

Middle States Commission on Higher Education

Periodic Review Report

Presented by:

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

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Chief Executive Officer
Dr. David Gómez, President

Commission Action Preceding Report: Reaccreditation 2012

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Glossary

ASAP (Accelerated Study in Associate Program). ASAP is a CUNY-wide initiative designed to help community college students earn their degrees as quickly as possible. Key ASAP program features include a consolidated block schedule, cohorts by major, small class size, required full-time study and comprehensive advisement and career development services. Financial incentives include tuition waivers for financial aid eligible students and free use of textbooks and monthly Metrocards for all students.

CBOs (Community Based Organizations). CBOs are typically non-profit organizations in the community that address various needs of our students. CBOs partner with initiatives at Hostos to provide mentoring and a welcoming point of contact for students making the transition into college life providing both academic and social support.

CUNY (City University of New York). CUNY is a public university consisting of 23 colleges and graduate schools serving the five boroughs of New York City. Central to its mission is “to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes. The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York.”

CUNY Start: CUNY Start provides intensive preparation in academic reading/writing, pre-college mathematics, and “college success” advisement for students with significant remedial needs.

CTL (Center for Teaching and Learning). The CTL runs initiatives designed by and for Hostos faculty and staff that address topics related to: pedagogy; classroom experiences and student outcomes; scholarship of teaching and disciplinary research; service and leadership.

IAP (Institutional Assessment Plan). The IAP a formal, five-year assessment plan for all academic and non-academic programs, as well as administrative offices. The IAP measures effectiveness at the institutional, program and course levels.

Math Start. Math Start is an eight-week intensive remedial math program that serves students who primarily need remediation in pre-algebra (Math 1) and/or algebra (Math 2). It is designed to help students meet CUNY proficiency standards and provides support to students in developing an academic identity and learn about careers and campus life.

PMP (CUNY Performance Management Process). A formal, annual process that links planning and goal setting by the University and its colleges and professional schools and measures progress towards key goals.

SI (Supplemental Instruction). An academic support program that uses peer leaders and out of class study sessions to assist students in successfully competing historically difficult classes.

Sources: www.cuny.edu and www.hostos.cuny.edu

Section 1: Executive Summary

Overview of the Institution

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 advocates demanded the creation of a higher education space to meet the needs of the South Bronx, then, as now, the nation's poorest congressional district. The college's activist founders sought to create an institution that would serve as a dynamic community resource through providing access to higher education and the support services vital for student success, as well as a forum for cultural expression and enrichment. Although the demographics of the student population have shifted with the demographics of the surrounding community, Hostos' mission remains as relevant today as it was when the college was founded and continues to inform the daily work of faculty, staff, and administrators.

The Hostos mission 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. Hostos also serves the South Bronx and surrounding communities through continuing education offerings, cultural events, and engagement in workforce development and community revitalization. Through 27 associate degree programs, 2 certificate programs, and transitional language instruction, 6,500-plus students enroll each semester in degree programs. In addition, there are almost 14,000 annual enrollments in continuing education and workforce development offerings.

Spring 2017 Degree Student Profile

- Ethnic/racial identification: 59% Hispanic; 22% Black; 14% Other; 3% Asian; 2% White; 0.5% American Indian/Pacific Islander
- 92% of full-time first-year students (73% overall) received financial aid (AY2014-2015 IPEDS)
- 85% required remediation
- 67% female
- 66% Bronx residents
- 58% first-generation college students
- 55% attended full-time

In recent years, Hostos has taken key steps to continue to ensure that the community it serves is not left behind as the country moves forward. Associate degree attainment increases lifetime earnings by more than a quarter of a million dollars, while bachelor's degree attainment increases earnings by close to a million dollars.¹ The impact of these differences is demonstrated

¹ Carnevale, A. P., Cheah, B., Rose, S. J., & Georgetown University. (2011). *The College Payoff: Education, Occupations, Lifetime Earnings. Executive Summary.*

in a 2017 New York Times² article that cites a recent Equality of Opportunity Project study³ tracking intergenerational mobility. In this study, 2,201 higher education institutions were ranked by their service to students who come from the bottom 20 percent household income (quintile), who are able to achieve incomes in the top 20 percent; Hostos ranked 33rd in the nation and 1st among CUNY community colleges (see Appendix 1 for the Social Mobility Report Card). In a competitive economy like New York City's, which is increasingly dependent on credentials (degree or certificate) for access to employment or for job advancement, students' ability to complete a program of study shapes their opportunities for job market success. At Hostos, faculty, administrators and staff are focused on removing barriers to completion, including reducing the time it takes to complete a credential. Draining limited financial aid resources through extended programs of study (be it because of remediation or curricular incoherence) threatens students' chances for completion. Increasing the number of students who attain a degree, while reducing the time to degree attainment, has become the lens through which major initiatives are selected, evaluated, and funded. The college's focus on increasing student completion rates has led to a number of recent gains:

- The number of students graduating has increased by 138% (from 386 in AY2004-2005 to 919 in AY2015-2016);
- The 3-year graduation rate has increased from 10.3% (fall 2009 cohort) to 20.6 % (fall 2012 cohort);
- The first-time, full-time, first-year retention rate has increased from 60.5% (fall 2014 cohort) to 68.2% for (fall 2015 cohort)

Based on strong student outcomes in learning, completion, labor market and equity, the Aspen Institute annually selects the top ten community colleges from a pool of over 1,000 schools. In recognition of the institution's strong performance, in 2015 Eugenio María de Hostos Community College was voted a finalist for the Aspen Prize for Community College Excellence and named one of the top ten community colleges in the nation.

Major Institutional Changes

There have been a number of significant changes at Hostos since the MSCHE accreditation visit in spring 2012.

In fall 2012, a CUNY-wide curricular initiative created a 30-credit general education requirement for all AA and AS degrees to enable students to transfer credits seamlessly across CUNY campuses. This initiative restructured our general education offerings and degrees, and enabled faculty to review their offerings, student learning outcomes, and course embedded assessments. Eighty courses were reviewed through the governance structure on our campus, and also reviewed by CUNY-wide cross-disciplinary committees. While the restructured curricula

² Aisch, G., Buchanan, L., Cox, A., and Quely, K. (January 18, 2017) *The Upshot: Some College Have More Students from the Top 1 Percent than the Bottom 60*. The New York Times. Retrieved from <https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html> on 5/5/17

³ The Equality of Opportunity Project: *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*, Retrieved from <http://www.equality-of-opportunity.org/> on 5/5/17

were part of a CUNY initiative, the ease of transfer they allowed has dovetailed perfectly with Hostos' commitment to increasing graduation and transfer rates.

Major investments have been made to strengthen student support areas. Starting in 2012, a Student Success Coaching Unit was created to allow all incoming first-year students access to a coach, who provides intrusive and holistic advisement from their first semester through graduation. Twenty-five coaches were hired, space was designated, and major training and collaboration between the coaches and faculty took place to provide students with strong advisement and supports. Accelerated Studies in Associate Programs (ASAP), a CUNY-wide community college cohort-based completion initiative with national recognition, also provides intrusive advisement which is supplemented with financial and other support services. From AY2014-2015 to AY2016-2017, enrollment in ASAP more than tripled with an increase from 428 to 1,354 (approximately 21% of the degree-student population). The expansion of ASAP was a result of sharp increases in graduation rates for students enrolled in the program. Most recently, ASAP's fall 2014 Hostos cohort achieved a 46% two year graduation rate, with a 67% three year graduation rate expected by summer 2017. Along with these two advisement models, Hostos has invested heavily in professional development for all staff in an advisement role and in spring 2016 began campus-wide implementation of training in Appreciative Advising, a six-phase student-centered advising model. Since the training was initiated, almost 100 professional advisors have been trained in the model and a core group has been certified as Appreciative Advising trainers to enable the college to sustain this work.

Hostos has experienced a change in administration. Spring 2014 marked the final semester of President Felix Matos Rodriguez's tenure; the then-provost departed soon after. In summer 2014, an interim president was designated and assigned by CUNY Central, followed by an interim provost in spring 2015. These interim leaders were officially appointed president and provost following nation-wide searches. At the time of the new president's appointment, the college was in the 4th year of a five-year strategic plan. Following the president's arrival, Hostos' strategic plan efforts focused on the initiatives with direct impact on student completion. The college remains focused on completion and is in the final stages of development of its new 2017-2022 Strategic Plan, which is centered on achieving higher graduation rates through strengthened community engagement, communication practices, assessment, professional development and systems alignment.

Another major institutional change has been improved alignment of planning, assessment, and budget allocation facilitated via the operational planning process that was implemented in fall 2012. Each division develops an annual operational plan based on the college's strategic plan priorities for the year. Metrics are created with the help of the Office of Institutional Research and Student Assessment (OIRSA), and funds are assigned in alignment with college priorities. Decisions to scale up or curtail activities are based on metrics from the previous year or on recent trends in institutional data. Additional details regarding this process are covered in section 6.

The college's four years of revisions to developmental education sequences are provided in Sections 2 and 5. A highlight from that work has been the introduction of the co-requisite model (allowing students to earn college-level course credits while addressing developmental needs)

which has enabled our students to make Satisfactory Academic Progress (SAP) and shortened time to completion. Hostos' recent gains in three-year graduation rates provide evidence of the impact of this work. In fall 2016, CUNY ended the need for high-stakes exit testing for both mathematics and reading remediation. The exams now determine 35% of the remedial course grade, rather than being the sole assessment of student proficiency. This change in CUNY policy will provide students with more opportunities to complete developmental requirements and begin college-level work earlier.

Preparation of the Periodic Review Report

In AY2015-2016, a PRR steering committee was convened (see Appendix 2 for membership). Committee members were selected based on their leadership in previous campus assessment activities or in annual operational planning. The faculty and staff who served on the PRR Committee have detailed knowledge and insights regarding divisional activities and the indicators used for assessment within the context of the strategic plan. Other campus constituencies were consulted throughout the process as data and evidence were compiled for the report. Several drafts were shared with the President's Cabinet and a more final draft was shared with the Hostos community; feedback was considered and incorporated where appropriate. All materials during the process were shared on the President's website.

