Progress Report to the Middle States Commission on Higher Education

from

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Subject of the Follow-Up Report:

[D]ocumenting further development and implementation of an organized and sustained assessment process to evaluate all educational offerings (Standard 11) and general education as a discrete program (Standard 12) with a focus on student learning (Standard 14).

Table of Contents

Hostos' Culture of Assessment – The Distance Traveled **1**

Progress Made Since MSCHE's April 2012 Team Visit **2**

Course Level Assessment 2

Program Level Assessment 4

Academic Program Review (APR) 4

Non-Academic Program Review 6

Program Learning Outcomes Assessment and Capstone Assignments 7

Institution Level Assessment 8

Hostos Operational Planning and CUNY PMP 8

General Education Assessment 9

Building Overall Capacity to Undertake Assessment 12

A Roadmap for the Future – Hostos' Institutional Assessment Plan **13**

Development of the IAP – The Process 13

Major IAP Outcomes Expected by 2017 13

Summary of Assessment Methods 14

Big Picture on Closing the Loop – Use of Assessment Results 17

Reporting Assessment Results and Communication 17

Assessment at Hostos – Positioned for Success **18**

Appendices **19**

List of Appendices

Appendix I:	Course Assessment Guidelines
Appendix II:	Five-Year Course Assessment Calendar
Appendix III:	Course Assessment Reports
Appendix IV:	Academic Program Review Protocols*
Appendix V:	Academic and Non-Academic Program Review Calendar*
Appendix VI:	Non-Academic Program Review Protocols*
Appendix VII:	Sample Non-Academic Program Review Report
Appendix VIII:	2013-14 PMP and Executive Summary of the 2013-14 Operation Plan, including Alignment of PMP and Strategic Plan Goals and Initiatives
Appendix IX:	Mid-Year and End-of-Year Templates for Operational Plan Reports
Appendix X:	Aligned Operational Plan and PMP Reporting Annual Calendar
Appendix XI:	Hostos General Education Competencies*
Appendix XII:	Draft of Hostos General Education Competencies Mapped to Pathways Student Learning Outcomes*
Appendix XIII:	General Education Course Assessment Reports
Appendix XIV:	OIRSA Organization Chart
Appendix XV:	Hostos Institutional Assessment Plan 2013-2017

*Indicates an appendix that also appears in the Hostos Institutional Assessment Plan 2013-2017.

Hostos' Culture of Assessment – The Distance Traveled

At Eugenio María de Hostos Community College, strengthening assessment systems, processes, and methods are considered top priorities. The College publicly committed to build a *culture of continuous improvement and innovation* as goal 3 of its 2011-2016 Strategic Plan. In the Plan, it outlined four initiative areas of focus to achieve that goal:

- Aligning planning and assessment systems;
- Instituting clear program planning and review cycles;
- Assessing student learning outcomes, including a focus on Gen Ed; and
- Assisting Bronx community and educational institutions as they develop a culture of continuous improvement and innovation.

As faculty, staff, and administrators realized when they developed the College's strategic plan, while Hostos has in place many active assessment components, the interconnections between and the systematization of these components needed to be strengthened. Hostos noted these issues in its 2012 Self Study, and discussed them with the Middle States Commission on Higher Education (MSCHE) Visiting Team in April 2012. As a result, it came as no surprise when the MSCHE took the following action on June 28, 2012:

> *To reaffirm accreditation and to request a progress report, due November 1, 2013, documenting further development and implementation of an organized and sustained assessment process to evaluate all educational offerings (Standard 11) and general education as a discrete program (Standard 12) with a focus on student learning (Standard 14). The Periodic Review Report is due June 1, 2017.*

Much distance has been traveled since this progress report was requested. With a now more fully staffed Office of Institutional Research and Student Assessment (OIRSA) reporting directly to the President's Office, and stepped up efforts to train VP and director-level faculty and staff across campus on how to undertake planning and assessment as outlined in the Institutional Assessment Plan (IAP), Hostos now has the leadership capacity to take assessment to the next level.

Increased capacity has already led to considerable activity. This progress report details the substantial assessment work undertaken at the course, program, and institution levels, including General Education, since the MSCHE Team visit in April 2012. It describes how the College is building on the foundation of assessment processes already in place, including the continued practice of using results to inform decision-making that improves teaching and learning and institutional effectiveness.

This report also describes the development and recent implementation of the College's 2013-2017 Institutional Assessment Plan, which lays the groundwork for even more systematized and sustainable assessment processes of educational offerings, general education, and overall student learning in the years to come.

Progress Made Since MSCHE's April 2012 Team Visit

At the same time Hostos was planning for the future, creating a five-year Institutional Assessment Plan (IAP) described later in this report, it ramped up and fortified assessment practices across campus. The following pages describe the substantial undertakings since the April 2012 MSCHE Team visit.

Course Level Assessment

Hostos has a solid track record of assessment at the course level. By the time of Hostos' 2012 MSCHE Team Visit, course assessments had taken place in 95 courses from 2003 through 2011. Results from these assessments have been used by faculty to strengthen those courses in a number of ways, including revising course objectives, instituting common final exams and textbooks, and restructuring student advisement in some programs. (See page 127 from Hostos' 2012 Institutional Self-Study for specific examples.)

In 2012-2013, 22 additional courses underwent course assessment, with all creating or updating student learning outcomes (SLOs), creating course assessment matrices, and conducting data collection and analysis. Technical assistance from and review by the OAA Assessment Committee and staff from OIRSA supported rigorous analyses and reporting of results. Course assessment is conducted in accordance with the course assessment guidelines provided in Appendix I. Table 1, below, summarizes the 2012-2013 course assessment activities.

Table 1
AY2012-13 Course Level Assessment Activity by Course

Term	Department	Course Discipline	Course Number	Course Title	Learning Objectives and Matrices Submitted	Course Assessment Done and Data Submitted	Report Submitted to OIRSA
S13	ALH	NUR	120	Clinical Nursing II	Y	Y	Y
S13	BHS	POL	107	Political Systems of Latin America	Y	Y	Y
S13	BHS	PSY	101	General Psychology	Y	Y	Y
F12	EDU	GERO	101	Introduction to Gerontology	Y	Y	Y
F12	EDU	GERO	102	Therapeutic Recreation in Long Term Care	Y	Y	Y
F12	EDU	GERO	103	Health and Aging	Y	Y	Y
F12	EDU	GERO	199	Fieldwork with an Older Population	Y	Y	Y
S13	ENG	ENG	110	Expository Writing	Y	Y	Y
S13	ENG	ENG	202	Technical Writing	Y	Y	Y
S13	HUM	DD	101	Digital Tool Box	Y	Y	Y
S13	HUM	DD	105	2D Design	Y	Y	Y
F12	HUM	SPA	121	Spanish Composition I	Y	Y	Y
F12	HUM	SPA	222	Basic Spanish Composition II	Y	Y	Y

S13	MAT	MAT	10	Basic Mathematics Skills	Y	Y	Y
S13	MAT	MAT	30	Intermediate Algebra	Y	Y	Y
S13	MAT	MAT	100	Intro to College Math	Y	Y	Y
S13	MAT	MAT	105	Mathematics for Allied Health Sciences	Y	Y	Y
S13	MAT	MAT	130	Computer Literacy	Y	Y	Y
F12	MAT	MAT	160	Pre-Calculus	Y	Y	Y
S13	NAT	BIO	110	Concepts in Biology	Y	Y	Y
S13	NAT	CHE	210	General Chemistry I	Y	Y	Y
S13	NAT	PHY	210	Physics I	Y	Y	Y
Total Number of Courses					***22***	***22***	***22***

In 2013-2014, with the rollout of the IAP, Hostos is ramping up course assessment activities. This academic year, 38 courses will begin assessment in Fall 2013 and an additional 42 will begin in Spring 2014. All 80 will complete assessment by the end of 2013-2014. These courses are listed as part of the Five-Year Course Assessment Calendar found in Appendix II.

Closing the Loop at the Course Level: For the 22 courses assessed in 2012-13, faculty members are currently reviewing the results and identifying how those results can be used to strengthen teaching and learning in their courses. Below is a brief summary of the results from several course assessments and some of the actions being taken by faculty to improve teaching and learning:

- **MAT 160 (Pre-Calculus):** The six course SLOs were assessed using specific questions on the final examination. Given the complex nature of the examination questions, students are able to earn partial credit for their work. The results indicated that, overall, students are not doing well in Pre-Calculus. Substantial numbers of students are omitting individual questions and most students are receiving partial, rather than full, credit on the questions. To address these issues, the Mathematics Department has created a new course, MAT 150 (College Algebra with Trigonometric Functions), that is being offered for the first time in Fall 2013. MAT 150, which is now a pre-requisite for MAT 160, includes material from the College Algebra course (MAT 30, now discontinued) and some material from Pre-Calculus. These changes will provide more time to cover topics and improve student performance when they get to MAT 160. The Math faculty are also looking for a new textbook for MAT 160 that includes more examples and explanations and will serve as a better resource for their students.
- **NUR 120 (Clinical Nursing II):** This is one of the final courses students in the Licensed Practical Nursing program take prior to completing their certificate. Using the clinical evaluations, quizzes, and Nursing Care Plans, the 16 students in the course were assessed on their performance on each of five (5) learning outcomes. Results for each outcome indicated that between 13 to 14 students were found to perform at a 'satisfactory' level on each of the outcomes, with the remaining students identified as 'needs improvement'. While these results indicate substantial overall student acquisition of SLOs, faculty are fine-tuning to improve skills mastery in some key areas. For example, faculty will further discuss and

critique clinical performance with their students in post-clinical conferences, as well as provide additional workshops on use of electronic data. In pre-clinical conferences, faculty will also increase use of case studies and role-play to 'define and affirm appropriate prioritization, delegation, and monitoring of care.'

- **PHY 210 (Physics I):** The seven SLOs were assessed through a range of instruments and methods, including quizzes, examinations, and a final project. The results across the SLOs were varied. Overall, the results indicated that a number of changes needed to be made to the course, including ensuring that students have sufficiently strong math skills. To this point, the creation of MAT 150 (see discussion of MAT 160, above), will help ensure that students taking Calculus (a pre-requisite for Physics 210) will have better math foundation skills. The Physics faculty also observed that problem-solving and time-management skills need to be addressed in the context of the course. Finally, the lab report rubrics need to be strengthened to provide better feedback to students and to better assess student performance on those assignments.

Appendix III contains the reports from these course assessments.

Program Level Assessment

At the time of Hostos' 2012 MSCHE Team Visit, the college needed to address consistency issues in the timely completion of program level assessments. Since then, Hostos has put into place a range of activities, protocols, procedures, and calendars to ensure that various forms of program assessment are completed and that results are used to improve both academic and non-academic programs. The Provost and all Vice Presidents and director-level faculty and staff at Hostos are now engaged in assessment at this level.

Academic Program Review

Academic Program Review (APR) at Hostos is a three-year process: year one for self study; year two for external evaluation; and year three for implementation of findings. Since the April 2012 MSCHE Team visit, 12 degree programs of a total of 29 have been engaged in the APR process. APR is conducted in accordance with APR guidelines provided in Appendix IV. Table 2, below, summarizes the status of the 12 degree programs and an academic support program currently undergoing APR in 2013-14.

OIRSA now maintains a ten-year calendar indicating which programs will be assessed each academic year. This calendar is found in Appendix V. OIRSA provides an annual training to faculty beginning APR, to help them understand the process, including the data and analyses required. OIRSA offers ongoing assistance to programs undergoing APR, to provide and/or analyze data as needed. Alongside the OAA Assessment Committee, OIRSA, as part of the APR schedule, also reviews all draft APR self-studies, to provide feedback to OAA prior to their completion.

Table 2 Status of Programs Undergoing Academic Program Review in 2013-14 (and where they are in Hostos' three-year APR process)			
Program	**Year 1: Self Study**	**Year 2: External Evaluator**	**Year 3: Implement Findings**
Behavioral & Social Sciences		X	
Business Management/ Accounting/Office Technology		X	
Digital Design and Animation	X		
Digital Music	X		
Dual Programs (including Engineering)	X		
Gerontology			X
Hostos Academic Learning Program (Support Program)	X		
Language & Cognition			X
Liberal Arts	X		
Library	X		
Mathematics			X
Modern Languages	X		
Social Sciences			X

Closing the Loop with APR: Below are brief summaries of key results from the APRs currently in year three (implementation of findings), as well as actions being taken by faculty to improve teaching and learning:

- **Gerontology Program:** The APR process helped faculty see how very few Hostos freshmen select this program on entry. Close to 100 percent of enrolled Gerontology students in each of the past five academic years are transfers from other programs at Hostos. Faculty are exploring ways to increase freshman enrollment into the program through new outreach efforts to local high schools and the development of new marketing materials.
- **Language and Cognition Program:** The external reviewers recommended that testing constructs for both the COMPASS Reading and CATW (CUNY skills tests in reading and writing, respectively) and course competencies (SLOs) for the ESL program be reviewed systematically and brought into closer alignment. Faculty are currently revising ESL course objectives so that they reflect the increasing difficulty of the sequential courses in the ESL program. Faculty are also linking ESL35 (ESL in Content Courses III) and SOC101 (Introduction to Sociology) courses to create a learning community that supports student academic performance and the creation of cross disciplinary content. This will better prepare ESL college students for greater success in the general education courses offered concurrently with ESL classes.
- **Mathematics Program:** APR findings showed that some recent math innovations, such as the use of technology and supplemental instruction, are having a positive impact on student performance. For example, the percentage of students scoring 60 percent or higher on the final exam was 9 percentage points higher in MAT 10 (Basic Math Skills) MathXL sections

than in the non-MathXL sections. Faculty are considering ways to further expand the use of technology and supplemental instruction. Additional innovations, such as the creation of accelerated remedial courses, are underway.

- **Social Sciences Program:** Faculty and the external reviewers observed that the course completion rates were consistently lower for ECO 101 (Microeconomics), ECO 102 (Macroeconomics) and POL 107 (Political Systems of Latin America). The faculty have added a mathematics pre/co-requisite for both of the economics courses and an English pre-requisite for the political science course. Also, POL 107 is being renumbered to POL 207 to distinguish it as an upper-level course. These curricular changes are completing their passage through college governance in Fall 2013.

A sample APR report from Gerontology, which is now the Aging and Health Studies program, is found at http://www.hostos.cuny.edu/MiddleStates/APR/gerontology.html.

Non-Academic Program Review

While over the years administrative units across the college have undertaken varying types of non-academic program assessments, Hostos has now created a uniform process, with substantial input from both OAA and SDEM, by which non-academic APR will take place on campus according to a common protocol, which can be found in Appendix VI. This new protocol is based on the existing guidelines for APRs, but includes added areas relating to services provided (including nature of service, number served, customer satisfaction, etc.).

As with APR, OIRSA maintains a ten-year calendar indicating which programs will undergo non-APR each year. This calendar is found in Appendix V (alongside the APR calendar). OIRSA provides an annual training to staff beginning the non-APR process, offers ongoing assistance to programs undergoing non-APR, to provide and/or analyze data as needed, and completes a review of all draft non-APR reports, to offer feedback prior to their completion.

Standardized non-academic APRs commenced this year with the following programs:

Table 3
Non-Academic Programs Undergoing Review in 2013-14

Division	Program(s)
SDEM	• Athletics and Recreation • The Children's Center • Registrar's Office • Student Success Coaching Unit
CEWD	• CUNY Language Immersion Program (CLIP) • CUNY Start • Work Incentive Planning and Assistance Program (WIPA)
IA	• Alumni Relations
Admin and Finance	• Human Resources

Closing the Loop with Non-Academic Program Review: Even prior to the development of our standardized process, non-academic APRs contributed to improved teaching and learning, as well as operational practice. The following are some findings and actions taken from non-academic program reviews in 2012-13:

- **Certified Nursing Assistant (CNA) Certificate Program:** The review process, conducted by a consultant with nursing education expertise, helped the Center for Workforce Development and Continuing Education determine that students must enter our CNA training program with at least an 8th grade reading and math level to successfully pass the state certification exam. As a result, the Center now administers an assessment exam to ensure students meet the minimum reading and math level required. In addition, we also created a CNA orientation workshop to manage student expectations. Any student that does not meet the minimum entry level requirements is referred to basic education and literacy programs at the Center for Workforce Development and Continuing Education. Since the Center implemented these changes, our CNA state certification exam pass rate for three recent cohorts increased from 83 percent to 96 percent.
- **Hostos Center for Arts and Culture (HCAC):** The review process, conducted by arts management consultants with experience in working with CUNY arts centers and other arts organizations, identified a number of recommendations. These included: clarifying the Center's mission in serving the community in line with the college's strategic goals; strengthening financial reporting utilizing assistance from the college's finance division; improving earned income through the development of a strong marketing and public relations plan; and expanding outreach to new ethnic and cultural constituencies. In addition, a comprehensive development plan, which includes, for the first time, funding from individuals, is to be created. This assessment and the consequent recommendations dovetailed with the search for a new HCAC Director to replace the former director who retired after thirty years. The new HCAC Director will work with the Vice President for Institutional Advancement in creating the work plan that implements these recommendations.

A sample non-APR report, without the appendices, is found in Appendix VII.

Program Learning Outcomes Assessment and Capstone Assignments

While all Hostos academic programs have had program level outcomes, the process of completing program learning outcomes assessment had not been fully institutionalized when the MSCHE Team Visit occurred. In Fall 2013, Hostos commenced implementing the full process, whereby all 29 degree programs are reviewing their program level learning outcomes, and completing maps of program outcomes to courses. The program outcomes will be embedded in the course assessments that will be conducted in the Spring 2014 term.

In addition, three programs (Dental Hygiene, Early Childhood Education, and Criminal Justice) are creating capstone assignments within their existing terminal courses. During the Fall 2013 term, OIRSA staff is working with faculty in each of the programs to ensure existing assignments (as appropriate) are useful for program assessment. OIRSA is also working with the program faculty to develop appropriate rubrics to assess their program outcomes using the capstone assignments. At

the end of the Spring 2014 term, program faculty will review the capstone assignments using their newly-developed rubrics.

The results from both the program outcomes assessments and the capstone assignments will provide clear indications of what students are learning in their courses as they complete and graduate from their academic programs. Program coordinators and faculty will then be able to use the results to strengthen their programs.

Institution Level Assessment

Assessment at the institutional level via the CUNY Performance Management Process (PMP) was firmly established by the time of the MSCHE Team Visit. The major areas of growth since then have been the institutionalization of Operational Planning and General Education Assessment.

Hostos Operational Planning and CUNY Performance Management Process (PMP)

The CUNY Performance Management Process (PMP), which all CUNY colleges must participate in to set and then assess progress toward targets according to common CUNY indicators, is now in its 14th year, having started in 2000. Annual operational planning, the action planning process by which all five Hostos divisions operationalize and then assess efforts to implement Hostos' 2011-16 Strategic Plan goals, initiatives, and outcomes, is now in its third year. See Appendix VIII for Hostos' 2013-14 PMP and the Executive Summary of the 2013-14 Operational Plan which includes a one page chart showing how Hostos' Strategic Plan Goals and Initiatives align with CUNY's PMP Indicators. A complete copy of the 2013-14 Operational Plan is found at: www.hostos.cuny.edu/StrategicPlan/OperationalPlan.html.

Since the MSCHE Team Visit, Hostos has developed common college-wide templates for operational planning, as well as mid-year and end-of-year operational plan reporting. Currently the College is shifting from a paper to electronic operational planning process. This will not only simplify data input and reporting, but will allow divisions to undertake key word searches (e.g., retention, graduation, transfer, employment, etc.), allowing for greater possibilities to be informed as to what others are doing and make connections across areas of work. See Appendix IX for the templates of the mid-year and end-of-year operational plan reports. We expect to go paperless in these processes by 2014-15.

Hostos has also created a calendar, which combines its Operational Planning process with the PMP target setting and reporting cycle, so that annual resource allocation, program planning, and adjustments can occur using data and information from both processes. See Appendix X to view this calendar.

Closing the Loop with PMP and Operational Planning: While these methods are primarily for assessing institutional effectiveness, both processes also help the College assess student learning and educational offerings. The following are some examples of how administrators, staff and faculty have used findings from the PMP and Operational Planning.

- **Student Success Coaches Initiative:** Intensive focus on improving first-year entering freshmen student success in both the PMP and Operational Planning in 2010-11 and 2011-

12, which included over one year of participation in the Gardner Institute's Foundations of Excellence process, resulted in the recommendation to create the Student Success Coaches Initiative. Hostos launched the Success Coaches in 2012-13 with all first-year entering freshmen. Each year, first-year freshmen will be assigned so that by 2014-15, nearly all Hostos students will have Coaches that stay with them through graduation. Coaches help students connect with academic advisement to better understand the academic requirements of their degrees of choice. They help students navigate supports, such as tutoring, financial aid, and counseling. Preliminary data shows the program is having an impact on retention: the one-year retention rate for Fall 2013 is 67.5 percent, an increase of 3 percentage points from the previous year (Fall 2012). This impact is expected to further increase over time, as the Success Coaches coordinate even more with faculty and department chairs to meet individual student needs, and influence administration processes, from registration, to the design of an early warning system, and the fine tuning of student support services.

- **Budget Transparency and Resource Allocation:** One of the major activities the Division of Administration and Finance included in its Operational Plan over the last few years was to create workshops that train OAA senior leadership in Hostos budgeting, so they have a better working knowledge of the process, and can better inform academic chairs and coordinators about how budgeting works. As part of these workshops, Administration and Finance staff oriented OAA senior leadership to the new CUNYfirst system, and how it supports the College's capacity to retrieve and analyze data that can be used for budgeting purposes. They also provided detailed OTPS information, increasing OAA's ability to monitor departmental spending. These workshops are already helping OAA to have access to real time information that has reduced calls to the Budget Office and is encouraging better departmental understanding and ownership of their budgets.
- **Developing Leadership Skills in OAA:** Last year, as part of its Operational Plan, OAA included the creation and adoption of core leadership skills for department chairs, unit coordinators, and directors. After conducting a needs assessment, OAA offered several professional development sessions of these core leadership skills. Among the topics addressed were conflict management and having difficult conversations with people. This year, OAA is conducting post-training assessments to determine the effectiveness of these trainings, as well as identify those areas in which additional sessions will occur. OAA will also be conducting training sessions for professional management and administrative staff.

General Education Assessment

Prior to the MSCHE Team Visit, Hostos had a framework and plans for general education assessment; however, implementation had not yet occurred in a systematized and ongoing way.[1]

Since that time, Hostos has jumpstarted general education assessment using a course-based methodology. In Fall 2012, Hostos' General Education Assessment Committee identified three of the College's 19 general education competencies (#7-Scientific Reasoning, #10-Quantitative Literacy #11-Written and Oral Communication) for assessment during 2012-13.

[1] At Hostos, general education assessment is included at the institutional level, acknowledging that even though general education assessment takes place at all levels, it is something Hostos wants to track more broadly for all students at the institution level.

Hostos' General Education Assessment Committee selected these competencies based on perceived importance of each competency, degree to which each cuts across a wide range of courses, and the desire to have one competency from at least two of the College's four broad general education areas, which include global citizenship, scientific and quantitative reasoning, communication skills, and academic literacy and inquiry skills. See Appendix XI for a complete list of the Hostos Gen Ed competencies.

Following the selection of the competencies, the General Education Assessment Committee then selected four courses to assess in 2012-13. The courses were selected from those undergoing course assessments during the same year. The basic concept was to 'piggy back' the general education assessment on the course assessment to make the process as efficient as possible and minimize additional work for faculty. For each of the selected courses, a single course artifact (e.g., term paper, final exam, etc.) was used for the general education assessment. Table 4, below, summarizes the protocol for each of the courses that were assessed.

Table 4
Summary of General Education Course Assessments in 2012-13

Course	Course Title	General Education Competency	Course Artifact	Assessment Method/ Rubric Used
ENG 110	Expository Writing	Written Communication (11)	Final exam	Written Communication Rubric
VPA 192	Fundamentals of Public Speaking	Oral Communication (11)	Final oral presentation	Oral Communication Rubric
MAT 120	Introduction to Probability & Statistics	Quantitative Literacy (10)	Final exam	Quantitative Literacy Rubric
ENV 110	Environmental Science	Scientific Reasoning (7)	Embedded questions in lab final	Embedded Questions Related to Scientific Inquiry

The introduction of CUNY Pathways in 2012-13, a system designed to streamline the transfer of courses between CUNY colleges and create a common general education core across institutions, also strengthened general education assessment practice at Hostos. Since CUNY Pathways was created, the Pathways competencies have been mapped to the Hostos general education competencies, resulting in a single set of competencies that will become part of general education assessment at Hostos, once approved by the General Education Assessment Committee. See Appendix XII for the draft of the Hostos General Education Competencies Mapped to the CUNY Pathways Student Learning Outcomes.

For 2013-14, Hostos is continuing to use the course-based assessment method for assessing general education. The General Education Committee selected four competencies that will be assessed across four courses that will undergo course assessment this academic year. In addition, the college is concurrently piloting the use of e-portfolios and capstone assignments for general education assessment in seven courses, as described in detail in the Institutional Assessment Plan. Table 5, below, shows the courses that will be undergoing general education assessment in 2013-14 and the

assessment method and competencies assessed. OIRSA is working with faculty to finalize the appropriate rubrics and artifacts that will be used in the assessments.

Table 5 Proposed Courses Undergoing General Education Assessments for 2013-14		
Course	**Assessment Method**	**Gen Ed Competency Area**
EDU 101 (Foundations of Education)	Course-based	Academic Literacy
ENG 242 (Writing About Music)	Course-based	Global Citizenship
ENG 225 (Literature of the Black American)	Course-based	Global Citizenship
MAT 150 (College Algebra with Trigonometric Functions)	Course-based	Quantitative Literacy
DEN 229 (Clinic III)	Capstone assignment (pilot)	Quantitative Literacy
EDU 113 (Field Experience in Early Childhood Education I)	Capstone assignment (pilot)	Academic Literacy
CJ 202 (Corrections and Sentencing)	Capstone assignment (pilot)	Academic Literacy
BUS 203 (Business Communications)	e-portfolio (pilot)	Academic Literacy
CJ 150 (Role of Police in the Community)	e-portfolio (pilot)	Academic Literacy
HIS 210 (U.S. History: Through the Civil War)	e-portfolio (pilot)	Academic Literacy
MAT 130 (Computer Literacy)	e-portfolio (pilot)	Quantitative Literacy

Closing the Loop with Gen Ed Assessment: For each of the four courses assessed for General Education in 2012-13, the results were shared at the start of the Fall 2013 term with the General Education Committee, the Office of Academic Affairs, and relevant faculty. Below is a brief summary of the results from the assessments and some of the actions being taken by faculty to improve teaching and learning around the general education competencies:

- **ENG 110 (Expository Writing):** A sample of final examination papers was assessed using the Written Communication rubric, which contains five dimensions. The results showed that students were mostly at the 'developing skill' level on all five dimensions of the written communication rubric. (The 'developing skill' level indicates that students are addressing some of the issues in the dimension or are demonstrating partial understanding.) However, over 70 percent of the students scored '2' or less on the dimensions of: Genre and Disciplinary Conventions and Syntax and Mechanics, indicating that a substantial portion of the students were 'developing skill' level or lower. The General Education Assessment Committee and OIRSA are working with English Department faculty in the Fall 2013 term to develop ways in which these areas can be addressed.
- **VPA 192 (Fundamentals of Public Speaking):** The results from this assessment showed that students were between the 'developing skill' and 'mastering skill' levels on two of the three dimensions scored on the Oral Communication rubric. (A fourth dimension, 'Interpersonal Communication' was not scored because the assignment did not require

students to engage their audience directly.) However, on the dimension of 'Delivery,' students were only slightly above the 'developing skill' level. The results clearly showed that while performance on the other two dimensions could be improved, the focus of the improvement activities needs to be on the 'Delivery' dimension, where 75 percent of the students scored at the level of 'developing skill' or lower. Faculty teaching VPA 192 are beginning to identify ways to help students improve their speech delivery.

- **MAT 120 (Introduction to Probability & Statistics):** The results from the assessment of the Spring 2013 final examinations showed that students were not performing well on the Application dimension of the Quantitative Literacy rubric. However, performance on all five dimensions of the Quantitative Literacy rubric showed that over 70 percent of the students were performing at the 'developing skills' level or lower. Faculty are reviewing the results and are planning on making changes that will allow students to develop skills relating to the application of statistical methods, specifically hypothesis testing.

- **ENV 110 (Environmental Science):** Rather than using rubrics, faculty embedded five questions relating to Scientific Inquiry into the final examination. The results showed that students were able to correctly answer questions requiring a single mathematical operation (e.g., subtraction). But students performed poorly on the question requiring two operations (subtraction, followed by division). Further analysis by OIRSA found that a substantial percentage of students in ENV 110 were still at the remedial mathematics level. For Fall 2013, faculty administered a brief diagnostic math test to assess the mathematics skill levels of students so that the curriculum could be refined to better accommodate students based on their math proficiency. The goal was to ensure math proficiency did not interfere with students' ability to understand scientific reasoning. Results on the Fall 2013 final will be analyzed to determine the outcomes.

A copy of the assessment reports for each of the four courses is found in Appendix XIII of this report.

Building Overall Capacity to Undertake Assessment

As mentioned in the introduction, in addition to all the work at each assessment level in 2012-13, Hostos expanded the scope of its institutional research office. That office is now the Office of Institutional Research and Student Assessment (OIRSA) and it reports to the President's Office. OIRSA is now headed by a dean and staffed with 3 analysts assigned to work with each of the college's five divisions. The organizational structure of OIRSA and the reporting mechanisms it is charged with are designed to provide maximum support for the planning and implementation of student learning and institutional effectiveness assessment initiatives. The organization chart for OIRSA is provided as an appendix to the IAP, which also appears here in Appendix XIV.

With the new IAP, Hostos has created management and accountability structures to ensure that all managerial and executive levels of the college are fully informed of the activities being undertaken in conjunction with the IAP. This will further close the loop between assessment and decision-making on campus.

A Roadmap for the Future – Hostos' Institutional Assessment Plan

Over the last year and a half, at the same time the College was ramping up assessment activities at the course, program, and institution levels, Hostos' OIRSA engaged administrators, faculty, and staff across campus in the creation of an Institutional Assessment Plan (IAP). This plan, which was approved on October 1, 2013, provides a clear and detailed five-year roadmap for the college's assessment activities from 2013 through 2017. The approved IAP is found in Appendix XV of this report, as well as online at www.hostos.cuny.edu/oop/iap.

Development of the IAP – The Process

Beginning in September 2012, OIRSA set out to create a plan to address all levels of assessment at the college – institutional (including general education), program, and course. The process of developing the IAP, as shown in Table 6, below, began with a review of relevant literature, including assessment plans and best practices in assessment from other colleges. Drafts were developed with intensive consultation with OAA and the President, as well as input from VPs and director-level faculty and staff across divisions.

Table 6
Summary of IAP Development Activities

Timeline	Activity
September 2012	OIRSA reviewed plans, relevant literature, and best practices
October 2012	OIRSA drafted preliminary outline of IAP
November 2012 through January 2013	OIRSA created initial draft of IAP
January 2013 through August 2013	OIRSA developed IAP drafts, in consultation with OAA and other executive leadership
September 2013	Presentation of IAP at Senior Leadership Council meeting and dissemination for campus input
October 1, 2013	Adoption of IAP by campus executive leadership

Major IAP Outcomes Expected by 2017

The IAP details the why and how of all of the assessment activities at the College over the next five years, including clearly defined schedules and responsibility centers. It also outlines what the College expects to accomplish by the plan's end. Major accomplishments by 2017 will include:

- at least 175 courses will have been assessed
- all 29 academic programs will have completed program outcomes assessment and Academic Program Review
- all academic support departments, programs, and units will have completed an Academic Program Review
- all non-academic units will have completed non-Academic Program Review
- Hostos will have established and implemented an on-going general education assessment method across the curriculum
- all General Education competencies will have been assessed at least once

- all college-wide strategic planning goals, initiatives, and outcomes will have been addressed and assessed annually as part of Hostos' operational planning process and the CUNY PMP
- Ongoing cycles of assessment will be in place at all levels, with a new IAP developed and implemented for 2017-2022

Summary of Assessment Methods

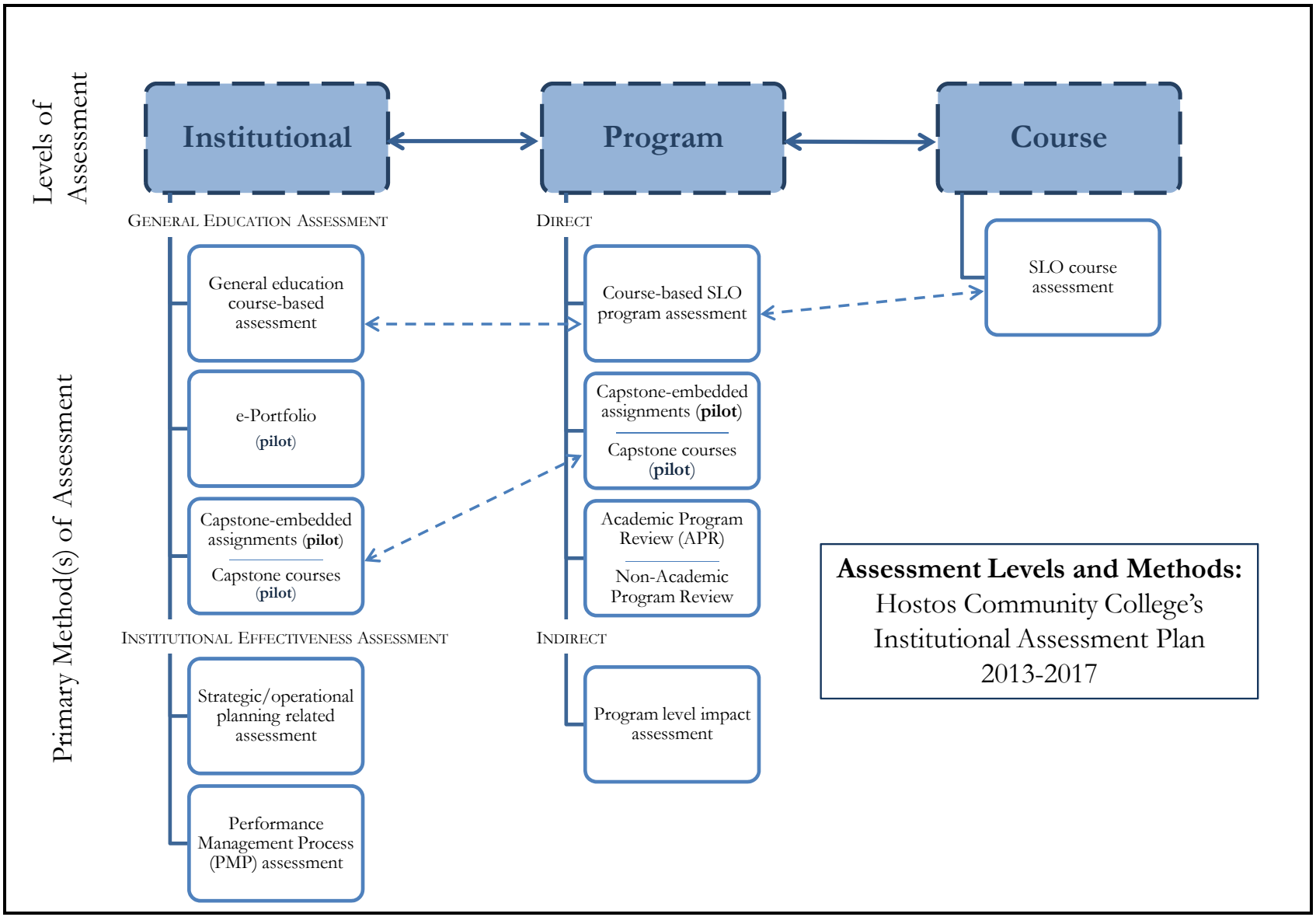
The IAP details the specifics of the assessment methods. Figure 1, on the next page, shows the purpose and methods of the assessments at each level – institutional, program, and course. All assessment activities, as described in the first half of this progress report, will continue. Several new methods of general education assessment are being added, starting in 2013-14. These include e-portfolios and capstone assignments.

Figure 2, which follows, shows the inter-relationships among the various levels of assessment. As described in the IAP, in order to achieve maximum efficiency and create cost-effective processes, many methods are inter-connected, using artifacts from individual courses for multiple assessment purposes (i.e., those that are connected with dotted arrows).

Figure 1

Level of assessment	Primary method(s) of assessment		What is being evaluated?
Institutional	General Education Assessment	General education course-based assessment (competencies)	Student performance on the general education competencies. • Course-based general education assessment • e-Portfolio: Pilot assessing student performance up to the 30th credit. • Capstone courses: Pilot assessing student performance after the 30th credit for programs without a culminating course. • Capstone-embedded assignments: Pilot assessing student performance after the 30th credit for programs with a culminating course.
		e-Portfolio (pilot)	
		Capstone courses (pilot) Capstone-embedded assignments (pilot)	
	Institutional Effectiveness Assessment	Strategic/operational planning related assessment	Assesses the extent to which Hostos and each of its five divisions is achieving the strategic goals, initiatives, and outcomes as laid out in its annual operational plan as well as in the annual CUNY PMP goals and targets.
		Performance Management Process (PMP) assessment	
Program	Direct	Course-based SLO program assessment	Assesses the extent to which students have learned the content relevant to their program. • Linked to course and general education assessment
		Capstone-embedded assignments	Assesses the extent to which students have learned the content relevant to their program. • Linked to institutional/general education assessment
		Academic Program Review (APR)	Comprehensive review of an academic program, including assessment of student learning, resources, and program impact, with recommendations for future directions.
		Non-Academic Program Review	Comprehensive review of a non-academic program, office, or initiative with recommendations regarding effectiveness, efficiency, and impact of services.
	Indirect	Program Level Impact assessment	Assess the impact of programs on students. • Employs surveys and focus groups to collect information and is augmented with analyses of graduation and retention rates.
Course	SLO Course assessment		Measures the extent to which students have learned the course SLOs. • Linked to program and general education assessment.

