hostos

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synchronized divisional goals based on performance targets CUNY identified annually. Then, as evidenced from a review of departmental and divisional plans, these performance targets were communicated back to faculty and staff across divisions and departments, who reset their goals at annual retreats.

While these divisional and departmental processes engaged many faculty and staff across the college, it compartmentalized goal-setting and planning on campus because planning generally did not cross-divisional boundaries. This issue of compartmentalization began to be addressed in the joint Student Development and Enrollment Management (SDEM) and Office of Academic Affairs (OAA) retreats conducted in 2009 and 2010. Also in 2009, on the cusp of administrative transition, the college organized a retreat to identify ‘strategic priorities’ that could be provided to the incoming president and the new administrative team as they began to map the future direction of the college. (D.1.7) However, no new institution-wide goals were officially formulated between 2009 and 2011.

When Hostos embarked on the process for preparing its new Strategic Plan, it decided to approach goal setting differently. It established a comprehensive, participatory, consensus-based process to produce shared institutional strategic goals, activities, and outcomes.

This broadly inclusive approach to formulating the new 2011-16 Strategic Plan can be seen as an antidote to this problem of compartmentalization as discussed here and in question 4 which follows. This approach facilitates institutional alignment with CUNY PMP objectives and helps all campus constituencies better understand shared goals toward which all will aspire and gear their activities.

Question 2: How are the major themes of the Hostos’ mission statement reflected in the goals established in the key divisional plans? For example, the academic plan, enrollment management plan, technology plan, financial plan, etc.?

Across the board, the major themes of the mission statement are reflected in the goals of key institutional plans, as summarized in Table 1.3 on the following page.

The Office of Academic Affairs’ planning documents indicate a strong adherence to all the themes of the mission statement. (D.1.8) Plans detail goals and activities. For example, the mission’s theme of supporting intellectual growth (e.g., student learning and transfer) is demonstrated through an increased number of dual degrees, relationships with four-year institutions, and new programs. To meet the challenges presented by articulation between two-year and four-year colleges, in spring 2011, Hostos joined the CUNY community in the development of the Pathways Program, a collaborative initiative to improve the transfer process. The CUNY Board of Trustees approved this program for implementation on June 27, 2011. (D.1.9)

The Office of Student Development and Enrollment Management’s (SDEM) enrollment plans explicitly state that its goals align with Hostos’ mission statement. (D.1.10)

Administration and Finance Division plans demonstrate that money and resources are allocated in support of the mission. For example, the technology plan states that students should be

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equipped with the latest technological knowledge and tools to prepare for their future careers.
(D.1.11)

The Division for Institutional Advancement engages the mission's theme of community service. Through its offices of Public Relations, Center for the Arts and Culture, and other departments, it continues the college's commitment to be a resource to the South Bronx community.

T 1.3: Snapshot of Key Divisional Plans and their Alignment with Hostos' Mission

Type of Plan	Access	Diversity	English/Mathematics Skills Development	Intellectual Growth	Socio-Economic Mobility	Community Service
OAA: Annual Plans (2005-06 through 2009-10)	X	X	X	X	X	X
SDEM: Enrollment Management Plan (2009-10)	X	X		X		
Administration and Finance Annual Plans (2005-06 through 2009-10)	X	X	X	X	X	X
Strategic Technology Plan (2003)	X	X		X	X	X

Note: The academic plan and annual financial plan are described in response to Standard 2 Question 2. These are not included in the table above because they are not key divisional planning documents.

Also of note: Hostos' mission clearly ties to the CUNY mission, which reads: CUNY has the "responsibility to provide post-secondary education in New York City...the University must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the University as an integrated system and to facilitate articulation between units...the University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes....The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the city of New York....[CUNY must have] the strongest commitment to the special needs of an urban constituency....Activities at the City University campuses must be undertaken in a spirit which recognizes and responds to the imperative need for affirmative action and the positive desire to have City University personnel reflect the diverse communities which comprise the people of the city and state of New York."
(D.1.12)

Question 3: Are Hostos' programs, services, and operations consistent with themes in its mission? For example, how does the college know if it:

- *Serves the higher education needs of the South Bronx and similar communities and populations traditionally excluded from higher education?*

- ***Serves a culturally diverse student body and fosters a multicultural environment?***
- ***Provides transitional language instruction and meets the needs of English language learners?***
- ***Fosters intellectual growth and socioeconomic mobility (builds skills such as linguistic, mathematical, technological and critical thinking)?***

A. Across all aspects of its programs, services and operations, Hostos demonstrates a longstanding commitment to providing access to higher education for a diverse and multicultural student body.

Hostos is situated in the South Bronx, the poorest congressional district in the United States according to Census data. In the fall of 2010, 68.3% of the 6,499 students enrolled at the college were Bronx residents. Hostos is composed of a diverse student population. The majority of the students come from groups that are under-represented in institutions of higher education and that have historically been deprived of opportunities to obtain college degrees or pursue professional training (D 1.13).

Hostos serves an ethnically and racially-diverse student body. Evidence of this is the composition of the student population. Students of Hispanic background make up 56.9% of the student body, and black students compose another 22.2%. Although most of the Hispanic students are of Dominican background (29.6% in the fall of 2009) another 5.8% are of Puerto Rican origin, and a growing number come from Mexico, Central America (2.9%), and South America (5.7%). Black students are mostly African American (40.5%), but 22.8% of black students also come from Africa, including 7.1% of black students from Ghana and 3.2% from Nigeria. Many of the remainder of black students come from the British and French Caribbean. (D.1.14)

Given this diversity, the college takes pride in fostering a multicultural environment. The Office of Student Activities endorses many clubs and organizations that reflect the diversity of the student body. In the spring of 2010 these included the Black Student Union, the Dominican, Puerto Rican, Filipino, and Peruvian Clubs, and the West Indian Students Association. There is a Muslim Student Association, a Christian Club, and a Praise Christian Club. Throughout the academic year these clubs and organizations in turn have sponsored numerous social and cultural activities that showcase the cuisine, music, dance, beliefs, and folk traditions of their members. These events help cultivate a rich multicultural atmosphere on campus. In addition, every year the Hostos Center for the Arts and Culture promotes a multicultural environment by staging a multinational variety of theater, dance, and music performances of interest to the entire campus that help students, faculty, and staff experience the richness of the many ethnic cultures that make up the college community. Now in its 29th season, each year the Center serves over 100,000 patrons and is host to over 300 events produced by the Center itself, Hostos Community College, community-based organizations, local schools, and independent producers. The Hostos Center was recently selected from among 250 applicants as one of eight participants in a national demonstration project funded by the Association of Performing Arts Presenters and the Doris Duke Foundation to establish closer links between college-based arts centers and academic departments at colleges and universities. (D.1.15-D.1.16)

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Hostos Community College also offers many classes that expose students to the history and cultural achievements of the peoples of Europe, North America, Africa, the Caribbean, and Latin America. These include courses in United States and world history, American and English literature, and an Introduction to the Humanities course. Ethnic studies classes include introductory and higher-level courses of study in Latin American and Caribbean history, society and culture, as well as classes in black studies, including both African and African American history and culture. The College also sponsors a Study-Abroad program that provides students opportunities for summer travel and study in Puerto Rico and the Dominican Republic. In the past, the College's Global Scholars Program (started as the Serrano Scholars Program in 2003-04) has also taken students on study trips to Italy and China. (D.1.17)

B. Given that a great many entering freshmen each year require some form of developmental and/or remedial academic support, Hostos provides many English and math developmental courses and services, as well as Spanish-language content courses.

In the fall of 2010 only 12.5% of 1,073 entering freshmen had passed all three of The City University of New York skills tests in reading, writing and mathematics. Consequently, 43.5% of these students required remedial classes in reading, 57.0% in writing, and 78.5% in math. (D.1.18) See Working Group 4's Appendix 9.1 for a detailed table.

To support these students, the English Department offers over five dozen sections of pre-college writing and reading classes per semester; the Department of Mathematics offers a comparable number of pre-college level math classes every semester; and the Language and Cognition Department offers sixteen different ESL courses, with multiple sections of each taught every semester. Hostos also has many academic support services and programs. Among these are the Hostos Academic Learning Center (HALC) and the CUNY Language Immersion Program (CLIP). (D.1.19-D.1.21) See Working Group 6, Question 1 for more specific details on the extent of developmental and remedial offerings.

An integral part of the college's mission is "to provide transitional language instruction for all English as a Second Language students along with Spanish/English bilingual education offerings to foster a multicultural environment for all students." However, over the past decade, the college has experienced a significant shift in student demographics, which has resulted in a changing demand for ESL classes and Spanish content courses. See Working Group 4, Standard 8, Question 6 for a more detailed review of student demographic trends and Appendix 1.4 for additional details on enrollment in ESL and Spanish content courses.

As referenced in the executive summary, Hostos is engaging in a robust discussion about how to balance its historical roots as embodied in the mission with changing demands for services, including transitional language instruction and bilingual education. This is connected to the larger issue that Hostos, like many other community colleges faces – how to help students, including ESL/developmental students, progress through courses toward graduation. (D.1.22)

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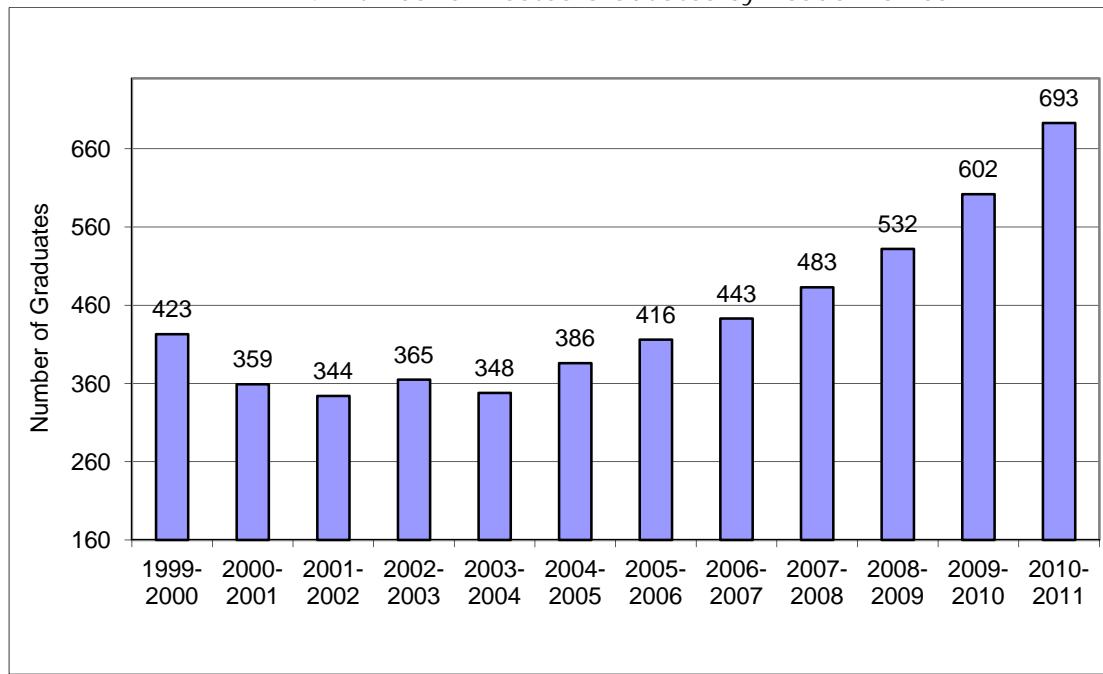
C. Hostos fosters intellectual growth and socioeconomic mobility by offering a wide diversity of associate and certificate programs.

One of Hostos' great strengths is that it fosters intellectual growth and socioeconomic mobility for a multicultural student body. Hostos students are enrolled in 27 different associate and certificate programs, including Liberal Arts A.A. and A.S. degree programs, Nursing, Early Childhood Education, Business Management, Dental Hygiene, Criminal Justice, and Radiologic Technology. See Working Group 6, Standard 11, Question 1 for a more detailed assessment of Hostos' programs.

Although eliminated in fall 2010, the CUNY Proficiency Exam (CPE) was a useful measure of intellectual development of Hostos students. In short, although the vast majority of Hostos students enter with substantial remedial/developmental needs, for those that took the CPE, a required test for students that reached their 45th credit, in excess of 90 percent of Hostos' students passed the test, a level that exceeded the pass rates of several senior colleges in CUNY. Working Group 6 in response to Standard 12, Questions 1 and 2 presents a more detailed discussion of Hostos student CPE performance.

In addition, the number of graduates has been increasing every year for the past seven years, positioning more and more students to enter their careers of choice or transfer to four-year colleges. See Appendix 1.5 for more information on graduates by major since 2002-03.

T 1.4: Number of Hostos Graduates by Academic Year



Source: Hostos OIR

D. Community service opportunities are embedded within a number of offerings across campus.

Community service has been incorporated in a number of academic offerings across the college, via internships, cooperative education, and specific requirements relating to particular degree

programs (e.g., criminal and paralegal studies). Students participate in a range of community service opportunities available through Student Services, including clubs, Student Leadership Academy, etc. (D.1.23) The College engages the larger surrounding community in a number of ways, including through its Arts and Culture Center and the Bronx Center for Nonprofits, which it helped to found. (D.1.24) The college is placing even greater focus on community service in coming years, through its new Strategic Plan, particularly as it strengthens leadership and workforce development activities on campus. (D.1.25)

Question 4: How can Hostos better reflect the themes of its mission with the goals of its next institution-wide, five-year plan? How can multiple constituencies help shape the goals and activities of that plan so they are more closely tied to the mission than the last Strategic Plan (2003-08)?

A. More directly tie the goals with the key thematic areas within the mission.

The college's process for developing its new Strategic Plan drew on many constituencies in the college in order to have a broad, representative vision for its future. In the process, many of the issues noted from the previous planning process were addressed. (D.1.26) Some highlights include:

- A targeted approach to General Education helps the college more directly address issues such as academic literacy and critical thinking. General Education appears in the plan's first goal area (Integrated Teaching and Learning Programs and Supports) within the initiative focused on first-year student success and the initiative focused on rethinking developmental education. It also appears in the third goal area (Culture of Continuous Improvement and Innovation), where assessment of student outcomes is clearly tied to General Education proficiencies, and has relevance to the fourth goal area (Workforce Development). In addition, the General Education emphasis on global citizenship and the global nature of education today is clearly reflected in the initiative to advance international study-abroad and exchange programs, included under the second goal area (Campus and Community Leadership). A more detailed description of what is underway regarding General Education is provided in response to Standard 12, Questions 1-5.
- The expansion of the special programs, such as the Accelerated Study in Associate Program (ASAP) and other freshmen learning support programs (in terms of both the number of such programs and the robustness of individual programs) is reflected in the initiatives on first-year student success and bridges for non-credit students.
- The second, third, and fourth goal areas clearly emphasize the college's longstanding relationship to the community and the need to expand connections and services, through student, faculty and staff community leadership initiatives and involvement in Bronx community-based organizations (CBOs), a significant expansion from the 2003-08 plan.

B. Engage more of the campus in goal setting.

The pool of contributors to the 2003-08 Strategic Plan was almost entirely limited to higher-level administrators and senior faculty, and those input opportunities were primarily limited to two retreats and several follow-up meetings of six subcommittees stemming from the retreats.

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However, the new strategic planning process engaged more than 500 students, faculty, and staff, as well as external stakeholders including the Hostos Foundation, CUNY representatives, and community representatives. It included multiple engagement opportunities and methods, from focus groups and surveys, including:

- Cabinet and extended cabinet meetings
- Meetings with representatives from various departments
- Focus groups with different constituencies (faculty, staff, and students) to discuss goals and ideas particular to them
- A campus-wide survey to draw out ideas about what the college's priorities should be
- An open campus vetting of the plan

The methodological approach is outlined in greater detail in the 2011-16 Strategic Plan narrative. (D.1.27)

C. Create a process for continued engagement and data analysis.

Hostos' next plan must address the need to create stronger feedback loops, from planning processes where goals are set, to action, data collection, assessment, and then back to planning. The process for annual review and the setting of new performance targets is such a means. These processes and systems must make a place to include the college and the surrounding community with greater transparency and intentionality. They are expected core to the implementation of the new Strategic Plan, as outlined in the Plan section "How We'll Get There – Plan Implementation". (D.1.28)

As detailed in other sections of this Self-Study, Hostos is well on its way to creating a culture of assessment at all institutional levels: from academic program reviews carried out by individual departments, to the development of a General Education mapping tool for students and instructors, to the aforementioned yearly review process.

Relationship to Other Standards

The mission and goals of the college are fundamental to all other standards. However, Hostos' Standard 1 questions most relate to the following other questions across working groups and standards.

Working Group	Standard	Question(s)
2	2 - Planning, Resource Allocation, Institutional Renewal	2
4	8 - Student Admissions and Retention	6
6	11 - Educational Offerings	1
6	12 - General Education	1-5

Recommendations

1. All divisions, departments, and units within the college should conduct more regular review of the extent to which their activities reflect the six major mission themes. The findings from this ongoing analysis should be consolidated and disseminated periodically to the college community. For example, as the new Strategic Plan is implemented, divisions should contribute to a campus-wide annual report on progress toward achieving outcomes and performance indicators laid out in the plan. See Working Group 7 for more recommendations on how to strengthen the culture of assessment on campus.
2. As outlined in the new five-year Strategic Plan, the college should engage in more activities to encourage intercultural dialogue and multicultural learning – an aspect of the mission that deserves even greater attention. For example:
 - Hostos should engage other historically Hispanic and African American-serving colleges in dialogue that would help to address and contextualize the challenges the college faces.
 - Deepen outcomes assessment of Hostos' current bilingual, developmental, and ESL offerings
3. The college should continue to draw on the strength of its multiple constituencies in order to translate strategic goals into programs, courses, and initiatives.
4. Expand opportunities for international exchange and deepen foreign language learning aspects of programs.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Summary of Findings and Conclusions

The last Institutional Self-Study Report AY 2000-2001 did not specifically address a particular review of the college's ethical standards and existing policies. With this Self-Study, it has become evident that Hostos has stated policies in place that clearly articulate the parameters of ethical behavior, including those that provide unambiguous support to the principles of academic freedom. Federal, state, city, contractual, and CUNY regulations, as well as Middle States Standards, inform these policies. The focus of many of the policies and procedures relates to complaints and accommodations. The mode of enforcement or redress is often explicitly outlined in the actual policy, regulation and/or contract.

Hostos also explicitly and comprehensively ensures that all members of the college community are treated equitably and appropriately, regardless of status. Employment, ethics and operational policies are widely disseminated online and in print to students, faculty and staff across the college at all levels. This cultivates a climate of academic inquiry and engagement, and fosters a community of respect for people of diverse backgrounds, ideals and perspectives. However, work remains to be done to ensure that all members of the college community are aware of stated policies and how they affect decision-making.

Overall, Working Group 1 concluded that Hostos complies with the fundamental elements of Standard 6. The evidence of these findings and conclusions is presented in the following report, organized by study question.

Working Group 1– Standard #6 Report

Questions 1 and 2: To what extent does the college ensure compliance and encourage ethical behavior among faculty, staff and students? How does Hostos ensure that policies and procedures geared to established codes of ethics and integrity in the academy are consistently followed?

A. Hostos has policies in place that clearly articulate the parameters of ethical behavior.

Hiring standards, workload and multiple position regulations, and reappointment, tenure and promotion guidelines – developed at the departmental level and vetted by the college's Personnel and Budget Committee – establish a level playing field and give clear guidance for faculty. (D.1.29) Academic freedom policies provide faculty with a framework for making decisions about pedagogy, research, and service. (See Question 3 for more detailed analysis of academic freedom policies).

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Faculty and staff employment policies, as well as ethical and operational policies, are set forth in CUNY's Bylaws, in Higher Education Officer (HEO) handbooks, and in faculty and staff union contracts, such as the PSC-CUNY and DC-37 collective bargaining agreements. (D.1.30-D.1.33)

Policies that govern teacher-student interaction at Hostos include those on academic integrity, attendance, grading, and student complaints. Each policy provides a common structure and clearly explains complaint and disciplinary procedures for students and instructors. (D.1.34)

Hostos' compliance regarding affirmative action mandates generally falls into three categories: (a) discrimination complaints; (b) reasonable accommodations; and (c) sexual harassment. Here, applicable laws and policies include: The Americans with Disabilities Act (ADA) of 1990; The American with Disabilities Amendments Act of 2008; Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act; Equal Employment Opportunity (EEO); and the college's own sexual harassment policies. (D.1.35)

Additional laws that help sustain an ethical framework on campus are Occupational Safety and Health Administration (OSHA) guidelines and New York's Workplace Violence Prevention (WVP) law. In order to comply with the Workplace Violence Prevention law, representatives from Hostos' administration and unions representing Hostos' workers conducted a joint risk assessment walkthrough of the campus in February 2011. A report was submitted to CUNY's Central Office in April of 2011. (D.1.36)

Overall, employment policies for hiring, evaluation, promotion, tenure, and dismissal of faculty and staff operate according to consistent frameworks for decision-making and protection against individual bias. College and union grievance policies, together with legal enforcement, offer recourse against unfair practices or biased decision-making. Affirmative action, equal employment, sexual harassment, OSHA, and the Right to Know Act, among others, provide protection against threatening and/or inappropriate behaviors in the workplace. Collective awareness of these policies helps to create a safe educational environment where community members are held accountable for their actions and are expected to treat others equitably and appropriately, regardless of rank or position.

B. While the college has been proactive in encouraging ethical behavior, more work could be done to communicate its importance.

As noted, there is a range of CUNY-wide policies that address issues relevant to integrity across all constituencies. However, the implementation of these policies across different areas of the college is an ongoing challenge, and there is a heavy reliance upon the college catalog and website for confirmation of existing policies and procedures.

It is important to acknowledge past and ongoing efforts to educate and prevent violations to codes of ethics and integrity. In some areas, Hostos has been very proactive about encouraging ethical behavior on campus. Examples include:

- A Sexual Harassment Task Force (managed jointly by Human Resources and the Affirmative Action Office), which helps educate campus community members through annual workshops that include an online certification component, and which produced a pamphlet available to the college community as a whole. (D.1.37)

- Dissemination of student and faculty handbooks, such as the Students with Disabilities Handbook (D.1.38) and Faculty Evaluation Guidelines. (D.1.39)
- College-wide dialogues on civility and bullying conducted jointly by Human Resources, the Affirmative Action Office, and SDEM (D.1.40)
- An initiative on domestic violence prevention (D.1.41)

Question 3: To what extent does Hostos address and adhere to principles of academic freedom?

A. Hostos has clearly stated academic freedom principles in place for faculty that are regularly disseminated; and faculty surveys show relative satisfaction with campus support for free expression.

Hostos faculty adherence to the principles of academic freedom is guided by several touchstones:

- The American Association of University Professors's (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure remains the authoritative text on the topic for American universities. (D.1.42)
- The PSC-CUNY 2007-2010 contract underlines the importance of free inquiry, and its preamble notes that all the parties involved "subscribe to academic freedom." (D.1.43)
- PSC-CUNY has an Academic Freedom Committee which, among its many activities (grievance resolution, et al.), produced a paper for The University of Faculty Senate in September 2009, "The State of Academic Freedom at CUNY". (D.1.44)
- The CUNY Chancellor's Office website (D.1.45) includes quotations and speeches referencing the AAUP's classic 1940 statement.

Hostos' policies regarding academic freedom are disseminated to faculty through their contracts and professional organizations, as well as via the college catalog. A possible limitation is that documents (e.g., the college catalog) reference the topic only negatively (e.g., academic freedom will *not* be violated in due processes regarding student complaints).

Faculty surveys show relative satisfaction with campus support for free expression. A review of the University Faculty Senate (UFS) CUNY Faculty Experience Survey of 2009 indicates that a majority of full-time faculty at Hostos feel satisfied with "Administration Support for Free Expression of Ideas" (see Table 43 of that survey): 56% were "mildly satisfied" to "very satisfied," compared to 24% who were "very" or "mildly dissatisfied." These percentages put Hostos exactly in the middle of all CUNY colleges on this question. (D.1.46)

The total number of filed complaints regarding academic freedom also provides *prima facie* evidence that academic freedom is being maintained. According to the Office of the Labor Designee, there have been no academic freedom grievances in the past five years. (D.1.47) All told, faculty perception of academic freedom seems to have improved since the 2002 UFS Faculty Experience Survey, when Hostos ranked 17 out of the 19 CUNY campuses regarding "Administration Support for Free Expression of Ideas". (D.1.48)

B. Hostos has clearly stated academic freedom principles in place for students that are regularly disseminated.

Ultimately, Hostos students' academic freedom is defined in the Joint Statement on the Rights and Freedoms of Students (originally created in 1967 and updated in the 1990's). (D.1.49) The statement notes that teaching and learning are complementary activities, hence the academic freedom of students and faculty are dependent upon each other; and that students need to be able to form "critical judgment" and to engage in independent study.

The importance of academic freedom principles for students is also affirmed in the CUNY Board of Trustees' Bylaws, Article XV. "Freedom to learn and freedom to teach are inseparable facets of academic freedom." The Bylaws stress that "[s]tudent participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise." (D.1.50)

Early in 2005, CUNY Chancellor Goldstein reaffirmed his commitment to academic freedom by signing a document prepared as part of the first Global Conference of University Presidents. Reflecting on the document later that year, the Chancellor affirmed students' right to choose their course of studies, and noted that the classroom needs to be a comfortable space in which to debate ideas. In May 2011, Chairperson Benno Schmidt of The City University of New York Board of Trustees, reiterated the importance of academic freedom when he stated that "[f]reedom of thought and expression is the bedrock of any university worthy of the name." (D.1.51)

Academic freedom principles are clearly in place for our students. In addition to them being stated by our University, enshrined in Hostos' clear disciplinary procedures, and in action through our student participation in governance, they are stated and disseminated through the Statement on Public Order, which is found in the college catalog, as well as on the Hostos Website. The Statement explains that "[e]ach member of the academic community... has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view." (D.1.52)

Questions 4 and 5. To what extent are the members of the college community treated equitably and appropriately, regardless of status? How effective are the current stated policies in guiding current practice? To what extent are these policies and related decision-making policies transparent to the college community?

A. Hostos has policies in place that, collectively, foster the creation of a safe educational environment where all community members are held accountable for their actions and are expected to treat others equitably and appropriately. And policies show options for recourse in cases of unfair practices or biased decision-making.

Hostos takes seriously its commitment to hold all community members accountable for their actions. Through comprehensive and transparent policies, processes for enforcement adequately reflect a keen sense of mission, which contributes to the cultivation of a safe and supportive environment.

As previously cited, Hostos policies and guidelines align with CUNY and collective bargaining policies and guidelines. For example:

- **CUNY Academic Freedom Policies** provide parameters for faculty behavior and student interaction. They also protect faculty from specific types of complaints against specific types of conduct inside and outside of the classroom.
- **Hostos Enrollment and Grading Policies** detailed in the College Bulletin (2007-2008, 2008-2010) offer students various opportunities—such as course withdrawal, incomplete grades, course repetition—to account for external academic, social and personal pressures, or emergencies.
- **Hostos Student Disciplinary/Complaint Policies and Procedures** allow students to challenge grades or file complaints about unfair classroom practices or inappropriate behavior.
- **CUNY Affirmative Action, Sexual Harassment, and Workforce Violence Policies** provide protection against negative behavior that could tip the balance of power in a given situation. Additionally, sexual harassment policies provide protection and recourse to all members of the college community regardless of professional rank or individual status.
- **CUNY Ethics Policies and Guidelines** protect all members of the college community from external and internal influences, providing employees with a safe, harassment-free environment.
- **Hostos Appointment, Reappointment, and Tenure Policies** detailed in the PSC-CUNY contract and more specifically in the Faculty Guidelines for Evaluation, and for staff in the HEO handbook and DC 37 citywide contract provide a common framework for decision-makers.

The balance of faculty and student power is levied by student complaint policies and disciplinary policies. The balance of faculty, staff, and administrative power is levied by hiring, evaluation, and dismissal guidelines that offer protection from personal bias in decision-making. Evaluation guidelines for faculty and staff provide consistent frameworks for decision-makers. College and union grievance policies offer recourse against unfair practices or biased decision-making. (D.1.53)

See Appendix 6.1 for additional information about CUNY and Hostos policies and practices. See Working Group 5's analysis of Standard 10, Questions 3-5 for additional detail on the extent to which tenured, non-tenured, and adjunct faculty are treated equitably at Hostos.

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B. Policies and practices are clearly defined and target a range of campus members.

As noted under Questions 1 and 2, hiring standards, workload and multiple position regulations and reappointment, tenure and promotion guidelines offer clear guidance, and are made available within individual departments. In 2004, a portfolio system was instituted, in an effort to have a clear, non-arbitrary system in place for reappointment, tenure and promotion.

Policies that govern teacher-student interaction at Hostos are available on the Hostos website in the areas pertaining to the Registrar's Office and the college catalog. Policies and procedures are also disseminated to students through a newly designed SDEM Academic Planner. (D.1.54) Again, each relevant policy provides a common structure and clearly explains the complaint and disciplinary procedures for students and instructors.

CUNY's Bylaws, as well as faculty and staff union contracts, are also available online, as are ethical policies like Equal Employment Opportunity, gift-giving, sexual harassment, and workplace violence. In addition, the EEO policies are posted in offices and public spaces across the campus, and the gift policy is disseminated annually. (D.1.55)

The more proactive initiatives mentioned in response to Questions 1 and 2 also help to ensure transparency about policies and equitable treatment for all members of the college community, i.e., Sexual Harassment Task Force workshops and materials, campus forums on civility and bullying, and the Handbook on Students With Disabilities.

Workplace violence statistics are shared yearly by public safety via email distribution lists and in Campus Crime Statistics reports. (D.1.56) Periodic Risk Assessment Walkthrough reports are also shared with the campus community upon their completion. (D.1.57)

C. Policies are made available primarily through the college catalog and website.

The most visible venues for information pertaining to codes of ethics and integrity are the college's catalog and website. The catalogs are produced biannually and distributed to new students. The college website offers more comprehensive and up-to-date information than print copies, making the Internet the chief place that the Hostos community looks for guidance. With the utility of the Internet and web-based documents, updating information has become quicker, easier, and less expensive and time consuming.

Relationship to Other Standards

Integrity is fundamental to all other standards. However, Hostos' Standard 6 questions most relate to the following other standard and questions.

Working Group	Standard	Question(s)
5	10 - Faculty	3-5

Recommendations

1. Offices and departments around the college should focus more regularly on initiating activities that will enhance knowledge of and spur discussion about current ethics policies and procedures (including recent updates), making them part of the campus ethos. For example, efforts could be undertaken to strengthen professional development for faculty and staff on ethics policies.
2. The college, in conjunction with university-wide initiatives, should periodically assess compliance with principles of academic freedom.
3. Hostos should more regularly re-examine equitability of treatment of faculty, staff, and students as demand for support and services changes over time. For example, if number of students seeking evening/weekend classes increases, and more adjuncts are brought on board to accommodate students' needs, what adjustments, if any, need to be made?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Summary of Findings and Conclusions

At Hostos, planning, resource allocation, and assessment activities for institutional renewal are increasingly connected. Planning and performance assessment processes required by CUNY through its Performance Management Process (PMP) are connected to CUNY resource allocation for each constituent college. In recent years, Hostos has focused on creating mechanisms to link its individual efforts at planning, fundraising, and assessment to its mission. Its new Strategic Plan represents where these efforts currently stand and where they are going for the future. As discussed in the Working Group 1 report, the year-long process that led to this plan engaged faculty, staff, and students to establish goals, initiatives (activity areas), outcomes, and performance indicators that everyone will aspire to, all of which align closely with the college's mission. The plan is currently being implemented and a major part of that implementation is the periodic assessment of the college's progress in achieving the stated outcomes.

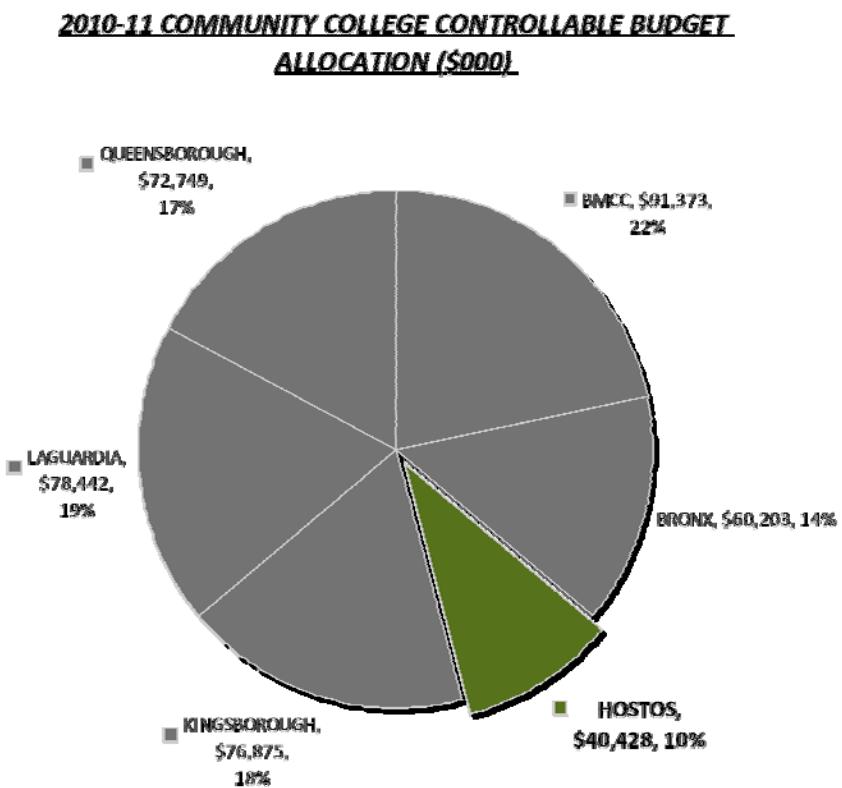
Overall, Hostos meets the fundamental elements of this standard, although additional work is needed in order for the college to more consistently and transparently embed assessment into its culture of resource allocation and institutional renewal. The evidence of these findings and conclusions is presented in the following report.

Working Group 2 – Standard #2 Report

Question 1: Are CUNY-wide and Hostos-specific planning and budgeting processes effectively connected?

A. CUNY and Hostos budgeting processes are effectively connected.

Hostos currently receives 10% of the total CUNY community college allocation annually. See Table 2.1 on the following page for a comparative analysis with other CUNY community college budget allocations.

T 2.1: Hostos % of CUNY Community College Controllable Budget Allocation in 2010-11

Source: CUNY Model Allocation

CUNY dictates the budgeting processes for all its constituent campuses. Budgeting includes three process components: CUNY advocacy for state and city funds; a CUNY three-year weighted FTE enrollment calculation; and Hostos' operating budget planning. These three interconnected processes are described below. *Note:* while all three processes help set CUNY college funding allocations each year, the two variables in these processes that have the greatest impact on allocation levels are enrollment growth and state and city funding availability.

1. CUNY advocacy for state and city funds

Since New York State, and New York City largely fund CUNY, it is subject to the state and city budget process and timetables.

As a first step in annual budgeting, CUNY advocates for CUNY-wide funding from the city and state. This four-stage funding advocacy process, as described below, is initiated by Chancellor's Office every July.

Stage 1: Between July and November, college presidents submit their institutions' priorities while at the same time, the University meets with faculty and student governance. The university then prepares a draft overview of all budget requests and consults with the Council of Presidents (COPs) and the Board of Trustees' Committee on Fiscal Affairs.

Stage 2. In November and December, a draft budget is presented to the Board of Trustees' Fiscal Affairs and Academic Affairs committees for review and consideration. Then, following a hearing on the draft request, the full Board of Trustees considers the budget request. Once approved, the budget request is then formally transmitted to city and state executive branches.

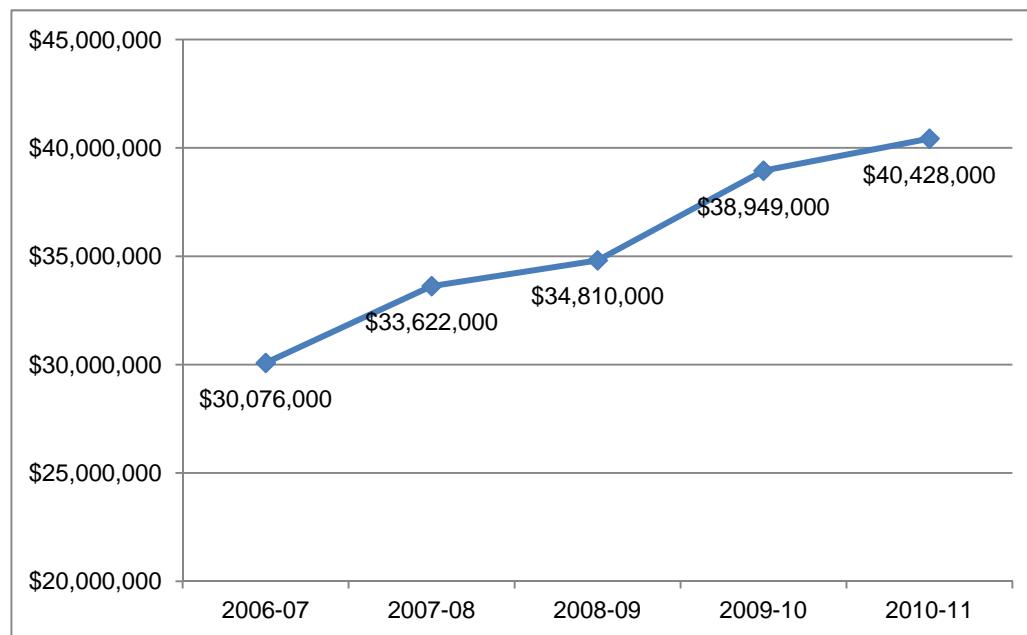
Stage 3. From January through March, state executive budget recommendations and the city financial plans and preliminary budget are released. Testimony is then presented to the state senate's Finance and Assembly Ways and Means Committees on the impact of the state's proposed executive budget recommendations. Testimony on the impact of the city's financial plan and preliminary budget is presented before the city's Finance and Higher Education Committees and before the Borough Presidents.

Stage 4. April through June is the final stage of the planning and budgeting process. April 1 is the deadline for the state to adopt a budget, and April 26 is the deadline for the release of the city's executive budget recommendations. Testimony on the impact of the city's executive budget is then presented before the New York City Council Finance and Higher Education Committees, and the budget is adopted by June 5.

2. CUNY three-year weighted average FTE enrollment calculation

Once the state and city have agreed on the CUNY-wide budget allocation, CUNY determines the next academic year allocation for each CUNY college by calculating a three-year weighted average full-time equivalent (FTE) enrollment based on show-registration data for the previous three years. Table 2.2 below shows the growth of Hostos' budget allocation in the last 5 years.

T 2.2: Hostos CUNY Controllable Allocation, Last 5 Years



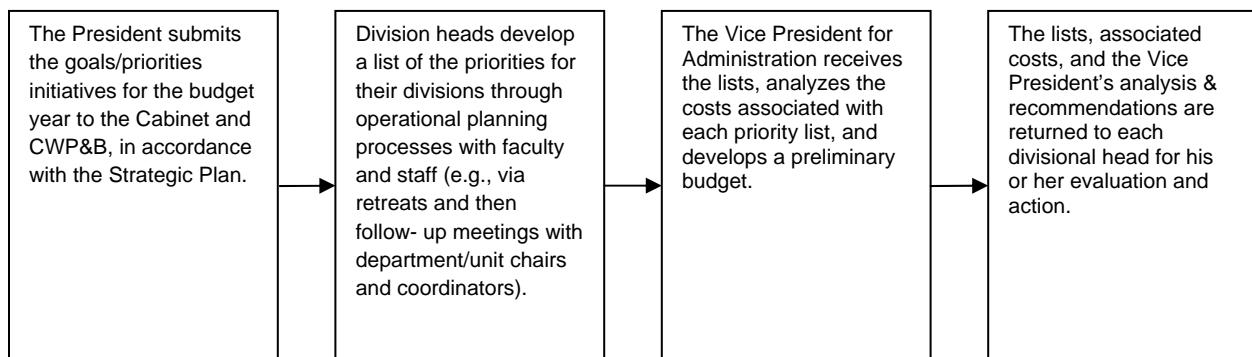
Source: CUNY Model Allocation

3. Hostos prepares operating budget

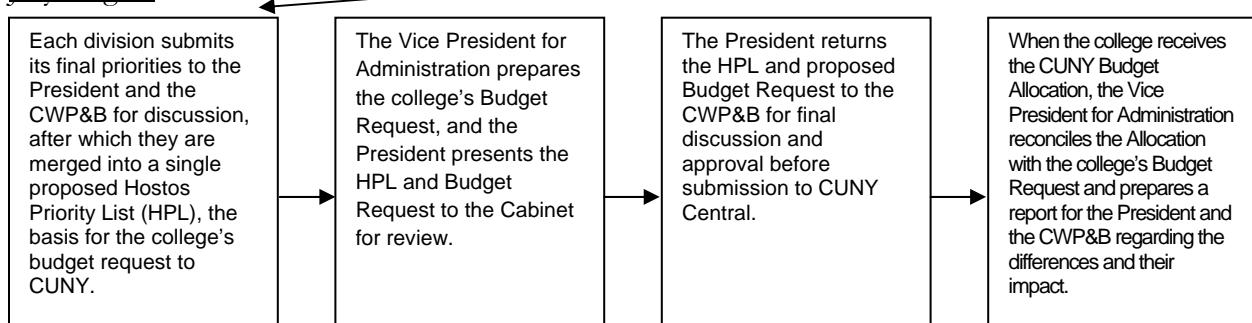
Hostos follows the steps in Table 2.3 below in developing its annual operating budget.

T 2.3: Hostos Operating Budget Planning Process

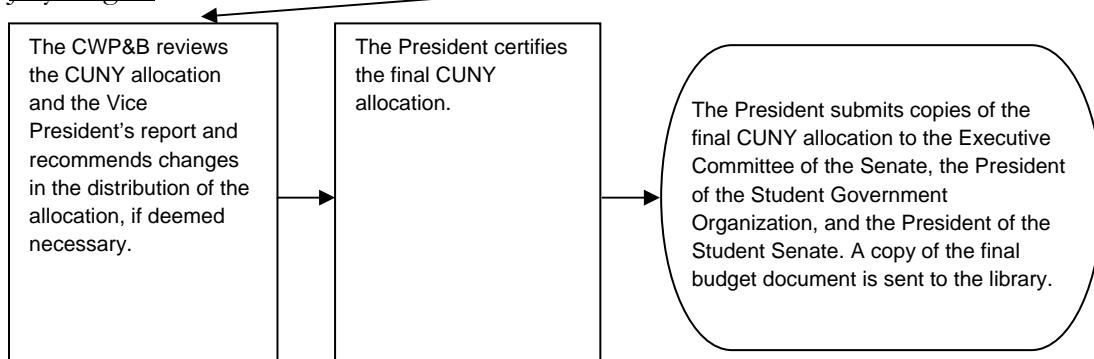
March-June



July-August



July-August



Source: Hostos Administration and Finance Division

Overall, the three processes described above operate according to inter-related and interconnected timetables.

B. CUNY and Hostos' planning processes are also effectively connected.

The CUNY Performance Management Process (PMP) is CUNY's mechanism to link planning and goal setting by the University with that of its constituent colleges and professional schools. Each spring, the Chancellor states the University's PMP targets in the nine PMP objectives areas for the upcoming academic year, guided by the University's Master Plan. CUNY presidents, working with their executive teams and college communities, then map out performance goals and targets for their institution for the coming year in alignment with those of the University. Hostos sets its PMP goals and targets each year, and submits formative reports to CUNY that monitor progress three times during the academic year. Each CUNY College's targets reflect differences in campus missions, resources and circumstances, as well as performance baselines. At the end of each academic year, CUNY assesses progress towards each college's targets. High performance is recognized and, as resources are available, rewarded.

Nine PMP Objectives:

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity
3. Ensure that all students receive a quality general education and effective instruction
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion
5. Improve post-graduate outcomes
6. Improve quality of student and academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services

The nine PMP objectives are translated into specific targets by Hostos. These targets include those actually set by CUNY (e.g., performance on the CUNY skills tests, student retention, etc.), but also targets that are set by Hostos (e.g., development of new programs, performance on certification exams, development of hybrid courses, etc.). The college uses both groups of targets to allocate resources. (D.2.1)

C. Budgeting and planning are becoming more clearly mission-based.

In the past, annual divisional planning and budgeting was initiated by teams of staff within divisions setting their performance goals and targets, and division heads coordinating with the Division of Administration and Finance to set their budgets. Now, Hostos will implement a more cohesive process, given that divisions will work toward campus-wide goals, initiatives, outcomes, and performance indicators laid out in the new Strategic Plan.

As discussed by Working Group 1 relative to Standard 1, Question 1, the new Strategic Plan was developed following input from faculty, staff, students, and external stakeholders. The process

included focus groups, surveys, Office of Institutional Research (OIR) data and analysis of recent student demographics, enrollment and performance trends, and a literature review examining trends underway in community colleges across the country. The approved Strategic Plan outlines an implementation process that requires ongoing, deep engagement of students, faculty, and staff, to help the college become more proactive and transparent in working toward common priorities.

Question 2: How could the different plans of the college, such as the Strategic Plan, the academic plan, the enrollment management plan, the technology plan, the financial plan, and the capital facilities master plan be better aligned to support institutional renewal?

A. Strategic planning serves as the “umbrella.”

Hostos is currently working on better alignment of college plans, using the new 2011-16 Strategic Plan as the overarching planning “umbrella” under which all other plans operate in an aligned fashion.

B. Annual operating plans describe divisional activities to implement strategic planning priorities

Each year, divisions create annual plans outlining activities for the coming year – in the past, aligned with the goals and activities outlined in the 2003-08 Strategic Plan and now to be aligned with the 2011-16 Strategic Plan.

The new Strategic Plan lays out a clear process for annual divisional operational planning that will bring the campus together to implement common goals, initiatives, outcomes, and performance indicators. It also requires staff and faculty to align all other plans – new or existing – with these operating plans, so everyone is moving in a coordinated direction.

Existing plans that will become aligned under annual operating plans include:

- Annual operating technology plans – mandated by CUNY since the creation of the annual CUNY technology fee allocation in 2005
- Semi-annual enrollment management plans – an internal Hostos document used to gauge allocation of faculty resources to programs and courses based on enrollment projections
- Annual financial plans – an internal Hostos document that tracks annual expenses against CUNY revenues and other financial resources given to the college
- Periodic academic plans – required by CUNY to project future enrollment by academic programs (helps determine course and program staffing needs)
- Capital facilities master plans – required by CUNY to address physical plant needs based on the academic program plan and enrollment projections

Question 3: What issues should Hostos be planning for? How can an integrated system of planning and resource allocation help address those issues?

Input from more than 525 individuals, combined with OIR research on student demographics enrollment and performance trends, and a literature review on trends experienced by community colleges nationally, illuminated the following organizational strengths and opportunities to leverage, and challenges to confront as Hostos embarks on its 2011-16 college-wide Strategic Plan. The methodology for determining the strengths and opportunities listed below is described in detail on page 7 of the new Strategic Plan. (D.2.2-D.2.4)

Hostos' Ten Core Strengths and Opportunities

1. **Enduring commitment to non-traditional students.** Hostos was created as a result of the commitment and passion of a community that understood the value of higher education. Serving the higher educational needs of people from communities historically excluded from higher education remains core to Hostos' mission.
2. **Thriving signature programs.** Hostos has a reputation for some strong signature academic programs (Allied health, dual degrees), student services (leadership, athletics, disabilities programs), and community service programs (the Hostos Center for the Arts and Culture, volunteer efforts by students in the Hostos Leadership Academy, Hostos' free Dental Hygiene clinic).
3. **Ambitious and dedicated students, faculty and staff.** Students come to Hostos to transform their lives. And Hostos' talented faculty and staff take great pride in serving a community of learners who don't typically come from privilege.
4. **Diversity and multilingualism.** For Fall 2010, one hundred and twenty countries and territories and 78 languages were represented on campus. Students at Hostos receive a global education in a truly diverse and international environment.
5. **History of community engagement.** Hostos' history breathes meaning and life into its work – from everyday activities to plans for the future. Hostos has a rich legacy of serving the communities of color reflected in the demographics of the Bronx.
6. **Strong sense of community on campus.** Hostos is like a family. Faculty and staff are among the students' biggest fans and serve as role models for students. And students support each other inside and outside the classroom.
7. **Accessibility – locations in hub areas of the South Bronx and Washington Heights.** Both locations are situated at major intersections just steps from express subway stations and bus stops, and close to major highways.
8. **Stability and growth in key administrative capacity areas.** Hostos has remained financially solvent and even grown in key areas, expanding the footprint of the campus, and innovating the use of technology in the classroom and in support of operations and facilities.

9. **Spotlight on community colleges.** As more and more of this nation's leaders, from Chancellor Goldstein to President Obama, call attention to the critical role community colleges can play in revitalizing the U.S., Hostos can leverage new funding streams and supports to demonstrate its value and impact.
10. **Adaptability.** Hostos is known for its ability to capitalize on the strengths of its community, for its willingness to experiment and innovate, and for its capacity to adjust to difficult circumstances.

Hostos' Ten Core Challenges

1. **Enrollment booming (a challenge and opportunity).** Over the past 10 years, enrollment at Hostos has almost doubled, from 3,118 to 6,187 students, with about a 25 percent increase in the number of FTEs. Headcount enrollment peaked above 7,000 in 2011-12.
2. **Fiscal Woes in State and City.** With the condition of State and City budgets still uncertain, Hostos could potentially sustain significant cuts to its operating budget in the next few years.
3. **Limited space and funds for building maintenance/improvements.** Hostos lacks room to grow, and has limited funding to maintain state-of-the-art facilities much less expand to meet the needs of its increasing enrollment.
4. **Replacing retiring faculty.** Eight faculty retired in spring 2011. Despite the fact that CUNY recently ended its hiring freeze and gave the green light to hire 24 faculty, replacing retiring faculty will still be a challenge in coming years. With between 20-30 faculty expected to retire by 2016, Hostos will have to be strategic in ensuring that replacement of faculty lines becomes a priority as new dollars are identified.
5. **Challenges facing remedial/developmental students.** More than 85 percent of each entering freshmen class must take at least one remedial/developmental course and upwards of one-third of these students are triple remedial.
6. **Collaboration with other academic institutions.** Hostos could do more to build relationships with local high schools and four-year colleges, to ensure smooth transitions as students continue their education.
7. **Navigating external politics of support.** Hostos could strengthen engagement with policy makers and funders so legislation and grants programs are more responsive to the needs of educationally and economically disadvantaged students.
8. **First year retention.** As with many community colleges across the country, first year retention is a challenge. While Hostos' retention rate has improved significantly since the last Middle States visit, about 40 percent of Hostos freshmen drop out/stop out before their second year.
9. **Remaining competitive as other higher education institutions expand.** When asked, "why did you come to Hostos?" students consistently say they heard about it word-of-

mouth. In an environment of increasing competition with educational proprietary systems, Hostos must do better at marketing and communicating its value and brand.

- 10. High unemployment facing Hostos' service population.** Hostos students come from communities with grim employment-related statistics, where unemployment is almost double that of New York City as a whole. High poverty rates also affect many Hostos' students.

Learning organizations employ linked planning and assessment systems to ensure their vibrancy and potential for transformation. And they tend to be more effective, since these linked systems allow the organization to innovate and adapt via continuous improvement processes. (D.2.5-D.2.6)

With the implementation of Hostos' new Strategic Plan, the college will build systems that better assess progress toward achieving planned goals – in courses, throughout programs, and across the institution. It will also create processes that connect the various plans of the college via inter-related assessment mechanisms, so everyone can better understand the effectiveness of the college's services and programs and so that we can more strategically deploy our assets (e.g., faculty and staff, space, revenues, etc.).

All of this work will fall within the college's efforts to create a strong culture of continuous improvement and innovation, one of the five goals of the new plan. This goal was set because we realize that unless Hostos can more consistently and comprehensively answer the question "how are we doing?" it cannot demonstrate if the college is effectively achieving its mission. Assessment will also be key to long-term institutional success, as Hostos, like other community colleges, adapts to higher enrollments with tighter budgets.

Relationship to Other Standards

Planning, resource allocation, and institutional renewal relates to many other standards. However, Hostos' Standard 2 questions most relate to the following other working group standard and question.

Working Group	Standard	Question(s)
1	1 - Mission and Goals	1

Recommendations

1. Make the CUNY and Hostos budgeting processes more transparent to the Hostos community and more publicly communicate the different ways in which the college is financially resourced. For example, Hostos could publish budget information on its website and host some open forums where the budgeting process is explained.
2. Strengthen discretionary revenue fundraising. This is a cross-cutting recommendation, also referenced by Working Group 1, to decrease dependency on CUNY's formula-driven budget process.

3. Analyze best use of college's financial resources, using new Strategic Plan as a frame, to support the goals and strategies outlined for 2011 – 2016. Indicate distinction between tax-levy funded and non-tax-levy funded resources.
4. Strengthen planning at Hostos by setting guidelines related to engagement, assessment, and reporting, and creating aligned planning systems. For example:
 - Revisit all major existing plans (e.g., enrollment management plan, facilities master plan) in light of the new Strategic Plan to ensure goals alignment.
 - Establish clear guidelines for the creation of new plans, including annual operating plans across divisions. The processes, the formation of timelines, and the expectations for engagement, assessment, and sharing of updates should be clearly laid out.
 - Ensure that all new plans are developed via inclusive processes and communicated to the larger Hostos community to ensure increased engagement across the ranks of faculty, staff, and students.
 - Formalize plans by balancing its ideal state and day-to-day realities. Consider current state and desired future state in development of annual operating plans—follow pragmatic steps to achieve alignment outcomes.
 - Identify planning and resource allocation best practices at similar institutions and explore how these insights might influence the implementation and alignment of Hostos' systems moving forward.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Summary of Findings and Conclusions

Hostos has access to the human, financial, technical, physical facilities, and other resources necessary to achieve its mission and goals. However, like many other community colleges across the country, Hostos is experiencing two competing forces – dramatic enrollment increases and significant financial uncertainty – especially given that all CUNY college operating budgets are, by CUNY mandate, solely funded from tax-levy funds. CUNY colleges have, in their favor, the CUNY Compact, a relatively recent, innovative model of financing the CUNY system, which should increasingly protect individual colleges from financial downturns. However, like other CUNY schools, Hostos would be wise to strengthen *discretionary* (CUNY's term for *auxiliary*) fundraising efforts via its Foundation and coordinated efforts across divisions.

Assessment is key to knowing the extent to which resources are used efficiently and effectively. Although Hostos takes some steps to assess human, financial, technical and facility expenditures at divisional levels, Hostos could do better at assessing the effective and efficient use of resources across the institution. We expect these types of assessment efforts will improve with the implementation of Hostos' new Strategic Plan, which calls for more formal feedback loops that link planning, implementation, and assessment, starting in 2011-12.

Working group 2 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusion is presented in the following report.

Working Group 2 – Standard #3 Report

Question 1: How does Hostos' budget process respond to faculty and administrative needs? How inclusive is the process?

As discussed in response to Standard 2, Question 1, each year divisional vice presidents at Hostos engage in consultative planning processes with their faculty and staff to identify budget priorities for the upcoming year. These form the basis for its operating budget, which is developed in accordance with the CUNY budget process and timetable. They also help identify targets for discretionary fundraising efforts undertaken by the Hostos Foundation, the Office of Academic Affairs, and the Division of Institutional Advancement.

An innovation in CUNY's financing model has also allowed Hostos to more effectively and inclusively budget for faculty and administrative needs. In 2003, CUNY's Chancellor Goldstein realized that CUNY needed to create a financing model that protects constituent colleges, as well as students, from the economic uncertainties that undermine sustainability and growth. This gave rise to the CUNY Compact described in Table 3.1.

T 3.1: What is the CUNY Compact?

The CUNY Compact is a financing model guaranteeing that New York's financial support of CUNY won't diminish in the next five years unless a fiscal emergency is declared. Prior to the CUNY Compact, funding for public higher education in New York was determined on a year-to-year basis. This discouraged long-term investment and made public universities vulnerable to economic downturns. Students were hurt when large, unexpected tuition increases were used to cover operating expenses unmet by insufficient public funding.

In order to increase public support, keep tuition manageable, and create new revenue sources within the University, Chancellor Goldstein proposed, and the Board of Trustees supported the creation of the CUNY Compact. This investment plan delineates shared responsibility for financing the University among government, the University, its alumni and friends, and its students.

The CUNY Compact requires:

- A state "maintenance of effort" commitment not to reduce financial support over the prior year, although it may increase it.
- Modest but regular tuition increases, instead of erratic, jumps of up to 40 percent, usually in bad economic times when students could least afford it. Now tuition cannot exceed the rate of inflation.
- More philanthropic contributions, which have risen from \$35 million a dozen years ago to more than \$200 million a year now. Constituent colleges are also expected to ramp up fundraising.
- More efficient operations through increased attention to identifying greater efficiencies, restructuring, and improved productivity.
- Each campus to convene a faculty and staff committee to determine the annual allocation of discretionary Compact revenues.

The Compact asks the State and the City of New York to cover the University's mandatory costs (such as energy and labor contracts) and at least 20 percent of the academic initiatives in CUNY's four-year master plan. The remainder of the funding for investments comes from the University, in the form of increased philanthropic revenues, internal restructuring and efficiency measures, managed enrollment growth, and tuition increases, not to exceed the Higher Education Price Index over the life of the plan.

A critical part of the Compact is that revenue from tuition increases, or, in years where CUNY decides not to increase tuition, additional revenue provided by the state goes exclusively toward funding programmatic initiatives in the CUNY Master Plan (D.2.7), with input from CUNY students and faculty on each campus. Since the Compact's creation, CUNY has been able to hire 800 full-time faculty across CUNY colleges, 10 of whom were positioned at Hostos to cultivate library collections and academic support services, and to improve student support services – an allocation of faculty resources that squarely met with Hostos-identified needs.

In addition to Compact revenues, in 2004-05, the Mayor's Office created the Community College Investment Program (CCIP), a one-time discretionary funding pool for CUNY community colleges to support additional hiring of full-time faculty and staff to support student services. CCIP funding led to the creation of 17 new faculty lines at Hostos. See Appendix 3.1 for more details on the allocation of CCIP and Compact funding to support faculty and other lines at Hostos.

Source: CUNY Website (excerpted)

Question 2: What steps have been taken to assess how effectively resources are allocated and expended? Has anything changed as a result?

Working Group 7 provides a detailed analysis of assessment mechanisms in response to Standard 7, Question 2. In addition, Working Group 3, in response to Standard 5, Question 2 also covers similar areas in their analysis of how well the college assesses and measures administrative effectiveness within each division. However, the focus of this question is about the steps Hostos takes to assess how effectively it is allocating and expending human, financial, technical, and physical facilities resources. While all assessment, to some degree, connects to resource allocation, the two primary formal mechanisms utilized to make resource allocation decisions include divisional year-end reports and the performance analysis on the CUNY PMP. While additional regular assessment mechanisms are in place that inform resources allocation, from outcomes assessment, to student experience surveys, and reports generated by Hostos' OIR (e.g., skills test results analyses, CPE analyses, enrollment management analyses, course and program assessment analyses, term profiles, etc.), the feedback loops between these assessment mechanisms and decision-making are less formal. Table 3.2 below provides additional details.

T 3.2: Primary Formal Mechanisms for Resource Allocation Assessment at Hostos

Assessment Mechanisms	Purpose	Examples of Impact
Divisional Year-End Reports	Departments and units prepare reports for divisional VP, which are aggregated to project future personnel, space, technical, and financial needs	Allocation decisions made for faculty lines to specific departments Space secured for program expansion Used to project budgetary needs for divisions
CUNY PMP	CUNY's alignment of goals and targets across constituent colleges	Informs the CUNY budget process Performance across campuses drives the setting of future goals by CUNY, to which each campus must develop specific targets for that year
OIR Reports	CPE analysis CUNY skills test analysis Retention and grade analysis	Allocation decisions made impacting faculty release time, faculty development activities, and CPE prep workshops for students Allocation decisions made for CUNY skills test prep workshops Allocation decisions made for SDEM retention activities

Hostos has taken steps to strengthen the rigorosity of the connection between assessment and resource allocation with the creation of its new Strategic Plan. The Plan not only calls for the creation of more formal mechanisms that link planning/budgeting and assessment, but it also outlines an approach to systematize environmental scanning on campus, a process by which Hostos can keep more current with the external forces, such as economic, social, and political trends and events, that can impact the effectiveness of resource allocation on campus.

Question 3: How are Hostos' goals for expanding the development of technology aligned with its mission?

There are two parts to technology resource allocation at Hostos:

- Allocation through the annual operating budgeting process as described in response to Question 1 of this Standard. Through annual budgeting, each college division identifies technology needs that support the implementation of operational plans to address priorities outlined in the Strategic Plan.
- Allocation through technology fee dollars. Technology fee funding is used to augment technology available for instructional purposes and student use.

The following narrative describes how goals are set for the expenditure of *technology fee* funding.

A. *Hostos ensures that technology goals are aligned with its mission by setting these goals via decision-making processes that include faculty, staff, and students.*

With regard to oversight of technology goals, the College's major stakeholders are represented on the two technology committees: the Information Learning Commons (ILC) Advisory Council and the Technology Fee Committee.

The ILC Advisory Council concept was conceived in 2007 to help students and faculty access technology-based resources across campus that augment curricular activities. Since then, the ILC Advisory Council has evolved to become an active committee co-chaired by representatives from the Office of Academic Affairs and the Information Technology unit within the Division of Administration and Finance. This dynamic committee includes representation from faculty, the Office of Educational Technology, the Academic Computing Center, Career Services, the Library, and Information Technology.

The ILC Advisory Council's charge is to make recommendations to the Technology Fee Committee, to ensure responsiveness to the ever-changing needs of our students. The Technology Fee Committee also has representation from across the college, including all divisions and from student government. Its mandate is to approve projects and the allocation from the student technology fee. See Appendix 3.2 for a breakdown of student technology fee expenditures from FY 2006-FY 2010.

Through the collaborative work of the ILC Advisory Council and Technology Fee Committee, Hostos has innovated a number of successful technology initiatives on campus, including:

- Established a common platform for facilitating the reservation of technology by faculty (D.2.8)
- Created online tutoring and academic support platforms for the Hostos Academic Learning Center (D.2.9)
- Enhanced library support services and technology resources (D.2.10)
- Implemented a Hostos Student Reward Points Program which rewards students for participating in a variety of workshops, surveys, and other co-curricular activities including early bursar payments (D.2.11)
- Established standards for “smart” classroom implementation and use (D.2.12)

- Improved coordination among various student and faculty servicing technology areas to ensure a consistent approach and response to requests for information
- Established “commons” areas across the campus for informal group learning and interaction
- Expanded the open lab to include a commons/instructional space

B. *Although the college is currently working on its new technology plan, analysis shows that Hostos’ technology goals are either explicitly or implicitly aligned with the six core mission concepts in a number of ways – from broad policy to the delivery of specific programs and services.*

Hostos’ mission – explicitly and implicitly – informs the setting of technology goals on campus. Leading examples include the following (emphasis added below to show alignment with specific mission themes).

To increase the **accessibility** of its programs and services, Hostos offers a variety of online and partially online programs and courses in order to increase the availability of higher education. The college currently offers approximately 10 fully online courses and 25 hybrid or blended courses per semester, and in doing so, provides the college experience to harder to reach student populations, including; those students who would be unable to study during traditional time blocks or class periods; and those whose disabilities limit their mobility. (D.2.13) Hostos students also benefit from the CUNY e-Sims portal, which allows students to electronically register for courses, access their transcripts, and view course schedules and grades. (D.2.14)

In recognition of the college’s commitment to **diversity and multiculturalism**, as well as to increase access to higher educational opportunities for non-English speaking and alternatively-abled populations, the college’s website is available in both English and Spanish, and the Office of Services for Students with Disabilities provides a comprehensive combination of facilities, equipment, and support services for students who require assistive technology resources. (D.2.15)

Skills development and intellectual growth, likewise, are addressed by the college’s technology strategy. Currently, there is one drop-in computer lab with 100 computers that have a variety of popular software packages installed. The labs and Help Desk are accessible seven days per week. In addition, the digital programs at Hostos offer students access to the Apple Collaborative Lab, housing 28 machines installed with a wide assortment of media software. The college currently has 23 “smart” classrooms that provide students with access to the latest in educational technology, and provide the opportunity for students, particularly those attempting to enter the teaching profession, to receive training on how to use this technology. In addition, students are provided with a comprehensive series of free workshops on technology, usually more than 100 per term. Faculty, likewise, are able to not only schedule more specialized workshops for their students, but are also able to receive extra training themselves in order to incorporate the latest technology into their pedagogies. (D.2.16)

Ever mindful of increasing student **socioeconomic mobility**, the college has created new academic and certificate programs, in areas of projected high labor market demand that relate to technology, including digital design and digital music.

Question 4: To what extent do Hostos' fundraising strategies support academic programs and scholarships to students?

Since the creation of the CUNY Compact, all CUNY colleges have been required to enhance unrestricted, discretionary fundraising efforts in support of a variety of college needs, including academic programs and scholarships (the Compact is described earlier in response to Question 1 of this Standard). At Hostos, the Division of Institutional Advancement and the Hostos Foundation are now the two primary entities responsible for fundraising, although all college divisions have a hand in developing discretionary (non-tax-levy) fundraising strategies to support academic programs and scholarships for students. Key examples of fundraising strategies that support academic programs and scholarships include the following.

Since 2003-04, the Alumni Relations Office (created in 2003) and the Hostos Foundation (created in 2002) have raised \$1,344,526 solely from annual fundraising events – with 80% of funds raised (\$1,075,621) going to students for scholarships and emergency needs-based grants, and 20% (\$268,905) allocated to support academic programs. Hostos has also raised \$230,000 toward an endowment that can be applied toward scholarships and in support of academic programs.

Hostos has received state-administered Perkins funding since 2000, and received Title V Department of Education federal funding between 2004 and 2009. Through these and other smaller grants managed via coordinated, cross-divisional efforts, Hostos has raised more than \$8.35 million in grant funding since 2003-04, all of which has been allocated in support of academic programs and student services (i.e., with more than \$6 million, or about 75% for academic programs).

Appendix 3.3 provides a seven-year analysis of non-tax-levy funds raised and distributed.

Question 5: How adequate and transparent are the processes used to determine the facilities requirements for new programs, courses, services and initiatives?

Hostos could do better at connecting new program, course, services, and initiatives planning with facilities planning. Working Group 6, in response to Standard 11, Question 2, details the adequacy and transparency of Hostos' current process for creating new academic programs. The process for approving a new course is similar. In short, the College-Wide Curriculum Committee and Senate must approve all curricular initiatives. And with the new administration, proposed student support services and initiatives must come before the President's Cabinet as part of the creation of annual divisional plans, which they must approve.

At this time, facilities analysis is not required to establish new programs, courses, services, and initiatives. Currently, once Hostos, and, when required, CUNY officially approves a program, course, service, or initiative, the Campus Planning and Operations Department in Hostos' Division of Administration and Finance is expected to find facilities to support the decision. While CUNY periodically requests colleges to prepare facilities master plans to consider capital budget requests, these are not intended as ongoing mechanisms to help CUNY colleges manage their annual space needs for new programs, courses, services, and initiatives. (D.2.17)

Overall, the college needs to do a better job at ensuring that facility needs are considered before new programs, courses, services, and initiatives have been formally approved. This will help ensure the availability of facilities resources for effective implementation.