The AY2011-2016 Strategic Plan (SP) was scheduled to complete in spring 2016. The President's Cabinet elected to extend the plan through AY2016-2017 to allow time for insights gained during the PRR process to inform the new strategic plan. To better align the new plan with the PRR, the entire PRR committee simultaneously served on the 2017-2022 Strategic Plan steering committee.

Section Abstracts

Section 2 details actions taken in response to MSCHE and Self-Study recommendations since the progress report and the creation of the Institutional Assessment Plan. Highlights include the development of a comprehensive operational planning process, publication of the online Student Handbook and Faculty Handbook, restructured developmental sequences that have resulted in fewer students repeating developmental courses and higher completion rates, and deepening assessment activities across campus in both academic and non-academic areas.

Section 3 highlights the challenges posed by limited facilities, changes in funding and gaps in communication. Some of the opportunities include the development of our new strategic plan, advances in our advisement services, revised developmental offerings and our community partnerships.

Section 4 reports financial details, trends and processes that impact enrollment, the operating budget, sources of revenues, expenditures, projections, and capital projects. Revenue is expected to remain stable, though capital funding is needed to begin construction on our new Allied Health and Science Complex. Enrollment trends will also remain relatively stable with a projected 0.5% increase in enrollment each year.

Section 5 explains how Hostos has implemented assessment at the institutional level, and transitioned from course level to program level assessment. Also covered is the alignment of the strategic plan with operational plans. Examples are provided of curricular and non-curricular changes implemented based on results from general education assessments, and academic and non-academic program reviews. Additional examples are provided of programmatic revisions based on SLO assessments. Also reviewed are revisions to our assessment processes, including integrating the use of faculty Assessment Fellows and the use of eLumen software to gather more informative data for program learning outcome and general education assessments.

Section 6 describes the CUNY Performance Management Process (PMP) and our college-wide strategic plan, two major planning documents that guide activities at Hostos. The section also highlights how the college has incorporated the budgeting process into our operational planning cycle in a manner that allows it to also align with PMP target setting. Detailed examples of these linkages are provided.

Appendices are referenced throughout the document and follow the report.



Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)* Effective August 1, 2015]

Eugenio María de Hostos Community College/CUNY

(Name of Institution)

is seeking (*Check one*):

- Initial Accreditation
- Reaffirmation of Accreditation through Self Study
- Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

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



(Chief Executive Officer)

05/09/2017

(Date)



(Chair, Board of Trustees or Directors)

5/23/17

(Date)

Section 2: Responses to Recommendations

This section addresses each of the MSCHE team’s recommendations, and provides a summary of responses to recommendations from the 2012 Self-Study. Detailed responses to each of the Self-Study recommendations are listed in chart form in Appendix 3.

Standard 1: Mission and Goals

MSCHE RECOMMENDATION:

The extent to which bilingual, developmental, and ESL offerings address the needs of the community it serves warrants further examination since there are demographic changes taking place in the college's service area. Recommendations for improvement center on ways to deepen assessment of how activities across the college reflect mission themes as well as how to ensure an ongoing commitment to multiculturalism and diverse constituency engagement.

At the center of Eugenio María de Hostos Community College’s mission is our commitment 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. In line with our focus on academic competencies, skills development has always played a central role in our offerings. In the last several years, analysis of student data revealed that the skill levels of the populations we serve are changing and the majority of our students are now enrolling with English-language and basic skills levels that far surpass those of previous years’ enrollees. Table 1 shows the significant decrease, over ten years, in the percentage of students who require ESL, developmental and Spanish language content courses.

Table 1: First-Year Students Enrolled in at Least One Developmental, Remedial or Spanish-Language Content Course

	Fall 2005	Fall 2015
ESL developmental course	24%	11%
English developmental course	41%	22%
Math developmental course	62%	49%
Spanish language content course	17%	1%

Addressing Demographic Changes

In response to MSCHE’s recommendation to examine the extent to which developmental and ESL offerings address the needs of the community, Hostos conducted comprehensive, department-driven assessments of student performance in developmental reading, writing, math and ESL courses. These comprehensive evaluations of student performance resulted in significant programmatic and curricular revisions.

New students’ skill levels are assessed via three CUNY placement exams: Accuplacer (reading and math proficiency) and CAT-W (writing proficiency). Prior to curricular revisions started in 2013, students had been required to demonstrate skills proficiency via a passing score on these

assessments before enrolling in English and math credit-bearing courses. Students who were unable to pass the skills assessment exams were offered a variety of interventions, many of which were developmental courses. Students enrolled in developmental courses were allowed to retake the assessments, usually at the end of the courses.

The Mathematics, English, and Language and Cognition (ESL) departments offer developmental courses (see Appendix 4 for descriptions of our developmental education courses). Beginning in 2012, in response to the MSCHE recommendation, the Office of Academic Affairs began to charge these departments with reviewing student performance data and national research-based best practices to identify ways to advance students' progression through developmental sequences. In their review, all three departments found that while the number of students who required developmental courses was decreasing, there were increasing populations of students caught in repetitive cycles at various levels of the sequences due to difficulty passing the skills assessment exams. Table 2 shows that from fall 2009 to fall 2014, the percentage of students repeating developmental education or ESL courses was generally increasing in almost all courses.

Table 2: Multiple Repeaters Enrolled in Developmental Courses, FY09-FY14

Course		F09	F10	F11	F12	F13	F14
ENG 91	Total Enrolled	874	753	640	331	459	345
	Multiple Repeaters	159	194	184	67	93	100
	% Multiple Repeaters	18%	26%	29%	20%	20%	29%
ENG 92	Total Enrolled	606	499	453	265	381	259
	Multiple Repeaters	121	112	132	52	95	76
	% Multiple Repeaters	20%	22%	29%	20%	25%	29%
ENG 91+ 92	Total Enrolled	424	337	233	154	190	134
	Multiple Repeaters	50	38	38	24	33	29
	% Multiple Repeaters	12%	11%	16%	16%	17%	22%
ESL 91	Total Enrolled	148	211	199	90	174	172
	Multiple Repeaters	30	86	76	21	67	72
	% Multiple Repeaters	20%	41%	38%	23%	39%	42%
MAT 10	Total Enrolled	927	884	929	479	617	609
	Multiple Repeaters	121	162	160	61	106	77
	% Multiple Repeaters	13%	18%	17%	13%	17%	13%
MAT 20	Total Enrolled	809	790	921	442	758	645
	Multiple Repeaters	141	196	195	56	129	183
	% Multiple Repeaters	17%	25%	21%	13%	17%	28%

To address the growing percentage of students who were repeating developmental courses, all three departments were provided funding to hire external discipline-specific experts to assist them with identifying best practices for advancing students. Changes implemented varied across the three departments, but all three were aligned in their effort to reduce the time students spend in developmental education thereby advancing academic progress and supporting the development of linguistic and mathematical proficiencies.

The changes in developmental education began with the Mathematics Department faculty who implemented four new courses and integrated Supplemental Instruction (SI) in the majority of its developmental sections over the course of three years, from fall 2012 through fall 2015. The changes in the Math Department sequence were soon followed by changes in the English sequence. In fall 2015, the English Department retired ENG 91 and 92 and offered ENG 93, 101, and 102 for the first time. ENG 93 combines reading and writing instruction into one course for students whose Accuplacer reading and CAT-W scores demonstrated significant remediation needs. ENG 101 and 102 follow the co-requisite model, and allow students who were close to passing the associated skills assessment exams the opportunity to earn credit for ENG 110, the first credit-bearing course in English. For English language learners, ESL 93 and 95 were also offered for the first time that fall. The two new courses allowed more targeted intervention for students who were previously caught in a repetitive cycle in ESL 91. Following the introduction of new courses and the integration of supplemental instruction, the number of students repeating developmental courses declined sharply in nearly all courses (with the exception of MAT 10). Table 3 shows the progress made since the fall 2014 benchmark.

Table 3: Multiple Repeaters Enrolled in Developmental Courses FY14-FY16

Course		F14	F15*	F16*
ENG 91/101	Total Enrolled	345	220	224
	Multiple Repeaters Enrolled	100	36	31
	% Multiple Repeaters	29%	16%	14%
ENG 92/102	Total Enrolled	259	114	124
	Multiple Repeaters Enrolled	76	21	16
	% Multiple Repeaters	29%	18%	13%
ENG 91+92/93	Total Enrolled	134	190	172
	Multiple Repeaters Enrolled	29	39	23
	% Multiple Repeaters	22%	20%	13 %
ESL 91*	Total Enrolled	172	147	141
	Multiple Repeaters Enrolled	72	46	34
	% Multiple Repeaters	42%	31%	24%
***MAT 10	Total Enrolled	609	640	715
	Multiple Repeaters Enrolled	77	87	99
	% Multiple Repeaters	13%	14%	14%
***MAT 20	Total Enrolled	645	500	455
	Multiple Repeaters Enrolled	183	95	56
	% Multiple Repeaters	28%	19%	12%

*Terms with new courses: ENG 93, 101, 102 and ESL 93, 95.

**Enrollment in ESL 91 is impacted by the new ESL options.

***The changes in Mathematics began in AY2012-2013; their data are included to highlight the overall decreasing trend in the number of students repeating developmental courses.

The impact of the changes is also demonstrated in student pass rates. Table 4 compares pass rates for students who repeated developmental courses in fall 2014 and fall 2016. In every discipline, pass rates have increased following the curricular changes.