Figure 2


Levels of Assessment
Institutional
Program
Course
General Education Assessment
Direct
General education course-based assessment
Course-based SLO program assessment
SLO course assessment
e-Portfolio (pilot)
Capstone-embedded assignments (pilot)
Capstone courses (pilot)
Capstone-embedded assignments (pilot)
Capstone courses (pilot)
Academic Program Review (APR)
Non-Academic Program Review
Primary Method(s) of Assessment
Institutional Effectiveness Assessment
Indirect
Strategic/operational planning related assessment
Program level impact assessment
Performance Management Process (PMP) assessment
Assessment Levels and Methods:
Hostos Community College's
Institutional Assessment Plan
2013-2017

Big Picture on Closing the Loop - Use of Assessment Results

The IAP lays out how the results from the assessments will be used by the College for strengthening teaching and learning, as well as resource allocation and institutional renewal. To recap briefly:

- Results from general education and course and program level assessments are used by faculty to make curricular and/or pedagogical changes to courses and programs. Since these results are typically available at the end of the academic year or the beginning of the next academic year, they can be used in planning for the next academic year.
- With the roll out of the IAP, Hostos has implemented a new protocol to assess the impact of the changes made at the course, program, and institutional levels a year after those assessments have been completed. This protocol, which OIRSA will undertake in conjunction with OAA and other executive leadership, is described in greater detail at each of the assessment levels in the IAP.
- Hostos Operational Planning (setting plans and then completing mid-year and end-of-year reports) helps divisions set annual strategic plan-related outcomes and activities that will be undertaken to achieve those outcomes. The CUNY PMP is also part of the continuous improvement process at the institutional level, providing additional information relating to college performance on university priorities (e.g., retention, graduation, on-line instruction, faculty workload, etc.). Both operational planning and PMP processes coincide with budgeting processes, so that planned areas of focus by divisions inform resource allocation decision-making on campus. (See Appendix X for Operational Planning and PMP calendar.)
- The PMP results are used by CUNY and Hostos to identify areas in need of strengthening, as well as highlighting areas in which the college has shown progress.

Reporting Assessment Results and Communication

By ensuring that assessment results are reported in consistent, transparent, and ongoing ways, the cycle of continuous improvement will be further established. The IAP contains specific details on the reporting structures and methods that will be used to convey the results. Table 7, below, summarizes these structures and methods at each of the levels of assessment.

Table 7
Reporting Structure for Assessment Results

Primary Focus of Distribution	What is Reported	Results Reported to:
Internal	Course assessment results	OAA, Dept. chairs, faculty, Assessment Cmte
	Program assessment results	OAA, Dept. chairs, program coordinators, faculty, Assessment Cmte
	Gen Ed assessment results	OAA, Dept. chairs, faculty, Gen Ed Assessment Cmte
	Operational plan results	President, Cabinet, Senior Leadership Council
	Academic Program Review	OAA, Dept. chairs, program coordinators
	Non-Academic Program Review	V.P.s, unit/office directors, relevant staff
External	Cumulative strategic plan results	College community, public
	CUNY PMP annual goals and targets (released by CUNY)	CUNY Central (Chancellor), College community, public (through CUNY website)

The IAP also summarizes the plan management processes that will ensure all aspects of the plan remain on schedule. These include regularly scheduled meetings and reports so that all managerial and executive levels of the college are fully informed of the activities being undertaken in conjunction with the IAP. (See page 26 of the IAP for more details.)

Assessment at Hostos – Positioned for Success

Since the completion of the Institutional Self-Study, Hostos has come a long way in building a culture of continuous improvement. It has taken action and fortified assessment across all areas of the college at the course, program, and institution levels. It has a five-year assessment plan in place to guide the college into the future. And it now has dedicated staff with technical assessment expertise. Further, the college has increased efforts to ensure that administrators, faculty, and staff can more successfully undertake assessment and then use those results to improve student learning and institutional effectiveness. This work, however, is far from completed. The charge now is to ensure the successful institutionalization of assessment practice so that it becomes more and more a part of ongoing practice on campus. This is no simple task, but with these significant building blocks in place, Hostos is positioned, like never before, to meet its goal of building a sustained culture of continuous improvement and innovation on campus.

Appendix I

Course Assessment Guidelines

COURSE ASSESSMENT PLAN

TEN STEPS TO CONTINUOUS IMPROVEMENT OF STUDENT LEARNING

Department_____ Date Submitted_____

Unit Name_____

Contact Name_____ email address_____

Please complete the following for your course. Format may be short paragraphs, bullet points or spread sheet.

1. Identify the goals for this course. *(The course description found in the college catalog or course syllabus can be used to articulate course goals.)*
2. Establish objectives for this course *(Objectives refer to the component parts of the goals. For example an objective is the specific topics that you will cover in your course that help you achieve your course goals)*
3. Articulate Student Learning Outcomes (SLOs). *(Student Learning Outcomes are what you want students to know at the successful completion of the course.)*
4. Align course goals/objectives with outcomes and with Unit/Department goals.
5. Specify Assessment Instruments *(How do you know students are getting it?)*
   Include:
   a. Assessment Criteria
   b. Assessment schedule
      (What Student learning outcome will you collect information on this semester?)
   c. How do you plan to analyze data and by whom? (*Will you analyze data or will OIR staff help with data analysis?*)
   d. How do you plan to use the results to make improvements in teaching and learning
      (Describe how the department will ensure that results will be used to improve teaching and learning)
6. Collect data
7. Analyze data and review findings.
8. Determine whether goals were met based on findings. (*How well have students demonstrated their learning?*)
9. What changes to the course, as appropriate, based on the findings.
10. **Assess the impact of the changes on subsequent learning (i.e., begin the Outcomes Assessment Cycle again.)**

Additional information about each step is provided in the Assessment Tool Box Power Point Presentation.

Adapted from Kent State (2004)

Course Assessment Matrix

Course:_____		**Semester:**_____		
Objective	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?
<u>Language i.e.:</u> To improve To teach To involve To develop To understand To enhance To define To list To name To relate *To develop skills needed to: conceptualize synthesize analyze *To transfer information to	<u>Student will be able to:</u> Demonstrate Apply Enumerate Differentiate Describe Explain Define Find Translate Discuss Criticize Solve Contrast Plot Evaluate Show Calculate Relate Compare Debate Identify Interpret Respond to Use Distinguish Distribute Determine List Formulate Experiment Restate Recognize Diagram Locate Inspect Question Express Review Relate Draw Examine	A. <u>Summative i.e.,</u> Quizzes, tests, essays, true-false tests, pre and post tests, critique essays, term papers, lab reports, homework assignments, customized exercises or projects *Note Usually graded Use the following language to develop measurements: When asked to perform… Students will achieve… When asked to summarize… Students are expected to… Students will be able to…when asked to… Students will be asked to explain orally…three concepts incorporating the vocabulary of… B. <u>Formative ie:</u> Solicits questions, comments, student feedback, and initiates discussion. *Note Usually NOT graded	How do the students perform? To what extent did the learning take place? The measurement instruments used tended to show that… Faculty reviewed the results and found that… Student's responses demonstrated that… The results indicated that…	What has the classroom assessment experience indicated about how to improve students learning or teaching strategies? Is there a need for change with respect to: *measurement instruments *behavior outcomes *teaching goals
Adapted from Nassau Community College, College-Wide Assessment Committee				

Appendix II

Five-Year Course Assessment Calendar

Hostos Community College

Five-Year Course Assessment Cycle Calendar

Department	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
ALH	NUR316	NUR227	NUR216	NUR326	NUR320					
ALH	NUR228	NUR120	NUR317	NUR220						
ALH	NUR 110		NUR111							
ALH			NUR112							
ALH		XRA122	XRA110	XRA124	XRA112	XRA120	XRA114	XRA222	XRA211	XRA221
ALH		XRA123	XRA111	XRA220	XRA113	XRA121	XRA210			
ALH	DEN111	DEN120	DEN110	DEN121	DEN112	DEN122	DEN213	DEN123	DEN219	DEN129
ALH	DEN213	DEN220	DEN211	DEN221	DEN212	DEN222		DEN223		DEN224
ALH										DEN229
BHS	LAW150	LAW202	PPA120	LAW120	LAW125	PPA123	CJ201	LEG102	PPA128	LEG131
BHS	LAW203	PPA111	CJ150	LAW126	LEG250	CJ202	CJ250	LEG130	LEG127	LEG241
BHS		PPA122	PPA110	PPA121	LEG240					
BHS	SOC101	PSY110	PSY120	PSY180	PSY140	PSY144	PSY146	PSY182	PSY121	PSY190
BHS	PSY101	ANTH101	SOC140	SOC150	PSY142	PSY115				
BHS			SW101	SOC105	SW150					
BHS	POL107	HIS202	POL101	HIS201	ECO101	HIS210	ECO102	HIS211		
BUS	ACC100	ACC101	ACC102	ACC110	ACC111	ACC150	ACC201	ACC210	ACC250	BUS240
BUS					ACC199					
BUS	BUS100	BUS105	BUS110	BUS215	BUS201	BUS210	BUS212	BUS220	BUS222	BUS250
BUS	BUS203									
BUS	OT101	OT102	OT201	OT204						
BUS		OT103	OT202	OT206						
EDU			HTL215	HTL299	HTL103		HLT220	HLT124		
EDU		PED100	PED122	PED139	PED105	PED115	PED138			
EDU	EDU105	EDU104	EDU132	EDU131	EDU101	EDU107	EDU111	EDU150		
EDU		EDU116	EDU113	EDU130						
ENG	ENG111	ENG200+	ENG91	ENG92 or 94	ENG92 or 94	ENG110	ENG111	ENG200+	ENG91	ENG 92 or 94
ENG	ENG225	ENG200+	ENG200+	ENG200+	ENG200+	ENG200+	ENG200+	ENG200+	ENG200+	ENG200+

200+ denotes an English elective course

Hostos Community College

Five-Year Course Assessment Cycle Calendar

Department	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
HUM	VPA192	DM106	GD101	MUS101	GD105	DD101	VPA192	DM106	GD101	MUS101
HUM	DD204	SPA101	VPA121	VPA133	VPA122	DD105	GD201	HUM100	VPA121	VPA133
HUM		HUM100	VPA181	VPA171	BLS110	LAC118	BLS125	SPA101	VPA181	VPA171
HUM		LAC101	BLS150	GD102	LAC108	PHI101	LAC132	DM202	SPA121	GD102
HUM		FR101	SPA102	ITA101	VPA114	DD113	VPA123	DD105		
HUM		DD106	VPA141	VPA182	DD115	DD205	DD298/299	DD112		
HUM		DD104	DD106	DD107	MUS102	DM206	DM298/299	SPA118		
HUM		DD113	MUS207	DM201	MUS114	MUS118	SPA222	SPA300		
HUM			LAC350	SPA117	ITA102	LAC109				
HUM			FR102	LAC246						
LAC	ESL15/16	ESL25/26/27	ESL35/36/37	ESL91	ESL92					
LAC		LIN100	LIN101	LIN102	LIN103					
LAC			ESL81/83	ESL82/84	ESL86/88					
LAC										
MAT	MAT150		MAT115		MAT310		MAT320			
MAT	MAT200		MAT210		MAT360					
MAT			MAT220							
MAT	MAT10 (Ongoing)		MAT10 (Ongoing)		MAT10 (Ongoing)		MAT10 (Ongoing)			
MAT	MAT20 (Ongoing)		MAT20 (Ongoing)		MAT20 (Ongoing)		MAT20 (Ongoing)			
MAT	MAT100 (Ongoing)		MAT100 (Ongoing)		MAT100 (Ongoing)		MAT100 (Ongoing)			
MAT	MAT105 (Ongoing)		MAT105 (Ongoing)		MAT105 (Ongoing)		MAT105 (Ongoing)		All courses are doing ongoing assessment and improvement based on assessment results. If any new courses are added, they have their first assessment during this AY.	
MAT	MAT120 (Ongoing)		MAT120 (Ongoing)		MAT115 (Ongoing)		MAT115 (Ongoing)			
MAT	MAT130 (Ongoing)		MAT130 (Ongoing)		MAT120 (Ongoing)		MAT120 (Ongoing)			
MAT	MAT160 (Ongoing)		MAT150 (Ongoing)		MAT130 (Ongoing)		MAT130 (Ongoing)			
MAT			MAT160 (Ongoing)		MAT150 (Ongoing)		MAT150 (Ongoing)			
MAT			MAT200 (Ongoing)		MAT160 (Ongoing)		MAT160 (Ongoing)			
MAT					MAT200 (Ongoing)		MAT200 (Ongoing)			
MAT					MAT220 (Ongoing)		MAT220 (Ongoing)			
MAT					MAT210 (Ongoing)		MAT210 (Ongoing)			
MAT							MAT310 (Ongoing)			
MAT							MAT360 (Ongoing)			

Hostos Community College

Five-Year Course Assessment Cycle Calendar

Department	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
NAT	CHE210	CHE210	CHE210	CHE210	CHE210	All Unit courses and sections as Fall 2015				
NAT	CHE220	CHE220	CHE220	CHE220	CHE220					
NAT	PHY210	PHY210	PHY210	PHY210	PHY210					
NAT	PHY220	PHY220	PHY220	PHY220	PHY220					
NAT		ENV120/122	ENV120/122	ENV120/122	ENV10/122					
NAT		CHE120	CHE120	CHE120	CHE120					
NAT			ENV110	ENV110	ENV110					
NAT					CHE105					
NAT					CHE310/312					
NAT					CHE320/322					
NAT	BIO110	BIO230	BIO210	BIO210	BIO210					
NAT		BIO240	BIO220	BIO220	BIO220					
NAT		BIO110/111	BIO230	BIO230	BIO230					
NAT			BIO110/111	BIO110/111	BIO110/111					
NAT			BIO120/121	BIO120/121	BIO120/121					
NAT			BIO130/131	BIO130/131	BIO130/131					
NAT			BIO310	BIO310	BIO310					
NAT						Semesters: Spring 2016-Spring 2018: All Unit courses and sections as Fall 2015				

Appendix III

Course Assessment Reports

Analysis of Math 160 Assessment Results from New Departmental Final exam, Fall 2012

Introduction

During the fall 2011 and spring 2012 semester a common departmental exam was developed and implemented in the spring 2012 that would cover all of the topics that are considered essential for further study in the Calculus sequence. The exam was administered for the first time in the spring 2012 semester and the results showed that our students were not getting adequate preparation in the Pre-Calculus course to succeed in the Calculus sequence. We implemented a practice final exam that was distributed to all instructors to help students prepare for the final exam.

Analysis

There were no revisions to the final exam. The exam covers problems that are too complex to be graded as right/wrong and instructors were encouraged to award partial credit.

All sections of MAT 160 used the new exam and a total of 103 student papers were used for the analysis provided in the Course Assessment Matrix. The problems are scored in one of four ways: Correct, Partial Credit, Incorrect or Omitted.

In accordance with our department's guidelines, the following rubric was used to determine whether an SLO was met:

- 60% or above correct: S+ Above Satisfactory
- 50-59%: S Satisfactory
- 40-49% correct: N Needs Improvement
- Below 40%: U Unsatisfactory

The chair of the committee recorded the results of the exams to get the data in the CAM.

Results

This additional assessment confirms the results from our first assessment; our Pre-calculus students are not leaving the course with adequate skills. This exam is the first step towards helping standardize our students' preparation for Calculus and adding a practice final did not seem to show significant improvement in students' performance on the final exam.

A new course, MAT 150, has been approved and will be offered starting in the fall 2013. This new course is the new pre-requisite for MAT 160. Previously the pre-requisite was MAT 30. MAT 150 has combined the material from MAT 30 with some of the material from MAT 160. This change will necessitate a change to MAT 160 because we will have more time to cover topics at a slightly slower pace and hopefully, that will be the change that our students need. Further, we are looking for a textbook that has better examples of the topics and is easier to read than our current textbook. By coincidence, our assessment questions are areas where the current text does not have sufficient examples and explanation. So we are looking for a text that will be a better resource for our students.

Course Assessment Matrix					
Course: MAT 160 (PreCalculus)				Semester: Fall 2012	
STEP 1: IDENTIFYING SLOs			**STEP 2: COLLECT AND ANALYZE DATA**		**STEP 3: USE DATA**
Objective	**Student Learning Outcomes SLO's**	**General Education Competencies**	**Assessment Instruments/Methods**	**Student Performance**	**Feedback**
What main concepts and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred?	What general education principles are you incorporating into your course?	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?
Topics	Student will be able to:	Four Areas of General Education	Briefly describe the assessment instruments/methods that align to each SLO	Provide a distribution of grades on specific assessment instruments/measure that links to specific SLO	List recommendations for actions that will be made
The study of functions including trancendental functions and trignometric functions.	1. Interpret and draw appropriate inferences about functions and their properties from quantitative representations such as graphs of polynomials, logarithmic, exponential and trigonometric functions.	#10, 11, 12 and 15	Final exam question #3	Correct = 12% Partial = 50%, Incorrect= 23%, Omitted = 15%	The majority of students earned partial credit on this two part problem. Need to stress checking answers completely
Solve problems and sketch graphs of functions	2. Use algebraic, numerical and graphical methods to solve mathematical problems including representing functions as graphs and their associated composite and inverse functions.	#10, 11, 12 and 15	Final exam question #2 and 8	Correct = 36% Partial = 30% Incorrect= 22% Omitted = 12%	There was no significant difference between the two questions. Student performance on this SLO was acceptable.
Translate word problems into mathematical terms	3. Represent quantitative problems expressed in natural language in suitable algebraic, functional and graphical form.	#7, 10, 11, 12 and 15	Final exam question #19	Correct = 2% Partial = 17% Incorrect= 25% Omitted = 55%	The number of students who omitted the question is very high. Recommend providing more examples during class.
Provide solutions in graphical or analytical form	4. Effectively communicate solutions to mathematical problems in written, graphical or equation form.	#10, 11, 12 and 15	Final exam question #9	Correct = 15% Partial = 24% Incorrect= 27% Omitted = 34%	Student performance is not satisfactory on this outcome. Recommend more practice.
Check solutions and computations	5. Evaluate solutions to problems and verify the validity of graphs of functions for reasonableness by inspection.	#10, 11, 12 and 15	Final exam question #25	Correct = 21% Partial = 20% Incorrect= 13% Omitted = 46%	The number of students who omitted the question is very high. Recommend providing more examples during class.
Apply mathematical methods to other areas of study	6. Apply mathematical methods to problems in other fields of study such as Physics, Economics and Chemistry.	#7, 10, 11, 12 and 15	Final exam question #22	Correct = 9% Partial = 17% Incorrect= 34% Omitted = 40%	The number of students who omitted the question is very high. Recommend providing more examples during class.

Course Assessment Matrix					
	Course: NUR 120		Semester: Spring 2013 - Prof. Johnson		
STEP 1: IDENTIFYING SLOs			STEP 2: COLLECT AND ANALYZE DATA		STEP 3: USE DATA
Objective	**Student Learning Outcomes SLO's**	**General Education Competencies**	**Assessment Instruments/Methods**	**Student Performance**	**Feedback**
What main concepts and/or principles do you want your students to learn?	What are the students expected to do to demonstrate that learning occurred?	What general education principles are you incorporating into your course?	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?
Topics/Competency	Student will be able to:	Four Areas of General Education	Briefly describe the assessment instruments/methods that align to each SLO	Provide a distribution of grades on specific assessment instruments/measure that links to specific SLO	List recommendations for actions that will be made
Student will assume responsibility and accountability for their nursing practice based on established standards and code of ethics for LPNs.	Student will integrate competencies of a beginning proactical nurse.	Analyze global environmental issues and ethics and develop personal standards of responsibility and action.	Clinical evaluation, Infection Control Certification Class, Completion of Prep-U quizzes to a minimum level of 5.	16 Students 13 Satisfactory - 81% 3 Needs Improvement - 19% 0 Unsatisfactory	Students and Faculty discussed difficulties. Class scored in the 90th percentile on infection control on the A.T.I. medical surgical end of semester exam.
Student will utilize technology to support evidenced based practice.	Student will use hospital computers to gather information from patient electronic health record, use micromedix on institution's computer to research medications, and use scanner appropriately before administering medications.	Interpret scientific observations and delineate conclusions.	Clinical evaluation, quizzes, exams, Nursing Care Plans, PREP-U quizzes, A.T.I.	16 Students 13 Satisfactory - 81% 3 Needs Improvement - 19% 0 Unsatisfactory	Students and Faculty discussed difficult areas. A workshop on the use of electronic data was provided to the students by the I.T. department. Mini-care plans were used to review data assesment process during clinical.
Student must be able to appropriately manage their own nursing care and monitor the care provided by unlicensed caregivers.	Student will monitor aspects of nursing care delegated to the unlicensed personnel.	Read, write, listen and speak effectively.	Clinical evaluation, quizzes, exams, Nursing Care Plans.	16 Students 14 Satisfactory - 87% 2 Needs Improvement -13% 0 Unsatisfactory	Students and Faculty discussed the role of LPNs in the clinical setting. Case studies during lecture time and role play during pre-clincial conference helped define and affirm appropriate prioritization, delegation, and monitoring of care.
Student will effectively use components of the nursing process to deliver care to patients across the lifespan.	Student will implement nursing interventions based on priorities determined by patient needs and validate priorities with the Registered Nurse.	Utilize higher-level critical and analytical skills in reading and in personal and professional settings.	Clinical evaluation and observation, case studies, Nursing Care Plans	16 Students 14 Satisfactory - 87% 2 Needs Improvement - 13 %	Students and faculty examined and critiqued clinical performance during post-clinical conferences, and during case study evaluation in lecture. Students were assigned A.T.I. skills tutorials in appropriate areas.
Student will optimize the physical safety of patients in their care and minimize the potential for harm.	Student will observe all applicable quality assurance measures and institutional/agency safety protocols while providing care, and teach safety principles and precautions to patients and family members.	Locate, evaluate,and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion.	Cinical evaluation and observation, case studeis, quizzes, Nursing Care Plans.	16 Students	Students and Faculty discussed safety principles and clinical applications during pre and post-clinical conferences. Completion of A.T.I. tutorials on safety was required.

Course Assessment Matrix

Physics 210/15845/Spring 2013

Step 1: Identifying Learning Outcomes (SLO's)	Step 1: Identifying Learning Outcomes (SLO's)	Step 1: Identifying Learning Outcomes (SLO's)	Step 2: Collecting and Analyzing Data	Step 2: Collecting and Analyzing Data	Step 2: Collecting and Analyzing Data
Objective	Student Learning Outcomes	General Education Competencies	Assessment Instruments/Methods/Artifacts	Student Performance 22 student-section	Feedback/Taken action/future directions
- Measurements, Vectors and Physical Quantities - Newton's laws of motion, inertia, velocity, acceleration, force - work and energy (kinetic and potential energies/ principle of conservation of energy) - Momentum and impulse (principle of conservation of momentum) - Rotational of rigid bodies (torque) - Gravitational interactions (Kepler's laws) - Basic principles of fluid mechanics as applied to buoyancy and fluid flow.	-Know the basic principles and topics of Physics and their application to daily-life phenomena		**Formative Assessment Instruments:** - Blackboard Assignment - Team Quizzes - Homework - Self-Generated Questions Technique - Reading Quizzes - Individual Quizzes **Evaluative Assessment Instruments:** - Class Partial Exams - Class Final Exam	% STD[&] AVG[*] 45 66 71 88 68 64 45 64 45 74 45 66	- Lab report revising process should be improved - To enhance students' math background (Engineering Program revision/conversation with Math Department; already started, new College Algebra with Trigonometric Functions course (MAT 150) was designed by the Math Department).
- Measurements, Vectors and Physical Quantities - Newton's laws of motion, inertia, velocity, acceleration, force - work and energy (kinetic and potential energies/ principle of conservation of energy) - Momentum and impulse (principle of conservation of momentum) - Rotational of rigid bodies (torque) - Gravitational interactions (Kepler's laws) - Basic principles of fluid mechanics as applied to buoyancy and fluid flow.	- Develop problem-solving, analytical, and communication skills that will provide the foundation for lifelong learning and career development. - Demonstrate to think critically about a physics problem, devise a strategy for solving it, and assess whether the results make sense.		**Formative Assessment Instruments:** - Blackboard Assignment - Team Quizzes – Homework - Self-Generated Questions Technique - Reading Quizzes - Individual Quizzes - Final Physics Project **Evaluative Assessment Instruments:** - Class Partial Exams - Class Final Exams - Peer and Jury Evaluations during Final Project Presentation	 45 66 71 88 68 64 45 64 45 95 45 74 45 66 45 93	-Student's time management should be addressed -Student problem solving skills should be emphasized.

- Measurements, Vectors and Physical Quantities - Newton's laws of motion, inertia, velocity, acceleration, force - work and energy (kinetic and potential energies/ principle of conservation of energy) - Momentum and impulse (principle of conservation of momentum) - Rotational of rigid bodies (torque) - Gravitational interactions (Kepler's laws) - Basic principles of fluid mechanics as applied to buoyancy and fluid flow.	-Relate physics to all areas of science. -Connect diverse topics of physics.		Final Physics Project: Students integrate the knowledge gained along the semester.	45	95	
- Measurements, Vectors and Physical Quantities - Newton's laws of motion, inertia, velocity, acceleration, force - work and energy (kinetic and potential energies/ principle of conservation of energy) - Momentum and impulse (principle of conservation of momentum) - Rotational of rigid bodies (torque) - Gravitational interactions (Kepler's laws) - Basic principles of fluid mechanics as applied to buoyancy and fluid flow.	-Manipulate basic laboratory equipment -Apply proper physics procedures related to separation daily-life phenomena.	Scientific and Quantitative Reasoning: Interpret scientific observations and delineate conclusions	**Formative Assessment Instruments:** Lab Flow Chart Pre Lab question **Evaluative Assessment Instruments:** Lab Reports (draft / revised versions) Pre Lab question Final Lab Exam (Project)	 83 86 73 86 45	 Q# Q 63/82 Q 95	- Improve lab report rubrics

&%STD refers to percent of students that participated in a specific assignment.

*AVG refers to the average scored obtained in a specific assignment.

#Q refers to qualitatively evaluation.

Appendix IV

Academic Program Review Protocols

Components of the APR:

Because the APR is an administrative function, overseen by the Provost, there are specific items that are required to be included. In order to maintain a degree of standardization across departments, the format of the reports is proscribed. The components of the APR are as follows:

Executive Summary: to be prepared when the full report is completed. Not to exceed five pages.

Academic Program: this section of the report must contain the following components:

- A brief overview of the academic program in the department
- Department mission statement and program goals and objectives
- Student Learning Outcomes (SLOs) of the academic program in the department and how they relate to the goals and objectives
- A matrix relating each course to the SLOs
- Admissions requirements (if applicable)
- Specification of the degree requirements
- Brief course descriptions for all courses offered within the last three academic years (copies of most recent syllabus, with date of last update, to be included in the appendices). A separate table will be provided to list each course with its associated information (i.e., credit hours, enrollment, etc.).
- Community/business/education links and/or involvement in the department's academic program (e.g., internships, clinical practica, fieldwork, etc.)
- Articulation agreements, as appropriate
- New academic programs (include only those that are in process, not those that are still in the planning stages).

Outcomes Assessment Activities and Program Evaluation:

- Course and program assessment activities—provide a brief description of activities, results, and the use of the results in improving the academic program. (Full reports can be placed in the appendices.)
- Analysis of course grade patterns across terms and plan(s) for addressing issues relating to high course failure or withdrawal rates
- Use of student evaluations in course improvement
- Results from surveys of students and/or faculty, as appropriate.

Students in the Department's Academic Program:

- Enrollment
- Demographic profile of current students in the department's academic program
- Performance on the CUNY Skills Tests (as appropriate) and CPE (as appropriate)
- Student recruitment
- Retention and graduation statistics for department's academic program
- Student outcomes—performance on licensure examinations, job placement, transfer rates to senior college, etc.

Faculty:

- Overview of faculty including: number, length of service, tenure status, adjuncts, courses taught, and faculty demographics
- Summary of faculty scholarship and grants
- Faculty development activities within the department's academic program and how those activities relate to improving the department's academic program
- Each faculty member is required to provide a paragraph summarizing accomplishments and activities. (Curriculum vitae for each faculty member are included in the appendices.)

Facilities and Resources:

- Overview of non-faculty staff—brief description
- Adequacy/appropriateness of library facilities and collections for academic program
- Space (including office, classroom, and other space)
- Equipment/laboratories (as appropriate)
- Budget, including PS and OTPS issues

Strengths, Weaknesses, Opportunities and Threats (SWOT):

- Identify areas that would support or impede achieving the goals of the department's academic program and/or impede the growth of the department's academic program.
- Include a review of the discipline(s) relating to the department's academic program. The review should focus on the continuing need for an academic program in this discipline, the outlook for employment for graduates of the program, the availability of quality faculty in the future.

Future Directions for the Academic Program:

- Based on the data collected and the analyses that have been performed, where does the academic program want to be in three years? In 5 years?
- What new courses and/or other curricular changes should be implemented?
- Are there new programs to add? Should any existing programs be dropped or substantially modified?

- What needs to happen in order for this academic program to achieve the goals it has set out for itself?

Recommendations:

The academic program should make specific recommendations to address the issues raised above. These recommendations are to be divided into two categories:

- Those recommendations that can be implemented by the academic program
- Those recommendations that can be implemented only by the intervention and/or assistance of OAA, the Provost, the President, or higher authority.

Appendix V

Academic and Non-Academic Program Review Calendar

DEPARTMENT/ Program	APR LAST COMPLETED	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019
Academic Units/Departments:	academic year									
Language and Cognition	2012	P	S	E	I			P	S	E
Mathematics	2012	P	S	E	I			P	S	E
Behavioral and Social Sciences	1999		P	S	E	I			P	S
Social Sciences	1999		P	S	E	I			P	S
Business Management	1998		P	S	E	I			P	S
Accounting	1998		P	S	E	I			P	S
Office Technology	1998		P	S	E	I			P	S
Gerontology	1997		P	S	E	I			P	S
Dual Programs (including Engineering)	New Program			P	S	E	I			P
Library	Not Reviewed			P	S	E	I			P
Liberal Arts Education (Gen Ed Self-Study)	Not Reviewed			P	S	E	I			P
Digital Design and Animation	New Program			P	S	E	I			P
Digital Music	New Program			P	S	E	I			P
Modern Language	Not Reviewed			P	S	E	I			P
Criminal Justice	New Program				P	S	E	I		
Public Administration	1999				P	S	E	I		
Science for Forensic Science	New Program				P	S	E	I		
Natural Sciences	Not Reviewed				P	S	E	I		
Humanities	Not Reviewed				P	S	E	I		
Black Studies	Not Reviewed				P	S	E	I		
Latin and Caribbean Studies	Not Reviewed				P	S	E	I		
Visual and Performing Arts	Not Reviewed				P	S	E	I		
Health Education (Community Health)	1997				P	S	E	I		
Early Childhood	2008									

DEPARTMENT/ Program	APR LAST COMPLETED	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019
Academic Units/Departments:	academic year									
English	2009					P	S	E	I	
Radiologic technology	2009					P	S	E	I	
Nursing	2009					P	S	E	I	
Dental Hygiene	2010					P	S	E	I	
Academic Support Units:										
Hostos Academic Learning Center (HALC)	Not Reviewed			P	S	E	I			P
Writing Center	Not Reviewed						P	S	E	I
Center for Teaching and Learning (CTL)	Not Reviewed					P	S	E	I	
EdTech	Not Reviewed				P	S	E	I		
Academic Advisement	Not Reviewed					P	S	E	I	
Honors Program	Not Reviewed				P	S	E	I		
KEY:										
P =	Preparation									
S =	Self-Study									
E =	External Review									
I =	Year 1 implementation									
* PRR due to Middle States										
**Self-Study due to Middle States										

DEPARTMENT/ Program	APR LAST COMPLETED	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024	
Academic Units/Departments:	academic year						
Language and Cognition	2012	I					
Mathematics	2012	I					
Behavioral and Social Sciences	1999	E	I				
Social Sciences	1999	E	I				
Business Management	1998	E	I				
Accounting	1998	E	I				
Office Technology	1998	E	I				
Gerontology	1997	E	I				
Dual Programs (including Engineering)	New Program	S	E	I			
Library	Not Reviewed	S	E	I			
Liberal Arts Education (Gen Ed Self-Study)	Not Reviewed	S	E	I			
Digital Design and Animation	New Program	S	E	I			
Digital Music	New Program	S	E	I			
Modern Language	Not Reviewed	S	E	I			
Criminal Justice	New Program	P	S	E	I		
Public Administration	1999	P	S	E	I		
Science for Forensic Science	New Program	P	S	E	I		
Natural Sciences	Not Reviewed	P	S	E	I		
Humanities	Not Reviewed	P	S	E	I		
Black Studies	Not Reviewed	P	S	E	I		
Latin and Caribbean Studies	Not Reviewed	P	S	E	I		
Visual and Performing Arts	Not Reviewed	P	S	E	I		
Health Education (Community Health)	1997	P	S	E	I		
Early Childhood	2008		P	S	E	I	

DEPARTMENT/ Program	APR LAST COMPLETED	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
Academic Units/Departments:	academic year					
English	2009		P	S	E	I
Radiologic technology	2009		P	S	E	I
Nursing	2009		P	S	E	I
Dental Hygiene	2010		P	S	E	I
Academic Support Units:						
Hostos Academic Learning Center (HALC)	Not Reviewed	S	E	I		
Writing Center	Not Reviewed			P	S	E
Center for Teaching and Learning (CTL)	Not Reviewed		P	S	E	I
EdTech	Not Reviewed	P	S	E	I	
Academic Advisement	Not Reviewed		P	S	E	I
Honors Program	Not Reviewed	P	S	E	I	
KEY:						
P =	Preparation					
S =	Self-Study					
E =	External Review					
I =	Year 1 implement					
* PRR due to Middle States						
**Self-Study due to Middle States						

Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
Admin. & Finance	Accounts Payable			S	E	I			S	E	I	
	Budget Office			S	E	I			S	E	I	
	Bursar's Office		S	E	I			S	E	I		
	Business Office				S	E	I			S	E	I
	Campus Planning & Operations					S	E	I			S	E
	Human Resources	S	E	I			S	E	I			S
	Information Technology						S	E	I			S
	Payroll				S	E	I			S	E	I
	Procurement						S	E	I			S
SDEM	Athletics & Recreation	S	E	I			S	E	I			
	Children's Center	S	E	I			S	E	I			
	COPE			S	E	I			S	E	I	
	Counseling Services		S	E	I			S	E	I		
	Wellness Services (& Health)		S	E	I			S	E	I		
	Single Stop			S	E	I			S	E	I	
	Student Activities				S	E	I			S	E	I
	Student Leadership				S	E	I			S	E	I
	Veterans Office					S	E	I			S	E
	Academic Achievement					S	E	I			S	E
	Accessibility Resource Center (ARC)		S	E	I			S	E	I		
	Admissions			S	E	I			S	E	I	
	College Discovery				S	E	I			S	E	I
	Enrollment Support				S	E	I			S	E	I
	Financial Aid			S	E	I			S	E	I	
	Information Services (SDEM)					S	E	I			S	E

Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
	Registrar's Office	S	E	I			S	E	I			
	Student Success Coaches Unit	S	E	I			S	E	I			
	Testing Center					S	E	I			S	E
	Transfer Services		S	E	I			S	E	I		
	Student Life					S	E	I			S	E
CEWD	High Equivalency Progams					S	E	I			S	E
	ESL Programs			S	E	I			S	E	I	
	Allied Healthcare Certificate Programs		S	E	I			S	E	I		
	Professional Development & Certificate Programs and Classes			S	E	I			S	E	I	
	Nonprofit Management Certificate Programs			S	E	I			S	E	I	
	Personal Enrichment and Children's Programs				S	E	I			S	E	I
	CUNY Language Immersion Program (CLIP)	S	E	I			S	E	I			
	CUNY Start	S	E	I			S	E	I			
	Liberty Partnership				S	E	I			S	E	I
	ATTAIN Lab					S	E	I			S	E
	Work Incentive Planning & Assistance Program (WIPA)	S	E	I			S	E	I			
	The Allied Health Career Pipeline Program		S	E	I			S	E	I		
	Jobs-Plus		S	E	I			S	E	I		
	CUNY CareerPATH		S	E	I			S	E	I		
	Career Services			S	E	I			S	E	I	

Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
Inst. Advancement	Alumni Relations Office	S	E	I			S	E	I			
	Office of Communications		S	E	I			S	E	I		
	Conference Center			S	E	I			S	E	I	
	Office of Development				S	E	I			S	E	I
	Community Relations				S	E	I			S	E	I
	Hostos Center for the Arts & Culture											

Note: VP of OIA informed OIRSA that HCAC underwent evaluation in AY2012-2013.

KEY:	
P =	Preparation
S =	Self-Study
E =	External Review
I =	Year 1 implementation

*PRR due to Middle States
**Self-Study due to Middle States

Appendix VI

Non-Academic Program Review Protocols

Office Overview
Provide a brief overview and summary of the office and the work done there. Describe the functions of the office, the services provided, and the service recipients.

Office Mission, Goals, and Objectives
Describe the expected outcomes of the office and how they relate to the goals and objectives of the office. Also, describe how the office goals and objectives relate to the broader goals and objectives of the division and the college.

Outcomes Assessment
What are the expected annual outcomes, based on the above goals and objectives, for the period of the review (typically a five-year look)? How are the outcomes being assessed? What were the results of the assessments? How were/are the results used to improve services to customers?

Significant Changes or Improvements Since Last Program Review (as applicable)
Describe any significant changes made to the unit since the last review, as a result of the findings and recommendations from that review. Also, indicate any significant changes made to the unit as a result of any policy or organizational changes, including changes mandated by external organizations (e.g., federal, state, accreditation bodies, etc.).

External Partnerships and Collaborations
Describe any partnerships, collaborations, or other external activities in which the office is engaged (as appropriate). Some examples of these kinds of activities are: joint programs with CBOs, participation in a grant consortium, providing support services, etc.

Customer Analysis
Who is served by the office/unit? Provide information on the number of individuals served and the demographic profile (e.g., gender, race/ethnicity) of the customers (as appropriate). If the office/unit does not provide services to individuals, provide information on the client base served (e.g., contractors, suppliers, vendors, etc.).
What information is collected about the impact of the office/unit's services on customers? What information is collected about customer satisfaction with the office's services? How is this customer-related information used by the office? How does the use of this information strengthen civility on campus?

Personnel, Facilities, and Resources
Provide an organization chart of the office/unit, along with job descriptions of the personnel in the office (including classification), and a demographic breakdown (e.g., gender, race/ethnicity) of personnel.
Describe the work flow in the office (as appropriate)
Describe the support and resources provided, including both PS and OTPS resources. Discuss the extent to which these are sufficient and adequate for the office/unit to accomplish its mission. Discuss any efforts being made to secure additional resources (if necessary) through alternative

funding sources (e.g., grants, collaborations, partnerships, etc.). Also describe any efficiencies that have been made to make better use of available resources.

Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)
Discuss relevant trends in the field of higher education that could affect the work of the office/unit, either positively or negatively (e.g., changes in work rules, new governmental regulations, student enrollment, etc.)
Address issues relating to the strengths of the office, as well as areas in which improvements in service delivery could be made. Also discuss, as appropriate, any information on 'best practices' and how those are being incorporated into the office's work.

Future Directions and Recommendations
Based on the information collected and reviewed, discuss the future directions of the office, including recommendations for improvement. Recommendations for change should be identified as those that can be implemented by the office versus those that require the intervention of individuals at higher organizational levels of the college.

Appendix VII

Sample Non-Academic Program Review Report

HOSTOS CENTER FOR ART & CULTURE

To: Felix V. Matos Rodriguez, President, Hostos Community College
Ana Carrion-Silva, Vice President, Hostos Community College

From: Jeff Rosenstock, Lead Consultant, Frank Ventures

c.c: Nayelli DiSpaltro, Andrew Frank, consultants, Frank Ventures, Ltd.

Date: September 29, 2012

Re Final Report: Identifying Goals, Challenges and New Models of Financing and Administration for the Hostos Center for Art & Culture

Dear President Matos Rodriguez and Vice President Carrion-Silva,

Nayelli, Andrew and I are grateful to have been invited to work with you, members of your faculty and staff, and key stake holders in the community to explore how the Hostos Center for Art & Culture can enter a new phase of development which will be as vital and enriching as the 30-year legacy under the leadership of its Founding Director, Wally Edgecombe.

While there exist many opportunities and challenges moving forward, what remains consistent during this period of transition is the strong commitment shared by all to ensure the Center continues to be an accessible place of public assembly, and a beacon of the vibrancy of the cultural life of the surrounding communities.

The goals, challenges and recommendations we make in the attached Report: ***Identifying Goals, Challenges and New Models of Financing and Administration for the Hostos Center for Art & Culture*** are a result of the interviews, data, surveys, analysis and assessments we made during the past 3+ months. We hope this document will serve as a jumping off point and generate additional discussion and ideas towards paving the new path for the Center.

In preparing the report, we recognized unique aspects we needed to take into consideration. One is that the *Hostos Center for Art & Culture is different from many other centers (CUNY and non-CUNY)* we surveyed during the course of this consultancy. Hostos Center for Art & Culture is more than a venue for the performing and visual arts. It represents a community-wide effort to transform the South Bronx and celebrate the rich cultural heritage of the community by giving it voice and a platform. The community succeeded in attaining these goals with the incredible effort of Founding Director Wally Edgecombe who rose to the challenge of creating something out of nothing. Wally created a "sense of shared community" and formed a coalition of supporters who contributed resources, talent, funds and advocacy to allow the Center to achieve what it has to date. The Center and the College are a testament to the determination of the community to ensure that culture and education remain firmly front and center as part of the South Bronx's transformation. What began as a series of shows in a gym with no technical or public amenities is now a cultural campus boasting two professional theatrical venues and a first rate gallery/exhibition space.

With this legacy and sense of ownership, the community is of course concerned about what will take place now that Wally has retired. It has only known one director for 30 years, and one who has been involved in every aspect of the Center's operation. What we must do is present a plan that will gain the trust of all the stake holders and outline the issues and opportunities which new leadership must address.

Heir apparent? What we have heard from everyone is true, "no one can do what Wally did." "Wally did everything." "He curated, was out in the community, handled the budgets, the fundraising, the marketing, oversaw the staff, and worked on multiple projects as diverse as gallery exhibitions, creating festivals, co-producing the repertory company shows, and being a valued and contributing member of the college community in a multitude of ways."

Who can replace Wally? Not one person we spoke to had even an inkling of an *heir apparent.* Everyone was stymied by this question. No one we interviewed came back to us later with a recommendation though everyone said they would give it serious thought. Clearly, there does not appear to be one person waiting in the wings ready to step in.

Given there is no *heir apparent*, the opportunity to seek the best new leadership exists. It is clear to us that to expect to find a single person capable of assuming all the responsibilities that Wally had would be a flawed plan. The days and climate have changed from when Wally and other cultural leaders of his era would manage to grasp the fundamentals of all aspects of running a non-profit and by will and effort build organizations which took root and provided programs of value. Given the challenges faced by all non-profits today, it would be best to put into place an organizational model which identifies and programs to the cultural needs of the community, while at the same time builds an operational model that can sustain economic challenges as well as expand to meet programmatic and organizational growth. Our recommendation in the enclosed document is to create a leadership team composed of an *artistic director* and a *managing director,* both reporting to the Vice President. We believe both positions can be filled for the same, or just slightly more than the level of funding currently allocated to the Director's salary.

After our discussions earlier this month, we have included job descriptions for the two new positions of artistic director and managing director, and also proposed a redistribution of the workload of the current two senior employees to ensure that all four full time positions assume responsibility for generating revenue in addition to other tasks and functions. Job descriptions for a marketing/audience development manager, and an operations manager are also included.

These and other recommendations in the attached document address the goals and challenges we identified at the beginning of the report, and also include an interim strategy for the transition period between now and when new leadership can begin. We have also included a number of support documents identified in the appendix table of contents which we hope you will also review for additional data and background information.

Again, we are grateful for all the cooperation and commitment by everyone involved, and for the opportunity to be part of the future success of the Hostos Center for Art & Culture.

Yours truly,

Jeff Rosenstock

enc:

Outline: Identifying Goals, Challenges and New Models of Financing and Administration for the Hostos Center for Art & Culture

GOALS:

- Center continues to enhance the cultural voice and identity of the South Bronx community.
- Appropriate new leadership chosen who will be able to guide and manage the Center.
- Leadership is accepted by both external and college community stakeholders
- Programming continues to be representative of, and of value to the surrounding communities.
- Center for Art & Culture collaborates with college to enrich the academic curriculum
- Center operates within a fiscally sound model with ability to sustain and expand by developing its own revenue streams in addition to base support from the college.

CHALLENGES:

- Choosing new leadership who will earn support of college community and external community key stakeholders.
- Identifying and communicating role/mission of Center for Art & Culture under new leadership to the external community.
- Identifying and communicating role of the Center for Art & Culture within the college community in terms of its role as part of the academic and strategic goals of the college.
- Providing interim direction/management/programming during the period of time it will take for a full search to take place.
- Choosing an appropriate Search Committee to properly vet candidates and have the ability to make the best choice(s), and for stake holders to have sense of participation and decision making in this very critical decision.
- Providing sufficient resources and timeline for new leadership to be able to realize their potential and explore the best artistic and organizational plan to move the Center forward.
- Develop culturally vibrant and dynamic plan, which is fiscally sound and within the college's commitment to fund.
- Current economic/funding climate, which is still not at levels of pre-2008.

SUMMARY OF RECOMMENDATIONS:

New Leadership and Reporting Structure:

- As there is no "heir apparent" identified by any of the stakeholders interviewed, seize the opportunity to conduct a comprehensive and broad search for new leadership.

- Replace the current single leader model with a tandem, two-leader model with the hire of an artistic director(s) and a Managing Director. Job definitions and descriptions will be provided and will require both to be engaged in development activities.

- Offer salaries in range of $50,000 - $70,000 for each position. Potentially could hire both positions for the same or slightly more than amount of money allotted to the current Director.

- Have both positions report directly to VP Carrion-Silva, and both participate at Foundation Board Meetings.

- Center for Art & Culture would continue to be a program of the College's Foundation and not become a separate 501(c)3 for the near future.

Mission Statement:

- Current Mission needs to be clarified to focus clearly on surrounding community as primary goal of organization to be in line with college's strategic goals.

- Mission and goals need to be clearly articulated by Administration to the external community.

- Administration of College needs to make clear to college community how by realizing its mission and through its programs, the Center for Art & Culture is an essential part of the fabric of the college and a part of the effort to realize the college's strategic goals.

Gallery/Exhibitions:

- Continue partnership with Bronx Arts Council and allow them to curate 2-3 exhibitions per year. Cost of mounting exhibitions would be responsibility of Bronx Arts Council.

- Explore possibilities of having faculty/staff at Hostos guest curate exhibitions which could showcase student work, faculty work and exhibitions associated with academic programs and priorities.

- Invite guest curators/organizations to produce their exhibitions (at their expense) which would be of value and of interest to the community and the college.

- Guest curators would be overseen by the new artistic director.

Repertory Theatre Company:

- Elevate the repertory theatre company to be the "resident theatre company," and make its artistic director an "associate director" of the Center for Art & Culture (at no increase in

salary) given the success of the theatre company in engaging students and providing productions which are well received.

- Discuss with IATSE more opportunities for student participation in the production component (staffing) of the productions.

Financial:

- Require preparation and presentation for approval by VP an annual budget for the Center for Art & Culture.

- Require Support Schedules to the Operating Budget which should include:

    - Box Office
    - Contributed Income
    - Rental Income & Expenses
    - Marketing Budget with breakdown of marketing plan and allocation of funds to campaigns.
    - Show Budgets for every presented event (profit/loss) and Summary of All Show Budgets
    - Budget for the Repertory Company Productions
    - Personnel FT and PT support schedules for non-production and front of house staff
    - Gallery Budget

- Require preparation of quarterly financial outlooks to serve as opportunity for Center Leadership and VP Carrion-Silva to review financial status throughout the fiscal year and make management decisions on an ongoing basis (cut shows, reduce expenses, find new funding sources) to work towards a balanced budget by the end of the fiscal year.

Rentals of Theatres/Gallery:

- Make the theatres available for rent and also for programmatic usage on the weekend and work towards solutions to reduce theatre costs to the Center and outside promoters in terms of security, custodial, engineers.

- Address plan how to handle community requests for free usage of the theatres/gallery space or reduced rates by building awareness of costs college and center must cover. See chart prepare by VP Carrion-Silva showing lost potential revenue as a result of reduced rental rates.

Note: Funding can be sought from sponsors, foundations, etc. to subsidize usage by community of theatre facilities, so theatre can benefit from net revenue.

- Be more pro-active in promoting facilities to professional production companies as well as community based organizations. Create hard copy and online rental package pamphlet.

- Review data on past rental clients and develop strategy to solicit renewed business from them as well as from similar type businesses who might also take advantage of the facilities.

Programming:

- Continue focus on programs which give voice and cultural identity to the South Bronx community

- Expand opportunities for new ethnic and cultural constituencies to be represented in programming at the Center.

- Consider collaborations with community based organizations who want to present artists of merit of their cultures, not currently represented in the Center's programs, and provide usage of the facilities at no cost, or at a reduced rate in exchange for a pro-rated share of box office receipts. This type of collaboration will help build new and diverse audience constituencies.

Marketing:

- Select season in sufficient time to allow for creation and implementation of a comprehensive marketing and public relations plan, budget and calendar, including tracking and evaluating impact of distinct components of the plan.

- Create new website for the Center. See attached website comparison.

- Ensure box office staff captures data on all who attend events.

- Provide weekly box office statements to measure impact of various campaigns, promotions in terms of generating ticket sales or attendance to events.

- Build outreach campaign with distinct community leaders and organizations to develop multiple entry points to reach potential patrons and attendees.

- Restructure role of existing Theatre Manager to no longer be responsible for college wide space booking. This will allow him to allocate more time and effort to marketing and audience development activities, taking advantage of the skills and experience he brings to these arenas.

Development:

- Include fundraising and cultivation as part of the job descriptions of both the Artistic Director and Managing Director.

- Create a formal development plan and calendar for the fiscal year, including renewing existing funders as well as identifying potential funders to solicit, and programs and activities which they might fund.

- Have weekly meetings to review and update development plan to keep this area high on the agenda of the Managing Director and Artistic Director.

- Review Foundation Board Member guidelines to determine expectations of Foundation Board in terms of fundraising.

- Develop criteria to expand Foundation Board with individuals who could contribute to fundraising and advocacy efforts on behalf of the Center.

- Share development plan with Foundation Board to determine if any of them have access or contact with program staff or board members on Foundations or officers at corporations being pursued.

- Work with Foundation Board to identify potential funding sources they might know who could lend support to the Center.

- Develop plan and calendar for fulfilling all grant and sponsor compliance components to strengthen ability to secure renewed funding from these sources.

- Seek grants to subsidize rental of theatre facilities by community non-profits to allow Center to receive full rental rates, yet provide opportunities for "community access" at a reduced rate.

- Program could be called "Community Stages" and funding could be sought from Bronx Delegation of the City Council, or private local foundations and corporations.

- With permission of College administration, approach Bronx Delegation Members of the City Council for discretionary operating expense allocations as well as to be chosen as arts partners for the CASA (Cultural After School Adventures) program. The CASA program allocates $20,000 to each arts entity and is restricted to organizations who already receive NYC Department of Cultural Affairs funding.

IATSE:

- Determine if a new three-year contract was signed on November 13, 2011, and if any changes or modifications were made, in addition to any salary/hourly increases stipulated in the new agreement (copy we have is of original contract expiring on 11/12/11).

- Review Article II, Section 2 which pertains to language stating the "agreement does not apply to or cover any current or future work performed as part of the academic mission of the University" to see if opportunities exist to reduce union stage labor participation and costs involved with the Repertory Theatre if that project can be classified as being "work performed as part of the academic mission of the college." This could also provide additional opportunities for student participation in these productions behind the scenes as stage labor.

- Review Article II Section 3 (b) which states "agreement shall not apply to the use, by a lessee of the theatre, of its own technical staff to load in, set up and operate production equipment, with appropriate supervision." Discussions with the production manager can reveal if this could in some way help reduce costs to organizations renting theatre, or if "appropriate supervision" implies a union stage laborer assigned to oversee each lessee's production person. Worth exploring.

- Address opportunities to increase stage labor pool by bringing in production staff who reside in South Bronx, and in turn expanding job opportunities and training for community residents.

Level of College Support:

- Maintain current levels of support, $350,000 for personnel, or increase slightly to allow for some additional staffing or OPS needs in development/marketing over the next 2-3 years during this important leadership transition time. Look to reduce the amount of support in years 3/4-6 by which time the PAC will hopefully be more self-sufficient.

- Reassign the responsibility for college wide space bookings to allow the Theatre Manager to focus exclusively on Theatre rentals and other work related to the Center. He could continue to serve as a member of the college-wide booking Task Force. Consider installation of an online technology to make college wide space usage more efficient.

- Work with appropriate departments (Security, Buildings & Grounds) to allow for usage of the theatre facilities on weekends and to help negotiate reduced costs to Center for security, engineers, custodial.

- Develop plan to help Center generate increased rental revenue by educating community about costs associated with usage of the facilities. Create a rental rate sheet which includes rates for non-profits, community based organizations and commercial rates and help enforce these rates.

Staffing and Organizational Chart:

- Review job descriptions of all existing FT and PT staff.
- Modify job descriptions to ensure all key areas of operation of the Center are covered.
- Create Organizational Chart and share with staff once new leadership is in place.

Interim Strategy Recommendation:

- Wally curates and implements fall 2012 program.
- Initiate Search for New Leadership in October
    - Create job descriptions
    - Identify potential Search Committee Members and invite them to participate
    - Post Job Notices locally as well as in industry outlets to attract broad pool of potential candidates for both positions.
    - Prepare interview questions for both candidates.
    - Continue process until both positions are filled.
- Secure experienced "interim leadership" (could be on a fee basis or tax-levy substitute position) by end of October.
- Interim Leadership would fulfill following responsibilities:
    a. Work with Wally to create program budget for fall 2012 programs Wally curates.
    b. Develop interim FY 13 budget for Center.
    c. Determine spring 2013 spring programming plan/budget in conjunction with college administration.
    d. Provide support and guidance to existing staff in fulfillment of programmatic commitments and job responsibilities until new leadership is in place.
    e. Oversee and implement fundraising/development plan and implementation
    f. Oversee marketing plan in conjunction with existing staff.
    g. Assist in search for new leadership.
    h. Work as needed with new leadership in preparation for programming and budgets for fall 2013-spring 2014 Season.

Summary:

These recommendations are a result of the interviews, data, analysis, surveys and assessments we made during the past three+ months. We have taken into consideration many factors unique to the Hostos Center for Art & Culture as well as our own knowledge and experiences with other CUNY and non-CUNY arts centers. We would be more than willing to discuss our thoughts and observations at any meeting(s) you might want to have with key stake holders. We thank you for allowing us to be part of the future of the Hostos Center for Art & Culture.

Appendix VIII

2013-14 PMP and Executive Summary of the 2013-14 Operational Plan, including Alignment of PMP and Strategic Plan Goals and Initiatives

Hostos Community College/CUNY
President Félix V. Matos Rodríguez
2013-2014 Performance Goals and Targets
REVISED September 26, 2013

CUNY Targets		Indicators and College Response
1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies	1.1.1	Colleges will report Middle States accreditation activity and status for the current year, including any public statements by Middle States
		The College will submit its Middle States progress report by November 1, 2013, including the Institutional Assessment Plan.
	1.1.2	Colleges will report on program accreditation activity for the current year, including any change in status
	1.1.2	There are no programs scheduled for accreditation activities in AY2013-2014.
	1.1.3	Colleges will submit updated professional accreditation information (template to be provided)
		The College will submit updated professional accreditation information per CUNY Central requirements.
1.2 Colleges will improve the use of program reviews to shape academic decisions	1.2.1	Colleges will submit a program review calendar indicating schedule of self-study, external review, and/or first year implementation of recommendations for all programs not otherwise separately accredited; to be updated each year (template to be provided)
		The College will submit an updated program review calendar in Fall 2013 to CUNY Central.
	1.2.2	Colleges will submit documentation for a departmental program review for which the current or the prior academic year was the first year of recommendation implementation (self-study, external review report, summary of recommendations/implementation plan, and resulting actions by the college)
		AY2013-2014 will be the first year of implementation of APR recommendations for the Language and Cognition Department. The department will submit documentation for two recommended revisions that are expected to result in increased course pass rates. The revisions are: 1. The implementation of linked ESL35 and SOC101 courses (the linked courses are designed to create a learning community and cross disciplinary content); 2. The alignment of CAT-W testing constructs with course competencies and departmental assessments.
	1.2.3	Colleges will provide evidence that all program planning aligns with college strategic plan and mission
		1.2.3a The College will submit a campus-wide operational plan that shows evidence of program planning, which is aligned with the College Strategic Plan and mission. 1.2.3b OAA will develop an associate medical assistant degree program.
1.3 Colleges will use technology to enrich courses and improve teaching	1.3.1	Percentage of instructional FTEs offered fully or partially online
		1.3.1a The percentage of instructional FTEs offered fully or partially online will increase by 0.6%. 1.3.1b The number of Hybrid sections offered will increase by 5%. In AY 2012-2013, 81 sections were offered. 1.3.1c The number of Asynchronous sections offered will increase by 10%. In AY 2012-2013, 41 sections were offered.

CUNY Targets		Indicators and College Response
	1.3.2	The College will increase the use of and proficiency with Educational Technology
		1.3.2a The number of faculty who participate in professional development activities in educational technology will increase by 5%. In AY2013-2014, OAA will establish a baseline for potential use of educational technology by faculty who have participated in associated PD activities. In AY2012-2013, 250 faculty participated. 1.3.2b The number of faculty who use Blackboard will increase by 10%. Currently 51% of faculty use the instrument. 1.3.2c The number of faculty participating in mobile learning will increase by 20 with the addition of two new cohorts participating in the iPad Pilot Initiative. As of Spring 2013, 40 faculty members have participated in the mobile learning iPad initiative. 1.3.2d The number of sections using ePortfolios will increase by 10%. Students who use e-portfolios will have higher retention rates than students who do not. In AY 2012-2013, 30 sections were offered.
2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers	2.1.1	Colleges will provide evidence that investments in faculty hiring and development align with college strategic plan and mission
		2.1.1a 100% of new faculty will participate in the Center for Teaching and Learning (CTL) year-long orientation for new faculty. 2.1.1b 15% of adjunct faculty (37 individuals based on 249 PT faculty reported in F2011 IPEDS Data Center) will participate in at least one professional development opportunity. In AY2013-2014, OAA will establish a baseline for potential use of PD material by faculty who have participated in activities. 2.1.1c 40% of all faculty (171 unique faculty based on 249 PT faculty reported in F2011 IPEDS Data Center and 189 FT faculty in F2012 CUNY Scholarship total full-time faculty) will participate in CTL's cross disciplinary scholarship activities focusing on: inter-visitation, faculty research and teaching groups, and Peer Observation Improvement Network for Teaching (POINT). In AY2013-2014, OAA will establish a baseline for potential use of PD material by faculty who have participated in activities. 2.1.1d 15% of FT faculty and 10% of adjunct faculty will participate in faculty workshops on incorporating research resources into the curriculum, scheduled by the Library.
2.2 Colleges will increase creative activity and research productivity, including for pedagogical research	2.2.1	Colleges will report faculty scholarship and creative work (summary data to be prepared by OIRA)
		The number of faculty actively engaged in research and scholarly activities will increase by 5 as evidenced by grant submissions, publications and conferences. In AY2012-2013, there were 98 faculty engaged.

CUNY Targets		Indicators and College Response
2.3 Instruction by full-time faculty will increase incrementally	2.3.1	Percentage of undergraduate instructional FTEs delivered by full-time faculty
		The percentage of undergraduate instructional FTEs delivered by full-time faculty will increase by 2%. In AY 2011-2012, the most recent CUNY data available, shows full-time faculty delivered 53.8% of instruction.
	2.3.2	Mean hours taught by full-time veteran faculty
		The mean hours taught by full-time veteran faculty will increase by 0.5 of an hour (presently it's 21.6).
2.4 Colleges will recruit and retain a diverse faculty and staff	2.4.1	Faculty and staff affirmative action reports prepared by OHRM
		OHRM will provide data.
3.1 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses	3.1.1	Percentage of SEEK students passing freshman composition/gateway math courses with a C or better (bacc.)
		N/A
	3.1.2	Percentage of ESL students passing freshman composition (bacc.)
		N/A
	3.1.3	Percentage of remedial students who have passed all basic skills tests by 30 credits (assoc.)
		The percentage of remedial students who have passed all basic skills tests by 30 credits will increase by 2%. In Fall 2012, Hostos' average was 51.1%.
	3.1.4	Percentage of students exiting from remediation in reading, writing, and math (assoc.)
		The Percentage of students exiting from remediation in reading and writing will increase by 2% and the math will hold steady. In AY 2012-2013, COMPASS Reading was 30.9%, the pass rate for the CATW was 35.0%, and the students passing Math was 33.5%.
	3.1.5	USIP participation rate
		USIP participation rate will increase by 5%. In AY 2012-2013, 882 students participated in USIP.
3.2 Colleges will improve student academic performance, particularly in the first 60 credits of study	3.2.1a	Percentage of students passing freshman composition courses with a C or better
		The percentage of students who pass gateway composition courses with C or better will increase by 2%. The Fall 2012 average was 76.9%.
	3.2.1b	Percentage of students passing gateway math courses with a C or better
		The percentage of students who pass gateway math courses with C or better will remain above 80%. The Fall 2012 average was 81.1%.
	3.2.2	Institutional value-added as measured by the CLA
		OIRA will provide data.

CUNY Targets		Indicators and College Response
3.3 Colleges will reduce performance gaps among students from underrepresented groups	3.3.1	1-yr retention rates by group status
		The 1-yr retention rates for URMs will increase by 2%. (In AY 2012-2013, it was 64.2%.)
4.1 Colleges will facilitate students' timely progress toward degree completion	4.1.1	Percentage of freshmen and transfers taking a course the summer after entry
		The percentage of freshmen and transfers taking a course the summer after entry will increase by 2%. (In AY 2012-2013, it was 20.4%.)
	4.1.2	Ratio of undergrad FTEs to headcount
		The ratio of undergrad FTEs to headcount will increase by 0.02 (In AY 2012-2013, it was 0.740)
	4.1.3	Average number of credits earned in first 12 months (baccalaureate)
		N/A
	4.1.4	Percentage of freshmen who complete freshman composition/credit-bearing math within two years of entry (associate)
		The number of freshmen who complete freshman composition/credit bearing Math within 2 years of entry will increase by 2%. For students entering in Fall 2010, the percentages completing Fall 2012 were 62.2% for freshman comp, and 62.5% for credit-bearing Math**.**
4.2 Retention rates will increase progressively	4.2.1	1-yr retention rates
		The 1-yr retention rates for all students will increase by 2%. (In AY 2012-2013, it was 64.7%.)
	4.2.2	Difference between actual and predicted 1-yr retention rates "value-added"
		OIRA will provide data.
4.3 Graduation rates will increase progressively in associate, baccalaureate, and master's programs	4.3.1	4-yr graduation rates (associate, baccalaureate, master's)
		The 4-yr graduation rates will increase by 2%. Hostos' 4-yr graduation rate was 14.8%.
	4.3.2	Difference between actual and predicted 4-yr graduation rates
		OIRA will provide data.
5.1 Professional preparation programs will improve or maintain the quality of successful graduates	5.1.1	Pass rates on licensure/certification exams (nursing, teaching)
		5.1.1a The pass rate for radiology will continue to be in excess of 90%. 5.1.1b The pass rate for the NCLEX will remain in excess of 85%. 5.1.1c The pass rate for dental hygiene will continue to be in excess of 95%.

CUNY Targets		Indicators and College Response
5.2 Job and education rates for graduates will increase	5.2.1	College will report on job placement rates of their graduates and efforts to prepare students for employment and/or graduate education
		N/A
	5.2.4	Percentage of associate graduates working or continuing their education
		The percentage of graduates from career and technical programs who are either employed or are continuing their education will increase by 2%. (FY 2012-2013, it was 89.5%.)
6.1 Colleges will improve the quality of student life and campus climate	6.1.1	Colleges will present evidence of improved quality of life and campus climate
		Student perceptions will show evidence of improvement in the quality of student life and campus climate, based on the results of the 2014 CUNY Student Experience Survey.
	6.1.2	Noel-Levitz will not be administered this year – colleges will report on efforts to utilize baseline results
		Based on the results from the Spring 2013 Noel-Levitz, Hostos will expand ongoing new student orientation for incoming freshmen in order to acclimate students to college. This expansion will result in: • Increase student orientation (summer/winter bridge) participation by 3% • Increase fall-to-spring retention rates by 3% for incoming freshmen who participate in new student orientation
6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology	6.2.1	Colleges will present evidence of improved delivery of student, academic, and technological support services
		6.2.1a Student perceptions will show evidence of improvement in the quality and delivery of student and academic support services, in the following areas: Academic Computing, Academic Learning Center (HALC) and Educational Technology based on the results of internal surveys in each of those areas. 6.2.1b The number of students participating in technology trainings will increase by 5%. Students who participate in technology trainings will have higher retention rates than students who do not. In AY 2012-2013, 1,000 students participated. 6.2.1c Student usage of Library resources will increase due to LibGuides. In AY2012-2013, resources were accessed 10,884 times. 6.2.1d The number of students participating in HALC tutoring sessions for subjects with high fail rates will increase from 875 to 925 unduplicated students. Students who participate in tutoring will have higher GPAs, course completion and pass rates. 6.2.1e The number of individual HALC tutoring sessions will increase from 28,000 to 29,000. Students who participate in tutoring will have higher GPAs, course completion and pass rates.

CUNY Targets		Indicators and College Response
	6.2.2	Noel-Levitz will not be administered this year – colleges will report on efforts to utilize baseline results
		6.2.2a Based on the results from the Spring 2013 Noel-Levitz, financial aid information and award distribution timelines will be better communicated to students. 6.2.2b Based on the results from the Spring 2013 Noel-Levitz, the College will address the following areas to improve: targeted academic support services, quality of instruction and approachability of academic advisors.
	6.2.3	Percentage of degree students using DegreeWorks for degree audit
		The percentage of students using DegreeWorks for degree audit will increase by 5%. In AY2012-2013, DegreeWorks was accessed by 5,117 students (as of February 2013).
7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise	7.1.1	Percentage difference between target and actual FTE enrollment
		The percentage difference between target and actual FTE enrollment will increase by 2 percentage points.
	7.1.2	Mean SATs/CAAs
		N/A
7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	7.2.1	Colleges will report on outcomes related to efforts to establish, update or grow joint degree programs
		A dual-degree nursing program with Lehman will be presented at the College-Wide Curriculum Committee and Senate.
	7.2.2	Colleges will report on outcomes related to articulation agreements (transfers under existing agreements, establishment of new agreements)
		Due to curricular changes for Pathways, three existing articulation agreements will be revised.
7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission	7.3.1	Percentage of College Now enrollment target achieved
		College Now enrollment will align with targets set by CUNY Office of Academic Affairs. Currently, College Now enrollment is 112.2% of the target set by CUNY.
	7.3.2	Colleges will provide data to demonstrate how ACE programs are aligned with institutional priorities
		The Continuing Education enrollment target for AY 2013-2014 is 11,395.00, which is the average of the past 3 years (2011: 10,007; 2012: 12,776; 2013: 11,402). This is consistent with the College's Strategic Plan and Mission.

CUNY Targets		Indicators and College Response
8.1 Colleges will increase revenues	8.1.1	Alumni/corporate fundraising (CAE-VSE report) – 3-year weighted rolling average
		Hostos will increase fundraising efforts by 5% of the total reported in the CUNY Fundraising Summary for FY 2013. As of June 21, 2013, it is $1,261,308.
	8.1.2	Contract/grant awards (including for research) – 3-year weighted rolling average
		The number of grants received will increase from 43 to 46. For FY2012 -2013, the amount is $5,348,630 (CUNY Central data).
	8.1.3	Tuition and fee collection rate – 3-yr weighted rolling average
		The tuition and fees revenue collection rate will increase by 0.5% per term. FY2012-2013, the percentage was 95.0%.
	8.1.4	Alternative revenue sources (ACE, licensing, rentals, etc.) – 3-yr weighted rolling average
		The percentage of non-credit/ACE revenue collected as a percentage of the target will remain high. FY2012-2013, the percentage was 108.4%.
8.2 Colleges will prioritize spending for student academic and support services	8.2.1	Spending on instruction and departmental research as a percentage of tax-levy budget
		The percentage of tax-levy budget that is used for instruction and departmental research will increase by 2%; in FY2012-2013, it was 49.2%.
	8.2.2	Spending on student services as a percentage of tax-levy budget
		The percentage of tax-levy budget that is used for student services will increase by 2%; FY2012-2013, it was 12.1%.
	8.2.3	Spending of technology fee as percentage of technology fee revenue
		The College will continue to use 100% of the technology fee for academic and student areas.
9.1 Colleges will improve the delivery of administrative services to students	9.1.1	Colleges will present evidence of improved student satisfaction with administrative support services
		The satisfaction rate for Billing and Payment Procedures will remain in excess of 70%, as part of CUNYfirst, based on results of internal surveys.
	9.1.2	Noel-Levitz will not be administered this year – colleges will report on efforts to utilize baseline results
		Based on the results from the Spring 2013 Noel-Levitz, Registration procedures will be made more user-friendly for students by having 75% of front-line staff participate in a two-part customer service professional development activity twice a year. Post training surveys will identify: • Any new strategies they have implemented • Student satisfaction with registration.

CUNY Targets		Indicators and College Response
9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs	9.2.1	Percentage of instruction delivered on Fridays, nights, weekends
		The percentage of instruction offered Fridays, nights, and weekends will increase by 2%. For Fall 2012, the percentage was 32.5%.
	9.2.2	Colleges will present additional evidence of space prioritization for degree and degree-related programs
		The College will review recommendations from the Class Size Task Force and implement the space utilization recommendations as appropriate.
9.3 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan	9.3.1	Energy Use Intensity (EUI) as BTUs of gas, electricity, steam per square foot
		Hostos will decrease energy use by 10%.
	9.3.2	Recycling to regular waste ratio and total waste per FTE
		The College will increase the percentage of recycling to regular waste by 5%. FY 2011-2012, the percentage was 63.0%. Decrease pounds of regular waste per FTE from 20 lbs. in 2012-2013 to 18 lbs. in 2013-2014.

Hostos Operational Plan 2013-14

Executive Summary

October 2013

Hostos Community College

GETTING INTO THE GROOVE

In 2012-13, Hostos produced its first college-wide operational plan, which laid out an outcome-oriented action agenda to implement key aspects of our 2011-16 Strategic Plan. We aspired for results that could bring about positive change to improve student success and institutional effectiveness. Then we tracked our progress, reflecting both at the year's mid-point and end on what was working and where we needed to change course. The good news is while we know we still have much to do, we made progress in a number of important areas, 10 of which are "noted" on the following pages. Additional details on our successes and challenges will be provided in our first public report on our strategic plan, to be released in Spring 2014.

This 2013-14 Operational Plan builds on the work we undertook last year. It shows how we're getting into the groove of moving together toward outcomes that collectively benefit students and strengthen our operational policies and practice. We note 10 to "watch for" on the following pages. These and other efforts outlined in the Plan generally fall into one or more of the following categories:

- **Modeling:** We're continuing to try new approaches that address big challenges to student success, including remedial and developmental education, first year success, and transfer – building on tested models and developing new ones that evidence shows can contribute to transformative change.
- **Continuous Improvement:** We're spending more time planning, implementing work based on plans, using data to assess the impact of what we implement, and then making adjustments based on what we find as part of the next planning cycle.
- **Systematization:** We're putting in place sustainable processes and structures so that our work becomes better aligned – across units, divisions, and with CUNY.

The challenges higher education institutions face are complex, especially for open admissions community colleges like Hostos, which serve students with diverse educational needs and economic means. That means we – our faculty, staff, and administrators, working alongside our community partners – must be even more strategic in how we seek to improve the learning and lives of our students. That is what we continue to aspire for, and what we believe can be accomplished with the actions on the following pages.

READING THE HOSTOS OPERATIONAL PLAN – HOW IT'S ORGANIZED

Seven College-wide Priorities: This section describes coordinated efforts across divisions to make progress on the seven strategic plan initiatives prioritized for college-wide action this year (the asterisked initiatives reappear from last year):

1. **Focus on First Year Student Success and Transfer***
2. **Rethink Remedial and Developmental Education***
3. **Build Faculty and Staff Management Skill Sets and Leadership***
4. **Align Planning and Assessment Systems***
5. **Transition Students to Employment**
6. **Establish Hostos as a Model for Use of Technology**
7. **Align and Expand the College's Marketing and Branding Efforts**

Efforts Related to Other Strategic Initiatives: Our work at Hostos is not limited to the seven college-wide priorities. This section describes efforts by divisions to make progress on other strategic plan initiatives, such as assessing student learning outcomes, advancing cultural competency programming, developing next generation student leadership, optimizing the College's physical infrastructure, and diversifying revenue streams.

CUNY-Hostos Strategic Alignment: Following this executive summary, we've included a chart and narrative that details how our Strategic Plan Goals and Initiatives align with CUNY's 2013-14 CUNY Performance Management Process Indicators.

Some 2012-13 Results

Our hard work is paying off:

- **First-time, full-time retention reached 67.5%,** up 3 percentage points from the previous year and up 10 percentage points over the last four years. Less than nine percentage points to go toward our goal of 75% by 2016.
- **Six-year graduation rate increased by 2.6 percentage points last year to 28.9%,** bringing us closer to our five-year goal of 30% by 2016.
- **Transfer rate for AA/AS students has reached 52.6%,** almost achieving our five-year goal of 55% by 2016.
- **Transfer rate for AAS has surpassed Hostos' five-year goal of 33%, with a 33.2% in 2012-13.**

More 2012-13 achievements are shared on the following pages. Our first plan report (to be released spring 2014) will provide a more thorough analysis of successes and challenges.

Note: results here are preliminary.

10 NOTABLE ACHIEVEMENTS IN 2012-13

1. All first-year entering freshmen (about 900 students) were assigned Success Coaches who stay with them through graduation.

Hostos launched its Success Coaches Initiative in 2012-13 with first-year entering freshmen. Coaches help students connect with academic advisement to better understand the academic requirements of their degrees of choice. They help students navigate supports, such as tutoring, financial aid, and counseling. Preliminary data shows the program is having an impact on retention. We expect this impact to increase over time, as the coaches coordinate even more with faculty and department chairs to meet individual student needs, and influence administration processes, from registration, to the design of an early warning system and the fine tuning of student support services.

2. Targeted offerings for students with different remedial/developmental needs showing positive results.

Hostos now offers a variety of options to remedial and developmental students, based on their reading, writing, and mathematics needs. These include new accelerated courses such as English 094 for students who passed reading and have a high fail on the writing skills test, and Math 015 for students who have a high fail on pre-algebra and algebra. Students participating in innovations introduced in Mathematics in the last few years — including MathXL, an interactive learning software, and peer-led supplemental instruction — are showing better course performance and retention.

3. More non-credit to credit routes forged.

Students interested in community health and digital design can now access career roadmaps that help them consider certificate and/or degree training options, with credit available for certificate courses should they continue on to degrees. In Fall 2013 we enrolled as an undergraduate our first student who completed the Community Health Worker certificate. More roadmaps are under development for 2013-14.

4. Assessment infrastructure now in place.

The Office of Institutional Research and Student Assessment (OIRSA) has two new analysts and a permanent dean on board. And over 80 faculty and staff (vice presidents, directors, chairs and coordinators) participated in trainings, which strengthened their understanding of planning and assessment.

5. Allied Health and Natural Science Complex in development.

With an enrollment that has doubled in ten years, Hostos is raising funds to create this new 170,000 s.f. space with state-of-the-art classrooms and science labs, as well as in-house dental and wellness clinics to serve the community. We have already raised $9 million to fund the design phase of this Complex, the construction of which we expect to generate 1,700 jobs.

6. College fundraising hit new heights at more than $8.5 million.

In our 45th Anniversary year, more than $1.2 million came in from private foundations, corporate funders, and individuals, including a Ford Foundation grant to build Hostos' fundraising infrastructure. Many of these contributions were raised as part of events, such as the Annual Gala and Concert and Annual Golf Outing. About $7.3 million was raised via contracts and grants, including more funding for pre-college programs, allied health training, and individual faculty research.

7. Hostos news coverage has dramatically expanded, recognizing successes.

From our own Rees Shad being named "NY State Professor of the Year," to the August 2013 *New York Times* article about our students participating in the highly prestigious Edinburgh Festival Fringe, our accomplishments are getting more and more public attention. In 2012-13, we also created *Hostos at a Glance*, a campus e-newsletter, and now provide ongoing, timely distribution of press coverage to ensure better flow of information about key activities on campus.