Question 6: What significant human, financial, technological and physical plant opportunities and challenges will Hostos face in the next five years? How is Hostos addressing these opportunities and challenges?

A. Financial outlook 2012-16.

Opportunities and challenges. As explained more in detail earlier in response to Standard 2, Question 1, CUNY allocates financial resources to campuses according to the CUNY Budget Model. In FY 2010-11, CUNY reduced its CUNY Model allocation of support to Hostos from approximately 99% of our request to approximately 90% (see Table 2.2 in the Standard 2 report for an overview of CUNY funding allocations from FY 2007 through FY 2011). Although the college is projecting a 4% increase per year in its CUNY funding model allocation for the next three years, it is possible that projections may not be met, especially in these uncertain economic times.

What Hostos is doing. The college has hired a new VP for Institutional Advancement. Goal #5 of the new Strategic Plan makes discretionary fundraising one of the college's priorities. In addition, the college has and continues to examine efficiencies in various operational processes and procedures. For example, the college is trying to partner with other CUNY colleges in the Bronx to purchase certain products that we all use, in an effort to increase purchasing power.

B. Human resources outlook 2012-16.

Opportunities and challenges. The primary human resources opportunity and challenge is how to increase staffing levels to meet increasing enrollments with potentially more limited financial resources.

This becomes more complicated with the recent increase in number of faculty and staff retiring. For example, during 2010-11, eight faculty retired, and human resources projects an additional 20 to 30 faculty will retire between now and 2016. CUNY just ended a hiring freeze in fall 2011, and gave Hostos the green light to hire 24 faculty. (D.2.18) However, Hostos still needs to have in place a strategic action plan for hiring to maintain adequate teaching staff that meet the needs of more students. This will require Hostos to think through various scenarios that consider the ideal full-time faculty to student ratio (currently at 1 to 30), as well as a reasonable full-time faculty to part-time faculty ratio (currently at 70:30 in terms of instructional hours). Additional analysis will need to be conducted to maintain adequate staff as well.

What Hostos is doing. An Enrollment Management Plan is in place and is reviewed prior to registration each semester. (D.2.19) The college, like most colleges nationwide, has used adjuncts to replace faculty and temporary employees to replace staff that retired through the recent early retirement initiative, and is now developing a strategic action plan to replace faculty with the CUNY hiring freeze lifted. The college is looking into optimizing the schedule as a way to accommodate growth. The college is currently reviewing and reallocating new hires to the areas where the growth is the highest. (D.2.20)

C. Physical plant outlook 2012-16.

Opportunities and Challenges. According to CUNY's Annual Classroom Utilization Report, which analyzes classroom utilization across all CUNY campuses, Hostos fully utilizes classroom space from 8 A.M. to 2 P.M., but underutilizing classroom space from 2 P.M. to 10 P.M., as well as on weekends. See Appendix 3.4 for a summary of key data from Hostos' FY 2010 Classroom Utilization Report. As enrollment increases, and new courses, programs, services, and initiatives are created to meet the needs of our complex, diverse student body, the college will need to become more efficient in the use of classrooms, office space, and commons areas.

Given the age of the campus buildings and their primary infrastructure elements--roofs, elevators, electrical, plumbing and mechanical systems--the college will be needing a major influx of capital dollars in order to maintain these components and meet all ADA, Fire Department and Building Department codes.

What Hostos is doing. CUNY has finally granted Hostos approval to amend its Facilities Master Plan, which was last approved by CUNY in 1984. (D.2.21) The amended Facilities Master Plan is being developed by Mitchell Giurgola Architects. This plan will include recommendations on how to better utilize existing building spaces; improve adjacencies between departments; create more student common spaces; upgrade building operating systems (mechanical, electrical, plumbing); provide space for existing programs, as well as programs currently under development for future implementation; identify the need for additional space based on enrollment projections through the AY 2025; identify public/private opportunities that would minimize the cost of land acquisition and construction; and provide an implementation schedule for capital investment. The issue of infrastructure is also being addressed in the college's new 2011-16 Strategic Plan under goal #5 (Institutional Infrastructure and Advancement).

Even without a current master plan, Hostos has worked, with CUNY's support, on reconfiguring space and acquiring capital dollars to undertake renovations to existing spaces as needed.

D. Technological outlook 2012-16.

Opportunities and challenges. As with all colleges, Hostos needs to keep pace with technology, both administratively and academically. Hostos has been recognized within CUNY for its course-based technology innovations (e.g., creation of online courses, wikis, blogs, etc.), which have been largely funded from the Perkins Grant Program. These provide a solid base on which to further innovate. Hostos also benefits from CUNY's commitment to keeping pace with the technology curve. Five years ago, CUNY began developing CUNYfirst, an enterprise resource process designed to integrate all business processes across campus, from student registration to payroll).

What Hostos is doing. As discussed in response to Question 3 of this Standard, the College has charged the ILC Advisory Council and the Technology Fee Committee with addressing existing technology challenges, as well as identifying future needs. In addition, the College identified capital dollars and received approval from the city to create a Disaster Recovery Data Center on campus. The Center will become fully operational by the end of 2012.

Relationship to Other Standards

The issue of institutional resources and their availability and accessibility relates to all other standards. However, Hostos' Standard 3 questions most relate to the following other questions across working groups and standards.

Working Group	Standard	Question(s)
2	2 - Planning, Resource Allocation, Institutional Renewal	1
3	5 - Administration	2
6	11 - Educational Offerings	2
7	7 - Institutional Assessment	2

Recommendations

1. Establish guidelines for how and when Hostos vice presidents should engage chairs and coordinators of departments and units across divisions in the budgeting process, as well as how chairs and coordinators should seek input from their departments and units on budget-related issues. This will further ensure that Hostos' budget process responds to faculty and administrative needs.
2. Formalize mechanisms for assessment of resource allocation – to strengthen the review of effectiveness of resources expenditures. For example, institute regular assessment of technologies and technology applications that have potential to increase productivity of staff, reduce expenses, and provide students with the latest technology tools.
3. Ensure that all teaching faculty will continue to monitor and develop all curricular issues related to technology.
4. Better connect academic program and scholarship needs assessment to fundraising strategy development. For example:
 - Review annual divisional operational plans and reports to set future college-wide fundraising targets for academic support, discussed and agreed upon by the President and his Cabinet.
5. Formalize when facilities analysis takes place in the creation of new academic, student support, and continuing education & workforce development (CEWD) programs and initiatives.
6. Review operational plans produced, to ensure facility needs can be met before new programs, courses, services, and initiatives are created.
7. Review the current room usage throughout the campus to improve utilization of instructional and non-instructional spaces.
8. Seek other funding sources for capital dollars (e.g., through Bronx Borough President and City Council discretionary funds, targeted grant requests, and fundraising from alumni and other individuals).

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Summary of Findings and Conclusions

Hostos operates semi-autonomously, with many significant governance decisions surrounding its budget and appointment of executive leadership determined by the CUNY Board of Trustees. The University system governance structure gives Hostos sufficient autonomy to assure institutional integrity, even though many policy and funding decisions are made by CUNY.

Hostos' internal leadership and governance structures reflect the values of its mission. Notably, its decision-making structures foster engagement and accountability among the diverse students, faculty, and staff on campus.

Other specific Working Group 3 findings include:

- Governance at Hostos Community College bears similarities to other community colleges within CUNY. For example, three other CUNY community colleges have faculty and student representation in their senates, and one includes staff in its senate.
- The Hostos College Senate is an inclusive community body with members from faculty, instructional and classified staff represented, as well as the Provost of the Office of Academic Affairs (OAA) and non-voting administrative members. With representatives from each academic department, administration, students and staff, the decisions made at the Hostos Senate are made available to, and in this sense are held accountable to the college community. However, attendance at Senate meetings is still a challenge for the college community, and impacts the college's ability to move forward with some governance changes.
- The Foundation Board and other entities responsible for fundraising have come close to their annual targets, but in these difficult economic times, Hostos needs more support from these entities to aggressively increase discretionary funds.

Overall, Hostos meets the fundamental elements of this standard, although additional efforts need to be made to ensure that members of the Hostos community understand the role and authority of leadership and governance bodies on campus. The evidence of these findings and conclusions is presented in the following report.

Working Group 3 – Standard #4 Report

Questions 1 to 3:

- *To what extent do Hostos' leadership and governance structures reflect its mission?*
- *To what extent do the various stakeholders (students, faculty, staff, administrators, external community groups) participate in governance?*
- *To what extent are existing structures utilized for decision-making and fostering engagement, participation and accountability? How do our structures compare to similar two-year, public higher education institutions serving diverse student bodies of non-traditional learners?*

Hostos' Leadership and governance structure is presented in Table 4.1 on the following page.

CUNY Governance

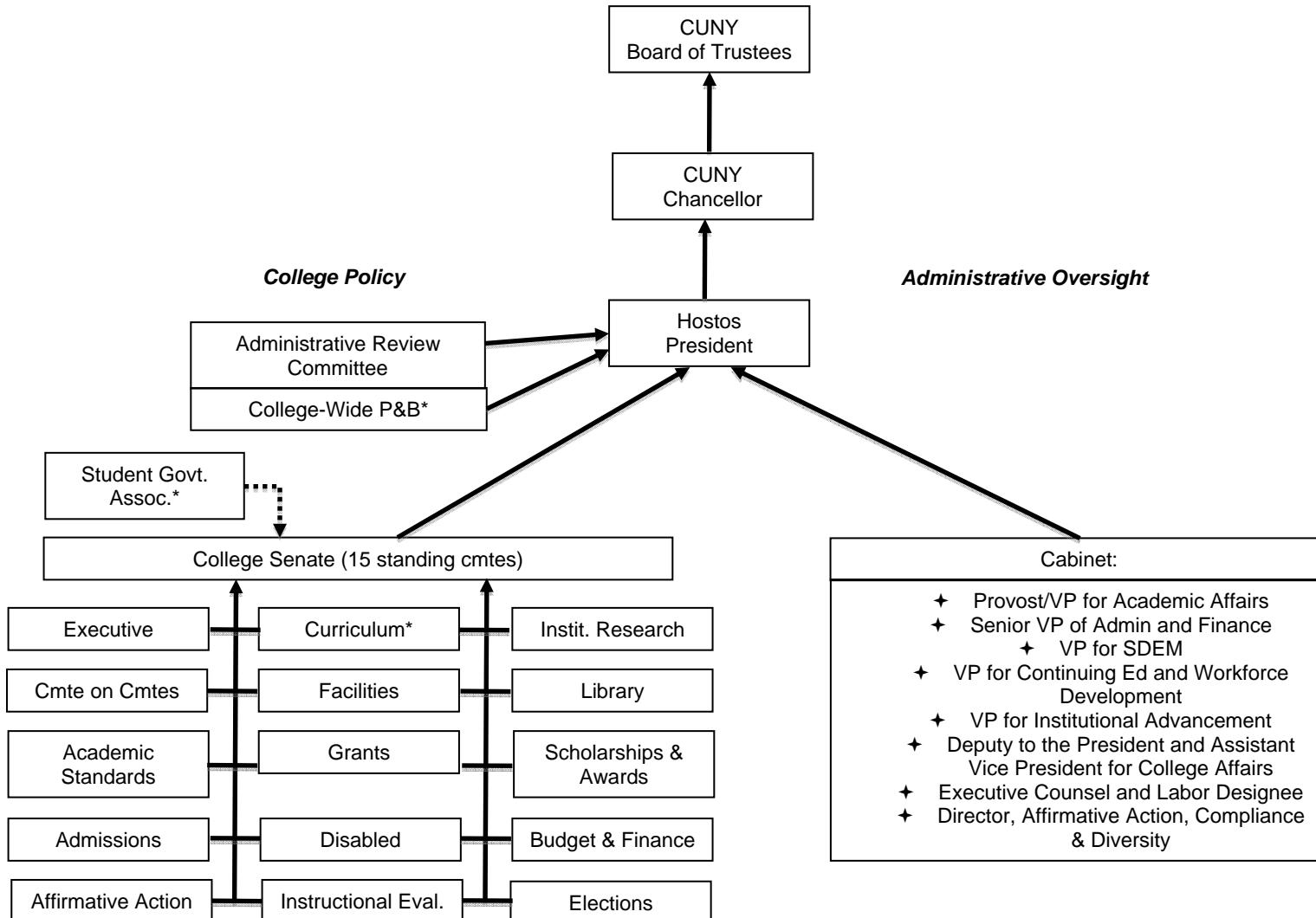
Essentially, the Board of Trustees, which is composed of 17 members, governs CUNY ten of whom are appointed by the Governor of New York and five by the Mayor of New York City. The final two trustees are ex-officio members. One is the Chair of the University's Student Senate (voting), and the other is the chair of the University's Faculty Senate (non-voting). Trustees serve seven-year terms, which are renewable for another seven years. Duties of the Board of Trustees are outlined in the CUNY Bylaws. (D.3.1)

College presidents, appointed by the Board of Trustees, report directly to the Chancellor. The Chancellor is voted upon by the Board of Trustees, and is the "chief educational and administrative officer" of the City University.

CUNY allocates the operating budgets and major sources of discretionary revenue for each constituent college. It also requires all campuses to set annual PMP targets that help CUNY fulfill its Master Plan. Performance on the PMP has become the overarching framework by which the Hostos President and executive staff are evaluated.

The Board of Trustees delegates to each campus the responsibility of how the campus organizes itself (individual college Governance Plan), but this is contingent on all campus governance plans being first adopted by the Board of Trustees. See Appendix 4.1 for the CUNY memo to Presidents and Chief Administrative Officers (CAOs) re: CUNY Central Information for Middle States and other self-study reports, 9/26/11. This memo describes the relationship between CUNY and constituent college governance structures.

Table 4.1: Hostos Leadership and Governance Structure



*NOTE: Departmental Curriculum Committees and Departmental P&B Committees inform policy and advise decision-making of the College-Wide Curriculum Committee and College-Wide P&B

Source: Hostos Office of the President

Hostos Governance

Hostos' chief executive officer is the President, who acts as the executive agent of the Chancellor and the Board of Trustees with primary responsibility to the College. Article XI, Section 11.4 of the CUNY Bylaws, outlines the powers and duties of the President. The President has full authority over all matters of the College. Under the Bylaws, the President can transfer limited executive agency powers to any number of Vice Presidents, Deans, Executive Directors, and Directors. (D.3.2)

Three principle governance units at Hostos advise the President on essential institutional policy and practice matters: the College Senate, the College-Wide Committee on Personnel and Budget, (P&B) and the Administrative Review Committee.

As outlined in Hostos' Charter of Governance, the College Senate, which includes representatives from the full-time faculty, non-teaching instructional staff, students, classified staff, the President, and Vice Presidents of the College, is "responsible for the formulation of academic policy and for, consultative and advisory functions related to the programs, standards and goals of the College." There are 15 standing committees of the College Senate, the most active being the Curriculum Committee (which discusses curricular policy and practice), the Executive Committee (which sets the agenda for regular and special Senate meetings) and the Committee on Committees (which oversees committee memberships and activities). The Student Government Association (SGA) is a student-led governance structure that advises the College Senate on matters related to student activities and the well being of the Hostos student body.

The College-Wide P&B Committee is composed of the Hostos President, the Provost, the Vice President for Student Development and Enrollment Management, all department chairpersons, at-large faculty members, and the Labor Designee. Its charge is to make recommendations regarding the hiring and promotion of faculty, as well as associated financial resource expenditures. The Administrative Review Committee (ARC), composed of the President, all college Vice Presidents, three Higher Education Officers (HEO) representatives, and a faculty representative is responsible for recommending appointments and promotions for all classifications of HEOS. (D.3.3) Final hiring decisions are made by the President, and then communicated to Divisional Vice Presidents.

The President's Cabinet, composed of Vice Presidents and the President's Executive staff including his Deputy, Executive Counsel, and Affirmative Action Officer, is the College's chief administrative management unit. It oversees college-wide operations, and members manage staff across five organizational divisions.

Table 4.2 on the following page provides some key examples of how each governance structure aligns with different aspects of the College's mission. As shown in the chart, not all aspects of the mission are addressed by each governance structure, but Hostos' governance structures collectively reflect all aspects of the mission.

T 4.2: Key Governance and Management Structures and Alignment with Hostos' Mission

Governance/ Management Structure	Access	Diversity/ Multiculturalism	English/Mathematics Skills Development	Intellectual Growth	Socio-Economic mobility	Community Service
POLICY						
College-Wide Senate	Recommend policies and final decisions on pre-requisites and curricula items that affect access	Committee on Committees ensures inclusion of diverse campus constituencies on the Senate	Make final decisions on new programs and pre-requisites, as well as standards for exit from remediation	Make final decisions on standards for exit from remediation and graduation criteria; make final curriculum recommendations to President	Make final decisions on creating and changing degree (with license) programs that affect students mobility	College-Wide Curriculum Committee reviews and approves curricular matters that relate to community service
College-Wide Curriculum Committee	Recommend pre-requisites for courses and set curricular policies for courses at all levels	Will exercise leadership in implementing new strategic planning initiative to infuse cultural competency across the curriculum	Recommend pre-requisites for courses and set curricular policies for courses at all levels	Review and approve all new courses and programs, as well as changes to existing courses and programs	Discuss and act upon curricula items suggested by dep't with degree programs or feeder courses	Review and approve service learning, volunteerism, and internship opportunities related to curriculum
Committee on Committees	Ensures inclusivity of campus constituencies on the Senate					
Executive Committee	Ensures agenda setting that gives voice to diverse constituencies					
College-wide P&B	Hire & promote faculty that embody the mission of Hostos in serving the students of the South Bronx and similar communities					
ARC	Hire and promote staff					
Student Government Association (SGA)	Fund and speak at admissions workshops	Certifies and funds clubs representing diverse groups (e.g., racial/ethnic clubs, etc.)	Participate in College Senate, engage in study groups and debates	Certifies and funds career clubs (e.g., in Allied Health)	Engage in volunteer work with local nonprofits	
ADMINISTRATIVE MANAGEMENT						
President's Cabinet	Have decision making authority and responsibility over all areas of Hostos' Mission					

Working Group 3 conducted an analysis of stakeholder engagement, participation, and accountability within governance structures. Overall findings included:

Hostos' governance structures foster significant engagement across college constituencies.

Limited participation/attendance (quorum) is an issue of concern that impacts the ability of the Senate to conduct college business. The importance of attendance has been highlighted by the recent CUNY policy that states, "the approval of motions by college decision making bodies such as the senate must be passed by a majority of eligible members." (D.3.4) The chair of the election committee noted the difficulty maintaining the four at-large candidates on the College-Wide P&B and added that the election committee is exploring ways to speed up the voting process.

See Appendix 4.2 for a more detailed summary of this analysis.

To understand how Hostos' governance structures compare to those of other two-year, public higher education institutions serving diverse student bodies of non-traditional learners, Working Group 3 examined online data available regarding the governance systems of other CUNY colleges, including Bronx Community College, the Borough of Manhattan Community College, and looking most closely at LaGuardia Community College as perhaps the closest comparison—given that it represents another urban community college that serves mostly Hispanic and other minority populations. Working Group 3 also reviewed online data to compare Hostos' governance structures with those of selected community colleges outside CUNY (i.e., certain community colleges within the California system, Miami Dade Community College, Garret College, Charleston College, and DePaul University that serve student populations similar to that of Hostos. Key findings include the following.

Within CUNY, LaGuardia Community College, Bronx Community College, and the Borough of Manhattan Community College, along with Hostos, all have student representation in their college senates. The Hostos College Senate is a shared community senate experience with a ratio of 1 student per 4 non-student senators. LaGuardia, like Hostos, includes staff in their senate. Colleges outside of CUNY that were examined as part of this analysis have, for the most part, separate governance structures for students and faculty, and neither structure includes staff.

There is a degree of variation among colleges in the extent to which students and staff are involved in curriculum issues (both development and approval). For example, LaGuardia has a separate Faculty Council, which is responsible for approving curricular issues. However, Hostos does not have such a structure. At LaGuardia, the faculty council does not address curricular items. However, at some institutions outside of CUNY (e.g., DePaul University), the faculty council does have that responsibility.

At Hostos, unlike LaGuardia, the College-Wide P&B has four at-large faculty members in addition to the chairs of each academic department. The composition of Hostos' College-Wide Curriculum Committee (CWCC) is similar to that of the LaGuardia, although, at LaGuardia, a Dean is chair of that committee while, at Hostos, like other colleges as part of this analysis, the chair is a faculty member. Most colleges reviewed appear to have curricula items submitted simultaneously to the CWCC and a dean of academic affairs.

Appendix 4.3 provides additional details related to this analysis.

Question 4: How does the Hostos Foundation Board assist the college in meeting its mission and goals?

The Hostos Foundation was created in 2002 to establish an ongoing fundraising support infrastructure to help Hostos meet its mission and goals into the future.

A twelve-member Board of Directors (including the Hostos President and the Vice President of Institutional Advancement) directs the management of the operations, property affairs and concerns of the Foundation and actively promotes fundraising activities consistent with the provision of the Foundation By-Laws, as written or amended in the Certificate of Incorporation. Board members are ethnically diverse and represent business and industry, banking and finance, government agencies, community-based organizations and arts institutions located in the South Bronx and similar communities. (D.3.5)

The Board of Directors makes recommendations concerning the acceptance of monies, grants, securities and/or any other donations. They also make decisions on the distribution of funds, which can be allocated to student scholarships, direct student support, emergency funds, and support to academic programs. Since its inception, the Foundation has raised \$1,392,513 and distributes about \$40,000 annually. (D.3.6)

The Hostos Foundation Board assists the college in meeting its mission and goals in a number of ways. Since its inception, the Foundation has raised \$940,064 in scholarships, direct student support and emergency funds – all of which help our diverse student population access opportunities to build their basic academic skills, experience intellectual growth through our 27 liberal arts and career programs, and seek higher paying employment as a result of their education and training that helps make them upwardly mobile from a socio-economic perspective. Also since its inception, Foundation funding has provided over \$47,000 in direct support to the ongoing development of a variety of academic programs, as well as to the improvement of critical student support services. (D.3.7) Further, the Foundation Board's composition is one of the ways the college seeks to ensure diversity and community service – by bringing in diverse professionals from the community to help raise and distribute funds in support of diverse students from the community. Additional examples of how Foundation support helps further Hostos' mission are provided in Appendix 4.4. Also see Working Group 2's response to question 4 under Standard 3 for additional analysis about how the Foundation, as part of Hostos' fundraising efforts, supports academic programs and scholarships to students.

The Foundation's role in helping the college meet its mission and goals is expected to only increase with time. The Foundation, alongside the Division of Institutional Advancement (which includes Alumni Relations), the two major entities responsible for fundraising, are expected to increase fundraising efforts by 2.5% annually, as stated in Hostos 2010-11 Performance Management Process (PMP) targets. See Table 4.3 for a snapshot of Hostos PMP fundraising targets and actuals from 2005-06 to 2009-10. As of May 31, 2011, fundraising efforts have raised \$483,260 in accordance with its initial committed targets for this academic year. More detailed targets related to fundraising will also be set as part of the Division of Institutional Advancement's fundraising plan, which includes targets for the Hostos Foundation. (D.3.8-D.3.9)

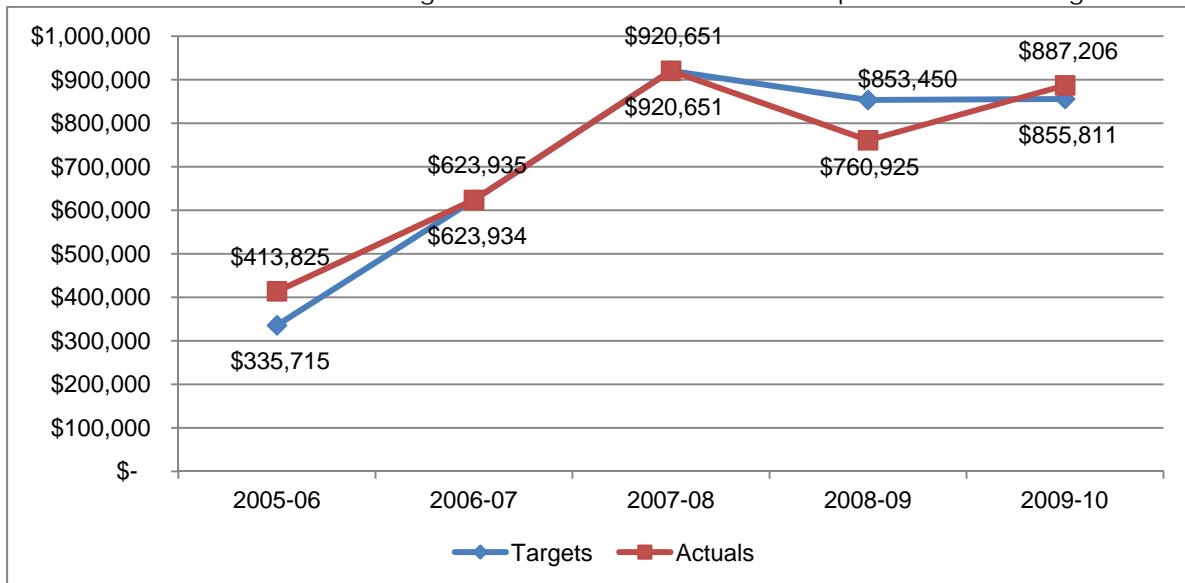
Question 5: To what extent are the Board and other entities responsible for fundraising effective in raising resources?

As mandated by the CUNY Compact and as a PMP indicator that is tracked each year, the Hostos Foundation Board, alongside staff within various units across divisions, are charged with raising funds to support both academic and student support services needs.

Working Group 2's response to Standard 3, Question 4 provides more details about scope and level of fundraising by the Foundation Board, the Alumni Relations Office, as well as by staff across divisions via grants, events, and individual donor solicitations.

As mentioned in response to the preceding question (#4), Hostos annually sets targets for fundraising as part of the PMP process. This is CUNY's mechanism for measuring the effectiveness of Hostos' fundraising efforts. Since the PMP process was created in 2005, Hostos has, most years, effectively met or exceeded its annual fundraising targets. The PMP fundraising targets and actuals are presented in Table 4.3 below.

T 4.3: Hostos PMP Targets and Actuals for Alumni-Corporate Fundraising



Source: Hostos PMP 2005-2010

As part of the new 2011-16 Strategic Plan, the college has also set a five-year fundraising outcome and a number of key fundraising-related performance indicators that focus on doubling the donor base, diversifying funding sources, and better aligning fundraising with the programmatic needs of the college. Performance on this strategic planning outcome and performance indicators will be reported out to the college community each year. In addition, as mentioned in response to the preceding question (#4), Hostos' new Division of Institutional Advancement (created in 2006) recently completed the design of a multi-year fundraising plan to increase donors and dollars across categories (individual donors, foundations, corporate, government) – working closely with the Alumni Office and the Hostos Foundation Board.

This plan has set even more detailed fundraising targets against which those responsible for fundraising at Hostos will measure their fundraising effectiveness.

Question 6: What has been the impact of Hostos' governance systems changes over the past five years? What areas still require improvement?

The most significant effort at governance systems change has been the process of revising the Charter of Governance. After approving a draft of the Charter in February 2004, the President's Office and CUNY Legal Affairs then reviewed and recommended changes (a required step in the Charter revision process) to conform to open meetings law requirements and other CUNY suggested governance practices. These recommendations have been discussed and voted on by the Senate. A draft of the Charter and the recommended changes appears in Appendix 4.5.

Technological advances, and particularly, the Senate's adoption of new technology, should improve the speed of governance changes and decisions. For example, a new electronic voting system, which is intended to increase participation, continues to be tested.

In more recent developments, there has been a move towards increased collaboration across divisions, which is a significant change in Hostos' organizational culture. In the past two years the college has held joint retreats for selected faculty and staff leaders in the Office of Academic Affairs (OAA) and Student Development and Enrollment Management (SDEM). Additionally, inter-divisional committees, like the Information Learning Commons (ILC), bring together heads of units that might not otherwise meet. Membership on other college committees also shows an increase in inter-divisional representation.

Overall, despite slow progress toward finalizing the new Charter of Governance, Hostos institutional governance structures, including Senate committees, function well and continue to improve.

Relationship to Other Standards

The issues of leadership and governance inter-connect with much of the analysis across other standards. However, joint analysis was conducted for Hostos' Standard 4, Question 5, with the following other working group standard and question, since both examine fundraising issues at the college.

Working Group	Standard	Question(s)
2	3 - Institutional Resources	4

Recommendations

1. Explore the possibility for creating a Faculty Council that would deal with faculty issues, especially curricular items.
2. Adopt the revised Hostos Charter of Governance.
3. Promote more effective functioning of the Senate. For example:
 - Provide annual orientation to new Senate members.
 - More strongly enforce existing rules surrounding attendance and remove members who consistently do not attend meetings.
 - Strongly consider having alternate faculty, student and staff members to ensure quorum.
 - Implement the new Senate voting technology as soon as possible.
 - Enforce procedural rules of the Senate that gets business done in a more timely manner (e.g., Robert's Rules).
4. Identify new ways to address the community service aspect of our mission in Hostos' various governance bodies. For example, ways for students, faculty, and staff to strengthen their service to the community.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Summary of Findings and Conclusions

Evidence exists on multiple fronts that Hostos has effective administrative structures that facilitate student learning, foster faculty/staff development, and support ongoing quality improvement at the college. Of note:

- Through the CUNY Performance Management Process (PMP), Hostos annually assesses administrative effectiveness on those issues that are of importance and concern to CUNY.
- Some divisions, notably Administration and Finance, collect regular detailed data on administrative effectiveness and use those data to inform the development of future operational plans.
- Within divisions, many administrative structures that support student learning and faculty development utilize CUNY-administered satisfaction assessments, with some offices conducting periodic impact assessments that help them make adjustments to services as necessary and appropriate.
- Hostos has a number of communication mechanisms in place to ensure productive cross-divisional and inter-departmental communication. Many of these exist in the form of committees and regularly scheduled meetings that help administrative services run more smoothly.

In some instances, decisions affecting the college's capacity to facilitate learning and research/scholarship, and foster quality improvement are made by CUNY. For example, CUNY Central determines when new lines can be allocated for faculty hiring at all its constituent colleges. However, despite recent hiring freezes (just lifted in fall 2011), Hostos has been able to maintain staffing levels that meet the needs and requirements of the college, including the changing student body.

Overall, Hostos meets the fundamental elements of Standard 5. Evidence of these findings and conclusions is presented in the following report.

Working Group 3 – Standard #5 Report

Question 1: How well does the college assess and measure administrative effectiveness within each division?

Hostos' administrative structure across and within divisions is as outlined in the organizational chart provided in Appendix 5.1.

The CUNY-Wide PMP, which aligns goals and outcomes between all the CUNY campuses, is the tool used at the executive level for assessing administrative effectiveness. See Appendix 5.2 for a copy of the 2010-11 Hostos PMP targets.

Within each division, unit heads and managers work with the Vice Presidents of each division, as well as the Office of Institutional Research, to develop assessment plans.

In the last 10 years, outcomes assessment of student learning has taken hold on campus, and Hostos is now increasing its focus on accountability and assessment of administrative offices. Administration and Finance, for example, has worked with Institutional Research to develop a yearly assessment plan for each unit. This plan contains measureable goals that are updated annually and are directly tied to the mission of the division. Additionally, all offices in each division submit annual reports that document their progress and activities over the just completed academic year. (D.3.10)

The CUNY-Wide Student Experience Survey (SES) assesses student satisfaction with administrative functions on each CUNY campus, among other issues, such as time spent studying, faculty-student interactions, etc. This survey compiles student opinions on a range of administrative services, from academic advising, to library, career and counseling services, to registration, as well as other student services. According to results from the 2010 SES, Hostos students were either "Very Satisfied" or "Satisfied" with the following administrative services: registration process (69 percent); financial aid services (66 percent); and billing and payment procedures (69 percent). In all three areas, students at Hostos showed higher levels of satisfaction with these services than the average satisfaction level with these services for CUNY community colleges as a whole. (D.3.11)

Departments and units use assessment results to improve their administrative effectiveness. For example, SES results inform planning to improve registration and advisement services.

Question 2: In what way and for what reasons have staffing patterns and reporting lines been changed in the past five years? How do these changes reflect the changing needs and circumstances of the college?

A. Many staffing changes resulted from the CUNY COMPACT and related CCIP program.

CUNY has driven Hostos' most substantial changes and increases in faculty lines. As discussed more in detail by Working Group 2 in response to Standard 3, Question 1, in 2003, CUNY created the CUNY Compact and related Community College Investment Program (CCIP). These two initiatives allocated revenues to the six community colleges to make substantial improvements and additions to their faculties. CCIP was directed exclusively toward the academic core of these institutions and led to the addition of 17 faculty at Hostos between 2003 and 2010. See Appendix 3.1 in WG 2 for more details about the allocation of CUNY Compact and CCIP revenues.

B. Evolving student needs have changed Hostos' staffing patterns.

OAA and SDEM have added new lines and offices over the last five years to address the need for more one-on-one services for students and their families to increase retention. These include Single Stop, The Student Advisement and Retention Services (STARS) Center, Academic Achievement and Transfer Offices.

Hostos has in place an Affirmative Action plan to ensure diversity and inclusiveness in the hiring process. (D.3.12) To some extent, the diversity of Hostos' faculty and staff reflect the diversity of the student body. The percentage of female faculty members hired during the past five years has remained proportional to the percentage of female students enrolled at the college. While the racial/ethnic composition of faculty and staff at the college has changed over time, Hostos remains one of the most diverse community college campuses in CUNY. (D.3.13)

Question 3: How effectively do current administrative structures facilitate learning for a diverse, non-traditional student body? How effectively do they foster the professional development of staff and faculty?

A. A number of administrative structures are in place that facilitate student learning for a non-traditional student body and foster professional development of faculty and staff.

Hostos has many administrative structures and services that support student learning and faculty/staff development. Various administrative structures and services facilitate student learning in a number of ways, from helping students understand which courses they need for graduation, to offering students access to learning opportunities that help them succeed in college and the world beyond. Various administrative structures foster faculty and staff professional development by helping faculty and staff maintain cutting-edge pedagogical practice (e.g., incorporating new technologies into their classrooms), as well as support research and scholarship in their areas of interest (e.g., provide assistance accessing and writing grants). All of these structures and services enrich the environment at Hostos and contribute to effective teaching and learning.

See Appendix 5.3 for a more detailed summary of the Working Group's analysis of administrative structures and services and their impact on student learning and faculty and staff professional development.

B. Hostos measures effectiveness using CUNY-administered surveys that assess satisfaction. In some instances, impact assessment is also conducted.

The CUNY-administered Student Experience Survey (SES) and Faculty Experience Survey (FES) provide information on the extent to which students and faculty are satisfied with a variety of the administrative services at Hostos. For example, according to the 2009 FES (D.3.14):

- 63% of Hostos faculty reported Hostos provides good or excellent support for technology.
- 62% of faculty rated the Center of Teaching and Learning (CTL) workshops as above average.
- 58% of faculty rated Hostos' assistance in grant writing as above average

In some instances, for example with Hostos Academic Learning Center (HALC) and many of its college readiness programs, Hostos conducts periodic analyses to assess the degree to which the college is effectively improving the academic skills students need to succeed in college. For example, each year OIR analyzes the CUNY assessment test results from the HALC workshops as compared to the performance of students exiting from remedial courses and other workshops given by the college. In addition, results from surveys conducted by HALC, Academic

Computing Center, and the library are posted online. (D.3.15) These results are used by the constituent units/departments to improve their services in the succeeding year. See Working Group 4's response to Standard 9, Questions 1 and 2 for more information, which provides additional detail about how assessment results are used to improve student support services.

Question 4: How effectively does Hostos ensure productive communication across administrative units?

A number of communication mechanisms exist to support cross-divisional and inter-departmental communication. As is evident from what is presented in Table 5.1 below, Hostos' primary communications methods across administrative units need to be more formalized in years to come. This is a major priority in the 2011-16 Strategic Plan – systematizing how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.

T 5.1: Snapshot of Intra-and Inter-Department Communication Structures

	Communication Structures	Participants	Participants' Function	Frequency of Meetings	Vehicle for Communication
Within Divisions	Unit meetings within each division (Unit Directors, Chairs and Coordinators	Deans, Directors, and their personnel	Provide update and discuss new initiatives, etc.	Academic Council and Chairs and Coordinators: 3 or 4 times per term	Newsletter and emails
Across Divisions	Cabinet meetings	President Provost, Vice Presidents, Deputy to the President, Executive Counsel and Labor Designee, and Affirmative Action Officer	To provide update, discuss new initiatives, report progress and accomplishments	Weekly or as called by the President	Report outs from representatives to their divisions at regular meetings
	Extended Cabinet meetings	Same as Cabinet and includes Deans, Directors, and Coordinators	Discuss updates, and provide reports, training	As called by the President, but usually monthly	Report outs from representatives at meetings
	Stated Meeting of the Faculty and Staff	President, Cabinet and college community	Each Division highlights their program initiatives, introduce new hires, provide reports	Once a term, as required by the Charter	Report outs from representatives at meetings
	Registration Committee	Key leadership from Academic Affairs, Administration and Finance and Student Development and Enrollment Management	Review registration processes and college registration calendar	2 or 3 times a term in preparation for registration	Oral presentations, written materials, calendar of events
	Enrollment Management Cabinet	Key leadership from OAA, SDEM and Admin & Finance relating to enrollment and admission	Review enrollment projections, plan for registration, review admissions and financial aid issues/procedures	1x/month during the academic year	Report outs from representatives at meetings
	Information Learning Commons	Staff dealing with technology issues	Technology issues	1x/month, or as needed, each term	Meeting minutes

Relationship to Other Standards

The issue of effectiveness of Hostos' administrative structure and services cuts across the analysis of other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
2	3 - Institutional Resources	1
4	9 - Student Support Services	1-2

Recommendations:

1. Identify specific indicators that consistently and continuously assess the effectiveness of administrative structures – particularly those that support teaching and learning – within each division. Track progress according to these indicators as part of annual divisional operational planning.
2. Systematize how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.
3. All procedures, timelines, and leadership structures should be well defined and well documented. Details, such as committee members and chairpersons, should be available.

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Summary of Findings and Conclusions

Hostos' enrollment has grown dramatically in the last ten years. What is happening at Hostos is part of a national trend. With the whole country feeling the economic pinch, and unemployment especially high among poorer, minority populations, many people are choosing community colleges like Hostos for accessible, affordable, and quality higher education, especially in career preparation.

While recruitment remains an important focus, Hostos has turned much of its attention in recent years to enrollment management – to better ensure students' success once they arrive on campus. The College uses multiple means to communicate requirements, from the time of admission until graduation. It has proven to be very effective at providing financial aid information to prospective and current students. It has in place several methods for tracking students who withdraw, drop/stop out, or transfer out prior to graduation. And it has many retention, transfer, and career/employment supports, which help students to get the academic and non-academic assistance they need to persist in their higher education and career pursuits.

But given its unusually high percentage of students in need of developmental/remedial education upon entry, Hostos is keenly aware that it must do better. Its current retention, graduation, transfer, and employment rates, although not so different from other community colleges across the country, must be improved. That means the College needs more comprehensive college-wide tracking systems to respond to individual student needs, as well as stronger connections across academic and non-academic student supports, so that students get the help they need throughout their time at Hostos. Tracking student withdrawals and assessment of student advisement are two areas in need of further systematized attention. Hostos acknowledges the need to undertake this type of transformation of programs and services on campus and has already started to move in this direction with the implementation of the 2011-16 Strategic Plan.

Overall, Working Group 4 concluded that Hostos meets the fundamental elements of this standard and is working to improve those areas in which the college recognizes improvements are necessary. The evidence of these findings and conclusions is presented in the following report.

Working Group 4 – Standard #8 Report

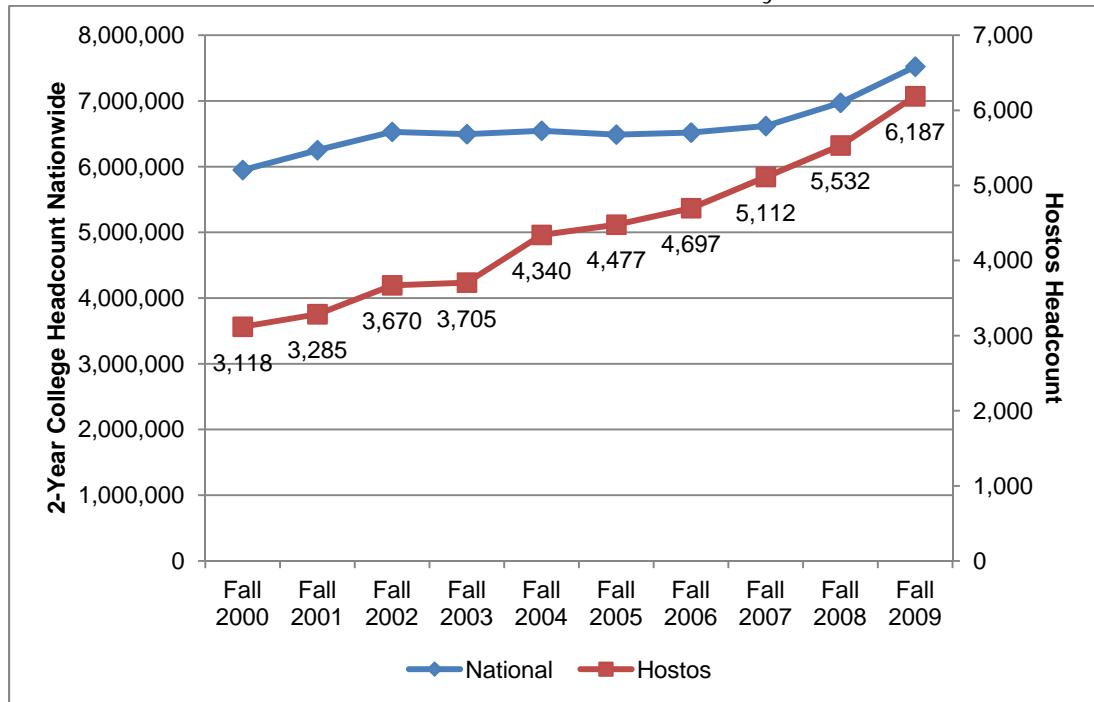
Question 1: How well does Hostos communicate and ensure that students are aware of academic program admission and graduation requirements?

A. Before answering this question, here is some important background information on Hostos' enrollment growth and enrollment management processes.

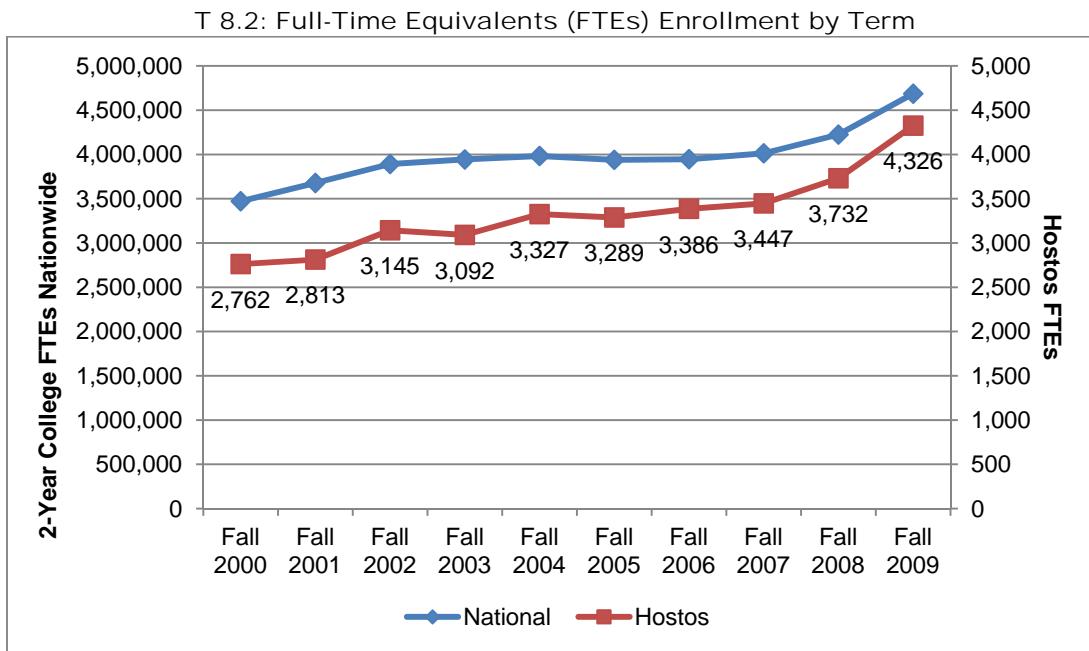
Over the past 10 years, enrollment at Hostos has almost doubled, from 3,118 to 6,187 students, with about a 25 percent increase in the number of full-time equivalent (FTE) students. (D.4.1) Headcount enrollment peaked above 7,000 in 2011-12. Similarly, in the past five years, community colleges in CUNY have experienced a 23.5 percent increase in headcount enrollment, and a 32.2 percent increase in FTE. (D.4.2)

Tables 8.1 and 8.2 below help put this growth into perspective. Bottom line, Hostos' growth outpaces the national trend of enrollment growth at community colleges over the last decade.

T 8.1: Headcount Enrollment by Term



Source: *Digest of Education Statistics*, U.S. Department of Education; Hostos OIR



Source: Digest of Education Statistics, U.S. Department of Education; Hostos OIR

In order to respond to enrollment growth, Hostos has in place, consistent with CUNY PMP requirements, an enrollment management plan.

B. Hostos communicates admissions and graduation requirements in a variety of ways – and it has strengthened related communications efforts in recent years.

As detailed in Table 8.3 which follows, the Admissions Office informs prospective and continuing students of admissions and graduation requirements in multiple ways. And evidence exists that the College is effectively reaching students. For example, 70% of fall 2009 entering students received early academic advisement. (D.4.3)

In recent years, Hostos has strengthened its methods to communicate admissions and graduation requirements. For example:

- In 2009, CUNY put in place the Hobson's Client Relationship Management System (CRM), a higher education communication tools used to facilitate electronic communications with prospective and registered students. Using multiple forms of communication, this allows the college to manage students from inquiry through application and enrollment (e.g., through sending follow-up compliance emails), increasing its capacity to efficiently and effectively track student progress and provide targeted outreach to certain student cohorts (e.g. ASAP, Hostos Success Academy) as needed.
- Since Fall 2009, the Office of Academic Achievement has conducted optional new student orientations and early advisement for first-semester students (freshmen and transfer students). The orientations include a wide range of topics and issues including: college mission; college administration and structure; availability of services; graduation

requirements (i.e., CUNY skills tests, writing intensive courses, etc.); classroom expectations (checking syllabus, buying and bringing books; meeting course assignment deadlines, etc.); and academic calendar (including withdrawal dates, holidays, and so on). These orientations also include ‘family orientations’ so that family members (most of whom have little or no familiarity with higher education) can better understand what will be expected from the student attending.

- Since the fall of 2006, all students seeking admissions to Allied Health degree programs must sign a contract stating they understand the specific admissions and graduation requirements for that program. (D.4.4)

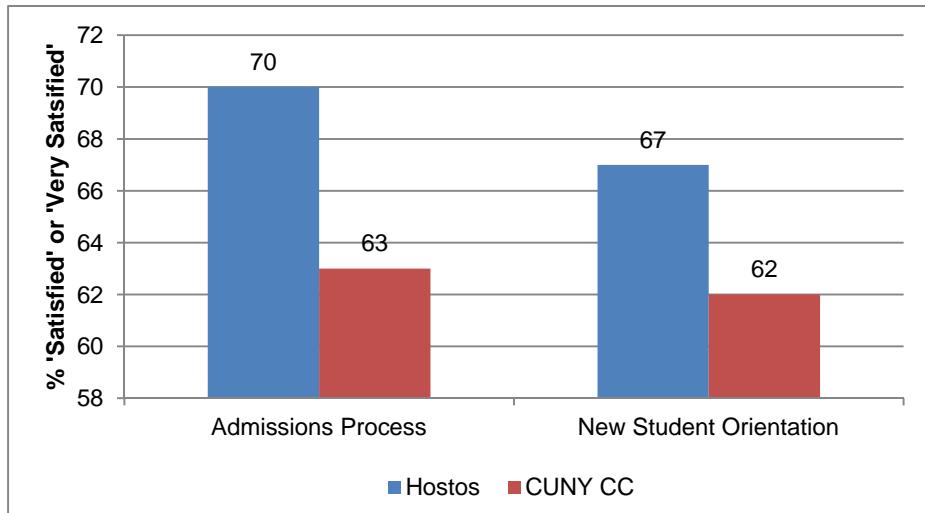
T 8.3: Snapshot of Outreach and Communications re: Admissions/Graduation Reqs

Method of Communications	What is Shared	Evidence of Scope of Student Outreach
Website	Information on admissions, financial aid, course schedules	Average of about 110,000 visitors per year since 2006
College Catalog (print and online)	All current catalog information, including degree requirements, course offerings, policies, etc.	Hard copy given to incoming freshmen upon registration (until 2008); also available online
Admissions Checklist	Details on what students need to be ready for registration, including application, testing, residency, and immunization requirements	Given to prospective applicants 2,000 visitors a month to admissions office (as per daily sign-in log in the Admissions Satellite)
Admissions Brochure	Provides snapshot of college – including the mission statement, overview of admissions requirements, costs, faculty/student ratio, student demographic information, facilities and programs	Distributed at college fairs, open houses, walk-ins to the Admissions Office – 2,000-10,000 distributed each admission cycle
One-on-One Assistance with Applications (English and Spanish)	Help with CUNY online application	Average of 2,100 (30%) applications are processed inhouse per year since 2008. (as per the Admissions intake tally).
Admissions Seminars	Guide students through admissions process and prepare them for registration	Since Fall 2006, 50% of all registered new students attended a seminar (per Seminar attendance logs)
Hobson's Client Relationship Management (CRM) (Hostos' electronic communications system)	Information on admissions, testing, financial aid; sends follow up compliance e-mails.	Over 50,000 e-mails sent per semester, streamlining the admissions process. (as per Hobson's Reports)
Office of Academic Achievement – New Student Orientations	For all first-semester students (freshmen and transfer) – to assist with initial registration, helping students navigate academic requirements	Since the Fall 2009 semester, 3,651 (70%) of the total 5,426 students who enrolled received early academic advisement (Per Academic Achievement)
Admissions process for all Allied Health Programs	Students sign contracts indicating that they understand admissions and graduation requirements	Contracts were implemented in fall 2006 and are required of all Allied Health students

C. Students report satisfaction with communications methods on admissions and graduation requirements.

As the results in Table 8.4 below show, students at Hostos are more satisfied with the admissions process and new student orientation than students at CUNY community colleges as a whole. (D.4.5)

T 8.4: Student Satisfaction with Selected Admissions Issues



Source: 2010 Student Experience Survey, CUNY OIR/A

Question 2: How effectively does Hostos communicate information and advice regarding financial aid, scholarships, grants, loans and other sources of tuition assistance to ensure that prospective and current students are able to enroll at the college?

A. Most students come to Hostos in need of financial aid, and the College helps make sure they get it.

Since about 85% of Hostos' degree students are eligible for federal or state aid each academic year (e.g., Pell, TAP, SEOG), the College takes seriously its role in helping students access tuition assistance. And it has done so with great success. Each year, more than 90% of Hostos' registered degree student population receives federal, state, and/or other forms of tuition assistance (e.g., hardship grants). For example, in fall 2010, 5,673 of the more than 6,000 total registered degree student population received some kind of financial assistance. Types of financial aid assistance provided are indicated in Table 8.5 below.

T 8.5: Summary of Student Financial Assistance

Source of Assistance	Fall 2010		Fall 2011 (prelim data)	
	Recipients	Percent of Student Enrollment	Recipients	Percent of Student Enrollment
CASH	1,022	15.72%	1,457	21.88%
CASH & FIN. AID (Scholarship, Grants, etc.)	555	8.54%	543	8.15%
AMS (Sallie Mae)	107	1.64%	104	1.56%
TAP & PELL	1,975	30.39%	1,952	29.31%
PELL & SEOG	1,985	30.54%	2,451	36.80%
LOANS	388	5.97%	135	2.02%
TOTAL ASSISTED	5,010	92.80%	5,185	77.84%

Source: Hostos Business Office analysis, Fall 2011

B. Hostos employs a variety of methods to communicate tuition assistance information.

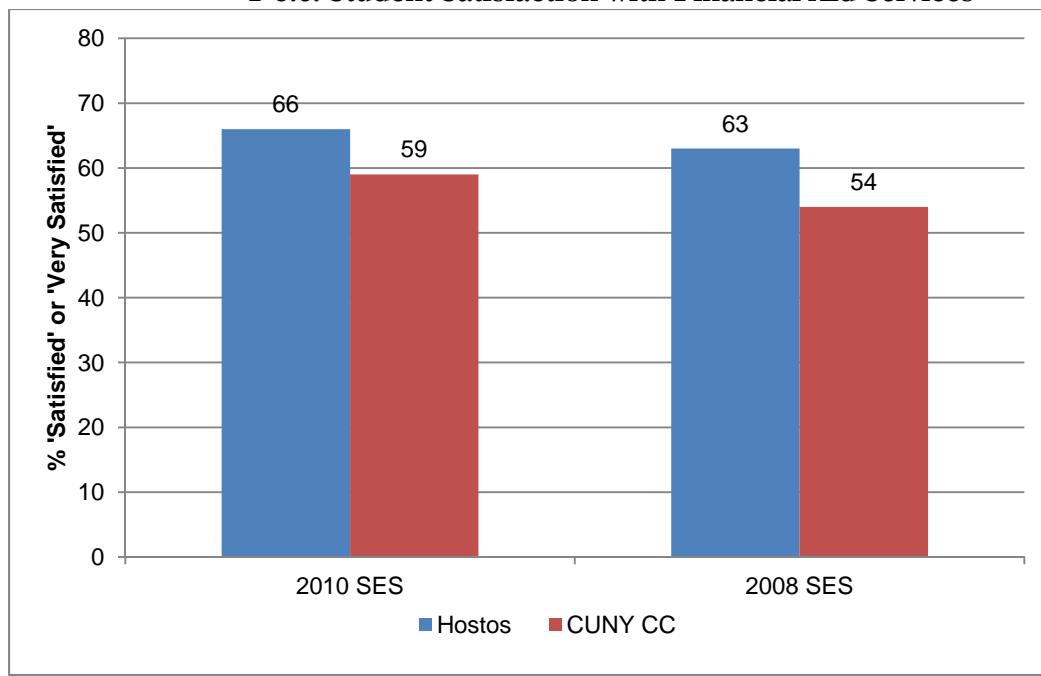
Because financial aid information is communicated in the context of admissions, almost all of the methods to communicate financial aid are the same as those used to communicate admissions and graduation requirements. See Table 4.1 for methods of communication. However, Hostos' Office of Financial Aid has its own Financial Aid website where comprehensive information on financial aid sources and application processes and procedures can be found. (D.4.6) Since the 2008-09 academic year, the number of visits to the Financial Aid website has increased by 15%, from 108,818 hits to 125,045 hits in the 2010-11 academic year. The Division of Student Development and Enrollment Management has also created a Financial Aid Microcomputer Lab where students file their Financial Aid applications online, with an SDEM staff person available to assist them. Students are using the micro-lab and students rate the micro-lab services as high quality. More than 6,700 students used the Microlab in 2010-11. Of the 780 students who completed the 2009-10 Microlab user survey, 93 percent rated the services excellent to good. (D.4.7)

The Office of Financial Aid also conducts an annual Counter Services Survey that queries students on a series of issues, from how students found out about financial aid to perceptions on the quality of financial aid services. See Appendix 8.1 for a sample question and aggregate student response.

C. Evidence exists that students feel they are getting the tuition assistance information they need.

As Table 8.6 below shows, students are more satisfied with financial aid services at Hostos than students at CUNY community colleges as a whole. (D.4.8-D.4.9)

T 8.6: Student Satisfaction with Financial Aid Services



Source: 2010 and 2008 Student Experience Survey, CUNY OIRA

The number of visits to the Financial Aid Micro-Lab has increased by 50.5% since 2006-07. See Appendix 8.2 for a graph of the total annual Micro-Lab visits from 2006-07 to 2009-10.

Question 3: Given that first-year retention is a major challenge at Hostos, how well does the college assist prospective and current students to transition into college life and college-level work during their freshman year?

A. First-year retention is a major challenge and Hostos has in place academic and non-academic programs and services to address it.

Helping students to navigate the first year of college is a primary challenge for community colleges like Hostos with large numbers of remedial students that must spend significant time and money on developmental courses. Studies increasingly show high stop out/dropout rates in the first year, with many colleges losing students before a second term of enrollment. (D.4.10) First-year success is also a priority for CUNY. With Bill and Melinda Gates Foundation funding, CUNY has created Graduate NYC! – a new initiative with the Department of Education and New York City Mayor’s Office to increase the number of New York City students who earn college degrees by strengthening partnerships between local high schools and colleges so that more students have the college readiness information and skills to successfully transition to college. (D.4.11)

In the last decade, Hostos has, on average, lost about 40 percent of its entering freshmen in their first year. According to the Hostos OIR presentation “Retention Analysis of Fall 2008 Freshmen,” the most common academic reasons students leave Hostos prior to graduation is their inability to pass their CUNY skills tests. (D.4.12) And students leave for a number of non-academic reasons, including family problems, medical issues, and employment and financial issues. This information is discussed in greater detail in response to Question 5 under this Standard.

Below is a listing of existing academic supports and non-academic supports aimed at enhancing first-year success and reducing attrition. The primary objectives of these services and programs are in line with the CUNY Vision Statement for Student Affairs: “to support students’ academic achievement and persistence leading to graduation; to provide opportunities for career development; to enhance students’ intellectual, aesthetic, and social growth; to facilitate critical thinking skills; and to promote civic responsibility.” (D.4.13)

As the last column of Table 8.7 below indicates, these and other activities have helped many students strengthen their academic skills and overall college readiness.

T 8.7: Snapshot of Hostos Retention Supports for First-Year Students
Academic and Non-Academic: Key Examples

Retention Support Program/Activity	Who is Eligible	Expected Outcomes from Student Participation
Student Orientation (new in fall 2010)	Newly admitted students	Improved student college readiness and acculturation
SDEM Auxiliary Advisement Team	First year freshmen, second semester probation and readmission students	Enhanced identification, tracking, interventions, and retention for high risk students

Middle States Self-Study Working Group 4

T 8.7: Snapshot of Hostos Retention Supports for First-Year Students (con't)

SDEM Academic Achievement (advisement, 1 st semester monitoring, probation monitoring, and probation readmission)	Prospective students and first-year student TAP applicants	Enhanced transition to college Early advisement for incoming students Earlier referrals to pre-college immersions Improved TAP eligibility through academic advisement compliance
SDEM SSD 100 (freshmen experience course)	Freshmen Liberal Arts majors	Enhanced transition to college
Hostos Academic Learning Center Workshops	Entering students, students failing skills tests	Improved basic skills readiness and improved academic performance in courses
Immersion Programs	Newly admitted students who have tested into developmental/remedial course(s)	Improved basic skills readiness
Hostos Success Academy (learning community)	Entering triple remedial students	Improved basic skills readiness – reading, writing, math
College Enrichment Academy (learning community – offered 2005 - 2010 with Title V grant support)	Students with less than 30 academic credits and failing the CUNY reading/writing basic skills tests	Improved basic skills readiness – reading and writing
Freshmen Academy (learning community)	All entering freshmen with remedial needs	Improved basic skills readiness
ASAP (learning community)	New non-remedial students	Graduation in 3 years Improved student GPA
Non-Academic Retention Supports - Examples		
SDEM Single Stop USA (financial support services)	All students including freshmen	Increased access to support for social and financial services (e.g., food stamps, Medicaid, housing assistance, free tax prep) Increased financial literacy through workshops and financial counseling
Student Athlete and Graduation Effort (SARGE)	All student athletes	Improved academic performance and progress

B. *Data shows first-year retention is improving.*

Table 8.8 on next page summarizes the relevant retention data for Hostos over the past five academic years. The one year fall-to-fall retention rate for first-time freshmen has shown an increasing pattern over the past several years. As detailed in the table below, concerted efforts have culminated in increased retention rates for all three of the analyses that are regularly conducted.

In addition, some preliminary analyses have suggested that the one semester retention rate for students who participated in the New Student Orientation in Fall 2010 had a higher one-term retention rate than new students who did not attend the New Student Orientation. (D.4.14)

T 8.8: Summary of Retention Data for Hostos Community College

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
One Year Fall-to-Fall Retention Rate (First-Time Freshmen)	57.8	60.5	57.0	63.2	63.7
One Semester Retention Rate (First-Time Freshmen – fall to spring)	79.5	79.1	76.0	80.3	82.8
One Semester Retention Rate (All Students – fall to spring)	73.3	69.8	72.8	75.0	74.7

Source: Hostos OIR

C. Hostos is developing ways to strengthen coordination across programs and services to more dramatically improve retention outcomes.

Retention rates are improving, but more work needs to be done to increase them to the targeted levels outlined on page 35 of the new Strategic Plan (i.e., 75% for one-year retention, 60% for two-year. (D.4.15)

As described in the new Strategic Plan, Hostos has two initiatives in the early stages of development that are expected to have an impact on first-year retention. The first focuses on rethinking remedial/developmental education, since so many entering students fail to demonstrate college-ready levels of reading, writing, and math skills. The second represents a first-year focused initiative based on promising first-year retention activities in higher education. Experts agree that the key to a successful first-year initiative is to create campus-wide, holistic approach that supports students at this critical point in their educational experience.

Through its first-year initiative, which began in fall 2010, Hostos is participating in assessment processes outlined by the John N. Gardner Institute's Foundations of Excellence (FOE) that help institutions meet first-year needs through aligned policies, practices and procedures across the institution, as well as with external partners (e.g., high schools and regional four-year colleges). The initiative enhances student connectedness to their peers (which proves highly important to student retention and graduation), and enriched academic and extra-curricular activities and support services. (D.4.16) The FOE Self-Study report will be available spring 2012.

In conjunction with FOE, Hostos will undertake the following activities in the next few years to improve retention:

- Conduct assessments of Math, ESL, and English remedial/developmental courses and programs and redesign them based on the results. Ford Foundation support has recently been secured to support these efforts in the Mathematics Department.
- Use results of the campus-focused study of first-year services and supports to develop an action plan for campus improvement of first-year retention. These plans will include recommendations to better integrate the full array of first-year related and transfer activities, from prior learning assessment and advisement to non-academic supports.

A campus-wide task force with broad representation across faculty, staff, and student constituencies will guide these efforts.

Question 4: How well does Hostos facilitate transition to four-year colleges, licensure, career programs, and the world of work?

A. Hostos offers a number of programs and services geared toward helping to facilitate transition to four-year colleges, licensure, career programs, and the world of work.

Hostos' transfer rate for liberal arts students and career students remains around five percentage points lower than the CUNY community college average for transfer of these students. (D.4.17)

Employment circumstances for Hostos students is equally if not more challenging. Unemployment in the 16th Congressional District, where more than 50 % of Hostos students live, is almost double that for the city as a whole. More than 34 % of residents of this congressional district have less than an 11th grade education, as compared with about 16 % of New York City residents. Only 10.4% of residents of working age possess a bachelor's degree or higher, compared to 32.5% of New York City residents. And more than two-thirds of residents speak a language other than English at home, which often translates into levels of limited English proficiency that make it difficult to find consistent employment. (D.4.18)

See Appendix 8.3 for a list of existing transfer and employment readiness/placement supports. As the last column of the chart in that appendix indicates, these existing transfer and employment readiness supports have helped many students transfer and access employment. For example, over the last five years, 99 students in the engineering dual degree programs have transferred to CUNY four-year engineering programs. (D.4.19) The College expects even greater results as it fully implements the Strategic Plan activities described in response to Question 3 of this Standard.

B. Improving transfer to four-year colleges and transition to the world of work are areas of priority in Hostos' new Strategic Plan.

Since most students come to the college seeking sustainable employment as well as access to higher paying jobs and career tracks, Hostos has made transfer and employment readiness two major priorities in its new Strategic Plan. Hostos will focus on working smarter across the institution to strengthen linkages between academic programs, transfer supports, and career preparedness and placement supports.

Hostos expects to undertake the following activities in the next few years to improve transfer and transition to work.

- Undergo the John N. Gardner Institute's Foundations of Excellence process for improving student transfer (which is a separate project from the FOE first-year initiative efforts). A student, faculty, and staff task force will conduct a campus audit of transfer year services and supports and then develop a strategic action plan for campus improvement.
- Conduct background research on what employment supports and experiential learning opportunities prove most effective for different types of degrees (e.g., liberal arts, specific career programs).
- Work with faculty and staff to develop a plan for strengthening career supports across disciplines, as well as experiential learning opportunities, where appropriate.

Question 5: How well does Hostos track students who withdraw, drop/stop, or transfer out prior to graduation? To what extent does Hostos use retention/attrition data and analysis to improve academic and student support programs?

A. Hostos is tracking withdrawals, drop/stop-outs, and transfers more and more through a variety of tools and methods.

Hostos tracks students who leave the college prior to graduation through three primary methods:

- Retention studies (CUNY OIRA and Hostos OIR): annual reporting of student retention for first-time freshmen and transfer students using commonly accepted procedures. (D.4.20) In addition, OIR prepares ad hoc studies (e.g., the report to inform the development of the 2011-16 Strategic Plan) that focus on potential reasons why students leave.
- OIR course and grade analysis for course withdrawals: provides information about student performance in each course and section, including number of students completing and grade distribution. (D.4.21)
- Analysis of reasons for total withdrawal: The Hostos Registrar's Office collects data from students withdrawing from school about why they are leaving. The data are periodically tabulated. A sample of Fall 2010 Registrar's Office withdrawal data is found in Appendix 8.4. Overall, the primary reasons for withdrawal in Fall 2010 were job-related (24.7%), medical (21.9%), or family (13.1%).

B. Hostos uses retention/attrition data and analyses as part of program planning and implementation.

Depending on the program, retention and/or attrition data may be used. For example:

- Development of academic programs for at-risk students: The Hostos Success Academy, Freshman Blocks, and Freshman Academy were created in part as a response to low retention and high attrition among first and second semester freshmen.
- Increased HALC workshop availability: Each semester, the number of HALC basic skills workshops and the associated curriculum are informed by these data.
- Based on college-wide retention/attrition data, the Student Development and Enrollment Management Division established an Auxiliary Advisement Team to contact and reach out to students who withdraw from the college and who are unlikely to re-enroll in the following term.
- As discussed in response to Standard 8, Question 3 (as well as in other parts of this report, including by Working Group 6 in response to Standard 13, Question 1), Hostos undertook a Foundations of Excellence study of the first-year experience because of continuing issues of retention and attrition among first-year students.
- Development of 2011-16 Strategic Plan: The OIR data analyses provided for strategic planning highlighted retention and attrition challenges that help shape goals and initiatives to tackle these challenges head on.

However, the College recognizes that this is an area of weakness and has begun steps to both improve its data tracking processes and to use such data to improve student success.

Question 6: What demographic changes can be expected to impact Hostos' student composition in coming years? How is Hostos planning to position itself to respond to anticipated and unanticipated changes?

A. Based on a 5-year review of student demographic data, Hostos anticipates major demographic changes will occur in terms of racial/ ethnic composition of students, high school graduation, and English skills development

To answer this question, Working Group 4 reviewed the Student Profiles for the fall terms in the past five academic years. The Student Profiles include data on a wide range of demographic and academic variables. See Appendix 8.5 for a Sample OIR Term Profile from Fall 2010. In addition, student socio-economic data as evidenced by the percentage of students receiving financial aid was reviewed.