Table 4: Course Pass Rates for Multiple Repeaters in Developmental Courses FY14-FY16

Course		*F14	**F16
ENG 91/101	Multiple Repeaters Enrolled	100	31
	Completed Course	86	21
	Passed Course	45	13
	Pass Rate for Completers	52%	62%
ENG 92/102	Total Multiple Repeaters	76	16
	Completed Course	62	13
	Passed Course	26	10
	Pass Rate for Completers	42%	77%
ENG 91 + 92/93	Total Multiple Repeaters	29	23
	Completed Course	24	15
	Passed Course	4	4
	Pass Rate for Completers	17%	27%
MAT 10	Total Multiple Repeaters	77	99
	Completed Course	58	60
	Passed Course	34	37
	Pass Rate for Completers	59%	62%
MAT 20	Total Multiple Repeaters	183	56
	Completed Course	124	40
	Passed Course	55	21
	Pass Rate for Completers	44%	53%

* ENG 91, 92

** ENG101, 102, 93

See Appendix 5 for a detailed breakdown of the impact of the changes in developmental education on student pass rates.

Assessment of Mission

In addition to examining the extent to which offerings address the needs of developmental students, MSCHE recommended that the college deepen assessment of how campus activities reflect mission themes. Prior to the spring 2012 Self-Study, the college published its 2011-2016 Strategic Plan (SP), titled *Rooted in our Mission, Our Compass to the Future* (see Appendix 6). Hostos was purposeful in the design of the SP and used the college mission to serve as the plan's foundation; its themes are interwoven throughout the document. While the SP was created prior to the MSCHE site visit, the college did not devise a method for assessing progress towards SP goals until fall 2012. That fall, the college implemented a comprehensive operational planning process designed to measure progress towards the plan's goals (see Appendices 7, 8, & 9 for operational plan examples). The integration of our mission with the SP facilitated the use of the operational planning process to also measure how well our activities reflect the mission, as recommended by MSCHE. The college's deepening of assessment did not stop with operational planning. Hostos' 2013 Progress Report, accepted by the Middle States Commission on March 24, 2014, outlined the Institutional Assessment Plan (IAP) the college created in 2013 (see Appendix 10) and the framework it provides for more robust and rich assessment. In addition to

the IAP and operational planning processes, all academic departments complete year-end reports assessing annual progress and goal attainment in support of the college mission (see Appendix 11 for an example).

The college's operational planning and the IAP are covered in detail in Section 5.

Commitment to Multiculturalism

Hostos' commitment to multiculturalism has been a cornerstone of campus activities since the college was founded and is reflected in the 2011-2016 Strategic Plan with Goal 2 (Campus and Community Leadership), Initiative 3 (Advance cultural competency programming). As with assessment of the mission, inclusion of Initiative 3 in the strategic plan facilitates the use of the college's operational planning process to assess how well the college's activities reflect our commitment to multiculturalism. The operational planning process provides a framework for developing, tracking and assessing key initiatives that advance multiculturalism. For example, through the operational planning process campus programs and departments secure funding to support cultural activities that include celebrations of Hispanic Heritage Month, Black History Month, Dominican Heritage Month, Puerto Rican Heritage Month, Women's History Month, Hanukkah, Kwanzaa, and Christmas via live music concerts, art and photography exhibits, dance concerts, film presentations, and lectures.

In addition to cultural celebrations, the college has undertaken key activities in recent years to continue to advance multiculturalism. In 2013, the college tasked a group of faculty with collaborating with the Chief Diversity Officer (CDO) to draft the Hostos Diversity Plan, a five-year roadmap to recruit and retain diverse faculty and ensure an inclusive campus climate (see Appendix 12). The first few years of the Diversity Plan focused on creating effective processes to ensure that search committees and candidate pools are diverse and inclusive of under-represented populations. To that end, the CDO's involvement and approval are required at several stages of the search process. The CDO monitors the composition of search committees to ensure diversity, and at the start of each search, issues a standard "charge" to each committee member to reinforce Hostos' commitment to a non-discriminatory climate, diversity and inclusion. The CDO collaborates with Human Resources to ensure that job postings are advertised in publications and websites that have wide circulation, and via ethnic organizations including the Institute for Research on the African Diaspora in the Americas and Caribbean (IRADAC), the John D. Calandra Italian-American Institute and the National Puerto Rican Coalition, Inc.

As part of the Diversity Plan, the college has also continued to work to ensure that curricula and campus activities reflect the diversity of the student body. One of the college's general education core competencies is Global Citizenship, which addresses valuing the diversity and interconnectedness of our human experience. While Global Citizenship was a competency prior to the MSCHE site visit, since 2012, the college has increased its emphasis on the competency. For example, the General Education Committee designated AY2014-2015 the Year of Global Citizenship. That year the college integrated the competency into campus activities across the college and strengthened efforts to have it integrated into curricula in all disciplines (see Section 5 for additional details).

In fall 2016, OAA appointed a Diversity Fellow with three dedicated hours of release time each semester to advance Diversity Plan initiatives. A key activity coordinated by the Fellow in AY2016-2017 was a technical workshop for faculty interested in applying for the CUNY Diversity Grant, an initiative that supports inclusive activities on CUNY campuses. Two Hostos proposals, *A Road Map to Multicultural Awareness on a College Campus* and *STEM-ucate Initiative for Reentry*, were successful (see Appendix 13) and both grants were used in spring 2017 to hold workshops that promoted non-discrimination and inclusion of students from vulnerable populations.

Commitment to Diverse Constituency Engagement

Following the MSCHE recommendation to deepen assessment of how activities reflect and ensure the college's ongoing commitment to diverse constituency engagement, the campus first worked to identify its diverse constituency. Following discussions, the President's Cabinet determined that in addition to students, faculty and staff, the college's "diverse constituency" also includes national organizations focused on higher education, local community-based organizations (CBOs), local industry leaders, as well as residents of upper Manhattan and the Bronx (areas where the majority of our students reside).

In addition to advancing multiculturalism, strategic plan Goal 2, Initiative 3 has also contributed to advancing diverse constituency engagement. Engagement of diverse populations is further supported via Goal 2, Initiative 4 (Assist in the professional developmental of the leadership of Bronx nonprofits based on collaboration) and Goal 4 (Workforce Development for a 21st Century Economy), Initiative 3 (Transition students to employment) and Initiative 4 (Expand Workforce Partnerships). The inclusion of these goals and initiatives in the strategic plan has ensured an active focus on advancing and assessing diverse constituency engagement. Activities undertaken in the last several years have included new and expanded partnerships with various educational associations as well-strengthened collaborations with local CBOs and industry leaders.

Two partnerships with nationally recognized institutions for educational excellence that have led to notable activities are those with the American Association of Colleges and Universities (AAC&U) and Corridors of College Success. Through our AAC&U partnership, the college has developed the first-year seminar *A New York State of Mind: What Makes a City Great* and the capstone course *Bronx Beautiful*. See Appendix 14 for the Hostos AAC&U report dedicated to the two initiatives. Both the first-year seminar and capstone course are integral aspects of our efforts to better support students leading to higher retention and completion rates. Through our strengthened partnership with AAC&U, the college is able to develop its use of high-impact practices proven to positively impact student success. Corridors of College Success is a Ford Foundation-funded program coordinated by the Center for Institutional and Social Change at Teachers College, Columbia University. Corridors seeks to develop evidence-based strategies to promote academic and/or workforce preparedness for veterans, justice-involved youth, immigrants and other vulnerable populations. Through our collaboration with Corridors, Hostos has strengthened partnerships with CBOs and has actively worked toward improving service to these populations. In AY2016-2017, the college was able to advance the Corridors work through a successful AAC&U grant awarded to a faculty member. The grant facilitates the implementation of the CADRE Dialogues, an initiative that uses the arts as a vehicle for

expanding understanding and communication, and promoting a culture of belonging in higher education (see Appendix 15).

Additionally, in fall 2013 the college began creating advisory boards, comprising community stakeholders and industry experts, for each of the A.A.S. degree programs as part of the New York State governor-sponsored Job Linkage program. Job Linkage aims to improve alignment between terminal degrees and industry needs through employer partnerships. The involvement of local industry leaders on Hostos advisory boards helps to ensure that students are well-prepared to meet workforce needs. In addition to strengthening relationships with community partners, feedback from the local industry leaders is used to inform curricula with diverse perspectives.

An example of the positive impact of advisory boards is recent curricular changes made to the Office Technology (OT) degree program. Following consultation with the OT advisory board (see Appendix 16 for meeting notes), which includes leadership from businesses that hire Hostos students to fulfill their internship requirement, the OT curriculum has been revised to better prepare students for the workforce. The OT major has three concentration options: Administrative Assistant, Legal Assistant, and Medical Office Manager. Feedback from the advisory board led to:

- a reduction in the number of credits required for the major, from 29 to 23
- the retirement of two courses: OT 201 Advanced Computer Keyboarding and Document Formatting and OT 202 Transcription
- an increase from three to five in the number of required courses for two of the concentrations:
 - The Administrative Assistant option added BUS110 Business Ethics and BUS215 Business Applications Using Excel.
 - The Medical Office Manager option retired OT 204 Medical Terminology/Transcription and added OT 105 Electronic Health Records, OT209 Medical Office Procedures and OT210 Medical Billing/Coding and Insurance II.

While credits for OT courses are transferable, they are not applied toward major requirements for a bachelor's degree. Thus, in addition to addressing employer feedback about skills needed to meet workforce demand, the changes to the Administrative option will facilitate transfer to senior colleges. See Appendix 17 for prior and new OT curricula.

Self-Study recommendations related to Standard 1 centered on calls to regularly review College activities for alignment with the mission, to encourage intercultural dialogue and multi-cultural learning, and to ensure we are addressing the needs of English language learners. All recommendations are covered in detail in Appendix 3.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

MSCHE Recommendation:

The [Strategic] [P]lan as written contains 'getting started' tactics for the first two years of the plan, but does not define a comprehensive five year approach to achieve each of the five major goals. On-going planning efforts should further define the steps that will be required to ensure achievement of the plan's goals. A critical component of this effort will be the development of a comprehensive approach to achieve the successful restructuring of the College's developmental and remedial programs.