8. CUNYfirst implementation a model to other CUNY colleges.

The CUNYfirst system was ultimately created to help students better access the information and college support services they need, like tuition and financial aid assistance. Our successful system implementation has led other CUNY schools to look to us for advice, particularly in the use of CUNYfirst to improve administrative systems like registration, as well as for overall data retrieval and analysis.

9. Stronger connections between our academic programs and workforce needs.

Increased attention to the labor market and outreach to regional employers has led Hostos to develop new academic programs, such as the proposed dual-degree in Nursing with Lehman College. A partnership with the Department of Education has resulted in the creation of an early college high school focused on Health Education and Research Occupations (HERO HS) that opened this fall. Our commitment to supporting growth in the Bronx inspired the creation of the Center for Bronx Nonprofits at Hostos, which just hired its first executive director and has already engaged more than 200 Bronx nonprofit leaders through its certificate programs, fellowship, and public interest discussion forums.

10. 80 courses have been CUNY Pathways approved.

That means students can expect a more seamless transfer of these courses for credit at any other college within CUNY. Pathways courses include student learning outcomes that are aligned with national standards of general education adopted by CUNY faculty.

Professor Rees Shad selected as the New York Professor of the Year by CASE and Carnegie Foundation.

10 THINGS TO WATCH FOR IN 2013-14

1. Expanding the Success Coaches Initiative to more students.

All Fall 2013 first-year freshmen have been assigned Success Coaches. This means that now more than one third of our students has one-to-one access to full-time staff who can help them stay on track and in school. And by 2014-15, we expect nearly all of our students to have Coaches who will stay with them through graduation.

2. Offering more pre-college experiences and early college supports, including Summer Bridge and pilot college seminar.

Our participation in the national Foundations of Excellence program has led to the creation of a number of new pre-college and first-year supports, including a Summer Bridge program, which will be offered to 200 students, and a pilot full credit-bearing College Seminar for entering freshmen.

3. Scaling up free, accelerated, pre-college remedial/developmental offerings.

Recent research shows that accelerated progress in developmental course work is strongly correlated with retention and academic progress in completing college credits toward a degree. Hostos will offer a free summer basic skills immersion program for 375 entering freshmen designed to strengthen reading, writing, and math skills before their fall entry. Students will be placed in immersion sequences designed to meet their needs based on placement test data.

4. Strengthening professional development for faculty and staff.

In addition to providing more trainings that equip management-level faculty and staff across the college to undertake strategic plan-related activities, each division has identified trainings targeted to the interests and needs of its professionals. For example, the Center for Teaching and Learning in OAA will roll out several professional development initiatives to improve faculty leadership capabilities. These include a mentorship program for new chairpersons, and an assessment training series to help academic leaders strengthen their use of data in decision-making. CEWD will undertake a needs assessment to build a holistic approach to staff and faculty development in the division. SDEM will identify Higher Education Officer (HEO) leadership competencies and strategies to reinforce them. Administration and Finance will offer professional development designed to improve customer service across all its units. And all divisions have identified trainings designed to build job-specific expertise of their professionals.

5. Building capacity to transition students to employment.

Hostos has brought on board an expert to administer the workforce development and training aspects of CEWD's operations. This person is responsible for building our overall workforce development capacity, as well as workforce development connections with academic programs. Career Services will now report to CEWD, to ensure even greater alignment of career/jobs and workforce goals. New advisory boards for academic programs are also in development (such as in the Business Department, for example), as are expanded service-learning opportunities in several majors, such as Public Administration and Business.

6. Developing technology that is more responsive to faculty, staff, and student needs.

Increased collaboration between technology administrators and faculty and staff is leading to a number of innovations. Efforts this year include re-engineering Hostos' website to improve navigability and user friendliness, as well as linkages to social media; implementation of an early warning system that helps us to identify and address student needs sooner; a new technology orientation for all incoming freshmen; expansion of a one card ID system that streamlines access to spaces as well as security on campus; and modernization of our online space management system.

7. Improving student transfer options via CUNY Pathways.

All Fall 2013 entering freshmen have been enrolled in Pathways degrees. A Pathways webpage (www.hostos.cuny.edu/pathways) is now available on our website, which details key aspects of the program, including Pathways requirements, how Pathways courses and credits transfer, and our list of revised degree programs. We expect an additional 15-20 Pathways courses to be approved this academic year.

8. Institutionalizing assessment at all levels, including General Education.

Hostos is rolling out a five-year 2013-2017 Institutional Assessment Plan (IAP) that systematizes assessment, building data collection and analytic processes at the course, program, and institution levels so that we can better strengthen student learning outcomes and institutional effectiveness. The IAP also details General Education assessment methods, including the pilot use of e-portfolio and capstone-embedded assignments, to assess student performance on general education competencies.

9. Expanding our branding and messaging.

This year we will develop a communications plan that will help us fine-tune our look, feel, and message. This plan will also lay out the steps to undertake several comprehensive communications campaigns that expand our visibility and reach in New York City and beyond.

10. Improving alignment between CUNY and Hostos planning and assessment systems.

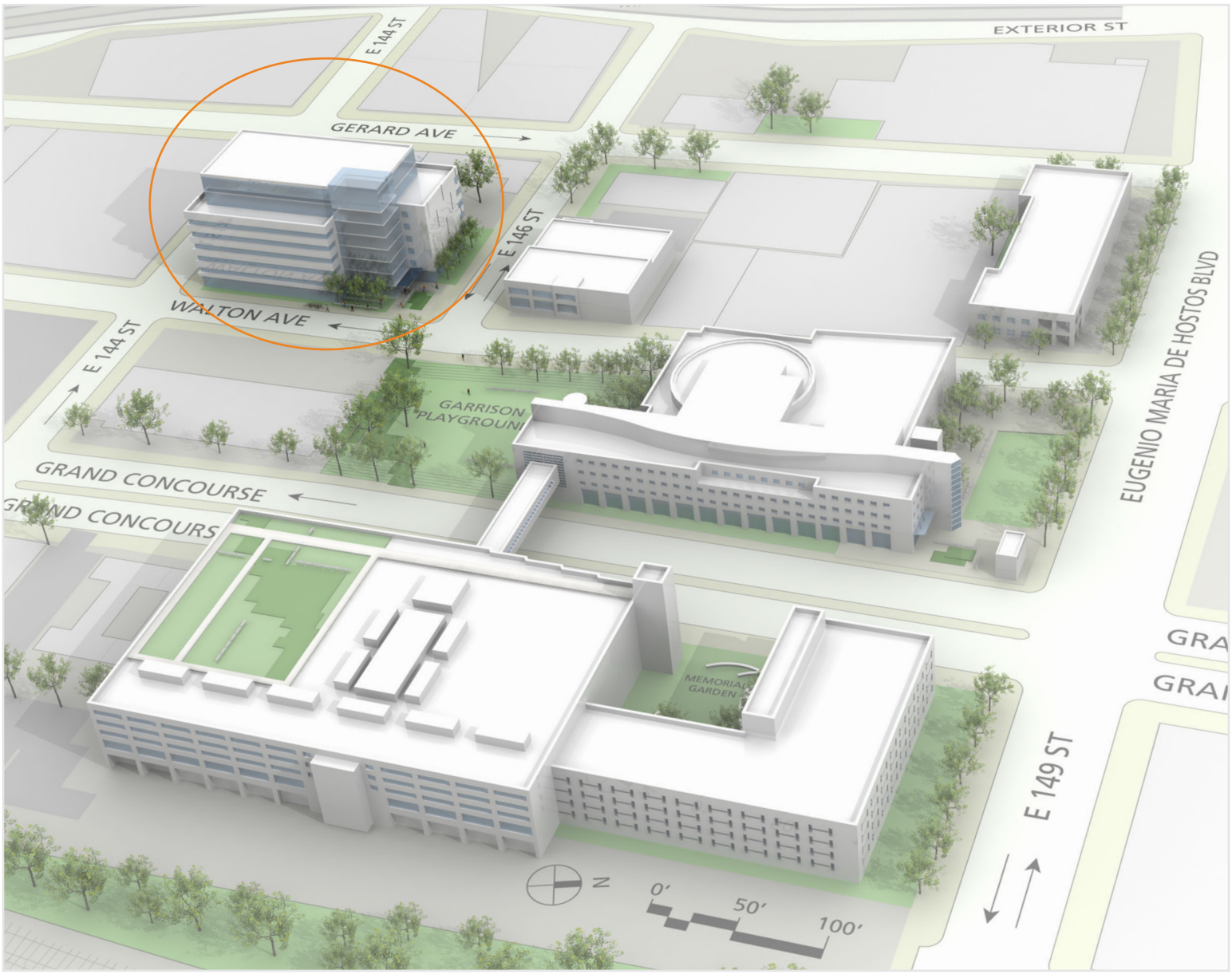
In higher education, the emphasis on evidence-based decision making and the use of data to impact institutional renewal has increased dramatically in recent years. More and more, data are being used to assess institutional performance. This year, Hostos will strengthen alignment between CUNY's Performance Management Process (PMP) and our Strategic Plan activities and outcomes.

I AM HOSTOS

Hostos Repertory Theater rehearsing for the Edinburgh Festival Fringe in Scotland.

THE FUTURE IS NOW

- New Allied Health & Natural Science Complex with State-of-the-Art Teaching Labs
- College and Community Health and Wellness Center
- 170,000 SQ. FT. 9 Story Building Located on Walton Avenue between E. 144th and E. 146th Streets



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CUNY The City University of New York

Aligned Hostos Strategic Planning Goals and Initiatives and CUNY PMP Indicators 2013-14

This table demonstrates the alignment between Hostos' Strategic Plan Goals and Initiatives and the City University of New York (CUNY)'s Performance Management Process (PMP) Indicators, which are set by CUNY each year for all CUNY campuses as a way to make progress toward achieving CUNY's nine PMP overarching objectives:

1. Strengthen 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 campus life and 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

As this table shows, all CUNY Indicators align with Hostos' Strategic Plan Goals and Initiatives, particularly initiatives designed to improve teaching and learning (within goal 1), build a culture of continuous improvement and innovation (within goal 3), and strengthen the college's infrastructure and advancement capacity (within goal 5). Hostos' Strategic Plan also focuses on areas beyond the scope of PMP Indicators, such as campus and community leadership development (goal 2) and workforce development (goal 4).

Aligned Hostos Strategic Plan Goals and Initiatives and CUNY PMP Indicators 2013-14		
Hostos Strategic Plan Goal	**Hostos Strategic Plan Initiative**	**Aligned CUNY PMP Indicator**
G-1: Integrated Teaching and Learning Programs and Supports	I-1: Focus on First Year Success and Transfer (includes efforts addressing retention and graduation)	3.2.1a, 3.2.1b, 3.2.2, 3.3.1, 4.1.1, 4.1.2, 4.1.4, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 6.2.1, 7.2.1, 7.2.2, 7.3.1
	I-2: Rethink Remedial and Developmental Education	3.1.3, 3.1.4, 3.1.5
	I-3: Cultivate Cross-Disciplinary Scholarship for Effective Teaching and Learning	2.2.1, 2.3.1, 2.3.2, 2.4.1
	I-4: Build Articulated Pathways for Learning Between Degree Programs and Continuing Education Offerings	7.3.2

Aligned Hostos Strategic Plan Goals and Initiatives and CUNY PMP Indicators 2013-14		
Hostos Strategic Plan Goal	**Hostos Strategic Plan Initiative**	**Aligned CUNY PMP Indicator**
G-2: Campus and Community Leadership	I-1 Develop Next Generation of Student Leaders – All Levels	
	I-2: Build Faculty and Staff Management Skill Sets and Leadership	
	I-3: Advance Cultural Competency Programming	
	I.4: Assist in the Professional Development of the Leadership of Bronx Nonprofits Based on Collaboration	
G-3: Culture of Continuous Improvement and Innovation	I-1: Align Planning and Assessment Systems	1.1.1, 1.1.2, 1.1.3, 1.2.3, 2.1.1, 6.1.1, 6.1.2, 6.2.1, 6.2.2, 6.2.3, 7.1.1, 9.1.1, 9.1.2, 9.2.1, 9.2.2, 9.3.1, 9.3.2
	I-2: Institute Clear Program Planning and Review Cycles	1.2.1, 1.2.2, 5.1.1
	I-3: Assess Student Learning Outcomes, Including a Focus on Gen Ed	
	I-4: Assist Bronx Community and Educational Nonprofits as They Develop a Culture of Continuous Improvement and Innovation	
G-4: Workforce Development for a 21st Century	I-1 Systematize Environmental Scanning	
	I-2: Ensure State-of-the-Art Offerings	
	I-3: Transition Students to Employment	5.2.4
	I-4: Expand Workforce Partnerships	
G-5: Institutional Infrastructure and Advancement	I-1: Establish Hostos as a Model for Use of Technology	1.3.1, 1.3.2
	I-2: Optimize Physical Infrastructure To Meet Student Needs	
	I-3: Diversify the College's Sources of Revenue	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3
	I-4: Align and Expand the College's Marketing and Branding Efforts	

Appendix IX

Mid-Year and End-of-Year Templates for Operational Plan Reports

Hostos Community College Operational Plan – FY 2012-2013
Mid-Year Divisional Status Update

Focus on First Year Student Success & Transfer (G1, I1)						
Division						
Annual Results Anticipated	**Result Achieved?**		**Key Activities**	**Status of Activities**	**Discussion**	**Next Steps**
	☐ YES	☐ NO		☐ Completed ☐ In Progress ☐ Not Started		
	☐ YES	☐ NO		☐ Completed ☐ In Progress ☐ Not Started		
	☐ YES	☐ NO		☐ Completed ☐ In Progress ☐ Not Started		
	☐ YES	☐ NO		☐ Completed ☐ In Progress ☐ Not Started		

Focus on First Year Student Success & Transfer (G1, I1)				
Division				
Annual Result Anticipated	**Result Achieved**		**What Did You Learn?**	**Next Steps**
			What Worked, Didn't Work and Why? What Circumstances Impacted the Work?	*What will you continue to do, or not?*
	☐YES	☐NO		

Appendix X

Aligned Operational Plan and PMP Reporting Annual Calendar

Hostos Community College Hostos Operational Plan & CUNY PMP Planning and Reporting Cycles Timeline and Major Tasks for 2013-14		
When	**What**	**Who**
October 2013	Present ops plan for 2013-14 at State of the College, including highlights from 2012-13	President, Deputy to President, OIRSA
November 2013	Release 2013-14 ops plan publicly	President, OIRSA, Cabinet
January 2014	Cabinet/Deans ops plan check-in (discuss prelim findings/issues) Cabinet meeting date: January 2014	Cabinet, Deans, OIRSA
February 2014	Prepare annual report on SP progress Divisions finalize mid-year ops plan reports for 2013-14	President, Cabinet, Deans, Directors by division, OIRSA
March 2014	President's Retreat – discuss mid-year results from 2013-14 divisional ops plans; set ops plan priorities for 2014-15; draft 2014-15 PMP goals and targets; finalize report out of SP for 2012-13	President, Cabinet, Deans, OIRSA
March-April 2014	Divisions hold divisional retreats (1-2 weeks post President's Retreat), divisions draft operating plans for 2014-15 Draft ops plans inform budgeting and resource allocation discussions with Presidents and Admin. & Finance. Deadline: divisional drafts due April 2014	VPs, Deans, Directors by division, OIRSA
May 2014	Draft 2014-15 PMP goals and targets based on divisional ops plans Cabinet meeting date: May 2014	President, VPs, OIRSA
June 2014	Divisions finalize end-of-year ops plan reports for 2013-14 Finalize PMP end-of-year report for 2013-14 VPs turn in final copy by mid-June Finalize 2014-15 PMP goals and targets VPs turn in final copy on goals and targets June 2014	President, Deputy to President, VPs, Deans, Directors by division, OIRSA
July-August 2014	Divisions finalize ops plans for 2014-15 President to approve final ops plans by August 2014	President, Deputy to President, Cabinet and Deans, OIRSA
October 2014	Present ops plan for 2014-15 at State of the College, including highlights from 2013-14	President, Deputy to President, OIRSA
AND REPEAT!		

Appendix XI

Hostos General Education Competencies

GENERAL EDUCATION CORE COMPETENCIES / LEARNING GOALS

GLOBAL CITIZENSHIP AND LIFE COMPETENCIES IN A MULTICULTURAL PLANETARY CIVILIZATION

1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
5. Cultivate an understanding and appreciation of aesthetic literacy.
6. Develop and demonstrate leadership and interpersonal relationship skills.

SCIENTIFIC AND QUANTITATIVE REASONING

7. Interpret scientific observations and delineate conclusions.
8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.
9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.
10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.

COMMUNICATION SKILLS

11. Read, write, listen and speak effectively.
12. Recognize the need for precision in vocabulary appropriate to the writing task at hand, and comprehend the interplay of abstract ideas and concrete details.
13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.

ACADEMIC LITERACY & INQUIRY SKILLS

15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.
16. Access and evaluate critically current events and issues from many perspectives.
17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.
18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
19. Acquire important knowledge and information for life-long learning.

Appendix XII

Draft of Hostos General Education Competencies Mapped to Pathways Student Learning Outcomes

Pathways Outcomes	Hostos General Education Outcomes
English Composition	
• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.	14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.
• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.	12. Recognize the need for precision in vocabulary appropriate to the writing task at hand, and comprehend the interplay of abstract ideas and concrete details.
• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.
Mathematical and Quantitative Reasoning:	
•	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	Quantitative Literacy Rubric Dimension: **Interpretation:** *Ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams)*

• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.	Quantitative Literacy Rubric Dimension: **Calculation**
• Represent quantitative problems expressed in natural language in a suitable mathematical format.	Quantitative Literacy Rubric Dimension: **Representation:** *Ability to convert relevant information into various mathematical forms (e.g. equations, graphs, or diagrams)*
• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.	Quantitative Literacy Rubric Dimension: **Communication:** *Expressing a solution so that an audience understands what the solution means*
• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.	Quantitative Literacy Rubric Dimension: **Estimation/ Reasonableness Checks:** *Reality check*
• Apply mathematical methods to problems in other fields of study.	
Life and Physical Sciences:	
• Identify and apply the fundamental concepts and methods of a life or physical science.	8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.
• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.	
• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.	7. Interpret scientific observations and delineate conclusions.
• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.	3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
All Flexible Core courses must meet the following three learning outcomes. A student will:	
• Gather, interpret, and assess information from a variety of sources and points of view.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze,

	evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Evaluate evidence and arguments critically or analytically.	17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.
• Produce well-reasoned written or oral arguments using evidence to support conclusions.	13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
World Cultures and Global Issues	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Analyze the historical development of one or more non-U.S. societies.	1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
• Analyze the significance of one or more major movements that have shaped the world's societies.	16. Access and evaluate critically current events and issues from many perspectives.
• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
U.S. Experience in its Diversity	
• Identify and apply the fundamental concepts	2. Exhibit an appreciation, understanding,

and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.	acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	16. Access and evaluate critically current events and issues from many perspectives.
• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Explain and evaluate the role of the United States in international relations.	16. Access and evaluate critically current events and issues from many perspectives.
• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
Creative Expression	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.	5. Cultivate an understanding and appreciation of aesthetic literacy.
• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.	5. Cultivate an understanding and appreciation of aesthetic literacy.
• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.	11. Read, write, listen and speak effectively.
• Demonstrate knowledge of the skills	1. Function effectively as a member of the local

involved in the creative process.	and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
• Use appropriate technologies to conduct research and to communicate.	13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
Individual and Society	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.	1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
• Examine how an individual's place in society affects experiences, values, or choices.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Articulate and assess ethical views and their underlying premises.	4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
• Articulate ethical uses of data and other information resources to respond to problems and questions.	4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.	15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.
Scientific World	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and

develop solutions.	qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.	17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.
• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.	3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.	9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.

Appendix XIII

General Education Course Assessment Reports

ENG 110 Fall 2012 Gen Ed Assessment Report

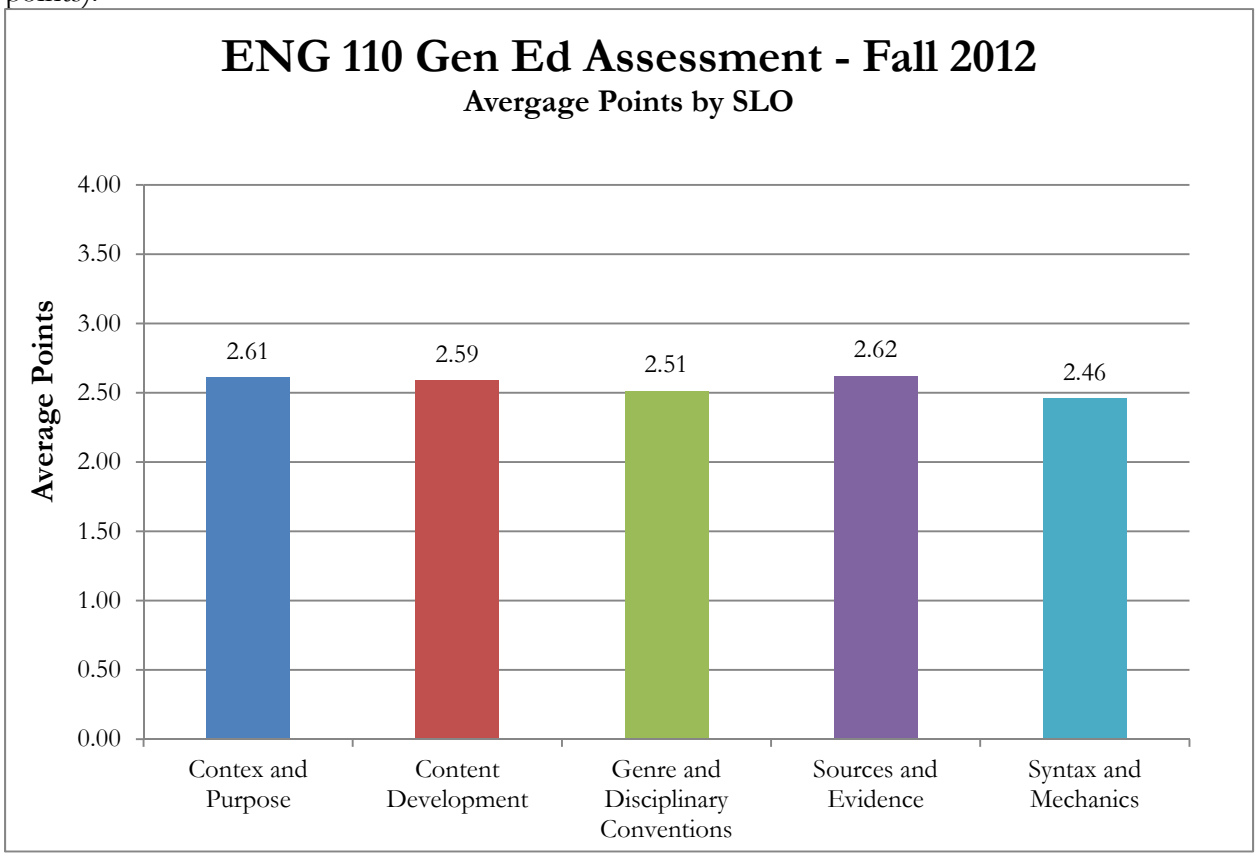
Prepared by the Office of Institutional Research and Student Assessment (OIRSA)

Background

The Hostos Gen Ed Committee was charged with conducting general education assessment of four courses in the Fall 2012 semester, one of which was ENG 110. The assessment was done for the Fall 2012 final assignment. A Gen Ed subcommittee obtained a sample of 46 final assignments from 3 sections and assessed them using the Written Communication rubrics, graded on the scale of 1 – 4, where 4 means 'incorporating the skill', 3 means 'mastering the skill', 2 means 'developing the skill', and 1 means 'attempting the skill'. Each test was scored by two subcommittee members (readers) and averages of the two scores were calculated for all students.

Results

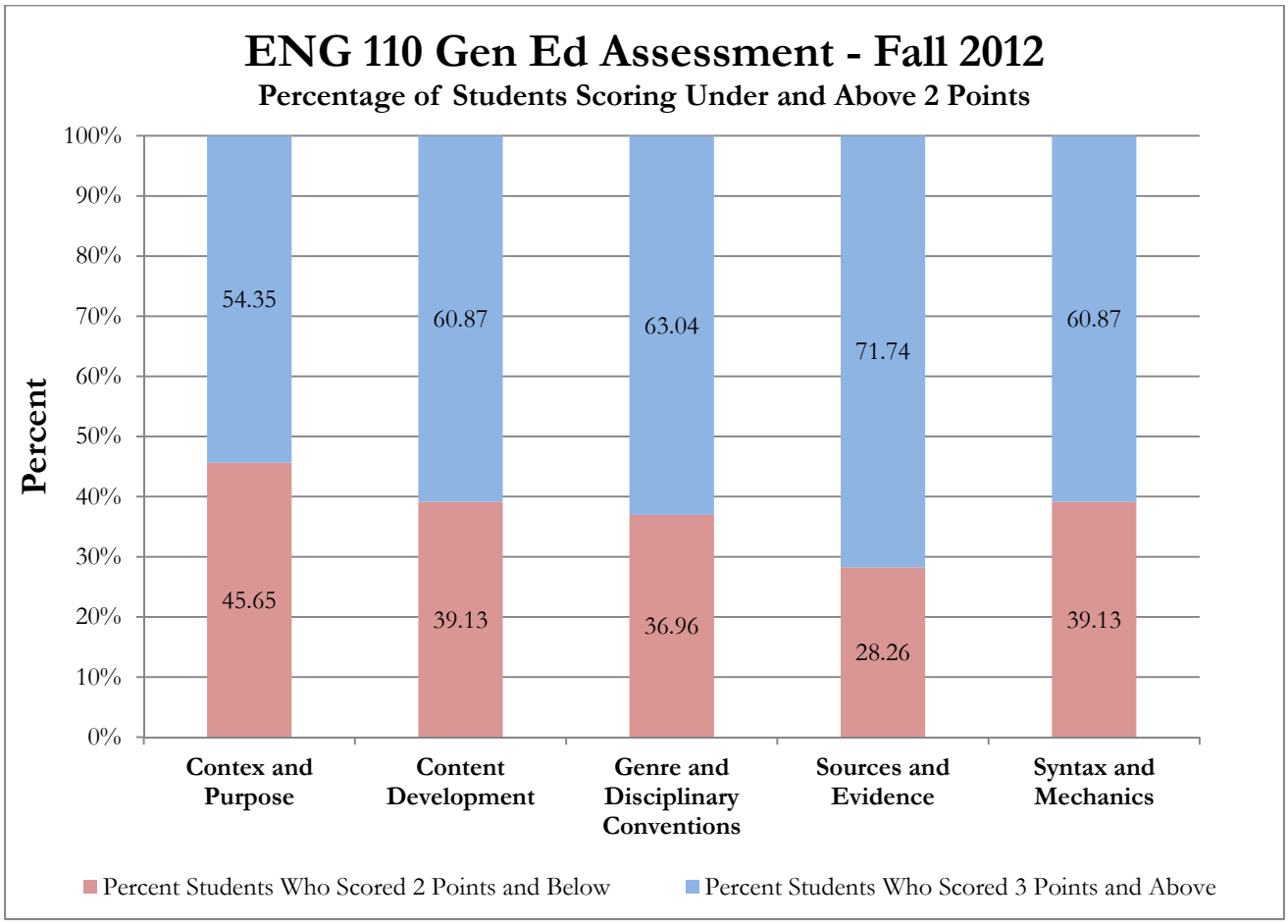
The distribution of the students' average scores is quite even, oscillating around 2.5 points, with 2.51 points being the lowest, and 2.62 points being the highest average score. Such results put the students between the "developing skill" and "mastering skill" levels. The graph below depicts the students' average scores on each of the rubric categories. Students received the highest scores on the source and evidence part (2.62 points on average), and the lowest on syntax and mechanics (2.46 points).



The table and graph below show the percentages of students who scored between 1 and 2 points, and the percentages of students who scored between 3 and 4 points on each question. Almost 72

percent (71.74) of the students scored 2 points or more in sources and evidence, and only slightly over half (54.35 percent) scored 2 points or more in the context and purpose category.

Gen Ed Rubric Category	Percent Students Who Scored 2 Points and Below	Percent Students Who Scored Above 2 Points
Context and Purpose	45.65	54.35
Content Development	39.13	60.87
Genre and Disciplinary Conventions	36.96	63.04
Sources and Evidence	28.26	71.74
Syntax and Mechanics	39.13	60.87



Recommended next steps

The Spring 2013 Gen Ed assessment revealed some strengths and weaknesses of ENG 110 students. While the sampled Fall 2012 students demonstrated a 'developing/mastering skill' level on most of the rubric dimensions (Sources and Evidence, Genre and Disciplinary Conventions, Content Development, and Syntax and Mechanics), a significant percentage of the students had problems with the context and purpose of writing.

After presenting the results of the Fall 2012 assessment to the ENG 110 faculty, OIRSA (in conjunction with the Gen Ed Committee) will initiate a discussion on the possible impact of the results on the teaching and learning processes, and will continue to work with the faculty in order to identify ways in which the problematic areas can be addressed. The Fall 2012 assessment will serve as a benchmark against which future Gen Ed assessment of the course can be done.

VPA 192 Spring 2013 Gen Ed Assessment Report

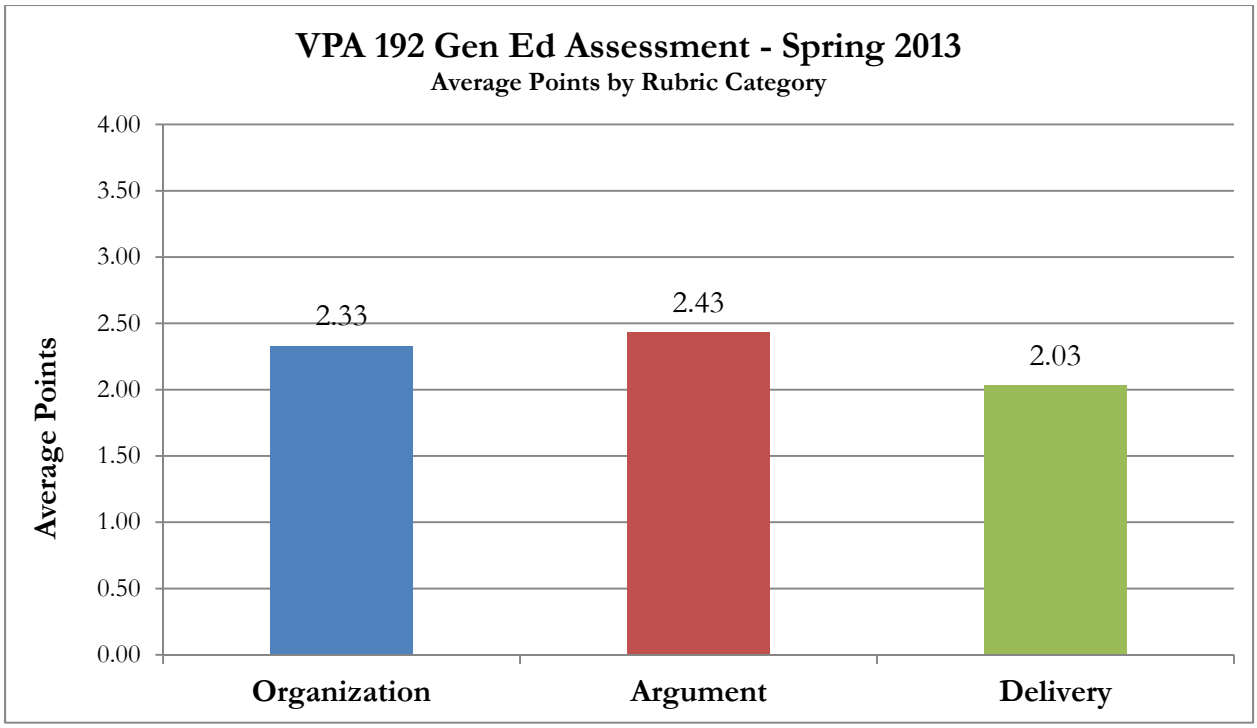
Prepared by the Office of Institutional Research and Student Assessment (OIRSA)

Background

The Hostos Gen Ed Committee was charged with conducting general education assessment of four courses in the Spring 2013 semester, one of which was VPA 192. Four sections were assessed in May 2013. A Gen Ed subcommittee observed a total of 44 oral presentations VPA 192 students gave in lieu of their final exam and assessed the presentations using three categories of the Oral Communication rubric graded on the scale of 1 – 4, where 4 means 'incorporating the skill', 3 means 'mastering the skill', 2 means 'developing the skill', and 1 means 'attempting the skill'. Each presentation was scored by three subcommittee members. Two of them, following an agreed-upon schedule, would be primary and the third would serve as backup. Whenever there was a discrepancy of two points or more between the primary graders, the backup grader's score would be used. The inter-rater reliability was 87.12 percent.

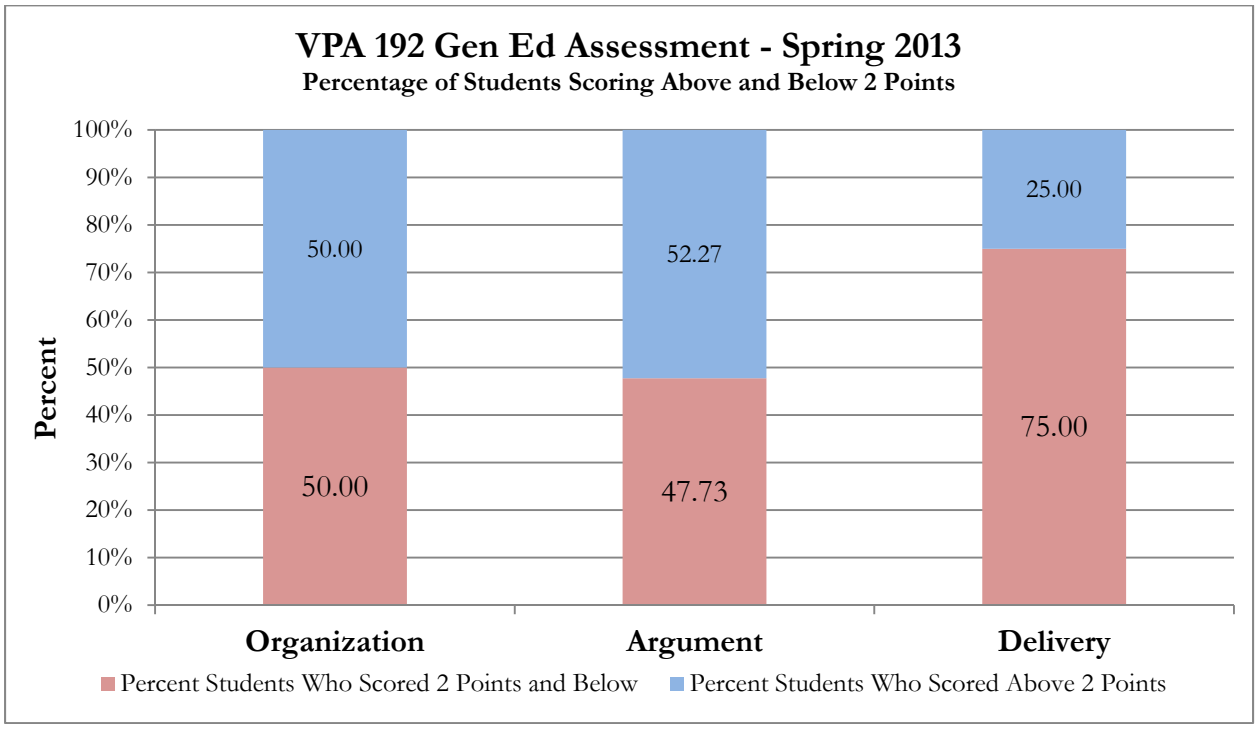
Results

On the whole, the VPA 192 students received between 2.03 and 2.43 points. That places them slightly above the 'developing skill' level, with argument being the strongest and delivery – the weakest dimension. The graph below depicts the students' average scores on each of the rubric categories. Students received the highest scores on the argument and organization part (2.43 and 2.33 points on average respectively). Delivery caused the students most problems, with the average score of 2.03.



The table and graph below show the percentages of students who scored between 1 and 2 points, and the percentages of students who scored between 2 and 4 points on each question. As many as 75 percent of the students scored 2 points or fewer on delivery, with organization and argument being at or close to 50-50.

Rubric	Percent Students Who Scored 2 Points and Below	Percent Students Who Scored Above 2 Points
Organization	50.00	50.00
Argument	47.73	52.27
Delivery	75.00	25.00



Recommended next steps

The Spring 2013 Gen Ed assessment revealed some strengths and weaknesses of VPA 192 students. While the sampled Spring 2013 students scored slightly above the 'developing' level skill two of the three assessed dimensions (argument, organization), a significant percentage of the students had problems with the delivery.

After presenting the results of the Spring 2013 assessment to the VPA 192 faculty, OIRSA (in conjunction with the Gen Ed Committee) will initiate a discussion on the possible impact of the results on the teaching and learning processes, and will continue to work with the faculty in order to identify ways in which the problematic areas can be addressed. The Spring 2013 assessment will serve as a benchmark against which future Gen Ed assessment of the course can be done.