Analyses of the available five-year demographic data showed the following trends:

- The percentage of students that identify as Hispanic has decreased from 59 percent in fall 2006 to 56.9 percent in fall 2010. However, although this may not appear to be a large decrease, in fall 2000, 73.9 percent of the student body identified as Hispanic.
- The percentage of students (both entering freshmen as well as the total student body) that are enrolled in ESL developmental courses has decreased substantially. Correspondingly, the percentage of freshmen and all students enrolled in Spanish content courses has also decreased (more than 10 percentage points.)
- At the same time, the percentage of entering freshmen enrolled in a remedial mathematics course has increased by almost 10 percentage points.
- The percentage of students with a U.S. high school diploma has increased from 54.8 percent in fall 2006 to 61.6 percent in fall 2009. (Data for this statistic for fall 2010 are inconclusive because of missing data.)
- On all other demographic variables at Hostos, there were no discernable trends.

The response to this question also relates to the students demographic analyses conducted by other Middle States working groups, particularly Working Group 2 (i.e., in response to Standard 2, Question 3 under strengths and challenges, and Standard 3 Question 2 on environmental scanning, and Standard 3, Question 6 under human, financial, technological, and physical challenges).

B. According to available U.S. Census data, the communities from which Hostos students come remain the poorest and most educationally disadvantaged.

Comparisons of data from the 2000 U.S. Census with 2006-2008 American Community Survey data continue to show that the New York 16th Congressional District (CD), where more than 50 percent of Hostos' students live, is the poorest congressional district in the United States. (By comparison, the New York 13th CD, less than 5 miles away in Manhattan is one of the top 5 wealthiest districts in the United States.)

Further, almost 40 percent of the population of the 16th CD lives below the federal poverty line, about the same percentage that was observed in the 2000 Census.

The data also show that there has been a slight increase in the percentage of people 25 and older with a bachelor's degree or higher living in the 16th CD; this increase has not been at the same rate as for New York City as a whole. More to the point, the percentage for the 16th CD is only 10.4 percent, compared to 32.5 percent for New York City.

Regarding languages spoken, the current data show that 68.5 percent of the people in the 16th CD speak a language other than English at home. This represents a 6-percentage point increase from the results for the 2000 Census. For the entire borough of the Bronx, the increase was only 3 percentage points. (D.4.22)

C. Hostos' new Strategic Plan positions the College to take on these and unanticipated changes.

The Hostos OIR provided extensive analyses of demographic trends, beyond what is presented above, in preparation for the development of 2011-2016 Strategic Plan. That Strategic Plan is the vehicle by which Hostos intends to address the anticipated changes expected to occur over the next five years. Realizing that all plans change once implemented, especially since the unanticipated inevitably occurs, Hostos has also created an annual process for how the Strategic Plan will be operationalized, which includes the opportunity for course corrections and changes over time based on emerging circumstances both inside and outside the college. This annual process will track performance according to measurable outcomes, including expected five-year retention and graduation rates, as outlined in the Strategic Plan.

Relationship to Other Standards

The issue of student admissions and retention cuts across the analysis of other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
2	2 - Planning, Resource Allocation, and Institutional Renewal	3
2	3 - Institutional Resources	2-3
6	13 - Related Educational Activities	1

Recommendations

1. Develop a strategic plan of communication with its current students through e-mail. The success of the Hobson's Client Relationship Management (CRM) vehicle should be used as a guide for further communication.
2. Acquire and implement the second phase of the CRM vehicle called Retain. This program allows the college to communicate with all current students, in all aspects of campus life, including academic progress, early warning systems, and referrals to academic services, among other things. Implementation of this program will strengthen the current initiatives already in place.
3. Periodically review of admissions catalogs, view books, websites, recruiting and other relevant materials for accuracy and effectiveness.
4. Encourage collective participation in order to stress that recruitment is not the sole responsibility of Admissions. Further delineate the roles to be played in this process by deans, department chairs, and faculty, and encourage collective engagement in this process.
5. Automate the OFA Counter Services Survey to get more data on the students' preferred vehicle of communication.
6. Automate data collection regarding tuition assistance programs to include number of users and awards given.
7. Increase the level of student participation in pre-college activities such as the Admissions Seminars, Early Advisement, Immersion Workshops, and New Student Orientation.
8. Structure first-semester learning experiences that strengthen developmental skills.
9. Link pre-college efforts with structured first-semester learning experiences.
10. Engage in campus dialogue to identify ways to help students better understand their educational options and choices as they relate to their academic progress
11. Adapt the current first-year student orientation course to be more responsive to different student needs (e.g., triple remedial, developmental, non-developmental).
12. Need better use of available data regarding student performance and progress in order to develop systems and procedures for addressing student attrition/retention.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Summary of Findings and Recommendations

Given that over 85% of Hostos' entering students each year come in need of developmental and remedial supports, as well as financial assistance, student support services at Hostos are both academic and non-academic, and provided by the Office of Academic Affairs and the Division of Student Development and Enrollment Management (SDEM). The College's offerings are extensive and range from those that help students with preparedness and progress in their academic programs, to those that strengthen their personal and social growth outside the classroom. These activities continue to grow on a year-to-year basis. Assessment results generally show high levels of student participation and satisfaction with what is offered. Evidence exists that faculty and staff make improvements to support services based on results from those assessments.

The issue for Hostos is not quantity, but coordination and assessment of offerings. To address this issue, Hostos is working to improve systems and structures so that student supports more comprehensively analyze and address individual student needs. This approach is necessary so that Hostos can better determine the extent to which these student supports meet the needs of its student body.

Although acknowledging the need for improvement, Working Group 4 concluded that Hostos meets the fundamental elements of this Standard. The evidence of these findings and conclusions is presented in the following report.

Working Group 4 – Standard #9 Report

Question 1: To what extent does Hostos assess student support services and utilize that information to improve those services?

Question 2: How are students identified as being at-risk and how effective are the services and supports provided to assist those students in persisting?

A. Hostos has multiple means for identifying at-risk students and a number of academic and non-academic supports to help students persist. It also has in place mechanisms for assessing most academic and non-academic student support services, and has made improvements based on assessment findings.

At Hostos, we define at-risk students as those who:

- Are academically challenged, with more than 85% of entering freshmen requiring at least one remedial course, and 1/3 are triple remedial, as detailed in Appendix 9.1. When a student's G.P.A. falls lower than 2.0 and he/she is not meeting the required progression of academic credits, he/she is also considered academically at-risk. See Appendix 9.2 for details on the minimum cumulative GPA for students to remain in good academic standing.

- Face additional barriers to higher education, including: economic disadvantage (e.g., 85% of Hostos students eligible for federal or state aid, and more than 90% receiving some form of tuition assistance, including federal and state aid or hardship grants); caretaker responsibilities, (i.e., almost 40 percent are supporting children); and limited exposure to higher education (e.g., 58 percent of students are first generation college students in their families). (D.4.23)

One of the primary methods for identifying at-risk students is based on performance on the required CUNY basic skills tests (reading, writing, mathematics). Since the vast majority of entering freshmen fail one or more of these tests demonstrating high levels of remedial/developmental needs, many student support services are provided to help these students become academically college ready. However, Hostos also has in place a number of other means to identify and track at-risk students and provides a range of academic and non-academic supports to help students persist, such as those shown in the Table 9.1 on the next page. For example, in addition to providing assistance with FAFSA applications, the financial aid office offers financial counseling and hardship grant application assistance. *Note:* many of the programs and services listed in Table 9.1 overlap with those described in response to Standard 8, Question 3, which discusses student transition to college life and work. They also overlap with those described in response to Working Group 6, Standard 11, Question 5, which discusses learning supports available and how well they respond to student needs.

T 9.1: Methods for Identifying and Tracking At-Risk Students

At -Risk Categories	Method of Communication	Students Served	Services and Supports Available - Examples	Assessment Methods	Use of Assessment
Academic Preparation/ Developmental Education	Student placement based on skills test performance. Placement communicated through advisement process	All entering students and continuing students who are not proficient	<ul style="list-style-type: none"> • College Discovery • Hostos Success Academy • Hostos Academic Learning Center • CUNY Language Immersion Program • CUNY Start • ESL Intensive Program 	<ul style="list-style-type: none"> • Pre-post CUNY skills test pass rates • Progression through remedial/developmental sequences 	<ul style="list-style-type: none"> • Curriculum development • Resource allocation (e.g., for workshops)
Students Subject to College Academic Standards	End-of-term performance used to identify and notify students on probation or for dismissals. Notification done through: Mail; E-mail; Telemarketing; Phone Bank.	Each term about 300 students are subject to academic dismissal and about 700 identified as on probation	<ul style="list-style-type: none"> • Advisement • Counseling • HALC Referrals • Social Services (Single Stop USA), Financial assistance 	<ul style="list-style-type: none"> • Number of Students Registered and Bursared • PMP First-Year Retention Performance Indicator • Student Diagnostic Tool (College Success Inventory) 	<ul style="list-style-type: none"> • Increase enrollment • Improve retention • Diagnostic assessments of student motivational strength • Enhance professional development of staff advisers • PMP reporting to CUNY Central
Economic	<ul style="list-style-type: none"> • Correspondence, website, freshmen orientations and e-mails for Annual FAFSA Need Analysis • Self-Disclosure: Walk-Ins • Student Receivables: Regular correspondence each semester • Variety of methods including campus notices, faculty, website, telemarketing, etc., for Single Stop USA Marketing 	7000 FAFSA applications are processed per year. Approximately 900 students utilize the SSUSA services every year.	<ul style="list-style-type: none"> • Financial Aid Office provides counseling; and off and on-line application assistance. • Single Stop USA provides financial literacy counseling, free tax preparation, hardships grants, and free social service benefits screening and referrals. 	<ul style="list-style-type: none"> • Financial Aid: student usage of & satisfaction with services; percentage of FAFSA applications eligible for aid; number of students who use financial aid • Number of students using and satisfaction with SSUSA services; number of SSUSA student applicants who qualify for benefits or services; retention rate of SSUSA students 	<ul style="list-style-type: none"> • Increase enrollment • Improve retention
Personal (Family, Medical, etc.)	Variety of methods including: freshmen orientation, website, SDEM Calendar of Events, SDEM Service Center, Counseling On-the-Go Outreach	About 900 students per term are offered range of counseling services; approx 1500 new students per semester are made aware of Health Services.	<ul style="list-style-type: none"> • Mental Health Counseling • Nurse Health Counseling • Domestic Violence Intervention • Veterans Services • Disabilities Office 	<ul style="list-style-type: none"> • Number of students utilizing Counseling and Health services • Student satisfaction with services 	<ul style="list-style-type: none"> • Increase enrollment • Improve retention

In addition, across each division, the college assesses student support services on an annual basis. This assessment takes place in the form of student satisfaction surveys and unit reports.

B. Evidence exists that services to at-risk students are effective in helping students persist.

Hostos conducts ongoing analysis to assess the extent to which its services help at-risk students persist. This includes the student performance outcomes assessment described below, as well as surveys on student satisfaction with services designed to help at-risk students persist. See Appendix 9.3 for a sample of HALC Satisfaction Survey results and their use in making changes to services provided.

CUNY Basic Skills Test Performance

Hostos offers a number of interventions to help students acquire the basic skills necessary to be college ready and pass the required CUNY reading, writing, and math basic skills tests. For a number of years, Hostos has conducted a comparative analysis on CUNY basic skills test performance of students accessing HALC test services, participating in the Hostos Success Academy (HSA), and taking developmental/remedial courses. Table 9.2 below represents the results of this analysis from 2010-11. Overall:

- Although the pass rates on the CUNY basic skills tests following remedial courses remain an issue for the college, given that Hostos accepts the least prepared students in CUNY with the highest levels of remedial/developmental needs, the results are impressive.
- For HSA students, while the CUNY skills test pass rates appear quite low, given the extreme remedial needs of these students, the pass rate is notable.
- HALC workshop students are those who have just failed the skills test after taking a remedial course, as well as multiple test repeaters, entering students, and readmits. Given that HALC is able to achieve the pass rate it does with such a heterogeneous population after only a 2-3 week intervention, the results are also notable.

T 9.2: Comparison of CUNY Skills Test Pass Rates for Past Three Academic Years, by Intervention Type, Hostos Community College

Test	Remedial/ Developmental Courses			HALC			Hostos Success Academy		
	2008- 2009	2009- 2010	2010- 2011	2008- 2009	2009- 2010	2010- 2011	2008- 2009	2009- 2010	2010- 2011
Reading	44.1	43.1	43.2	33.7	33.2	32.7	36.7	21.6	28.1
Writing	44.4	43.1	43.0	27.7	25.0	31.5	32.3	36.2	15.2
Math:									
Pre-Algebra	59.4	69.8	68.6	56.4	58.1	53.2	N/A	N/A	N/A
Algebra	55.9	62.8	52.2	49.2	50.5	48.4	N/A	N/A	N/A

Notes:

Test Changes: The pass score on the pre-algebra test increased from 30 to 35. The algebra passing score increased from 30 to 40.

Remedial/Developmental Courses: Results from exit testing from remedial classes in Fall and Spring terms of indicated academic year.

HALC: Results from workshops in indicated academic year in: July/August, January, and June.

Hostos Success Academy: Results from exit testing from remedial classes in Fall and Spring terms of indicated academic year.

Source: Hostos OIR

For additional information on the performance of entering freshmen overall on the CUNY skills tests, see Appendix 9.1

Freshmen Retention Analysis

Hostos also conducts ongoing analysis of freshmen retention as a result of various early academic interventions, including the HSA. Table 9.3 below shows results from its most recent analysis. As the results below indicate, retention for HSA students is about the same as that for entering freshmen overall. This is an accomplishment, given that Hostos' most academically at-risk students are targeted to participate in HSA.

T 9.3: Retention Analysis – Comparing HSA Students to All Entering Freshmen

Starting Term	Group	Initial Number Enrolled	Enrolled in Spring 2010		Enrolled in Fall 2011	
			Number	Percent	Number	Percent
Fall 2010	HSA	38	32	84.2	24	63.2
	Entering Freshmen	1,000	834	83.4	640	64.0
Spring 2011	HSA	23	N/A	N/A	16	69.6
	Entering Freshmen	695	N/A	N/A	484	69.6

Note: Data are as of September 15, 2011. Fall 2011 data are preliminary

Source: Hostos OIR, excerpted from 2010-11 Perkins Final Report

Tutorial Support Analysis

Hostos provides extensive course-based tutorial support through HALC. See Appendix 9.4 for a recent summary of student usage of tutorial services, online tutorial support, and student supports.

Every year, OIR conducts a grade analysis, comparing the grade distribution of tutored students versus non-tutored students. In 2010-11, as with at least the past 3-4 years, OIR found that HALC-tutored students tend to have higher grades, particularly students taking vocational and pre-vocational courses. Tutored students also have lower percentages of failures or withdrawals from courses. This is particularly the case for students accessing tutoring and taking pre-vocational courses, such as English, biology and chemistry. (D.4.24)

Question 3: To what extent do Hostos' extracurricular activities foster the students' personal and social development?

A. Hostos offers an increasing number of extracurricular activities designed to foster student personal and social development.

Extracurricular activities focused on personal and social growth have grown from almost nothing 10 years ago to a robust array of offerings. They continue to expand each year. Highlights of note:

- Since its inception in 2007-08, student participation in the Student Leadership Academy has rapidly expanded from 37 to 135 students. Because of Hostos' increased focus on student life activities and the growing reputation of the Student Leadership Academy among

students, Hostos expects this trend to continue, especially as more leadership programs roll out as outlined in the new 2011-16 Strategic Plan. Leadership activities are providing opportunities for students to join in national conversations that fundamentally foster personal and social development (e.g., the National Conference on Ethics at West Point – Hostos was the **only** CUNY College invited).

- In the last five years, the number of students participating in clubs has almost doubled from 1,140 to 2,150. Student demand has led to an increase in the number of clubs from 38 to 53 academic, ethnic, and social clubs. Improved procedures in the budget proposal presentation and review process have also made it possible to fund all clubs.
- Student Government Association elections review (required by CUNY annually) has led to improvements in campaign tactics used by students (e.g., learned about lobbying, etc.).
- The Athletic Department trains student athletes to work as events staff both at Hostos and on the road, providing training in resume building while helping students to earn an income.
- Participation in college-wide committees has held steady.

For a more detailed snapshot of extracurricular offerings, see Appendix 9.5.

B. Evidence exists that students feel extracurricular activities foster their personal and social development

As shown in Table 9.4 below, students that participated in recent SDEM Student Satisfaction Surveys reported positively on Hostos extracurricular activities.

T 9.4: Student Satisfaction with Hostos Extracurricular Activities

Effect on Students	Response Count	Response Percentage
Made me feel more at home	34	9.26%
Introduced me to new friends	55	14.99%
Increased my involvement in college events	48	13.08%
Helped me to get a scholarship	17	4.63%
Improved my communication and leadership skills	44	11.99%
Introduced me to people outside of the college	25	6.81%
Helped me to get a job or improve my job skills	14	3.81%
Increased my knowledge and understanding of college services and programs	39	10.63%
Introduced me to faculty and staff	37	10.08%
Helped me to focus on my career or classes	28	7.63%
Helped me to become involved in community service (outside the college)	21	5.72%
Other	24	6.54%
Number of responses	367	

Source: 2007-08 SDEM Student Satisfaction Survey

These responses suggest that participation in extracurricular activities has a positive effect on students, particularly as those activities foster personal and social development.

Further, in the 2010 Student Experience Survey (SES), 56 percent of the respondents indicated that they were either ‘Satisfied’ or ‘Very Satisfied’ with the student organizations at Hostos, compared to 50 percent for the CUNY community colleges. (D.4.25)

C. Evidence exists that SDEM uses data to improve services

The evidence that SDEM conducts assessment and uses assessment findings to improve services is substantial. For example, when Hostos discovered through SDEM surveys that more students were seeking opportunities to build their leadership skills, SDEM strengthened the leadership development-related activities for students in clubs, including opportunities for students to learn how to develop and manage budgets. See Appendix 9.6 for further evidence of how SDEM has used assessment to respond to student needs/issues.

Question 4: How does the institution assess the effectiveness of student advisement services and how is that information used to improve those services?

A. Hostos offers a number of student advisement services and an increasing number of students are using these services.

Table 9.5 below details existing student advisement tools and services.

T 9.5: Snapshot of Student Advisement Tools and Services

Service/Tool	Purpose
Dean of Students Office	Advisement of students subject to dismissal
Office of Academic Advisement	For continuing students in the academic majors of Liberal Arts & Sciences (A.A. & A.S.) Produces Faculty Guide to Registration and runs advisement workshops to assist faculty
Office of Academic Achievement	For first year entering freshmen and transfer in students
SDEM Auxiliary Advisement Team and Academic Achievement	Advisement for students with GPA of 2.0 or less (i.e., students on probation)
Faculty departmental advisement	Advisement of students in non-liberal arts majors (e.g., allied health programs, criminal justice, digital design)
TAP Audit System	Computerized system that determines courses that financial aid will cover for students
DegreeWorks	Web-based tracking tool that helps students determine courses still needed for graduation
SIMS/eSIMS*	Advisors use to check student placement testing information to help students navigate academic requirements

*To be replaced Spring 2012 with the CUNYfirst System

Table 9.6 below provides an example of the increase in student usage of advisement supports. While the percentage of students using DegreeWorks is about the same, the actual number has increased dramatically, from 3,484 to 4,870 (about a 1/3 increase).

T 9.6: Advisement of All Degree Students

Semester	# Used DegreeWorks	Total Degree Students	% of Total Degree Students	Total Enrollment
Spring 2008	3484	4390	79.36%	5144
Fall 2008	3234	4742	68.19%	5599
Spring 2009	3827	4849	78.92%	5598
Fall 2009	3528	5409	65.22%	6216
Spring 2010	4650	5951	78.13%	6583
Fall 2010	4285	5825	73.56%	6566
Spring 2011	4870	6343	76.77%	7017

B. Hostos has some usage/satisfaction data, but not as much process data on the effectiveness of these services.

Hostos reviews the biennial Student Experience Survey, which contains questions on student satisfaction with advisement services. The two most recent surveys administered show that there has been an increase in student satisfaction with academic advisement at Hostos. In the 2008 SES, 55 %of the respondents were either satisfied or very satisfied with academic advisement at Hostos, compared to 57 %for all CUNY community colleges. In the 2010 SES, 61% of Hostos student respondents expressed they were either satisfied or very satisfied with academic advisement, compared to 60 % for all CUNY community colleges. (D.4.26)

As part of the implementation of the new 2011-16 Strategic Plan, efforts are underway to improve the assessment of advisement services on campus. This past spring, OAA and SDEM held a joint retreat to initiate activities to improve and assess advisement services at the college. Hostos just appointed its first faculty fellow this past summer to spearhead this advisement effort. (D.4.27)

Relationship to Other Standards

The issue of student support services relates to many other standards. However, the questions here relate most directly to the following other questions in this and other working groups.

Working Group	Standard	Question(s)
4	8 - Student Admissions and Retention	3
6	11 - Educational Offerings	5

Recommendations

1. More uniform and comprehensive assessment of student support services is needed, especially on the assessment of student advisement.
2. Explore the creation of systems and structures to make Hostos' multiple academic and non-academic supports more holistic and accessible to students and responsive to departmental content needs.
3. Institute early warning system – Hostos has lots of helpful student supports, but needs a system to coordinate across supports so that it can keep abreast of the whole needs of each student, as well as the aggregate needs of its student body.
4. Develop more measures to capture data regarding students' personal and social development to provide better support services and extracurricular activities.
5. Increase student awareness of advisement services.
6. Provide ongoing training to faculty advisors to keep up-to-date on requirements relevant to advisement.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Summary of Findings and Conclusions

Hostos' faculty is appropriately credentialed and has access to a systematized process for faculty reappointment, tenure, and promotion, which is periodically reviewed and outlined in guidelines for faculty evaluation. While Hostos clearly follows the process as outlined in the guidelines, which is in compliance with the Professional Staff Congress (PSC) Contract and the CUNY Bylaws, Hostos could strengthen communication of these requirements.

Tenured and untenured faculty members are treated equitably and receive the supports they need to successfully navigate reappointment, tenure, and promotion processes. Departments and the College support faculty advancement and development to enhance teaching, scholarship, and service. And with the help of the CUNY Compact, Hostos continues to effectively plan for faculty staffing to meet the evolving needs of its diverse and growing student body.

In recent years, Hostos faculty has stepped up efforts to improve Student Learning Outcomes (SLOs), via scholarly research, Professional Development Institutes (PDIs), and course and program outcomes assessment. Faculty have access to a number of faculty development resources through the Center for Teaching and Learning (CTL) and faculty use these resources to make curricular changes that strengthen learning outcomes, and currently more work is underway to help faculty members translate what they learn from the various resources into changes in classroom practices that enrich and transform student learning.

Overall, adjunct professors are well supported by their departments; however, each department varies in the degree and type of support provided. Part of this variation is due to the kinds of courses adjuncts are required to teach. For example, adjuncts teaching multi-section courses have access to course coordinators who support their work, while adjuncts teaching off campus and/or clinical courses with one to two sections do not. Hostos recently established a new Adjunct Faculty Orientation initiative as a coordinated effort to support adjuncts across the college. This is a step in the right direction.

Overall, Working Group 5 found that Hostos meets the fundamental elements of Standard 10. The evidence of these findings and conclusions is presented in the following report.

Working Group 5 – Standard #10 Report

Question 1: How does faculty use available resources (e.g., research, rubrics, professional development activities) to improve learning outcomes?

Hostos currently employs 402 faculty members. The numbers of full-time and part-time faculty members over the previous five years are summarized in Table 10.1 on the next page.

T 10.1: Hostos - Summary of Full-time and Part-time Faculty

	2006-07	2007-08	2008-09	2009-10	2010-11
Full-time	164	173	164	172	181
Part-time	151	157	163	185	221
Total	315	330	327	357	402

Sources: *Integrated Post-Secondary Education Data System (IPEDS); National Center for Education Statistics, U.S. Department of Education*

Of the current 181 full-time faculty, 53.1 percent hold a Ph.D. or Ed.D, and 39.8 percent have earned master's degrees. Of the current part-time faculty, 24.4 percent hold a Ph.D. or Ed.D, and 61.4 percent have earned master's degrees. (D.5.1) Faculty who do not hold master's degrees or Ph.D.s have appropriate trade and industry certifications and licensures (e.g. CPAs for Accounting, J.D.s for Criminal Justice).

Faculty use available resources to improve learning outcomes in a variety of ways, as outlined below.

A. Faculty Members' Scholarship.

Some members have conducted pedagogical and content-based research that has influenced curriculum design. In 2008, the Center for Teaching and Learning (CTL) began keeping a record of scholarly activity by Hostos faculty. A number of publications, conference presentations, and grants have been achieved in a broad range of pedagogical areas, as detailed in Table 10.2 on the following page. These include Language and Cognition, English, Mathematics, Information Studies, Natural and Behavioral Sciences, and Early Childhood Education. These accomplishments demonstrate Hostos faculty members' commitment to bringing higher standards to our academic programs and to promoting student learning.

Examples of recent faculty research that has enhanced teaching and learning include:

- Math faculty have investigated the ability of basic math students to develop problem-solving skills using a Polya scheme; math faculty are also currently conducting research with Hostos engineering majors that combines learning mathematics with its application to environmental efficiency of energy production.
- Humanities faculty have conducted research on the use of theater as a vehicle to explore new ways of teaching acting, voice and diction.
- Natural Sciences faculty have incorporated research on Alzheimer's into classes for science and Gerontology majors.
- Language and Cognition faculty have conducted research on educating English learners that has enhanced ESL teaching methodologies, combining direct-skill instruction, interactive approaches and process-based instruction that emphasizes engagement with challenging, authentic reading materials.

The faculty scholarship activities cited in Table 10.2 are only those related to curriculum development and research on student learning outcomes; faculty members produced many more publications and conference papers related to their disciplines which are not included.

T 10.2: Evidence of Scholarship Related to Teaching and Learning

Academic Year	Peer-Reviewed Publications	Non Peer-Reviewed Publications	Conference Presentations	Grants
2009-2010	18	9	22	21
2008-2009	27	8	22	5
2007-2008	12	8	21	4

Source: Center for Teaching and Learning

B. Professional Development.

The College has supported faculty members and curriculum development through a series of activities devised by the Center for Teaching and Learning (CTL). Participation in CTL activities is summarized in Table 10.3 below. The CTL has established the Committee on Beautiful Ideas (COBI) Competition and Retreat, new Faculty Orientation workshops, and diversity activities such as Women's History Month and Black and Latino Cultural Initiatives. The CTL has sponsored numerous additional workshops on a range of topics, including advisement, e-portfolio, online resources, and mentoring. Many workshops are conducted by CTL staff and Hostos faculty, while some also bring in outside guest speakers. All these activities have promoted a better understanding of college life and available resources for faculty.

T 10.3: Professional Development Activities for Faculty - # of Participants

Academic Year	Curriculum Development Activities	Committees	Diversity	New Faculty Orientations	Totals
2009-2010	271	91	40	251	653
2008-2009	180	233	5	164	582
2007-2008	335	324	32	72	763

Note: This table includes COBI.

Source: Center for Teaching and Learning (CTL)

COBI is noteworthy as a professional development activity designed to transform teaching and learning on campus. Since it was created in 2005, COBI has encouraged faculty to collaborate with colleagues both within and across disciplines to redesign classroom environments by infusing engaging and innovative ideas into the curriculum. Through a competitive process coordinated by a COBI subcommittee that has both faculty and administration representation, COBI makes recommendations to OAA for awards, following a review and selection process. To date, more than ten pedagogical projects (e.g., interdisciplinary course developments, curricular innovations) have been implemented via COBI, and another 15 are currently being developed or are being used to pursue external grant opportunities. The list of awards is available in Hostos' documentation. (D.5.2)

In addition to the curriculum innovation awards, COBI hosts an annual three-day professional development retreat that permits individual faculty members (i.e., those whose curriculum proposals have been accepted), as well as faculty/staff in leadership positions (e.g., Provost, department chairs, and CTL advisory board members) to come together and focus on a

particular issue of concern to the college. Topics of discussion have included outcomes assessment, general education, and student literacy in the context of developmental education.

Table 10.4 below summarizes the composition of participants in the COBI retreats.

T 10.4: COBI: Composition of Participants at Professional Development Retreats (PDIs)

Academic Year	Faculty	Staff	Off Campus Guests
2009-2010	57	34	4
2008-2009	61	18	4
2007-2008	66	11	3

Note: As cross-divisional collaboration increased, more staff became involved in COBI.

Source: Center for Teaching and Learning (CTL)

C. Course Assessment.

Another example of faculty work designed to improve Student Learning Outcomes (SLOs) is evident from the increasing focus on course outcomes assessment on campus. Table 10.5 below details course assessments completed in the last five years.

T 10.5: Course Assessment Matrix

Academic Year	Course Assessments Completed
2010	23 courses
2009	12 courses
2008	7 courses
2007	15 courses
2006	14 courses

Note: This does not account for courses that have undergone assessment over multiple years, or the multiple sections of courses assessed.

Source: Hostos OIR

In recent years, this has led to the establishment of clear SLOs in key discipline areas, including English, Mathematics, Education, and Office Technology. See Appendix 10.1 for examples of SLOs established for two of Hostos' core courses EDU 116 *Child Development* and MAT 020 *Elementary Algebra*. Additional analysis of infusion of SLOs across courses is described in response to Working Group 6, Standard 11, Question 3.

D. Information Literacy Workshops.

Information literacy is an important part of Hostos' course offerings. Currently, 48 full-time faculty members, representing a cross section of the College's academic departments, require their students to take at least one information-literacy workshop. In each academic year from 2003 to 2010, between 45 to 50 percent of the total number of enrolled students took at least one information-literacy workshop at the Hostos library. (D.5.3-D.5.4) In addition, in 2009, Library faculty analyzed data that tracked close to 2,000 students at Hostos over a five-year period to determine the impact of information literacy instruction on standard indicators of student success—retention, graduation rates, pass rates on required proficiency exams in math, reading, and writing, GPA and credits earned. The data showed that students who took

information-literacy workshops had a significantly higher rate of success in every category than students who did not participate in the College's information literacy program. (D.5.5)

E. CUNY Proficiency Exam (CPE) Assessment.

Until the CUNY Proficiency Exam (CPE) was discontinued in 2010, Hostos faculty engaged in numerous activities to ensure that students were learning the critical thinking skills that this exam required. For example, in 2008-09, Writing Across the Curriculum (WAC) faculty created a template to assist other faculty and support instruction for student success on the written portion of the exam. An online repository of CPE teaching tools was also created. (D.5.6) Through these and other activities, by 2009-10, CPE-like assignments were included in Writing-Intensive (WI) courses in History, Business, and Sociology; English 110 and 111 final exams were also tailored to include skills assessed in the CPE. (D.5.7)

Hostos believes these supports to faculty contributed to high pass rates on the CPE (see Table 10.6 below), a real accomplishment given that Hostos consistently accepts the least prepared students in CUNY.

T 10.6: CPE Pass Rates

Academic Year	CPE Passing Rate	Hostos Compared to Senior CUNY Colleges
2009-2010	95.1%	Pass Rate Higher Than Four Senior Colleges
2008-2009	90.8%	Pass Rate Higher Than Four Senior Colleges
2007-2008	87.3%	Pass Rate Higher Than Three Senior Colleges

Source: CUNY PMP End of Year Report, 2010-11

F. Writing Across the Curriculum (WAC).

Hostos has one of the most successful Writing Across the Curriculum (WAC) programs within CUNY. (D.5.8-D.5.9) Hostos' WAC program actively encourages and assists faculty in the development of Writing Intensive (WI) courses and approves each WI course developed by faculty under the guidance of a WAC fellow. Through both informal and formal assignments and tasks (e.g., journals, reflective essays, research papers), WI courses develop a broad range of skills and strategies. These include: writing to learn; using writing as a way to comprehend difficult texts; developing awareness of audience and purpose in discipline-specific writing; improving writing proficiency through greater fluency, clarity, and correctness; fostering critical analysis and critical thinking; enhancing research skills. By the end of spring 2011, Hostos had 90 certified WI sections created by 64 different faculty members who represent every department of the college. In addition, 17 WI courses are available for students who are in developmental English courses (ENG/ESL 091). (D.5.10)

Question 2: How equitably is service to the department, the institution, and the community shared among faculty, both tenured and untenured?

Table 10.7 below shows a breakdown of untenured and tenured faculty on campus over the past few years.

T 10.7: Total Faculty – Untenured and Tenured

Year	Tenured and Untenured Faculty	Untenured Faculty	Tenured Faculty	Untenured to Tenured Faculty Ratio for Year
2007-2008	153	57	96	3:5
2008-2009	155	60	95	3:5
2009-2010	154	51	103	1:2

Source: Affirmative Action Office

To answer this question, the working group defined equity as the even distribution between Tenured (T) and Untenured (UT) full-time faculty members serving on college-wide, Office of Academic Affairs (OAA), and department committees. The working group calculated equitable distribution for committees based on an overall yearly college ratio of untenured to tenured faculty. It calculated equitable distribution based on an overall ratio of untenured to tenured faculty for each individual department. Distribution of Untenured to Tenured committee members was matched to the overall yearly ratio to determine whether the committee composition is equitable or whether one group, tenured or untenured, is over or underrepresented. These numbers include both untenured and tenured faculty positions as well as Certificate of Continuous Employment (CCE) and CCE-track lectureship positions. Substitutes and adjuncts have been excluded for the purpose of this study.

The following highlights findings from this analysis.

A. College-wide Committees.

It should be noted that the equity distribution formula does not apply to the College Senate and its committees, nor to the College-wide P&B. Membership on these committees is stipulated by Hostos' Charter of Governance.

The College Senate relies on its Committee on Committees (composed of 9 Senate members including 2 student members and one member from the instructional staff elected by members of the Senate) to ensure representation and equity among all college constituencies including tenured and untenured faculty. Tenured and untenured equity distribution is also affected by particular governance membership requirements. Specifically CUNY Bylaws and the Charter of Governance mandate that all members of the College-wide P&B and College-wide Curriculum Committee be tenured. However, Department P&B committees are allowed one out of five members to be untenured. (D.5.11-D.5.12)

See Appendix 10.2 for the details of Working Group 5's equity analysis of other college-wide and division-wide committees.

B. Office of Academic Affairs (OAA) Committees.

Faculty representation was designated as equitable for the 2009-2010 academic year, in which untenured faculty members were underrepresented in six OAA committees, tenured faculty were underrepresented in five OAA committees and one OAA committee was equally represented. Not enough data were available to calculate service equity for OAA committees for 2008-2009 or 2007-2008. See Appendix 10.2 for further details of this analysis.

C. Department Committees.

The departmental P&B membership is stipulated by Hostos' Charter of Governance. However, the equity formula was applied to an analysis of departmental curriculum committees.

For the 2009-2010 academic year, untenured faculty members were underrepresented in five department curriculum committees, tenured faculty was underrepresented in two department curriculum committees and two departments showed equal representation. For the 2008-2009 academic year, untenured faculty members were underrepresented in six department curriculum committees, tenured faculty members were underrepresented in two department curriculum committees, and one department showed equal representation. For the 2007-2008 academic year, untenured faculty members were underrepresented in seven department curriculum committees, tenured faculty members were underrepresented in one department curriculum committee, and one department showed equal representation. A longitudinal study of academic years 2007-2008, 2008-2009 and 2009-2010 shows department curriculum committees moving toward a more equal distribution of untenured to tenured faculty. See Appendix 10.3 for details of departmental equity analysis.

Of note, service to the institution is documented in the annual Faculty Activity Reports and portfolios (used to inform reappointment, tenure, and promotion), yet generally not included by departments in the OAA end-of-year report they submit to the Provost (which is then aggregated by the Provost and presented to the President to document major areas of work for the year and inform future priorities).

Question 3: What mechanisms exist for regular review of reappointment, tenure, and promotion requirements? Are decisions made equitably? Are these requirements effectively communicated to faculty?

A. There exists systematized mechanisms for reappointment, tenure, and promotion.

Hostos employs a multi-faceted faculty evaluation process to assess faculty according to three primary criteria: 1) teaching; 2) scholarly progress; and 3) service (e.g. to the College, to CUNY, and to their professions). (D.5.13)

Hostos uses a five-component process to make this assessment

1. *Classroom observations:* Once each semester, department colleagues, appointed by the Chair of the department Personnel and Budgeting (P&B) Committee, conduct classroom observations and submit written reports.
2. *Student evaluations:* Students evaluate each course and instructor using a standard questionnaire submitted anonymously, with results tabulated and shared with faculty by the Office of Institutional Research (OIR).
3. *Faculty Activity Report:* Faculty members submit Faculty Activity Reports listing accomplishments to a colleague appointed by the Chair/P&B for evaluation.
4. *Annual evaluations by chairs:* The annual evaluator then assesses the faculty member as satisfactory or unsatisfactory, and provides recommendations.

5. *Professional portfolios for reappointment, tenure, and promotion:* The portfolio system now serves as a primary tool to provide guidance to faculty to document the extent to which they meet the three primary criteria for reappointment, tenure, and promotion. Faculty members receiving reappointment or promotion submit professional portfolios (i.e., which include their CV, classroom observations, student evaluations, and annual evaluation) to their department P&B Committees. The department P&Bs determine what recommendations to forward to the Provost and the College-wide P&B. The College-wide P&B makes final recommendations to the President.

See Appendix 10.4 for a more detailed description of each of these five process components.

B. Evidence exists that decisions of reappointment, tenure, and promotion are made equitably.

Decisions are equitable across departments. The criteria for these decisions are set forth by the CUNY Board of Trustees' Bylaws, the State of the Board of Higher Education on Academic Personnel Practice in The City University of New York, the CUNY collective bargaining agreement, and Hostos' own Guidelines for Faculty Evaluation. (D.5.14) Different disciplines have had the opportunity to provide clear guidelines specific to their areas so that each professor clearly understands how he/she is to be evaluated.

The criteria for reappointment, tenure, and promotion, as well as the clear guidelines, assist both candidates and decision-makers greatly so that everyone understands what is expected. Of the decisions made since 2003 regarding reappointment, tenure, and promotion, the majority have resulted in candidates being reappointed, granted tenure, and/or promoted. (D.5.15) When a candidate is not recommended for reappointment, he or she has the opportunity to appeal the decision to a committee made up of the Provost and two members from the departmental personnel and budget committee. If the appeal is denied, the candidate has the opportunity to appeal directly to the President of the College. Denial of tenure may result in a grievance. Each case is different and the outcome may lead to an extension of time toward tenure and/or some other remedy.

C. Overall, requirements for reappointment, tenure, and promotion are periodically updated and effectively communicated.

At present, requirements for reappointment, tenure, and promotion are updated and communicated to faculty members through the Guidelines for Faculty Evaluation (available to entire college community online), Junior Faculty Orientation sessions organized by OAA, and department chair periodic communications.

The Guidelines for Faculty Evaluation, now in its 4th edition, clearly communicate specific requirements for each of the reappointments prior to tenure. For example, in the 2003 edition, departments and the College-Wide P&B adopted the portfolio system, a transparent system that allows those in leadership positions to make impartial evidence-based decisions. The guidelines also lay out an approximate timeline for the evaluation process, which indicates when a specific action will be taken.

Question 4: To what extent does each department, and the College in general, support the advancement and development of faculty to enhance teaching, scholarship, and service.

A. A number of supports exist for faculty advancement and development.

Full-time faculty members are offered myriad supports for professional development – within their departments, from OAA and other divisions, and from CUNY. Key examples include:

- *Classroom observations*, through which a department colleague provides help and guidance based on direct observation of a faculty member's teaching;
- *Student evaluations*, where students provide ratings of professors at the end of each course; and
- *Faculty Activity Reports*, where each faculty member records progress, activities, and accomplishments for the academic year, and provides this to his/her department chair.

See Appendix 10.5 for further details of these and numerous other supports provided by departments, the College in general, and CUNY.

B. Faculty express satisfaction with teaching, scholarship, and service supports provided.

Faculty members appear satisfied with most supports at the college, as evidenced by Hostos faculty data on the Faculty Experience Survey administered periodically by CUNY. (D.5.16-D.5.17) Some recent findings of note:

- Since 2005, full-time faculty at Hostos are more satisfied than in previous years with the availability of instructional software and Internet connections, as well as the holdings of the library in print and electronic form, but are less satisfied with support for computer-related activities.
- Faculty are generally satisfied with the availability of small internal grants, and with the help available for grant applications in the 2009 survey, yet Hostos does not score as well for availability of sabbaticals and reassigned time for research when compared to 2005 survey results.
- Hostos also does not do as well in the 2009 survey on the question of class size and workload.
- On the measure of administrative support for intellectual life, Hostos went from ranking seventh of 19 colleges in terms in 2005, to ranking ninth of 19 in 2009.
- When faculty were asked if they felt they were full and equal members of decision-making in their department, if assignments were equitably distributed, and if they were being supported in the development of their teaching, Hostos scored in the top three on all measures in 2009, the first time these questions were asked.

Question 5: How well are Adjuncts supported and supervised in their departments?

A. Adjuncts offered myriad supports.

Within departments, across the College and within the broader CUNY community, adjunct professors are offered many supports. In addition to supports provided to adjuncts at the university-wide level (e.g., faculty development provisions available through union contracts,

compensation for office hours), adjuncts at Hostos have most of the same supports and services outlined in Appendix 10.5 Snapshot of Hostos/CUNY Support for Faculty to Question 4.

These include:

- Classroom observations
- Student evaluations
- Departmental professional initiatives
- Regular departmental faculty meetings
- Hostos e-mail accounts
- Tutorials offered by OIT
- Online tools provided by OIR
- Access to General Education competencies and mapping tool

The Center for Teaching and Learning has also created an adjunct wikispace so that adjuncts have direct access to Hostos and CUNY policies and procedures on a whole range of issues (e.g., academic integrity and grading policies, personnel and benefits policies, academic calendars, etc.) that help them become more effective instructors. (D.5.18)

The Office of Academic Affairs (OAA) recently established a new Adjunct Faculty Orientation initiative as a coordinated effort to support adjuncts across the college. This new effort is designed to expose adjunct faculty to a more thorough orientation on college's policies, procedures and resources than they might receive within their departments.

See Appendix 5.6 for a detailed chart of the different supports available to adjunct faculty.

B. Adjuncts express satisfaction with support provided.

According to Hostos adjunct reported data on recent Faculty Experience Surveys, which queries adjunct satisfaction on a number of indicators (e.g. office space, timely notification of reappointment, feeling welcomed, teaching freedom), Hostos is on par with other CUNY community colleges in terms of adjunct satisfaction with the supports they receive from the college. (D.5.19) However, since response rates of Hostos faculty have been low, more analysis is needed to understand the level of adjunct satisfaction with supports provided.

Question 6: How well does the college plan for faculty staffing needs (e.g., faculty retirement) to meet the needs of the changing student body, University requirements, and work force?

Now that the CUNY Compact is in place (the Compact is described by Working Group 2 in response to Standard 2, Question 1), all CUNY colleges benefit from increased predictability regarding resources, including funding for faculty positions.

The yearly process for assigning new faculty members occurs as part of the annual operational budgeting process (also described by Working Group 2 in response to Standard 2, Question 1). As part of this process, Chairs convey their department's faculty status and needs to the Provost through reports on student enrollment trends and open faculty positions. As part of the annual operational budgeting process and in response to changes in the student body, faculty positions

are not automatically filled in the department in which there is a vacancy. For example, if a faculty member retires in a department in which student enrollment has steadily declined, that position can become a floating faculty position.

As described in response to Working Group 2, Standard 3, Question 6, the faculty-student ratio has not changed. However, given projected enrollment increases, Hostos will need to consider various scenarios for faculty staffing in the future.

In addition, as the college implements its new 2011-16 Strategic Plan, it will reconstitute an Environmental Scanning committee that convened several years ago to consider how external trends and forces impact the college's academic programs and supports. This committee will help forecast faculty staffing needs within the context of higher education and workforce trends.

Relationship with Other Standards

The issue of faculty treatment, qualifications, and professionalism relates to analysis across all other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
2	3 - Institutional Resources	1, 6
6	11 - Educational Offerings	3

Recommendations

1. Pursue additional funding to improve faculty teaching practices and curriculum development centered on improving student learning outcomes.
2. Expand course assessment and associated faculty development efforts so that it becomes part of Hostos' ongoing culture of student learning outcomes assessment.
3. Continue the practice begun in Fall 2011 of tracking the effectiveness of the faculty PDIs and other faculty development supports.
4. Include a category within the department template of the OAA end-of-year report to include service to the college and department. An overall picture of faculty service would help OAA determine which faculty members, tenured or untenured, may be over or under-serving. The end-of-year report for the 2009-2010 academic year included a list of OAA committees and members.
5. Establish an annual service award based on evidence provided in the OAA end-of-year report on service. Present this data in tandem with the teacher-of-the-year award and faculty publication/presentation booklet.
6. Track periodically service equity to determine if the group (i.e., untenured faculty) is under or overrepresented.
7. Post online all forms and sample documents, as well as an appendix to the guidelines for faculty evaluations, required or optional, that are used in the reappointment, promotion, and tenure processes. In the Guidelines for Faculty Evaluations, include descriptions and forms for all mechanisms and tools used to review faculty (i.e., the Faculty Activity Report, classroom observation forms, student evaluation questionnaire, and annual evaluation forms.)
8. Create and publish online *Adjunct Policies and Procedures Handbook* to thoroughly describe policies and procedures, including relevant advisories, contact information, forms and documents.
9. Conduct a series of interviews and questionnaires with Chairs and Coordinators to understand and standardize how Hostos supports and mentors its adjunct faculty.
10. Survey adjuncts periodically to identify issues and concerns.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Summary of Findings and Conclusions

Hostos' educational offerings effectively reflect its mission to "provide access to higher education for all who need it" and to "meet the higher educational needs of people...who historically have been excluded from higher education." Learning support services at Hostos address the needs of our student population and enhance the potential for student success by offering a wide range of resources to accommodate every phase of academic development.

Other findings of note:

- An analysis of course syllabi shows that learning outcomes are communicated effectively to students.
- Hostos has undertaken steps to better align its new program creation processes with CUNY guidelines and to establish adequacy and transparency in the development of new and review of existing academic programs.
- Information literacy is effectively integrated into the Hostos curriculum with students required to take at least two courses integrating assignments on information literacy.
- Curriculum review measures course and program effectiveness, ensures transfer and articulation and initiates improvements well. Further, efforts are currently underway across CUNY to better assess academic progress once community college students transfer to senior institutions.

It is important to remember the distance Hostos has traveled related to these findings. Since Hostos' last PRR report in 2007:

- Acknowledging that standards for teaching and student learning standards were not consistent across courses, Hostos instituted extensive student learning outcomes assessment efforts, which have now been established across courses.
- Academic Program Review (APR) had not been implemented since prior to the 2001 Self-Study, except in career programs where review is mandated by accreditors. The APR was reinstated in English and Education, as well as continuing in the career programs. Now APR is back on track, with a clear schedule and process outlined and underway.

These efforts, alongside those to infuse General Education across the curriculum and strengthen non-credit educational offerings, have further improved the quality and effectiveness of Hostos' course and program offerings. The next step will be to improve faculty development, so that faculty understand and utilize these valuable tools to become even better teachers and providers of quality education.

Working Group 6 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusions is presented in the following report.

Working Group 6 – Standard #11 Report***Question 1: How effectively do the College's educational offerings reflect its mission?***

Educational offerings at Hostos effectively reflect its mission to “provide access to higher education for all who need it” and to “meet the higher educational needs of people...who historically have been excluded from higher education.”

Access to higher education, intellectual growth, and increased socio-economic mobility and capacity for community service through its liberal arts, career, and professional programs. As an open admissions institution, students who meet standard pre-requisites and grade requirements can enter any one of Hostos’ 27 associate degree and certificate programs, including 14 articulated programs and seven dual-degree programs with four-year institutions. See Table 11.1 on the next page for a listing of degree and certificate programs.

Work in recent years to clarify academic program entrance requirements, as well as increased attention to strengthening student learning outcomes associated with courses help to ensure that Hostos graduates have the preparation necessary to succeed in a diverse and changing work environment. See responses to Questions 3 and 6 under this standard, and Questions 1-2 under Standard 12 for more analysis on student learning outcomes assessment and General Education competency-building activities. This work, coupled with increased attention to service learning (e.g., cooperative education, internships) helps ensure our students develop as thoughtful and responsible citizens of their communities. In addition, many Hostos courses transfer to four-year colleges in the CUNY system and to other senior colleges and universities outside CUNY, as outlined in Table 12.2 under Standard 12, Question 4 of this report. The transferability of Hostos courses helps students progress along a path of lifelong learning, helping them to earn bachelor’s degrees to further strengthen their credentials.

Diversity, bilingualism, and multiculturalism in teaching and learning. Content across courses and programs provides students with diverse and multicultural perspectives that can help them become better leaders for tomorrow. In some instances, Hostos offers dedicated courses that focus on diversity content (e.g., in Latin American and Caribbean Studies, Black Studies). In others, diverse literature is infused within courses (e.g., in core English courses). ESL students are similarly exposed to diverse curriculum materials in ESL classes. In addition, although not as many Spanish language and content courses are offered in English or Spanish as before, multiculturalism continues to be fostered. (D.6.1)

English/Mathematics Skills Development. Given that more than 85% of entering students are in need of some form of remedial or developmental skills building, with about 1/3 identified as being triple remedial (in reading, writing, and mathematics), Hostos focuses significant attention and resources on building these important foundations for higher education learning. In addition to more 15 different ESL courses offered each term, Hostos offers two primary Math skills remedial courses and three English-language skills remedial courses. (D.6.2) Assessment of English/Math skills development courses is addressed by Working Group 7 in response to Standard 7, Question 2.

T 11.1: Hostos Degree and Certificate Programs

Degree	Program
A.A.S.	Accounting
A.S.	Accounting
A.S.	Accounting for Forensic Accounting
Cert.	Office Assistant
A.A.S.	Early Childhood Education
A.S.	Mathematics
A.S.	Chemical Engineering Science
A.A.S.	Digital Design & Animation
A.A.S.	Dental Hygiene
A.S.	Electrical Engineering Science
A.S./Cert.	Community Health
A.A.	Liberal Arts & Science
A.S.	Liberal Arts & Science
A.S.	Mechanical Engineering Science
Cert.	Practical Nursing (LPN)
A.A.S.	Nursing
A.A.S.	Radiologic Technology
A.A.S.	Digital Music
A.A.S.	Public Interest Paralegal Studies
A.A.S.	Aging & Health Studies/Gerontology
A.S.	Civil Engineering Science
A.S.	Business Management
A.A.	Criminal Justice
A.A.S.	Office Tech (Admin Asst and Med Office Mgr)
A.A.S.	Public Policy & Administration
A.S.	Science for Forensic Science
Cert.	Business Information Systems

Key:

A.A.S. = Associate In Applied Science

A.A. = Associate In Arts

A.S. = Associate In Science

Cert. = Certificate Program

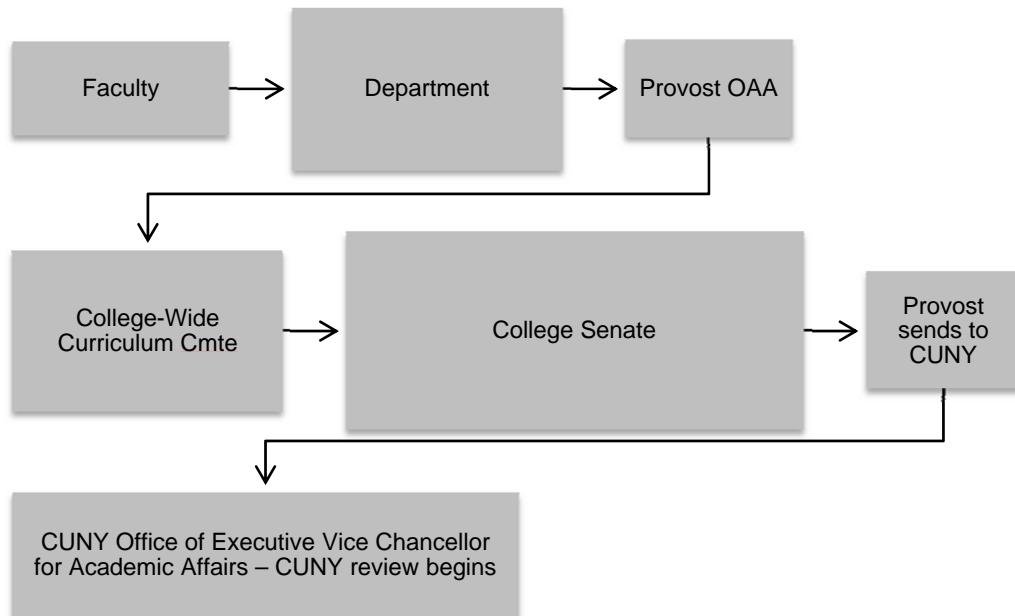
Source: College Catalog, 2010-12

Question 2: Are the processes to establish and maintain relevant, well-integrated academic programs adequate and transparent?

A. Hostos adheres to CUNY guidelines in the creation of new programs.

Hostos' process for creating new programs and courses is outlined below in Table 11.2. This process meets CUNY guidelines for the establishment and maintenance of relevant, well-integrated academic programs. (D.6.3)

Table 11.2: Pathway of Curriculum in Development of New Programs at Hostos



This curricular process provides opportunities for review at every relevant governance level, thus further ensuring high standards for faculty review and transparency of both new and existing programs.

A recent example of new program creation is the development of well-integrated dual/joint degree programs between Hostos and The City College of New York (CCNY). Dual/joint degree programs are available to all students who meet standard prerequisites and grade requirements to progress through the curriculum. Curriculum and syllabi are aligned by faculty from both the two-year and four-year colleges. The initial success of the dual/joint degree program in Electrical Engineering encouraged Hostos and CCNY to develop and fully implement three more dual/joint programs: A.S./B.E. in Civil Engineering, A.S./B.E. in Chemical Engineering and the A.S./B.E. in Mechanical Engineering. (D.6.4)

B. Academic Affairs has recently reaffirmed the process and updated the schedule for the upcoming review of existing academic programs.

Table 11.3 below outlines the current APR process.

T 11.3: Academic Program Review process

Timeframe	Activities
April-May of year before APR year	Departmental committee is convened and is formally charged by the Provost prior to the end of the academic year. Committee prepares timeline for completing the APR, including benchmarks for completing specific tasks. The committee meets with the Provost to review these materials and they agree on the final timeline for the department, including dates for benchmarks: data gathering; completion of initial draft; review and comment of draft; submission of report to Provost; review and/or visit by external reviewer; submission of final report; final meeting with Provost.
Prior to start of fall term of APR year	Prior to start of fall term, the committee organizes for the task and begins the process of identifying specific data and materials to collect, prepare interview protocols (as appropriate), etc.
September/October of APR year	Committee meets and works with other offices (e.g., OAA, OIR, SDEM, Admissions, Financial Aid, Human Resources, Budget, etc.) to obtain necessary materials and/or data.
Start of spring term of APR year	Preparation of the draft report.
February of APR year	Draft report is provided to all faculty members in the department for review and comment.
March 1 of APR year	Final report is submitted to the Provost with the names of between three and five individuals who have agreed to serve as external reviewers.
March 15 of APR year	Provost selects external reviewer(s) for site visit(s).
April of APR year	Following site visit(s), the external reviewer(s) submit their final report(s).
May of APR year	Final meeting with the committee (or possibly the entire department) and Provost to review the findings of the reports and external reviewers and develop action goals for the coming academic year.
May one year after APR year	Brief follow-up report on the implementation of the action goals and their impact.

Source: OAA Website

Language and Cognition and Mathematics are currently under review this academic year (2011-12). See Appendix 11.1 for the timetable that OAA has created with department chairs so that all academic departments will undergo APR by 2015. For more analysis on Hostos' academic program review efforts, see Working Group 7's response to Question 2 under Standard 7.

Question 3: How effectively does the college ensure that course syllabi clearly communicate learning outcomes, and how are these assessed?

A. Most syllabi include learning outcomes.

To assess the extent to which syllabi clearly communicate learning outcomes, Working Group 6 analyzed 506 syllabi for courses offered in fall 2010. The Working Group examined the *total number of syllabi* in each department, and then the number of these syllabi with learning objectives that are:

- *consistent across courses*
- *embedded within assignments across courses*
- *non-existent (no SLOs)*
- *varied across multi-section courses*

Analysis revealed that most of the Hostos syllabi surveyed clearly and consistently communicate learning outcomes. Findings indicate that in 14 of 21 departments examined, learning objectives were included on at least 80% of syllabi. Five departments had 100% inclusion rates.

Note: The SLOs do not include General Education core competencies, which are currently under development for infusion across core courses. See the response to Questions 1-5 under Standard 12 for more details about General Education efforts currently underway.

Of all syllabi reviewed, 67% included SLOs that were either unmixed or embedded within assignments or topic lists (i.e., the SLOs stood alone). An additional 3% of the syllabi included SLOs that were either mixed or embedded within course assignments. Thirty percent of the syllabi had no SLOs indicated. This review also showed some variation across departments. Among departments with a lower percentage of syllabi including SLOs, Mathematics had the lowest percentage with only 14% of syllabi including any SLOs. However, for most courses in the Mathematics Department, the course description included references to the skills required to complete the class.

Overall, 70% of the course syllabi reviewed contained SLOs in some form. More than half of the departments surveyed present syllabi for different sections of the same course with different sets of learning outcomes. Business and Accounting, English, Visual and Performing Arts, and Language and Cognition had the most syllabi with SLOs. See Appendix 11.2 for a breakdown SLO analysis by department.

B. Many students surveyed indicate that requirements are well communicated.

The CUNY Student Experience Survey, which is administered every other year, includes two questions that help us understand the degree to which students feel they are getting the information they need to succeed academically at Hostos. The first question asks whether or not students feel degree requirements (which include student learning outcomes) were clearly communicated to them. The second asks whether or not students feel satisfied with the level of communication with faculty.

In 2004, the first year in which either of these questions appeared, 60% of the respondents indicated they were either somewhat or very satisfied about the “quality of information about college requirements.” In 2006, 78 percent were either somewhat or very satisfied. In the 2008 Student Experience Survey, the question was changed slightly. In 2008, Hostos did better than the CUNY community college average of 53 percent, with 59 percent of Hostos student respondents agreeing that ‘their college (i.e., Hostos) clearly communicated degree requirements’. (D.6.5-D.6.7) Overall, since 2004, the majority of Hostos students believe that requirements are well communicated.

C. Hostos assesses student learning outcomes across courses.

As described by Working Group 7 in response to Question 1 under Standard 14, Hostos has already undertaken course-based outcomes assessment in 95 courses. As indicated in the new 2011-16 Strategic Plan, Hostos plans to complete course assessment on all college courses by 2016. OIR also continues to work with faculty to assist them in making course level outcomes assessment a tool that can continuously be used to strengthen ongoing teaching and learning.

Question 4: How effectively is information literacy integrated into the curriculum?***A. Information literacy is embedded in required courses.***

All students are required to take two courses integrating assignments on information literacy: ENG 110 Expository Writing and ENG 111 Literature and Composition. In addition, Liberal Arts students are also required to take a third course - SSD 100 Freshman Orientation, in which information literacy is embedded. All students are additionally required to take two Writing Intensive courses, which include information literacy assignments such as the analysis and communication of primary and secondary readings, library research, laboratory results, or field experiences. Writing Intensive courses are offered in virtually every discipline in the college. Finally, students who place into developmental courses, such as ENG 091 Core English, similarly must complete at least one assignment that integrates the basics of information literacy. (D.6.8)

B. Information literacy workshops are offered to support coursework.

To support coursework, the Hostos library offers face-to-face and online information literacy workshops throughout the academic year. As Table 11.4 below shows, as workshop offerings have expanded, more and more students are taking these workshops. A substantial number of faculty also require these workshops as part of their coursework. The extent of these requirements demonstrates that information literacy is effectively integrated into the curriculum.

See also Working Group 5's response to Standard 10, Question 1 for additional analysis on how faculty utilize information literacy tools to improve their teaching.

T 11.4: Student Attendance in Library Information Literacy Workshops

	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
Number of workshops	166	169	198	177	177	202
Student Attendance totals	1,992	2,057	2,312	2,295	2,754	3,096
Course-related workshops*	39	31	21	29	33	34

*Required by faculty as part of courses

Source: Hostos Library

Working Group 7 in response to Standard 14, Question 4 discusses assessment activities related to information literacy.

Question 5: How are Learning Support Services made available to all students and how well do they respond to student needs?

Learning support services at Hostos address the needs of our student population and enhance the potential for student success by offering a wide range of resources to accommodate every phase of academic development. Learning supports build the foundations of academic excellence through universal access to multimedia technologies, tutoring, and advisement. In

addition, Hostos' learning communities address financial and academic requirements of a needs-based student population, striving to ensure success and retention of select groups. The learning needs of Hostos' diverse students, from students with disabilities to honors students, are accommodated through these respective programs, thus ensuring that the needs of a diverse population are met through the strength of Hostos' many resources.

Table 11.5 below details the learning support services available for all students as well as levels of student satisfaction with these learning supports in recent years, based on student responses to the CUNY Student Experience Survey. Overall, survey results show high levels of student satisfaction with a majority of the student learning supports provided.

T 11.5: Learning Supports Available for All Students

Types of Support	Student Needs Addressed	Availability	Student Satisfaction with Supports	Number of Students Served
Academic Advisement, first semester and beyond	Communicates awareness of degree options, clarifies academic requirements, providing information and scheduling through faculty advisors.	First year-students: Academic Achievement Office. Beyond first semester: register every semester through Office of Academic Advising. Online Advisement available through Degree Works.	In 2008, 55% of students were satisfied or very satisfied with advisement services. In 2010, 61% of students reported satisfaction.	Entire student population.
Academic Computing Center	Student workplace featuring open lab, multimedia lab and six classroom labs.	7:45 am to 10 PM weekdays; 9 am to 3 pm weekends.	In 2008, 72% of students were satisfied or very satisfied with lab availability on campus. In 2010, 69% were satisfied with services.	4,827 individual students visited during 2009-10; 90,464 individual visits during 2009-10.
Library	20 workstations, group study areas, assistive technology workshops, online and print resources.	M-TH 9 am – 8 PM F 9-5 SA/SU 10-5	In 2008, 71% of students were satisfied or very satisfied with library services. In 2010, 78% expressed their satisfaction.	2009-2010: 202 course related workshops, 3,096 students. Average number of workshops attended per student is 1.76.
Hostos Academic Learning Center/Writing Center	Individual and small group tutoring, basic skills workshops, test preparation workshops, self-guided tutorials.	Six days/evenings per week. 24/7 online tutoring for numerous subjects. Virtual HALC provides tutorial videos.	In 2008, 66% of students were satisfied or very satisfied with tutoring services. In 2010, 75% of students were satisfied with services.	2009-2010, students attended 31,226 tutoring sessions; participated in virtual HALC, and E-Tutoring.

Sources: Annual Reports and Student Satisfaction Surveys

Table 11.6 on the next page provides examples of need based learning supports offered at Hostos, as well as student use and student satisfaction with these supports. A complete list of need based learning supports is provided in Appendix 11.3.

T 11.6: Need Based Learning Supports

Types of Support	Student Needs Addressed	Availability	Student Satisfaction with Supports	Number of Students Served
Students with Disabilities Office	Early registration, academic advisement, and counseling. Also may include modified testing, exam rooms, a reader/scribe, taped, large print or Braille exams, and/or assistive technology workshops, lab assistants, note takers, etc.	Students with disabilities are provided services between 9 am and 5 pm. Office is unavailable for weekend students.	In 2008, only 35 percent were either satisfied or very satisfied. However, 62 percent had no opinion, suggesting a large percentage of respondents never used the services of this office.	336 students in the 2009-2010 academic year.
Hostos Success Academy (HSA)	Prepares Liberal Arts students for qualifying examinations and the rigors of college. Students receive tutoring, lab hours, and a specially defined curriculum.	Students with a lower percentile on the writing placement exam may place in this learning community.	Out of a five point scale, students rated the quality of teaching in core HSA courses between 3.5 and 4.5 (fall 2009 student evaluations)	Since its inception in 2006, the HSA has served 314 students.
Honors Program/ Global Scholars (GS)	Challenging coursework, assistance with registration, mentoring, tutoring, and participation in the Summer Honors Institute. GS receive a monthly stipend, book vouchers, and financial assistance.	HCC accepted based on academic merit. Global Scholars must carry a minimum 3.5 GPA and enrolled in 15 credits.	Currently piloting a survey instrument	20-25 students registered each year.

Sources: *Annual Reports and Student Satisfaction Surveys*

See Working Group 4's response to Standard 9, Questions 1 and 2, for additional analysis of availability and effectiveness of student learning supports.

Question 6: How well does curriculum review measure effectiveness, ensure transfer and articulation, and initiate improvements?

A. Assessment measures in place for courses and programs.

In addition to the APR process described in response to Standard 11, Question 2, Hostos provides multiple opportunities to assess the effectiveness of its courses and programs, and make improvements.

The primary measure of curriculum effectiveness at the course and discipline level is through student learning outcomes assessment. SLOs are assessed through the use of related survey and/or course assignments. While departmental uses of criteria will vary depending on the course level, the overall goal is to ensure that SLOs are consistent with the requirement of the discipline or concentration. As discussed earlier in this working group report, since 2003, 95 courses have undergone course assessment and all programs have undertaken some program assessment activity. A number of changes have resulted from these efforts, as described by Working Group 7 in response to Standard 14, Question 1.

Curriculum effectiveness is also measured by reviewing: pass rates on the CUNY skills tests and the CPE exam (until it was discontinued in November 2010), course completion results, retention rates, and graduation rates. In programs that require licensing (e.g., Nursing, Dental Hygiene), faculty review licensing exam pass rates as part of curriculum assessment.

B. Increasingly able to assess the effectiveness of transfers/articulations.

The curriculum review process has resulted in increased articulation agreements and dual/joint degree programs. Articulations now exist with other CUNY colleges and with colleges outside the CUNY system. See Appendix 11.4 for a list of current articulations.

Efforts are underway across CUNY to ensure transfer of credits to senior colleges. Some information is currently available in Hostos' annual PMP reports on Hostos student performance once they reach senior colleges. With the development of CUNYfirst, the new CUNY-wide computer system, Hostos will be better able to track student performance once they continue to other CUNY colleges. Working Group 7 in response to Standard 7, Question 6 also discusses assessment of student achievement and success after graduation.

Relationship to Other Standards

The strength of Hostos' educational offerings relates to analysis across all other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
4	9 - Student Support Services	1-2
5	5 - Faculty	1
6	12 - General Education	1-5
7	7 - Institutional Assessment	2,6
7	14 - Assessment of Student Learning Outcomes	1,4

Recommendations

1. Establish a process that is clear and transparent for setting pre- and co-requisites for courses, and also the impact on students of such requisites.
2. Review existing course pre- and co-requisites in light of new requirements for possible review and augmentation, assess their impact on students, and in particular, ESL and developmental students.
3. Provide faculty development opportunities that assist faculty, especially new faculty, to develop strategies for better addressing student needs.
4. Review processes for curriculum development to make them more consistent, informed, and transparent.
5. Communicate to all constituencies the rationale for new programs.
6. Continue to ensure that syllabi contain the standardized course description and class requirements.
7. Develop and implement a college-wide Hostos syllabi database that is easily accessible through the college's website. (This database should have provisions for opting out and/or redirection to alternate web locations such as Blackboard.)
8. Continue developing, expanding, and requiring course assignments that ask students to access, analyze, and apply information literacy.
9. Determine ways to link with other postsecondary institutions to drive promising practices in information literacy.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Summary of Findings and Conclusions

Hostos' curricula increasingly help students meet college-level standards in general education. Prior to November 2010, analyses of student success on the CUNY Proficiency Exam (CPE) constituted initial assessments of General Education competencies at Hostos. Since 2007, when Hostos introduced a general education initiative on campus, Hostos has strengthened efforts to create General Education core courses as well as infused General Education skills across the curriculum. Through this initiative, Hostos has effectively undertaken assessment and made curricular improvements to ensure that students are demonstrating college-level essential skills and general education proficiency.