In fall 2012, the college introduced a new process for operational planning that has served as the framework for guiding work and tracking progress on strategic plan goals. Operational planning begins in early summer at the President's annual retreat, an off-campus event including diverse leadership from each of the five campus divisions. At the retreat, OIRSA leads a data-driven discussion reflecting upon the previous year's progress toward strategic plan goals. Following the OIRSA data presentation, participants reach consensus regarding which of the strategic initiatives will serve as college priorities for the upcoming year. This serves to align campus activities and maximize the impact of efforts toward goals. Following the retreat, vice presidents are required to report on the coming year's priorities to their division's leadership and to collaboratively draft annual operational plans aligned with that year's campus priorities.

Each vice president then submits a draft operational plan, using a template (See Appendix 18) that includes anticipated outcomes, key activities, required campus partnerships, data sources for assessing efficacy and fiscal impact. Drafts are then reviewed collectively by the President (for alignment with annual campus strategic plan priorities), OIRSA (to ensure that measures for assessment, including baselines, have been accurately identified), and the Senior Vice President for Administration and Finance (for fiscal feasibility). Following review, the operational plans are returned to each division with feedback and revisions. Once the operational plans have been approved and activities are underway, each division submits mid-year and year-end reports assessing progress and goal attainment, and reflecting on lessons learned (see Appendices 7, 8, & 9). The OP process has evolved since its inception and has now been digitized; formerly a paper process, operational planning now utilizes the in-house online Strategic Plan/Operational Plan (SPOP) system (see Appendix 19). The SPOP system ensures greater transparency and accountability, as activities that require partnership with other divisions must be approved by all partners before they are finalized.

Table 5 shows the timetable followed for the operational planning process.

Table 5: Operational Planning Timetable

Month	Operational Planning Activity
June/July	President's retreat is held. Cross-divisional leadership selects annual Strategic Plan priorities for next academic year. Discussion is informed by analysis of mid-year and year-end reports for current year and OIRSA analysis of progress toward strategic plan goals
July/August	Divisions draft operational plans for the coming year – developed through an inclusive process within divisions, then vetted by the President, OIRSA and Cabinet – includes analysis of financial implications
August	President's Office compiles individual plans into a single college-wide operational plan
September/ October	The President reports on last year's progress and presents current year's operational plan publicly (e.g., at State of the College)
February	Divisions submit mid-year reports on progress on operational plan activities to President – discussed by divisions and Cabinet for program and financial implications
June	Divisions submit year-end reports on operational plan activities to President.

From 2012-2016, the OP process has served as the mechanism through which all campus activities have been set, tracked and assessed. Each year, Goal 1 (Integrated Teaching and Learning), Initiative 2 (Rethinking Remedial and Developmental Education) has been selected as one of the annual campus priorities; it is through operational planning that the developmental programs were successfully restructured.

Self-Study recommendations for Standard 2 included clear budget processes, aligned planning systems, guidelines for input from campus departments and offices, systemized communication and formalized mechanisms for assessment. The operational planning process, along with the IAP, addresses these recommendations. The OP process is structured to improve communication and collaboration within and across divisions, provide a vehicle for accessing resources for activities aligned with annual priorities, and integrate consistent assessment across the college. Additional details are included in Appendix 3.

Standard 3: Institutional Resources

While MSCHE did not provide recommendations related to Standard 3, the Self-Study included recommendations focused on a formal and transparent structure for resource planning and allocation, an increase in diversified funding and improved space utilization. The operational planning process addresses the need for processes to access resources. As part of the OP process, each division's vice president sends a call for activities related to the annual priorities to all

departments and programs. Each vice president then meets with the Senior Vice President for Administration and Finance to discuss annual allocations, and funding is determined based on how well divisional activities align with annual priorities. Also considered in funding decisions are any existing assessments of the activities, their potential impact, and the resources available for the year. Operational plans are shared within and across divisions to meet the recommendation for transparency.

The college has sought to address the recommendation for diversified funding streams via the dedication of resources to support (what was at the time of the site visit), the newly created Division of Institutional Advancement. In the Self-Study, Hostos documented that from AY2004-2005 to AY2010-2011 the college had raised \$1.3 million from private foundation donations and special events. In the five years since the MSCHE visit, the college has raised \$7.2 million from private donors and fundraising events, an increase of 454% (see Appendix 20). Hostos has also increased the support it provides to faculty and staff who are applying for grants, through additional staffing in grant support areas and technical workshops. In addition to the increase in private donations, in the last few years the college has received a number of new government-funded grants, including a \$2.5 million Title V grant from the U.S. Department of Education and a \$10.7 million Health Profession Opportunity Grant (HPOG) from the U.S. Department of Health and Human Services, which marks the largest grant Hostos has ever received. Finally, in response to Self-Study recommendations on space utilization, in AY2014-2015 the college convened a campus task force to assess the impact of class size on learning and contracted with a consulting group to complete a space utilization study. Both the taskforce and consulting group submitted final reports (see Appendices 21 and 22) that have led to changes. One revision that resulted from the reports was the implementation of an Event Management System, which is used to track room usage and ensure efficiency through the alignment of room assignments with class size needs.

Standard 4: Leadership and Governance

MSCHE did not provide recommendations for Standard 4. Self-Study recommendations included adopting the revised Charter of Governance and promoting more effective functioning of the College Senate. The Senate adopted the revised Charter and it was approved by the CUNY Board of Trustees on June 30, 2014 (see Appendix 23). Two additional amendments to the revised Charter have since been made to respond to challenges in the election of adjunct representatives. In order to create more ease in the adjunct election process, the Charter revisions extend the term for adjuncts from one semester to a full academic year and eliminate the provision that one representative teach in Liberal Arts and one teach in one of the career programs. Following the revisions, there are no program restrictions for the representatives. While the two additional amendments were small, the ability of the Senate to effectively process and approve these revisions serves as evidence that the Senate is now more effective. In order to increase the efficacy of the Senate, in spring 2014 the college hired a parliamentarian to provide parliamentary training for all senators and to attend every meeting. As a result of the parliamentary training, the chair and vice-chair now hold senators accountable for attendance, and remove senators who miss more than three meetings a year. Since the highlighted changes were adopted, the Senate has been able to advance agenda items, curricula have been

successfully presented and achieving a quorum is no longer an issue. Monitoring will continue to determine whether additional changes are required.

Additional Self-Study recommendations around exploring the creation of a Faculty Council and expanding community service opportunities are addressed in Appendix 3.

Standard 5: Administration

MSCHE Recommendations:

- (1) It is recommended that basic information such as the organizational chart and committee structure and membership be available on the college website. In so doing the institution will be as fully transparent as possible. Responsibility for keeping this current needs to be assigned.
- (2) It is recommended that since assessment is of critical importance to institutions of higher education, it is critical that the vacant assessment coordinator position be filled as soon as possible. It needs to be determined whether an additional position beyond the coordinator is needed in order to carry out all of the course, program, general education and structure assessments that are necessary.
- (3) It is recommended that each administrative area develop an assessment plan.

Organizational charts for each division are available on one page on the college's website, to facilitate access and transparency ([here](#)). The President's Office has responsibility for updating this page. The Office of Academic Affairs has included a listing of campus-wide committees in its online Faculty Handbook ([here](#)). Committee chairs' names and contact information are listed; committee members' names are not listed at this time as membership changes when faculty schedules change. The page is reviewed semi-annually and updated as needed by the Communication Coordinator in the Office of Academic Affairs.

The structure and leadership of OIRSA has been revised since the 2012 Middle States visit and the creation of the 2013 Institutional Assessment Plan (IAP). When the IAP was created, OIRSA was led by an Assistant Dean for Institutional Research and supported by three IR specialists and a full-time administrative assistant. In an effort to deepen the work of the dean and three IR specialists, the college created a two-way communication channel to cut across existing structures and facilitate coordination of assessment and planning efforts. To this end, each division was asked to designate a liaison to work with OIRSA on all assessment-related activities. The new structure allowed the college to fully engage in a broad range of assessment activities with OIRSA guiding and coordinating the efforts, as well as providing training. As the college worked to develop a culture of assessment and continuous improvement, individual divisions and offices became increasingly well-equipped and empowered to implement assessment and planning activities.

As Hostos became more focused on institutional effectiveness under the guidance and leadership of the President, Provost, and Cabinet, assessment and planning became embedded in everyday activities. Following the retirement of OIRSA's dean, the position was not filled as the changes implemented to the assessment support structure had resulted in a gradual shift from an assessment 'control center' in OIRSA, toward a collaborative inter-divisional approach to

assessment and planning. Instead of leadership from one assistant dean, today OIRSA reports directly to the Office of the President and includes a director, an associate director, an additional IR specialist and a full-time administrative assistant. Following these changes, more individuals are involved in assessment and planning at Hostos than ever before and every division plays a critical role in assessment processes.

The IAP serves as the college-wide assessment plan for all academic and non-academic programs (see Section 5 for more details). As Hostos implements its 2017-22 Strategic Plan, the IAP will be updated (fall 2017) to reflect the new assessment focus and related needs.

Standard 6: Integrity

MSCHE Recommendations:

- (1) Student grade appeal policy and procedures must be clearly delineated and included in other publications, for example, the Academic Bulletin.
- (2) There should be clearly stated and accessible policies and procedures on racial, sexual and harassment matters.

The grade appeals policy and Grade Appeal Form are posted in the College Catalog and on the website ([here](#)), accessible via the search box on the Hostos site. The college's non-discrimination statement, addressing racial and other forms of discrimination, appears on every page of the college's site via the 'Non Discrimination Statement' link in the footer at the bottom of the page. The link leads to the Office of Compliance and Diversity's page, which includes links to the college's Affirmative Action Policy, Non-Discrimination and Non-Harassment policies, Reasonable Accommodations, Title IX and others. The Student Codes of Conduct, which include policies and procedures related to racial, sexual and other discrimination and harassment matters, are posted on the website ([here](#)) and easily accessed via the search box.

The Self-Study recommended for Standard 6 that the college be more active in assessing compliance with academic freedom. In AY2014-2015, Hostos participated in a faculty job satisfaction survey administered by the Collaborative in Academic Careers in Higher Education (COACHE) of the Harvard School of Education; one of the indicators assessed was academic freedom. Survey results showed that academic freedom was not a statistically significant concern for faculty at Hostos; less than 1% of respondents considered it a positive or negative aspect of working at Hostos (see Appendix 24).