MAT 120 Spring 2013 Gen Ed Assessment Report

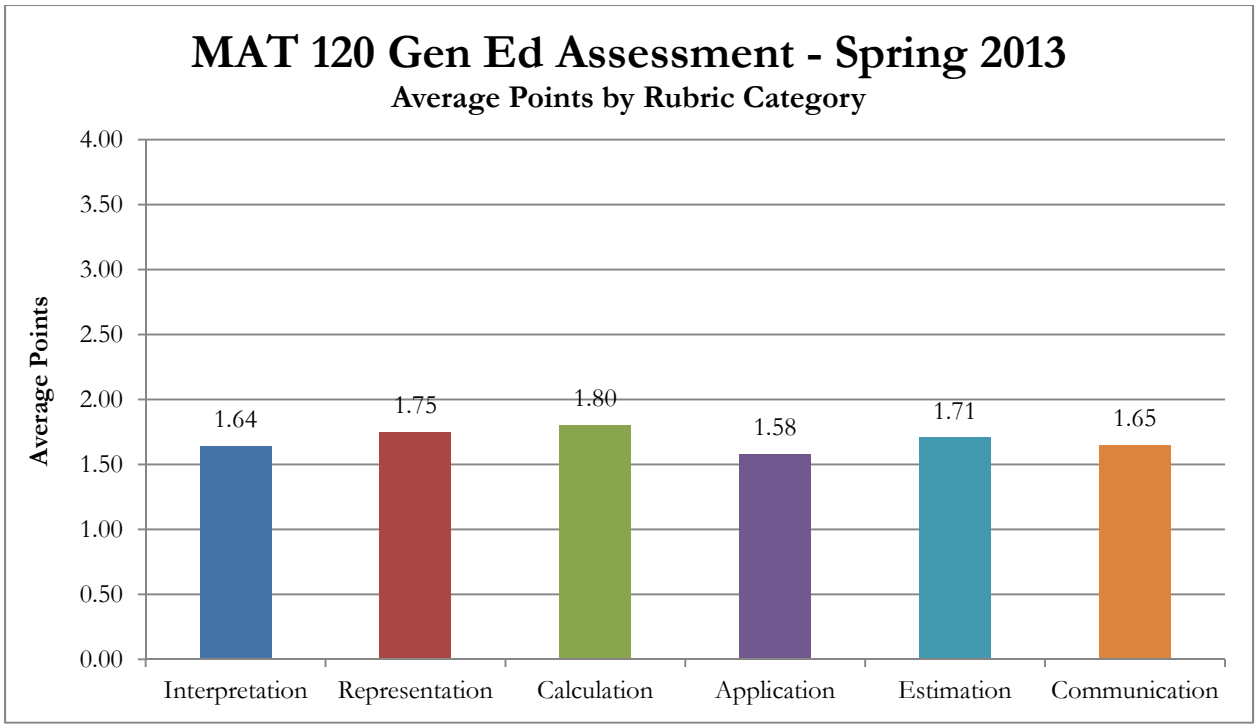
Prepared by the Office of Institutional Research and Student Assessment (OIRSA)

Background

The Hostos Gen Ed Committee was charged with conducting general education assessment of four courses in the Spring 2013 semester, one of which was MAT 120. There were 8 sections of MAT 120 in the Spring 2013 term. A Gen Ed subcommittee obtained a sample of 40 final exams, 5 from each section and assessed them using the Quantitative Literacy Rubrics, graded on the scale of 1 – 4, where 4 means 'incorporating the skill', 3 means 'mastering the skill', 2 means 'developing the skill', and 1 means 'attempting the skill'. Each test was scored by two subcommittee members and whenever the discrepancy between the graders was 2 points or higher, an average was calculated and used. The inter-rater reliability was 95.67 percent.

Results

On the whole, the MAT 120 students received between 1.58 and 1.80 points. That places them between the 'attempting skill' and 'developing skill' levels, slightly closer to the latter. The graph below depicts the students' average scores on each of the rubric categories. Students received the highest scores on the calculation part (1.8 points on average), with representation and estimation not far behind (1.75 and 1.71 points on average respectively). Communication, interpretation, and particularly application caused the students most problems (1.65, 1.64, and 1.58 points on average respectively).

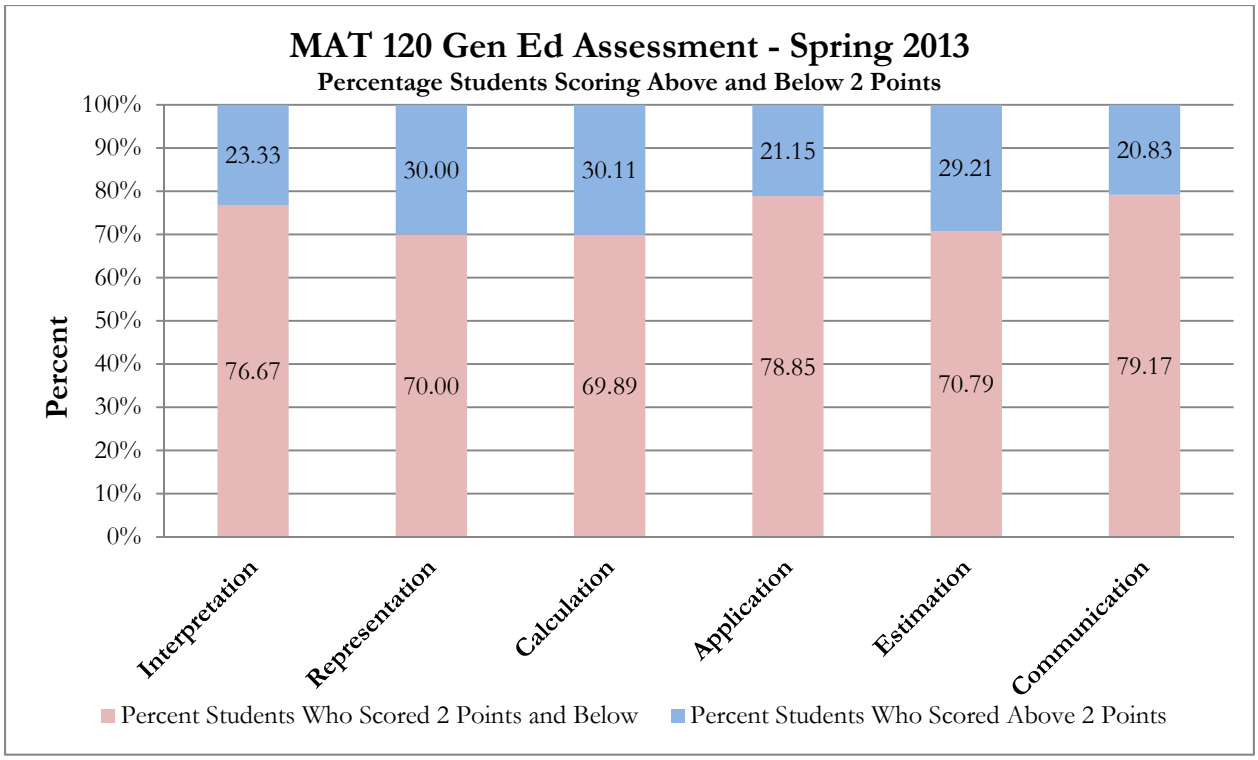


All three versions of the test (A, B, and C) were structured in the same way, with similar content questions numbered 1 – 5. The table below shows the percentages of students who scored between 1 and 2 points, and the percentages of students who scored between 2 and 4 points on each

question. All students, regardless of the test version, had the lowest scores on question 5, which was the most complex problem all five.

Question	Rubric	Percent Students Who Scored 2 Points and Below	Percent Students Who Scored Above 2 Points
Question 2	Representation	63.16	36.84
	Calculation	64.86	35.14
	Estimation	65.79	34.21
Question 3	Interpretation	70.27	29.73
	Representation	68.42	31.58
	Calculation	65.63	34.38
	Application	71.88	28.13
	Estimation	64.52	35.48
	Communication	76.67	23.33
Question 5	Interpretation	86.96	13.04
	Representation	83.33	16.67
	Calculation	83.33	16.67
	Application	90.00	10.00
	Estimation	90.00	10.00
	Communication	83.33	16.67

The graph below shows the same breakdown, but this time the data have been aggregated. It is important to mention that two rubric categories (interpretation and application) were aggregated based only on 2 questions (number 3 and 5) since the subcommittee agreed question 2 was not conducive to assessing interpretation and application).



Recommended next steps

The Spring 2013 Gen Ed assessment revealed significant weaknesses of MAT 120 students on all six Gen Ed rubric dimensions. After presenting the results of the Spring 2013 assessment to the MAT 120 faculty, OIRSA (in conjunction with the Gen Ed Committee) will initiate a discussion on the possible impact of the results on the teaching and learning processes, and will continue to work with the faculty in order to identify ways in which the problematic areas can be addressed. The Spring 2013 assessment will serve as a benchmark against which future Gen Ed assessment of the course can be done.

ENV 110 Spring 2013 Gen Ed Assessment Report

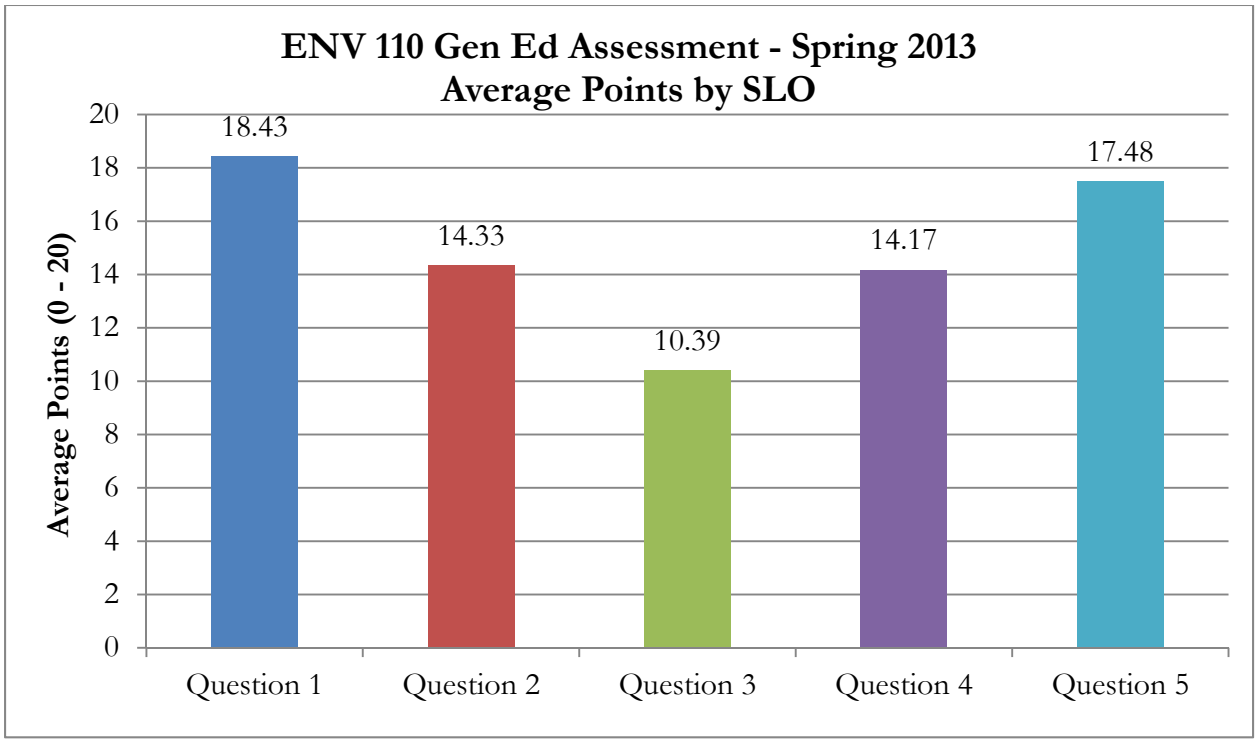
Prepared by the Office of Institutional Research and Student Assessment

Background

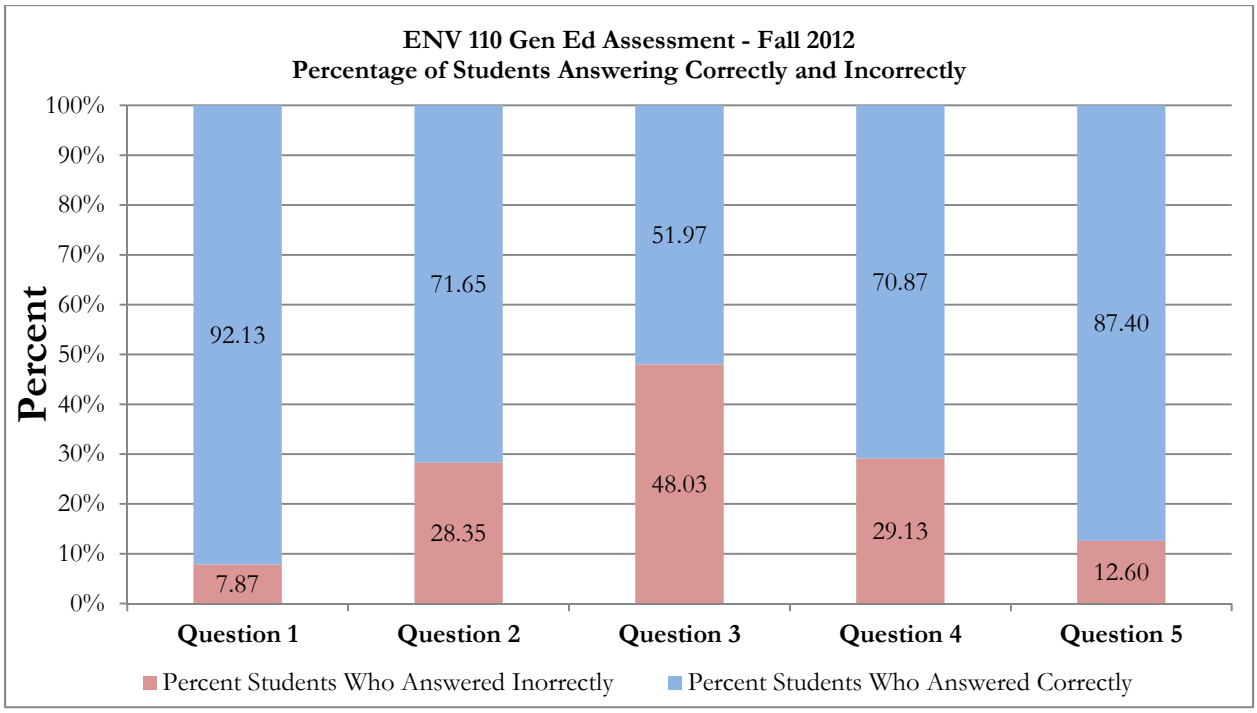
The Hostos Gen Ed Committee was charged with conducting general education assessment of four courses in the Spring 2013 term, one of which was ENV 110. Assessment was done using five questions prepared by a Gen Ed subcommittee and the ENV 110 course coordinator. The questions were embedded in the Spring 2013 final lab assignment and were administered to students in all 7 sections of ENV 110. The assessment was done by each faculty member who graded the ENV 110 final lab assignment using the Problem Solving Gen Ed rubric. Each question was scored 0 (incorrect) or 20 (correct).

Results

Of the five questions embedded in the final lab assignment, the ones which caused the ENV 110 students most problems were questions 2, 3, and 4. These questions required more math skills than questions 1 and 5. Questions 2 and 4 required one mathematical operation each, and question 3 required the students to perform two mathematical operations; questions 3 was by far the most problematic one (see graph below).



The graph below shows the percentages of students who answered correctly and incorrectly; almost half of the students (48.03 percent) scored 2 points or fewer on question 3.



A more detailed analysis of the Spring 2013 ENV 110 students revealed that for approximately 60 percent of them, the highest math level attained was MAT 10, 20, or 100, which could explain the poor results on the questions requiring mathematical skills. This information was conveyed to the course coordinator and an impacts analysis followed (see p. 3).

Impacts of the Spring 2013 Gen Ed ENV 110 Assessment

Prepared by Nelson Nunez-Rodriguez, EVN 110 Course Coordinator

1) Assessing ENV 110 assessment results

- The ability to do math may have an impact on the way to understand the course: The results indicate that an ongoing student lack of proficiency in math may be interfering Env 110 results. Three questions to diagnose entering ENV110 students will help us to verify their math background. This 3 question-quiz will be applied at the beginning on the course.

- A three question-quiz, based on math problems, will also be given to ENV120 student population who took above-mentioned ENV110. This will help to verify if the Math above-mentioned issue has affected ENV110 final lab quiz assessment results. See ENV120 quiz below.

2) Fall 2013 intervention

2.1- A final common 10 question-ENV120 lab quiz will be used in all ENV120 sections

2.2- The final common ENV 110 lab quiz will be applied with 10 questions.

2.3- These two quizzes will try to assess if students are accomplishing pathway learning outcomes, ENV110-Scientific reasoning and school Gen Ed competencies. A final paper assignment in this course is also expected to evaluate these competencies fulfillment. A meeting in the first

week of the semester and follow up conversations will be devised to prepare adjunct faculty for this endeavor. Funding sources should be explored to compensate their time.

ENV120-entering quiz

1) After introducing a 7 gram-object into a graduated cylinder, the volume in the cylinder increased from 13ml to 18ml. Based on this information, the density (density=mass/volume) of the object is:
a)1.25 g/ml
b) 1.4 g/ml
c) 5 g/ml
d) 15 g/ml
e) 19 g/ml

2) If distance is speed multiplied time and a car is travelling at 45 miles per hour. After 2 hours and 30 minutes, how far will the car go?
a) 103.5
b) 1,440
c) 112.5
d) 18
e) 19.6

3) If one US dollar is equal to 41.8 Dominican Republic pesos (DOP), how many burgers can you buy in the Dominican Republic with 25 dollars if the cost of burger there is $125 DOP?
a)
b)
c)
d)
e)

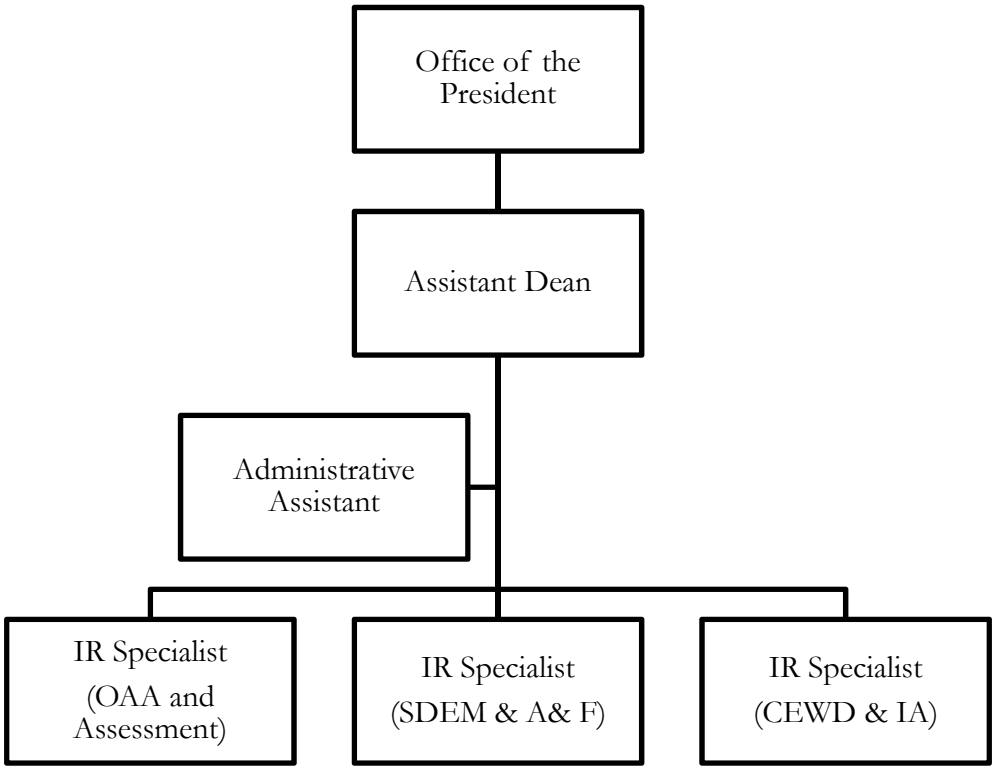
ENV110-entering quiz
1) XXX

2) If distance is speed multiplied time and a car is travelling at 45 miles per hour. After 2 hours and 30 minutes, how far will the car go?
a) 103.5
b) 1,440
c) 112.5
d) 18
e) 19.6

3) If one US dollar is equal to 41.8 Dominican Republic pesos (DOP), how many burgers can you buy in the Dominican Republic with 25 dollars if the cost of burger there is $125 DOP?
a)
b)
c)
d)
e)

Appendix XIV

OIRSA Organization Chart



Appendix XV

Hostos Institutional Assessment Plan 2013-2017

Continuous Improvement Matters: Institutional Assessment Plan for Hostos Community College 2013-2017

Office of Institutional Research and Student Assessment
Office of the President
Eugenio María de Hostos Community College
The City University of New York

September 15, 2013

Table of Contents

I. Closing the Loop on Continuous Improvement 1
II. Background and Profile of Hostos 2
III. Driving Forces Behind the Assessment Plan 2
IV. Levels of Assessment at Hostos 4
V. Institution Level Assessment 5
VI. Program Level Assessment 15
VII. Course Level Outcomes Assessment 23
VIII. Structure and Processes that Support Assessment 25
IX. Assessment and Institutional Renewal – How it Works 27
X. Communication of Assessment Activities and Results 30
XI. Conclusions 31

Appendices:

Appendix I	Hostos Mission
Appendix II	Mission Logo and Mission Themes
Appendix III	2011-16 Strategic Plan
Appendix IV	Operational Plan
Appendix V	PMP Objectives and Hostos' 2012-13 PMP Goals and Targets
Appendix VI	Hostos General Education Competencies
Appendix VII	Description of CUNY Pathways
Appendix VIII	Hostos General Education Competencies Mapped to Pathways
Appendix IX	Hostos General Education Rubrics
Appendix X	General Education Assessment Report Template
Appendix XI	The Why and How of E-portfolios and Capstones and a Brief Literature Review on the Use of E-portfolios
Appendix XII	OIRSA's 2012-13 President's Retreat Presentation
Appendix XIII	Sample of Completed Operational Plan Template
Appendix XIV	Sample Program Learning Outcomes and Related Outcomes Maps
Appendix XV	Schedule for Academic and Non-Academic Program Reviews; Protocols for conducting the APR
Appendix XVI	List of 2012-13 Courses for Outcomes Assessment
Appendix XVII	Organization Chart for OIRSA

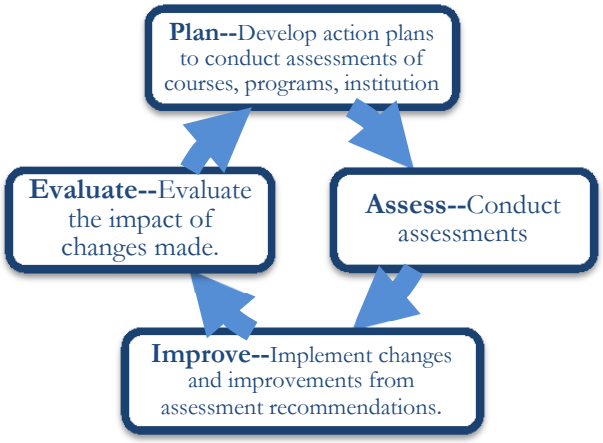
I. Closing the Loop on Continuous Improvement

Let's do a word association. *Institutional assessment* …what immediately comes to mind?

While a single document is not likely to change peoples' associations, it can provide a clarity that helps them understand something better, allowing them to be more open to it. This assessment plan is intended as such a document. It not only lays out the nuts and bolts of Hostos' comprehensive approach to institutional assessment, but it also serves as a platform from which to build a greater and deeper consensus about the purpose and value of assessment. The plan is intended to help expand the Hostos college community's knowledge about how institutional assessment, when planned for and implemented effectively, can serve as the infrastructure that informs decision-making so that the campus community can more effectively and efficiently achieve its mission.

Good institutional assessment systems can act like electrical circuits. They become a source of energy that revitalizes organizations. However, knowledge, like electricity, can only be conducted through a network or circuit that has a closed loop giving a return path for the current. At Hostos, the issue of "closing the loop" is a primary one. The figure below shows how the various components of assessment activities inter-relate, resulting in a cycle of continuous improvement and assessment. The college has many active assessment components, but the interconnections between and the systemization of these components need to be strengthened.

Figure 1
Cycle of Continuous Improvement



Hostos' 2011-16 strategic plan calls attention to this issue. In that plan, Hostos commits to *strengthening its culture of continuous improvement and innovation* as one of its five goals. This institutional assessment plan provides the specifics about how assessment will be systematized. It outlines Hostos' comprehensive approach toward "closing the loop" on institutional assessment, one that ties all elements together – in terms of *types of assessment* (from course, program, institutional assessments, and general education assessment), as well as *processes* to help all college stakeholders utilize assessment more effectively in their decision-making processes.

II. Background and Profile of Hostos

Institutional Profile: 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.

Hostos offers 27 degree options and certificate programs, including academic transfer, and career/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 on the college's website (www.hostos.cuny.edu).

Student Profile: Over the past 10 years, enrollment at Hostos has almost doubled. According to Fall 2012 data, Hostos' unduplicated headcount was 6,455, with 4,453 FTEs.

The number of adult and continuing education students has grown by 451% since 1999-2000, from 1,994 to 10,986 in 2011-12. 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 2012, one hundred and twenty countries and territories and 78 languages were represented on campus.

Hostos students face serious economic and educational challenges to their pursuit of higher education. The large majority (over 70%) has household incomes below $30,000 and is eligible for financial aid. 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.

Given these tremendous hurdles to higher education and that about 35 percent of Hostos students drop out after their first year, the Hostos community needs to be precise and systematic in obtaining information that not only allows problems and issues to be diagnosed, but identifies those strategies and programs that are working for its students.

III. Driving Forces Behind the Assessment Plan

This institutional assessment plan balances the driving forces which help set Hostos' course of action – those which the college has outlined for itself in the form of its mission and val-

ues, those which The City University of New York (CUNY) has defined in the form of Performance Management Process (PMP) objectives for all of its campuses, and those which Hostos has set as priorities from 2011-16 in the form of its strategic plan. (The PMP is CUNY's mechanism to link planning and goal setting by the University with that of its constituent colleges and professional schools.)

Hostos' Driving Forces: The central grounding element for the assessment plan is the Hostos Mission (see Appendix I). Hostos' mission is a forthright description of how it will address the complex challenges its students face in their pursuit of higher education. The mission provides guidance for the way in which the college seeks to help students achieve success. Further, it helps faculty, staff, and administrators remain grounded in the college's founding principles, while also ensuring that the institution remains dynamic and transformative into the future.

During the preparation of the college's Middle States Self-Study in 2010-2011, a review of the Mission lifted up six primary themes to which the college is committed:

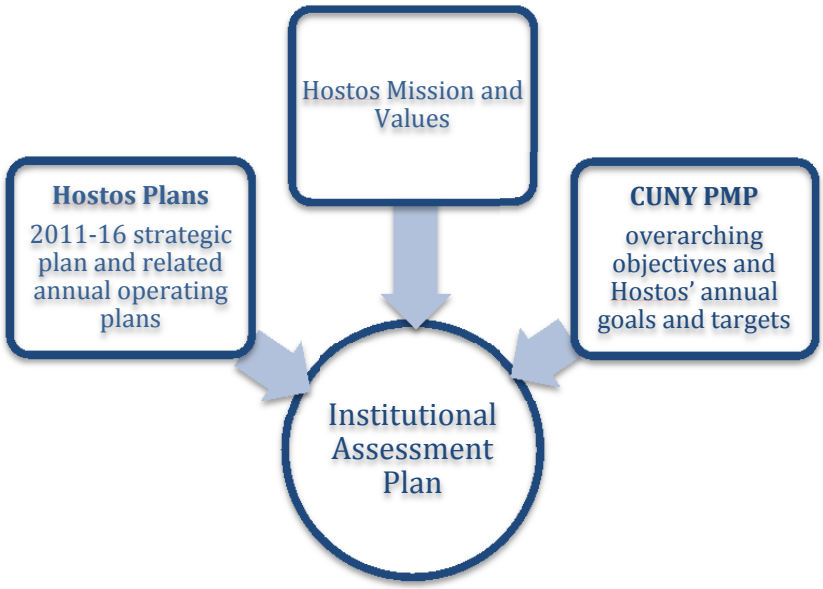
- Access to Higher Education
- Diversity & Multiculturalism
- English/Math Skills Development
- Intellectual Growth/Lifelong Learning
- Socio-economic Mobility
- Community Resources

Appendix II contains the full description of the Mission themes.

Another driving force is Hostos' 2011-16 Strategic Plan. As part of the strategic planning process (which coincided with the Self-Study), 6 values, 5 goals, 20 initiatives, and 30 outcomes were set that provide more specificity in terms of prioritized areas of focus for those 5 years (see Appendix III). Since the Strategic Plan's adoption, the college has undertaken three cycles of annual operational planning, whereby each division has set expected results and activities for the year that relate to the prioritized areas of focus. (See Appendix IV for the 2013-14 Operational Plan.)

CUNY's Driving Forces: The CUNY Performance Management Process (PMP) requires each college to address the annual 9 overarching objectives set by CUNY. Each college sets annual goals and targets that align to these 9 cross-cutting PMP objectives (Appendix V for PMP Objectives and Hostos' 2012-13 PMP Goals and Targets).

Figure 2
Driving Forces Impacting Institutional Assessment at Hostos



IV. Levels of Assessment at Hostos

As with other colleges and universities, Hostos is conducting its assessments at three levels: institutional, program, and course. Although each of these levels has unique challenges and requirements, the overall goal is to create an integrated assessment system that will permit Hostos to improve teaching and learning, organizational effectiveness and accountability, and provide data that is used for planning and resource allocation.

Because of the efforts to institutionalize the Strategic Plan, as well as CUNY's PMP, Hostos has laid a solid foundation for the assessment of institutional effectiveness. At the course level, Hostos has assessed over 30 percent of its courses over the past five years. As a result, there is a solid infrastructure around course assessment in place. The opportunity is to build on these strengths and to better connect the three levels of assessment—course, program, and institution.

The diagram below shows the primary methods of assessment at each of the levels, which are described in detail in the following sections.

Institutional *General education ◊ operational planning ◊ PMP*
Program *SLO program assessment ◊ academic/non-academic program review*
Course *SLO course assessment*

V. Institution Level Assessment

At the institutional level, assessment takes primarily two forms: 1) general education assessment, college-wide; and 2) institutional effectiveness assessment related to Hostos' 2011-16 Strategic Plan and the annual CUNY Performance Management Process (PMP).

A. General Education Assessment

General education assessment provides a college-wide assessment of student performance on the 19 general education competencies identified at Hostos (e.g., communications skills, information literacy, life-long learning). These competencies were developed and adopted by the Hostos faculty in 2004, as a way to identify and assess the underlying competencies that all Hostos students should attain. (See Appendix VI for the General Education Competencies.) In 2010, CUNY developed general education competencies as part of the CUNY Pathways, a system designed to streamline the transfer of courses between colleges. (See Appendix VII for a fuller description of CUNY Pathways.)

The CUNY Pathways competencies have been mapped to the Hostos general education competencies. This has resulted in a single set of competencies that will be used in the general education assessment. (See Appendix VIII for the Hostos General Education Competencies Mapped to Pathways.)

Because general education assessment is inherently cross-cutting, it is desirable to go beyond a simple course-based assessment and focus on the degree to which students completing their college education have attained those competencies throughout their coursework. As an initial and interim process, Hostos is undertaking the general education assessment in tandem with its well-established course-based student learning outcomes assessment approach. This approach will provide the college with data on student performance across the general education competencies in distinct courses.

The longer-term approach is to put into place a methodology that will address the cross-cutting and embedded nature of the general education competencies across the curriculum. The Hostos model is to develop a continuum of general education assessment that will assess student learning and progress from entry to graduation. This approach will encompass a variety of measurements that will occur in courses typically taken before and after the 30th credit.

To address these issues, during 2013-14 and 2014-15, Hostos will pilot two methods for assessing general education that will help the college understand the degree to which competencies are achieved before and after students reach their 30th credit. E-portfolios become the tool for assessing student performance in courses up to the 30th credit. The capstone becomes the assessment for performance beyond the 30th credit (i.e., students in their majors/programs). By adopting this methodology, Hostos will be able to assess the continuum of general education learning across students' careers at the college.

At the end of the pilot period, the college will determine which method(s) may be pursued for further expansion in the assessment of general education learning outcomes. The determining factors for selecting the assessment method(s) to use will be based on: degree of

faculty and student buy-in and participation, cost, relevance of data collected, feasibility of use, ease of data collection, validity of the data collected, and usefulness and relevance of the results to the college in improving teaching and learning.

Primary Methods of General Education Assessment

General Education Course-Based Assessment: To jumpstart general education assessment on campus, in Spring 2013, four courses that underwent course-based student learning outcomes assessment were also assessed for general education. Moving forward, Hostos will continue this process, whereby general education assessment will be conducted for selected courses each year that are also undergoing student learning outcomes assessment.

The annual process is as follows:

- By September of the fall term, the General Education Committee identifies the subset of general education competencies, from the integrated system and college competencies, that will be assessed in the current year. (It is likely that some competencies, e.g., writing skills, will be assessed in multiple years.)
- By September of the fall term, at least four courses will be selected for general education assessment from among the courses that are undergoing course assessment in that academic year.
- In October, the courses will be paired with their general education competencies and faculty will begin participation in PDIs designed to orient them to the course-based general education assessment approach; and assist them in the development of their significant assignments and identification of corresponding artifacts.
- By the end of the fall term, the selected courses will be paired with the general education competencies by which they will be assessed and what artifacts will be collected and used for assessment.
- By the end of the fall term, the general education assignments will be completed and included in the course syllabi for the spring term courses.
- In January, determinations will be made as to who will collect the general education artifacts, when the collection(s) will occur, and the members of the assessment team for each course.
- During the spring term, the general education artifacts will be collected with support from the Office of Institutional Research and Student Assessment (OIRSA).
- By the end of the spring term, with all artifacts collected, the actual assessment of the general education courses will take place. The assessment will be conducted by designated course assessment teams, using the relevant general education rubrics (see Appendix IX). The assessments will be completed by the end of June.
- In July and August, the results from the assessments will be analyzed and reported by OIRSA. Preliminary draft reports will be shared with the Office of Academic Affairs (OAA) for their review and input.
- At the beginning of the next fall term, OIRSA will report the results of the general education competencies by course to the faculty who taught the course, the relevant department chairs/unit coordinators, the General Education Committee, and OAA. Based on the results, OAA will work with faculty and departments to develop appropriate interventions to improve teaching and learning in the courses. In addition,

a summary report across the competencies assessed will be provided to OAA, the General Education Committee, and the Executive Cabinet (as part of institutional effectiveness reporting). (See Appendix X for a report template.)

- At the start of the next spring term (a year after completion of the assessments), based on the plan(s) developed by OAA and the departments and faculty, OIRSA will meet with the faculty teaching the courses that underwent assessment to identify any changes that were made as a result of the findings. This 'closing-the-loop' follow-up will ask two questions: What changes were made to the course as a result of the findings from the assessment study? And what were the impacts of those changes on student outcomes?
- At the end of that spring term, OIRSA, in consultation with OAA, will select a small sample of student artifacts from the previously assessed courses to determine if the changes made to the course resulted in improvements in student learning. (The review and reporting processes will be the same as above.) As was discussed previously, a summary report will be provided to the relevant faculty and leadership.

Pilot Methods for General Education Assessment

In addition to the course-based assessment method described above, Hostos will pilot two longer-term approaches that will put into place methodologies to address the cross-cutting and embedded nature of general education across the curriculum. If either or both of the pilot methods are determined to be successful and meet the college's needs moving forward, the course-based assessment method (discussed above) will be phased out. The schedule for phasing out the course-based assessment would be determined at the time the pilots move toward full implementation.

General Education Assessment Up to the 30th Credit (Using e-portfolio): The assessment process and timeline will be similar to that outlined above for the course-based General Education assessment. The selection of the courses that will participate in the e-portfolio process will be made by OAA, in consultation with the General Education Committee, the academic departments, and OIRSA. The PDIs in which faculty will participate during the fall term will be conducted in collaboration with EdTech. The purpose of these special PDIs will be to orient faculty to the pilot approach and train them in the use of e-portfolios as a general education assessment tool.

At start of Spring 2014 term, all students in the selected courses will participate in workshops, conducted by EdTech, to teach the students how to use the Digication e-portfolio software, which is available through CUNY and compatible with existing software and systems at the college. Students will create and maintain their e-portfolios for the course, as well as maintain it for future courses using this software.

During the spring 2014 term, OIRSA, in conjunction with EdTech, will keep track of student use of e-portfolios to better ensure that all artifacts are being uploaded, as required in the course syllabus (e.g., draft of term paper uploaded by mid-term). To support the faculty in ensuring students are uploading their artifacts, OIRSA, in close collaboration with OAA, will provide faculty with periodic reports so they can follow up with their students, as ap-

propriate. All artifacts, across courses, need to be uploaded by the students to their e-portfolios, by the end of the Spring 2014 term.

As with the steps outlined in the course-based General Education assessment, OIRSA will analyze and report on the results to the same entities, as well as conduct follow-up assessment to determine the impact of any changes to the courses, based on the findings.

General Educational After the 30th Credit (Using Capstone Course or Embedded Assignments): The second pilot method will be the assessment of student performance on the general education competencies beyond the 30th credit. This assessment will be done using capstone courses or course-embedded capstone assignments as the assessment tool. Typically, these are courses that students would take after reaching the 45th credit. However, because many programs do not have a single culminating course, students often take these courses after the 30th credit. Because of the need to have new courses (even for a pilot study) go through curriculum committee reviews, Hostos will start in 2013-2014 with course-embedded capstone assignments within the career-oriented programs. Simultaneously, Hostos will develop capstone courses, predominately for the Liberal Arts programs. However, because such a capstone course would have to go through the governance process, it would not be available for implementation until 2014-2015, at the earliest, even as a pilot course.

For the course-embedded capstone assignments: The timeline for the implementation of the pilot study of the capstone assignments will follow the same timeline as that used for the course-based assessment, as well as the assessment of general education up to the 30th credit with the following modifications: OAA, in conjunction with OIRSA, will select the courses that will participate in the pilot. The selection process will be completed by the start of October 2013. The courses selected will be the final courses in the program sequences (e.g., Digital Design, Early Childhood Education, Criminal Justice, and Dental Hygiene). At least one course in each of the at least 3 selected career programs, will be selected for inclusion in the pilot. Faculty will participate in PDIs that will orient them to the pilot assessment approach and assist them in the development of their capstone assignments, which will have at least two (2) general education competencies embedded within them.

By the end of the Fall 2013 term, the capstone assignment instructions for students will have been completed and included in the course syllabi for the Spring 2014 term. At the start of the spring term, students will be informed of the capstone requirements within the course, how it will be graded, and its use as part of the assessment of general education at the college.

At the conclusion of the Spring 2014 term, a sample of course-embedded capstone assignments across the courses will be selected by OIRSA. The assignments will be assessed, using the appropriate general education rubrics, by assessment teams identified by the General Education Committee. OIRSA will analyze and report the results to the same entities identified in the other methods following the same timeline described previously. As with the other assessment methods (described above), OAA will work with the programs and faculty to determine what changes ought to be made in light of the results. Based on these changes, OIRSA, in collaboration with OAA and the programs, will conduct follow-up studies to assess the impact of any changes made to the courses and programs.