Other findings of note:

- General Education competencies are consistently communicated to students. Efforts are currently underway to include general education competencies in individual course syllabi.
- Hostos' general education course credits transfer to CUNY four-year colleges, and a CUNY-wide initiative called Pathways is underway to ensure that more courses transfer to four-year colleges for college-level credits rather than elective credits.
- General Education competencies are embedded in academic program requirements.

As with Standard 11, it is important to reflect on how far Hostos has come since its last PRR report. Five years ago, Hostos was initiating work on general education practice. Now, the college has developed templates and tools to help infuse general education competencies across the curriculum. The challenge ahead is how to further engage faculty in utilizing these tools and templates in their teaching practices.

Overall, Working Group 6 has concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusions is presented in the following report.

Working Group 6 – Standard #12 Report

Questions 1 and 2: To what extent do Hostos graduates meet college-level standards in General Education? To what extent has Hostos used assessment to modify and/or improve General Education courses?

A. Hostos students increasingly performed well on CUNY Proficiency Exam (CPE), which tested for many CPE competencies.

Prior to developing and instituting its own general education assessments, one of the primary ways Hostos assessed the impact of general education was through the CUNY Proficiency Exam (CPE), which was instituted in 2003 as a graduation requirement for CUNY community colleges.

Although CUNY eliminated the CPE in fall 2010, the analysis of student performance on the CPE was a barometer of the extent to which its graduates were demonstrating General Education skills. Designed to measure critical thinking, written communication, and quantitative reasoning, the CPE was a required test taken by students as they reached their 45th credit.

Different skills were included in different courses. Clearly, written communication was a major focus of English classes. The analysis and interpretation of graphs was included in social science, as well as statistics courses. And the following efforts were undertaken to infuse CPE skills across the curriculum.

- The CTL ran informational workshops for all faculty and SDEM staff to increase their consideration of how CPE skills are already and can be further integrated into teaching and learning.
- The WAC Initiative worked with interested faculty to find opportunities in their courses for the inclusion of writing assignments that related to the CPE such as summaries, comparative essays, response essays, and written analysis of charts and graphs.
- Some departments used the CPE to inform the development of departmental exams. For example, in the English department, the final exams in ENG 110 and ENG 111 were redesigned as comparative tasks that asked students to compare two texts: following CPE Task I procedure, one text was given to students in advance and the other was provided on the day of the exam.

CPE skills (which are fundamentally General Education skills) have been successfully infused into the curriculum, as evidenced by the increased pass rates on that test. Subsequent analyses of CPE performance showed increasing pass rates, but also related student performance to a number of independent variables, including remedial education, mathematics, writing intensive courses, and GPA. In fact, the analysis of CPE performance by remedial education background was cited in the PRR as evidence of Hostos' institutional effectiveness. (D.6.9)

Overall, the pass rates on the CPE, as analyzed in the PMP, show that in excess of 90 percent of Hostos' students passed the test, a level that exceeded the pass rates of several senior colleges in CUNY. (D.6.10) Finally, a study conducted by OIR shows the relationship between the CPE scoring dimensions and the general education competencies developed at Hostos. The study, which was preliminary, sought to relate performance on the CPE dimensions with performance in courses that were identified as being related to the general education competencies. The results showed that there were some modest relationships between course performance and the General Education competencies associated with the CPE scoring dimensions. (D.6.11)

Key findings from this study are summarized in Table 12.1 on the next page. A more detailed overview of findings from this study is included in Appendix 12.1.

Table 12.1: Relationship of CPE Scoring Dimensions to Gen Ed Core Skills

CPE Scoring Dimension	Gen Ed Core Skills and Sub-Areas
A. Develops an essay that is a focused response to the assignment	<ul style="list-style-type: none"> • Acad. Literacy: Critical thinking and problem solving • Communication: Understand texts and lectures
B. Demonstrates understanding of readings	<ul style="list-style-type: none"> • Acad. Literacy: Critical thinking and problem solving • Communication: Understand texts and lectures
C. Incorporates references, etc., to support own ideas	<ul style="list-style-type: none"> • Acad. Literacy: Distinguish between factual and anecdotal evidence; Find, evaluate, and use information from different sources effectively
D. Communicates clearly and effectively	<ul style="list-style-type: none"> • Communication: Read, write, speak, and listen, effectively; Use precise vocabulary to describe abstract and concrete ideas
E. Accurately identifies claims. (Note: number of claims will affect score.)	<ul style="list-style-type: none"> • Academic Literacy: Exercise critical thinking and problem solving; Find, evaluate and use information from different sources effectively • Science and Math: Gain math skills necessary to solve problems in all disciplines
F. Explains relationship between claims and Figure 1 and Figure 2 with a degree of accuracy, complexity, and insight.	<ul style="list-style-type: none"> • Communication: Use precise vocabulary to describe abstract and concrete ideas; Understand texts and lectures

Source: CUNY OIR/A and Hostos OIR

See Working Group 1's response to Standard 1, Question 3 for additional details on Hostos student performance on the CPE.

B. Hostos initiated a campus-wide focus on General Education in 2007-08, which continues to the present.

As part of its expansion of General Education related activities in 2007-2008, Hostos focused on assessment. Using the faculty-generated general education competencies, Hostos, through its General Education Committee, developed a unique on-line instrument: the Gen Ed Mapping Tool. The purpose of the Mapping Tool was to determine the degree to which each of the 19 competencies was present in each course. Both faculty and students were asked to complete the Mapping Tool for all of their classes. The results could then be compared to determine if faculty and students perceived the same competencies, vis-à-vis general education.

Revisions to the initial version of the Mapping Tool have made it more user friendly and permitted faculty to obtain more detailed reports on the responses, including comparisons to other courses in their disciplines. (D.6.12)

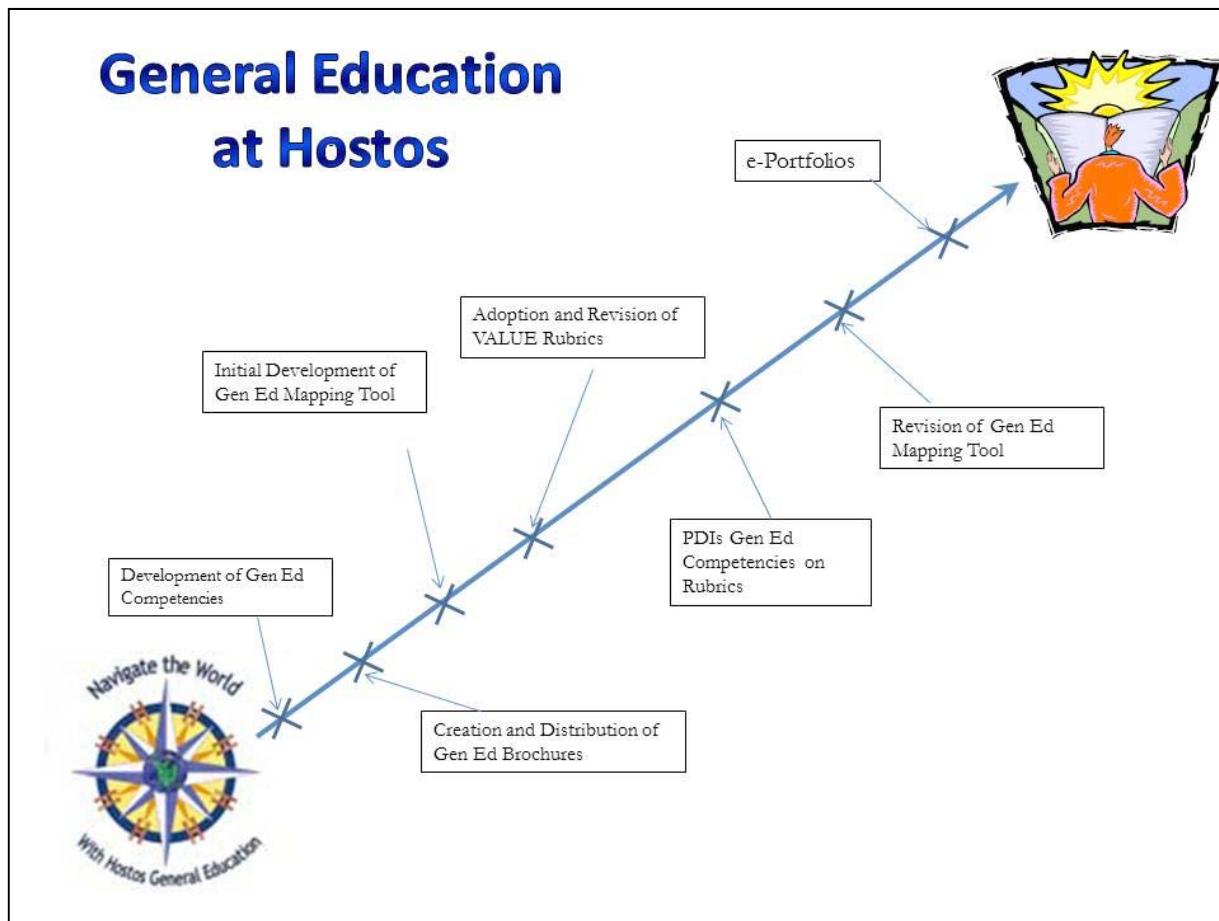
While work continued on the Mapping Tool, Hostos began adapting the Association of American Colleges and Universities (AAC&U) VALUE rubrics for use at the college. The resulting rubrics are designed to assist faculty in assessing the performance of their students on class assignments as they relate to the general education competencies (e.g., critical thinking, problem solving, written communication skills, etc.). (D.6.13)

Ultimately, the goal is to incorporate the results from the Mapping Tool and the assessments of student work using the rubrics. To accomplish this, Hostos is currently beginning the

implementation of e-portfolios. The use of e-portfolios will allow students to maintain examples of their work (artifacts) for their professors to assess within their classes. However, as with other colleges, the e-portfolio system will permit the assessment of general education competencies within courses and programs, as well as institution wide.

Each of the components of the work being done in general education is part of a comprehensive initiative that has and continues to go through development and revision. This “Arc of General Education,” which encompasses the development and implementation of the General Education competencies and methods to assess them across the curriculum at Hostos, has spanned various stages. It is illustrated in Table 12.2 below.

T 12.2: Arc of General Education



Source: OIR

As a next step in the Arc, the Hostos General Education Committee needs to broaden the discussion across campus so that faculty better understand the importance of General Education, and have the knowledge to apply the tools and templates that have been created.

Question 3: How well are General Education goals communicated to students and how well are they reflected in course and program goals?

A. Hostos has communicated general education goals to students through several avenues.

From 1999 to 2010, the college utilized its website, created student-focused brochures, and conducted workshops to prepare students for the CUNY CPE, an exam that tested for many general education skills, as discussed in response to questions 1 and 2 above. Hostos faculty also participated in training and related workshops so that they could better infuse CPE/general education skills in their courses.

Since fall 2003, Hostos has required all students to take at least two Writing Intensive (WI) courses in order to graduate. The purpose of WI courses, in addition to teaching the relevant discipline, is to work with students on their writing skills, one of the core general education competencies. In fact, students who have taken two or more WI courses had higher first-time pass rates on the CPE than students who had taken only one or no WI course. (D.6.14)

However, since 2007-08, when Hostos declared the ‘Year of General Education,’ there has been a range of initiatives and activities designed to communicate the college’s Gen Ed goals, competencies, and intentions to students. (D.6.15-D.6.16) Briefly, these were and are:

- Development and publication of a student version of the General Education brochure.
- Creation of the General Education Mapping Tool (see above questions) and including student participation in the Hostos Student Rewards Points Program (to increase student participation).
- The General Education Monologues, a multimedia contest in spring 2008 and fall 2008 designed to capture and celebrate student experiences and triumphs by exploring the General Education goals. Students could submit works in three categories: art, multimedia and writing. Prizes were awarded to the winners in each category.
- A series of faculty development activities, including faculty/student readings and book discussions, brown bag lunches, movie showings, and periodic publications designed to orient both students and faculty to general education competencies and goals.
- The Library’s magazine */Escriba! / Write!* showcases student work that reflects General Education competencies. (D.6.17)

Overall, these activities complement the intensive efforts to develop assessment mechanisms to infuse general education competencies across the curriculum (described in response to Questions 1 and 2 above).

B. Efforts are underway to develop General Education assessment mechanisms.

As part of continued student learning outcomes assessment efforts on campus, efforts are underway to assess the extent to which faculty are teaching and students are learning general education outcomes in the context of courses and programs. These efforts began in fall 2010.

Question 4: How well does Hostos' General Education program transfer to CUNY four-year colleges?

Hostos student college credits are accepted at other CUNY campuses. The problem has been whether individual courses are accepted as equivalent courses or elective courses. Since Hostos is part of the CUNY system, there are clear policies and regulations to which all colleges must adhere. Among those are policies governing the transferability of courses. Currently, all senior colleges must accept all 60 credits from students graduating from a CUNY community college with an associate's degree. However, as a recent article in the *Chronicle of Higher Education* showed (October 17, 2010), this is not always the case. In that article, a single math course from a community college was treated differently by each of the CUNY senior colleges. (D.6.18)

As a result, CUNY is currently engaged in a project to address these issues. Called the Pathways Project (launching fall 2013), it is designed to smooth the transfer of credits from community colleges by proscribing a common core of 30 credits that will be transferable to any CUNY college. (D.6.19)

In the meantime, Table 12.3 below shows how a variety of general education courses in English, mathematics, and science fare when a student transfers them to a CUNY senior college.

T 12.3: Examples of Transferability of Credits by Course to CUNY Senior Colleges

Course	Transfers as an equivalent course	Transfers as an elective course
Math 100 – Intro to College Math	3 senior colleges	7 senior colleges
Math 105 – Math for Allied Health	1 senior colleges	6 senior colleges
Math 120 – Intro to Probability and Statistics	11 senior colleges	N/A
BIO 110 – Principles of Biology	6 senior colleges	5 senior colleges
CHE 110 – Introduction to Chemistry	7 senior colleges	4 senior colleges
English 110 – Expository Writing	10 senior colleges	1 senior colleges

Note: There are 11 four-year colleges in CUNY

Source: CUNY TIPPS

Many courses listed as General Education (core/foundation) for various degree programs will allow students to transfer their credit hours to the senior colleges even if they transfer before completion of their AA or AS degree or decide to enter a senior college after graduating with an AAS. However, in a number of cases such as BIO 110 or MAT 100, the courses will transfer only as elective credits. In a few cases, the CUNY Transfer Information and Program Planning System (TIPPS) mentions that a course can be used to fulfill a General Education requirement at the senior college. However, some courses labeled General Education—such as BIO 120 or BIO 130—transfer as elective credit to several CUNY senior colleges or are non-transferable unless the student completes an associate degree.

Question 5: How effectively are General Education goals and requirements linked to academic program requirements?

A. Hostos requires General Education core courses to graduate.

Hostos academic programs require students to take college-level General Education core courses to graduate. Hostos ensures that all students who complete their degree requirements have taken appropriate General Education level courses in five broad disciplines: English, Mathematics, Natural Sciences, Behavioral and Social Sciences, and Humanities. Students in Radiologic Technology, Nursing, and Mechanical Engineering have slightly different requirements given the nature of their disciplines and number of credits in their programs. Table 12.4 below details required General Education courses for various degree programs.

T 12.4: Examples of General Education Courses in Various Hostos Programs

Programs	English	Mathematics	Natural Sciences	Behavioral & Social Sciences	Humanities
Liberal Arts AA	All programs require ENG 110 and 111	1 course from MAT 100, 120, 160 or 210	2 four credit courses	3 or more credits depending on cluster	6 or more credits depending on cluster
Liberal Arts AS		MAT 210	4 four credit courses at minimum in BIO, CHEM, and PHY	3 credits from PSY, SOC, ANT, ECO, or POL	3 credits from BLS, LAC, HUM, or VPA
Nursing		MAT 105	BIO 230, 240, 310; CHE 105	PSY 101, 110; SOC 101	
Dental Hygiene			BIO 230, 240; CHE 110, 120	PSY 101; SOC 101	VPA 192
Radiologic Technology		MAT 105 & 130	BIO 230 & 240		
Digital Design and Animation		MAT 100	1 four credit course	PSY 101	VPA 121; 1 course foreign language
Criminal Justice		MAT 120	1 four credit course	5 courses: HIS 201 or 202 POL 101 SOC 101 SOC 140 or LAC 101 or BLS 114	VPA 192 and 1 course in fine arts
Mechanical Engineering (dual degree program)		4 terms of Math beginning with MAT 210	CHE 210, 220; PHY 210, 220	9 credits liberal arts at CCNY	

Source: Hostos College Catalog

In addition to the requirements in the five General Education areas, all students are required to take at least two Writing Intensive courses as part of their academic program. As noted previously, Writing Intensive courses focus on assisting students to further improve their written communication skills, which is one of the core General Education competencies.

Finally, all graduates take information literacy workshops through the Hostos library, as part of the curriculum in ENG 110 and ENG 111, both of which are required for graduation in all programs. As discussed previously, these workshops focus on information literacy, another general education competency.

B. General Education competencies infused in many courses.

In addition to what Hostos is doing as described in response to previous questions under this standard, CUNY has undertaken ongoing efforts to ensure uniformity in the inclusion of General Education competencies in individual course syllabi so that General Education goals and requirements are better linked to academic program requirements. With the context of student learning outcomes assessment for courses that have added general education competencies to the syllabi, Hostos is analyzing the extent to which these competencies have been successfully infused. Working Group 7, in response to Standard 7, Question 1 discusses General Education assessment in greater detail.

Relationship to Other Standards

The strength of Hostos' general education curricula relates to analysis across many other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
1	1 - Mission and Goals	3
6	11 - Educational Offerings	1-6
7	7 - Institutional Assessment	1

Recommendations

1. Provide support to encourage faculty to understand, utilize, and incorporate the Gen Ed rubrics, syllabi models, e-portfolios, the templates, and the Mapping Tool.
2. Provide support to help students understand the importance of obtaining General Education competencies.
3. Obtain feedback from graduates in order to develop curricular innovations and enhance our commitment to General Education.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Summary of Findings and Conclusions

Since over 85% of students enter Hostos with developmental or remedial needs, data on this population greatly influences academic program development and institutional and departmental strategic planning. It is also used to develop appropriate pre-college skills building supports, as well as ongoing academic supports as students progress through their college experience on campus.

Continuing education offerings have dramatically grown over the past ten years and these programs continue to be well attended. Since 1999-2000 the number of adult and continuing education students has increased by 440%, from 1,999 to 10,802 in 2009-10. While continuing education programs appear effective, Hostos needs to establish more detailed measures of performance that undergo regular assessment.

With generous support from CUNY, as well as the Department of Education's Title V program and the Carl D. Perkins Career and Technical Act Programs (CTEA), Hostos has expanded its asynchronous/hybrid course offerings, which undergo assessments similar to those for face-to-face courses. Further, the college has developed a strong reputation for its technological innovation, which has been publicly recognized by CUNY, the League for Innovation in Community Colleges and other organizations and colleges across the nation.

Working Group 6 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusions is presented in the following report.

Working Group 6 – Standard #13 Report

Question 1: How does the retention and graduation rate of students who place into developmental levels compare to those of students who place into college-level courses? To what extent is this information used to improve educational programs for students?

A. Almost all Hostos students are remedial / developmental – and each semester the College analyzes data on this population to improve educational programs.

Because each semester over 85% of entering students have at least one remedial/developmental need, it makes no sense from an analytic point of view to separate out remedial/developmental students from other students. The following describes how the college analyzes data on this population to improve educational programs.

Overall, the one-year retention rate for first-time full-time entering freshmen is about 60 percent. Currently, the retention rate for fall 2009 freshmen is 63.2 percent, up from 57 percent for the previous cohort. The most recent six-year graduation rate is 23.9 percent. (D.6.20)

However, these total numbers and percentages do not tell the whole story. Analyses conducted by OIR have consistently shown that students who do not pass their CUNY skills tests have a lower retention rate than students who do pass their skills tests. The results from these analyses helped establish a focus on first-year student success as well as rethinking remedial/developmental education as inter-connected priorities for Hostos to pursue as part of its 2011-16 Strategic Plan. (D.6.21-D.6.22)

Further, because of the continuing need to improve student retention and performance on the exit tests, Hostos has undertaken a major review of its first-year experience. Working with the Gardner Institute, Hostos completed the Foundations of Excellence (FOE) study. The results of this in-depth analysis of the first-year experience, which will be available spring 2012, will guide the College in the revision of activities, policies and procedures that are brought to bear on entering students. More than simply better engaging students, Hostos is looking to completely rethink the educational experience of its entering students.

B. Information on skills test performance is used as part of on-going program improvement.

As part of the on-going analyses of student performance in remedial/developmental courses, faculty, department chairs, and the Provost review the pass rates on the CUNY skills tests for students exiting from remediation. These data are provided following every administration of the CUNY skills tests, including analyses by course and section and comparisons to performance in previous terms. In addition, special analyses are conducted from time to time, particularly around new initiatives (e.g., Hostos Success Academy, Freshman Academy, etc.).

Analyses of pass rates for students completing skills test preparatory workshops are also conducted, along with comparisons to the performance of students exiting from remedial courses. Periodically, cohort analyses are conducted to ascertain whether students are benefitting from workshops or to determine how long it takes students to exit from remediation. (D.6.23)

Finally, analyses of results included in the PMP are used to place Hostos in context with the other community colleges in CUNY. These results show that Hostos accepts students with significant academic challenges. (D.6.24)

Question 2: How effective are Hostos' programs offered through contractual partnerships?

Each year, Hostos offers about 10 programs through contractual partnerships. Most contractual partnerships are for youth after-school programs and workforce training in a range of areas, from Certified Nursing Assistants (CNA) to auto transmission repair.

Some programs have clearly articulated outcomes by which we measure success and make programmatic adjustments. For example: for the last 3 years, Jewish Home Life Care has contracted with Hostos to train approximately 25-30 high school students a year to become Certified Nursing Assistants (CNAs) and Certified Pharmacy Technicians. Based on a review of annual pass rates, Hostos works with Jewish Home Life Care to make curriculum adjustments (e.g., recently added class time dedicated to review that reinforces learning) to increase pass rates. For the most part, Hostos measures success of these programs by meeting periodically with contractors to review the extent to which the College has completed contractually-obligated

activities (e.g., provision of certain number of workshops, trainings, etc.). Repeat business from contractors is another measure. In spring 2011, given its many non-degree allied health-related offerings, Continuing Education hired an Allied Health Director of Quality Management and Compliance to improve quality assurance for its non-degree Allied Health programs (assessment of degree bearing Allied Health programs is discussed by Working Group 7 in response to Standard 7, Question 6). Among other responsibilities, this person is developing curriculum standards and student outcome oriented assessment methodologies for Allied Health-related offerings – contractual and non-contractual. Based on the curriculum assessment to date in the Certified Nursing Assistant Program, EKG, and Phlebotomy classes, a number of course adjustments were underway in fall 2011, including more rigorous pre-screening of students; orientation sessions; more in-class testing (e.g., quizzes after chapter readings); increased attention to student study skills and clinical laboratory practice; and more classroom observations and meetings with faculty.

Question 3 and 4: How are distance learning course offerings, non-credit offerings and certificate programs assessed and how is this information used to improve these programs? How effective are Hostos' off-campus continuing education efforts in serving the community (e.g., Jobs Plus)

A. Distance learning courses undergo similar assessment to face-to-face courses.

With Carl D. Perkins Career and Technical Education Act (CTEA) program support over the last decade, Hostos has developed more than 98 distance learning courses. Each term Hostos offers about 25 distance learning courses in an asynchronous or hybrid format. The asynchronous courses are fully online (although final examinations are often given face-to-face, at the instructor's prerogative). Hybrid courses typically meet face-to-face once a week (or on a similarly regular schedule) and are on-line for the rest of the time. (D.6.25)

Both asynchronous and hybrid courses are assessed along with all other courses as part of course-level outcomes assessment, as described more in detail by Working Group 7 in response to Standard 14, Question 1. In addition, the course-grade analysis, conducted every term, includes results for all on-line courses. These data are provided to department chairs for their review with appropriate faculty. Ultimately, no special or unique assessments are done for the on-line or hybrid courses at Hostos, although the college provides evaluations of asynchronous and hybrid courses as part of the annual CTEA reporting.

B. Certificate and non-credit courses have grown dramatically and assessment of these offerings is improving.

Since 1999-2000, the number of adult and continuing education students has grown by 440%, from 1,999 to 10,802 in 2009-10. (D.6.26) Offerings include:

- *On campus.* Hostos offers 31 certificate courses through Continuing Education and Workforce Development in a range of training areas, from allied health to Microsoft computer training. In addition, each year Hostos offers more than 90 non-credit course offerings that fall into several categories: GED preparation, vocational, and avocational. More than 7,000 students per year enroll from these offerings.

- *Off campus.* Hostos offers a range of certificate and non-credit offerings to approximately 3,500 students through its CUNY in the Heights location in upper Manhattan. Hostos also runs the first Jobs Plus model project in NYC at the Jefferson Housing Projects in East Harlem. Jobs Plus, which is in its third year, is a back to work one stop employment support program designed to help public housing residents gain access to employment by providing them with access to a range of employment-related services including employment counseling, job readiness workshops, and referrals to GED, college, and workforce training programs. Each year more than 400 public housing residents participate in Jobs Plus. The success of Hostos' pilot recently led Mayor Bloomberg to announce the expansion of the Jobs Plus model to an additional six sites in New York City.

For some programs, such as the Health and Human Services (HHS) Administration Health Programs Opportunity Grant (HPOG), which was first funded in 2010, Hostos has in place rigorous participant outcome oriented assessment methodologies. Each year, HHS sets training, job placement and retention goals that each of its sites must meet. Results from annual assessments have resulted in program adjustments, including staffing changes to make sure the program is appropriately resourced. HHS has also identified an independent evaluator to work with all 32 sites. This evaluation design is currently in the design phase. For most other continuing education programs, Hostos is in the early stages of developing assessment mechanisms to measure program quality, effectiveness, and impact. As described in response to the previous question, Hostos has brought on an administrator to develop quality assurance measures across its Allied Health continuing education offerings. This person will coordinate with Hostos' Office of Institutional Research, to ensure that what they are developing through Continuing Education is aligned with the outcomes assessment efforts underway with degree programs.

Hostos is also part of collaborative initiative to standardize quality assurance across CUNY Adult and Continuing Education (ACE) programs. This CUNY Task: Data Collection and Program Quality Initiative provides each CUNY campus with program quality assessment tools, as well as commonly agreed upon assessment procedures and reporting requirements to:

- Help campuses examine program quality in continuing education, choose which standards and metrics make the most sense for measuring quality on their campuses, and develop a set of quality standards that all CUNY ACE programs should meet.
- Develop a framework for collecting ACE program, instructor and student information, and for building the capacity of CUNY to measure, assess and report on its continuing education programs, likely resulting in a plan for implementation of a single CUNY-wide data system.

Relationship to Other Standards

The strength of Hostos' related educational activities overlaps with analysis of many other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
7	7 - Institutional Assessment	1,6
7	14 - Assessment of Student Learning	1

Recommendations

1. Review academic remediation areas and student support strategies to effectively integrate basic skills across content areas and enhance student academic success.
2. Develop an effective and integrated persistence and retention program for students in developmental levels.
3. Establish early intervention systems such as summer skills immersion programs, improved referral processes, and inter-divisional efforts in identifying, tracking, and servicing at-risk students.
4. Establish and implement rigorous assessment processes and procedures for all continuing education offerings.
5. Make assessment results available to potential continuing education consumers and organizational partners, including contractors.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Summary of Findings and Conclusions

Hostos, like every other college in the United States, continues to grapple with building a self-sustaining culture of assessment. However, since Hostos' 2007 Periodic Review Report (PRR), the College has increased the depth of its assessment of student learning, strengthening academic program review and general education assessment alongside continuous outcomes assessment efforts. It has also increased the breadth of assessment across divisions, implementing a range of activities designed to help the College understand its overall effectiveness in achieving its mission and goals via its programs and services.

The institution is also working toward a fully integrated system that connects planning, assessment and outcomes. The 2011-16 Strategic Plan provides increased clarity about the overall focus of college activities for the next five years. Using it as a framework, the College will identify ways to more effectively "close the loop" between assessment and the College's ongoing efforts to effect institutional change and renewal.

Working Group 7 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusions is presented in the following report.

Working Group 7 – Standard #7 Report

Question 1: How effective has Hostos been in developing a culture of assessment in the college? To what extent has Hostos committed appropriate resources and staff training to accomplish institutional goals in this area?

A. Hostos has made progress in developing a culture of assessment in the college.

Since Hostos' 2007 Periodic Review Report (PRR) report, the culture of assessment has evolved in several areas. At that time, Hostos focused primarily on course and program assessment, academic support-services assessment, and student learning-outcomes assessment. Since then, in addition to continuing and expanding that work, Hostos has institutionalized academic program review, and developed and implemented the General Education Mapping Tool - a General Education assessment instrument that has been presented at recent CUNY conferences. (D.7.1) (General Education practice is a nationally recognized assessment for General Education (i.e., General Education Mapping Tool). In the non-academic areas of the college, the Division of Administration and Finance has created an on-going assessment program that informs their work and the Division of Student Development and Enrollment Management is creating the foundations for assessment in that area. Overall, as Table 7.1 shows, Hostos increasingly makes decisions based on data, and the culture of assessment continues to evolve and expand.

T 7.1: Overview of Major Assessment Activities at Hostos

Level/Type of Assessment	Conducted by:	When Conducted:	Use of Results
Course-Level	Individual faculty members or faculty committees (for multi-section courses)	On-going each term (departments select courses for assessment)	Changes to courses to improve teaching and learning, including changes in content emphasis, institution of common final exams or textbooks
Program-Level	Program coordinator and associated faculty	On-going each term as determined by the Assessment Committee	Assess the coverage of program goals and objectives across courses and make appropriate changes
Academic Program Review	Program or Department faculty	On a pre-set schedule (minimum of 2 programs reviewed per year)	Changes made to program implementation and courses
General Education	General Education Committee	Each term review all courses offered that term	Infuse General Education competencies across courses and programs
Divisional Reports and Assessment	Division Vice-Presidents	Annually	Develop and/or set divisional priorities
Institutional Assessment	Office of Institutional Research	Annually, as well as on-going throughout the year	Development of institutional policies and programs relating to institutional issues such as retention and graduation
Ad hoc Assessments	Office of Institutional Research	As requested	Assessment of program activities (e.g., CTEA) for reporting, enrollment projections, student profiles

Source: Hostos OIR

While Hostos has made substantial strides in developing a culture of assessment in all of its divisions, the primary focus of this activity has been in the Division of Academic Affairs where the assessment of student learning has been a major focus of numerous activities.

Table 7.2 below shows some of the assessment activities that have been taking place at Hostos, including the impact that the assessments have had on teaching and learning, as well as decision-making in other areas of the college.

T 7.2: Impact of Assessments on Teaching and Learning

Assessment Issue	Assessment Methods	Data Collected	Data Use and Impact
Student Learning	Course and Program Outcomes Assessment	Since 2003, 95 courses and all programs have undergone some level of assessment	Changes made to individual courses. Multi-section courses
Remedial/Developmental Education	Performance on CUNY skills tests	Student performance and relationship to other issues, including retention	Focus on developmental/remedial education in new Strategic Plan; increased focus on student retention
Progress Towards Graduation	Annual and cohort graduation rates	Graduation rates by program; time to graduation; native vs. transfer graduates	Focus on strategies to improve graduation rates as part of new Strategic Plan
Student Retention	Annual and term retention rates	Term to term and annual retention rates; analyses of students persisting vs. not persisting	Focus on student retention, especially in the first year, in new Strategic Plan and Foundations of Excellence (FOE)
General Education	Gen Ed Mapping Tool; VALUE rubrics adapted by Hostos; e-portfolios	Exposure to Gen Ed competencies; assessment of Gen Ed competencies in courses	Summary reports on Gen Ed competencies in their courses are being provided to faculty for their review and use
Facilities Management	Campus surveys of opinions of facilities	Opinions of faculty, staff, and students on campus facilities	Used in planning facilities priorities for the coming academic year
Academic Computing	Satisfaction surveys	Student satisfaction with computing services and activities	Results are used to adapt schedules, update software, provide relevant workshops, etc.
Late Student Registration	Analysis of key points in registration process	Numbers of students registering at each of the key points	Encouraging students to register early and improve student flow during registration

Sources: Hostos OIR and divisional analysis (OAA, SDEM, Administration and Finance)

While the information in the table above is illustrative, it should be noted that as a result of the work being done in general education and outcomes assessment, numerous changes have been made to courses, which are described by Working Group 7 in response to Standard 14.

In addition, through the Office of Institutional Research (OIR), and with the help of assessment consultants, there has been on-going faculty and staff development in assessment including several PDIs on assessment topics and issues, as well as targeted workshops geared to the needs and requirements of individual academic departments. Further, OIR staff has conducted workshops for administrators and staff in the other divisions of the college (i.e., Administration and Finance; Student Development and Enrollment Management). These workshops focused on helping staff in those divisions

develop relevant and meaningful goals and objectives for their offices, along with methods for assessing those objectives. (D.7.2)

While Working Group 7 concluded that Hostos has made progress in developing a culture of assessment based on the actions taken in recent years, they also corroborated this conclusion by examining how Hostos' efforts stand up to the literature on what it takes to demonstrate an assessment culture in an academic setting. The analysis in Appendix 7.1 – which used Middaugh's criteria/standards and other comparative analysis to assess how Hostos is faring in the development of a culture of assessment – further substantiated that Hostos is moving in the right direction.

B. Resources have been appropriately allocated to accomplish institutional assessment goals – but will need to grow.

The primary responsibility for overseeing the assessment efforts at Hostos falls to the Office of Institutional Research (OIR), which is staffed by a director and two professional staff-members. OIR staff members are continuously available to assist all levels of the college in the development, implementation, and use of assessment data.

However, as the College's divisions have increased their professional development efforts in assessment over the past five years, OIR staff members have become more pressed in their commitments. The increasing importance and centrality of assessment in all areas of the college demonstrates the need for additional resources to support the broad assessment goals of the academic departments and administrative units, in addition to the assessment required by the PMP and Strategic Plan.

As the assessment of general education becomes more pervasive throughout the college, investments will be required in appropriate technology to ensure that students can develop and maintain their e-portfolios (an integral part of the general education assessment process). Additional staff development will also be required so that faculty can be trained in the use of e-portfolios, both within the context of their own courses, as well as in the wider arena of general education. This is discussed further in response to Standard 12, Questions 1 and 2 by Working Group 6.

C. The 2011-16 Strategic Plan provides a college-wide framework for assessment moving forward.

As outlined in the new Strategic Plan, the College will focus on work in five goal areas and toward the achievement of 30 specified outcomes. (D.7.3) This Plan will become the overarching framework by which the College conducts institution-wide assessment. This academic year, the President's Cabinet, working with the Office of Institutional Research, will work together to determine how to embed ongoing assessment processes into planning and operations across divisions. This will permit the College to better track progress toward the achievement of what is outlined in the plan, as well as inform decision-making so that the College stays on course with its strategic goals while staying true to its mission.

Question 2: What methods or approaches are used to assess institutional effectiveness? To what extent has Hostos implemented changes that might be indicated by the outcomes data?

A. OIR conducts assessment of institutional effectiveness.

The Office of Institutional Research (OIR) conducts numerous analyses throughout the academic year that relate not just to individual programs (e.g., tutoring in HALC), but also to larger institutional issues and concerns (e.g., student retention; graduation rates). Many of these analyses are conducted on a regular and on-going basis and are provided to decision-makers throughout the College, from the President and the President's Cabinet to division vice presidents, department chairs, program directors, and individual faculty members.

In addition, as specific initiatives have advanced (e.g., reviews of ESL curriculum), ad hoc analyses relating to the specific issues raised have been conducted. These analyses often involve follow-ups of groups of students or the performance of specific sub-groups of students on the CUNY Assessment Tests and/or the CUNY Proficiency Examination (CPE). (D.7.4)

OIR not only provides analyses to the appropriate entities, but also provides explanations and presentations in order to ensure a deeper understanding of the results and the potential implications of the findings.

As Hostos worked on the preparation of this accreditation Self-Study, one of the issues that surfaced was how to establish consistent ways to analyze the mission. Given the multi-faceted nature of the College's mission, how can the College know if programs or services are helping it achieve the mission if there is no common understanding of the mission's essential components? This self-study process provided the College with a forum to engage in this important discussion, which led to the identification of six themes that individuals across the working groups agreed represented the core aspects of the College's mission. Table 7.3 below shows the range of assessment methods, reports, and analyses that are conducted on an ongoing basis and how they relate to each of the six mission themes. All of the assessments are conducted by OIR and other offices on campus and at CUNY Central on a regular basis.

T 7.3: Assessment Methods and Relationship to Each of the Six Mission Themes

Mission Theme	Assessment Methods	Audience	Impact/Changes
Access to HE	Enrollment Analyses Educational Attainment Analyses (Census Data) Income Analyses (Census Data) Zip code Analysis	Enrollment Cabinet President's Cabinet	Enrollment Management Decisions Review of recruitment activities
Diversity and Multiculturalism	Analyses of Student Ethnicity, Home Language, Country of Origin	Enrollment Cabinet President's Cabinet Academic Council	Review of recruitment activities Targeting of student activities

English/Math Skills Development	Performance on CUNY Assessment Tests	Provost and Relevant Department Chairs President's Cabinet Departmental faculty	Review and revision of developmental/remedial education Additional workshops Allocation of resources to remedial education
Intellectual Growth/ Lifelong Learning	Analysis of CPE Results, Library Workshops on Information Literacy, General Education Mapping Tool and related analyses, Spanish content course enrollment Course and Grade Analysis	Provost and Academic Council President's Cabinet Departmental faculty	Resource allocation for general education activities Additional library workshops Review of Spanish content courses (including continuing need) Review of student course performance
Socio-economic Mobility	Graduation Analyses, Assessments of Career Service Activities, Student Transfer Analyses (including PMP data)	Provost and Academic Council President's Cabinet Hostos website Department chairs and program coordinators	Development and implementation of retention programs Renewed focus on students close to graduation and analyses on progress toward graduation Follow-up of graduates and non-graduates (Perkins and individual units)
Community Resources	Continuing Education Enrollment; Arts Center Activities and Impact	President's Cabinet	Increased Arts Center offerings Increased enrollment and wider range of continuing education offerings

Source: Hostos OIR

B. *Divisions conduct assessment of institutional effectiveness.*

In addition to the assessments conducted by OIR, each division, with technical assistance from OIR, conducts assessment of varying depth and breadth. The Office of Academic Affairs has annual end-of-year reports that document all of the activities occurring during the year, in addition to academic program reviews that occur on a predetermined schedule. Further, some programs, mostly in the Allied Health Department, are required to undergo periodic reviews by their outside accrediting agencies in order to maintain their accreditation. (D.7.5-D.7.6)

Annually, the Division of Administration and Finance develops goals and objectives for each of its offices, which include financial and business administration, facilities, and technology. The performance on these goals is then used by the individual offices, in conjunction with the vice president of the division, to develop the plans for the coming academic year. These plans then form the basis for goals and objectives in that year. (D.7.7)

The Division of Student Development and Enrollment Management (SDEM) is currently in the process of formalizing its goals and objectives. However, much of the assessment of effectiveness within this division comes from the measurement of student satisfaction with various services, including the Registrar's Office, Financial Aid, Admissions, Financial Aid, Career Services, etc. To that end, SDEM conducts ongoing surveys of student satisfaction, as well as using the results from the CUNY OIRA Student Experience Surveys (SES) that are conducted every two years. (D.7.8) Results from those surveys are used to identify areas

of improvement. In addition, SDEM also prepares enrollment management plans each term that are used, in conjunction with OIR projections, to plan for the coming term. Additional details on assessment efforts in SDEM are described by Working Group 4 in response to Question 3 under Standard 9.

Finally, since the Division of Institutional Advancement just recently hired a permanent vice president to oversee the work, and the Division of Workforce Development was just established, assessment efforts are just getting started in these divisions. Although the PMP contains some summary information on fundraising, and some benchmarks related to workforce development (e.g., continuing education), more detailed information is required. OIR is working with these divisions to begin the development of goals and objectives that can be used to assess divisional effectiveness.

Table 7.4 below details examples of types of assessment undertaken by divisions as well as examples of changes made based on assessment findings.

T 7.4: Hostos Divisional Assessment Efforts

Division	Types of Assessment	Examples of Changes Made Based on Assessment Findings
Academic Affairs	End-of-Year Reports Course & Grade Analysis	Changes in grade policies and/or course pre-requisites for individual courses
Administration and Finance	Facilities Cleanliness Surveys	Facilities management priorities set (e.g., new cleaning schedules)
Student Development and Enrollment Management	Enrollment Projections Student Surveys	Early closing of transfer admissions Scheduling of student orientations
Institutional Advancement	Fund-raising Results Alumni Participation and Giving	Increased and more focused fund-raising efforts Additional and more focused alumni outreach
Workforce Development	Continuing Education CTEA/Perkins	Increase in courses and supports that provide students with work experience (cooperative ed internships, service opportunities, etc.)

Sources: *Hostos Divisional Reports, Perkins Final Reports*

C. CUNY requires institutional effectiveness assessment as part of its annual Performance Management Process (PMP).

Related to and included in the above assessment methods are the goals and targets of the PMP. As discussed elsewhere, the PMP is developed by CUNY and sets broad goals for the university. Within that context, each college sets targets that assess specific programs and initiatives, as well as the college's targets on the CUNY-identified goals. The university uses these targets to assess the overall performance of each college. (D.7.9)

The individual targets for Hostos, like other CUNY colleges, relate to a range of issues and concerns within the college. These include development of new programs, targets on student performance, retention, and graduation, assessments of operational efficiency and/or student satisfaction with individual offices (e.g., Registrar, Financial Aid, Business Office, Facilities, etc.), fundraising, and technology.

D. Hostos makes changes based on outcomes data – and will do even more under new Strategic Plan.

Table 7.4 on the previous page documents some of the changes that have been implemented as a result of the data that have been provided by the divisions. The data are used by the President's Cabinet and the divisional vice presidents to make changes to the academic program (e.g., increase the number of skills preparation workshops), the facilities plans (e.g., building maintenance), and student services (e.g., improve student retention).

However, the most overarching impact of the data has been the development of the College's new Strategic Plan. Information on student enrollment, performance, and graduation were central in identifying the key elements in the plan. Further, the data were used to set the annual goals and methods of assessment.

While the mission provides a loose framework for institutional effectiveness (along with the six mission themes, discussed previously), the Strategic Plan will now become an organizing framework for annual operating plans, using existing data in a better and more focused manner.

Question 3: How is Hostos using outcomes assessment and program assessment as part of the resource allocation and planning process?

The results from academic course and program assessments are discussed in greater detail in Standard 14, Question 1. In terms of using the results of these assessments as part of resource allocation and planning, the committee concluded that while there is evidence of the impact of assessment on program planning, as described in the examples below, the evidence with regard to resource allocation is less clear.

In the case of course level outcomes assessments, most faculty use the information obtained to make specific changes to their courses, which would not usually impinge, directly or indirectly, on resource allocation and/or planning. In some instances, particularly in multi-section courses (e.g., SOC 101), the results of the outcomes assessment studies have resulted in changes that may not require any additional resources or institutional level planning (i.e., development of a departmental final examination, course syllabus, and institution of a single textbook). However, some of these changes may have implications for departmental budget requests (e.g., a scanner for scoring department-wide examinations).

Some additional examples of how assessment has been used to inform resource allocation and program planning are:

- The assessment of the fall 2005 pilot sections of ENG 094 (remedial writing course for students who almost passed the writing examination) showed that students who enrolled in the course had substantially higher pass rates on the CUNY writing assessment (for 69.2% for students participating in the pilot sections versus 47.7% for comparable students not in the pilot sections). As a result, the course was made permanent and continues to be offered, with continued high pass rates on the CUNY writing test. In more recent years, students in ENG 094 continue to outperform students in ENG 091 (e.g., 80.0% versus 55.1% in fall 2010, 81.8% versus 55.6% in fall 2011).

- VPA 192 (Public Speaking), a multi-section course that adopted the use of rubrics to assess student performance on the final speech. Because of the need to have sufficient copies of the rubrics available to assess each student, the photocopy budget had to be increased. This increase in allocation was a direct result of the findings from the assessment study completed in the prior term.
- The Education Department was the first to complete program level assessment. As a result of the findings from the assessment, changes were made in how students are advised in that department (i.e., now faculty provide ongoing advisement throughout the semester instead of only at the end of the semester).
- The Dental Hygiene program conducted a graduation survey as part of its accreditation review process which was completed in fall 2011. The program will use the results from the review committee's final report to make changes that will strengthen the training students receive. Hostos expects to receive the review committee's report in spring 2012.
- The Office Technology program is currently undergoing a revision of its entire program as a result of some of the issues identified by the program level assessment and subsequent review and revision of that program's mission. The proposals for the revised program are scheduled to be sent through the Hostos governance process during the 2011-2012 academic year.
- The Hostos Academic Learning Center (HALC) and the Academic Computing Center (ACC) conduct student satisfaction surveys each term. The results from these surveys are used to plan service schedules for the next term, as well as the number of tutors that will be available.

The above are some examples of how the College uses course and program assessments to inform resource allocation and planning decisions. However, as the above analysis shows, the results from course and program assessments are not systematically used to influence resource allocation and planning decisions. This is a major area of focus within Hostos' new Strategic Plan also referenced in response to Standard 2, Question 3 by Working Group 2.

Question 4: To what extent are students involved in the assessment of institutional effectiveness?

In some places, students inform assessment of institutional effectiveness; however, Hostos could do more to systematically improve and increase student input and use it as part of the institutional-renewal process.

Hostos solicits student participation in surveys, focus groups, and related activities designed to provide information that will inform institutional effectiveness. Table 7.5 shows some of the ways in which students are requested to participate.

T 7.5: Student Participation in Informing Institutional Effectiveness

Activity	Purpose	How Frequently	Method of Solicitation	Approximate Response Rate
Student Feedback Evaluations	Student opinions of faculty	Each fall and spring term	E-mail, faculty announcements, posters, flyers, etc.	About 20 percent of student population
General Education Mapping Tool	Student exposure to Gen Ed competencies in courses	Each fall and spring term	E-mail, faculty announcements, posters, flyers	Less than 10 percent of student population
Library, HALC, and Academic Computing Surveys	Satisfaction with services provided	Each fall and spring term	Students who participate in services are requested to respond	Less than 10 percent of student population
SDEM Surveys	Satisfaction with student services	On-going	E-mail	On-going surveys, but typically less than 10 percent
CUNY OIRA Student Experience Surveys	Feedback on experience at CUNY and satisfaction with services	Every other year	E-mail, mail	About 20 percent of 1,000 students
Gardner Institute Foundations of Excellence Student Survey	First-year experience	One time only	E-mail and follow-up e-mail	Less than 10 percent
Strategic Plan Student Focus Groups	Identify issues of concern for students that related to Strategic Plan issues	One time only	Through SDEM	20 students in 2 sessions

Sources: Hostos OIR and divisional analysis (OAA and SDEM)

As evidenced in the table above, for the most part, students do not participate in large numbers, even when the activities in question are for their own benefit.

Question 5: To what extent has the college developed processes to measure, assess, and manage external environmental factors such as budget cuts; population shifts; and cost-effectiveness and relevance of academic programs?

While Hostos does not have full control over its budget and resource allocation processes, there are a number of specific things that are being done to ensure that the college is not overwhelmed by outside factors such as population shifts, employment needs, economic cycles, etc. To that end, the college has activities and committees that meet to assess the impact of these and other related external issues. Table 7.6 summarizes some of the activities already in place.

T 7.6: Assessing Impact of External Factors

Issue/External Factor	Responsible Entity	Role	Example of Impact
Student Enrollment	Enrollment Management Cabinet	Review enrollment projections for coming term; plan for changes in enrollment	Now the application process has a deadline to ensure sufficient space for students
Relevant Curriculum	CWCC; Academic Program Review; Environmental Scanning Committee	Review existing programs to ensure relevance	Closing Microcomputers for Business program; creation of Digital Design and Music programs
Workforce Needs	Environmental scanning committee – in place 2007 to 2009; reconstituted 2011-12	Review job needs and recommend program development, etc.	Recommended closing of programs where the curriculum did not meet workforce skills

Sources: Hostos OAA Reports

Recognizing the need for greater coherence in the College's approach to environmental factors, Hostos will reconstitute environmental scanning on campus. In 2011-12, it will begin a process that the College will repeat every three years that includes:

- Tracking external trends such as:
 - Community education and training needs
 - Labor market research data
 - Educational and labor market stakeholders
- Analyzing how Hostos fits within the education and training landscape, particularly within New York City and the South Bronx, to ensure it is filling an appropriate niche that is consistent with its mission; and
- Producing a report that is circulated to the Hostos community to inform operations and program decision-making. Hostos will also engage Bronx leaders in a discussion of key findings to inform community partnerships.

The environmental scanning process will yield data on external trends relevant to the College's planning and decision-making processes. This process will help administrators, chairs, coordinators, and unit directors translate this data into the creation of new courses and programs, adaptation of existing ones, and phase out of those that are no longer relevant or sustainable given external economic, social, and political trends impacting the College.

Question 6: To what extent has the college developed processes to measure and assess students' achievement and success after graduation? How are these data used for institutional planning?

A. A number of processes and methods exist for assessing students after graduation.

There are a number of activities that are occurring both at Hostos and CUNY that provide information about graduates. (D.7.10-D.7.12) Below is a summary of those activities:

- The Dental Hygiene program periodically surveys its graduates to ascertain their opinions about the program and their experiences while at Hostos. The results, which are required by their accreditation process, are used to strengthen the Dental Hygiene program, particularly in providing feedback on areas in which students felt they need additional preparation.
- The Radiologic Technology program surveys its graduates to solicit their opinions about the program between six and eight months after the students graduate. The results of the surveys are used as part of their accreditation process (mandated benchmarks). In addition, the results are used to make appropriate changes to the program to better prepare students, especially given the constantly changing nature of Radiologic Technology.
- The four Allied Health programs (Nursing, L.P.N., Dental Hygiene, and Radiologic Technology) annually report the performance of their graduates on their professional licensure or certification examinations. For Dental Hygiene and Radiologic Technology these results continue to be outstanding providing validation of their programs' efficacy. Because performance on the NCLEX (the Nurse Licensing Examination) has not been as high as expected, faculty are using the results to make appropriate changes to that program.
- The Education Department surveys graduates from its three programs (Early Childhood Education, Health and Aging, and Community Health) as part of its assessment process. The survey seeks to obtain information about how well the program prepares students for future work, as well as preparing them for further education, as they move towards the bachelor's degree and further.
- CUNY OIRA conducts annual surveys of graduates from associate degree programs as part of the Career and Technical Education Act (CTEA) funded program. CUNY OIRA conducts these surveys on behalf of the associate degree programs across CUNY. The CTEA program provides funding for activities related to strengthening the education of students in vocational and career programs. One of the CTEA requirements is to ascertain what program graduates are doing 6 months and 12 months following graduation. The results are reported both to the individual colleges and the New York State Department of Education.
- The PMP, produced by CUNY, contains several pieces of information pertaining to graduates. These include:
 - Six-year graduation rates for first-time full-time freshmen
 - Percentage of associate degree graduates transferring to CUNY senior colleges in the fall term following graduation
 - First term GPA of transfers (with or without an associate's degree) to CUNY senior colleges
 - One-year retention rates of transfers (with or without a degree) at senior colleges
 - Percentage of first-time freshmen enrolling in a college outside of CUNY within six years of entry without having earned a degree from Hostos.

B. *Data are used in institutional planning.*

Various individuals and committees, including the President's Cabinet, the Academic Council (department chairs), and the Enrollment Management Cabinet, use this data periodically during the academic year. These data, except for those in individual departments, are regularly reported on and presented by the Office of Institutional Research.

As discussed above, performance on the licensure and certification examinations, especially in the Allied Health and Education programs, is reviewed annually to determine what, if any, changes are needed and/or appropriate to better prepare students. Notwithstanding these efforts, there is a scarcity of evidence that in other areas of the College these data are used in institutional planning.

Graduation and transfer data were used to formulate the college's emphasis on student graduation and continued higher education in its 2011-16 Strategic Plan. (D.7.13) The 2011-16 Strategic Plan includes specific activities and outcomes designed to increase graduation rates and improve student transfer to senior colleges.

Relationship to Other Standards

Analysis of the strength of Hostos' institutional assessment efforts connects to analysis across all other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
2	2 - Planning, Resource Allocation, and Institutional Renewal	3
4	9 - Student Support Services	3
6	12 - General Education	1,2
7	14 - Assessment of Student Learning	1

Recommendations

1. Increase the development of assessment activities, particularly in the non-academic divisions, to ensure that assessment is properly and consistently implemented.
2. Expand resources for institutional assessment to further demonstrate the importance and centrality of assessment to the entire college community.
3. Ensure that Goal 3 (Culture of Continuous Improvement and Innovation) of Hostos' new Strategic Plan is infused across divisional operational plans.
4. Regularly survey graduates to determine their activities and status since graduating.
5. Use findings more clearly and systematically from course and program assessment in resource allocation and institutional planning decision-making processes, particularly at the departmental level.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Summary of Findings and Conclusions

The analysis of assessment activities at Hostos shows that the number of faculty engaged in student-outcomes course assessment has continued to grow over the past several years.

Results further show that those faculty and departments have used the assessment results in a variety of ways to improve teaching and learning. However, the number of faculty and departments engaged in the assessment of SLOs needs to continue to increase and the College needs to do a better job of ‘closing the loop’ in terms of using the results of the assessments.

A great deal of additional information is continuously being made available regarding student performance across a range of issues including course grades, performance on CUNY assessment tests, and graduation, as well as student learning outcomes in individual courses and programs. Data is also beginning to be collected on student online learning. These data are being used in a variety of ways to develop programs and courses that will improve student success. Overall, the available data and information are informing decisions. However, there is still no consistent application of student performance data and outcomes assessment results to assess student success.

The processes and procedures that are used by Hostos to assess student learning, are, for the most part, appropriate and aligned with the goals and objectives of the College mission, as well as the missions of individual departments, units, and programs. Further, because the procedures are sufficiently flexible, they are readily adaptable to the specific needs of individual courses and programs and, as such, are appropriately aligned.

Working group 7 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusions is presented in the following report.

Working Group 7 - Standard #14 Report

Question 1: To what extent are faculty engaged in assessing student learning outcomes and how is the faculty using that information to improve teaching and learning?

A. Many faculty have been engaged in student learning outcomes assessment on campus.

In Working Group 5’s response to Standard 10, Question 1, Hostos describes the range of tools and activities which faculty use and are engaged in to improve learning outcomes.

Since Student Learning Outcomes (SLOs) assessment was instituted on campus in the early 2000's, over half of full-time faculty have participated in the assessment of 95 different courses. In addition, all degree programs have completed or are in the process of doing program assessment.

See Appendix 14.1 for a list of courses assessed. See also Working Group 6's findings in response to Standard 11, Question 2 for more details on program assessment activities.

B. Numerous examples exist that demonstrate how results from assessment have impacted teaching and learning in courses and programs.

Table 14.1 below gives examples of how results from course assessment have impacted teaching and learning. Additional examples are provided in Appendix 14.2.

T 14.1: How Course Assessment Has Impacted Teaching and Learning - Examples

Course Name	Timeframe for Assessment	Assessment Activity	Changes that were made
PSY 101	Fall 2008-present	Pre-post testing of student performance linked to SLOs	Established baseline knowledge on core SLOs of students taking PSY 101; established ongoing SLO assessment mechanisms
DEN 219	Fall 2010-present	Student surveys, review of syllabus to incorporate SLOs, technical assistance with faculty	Incorporated SLOs on the syllabus and assessment checklists into clinical manual; established ongoing SLO assessment mechanisms
GER 102	Spring 2006-present	Alumni surveys and course revision	New textbook selected and syllabus revised. Course piloted as a double period and incorporated site visits to senior centers; established ongoing SLO assessment mechanisms

Source: Hostos OIR

Table 14.2 below gives examples of how results from degree program assessment have impacted teaching and learning. Additional examples are provided in Appendix 14.3.

T 14.2: How Program Assessment Has Impacted Teaching and Learning - Examples

Program Name	Timeframe for Assessment	Assessment Activity	Changes that were made
Digital Design	Fall 2010-present	Portfolio Assessment	Changed curriculum based on student performance on Portfolio Assessment; structured advisement activities for program students.
Dental Hygiene	Fall 2009-present	Conducted Survey; Conducted Assessment Workshops	Aligned Program SLOs with Dental Hygiene Courses; created Assessment Checklists; revised course level SLOs and incorporated SLOs to syllabus; revised Clinical Manual to include new assessment instruments.

Source: Hostos OIR

In addition, with the continuance of academic program review, additional work will be forthcoming regarding the assessment of student learning.

Finally, as discussed in response to earlier questions in this Working Group, student learning outcomes assessment is a core priority for the College under the 2011-16 Strategic Plan. As the College tries to strengthen its culture of continuous improvement and innovation (goal 3 of the plan), it will build on its strong course and program assessment base, focusing on how to ensure greater use of assessment findings to improve teaching and learning.

Question 2: How well is Hostos making use of existing data on student learning outcomes to define and improve students' success?

Hostos collects a wide range of data from course-level outcomes assessment to performance on mandated CUNY assessment tests. More importantly, the data are clearly being used in a variety of settings to assess student performance and better gauge student success.

Some specific examples include the performance of students in the Hostos Success Academy (discussed in Working Group 4, Standard 9, Questions 1 and 2). That program was developed to provide English-dominant students with low reading and writing scores a course that would more closely address their needs. Each semester, the performance of these students on both the reading and writing tests, as well as student retention, are reviewed and the results used to improve the program. For example, because Hostos Success Academy student performance on the reading test has not shown meaningful improvement for the last few terms, additional reading enrichment has been added to the program (e.g., more one-on-one reading assistance, more reading assignments, etc.).

In addition to the outcomes assessment work described in response to previous questions, with the development of the General Education competencies, Hostos is beginning to identify and assess student performance across the entire range of courses and programs offered. Through the use of the General Education Mapping Tool, Hostos is able to identify the courses in which students are being exposed to each of the 19 General Education competencies developed by the faculty. Use of the Mapping Tool is increasing among both faculty and students. In addition, a new reporting format is making the results more useful to faculty.

Concurrent with the development of the Mapping Tool has been the adaptation of the AAC&U VALUE rubrics by the OAA Gen Ed Committee with faculty input. While remaining true to their initial character, Hostos' adaptations of the rubrics speak to the unique issues facing the College. The resulting rubrics are beginning to be used by faculty by embedding them into their courses and to assess student work (e.g., within VPA 192, "Fundamentals of Public Speaking" and MAT 130, "Computer Literacy"). These results are being paired with findings from the Mapping Tool to produce empirical data on exposure to and performance on the General Education competencies.

Finally, Hostos is beginning to implement e-portfolios that will permit students to collect their work in one place, making it available for assessment on a college-wide basis (e.g., students in the Digital Design & Animation program, MAT 120 "Probability and Statistics", Hostos Success Academy students (ENG 089), LAW 125 "Immigration Law", ENG 091 "Core English" and students in the Hostos Honors program). The expectation is that samples of student work will be assessed providing college-wide assessments of the general education competencies. Results from these analyses will provide aggregated indications of student performance and success. These and additional examples of use of data to improve student success can be found in Appendix 14.4.

Question 3: To what extent is Hostos able to demonstrate that the procedures and processes currently used to assess student learning are appropriate and aligned with the goals and objectives of courses, programs, and the college mission?

As described by Working Group 1 in response to Standard 1, Question 1, each department, unit, and program has developed a mission statement that is consistent with the College's mission. In addition, almost every degree program has developed program level SLOs that are consistent with their mission statement. The exceptions are the new degree programs (e.g., Criminal Justice, Digital Design & Animation, and Digital Music), which are currently working on their program SLOs.

As much of the data are gathered by faculty, an institutional strength is the available website. There are over 13 downloadable forms to guide faculty with PowerPoint presentations, publications in the field, and specific forms to use during assessment.

The Office of Institutional Research has been and continues to be central to guiding faculty through the process and procedures, as well as providing training and feedback for faculty as they work on course and program assessment. The documents and procedures that have been created through that office are continually revised based on faculty feedback assuring that student-learning outcomes are appropriate and aligned with the goals and objectives of courses, programs, and the college mission. Table 14.3 below shows how some of the specific procedures used to assess student learning outcomes are related to the College's mission.

T 14.3: Snapshot of How Student-Learning Procedures and Processes Align with the College Mission

Procedures/ Processes	Access	Diversity	English/Math Skills- Development	Intellectual Growth	Socio- economic Mobility	Community Service
Professional Development Around Assessment			On-going training for faculty on CUNY skills tests	Gen-Ed efforts on critical-thinking skills and rubrics		
Course Assessment Matrix			Course assessment to ensure students are learning	Course assessment using SLOs to ensure students learn what is taught		Assessed as part of a component within a course/ program
Program Map				Ensures students learn what is needed by completion of program; Gen-Ed mapping tool	Ensures students are learning what they need to obtain employment	

On-line Resources	Record available online for student access					
Data-Analysis Resources		Assesses that the needs of all students are met			Graduation rates; Career-Services surveys and analyses	

Source: Hostos OIR

Question 4: How does Hostos gather information on student use of technology? What is the impact of technology on student learning at the college and how is the college using that information?

A. Hostos gathers information about student use of technology from a variety of sources.

Information about student use of technology is obtained from several streams of data gathering. Depending on how and where student technology use occurs, data are obtained from different sources. Below is a summary of each of the sources:

- CUNY OIRA Student Experience Survey (SES): conducted every two years, this survey samples students from all of the CUNY colleges. One section of the SES deals specifically with student use of technology. Questions posed include the type(s) of technology regularly used by the students, the kind of off-campus internet access the student has, and the frequency with which the student uses campus-provided technology (e.g., Blackboard, on-line library services, registration, campus e-mail, computer labs, wireless internet, etc.). Because the survey is CUNY-wide, responses by Hostos students can be compared to other CUNY community colleges, as well as to the entire University. The SES results are available on the OIRA website. (D.7.14)
- Library Workshops: The Hostos Library conducts numerous workshops on information literacy, database searching, plagiarism, and finding articles, as well as specific workshops for individual courses. Following each of these workshops, the students complete an on-line survey asking their opinions about the workshop and what they learned. (D.7.15) Results have been used to develop workshop content, create online workshops, and inform evaluation of faculty effectiveness in conducting these workshops.
- Office of Education Technology (EdTech), formerly the Office of Instructional Technology (OIT): EdTech conducts workshops for both students and faculty throughout the academic year. There are separate student workshops for Blackboard, MS Word, Excel, and PowerPoint, Using Hostos E-mail and the Internet, as well as specific workshops for individual courses. At the conclusion of each workshop, students are requested to complete a brief survey about their workshop experience. The responses are posted on the Hostos website. (D.7.16) Findings are used to improve workshop content.

- Academic Computing Center (ACC): Each semester, the ACC requests that students complete an online survey. The survey asks students to provide their opinions about the quality and availability of the services (including tutoring), the quality of the facilities and hardware, the usefulness of the available software, and a range of other issues. Responses are tabulated and posted on the Hostos website. (D.7.17) Findings are used as part of facilities planning and to inform software purchases.

B. Technology services assessed and, in some cases, results from these assessments are used to improve services.

Some data are used to assess the impact of technology on student learning. However, this tends to be focused on specific topics, issues or initiatives.

For example, assessment is conducted that compares grades and retention of students in online and hybrid courses with students taught in the same courses without any technological enhancement. These results have shown that students in many technologically-enhanced courses (and sections of courses) have higher grades and are more likely to complete the course than students in the non-enhanced courses or sections.

Assessment is conducted on the impact of the Library workshops on students, which teaches students how to use technology effectively in their courses. An unpublished study conducted by the Library, in conjunction with OIR, found that students who had participated in the Library workshops had higher GPAs and higher rates of persistence than students who had not participated in the workshops. Further, since the students included in the student workshops were all in ENG 091 (remedial writing), it was found that the students in sections requiring participation in the Library workshops had a higher pass rate on the CUNY writing test than students in sections that did not require such participation. (D.7.18) Because the required English courses mandate these workshops, the number of workshops has increased steadily since 2004-05, as described by Working Group 6 in response to Standard 11, Question 4.

As noted above, both EdTech and ACC conduct surveys of students participating in their workshops or using their services. Units to improve the services and the quality of their workshops use the results of these surveys, along with the Library survey results. The results are also used, in part, to determine if additional topics or issues should be included in the existing workshops or if new workshops should be developed.

Relationship to Other Standards

Analysis of the strength of Hostos' assessment of student learning efforts connects to analysis across many other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
1	1 - Mission and Goals	1
4	9 - Student Support Services	1,2
5	10 - Faculty	1
6	11 - Educational Offerings	4,6

Recommendations

1. Continue to expand and systematize the use of student learning outcomes assessment.
2. Increase and expand faculty training on the use of outcomes assessment to further improve teaching and learning.
3. Incorporate data from SLOs and other sources into curriculum development and classroom practice to better ensure successful student performance.
4. Encourage faculty to incorporate Gen Ed competencies into courses and outcomes assessment methods to improve teaching and learning, particularly in multi-section courses.
5. Periodically review the alignment of assessment procedures and processes with the College mission.
6. Develop and implement a comprehensive assessment of the impact of technology on student learning, including clear indications as to how the results will be used.
7. Develop benchmarks against which student performance can be better assessed, especially for ESL and remedial/developmental students.