Standard 7: Institutional Assessment

MSCHE Recommendations:

- (1) Hostos needs to increase the development of assessment activities especially in the non-academic divisions in concert with Goal 3 (Culture of Continuous Improvement and Innovation) stated in the 2011-2016 Strategic Plan.
- (2) Develop a formal assessment plan that includes performance indicators with which to measure institutional effectiveness.

The 2013-2017 IAP provides a formal assessment plan for all academic and non-academic programs, as well as administrative offices. Through the IAP, effectiveness is measured at the institutional, program and course levels (see Appendix 10). The IAP provides an overview of existing and overlapping assessment processes, such as the CUNY Performance Management Process (PMP) and the campus-based operational planning process, and includes performance indicators. Section 5 of this document provides further detail on changes introduced to assessment practices since the creation of the IAP and reports on the progress achieved in the establishment of a culture of continuous improvement and innovation at the college.

Self-Study recommendations for Standard 7 included requests for expanded resources for institutional assessment and the use of findings from course and program assessment in resource allocation, institutional planning and decision-making. Over the last several years, the college has significantly increased the resources allotted to assessment activities. The dedication of funds for consultants provided to the English, Mathematics, and Language and Cognition departments is evidence of the expanded allocation of resources for assessment. The implementation of the operational planning process, described above, has addressed the call to use assessment findings to inform resource allocation, institutional planning and decision-making. In addition, via the operational planning process, departments are provided with resources to implement changes that result from course and program assessments.

Standard 8: Student Admissions and Retention

While MSCHE did not offer recommendations for Standard 8, there were a number of Self-Study recommendations. These included establishing a first-year seminar and structured first-year learning experiences. In response to these recommendations, the college developed the first-year seminar referenced above: *New York State of Mind: What Makes a City Great*. This interdisciplinary, 3-credit course is focused on New York City and introduces first-year students to college life by integrating academic content and the core study skills they need to succeed (see Appendix 25). Effective fall 2017, this first-year seminar became mandatory for Liberal Arts majors. Another recommendation was to increase the level of student participation in pre-college activities. In 2012, the college began offering Saturday pre-testing workshops to help incoming students prepare for placement exams. Section 6 includes data on the impact of these workshops on placement exam results.

There has also been additional engagement of pre-college populations via the Continuing Education and Workforce Development (CEWD) division. CUNY Start, coordinated by CEWD, engages students with developmental needs in pre-college basic skills interventions. In spring 2016, more than half of the 51 full-time program completers were able to pass the associated assessment exams: 56% for reading, 61% for writing, and 65% for math. Similarly, the majority of the 31 part-time program completers were able to pass the associated assessment exams: 65% for reading, 52% for writing, and 79% for math (see Appendix 26). CEWD also offers Math Start, a math-specific pre-college intervention. In summer 2016, 79% of the 42 Math Start completers achieved proficiency (see Appendix 27). Students who pass the assessment exams after participating in CUNY Start and Math Start are able to enroll directly in credit-bearing courses.

Additional Self-Study recommendations for Standard 8, including improvements to student communication systems, are addressed in Appendix 3.

Standard 9: Student Support Services

MSCHE Recommendation:

The student grievance procedures should appear in both the student handbook and the academic bulletin in a format that is both readable and understandable to students and guarantees them due process.

The student grievance process (grievances with other students) and faculty grievance process (student grievances with faculty) are posted on the college's website ([here](#)) with relevant forms and are accessible via the search box. The grievance procedures also appear in the online Student Handbook ([here](#)) and the College Catalog.

Self-Study recommendations for Standard 9 centered on improvements to advisement and were echoed in the college's 2012 Foundations of Excellence (FoE) Self-Study, a year-long cross-divisional reflective process guided by the John N. Gardner Institute for Excellence in Undergraduate Education. Both the FoE and Standard 9 MSCHE self-study recommendations indicated that the college's advisement structure, which involves academic advisement in three of the college's five divisions, was not providing consistent academic advisement for students. As the college worked to address the fragmentation of advisement services, it also sought to improve the quality of advisement by expanding successful and proven best practices.

ASAP, a CUNY community college program that has received national attention, has experienced notable success with three-year graduation rates of 50% and higher. Due to the program's success, Hostos has expanded the ASAP program; in AY2016-2017, 1,354 students were served, an increase of 926 students from the 428 students served in AY2014-2015. While the ASAP program includes financial incentives for participants such as tuition waivers, textbooks and MetroCards, program gains can also be attributed to the assignment of dedicated advisors who provide intrusive advisement to students. In an effort to replicate the support provided to ASAP students, and aligned with the growing body of data that support intrusive advisement as a national best practice, the college dedicated \$2 million to develop the Student Success Coaching Unit (SSCU), a 25-person intrusive advisement office. Through the SSCU, all incoming first-year students have a coach assigned to them for the duration of their time at Hostos.

In spring 2015, the college convened the Cross-Divisional Advisement Committee (CDAC), with collaborative leadership from the Division of Student Development and the Division of Academic Affairs, and representation from every office that offers advisement. The committee was charged with identifying best practices, reducing redundancies and streamlining advisement. Examples of some of the committee's current spring/summer 2017 projects include the development of a college-terms glossary for first-year students, an advisement syllabus and a common academic advisement web page, with completion expected in summer 2017. While advisement services remain in three of the five divisions, CDAC provides a valuable forum for information sharing and the creation of consistent and aligned advisement practices.

In tandem with the work of the Cross-Divisional Advisement Committee, in spring 2016, the college hired a consultant to assess academic advisement at Hostos. The consultant performed a comprehensive evaluation, including interviews with over 120 advisors, coaches and staff, and submitted recommendations for the alignment of services (see Appendix 28). In response to these recommendations, in spring 2016 the Cross Divisional Advisement Committee was expanded to include representation from the Testing Office, Registrar, Financial Aid and IT. Further, Hostos has begun campus-wide implementation of Appreciative Advising, a six phase student-centered advisement model designed to enrich and enhance the college's intrusive advisement practices. In late spring, Appreciative Advising leadership visited the campus and provided basic training for over 100 professional advisors, coaches and counselors. The training guided participants through the six phases of the model: Disarm, Discover, Dream, Design, Deliver and Don't Settle. Following the basic training, over 50 staff members completed a comprehensive six-week online course on the model. In summer 2016, fifteen advisors attended the Appreciative Advising Institute and became certified campus trainers. In fall 2016, the campus trainers provided Appreciative Advising workshops for all academic advisors. In spring 2017, staff in all campus service areas participated in the training.

Standard 10: Faculty

MSCHE Recommendations:

- (1) The College should consider the development of a Faculty Council to discuss issues regarding curriculum, the recommendation of new programs, program assessment, and other faculty issues. This recommendation would not replace the Faculty Senate; both bodies would exist, as in other CUNY colleges.
- (2) A long-term plan for addressing faculty retirements needs to be developed. Faculty retirements are expected to have a growing impact on the college's human resources. The adoption of a succession plan will provide an important opportunity to redeploy teaching resources in a manner to support the college's goals to deliver newly developed programs.

Following the MSCHE visit, in an effort to immediately improve the efficacy of the Senate, the college took steps to address the roadblocks that were preventing curricular items from successful presentation at Senate. As noted under Standard 4, the parliamentary training of senators and the consistent presence of the parliamentarian quickly proved effective and the Senate is now able to efficiently review curricular items. As this intervention has proven successful, the college has made the determination not to form the recommended Faculty Council. Instead, issues regarding curricula and new programs are discussed at length by the College-Wide Curriculum Committee and the minutes of those meetings are posted online. Assessment and other faculty issues are discussed at both Academic Council and Chair, Coordinators and Directors meetings.

In response to the MSCHE recommendation that the college develop a long-term plan for addressing faculty retirements and planning for succession, the Office of Academic Affairs adopted a two-pronged approach. First, OAA worked to identify and prepare potential new academic leaders. In spring 2013, OAA developed a Faculty Fellow position open to all faculty with a minimum of four years full-time service. The application solicited candidates who could

demonstrate leadership experience or leadership potential, and who possessed strong written and oral communication skills, as well as the ability to work well with others (see Appendix 29). The successful candidates receive up to 12 annual hours of release time to support their work on special academic administrative projects. The fellowship has been active since it was created.

In spring 2014, the Center for Teaching and Learning (CTL) conducted a needs assessment via a series of one-on-one interviews with all academic leaders. Results were used both to inform future CTL professional development programming and to identify gaps in support that needed to be addressed. In addition to highlighting topics for future professional development, the interviews also revealed needed revisions to the existing year-long new faculty orientation. For example, faculty responses reflected the need for additional information about the college's Accessibility Resource Center as well as more extensive training for the development of faculty portfolios. As approximately half of current faculty are considered junior and are progressing through the tenure process, OAA determined that it would revamp the orientation to respond not only to the feedback from the interviews, but that it would also integrate topics that would help prepare future leaders. In AY2014-2015, OAA offered the revised orientation for the first time, which now includes sessions on topics such as departmental service, the campus' organizational structure, consensus building and networking.

Also in spring 2014, OAA initiated a series of programming open to all faculty to help develop leadership skills, offering two workshops focused on leadership styles. Attendance and feedback were positive, and in fall 2015, OAA began more systematic outreach to faculty. An open invitation was sent to faculty to attend an OAA-sponsored lunch discussion regarding concerns related to serving as a department chair and/or coordinator. That winter, OAA dedicated resources to bring a master trainer from a company called Vital Smarts to offer Crucial Conversations training for chairs, coordinators, directors and those interested in future leadership. Crucial Conversations is a two-day intensive skill-building training to help participants develop their ability to hold effective conversations when stakes and emotions are high and there are opposing views. In spring 2016, OAA sponsored a panel of current and past department leaders for a candid faculty discussion about the benefits and challenges of serving as an academic leader. In fall 2016, OAA invited senior faculty who had not served in leadership positions to a lunch discussion focused on faculty engagement. To complement these activities, OAA has posted an online Faculty Handbook ([here](#)) to provide logistical information for faculty, such as event coordination details, workload regulations, and promotion and tenure guidelines.