For the capstone courses: Because the Liberal Arts programs do not have a set of culminating courses that students typically take in their last semester, Hostos will create capstone courses for students in these programs. To ensure that the capstone course pilot is conducted during the 2014-2015 academic year, the Liberal Arts programs will complete the curriculum development process and submit the capstone course(s) for appropriate curriculum committee review by Spring 2014. In Fall 2014, the approved capstone course(s) will be offered and assessed, using the common timeline discussed above. In the following academic year (i.e., 2015-2016), the capstone course(s) will become a part of the Liberal Arts degree requirements.

OIRSA will collect a sample of the capstone assignments generated in the courses. These assignments will be assessed using the appropriate rubrics by assessment teams identified by the General Education Committee. As discussed previously, OIRSA will analyze and report the results to the same leadership entities and appropriate faculty, identified in the other methods. In addition, a follow-up study (using the same timelines and methods discussed previously) will be conducted to assess the impact of any changes made to the courses as a result of the findings.

Finally, in Fall 2014, OAA, in consultation with OIRSA, will identify additional programs for which capstone courses would be appropriate. For those newly identified programs, curriculum development for the capstone courses will begin. The development of these courses will follow the same procedures and timelines discussed above.

Appendix XI provides a discussion on the why and how of e-portfolios and capstones, as well as a brief literature review on the use of e-portfolios.

B. Institutional Effectiveness Assessment

Institutional effectiveness assessment provides a college-wide assessment to measure the extent to which the organization and each of its 5 divisions is achieving the strategic goals, initiatives, and outcomes as laid out in Hostos' annual operational plan, as well as in the annual CUNY PMP goals and targets.

Primary Methods of Institutional Effectiveness Assessment

Strategic/Operational Planning Related Assessment: In 2011-2012, Hostos undertook a year-long process to develop its 2011-16 Strategic Plan, in conjunction with the preparation of the Middle States Self-Study. This process, which involved campus-wide input, resulted in a Strategic Plan with five (5) main goal areas. Within each goal area, four (4) initiatives were identified. A total of 30 outcomes have been established for the college that cut across all of the 20 initiatives.

For the past three academic years, Hostos has developed annual college-wide operational plans that help the college make progress toward achieving strategic plan goals and outcomes. For the past two academic years, seven initiatives were prioritized each year for all five divisions to address, although individual divisions included additional actions and anticipated results for the year in other initiative areas. The operational plan identifies the activities

to be undertaken and results anticipated by division, as well as which staff members or offices are responsible.

The operational planning process commences in early spring for the upcoming academic year. In March, the President hosts a retreat, involving his Cabinet, college deans, and selected senior campus administrators to set college-wide priorities for the upcoming year (from among the 20 initiatives identified in the strategic plan). To inform the setting of priorities for the upcoming year, OIRSA provides mid-year college-wide data on the performance on key strategic planning outcomes, such as skills test pass rates, retention, and graduation, (See Appendix XII for OIRSA's 2012-13 President's Retreat Presentation).

In March-April, divisions hold retreats to begin the process of drafting their divisional operational plans for the coming academic year. The draft divisional operational plans are due to the President and OIRSA in early May. The President and OIRSA then provide feedback (to ensure clarity of results and their related activities, as well as the alignment of efforts across divisions). Final drafts of the divisional operational plans are submitted to the President's Office and OIRSA by mid-July. The President's Office and OIRSA consolidate the plans into a single document, tying the work across the divisions together with a summary, highlighting key efforts to be undertaken for the coming academic year. While work begins in earnest with the start of the academic year, the plan is officially presented to the college community at the October State of the College meeting.

In addition to OIRSA's reporting (see above), mid-year divisional assessments (conducted in February) and end-of-year divisional assessments (conducted in July) are built into the operational planning structure. For the mid-year assessment, faculty and staff are required to meet by division to discuss and then complete a standardized assessment template that reflects quantitative and qualitative results. (See Appendix XIII for a sample completed template.) Findings then inform progress moving forward, helping faculty and staff to adjust activities and, at times, anticipated results for the year. The first mid-year divisional assessments were completed in February, 2013.

The end-of-year divisional assessments examine the extent to which Hostos has achieved anticipated annual outcomes. Final data and results are made available for the operational planning initiatives, which are also used by the divisions in their planning for the coming academic year, to set priorities for existing programs and policies, as well as identify areas in which new initiatives may need to be developed. The first end-of-year assessments were completed in July, 2013. Highlights of findings will be shared with the campus as part of the annual State of the College meeting in October.

Performance Management Process (PMP) Assessment: As one of the colleges within CUNY, Hostos participates in the assessment activities of the larger university. Specifically, CUNY requires each of its 24 constituent colleges to annually assess performance in accordance with the nine CUNY PMP objectives. Those objectives are translated into targets by each college, so as to reflect their unique characteristics and priorities. The final PMP assessment and report are due by mid-June. At Hostos, the strategic/operational planning process is aligned with the PMP reporting cycle so that data and information can be used efficiently and effectively for both processes.

The PMP results are used by CUNY to assess the performance of each college and to work with college presidents to improve performance in those areas needing it. Hostos uses the PMP results to formulate policies and programs using the indicators for each year, as well as the trends over several years. The PMP also informs the goal setting and development of activities for the Hostos' annual Operational Plan. Some examples of policies and programs that have stemmed from the PMP reviews are: renewed emphasis on academic advising, resulting in the Student Success Coaches; creation of fund-raising priorities; and setting priorities for resource allocations.

C. Annual Timelines for Institutional Effectiveness

The table below shows the annual timelines for all of the activities related to institutional effectiveness that are discussed above. This summary table shows how all of the activities are inter-related, when they will occur, and provides indications regarding responsible entities.

Table 1 Institution Level Assessment Annual Activities and Timeline						
Month/ Term	**Phases for Gen Ed Assessment**	**Gen Ed Course Assessment**	**Gen Ed – Up To 30th Credit (2013-14 pilot using e-portfolio)**	**Gen Ed – After 30th Credit (2013-14 pilot using capstone)**	**Operational Planning**	**PMP**
September	**Course Selection & Assessment Preparation**	• OAA Gen Ed Committee identifies subset of competencies to assess • OAA Gen Ed Committee selects 4+ courses	• OAA Gen Ed Committee selects 10-12 Gen Ed courses (all sections) • **In 2014-15** – Cabinet, in consultation with OAA and OIRSA, determines if e-portfolio use will continue/expand for assessment	• OAA Gen Ed Committee selects at least 3 courses across at least 3 career-oriented programs to create capstone embedded assignments • Faculty, with OAA, create capstone courses in Liberal Arts (developed in fall 2013, approved by governance in spring 2014, and offered and assessed in fall 2014		
October		• OAA Gen Ed Committee pairs courses with Gen Ed competencies • Faculty participate in PDIs created and offered by OAA			• State of the College – OIRSA provides relevant data and President reports progress of plan for previous year, present plan for current year	

November		• Faculty begin creation of assignments/corresponding artifacts for assessment		
December		• Faculty complete creation of Gen Ed assignments and include in syllabi for Spring courses		
January	**Data Collection**	• OAA and Gen Ed Committee, in consultation with OIRSA, determine who will collect artifacts and when • OAA and Gen Ed Committee, in consultation with OIRSA, determine membership of assessment teams		
February		• Courses run in Spring term	• Divisions submit mid-point reports to President's Office (PO) for current year	• Divisions submit mid-year progress reports to PO on PMP goals and targets
March		• Faculty collect artifacts (w/OIRSA support)	• President's Retreat participants set college-wide priorities for upcoming year (OIRSA provides data to inform process) • Divisions create plans for upcoming year	
April		• Faculty collect artifacts (w/OIRSA support)	• Divisions create plans for upcoming year	• Divisions submit draft end-of-year reports and goals and targets for upcoming year to PO
May	**Data Analysis**	• All artifacts collected and maintained in hardcopy by faculty or in e-portfolio • Teams conduct assessment using relevant Gen Ed rubrics	• Divisions submit draft plans for upcoming year to PO, receive feedback from President and revise plans accordingly	• Divisions submit draft end-of-year reports and goals and targets for upcoming year to PO
June		• Teams conduct assessment using relevant Gen Ed rubrics		• President's Office

				submits Final PMP for current year to CUNY Central • President's Office submits Goals and Targets for next year to CUNY Central
July		• OIRSA analyzes results, in consultation with OAA and academic departments	• Divisions submit end-of-year reports for current year plans to PO • Divisions submit final plans for upcoming year to PO •	
August		• OIRSA analyzes results, in consultation with OAA and academic departments • OIRSA provides preliminary draft results to OAA for review and input	• President's Office consolidates upcoming year into a single college-wide plan and prepares summary	
Fall of next academic year	**Reporting & Changes**	• OIRSA reports results to OAA, Gen Ed Committee, department chairs, faculty teaching assessed courses – by course and by competency • OAA meets with faculty to identify course changes based on findings		
Spring of next academic year	**Impact Analyses**	• OIRSA surveys faculty, in conjunction with OAA – what changed and impact of changes on student outcomes • OIRSA conducts assessment of small sample of artifacts to assess impact of changes • OIRSA reports results to OAA, Gen Ed Committee, department chairs, and faculty teaching assessment courses		

VI. Program Level Assessment

Institutional outcomes assessment and course-level student learning outcomes assessments at Hostos are well underway. However, program level assessment has not been as fully implemented. Moving forward Hostos will build on the existing assessment infrastructure to implement program level assessment in two distinct forms.

Program Level Outcomes Assessment: At the program level, this assessment includes the assessment of student learning as well as the impact analysis of programs on students. For the academic programs, outcomes assessment seeks to determine the extent to which students have mastered the content relevant to that program upon completion (direct assessment). Assessment of program impact will examine the student experience within the program and the extent to which the program facilitates retention and graduation (indirect assessment).

Academic and Non-Academic Program Review (APR): The purpose of APR is to conduct a comprehensive review of the program, office, or initiative, and its functioning beyond student learning. The purpose of non-academic program review is similar: to assess how effectively programs are functioning. The APR findings are used by programs and the administration for long-term planning and program renewal.

A. Direct Methods of Program Assessment

Program Level Outcomes Assessment: Currently, all academic programs at Hostos have created program level outcomes, detailing the learning outcomes that students are to achieve by graduation. By the end of the Fall 2013 term, OIRSA, in close collaboration with OAA, will work with all 27 programs to review and complete maps of program outcomes to courses. The maps will also indicate in which courses the program outcomes are either introduced to students, developed, or have students demonstrate mastery. (See Appendix XIV for sample program learning outcomes and related outcomes maps.)

With the completion of the outcomes maps, Hostos will begin conducting program assessments in the career programs. For 2013-14, Hostos will piggy-back on the course-based assessments, as well as begin a pilot for capstone experiences. This two-pronged approach will allow program faculty to assess program outcomes at the individual course-level, as well as more holistically at the conclusion of the program (initially on a pilot-basis). By utilizing this model, faculty will be able to better assess the progression of students through their program, identifying content areas in which additional emphases or work needs to be done to ensure that students complete the programs with the expected skills.

At least every five years, all programs will review their program outcomes and course-outcomes maps to ensure that they are still relevant and reflect current practice in their profession.

Course-Based Program Assessment: Once the mapping is complete, the assessment of the program outcomes will be conducted in conjunction with the student learning outcomes (SLO) course assessments. The selection of the courses will be based, in part, on the schedule for academic program review (see section, below). As each course within a program un-

dergoes SLO course assessment (see section on SLO course assessment, below), OIRSA, working with the OAA, the Assessment Committee, and program faculty, will ensure that the program outcomes are included in those assessments. The results will then be analyzed and reviewed in conjunction with the program learning outcomes map. Findings will be shared with OAA, the program's coordinator and faculty for use in improving student learning vis-à-vis the program outcomes. The process of course-based program assessment will be similar to that followed for institutional effectiveness methods and is detailed in Table 2, below.

Capstone Assignment Assessment: The creation of embedded capstone assignments in the final courses of the career programs (see section on General Education Assessment Beyond the 30th Credit, above) will provide Hostos with an additional direct measure of program outcomes. The assessment will occur at the end of each academic year (typically in May and/or June) and be conducted by an assessment team composed of faculty from the program. OIRSA will provide technical assistance to the program faculty in their selection of a sample of the embedded assignments. The specific steps and timelines for implementing the capstone assignments are also shown in the annual timeline table for program level assessment. (See Table 2, below.)

The capstone assignments, collected as part of the general education assessment, will also be used for program assessment. Once collected, faculty (other than those involved in the general education assessment) will assess the capstone assignments using rubrics designed by them to assess the program outcomes. OIRSA will work with program faculty to adapt existing rubrics or create new ones to assess the program outcomes.

Once the assignments have been assessed, OIRSA will analyze the results and report back to OAA, the program coordinator, faculty, and appropriate department chair on the performance of students on each of the outcomes. (As with other reporting, OAA will be provided with preliminary draft reports for their review and input.) Results will be analyzed by course, to ensure that the assignments are comparable across courses, and program outcome to provide the program with information about student performance on each of their program outcomes. The report will be provided by the start of the following fall term.

In the following spring term (i.e., one year later), program faculty will be interviewed to identify any program changes that were made as a result of the findings. Faculty will be asked: What changes have been made? And what was the impact of those changes? At the end of the spring term, a small sample of embedded assignments will be reviewed to assess the impact of the changes. Results from this 'closing-the-loop' assessment will be reported by OIRSA and shared with program faculty and the academic leadership.

Academic and Non-Academic Program Review: The Academic and Non-Academic Program Review processes are an integral part of the Hostos Institutional Assessment Plan. While program outcomes assessment focuses on student learning in the academic programs, Academic Program Review (APR) is an in-depth study of program effectiveness that goes beyond the assessment of student learning to examine administrative effectiveness, relevance of course offerings to industry standards, instructional and student support services, and adequacy of faculty and staff. Non-Academic Program Review (Non-APR) is an in-depth study of individual offices, programs, or initiatives that are not specifically academic in nature, to assess

operational effectiveness and efficiency and impact on student success. APRs are expected to be completed in the course of a single academic year, with initial preparation work occurring at the end of the previous academic year. The implementation of recommendations are expected to begin in the academic year following completion. Non-APRs are expected to take less than an academic year to complete, although some offices and units might require the full year, depending on the scope and nature of their function.

To assist the individuals who will actually be conducting the program reviews, OIRSA will conduct a PDI at the beginning of the process. The PDI will provide an overview of the program review process, a detailed review of the components of the APR and non-APR, how to gather and use available data, and guidance on the preparation of the report. In addition, OIRSA will provide each group with a standard set of data on their program, unit, or department to assist them in beginning their reviews. In Fall 2013, the elements of this standard data set will be developed in conjunction with the division vice presidents. Additional data would be provided to the individuals conducting the reviews, as requested.

Hostos currently has in place protocols for conducting the APR in the academic departments, units, and programs. Briefly, the APR encompasses the following items:

- Academic Program: an overview of the program, including mission statement, program goals, student learning outcomes (SLOs), degree requirements, course descriptions, articulation agreements, etc.
- Outcomes assessment activities and program evaluation, including results from and use of assessment activities at the course and program levels.
- Students in the program, including enrollment patterns, demographic profiles, performance on CUNY tests, retention and graduation statistics, as appropriate, and student outcomes after graduation (e.g., licensure, employment, transfer, etc.).
- Overview of the faculty in the program, including scholarship and grants, faculty development, and faculty profiles.
- Overview of facilities and resources, including overview of non-faculty staff, space requirements, budgets, etc.
- Strengths, Weaknesses, Opportunities and Threats (SWOT): an analysis of areas that would support or impede achieving the goals of the department's academic program and/or impede the growth of the department's academic program.
- Review of future directions for the academic program, based on data collected and projections for the next 3 to 5 years.
- Recommendations to address issues raised by the analysis.

When the APR is completed, an external reviewer conducts a review of the document and related materials, visits the campus, and prepares a final report. The final report may include recommendations for program/unit improvement. All of the documents are reviewed by the department and Provost, and future directions for the program, department, or unit are mapped out with particular attention to any recommendations made for continuous improvement.

Program Reviews in non-academic programs will follow a similar protocol, timeline, and process. The protocol has been developed and will be implemented in Fall 2013. While there is no academic focus (unless the program has an academic component, such as College Discovery), these reviews will encompass a full review of the activities and outcomes for the program, the staff, facilities and budget, as well as an analysis of the strengths and weaknesses of the program, the effectiveness of the program, and recommendations for improvement. As appropriate, an external reviewer may also be invited to review the documents and conduct a site visit. As with the Academic Program Review, the results from the Non-Academic Program Review will be used to improve the effectiveness of the program, office, or initiative. Follow-up assessments will be conducted to ensure that the recommendations have been implemented and that the 'loop has been closed.

Copies of the final documents for both APR and non-APR will be kept by the appropriate division and unit, program, or department within that division, as well as by OIRSA.

For both the Academic and Non-Academic Program Reviews, a schedule has been developed. This schedule is found in Appendix XV, along with the protocols for conducting APRs and non-APRs.

B. Indirect Methods of Program Assessment

Program Level Impact Assessment: The indirect program assessment will be comprised of three primary activities: focus groups of students either currently enrolled in the program or recent graduates; surveys of graduates or students leaving without graduating; and surveys of currently enrolled students. Surveys will be constructed with a core set of questions to which individual programs or offices can add questions relating to their individual requirements. In addition, the results of these surveys will be augmented with analyses of program graduation and retention rates.

The surveys and focus groups will be conducted on a schedule that is appropriate to the needs of the program. Some programs (e.g., Allied Health) may require annual graduation surveys; smaller programs may wish to conduct annual focus groups and forego surveys, altogether; other programs may elect to alternate surveys from one year to the next. The selection of programs for the surveys/focus groups will be based on the APR schedule (see previous section). Programs undergoing APR will conduct their surveys/focus groups at least one year prior to the start of their scheduled APR.

Overall, the indirect assessments will encompass both qualitative measures of program impact through surveys and focus groups and quantitative measure of program impact through analyses of program retention and graduation rates. These data will be used by the division vice-presidents, unit heads, directors, program faculty, etc., to inform decisions related to program sequences, pedagogy, curriculum, scheduling, resource allocation, etc., as necessary and/or appropriate.

C. Annual Timelines for Program Assessment

The annual timelines for program level assessments are found in Table 2, below. As with the annual timelines shown for institutional effectiveness (see Table 1, above), the timelines

for program assessment provide clear indications of the processes and responsibilities regarding both the assessment of student learning outcomes and the activities related to program review.

Table 2 Program Level Assessment – Activities and Annual Timeline				
	Student Learning Assessment		**Program Review**	
Month/ Term	**Program Level Outcomes Assessment (Course and Capstone Assignment Pilot)**	**Program Level Impact Assessment**	**Academic Program Review**	**Non-Academic Program Review**
September	• OAA and Assessment Committee selects at least 3 programs to undergo PLO assessment. Within each program, courses for PLO assessment and capstone assignments will be identified (both course and capstone)	• OAA will work with OIRSA and identified programs to determine scope and detail of surveys and/or focus groups for the coming academic year.	• Programs scheduled for APR, by OAA, commence self-study process using established template • Faculty participate in PDIs relating to self-study process	• Programs scheduled for non-APR, by division VPs, commence review process using established template • Staff participate in PDIs relating to self-study process
October	• Faculty participate in PDIs developed and offered by OAA and supported by OIRSA		• OIRSA and APR subcommittee of Assessment Committee follow-up with faculty to provide technical assistance and support	• OIRSA follow-up with staff to provide technical assistance and support
November	• Faculty begin creation of assignments corresponding to PLO assessment method		• OIRSA and APR subcommittee monitors progress of APR self-studies and reports findings to OAA for appropriate action.	• OIRSA monitors progress of non-APR self-studies and reports findings to division VPs for appropriate action.
December	• OAA and Assessment Committee (with OIRSA support) will ensure all 27 programs have program outcomes mapped to courses. • Faculty complete creation of relevant assignments and include in syllabi for Spring courses	• OAA, department faculty, coordinators, and OIRSA design questions and protocols for surveys and focus groups	• Initial draft of self-study sent by program to OAA, APR subcommittee, and OIRSA for review and comment.	• Initial draft of self-study sent by program to division VPs and OIRSA for review and comment.
January	• OAA, OAA Assessment Committee and OIRSA determine who will collect artifacts from courses doing PLO and when • OAA, Assessment Committee, program coordinators, and OIRSA determine membership of		• OAA, APR sub-committee, and OIRSA complete review of draft and provide feedback to programs.	• Division VPs and OIRSA complete review of draft and provide feedback to programs.

	PLO assessment teams			
February	• Courses run in Spring term	• OIRSA conducts surveys and focus groups, as appropriate.	• Programs complete revisions and provide second draft to OAA, APR subcommittee, and OIRSA for final review.	• Programs complete revisions and provide second draft to division VPs and OIRSA for final review.
March	• Faculty collect artifacts (with OIRSA support)		• Final review by OAA, APR subcommittee, and OIRSA	• Final review by division VPs and OIRSA
April	• Faculty collect artifacts (with OIRSA support)			
May	• All artifacts are collected and maintained in hardcopy by faculty or in e-portfolio	• OIRSA completes surveys and focus groups.	• Program submits final APR to OAA with recommendations for individuals to conduct external review.	• Program submits final non-APR to division VPs with recommendations for individuals to conduct external review, if appropriate.
June	• Team conducts assessment of relevant artifacts using appropriate PLO rubrics	• OIRSA analyzes results from surveys/focus groups.		
July	• OIRSA analyzes results			
August	• OIRSA analyzes results and provides preliminary draft to OAA for review and comment	• OIRSA completes analyses from surveys and focus groups and provides preliminary draft to OAA for review and comment		
Fall of following academic year	• OIRSA reports results to OAA, department chairs, program coordinators, relevant faculty – by course and by program outcome. • OAA meets with program faculty to identify changes based on findings from PLO assessments and surveys/focus groups.	• OIRSA reports on results from surveys and focus groups, in conjunction with PLO assessment reporting, to OAA, department chairs, program coordinators, relevant faculty.	• External reviewer selected and campus visit conducted	• External reviewer selected and campus visit conducted, if appropriate

Spring of following academic year	• OIRSA, in consultation with OAA, surveys faculty – what changed and impact of changes on student outcomes. • OIRSA conducts assessment of small sample of artifacts to assess impact of changes, as appropriate. • OIRSA reports results to OAA, Assessment Committee, department chairs, program coordinators, and relevant faculty		• Program submits final APR report to OAA, with recommendations from the external reviewer. • In the following academic year, program implements recommendations from the APR. OIRSA monitors implementation and reports on progress to OAA.	• Program submits final non-APR report to division VPs, with recommendations from the external reviewer, if appropriate. • In the following academic year, program implements recommendations from the non-APR. OIRSA monitors implementation and reports on progress to divisional VPs.

VII. Course Level Outcomes Assessment

Assessment at the course level will take the form of course-based outcomes assessment to determine the extent to which students have mastered the course content. Each year, course-based outcomes assessment will be conducted in at least 35 courses, across all of the academic departments. The selection of the courses will be made by the department chairs, unit coordinators and appropriate faculty, in conjunction with the College-wide Assessment Committee and OAA. The list of the 2012-13 courses undergoing outcomes assessment is found in Appendix XVI.

Primary Method

SLO Course Assessment: As a first step in further systematizing SLO course assessment, OAA, in conjunction with the Assessment Committee and OIRSA, will create a master schedule indicating when all offered courses will be assessed. This master schedule will be reviewed annually by OAA, the Assessment Committee and OIRSA and revised, as appropriate and/or necessary. The criteria that will be used to select courses for any given academic year will include (in no particular order): when the course last underwent course-level assessment; when the course curriculum was last reviewed and/or revised; average course enrollment (including number of sections); and relationship of course to program outcomes assessment. The final schedule will seek to have a range of courses across programs, departments, and enrollments in each academic year. The selected courses will also be among those used for the course-based general education assessment discussed previously.

In preparation for the SLO course assessment in a given academic year, in the prior spring term, the department/units, in conjunction with the Assessment Committee and OAA, will be informed of the courses to be assessed in the coming academic year, based on the master schedule.

In the fall term, faculty working with OIRSA staff, will finalize the course SLOs and identify the method(s) of assessment for each SLO. Assessment methods could include performance on subsets of questions on multiple-choice tests, term papers or projects assessed using rubrics, etc. In the spring term, the assessments (including gathering the data) will be conducted and the results analyzed by OIRSA. The assessments will be conducted by faculty with the department, including faculty teaching the courses, as the assessments will be embedded within the course. OIRSA staff will be available to assist faculty to facilitate the assessment and data gathering processes.

As with the other levels of assessment, OIRSA will analyze the results during the summer for reporting back at the beginning of the next fall term. The results will be reported to OAA, the Assessment Committee, department chairs and unit coordinators, and faculty in the assessed courses. In the following spring term, OIRSA will survey faculty to identify any changes they may have been made in their courses based on the assessment results. Faculty will be asked two questions: What changes were made? And what was the impact of those changes on student learning? At the end of the term, OIRSA will collect a small sample of student work in the courses to assess the impact of the changes on student learning.

The annual timeline for the completion of the course-based assessment activities is found in Table 3, below.

As noted previously, OIRSA staff will work with faculty in the programs to ensure that the course assessments include the appropriate program level outcomes as part of the SLOs in each of the courses. (See section on program level outcomes, above.)

Table 3
Course Level Assessment – Activities and Annual Timeline

When	Course-based SLO Assessment
End of Prior Spring Term	• OAA and Assessment Committee identify at least 35 courses, following the master schedule, to be assessed in the coming academic year. Criteria used to create the schedule include: time since last assessment; enrollment; relationship to program outcomes assessment; relationship to general education assessment
September	• OAA and Assessment Committee, with OIRSA, begin review of SLOs for selected courses. • Faculty in selected courses participate in PDIs focusing on course assessment developed and offered by OAA and supported by OIRSA
October	• Faculty working with OAA, Assessment Committee, and OIRSA, finalize review of SLOs and begin creation of assignments/corresponding artifacts for SLO assessment
November	• Faculty continue creation of assignments for Spring courses
December	• Faculty complete creation assignments and include in syllabi for Spring courses
January	• OAA, Assessment Committee and OIRSA determine who will collect course assessment artifacts and when
February	• Courses run in Spring term
March	• Faculty collect artifacts (w/OIRSA support)
April	• Faculty collect artifacts (w/OIRSA support)
May	• All artifacts are collected and maintained in hardcopy by faculty or in e-portfolio • Teams conduct assessments using relevant SLO rubrics
June	• OIRSA analyzes results
July	• OIRSA analyzes results
August	• OIRSA analyzes results
Fall of next academic year	• OIRSA reports to results to OAA, Assessment Committee, Department chairs, faculty teaching assessed courses – by course and by outcome • OIRSA meets with relevant faculty to identify changes being made to courses based on findings

Spring of next academic year	• OIRSA surveys faculty in assessed courses– what was changed? And what was the impact of those changes on student learning? • OIRSA conducts assessment of small sample of artifacts to assess impact of changes • OIRSA reports results to OAA, Assessment Committee, Department chairs, and faculty teaching assessed courses

VIII. Structure and Processes that Support Assessment

To support the work encompassed by the Institutional Assessment Plan, Hostos has reorganized the Office of Institutional Research and Student Assessment (OIRSA). Recognizing the importance and centrality of assessment and in order to be able to better serve the needs of the entire college, OIRSA is housed within the Office of the President. This structure is designed to provide maximum support for the ongoing implementation of the assessment initiatives, including institutional effectiveness, at the college.

The Assistant Dean for Institutional Research and Student Assessment provides the ongoing leadership in the implementation of these assessment initiatives and activities on campus. Further, the Assistant Dean also has direct responsibility for: overseeing the work of the IR specialists and Assessment Coordinator; implementing college-wide Strategic and Operational plans; ensuring the alignment of college-wide assessment activities, college-wide PMP reporting, student evaluations, external reporting (e.g., Middle States, IPEDS, CUNY Central, etc.), and collaborating with the divisional vice-presidents and/or their designees(s).

Overseen by the Assistant Dean, OIRSA has hired three full-time professional staff members: three IR Specialists, one of whom also oversees the college's OAA assessment activities. The IR Specialists have been assigned to work with individual divisions to be better able to serve their specific data needs. In addition, they work with their divisions on data collection and analysis for the Strategic Plan/Operational Plan and assessment support; ensuring the required reporting of PMP goals and targets; providing data and technical support for Academic/Non-Academic Program Review; and provide assistance and support for divisional staff, as appropriate.

The IR Specialist overseeing the OAA assessment activities works with faculty on course and program outcomes assessment, as well as work with faculty on general education assessment. In that capacity, he works with both the Assessment Committee and the General Education Committee on these activities. In addition, he works with staff in the non-academic divisions on their program assessments, including assisting in the development of goals and objectives. See Appendix XVII for organization chart of OIRSA.

Plan Management

To ensure that all aspects of the Assessment Plan (including the Operational Plan and PMP reporting) remain on schedule, the following meeting and reporting structure will be used:

- OIRSA staff will meet monthly with the President to discuss progress toward assessment at all levels, as well as any issues that need to be addressed.

- OIRSA Assistant Dean and/or OAA liaison will meet with the OAA Associate Dean at least twice per month to discuss technical and consultative issues related to assessment activities in OAA.

- OIRSA divisional liaisons will meet with their divisional counterparts on a monthly basis to review progress on assessment activities to identify any problem areas and how they can be best addressed.

- OIRSA staff will meet monthly with Cabinet to review the status of ongoing activities, ensuring that they are being implemented according to the assessment calendar. For example, these meetings would review the progress on the pilot activities around general education assessment. Problem areas would be identified and decisions made as to how they should be addressed.

- OIRSA will produce quarterly reports for Cabinet and Assessment Committee discussion that detail progress on all levels of assessment, raising any issues that need to be addressed from a management perspective, and making recommendations as appropriate on any adjustments moving forward.

- OIRSA will prepare semi-annual presentations to the Senior Leadership Council (members represent the executive and managerial and academic leadership of the college) and to the Chairs and Coordinators meeting to report out on progress made in relationship to the initiatives in the Strategic Plan and the Operational Plan for that academic year.

The above structure will ensure that all managerial and executive levels of the college are fully informed of the activities being undertaken in conjunction with the Assessment Plan. Further, these structures will allow any areas that are behind schedule to be quickly identified and permit corrective actions to be taken, as appropriate.

IX. Assessment and Institutional Renewal – How it Works

Hostos has in place continuous improvement assessment processes that address institutional renewal in two domains: student learning and institutional effectiveness.

Continuous Improvement Processes to Assess Student Learning

At the course and program level, Hostos has and continues to: 1) formulate student learning outcomes, 2) identify appropriate assessment measures and methods, 3) create course and program-based learning experiences leading to these outcomes, and 4) assess the results (the degree to which intended learning outcomes are achieved by the learning experiences underway in courses and programs), and 5) facilitate discussion and use of the results to improve teaching and learning at the course and program levels.

The General Education competencies are assessed at all three levels (i.e., course, program, and institution) and the results are used to inform decision-making around staffing, resource allocation and planning, including the development or expansion of programs and initiatives.

Results from the student learning assessments (including general education) are typically available at the end of the academic year or the beginning of the next academic year. The results from these assessments are then available for use in planning for the coming academic year.

As described in the sections relating to assessment of student learning, the analysis of assessment results are conducted by OIRSA during the summer, with reporting to faculty and academic leadership at the beginning of the next fall term. Then, using these results faculty will be able to make curricular changes, as appropriate, to their courses in time for the coming spring term. At the end of the spring term a small assessment will then be conducted to determine the impact of the changes made. Thus, a continuous cycle of assessment, use of results, and further assessment is established.

Continuous Improvement Processes for Institutional Effectiveness and Resource Allocation

Assessing institutional effectiveness is also a priority. Hostos has put in place the following processes to make progress on achieving the desired goals, initiatives, and outcomes laid out in its strategic plan. Each July, Hostos formulates an annual operational plan that lays out the outcomes and activities each division will undertake to achieve those outcomes. In January/February, assessment results are used to facilitate divisional and college-wide discussion among faculty, staff, and administrators about the extent to which anticipated outcomes are being achieved and connected to actual activities underway. These results then help the College make revisions to outcomes and activities for the year as necessary and appropriate. These results also inform a March/April early formulation of the next year's plan, which includes preliminary analysis of budgeting and resource allocation implications. In May/June, end-of-year assessment takes place and informs the final draft of the college-wide operational plan for the next year, for which informs final resource allocation decision-making. A final report summarizing outcomes and activities for the previous academic year is then released in October, in tandem with the public release of the new annual operational plan.

In conjunction with the operational planning process, the PMP is also part of the continuous improvement process at the institutional level, providing additional information relating to college performance on university priorities (e.g., on-line instruction, use of faculty, etc.). The PMP results are reviewed by CUNY Central administration and form the basis for the President's annual meeting with the CUNY Chancellor. Results are used to identify areas in need of strengthening, as well as highlighting areas in which the college has shown progress. CUNY also works with the colleges to establish enrollment targets. Based on these discussions, program and academic priorities, including enrollment targets are established by the college. Connected to these priorities Hostos, with CUNY input, allocates appropriate resources.

As part of the planning process, results from course and program assessments are also included. Results from these assessments are used as part of the allocation process for academic programs (e.g., a program might need additional resources to provide additional instruction in an area needing strengthening). Additionally, decisions regarding requests for additional labs, supplies, or program materials are informed by the results from both program level outcomes assessment and Academic Program Reviews. Results would also be used to identify areas in which PDIs would be most beneficial for faculty, such as the development of assignments related to general education assessments for the global citizenship-competency. The above are examples as to how assessment results could be used and are not meant to be prescriptive, but illustrative. Ultimately, the results from both course and program assessments are used in an on-going manner as part of the planning and resource allocation process around student learning in courses and programs.

Timetables for Assessment Implementation and Annual Activities

Implementation of Assessment Activities: Tables 1 through 3, above, provide detailed implementation schedules for assessment at the institution, program, and course levels, respectively. At the end the five years of this Assessment Plan, there will be an overall cumulative result of what will have been accomplished. Table 4, below, shows the annual and cumulative assessment results.

Table 4
Annual and Cumulative Assessment Results for the Hostos Institutional Assessment Plan

Type of Assessment	Year 1 (AY2012-13)	Year 2 (AY2013-14)	Year 3 (AY2014-15)	Year 4 (AY2015-16)	Year 5 (AY2016-17)	Cumulative Results
Course Level Assessment	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 175 Courses Assessed
Program Level Assessment	At least 3 courses in 5 programs assessed	At least 3 courses in 6 programs assessed	At least 5 courses in 6 programs assessed	At least 5 courses in 6 programs assessed	At least 5 courses in 6 programs assessed	All 27 programs complete assessment
Academic Program Review	5 programs/ units assessed	5 programs/ units assessed	5 programs/ units assessed	5 programs/ units assessed	5 programs/ units assessed	At least 75% academic departments, programs, and units complete APR
Non-Academic Program Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 75% of units in each division complete non-Academic Program Review
General Education	Align assessment of 4 competencies to courses undergoing course assessment	Begin pilot of e-portfolios and capstones; alignment of assessment of 4 competencies	Assess results of pilot; align assessment of 4 competencies	Implement decision from pilot student; align assessment of 4 competencies	Finalize implementation of decision from pilot student; align assessment of 4 competencies	Hostos will have established and implemented an on-going general education assessment method across the curriculum. All General Education competencies assessed at least once.
Operational Planning	7 Priority Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All college-wide strategic planning goals, initiatives, and outcomes will have been addressed and assessed

X. Communication of Assessment Activities and Results

Table 5, below, provides a framework for the reporting of results from various assessment activities. In terms of what is being reported internally versus externally, the table below is more representative of the current state of reporting at Hostos. Over time it is expected that increasing amounts of information will be externally reported. The format of the reporting for the various results (e.g., presentations to faculty and/or SLC, dashboards, reports, etc.) will be determined in consultation with President and the appropriate divisional vice-presidents.

Table 5
Reporting Structure for Assessment Results

Primary Focus of Distribution	What is Reported	Results Reported to:
Internal	Course assessment results	OAA, Dept. chairs, faculty, Assessment Committee
	Program assessment results	OAA, Dept. chairs, program coordinators, faculty, Assessment Committee
	General Education assessment results	OAA, Dept. chairs, faculty, Gen Ed Assessment Committee
	Detailed assessment results related to annual operational plans	President, Executive Cabinet
	Academic Program Review	OAA, Dept. chairs, program coordinators
	Non-Academic Program Review	Divisional V.P.s, unit/office directors, relevant staff
External	Anticipated outcomes and activities by year and cumulative of course of plan	College community, public (through Hostos website)
	CUNY PMP annual goals and targets (released by CUNY)	CUNY Central (Chancellor), College community, public (through CUNY website)

Hostos is also putting into place a communications and reporting strategy that will assist stakeholders, both internally and externally, to understand the degree to which the performance indicators have been met across all aspects of the on-going assessment effort. A central component of that reporting will focus on the performance on the outcomes in Hostos' current Strategic Plan.

XI. Conclusions

This assessment plan was developed through reviews of best practices and input and consensus among the divisions at Hostos. The purpose of this plan is to provide a clear roadmap for the college as it continues to create and refine a culture of assessment and evidence-based decision-making. The plan makes clear the responsibilities of all divisions, offices, and individuals within the assessment structure and culture being developed. The importance of this shared responsibility cannot be underestimated. It makes clear that assessment is the business of everyone at the college and that everyone has an important role to play in the overall effort. Beyond just creating a culture of assessment, the ultimate goal of this plan, and the college, is to ensure that this culture of assessment continues and becomes self-sustaining. Such a result will go a long way towards ensuring that Hostos is able to continue to grow and provide its students with the best education possible.

Appendix I

Hostos Mission

Hostos Community College Mission Statement

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 established in the South Bronx to meet the higher educational needs of people from this and similar communities who historically have been excluded from higher education.

The mission 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, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.

The College takes pride in its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds, particularly Hispanics and African Americans. An integral part of fulfilling its mission is to provide transitional language instruction for all English-as-a-Second-Language learners along with Spanish/English bilingual education offerings to foster a multicultural 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.