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#1: Mission, Goals & Integrity <i>Standards 1 and 6</i>	Mercè Pujol	Cynthia Jones, Chair	Lecturer, English Department
		Yvette Luyando, Co-Chair	Executive Administrator for Enrollment Support
		Lillian Morales	Enrollment Projects Manager
		Linda Anderson	Professor, Behavioral & Social Sciences
		Arnaldo Bernabe	Director of Public Safety
		Craig Bernardini, Recording Secy.	Assistant Professor, English Department
		Gina Cicco	Assistant Professor, English Department
		Roy Debashish	Assistant Professor, Natural Sciences
		Francisco Fernández	Assistant Professor, Natural Sciences
		Gissette Forte	Executive Assistant & Operations Manager
		Gregory Marks	Assistant Professor, English Department
		Zvi Ostrin	Assistant Professor, Natural Sciences
		Alida Pastoriza	Professor, Allied Health
		Carlos Sanabria	Associate Professor, Humanities
		Diana Sánchez de Peña	Student
		America Trinidad	Lecturer, Education

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#2: Planning, Resources, & Institutional Renewal <i>Standards 2 and 3</i>	SVP Esther Rodríguez-Chardavoyne	Hector López, Chair	Associate Professor, Chair, Business Department
		Steve Delgado, Co-Chair	Dean, Facilities Management
		Ken Acquah	Business Manager, Bursar's Office
		Robert Cohen	Chair/Professor, Language and Cognition
		Fanny Dumancela	HEO Associate, Information Technology
		Amanda Flores	Student
		Ana García Reyes	Associate Dean, Community Relations
		Carl Grindley, Recording Secy.	Associate Professor, English Department
		Rhonda Johnson	Assistant Professor, Head of Access Services/Library

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
		Karin Lundberg	Assistant Professor, Language & Cognition Department
		Peter Mertens	Deputy Director, Adult & Continuing Education
		Christine O'Reilly	Associate Professor, Allied Health Sciences
		Vladimir Ovtcharenko	Assistant Professor, Natural Sciences
		Jagdish Patel	Associate Dean of Budget
		Rees Shad	Assistant Professor, Humanities
		Elizabeth Wilson	Director, College Now

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#3: Leadership, Governance and Administration	VP Nathaniel Cruz	Catherine Lyons, Chair	Assistant Professor, Library Department
<i>Standards 4 and 5</i>		Mercedes Moscat, Co-Chair	Executive Associate, Office of the President
		William Baker	Associate Professor, Mathematics Department
		María Cano	Director, COPE Program
		Lizette Colón	Counselor/Lecturer, Counseling Department and PSC Chapter Chair
		Mark Cruz	Student
		Olen Díaz	Assistant Professor, Mathematics Department
		Sue Dicker	Professor and Chair, English Department
		Jason Libfeld	Student Leadership Coordinator
		Maya Sharma	Assistant Professor, English Department
		Lourdes Torres, Recording Secy.	Executive Assistant to the Provost and Director of Administration, Budget & Grants Management

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#4: Student Admissions, Retention and Support Services <i>Standards 8 and 9</i>	Alice W. Cunningham	Sandy Figueroa, Chair	Assistant Professor, Business
		Linda Alexander Wallace, Co-Chair	Director of Counseling
		Frantz Alcindor	Director of STARS
		Bronislaw Czarnocha	Professor, Mathematics Department
		María Grieco	Director of College Discovery
		Laurel Huggins	Associate Registrar
		Carol Kashow	Director of Athletics
		Isabel Li	Director of the Hostos Academic Learning Center
		Minfeng Lin	Director of Student Development Information Service
		Elvis Lockward	Assistant Director of Admissions
		Mildred Rabry	Lecturer, Language and Cognition
		Jerry Rosa	Director of Student Activities
		Lisanette Rosario, Recording Secy.	Cooperative Education Coordinator
		Shakesque Singleton	Student
		Mohammad Sohel	Assistant Professor—Natural Sciences
		Elyse Zucker	Assistant Professor--English

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#5: Faculty <i>Standard 10</i>	Juan Preciado	Lew Levine, Chair	Assistant Professor, Language and Cognition
		Carlos Molina, Co-Chair	Dean, Special Programs
		Sarah Church	Assistant Professor, Early Childhood Education
		Matthew Flaherty	Librarian/Assistant Archivist
		Ernest Ialongo	Assistant Professor, Behavioral/Social Sciences

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
		Paula Korsko	Assistant Professor, Language and Cognition
		Juan Lacay	Coordinator Advisement, Allied Health
		Miriam Laskin, Recording Secy.	Assistant Professor, Library
		Angel Morales	Lecturer, Humanities
		Nelson Nuñez-Rodríguez	Assistant Professor, Natural Sciences
		Jamila Outlar	Student
		Silvia Reyes	Assistant Director, Hostos Academic Learning Center
		Alexander Vaninsky	Associate Professor, Math

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#6: Educational Offerings, General Education, and Related Educational Activities <i>Standards 11, 12, and 13</i>	Provost Carmen Coballes-Vega	Teresa Justicia, Chair	Assistant Professor, English Department
		Roland Velez, Co-Chair	Director of Admissions and Recruitment
		Lorraine Altman	Assistant Dean, Adult and Continuing Education
		Amanda Bernal-Carlo	Associate Dean, Faculty Development & Curriculum
		Félix Cardona	Assistant Professor, Behavioral/Social Sciences
		Michael Cisco	Assistant Professor, English
		Nydia Edgecombe	Director, Alumni Relations
		Andrea Fabrizio, Recording Secy.	Assistant Professor, English
		Flor Henderson	Assistant Professor, Natural Sciences
		Christine Hutchins	Assistant Professor, English
		James Kennis	Assistant Professor, Math
		Jamila Outlar	Student
		Lee Phillips	Assistant Professor, English
		Yoel Rodríguez	Assistant Professor, Natural Sciences
		Julie Trachman	Assistant Professor, Natural Sciences

Hostos Community College Self-Study Working Group Composition			
Working Group	Steering Cmte Liaison	Members	Titles
WG#7: Institutional Assessment & Student Learning Assessment <i>Standards 7 and 14</i>	Professors Diana Díaz & Geraldine Ruiz	Linda Hirsch, Chair	Professor, English Department
		Deirdre Aherne, Co-Chair	Assistant Dean, Student Development and Enrollment Management
		Terrence Brown	Deputy Registrar
		Kevin Carmine	Purchasing Director
		Sarah Church	Assistant Professor, Education Department
		Marino Cornel	College Lab Technician, Humanities Department
		Elvir Dincer	Assistant Professor, Allied Health Department
		Jacqueline Disanto, Recording Secy.	Assistant Professor, Education Department
		Charles Drago	Associate Professor, Allied Health Department
		Rebecca Hoda	Director of Career Services
		Andrew Hubner	Lecturer, English Department
		Sonia Maldonado	Lecturer, Counseling Department
		Jovan Martínez	Student
		Olga Steinberg	Assistant Professor, Natural Science Department

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
1.1	1	All divisions, departments, and units within the College should conduct more regular review of the extent to which their activities reflect the six major mission themes. The findings from this ongoing analysis should be consolidated and disseminated periodically to the College community. For example, as the new strategic plan is implemented, divisions should contribute to a campus-wide annual report on progress toward achieving outcomes and performance indicators laid out in the plan. See Working Group #7 for more recommendations on how to strengthen the culture of assessment on campus.	ALL		VPs	✓	✓			
1.2	1	As outlined in the new five-year strategic plan, the College should engage in more activities to encourage intercultural dialogue and multicultural learning – an aspect of the mission that deserves even greater attention. For example: <ul style="list-style-type: none"> • Hostos should engage other historically Hispanic and African American-serving colleges in dialogue that would help to address and contextualize the challenges the college faces. • Deepen outcomes assessment of Hostos' current bilingual, developmental, and ESL offerings. 	President's Office and OAA	Affirmative Action and OIR	Directors	✓	✓			
1.3	1	The College should continue to draw on the strength of its multiple constituencies in order to translate strategic goals into programs, courses, and initiatives.	Cabinet		VPs		✓	✓	✓	✓
1.4	1	Expand opportunities for international exchange and deepen foreign language learning aspects of programs.	OAA		Ass't Dean	✓				

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
2.1	2	Make the CUNY and Hostos budgeting processes more transparent to the Hostos community and more publicly communicate the different ways in which the College is financially resourced. For example, Hostos could publish budget information on its website and host some open forums where the budgeting process is explained.	Admin. & Finance	Budget	Director	✓	✓	✓	✓	✓
2.2	2	Strengthen discretionary revenue fundraising. This is a cross-cutting recommendation, also referenced by Working Group #1, to decrease dependency on CUNY's formula-driven budget process.	Institutional Advancement		Director	✓	✓	✓	✓	✓
2.3	2	Analyze best use of College's financial resources, using new strategic plan as a frame, to support the goals and strategies outlined for 2011 – 2016. Indicate distinction between tax-levy funded and non-tax-levy funded resources.	Cabinet	Finance	SVP	✓	✓	✓	✓	✓
2.4	2	<p>Strengthen planning at Hostos by setting guidelines related to engagement, assessment, and reporting, and creating aligned planning systems. For example:</p> <ul style="list-style-type: none"> • Revisit all major existing plans (e.g., enrollment management plan, facilities master plan) in light of the new strategic plan to ensure goals' alignment. • Establish clear guidelines for the creation of new plans, including annual operating plans across divisions. The processes, the formation of timelines, and the expectations for engagement, assessment, and sharing of updates should be clearly laid out. • Ensure that all new plans are developed via inclusive processes and communicated to the larger Hostos community to ensure increased engagement across the ranks of faculty, staff, and students. • Formalize plans by balancing its ideal state and day-to-day realities. Consider current state and desired future state in development of annual operating plans—follow pragmatic steps to achieve alignment outcomes. • Identify planning and resource allocation best practices at similar institutions and explore how these insights might influence the implementation and alignment of Hostos' systems moving forward. 	Cabinet & OAA	OIR	VPs	✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

			Responsibility			Years Addressed				
Standard	Working Group	Recommendation	Division	Unit	Assigned to	12	13	14	15	16
3.1	2	Establish guidelines for how and when Hostos vice presidents should engage chairs and coordinators of departments and units across divisions in the budgeting process, as well as how chairs and coordinators should seek input from their departments and units on budget-related issues. This will further ensure that Hostos' budget process responds to faculty and administrative needs.	Admin. & Finance	Budget	Director		✓			
3.2	2	Formalize mechanisms for assessment of resource allocation – to strengthen the review of effectiveness of resources expenditures. For example, institute regular assessment of technologies and technology applications that have potential to increase productivity of staff, reduce expenses, and provide students with the latest technology tools.	Cabinet		VPs		✓			
3.3	2	Ensure that all teaching faculty will continue to monitor and develop all curricular issues related to technology.	OAA and Admin. & Finance	Ed. Tech. & OIT	Directors	✓	✓	✓	✓	✓
3.4	2	Better connect academic program and scholarship needs assessment to fundraising strategy development. For example: <ul style="list-style-type: none"> Review annual divisional operational plans and reports to set future college-wide fundraising targets for academic support, discussed and agreed upon by the President and his Cabinet. 	OAA, SDEM & Institutional Advancement	VPs		✓	✓	✓	✓	✓
3.5	2	Formalize when facilities analysis takes place in the creation of new academic, student support, and continuing education & workforce development (CEWD) programs and initiatives.	OAA, Admin. & Finance and CEWD	Campus Facilities	Deans	✓				
3.6	2	Review operational plans produced, to ensure facility needs can be met before new programs, courses, services, and initiatives are created.	Admin. & Finance	Campus Facilities	Dean		✓	✓	✓	✓
3.7	2	Review the current room usage throughout the campus to improve utilization of instructional and non-instructional spaces.	Admin. & Finance	Campus Facilities	Dean & Director	✓	✓	✓	✓	✓
3.8	2	Continue to seek other funding sources for capital dollars (e.g., through Bronx Borough President and City Council discretionary funds, targeted grant requests, and fundraising from alumni and other individuals).	President's Office & Institutional Advancement	VP		✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
4.1	3	Explore the possibility for creating a Faculty Council that would deal with faculty issues, especially curricular items.	College Senate		College Senate			✓		
4.2	3	Adopt the revised Hostos Charter of Governance.	College Senate		College Senate	✓				
4.3	3	Promote more effective functioning of the Senate. For example: <ul style="list-style-type: none"> • Provide annual orientation to new Senate members. • More strongly enforce existing rules surrounding attendance and remove members who consistently do not attend meetings. • Strongly consider having alternate faculty, student and staff members to ensure quorum. • Implement the new Senate voting technology as soon as possible. • Enforce procedural rules of the Senate that gets business done in a more timely manner (e.g., Robert's Rules) 	College Senate		College Senate	✓	✓			
4.4	3	Identify new ways to address the community service aspect of our mission in Hostos' various governance bodies. For example, ways for students, faculty, and staff to strengthen their service to the community.	Cabinet		VPs		✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
5.1	3	Identify specific indicators that consistently and continuously assess the effectiveness of administrative structures – particularly those that support teaching and learning – within each division. Track progress according to these indicators as part of annual divisional operational planning.	Cabinet		VPs & OIR Director		✓	✓	✓	✓
5.2	3	Systematize how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.	Cabinet		VPs	✓	✓	✓	✓	✓
5.3	3	All procedures, timelines, and leadership structures should be well defined and well documented. Details, such as committee members and chairpersons, should be available.	Cabinet		VPs		✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
6.1	1	Offices and departments around the college should focus more regularly on initiating activities that will enhance knowledge of and spur discussion about current ethics policies and procedures (including recent updates), making them part of the campus ethos. For example, efforts could be undertaken to strengthen professional development for faculty and staff on ethics policies.	Cabinet		VPs	✓	✓	✓	✓	✓
6.2	1	The College, in conjunction with university-wide initiatives, should periodically assess compliance with principles of academic freedom.	OAA & College Senate		OAA	Fall ✓	✓	✓	✓	✓
6.3	1	Hostos should more regularly re-examine equitability of treatment as demand for services changes over time. For example, if number of students seeking evening/weekend classes increases, and more adjuncts are brought on board to accommodate students' needs, what adjustments, if any, need to be made?	OAA and Admin. & Finance		Deans	Fall ✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
7.1	7	Increase the development of assessment activities, particularly in the non-academic divisions, to ensure that assessment is properly and consistently implemented.	ALL	OIR	Director	✓	✓	✓	✓	✓
7.2	7	Expand resources for institutional assessment to further demonstrate the importance and centrality of assessment to the entire college community.	Cabinet		VPs & OIR Director		✓			
7.3	7	Ensure that Goal 3 (Culture of Continuous Improvement and Innovation) of Hostos' new strategic plan is infused across divisional operational plans.	Cabinet		VPs & OIR Director	✓	✓	✓	✓	✓
7.4	7	Regularly survey graduates to determine their activities and status since graduating.	Institutional Advancement & OAA	OIR & Alumni	Directors		✓		✓	
7.5	7	Use findings more clearly and systematically from course and program assessment in resource allocation and institutional planning decision-making processes, particularly at the departmental level.	Cabinet		VPs	✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
8.1	4	Develop a strategic plan of communication with its current students through e-mail. The success of the Hobson's Client Relationship Management (CRM) vehicle should be used as a guide for further communication.	SDEM		Deans	✓	✓	✓	✓	✓
8.2	4	Acquire and implement the second phase of the CRM vehicle called Retain. This program allows the college to communicate with all current students, in all aspects of campus life, including academic progress, early warning systems, and referrals to academic services, among other things. Implementation of this program will strengthen the current initiatives already in place.	SDEM & OAA		Deans		✓	✓	✓	✓
8.3	4	Periodically review of admissions catalogs, view books, websites, recruiting and other relevant materials for accuracy and effectiveness.	SDEM	Admissions	Director		✓		✓	
8.4	4	Encourage collective participation in order to stress that recruitment is not the sole responsibility of Admissions. Further delineate the roles to be played in this process by deans, department chairs, and faculty, and encourage collective engagement in this process.	SDEM & OAA	Admissions	OAA Deans & Director of Admissions	✓	✓	✓	✓	✓
8.5	4	Automate the OFA Counter Services Survey to get more data on the students' preferred vehicle of communication.	SDEM	Financial Aid	Director		✓			
8.6	4	Automate data collection regarding tuition assistance programs to include number of users and awards given.	SDEM	Financial Aid	Director		✓			
8.7	4	Increase the level of student participation in pre-college activities such as the Admissions Seminars, Early Advisement, Immersion Workshops, and New Student Orientation.	SDEM, OAA & CEWD		Deans	✓	✓	✓	✓	✓
8.8	4	Structure first-semester learning experiences that strengthen developmental skills.	OAA		Deans	✓	✓	✓	✓	✓
8.9	4	Link pre-college efforts with structured first-semester learning experiences.	SDEM, OAA & CEWD		Deans	✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
8.10	4	Engage in campus dialogue to identify ways to help students better understand their educational options and choices as they relate to their academic progress.	SDEM & OAA	Academic Advisement & Academic Achievement	Directors	✓	✓	✓	✓	✓
8.11	4	Adapt the current first-year student orientation course to be more responsive to different student needs (e.g., triple remedial, developmental, non-developmental).	SDEM & OAA	Deans	Deans	✓	✓	✓	✓	✓
8.12	4	Need better use of available data regarding student performance and progress in order to develop systems and procedures for addressing student attrition/retention.	OAA & SDEM	OIR	OIR Director	✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
9.1	4	More uniform and comprehensive assessment of student support services is needed, especially on the assessment of student advisement.	SDEM & OAA	OIR	OIR Director & EM Dean	✓	✓	✓	✓	✓
9.2	4	Explore the creation of systems and structures to make Hostos' multiple academic and non-academic supports more holistic and accessible to students and responsive to departmental-content needs.	SDEM & OAA		VPs & Deans		✓			
9.3	4	Institute early warning system – Hostos has lots of helpful student supports, but needs a system to coordinate across supports so that it can keep abreast of the whole needs of each student, as well as the aggregate needs of its student body.	SDEM & OAA		Deans		✓	✓	✓	✓
9.4	4	Develop more measures to capture data regarding students' personal and social development to provide better support services and extracurricular activities.	SDEM & OAA	OIR	OIR Director		✓	✓	✓	✓
9.5	4	Increase student awareness of advisement services.	SDEM & OAA	Academic Advisement & Academic Achievement	Directors	✓	✓	✓	✓	✓
9.6	4	Provide ongoing training to faculty advisors to keep up-to-date on requirements relevant to advisement.	SDEM & OAA	Academic Advisement & Academic Achievement	Directors	✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
10.1	5	Pursue additional funding to improve faculty teaching practices and curriculum development centered on improving student learning outcomes.	OAA, Admin. & Finance and Institutional Advancement	VPs	Dean and OIR Director	✓	✓	✓	✓	✓
10.2	5	Expand course assessment and associated faculty development efforts so that it becomes part of Hostos' ongoing culture of student learning outcomes assessment.	OAA	OIR	Dean and OIR Director	✓	✓	✓	✓	✓
10.3	5	Continue the practice begun in Fall 2011 of tracking the effectiveness of the faculty PDIs and other faculty development supports.	OAA	OIR and CTL	Dean and OIR/CTL Directors	✓	✓	✓	✓	✓
10.4	5	Include a category within the department template of the OAA end-of-year report to include service to the college and department. An overall picture of faculty service would help OAA determine which faculty members, tenured or untenured, may be over or under-serving. The end-of-year report for the 2009-2010 academic year included a list of OAA committees and members.	OAA		Dean and Chairs	✓	✓	✓	✓	✓
10.5	5	Establish an annual service award based on evidence provided in the OAA end-of-year report on service. Present this data in tandem with the teacher-of-the-year award and faculty publication/presentation booklet.	OAA	CTL	Dean and Chairs	✓	✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
10.6	5	Track periodically service equity to determine if the group (i.e., untenured faculty) is under or overrepresented.	OAA		Provost and Chairs		✓	✓	✓	✓
10.7	5	Post online all forms and sample documents, as well as an appendix to the guidelines for faculty evaluations, required or optional, that are used in the reappointment, promotion, and tenure processes. In the Guidelines for Faculty Evaluations, include descriptions and forms for all mechanisms and tools used to review faculty (i.e., the Faculty Activity Report, classroom observation forms, student evaluation questionnaire, and annual evaluation forms.)	OAA		Dean and P&B	✓	✓	✓	✓	✓
10.8	5	Create and publish online <i>Adjunct Policies and Procedures Handbook</i> to thoroughly describe policies and procedures, including relevant advisories, contact information, forms and documents.	OAA	CTL and Ed Tech and OIT	Dean and Directors	✓	✓			
10.9	5	Conduct a series of interviews and questionnaires with Chairs and Coordinators to understand and standardize how Hostos supports and mentors its adjunct faculty.	OAA	OIR and CTL	Dean and Directors		✓			✓
10.10	5	Survey adjuncts periodically to identify issues and concerns.	OAA	OIR and CTL	Dean and Directors		✓		✓	

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
11.1	6	Establish a process that is clear and transparent for setting pre- and co-requisites for courses, and also the impact on students of such requisites.	OAA	Dean/CWC C		✓	✓			
11.2	6	Review existing course pre- and co-requisites in light of new requirements for possible review and augmentation, assess their impact on students, and in particular, ESL and developmental students.	OAA	Dean/CWC C			✓	✓		
11.3	6	Provide faculty development opportunities that assist faculty, especially new faculty, to develop strategies for better addressing student needs.	SDEM and OAA	CTL	Deans	✓	✓	✓	✓	✓
11.4	6	Review processes for curriculum development to make them more consistent, informed, and transparent.	OAA		Dean (CWCC)		✓			

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
11.5	6	Communicate to all constituencies the rationale for new programs.	Cabinet		VPs	✓	✓	✓	✓	✓
11.6	6	Continue to ensure that syllabi contain the standardized course description and class requirements.	OAA		Dean and CWCC	✓	✓	✓	✓	✓
11.7	6	Develop and implement a college-wide Hostos syllabi database that is easily accessible through the college's website. (This database should have provisions for opting out and/or redirection to alternate web locations such as Blackboard.)	OAA and Admin. & Finance	Ed Tech and IT	Dean and Directors		✓			
11.8	6	Continue developing, expanding, and requiring course assignments that ask students to access, analyze, and apply information literacy.	OAA	Library	Dean and Chief Librarian		✓	✓	✓	✓
11.9	6	Determine ways to link with other postsecondary institutions to drive promising practices in information literacy.	OAA		Dean and Chief Librarian		✓			

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
12.1	6	Provide support to encourage faculty to understand, utilize, and incorporate the Gen Ed rubrics, syllabi models, e-portfolios, the templates, and the Mapping Tool.	OAA	CTL	Dean and Gen Ed Committee	✓	✓	✓	✓	✓
12.2	6	Provide support to help students understand the importance of obtaining General Education competencies.	OAA	CTL	Dean and Gen Ed Committee	✓	✓	✓	✓	✓
12.3	6	Obtain feedback from graduates in order to develop curricular innovations and enhance our commitment to General Education.	OAA	CTL	Dean		✓	✓	✓	✓

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Division	Unit	Assigned to	Responsibility					Years Addressed				
						12	13	14	15	16	12	13	14	15	16
13.1	6	Review academic remediation areas and student support strategies to effectively integrate basic skills across content areas and enhance student academic success.	OAA and SDEM	Academic Advisement & Academic Achievement	Deans	✓	✓	✓	✓	✓					
13.2	6	Develop an effective and integrated persistence and retention program for students in developmental levels.	OAA and SDEM	Academic Advisement & Academic Achievement	Deans	✓	✓	✓	✓	✓					
13.3	6	Establish early intervention systems such as summer skills immersion programs, improved referral processes, and inter-divisional efforts in identifying, tracking and servicing at-risk students.	OAA and SDEM	Academic Advisement & Academic Achievement	Deans	✓	✓	✓	✓	✓					
13.4	6	Establish and implement rigorous assessment processes and procedures for all continuing education offerings.	CEWD		Dean	✓	✓	✓	✓	✓					
13.5	6	Make assessment results available to potential continuing education consumers and organizational partners, including contractors.	CEWD		Dean	✓	✓	✓	✓	✓					

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
14.1	7	Continue to expand and systematize the use of student learning outcomes assessment.	OAA and SDEM	OIR	Director	✓	✓	✓	✓	✓
14.2	7	Increase and expand faculty training on the use of outcomes assessment to further improve teaching and learning.	OAA	CTL and OIR	Directors	✓	✓	✓	✓	✓
14.3	7	Incorporate data from SLOs and other sources into curriculum development and classroom practice to better ensure successful student performance.	OAA	OIR	Director and Dept. Chairs	✓	✓	✓	✓	✓
14.4	7	Encourage faculty to incorporate Gen Ed competencies into courses and outcomes assessment methods to improve teaching and learning, particularly in multi-section courses.	OAA	CTL	Dean and Director		✓	✓	✓	✓
14.5	7	Periodically review the alignment of assessment procedures and processes with the College mission.	Cabinet and OIR	OIR	VPs and OIR Director			✓		✓
14.6	7	Develop and implement a comprehensive assessment of the impact of technology on student learning, including clear indications as to how the results will be used.	Admin. & Finance and Ed Tech	IT	AVP and Directors		✓	✓	✓	✓
14.7	7	Develop benchmarks against which student performance can be better assessed, especially for ESL and remedial/developmental students.	OAA	OIR	OIR Director and Dept. Chairs		✓	✓	✓	✓

Documentation by Working Group/Standard

Working Group 1

Standard 1

- D.1.1 Hostos Brochure
- D.1.2 Retreat Documentation
- D.1.3 Supreme Court Justice Sonia Sotomayor – Hostos’ 39th Commencement
- D.1.4 Strategic Planning Event Remarks by President Matos Rodríguez
- D.1.5 Hostos Strategic Plan 2011-16
- D.1.6 Hostos Strategic Plan 2011-16
- D.1.7 Strategic Priorities Transition Document (2009)
- D.1.8 Office of Academic Affairs Year End Reports & Annual Plans
- D.1.9 Pathways to Degree Completion--Resolution on Creating an Efficient Transfer System
- D.1.10 Enrollment Plans
- D.1.11 Administration and Finance Year End Reports & Annual Plans
- D.1.12 CUNY Memorandum re CUNY Central Information for Middle States
- D.1.13 Hostos Community College Student Profile -- Fall 2010
- D.1.14 Ethnic Analysis of Hostos Students 2004-09
- D.1.15 Center for the Arts and Culture Website
- D.1.16 Student Activities -- Clubs and Organizations
- D.1.17 Hostos College Catalog
- D.1.18 Student Placement Data
- D.1.19 Hostos College Catalog
- D.1.20 Hostos Academic Learning Center Website
- D.1.21 CUNY Language Immersion Program Brochure
- D.1.22 Latest Trends in Community Colleges: A Literature Review
- D.1.23 Student Leadership Academy Webpage
- D.1.24 Hostos Center for Arts and Culture Website
- D.1.25 Hostos Strategic Plan 2011-16
- D.1.26 Hostos Strategic Plan 2011-16
- D.1.27 Hostos Strategic Plan 2011-16
- D.1.28 Hostos Strategic Plan 2011-16
- D.1.46 Faculty Experience Survey (2010)
- D.1.47 Academic Freedom Grievance Data
- D.1.48 Faculty Experience Survey (2002)
- D.1.49 Joint Statement on Rights and Freedoms of Students
- D.1.50 Board of Trustees Bylaws (CUNY)
- D.1.51 Statement of Chairperson Benno Schmidt of the CUNY Board of Trustees
- D.1.52 Hostos College Catalog, p.262
- D.1.53 Hostos College Catalog, p.262

- D.1.54 Hostos Academic Planner
- D.1.55 Gift Policy--New York State Commission on Public Integrity
- D.1.56 Annual Security Report
- D.1.57 Workplace Violence Prevention Program Report

Standard 6

- D.1.29 Guidelines for Faculty Evaluation, Reappointment and Tenure
- D.1.30 Board of Trustees Bylaws (CUNY)
- D.1.31 Handbook for Higher Education Officers
- D.1.32 PSC-CUNY Contract
- D.1.33 DC 37 Contracts – Blue & White Collar
- D.1.34 Hostos College Catalog (p. 248)
- D.1.35 Sexual Harassment and Equal Opportunity Documentation
- D.1.36 Workplace Violence Prevention Program Report
- D.1.37 Sexual Harassment and Intake Committee
- D.1.38 Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities
- D.1.39 Guidelines for Faculty Evaluation, Reappointment and Tenure
- D.1.40 Hostos Civility Dialogues
- D.1.41 Evidence of Domestic Violence Programs
- D.1.42 1940 Statement of Principles on Academic Freedom and Tenure
- D.1.43 PSC-CUNY Contract Preamble
- D.1.44 The State of Academic Freedom at CUNY (University Faculty Senate Statement)
- D.1.45 Office of the Chancellor (CUNY) Website

Working Group 2

Standard 2

- D.2.1 CUNY College/President Performance Goals and Targets 2010-11 Academic Year (PMP)
- D.2.2 Hostos Strategic Plan 2011-16
- D.2.3 Total Enrollment by Race/Ethnicity, Gender and College
- D.2.4 Latest Trends in Community Colleges: A Literature Review
- D.2.5 Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Doubleday Currency.
- D.2.6 Midgatha, M. F. (2010). *Planning and assessment in higher education: demonstrating institutional effectiveness.* San Francisco: Jossey-Bass.

Standard 3

- D.2.7 CUNY 2008-2012 Master Plan
- D.2.8 Tech Resource Reservation System
- D.2.9 Virtual HALC
- D.2.10 Library Resources

- D.2.11 Hostos Rewards Points
- D.2.12 Smartrooms Policies & Procedures
- D.2.13 Schedule of Online Classes
- D.2.14 How to Access eSIMS Via CUNY Portal
- D.2.15 Services for Students with Disabilities
- D.2.16 EdTech Annual Report
- D.2.17 Facilities Master Plan -- Hostos
- D.2.18 Faculty Position Requests
- D.2.19 Enrollment Plan
- D.2.20 Faculty Position Requests
- D.2.21 Facilities Master Plan – Hostos

Working Group 3

Standard 4

- D.3.1 Board of Trustees Bylaws (CUNY)
- D.3.2 Board of Trustees Bylaws (CUNY)
- D.3.3 Charter of Governance (Hostos)
- D.3.4 Open Meetings Law Memorandum (CUNY)
- D.3.5 Hostos Foundation
- D.3.6 Hostos Foundation Fundraising and Distribution
- D.3.7 Hostos Foundation Funding
- D.3.8 Office of Institutional Advancement Operational Plan
- D.3.9 Office of Institutional Advancement Strategic Development and Marketing Plan 2011-13

Standard 5

- D.3.10 Office of Academic Affairs Year-End Report & Annual Plan 2010-11
- D.3.11 Student Experience Survey 2010
- D.3.12 Affirmative Action Plan
- D.3.13 Staff Facts -- CUNY Office of Human Resources Management
- D.3.14 Faculty Experience Survey (CUNY) Tables, 3, 22, 20
- D.3.15 Library, HALC, and Academic Computing Surveys

Working Group 4

Standard 8

- D.4.1 Strategic Plan Data Analysis & Briefing Paper
- D.4.2 Five-Year Trends in Total Fall Enrollment – Community Colleges
- D.4.3 Early Advisement Statistics
- D.4.4 Student Education Release Form—Radiation Technology Unit
- D.4.5 Student Experience Survey 2010 (Table 9D p.80)
- D.4.6 Office of Financial Aid Website
- D.4.7 Student Development and Enrollment Management Year End Report 2010-11

- D.4.8 Student Experience Survey 2010
- D.4.9 Student Experience Survey 2008
- D.4.10 Latest Trends in Community Colleges: A Literature Review
- D.4.11 Graduate NYC
- D.4.12 Student Persistence, Retention and Graduation at Hostos CC -- Presentation
- D.4.13 Student Affairs Mission Statement (CUNY)
- D.4.14 Participation in Fall Orientation
- D.4.15 Hostos Strategic Plan 2011-16
- D.4.16 Latest Trends in Community Colleges: A Literature Review
- D.4.17 City University of New York Performance Goals and Targets -- 2010-11 AY (PMP)
- D.4.18 American Community Survey
- D.4.19 Office of Dual-Degree Advisement – Transfer Students Fall 2006-Fall 2011
- D.4.20 Retention Tables -- CUNY office of institutional research
- D.4.21 Grade Analysis Report
- D.4.22 American Community Survey 2006-08

Standard 9

- D.4.23 Student Experience Survey 2010
- D.4.24 Perkins Final Report 2010-11
- D.4.25 Student Experience Survey 2010 (Table 9C p.74)
- D.4.26 Student Experience Survey 2008 (Table 8, p.41)
- D.4.27 Student Experience Survey 2010 (Table 9B, p. 65)

Working Group 5

Standard 10

- D.5.1 Faculty Data Fall 2010
- D.5.2 COBI Awards 2006-2011
- D.5.3 "New Statistics Show Growing Number of Hostos Faculty Require Library Workshops" Library Newsletter
- D.5.4 Student Attendance in Library Information Literacy Workshop Analysis
- D.5.5 Information Literacy and Student Success / Laskin and Zoe
- D.5.6 CPE Warehouse
- D.5.7 CPE-like Assignments 1 and 2
- D.5.8 Writing Across the Curriculum Evaluation / Schuster
- D.5.9 Writing Across the Curriculum Evaluation / Meagher
- D.5.10 Writing Intensive Courses Master List Fall 2011
- D.5.11 Charter of Governance (Hostos)
- D.5.12 Board of Trustees Bylaws (CUNY)
- D.5.13 Faculty Annual Evaluation Form
- D.5.14 Guidelines for Faculty Evaluation, Reappointment and Tenure
- D.5.15 Rates of Faculty Reappointment, Promotion, and Tenure

- D.5.16 Report on UFS Spring 2005 Faculty Experience Survey: Module on College Culture
- D.5.17 Faculty Experience Survey (w. Appendix B)
- D.5.18 Center for Teaching and Learning Wiki for New Adjuncts
- D.5.19 Faculty Experience Survey (w. appendix B)

Working Group 6

Standard 11

- D.6.1 Hostos College Catalog
- D.6.2 Hostos College Catalog
- D.6.3 Faculty Handbook for the Creation of New Academic Programs
- D.6.4 Hostos College Catalog
- D.6.5 Student Experience Survey 2004 (Table 10a, p. 42)
- D.6.6 Student Experience Survey 2006 (Table 8 p. 41-42)
- D.6.7 Student Experience Survey 2008 (Table 8, p. 41-42)
- D.6.8 Hostos College Catalog

Standard 12

- D.6.9 Periodic Review Report 2007
- D.6.10 College/President Performance Goals and Targets 2009-2010 Year-End Performance Report
- D.6.11 CPE Rubrics and General Education-Gampert & Crook Presentation
- D.6.12 General Education Mapping Tool
- D.6.13 General Education Rubrics
- D.6.14 Student Performance on CPE
- D.6.15 A Faculty Guide to General Education at Hostos Community College
- D.6.16 A Student Guide to General Education at Hostos Community College
- D.6.17 Escriba! Website
- D.6.18 "Academic Credit..." Chronicle of Higher Education Article
- D.6.19 Pathways to Degree Completion Website

Standard 13

- D.6.20 Retention and Graduation Rates -- Hostos
- D.6.21 Student Persistence, Retention and Graduation at Hostos CC
- D.6.22 Hostos Strategic Plan 2011-16
- D.6.23 Sample Cohort Analyses
- D.6.24 CUNY-Wide Placement Scores
- D.6.25 Hostos College Catalog
- D.6.26 Adult and Continuing Education Form A Report

Working Group 7

Standard 7

- D.7.1 Gen Ed Mapping Tool Presentations
- D.7.2 Sample Outcomes Assessment Presentation for Faculty
- D.7.3 Hostos Strategic Plan 2011-16
- D.7.4 Sample Institutional Research Reports: Exit Testing 2010, All CPE
- D.7.5 Office of Academic Affairs Year End Reports 2009-10, 2010-11
- D.7.6 Self-Study Accreditation Report of the Dental Hygiene Program
- D.7.7 Administration and Finance Year End Reports 2009-10, 2010-11
- D.7.8 Hostos Student Satisfaction Survey
- D.7.9 College/President Performance Goals and Targets 2010-11 Academic Year (Hostos PMP)
- D.7.10 Continuous Improvement Project -- Dental Hygiene
- D.7.11 CTEA Report of Graduates
- D.7.12 The City University of New York Goals and Targets 2011-12 Academic Year (PMP)
- D.7.13 Strategic Plan Data Analysis & Briefing Paper

Standard 14

- D.7.14 Student Experience Survey 2010
- D.7.15 Library Survey
- D.7.16 EdTech Survey
- D.7.17 Academic Computing Center Survey
- D.7.18 Information Literacy and Student Success / Laskin and Zoe

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
1940 Statement of Principles on Academic Freedom and Tenure					X										
Academic Credit... <i>Chronicle of Higher Education</i> Article													X		
Academic Computing Center Survey														X	
Academic Freedom Grievance Data					X										
Administration and Finance Year-end Reports & Annual Plans	X						X								
Adult and Continuing Education Form A Report														X	
Affirmative Action Plan					X										
American Community Survey	X								X						
Annual Security Report					X										
Board of Trustees Bylaws (CUNY)					X	X	X					X			

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Center for the Arts and Culture	X														
Center for Teaching and Learning Wiki for New Adjuncts											X				
Charter of Governance (Hostos)				X							X				
City University of New York Performance Goals and Targets -- 2010-2011 Academic Year (CUNY PMP)								X							
City University of New York Performance Goals and Targets -- 2011-2012 Academic Year (CUNY PMP)	X							X							
COBI Awards 2006-2011											X				
College/President Performance Goals and Targets 2009 - 2010 Year-end Performance Report (Hostos PMP)												X			
College/President Performance Goals and Targets 2010 - 2011 Year-end Performance Report (Hostos PMP)		X						X	X						
Continuing Education Student Enrollment Data	X														
Continuous Improvement Project -- Dental Hygiene								X							

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
CPE Rubrics and General Education – Crook & Gampert Presentation	X												X		
CPE-like Assignments 1 and 2											X				
CPE Warehouse											X				
CTEA Report of Graduates								X							
CUNY 2008-2012 Master Plan			X												
CUNY Allows New Hiring at Campuses			X												
CUNY Language Immersion Program Brochure	X														
CUNY Memorandum re CUNY Central Information for Middle States	X														
CUNY Website							X								
CUNY-Wide Placement Scores													X		

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
DC 37 Contracts -- White Collar & Blue Collar							X								
Domestic violence programs							X								
Early Advisement Statistics									X						
EdTech Annual Report				X											
EdTech Brochure				X											
EdTech Survey															X
Enrollment Plans (AY05-06 to 09-10)	X	X													
Escriba!Write! Website													X		
Escriba!Write! v.6, June 2008													X		
Ethnic Analysis of Hostos Students 2004-09	X														
Evidence of Domestic Violence Programs								X							

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Facilities Master Plan -- Hostos (1984)		X													
Faculty Annual Evaluation Form											X				
Faculty Data Fall 2010												X			
Faculty Experience Survey (2009)					X							X			
Faculty Experience Survey (2002)						X									
Faculty Guide to General Education at Hostos Community College													X		
Faculty Handbook for the Creation of New Academic Programs													X		
Faculty Position Requests				X											
Fall Orientation -- Student Participation								X							
Five-Year Trends in Total Fall Enrollment -- Community Colleges									X						

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
General Education Mapping Tool													X		
General Education Mapping Tool Presentations								X							
General Education Rubrics													X		
Gift Policy--New York State Commission on Public Integrity					X										
Grade Analysis Report									X						
Graduate NYC									X						
Guidelines for Faculty Evaluation, Reappointment and Tenure								X				X			
Handbook for Higher Education Officers								X	X						
Hostos Academic Degree Audit							X								
Hostos Academic Learning Center		X													
Hostos Academic Planner							X								

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Hostos Brochure		X													
Hostos Center for the Arts and Culture Website		X													
Hostos Civility Dialogues							X								
Hostos College Catalog	X	X				X	X				X		X		
Hostos Community College Student Profile	X	X													
Hostos Foundation Funding Data						X									
Hostos Foundation Fundraising and Distribution						X									
Hostos Foundation Webpage						X									
Hostos Library Selected to Receive the ACRL Excellence in Academic Libraries Award	X														
Hostos Rewards Points					X										

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Hostos Strategic Plan 2003-08	X														
Hostos Strategic Plan 2011-16	X	X	X					X	X						
Hostos Student Satisfaction Survey								X							
Hostos' Proportion of Triple Remedial Students	X														
How to Access eSims Via CUNY Portal				X											
Information Literacy and Student Success / Laskin and Zoe											X			X	
IPEDS Survey -- Human Resources	X														
Joint Statement on Rights and Freedom of Students						X									
Latest Trends in Community Colleges: A Literature Review		X	X						X						
Laws of New York -- Education Law --Sect 6201		X													
Library Resources				X											

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Library Survey														X	
Library, HALC, and Academic Computing Surveys						X									
Middaugh, Michael F., 1945-: Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness/ San Francisco: Jossey-Bass, c2010.		X													
Middle States Campus-Wide Meeting Minutes	X														
Mission Statement at Hostos		X													
New Appointments Report				X											
"New Statistics Show Growing Number of Hostos Faculty Require Library Workshops" Library Newsletter											X				
Office of Academic Affairs Year-end Reports & Annual Plans		X			X		X								
Office of Dual-Degree Advisement – Transfer Students Fall 2006-Fall 2011									X						
Office of Financial Aid Webpage										X					
Office of Institutional Advancement Operational Plan						X									

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Office of Institutional Advancement Strategic Development and Marketing Plan 2011-13				X											
Office of the Chancellor (CUNY) Website						X									
Office of Transfer Services Webpage					X										
Open Meetings Law Memorandum (CUNY)					X										
Participation in Fall Orientation								X							
Pathways to Degree Completion Website												X			
Pathways to Degree Completion--Resolution on Creating an Efficient Transfer System	X														
Periodic Review Report 2007													X		
Perkins Final Report 2007-08										X					
Perkins Final Report 2010-11										X					

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Peter M. Senge (1990). The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday Currency.		X													
PSC-CUNY Contract							X								
PSC-CUNY Contract Preamble							X								
Rates of Faculty Reappointment, Tenure, and Promotion											X				
Reasonable Accommodations : A Faculty Guide to Teaching College Students with Disabilities							X								
Report on UFS Spring 2005 Faculty Experience Survey: Module on College Culture											X				
Retention and Graduation Rates -- Hostos	X													X	
Retention Tables -- CUNY Office of Institutional Research									X						
Retreat Documentation		X													
Sample Cohort Analyses -- Math and ESL														X	

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Sample Institutional Research Reports: Exit Testing 2010, All CPE							X								
Sample Outcomes Assessment Presentation for Faculty							X								
Schedule of Online Classes				X											
Self-Study Accreditation Report of the Dental Hygiene Program							X								
Services for Students with Disabilities Website				X											
Sexual Harassment and Equal Opportunity Documentation							X								
Sexual Harassment and Intake Committee Webpage							X								
Single Stop Website						X									
Smartrooms Policies & Procedures			X												
Sotomayor Making Good on a Commitment to a Scrappy College with a Family Tie--New York Times	X														

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Staff Facts -- CUNY Office of Human Resources Management					X										
Statement of Chairperson Benno Schmidt of the CUNY Board of Trustees					X										
Strategic Plan Data Analysis & Briefing Paper								X X							
Strategic Planning Event -- Remarks by President Matos Rodríguez	X														
Strategic Priorities Transition Document (2009)	X														
Student Activities -- Clubs and Organizations	X														
Student Affairs Mission Statement (CUNY)								X							
Student Attendance in Library Information Literacy Workshop Analysis										X			X		
Student Development and Enrollment Management Year-end Report 2010-11									X						
Student Education Release Form -- Radiation Technology Unit									X						

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Student Experience Survey 2004												X			
Student Experience Survey 2006												X			
Student Experience Survey 2008	X									X X		X			
Student Experience Survey 2010	X				X				X X		X		X		
Student Guide to General Education at Hostos Community College													X		
Student Leadership Academy Webpage	X														
Student Performance on CPE			X										X		
Student Persistence, Retention and Graduation at Hostos CC														X	
Student Placement Data		X													
Supreme Court Justice Sonia Sotomayor – Hostos' 39th Commencement		X													
Tech Resource Reservation System				X											
The State of Academic Freedom at CUNY (University Faculty Senate Statement)								X							

Documentation by Alpha

Title/Description	Introduction	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12	Standard 13	Standard 14
Total Enrollment by Race/Ethnicity, Gender and College		X													
Virtual HALC			X												
Workplace Violence Prevention Program Report					X	X									
Writing Across the Curriculum Evaluation / Meagher											X				
Writing Across the Curriculum Evaluation / Schuster											X				
Writing Intensive Courses Master List Fall 2011											X				

GLOSSARY OF TERMS

[Academic Planning Committee](#) – An advisory body to the Office of the Provost that serves to inform and assure a cohesive, integrated, and seamless academic planning process. The Planning Committee unifies the multiple planning activities of the Division of Academic Affairs, including program reviews, outcomes assessment, budgeting, curriculum development, retention initiatives and other planning at department, college administration, and CUNY levels. [Described in further detail by Working Group 5 in Standard 10, Question 6.]

[Accelerated Study in Associate Program \(ASAP\)](#) – ASAP is designed to help motivated community college students earn their degrees as quickly as possible. Program features include a consolidated block schedule, cohorts by major, small class size, required full-time study, comprehensive advisement and career development services, and financial incentives.

[Administrative Review Committee](#) – Considers and makes recommendations regarding the establishment of positions in the HEO series, including appointments, reclassifications and promotions. [Described in further detail by Working Group 3 in Standard 4, Questions 1-3, under “Hostos Governance.”]

[Hostos Center for the Arts & Culture](#) – The Center for the Arts & Culture presents artists of national and international renown, emerging and established local artists, and offers workshops in drama, folk arts, and dance to community residents. The Center consists of a museum-grade art gallery, a 367-seat theater, and a 907-seat concert hall.

[Center for Bronx Nonprofits \(CBNP\)](#) – An initiative between Hostos Community College and CAUSE-NY. CBNP is a convening, training, and resource sharing space, working to strengthen the capacity of community leaders and organizations serving the Bronx.

[Center for Teaching and Learning \(CTL\)](#) – The CTL seeks to create an enhanced and effective learning environment in which students and faculty from diverse backgrounds all learn and excel. Through open and ongoing dialogue and collaborative efforts designed to improve student learning, the CTL provides teachers with the resources and opportunities that support excellence in teaching.

[Certificate of Continuous Employment \(CCE\)](#) – Granted to lecturers upon a sixth full-time appointment in the title of Lecturer when immediately preceded by five years of continuous full-time service in the title of Lecturer.

[City University of New York \(CUNY\)](#) – Urban public university serving more than 480,000 students at 24 colleges and institutions in New York City. The University’s institutions include 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY School of Public Health.

[College Discovery](#) – A program designed to provide personalized support services to students who have a high potential to succeed but were never provided the academic preparation to pursue college level work.

[College Enrichment Academy \(CEA\)](#) – The College Enrichment Academy program was designed to help freshmen practice their English reading and writing skills.

[College Now](#) – A collaborative program of CUNY and the New York City Department of Education. College Now at Hostos motivates and prepares South Bronx high school students for the reality of higher education and the college experience by offering them an opportunity to take college-level courses and earn college credits while still in high school.

College Senate – Responsible for formulation of academic policy and for consultative and advisory functions related to other programs, standards and goals of the College. [Described in further detail by Working Group 3 in Standard 4, Questions 1-3, under "Hostos Governance."]

College-Wide Committee on Personnel and Budget – Makes recommendations regarding the hiring and promotion of faculty, as well as associated financial resource expenditures. [Described in further detail by Working Group 3 in Standard 4, Questions 1-3, under "Hostos Governance."]

College-Wide Curriculum Committee (CWCC) – Senate committee that reviews and provides guidance for curriculum items submitted by the departments. Items approved are then presented for adoption to the College-Wide Senate.

[Committee on Beautiful Ideas \(COBI\)](#) – A Title V subcommittee charged with assisting in the development of the faculty development component of the grant and ensuring the success of an initiative that targeted shifting the paradigm on teaching and learning through pedagogical innovations to improve student learning outcomes. This committee's call for proposals results in awards to select faculty teams including three hours of release time during the following fall or spring semester in order to integrate the project into the life of the college.

Community College Investment Program (CCIP) – In FY 2003-2004, the Mayor's Office provided an investment program to CUNY for the hiring of faculty and academic support positions.

Counseling-On-the-Go Outreach – A temporary satellite of the Counseling Office with the purpose of promoting Counseling Office services and facilitating scheduling of student appointments. Located on the Bridge at the beginning of each semester and for engagement with students on a weekly basis.

CUNY Budget Model – Form of allocation for community colleges within CUNY.

[CUNY Central Office](#) – Oversees operations of all 24 campuses within the University.

[CUNY Compact](#) – Instituted in 2006 as a means of generating increased investment revenues to finance the academic initiatives in the University's Master Plans. The compact model is a shared partnership that asks government to cover seven mandatory costs and a portion of the programmatic initiatives, and asks the University to cover the remainder of the funding for program investment through increased philanthropic revenues, internal restructuring and efficiency measures, managed enrollment growth, and tuition increases.

[CUNY in the Heights](#) – Part of the Division of Continuing Education & Workforce Development, offering continuing education courses at a satellite location in Washington Heights.

[CUNY Language Immersion Program \(CLIP\)](#) – An intensive ESL program of 25 hours of instruction each week for entering freshmen who have already been admitted to a CUNY college,

students who have failed one semester of ESL at a 2-year CUNY college, and students who have been referred to the program by a senior college.

CUNY Master Plan – Aims to increase full-time faculty ranks, strengthen undergraduate and graduate programs; expand research opportunities; bolster academic and student support; enhance workforce and economic development; and upgrade information management systems and facilities.

[CUNY on the Concourse](#) – Educational workforce development center located on the Grand Concourse at Fordham Road. Offers resources intended to facilitate entry into college-level studies leading to a multitude of professional career paths and a High School Academy established to prepare and motivate high school students. This Center represents a collaboration between Bronx and Hostos Community Colleges, Lehman College, and Local 1199 SEIU.

[CUNY Portal](#) – One-stop access point for students, faculty and staff to University resources, services, benefits, applications, activities, and opportunities.

[CUNY Proficiency Exam \(CPE\)](#) – University-wide standardized test, focusing on English and Mathematics skills, developed to insure that CUNY students were qualified to advance to upper division work. Use of this exam was discontinued Fall 2010.

[CUNY skills tests](#) – Known University-wide as the CUNY Assessment Tests. These tests are used to measure student readiness and competency in the areas of reading, writing, and mathematics.

[CUNY Start](#) – Provides intensive preparation in academic reading/writing, math, and "college success." The program enrolls prospective CUNY students who have been accepted to college because they have a high school or GED diploma, but are not ready for college-level work based on their scores on the CUNY Assessment Tests.

[CUNY Transfer Information and Program Planning System \(TIPPS\)](#) – A website designed to provide both prospective and current CUNY students with information they need to select the CUNY college that offers the right academic program for them, and plan a smooth transfer from a CUNY associate degree program to a bachelor's program. Includes information on registered academic programs, course-to-course transfer evaluations, program to program articulation agreements, permit information, and general transfer information.

[CUNYfirst](#) – Stands for Fully Integrated Resources and Services Tool. This project is intended to establish, streamline, and standardize policies, processes and procedures across CUNY by introducing new processes in Student Administration, Human Resources, Finance, and new applications to replace aging legacy systems.

CUNY-Wide Student Experience Survey (SES) – Sent every other year to sample of students to ascertain opinion on their experiences as a CUNY student.

DC-37 – District Council 37 is the union that represents the College Classified staff members at Hostos.

[DegreeWorks](#) – Software from Sungard Higher Education which provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools.

[Division of Institutional Advancement](#) – Includes Alumni Relations Office, Hostos Foundation, Governmental Relations, Office of Public Relations, and Hostos Center for the Arts & Culture.

[Faculty Experience Survey \(FES\)](#) – Conducted by the University Faculty Senate of The City University of New York. This survey of full-time faculty and part-time adjunct faculty is used as a mechanism to inform interested readers about faculty experiences with CUNY. This survey was last conducted Spring 2009, and previously conducted spring 2005.

Faculty Line Report – A report generated by the Budget Office detailing the number of faculty lines assigned to each department.

Financial Aid Lab – Computer lab where students can get assistance in filing for FAFSA application and other financial aid documents.

[Freshman Academy](#) – A student-centered learning intended to improve achievement among first-year students by encouraging them to become active learners who can work independently, cooperatively, and effectively in experimental and analytical situations with classmates and professors during their journey toward mastering basic academic skills in English, Information literacy, Math, Science and personal growth.

Freshman Blocks – Placement of incoming first-year students in linked liberal arts courses.

[Gen\(eral\) Ed\(ucation\) Competencies Mapping Tool](#) – A tool designed to assist faculty and students to identify the General Education Competencies, or learning goals, that are being developed in each of the courses that they are teaching or taking.

[Global Scholars Program \(formerly Serrano Scholars Program\)](#) – Partnership between Hostos Community College, and Columbia University's School of General Studies and School of International and Public Affairs. Provides students with the educational and professional background needed for leadership roles in foreign affairs and national defense. Scholars at Hostos Community College follow the Liberal Arts Honors Program and participate in extracurricular and off-campus activities such as seminars, workshops, and conferences. The Global Scholars Program is funded by grants from the United States Departments of State and Defense.

Higher Education Officer (HEO) Series – Administrative title with minimum of eight years education, experience, and skill requirements. HEO series titles include Higher Education Officer (HEO), Higher Education Associate (HEA), Higher Education Assistant (HEa), and Assistant to Higher Education Officer (aHEO).

Hobson's Client Relationship Management System (CRMS) – A higher education communication tool used to facilitate electronic management of and communications with prospective and registered students. *[Described in further detail by Working Group 4 in Standard 8, Question 1, Section B.]*

[Hostos Academic Learning Center \(HALC\)](#) – HALC seeks to provide students with the opportunity to improve and excel academically in all subject areas; prepare them for the Compass Reading, ACT Writing, and CMAT exams, train them in basic computer skills; help them develop and master their communication skills; and to encourage them to move further with their studies. Throughout the academic year, the HALC programs activities that focus on the skills development of students, including tutorial support, self-guided tutorials, Basic Skills Preparatory workshops, and in-center workshops.

Hostos Association – Responsible for supervision and review of student activity fee supported budgets.

Hostos Facilities Master Plan – Includes recommendations for the college, including the utilization of building spaces; upgrades to building operating systems; additional space needs based on enrollment projection; identification of opportunities to minimize cost of land acquisition and construction; and an implementation schedule for capital investments. The last Hostos Facilities Master Plan was approved by CUNY in 1984; a new plan is currently being developed. *[Described in further detail by Working Group 2 in Standard 3, Question 6, Section A.]*

[Hostos Foundation](#) – A 501(c) (3) not-for-profit corporation that operates exclusively for the charitable purpose of supporting Hostos Community College. The Foundation encourages assistance through gifts, scholarships, subsidies, endowments, grants, bequests, and other funds.

[Hostos Student Reward Points Program](#) – Encourages participation in instructor evaluations, course evaluations, workshops, and other activities, where students earn points towards sweepstakes entries.

[Hostos Success Academy \(HSA\)](#) – Learning community to support students in preparing for the English and Math qualifying exams and meet the demands of the college courses that follow. Provides access to guidance, mentoring, and tutoring opportunities.

[Information Learning Commons](#) – Interconnects college-wide structures to one another to better service students. The Commons venues provide technological access, support and instruction to students. The Information Commons sites include the Hostos Academic Learning Center (HALC), the Academic Computing Center, and the Library.

[Joint Statement on the Rights and Freedoms of Students](#) – A document formulated through a committee composed of representatives from the American Association of University Professors, the United States National Student Association (now the United States Student Association), the Association of American Colleges (now the Association of American Colleges and Universities), the National Association of Student Personnel Administrators, and the National Association of Women Deans to provide a set of principles for institutions of higher education. Originally formulated in 1967 and revised in 1990, 1991, and 1992.

[Language and Cognition Department](#) – The Language and Cognition Department works to facilitate the acquisition of second language and academic skills by providing content-based ESL instruction while also offering opportunities for linguistics study for Liberal Arts and Education majors.

["The Link"](#) – a weekly electronic newsletter prepared by the Office of Student Activities to keep the college community informed about activities taking place on campus during the week. It also offers readers the opportunity to obtain information about services available at the college (academic assistance, transportation assistance, etc.), scholarships, employment opportunities, exhibits, and other items.

OAA Faculty Fellows Program – A one-year fellowship program, renewable for a second year, open to full-time faculty members with a minimum of three years of service to the college. The Fellow receives six credits of released time to support OAA initiatives.

[Office of Academic Affairs \(OAA\)](#) –Provides leadership and support necessary to ensure the integrity and excellence of the academic programs, support the faculty's teaching and scholarship, and advocate for faculty and the academic programs within the College, University, community and external regulatory agencies, as required.

[Office of Institutional Research \(OIR\)](#) – Provides information on students, faculty, and staff to the College community for use in a variety of settings. Data are prepared and organized for each semester, including trends in enrollment and other areas. OIR also works with faculty on outcomes assessment.

[Pathways to Degree Completion \(Pathways\)](#) – New CUNY-wide initiative designed to create a curricular structure that will streamline transfers and enhance the quality of General Education across the University. The Pathways Initiative features three central elements: General Education Framework; Pathways for Largest Transfer Majors; and Full Course Transferability.

[Performance Management Process \(PMP\)](#) – Process which links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance. The purpose of the PMP is to ensure clarity about University and college priorities and expectations for the year; to recognize and acknowledge progress at all levels; to unite a diverse set of colleges into an integrated University; to ensure that the Master Plan guides the plans and priorities of the colleges while each retains its own identity, mission, and governance; and to introduce more accountability into the system.

[Professional Development Institute \(PDI\)](#) – The Professional Development Institute sponsors a wide variety of single-occurrence and serial activities for faculty that are geared towards skills and knowledge development, community building, and interacting with the greater academic community.

[Professional Staff Congress \(PSC-CUNY\)](#) – Union that represents more than 20,000 faculty and staff at CUNY. This union also provides benefits and services to its members through such related organizations as the PSC/CUNY Welfare fund and New York State United Teachers (NYSUT).

Program for Academic Support Services (PASS) – Former program that was used as a base for, and expanded into, the Student Athlete Retention and Graduation Effort (ARGE). PASS required student athletes to sign a contract to support our Academic Policies.

[Research and Innovations in Teaching and Education \(RITE\)](#) – Professional development initiative organized through the Center for Teaching and Learning. Facilitators present recent discoveries or experiences in research, teaching, and learning that can be applied to disciplines other than their own, with the purpose of stimulating interdepartmental collaboration and team building.

Sub-Committee on Academic Programs (SCAP) – A sub-committee of the OAA Academic Planning Committee, which included individuals from Academic Affairs, Student Development, Administration & Finance, and Continuing Education.

SDEM Service Center – Located in the Savoy building, the Service Center provides one stop services to students. Students can receive assistance, by phone or in person, for any questions related to admissions, advisement, registrar, financial aid, immunization, or registration.

[Single Stop USA Resource Center](#) – Provides free advisement to students on eligibility for more than 40 benefits, including food stamps, Medicaid, housing, public assistance, social security, disability SSI, school lunch, transportation, mental health care, domestic violence services, foster-care placement, food vouchers, debt solution, credit report, financial planning, maintaining small business, free tax preparation, legal advice, and more.

Student Information Management System (SIMS) –Provides access to registration and student record information for authorized users only.

[SSD 100 Freshman Orientation](#) – Course that informs students about important College policies and procedures and teaches effective study, note taking, test taking, problem solving, and time management skills. Other topics covered in the course are academic planning, career exploration, and library and internet resources. Graduation requirement for all freshmen Liberal Arts majors. Formerly referenced as SSD 1000.

[STARS Center](#) – Student Advisement and Retention Services. Provides academic advisement to first-semester students and monitors their retention and academic progress.

Student Athlete Retention and Graduation Effort (SARGE) – Program established in Fall 2008 to aid in retention among student athletes. This program includes mandatory weekly meetings with the Athletic Academic Advisor, mandatory weekly study halls for each team, and mid-semester progress reports from faculty.

[Student Development and Enrollment Management \(SDEM\)](#) – Provides services and programs which support the academic mission of the College and enhance student learning and development, including providing opportunities for career development; enhancing students' intellectual, aesthetic, and social growth; facilitating critical thinking skills; and promoting civic responsibility.

[Student Leadership Academy \(SLA\)](#) – Also known as the Leadership Academy. Creates and coordinates college-wide academic and co-curricular experiences that will prepare students to be effective global citizens who are engaged in transforming their communities through scholarship, work, and volunteer service. The SLA develops leadership initiatives, provides workshops and training sessions to help to improve leadership techniques and ideals, and enhances and develops programming and touchstone activities for students who want to develop their leadership skills throughout CUNY.

TAP Audit System – System that audits student course loads to determine if they qualify for Tuition Assistance Program (TAP) funding.

Technology Fee – Fee adopted by the University Board of Trustees to provide a funding source for supplementing and enhancing technology for students and faculty.

[Writing Across the Curriculum \(WAC\)](#) – A writing initiative that works to get college faculty, students, writing fellows, and program personnel into collaborative "writing to learn" experiences. The WAC program strives to provide students with writing instruction and support regardless of academic level, and writing fellows and faculty work closely together to design effective writing assignments geared toward the improvement of both the personal expression and the critical skills of their students.

[Writing Center](#) – A part of HALC, the Writing Center offers tutoring specifically in writing and reading support.

Appendix 1.1: Changes to the Hostos Community College Mission Statement Between Current and Previous Institutional Self-Study

Hostos Community College Mission Statement¹

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio María de Hostos Community College was [deliberately placed] established in the South Bronx to meet the higher educational needs of [the] people from this and similar communities who historically have been excluded from [quality] higher education.

The [M]ission of Eugenio María de Hostos Community College is to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, [and] technological skill development in, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, [and] transfer , and those professional programs leading to licensure.

The College takes pride in its historical role in educating [second language learners and] students from diverse ethnic, racial, [and] cultural and linguistic backgrounds, [including] particularly Hispanics and African Americans.² [Therefore,] An integral part of fulfilling its mission is to provide [transitional] language instruction for [second language] all English-as-a-Second-Language learners along with [quality] Spanish/English bilingual education[al programs, opportunities for lifelong learning, and] offerings to foster a multicultural [academic] environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

¹ Accessed on Hostos website, 10/5/10, and annotated by Zvi Ostrin. The current 2010 Mission Statement is compared here to the 2000 mission statement (see *Institutional Self-Study Report AY 2000-2001, October 24, 2001*, p. 44). Text removed from the 2000 Statement is marked by brackets and strikethrough, as follows: [Removed]. Text added to the 2010 Statement is underlined, as follows: Added.

² In the 2000 Statement, this sentence was situated at the end of the first paragraph, i.e., following “excluded from [quality] higher education.”

Appendix 1.2: Middle States Mission Statement Review 1971 – 2000 (Mission Goals Objectives Study Group Draft 2000-2001 Pastoriza-Marin)

The following is the result of the review of all the mission statements as they appear in the College Catalogs. No separate or distinct mission statement ever appeared until the 1999/2000 Catalog. The Mission, Goals and Objectives Study Group does not recall nor has been able to find any evidence of any mission statement being approved through governance. The 1999/2000 mission statement is the result of a compilation of excerpts from preambles to mission statements, mission statements and educational approaches to bilingual education. Given the results of this Review, it well may be the first opportunity the College has to reach a consensus on a Mission statement.

No mission appeared in the **1971/72** Hostos Catalog, but there were **Goals of the College as it Affects Admissions Policies** only. The goals were to train South Bronx residents “in the health professions and upgrade those currently employed in the health fields.” There is also the statement that HCC “is committed to serving the educational needs of the South Bronx community.” The **Hostos Approach to Education** is “self-paced learning.”

The **1972/73** Catalog retains the above statements but has modified the Preamble to include “deliberately placed in an economically depressed community- the south Bronx- and given the specific responsibility of serving of that inner city community”. It has also added as **Goals** the “systems approach to learning”, the “Diagnostic and Developmental Skills Program” (English, Math and Spanish), “Bilingual Education” and “Community Education”. The **Hostos Approach to Education** continues the same.

The **1974/75** Catalog retains exactly the same statements and adds the statement “all entering freshmen are tested in Basic English, Mathematics, English-as-a-Second-Language and Spanish skills prior to their registration.”

Because of monetary constraints, HCC did not publish a **1975/76** Catalog, but issued a statement that the 1974/75 would continue to be used with a supplement reflecting changes and additions.

The next Catalog encompasses three academic years: **1977/1978/1979**. In this Catalog, **Goals of the College as it Affects Admissions Policies** no longer appeared.

(Missing 1980/81 Catalog.)

In **1981/82** there appears a Mission statement which reads “the mission of HCC is to provide services that help the City of NY to be an urban community that works for all its citizens”. The **Hostos Approach to Education** does not appear but the **Hostos Approach to Bilingual Education** does. Under this heading the statement “The aim of the College is to foster a total bilingual-multicultural environment in which students can develop proficiency in English, maintain and develop their abilities in Spanish and become more appreciative of the different cultural backgrounds of their peers. In sum, the College does not seek to replace the languages and cultural values of its students, but, rather, to enable them to function comfortably and easily in a variety of sociolinguistic settings.”

The **1982/83, 1984/85, 1985/86*, 1987/89, 1989/91, 1991/92, 1992/93** Catalogs retain the **Hostos Approach to Bilingual Education** and mission statement.

Appendix - Working Group 1

The **1993/95, 1994/95** Catalogs have the following statement: “The College currently states its mission as that of providing ‘educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, African Americans, and other residents of New York City who have encountered significant barriers to higher education’” The **Hostos Approach to Bilingual Education** remains unchanged.

In the **1994/95** catalog the statement “deliberately placed in an economically depressed community- the South Bronx- and given the specific responsibility of serving of that inner city community” in the Preamble does not appear.

The **1996/97** Catalog is identified as an Addendum to the **1994/95** Catalog and states as the mission “providing ‘educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, African Americans, and other residents of New York City who have encountered significant barriers to higher education. To this end, Hostos provides its students with bilingual education.”

In the **1997/98** Catalog the **1994** mission statement is retained, but a **Bilingual Education: A Statement of Policy and Practices** appears with the statement “A cornerstone of the College’s mission is to offer bilingual education and opportunities in a multi-cultural environment that fosters appreciation for cultural diversity, second language acquisition and intellectual growth.” In the Preamble, the first sentence reads: “[HCC]...was created [...] to serve the needs of the South Bronx”.

In the **1999/2000** Catalog the mission statement has its own heading. It modifies the statement of “[providing] educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, Blacks, and other residents of New York City who have encountered significant barriers to higher education”. It adds the following statement: “In order to provide its students with new academic and career opportunities, the College specifically addresses itself to their need for improving English language and computational skills. An integral goal of the College, therefore, is to provide transitional bilingual educational opportunities for its Spanish dominant students and to foster a multicultural academic environment in which all students appreciate the many cultures they represent.” It includes now as a mission statement “the College does not seek to replace the languages and cultural values of its students, but, rather, to enable them to function comfortably and easily in a variety of sociolinguistic settings”, which originally comes from the **1982 Hostos Approach to Bilingual Education**.

With the Self-Study Steering Committee’s support, and input of the College community, the Mission, Goals and Objectives Study Group produced two versions of the mission statement reflective of the ideas, views and concerns presented by the College community on the June 6, 2000 Assembly.

Appendix 1.3: Mission Statements from Divisions, Key Administrative Offices and Academic Departments

1. Administration and Finance

The **Accounts Payable Department** is committed to ensuring that all disbursements of tax levy college funds to vendors, faculty, and staff are completed with efficient, precise, and prompt service and in accordance with guidelines and procedures as mandated by CUNY and the Comptroller's Office of the City of New York.

The mission of the **Budget Office** is to facilitate the optimal use of the college's financial resources, and to support academic and administrative resource planning and budgeting with timely, accurate information.

The **Facilities/Building & Grounds Department** of Hostos Community College is committed to providing its faculty, staff, and students with facilities that are safe, clean, and well maintained. We will make every effort to provide a healthy environment that is conducive to learning and supports the mission of our institution.

The **Bursar's Office** supports the College and Division of Administration & Finance missions through the control, collection and timely deposit of all monies received from students, faculty, and staff for the College, including the Adult and Continuing Education programs. The Office, in addition, is committed to providing efficient service in the distribution of all salary, financial aid, and internal college checks; the billing, collection, and depositing of money from students at registration; and the creation, and collection of student liabilities and receivables.