To complement the work dedicated to providing faculty with the resources and experiences necessary to develop leadership skills, the college has also sought to address the administrative implications of faculty retirements, as recommended by MSCHE. In spring 2013, OAA started an annual spring review measuring for each department the ratios of full-time to part-time faculty, course enrollments to full-time faculty, and degree program students to full-time faculty. These data now inform the placement of faculty lines following retirements (see Appendix 30). For example, in spring 2017, OAA redeployed a line within the Humanities Department from the Modern Languages Unit to the Visual and Performing Arts Unit, to address a major difference in the ratio of enrollments to full-time faculty. Prior to the change, the ratio of students to full-time faculty for Modern Languages was 78 to 1, while for VPA the ratio was 246 to 1. A line was also redeployed from Language and Cognition, whose ratio was 54 to 1, to Natural Sciences, whose overall ratio was 136 to 1, with a 200 to 1 ratio in the receiving unit (Biology).

Standard 10 Self-Study recommendations centered on assessing faculty and departmental needs, professional development, service equity, and support to adjuncts as well as requests to post online forms, documents, policies and procedures related to faculty. Since the site visit, through the Center for Teaching and Learning interviews and a renewed focus on year-end reports, the college has deepened assessment of faculty needs and aligned professional development offerings with the needs expressed. Additionally, the OAA Faculty Handbook includes links to material regarding workload, faculty evaluation, professional development, funding opportunities and helpful campus administrative contact information. Detailed responses to all Self-Study recommendations are included in Appendix 3.

Standard 11: Educational Offerings

MSCHE Recommendation:

A comprehensive procedure and schedule for Academic Program Review (APR) exists, but has been minimal since 2001. The college should implement the program review cycle to ensure regular review of both career and non-career programs.

Over the last five years, the college has worked to implement consistent and comprehensive assessment activities for all academic and non-academic programs and offices. After the site visit, the college charged the Assessment Committee with supporting the programs completing APRs. Following delays in adherence with the APR schedule, the college restructured the support provided to programs completing reviews and implemented the use of faculty Assessment Fellows. Since the integration of the use of the Fellows, all programs scheduled to perform reviews are in the process of completing their current cycle. Please see Section 5 for a detailed explanation of the updated procedures and schedule for Academic Program Review.

Standard 12: General Education

MSCHE Recommendations:

- (1) Information about the Hostos General Education program and competencies needs to be included in the Academic Course Bulletin and should be easily found on the website by students and faculty.
- (2) Since it is anticipated that the implementation of e-portfolios will take a number of years, it is essential that a plan to assess student acquisition of the minimal general education competencies related to oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning and technology competency be developed and implemented immediately. This plan should also indicate how the results will be used to inform instruction.

Information about Hostos' General Education program and competencies has been included in the Course Catalog. It can also be found easily on the Hostos website in the Student Handbook ([here](#)) and Faculty Handbook ([here](#)).

The IAP addresses the college's plan for the assessment of general education (see Appendix 10). Based on challenges with implementation of planned activities, changes have been made to the process. See Section 5 for details regarding the challenges experienced and the new process.

Self-Study recommendations focused on expanding the support provided to faculty and students to ensure that the General Education competencies are understood and utilized. The college has sought to support students in understanding the role of Gen Ed competencies through professional development for faculty. The college regularly offers professional development opportunities focused on Gen Ed via the General Education Committee and the Center for Teaching and Learning. Detailed information regarding the assessment plan for general education can be found in Section 5.

Standard 13: Related Educational Activities

MSCHE Recommendations:

- (1) In light of workforce development and other needs in the community, partnerships should be explored to increase the number of blended certificate programs that involve both academic and workforce skills.
- (2) Establish and implement an assessment plan for the online and hybrid program to align with the hallmarks outlined in the Middle States Distance Education Programs: *Interregional Guidelines for Evaluation of Distance Education (Online Learning)* document.
- (3) The college immediately submits a Substantive Change Application to recognize the Early Childhood education AAS degree in the distance education format.
- (4) Establish an online orientation for students that provides an overview of expectations for online and hybrid courses.

(1) OAA and the Division of Continuing Education and Workforce Development (CEWD) have collaborated to create internal pathways for students from the non-credit CEWD offerings to credit-bearing degree programs. The collaboration between CEWD and OAA is designed to better prepare students to participate in the growing economic development of the local community. In 2013, CEWD implemented an Introduction to Healthcare Seminar for students enrolled in its allied healthcare certificate classes. The seminar introduces continuing education students to the college's credit-bearing courses in healthcare; the course includes labor market information, employment trends, and educational requirements for transitioning to credit-bearing degree programs. Additionally, CEWD and OAA have developed stackable credits linking two CEWD certificate initiatives (Community Health Worker and Medical Billing) with two degree programs (Community Health and Medical Office Assistant). These partnerships provide certificate students in the workforce division with the opportunity to receive academic credit upon admission to a related academic program. The college is committed to enhancing these articulations. An additional collaboration under development links a construction management certificate offering in CEWD with a Construction Management and Technology degree program.

(2) Following the MSCHE site visit, as the Office of Academic Affairs worked to develop stronger assessment practices, the college's academic leadership determined to standardize assessment for all courses, including those taught online and as hybrids. For example, when a department is scheduled to review a particular course, all sections are reviewed, including those instructed following online or hybrid models. The integration of the online and hybrid courses in regular assessment cycles facilitates the streamlining and consistency of evaluative practices. In order to address the unique learning environment for students and faculty participating in online

and hybrid courses, the college sought to supplement assessment activities via additional support provided by the Office of Educational Technology (EdTech), the Educational Technology Leadership Council (ETLC), the Peer Observation Improvement Network for Teaching (POINT) and the newly-convened Hostos Online Learning Assessment (HOLA) taskforce.

In fall 2012, the ETLC revised the course development guidelines by which all new online and hybrid courses are assessed and approved. The guidelines were strongly influenced by national standards, including the MSCHE *Interregional Guidelines for Evaluation of Distance Education (Online Learning)*, as well as the Quality Matters Rubric Standards I & II (see Appendices 31 & 32) and CSU Chico Rubrics for Online Instruction (see Appendix 33). The guidelines were presented as an information item at the College-Wide Senate and are now used by ETLC to assess all new online offerings. The guidelines are posted on the college's website ([here](#)), and continue to be maintained by ETLC and revised as needed.

POINT coordinates classroom observation guidelines for all academic courses. In response to the MSCHE recommendation for stronger assessment of online and hybrid sections, POINT developed specific guidelines for faculty observing these courses. The guidelines are posted on the Hostos website: hybrid ([here](#)) and asynchronous ([here](#)). Faculty observing these courses are instructed to apply these guidelines to the observation.

The HOLA taskforce was convened in spring 2015 to initiate the assessment of student and faculty experiences in online offerings. The committee began its work with the development of a student survey administered to all students enrolled in online courses. With the survey instrument, the taskforce sought to identify areas for faculty professional development to strengthen online courses as well as determine additional resources needed to support student success in online offerings. The survey has been consistently administered since its inception in fall 2015 and revised, as needed, to solicit more specific information about student needs. For example, the spring 2017 survey was revised to solicit information from students regarding the college's Wi-Fi network and the devices they use to access Blackboard, the system used for online courses (see Appendices 34 and 35 for fall 2015 and spring 2017 student surveys).

(3) In response to MSCHE recommendation 3, Hostos immediately submitted a Substantive Change Application to recognize the Early Childhood Education AAS degree in the distance education format; it was accepted by MSCHE on March 3, 2014.

(4) Under the leadership of the Office of Educational Technology, the college developed a 30-minute Blackboard Online Learning Readiness course for students which provides an overview of expectations for online and hybrid courses ([here](#)). The course is made available to all instructors of online and hybrid courses, and students are strongly encouraged to complete the course prior to the start of their online or hybrid class.

Self-Study recommendations for Standard 13 included developing a persistence and retention program for students with developmental needs, improving inter-divisional efforts to serve at-risk students, and assessment in continuing education. Changes in curricula and advisement have helped improve the support provided to developmental education students. The data discussed above demonstrate the impact of those changes. The college has implemented the use of Starfish,

an early warning system that helps faculty and service areas communicate with students and with one another to identify a student skill deficiency and provide an intervention. For example, Starfish allows faculty to ‘raise a flag’ to indicate a student needs additional support with writing; the ‘flag’ routes the student to the Writing Center. Starfish has been implemented in five of the nine academic departments: English, Mathematics, and Language and Cognition (which include developmental education), Natural Science and Humanities. The remaining four departments are scheduled to implement Starfish over the next academic year. The Self-Study recommendations on implementing assessment for continuing education and making assessment results available to consumers and partners have been addressed. Continuing education programs have been integrated into the program review process highlighted in Section 5 and will be evaluated on a regular basis as outlined in the college assessment calendar. Organizational partners for our certificate programs are provided with assessment results that include pre-screening scores, attendance, grading, and completion and certification rates, as appropriate.

Standard 14: Assessment of Student Learning

MSCHE Recommendations:

- (1) Develop a comprehensive written plan for the assessment of student learning. The plan should include responsible parties and timelines. The plan should also show the relationship of assessment to planning and budgeting.
- (2) Program outcomes must be clearly stated in behavioral terms and accessible to students, faculty and the public.
- (3) Adhere to the calendar for Academic Program Review.
- (4) Use results from assessments of student learning to drive the planning and budgeting process.
- (5) Develop and implement a standard format course syllabus.
- (6) Offer professional development workshops to increase faculty expertise in the writing and assessing of student learning outcomes.
- (7) Expand the role of the Outcomes Coordinator to include a direct reporting line to the President.