Appendix II

Mission Logo and Mission Themes

Appendix III
2011-16 Strategic Plan

The Hostos 2011-16 Strategic Plan is over 50 pages. It is available on line, in pdf format, at:

http://www.hostos.cuny.edu/StrategicPlan/

Appendix IV
Operational Plan

The 2012-13 Operational Plan is 140 pages. It is available on line, in pdf format, at:

http://www.hostos.cuny.edu/StrategicPlan/OperationalPlan.html

Appendix V
PMP Objectives and Hostos' 2012-13 PMP Goals and Targets

HOSTOS COMMUNITY COLLEGE
PRESIDENT FÉLIX V. MATOS RODRÍGUEZ

The City University of New York
College/President Performance Goals and Targets
2012-2013 Academic Year – Revised August 30, 2012

INVEST IN CUNY

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
Goal 1: Raise Academic Quality			
1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies	1.1 Documented results of all accreditation reviews	1.1.1 The College will develop a comprehensive assessment plan for evaluation of educational offerings (Standard 11) and general education as a discrete program (Standard 12) with a focus on student learning (Standard 14). This will be included in this year's college-wide operational plan. MSCHE requested a progress report that is due on November 1, 2013. 1.1.2 Two full-time faculty searches in Nursing will be finalized in FY 2012-2013 to meet staffing needs. LPN incoming class size has been capped at 20 qualified students.
	1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community	1.2 Recognition/validation from various external sources	1.2.1 OAA will implement the nine new service learning projects designed in AY 2011-2012 and develop and execute an assessment tool to measure student learning in these projects. 1.2.2 OAA will develop two courses, approved through governance, to be designated service learning courses. 1.2.3 OAA will develop a pilot study abroad class to expand offerings. 1.2.4 OAA will begin the development of a new program in health information technology/management. 1.2.5 Hostos website will be revamped and redesigned.
	1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation	1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs	1.3.1 In AY2012-2013, five programs will begin Academic Program Reviews (APR), as per the Hostos APR schedule: Behavioral Sciences; Social Sciences; Business Management; Office Technology; and Gerontology.

1

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			1.3.2 Mathematics will pilot a MAT 15 course in Fall 2012. Student pass rates on exit exam will be equal to or surpass MAT 20 pass rate. Language and Cognition department will incorporate components of the summer bridge program modules including Library, Technology, and Study Skills to support first year ESL students. 1.3.3 In Summer 2012, OAA and SDEM will implement the Foundations of Excellence (FOE)-recommended First-Year Experience summer bridge program. 1.3.4 OAA and SDEM will create a cross-divisional committee that will develop and widely disseminate a first-year student philosophy, as recommended by FOE. 1.3.5 50% of the entering freshmen will be assigned a Student Success Coach. 1.3.6 The Office of Institutional Research's function will be expanded to work on assisting each of the divisions in the creation of tracking systems to assess student progress, also including helping SDEM and Workforce Development Divisions with SLOs for student leadership programs and courses, respectively.
	1.4 Colleges will use technology to enrich courses and improve teaching	1.4 Reports of courses with a significant technology component and self-reports by colleges	1.4.1 There will be a 10% increase in the number of faculty attending integrative technology workshops. In AY 2011-2012, there were 134 participants. 1.4.2 The number of faculty using Blackboard technology will increase by 5%. In AY 2011-2012, there were 167 faculty utilizing Blackboard.

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			1.4.3 Faculty use of e-portfolio will increase by 20%. In AY 2011-12, there were 10 participants. 1.4.4 The EdTech survey data will be analyzed and data-based recommendations will be implemented. 1.4.5 Twenty faculty members will be identified to work with EdTech staff to develop a plan to embed online resources in classes. 1.4.6 OAA will research and identify national standards of excellence in learning, teaching and leading with technology to guide and assess the College's course offerings. 1.4.7 Six new hybrid courses will be developed and eight new additional sections of existing hybrid courses will be offered. 1.4.8 The College will develop a database of prospective faculty with online teaching experience for searches for adjuncts, sub-appointments and full-time faculty positions.
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity	2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers	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	2.1.1 Based on assessments from the AY 2011-2012 Center for Teaching and Learning (CTL) offerings, professional development opportunities will be aligned with faculty needs. 2.1.2 The CTL will design and schedule at least two professional development activities for part-time faculty. 2.1.3 The CTL will adopt professional core competencies for chairs, coordinators and directors.

3

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			2.1.4 There will be a 10% increase in the number of faculty participating in professional development initiatives. In AY 2011-2012, there was participation from 137 faculty members. 2.1.5 OAA will charge a faculty committee to strengthen cross-disciplinary scholarship on campus. 2.1.6 The Peer Observation Improvement Network (POINT) will provide two professional development opportunities for faculty who conduct peer observations.
	2.2 Increase faculty research/scholarship	2.2 Faculty scholarship and creative work	2.2.1 The number of faculty actively engaged in research and scholarly activities will increase by 2% as evidenced by grant submissions, publications and conferences. In AY2011-2012 there were 95 faculty members engaged in research and scholarly activities.
	2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty	2.3.1 Instruction by full-time faculty will increase by 2%. In AY 2011-2012 full-time faculty delivered 50.9% of instruction. In 2009-2010, the annual mean teaching hours was 24.2; in 2011-12 is 23.4.
	2.4 Colleges will recruit and retain a diverse faculty and staff	2.4 Faculty and staff diversity and affirmative action reports	2.4.1 The Affirmative Action Office will expand diversity initiatives to include recruitment outreach efforts to veterans' groups and organizations for people with disabilities. Three-year trend in the diversity of new hires: 2009-10: hired 60 F/T staff; 30 women and 45 minority 2010-11: hired 25 F/T staff; 12 women and 18 minority 2011-12: hired 56 F/T staff; 37 women and 39 minority

HOSTOS COMMUNITY COLLEGE
PRESIDENT FÉLIX V. MATOS RODRÍGUEZ

The City University of New York
College/President Performance Goals and Targets
2012-2013 Academic Year – Revised August 30, 2012

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
Goal 2: Improve Student Success			
3. Ensure that all students receive a quality general education and effective instruction	3.1 Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative	3.1 Colleges will present evidence of curricular development and revision, and alignment of courses leading into the large transfer majors	3.1.1 At least 20 courses will align their student learning outcomes with Pathways outcomes, evidenced by approval of the Pathways subcommittee. 3.1.2 Participation in Gen Ed PDIs will increase by 15%. In AY 2011-2012 there were 33 participants.
	3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses	3.2 Basic skills test performance and pass rates on exit from remediation; Bacc: % credits passed of those attempted for SEEK/ESL students; assoc: % of remedial students at 30 credits who have pass all basic skills tests	3.2.1 OAA will implement restructured reading and writing workshops offered through the English Department and offer 50 workshops. 3.2.2 Pass rates on CUNY assessment tests following exit from remediation in the Fall 2012 term will increase by 2%. In AY 2011-2012, CUNY assessment test pass rates were: COMPASS Reading – 43.3%; CATW (Writing) 42.9%. 3.2.3 The percentage of students who needed remediation and now have 30 credits at the start of the Fall term, and are proficient in all of their skills test will increase by 2%. Last Fall Hostos' average was 58.1%.
	3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study	3.3 % of students passing freshman composition and gateway math courses with C or better; % of CLA target sample who were administered the CLA test	3.3.1 % of students passing freshman composition and gateway math courses with C or better will increase by 2%. English: 2011-12, 79.3%; 2012-13, 81.3% Math: 2011-12, 80.9%; 2012-13, 82.9%.
	3.4 Colleges will reduce performance gaps among students from underrepresented groups	3.4 1-yr. retention rates by group status	3.4.1 One-year retention rates by underrepresented groups and gender will improve by 2%; thus narrowing the URM gap. In 2011-12, Female was 64.2% and Male was 62.9%

5

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	3.5 College will show progress on implementing faculty-driven assessment of student learning	3.5 Evidence that faculty are assessing student learning, using results to make improvements, and documenting the process	3.5.1 In accordance with the course assessment calendar, at least 35 courses will undergo faculty-driven course assessment. 3.5.2 The Assessment Committee will meet bi-weekly to track changes recommended from FY 2011-2012 assessments.
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion	4.1 Colleges will facilitate students' timely progress toward degree completion	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; back: % of students with major declared by the 70th credit; average # credits earned in first 12 months; assoc: % of freshmen who complete freshmen composition/credit-bearing math within 2 years of entry	4.1.1 The percentage of transfer students taking courses or workshops the summer after entering will increase by 2%. 4.1.2 The ratio of undergraduate FTEs to headcount will increase by 2%. For Fall 2011, the ratio was -.74 (5236 FTEs/7078). 4.1.3 The average number of credits earned in the first 12 months will increase by 1 credit. The Fall 2010 to Fall 2011 average was 15 credits. 4.1.4 The percentage of freshman who complete freshman composition/credit-bearing math within 2 years of entry will increase by 2 points. For students entering in Fall 2010, the spring 2012 percentages were 36.5% for freshman comp, and 36.2% for credit-bearing math. 4.1.5 First year students will be matched with a Student Success Coach. First year student persistence for second semester will increase by 2 points. Allied Health majors will participate in one program information session each semester with advisors in the Academic Advisement Center. At least 80% of students will be pre-registered for the spring semester 2013.

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			4.1.6 SDEM will conduct a Time-To-Degree assessment of students in three college majors. 4.1.7 SDEM will partner will CUNY Lumina Grant project to establish a Student Peer Mentoring Program for First Year Students. 4.1.8 OAA/SDEM will increase winter participation and summer enrollment in courses by 2%. Winter @2% = ~140; Summer @2% = ~1845
	4.2 Retention rates will increase progressively	4.2 1-yr retention rates and difference between actual and adjusted 1-yr retention rates	4.2.1 1-yr. retention rate will be at least 2 percentage points higher than the rate expected by RAPM.
	4.3 Graduation rates will increase progressively in associate, baccalaureate, and master's programs	4.3 assoc: 4-yr grad rates, difference between actual and adjusted 4-yr grad rates; bacc:4-yr grad rates, difference between actual and adjusted 4-yr grad rates; master's: 4-yr grad rates	4.3.1 The 4-yr graduation rate will be at least 2 percentage points higher than the rate expected by RAPM. ('07 = 19.3%, '08 = ~ 21.3%, '09 = ~23.3%)
5. Improve post-graduate outcomes	5.1 Professional preparation programs will improve or maintain the quality of successful graduates	5.1 Pass rates and # of students passing licensure/certification exams	5.1.1 The pass rate for radiology will be 90%. 5.1.2 The pass rate for nursing will reach 80%. In AY 2011-2012, the average pass rate of the RN and LPN was 77%. The unit is using the ATI computer assisted instruction program for tutorials and remediation in preparation for NCLEX. All students are strongly encouraged to take a final review class. 5.1.3 The pass rate for dental hygiene will increase from 90% to 95%.

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	5.2 Job and education rates for graduates will increase	5.2 College self-reports and surveys of graduates' job placement rates; colleges report mean prof/grad school test scores of their back graduates to OIRA; % of assoc graduates working or continuing their education	5.2.1 Outreach to graduates, transfer to CUNY 4-year colleges, and job placement for graduates will increase by 2%. In 2011, Outreach to graduates: 71%; transfer to CUNY 4-year colleges: 65.4; jobs for graduates: 77.3%.
6. Improve the quality of campus life and student and academic support services	6.1 Colleges will improve the quality of student life and campus climate	6.1 Colleges will present evidence of improved quality of life and campus climate; baseline satisfaction ratings of relevant Noel-Levitz scales will be established	6.1.1 SDEM will create newly designed Annual Satisfaction Survey based on new Noel Levitz Model.
	6.2. Colleges will improve the quality of student and academic support services, including academic advising and use of technology	6.2. Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established	6.2.1 The number of students participating in instructional technology workshops will increase by 2%. In AY2011-2012, 695 students participated in workshops.
Goal 3: Enhance Financial And Management Effectiveness			
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree; mean SATs/CAAs; % difference between target and actual FTE enrollment	7.1.1 Enrollment targets will remain near AY 2011-2012 levels, as per conversations with CUNY Central. 7.1.2 The Continuing Education enrollment target for 2012-2013 is **11,195**, which is an average of the past three (3) years (2010: 10,802; 2011: 10,007; 2012: 12,776).
	7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	7.2 Colleges will document efforts to communicate Pathways gen ed and major curricular requirements to students, faculty, and staff; change infrastructure in support of Pathways (e.g., DegreeWorks); and create dual admission/degree programs or other effective means of facilitating transfer	7.2.1 A second Faculty Fellow will be selected to assist departments with Pathways implementation. 7.2.2 OAA and SDEM will develop a collaborative communication plan focused on Pathways Gen Ed and major curricular requirements. 7.2.3 OAA will offer 5-10 trainings targeted to faculty, advisors and students to ensure consistency of information on Pathways curricular changes.

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			7.2.4 The College will create a new and separate section on Pathways on its website to facilitate orientation and information. 7.2.5 The proposal for the dual degree program for nursing in collaboration with Lehman College will be submitted for the Board of Trustees' approval.
	7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission	7.3 % of College Now enrollment target achieved; registrations in adult and continuing education programs	7.3.1 College Now enrollment will remain in alignment with enrollment management conversations with the CUNY Office of Academic Affairs. In 2011-2012, there were 914 students enrolled. 7.3.2 The Continuing Education enrollment target for 2012-2013 is 11,195, so as to promote the college's mission.
8. Increase revenues and decrease expenses	8.1 Alumni-corporate fundraising will increase 10%	8.1 Alumni/corporate fundraising (CAE-VSE report) 3-year rolling average; colleges will provide evidence of increased alumni outreach	8.1.1 Hostos will increase fundraising efforts by 10% of the total reported in the CUNY Fundraising Summary for FY 2012. 8.1.2 The College will develop the Alumni Speakers Bureau to encourage contact between alumni and students.
	8.2 Colleges will make progress within a declared capital campaign	8.2 Evidence of declared capital campaign with fundraising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan	8.2.1 Hostos will finalize its capital campaign feasibility study and launch its first-ever comprehensive campaign. As part of this campaign, Hostos will prepare a case statement, select a campaign chairperson, and establish giving societies and donor recognition policies and guidelines.

HOSTOS COMMUNITY COLLEGE
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The City University of New York
College/President Performance Goals and Targets
2012-2013 Academic Year – Revised August 30, 2012

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	8.3 Each College will achieve its revenue targets and improve or maintain high collection rates	8.3 Revenue as a percentage of target; collection rate	8.3.1 The tuition and fees revenue collection rate will increase by 0.5% per term, using the following baselines: Fall: 96.6% Spring: 93% Summer: 98.3%
	8.4 Colleges improve or maintain sound financial management and control	8.4 % of budget spent on general administration; number of material weaknesses or significant deficiencies in annual internal control reviews	8.4.1 The College will continue to decrease administrative costs by 0.5%. 8.4.2 Hostos will maintain 100% compliance (zero citations) according to the annual internal control review.
	8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve	8.5 % of allocated budget retained as reserve	8.5.1 The College will retain 3% of its allocated budget as reserve.
	8.6 Contract/grant awards will increase	8.6 Contract/grant awards including specifically for research	8.6.1 Hostos will apply for two new sources of funding to promote students' academic success. 8.6.2 The number of grants received will increase incrementally.
	8.7 Indirect cost recovery ratios will improve	8.7 Indirect cost recovery as ratio of overall grant/contract activity	8.7.1 The College will improve its indirect cost ratio by 0.5%.
9. Improve administrative services	9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges	9.1 Colleges will present evidence of improved student satisfaction with nonacademic administrative support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established	9.1.1 SDEM will establish baseline for assessment according to new measurement scale (Noel-Levitz scale). 9.1.2 Student satisfaction with support services (Buildings & Grounds, Information Technology, and Public Safety) will increase based on analysis of CUNY Student Experience Survey and Hostos Student Satisfaction Survey.

HOSTOS COMMUNITY COLLEGE
PRESIDENT FÉLIX V. MATOS RODRÍGUEZ

The City University of New York
College/President Performance Goals and Targets
2012-2013 Academic Year – Revised August 30, 2012

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs	9.2 % of instruction delivered on Fridays, nights, weekends; evidence of space prioritization for degree and degree-related programs	9.2.1 The percentage of instruction offered on Friday nights and weekends will increase by 3%.
	9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws, and develop business continuity plans	9.3 Evidence of compliance in target areas; evidence of a business continuity plan	9.3.1 The College will form a business continuity planning committee to review and address compliance requirements and develop a Business Continuity Plan with assistance and guidance from CUNY. 9.3.2 The College will continue to improve compliance with EPA regulations, CUNY Workplace Violence Prevention training, and University Business Continuity requirements. 9.3.3 The Affirmative Action Office, in collaboration with HR, will train all new employees on CUNY Policies and regulations (ie., Sexual Harassment, EEO), and will systematize EEO training for non-supervisory staff and new employees.
	9.4 All colleges will make progress on CUNYfirst implementation	9.4 Evidence of participation in CUNYfirst training activities, effective communication, and change/change readiness activities	9.4.1 The College will continue its effective progress of the CUNYfirst implementation process, and achieve a 90% rate of claimed accounts.
	9.5 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan	9.5 Evidence of annual progress implementing goals and initiatives from each of the seven areas of a college's multi-year sustainability plan (e.g., energy)	9.5.1 The College will begin implementation of its long-term sustainability plan goal focused on creating a garden and increasing nutrition awareness.

Appendix VI
Hostos General Education Competencies

GENERAL EDUCATION CORE COMPETENCIES / LEARNING GOALS

GLOBAL CITIZENSHIP AND LIFE COMPETENCIES IN A MULTICULTURAL PLANETARY CIVILIZATION

1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
5. Cultivate an understanding and appreciation of aesthetic literacy.
6. Develop and demonstrate leadership and interpersonal relationship skills.

SCIENTIFIC AND QUANTITATIVE REASONING

7. Interpret scientific observations and delineate conclusions.
8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.
9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.
10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.

COMMUNICATION SKILLS

11. Read, write, listen and speak effectively.
12. Recognize the need for precision in vocabulary appropriate to the writing task at hand, and comprehend the interplay of abstract ideas and concrete details.
13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.

ACADEMIC LITERACY & INQUIRY SKILLS

15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.
16. Access and evaluate critically current events and issues from many perspectives.
17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.
18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
19. Acquire important knowledge and information for life-long learning.

Appendix VII
Description of CUNY Pathways

From the CUNY Website on Pathways:
http://www.cuny.edu/academics/initiatives/pathways/about.html

ABOUT

Starting in Fall 2013, CUNY will implement the Pathways initiative across its undergraduate colleges. Pathways establishes a new system of general education requirements and new transfer guidelines across CUNY--and by doing so reinforces CUNY's educational excellence while easing student transfer between CUNY colleges.

General Education Requirements

CUNY's new general education framework is a central feature of Pathways. It lays out requirements that undergraduate students across CUNY must meet. Importantly, it also guarantees that general education requirements fulfilled at one CUNY college will be carry over seamlessly if a student transfers to another CUNY college.

Through the three elements of this framework--the Required Common Core, the Flexible Common Core, and, for students in bachelor's degree programs, the College Option Requirement--CUNY seeks to provide students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which students live today, and the ability to help society create a fresh and enlightened future. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also develops students' intellectual curiosity and commitment to lifelong learning.

The flexibility of the Common Core framework enables each CUNY college to maintain its distinctive character. So, too, does the College Option, which allows colleges to specify 6-12 additional credits of general education coursework that bachelor's degree students must complete.

Gateway Courses Into Majors

Faculty committees representing several popular transfer majors at CUNY have designated a minimum of three common and transferable courses that will be required of all students in those majors. Students anticipating majors in these fields can begin their coursework at any CUNY college with the assurance that if they transfer to another CUNY college, their prior coursework will count toward their continued pursuit of that major.

How Credits Transfer

By creating a general education framework that applies to all CUNY undergraduates, and by establishing gateway courses into several popular majors, the Pathways initiative will significantly improve the ease and efficiency of student transfer between CUNY colleges. Courses taken for general education credit, major credit, and elective credit are guaranteed to transfer.

Appendix VIII
Hostos General Education Competencies Mapped to Pathways

DRAFT

Pathways Outcomes	Hostos General Education Outcomes
English Composition	
• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.	11. Read, write, listen and speak effectively.
• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.	12. Recognize the need for precision in vocabulary appropriate to the writing task at hand, and comprehend the interplay of abstract ideas and concrete details.
• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.	
• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.	14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.
Mathematical and Quantitative Reasoning:	
•	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	Quantitative Literacy Rubric Dimension: **Interpretation:** *Ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams)*
• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.	Quantitative Literacy Rubric Dimension: **Calculation**
• Represent quantitative problems ex-	Quantitative Literacy Rubric Dimension: **Representation:**

pressed in natural language in a suitable mathematical format.	*Ability to convert relevant information into various mathematical forms (e.g. equations, graphs, or diagrams)*
• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.	Quantitative Literacy Rubric Dimension: **Communication:** *Expressing a solution so that an audience understands what the solution means*
• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.	Quantitative Literacy Rubric Dimension: **Estimation/ Reasonableness Checks:** *Reality check*
• Apply mathematical methods to problems in other fields of study.	
Life and Physical Sciences:	
• Identify and apply the fundamental concepts and methods of a life or physical science.	8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.
• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.	
• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.	7. Interpret scientific observations and delineate conclusions.
• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.	
All Flexible Core courses must meet the following three learning outcomes. A student will:	
• Gather, interpret, and assess information from a variety of sources and points of view.	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
• Evaluate evidence and arguments critically or analytically.	17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.
• Produce well-reasoned written or oral arguments using evidence to support conclusions.	13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
World Cultures and Global Issues	
• Identify and apply the fundamental con-	10. Develop and apply the methodological and computational skills necessary to attain literacy by apply-

cepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	ing different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Analyze the historical development of one or more non-U.S. societies.	1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
• Analyze the significance of one or more major movements that have shaped the world's societies.	16. Access and evaluate critically current events and issues from many perspectives.
• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	
U.S. Experience in its Diversity	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	16. Access and evaluate critically current events and issues from many perspectives.
• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.	
• Explain and evaluate the role of the United States in international relations.	16. Access and evaluate critically current events and issues from many perspectives.
• Identify and differentiate among the leg-	

islative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.	
• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
Creative Expression	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.	5. Cultivate an understanding and appreciation of aesthetic literacy.
• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.	
• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.	
• Demonstrate knowledge of the skills involved in the creative process.	
• Use appropriate technologies to conduct research and to communicate.	13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
Individual and Society	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.	1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
• Examine how an individual's place in society affects experiences, values, or choices.	4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
• Articulate and assess ethical views and	4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing

their underlying premises.	different views.
• Articulate ethical uses of data and other information resources to respond to problems and questions.	
• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.	15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.
Scientific World	
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.	
• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.	
• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.	3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.	9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.

Appendix IX
Hostos General Education Rubrics

Critical Thinking – Spring 2009
Professors: Gina Cicco, América Trinidad, Sandy Figueroa, Julie Trachman
Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating skill	3 Mastering skill	2 Developing skill	1 Attempting skill
Knowledge and Comprehension: Explanation of Problems/Issues	Problem/issue relevant to situation in context clearly stated	Problem/issue relevant to situation stated and partially described	Problem/issue relevant to situation minimally stated	Problem/issue not relevant to the situation identified
Application: Investigation and Integration of Evidence	Position is established with evidence. Source selection reflects some exploration across disciplines and integrates multiple media modes. Veracity of sources is challenged and mostly balanced. Source summaries and attribution deepen the position and not just restate the position.	Position is supported by evidence, though selective, inconsistently aligned, narrow in scope and limited to one or two modes. Examination of source quality shows some balance; attribution (citations) documents and adds authority to position.	Position strengthened by supporting evidence, though sources are limited or convenient (assigned sources and personal stories only) and in a single mode (text, audio, graphs, or video). Source used repeats information and absent contrary evidence. Attribution merely lists references and decorates	Position is unsubstantial, random. Limited evidence of exploration (curiosity) or awareness of *need* for information, search, selection, source evaluation and source attribution (citations)
Analysis: Developing Personal positions based on context and evidence	Position qualified by considerations of experiences, circumstances, conditions and environment that influence perspectives and the implications of those perspectives	Position presented with recognition of contextual sources of bias, assumptions and possible implications of bias.	Position presented tentatively with emerging awareness of own and others' biases, ethical and political, historical sources and implications of bias.	Position presented in absolutes with little recognition of own personal and cultural bias and little recognition of ethical, political, historical or other considerations
Analysis and Synthesis: Clearly states perspective; formulates hypothesis	A reasonable, clear, position or hypothesis, stated or implied, demonstrates some complexity of thought. The position also acknowledges, refutes, synthesizes, or extends three or more other perspectives appropriately	A reasonable, clear position or hypothesis is stated or implied. Important objections and/or two or more alternate perspectives are considered with some thought.	Position or hypothesis is clear, whether stated or implied with at least one other perspective acknowledged.	Work contains a discernible position or hypothesis that reflects only the student's perspective.
Synthesis and Evaluation: Accepts or refutes hypotheses and draws conclusions and implications	Conclusions are based on a synthesis of evidence from various sources. Inferences about casual consequences are supported by evidence that has been evaluated from disparate viewpoints. Analysis of implications indicates some awareness of ambiguity.	Conclusions and evidence are relatively obvious with synthesis drawn from selected evidence. Assertions of cause are supported mostly by opinion and are also selective. Considerations of consequences are timid or obvious and easy.	Conclusions are weakly supported by evidence with only emerging synthesis. Assertions of cause are doubtful. Considerations of consequences are narrow or exaggerated and dichotomous.	Conclusions are not supported by the evidence or repeat the evidence without synthesis or elaboration; tendency to confuse correlation and cause. Considerations of consequences are sketchy, drawn in absolutes or absent

Quantitative Literacy Metarubrics – Spring 2009

Professors: Elvir Dincer, Francisco Fernandez, John Gillen, Olga Steinberg, Nelson Nunez-Rodriguez.

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating skill	3 Mastering skill	2 Developing skill	1 Attempting skill
Interpretation *Ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams)*	Skillfully explains information presented in mathematical form (e.g. equations, graphs, diagrams, tables). Consistently provides clear explanation with no errors.	Competently explains information presented in mathematical form (e.g. equations, graphs, diagrams).	Developing the ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams). Sometimes makes errors or gives unclear explanation.	Attempts to explain information in mathematical form (e.g. equations, graphs, diagrams), but has trouble doing so correctly. Frequently makes errors or gives unclear explanation.
Representation *Ability to convert relevant information into various mathematical forms (e.g. equations, graphs, or diagrams)*	Consistently demonstrates fluency in converting relevant information into mathematical forms (e.g. equations, graphs or diagrams, tables). Reliably chooses the best form for the problem at hand.	Generally able to convert relevant information into various mathematical forms (e.g. equations, graphs, diagrams)	Developing the ability to convert relevant information into mathematical form (e.g. equations, graphs, diagrams). Sometimes makes errors or uses forms that are not the best for the problem at hand.	Attempts to identify relevant information, but has difficulty converting it into mathematical form (e.g. equations, graphs, diagrams). Frequently makes errors or uses forms that are not the best for the problem at hand
Calculation	Successfully complete all calculations for the task at hand with consistency.	Successfully complete most calculations for the task at hand.	Ability to complete successfully calculations for the task at hand is limited. Perhaps the students can do a few of these calculations very well, but others are inconsistently completed and still others cannot be completed at all.	Attempts to complete calculations for the task at hand are rarely and inconsistently successful.
Application/Analysis *Ability to make judgment based on quantitative analysis of data*	Makes informed judgment based on quantitative analysis data. Consistently draws appropriate conclusions from the data and recognizes the limits of analysis used.	Makes informed judgments base on quantitative analysis of data.	Makes judgments based on quantitative analysis of data. Sometimes makes errors or draws unwarranted conclusions.	Attempts to make judgments based on quantitative analysis or data. Frequently makes errors or draws unwarranted conclusion.
Estimation/reasonabless checks *Reality check*	Consistently checks calculated answers for reasonableness; makes good assumptions for estimation problems that involve unknown quantities; performs reality checks on numbers reported by others, as appropriate	Often checks calculated answers for reasonableness; Makes good assumptions for estimation problems that involve unknown quantities; performs reality checks on numbers reported by others as appropriate.	Sometimes checks calculated answers for reasanabless; confident about making estimates that require assumptions about unknown quantities; performs reality checks on numbers reported by others, as appropriate.	Rarely checks answers for reasonableness, confident in making estimates that require assumptions about unknown quantities, performs reality checks on numbers reported by others, as appropriate
Communication *Expressing a solution so that an audience understands what the solution means*	Clearly communicate quantitative information shaping it into an argument, solution, or conclusion as appropriate, using a well-chosen, effective format and placing values in context	Clearly communicates quantitative information, although information may not cohere as argument, solution or conclusion, may not be in the most effective format or with necessary context	Communicates quantitative information, but does not constitute a clear or coherent point, chosen format is neither most effective nor in the context.	Attempts to communicate quantitative information, but is unsuccessful in making argument, selecting an appropriate format, or placing in context.

Written Communication – Spring 2009

Professors: Angel Morales, Maria Bennett, Greg Marks, Karin Lundberg, Andrea Fabrizzio, Sharon Hill, Fatiha Makloufi, Elyse Zucker, Richard Gampert, Kim Sanabria, Alisa Roost

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating skill	3 Mastering skill	2 Developing skill	1 Attempting skill
Context of and purpose for writing	Has a sophisticated and nuanced definition of purpose that is used to focus all elements. Work responds to the assigned task and demonstrates strong sense of audience, purpose, and awareness of context. Work makes appropriate connections among ideas presented for analysis and addresses the writing assignment fully and analytically with strong to superior focus and coherence as well as clarity.	Addresses the writing assignment fully, analytically, with strong focus and coherence. Has a clear definition of purpose that is used to control the organization and reasoning of assignments. Analysis of purpose and audience expectations is evident throughout, and shows a good grasp of source material. Addresses all parts of the writing assignment with adequate focus, clarity, and coherence throughout, although focus may occasionally waver.	Addresses all or most of the parts of the writing assignment adequately, but focus may lapse or connections may be missing. Has a clearly defined purpose and is tailored to the specifics of the assignment, with a simple analysis of audience expectations. Work shows that comprehension of relevant material may be incomplete, however.	Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Has an implied purpose and demonstrates some attention to audience needs and assignment itself. Grasp of relevant material is only cursory; work shows inattention to sources. Shows little ability to truly address the breadth of the assignment, and may not create a cohesive whole, or not link thoughts between paragraphs.
Content development *(reasoning, organization, and detail)*	Presents and explores sophisticated and complex ideas developed through insightful reasoning and highly relevant supporting details. Organization enhances the development of those ideas and is clearly effective. Demonstrates strong to superior critical understanding of readings through accurate summary, full explanation of points, and relevant analysis.	Presents and explores increasingly complex ideas through the use of deliberate reasoning and appropriate details. Full organization enhances the development of those ideas. Demonstrates an overall accurate understanding of readings through appropriate summary, explanation, and analysis, although these may be less than complete.	Presents ideas of some complexity, using adequate reasoning, and offers details to explain and begin to expand ideas. Organization generally supports the development of ideas. Demonstrates partial understanding of readings through summary or explanation, but exposition may be faulty or incomplete.	Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Presents simplistic ideas with only basic reasoning and organization, and includes modest use of details to explain or support ideas. Demonstrates little to no understanding of text.
Genre and disciplinary conventions	Blends genre and disciplinary conventions in sophisticated ways to structure the writing and situate it within the discipline.	Consistently uses genre and discipline-related conventions to situate ideas in writing.	Shows evidence of attempts to use genre conventions as well as disciplinary conventions to structure writing.	Shows evidence of attempts to use genre conventions and to use the most obvious disciplinary conventions.

Oral Communication – Spring 2009

Professors: Angel Morales, Maria Bennett, Greg Marks, Karin Lundberg, Andrea Fabrizzio, Sharon Hill, Fatiha Makloufi, Elyse Zucker, Richard Gampert, Kim Sanabria, Alisa Roost

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating Skill	3 Mastering Skill	2 Developing Skill	1 Attempting Skill
Organization	Presentations always contain a clear central message, a meaningful introduction and conclusion, and clearly-identifiable sections featuring a purposeful organizational pattern (e.g. chronological, topical, problem-solution, motivated sequence, etc.).	Presentations often contain a recognizable central message, an introduction and conclusion, and identifiable sections that featuring an explicit organizational pattern.	Presentations sometimes contain a recognizable central message, an introduction and conclusion, and/or identifiable sections.	Presentations rarely contain a recognizable central message, an introduction and conclusion, or identifiable sections
Argument	Presentations always convey a significant and compelling central message, fully supported by credible and well-chosen evidence, and consistently expressed in vivid effective language.	Presentations often convey a significant and compelling central message, adequately supported by credible and well-chosen evidence, and expressed in effective language.	Presentations sometimes convey a significant central message, partially supported by credible and well-chose evidence, and expressed in language that is intermittently effective.	Presentations rarely convey a significant central message, rely on credible evidence or use effective language.
Delivery	Speaker always enunciates clearly with standard pronunciation and appropriate inflections. Speaker speaks extemporaneously, with confidence and passion, maintaining eye contact, using gestures and vocal variety consistently and artfully to enhance the message. Speaker avoids vocal fillers (e.g. um, uh, like, you know).	Speaker usually enunciates clearly with standard pronunciation and appropriate inflections. Speaker speaks extemporaneously, with confidence, maintaining eye contact, using gestures and vocal variety consistently. Speaker uses few vocal fillers (e.g. um, uh, like, you know).	Speaker enunciates inconsistently or with some non-standard pronunciation and inappropriate inflections. Speaker inconsistently displays some confidence, eye contact, appropriate gestures and vocal variety. Speaker uses many vocal fillers (e.g. um, uh, like, you know).	Speaker rarely enunciates clearly or with significant non-standard pronunciations and/or inappropriate inflections. Speaker displays little confidence, eye contact, appropriate gestures and vocal variety. Speaker uses extensive vocal fillers (e.g. um, uh, like, you know).
Interpersonal Communication	Speaker warmly navigates a variety of professional settings, treating colleagues with respect, asserting differences and concerns without aggression, and working to defuse conflicts.	Speaker navigates a variety of settings, treating colleagues with respect, asserting differences and concerns without aggression, and consistently avoid escalating conflicts and occasionally defuse conflicts created by others.	Speaker understands some different communication expectations with some respect for colleagues; may not understand difference between aggression and assertion and may occasionally escalate conflicts.	Speaker demonstrates little understanding for different communication expectations; may not understand difference between aggression and assertion and escalates conflicts.

Information Literacy – Spring 2009
Professors: Lisa Tappeiner, Flor Henderson
Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

Information Literacy Components	4 Incorporating Skill	3 Mastering Skill	2 Developing Skill	1 Attempting Skill
Framing the Need for Information	Consistently develops a focused tentative thesis statement or research question; identifies key concepts and related terms that articulate various facets of and points of view related to the question	Clearly develops a tentative thesis statement or research question; identifies key concepts that demonstrate a deeper understanding of the question	Develops a tentative thesis statement or research question; identifies key concepts that demonstrate a basic understanding of the question	Unable to articulate a tentative thesis statement or research question; identifies few keywords
Choosing appropriate research tools	Proficiency in selecting and navigating most appropriate resources available to them (Print/online, general/discipline specific) and demonstrating an understanding of the differences between academic and non-academic online research tools	Demonstrates ability to navigate and select general print and online resources and has a basic understanding of the differences between academic and non-academic online research tools	Demonstrates basic understanding of academic print and online resources	Identifies and uses obvious, non-academic research tools to find information; fails to differentiate between academic and non-academic research tools
Effectively access sources	Effectively employs effective search strategies using keywords, synonyms and controlled vocabularies, and online contextual help; differentiates between and uses primary / secondary and peer-reviewed / non peer-reviewed sources	Employs basic search strategies using keywords; identifies and searches a variety of sources of information; differentiates between and uses primary / secondary and peer-reviewed / non peer-reviewed sources	Develops basic search strategies using keywords; identifies and searches few sources of information.	Unable to develop effective search strategies, fails to identify, search for and retrieve information.
Evaluating Sources and Content	Examines and compares information from various sources and evaluates sources appropriately; analyzes differing viewpoints and effectively uses different formats. Differentiates between academic peer-reviewed, non-peer-reviewed overviews, and sources for general readers	Examines and compares information from various sources; investigates differing viewpoints; synthesizes main ideas to create new concepts; compares new information with prior knowledge	Basically examines and compares information from a few sources with little analysis; broadly summarizes main ideas	Quotes sources without comment or evaluation; uses sources that do not meet research need; uses too few sources, lacking in variation

A rubric for problem-solving strategies based upon Polya's stages

	4	3	2	1
Define and understand the Problem Extracting and assimilating information, determines the goal of the problem, and introduces suitable notations when needed.	Shows clear understanding of problem and identifies specific factors that influence the approach to a problem before solving. A level 4 students should be proficient in all previous levels and can reformulate the problem if called upon to do so.	Shows clear understanding of the problem and identifies many specific factors that influence the approach to a problem before solving. At level 3 a student can clearly identify all variables required and separate these from any extraneous information.	Shows partially developed understanding of the problem and indentifies a few specific factors that influence the approach to a problem before solving. At level 2 a student should understand the variables and/or information required and use suitable notation	Shows limited understanding of the problem and broader context. At level 1 a student should know what the problem asks them to find i.e. the goal.
Devising a plan or strategy to solve the problem Making a general plan and selecting relevant methods, "heuristics" that might be useful for solving the problem based on the understanding of the problem	At level 4 a student can recognize or classify the structure of the problem. They can consider one or more strategies, coordinate several processes into a strategy. They would demonstrate the ability to invert a process to form a plan and clearly articulate their decision making process (in words or algebraic formula).	At level 3 a student can begin to think about more than one method of solution. They can identify a plan based upon structural aspects of the problem not just keywords and phrases but not always with accuracy. They would be able to coordinate two processes into a strategy and articulate essential components of their strategy.	At level 2 a student can identify a viable strategy especially when keywords are provided and plan is straightforward. Student rarely recognizes the need for multiple solutions however, they can sometimes do so when prompted or when clear their solution is not appropriate.	At level 1 a student will select a strategy without regard to fit. Typically based upon superficial phrases or keywords in the problem. Student does not have ability to consider new strategies even if theirs is clearly not appropriate.