The **Business Office** provides support and assistance for the College in the areas of accounting, accounts receivable, Perkins Loan, TAP Certification, the Research Foundation post ward accounting and the college revenue budget. We seek to render timely, effective, efficient and customer friendly service to all faculty members, staff, students and administrators, as well as customers both within and outside the University community. We strive to maintain and enforce strong professional and ethical standards, while adhering to CUNY policies and procedures. As part of a vast institution of higher education, we recognize the need to continue to learn and adapt to innovative ideas and technologies.

The **Human Resources Department** aspires to contribute to the realization of Hostos Community College's stated mission through the proper and careful selection, training, motivation and utilization of its human capital, and, to foster a diverse work environment where employees are valued and appreciated for their individual contributions.

The **Information Technology Department** at Hostos Community College is committed to providing a secure, cost-effective and reliable state-of-the-art technology infrastructure and computing environment to enable and enhance the productivity, accessibility and user experience for all of its constituents while focusing on a dedication towards customer service to support the College's mission.

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Consistent with the mission of the college and that of the Division of Administration and Finance, the **Payroll Department** will concentrate its efforts on providing administrative and support service to the college and its infrastructure.

The mission of **Procurement** is to ensure efficient and continued operation of the College by obtaining all goods, equipment and services while ensuring compliance with rules and regulations set forth by all governing agencies.

2. Student Development and Enrollment Management

SDEM: The strength of The City University of New York is derived from the diversity of its students and from each College's distinctly defined institutional character. As a consequence, each College offers discrete campus-based services and programs which reflect its unique mission, character and student populations. The Student Affairs divisions of each College provide quality services and programs which support the academic mission of the University and enhance student learning and development.

The primary objectives of the services and programs are to support students' academic achievement and persistence leading to graduation; to provide opportunities for career development; to enhance students' intellectual, aesthetic, and social growth; to facilitate critical thinking skills; and to promote civic responsibility.

The mission of the **Office of Financial Aid** is to provide professional services to students that will remove financial barriers and empower them to meet their educational goals. Through the strict adherence of federal and state requirements and by customizing the best practices provided in the field by our national, regional and state associations, the Office nurtures a supportive structure leading to the timely delivery of student aid funds essential to student retention.

The mission of **Career Services** is to provide students at HCC with career and employment options, by establishing opportunities as well as providing individualized training and group preparation to facilitate career counseling exploration, job readiness, practical work experience and resource development while promoting independence, professionalism, and personal responsibility.

The mission of the **Wellness Coordinator** is to educate and empower the Hostos student body and staff in respect to the growing field of wellness. The emphasis is on accentuating and promoting positive lifestyle choices rather than treating an illness after it has taken hold. Increased student awareness of the benefits of physical and emotional wellness will result from various learning forums. Integration with the Health Services Office and Athletics Department will help to amalgamate the various branches of the college.

The **Office of Student Life (OSL)** focuses on the development and maintenance of student programs that provide opportunities for academic and personal development through leadership activities, internships, orientation, counseling, holistic wellness, career exploration, and athletics.

The purpose of the Hostos Community College **Student Leadership Academy** is to create and coordinate college-wide academic and co-curricular experiences that will prepare students to be

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effective global citizens who are engaged in transforming their communities through scholarship, work and volunteer service. The design of the Student Leadership Academy takes into consideration the diverse needs of Hostos students and therefore seeks to provide multiple access points for students to gain experience from the programs of the Academy. Students may have a formal relationship with the Academy by enrolling in the Student Ambassador Program, Student Orientation Services (SOS) Team Program, Emerging Leaders Program, the Hostos Athletic Leaders Organization (HALO) or the Volunteer Corps or they may simply participate in a select number of programs offered to the entire Hostos student body. In an additional effort to promote and document student participation in the three programs of the Academy, the Scholarship and Portfolio Program, as well as a Student Leadership Web Page will function as significant elements to promote and highlight the accomplishments of the Academy. The Leadership Academy works in coordination and support of the Global Scholars Program, The Honors Program, the Student Government Association, Phi Theta Kappa Honors Society and other campus groups, clubs and organizations, as well as within the academic disciplines to develop leadership initiatives, provide workshops and training sessions to help to improve leadership techniques and ideals to the entire Hostos Community College population. The Academy also works in coordination and support of the CUNY Leadership Academy routinely to help to enhance and develop programming and touchstone activities for students who want to develop their leadership skills throughout CUNY, both centrally and on the other campuses

The **Office of Student Programming for Veterans and Reservists** has been established to provide an array of specialized educational support and student development related services for veterans and reservists. Services include organizing and developing student leadership training and mentorship training; collaborating with faculty to provide guidance and support on programming initiatives, conducting orientations on academic policies and procedures; providing guidance and support on programming initiatives that increase awareness of veterans and reservists students at the college; assisting academic support; developing and conducting extra-curricular activities for veterans and reservists affairs at the college; and serving as liaison for community service referrals.

3. Division of Academic Affairs

The **Allied Health Science Department's** mission is consistent with the College's mission to provide educational opportunities leading to socioeconomic mobility for students from diverse ethnic, racial, cultural, and linguistic backgrounds, particularly Hispanics, and African Americans. The programs provide the educational opportunities for entry into the health careers of dental hygiene, nursing, and radiologic technology leading to professional licensure and certification. Our programs serve as a resource for the promotion of health and wellness for the population of the South Bronx and surrounding communities. All programs within the Department of Allied Health strive to promote professional values and ethics resulting in a commitment to life-long learning.

The **Behavioral and Social Sciences Department** is committed to the intellectual development and civic empowerment of all students through offerings that provide an understanding of human behavior and the social and historical evolution of societies, nation states, and modern systems of political and legal governance. Through specific offerings in the disciplines of sociology, psychology, anthropology, political science, public affairs, legal studies, history, and economics, students are encouraged to explore their society, its diversity, and acquire

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knowledge about the actions of individuals, institutions and key governance structures. The department offers liberal arts options and degree programs in public administration, criminal justice and legal studies. The department is committed to the enhancement of opportunities for historically underserved communities, including ethnic, racial and linguistic minorities.

The mission of the **Business Department** at Hostos Community College is to provide credit programs leading to associate degrees or certificates for Business Department students to facilitate employment in their chosen field or transfer to a senior college.

The mission of the **Education Department** is to prepare students to be qualified and competent in both practice and theory so they can pursue their professional and academic goals in their chosen areas of Teacher Education, Community Health, or Gerontology. Further, within those programs, students become part of a community of learners which seeks to develop students holistically by improving their skills in communication and critical thinking and through course offerings in physical education and health education.

The **Humanities Department** fosters the study and practice of all aspects of humanistic endeavor in the college. The multicultural offerings in Humanities complement and enhance the curricula across the spectrum of programs in the college, enabling students and faculty to explore and interpret humanistic studies leading to a better understanding of their own diverse ethnic, racial, cultural and linguistic backgrounds.

Through its offerings in **Languages, Literature, History, Philosophy, the Visual and Performing Arts, Black Studies, and Latin American and Caribbean Studies**, the Humanities Department helps students develop proficiencies in reading, writing, speaking, critical thinking, and artistic creativity, helping them overcome the challenges of contemporary urban life and become responsible, successful, and creative citizens.

The **Language and Cognition** Department seeks to facilitate the acquisition of second language and academic skills within a sequential program of content-based ESL instruction so that students will achieve proficiency in college-level reading, writing, and critical thinking skills in English and succeed in the CUNY-mandated tests and the College's academic programs. It also offers Linguistics courses to all interested students, particularly those who are Liberal Arts and Education majors.

The Department is committed to developing various programmatic options of interdisciplinary study suited to the academic needs and aspirations of all students enrolled in our program. It also hopes to serve as a pedagogic resource to departments teaching ESL students by sharing strategies to develop teaching techniques that will make content comprehensible for these students, optimize their class participation, and facilitate their oral/written responses to the material in question.

As an academic department, the **Hostos Community College Library** functions as a dynamic center of teaching and learning. The Library provides information literacy tools that enhance the pursuit of knowledge by teaching our college community to retrieve, critically evaluate and synthesize information for academic, professional and personal pursuits. In this thriving urban environment, we partner with each academic department to broaden and contextualize all areas

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of study, selecting and using the necessary instructional materials, related equipment and services that will assist the college in meeting its educational, cultural and social obligations.

As vanguards of information, the library faculty supports an environment of free and critical thought to realize the goals of a bilingual, metropolitan and multicultural community college.

The mission of the **Department of Mathematics** is to provide for our multicultural student population, a majority of whom are female, minorities and from non-traditional backgrounds, a supportive learning environment, a strong foundation of basic knowledge in mathematics, and to prepare them for a variety of careers in mathematics and related fields.

To advance this mission, the Department of Mathematics emphasizes for all its students a conceptual understanding of mathematics together with problem solving and higher order analytical skills. The department strives to develop students' ability to think precisely, creatively and critically, to speak clearly and persuasively, and to be aware of the intellectual power and significance of mathematical reasoning in today's technological society. The Department of Mathematics is committed to the highest standards of excellence in teaching and service.

The mission of the **Natural Sciences Department** is to provide high quality in educational programs in science and engineering as well as in support courses for the AAS, Allied Health and Liberal Arts programs. The Department assists students to: develop the skills required to analyze the mechanics of the natural and physical environment, learn to think critically, communicate effectively, cultivate an understanding of basic scientific and ethical values, and become responsible citizens of the world. The department also plays a major role in guiding our students of diverse, multicultural backgrounds to acquire advanced knowledge and research skills empowering them to pursue higher education degrees in science and engineering.

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Appendix 1.4: Number of Students Enrolled in ESL and Spanish Language Content Courses 2002 to Present

Semester	Headcount	FTE	ALL ESL*	ESL Freshmen	Span. Cont.**	Freshmen
Fall 2002	3670	3145	962	222	1030	200
Spring 2003	3882	3174	917	165	1033	136
Fall 2003	3705	3092	916	232	920	182
Spring 2004	3837	3094	827	160	877	133
Fall 2004	4340	3327	860	177	791	137
Spring 2005	4215	3359	730	141	612	78
Fall 2005	4477	3289	668	172	576	120
Spring 2006	4442	3132	643	133	498	64
Fall 2006	4697	3386	604	171	480	113
Spring 2007	4800	3313	562	129	504	92
Fall 2007	5112	3447	541	146	425	78
Spring 2008	5050	3382	521	127	443	56
Fall 2008	5532	3732	565	147	376	73
Spring 2009	5517	3711	533	135	359	47
Fall 2009	6187	4356	545	153	362	83
Spring 2010	6530	4641	608	164	412	83
Fall 2010	6499	4651	592	133	302	42

*Total number of students registered for at least one ESL class

** Total number of students registered for at least one Spanish Language Content class

Source: OIR Term Profiles, Hostos website

Appendix 1.5: Total Number of Graduates by Major

Year	All Grads	AA	Nursing	E C Ed.*	Bus. Man.	Dental	Rad. Tech.
2002-03	365	125	7	42	...	21	21
2003-04	348	135	12	23	...	24	19
2004-05	386	144	13	41	...	26	23
2005-06	416	184	12	48	1	27	25
2006-07	443	166	26	37	11	36	24
2007-08	484	177	31	44	30	39	18
2008-09	531	208	39	48	43	33	28
2009-10	602	228	58	70	54	39	29

*Early Childhood Education

Source: OIR Annual Graduation Report, Hostos website

Appendix 6.1: Snapshot of Hostos/CUNY Policies

Policy	What this covers (lift up highlights)	How	Target			Processes for enforcement/adjudication
			Students	Faculty	Staff	
CUNY Academic Freedom policies	<ul style="list-style-type: none"> Conduct in the classroom or other formal academic settings 	Online		X		<ul style="list-style-type: none"> University respects the academic freedom of the faculty and will not interfere with the exercise of appropriate discretion concerning the content or style of teaching activities. First, students are urged to pursue informal resolution. If this doesn't work, a formal complaint may be made.
CUNY Ethics, Policies, and Guidelines	<ul style="list-style-type: none"> Academic integrity 	Online	X			<ul style="list-style-type: none"> Course withdrawal Incomplete grades Course repetition
Student Disciplinary/Complaint Procedures	<ul style="list-style-type: none"> Unfair classroom practices or inappropriate behavior Grade appeals Academic integrity violations Student discipline, disclosure of student records Student elections Sexual harassment complaints Disability accommodations Discrimination 	Online	X			<ul style="list-style-type: none"> Evaluation guidelines for faculty and staff to provide consistent frameworks for decision-makers. College and union grievance policies offer recourse against unfair practices or biased decision-making.
CUNY Affirmative Action Policy	<ul style="list-style-type: none"> Practices to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence 	Online	X	X	X	<ul style="list-style-type: none"> File a charge of discrimination
Hostos Sexual Harassment Policy	<ul style="list-style-type: none"> Violence Threats of violence Intimidation Harassment Coercion Other threatening behavior toward people or property 	Online	X	X	X	<ul style="list-style-type: none"> File incident report with the Office of Student Affairs, the Office of Public Safety or call 911, as appropriate. The college will in turn report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Appendix 3.1: Allocation of CCIP and Compact Funding to Support Faculty and other lines

		ACTUAL POSITIONS	F/T POSITION INCREASES BY CCIP & COMPACT •								
Position Summary		2002-03	2003-04	2004-05	2005-06 *	2006-07	2007-08	2008-09	2009-10	2010-11	
I&DR Teaching	Position Allocation	127	127	144	150	150	153	153	156	160	
	CCIP		17	1							
	COMPACT					3	3	0	4	0	
	CLUSTERS			5							
CLT	Position Allocation	14	14	15	15	15	15	15	15	15	
CLT I&DR Teaching	CCIP		1								
Library	Position Allocation	11	11	15	15	15	15	15	15	15	
	CCIP		3								
Library CLT **	CCIP		1								
	COMPACT										
Academic Support	Position Allocation	0	0	6	6	6	6	7	7	9	
	CCIP	0	6								
	COMPACT						1				
	COMPACT-Priorities							2	0		
Student Services	Position Allocation	54	54	62	62	62	64	65	65	70	
	CCIP		8								
	COMPACT					2	1	0	4	0	
	COMPACT-Priorities								1	0	
General Administration ***	Position Allocation	0	0	0	0	0	5	5	5	10	
	COMPACT					5	0	0	3	0	
	COMPACT-Priorities								2	0	
SUMMARY	Position Allocation	206	206	242	248	248	258	260	263	279	
	CCIP	0	36	1	0	0	0	0	0	0	
	COMPACT	0	0	0	0	10	5	0	11	0	
	COMPACT-Priorities	0	0	0	0	0	0	0	5	0	
	CLUSTERS	0	0	5	0	0	0	0	0	0	
	TOTAL LINES	206	242	248	248	258	263	260	279	279	

NOTE: * From FY 2005 CCIP have been allocated within the model

** Library CLT line converted to HE Assistant

*** Lines were added to B&G, GIS & General Administration

- This list represents a partial F/T positions number of areas affected by CCIP & COMPACT

Source: Division of Administration and Finance

Appendix 3.2: Student Technology Fee Expenditures

Student Technology Fee Expenditures—FY 2006 through FY 2010

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personnel Services (PS)	\$191,332	\$199,280	\$163,363	\$212,653	\$240,491
Other Than Personnel Services (OTPS)	\$363,706	\$333,983	\$403,650	\$541,785	\$741,098
TOTALS	\$555,038	\$533,263	\$567,013	\$754,438	\$981,589

Source: Division of Administration and Finance

Appendix 3.3: Snapshot of Non-tax-levy Funds Raised and Distributed - 7 Year Analysis

Funding Sources	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
<u>Events</u>								
Annual Gala	140,179			366,310		135,845	240,745	883,079
Golf Outing			147,310		91,210		70,346	308,866
Noche De Danza					35,400			35,400
Circle of 100/Dental Hygiene			7,100	25,125	18,053	43,380	40,492	134,150
Investment Gain/(Loss)		8,161	38,010	-41,049	-87,050	39,960	24,999	-16,968
Sub-Total	140,179	8,161	192,420	350,386	57,613	219,185	376,582	1,344,526
<u>Grants</u>								
William T. Morris				40,000	40,000	40,000		120,000
Title V Funds (including Endowment)	542,317	545,564	496,745	485,272	498,906			2,568,804
Perkins III & IV Programs		899,927	1,103,129	1,164,846	862,987	985,855		5,016,744
Other		152,812	104,420	49,263	118,297	69,097	154,056	647,946
Sub-Total	542,317	1,598,303	1,704,294	1,739,381	1,520,190	1,094,952	154,056	8,353,494
Total Revenue	682,496	1,606,464	1,896,714	2,089,767	1,577,803	1,314,137	530,638	9,698,020

Source: Division of Administration and Finance

Appendix 3.4: Classroom Utilization Report

Classroom Utilization Report, Hours and Capacity—FY 2010

	Allied Health (Building A) 21 Classrooms	500 Grand Concourse (Building B) 18 Classrooms	East Academic Complex (Building C) 30 Classrooms	Savoy Manor (Building D) 2 Classrooms
Avg. Hourly Fill Rate (%)	35	34	23	9
Avg. Capacity Fill Rate (%)	20	17	13	7

Source: Division of Administration and Finance

Appendix 4.1: CUNY memo to Presidents and CAOs re: CUNY Central Information for Middle States and other self-study reports, 9/26/11



535 East 80th Street
New York, NY 10075

MEMORANDUM

To: Presidents and CAOs
From: Sherri Ondrus, University Director of the Performance Management Process
Date: 9/26/2011
Subject: CUNY Central information for Middle States and other self-study reports

I have been coordinating a working group of campus representatives preparing their Middle States Self-Study reports. The group requested clarification about various university structures. To assist campus leaders, I have summarized the information I gathered about the CUNY governance structure, administration, mission, and budget process. Please feel free to call me if you have any questions.

GOVERNANCE

Information to help an external evaluation team understand CUNY's governance structure:

- CUNY has one Board of Trustees for the entire university.
- Describe the duties of the Board of Trustees. You can quote the bylaws on the CUNY website (2.1 – 2.6). You can find information concerning the trustees on this website: <http://www.cuny.edu/about/trustees.html>
- The Board of Trustees delegates to each campus the responsibility for how the campus organizes itself (individual college Governance Plan), but this is contingent on all campus governance plans being first adopted by the Board of Trustees. Further, under CUNY Bylaws, Article IX Organization and Duties of Faculty Departments, Section 9.6, "The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article." Thus, colleges may in their governance plans define the duties of faculty departments, including methods for appointments and promotions, and those provisions may be inconsistent with CUNY Bylaws, as long as the Board has adopted the colleges' governance plans.
- Use the narrative of your own campus Governance Plan that the Board of Trustees has already approved. Include your own website link to the Governance Plan document in this section and/or have the document available for the team to review.

- Briefly describe the structure of the major campus committees.
- Evaluators will look for whether or not lines of communication are open between the president and faculty. Too much power in either direction is not good.

ADMINISTRATION

- Refer back to the Bylaws.
- The Board of Trustees is ultimately in charge; it delegates to the chancellor and the chancellor delegates to the presidents.
- Provide a brief description of the college executive team and structure of local administration. The chief executive officer is the president. Provide a clear understanding of the duties of each governance body.
- Address the “Fundamental Elements” listed in the Middle States *Standards of Excellence* document.

CUNY MISSION

- Tie your college mission statement to CUNY’s mission. Although it is not an explicit mission statement, below is from the New York State Education Law Sec. 6201.
- <http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=@SLEDN0T7A125+&LIST=LAW+&BROWSER=EXPLORER+&TOKEN=11676496+&TARGET=VIEW>

CUNY has the “responsibility to provide post-secondary education in New York City....The university must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units....the university will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes....The city university is of vital importance as a vehicle for the upward mobility of the disadvantaged in the city of New York....[CUNY must have] the strongest commitment to the special needs of an urban constituency....Activities at the city university campuses must be undertaken in a spirit which recognizes and responds to the imperative need for affirmative action and the positive desire to have city university personnel reflect the diverse communities which comprise the people of the city and state of New York.”

THE OPERATING BUDGET

- Below is language provided by CUNY Central’s Office of Budget and Finance:

When it comes to the budget, the senior and community colleges are considered separate entities. For the senior colleges, the State establishes the total annual operating budget. Funding is

primarily from the State and tuition revenues, with modest revenue offset from the City of New York. For the community colleges, the City establishes the total annual operating budget. Funding is from the State, City, and tuition revenues.

The City and State funding is appropriated directly to the University, as opposed to the individual colleges. The University Budget Office then allocates the overall budget among the campuses (albeit sometimes according to certain formulae set by the City or State). Just like CUNY has one board of trustees, CUNY also has one overall budget, and with the exception of donations (which technically go to the college foundations, entities that are legally separate from the colleges), and to some degree auxiliary and association enterprise revenue, all funds generated by the colleges are really under the control of the University, not the individual campuses.

Budget Planning, Development, and Analysis

The first step in the operating budget process is the development of the University's budget request. The development of the request involves numerous tasks and significant interactions among college and University officials.

The University Budget Office (UBO) assesses college baseline budget needs for subsequent years, based on information provided by the colleges, and develops detailed budget schedules that are transmitted to the City and State Budget Offices in accordance with their instructions. These documents, referred to as the technical budget request, are supplemented by detailed summaries of programmatic initiatives that represent the University's priorities for the subsequent year. Upon adoption of the budget request by the Board of Trustees, UBO transmits the official budget request book to the Governor and State Legislature and to the Mayor and City Council.

When the City and State issue their respective budget and financial plans, UBO analyzes the recommendations and assesses the impact of these budgets on the University. The Chancellor testifies before State and City legislative committees several times during the year, between November and May, on the University's budget request and the Governor's and Mayor's Executive budget recommendations.

Allocations and Budget Implementation

Senior Colleges Allocations: The senior college resource allocation process involves, in the first instance, the assessment of whether the University's adopted budget condition contains sufficient resources to implement stated University objectives. Depending on the outcome of this assessment, UBO establishes appropriate funding levels. For example, the adopted budget does not always contain sufficient funds in the appropriation to cover ongoing costs. There are often shortfalls in the funding of specific programs or obligations that are considered University priorities. Once an assessment is made of the size of the shortfall in an area, adjustments are made among appropriations to provide a sufficient level of funding for various programs.

Once the financing of ongoing obligations is accounted for, UBO allocates the college base budgets and various University-wide program lump sums. These lump sums represent appropriations that support specific initiatives or categorical funding, such as child care, SEEK, Coordinated Undergraduate Education Programs, College Now, Language Immersion, Services for the Disabled and Writing Across the Curriculum, etc. The University Budget Office establishes the framework for the distribution of these and other funds and, in so doing, works closely with other University offices involved with the formulation of University program priorities, mainly the Offices of Academic Affairs, Student Affairs, and Instructional Technology.

Senior College Budget Implementation: In order for colleges to expend their allocations, monthly budget certificates must be submitted to the State Controller's Office. A budget certificate represents the distribution of the funding in the State budget, by college and program (lump sums and specific allocations), and then by expenditure object (PS Regular, Adjunct, Temporary Service, Summer, and OTPS). This preparation of the certificate involves interaction among staff within the University Budget Office, at the colleges, with the University Controller's Office, and with the State Budget and Audit and Control offices.

The budget certificate process is ongoing throughout the year. Colleges and University Programs are required to distribute their adopted budgets as described above. UBO generates monthly certificates in accordance with college inputs. The process is simple: if a college allocation is increased, the additional amount is added to the college's budget in a specific account (since a college cannot increase its budget unilaterally). The college can then internally shift these funds from the specific account in its budget to the accounts in which the expenditures will be made.

The colleges have the flexibility of moving funds on certificate from one account to another within their budget allocation. These transfers must be consistent with their financial plans and must fully fund all full-time personal service obligations. In certain cases, where a college may be experiencing a revenue shortfall or where the State imposes a general spending reduction, the University may require the colleges to establish unallocated reserves that reduce their spending authority. Otherwise, the University makes every effort to provide the colleges with the funding to which they are entitled as quickly as possible so that their allocation and certificate distributions are consistent.

Community College Allocations: The budget allocation system for the University's six community colleges embodies a different approach. Only the first step (assessing University priorities) mirrors the senior college process. Unlike the State of New York, which appropriates college base budgets as specific line items, the City of New York's adopted budget for the community colleges is appropriated as a lump sum. This method enables the University Budget Office to utilize a funding model that provides an overall framework for measuring each college's need for resources. UBO develops the operating principles that inform the model to insure consistency with University goals and objectives and allocates resources pursuant to the dictates of the model. The budget office assures that the model maintains a level of funding equity among the campuses and provides sufficient flexibility in the use of these resources.

Community College Budget Implementation: The community colleges are not required by the City to submit budgetary changes on a regular basis. However, as a matter of practice, budgetary

changes made by the community colleges in the University system are transferred to the City system (FMS) every two weeks.

- Once each college receives its allocation, the CEO has great latitude in managing the expenditures of each college. A mid-year report of revenue and expenses is prepared by the Central Administration and it is shared with the colleges. This is based on the expenditure plan submitted by each college at the beginning of the fiscal year.
- Unless there is a major deviation from the plan, the college administration has control of the expenditures. There is a requirement that each college complete the fiscal year with a balanced budget.

Revenue

Senior and Community Colleges: The University also allocates revenue budgets to the senior and community colleges. Colleges have the flexibility to achieve their targets in many different ways, e.g., additional summer sessions, improved collection rates, more graduate or non-resident students, enhanced collection of prior year receivables, etc.

The colleges are required to distribute their revenue target into general categories and input this information into the Financial Accounting System (FAS). UBO reviews this information on a monthly basis to monitor the colleges' adherence to their targets. During the course of the year, UBO will make and update projections of college revenue collections by examining the actual billed revenue amounts and applying an historical collection rate to them. This method has proven to be a good indication of the colleges' projected year-end collections and usually occurs in the fall and spring when "Form A" enrollment is known and when actual semester billings are input by the colleges into the FAS system.

This aspect of the process is very important to the University and the colleges because it will determine whether a college will be eligible for additional funding if it is overcollecting revenues, or must underspend its budget if there is an anticipated undercollection.

Expenditure Monitoring

The colleges are required to submit financial plans to the University Budget Office in which they distribute their budget allocations into expenditure categories and detail their anticipated monthly filled positions, additions, and separations. UBO reviews college submissions to ensure that, among other things, salary expenses are consistent with filled position projections and that OTPS expenses are consistent with prior year levels. These projections, which are reviewed with the colleges, provide the University Budget Office with a valuable tool to evaluate college financial plans and subsequent expenditures against these plans.

In addition to providing a uniform framework for use by the colleges to make expenditure projections, UBO also makes its own independent projections of college expenditures. This involves the integration of payroll and filled position data. If any inconsistencies between college and UBO projections arise, they are reviewed and reconciled by UBO and college staff.

Appendix 4.2: Engagement, Participation and Accountability Key Leadership and Governance Structures and Extent to which they Foster Engagement, Participation and Accountability

Leadership/ Governance Structure	Engagement/Representation	Attendance POLICY	Accountability/Transparency
College-Wide Senate	Includes: Voting members—Full-time faculty, non-teaching instructional staff, students, classified staff are all voting members. Non-Voting members—The President and VPs of the College.	Attendance is an issue (see previous page narrative).	Meetings are open to the entire college community. Minutes are posted online. Dates, materials, and agendas are sent to Senators and academic department members in advance of meetings.
College-Wide Curriculum Committee	Voting members: Each department has a member, a student member. Non-Voting: Registrar's office Dean of OAA.	Attendance is an issue.	Meetings are open to the entire college community. Minutes are posted.
Committee on Committees	9 members elected each year by Senate (includes 2 students and 1 staff)	Adequate attendance.	Distribute annual report to OAA.
Executive Committee	7 members elected each year by Senate	Adequate attendance.	Minutes are posted.
College-Wide P&B	President, Provost-OAA, VPs, the chair of each department, labor designee, and 4 at-large faculty members with voting rights.	Attendance is good however, maintaining the 4 at large faculty members is an issue as elections can take an entire semester-year to complete.	Meetings as needed (at least monthly). Votes kept confidential with General Counsel. Minutes are confidential (deal with personnel issues).
ARC	President, VPs, 3 Higher Education Officials (HEO) representatives, and a faculty representative	Adequate attendance.	Meetings as needed. Votes kept confidential with General Counsel. Minutes are confidential (deal with personnel issues).
Student Government	Student Government members are elected and Student Senators are chosen from this elected group. Four members of this group sit on Hostos Association—an important decision making body that has authority over budgets/certification of student clubs	Attendance is steady and adequate.	The SGA has bi-monthly meetings that are open to the entire student body; the SGA charter mandates a General Student Assembly once per semester.
ADMINISTRATIVE MANAGEMENT			
President's Cabinet	9 members (detailed in Table 4.1)	Adequate attendance/participation.	Activities reported in annual divisional operational plans and end-of-year reports.

Appendix 4.3: Comparative Analysis of Selected Leadership and Governance Structures

Key Issues	Hostos	LaGuardia CC	Other CUNY	Other Colleges outside CUNY
Composition of Senate	Faculty from the dept's based on a 1 to 15 ratio, students based upon a 1 student to 4 non-student senate member ratio, and staff both instructional and classified. At large faculty based on a 1 to 20 members of faculty ratio.	One faculty member from each dept, an administrator from each division, staff and students in a 1 to 1 ratio with non-student senators.	Approximate student to non-student ratio BCC 15:58, BMCC 2:15, QC 1:2	Outside CUNY the norm appears to be no students in the college senate. Examples of college senates without students: Miami-Dade C.C., The California C.C. system, Garret College
College-Wide personnel and budget decisions	Membership includes: President (chair) Appropriate Deans Chairs of each dept. Four at large faculty	President (Chair) Dean of Continuing Ed. Chairs of each dept. Chief Librarian One other Dean		
College-Wide Curriculum Committee(CWCC)	One faculty member from each department, one student representative (the Dean of OAA and Registrar staff as ex-officio members)	Chair of committee is Dean of OAA but membership is not spelled out in charter of governance		

Appendix 4.4: Snapshot of How The Hostos Foundation Helps Meet Hostos Mission

Access	Diversity/Multiculturalism	English language/Mathematics skills, Intellectual Development, Socio-Economic Mobility	Community Service
The Board raises scholarships and emergency funds for students, as well as dollars to support academic programs and student supports	Recipients receiving support reflect a diverse student body, including Hispanics, African American and West African. The Foundation Board members represent a diverse group of individuals.	Scholarships, direct student supports and emergency funds make it possible for students to develop their basic academic skills, grow intellectually, and be better positioned for upwardly mobile employment Provided financial support to library to increase services for students Support to academic programs and student supports strengthen basic skills and intellectual development, as well as upward mobility of students	The Board composition represents community-based organizations, business sector, culture and arts, and health related entities.

Eugenio María de Hostos Community College
City University of New York

Charter of Governance

As presented to the Hostos Senate in May 2008

ARTICLE I: FUNCTIONS OF THE COLLEGE SENATE

SECTION 1

The college senate will, in consultation with the administration and other groups in the college, recommend academic policies and perform consultative and advisory functions related to the programs, standards, and goals of the college. The senate shall recommend policy on all college matters, except for those within the domain of the president or any other office of the college or The City University of New York, as set forth in the By-laws of the Board of Trustees. The College Senate will, in consultation with the administration and other groups in the College, recommend policy on all College matters, except for those within the domain of the President or any other Officer of the College or The City University of New York, as set forth in the By-laws of the Board of Trustees. The Senate shall be specifically responsible for the formulation of academic policy and for consultative and advisory functions related to the programs, standards, and goals of the College.

The College Senate shall:

- A. undertake any course of action within its authority, to help achieve the mission of the College within the College community and the City University.
- B. serve in an advisory capacity and have representation on all committees established by the President, the Vice Presidents, and/or the Deans to further the mission of the College and especially Search Committees established by the College.
- C. have the power to formulate new policy recommendations and to review already existing ones in areas including but not limited to the following:
 1. Awarding of degrees, honors and credits
 2. Degree requirements
 3. Development of curricula
 4. Development of new academic and student services programs (including interdisciplinary and exchange programs) and review of existing ones, as well as developing, reviewing, and implementing policies related to disabled students
 5. Grading practices and standards
 6. College Library
 7. College admission procedures and requirements
 8. Evaluation of faculty

9. Affirmative Action/504 compliance
10. Budget and Finance
11. Grants
12. Facilities
13. Creating any standing, ad hoc, and special committees as it deems necessary
14. Proposing amendments to, and revisions of, the By-laws of the Board of Trustees
15. Recommending any other actions that the Senate may deem appropriate

Other functions of the Senate will include but not be limited to the following: Participation in the search committees for Vice Presidents and all Deans.

SECTION 2

ATTENDANCE

Every member of the Senate undertakes the responsibility of attending Senate sessions. Members who are absent more than three times per academic year without a reasonable explanation sent in writing to the Chairperson of the College Senate, will be removed from office and another representative shall be elected in their place.

In calculating quorum, those *not* counted in establishing “majority” include the following: all those faculty and staff who have not been replaced and are on sabbatical, sick leave, have resigned from the College, have retired or are on *travia*, as well as those who have resigned from the Senate; and those students who for whatever reason have withdrawn officially from the College.

All Senate and Senate committee meetings shall be conducted according to the latest edition of *Robert's Rules of Order Newly Revised*, to the extent the same does not conflict with the open meetings law.

ARTICLE II: MEMBERSHIP IN THE COLLEGE SENATE

SECTION 1

SENATE MEMBERSHIP

The Senate membership shall consist of representatives from the full-time faculty, non-teaching instructional staff, students, classified staff (Gittlesons, campus peace officers, maintenance, ~~and CUNY college office assistants~~), and the President, Vice Presidents, and Deans of the College.

In addition, there shall be ex-officio and non-voting members.

SECTION 2

FACULTY MEMBERSHIP

- (a) Senate members representing faculty must hold the rank of Professor, Associate Professor, Assistant Professor, Lecturer, or Instructor.
- (b) College departments shall be represented by one representative for each academic unit (where such units exist), who shall be nominated and elected by members of their units.
- (c) Departments without units (which for the purpose of representation on the Senate will include Counseling) shall be represented in proportion to their faculty members: one representative per every ten (10) faculty members or fraction thereof,[. These faculty members] who shall be elected by the members of their department.
- (d) There shall be faculty members at large elected by general ballot according to the following ratio: one faculty member/alternate per every twenty (20) faculty members or fraction thereof. These shall be elected by the faculty in attendance at the Stated Meeting of the Faculty and Staff at the beginning of the academic year. Absent the scheduling of such meeting by the office of the President by September 1st, the Executive Committee shall schedule said meeting during the month of September for the sole purpose of conducting this election.
- (e) Full-time faculty who are College representatives to the UFS are automatically members of the College Senate. They shall be elected according to the same procedures and criteria that apply to all other Senators.
- (f) The PSC Chapter Chairperson shall automatically be a member with full senatorial rights.

SECTION 3**NON-TEACHING INSTRUCTIONAL STAFF MEMBERSHIP**

- (a) To be a member of the Senate representing the non-teaching instructional staff, a person must be in one of the following non-teaching instructional titles: College Laboratory Technician (CLT), ~~Research Assistant~~, or Higher Education Officer (HEO).
- (b) Each category mentioned above shall be represented in proportion to its membership: one representative per every fifteen (15) members or fraction thereof.

SECTION 4**CLASSIFIED STAFF**

- (a) Gittlesons (civil service staff) shall have one (1) representative to the College Senate.
- (b) All other classified staff shall have one (1) representative to the College Senate.

SECTION 5**STUDENT REPRESENTATIVES**

- (a) Student representation will constitute one (1) student for every six (6), ~~four (4)~~ or major fraction thereof, of the non-student voting members of the Senate. Student representatives will be elected as provided by the Student Government Organization Constitution. Additional representatives shall be elected according to procedures for the election of officers stipulated in the Student Government Organization Constitution.
- (b) Every student representative to the Senate must be certified by the Registrar's Office as

- (c) being a Hostos Community College student in good academic standing.
 (c) Student representative shall serve for a period of one year.

SECTION 6

EX-OFFICIO

Ex-Officio membership without a vote shall be:

- A. The College Administration.
 - 1. President or designee
 - 2. Vice Presidents, Deans, or designees
 - 3. Chair of the HEO Organization
- B. A Parliamentarian designated by the Executive Committee of the Senate, not a member of the Senate, but who will attend its meetings ~~are~~ and rule on questions of procedure.

SECTION 7

ADJUNCT FACULTY MEMBERSHIP

- A. To be a member of the Senate representing the adjunct faculty, a person must be an adjunct faculty member in either the Liberal Arts or the Career programs.
- B. These individuals should be elected by general ballot according to the following criteria: (1) representative from the Liberal Arts program and one (1) representative from the Career programs. This membership should be for one (1) semester.

SECTION 8

ELECTION PROCEDURES AND TERMS OF OFFICE

- (a) All elected faculty and staff members shall serve for a period of three years.
- (b) Student representatives shall serve for a period of one year.
- (c) The election committee shall carry out all the necessary elections for the Senate
- (d) All election results shall be determined by a majority of those voting. If necessary, additional balloting will be conducted with the name(s) of candidate(s) having the fewest votes eliminated to the point of having twice as many candidates as positions until the vacant positions are filled. Notification of the election results must be promulgated no later than one week after the close of elections.
- (e) The Chair and the Senate Executive Committee (together and none individually) may be removed from office by means of a petition signed by two-thirds of ~~present voting members~~ the members eligible to vote. Said petition is to be presented in a sealed envelope during a regularly scheduled meeting of the Senate to the Vice Chair or Secretary of the Executive Committee and turned over unread to the Senate Election Committee meeting in emergency session. Furthermore, it is to be verified by said committee at said meeting, and the committee is to provide for elections at the next regularly scheduled meeting of the (now) suspended Senate.

SECTION 9**TIME TABLE**

- (a) All elections shall be conducted during the second week of classes following the Spring Recess of the third year of the current Senate.
- (b) On the last meeting of the Spring semester, the Senate shall hold annual elections to nominate a pool of faculty representatives to serve on the Hostos Association, Auxiliary Services, and Discipline committees. These names will be forwarded to the President, who will appoint members to the committees/bodies from the list.

SECTION 10**ELECTIONS OF OFFICERS AND THE COMMITTEE ON COMMITTEES**

The Senate Chairperson shall have faculty ~~status rank~~. The Senate Chairperson and all members of the Executive Committee and the Committee on Committees shall be nominated and elected by simple majority at the first meeting of the newly elected Senate to be called by the outgoing chairperson.

SECTION 11**THE EXECUTIVE COMMITTEE****A. Membership**

1. The Executive Committee shall be composed of ~~eleven nine~~ voting senators: six (6) faculty, ~~two (2)~~ one (1) non-teaching instructional staff (HEO's or CLT's); ~~and~~ two (2) students, ~~; and one (1) member of the non-instructional staff~~
2. The Chairperson of the Senate will be the Chair of the Executive Committee and one of its eleven members.
3. The Committee will elect a Vice Chairperson ~~and a Secretary from among its members, a Recording Secretary, and a Corresponding Secretary from among its members. The term of the Recording Secretary shall be one year.~~
4. Non-student members shall serve for three (3) years. Student members shall serve for one (1) year.

B. Functions of the Executive Committee:

1. To serve as liaison between the President of the College and the Senate.
2. To transact such business as may be necessary between meetings of the Senate.
3. To exercise any further powers and duties that may be conferred upon it by the Senate.
4. To develop any procedures needed to implement any charge given to it and to review existing procedures when needed.
5. To create ad hoc committees after consultation with the Senate.
6. To meet at least once a month during the academic year and expedite Senate business.

7. To schedule regular and special Senate meetings, to determine what is appropriate Senate business, and to prepare agendas for such meetings.
- C. Functions of the Officers:
1. Duties of the Chairperson shall include but not be limited to the following:
 - a. To conduct elections for the membership of the Executive Committee and Committee on Committees.
 - b. To preside at all meetings of the Senate and the Executive Committee.
 - c. To initiate election procedures to fill all vacancies of the Senate.
 - d. To make pro-temp appointments in the event of any Officer's absence.
 - e. To represent the Senate at all academic and official functions.
 - f. After consultation with the Executive Committee, to appoint senators to represent the Senate in non-Senate Committees.
 2. The Vice Chair shall serve as Acting Chairperson in the absence of the Chairperson.
 3. Duties of the Recording Secretary shall include:
 - a. The taking of minutes of Senate and Executive Committee meetings and submitting them to the Chairperson and the Committee on Committees.
 - b. Taking attendance at Executive Committee and Senate meetings.
 - c. Maintaining records of all Senate Executive Committee proceedings.
 - d. Sending copies of all Senate Proceedings to the College Library.
 4. Duties of the Corresponding Secretary shall include the distribution of minutes and agendas to appropriate committees or individuals.

ARTICLE III: SENATE MEETINGS

SECTION I

REGULAR MEETINGS

- (a) The Senate shall hold regular meetings once a month during the academic year on the third Thursday of the month.
- (b) The notice of each monthly meeting shall include the agenda, together with a written statement regarding any policy matter to be presented at the meeting. Such documents shall be distributed to each senator during the week prior to the meeting. Announcements of all Senate meetings shall be sent to the College-wide community and to the general public by press release one week prior to the meeting.

SECTION 2

PROCEDURES

- (a) The order of business at all meetings shall conform to the newest edition of *Robert's Rules of Order Newly Revised*.

- (b) The Chairperson, in consultation with the Parliamentarian, shall decide on all questions of quorum and parliamentary procedure, unless it is otherwise stipulated in this Charter.
- (c) The hour of adjournment shall be specified on the agenda and adhered to and no binding resolutions, motions or general discussions shall be considered beyond that hour without the approval of 2/3 of the voting members present.
- (d) All votes shall be by secret written ballot except for routine matters by unanimous consent. The ballots shall be recorded and available to the public upon request.
- (e) All senate meetings shall be open. Upon recognition by the Chair, all who attend the Senate meeting shall have the right to speak.

SECTION 3

MINUTES OF SENATE MEETINGS

A Recording Secretary will ~~be appointed for one academic year to~~ take and maintain minutes, which includes attendance. A copy of the minutes of each meeting of the Senate shall be distributed to each of the members of the Senate at the same time that the notice of agenda of the meeting is distributed.

SECTION 4

SPECIAL MEETINGS

- (a) These meetings may be called by the Executive Committee of the Senate or by any ten (10) Senators upon presentation to the Chairperson of a written and signed request for the meeting.
- (b) Agenda for special meetings shall be distributed with the notice of such meetings.

ARTICLE IV: COLLEGE STRUCTURE

SECTION 1

DEPARTMENTS/DISCIPLINES

The structure of Hostos Community College shall be composed of divisions, each headed by a Vice President. At present, the College consists of the divisions of: 1. Academic Affairs, 2. Administration and Finance, ~~and~~ 3. Student Development and Enrollment Management, and 4. Institutional Development. When altering the function of these divisions, the President of the College shall first consult with the Senate.

The Division of Academic Affairs shall be comprised of Departments, Units, and Programs of Study

Within the context of the academic structure, a Department is an administrative entity composed of a single discipline or related disciplines or Programs of Study grouped together to represent the shared interests of the represented Units. A Department may or may not have Units.

An Academic Unit is an administrative entity within an Academic Department; the Unit is responsible for instruction in a particular program, discipline, or related disciplines.

A Program of Study is an organized body of courses that lead to a Certificate or degree or another defined academic goal.

SECTION 2

RESPONSIBILITES OF THE SENATE

The Senate shall have the power to review proposals for and recommend, the creation of new Academic Units and/or programs of study, the elimination of existing Academic Units or programs of study, and the transfer of Academic Units and/or Programs of Study from one Department to another.

The process to be followed for the implementation of such a proposal will be:

- (i) Presentation of proposal to the Department(s) that houses (and/or will house) the Academic Unit or Program, followed by a Departmental vote.
- (ii) Presentation of the proposal for review to the appropriate Vice Presidents(s).
- (iii) Presentation of the proposal to the Senate.
- (iv) Senate vote and recommendation to the President of the College.
- (v) Approval by the President.
- (vi) Transmission of the proposal by the President's Office to the Board of Trustees, and the Board's approval.
- (vii) When a transfer of an Academic Unit or Program of Study or faculty is intended from one Department to another, both Departments must approve the transfer.

ARTICLE V: COLLEGE-WIDE PERSONNEL AND BUDGET COMMITTEE

SECTION 1

MEMBERSHIP OF PERSONNEL AND BUDGET COMMITTEE

The College-Wide Committee on Personnel and Budget shall be composed of the following members:

- (a) The President of the College
- (b) The Provost and Vice President for Academic Affairs
- (c) All department chairpersons.
- (d) Four at-large faculty members elected from and by qualified faculty. No at-large representative shall be from the same unit as the departmental chairperson.
- (e) The Vice President for Student Development and Enrollment Management

SECTION 2

CHAIRPERSON

The President of the College shall serve as Chairperson of the College-Wide P & B; in

his/her absence, the Vice President for Faculty and Academic Affairs shall serve as Chair. The Labor Designee and a senior member of the administration designated by the President of the College shall sit with the College-Wide P & B at the invitation of the President.

SECTION 3

EXCEPTIONS

Teaching Faculty members holding or released to serve in an administrative position within the College and not teaching at least one course of their regular load are not eligible to serve as At-Large representatives. Vice presidents, Deans and senior administrators cannot serve as At-Large representatives to the P & B.

SECTION 4

ELECTION OF AT-LARGE FACULTY

The selection and election of the four At-Large faculty representatives to the College-Wide P & B shall proceed as follows:

- (a) Each academic department and the Division of Student Development and Enrollment Management shall nominate one candidate.
- (b) Such nomination shall occur at the time of Departmental elections.
- (c) All nominees must be tenured and hold professorial rank.
- (d) The names of all nominees will be submitted to the Election Committee of the Senate, which will conduct the election with the assistance of the Division of Academic Affairs.
- (e) All faculty members with professorial ranks, lecturers (full-time) and instructors who have been reappointed on an annual salary basis for a third or later year of continuous full-time service, and tenured CLT's shall be eligible to vote in College-Wide At-large Faculty P & B elections.
- (f) All eligible voting members shall elect the four representatives by simple majority of valid votes cast.
- (g) In the event no candidates obtain a simple majority, a run-off election will be held. The two candidates with the fewest votes will be dropped.
- (h) These procedures shall be repeated until all four (4) At-Large candidates are elected.
- (i) There shall only be one (1) At-Large representative from any given Department at any time.

ARTICLE VI: ACADEMIC DEPARTMENTAL STRUCTURE

SECTION 1

The following shall constitute the College's Departments and Units (disciplines or programs) within Departments:

A. Allied Health Sciences Department

- Dental Hygiene Unit
- Radiologic Technology Unit
- Medical Laboratory Technology Unit

Nursing Unit

B. Behavioral and Social Sciences Department

Behavioral Sciences Unit

Social Sciences Unit

Paralegal Studies Unit

Public Administration Unit

C. Business Department

Business Administration/Accounting Unit

Computer Information Systems and Technology Unit

Office Administration and Technology Unit

D. English Department

E. Health and Human Services Department

Early Childhood Education Unit

Gerontology Unit

Physical Education Unit

Urban Health Unit

F. Humanities Department

Africana Studies Unit

Latin American and Caribbean Studies Unit

Modern Languages Unit

Visual and Performing Arts Unit

G. Language and Cognition Department[Mathematics Department]

H. Library Department

I. Mathematics Department

J. Natural Sciences Department

Biology Unit

Physical Sciences Unit

SECTION 2

DEPARTMENTAL CHAIRPERSONS

- A. Each Department shall have a Chairperson (who may also serve as Unit Coordinator). In accordance with the By-laws, the Chairperson of the Library Department will be appointed by the President of the College.
- B. All Chairpersons, except the Chairperson of the Library Department, shall be elected by secret ballot for a term of three years by a majority vote of all eligible voting members of the instructional staff in the Department.
- C. In Departments other than the Library, all professorial ranks with tenure shall be eligible to run for departmental Chairperson. Exceptions may be made only when a Chairperson is recruited from outside the College without tenure.

- D. ~~Members of the department who are eligible to vote in P & B elections will be eligible to vote in this election.~~
- E. Voting shall take place during the first full week in May. There shall be discussion prior to the vote.
- F. All professorial ranks (Professors, Associate Professors, and Assistant Professors), Lecturers (full-time) and Instructors who have been reappointed on an annual salary basis for a third or later year of continuous full time service, and Tenured CLT's are eligible to vote in departmental elections.
- G. The duties of a Chairperson shall follow CUNY By-Laws definition, except as amended by this governance plan.

H. DUTIES OF DEPARTMENT CHAIRPERSON

The department chairperson shall be the executive officer of his/her department and shall carry out the Department's policies as well as those of the faculty and the board that are related to it. He/she shall:

1. Be responsible for departmental records and preside at meetings of the Department.
2. Assign courses to and arrange programs of instructional staff members of the Department. (The execution of this duty may be delegated to the unit coordinators.)
3. Initiate departmental policy and actions concerning the recruitment of faculty and other departmental affairs subject to the powers delegated by these by-laws to the staff of the Department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions.
4. Represent the Department before the faculty and the board.
5. Serve as chair of the department's committee on personnel and budget.
6. After receiving the tentative unit budgets, prepare the tentative departmental budget, subject to the approval by the ~~Department's committee on appointments or the~~ Department's committee on personnel and budget. Transmit the tentative departmental budget to the Vice President for Faculty and Academic Affairs with his/her own recommendations.
7. Arrange for careful observation and guidance of the department' instructional staff members. This duty may be delegated by the Department Chairperson to the Unit Coordinator or to a tenured professorial member, ~~to the extent permitted by in accordance with~~ the collective bargaining agreement.
8. Make a full report to the President and to the College Committee on Faculty Personnel and Budget of the action taken by the department committee on personnel and budget when recommending an appointee for tenure, ~~on the following:~~
a) ~~Teaching qualifications and classroom work~~
b) ~~Relationship with his/her students and colleagues~~
c) ~~Appointee's professional and creative work~~
9. Hold an annual evaluation conference with every member of the department, other

than full professors, after observation and prepare a memorandum thereof. This duty may be assigned to a qualified member of the departmental Committee on Personnel and Budget, ~~to the extent permitted by~~ in accordance with the collective bargaining agreement. Tenured full professors may be evaluated.

Generally supervise and administer the department. The Chairperson may delegate some specific duties to the unit coordinators.

10. Hold departmental meetings at least ~~once a month~~ three times per semester and as needed.
11. Promote collegial relations and intradepartmental collaboration.
12. Represent all units within the department and act as liaison for the department and its units to other departments and units.

I. Acting Chairpersons

1. In case of a temporary vacancy, the Department will nominate candidates from a list of eligible faculty members coming from the departmental P & B.
2. The name of the departmental candidate for Acting Chairperson, voted on by the Department, shall be submitted to the President.
3. If the President should reject the candidate, the process will be repeated until a suitable candidate is selected.

SECTION 3

UNIT COORDINATORS

- A. Each Unit shall have a Coordinator who shall be elected by that Unit for a three year term. The election of unit coordinators shall take place following that of the Department Chairperson during the first full week of May.
- B. All professorial ranks, tenured and untenured, and lecturers with Certificates of Continuous Employment shall be eligible to run for unit coordinators. The Department Chairperson may also be elected as a Coordinator. There can only be one (1) coordinator who is untenured in any given department. Tenured CLT's can vote in this election.

DUTIES OF UNIT COORDINATORS

1. Unit Coordinators shall serve as the primary administrators for matters pertaining to their respective units.
2. Supervise the unit's curriculum.
3. Assign courses to and arrange programs of instructional staff members of the unit ~~as delegated by~~ in consultation with the Department Chairperson.
4. Arrange for careful observation and guidance of the Unit instructional staff members in consultation with the Department Chairperson.
5. Prepare the tentative Unit budget.
6. Be responsible for the Unit's records.

7. Disseminate information to and from staff members within the unit.
8. Initiate action concerning the recruitment of Unit faculty in consultation with the Department Chairperson.
9. Represent the Unit in the Departmental P & B.
10. Coordinate program accreditation (where applicable).

SECTION 4

DEPARTMENTAL P & B's

- A. All constituted Departments shall have Departmental personnel and budget committees to review matters in their purview.
- B. The membership of Departmental P & B's shall be constituted of:
 1. The Chairperson
 2. Unit Coordinators, where applicable
- C. In Departments with fewer than five (5) Units, where possible, there shall be five (5) members, except where the total full and part-time faculty exceed fifty (50), in which case there shall be seven (7) members. At-Large faculty members shall be elected as needed in order to reach the required membership; only one of these may be untenured, which person may be a lecturer with a certificate of continuous employment.
- D. In Departments with five (5) or more Units, the total membership of the P & B shall be to the nearest odd number, the remaining positions to be elected At-Large. An untenured faculty member, who may be a lecturer with a certificate of continuous employment, can only be elected to this position if all coordinators are tenured.
- E. In Departments with two or more Units, no more than 60% of the membership of the departmental P & B should come from one Unit.
- F. Tenured CLT's within a Department are eligible to vote in Departmental P & B elections but not to be candidates.
- G. All At-Large members of the Departmental P & B shall be elected at the same time as all other departmental elections are held, for a term of office of (3) years.
- H. ~~As the Vice President for Student Development and Enrollment Management is an executive line, non-tenure, a lecturer or more with a CCE may serve on the Departmental P & B.~~
- I. The functions of the Departmental Personnel and Budget Committee shall include but not be limited to:

1. Recommendations of all actions concerning initial appointments, reappointments, tenure, CCE, and promotions (except full professor).
 2. Interviewing of all prospective faculty and instructional staff candidates for employment.
 3. Approval of all actions concerning travel money allocations, departmental budget, the departmental plan for the year, and budget allocations to units within the department.
- J. New units will get automatic representation in Departmental P & B's as soon as they have been formally approved by all appropriate governance structures.

ARTICLE VII: SENATE COMMITTEES

SECTION 1

STANDING COMMITTEES OF THE SENATE

The standing Committees of the Senate shall include but not be limited to the following:

- A. The Committee on Committees
- B. Academic Standards Committee
- C. Admission and Retention Committee
- D. Affirmative Action Committee
- E. Budget and Finance Committee
- F. Committee on Disability Issues
- G. Curriculum Committee
- H. Elections Committee
- I. Executive Committee
- J. Facilities
- K. Grants Committee
- L. Institutional Research Committee
- M. Instructional Evaluations Committee
- N. Library Committee
- O. Scholarship and Awards Committee

SECTION 2

RULES CONCERNING SENATE STANDING COMMITTEES

- A. All Senate committees shall record and maintain minutes of their meetings and submit copies of them to the Executive Committee and the Committee on Committees.
- B. All Senate standing committees shall follow the Charter as to their functions.
- C. All Senate standing committees shall prepare annual summaries of their activities to be

submitted to the Executive Committee no later than the last scheduled meeting of the Senate each academic year.

- D. All Senate committees shall elect their own officers, with the understanding that ex-officio members shall not be eligible to run for office of any standing, ad hoc, or special committee.
- E. Unless otherwise stipulated in the Charter or sanctioned by the Senate, each of the standing committees shall consist of not less than six (6) and not more than twelve (12) members.
- F. Unless otherwise stipulated, on each standing committee there will be two (2) student members except in the Academic Standards Committee and two members representing the non-instructional staff. Student members will serve for a term of one (1) year.

SECTION 3

ATTENDANCE AT STANDING COMMITTEES MEETINGS

Any member who is absent from three (3) meetings without written notification shall be asked to resign and will be replaced by the Committee on Committees.

SECTION 4

THE COMMITTEE ON COMMITTEES

A. Membership:

- 1. The Committee on Committees shall be composed of eleven (11)-nine (9) Senate members, including two (2) student members and ~~two (2)~~ one members from the non-instructional staff, elected by the members of the Senate.
- 2. Student members will be elected every year at the first meeting of the Senate. Other members will be elected at the first meeting of each newly formed Senate.

B. Function:

- 1. To assign members from different College constituencies to the specific Senate standing committees before the second meeting of the Senate for the academic year.
- 2. To determine the number of members to be assigned to each committee, unless otherwise specified in the Charter of Governance.
- 3. To advise all Senate Committees in the development of internal operating procedures and to submit these procedures to the Senate for approval.
- 4. To consider and resolve issues relating to membership status and replacement of any committee member.
- 5. To disseminate information about opportunities for service on all standing and ad-hoc committees.

6. To maintain current lists of membership in all Senate Committees.
7. To maintain a file of the minutes of all Standing Committee meetings.
8. To elect its own officers.

SECTION 5

ACADEMIC STANDARDS COMMITTEE

A. Membership:

The committee structure will be composed of a faculty chair, four (4) faculty members, the Student Development and Enrollment Management professional in charge of academic appeals, and one (1) student representative. All members can vote on policy issues. However, the student representative may not be present during the review of appeals. The membership of the Academic Standards Committee will be assigned by the Committee on Committees.

B. Function:

It is the charge of the Academic Standards Committee to preserve and maintain the academic policy and procedures of the College. The Academic Standards Committee shall:

- 1 Recommend to the Senate policy regarding academic probation, attendance, graduation, honors, grading, and other issues related to academic standards.
- 2 Hold hearings on student appeals regarding academic dismissal. Appeals of dismissal shall be processed by the Office of the Dean of Students in collaboration with the chairperson of the Academic Standards Committee. Specific procedures are outlined in detail in the Hostos Community College Catalog.
4. To hold hearings on student appeals regarding dismissal and other student academic issues;
2. To recommend policy to the Senate regarding
 - a. Maintenance of matriculation
 - b. Academic Index
 - c. Grading structure and grade appeals
 - d. Attendance

Specific procedures are outlined in detail in the Hostos Community Catalog on pages 160-163.

SECTION 6

ADMISSIONS AND RETENTION COMMITTEE

A. Membership:

Membership shall be determined by the Committee on Committees to include regular faculty

and the following:

1. Director of Admissions and Recruitment
2. Office of the Registrar
3. Vice President for Student Development and Enrollment Management
4. One Counselor
5. One Student representative
6. Coordinator of Retention Services ~~Two HEO's~~

B. Function:

1. (a) To review and recommend to the Senate College-wide policies regarding admission and retention.
(b) To review and recommend to the Senate policies regarding the matriculation of non-degree students.
(c) To review and recommend to the Senate College-wide policies on the acceptance of external course work towards a Hostos Community College Associate Degree.
2. In consultation with all appropriate parties, to hear and act upon those student appeals that result from the policies set forth in the above areas.
3. To maintain liaison with University personnel responsible for developing or changing admission, matriculation, and transfer credit criteria on a University-wide basis, and to report any proposals for such changes to the Senate.
4. To maintain liaison with College and University personnel responsible for developing special programs that might affect admission and external course work policies.
5. To make recommendations to the Hostos Senate on ways to increase the recruitment of students and maximize the retention of students.

SECTION 7

AFFIRMATIVE ACTION COMMITTEE

A. Membership:

1. Membership shall be determined by the Committee on Committees.
2. The Affirmative Action Officer shall serve as an ex-officio member.

B. Functions:

1. To advise and assist the College Affirmative Action Officer in the implementation of affirmative action regulations and policies at the College, including hiring, tenure and termination of employment.
2. To meet regularly with the President in matters concerning the progress of affirmative action.

SECTION 8**BUDGET AND FINANCE COMMITTEE****A. Membership:**

Membership will be chosen by the Committee on Committees.

B. Function:

To research, inform, and make recommendations to the Senate and the College community on financial and budgetary matters.

SECTION 9**COMMITTEE ON DISABILITY ISSUES****A. Membership:**

1. Membership shall be determined by the Committee on Committees.
2. The Coordinator of Services for Students with Disabilities shall serve as an ex-officio member.

B. Function:

1. To review existing college policies and procedures related to disability and to recommend to appropriate college offices and governance entities changes in such policies and procedures for the purpose of:
 - a. achieving institutional compliance with federal, state, and local laws regarding non-discrimination on the basis of disability; and
 - b. recommending ways of eliminating all barriers that might hinder or even prevent the fullest functional of individuals who are students and/or employees of the College.
2. To collaborate in the development and provision of educational activities regarding disability issues of importance to the College community.

SECTION 10**CURRICULUM COMMITTEE****A. Membership:**

1. The membership of the Curriculum Committee shall be composed of one tenured or CCE representative from each academic department of the College, one (1) from Student Services, ~~one (1) 13.3B HEO~~, and ~~two (2)~~ an elected Student Senate representatives duly certified by the Vice President for Student Development and Enrollment Management.
2. The representatives shall be elected by each Department from its Curriculum

Committee and by the Division of Student Development and Enrollment Management, and their names submitted to the Committee on Committees for final approval.

3. The Vice President for Faculty and Academic Affairs or his/her designee and the Registrar shall serve as non-voting ex-officio members.

B. Function

The Curriculum Committee shall have the following duties:

1. To evaluate and recommend new courses in accordance with Board of Trustees guidelines.
2. To evaluate and recommend any modifications of current courses in the curriculum, including credits, hours, titles, course descriptions, language of instruction, prerequisites, co-requisites, etc.
3. To review and recommend approval of degree requirements and distribution requirements for existing departments.
4. To review and recommend approval of all letters of intent and final proposals for all degree and certificate programs.
5. To review letters of warning and apprise the Senate.
6. To recommend to the College Senate the creation of subcommittees as the need arises, to cover such areas as skills across the curriculum, program review, etc.
7. To present to the College Senate, for its approval, any items voted upon and recommended by the committee.

C. Charges of the College-Wide Curriculum Committee.

1. To establish and maintain the standards of the College curricula and their integrity.
2. To review existing curricula periodically and recommend changes where appropriate.
3. To encourage the development of new courses, concentrations, and programs consistent with the mission of the College by providing a College-wide forum for consideration of all new courses and program proposals.
4. To review all curriculum proposals for their conformity to the College mission and objectives of the Department.
5. To review and approve the final draft of the curricular offerings in the College Catalog.
6. To preserve the institutional history of the Committee by yearly submitting the minutes, records, and reports to the College Archives housed in the Library.
7. To make recommendations regarding all curriculum proposals, and to transmit all such recommendations to the Executive Committee of the College Senate and the College Senate at large.

SECTION 11

ELECTION COMMITTEE

A. Membership:

Membership will be chosen by the Committee on Committees.

B. Function:

1. To develop and recommend procedures for elections pertaining to the Senate that are otherwise not described in this Charter.
2. To implement those election procedures approved by the Senate.

SECTION 12

EXECUTIVE COMMITTEE

(For membership and functions, see Article II, Section 11.)

SECTION 13

FACILITIES COMMITTEE

A. Membership:

1. Membership to be determined by Committee on Committees.
2. The Director of Campus Facilities shall serve as an ex-officio member of this committee.

B. Function:

1. To assess and consult on whether existing College facilities are being utilized to optimal capacity.
2. To forecast future College needs in regard to facilities.
3. To recommend policy regarding utilization and allocation of existing space.
4. To make recommendations regarding acquisition of new space.
5. To investigate complaints regarding the improper use of facilities.
6. To report to the Senate on its findings.

SECTION 14

GRANTS COMMITTEE

A. Membership:

1. Membership to be determined by the Committee on Committees.
2. The Grants Officer shall serve as an ex-officio member of this committee.

B. Function:

1. To review grant proposals at their initial stages.

2. To recommend that grants be initiated in specific areas.
3. To inform the Senate as to the purpose and nature of all grants awarded to the College.
4. To provide a forum, the appropriate Vice Presidents shall report twice a year both to the Committee and at the full Senate on the status of existing grants

SECTION 15

INSTITUTIONAL RESEARCH COMMITTEE

A. Membership:

1. Membership to be determined by the Committee on Committees.
2. The committee will include an equal number of faculty members from Liberal Arts and Career Programs and one (1) faculty member from the Division of Student Development and Enrollment Management
3. A representative from the Office of Institutional Research will be an ex-officio member without vote.

B. Function:

1. The committee will facilitate research bearing on College educational programs and retention. To that end, it will assist research conducted in the College in compliance with the provisions of the Committee on Human Subjects, request data on behalf of research projects, recommend that studies be undertaken, submit all recommendations for research to the full Senate for approval, and disseminate results to the College community.
2. The committee will collaborate with and serve as a resource for other committees.
3. The committee will regularly report its findings to the Senate.

SECTION 16

INSTRUCTIONAL EVALUATIONS COMMITTEE

A. Membership:

Membership to be determined by the Committee on Committees.

B. Function:

1. To develop procedures and instruments for the classroom observation evaluation of faculty members by peers ~~and by students~~.
2. To develop procedures and instruments for the student evaluation of faculty.
2. 3. To review the student evaluation process and the tabulation of results, and make

DRAFT TEN

As presented to the Hostos Senate in May 2008

- recommendations thereon.
3. 4. To report to the Senate on the procedures and instruments.

SECTION 17

LIBRARY COMMITTEE

A. Membership:

1. Every academic Department shall select one of its members to serve of this committee. That member will then function as the liaison between his or her Department and the Library. One of the members must be a member of the Library faculty.
2. The Chief Librarian shall serve as an ex-officio member of this committee.

B. Function:

1. To evaluate current Library holdings and media services as they relate to the current and future needs of each department, unit, and program.
2. To make recommendations.
3. To report to the Senate on the recommendations.

SECTION 18

SCHOLARSHIPS AND AWARDS COMMITTEE

A. Membership:

Membership to be determined by the Committee on Committees.

B. Function:

1. To serve as an in-house resource to individuals or groups.
2. To develop standard criteria for selection of candidates and recipients of scholarships and awards.
3. To determine the recipients of Hostos scholarships and prizes in accordance to established criteria.
4. To locate and obtain additional resources for scholarships and awards.

SECTION 19

AD HOC COMMITTEES

The Executive Committee of the Senate shall create ad hoc committees as the need arises

and shall delineate their functions and membership.

ARTICLE VIII: REVISION AND AMENDMENT PROCEDURES

Any modification of this Charter as presently accepted shall be made according to the following procedures:

SECTION 1

Motions to amend this Charter may be proposed by the Executive Committee or by the written petition of no fewer than ten (10) senators, or by petition of the President or the President's designee.

SECTION 2

Such motions to amend must be discussed at two (2) consecutive meetings of the Senate before being brought to a vote.

SECTION 3

Such motions must be approved by two-thirds (2/3) of the total membership of the Senate.

SECTION 4

~~Within thirty (30) calendar days following one vote of the Senate, ten percent (10%) of the Senate membership may request a referendum on that amendment. A majority vote of the total membership supersedes the original vote of the Senate.~~

SECTION 5

Approved amendments shall be submitted to the President for approval and recommendation to the Board of Trustees.

Amendments to Article 11 - Section 8 - subdivision "a" and Article VI - Section 4 - subdivision "b" approved by the Board of Trustees at April meeting 1995.