(1) The IAP, discussed in detail in Section 5, outlines the college’s comprehensive written plan for assessing student learning and activities related to academic program reviews. The IAP (as well as Section 6) also show how assessment of student learning is driving planning and budget processes.

(2) Beginning in spring 2015, Academic Affairs invited all academic chairpersons and coordinators to attend workshops focused on revising program learning outcomes (PLOs) to address the MSCHE recommendation that PLOs be clearly stated in behavioral terms. Following the spring 2015 workshops, there were additional workshops offered in spring and fall 2016 with an external consultant who provided additional guidance to faculty conducting assessment and developing PLOs. In spring 2017, the provost facilitated an additional workshop open to all faculty assigned to perform course-based assessment. The provost guided faculty through an exercise to map departmental courses with the PLOs to be assessed. Embedded within that workshop was the opportunity to revise outcomes in behavioral terms. Assessment Fellows have been charged with providing supplemental support to the academic departments to which they have been assigned as they continue to develop program learning outcomes.

All PLOs are posted on the OIRSA website and accessible to students, faculty and the public. All courses within each discipline have been mapped to their PLOs and are also available on the OIRSA website.

(3) Section 5 addresses the campus APR process and explains prior delays in adherence with the APR schedule. Also covered in Section 5 are details regarding the implementation of the use of Assessment Fellows, who have supported academic programs stalled in their reviews. For example, Latin American Studies, Modern Languages and Black Studies were scheduled to complete their APR in spring 2016 but did not due to various reasons. With the support of the Assessment Fellows, those units all advanced their program reviews in AY2016-2017, hosted external reviewers and will begin implementation of recommendations in fall 2017. Also, with the integration of the Assessment Fellows, all programs scheduled to begin their APRs in AY2016-2017 have successfully initiated their self-studies in adherence with the five-year cycle. Following these successes, Academic Affairs is confident that the academic programs will be able to adhere to the APR schedule going forward.

(4) The IAP and Section 6 explain how assessment of student learning is driving planning and budgeting processes.

(5) The General Education Committee created a syllabus template for use in all courses, which includes key CUNY policies such as ADA compliance and accommodations, and the CUNY academic honesty policy (see Appendix 36). The template, syllabus sample and downloadable forms are easily accessible to faculty on the General Education page in the online Faculty Handbook ([here](#)).

(6) As part of the college's comprehensive assessment activities, faculty professional development on assessment-related activities has played a central role in both workshops offered by the Center for Teaching and Learning, and targeted outreach by the Assessment Fellows (see section 5 for a description of Assessment Fellows' role and responsibilities). One of the latter activities, which served as professional development, involved supporting academic programs as they updated their PLOs (see Appendix 37 for a calendar of assessment activities).

(7) The Outcomes Coordinator position has been changed to the Director of Institutional Research and Assessment position with a direct reporting line to the president. The response to recommendations for Standard 7 (above) includes a detailed description of changes to OIRSA. Assessment of learning outcomes in the academic programs are now coordinated by the Assessment Fellows, while non-academic outcomes are coordinated by OIRSA. Additional details regarding changes to assessment are covered in Section 5.

Self-Study recommendations for Standard 14 were well aligned with MSCHE's recommendations and are addressed in Section 5 and detailed in Appendix 3.

Section 3: Challenges and Opportunities

This section provides an analysis of the most important challenges and opportunities facing Hostos as the college moves into the next five years.

Major Challenges

Major challenges for the college center on facilities, funding and communication.

Facilities (Standards 2 and 3)

Hostos' overall headcount has increased from 7,078 in fall 2011 to as high as 7,371 in fall 2015. While headcount dipped slightly to 7,251 in fall 2016, the college anticipates that enrollment will continue to increase over the next several years at a 0.5% rate of growth. Even more striking is the fact that the fall 2008 headcount was 5,532; thus the college has had a 31% increase in headcount in under ten years (fall 2008 to fall 2016). This rapid increase in enrollment has led to significant limitations in the availability of space, impacting both classroom scheduling and meeting, tutoring and study spaces. The need to address campus space limitations and space utilization were both referenced in the Self-Study recommendations for Standard 3; the need is even more pressing in 2017. Awareness of the space shortage has been heightened by needed renovations to the B building, expansions of the CUNY Start and Accelerated Study in Associate Program (ASAP) programs, and plans to add five new degree programs over the next ten years. To address space limitations (as referenced in the response to recommendations for Standard 3), in spring 2013, the college convened a task force to evaluate the impact of class size on learning. Additionally, in fall 2014, the college contracted with a consulting group to assess our space utilization. Their reports (see Appendices 21 and 22) and analyses of their findings have led to several changes, detailed below.

The renovation of the B building began in 2011 and is scheduled to be completed in stages, floor by floor. Following the completion of the fifth floor, work on the fourth floor began in fall 2016, and is currently underway. The renovation removed twelve classrooms from inventory, when they were repurposed as work spaces to accommodate displaced staff members. The college has addressed the space shortage by expanding schedules for weekend and evening classes, a solution recommended by both the taskforce and consulting group's reports. Also based on the reports' findings, the college dedicated resources to purchase and implement the use of an online event space and classroom management system (EMS). The EMS facilitates the efficient pairing of space with event/class capacity needs, and the identification of available space. In an effort to restore room inventory, the college is accelerating plans for the renovation of the third floor, which will result in improved, larger classrooms that will accommodate high enrollment courses.

The college has also received approval from CUNY to build an eight story, 170,000-square-foot Allied Health and Science Complex—a state-of-the-art facility that would add space for new programs, permit real and sustained growth in enrollment, and in turn increase tuition revenue and FTE funding. The project is currently awaiting the requisite approval from the State and City for capital funding. While the college was successful in its applications for two 2014 NY CUNY 2020 challenge grants—one to fund a media incubator, and one to provide additional allied

health training opportunities—Hostos has not received capital funding from the state since its funding of the B Building renovation project in 2009. Our capital fundraising efforts are further complicated by New York State law which requires that state contributions be matched by local contributions. It is unclear when the college can expect to receive additional capital funding to advance the project to build the much-needed new building.

In fall 2016, in an additional measure to address space limitations, the college seized an opportunity posed by the closing of the Bronx General Post Office, located directly across the street from the B Building. Hostos appealed to CUNY Central for funding to lease approximately 13,000 square feet of assignable space, which will enable the college to implement the One Stop service model (combining admissions, bursar, registrar, and financial aid offices). Moving key student services to a new, easily accessible area will allow space around campus to be reassigned to other priorities, such as increasing dedicated space for ASAP, which is expected to continue to grow in 2018 and 2019. Hostos' funding appeal was successful, and while the lease is still pending, the college anticipates it will be approved, allowing the college to begin utilizing the space in early 2019.

Funding (Standards 2 and 3)

The CUNY Compact, initiated in FY07, was a long-term financial plan designed to stabilize funding for CUNY. In addition to aligning the hiring of new faculty with enrollment growth, the plan provided funding for targeted activities and regulated modest annual increases in tuition (up to \$300 increase allowed annually). Hostos' increase in enrollment, the CUNY Compact special funding and allowable tuition increases have all contributed to the financial health of the college over the past few years. However, the CUNY Compact ended in spring 2016, which resulted in a decrease in FY17 of \$1.3 million from the previous fiscal year. The end of the CUNY Compact also meant the end of the modest pre-approved tuition increases. CUNY Compact funding was used to support a number of activities over the life of the plan, including supplemental instruction, skills immersion workshops, tutoring, and other vital student support services. The loss of the Compact poses serious fiscal challenges for the college. Although CUNY offers other opportunities for special funding, the sources of funding and timing of applications are not standardized. While the college takes advantage of all opportunities to apply for additional funding, irregular funding cycles impact planning and can make it challenging to institutionalize successful initiatives.

Another funding challenge is CUNY's linkage of discretionary funding to enrollment projections. CUNY determines revenue targets in large part by FTE enrollment trends. Colleges are permitted to retain tuition revenue above targets (referred to as "overcollections") as discretionary funding, but revenue below targets results in a loss of funding. One way Hostos has sought to insulate itself from decreases in revenue is through careful management of enrollment targets, in an effort to maintain reserves resulting from overcollections. Although the college has seen an upward trend in enrollment, the slight variations that are hard to predict have impacted our reserves. Additionally, space limitation impacts the college's ability to increase revenue through increased enrollment.

Prior to the loss of the Compact, Hostos had committed to increasing fundraising to diversify sources of funding, and as mentioned in the response to recommendations for Standard 3, these efforts have largely been successful. In order to ensure the institution's financial health, the college will continue to strengthen its fundraising efforts, and will seize opportunities for cost-savings and efficiencies wherever possible.

Communication (Standard 4)

In spring 2017, the Office of the President held a series of open campus forums as part of planning efforts for the 2017-2022 Strategic Plan. At the forums, communication among faculty, students, and staff was frequently cited as a major issue at Hostos. The college is currently in the process of defining the communication concerns, and has administered a college-wide survey to ascertain the specific needs of the college community. The survey data will be used to develop an assessable communication plan that will hold a central role in the new strategic plan.

Major Opportunities

Strategic Planning (Standards 1, 2 and 7)

Since the 2012 Self-Study, Hostos has doubled the three-year graduation rate for first-time, full-time, first-year students, from 10.3% in 2012 to 20.6% in 2015. This academic year, the college also experienced a fall-to-fall retention rate of 68%, our highest ever. The college is further encouraged by the fact that preliminary data suggest a continued increase in our graduation rate. Hostos is very proud of the advances made in graduation and retention rates and attributes much of our success to the 2011-2016 Strategic Plan and the systematic operational planning process by which the college planned, tracked and assessed progress toward strategic plan goals.

The design of the 2011-2016 Strategic Plan overlapped with some of the data collection and analyses that occurred in preparation for the drafting of the 2012 Self-Study report. The overlap allowed the plan to be informed by insights gained through the reflection integral to the self-study process, and resulted in a strategic plan that was rich, current and connected with the needs of the Hostos community. In preparation for the 2017-2022 Strategic Plan, the college has intentionally sought to replicate the success of the 2011-2016 design process. To that end, the college extended the 2011-2016 plan for an additional year, to allow time for the reflection involved in preparing the PRR to inform the new strategic plan.