Carry out or execute the the plan **Generate a solution**	At level 4 a student can recognize the need for multiple paths to carry out the plan. Reasoning or thought is fully developed. They can implement plans with several processes or steps (including inverse processes) and identify accurately at least one correct or workable (frequently creative) solution(s).	At level 3 a student frequently recognizes the need for multiple paths to carry out the plan. Reasoning or thought in carrying out the plan is well developed. They can implement plans with limited number of processes or steps and state one or more accurate potential solution(s).	At level 2 a student does not demonstrate well developed thought or reasoning in carrying out the plan. Sometimes they recognize the need for multiple paths to carry out the plan especially if first attempt fails but they do so with limited proficiency.	At level 1 a student demonstrates **minimal** thought or reasoning in carrying out the plan. States at most one, frequently incorrect solution. Student does not recognize multiple paths to carry out the plan even when solution appears incorrect.
Looking back - reflection stage **Is solution correct?** **What to do if solution is not correct?**	At level 4 a student Always analyzes or synthesizes results from a wide range of perspectives. They can always apply background or context knowledge of the problem when considering appropriateness of the solution(s). They include reasoning behind the evaluation of each options. They can reflect upon solutions to make adjustments in and provide insights about their plan.	At level 3 a student frequently analyzes or synthesizes results from more than one perspective. They frequently apply background or context knowledge of the problem when considering solutions. They include reasoning behind the evaluation of most options, and identify one correct/workable solution. Incorrect solutions lead to reflection and adjustments in planning.	At level 2 a student sometime analyzes or synthesizes results. They sometimes apply background or context knowledge of the problem when considering solutions. They identify partially correct solutions with some reasoning and limited ability to check their answer and if they do so are unable to make adjustments in their planning or execution stages.	At level 1 a student does not analyze or synthesize results. They rarely apply background or context knowledge of the problem when considering solutions. They identify unworkable solutions with little reasoning. They rarely check their solution.

Appendix X
General Education Assessment Report Template

MAT 120 Spring 2013 Gen Ed Assessment Report

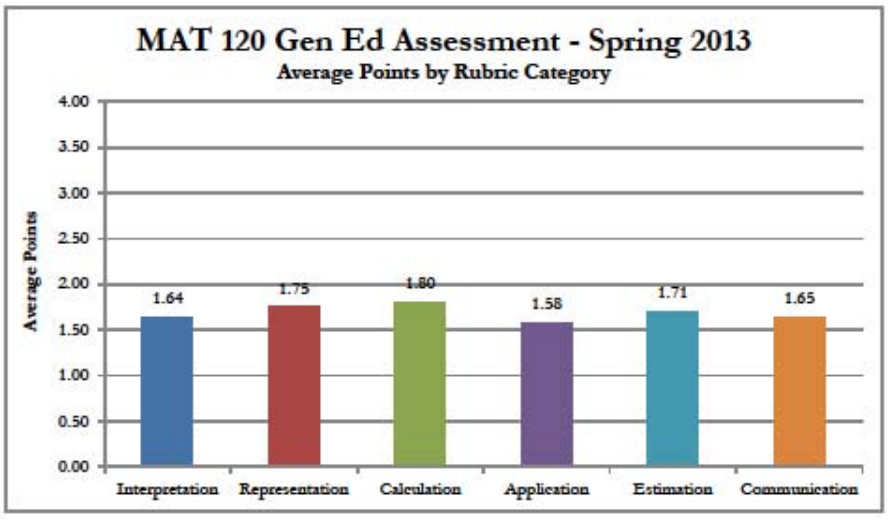
Prepared by the Office of Institutional Research and Student Assessment (OIRSA)

Background

The Hostos Gen Ed Committee was charged with conducting general education assessment of four courses in the Spring 2013 semester, one of which was MAT 120. There were 8 sections of MAT 120 in the Spring 2013 term. A Gen Ed subcommittee obtained a sample of 40 final exams, 5 from each section and assessed them using the Quantitative Literacy Rubrics, graded on the scale of 1 – 4, where 4 means 'incorporating the skill', 3 means 'mastering the skill', 2 means 'developing the skill', and 1 means 'attempting the skill'. Each test was scored by two subcommittee members and whenever the discrepancy between the graders was 2 points or higher, an average was calculated and used. The inter-rater reliability was 95.67 percent.

Results

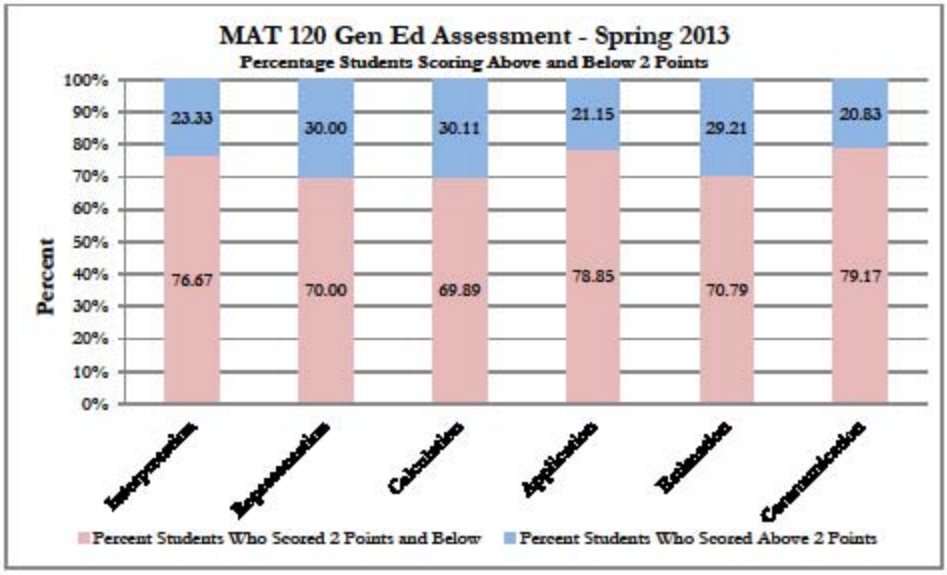
On the whole, the MAT 120 students received between 1.58 and 1.80 points. That places them between the 'attempting skill' and 'developing skill' levels, slightly closer to the latter. The graph below depicts the students' average scores on each of the rubric categories. Students received the highest scores on the calculation part (1.8 points on average), with representation and estimation not far behind (1.75 and 1.71 points on average respectively). Communication, interpretation, and particularly application caused the students most problems (1.65, 1.64, and 1.58 points on average respectively).



All three versions of the test (A, B, and C) were structured in the same way, with similar content questions numbered 1 – 5. The table below shows the percentages of students who scored between 1 and 2 points, and the percentages of students who scored between 2 and 4 points on each question. All students, regardless of the test version, had the lowest scores on question 5, which was the most complex problem all five.

Question	Rubric	Percent Students Who Scored 2 Points and Below	Percent Students Who Scored Above 2 Points
Question 2	Representation	63.16	36.84
	Calculation	64.86	35.14
	Estimation	65.79	34.21
Question 3	Interpretation	70.27	29.73
	Representation	68.42	31.58
	Calculation	65.63	34.38
	Application	71.88	28.13
	Estimation	64.52	35.48
	Communication	76.67	23.33
Question 5	Interpretation	86.96	13.04
	Representation	83.33	16.67
	Calculation	83.33	16.67
	Application	90.00	10.00
	Estimation	90.00	10.00
	Communication	83.33	16.67

The graph below shows the same breakdown, but this time the data have been aggregated. It is important to mention that two rubric categories (interpretation and application) were aggregated based only on 2 questions (number 3 and 5) since the subcommittee agreed question 2 was not conducive to assessing interpretation and application).



Recommended next steps

The Spring 2013 Gen Ed assessment revealed significant weaknesses of MAT 120 students on all six Gen Ed rubric dimensions. After presenting the results of the Spring 2013 assessment to the MAT 120 faculty, OIRSA (in conjunction with the Gen Ed Committee) will initiate a discussion on the possible impact of the results on the teaching and learning processes, and will continue to work with the faculty in order to identify ways in which the problematic areas can be addressed. The Spring 2013 assessment will serve as a benchmark against which future Gen Ed assessment of the course can be done.

Appendix XI: The Why and How of E-portfolios and Capstones

E-portfolios

Currently, e-portfolios are used by many colleges and universities, including sister colleges at CUNY (e.g., LaGuardia Community College), as well as community colleges that serve similar demographic populations to Hostos. In order to conduct the general education assessment up to the 30th credit, e-portfolios will be used because they provide an efficient and effective way of keeping all of a student's artifacts for each course in a single place. By having all the artifacts in a single place, the assessment teams will be able to easily access the relevant artifacts, making the general education assessment task that much easier and efficient.

For each of the constituencies at the college, e-portfolios have distinct benefits. Among those benefits are:

- **For students** – e-portfolios are a way that students can assume more direct responsibility for their learning. The e-portfolio serves as a centralized repository of student learning artifacts that are evidence of the skills and training they received while at Hostos. Because of that students can show their e-portfolios to potential employers and/or senior colleges. Around the country, students are creating resumes containing links to specific artifacts in their e-portfolios that demonstrate their critical thinking skills, problem solving capabilities, and communication skills, as well as providing a representation of the quality of their work.
- **For Faculty and Staff** – because e-portfolios contain the full array of a student's work at Hostos in a single place, faculty can see student growth both within their and across courses. Faculty members who conduct such reviews are in a better position to continuously address those areas of student deficiency. By reviewing student work across courses, program advisors will be able to more quickly identify those areas in their programs in which students may need assistance, either through changes to the curriculum or academic support services, such as tutoring. Finally, because the e-portfolio contains all of the student's work, its contents will provide comprehensive evidence of students' strengths and weaknesses, permitting better and more focused academic advisement by faculty, staff in the Office of Academic Advisement, and the Student Success Coaches.
- **For the Institution** – a centralized repository of student course work, e-portfolios bring a degree of efficiency to course, program, and institutional assessments that are not available using other methods. While assessments of student performance on the general education competencies can be conducted within a course, it is more important to assess the degree to which a student has gained those competencies across their academic career at Hostos. Because e-portfolios contain artifacts across courses, assessments are not limited to performance in a single course. Results from these assessments allow the college to be able to demonstrate the degree to which students are attaining the general education competencies across the institution (i.e., as a result of attending Hostos), as well as student growth on the competencies. Assessment of individual courses does not permit these kinds of analyses.

The use of e-portfolio for assessment purposes will begin in the general education assessment of courses taken by students up to their 30th credit. In the future, the use of e-portfolio may be expanded to additional assessment methods, from capstone assignments to general

education assessment to student learning outcomes in course-based and program assessments. (A brief literature review on use of e-portfolios follows below.)

Capstone Experiences

As with e-portfolios, capstones experiences are designed to provide students with the opportunity to integrate the work they have done in their academic major. (In this brief analysis, 'capstone experience' refers to both course-embedded capstone assignments and capstone courses.) While the nature of the experience may vary from one program to another, the overarching goal is to provide students with an experience that incorporates what they learned in their major field, use the skills developed in conjunction with general education, and to potentially engage in a variety of high impact practices, such as undergraduate research and service learning.

Capstone experiences provide distinct advantages to each of the constituencies of the college:

For Students: Capstone experiences provide students with the opportunity to integrate what they have learned in an organized manner within the context of a single project or assignment. Such integration will permit students to have a clearer understanding of their major field. This understanding will benefit students whether they intend to enter the workforce or pursue a four-year degree, that students can show their capstone artifact(s) to potential employers or four-year colleges as evidence of their work.

For Faculty and Staff: The capstone experience will permit faculty in the programs to have a deeper and more rigorous understanding of what their students have learned by the time they have completed their course work. Individual course assessments would provide faculty with performance information on student and program learning outcomes, this information would be in the context of individual courses. The capstone experience will provide an overall view of how well the students have mastered the program level outcomes. Within this context, the capstone experience becomes an important element of program level outcomes assessment.

For the Institution: Because the artifacts created in the capstone experiences would necessitate students to use many of the general education skills (e.g., communication skills, information literacy, quantitative reasoning, critical thinking, problem solving, etc.) the artifacts become a rich source of material for general education assessment. Since the capstone experience occurs at the end of the student's career, the capstone artifacts are a reflection of the degree to which students have attained the general education competencies. Not only would the capstone artifacts show the level of attainment, but when paired with the results from the general education assessments below the 30th credit, the college would be able to show the degree to which students have improved in general education competencies as a result of their educational experiences.

As noted above, capstone artifacts may be stored in students' e-portfolios, which would benefit both the students and the college. Students would benefit by having all of their college work, including their culminating project, in one place to better show potential employers and four-year colleges. The college would benefit because the documentation underpin-

ning the assessment analyses would be available for review by accrediting agencies, as well as subsequent analyses of student performance.

Use of E-portfolios for Assessment in Higher Education

This review is based on information from several sources (Sternberg, et al., 2011; Walvoord, 2010; Allen, 2006). In each of these sources, the use of portfolios (of which e-portfolios are a subset) is discussed in the larger context of higher education assessment. First, however, a brief discussion of what portfolios are and how they are being used in the context of higher education.

Portfolios are, at their most basic, a place for students to put samples of their course work. (E-portfolios are simply an on-line or electronic version of portfolios.) Typically, the samples of student course work, usually called 'artifacts,' are reviewed and assessed using rubrics. The rubrics are designed to quantify judgments by the reviewers so that aggregate determinations of student performance can be obtained.

The above description leaves a number of issues unanswered, such as: what is the purpose of the portfolio review; who is doing the reviewing; which portfolios are being selected for review; which artifacts are being included in the portfolio; and how are the results being used. All of these and other related questions need to be addressed in the context of the overall assessment plan for the institution. Nevertheless, student-created portfolios have a number of advantages:

- Students are required to take responsibility for their learning and reflect on it (Allen, 2006, p. 163).
- On-going student portfolios (developmental) can be integrated in the student advisement, assisting students in selecting appropriate courses (Allen, 2006, p. 163; Walvoord, 2010, p. 50).
- The artifacts are actual course work and thus are direct assessments reflecting what students are expected to do (see below).
- Because the artifacts are actual course assignments, the students' work would be expected to reflect their best efforts.
- The assessments are typically based on rubrics that more clearly reflect the goals of the institution.

Clearly, portfolios are not without their disadvantages and drawbacks, most of which are issues that need to be resolved prior to any implementation:

- Careful planning is required to ensure that the portfolio process works in the way the institution desired and work for the institution.
- Conducting the assessment reviews can be a time-consuming activity for faculty and staff, requiring training in the use of rubrics and the review of student work.
- The development of appropriate rubrics can be time-consuming.
- Motivation for both faculty and students need to be identified.
- How and whom will the results be used.

Some Thoughts on the Use of Portfolios:

The above discussion should begin to make clear that how portfolios are implemented at an institution will be a major determinant in what kind of results will be obtained. As noted above, careful planning is probably the most crucial aspect of portfolio implementation process. The kinds of issues that need to be addressed are:

- Which students will create portfolios (All students, subgroups, graduating students)?
- Will students put work in their portfolios throughout their college career or only at the end or on some other schedule?
- What are the motivations for students to maintain their portfolios?
- What are the motivations for faculty to use portfolios in their courses?
- Will students be required to include work from all of their courses or only a selected group (e.g., general education) courses?
- What support will be provided by the institution's administration?

Other Assessment Methods:

One of the primary advantages of portfolios is that they are direct assessments of students work. Portfolio contents are a clear and direct indication of what students are expected to do. This is contrasted with **indirect assessments**, which typically ask students about their opinions, attitudes, and perceptions of their college experiences. While indirect assessments take less time to obtain relevant data, the results are based on self-reports and are not a reflection of what students can do. Indirect assessments are students' opinions of what they think they can do.

Questions on national surveys often focus on the degree to which students feel or think they have improved in various aspects of their education experience (e.g., how much have your critical thinking skills improved in the past academic year?; how prepared do you think you are to be able to continue learning on your own [life-long learning]?, etc.). Indirect assessment is typically conducted using surveys, focus groups, interviews, etc.). The NSSE (and the CCSSE) are examples of surveys that permit colleges to gain some indirect assessments of student learning. Hostos administered the CCSSE in Spring 2010 and will be administering the Noel-Levitz Student Satisfaction Survey in Spring 2013, at the behest of CUNY Central.

In addition to national surveys, other indirect assessments can include focus groups or locally developed surveys, pitched to specific students groups (e.g., students in a specific program). At Hostos, both the Dental Hygiene and Education programs have conducted graduate surveys and used the results to make program changes. Finally, statistical analyses relating to graduation rates, retention rates, grade analyses, etc., are considered indirect evidence of student learning.

While national accreditors recognize the usefulness of indirect assessments, they also are clear that indirect assessments, alone, are not sufficient to provide evidence for the assessment of student learning. As MSCHE indicates in their "Characteristics of Excellence": "Indirect evidence . . . can be vital to understanding the teaching-learning process and stu-

dent success (or lack thereof), but such information alone is insufficient evidence of student learning unless accompanied by direct evidence." (Page 65.)

Therefore, it is incumbent on colleges to include direct evidence in their assessment plans, which returns to the subject of portfolios. Of course, there are other forms of direct evidence of student learning besides portfolios. Some examples of **direct assessments** are:

- Performance on course-based tests, written assignments, projects, etc., that are tied to the students learning outcomes (SLOs) of a course.
- Performance on a comprehensive examination or on a capstone project that are tied to a set of specific program outcomes.
- Performance on a college-wide examination that is tied to institutional learning outcomes, such as general education outcomes.

Each of these levels of direct assessment has both advantages and disadvantages. Some of these are:

- At the course level, the assessments are clearly tied to what is happening in a specific class (assuming things are being done properly) and will provide direct evidence of student learning. However, the results from individual course assessments cannot be used to say anything about student performance in any other courses.

- At the program level, performance on a capstone project or comprehensive examination will provide some indications as to what students graduating from the program are able to do. However, it is unlikely that all program learning outcomes can be assessed in single activity. Further, the assessment is not generalizable to outcomes in other programs and the development of the examination or project is a time-consuming process for faculty.

- At the institutional level, the assessment tend to focus on general education outcomes (e.g., communication skills, information literacy, etc.). National assessments (e.g., the CLA, the MAPP, etc.) have the advantage of being reliable and valid, based on the processes used in their development, and the results allow for comparisons with other institutions. However, the SLOs covered by these tests may not be the ones that are most important to the institution, or may not reflect the range of institutional goals. A further drawback is that students may not be motivated to do their best on these low stakes tests. (Jaschik, 2013) Currently, Hostos is administering the CLA at the behest of CUNY Central.

The above discussion is intended to make clear that all of the elements in an assessment plan have their advantages and disadvantages. Ultimately, the assessment plan for an institution must rely on multiple measures. As Walvoord (2010) advises: "Never let a standardized test and a survey be your institution's only way of looking at student work. Use student classroom work, evaluated by faculty, as another direct measure." (Page 47.)

Some Advantages of Portfolios:

As discussed at the outset, portfolios are not the only way in which student learning outcomes can be assessed. However, depending on the way in which portfolios are implemented at an institution, they can provide some powerful advantages:

- The assessment of student learning over time, showing student growth and development
- The assessment of general education outcomes both across and within programs and disciplines
- The ability to focus assessments on specific outcomes and groups of students (e.g., native versus transfer students)
- The use of the portfolio in the student advisement process (at Hostos, the Student Success Coaches could be the primary staff involved)
- Requiring students to take primary responsibility for their learning over their academic careers
- Involving faculty across disciplines in assessing student learning

Of course, portfolios have their disadvantages, which were discussed at the outset. However, as has been noted, many of the disadvantages stem from problems with the initial planning and implementation of portfolios. If these problems are dealt with early on, they will become far less problematic as the portfolio process is implemented.

Some Concluding Thoughts:

It is hoped that this brief analysis has provided some insight into the advantages and disadvantages of the use of portfolios in an overall assessment plan. Clearly, the assessment of student learning must be undertaken from a range of viewpoints, including both direct and indirect assessments. As discussed, depending on how they are implemented, portfolios can provide an institution with the ability to assess student learning across all students and programs, assess student learning over time, assess general education outcomes that are important to the institution, as well as program outcomes.

While no panacea, portfolios, when incorporated into a comprehensive assessment plan, will provide clear and direct evidence of extent of student learning at an institution. However, the one component that is most crucial is that of full administrative support. Without clear, unambiguous, and ongoing support no assessment plan, no matter how well conceived, will succeed.

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Appendix XII
OIRSA's 2012-13 President's Retreat Presentation

2012-13 College-Wide Operational Plan Where are we? A Preliminary View

Hostos Community College

Presentation at
President's Retreat
March 7, 2013
Richard D. Gampert, Ph.D.
Assistant Dean (Acting)
Office of Institutional Research and Student Assessment

Operational Plan
Update--President's Retreat Presentation

Appendix XIII
Sample of Completed Operational Plan Template

Build faculty and staff management skill sets and leadership (G2, I2)				
Office of the President				
Annual Result Anticipated	**Result Achieved**		**What Did You Learn?**	**Next Steps**
			What Worked, Didn't Work and Why? What Circumstances Impacted the Work?	*What will you continue to do, or not?*
1. Management skills development series relevant to strategic plan created - with focus this year on building assessment skills	☒YES	☐NO	Over 80 Administrators, Chairs & Coordinators participated in the two-session assessment workshop and have begun to incorporate assessments tools & methods into daily work. Overall evaluation of the workshop was very positive and participants were enthusiastic about the workshop leader. Recommendations for future workshops: team building, data analysis methods, leadership development, and support services workshops.	OIRSA will follow-up with selected participants in Fall 2013 to detail how they are using assessment tools. Possible follow-up assessment training sessions for administrators and faculty in Fall 2013. Additional workshops are being recommended as part of the 2013-14 Operational Plan.

Appendix XIV
Sample Program Learning Outcomes and Related Outcomes Maps

Program Map

Hostos Community College
Office Technology
√ = Program outcome or core ability is fully covered directly within the course through formal learning and/or assessment activities.
χ=Program outcome or core ability is partially covered within the course through formal learning and/or assessment actives.

Program Goals	Program Student Learning Outcomes	Program Courses													Assessment Methods														
		OT 101 Basic Computer Keyboarding and Document Formatting	OT 102 Intermediate Computer Keyboarding and Document Formatting	OT 103 Introduction to Computer Software Packages	OT 104 Office Systems and Procedures	OT 201 Advanced Computer Keyboarding and Document Formatting	OT 202 Transcription	OT 203 Business Communications	OT 204 Medical Terminology/Transcription	OT 205 Legal Terminology/Transcription	OT 206 Medical Billing & Insurance	OT 207 Office Technology Internship	OT 208 Professional Office Management	Oral Presentation	Examinations	Paper/Pencil Test	Written Presentation	Assignments	Peer Assessment	Self Assessment	Group Discussions	Demonstration	Skill Performance Exercise	Portfolio	Journaling	On-the-Job	Conducting Research	Internship
To provide student with the opportunity to acquire computer and document formatting skills.	Prepare correctly formatted correspondence at the computer.	√	√			√									√							√						
To develop in students effective oral, written, and non-verbal communication skills.	Read, write, listen, and speak effectively in a business environment.							√					√								√		√					
To develop in students effective critical thinking skills.	Utilizing critical and analytical skills in reading and in personal and professional settings.			√	√								√															
To prepare students for the changing workplace environment.	Exhibit positive leadership, interpersonal and customer relations skills.											√	√															
To provide student with the opportunity to acquire the knowledge of basic office systems, technology, and routine workplace procedure.	Demonstrate effective routine workplace procedures.				√							√	√															
To prepare students to use technology to accomplish required office support tasks.	Use appropriate information processing, internet, and search tools.				√			√				√	√															
	Function efficiently and effectively in an actual office setting.											√																

Appendix XV
Schedule for Academic and Non-Academic Program Reviews
and
Protocols for Conducting the APR

DEPARTMENT/ Program	APR LAST COMPLETED	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
Academic Units/Departments:	**academic year**														
Language and Cognition	2012	P	S	E	I			P	S	E	I				
Mathematics	2012	P	S	E	I			P	S	E	I				
Behavioral and Social Sciences	1999		P	S	E	I			P	S	E	I			
Social Sciences	1999		P	S	E	I			P	S	E	I			
Business Management	1998		P	S	E	I			P	S	E	I			
Accounting	1998		P	S	E	I			P	S	E	I			
Office Technology	1998		P	S	E	I			P	S	E	I			
Gerontology	1997		P	S	E	I			P	S	E	I			
Dual Programs (including Engineering)	New Program			P	S	E	I			P	S	E	I		
Library	Not Reviewed			P	S	E	I			P	S	E	I		
Liberal Arts Education (Gen Ed Self-Study)	Not Reviewed			P	S	E	I			P	S	E	I		
Digital Design and Animation	New Program			P	S	E	I			P	S	E	I		
Digital Music	New Program			P	S	E	I			P	S	E	I		
Modern Language	Not Reviewed			P	S	E	I			P	S	E	I		
Criminal Justice	New Program				P	S	E	I			P	S	E	I	
Public Administration	1999				P	S	E	I			P	S	E	I	
Science for Forensic Science	New Program				P	S	E	I			P	S	E	I	
Natural Sciences	Not Reviewed				P	S	E	I			P	S	E	I	
Humanities	Not Reviewed				P	S	E	I			P	S	E	I	
Black Studies	Not Reviewed				P	S	E	I			P	S	E	I	
Latin and Caribbean Studies	Not Reviewed				P	S	E	I			P	S	E	I	
Visual and Performing Arts	Not Reviewed				P	S	E	I			P	S	E	I	
Health Education (Community Health)	1997				P	S	E	I			P	S	E	I	
Early Childhood	2008											P	S	E	I
English	2009					P	S	E	I			P	S	E	I
Radiologic technology	2009					P	S	E	I			P	S	E	I
Nursing	2009					P	S	E	I			P	S	E	I
Dental Hygiene	2010					P	S	E	I			P	S	E	I
Academic Support Units:															
Hostos Academic Learning Center (HALC)	Not Reviewed			P	S	E	I			P	S	E	I		
Writing Center	Not Reviewed						P	S	E	I			P	S	E
Center for Teaching and Learning (CTL)	Not Reviewed					P	S	E	I			P	S	E	I
EdTech	Not Reviewed				P	S	E	I			P	S	E	I	
Academic Advisement	Not Reviewed					P	S	E	I			P	S	E	I
Honors Program	Not Reviewed				P	S	E	I			P	S	E	I	
KEY:															
P =	Preparation														
S =	Self-Study														
E =	External Review														
I =	Year 1 implementation														
* PRR due to Middle States															
**Self-Study due to Middle States															

Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
Admin. & Finance	Accounts Payable			S	E	I			S	E	I	
	Budget Office			S	E	I			S	E	I	
	Bursar's Office		S	E	I			S	E	I		
	Business Office				S	E	I			S	E	I
	Campus Planning & Operations					S	E	I			S	E
	Human Resources	S	E	I			S	E	I			S
	Information Technology						S	E	I			S
	Payroll				S	E	I			S	E	I
	Procurement						S	E	I			S
SDEM	Athletics & Recreation	S	E	I			S	E	I			
	Children's Center	S	E	I			S	E	I			
	COPE			S	E	I			S	E	I	
	Counseling Services		S	E	I			S	E	I		
	Wellness Services (& Health)		S	E	I			S	E	I		
	Single Stop			S	E	I			S	E	I	
	Student Activities				S	E	I			S	E	I
	Student Leadership				S	E	I			S	E	I
	Veterans Office					S	E	I			S	E
	Academic Achievement					S	E	I			S	E
	Accessibility Resource Center (ARC)		S	E	I			S	E	I		
	Admissions			S	E	I			S	E	I	
	College Discovery				S	E	I			S	E	I
	Enrollment Support				S	E	I			S	E	I
	Financial Aid			S	E	I			S	E	I	
	Information Services (SDEM)					S	E	I			S	E

Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
CEWD	High Equivalency Programs					S	E	I				
	ESL Programs			S	E	I						
	Allied Healthcare Certificate Programs		S	E	I							
	Professional Development & Certificate Programs and Classes			S	E	I						
	Nonprofit Management Certificate Programs			S	E	I						
	Personal Enrichment and Children's Programs				S	E	I					
	CUNY Language Immersion Program (CLIP)	S	E	I								
	CUNY Start	S	E	I								
	Liberty Partnership				S	E	I					
	ATTAIN Lab					S	E	I				
	Work Incentive Planning & Assistance Program (WIPA)	S	E	I								
	The Allied Health Career Pipeline Program		S	E	I							
	Jobs-Plus		S	E	I							
	CUNY CareerPATH		S	E	I							
	Career Services			S	E	I						
Inst. Advancement	Alumni Relations Office	S	E	I								
	Office of Communications		S	E	I							
	Conference Center			S	E	I						
	Office of Development				S	E	I					
	Community Relations				S	E	I					
	Hostos Center for the Arts & Culture	Note: VP of OIA informed OIRSA that HCAC underwent evaluation in AY2012-2013.										

KEY:	
P =	Preparation
S =	Self-Study
E =	External Review
I =	Year 1 implementation

*PRR due to Middle States
**Self-Study due to Middle States

Components of the APR:

Because the APR is an administrative function, overseen by the Provost, there are specific items that are required to be included. In order to maintain a degree of standardization across departments, the format of the reports is proscribed. The components of the APR are as follows:

Executive Summary: to be prepared when the full report is completed. Not to exceed five pages.

Academic Program: this section of the report must contain the following components:

- A brief overview of the academic program in the department
- Department mission statement and program goals and objectives
- Student Learning Outcomes (SLOs) of the academic program in the department and how they relate to the goals and objectives
- A matrix relating each course to the SLOs
- Admissions requirements (if applicable)
- Specification of the degree requirements
- Brief course descriptions for all courses offered within the last three academic years (copies of most recent syllabus, with date of last update, to be included in the appendices). A separate table will be provided to list each course with its associated information (i.e., credit hours, enrollment, etc.).
- Community/business/education links and/or involvement in the department's academic program (e.g., internships, clinical practica, fieldwork, etc.)
- Articulation agreements, as appropriate
- New academic programs (include only those that are in process, not those that are still in the planning stages).

Outcomes Assessment Activities and Program Evaluation:

- Course and program assessment activities—provide a brief description of activities, results, and the use of the results in improving the academic program. (Full reports can be placed in the appendices.)
- Analysis of course grade patterns across terms and plan(s) for addressing issues relating to high course failure or withdrawal rates
- Use of student evaluations in course improvement
- Results from surveys of students and/or faculty, as appropriate.

Students in the Department's Academic Program:

- Enrollment

- Demographic profile of current students in the department's academic program
- Performance on the CUNY Skills Tests (as appropriate) and CPE (as appropriate)
- Student recruitment
- Retention and graduation statistics for department's academic program
- Student outcomes—performance on licensure examinations, job placement, transfer rates to senior college, etc.

Faculty:

- Overview of faculty including: number, length of service, tenure status, adjuncts, courses taught, and faculty demographics
- Summary of faculty scholarship and grants
- Faculty development activities within the department's academic program and how those activities relate to improving the department's academic program
- Each faculty member is required to provide a paragraph summarizing accomplishments and activities. (Curriculum vitae for each faculty member are included in the appendices.)

Facilities and Resources:

- Overview of non-faculty staff—brief description
- Adequacy/appropriateness of library facilities and collections for academic program
- Space (including office, classroom, and other space)
- Equipment/laboratories (as appropriate)
- Budget, including PS and OTPS issues

Strengths, Weaknesses, Opportunities and Threats (SWOT):

- Identify areas that would support or impede achieving the goals of the department's academic program and/or impede the growth of the department's academic program.
- Include a review of the discipline(s) relating to the department's academic program. The review should focus on the continuing need for an academic program in this discipline, the outlook for employment for graduates of the program, the availability of quality faculty in the future.

Future Directions for the Academic Program:

- Based on the data collected and the analyses that have been performed, where does the academic program want to be in three years? In 5 years?

- What new courses and/or other curricular changes should be implemented?
- Are there new programs to add? Should any existing programs be dropped or substantially modified?
- What needs to happen in order for this academic program to achieve the goals it has set out for itself?

Recommendations:

The academic program should make specific recommendations to address the issues raised above. These recommendations are to be divided into two categories:

- Those recommendations that can be implemented by the academic program.
- Those recommendations that can be implemented only by the intervention and/or assistance of OAA, the Provost, the President, or higher authority.

Non-Academic Program Review Components

Office Overview
Provide a brief overview and summary of the office and the work done there. Describe the functions of the office, the services provided, and the service recipients.

Office Mission, Goals, and Objectives
Describe the expected outcomes of the office and how they relate to the goals and objectives of the office. Also, describe how the office goals and objectives relate to the broader goals and objectives of the division and the college.

Outcomes Assessment
What are the expected annual outcomes, based on the above goals and objectives, for the period of the review (typically a five-year look)? How are the outcomes being assessed? What were the results of the assessments? How were/are the results used to improve services to customers?

Significant Changes or Improvements Since Last Program Review (as applicable)
Describe any significant changes made to the unit since the last review, as a result of the findings and recommendations from that review. Also, indicate any significant changes made to the unit as a result of any policy or organizational changes, including changes mandated by external organizations (e.g., federal, state, accreditation bodies, etc.).

External Partnerships and Collaborations
Describe any partnerships, collaborations, or other external activities in which the office is engaged (as appropriate). Some examples of these kinds of activities are: joint programs with CBOs, participation in a grant consortium, providing support services, etc.

Customer Analysis
Who is served by the office/unit? Provide information on the number of individuals served and the demographic profile (e.g., gender, race/ethnicity) of the customers (as appropriate). If the office/unit does not provide services to individuals, provide information on the client base served (e.g., contractors, suppliers, vendors, etc.).
What information is collected about the impact of the office/unit's services on customers? What information is collected about customer satisfaction with the office's services? How is this customer-related information used by the office? How does the use of this information strengthen civility on campus?

Personnel, Facilities, and Resources
Provide an organization chart of the office/unit, along with job descriptions of the personnel in the office (including classification), and a demographic breakdown (e.g., gender, race/ethnicity) of personnel.
Describe the work flow in the office (as appropriate)
Describe the support and resources provided, including both PS and OTPS resources. Discuss the extent to which these are sufficient and adequate for the office/unit to accomplish its mission. Discuss any efforts being made to secure additional resources (if necessary)

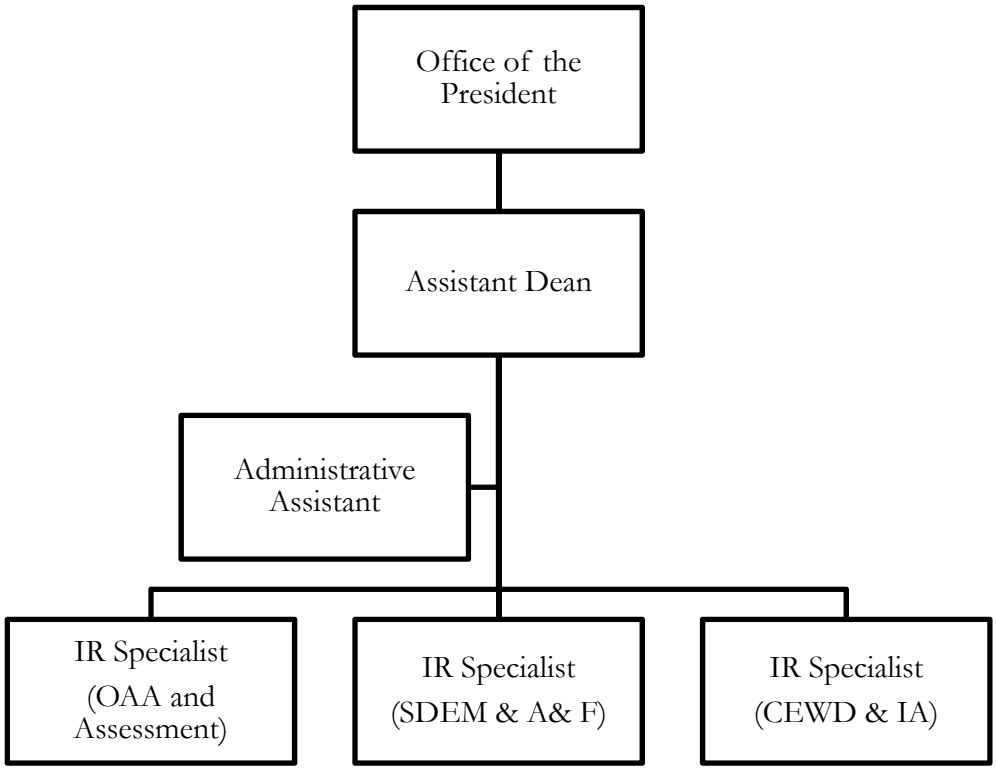
through alternative funding sources (e.g., grants, collaborations, partnerships, etc.). Also describe any efficiencies that have been made to make better use of available resources.

Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)
Discuss relevant trends in the field of higher education that could affect the work of the office/unit, either positively or negatively (e.g., changes in work rules, new governmental regulations, student enrollment, etc.)
Address issues relating to the strengths of the office, as well as areas in which improvements in service delivery could be made. Also discuss, as appropriate, any information on 'best practices' and how those are being incorporated into the office's work.

Future Directions and Recommendations
Based on the information collected and reviewed, discuss the future directions of the office, including recommendations for improvement. Recommendations for change should be identified as those that can be implemented by the office versus those that require the intervention of individuals at higher organizational levels of the college.

Appendix XVI
List of 2012-13 Courses for Outcomes Assessment

AY 2012-2013 Course Level Assessment Activity by Course

Course Title	Course Number	Department	Learning Objectives and Matrices Submitted	Course Assessment Done and Data Submitted
NUR	227	ALH	Y	N
NUR	316	ALH	Y	N
NUR	317	ALH	Y	N
NUR	326	ALH	Y	N
XRA	129	ALH	Y	N
XRA	229	ALH	Y	N
PSY	101	BHS	Y	Y
GERO	101	EDU	Y	Y
PED	100	EDU	Y	N
ENG	110	ENG	Y	Y
ENG	202	ENG	Y	Y
DD	101	HUM	N	Y
DD	105	HUM	N	Y
HUM	100	HUM	Y	N
SPA	121	HUM	Y	N
SPA	222	HUM	Y	N
MAT	10	MAT	Y	Y
MAT	30	MAT	Y	N
MAT	100	MAT	N	Y
MAT	105	MAT	N	N
MAT	130	MAT	N	Y
MAT	160	MAT	N	Y
BIO	110	NAT	Y	Y
CHE	210	NAT	Y	Y
PHY	210	NAT	Y	Y
		Y	*19*	*13*
		N	*6*	*12*
		Total	***25***	***25***

Appendix XVII
Organization Chart for OIRSA