Guide to the proposed changes to the Hostos Charter-Draft 10:

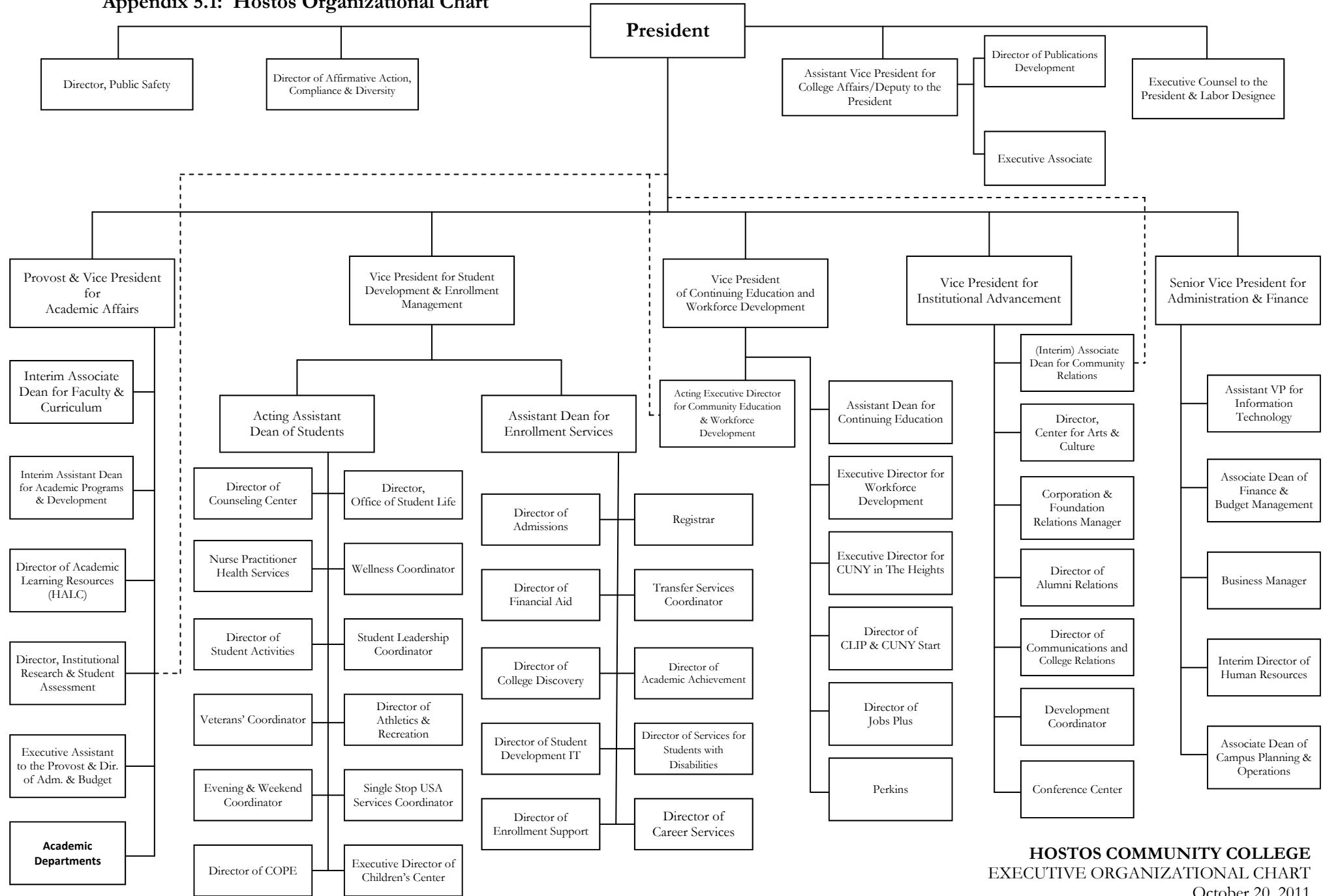
Article	Section	Suggested Change	Suggested by
Article I	Section 1	New statement suggested	President's Office
	Section 2	Open meeting compliance: Rewording	CUNY Legal Affairs
Article II	Section 1	Use "New Gittelson" title and eliminate CUNY College Office Assistants	President's Office
	Section 2d	Add "by the faculty in attendance" to the second sentence. Add missing sentence: "Absent the scheduling of such a meeting by September 1, the Senate Executive Committee will schedule said meeting in September for the sole purpose of conducting this elections."	President's Office Senate Executive
	Section 2e	Change status Hostos-UFS senators.	President's Office
	Section 2f	Change status PSC Chairperson.	President's Office
	Section 3a	Delete "Research Assistant"	President's Office
	Section 5a	Student reps: Change to 1 to 6 14%	President's Office
	Section 7	Delete section: No adjunct rep in Senate	President's Office
	Section 8e	Change "present voting members" with the "members eligible to vote"	CUNY Legal Affairs
	Section 10	Change "faculty status" to "faculty rank"	President's Office
	Section 11A1	The Executive Committee membership: The increased membership from 9 to 11 is questionable (Back to original Charter: 9)	CUNY Legal Affairs
	Section 11A3	Add ...vice-chair, a recording secretary and a corresponding secretary among....	President's Office
	Section 1b	Open meeting compliance: Sentence added.	CUNY Legal Affairs
	Section 2d	Open meeting compliance: Sentence added.	President's Office
	Section 2e	Open meeting compliance: Right to speak.	CUNY Legal Affairs
	Section 3	Rephrase: The recording secretary will...	President's Office
Article IV	Section 1	Include Division of Institutional Development. Change "shall first consult" to "shall consult"	President's Office President's Office
Article V	Section 3	Last sentence: add Vice-presidents	President's Office
Article VI	Section 2d	Delete. Duplicated by section 2f.	President's Office
	Section 2f	Change "full service" to "full time service"	President's Office
	Section 2h-6	Delete: "Departments Committee on Appointments or the"	President's Office
	Section 2h-7	Change "to the extent permitted by" to "in accordance with" Change whole section to: "Arrange for careful observation and	President's Office

Article	Section	Suggested Change	Suggested by
	Section 2h-8	guidance of the department's instructional staff members in accordance with the collective bargaining agreement" Delete all language after the word "tenure"	CUNY Legal Affairs
	Section 2h-9	Delete the words "an annual". Add "at least once per year" after departments. Delete the words "other than full professors"	President's Office CUNY Legal Affairs President's Office
	Section 2h-10	Change "to the extent permitted by" to "in accordance with" Change 'once a month' to "three times per semester and as needed" Change "once a month" to "once a semester and other times as needed to be scheduled by the departmental chair"	CUNY Legal Affairs President's Office
	Section 3B-3 Section 4C Section 4H	Change "in consultation with" to "as delegated by" After "fewer than five units" insert ", where possible" Delete Delete	President's Office President's Office President's Office CUNY Legal Affairs
Article VII	Section 2F	After "student members" add ", except in the Academic Standards Committee."	President's Office
	Section 4	Committee on Committees: The increased membership from 9 to 11 is questionable	CUNY Legal Affairs
	Section 5A	Change membership to: "The committee structure will be composed of a faculty chair, four additional faculty members, the Student Development and Enrollment Management professional in charge of academic appeals, and one student representative. All members can vote on policy issues. However, the student representative may not be present during the hearing of appeals."	President's Office
	Section 5B	Function-rewording "The Academic Standards Committee (CAS) shall: 1. Recommend to the Senate policy regarding: academic probation, attendance, graduation, honors, grading, and other issues related to academic standards, and 2. Hold hearings on student appeals regarding academic dismissal. Appeals of dismissal shall be processed by the Office of the Dean of Students in collaboration with the chairperson of the Academic Standards Committee. Specific procedures are outlined in detail in the Hostos Community College Catalog."	President's Office
	Section 6A-6	Admissions and Retention Committee:	President's Office

Appendix 4.5: Draft of the Charter of Governance and recommended changes

Article	Section	Suggested Change	Suggested by
	Section 10	<p>The addition of two HEOs to the membership is questionable. Replace "2 HEOs" with "Coordinator of Retention Services"</p> <p>Curriculum Committee:</p> <p>The inclusion of a HEO in the membership of the Curriculum Committee is questionable</p> <p>The inclusion of a HEO and an additional student in the membership of the Curriculum Committee is questionable</p> <p>Delete "one 13.3B HEO" from the membership.</p> <p>Replace "ex-officio members" with "non voting ex-officio members"</p>	CUNY Legal Affairs
	Section 15A-3	<p>Institutional Research Committee:</p> <p>Delete the words "without vote"</p>	President's Office
	Section 16B-1	<p>Instructional Evaluation Committee:</p> <ol style="list-style-type: none"> 1. Change "evaluation" to "classroom observation". Delete "and by students" 2. Insert a new bullet 2: To develop procedures and instruments for the student evaluation of faculty 3. Change the numbers for the rest of the bullets. 	President's Office
Article VIII	Section 1	Rewrite to reflect the need to add a provision for the introduction of amendments by the Office of the President. New wording:	President's Office
	Section 4	To rescind an amendment to the Charter Delete section 4	CUNY Legal Affairs

Appendix 5.1: Hostos Organizational Chart



HOSTOS COMMUNITY COLLEGE
EXECUTIVE ORGANIZATIONAL CHART
October 20, 2011

The City University of New York
College/President Performance Goals and Targets
2010-2011 Academic Year – REVISED 08/19/2010



Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
Raise Academic Quality	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Documented results of all accreditation reviews	1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies	1.1 Dental Hygiene will conduct its accreditation review in AY2010-2011 and meet accreditation standards.
		1.2 Recognition/validation from various external sources	1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community	1.1.1 The LPN and RN programs will be accredited by the National League for Nursing in AY2010-2011. 1.1.2 The College will complete its Middle States Self-Study process in AY 2010-2011 as part of the accreditation process.
		1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs	1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation	1.2 Enrollment in newly approved dual-admission/joint degree programs will increase by 2%. 1.2.1 College will be recognized through faculty presentations at professional academic conferences, publications and submissions for grant funding. The # of the grants submitted will increase by 2%.

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
		1.4 Reports of courses with a significant technology component and self-reports by colleges	1.4 Use of technology to enrich courses and teaching will improve	<p>1.4 At least 10 New Hybrid sections will be offered.</p> <p>1.4.1 There will be an increase in the number of sections using our course management system. In 2009-10 there were 324 sections.</p> <p>1.4.2 A new student evaluation of online courses will be developed and deployed.</p> <p>1.4.3 To incorporate rich media in the teaching process, students will have access to an increased number of podcasts through internal and external servers.</p> <p>1.4.4 The ePortfolio pilot will expand to include the Digital Design and Digital Music Programs.</p> <p>1.4.5 An eBook pilot and its assessment strategy will be designed for Honors and Global Scholars.</p> <p>1.4.6 SDEM will collaborate with OAA to train faculty to use e-portfolio to document co-curricular, service learning and career related enrichment activities.</p>
	2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity	2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for full-time and part-time faculty	2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers	<p>2.1 The Center for Teaching & Learning (CTL) will support faculty development through the Committee on Beautiful Ideas (COBI) mini grants innovation awards.</p> <p>2.1.1 Faculty will present examples of their pedagogy at an annual technology showcase, usually held in April.</p>

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
				<p>2.1.2 Faculty participating in the Faculty Development program will be offered a range of technology and other workshops, assigned a contact in the Office of Instructional Technology, and provided with a departmental technology mentor.</p> <p>2.1.3 SDEM will collaborate with OAA to orient new faculty to student support services, disability accommodations and student enrichment activities.</p> <p>2.1.4 SDEM will collaborate with OAA to foster, document and measure the impact of faculty engagement with students outside the classroom.</p>
	2.2 Faculty scholarship and creative work	2.2 Increase faculty research/scholarship	2.2	The number of faculty actively engaged in research and scholarly activities will increase as evidenced by grant submissions, publications and conference presentations. In 2009-10 there were 50 faculty reported engaged.
	2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty	2.3 Instruction by full-time faculty will increase incrementally	2.3	In AY 2010-11 Instruction by full-time faculty will increase incrementally.
	2.4 Faculty and staff diversity and affirmative action reports	2.4 Colleges will recruit and retain a diverse faculty and staff	2.4	The College will increase the number minority faculty and staff to reduce underutilization identified in AAP by expanding recruitment networks.
			2.4.1	The Affirmative Action Office will revise and update College procedures to guarantee efforts to secure more diverse applicant pools for faculty and staff searches.

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
Improve Student Success	3. Ensure that all students receive a quality general education and effective instruction	3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc.)	3.1 Colleges will provide students with a cohesive and coherent general education	<p>3.1 The number of faculty and students using the GenEd Mapping Tool will increase incrementally.</p> <p>3.1.1 Results from the GenEd Mapping Tool will be analyzed and reported for improving general education across the curriculum.</p> <p>3.1.2 The number of faculty using the GenEd rubrics across the disciplines will increase incrementally.</p> <p>3.1.3 SDEM will collaborate with OAA to ensure that new students are introduced to the Gen Ed Mapping Tool as part of orientation and that all advisors are trained to advise students effectively regarding Gen. Ed competencies.</p>
		3.2 Basic skills test performance and related date. (Ex. % enrolled in summer immersion with an increase in score at end of summer, pass rates on exit from remediation. Bacc. Colleges: % of SEEK and ESL students who pass skills tests in 2 yrs.; % of instructional FTEs in lower division courses delivered by full-time faculty. Assoc. colleges: % of remedial students at 30 credits who pass all basic skills tests)	3.2 Colleges will improve basic skills and ESL outcomes	<p>3.2 Pass rates on CUNY Assessment Tests administered following HALC summer 2010 workshops will increase incrementally over the Summer 2009 pass rates.</p> <p>In Summer 2009, overall pass rates were:</p> <ul style="list-style-type: none"> • COMPASS Reading (34.9 percent) • ACT Writing (29.9 percent) • COMPASS Math Part II (Algebra) (61.6 percent) <p>3.2.1 Pass rates on the CUNY Assessment Tests following exit from remediation in the Fall 2010 term will increase incrementally from the Fall 2009 pass rates.</p> <p>In Fall 2009, the pass rates were:</p> <ul style="list-style-type: none"> • COMPASS Reading was 43.8 percent • ACT Writing was 44.0 percent • COMPASS Math Part II (Algebra) was 68.1 percent

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
				<p>3.2.2 The percent of students who needed remediation and now have 30 credits at the start of fall term, and are proficient in all of their skills tests will increase incrementally.</p> <p>For Fall 2009, the percentage is 55.4 percent for students with between 25 and 35 credits.</p> <p>3.2.3 The Percentage of incoming new students who participate in summer skills development workshops will increase by 3%.</p> <p>3.2.4 The percentage of CD students who pass all skills tests in two years will increase incrementally. Baseline data will be established in summer 2010.</p>
	3.3 % of students passing gateway courses with C or better	3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study	3.3 In AY 2010-2011, at least 75%* of students will pass gateway courses with C or better. In AY 2008-2009, 74.8 percent of students passed, who were enrolled in gateway courses, including BIO and PSY.	<p>For AY 2009-2010, through the Fall term, the percentage was 80.7 percent ENG - 81%; MATH - 81%</p> <p>*Based on three-year average</p>
	3.4 Show & pass rates on CUNY proficiency exam	3.4 Show & pass rates on CUNY proficiency exam will increase	3.4 Show rates on CUNY Proficiency Exam will remain above 80% and pass rates will remain over 90%. The Hostos show rate for AY 2009-2010, one of the highest in CUNY. Cohort show rate for the Oct. 2009 administration was 77.1 percent, and will increase after the March 2010 testing.	

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
		3.5 1-yr. retention rates by underrepresented group status and gender; for all student, % of credits hours attempted that are earned by underrepresented group status and gender (Fall semester)	3.5 College will reduce performance gaps among students from underrepresented groups and/or gender	3.5 One-year retention rates by underrepresented group status and gender will increase incrementally. Retention data for Fall 2008 to Fall 2009 were baseline data: Male: 53.4% Female: 58.7% 3.5.1 For all students, the percentage of credits (billable credits) attempted that are earned by underrepresented group status and gender (Fall semester) will increase incrementally. Data for Fall 2009 will serve as the baseline.
		3.6 Documented evidence that faculty are assessing student learning using results to make improvements, and documenting the process	3.6 Colleges will show progress on implementing faculty-driven assessment of student learning	3.6 Faculty will continue to assess student learning using results to make improvements, and documenting the process. 3.6.1 SDEM will develop, along with OAA, activities that will contribute to faculty assessment of student learning outcomes.
	4. Increase retention and graduation rates and ensure students make timely progress toward degree completion	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; % of students with major declared by the 70 th credit; average # credits earned in first 12 months	4.1 Colleges will facilitate students' timely progress toward degree completion	4.1 The percentage of transfer students taking courses the summer after entering will increase incrementally. For freshmen students entering fall 2008, 8.48%, took at least one course in summer 2009. For transfer students entering in fall 2008, 14.4% took at least one course in summer 2009. 4.1.1 The percentage of previous fall term freshmen who were not skills proficient on entry taking a workshop in the summer after entry will increase incrementally. For Fall 2008, 12.0 percent of non-skills proficient freshmen took a workshop in

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
				<p>Summer 2009. Data for Fall 2009 freshmen will not be available until the conclusion of the Summer 2010 term.</p> <p>4.1.2 The ratio of undergraduate FTEs to headcount will increase incrementally. In Fall 2009, the ratio was 0.70.</p> <p>4.1.3 The average number of credits earned in the first 12 months for freshmen who entered Hostos skills proficient will increase.</p> <p>Data for AY2009-2010 will not be available until after June, 2010. (New standard, no previous data).</p> <p>4.1.4 SDEM and OAA will collaborate to train advisors to understand “academic progress” issues and to advise students more effectively regarding strategies to increase credit accumulation.</p> <p>4.1.5 SDEM will develop new financial literacy activities and programming that will help students maximize aid available during college career.</p>
	4.2 1-yr. and 2-yr. retention rates	4.2 Retention rates will increase progressively		<p>4.2 One-year retention rate will increase incrementally by 2%.</p> <p>The Fall 2008 to Fall 2009 retention rate for first-time full-time freshmen was 58.3 percent.</p>
	4.3 6-yr. AA/AS/AAS, BA/BS graduation rates; 4-yr. BA/BS graduation rates; 4-yr. MA/MS graduation rates	4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs		<p>4.3 Six-year graduation rate will increase incrementally by 2%.</p>

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
	5. Improve post-graduate outcomes	5.1 Pass rates and # of students passing licensure/certification exams	5.1 Professional preparation programs will improve or maintain high number of successful graduates	5.1 The pass rates of 100% for radiology will remain excellent. 5.1.1 The pass rate for nursing will increase to 82%. 5.1.2 The pass rate for dental hygiene will remain above 90%.
		5.2 College self-reports and surveys of graduates' job placement rates; % of graduates continuing their education	5.2 Job and education rates for graduates will rise	5.2 To compliment current job placement and graduation/transfer data, SDEM will develop an in-house tracking system. 5.2.1 Six-month education placement rates in vocational program will increase incrementally. 5.2.2 Six-month job and education placement ratio will hold steady. College will increase job placement effort to counter effects of weak economy.
	6. Improve quality of student and academic support services	6.1 Student experience survey results and other data and reports on improved quality and satisfaction with student, academic, and technological support services	6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology to augment student learning	6.1 Retention and pass rate data will be collected for all sections with online components. 6.1.1 The Office of Instructional Technology will increase the number of workshops offered as part of our student development program in technology. 6.1.2 The Office of Instructional Technology, Library, HALC and ACC will survey student satisfaction with technology workshops. 6.1.3 The Office of Instructional Technology will create a new survey of student's at-home access to and experience with computing.

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
				<p>6.1.4 SDEM will survey students regarding level of engagement and satisfaction with Student Activities and Leadership.</p> <p>6.1.5 SDEM and OAA will collaborate to develop a new process for evaluating academic advisement.</p> <p>6.1.6 SDEM and OAA will collaborate to develop an assessment process, for increased proficiency of Academic Advisement provided by college departments and units.</p> <p>6.1.7 SDEM will collaborate with IT, to develop new Call-In Center to improve Student Telephone Inquiry response.</p> <p>6.1.8 SDEM will collaborate with IT to develop a new Student Survey Phone System.</p>

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
Enhance Financial And Management Effectiveness	7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs	7.1 Colleges will meet established enrollment target for degree program; mean SATs/CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree programs will increase by 2%.
		7.2 TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc.	7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	7.2 At least 90% of TIPPS course equivalencies will be completed by May 2011. 7.2.1 Hostos will increase number of articulation agreements and/or dual admission/joint degree programs with senior colleges.
		7.3 # of College Now participants, College Now course completion and pass rates, # participants re-enrolled	7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity	7.3 Given new CUNY enrollment management targets College Now enrollment will remain steady.
	8. Increase revenues and decrease expenses	8.1 Alumni/corporate fundraising (CAE-VSE report)	8.1 Alumni-corporate fundraising will increase or maintain current level	8.1 Hostos will increase fundraising efforts by 2.5% of the total reported in the CUNY Fundraising Summary for FY 2010.
		8.2 Revenue	8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education	8.2 During FY 2010-2011, revenues for Adult and Continuing Education will increase incrementally.
		8.3 % of budget spent on administrative services; timely deposits with university controller, and responsiveness to and resolution of accounting and external/internal audit findings and action plans	8.3 College will improve or maintain sound financial management and control	8.3 The percentage of the budget the college uses for administrative costs will decrease by 0.5% from the previous year.

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
		8.4 Financial health and evidence of a solid financial plan; end fiscal year with 2% or less of allocated budget as reserve	8.4 Colleges will implement financial plans with balanced budgets	8.4 Hostos will develop and implement a balanced budget plan, utilizing the University's budget mid-year reports which monitor our budget revenue and expenses.
		8.5 Contract/grant awards (RF Report + CUNY projects) including for research	8.5 Contract/grant awards will rise	8.5 In order to increase its awards, the college will continue to aggressively seek both governmental and private grants.
		8.6 Indirect cost recovery as ratio of overall grant/contract activity	8.6 Indirect cost recovery ratios will improve	8.6 The college will continue to improve the indirect cost recovery from the previous year's amount of 5.3%.
	9. Improve administrative services.	9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan by FY11	9.1 Colleges will make progress within a declared capital campaign	9.1 Upon hiring a new VP for Institutional Advancement, the college will work with its Foundation to develop the strategy for a capital campaign as prescribed by CUNY Central Office.
		9.2 Surveys of student satisfaction with nonacademic administrative support services	9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges	9.2 The Division of Administration & Finance will continue to perform surveys of student satisfaction with Administrative Services on campus.
		9.3 % of instruction delivered on Fridays, nights, weekends; space prioritized for degree and degree-related programs	9.3 Colleges will improve space utilization	9.3 The percentage of instruction delivered on Fridays, nights and weekends will increase incrementally by 2% (excludes Allied Health day-only programs). 9.3.1 SDEM will conduct a new review of college evening and weekend support services to provide the support services needed to meet increased enrollment.

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Goals	Objectives	Indicators	2010-2011 University Targets	College Targets
		9.4 Evidence of improvement including the implementation of the <i>Environmental Management System</i> and its integration with the campus Risk Management Plan	9.4 Prepare and implement a campus risk management plan that is integrated with the University's risk management program	9.4 Hostos' Risk Management Committee will develop and begin to implement a campus-specific risk management plan that will be integrated with CUNY's.
		9.5 Evidence of timely progress such as responsiveness to help desk tickets, following the established escalation process, holding monthly campus team meetings, and releasing employees to attend training	9.5 All colleges will make timely progress on CUNY FIRST implementation	9.5 During FY 2010-2011, Hostos will be implementing the Mass Reappointment HCM module. The college has committed resources to continue the training process for managers and supervisors in the Manager Self-Service module, and will continue to educate students, faculty and staff about CUNYfirst and the multiple services that the system offers. 9.5.1 SDEM offices of Admissions, Financial Aid, Enrollment Services and Registrar will progress through all stages of data cleansing, UAT, professional development and other activities to prepare for implementation of Campus Solutions.
		9.6 Progress towards a 10-yr plan submitted to sustainability task force	9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan	9.6 The sustainability council has been active since 2007. Hostos is in the process of implementing our plan.

Appendix 5.3: Snapshot of Administrative Structures/Services and their Impact on Student Learning and Staff/Faculty Professional Development

Division	Structures/Services that Facilitate Student Learning	Structures/Services that Foster Staff/Faculty Professional Development
OAA	<ul style="list-style-type: none"> -Academic Advisement -Hostos Academic Learning Center (HALC) -Library -Office of Educational Technology -Academic Computing Center -Accelerated Student in Associate Program (ASAP) -College Now -Hostos Success Academy -Freshmen Blocks -Freshmen Academy -Honors Program -Study Abroad 	<ul style="list-style-type: none"> -Center for Teaching & Learning – faculty development workshops and retreats -Office of Educational Technology -Research/scholarship grants assistance -OAA Faculty Fellow Program -Expert speaker presentations
Student Development and Enrollment Management	<ul style="list-style-type: none"> -Counseling -Financial Aid -Career Services -Leadership Academy -Transfer Office -Disabilities Office 	<ul style="list-style-type: none"> -Staff professional development workshops and retreats -Expert speaker presentations -Access to studentvoice.com (provides coaching and tools to increase faculty and staff student development effectiveness)
Administration and Finance	<ul style="list-style-type: none"> -Information Technology 	<ul style="list-style-type: none"> -Staff professional development workshops and retreats -Expert speaker presentations
Institutional Advancement	<ul style="list-style-type: none"> -Scholarships -Alumni Relations 	<ul style="list-style-type: none"> Research/scholarship grants assistance
Workforce Development		<ul style="list-style-type: none"> -Staff professional development workshops and retreats

Appendix 8.1: OFA Counter Services Survey, Sample Year, Sample Question Response

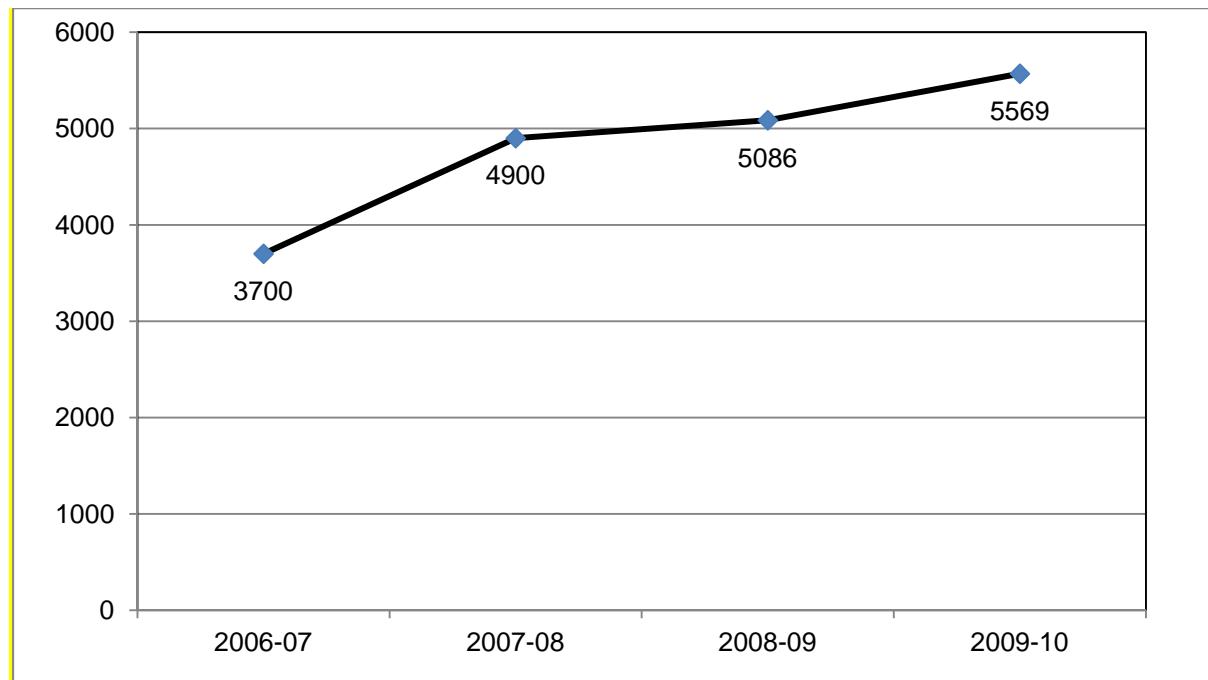
OFA Counter Services Survey
 Date: Academic Year 07-08
 # that came to the counter: 7,939
 # that completed the survey: 358

3	What is your evaluation of F.A. Services to Students?	Excellent		Good		Fair		Poor	
		256	76%	65	19%	15	4%	3	15%

Overall evaluation of services indicates 95% excellent to good and 19% fair to poor.

Source: Office of Financial Aid (OFA)

Appendix 8.2: Total Micro-Lab Visits – 2006-07 to 2009-10



Source: Financial Aid Microcomputer Lab data

Appendix 8.3: Snapshot of Hostos' Student Transfer and Employment Supports

Name of Service	Services Offered	Aim	Use	Effectiveness
Academic Transfer Services (created in 2007)	Transfer Counseling	To assist students in their transition to a senior college	1/2009- 6/2010 – 1150 students (approximate)	100 students transfer to CUNY senior colleges every year (OIR)
Career Services	Job readiness and placement supports – including internships and cooperative ed	To introduce students successfully into job market	2009/2010 -1028 students	Over 100% improvement since 2007/2008
Licensure preparation for graduates from Allied Health programs	1.Dental hygiene licensure preparation 2.Nursing – Registered Nurse (RN) and Licensed Practical Nurse (LPN) licensure preparation 3.Radiologic Technology licensure preparation	Prepare for the position of dental assistant Prepare for the position of RN & LPN Prepare for the position of XR technologist	Total enrollments for Fall 2010: Dental Hygiene - 87 RN- 97 LPN - 20 Rad. Tech.- 83	In Fall 2010: <u>Dental Hygiene</u> - 95% pass rate on the clinical exam; 88% pass rate on the national exam. <u>RN</u> – 85% pass rate on NCLEX <u>LPN</u> - 54.5% pass rate on certification exam <u>Rad Tech</u> – 100% pass rate on certification exam
Dual Admission, Joint Degree Programs	1. A.S. engineering programs: -civil -chemical -mechanical -electrical 2.A.S. in Forensic Accounting 3. A.S. in Forensic Science 4. A.A. in Criminal Justice	B.E. - City College B.S. Economics - John Jay B.S. Forensic Science - John Jay B.A. Criminal Justice – John Jay	Total enrollments for Fall 2010: Engineering Civil – 56 Chemical – 18 Mechanical - 11 Electrical – 92 Forensic Acctg - 3 Forensic Science- 43 Crim Just - 316	# of students that have transferred to CUNY four-year programs over last 5 years: Civil Eng - 6 Chemical Eng - 7 Electrical Eng - 86 Criminal Justice – 5 Other programs are too new to have transfers. Note: Electrical Eng. Is the oldest program.

Sources: Transfer Services Office, Hostos OIR, Career Services, and Office of Dual-Degree Advisement

Appendix 8.4: Student Withdrawals From All Classes - Fall 2010

	Aca-demic	Dis-satisfied/HHC	Family	Fin-ancial	House /Move	Job Related	Med (Self)	Mili-tary	No Reason Given	Personal	Transfer-Out	Other
Freshmen	8	0	7	4	4	11	15	1	5	4	4	6
Continuing	7	0	33	17	6	64	52	0	12	11	18	17
Transfer-In	0	0	1	0	0	2	1	0	1	0	0	0
2nd Degree	0	0	0	0	0	1	2	0	2	1	1	0
Non-Degree	0	0	1	0	0	1	0	0	0	0	0	0
Sub Totals:	15	0	42	21	10	79	70	1	20	16	23	23
Totals	320											

Source: Registrar's Office

**Appendix 8.5: Sample OIR Term Profile, Fall 2010 (also available at
http://www.hostos.cuny.edu/about/pdf/student_profile_fall202_to_fall2010.pdf)**

 HOSTOS COMMUNITY COLLEGE		Division of Academic Affairs Office of Institutional Research and Student Assessment							
Student Profile for Fall 2010 Term									
Total Headcount	6,499								
Enrollment	6,499								
Total FTE Enrollment	4,651								
Gender									
Female	4,441 68.3%								
Male	2,058 31.7%								
Full-time/Part-time Status									
Full-time	3,768 58.0%								
Part-Time	2,731 42.0%								
Day/Evening Students									
Day Student	5,913 91.0%								
Evening Student	586 9.0%								
Ethnic/Racial Background									
White	218 3.4%								
Black	1,441 22.2%								
Hispanic	3,701 56.9%								
Asian/P.L	209 3.2%								
Am. Ind./Al. Nat.	24 0.4%								
Other/Unknown	906 13.9%								
Current Term Admissions Status									
Freshmen	1,073 16.5%								
Non-CUNY Transfer	271 4.2%								
CUNY Transfers	103 1.6%								
Continuing Students	3,947 60.7%								
Readmit	456 7.0%								
Non-Degree Student	47 0.7%								
College NOW	467 7.2%								
Middle School	135 2.1%								
Note: All data are from the Show-Registration files, SIMS data extracts, and the CUNY IRDB.									
Print Date 3/31/2011									
Residency Status									
		All Students	Freshmen						
Manhattan	1,085	16.7%	185	17.2%					
Bronx	4,212	64.8%	698	65.1%					
Brooklyn	295	4.5%	56	5.2%					
Queens	252	3.9%	28	2.6%					
Staten Island	7	0.1%	3	0.3%					
Westchester	98	1.5%	19	1.8%					
Foreign	480	7.4%	79	7.4%					
Other/Unknown	70	1.1%	5	0.5%					
Citizenship Status									
United States	4,553	70.1%							
Permanent Resident	1,525	23.5%							
Student Visa	88	1.4%							
Temporary Visa	202	3.1%							
Asylum	0	0.0%							
Expired Visa	4	0.1%							
Other/Unknown	127	2.0%							
Student Age									
Less than 18	677	10.4%							
18 to 21 years	2,237	34.4%							
22 to 24 years	1,081	16.6%							
25 to 29 years	1,001	15.4%							
30 to 34 years	592	9.1%							
35 to 45 years	610	9.4%							
Over 45 years	301	4.6%							
Average Age	25.7								
High School Diploma									
High School Diploma	2,496	38.4%							
Foreign HS Diploma	1,356	20.9%							
GED	968	14.9%							
Number of Terms Attended by Continuing Students in Current Term									
Average Number of Terms	2.68								
Note: Number of terms does not imply continuous enrollment.									
Student Retention									
Percent of non-graduating students re-enrolling in the next term.									
All students	74.7%								
Freshmen	82.8%								
Performance of Entering Freshmen on CUNY Skills Test (Percent Passing)									
Reading	606	56.5%							
Writing	461	43.0%							
Mathematics	231	21.5%							
Passed All	134	12.5%							
Degree Status									
Degree	5,850	90.0%							
Non-Degre	649	10.0%							
Current Term Enrollment in Developmental or Remedial Courses									
Percent Enrolled in at least one:	All Students		Freshmen						
ESL developmental course	592	9.1%	133	12.4%					
English remedial course	956	14.7%	541	50.4%					
Math remedial course	1,665	25.6%	818	76.2%					
Current Term Enrollment in Spanish Content Courses									
Percent Enrolled in at least one:	All Students		Freshmen						
Spanish content course	302	4.6%	42	3.9%					

Appendix 9.1: Performance of Entering Freshmen on the CUNY Skills Tests in Reading, Writing, and Mathematics

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
Reading Test										
Pass	319	40.5	364	44.8	322	35.6	429	36.4	366	33.1
Fail	390	49.6	357	43.9	464	51.3	540	45.8	490	44.3
Exempt	78	9.9	92	11.3	119	13.1	209	17.7	250	22.6
No Score	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Total	787	100.0	813	100.0	905	100.0	1,178	100.0	1,107	100.0
Writing Test										
Pass	180	22.9	202	24.8	207	22.9	266	22.6	222	20.1
Fail	529	67.2	519	63.8	580	64.1	702	59.6	634	57.3
Exempt	78	9.9	92	11.3	118	13.0	209	17.7	250	22.6
No Score	0	0.0	0	0.0	0	0.0	1	0.1	1	0.1
Total	787	100.0	813	100.0	905	100.0	1,178	100.0	1,107	100.0
Math Test										
Pass	138	17.5	148	18.2	106	11.7	128	10.9	100	9.0
Fail	587	74.6	585	72.0	701	77.5	889	75.5	874	79.0
Exempt	62	7.9	79	9.7	98	10.8	161	13.7	132	11.9
No Score	0	0.0	1	0.1	0	0.0	0	0.0	1	0.1
Total	787	100.0	813	100.0	905	100.0	1,178	100.0	1,107	100.0
Met or Exempt from All 3 Skills Tests	84	10.7	121	14.9	102	11.3	153	13.0	136	12.3
Failed All 3 Skills Tests	281	35.7	266	32.7	339	37.5	388	32.9	379	34.2

In Fall 2008, the passing score on COMPASS Math was increased from 27 to 30 on both parts of the test.

Source: Hostos OIR

Appendix 9.2: Credits and GPA Requirements for Maintaining Good Academic Standing

Credits Attempted	Minimum Cumulative GPA (Index)
00 - 12.5	1.50
13 - 24.5	1.75
25 - upward	2.00

Source: College Catalog

Appendix 9.3 - HALC Satisfaction Survey – Sample Assessment Results and their Use in Making Changes

Every semester HALC conducts a Satisfaction Survey. The results are analyzed and the HALC administrators implement the necessary changes in order to provide better services to the students. This is an on going process.

According to AY 2008-10 HALC Satisfaction Survey results:

- Students are referred to HALC either by their teacher or a classmate
- Students go to HALC at least once a week
- Students check the HALC website at least once per semester
- Students evaluated the “availability” of tutoring between excellent and good
- Students evaluated the “quality of tutoring” between excellent and good
- Students evaluated the “usefulness of handouts” between excellent and good
- Students evaluated the “usefulness of computer programs” between excellent and good
- Students evaluated the “uselfuness of computer programs” between excellent and good
- Students evaluated the “uselfuness of HALC website” between excellent and good
- Students evaluated the “ACT prep workshops” between excellent and good
- Students evaluated the “record keeping of their work” good
- Students evaluated the “space available at the Center” good
- Students evaluated the “responsiveness of HALC directors/coordinators” good
- Between 20% and 50%, students found the Virtual HALC helpful
- Students overall satisfacition, 45% to 55% good, and 26% to 33% excellent

Resulting Changes:

- Increased faculty, staff and students’ awareness of the services available at HALC
- Enhanced Virtual HALC
- Implemented 2 days of paid training for tutors at the beginning of each semester
- Hired more tutors

Appendix 9.4: Perkins Funded HALC Tutorial and Study Supports, 2010-2011

AY 10-11 Tutoring Services, Online Tutorial Support and Study Support				
	Total Services by Department			
Academic Department	Fall 10	Winter 11	Spring 11	AY Total
Allied Health	336		187	523
Behavioral and Social Sciences	422		550	972
Business	514		451	965
Health and Human Services	71		141	212
Humanities	360		319	679
Mathematics	7003		7106	14109
Mathematics Lab Hour	4989		5026	10015
Natural and Physical Sciences	887		628	1515
Writing Center	1497		1775	3272
Other	1227		1381	2608
E-Tutoring	83		96	179
Overall Tutoring Sessions				34870
Study Support	3296		2522	5818
Virtual HALC	549	106	527	1182

Source: Hostos' 2010-11 Perkins Final Report

Appendix 9.5: Snapshot of Extracurricular Activities

Activity	Purpose	2006-07	2007-08	2008-09	2009-10	2010-11
Student Leadership Academy	Global citizenship through scholarship, work and volunteer service	N/A	37 participants	70 participants	100 – 120 participants	135 participants
Office of Student Activities Clubs	Out-of-classroom experiences that support learning, leadership development, and community and belonging	38 clubs 152 officers – clubs 1,140 members – clubs 16 - SGA	36 clubs 144 officers – clubs 1,080 members – clubs 16 - SGA	33 clubs 132 officers – clubs 990 members - clubs 16 - SGA	42 clubs 168 officers – clubs 1,618 members – clubs 16 - SGA	53 clubs 172 officers – clubs 2,150 members – clubs 16 SGA members
Student Government Association (SGA)						
Department of Athletics	Supplement educational process through physical, mental and social development; and enhance quality of life through physical activity	Soccer Volleyball Men's Basketball Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball Men's Basketball Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball Men's Basketball Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball Men's Basketball Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball Men's Basketball Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops
College Committees Hostos Association Tech Fee Committee College-Wide Senate and committees	To provide forums for interaction w/ admin, faculty and staff and be part of decision-making that impact the college community as a whole	Charter mandated student representation: 7 - Hostos Association 2 - Tech Fee 12 - College-Wide Senate 30 - Senate subsidiary committees				

Appendix 9.6: Student Needs/Issues Identified by SDEM and Actions Taken

Need/Issue	Action(s)	Intended Outcomes	Action Implemented	Results since Implementation
Information	Created "The Link" a weekly electronic events and information guide	To encourage students to become more involved in student life by informing them of upcoming events	Spring 2006	36 Issues of "The Link" published each year
Connection	Simplified club registration process	To encourage more students to create clubs	Fall 2006	# of clubs increased from 38 to 43 and club membership increased from 1,140 to 2,150
Venue for Community Service	Created Student Leadership Academy	To provide leadership training and promote community service	Fall 2007	Participation increased from 37 to 135
Connection	Developed the Program for Academic Support Services (PASS)	To ensure our student-athletes good academic guidance and standing	Fall 2008	# of students receiving academic guidance increased from 28 to 68
Lack of Life Skills	Developed continuous series of workshops (from Etiquette to Sexually Transmitted diseases)	To help our students to develop social and life skills	Spring 2009	Student participation doubled from 40 to 80
Lack of Leadership in the ranks of our student athletes	In conjunction with the Leadership Academy, developed Hostos Athletic Leadership Academy	To make a difference in the community and become an effective leader on the field of competition and off	Fall 2010	4 athletes have now joined the Athletic Leadership Academy
Lack of well trained individuals to work at Hostos Athletic events and lack of job opportunities for Hostos students	Developed an "Event Staff" work force including professional development training as well as "on the job and on the road training" (we ran events at other Community Colleges)	Provide training and resume building experiences while earning an income	Fall 2008	# of students participating increased from 5 to 20
Voter apathy	Identified new methods to encourage students to vote during the Student Government Elections	To familiarize students with their civic responsibilities	Spring 2006	# of students voting has increased from 1,172 to 1,230
Club budget allocations	Established a funding limit for club budget proposals	To enable each club to have the opportunity to obtain a budget. To promote a wider array of club activities.	Fall 2006	Improved management of clubs Increased student leadership competencies

Appendix 10.1: Student Learning Outcomes (SLOs) Established – in Sample Discipline Areas

Course: <u>EDU 116: Child Development</u>		<u>Semester: Spring 2008</u>		
Course Objectives	Student Learning Outcomes SLOs	Assessment Instruments/Methods	Student Performance	Feedback
What main concepts, skills and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred?	What strategies (activities, tools, instruments, devices, techniques) will be used to demonstrate the extent to which the teaching /learning was achieved?	To what extent do the measurement results determine that the student learning was achieved?	What recommendations for actions will be made to improve teaching and learning practices?
To demonstrate knowledge about the physical, cognitive, social, and emotional development of children.	Students will be able to respond to test questions on midterm and final exams related to concepts of child development and pedagogy.	A midterm and final exam were administered.	Midterm Exam: Section A= 74% Section B= 60% Section C= 25% Section D= Cumulative= 53%	Instructors will provide further review sessions in preparation for exams. Additional in-class activities will be employed to improve understanding. Exam questions will provide multiple formats, including multiple-choice, essay, and short-answer.
To enhance awareness of the variety of issues in development and education.	Students will be able to respond to test questions on midterm and final exams related to concepts of child development and pedagogy.	A midterm and final exam were administered.	Final Exam: Section A= 55% Section B= 63% Section C= 48% Section D= Cumulative= 55%	Instructors will provide extensive reviews for exams covering multiple chapters. Student classwork will be utilized for review purposes. Students will receive options for answering a number of questions out of several.
To develop skills needed to write a research paper about a child development topic.	Students will be able to write and submit a well-organized research paper on a child development topic.	A research paper was assigned and collected.	Research Paper: Section A= 64% Section B= 79% Section C= 65% Section D= Cumulative= 69%	Instructors will require that students take a Library Workshop on APA Citation Style. The research paper template will be discussed with greater frequency. Students will be encouraged to work on the paper in class, with peers.
To observe children's behavior to gain greater understanding of cognitive development.	Students will create a short story, based on Selman's theory of perspective taking, interview a child subject, and summarize findings.	An observation assignment with accompanying report was discussed and collected.	Observation Assignment: Section A= 96% Section B= 80% Section C= 36% Section D= Cumulative= 71%	This assignment will be broken into two parts, i.e. an observation report and a discussion of a child development theory. Instructors will also provide students the option of discussing another theory, other than that of Selman.
To explore a theory of child development through personal observation in a case study.	Students will create a short story, based on Selman's theory of perspective taking, interview a child subject, and summarize findings.	An observation assignment with accompanying report was discussed and collected.	Observation Assignment: Section A= 96% Section B= 80% Section C= 36% Section D= Cumulative= 71%	Several activities on Selman's theory and other related theories will be introduced in class to increase student practice. Students will have the option of working in pairs or in small groups to respond to diverse learning-style preferences.

Math 020: Elementary Algebra

June 3, 2010, as amended 10/4/10 (following 9/28/10 meeting of 020 curriculum committee) and 9/27/11

PROPOSED RESTATEMENT OF LEARNING OUTCOMES

1. Performing operations on real numbers, including:
 - a. Addition, subtraction, multiplication and division of signed numbers;
 - b. Using the order of operations and grouping symbols to simplify numerical expressions involving real numbers.

(Final Exam Questions: 1,2,3)
2. Evaluating algebraic expressions. (Final Exam Questions: 4, 7, 8)
3. Solving a linear equation in one variable (including equations containing fractions and/or decimals) using the addition and/or multiplication principles. (Final Exam Questions: 16, 17, 18, 19, 20)
4. Translating written application problems to corresponding linear algebraic equations and solving such problems. (Final Exam Questions: 5, 6, 15, 31, 36, 37)
5. Simplifying exponential numerical expressions, including:
 - a. Applying the product, power, quotient, zero, and negative exponent rules; (Final Exam Questions: 9, 10, 11)
 - b. Simplifying numbers in scientific notation and application problems involving such numbers. (Final Exam Questions: 35)
6. Performing operations (addition, subtraction, multiplication, and division) on polynomials, including simplifying algebraic expressions by combining like terms. (Final Exam Questions: 7, 8, 12, 13, 14)
7. Factoring polynomials, including: (Final Exam Questions: 25, 26, 27, 28, 32, 33)
 - a. Factoring out the greatest common factor of a polynomial; (Final Exam Questions: 25, 26, 28)
 - b. Factoring by using the grouping method a polynomial with four terms; **is there an exam question for this outcome?**
 - c. Factoring trinomials of the form $x^2 + bx + c$; (Final Exam Question: 26, **33**)
 - d. Factoring trinomials of the form $ax^2 +bx + c$ where $a \neq 1$ using the grouping and/or guessing method. **[do we really want the guessing method?] Final exam question 26.**
 - e. Factoring perfect square trinomials; **is there an exam question?**
 - f. Factoring binomials using the difference of two squares technique; (Final Exam Questions: 27, **32**)
 - g. Factoring a polynomial completely using more than one technique (e.g., pulling out the GCF and then using the difference of two squares). (Final Exam Question: 26)
8. Solving quadratic equations by factoring. (Final Exam Questions: 32, 33)
9. Rational expressions: simplifying by factoring and performing operations on them. (Final Exam Questions: 16, 29, 30)

10. Understanding and using the Cartesian coordinate plane, including: (Final Exam Questions: 21, 22, 23, 24)
 - a. Constructing a Cartesian coordinate system and plotting points; (Final Exam Question: 21)
 - b. Graphing a linear equation in two variables by plotting points (**Final Q24**);
 - c. Finding the slope and x- and y-intercepts of a linear equation in two variables and using such information to draw its graph; (**Final Q21**)
 - d. Finding the equation of a line, given:
 - i. Two points on the line, or (Final Exam Question: **23**)
 - ii. One point and either the slope or information (such as the equation of a parallel or perpendicular line) from which the slope can be deduced. (**Final Exam Question 22**)
11. Solving a system of linear equations in two variables through the addition and/or substitution technique. (Final Exam Question: 34)
12. Understanding and performing operations using radical expressions, including: (Final Exam Questions: 38-40)
 - a. Evaluating radicals (**Final Exam question 28**);
 - b. Simplifying radical expressions using the rules of exponents (**FEQ 38**);
 - c. Simplifying radical expressions using rational exponents (**FEQ 40**);
 - d. Combining radical expressions using the operations of addition and/or subtraction of like radicals (**FEQ 38**);
 - e. Performing the operations of multiplication and division, including rationalizing the denominator of such expressions. **Is there an exam question for any of these? (Substituted question re rationalizing denominator for current FEQ 39)**

**Appendix 10.2: Faculty Service on OAA College-Wide and Division-Wide Committees
(2007-2010)**

OAA COLLEGE-WIDE & DIVISION-WIDE COMMITTEES: Fall 2009 – Spring 2010

Service	Selection	Committee Profile			Equity Calculation	
		Committee	Type	(Raw Score) Percentage	Ratio	1:2 (.5) Ratio
				Untenured	Tenured	UnT:T
Academic Planning	Appointed Position	(0) 0%	(6) 100%	0:6		UT=UR
Student Success	Appointed Position	(4) 30.7 %	(9) 69.3%	4:9	.444	UT=UR
Faculty & Curriculum Development	Appointed Position	(2) 20%	(8) 80%	2:8	.25	UT=UR
Academic Program Review / Assessment (SCAP)	Appointed Self-selected	(1) 24%	(3) 75%	1:3	.333	UT=UR
Environmental Scanning (SCAP)	Appointed Self-selected	(1) 50%	(1) 50%	1:1	1	T=UR
Center for Teaching & Learning (CTL) Advisory Council	Invited by OAA	(5) 50%	(5) 50%	5:5	1	T=UR
General Education & Assessment	Invited by OAA	(3) 37.5	(5) 62.5	3:5	.6	T=UR
Inquiry Group Leaders	Invited by OAA	(5) 45.45%	(6) 54.55%	5:6	.833	T=UR
Committee on Academic Computing	Appointed by Provost	(3) 27.3	(8) 72.7	3:8	.375	UT=UR
Freshman Academy	Invited by OAA	(5) 71.4%	(2) 28.6%	5:2	2.5	T=UR
Honors Committee	Appointed by Provost	(0) 100%	(7) 100%	0:7	0	UT=UR
ILC Advisory Council	Appointed Position	(1) 33.3%	(2) 66.7%	1:2	.5	Equal

Note: SCAP is a subcommittee of the OAA Academic Planning Committee

Note: UT stands for Untenured; T stands for tenured; and UR stands for underrepresented on given committee.

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OAA COLLEGE-WIDE & DIVISION-WIDE COMMITTEES: Fall 2008 – Spring 2009

Service Committee	Selection Type	Committee Profile			Equity Calculated	
		(Raw Score) Percentage Untenured	Tenured	Ratio UT:T	2:3 (.66) Ratio	Finding
Academic Planning	Appointed Position					
Student Success	Appointed Position					
Faculty & Curriculum Development	Appointed Position					
Academic Program Review / Assessment (SCAP)	Appointed Self-selected					
Environmental Scanning (SCAP)	Appointed Self-selected					
Center for Teaching & Learning Advisory Council (CTL)	Invited by OAA	(4) 33.3%	(8) 66.7%	4:8	.5	UT=UR
General Education & Assessment	Invited by OAA	(2) 33.3%	(4) 66.7%	2:4	.5	UT=UR
Inquiry Group Leaders	Invited by OAA	(4) 44.4%	(5) 55.6%	4:5	.8	T=UR
Committee on Academic Computing	Appointed by Provost					
Freshman Academy	Invited by OAA	(6) 75%	(2) 25%	6:2	3	T=UR
Honors Committee	Appointed by Provost					
ILC Advisory Council	Appointed Position					

Note: SCAP stands for Subcommittee of OAA Academic Planning Committee.

Note: UT stands for Untenured; T stands for tenured; and UR stands for underrepresented on given committee.

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OAA COLLEGE-WIDE & DIVISION-WIDE COMMITTEES: Fall 2007 – Spring 2008

Service Committee	Selection Type	Committee Profile			Equity Calculated	
		(Raw Score) Percentage		Ratio UT:T	1:2 (.5) Ratio	Finding
		Untenured	Tenured			
Academic Planning	Appointed Position					
Student Success	Appointed Position					
Faculty & Curriculum Development	Appointed Position					
Academic Program Review / Assessment (SCAP)	Appointed Self-selected					
Environmental Scanning (SCAP)	Appointed Self-selected					
Center for Teaching & Learning Advisory Council (CTL)	Invited by OAA	(4) 28.6%	(10) 71.4%	4:10	.4	UT=UR
General Education & Assessment	Invited by OAA	(3) 37.5%	(5) 62.5%	3:5	.6	T=UR
Inquiry Group Leaders	Invited by OAA					
Committee on Academic Computing	Appointed by Provost					
Freshman Academy	Invited by OAA	(2) 50%	(2) 50%	2:2	1	T=UR
Honors Committee	Appointed by Provost					
ILC Advisory Council	Appointed Position					

Note: SCAP stands for Subcommittee of OAA Academic Planning Committee.

Note: UT stands for Untenured; T stands for tenured; and UR stands for underrepresented on given committee.

Appendix 10.3: Equity of Service in Department Curriculum Committees (2007-2010)

DEPARTMENT CURRICULUM COMMITTEES, Fall 2009 – Spring 2010

Department Curriculum Committee	Committee Profile			Equity Calculation		
	Raw Score & Percentage		Ratio	Dept Ratio	Equity Ratio	Finding
	Untenured	Tenured	UT:T	UT:T	UT:T	
Allied Health	0	(5) 100%	0	5/14	.36	UT=UR
Behavioral & Social Sciences	0	(4) 100%	0	1/12	.083	UT=UR
Business	0	(5) 100%	0	2/6	.33	UT=UR
Education						
English	(4) 57%	(3) 43%	1.3	8/18	.44	T=UR
Humanities	(3) 50%	(3) 50%	1	7/7	1	Equal
Language & Cognition	(4) 57%	(3) 43%	1.3	4/16	.25	T=UR
Library						N/A
Mathematics	(8) 44%	(10) 66%	.8	8/10	.8	Equal
Natural Sciences	(1) 20%	(4) 80%	.25	4/8	.5	UT=UR
Counseling	0	(3) 100%	0	0/5	0	Equitable

Note. UT stands for Untenured; T stands for tenured; and UR stands for underrepresented on given committee.
Library has no Curriculum Committee.

Fall 2008 – Spring 2009

Department Curriculum Committee	Committee Profile			Equity Calculation		
	Raw Score & Percentage		Ratio	Dept Ratio	Equity Ratio	Finding
	Untenured	Tenured	UT:T	UT:T	UT:T	
Allied Health	0	(5)	0	7/12	.583	UT=UR
Behavioral & Social Sciences	0	(4) 100%	0	2/10	.2	UT=UR
Business	0	(5)	0	2/8	.25	UT=UR
Education						
English	(2) 40%	(3) 60%	.66	6/18	.33	T=UR
Humanities	(1) 20%	(4) 80%	.25	9/5	1.8	T=UR
Language & Cognition	0	(7) 100%	0	4/15	.27	UT=UR
Library						N/A
Mathematics	(9) 52%	(8) 48%	1.13	9/8	1.13	Equal
Natural Sciences	0	(3) 100%	0	9/3	3	UT=UR
Counseling	0	(3) 100%	0	1/4	.25	UT=UR

Note. UT stands for Untenured; T stands for tenured; and UR stands for underrepresented on given committee.
Library has no Curriculum Committee.

DEPARTMENT CURRICULUM COMMITTEES, Fall 2007 – Spring 2008

Department Curriculum Committee	Committee Profile			Equity Calculation		
	Raw Score & Percentage		Ratio	Dept Ratio	Equity Ratio	Finding
	Untenured	Tenured	UT:T	UT:T	UT:T	
Allied Health	0	(5) 100%	0	8/11	.73	UT=UR
Behavioral & Social Sciences	0	(4) 100%	0	3/9	.33	UT=UR
Business	0	(5) 100%	0	2/8	.25	UT=UR
Education				7/4	1.75	
English	(2) 40%	(3) 60%	.66	3/18	.16	T=UR
Humanities	(2) 40%	(3) 60%	.66	8/6	1.33	UT=UR
Language & Cognition	0	(7) 100%	0	4/16	.25	UT=UR
Library				2/4	.5	N/A
Mathematics	(7) 41%	(10) 59%	.7	8/10	.8	Equal
Natural Sciences	0	(3) 100%	0/3	9/3	3	UT=UR
Counseling	0	(3) 100%	0	1/5	.2	UT=UR

Note: UT stands for Untenured; T stands for tenured; and UR stands for underrepresented on given committee.
Library has no Curriculum Committee.

Appendix 10.4: Faculty Evaluation Mechanisms at Hostos

Classroom Observations, Annual Evaluations, Student Evaluations, Faculty Activity Report, and Faculty Professional Portfolios are five mechanisms used for faculty evaluation at Hostos Community College.

Classroom Observations take place once a semester. An assigned senior member of the department faculty observes the instructor teach one full class period. The person observed receives written notice at least 24 hours prior to the observation. The observer provides a written report of the observation using a standard observation form. A post-observation conference is held and a record of the meeting is prepared in memorandum form. All documents pertaining to the classroom observation process are placed in the personal/personnel file and the Portfolio. The Chair and P&B members are responsible for assigning observers. The Chair and P&B committee members consider the Classroom Observation in the faculty member's Annual Evaluation.

Student Evaluations for each of the instructor's courses takes place toward the end of the semester. Students evaluate their instructor using a questionnaire distributed by the Office of Instructional Research. The instructor is not present when students fill out the questionnaire, which is now completed by students solely online. (Prior to AY 2009-2010, two students were responsible for submitting the questionnaires to the President's Office.) The questionnaire information is tabulated by OIR and distributed to each faculty member, who then submits copies of student evaluations to his/her personal/personnel files and department. A copy should also be kept by the faculty member.

The Faculty Activity Report is a document which asks faculty to record their accomplishments in the categories of Curriculum Development, Professional Growth, and Service and to present documents of evidence where necessary. The first page of the document lists courses taught and reassigned time granted while the last page asks faculty to state what they consider to be their most significant achievement for that academic year. This document, prepared by the faculty member, is reviewed/used by the Chair and/or assigned faculty in preparing the person's Annual Evaluation. Inclusion of the Faculty Activity Report in the Faculty Professional Portfolio is optional.

Annual Evaluations of faculty take place once a year. The Department Chair assigns a member of the P&B Committee to review the faculty member's total academic performance and professional progress. Using the Classroom Observation Report and Faculty Annual Report, the evaluator writes a written report, holds a conference with the faculty member, and prepares a record of the discussion in memorandum form to be included in the faculty member's personnel file and Portfolio.

The Faculty Professional Portfolio is a binder of documents compiled by a faculty member applying for reappointment, tenure, or promotion at Hostos. It contains all the aforementioned faculty evaluation documents as well as the person's CUNY Curriculum Vitae. Each faculty member is responsible for providing narrative accounts of the person's Teaching, Professional Growth, and Service accomplishments and goals as well as documentation of all activities cited in the Portfolio. The purpose of the Portfolio is to give the faculty member control over how his/her work is presented for evaluation. In compliance with the bylaws and PSC contract, the Portfolio acts as the faculty member's personal/personnel file. It is reviewed by the Department Chair and P&B Committee members, the Provost, the College-Wide P&B, and the College President.

Appendix 10.5 Snapshot of Hostos/CUNY Support for Faculty

Departmental supports	Function	Faculty Supports			
		Teaching	Scholarship	Service	Notes/examples
Classroom observations	Provide feedback from department colleague about faculty member's teaching by direct observation of a class (usually once per semester).	X			Observation conference with the observer provides a foundation for faculty member to improve his/her teaching. The classroom observation report is part of the annual faculty evaluation conference with departmental chair. Observations over several semesters may be used as part of consideration for a faculty member's reappointment, tenure or promotion.
Student evaluations	Provide ratings of professors by their students at the end of each course, each semester.	X			Faculty members, departmental chairs and departmental P&B use student evaluations to evaluate teaching effectiveness in annual evaluation and for reappointment, tenure and promotion.
Faculty Activity Report	Each faculty member records their progress, activities and accomplishments for the academic year and provides it to chair prior to annual evaluation conference.	X	X	X	Faculty list all publications, conference papers, lectures, professional development activities, service to the college including college and CUNY committees served on, courses taught. The faculty member will also write a reflective statement about challenges and successes during the academic year and ideas for the following year.
Annual faculty evaluation conference	A review a faculty member's performance in teaching, scholarship and service. The conference acts as a guide for the faculty member's continuing development and is part of the faculty member's portfolio for reappointment, tenure and promotion.	X	X	X	The annual evaluation conference between the department chair and each faculty member use the Faculty Activity Report, classroom observation report, student evaluations, and any other relevant data to evaluate the faculty member. The chair discusses these areas as well as collegiality, to guide the faculty member to improve where improvement is needed and to note areas where the faculty member is strong.
Departmental professional development initiatives	Initiatives are decided upon when faculty wishes to improve the teaching, publications, or any other aspect of the faculty's work life.	X	X		Department has regularly scheduled meetings to share teaching techniques that work, to share writing projects in progress, or to find projects for collaboration. A department may schedule a workshop or activity for the departmental faculty member where an invited guest – e.g., a staff member from the Office of Instructional Technology, a library faculty member or any other guest who is invited to demonstrate or teach the department faculty members how to improve their use of information technology, research databases, etc.

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Departmental supports	Function	Faculty Supports			Notes/examples
		Teaching	Scholarship	Service	
Guidelines for reappointment, tenure and promotion	The College (and CUNY?) mandate the basic standards and requirements for each year new faculty member's reappointment, eventual tenure and promotion.	X	X	X	Each department specifies the extent and acceptable type of publications each faculty member must produce, for adequate fulfillment of requirements for reappointment, tenure and promotion. The guidelines inform the decisions of the chair and the department P&B when reviewing a faculty member for reappointment, tenure or promotion, e.g., the library department accepts both peer-reviewed journal publications and also non-peer reviewed publications that are the most widely respected and read among academic librarians; it also accepts a certain number of comprehensive web-based subject guides, and successful grant applications to support the department's archives.
Regular departmental faculty meetings	Provides a way for the faculty to gather and discuss dept. issues.	X		X	Departmental faculty meetings are usually held monthly. The meetings are necessary for the smooth running of the department, as well as to provide a space for building collegiality, sharing information on teaching or other pertinent matters, discussing budgets for travel to conferences or for professional development opportunities, scheduling issues, campus initiatives, etc.
New faculty orientation	New full time faculty meet several times in their first and second year with the Provost and other administrators and faculty to learn more about how faculty at Hostos CC work and to be introduced to everything necessary for their success at the institution.	X	X	X	Examples of new faculty orientation include reading and discussing a book about pedagogy together, orientation workshops with Student Advisement and Library, meetings with Provost and other administration and staff; meetings to learn about how to prepare faculty portfolio for reappointment.
OIT (Office of Educational Technology)	Offers a variety of tutorials and workshops for faculty to learn and/or to improve faculty use of instructional technologies in the classroom; and to create presentations in different media for scholarship or teaching.	X	X		Examples of OET support include: Tutorials offered for MS Office, Blackboard, Wikis, both online and in person. OIT staff also comes to a department to talk about and show how to use any particular technology that the faculty wishes to learn about. Help is also offered one-on-one for any project a faculty member needs help on if it depends on a particular instructional technology skill.

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Departmental supports	Function	Faculty Supports			
		Teaching	Scholarship	Service	Notes/examples
OIR (Office of Institutional Research)	Offers a variety of online tools for assessment purposes. Offers data analyzed and presented in reports on students, faculty and staff at HCC.	X			OIR data for faculty use includes: demographic s, highest degree earned, full-time/part-time status, and # of instructional hours taught. Provides faculty with student outcomes assessment data and will work with individual faculty to analyze data on student outcomes and provide customized reports for the faculty member, in order to help faculty improve and strengthen teaching and learning in their courses.
CTL (Center for Teaching & Learning) COBI Mini Grants	COBI (Committee on Beautiful Ideas) funds collaborative and interdisciplinary teaching projects through an organized, administration-run, mediated grant-funded professional development initiative.	X	X		Some examples of implemented COBI projects: "You Are Never More than Six Feet Away From A Spider" (in collaboration with American Museum of Natural History); "Know As You Go" (ESL online interactive tutorial for a content course); "Going Interdisciplinary: Uniting the Disciplines at Hostos CC Through the Study of Language" (redesigning existing syllabi to link foreign language learning with selected Humanities disciplines).
CTL Gen Ed Competencies Mapping Tool	This online tool assists faculty and students to identify Gen Ed competencies being taught in each course.	X			Example of a question asked of faculty is: How frequently do you do activities that allow students to demonstrate their ability to function effectively as members of the local and global community?

College-Wide/CUNY supports	Function	Full-Time Faculty Supports			
		Teaching	Scholarship	Service	Notes/examples
CTL learning: a. PDIs (Professional Development Institute)	PDIs are workshops for faculty to learn information technology skills. Given throughout the year by Office of Instructional Technology and PDI week in June, sponsored by OIT and CTL	X	X		a. Examples of PDIs : “Library Tools to Make your Course Research Friendly; “Tools to Improve Group Projects.” “How to Create Your Portfolio for Reappointment, Tenure & Promotion.”
	b. Brown Bags	X			b. Brown Bag examples: “Rubrics for Lunch; “Afternoon Tea with the President.”
	c. RITE (Research and Innovations in Teaching & Education) Seminars	X			c. R.I.T.E. Seminar examples: “Teaching Women’s Gender Studies Across the Curriculum” “Writing for Mass Media and Academia: Understanding the Differences.” “Sound Bites About Gratitude: What Is It? How Do You Give Thanks?”
	d. Speaker Series			X	d. Speakers’ Series examples: Vinie Burrows, Actor, Storyteller, Activist Tato Laviera, Nuyorican poet
	e. Cultural Activities				e. Cultural Activities examples: African Americans and the Civil War; Celebrating the 8th International Conference on Women Writers of the Spanish Caribbean: On Diaspora and Homecoming; Poem in Your Pocket Day; Women’s History Month (talks, films, performances); African-American Read-In.

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College-Wide/CUNY supports	Function	Full-Time Faculty Supports			
		Teaching	Scholarship	Service	Notes/examples
CTL Travel & Tuition Reimbursement	Funds provided to help defray costs for conferences and research travel.	X			In 2009 a new faculty travel fund initiative was implemented this year and the number of faculty attending conferences has increased. A total of \$22,000 per year was made available beyond the department support already provided by OAA through the contractual PSC formula. Combined funding made approximately 120 trips possible in 2009-10.
Office of Academic Advisement	Homepage offers guides to faculty engaged in advisement.			X	Among the tools and guides to help faculty be good advisors during registration and at other points in the semester, the Academic Advisement homepage offers information on Programs of Study, pertinent academic information such as regulations on academic integrity, probation, dismissal and appeals process, and graduation information.
WAC Writing Across the Curriculum	WAC offers faculty the help of CUNY Graduate Writing Fellows to help with Writing Intensive courses; Its homepage offers guides to producing a Writing Intensive syllabus and many resources for instructors and students.	X			Examples of what the WAC committee offers , besides how to create a Writing Intensive course in any discipline, are: Sample assignments; Improving reading strategies Podcasts for avoiding plagiarism and teaching citation styles.
Sabbaticals	CUNY Board of Trustees By-Laws specifies how sabbaticals are managed.	X	X		After six years of full time employment, faculty can request a sabbatical of 1-2 semesters for the purpose of study and research or creative work in the arts or literature.
PSC- CUNY RESEARCH GRANTS	CUNY Research Foundation offers annual grants specifically for research purposes. Applicants submit proposals online to a panel of CUNY faculty who review proposals in a specific discipline; for example, there are panels for Humanities, Literature, Library Science, etc.		X		Examples of funded Hostos Faculty proposals: Italian Immigrant Radical Culture in the United States: The Politics and Arts of the Sovversivi, 1890-1940; Community College Graduates' Success Stories: A Study to Develop a Grounded Theory of Student Persistence; Anatomical survey of palm embryos and eophyll plication patterns.

Appendix 10.6: Snapshot of Support for ADJUNCT Faculty

Dept Support	What it does	Adjunct Supports			
		Teaching	Scholarship	Service	Notes/examples
Classroom observations	Provides feedback from dept. colleague about faculty member's teaching by direct observation of a class (usually once per semester).	X			Observation conference with the observer provides a foundation for the faculty member to improve his/her teaching. Observations each semester may be used as part of consideration for an adjunct faculty member's reappointment.
Student evaluations	These provide ratings by students of each of their professors at the end of each course, each semester.	X			Student evaluations can be used by adjuncts to evaluate teaching effectiveness.
Departmental professional development initiatives	Initiatives are decided upon when faculty wish to improve the teaching, publications, or any other aspect of the faculty's work life.	X	X		For example, department may have regularly scheduled meetings, share writing projects, schedule workshops with invited guests, etc. These activities often include adjuncts as well as full time faculty, however the experience varies from department to department.
Regular departmental faculty meetings	Provides a way for the faculty to gather and discuss dept. issues.	X		X	Departmental faculty meetings are usually held monthly. The meetings are necessary for the smooth running of the dept. but also provide a space for building collegiality, sharing information on teaching or other pertinent matters, discussing budgets for travel to conferences or for professional development opportunities, scheduling issues, campus initiatives and much more. As with the above category, these meetings are open to adjuncts, but each department has its own policy as to inviting adjuncts.

Dept Support	What it does	Adjunct Supports			
		Teaching	Scholarship	Service	Notes/examples
Departmental Adjunct Guides	Provides specific instructions to adjuncts regarding what is expected throughout the semester	X			Some departments provide guides on forms that need to be submitted, basic components of a syllabus, standards to maintain in the classroom, and contact information for the various offices on campus an adjunct will need to be familiar with (Bookstore, Human Resources, Counseling, Library, Center for Teaching and Learning, etc.). Each department varies in the level of support it offers in writing.
Department Coordinators	Provides a one-on-one support network from a full time to a part time faculty member.	X			As with above, all the same support is provided but with the human component added, through regular meetings throughout the semester. Each department varies in the level of mentoring it provides.

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College-Wide/CUNY supports	What it does	Adjunct Supports			
		Teaching	Scholarship	Service	Notes/examples
Adjunct Faculty Orientation	This new initiative at Hostos offers orientation day and evening with administration & faculty to help adjuncts learn about college support services.	X			Examples of Adjunct Orientation features: How to work with library faculty to get students research help and requirements for Information literacy workshops; where; where to refer students for tutoring, financial help, counseling; how to request photocopies; etc.
OIT (Office of Instructional Technology)	Offers a variety of tutorials and workshops for faculty to learn and/or to improve faculty use of instructional technologies in the classroom; and to create presentations in different media for scholarship or teaching	X	X		Tutorials offered for MS Office, Blackboard, Wikis, both online and in person. OIT staff also offer presentations to departments and work one on one with faculty.
OIR (Office of Institutional Research)	Offers a variety of online tools for assessment purposes. Offers data analyzed and presented in reports on students, faculty and staff at HCC.	X			In addition to providing assessment tools, a "Principles of Good Practice for Assessing Student Learning" is also provided on the OIR site.
GEN ED Competencies Mapping Tool	Tracks if Gen Ed competencies are being met in the classroom	X			One question asked of faculty is: How frequently do you do activities that allow students to demonstrate their ability to function effectively as members of the local and global community?
WAC (Writing Across the Curriculum)	WAC's homepage offers a guide to producing a Writing Intensive syllabus	X			The site provides a checklist on what a Writing Intensive syllabus should have, an example of a Writing Intensive syllabus, and an Intro to Writing Fellows who can aid in the process of creating a Writing Intensive syllabus.

Appendix 11.1: Academic Program Review Schedule

AY 2008-2010
Early Childhood Education (AY 2008-09) English (AY 2009-10) Radiologic Technology (AY 2009-10) Nursing (AY 2009-10) Dental Hygiene (AY 2010-2011)
AY 2011-2012
Language and Cognition Mathematics
AY 2012-2013
Behavioral Sciences Social Sciences Business Management Accounting Office Technology Aging and Health Studies
AY 2013-2014
Engineering Programs (Dual Programs) Library Liberal Arts Education (Self-Study of General Education) Digital Design & Animation Digital Music Modern Languages
AY 2014-2015
Criminal Justice Public Administration Science for Forensic Sciences Natural Sciences Humanities Black Studies Latin & Caribbean Studies Visual & Performing Arts Health Education (Community Health)

Source: Office of Academic Affairs

Appendix 11.2: Inclusion of Student Learning Outcomes in Course Syllabi for Fall 2010

DEPARTMENT	Total # of Course Syllabi	# of Syllabi w/Consistent SLOs	# of Syllabi w/Embedded SLOs	# of Syllabi w/No SLOs	# of Syllabi w/Variied SLOs across sections
Allied Health					
Dental	8	1	6	1	0
Radiologic Technology	9	6	2	1	1
Business					
Business and Accounting	37	30	0	7	2
Computer and Information Systems	4	4	0	0	0
Office Technology	8	8	0	0	0
Education					
Gerontology	4	2	2	0	0
Health Education	21	17	1	3	2
Physical Education	13	5	0	8	0
Teacher Education	17	14	2	1	0
English	67	58	0	9	3
Humanities					
African Studies	7	6	0	1	1
Core	7	5	0	2	1
Digital Design	20	20	0	0	0
Digital Music	3	3	0	0	0
Latin American & Caribbean Study	6	6	0	0	0
Modern Language Unit	19	15	0	4	1
Visual and Performing Arts	40	35	0	5	1
Language and Cognition	49	35	0	14	1
Mathematics	107	15	0	92	3
Natural Sciences					
Biology	37	34	0	3	3
Physical Sciences	23	22	0	1	2

Note: Bolded departments have the most syllabi with SLOs.

Appendix 11.3: Need Based Learning Supports, Including Learning Communities

Types of Support	Student Needs Addressed	Availability	Student Satisfaction with Supports	Number of Students Served
Students with Disabilities Office	Early registration, academic advisement, and counseling. Also may include modified testing, exam rooms, a reader/scribe, taped, large print or Braille exams, and/or assistive technology, lab assistants, note takers, etc.	Students with disabilities are provided services between 9 am and 5 pm. Office is unavailable for weekend students.	In 2008, only 35 percent were either satisfied or very satisfied. However, 62 percent had no opinion, suggesting a large percentage of respondents never used the services of this office.	336 students in the 2009-2010 academic year.
College Discovery	Students with academic and financial need receive book stipends, counseling, academic advising, tutoring and supplemental instruction.	1st time freshmen with a high school average below 80 and a household income within the guidelines established by the State of New York. Residents of New York City only.	Out of a five point scale, satisfaction ratings have increased incrementally from 2.55 in 2007-2008 to 2.78 in 2010-2011.	301 students in 2010-11.
Hostos Success Academy (HSA)	Prepares Liberal Arts students for qualifying examinations and the rigors of college. Students receive tutoring, lab hours, and a specially defined curriculum.	Students with a lower percentile on the writing placement exam may place in this learning community.	Out of a five point scale, students on average rated the quality of teaching in core HSA courses between 3.5 and 4.5 (fall 2009 student evaluations).	Since its inception in 2006, the HSA has served 314 students.
Freshman Academy	Interdisciplinary learning community with block scheduling, tutoring, advisement, mentoring curricular/extracurricular activities around a central theme.	Available for interested freshmen.	Students expressing higher satisfaction with teaching in Freshman Academy course sections than in comparable non-freshmen academy section (spring 2011 student evaluations).	Maximum twenty students per semester.
Accelerated Study in Associate Programs (ASAP)	Provides academic, social, and financial support to ensure students graduate with an Associate degree in no more than three years. ASAP includes a summer program, block scheduling, tutors, special advising and career counseling.	Select students eligible for federal/financial aid, and students who receive public assistance.	According to Annual ASAP student surveys, levels of satisfaction with various services have a consistent range of 72% to 98%.	Funded to serve 120 students.
Honors Program/ Global Scholars	Challenging coursework, assistance with registration, mentoring, tutoring, and participation in the Summer Honors Institute. GS receive a monthly stipend, book vouchers, and financial assistance.	HCC accepted based on academic merit. Global Scholars must carry a minimum 3.5 GPA and enrolled in 15 credits.	Currently piloting a survey instrument.	20-25 students registered.

Sources: Annual Reports and Student Satisfaction Surveys

Appendix 11.4: List of Current Articulations Between Hostos and Other Senior Colleges

- Articulation Agreement - Lehman College - Microcomputers
- Articulation Agreement - Lehman College - Accounting
- Articulation Agreement - Lehman College - Early Childhood Education
- Articulation Agreement - Lehman College - English
- Articulation Agreement - Lehman College - Linguistics and Speech Pathology
- Articulation Agreement - Lehman College - Linguistics
- Articulation Agreement - Lehman College - Mathematics
- Articulation Agreement - Lehman College - Therapeutic Recreation
- Articulation Agreement - Medgar Evers College - Africana Studies
- Articulation Agreement - New York City of Technology - Health Services Administration
- Articulation Agreement - New York City of Technology - Radiological Science
- Articulation Agreement - New York City of Technology - Computer Systems
- Articulation Agreement - New York City of Technology - Gerontology
- Articulation Agreement - York College - Community Health Education
- Articulation Agreement - York College - Pharmaceutical Sciences
- Articulation Agreement - Baruch College - Biological Sciences

Source: Office of Academic Affairs

CPE Rubrics and General Education: Some Initial Analyses

Presentation by

David Crook

University Dean for Institutional Research and Analysis

Richard Gampert

Director of Institutional Research

Hostos Community College

Joint Council Retreat

November 14, 2008

Hostos Community College

Initial Issues and Concerns:

- ❖ How to view the CPE—is it a criterion or a predictor?
- ❖ Is the CPE predictive of how well students will perform in future general education tasks, such as performance in upper-division courses?
- ❖ Is the CPE a criterion of general education performance? Is the CPE an indicator of the effectiveness of a general education program?

This analysis used the CPE as a criterion, relating the CPE to the ‘effectiveness’ of the general education program at Hostos.

For the record, to use the CPE as a predictor would involve looking at CPE scores and relating them to performance in upper division courses that utilized general education skills (e.g., social science or English courses)

Some reasons to use the CPE as a way of assessing the general education curriculum:

- * The “sample of students” is 100 percent—all of the students are required to take the CPE in order to graduate.
- * Because it’s a graduation requirement, there is a high degree of motivation to pass.
- * The CPE is a standard instrument, across administrations and across CUNY.
- * The CPE has degree of content validity.
- * The CPE allows for individual student performance, as well as overall college performance, to be analyzed over time.

Hostos has developed its general education core to include “the core knowledge and skills that all Hostos students will take with them when they graduate.”

Hostos faculty have developed four core competencies:

- Global Citizenship
- Communication
- Science and Math
- Academic Literacy

Each of these has between four and six specific subareas relating to specific skills that students are expected to acquire during their time at Hostos. The core competencies and related subareas are in a brochure that is part of the Retreat handout.

Relationship of CPE Task 1 Scoring Dimensions to Gen Ed Core Skills

CPE Scoring Dimension	Gen Ed Core Skills and Sub-Areas
A. Develops an essay that is a focused response to the assignment	Acad. Literacy: Critical thinking and problem solving (1) Communication: Understand texts and lectures (4)
B. Demonstrates understanding of readings	Acad. Literacy: Critical thinking and problem solving (1) Communication: Understand texts and lectures (4)
C. Incorporates references, etc., to support own ideas	Acad. Literacy: Distinguish between factual and anecdotal evidence (3); Find, evaluate, and use information from different sources effectively(4)
D. Communicates clearly and effectively	Communication: Read, write, speak, and listen, effectively (1); Use precise vocabulary to describe abstract and concrete ideas (2)

Relationship of CPE Task 2 Scoring Dimensions to Gen Ed Core Skills

CPE Task 2 Scoring Component	Gen Ed Core Skills and Sub-Areas
<p>Accurately identifies claims. (Note: number of claims will affect score.)</p> <p>Explains relationship between claims and Figure 1 and Figure 2 with a degree of accuracy, complexity, and insight.</p>	<p>Academic Literacy: Exercise critical thinking and problem solving (1); Find, evaluate and use information from different sources effectively (4)</p> <p>Science and Math: Gain math skills necessary to solve problems in all disciplines (4)</p> <p>Communication: Use precise vocabulary to describe abstract and concrete ideas (2); Understand texts and lectures (4)</p>

Relationship of Competencies to Specific Courses

Academic Literacy: Critical thinking and problem solving (1)	Writing Intensive Courses
Academic Literacy: Distinguish between factual and anecdotal evidence (3)	Natural Sciences (Chemistry and/or Biology); Psychology 1032; Sociology 1232
Academic Literacy: Find, evaluate, and use information from different sources effectively(4)	Psychology 1032; Sociology 1232
Communication: Read, write, speak, and listen, effectively (1)	ENG 110 and ENG 111; Writing Intensive Courses
Communication: Use precise vocabulary to describe abstract and concrete ideas (2)	ENG 110 and ENG 111; Writing Intensive Courses
Communication: Understand texts and lectures (4)	ENG 110 and ENG 111; Writing Intensive Courses
Science and Math: Gain math skills necessary to solve problems in all disciplines (4)	Mathematics Courses

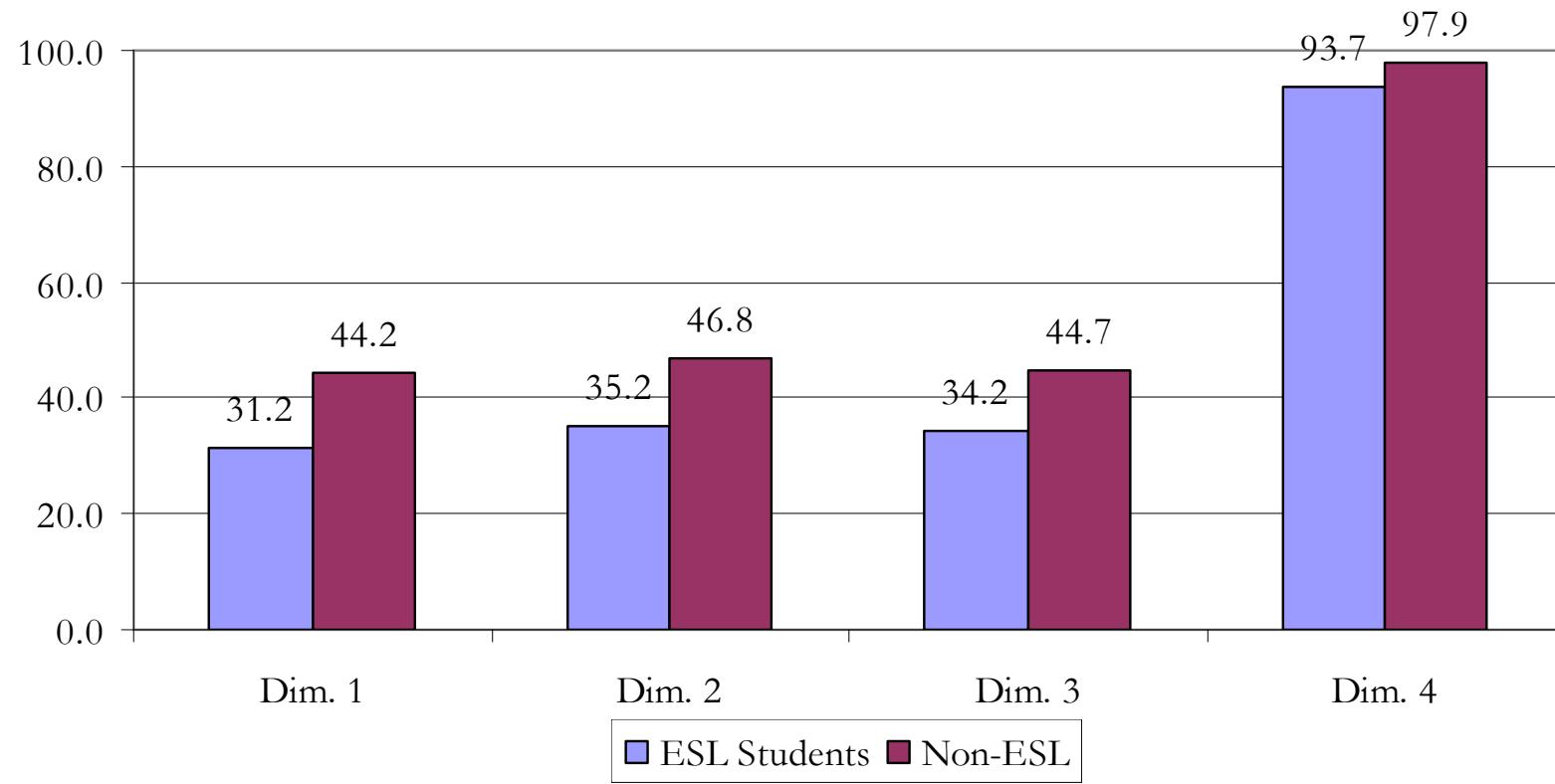
Analytic Group:

- All students who took the CPE at any administration from Fall 2006 through Fall 2007 for a total of 1,510 records and 1,169 students.
- All instances in which the student took the CPE.
- Data included total scores for Task 1 and Task 2, as well as all scores on each of the dimensions (i.e., scores given by both raters).
- Aggregation of data included the most recent (last) test result, as well as the number of times the test was taken.
- Resulting data file was matched to a data file containing course information.

Analyses Conducted:

- For Mathematics and English courses, in addition to looking at individual courses, analysis determined the highest level course taken.
- Students were identified as having been in an English remedial course and/or a Math remedial course.
- Students were identified as ESL if they had taken at least one ESL course at Hostos.
- Data analysis focused on relationship of these categories to dimension ratings and pass/fail status.

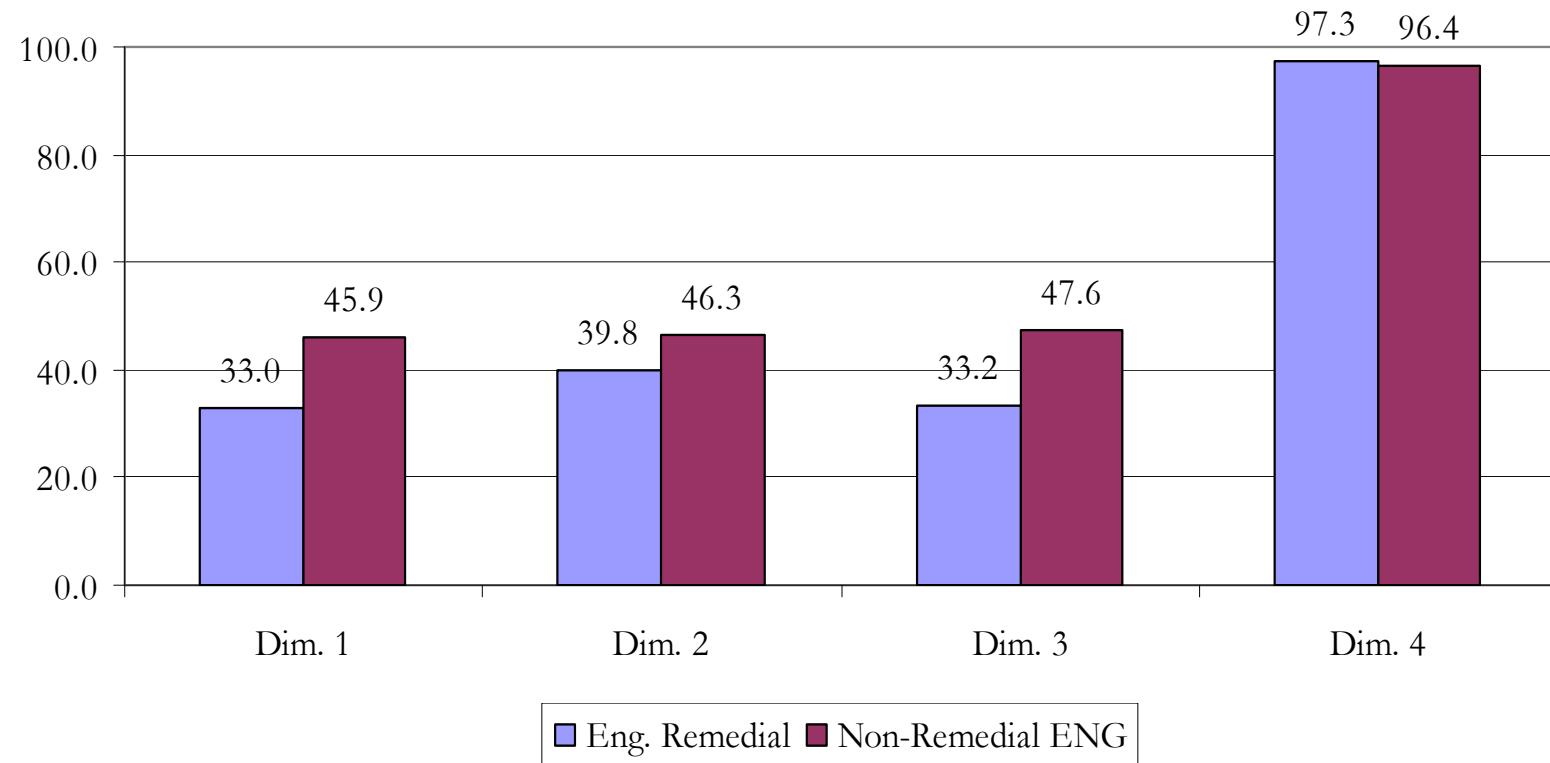
Percent of ESL vs. Non-ESL Students with Task 1 Scores of 6 or Higher



The results here show that ESL and non-ESL students are performing **about** the same on each of the dimensions.

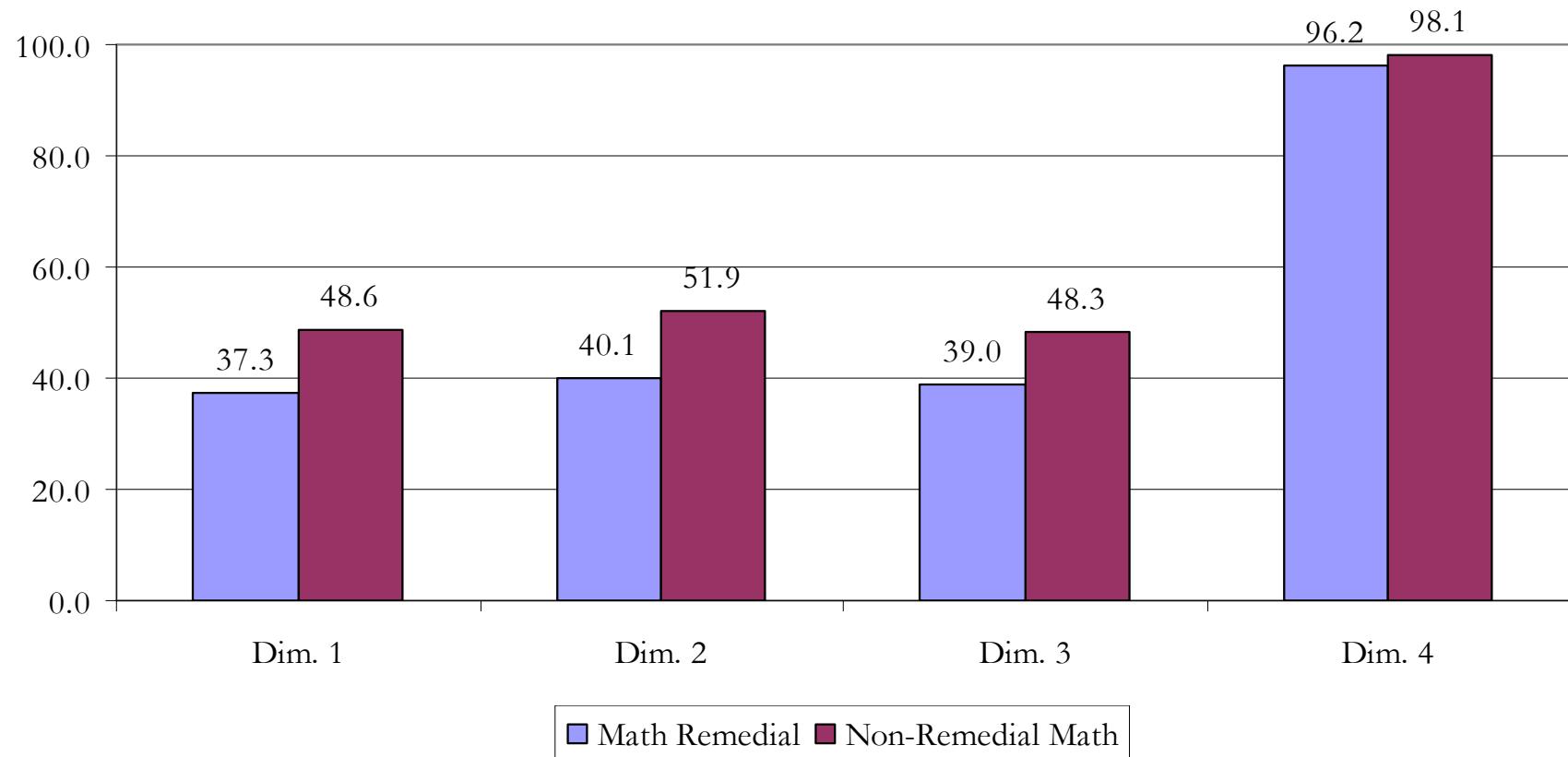
Clearly, ESL students have lower percentages (about 10 percentage points) than non-ESL students, but given where the ESL students start, this is not necessarily a 'bad' thing.

Percent of English Remedial vs. Non-Remedial Students with Task 1 Scores of 6 or Higher



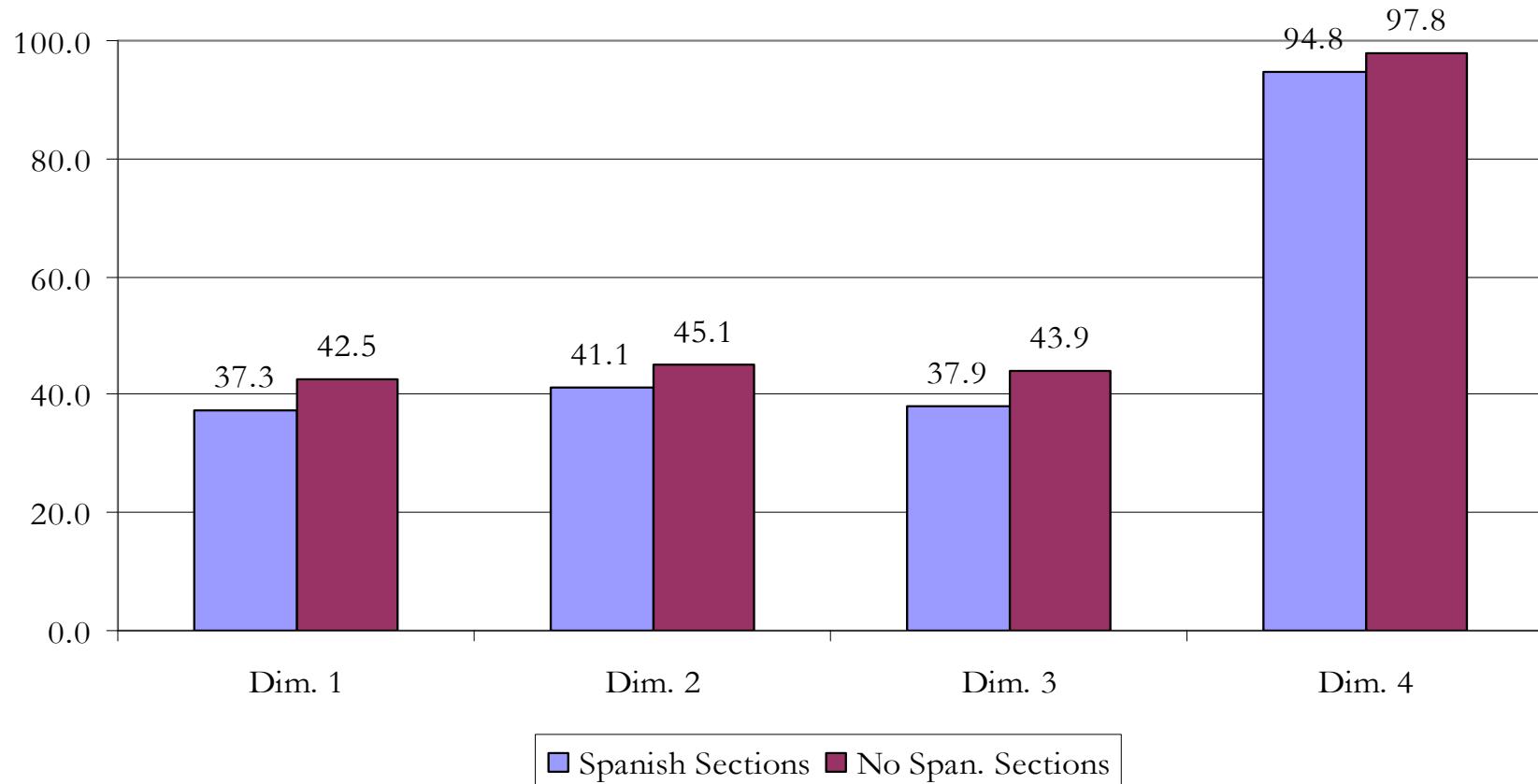
These results are very similar to the results for ESL students in the previous slide!

Percent of Math Remedial vs. Non-Remedial Students with Task 1 Scores of 6 or Higher



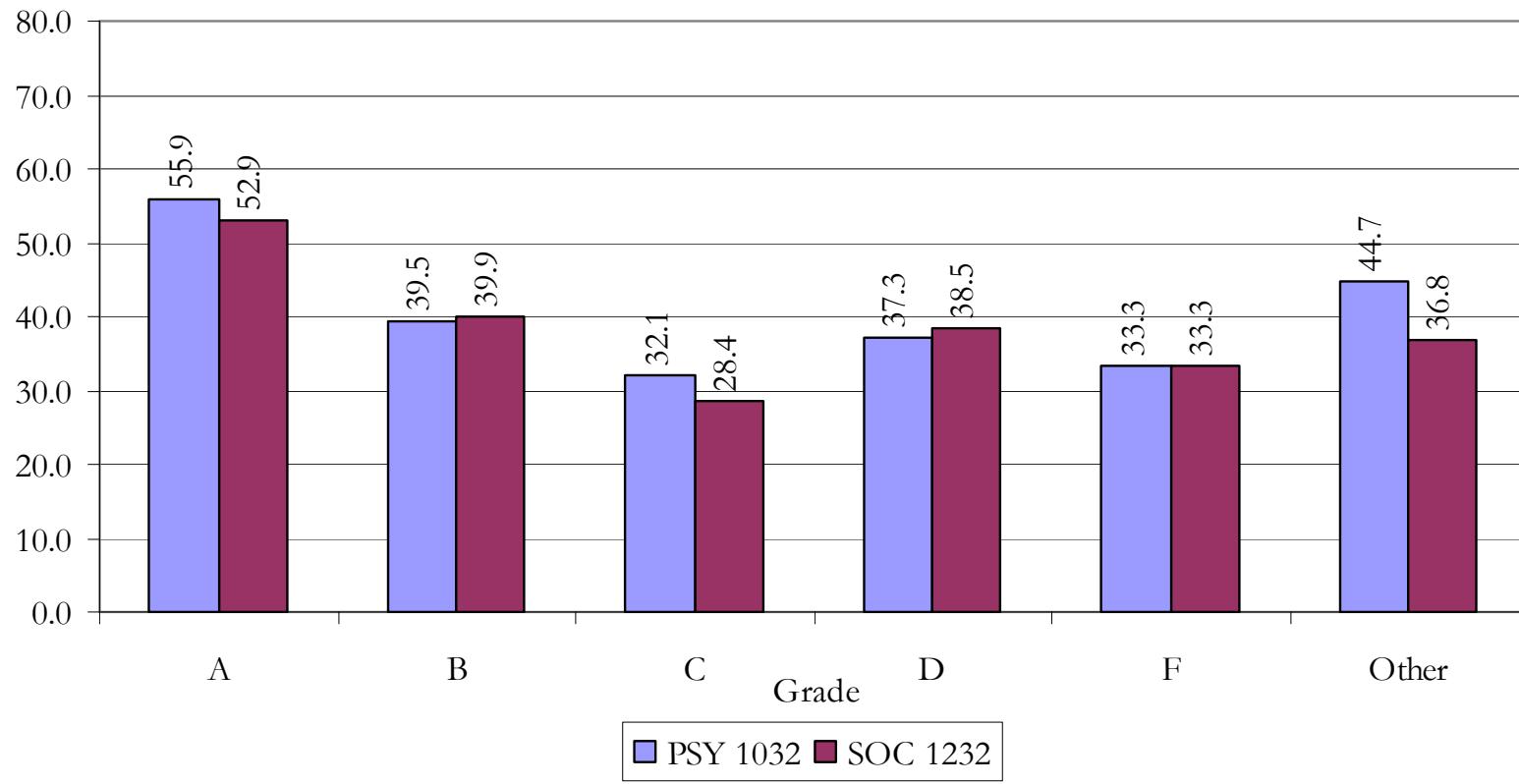
Again, similar results to the previous subgroup analyses.

Percent of Students Taking Spanish Content Sections with Task 1 Scores of 6 or Higher

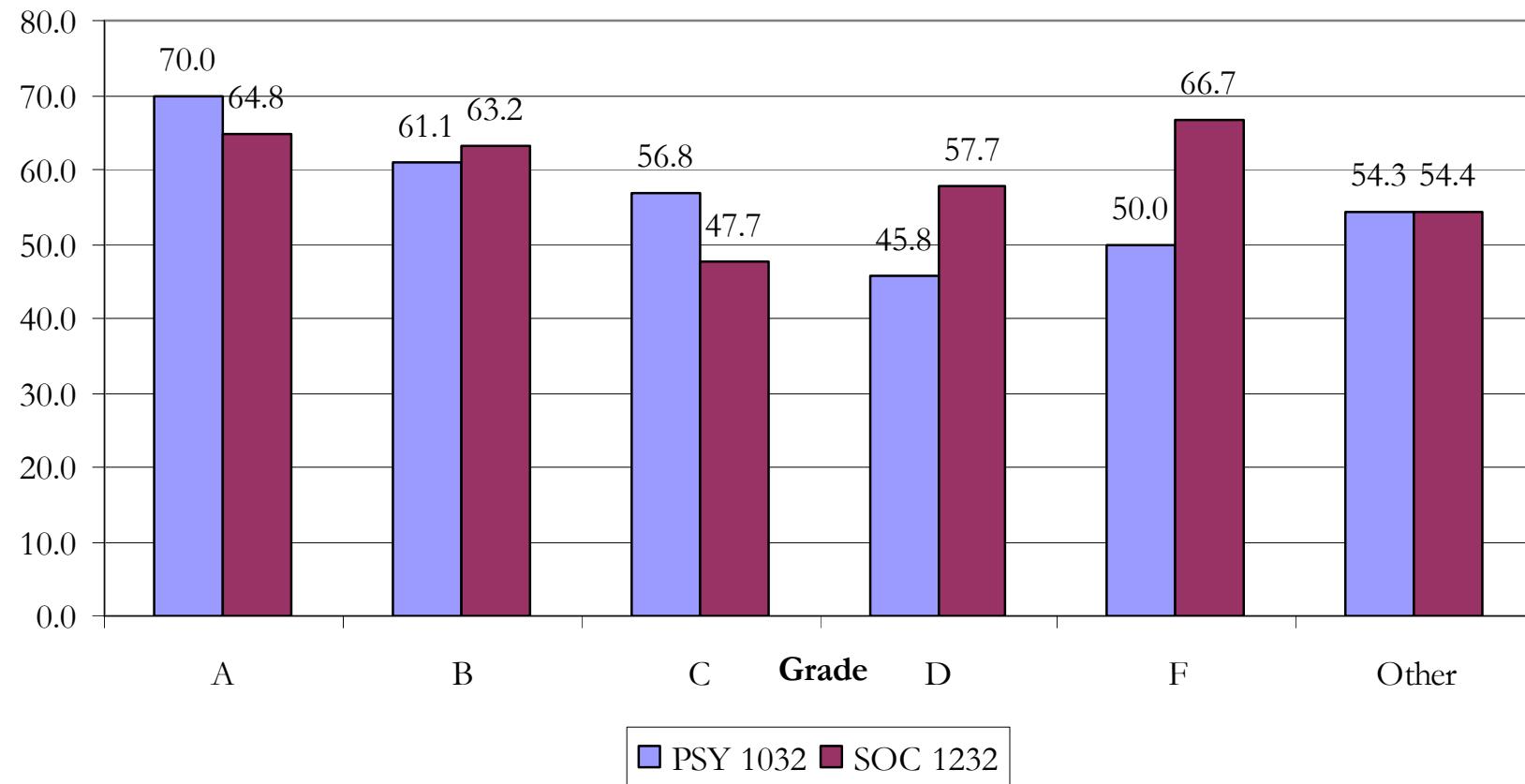


There were 375 students in Spanish content sections included in the analysis, compared to 781 students who had no Spanish content sections. The results are still very similar to those observed in the previous subgroup analyses.

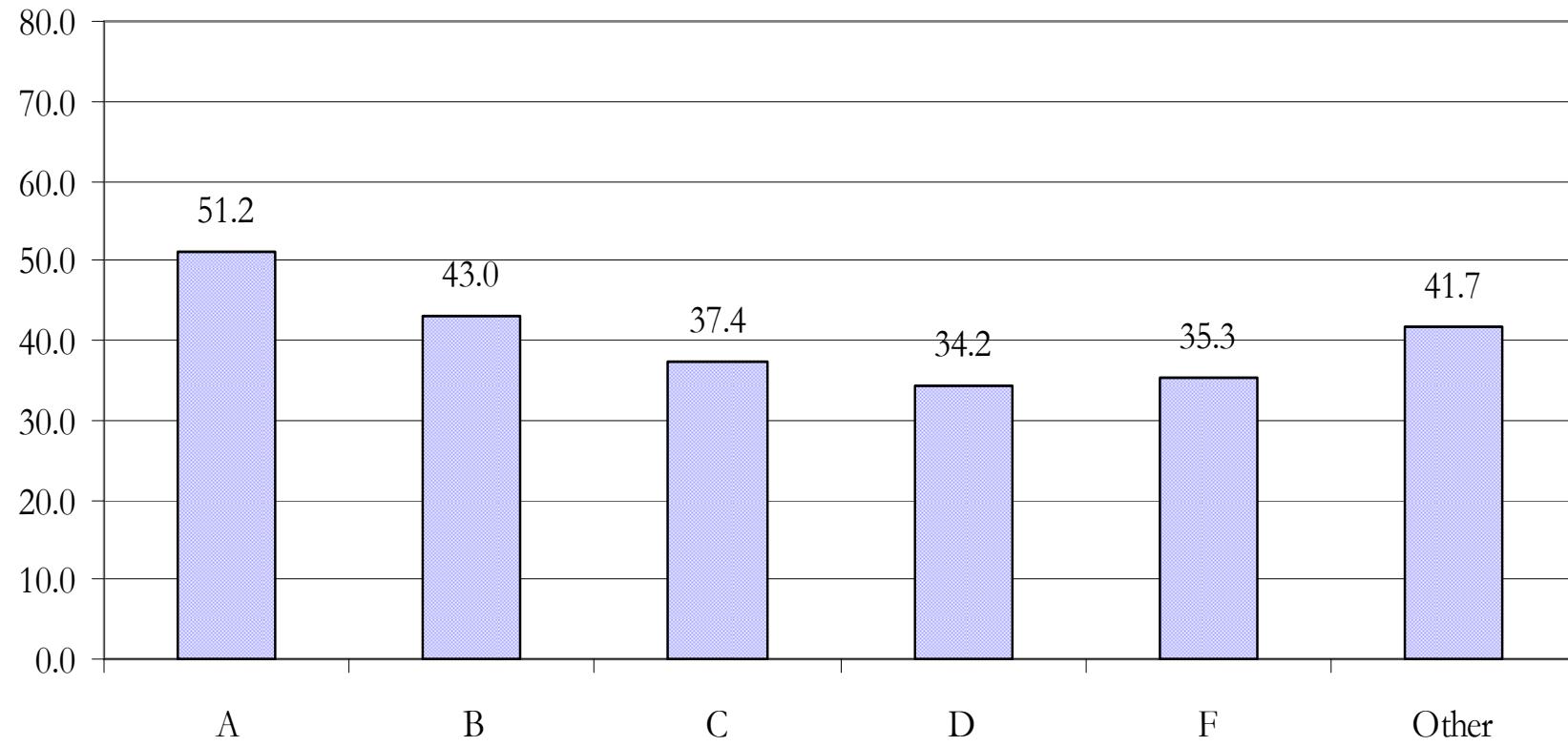
Percent of Students with a 6 or Higher on Task 1 Dimension 3



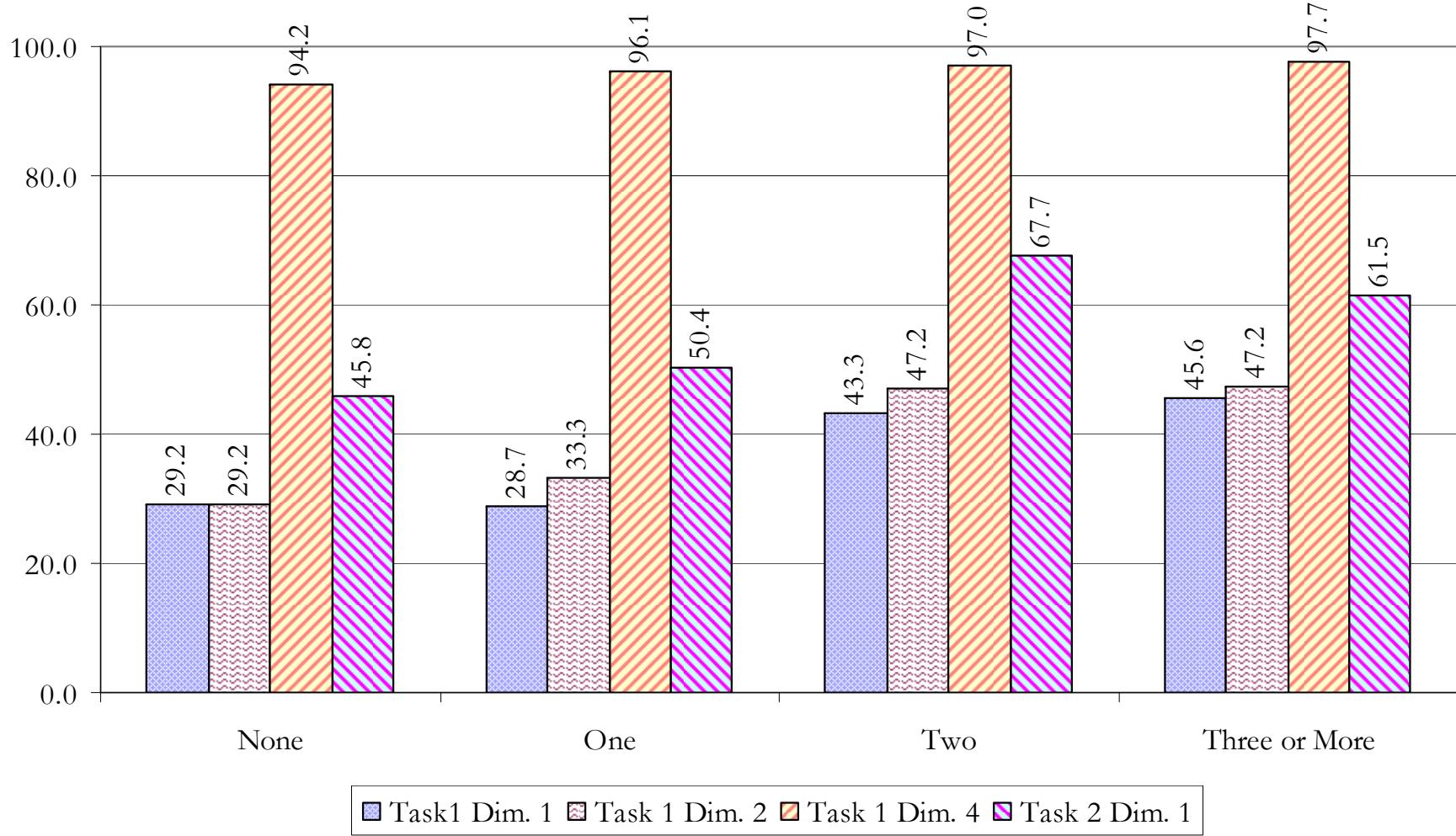
Percent of Students with an 8 or Higher on Task 2 Dimension 1



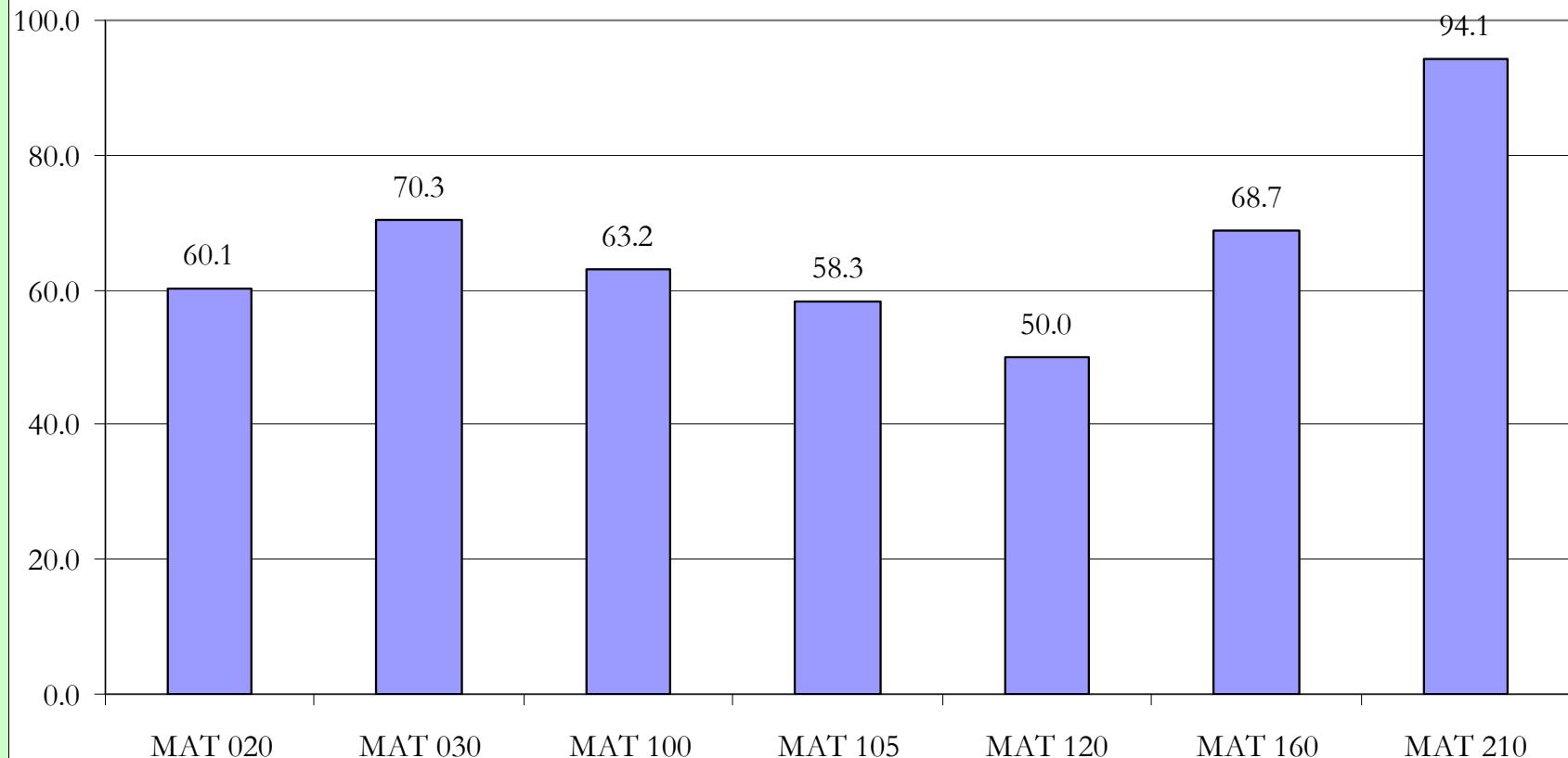
Percent of Natural Science Students with a 6 or More on Task 1 Dimension 3



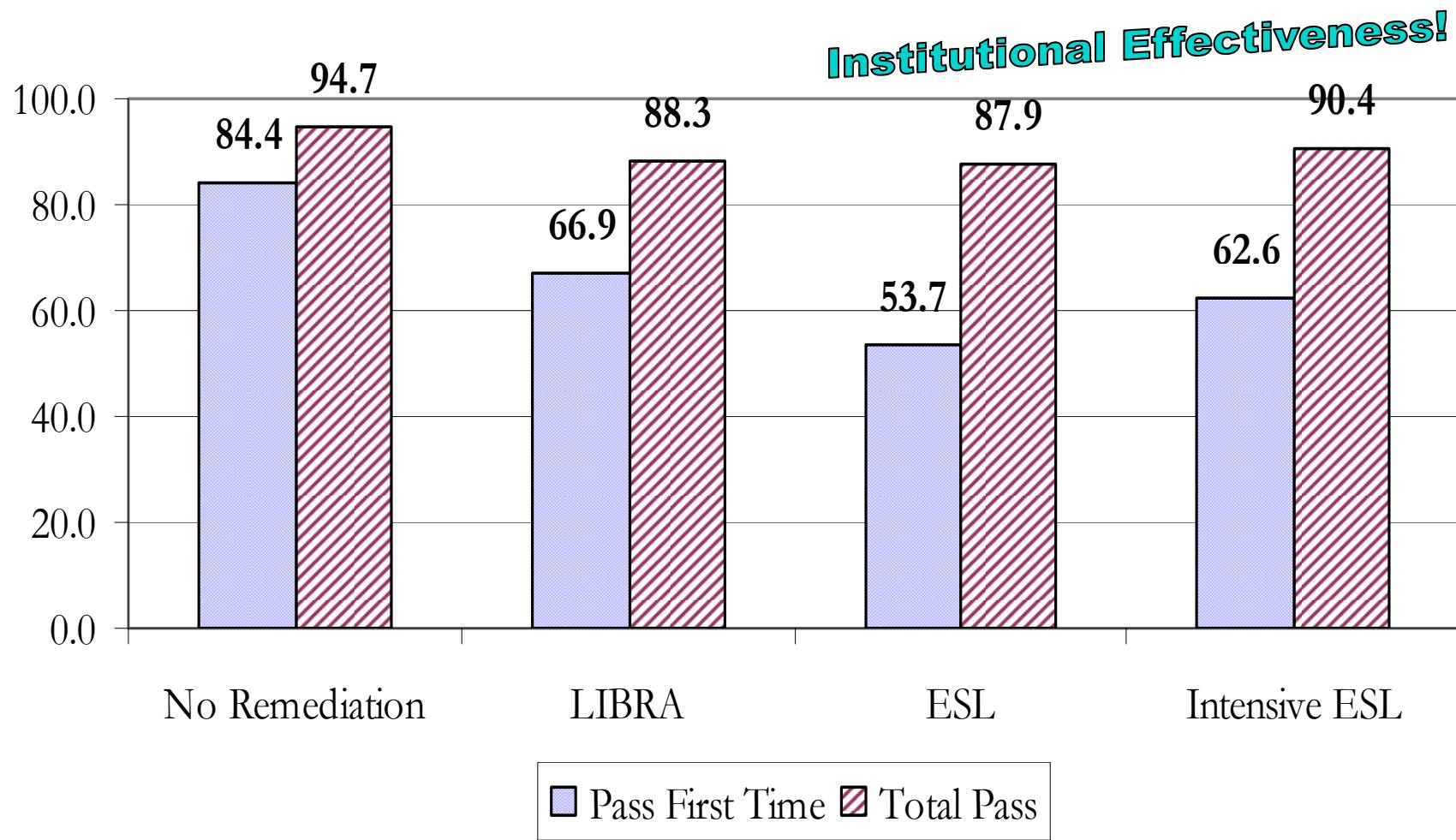
Number of Writing Intensive Courses by CPE Dimension Scores



**Percent of Students Scoring 8 or Higher on CPE Task 2 Dimension Score by
Highest Mathematics Course Taken**



Cumulative Pass Rates through Spring 2008 on the CPE by Language Remediation



Some Preliminary Conclusions?

The results are, at best, preliminary. But do they have any implications for the general education program at Hostos?

- ❖ Performance on the communication dimension of the CPE is very strong, across all the groups and course types.
- ❖ Performance on the other Task 1 dimensions is less robust.
- ❖ Performance on the Task 2 dimension tends to be strong. Not surprisingly, students with higher grades appear to be doing better than those with lower grades.
- ❖ The more writing intensive courses a student takes the higher the student's scores. (Only a very few students take more than 3 writing intensive courses.)
- ❖ Hostos students, regardless of their educational background (i.e., remedial, etc.), ultimately pass the CPE. (Evidence of institutional effectiveness.)

Some Future Issues?

- ▶ Need to link the CPE dimensions with the gen ed competencies through the gen ed mapping tool.
- ▶ Are the CPE dimensions too limited in scope to serve as useful predictors for gen ed? Should there be more and/or broader dimensions, especially for Task 2?
- ▶ Is the restriction of range (i.e., the CPE test taking population) effecting the results? Only a ‘select few’ get to the CPE. What about those that leave before they get to the CPE?

Questions?

Comments?

Suggestions?

Applause?

Appendix 7.1 – Analysis on Creating a Culture of Assessment

Comparative Analysis with Middaugh's Criteria/Standards

Developing a Culture of Assessment – Middaugh's Criteria/Standards			
Characteristics of Effective Assessment Approaches	Assessment Relative to Standard 7	Assessment Relative to Standard 14	Areas for Improvement
Useful	Regular assessment of institutional effectiveness issues provided to administration; divisional and departmental analyses provided.	Assessments have provided impetus to change numerous courses.	Document and celebrate results and changes made to courses and programs.
Cost-effective	All assessments are conducted by OIR and do not require any substantial support from other campus offices. With the exception of the CCSSE administration, no 'additional cost' activities are conducted.	OIR staff work with faculty to embed assessments into course work, minimizing the 'intrusion' of assessment. OIR staff provides technical support (including data entry).	Improve/increase faculty's ability to conduct assessments.
Reasonably-accurate and truthful	OIR staff strive to ensure results provided are accurate and address the issue(s) of concern.	OIR staff work with faculty to assess SLOs and ensure the integrity of the results	Publish results of assessments and APRs online and solicit comments.
Planned	Annual schedule of specific assessments (e.g., PMP), along with ad hoc analyses related to specific issues or initiatives.	Schedule of departments participating in course and program assessments. Schedule for APR.	Make assessment a more central focus of all planning documents prepared by divisions.
Organized, systematized, and sustained	Analyses and presentations occur on a regular basis throughout the academic year. Information is provided to coincide with PMP reporting requirements, budgetary and registration cycles, etc.	OIR staff work with departments to sustain assessment work, providing technical support and guidance, as well as interpretation of results.	Publish annual plans, activities, and results of assessment.

Source: Middaugh 2010

Comparative Analysis with Weiner Standards

The analysis on the creation of a culture of assessment shows that Hostos is moving in the right direction in all areas. Weiner (2009) posits 15 elements to be considered when determining the extent to which a culture of assessment permeates an institution. Below is a summary statement on how Hostos is progressing in these aspects of assessment, drawing on data gathered from sources cited in the body of the document.

- Clear general education goals: Hostos has developed the Gen. Ed. Mapping Project to focus attention on general education goals and these have permeated the academic affairs assessment process as detailed in Standard 14 responses. Wider dissemination of the Gen. Ed Mapping Tool to students is an objective in the College PMP for the current year.
- Common use of assessment-related terms: The College does not have an explicit glossary of terms that are commonly understood. However, the Outcomes Assessment Plan (2003) does provide a definition of assessment and explains the different levels of assessment. Clarity and uniformity of terminology would be beneficial to the College and is currently lacking.
- Faculty ownership of assessment programs: The assessment process in Academic Affairs is led by faculty in the form of the Academic Program Review and Assessment Committee. OIR provides essential support and coordination of all the assessment processes in OAA.
- Ongoing professional development: This is a priority at Hostos and assessment is one element of that process. However, Hostos could increase professional development for all staff in specific assessment related skills and competencies.
- Administrative encouragement of assessment: The President of Hostos has declared 2010 as the year of Assessment and not just because of the Middle States process. The College has made a significant commitment to assessment by signing on for the Foundations of Excellence self-study for both the first year experience and transfer process.
- Practical assessment plans: Hostos has not yet developed a truly sustainable and comprehensive assessment plan that is cost-effective and achievable, within the current resources. The College produced a very ambitious assessment plan for Academic Affairs after the last Middle States review and was successful in terms of developing the infrastructure for assessment but the implementation has lagged somewhat behind the objectives set. Assessment plans for the other divisions are implemented on a decentralized basis but the process of alignment and integration is in progress.
- Systematic assessment: Processes of systematic assessment are in place throughout the College with varying levels of implementation. The college needs a period of sustained attention to assessment in order to institutionalize these processes.
- Setting student-learning outcomes for all courses and programs: The College has established a process and a goal for this. More follow through is needed at the departmental level to increase implementation of the process. A systematic and

transparent process to inventory and record which courses have completed the process would be beneficial.

- Comprehensive program review: The College has a systematic process in place but the rate of program review needs to increase to strengthen and revitalize the academic offerings of the College. Allied health and education programs are subject to additional external review. It would be helpful to have the outcome of these processes readily accessible online.
- Assessment of co-curricular activities: Most co-curricular activities are not systematically assessed and tracked for outcomes but progress in this area has been made. Professional development and a uniform process of evaluation and data collection are required.
- Assessment of overall institutional effectiveness: The Hostos OIR and CUNY OIR produce regular reports on the key institutional effectiveness indicators. These track progress over time and provide comparisons within the university. Hostos is effective in this area but could strengthen the capacity of the OIR office to provide greater support for college-wide assessment efforts.
- Informational forums about assessment: The process of informing faculty and staff about assessment outcomes usually happens within the academic department or unit meetings. Although the President makes a presentation regarding key indicators each semester at the Stated Meeting of the College and open informational forums have taken place in conjunction with the Middle States process, this is an area that could be strengthened.
- Inclusion of assessment in plans and budgets: The CUNY Compact budget process requires that objectives, financial planning, budget allocations and an assessment of outcomes be aligned. However, academic and student services assessment data are not systematically used in the planning and budget process. This is an area of focus for the College's new strategic plan.
- Celebration of successes: Hostos has well established processes for celebrating the achievements of the College as a whole and of notable individuals within the Divisions. However, more could be done to promulgate these achievements and to make them more visible to the college community.

Source: Weiner, W.F. (2009). Establishing a culture of assessment: Fifteen elements of assessment success—How many does your campus have? A.A.U.P. Academe Online, May-June 2009.

Retrieved March 1, 2011, from

<http://www.aaup.org/AAUP/pubsres/academe/2009/JA/Feat/wein.htm>

Appendix 14.1: Courses Undergone Outcomes Assessment

Course Name	Year Completed	Department
Anatomy and Physiology	2003	Natural Sciences
Clinical Radiography III	2003	Allied Health
Family Law	2003	Behavioral and Social Sciences
Field Experience In Early Childhood Education 1	2003	Education
Introduction To Special Education	2003	Education
Laws and Social Change	2003	Behavioral and Social Sciences
Professional Practice Issues in Diagnostic Imaging	2003	Allied Health
Social Studies for Young Children	2003	Education
Clinical Nursing	2004	Allied Health
Dental Health Education	2004	Allied Health
Dental Materials	2004	Allied Health
Dental Radiology 2	2004	Allied Health
Dental Radiology I: Basic Concepts	2004	Allied Health
English	2004	English
Expository Writing	2004	English
General & Oral Pathology	2004	Allied Health
Introduction to Chemistry	2004	Natural Sciences
Literature & Composition	2004	English
Mathematics	2004	Mathematics
Mathematics	2004	Mathematics
Nutrition	2004	Allied Health
Introduction To Accounting	2005	Business
Introduction To Business	2005	Business

Appendix - Working Group 7

Course Name	Year Completed	Department
Introduction to Special Education	2006	Education
Beginning Swimming	2006	Education
English	2006	English
ESL In Content Areas I	2006	Language and Cognition
ESL In Content Areas II	2006	Language and Cognition
ESL In Content Areas III	2006	Language and Cognition
History	2006	Behavioral and Social Sciences
Introduction to Psychology	2006	Behavioral and Social Sciences
Introduction to Sociology	2006	Behavioral and Social Sciences
Nutrition	2006	Education
Parent Education	2006	Education
Physical Education & Recreation Programs For The Aging	2006	Education
Social Studies for Young Children	2006	Education
Yoga	2006	Education
Advanced Computer Keyboarding and Document Formatting	2007	Business
Basic Computer Keyboarding and Document Formatting	2007	Business
Basic Spanish Composition II	2007	Humanities
Beginning Yoga	2007	Education
Health and the Young Child	2007	Education
Intermediate Computer Keyboarding and Document Formatting	2007	Business
Interpersonal Relations	2007	Education
Introduction to Business	2007	Business
Introduction to Humanities	2007	Humanities
Introduction to Special Education	2007	Education

Appendix - Working Group 7

Course Name	Year Completed	Department
Medical Terminology	2007	Education
Music and Movement	2007	Education
Nutrition	2007	Education
Personal Physical Fitness	2007	Education
Science and Math for the Young Children	2007	Education
Business Communications	2008	Business
Child Development	2008	Education
Field Experience in Community Health	2008	Education
Language Arts for Young Children	2008	Education
Language Arts in a Bilingual ECE Program	2008	Education
Professional Office Management	2008	Business
Beginning Karate	2009	Education
Bilingual Issues in Community Health	2009	Education
Black & Puerto Rican Dance	2009	Education
Contemporary Health Issues	2009	Education
Foundations of Education	2009	Education
Independent Study	2009	Education
Introduction to Community Health	2009	Education
Introduction to Computer Software Packages	2009	Business
Introduction to Gerontology	2009	Education
Office Technology Internship	2009	Business
Substance Use and Abuse	2009	Education
Weight Training & Body Development	2009	Education

Appendix - Working Group 7

Course Name	Year Completed	Department
Accounting I	2010	Business
Accounting II	2010	Business
Basic Math Skills	2010	Mathematics
Creative Art	2010	Education
Creative Arts Activities for Young Children	2010	Education
Field Experience 1	2010	Education
Fitness Through Dance	2010	Education
General Biology I	2010	Natural Sciences
General Biology II	2010	Natural Sciences
General Chemistry I	2010	Natural Sciences
General Chemistry II	2010	Natural Sciences
Health Perspectives for the Aging	2010	Education
Interpersonal Relations and Teamwork	2010	Education
Introduction to Accounting	2010	Business
Introduction to Public Speaking	2010	Humanities
Language Arts	2010	Education
Office Systems Procedures	2010	Business
Physical Education & Recreation Programs For The Aging	2010	Education
Social Studies for Young Children	2010	Education
Teaching in the Multicultural Multilingual Classroom	2010	Education
Transcription	2010	Business
Fundamentals of Public Speaking	2011	Humanities
Computer Information Systems	2011	Business
Elementary Algebra	2011	Mathematics

Source: Hostos OIR

Appendix 14.2: How Course Assessment Has Impacted Teaching and Learning – Additional Examples

Course	When	What Was Done	Changes Made
VPA 192	Spring 2009 and ongoing	Developed rubrics for assessing student speeches.	Applied rubrics to students' end-of-term persuasive speeches. Established performance benchmarks based on data gathered in Fall 2010 and Spring 2011.
GERO 101	Fall 2008 and Spring 2009	Developed SLOs. Conducted Alumni Survey.	Incorporated a community resource research activity into the course to provide better understanding of the aging population.
GERO 103	Fall 2008 and Spring 2009	Developed SLOs. Conducted Alumni Survey.	Course was revised to make teaching of Alzheimer's Disease more interdisciplinary, as well as inclusion of guest lecturers.
MAT 020	Fall 2010 and ongoing	Created SLOs and overlaid them to course and final exam. Analysis of student performance on final exam by SLOs.	Additional emphasis on content areas with low performance. Addition of tutoring sessions for students.

Source: Hostos OIR

Appendix 14.3: How Program Assessment Has Impacted Teaching and Learning – Additional Examples

Course	When	What Was Done	Changes Made
Office Technology	Fall 2007 and ongoing	Developed course and program SLOs and applied to courses. Conducted student surveys.	Program was revised and refocused. Changes, in addition to those underway, made to Medical Office Manager Option.
Gerontology	Fall 2008 and Spring 2009	Alumni Survey.	Based on results, changes were made to individual courses to maintain the program's currency and relevance.
Criminal Justice	Fall 2010	Working with faculty to develop program learning outcomes that are consistent with dual degree at John Jay College.	Program is new at Hostos and work is continuing to complete the program outcomes.
Honors Courses	Spring 2011 and ongoing	Development of a survey of students who participated on Honors Courses.	No changes made at this time. Results being reviewed by program and survey being re-administered to next cohort.

Source: Hostos OIR

Table 14.4: Snapshot of Data Used to Improve Student Success

Data/Method	Frequency of Data Collection	Type of Data Collected	Uses of Collected Data	Outcome Examples
Skills Test Results	Initial placement for entering students; exit testing for students completing remedial/development courses; exit testing for students completing workshops	Total test scores, subscores, as available and percent passing. Data are provided for total group and relevant subgroups (e.g., by program, course section, etc.)	Placement in initial course sequences; curriculum review and development; workshop scheduling	Increased number of workshops; creation of Hostos Success Academy and Freshman Blocks to better work with students in remedial courses
CPE Results (until discontinued in Fall 2010)	4 times a year	Total test and sub scores; analyses by various subgroups and independent variables (e.g., GPA, remedial background, etc.)	Curriculum Development to infuse CPE-like assignments in courses; workshop curriculum	Increased use of reading and writing assignments in classrooms across disciplines
General Education Mapping Tool	End of each semester	Exposure to Gen Ed competencies	Initial reports being provided to faculty	Development of Gen Ed syllabus Infusion of Gen Ed competencies Increased awareness of Gen Ed
e-Portfolios	Initial implementation in Spring 2011	Assessment of artifacts using rubrics	Assessment of Gen Ed competencies in individual courses. Results to be related to data from Gen Ed Mapping Tool	None at this time due to recent initial implementation of e-portfolios
Outcomes assessment in individual Courses and programs	Each semester, and ongoing	Student generated materials: exams, essays, presentations, etc.	Changes in pedagogical approaches and/or resources; changes in grading practices; assignments, etc.	Increased student achievement and success in courses in succeeding terms
Academic Program Reviews (ENG & EDU)	5-year schedule for College program-reviews (2007)	Program- specific learning outcomes	Improve course offerings and content	Improved pass-rate Integrity and improvement of academic programs
Degree-granting programs	Assessment by outside agencies of license-eligible programs	Achievements based on strategic plans Student achievement	Program accreditation Improve SLOs	Devise and implement an action plan for an improvement of student success Course changes
Writing Across the Curriculum (WAC)	End of each semester	Questionnaires; writing-fellow assessments; CPE scores	Assessment of student perceptions and benefits of WAC courses	Implement Writing-Intensive courses; cross-content writing and reading

Source: Hostos OIR



Eugenio María de Hostos