In order to capitalize on the insights gained from the PRR process, the entire PRR committee was asked to serve simultaneously on the new strategic plan committee (see Appendix 38). The analyses required to meaningfully respond to the Self-Study and MSCHE team recommendations for the PRR have revealed areas where the college can make further progress. These areas, such as the need for improved communication on campus, will serve as major goals in the new strategic plan. In order to design a comprehensive and informed plan, the committee has also begun to: (1) examine how students' needs vary by the number of credits earned, (2) identify critical junctures and relationships that impact students' progress toward completion, (3) pinpoint potential barriers, and (4) calculate investments needed to positively impact pre-enrollment services, developmental coursework, advisement and course offerings. To ensure that the new

plan is as inclusive as possible and captures the needs, knowledge and views of multiple campus and community constituencies, the college has initiated a number of outreach activities to collect feedback, including the campus-wide forums, a communication survey and an online feedback form. All Strategic Plan documents, including committee agendas and notes, and videos from the open forums are easily accessible on the campus website ([here](#)).

Advisement (Standards 8 and 9)

In recent years Hostos has taken significant steps to address the fragmentation of advisement on campus. In alignment with our growing culture of continuous improvement, the campus has also been committed to advancing the quality of advisement. The next few years pose an opportunity to capitalize on recent gains garnered through revisions to advisement services, which have included expanding ASAP, implementing the Student Success Coaching Unit, convening the Cross-Divisional Advisement Committee, and the implementation of the standard campus-wide Appreciative Advising training for all advisors.

While the college has been active in addressing the quality and fragmentation of advisement services, all of the steps taken are relatively new and require assessment and time to measure impact. In spring 2016, the Cross Divisional Advisement Committee started the important work of establishing baselines to track the impact of their collaboration on student retention, satisfaction and graduation rates. The Appreciative Advising training occurred just this academic year, and an assessment of its impact will be required to inform future planning. Even when acknowledging the need for additional assessment, the momentum gained around revised advisement services represents a rich opportunity for Hostos.

Developmental Education (Standard 11)

CUNY has significantly revised the requirements for exiting developmental education in the last year, which has created additional opportunities for students to successfully address their developmental needs. For example, students who are majoring in a non-STEM field now have the opportunity to take a non-algebra college-level math class with additional supports, rather than an algebra-based developmental course. The option to address developmental needs while earning college credits offers students the opportunity to save both time and money. The Mathematics and English Departments now offer several new courses that follow the supplemental and/or co-requisite models (see Appendix 4). Another positive revision to the developmental protocol has been a recent change in CUNY policy on the standardized skills assessment exams. The new policy for reading and mathematics moves away from the traditional exclusive reliance on standardized test scores as the metric for proficiency. Standardized skills assessment exams, though still an integral part of proficiency assessment, now represent only 35% of a student's developmental course grade; class performance determines 65% of that grade, broadening the pathway to success. A similar policy for writing go in effect in spring 2018.

Starting in AY2012-2013, a number of initiatives have been undertaken to better address the developmental learning needs of our students and, through the operational planning process, the college's budgeting process has been aligned to support the needed changes. The dedication of resources over the last few years has led to the implementation of accelerated and co-requisite

models, immersion workshops with wrap-around services, self-paced software in computer labs, and supplemental instruction in 75% of developmental math classes. These focused efforts, enhanced by expanded assessment practices, have deepened faculty, staff, and administrators' understanding of developmental students' needs. The college has learned that no one model will help all students. Instead, the Hostos community is working to disaggregate data about the specific needs of our students during the different phases of their education, and has expanded the intervention opportunities available to students.

The next few years will provide a powerful opportunity for the college to continue to transform students' experience of developmental education. The changes already implemented have led to a steady increase in the number of students exiting developmental education after one year (an increase of 17% from the fall 2010 cohort (35%), to the fall 2015 cohort (52%)). The success of our revised developmental sequences will no doubt be magnified by the recent changes in policy regarding the CUNY assessment exams.

Pedagogical Opportunities (Standard 11)

Following recommendations from the Self-Study (see Appendix 3, Standard 8 recommendations), the college developed both a new first-year seminar and a capstone course for all liberal arts majors through a partnership with AAC&U (see Appendices 25 and 39 for the syllabi). Hostos' membership in AAC&U has led to a broader movement toward degree-specific capstones as a high impact practice. The Title V grant funding Hostos received in 2014 has allowed the college to begin developing capstone courses for each degree program. To date sixteen faculty, representing thirteen degree programs, have participated in a semester-long seminar adapted from Barbara Jacoby's capstone course design model⁴. Participating faculty receive release time (sponsored by Title V) while they engage in the seminar's interdisciplinary and collaborative framework. As the courses developed will be used to assess both program learning and general education outcomes, faculty must determine directions and guidance to be given to students, disciplinary and general education skills to be applied, a grade breakdown and assessment tools to measure student achievement. The development of the first year seminar and capstone courses is an opportunity for the college to engage students in well-established, national best-practices known to positively impact student retention and completion.

Since our 2012 Self-Study the college has hired approximately 60 new faculty who are strong researchers and teachers, devoted to our students and their success. Our full-time faculty now numbers 173 members, of whom 82% hold terminal degrees. Among other accomplishments, Hostos faculty members were recipients of the 2012 and 2014 Council for Advancement and Support of Education (CASE) and the Carnegie Foundation U.S. Professor of the Year Award representing New York State. These awards highlight the dedication to scholarship and instruction that our entire faculty exhibit, and the attention brought by such awards provides opportunities (both within Hostos and in external communities) to advance the quality of the academic and research work of the college.

⁴ Jacoby, B. (2013 February 28). Designing and teaching a high-impact capstone course. Magna Online Seminar.

Outside Partnerships (Standard 1)

An important aspect of the Division of Continuing Education and Workforce Development's (CEWD) work is their engagement and partnership with employers. For example, CEWD's Allied Health Career Pipeline Program utilizes a Business Advisory Council, whose membership includes 15 employers, who work to design and implement training curricula for entry-level healthcare jobs. CEWD is also leading the effort to develop advisory boards for the A.A.S. degree programs, whose feedback led to the substantial curricular revisions in the Office Technology program discussed in Section 2. Hostos will continue to develop partnerships with industry leaders to both enhance curricula as well as identify additional employment and internship opportunities for students.

To complement CEWD's work engaging local employers, the college is also working to expand its partnership with community-based organizations (CBOs). In 2014, as part of the Bronx Corridors project, Hostos participated in an evaluation of services provided by CUNY colleges and CBOs in the Bronx who serve four student groups: justice-involved, veterans, immigrants, and high-risk students. The Bronx Corridors project seeks to streamline services for its target populations and create a mechanism for feedback and information sharing to better serve students whose circumstances could derail their progress toward degree completion. The college is using data from the Corridors assessment to minimize redundancy of services, fill gaps in support, and expand offerings where necessary. Through participation in the project and with the assistance of CEWD's Center for Bronx Nonprofits (CBNP), Hostos has strengthened relationships with local CBOs, which provides opportunities for future partnerships to both increase enrollment and better serve our students.

Section 4: Analysis of Enrollment and Finance Data

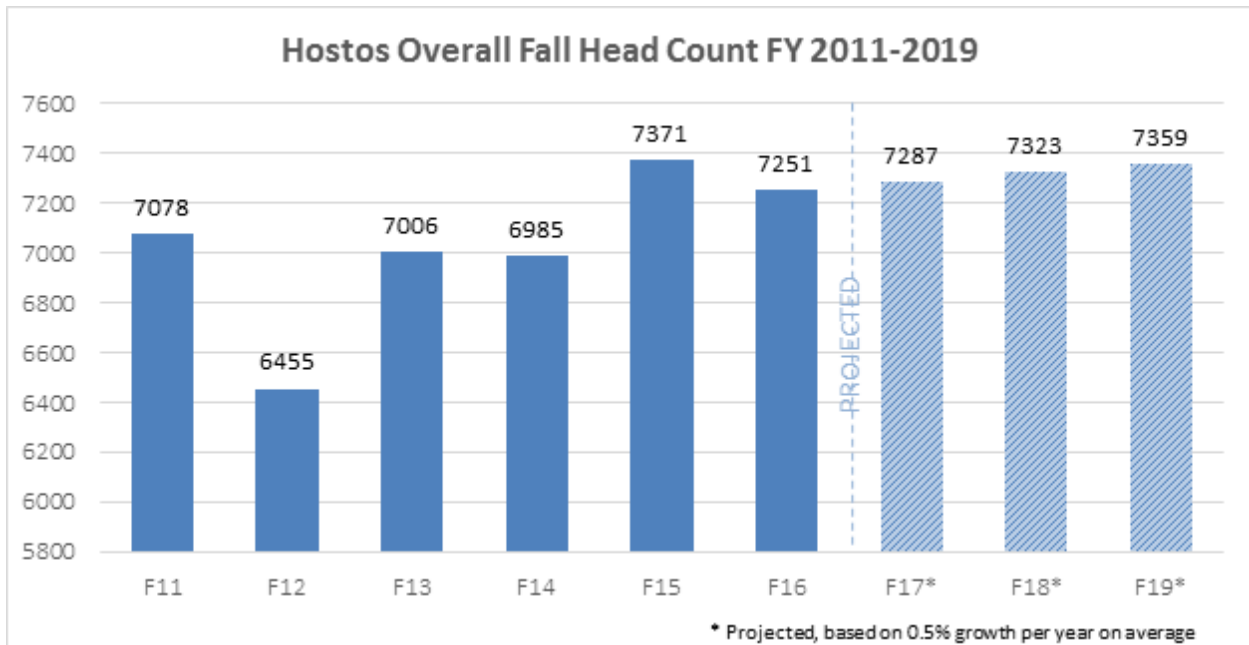
This section discusses enrollment and financial data, trends and projections.

Enrollment Trends and Projections

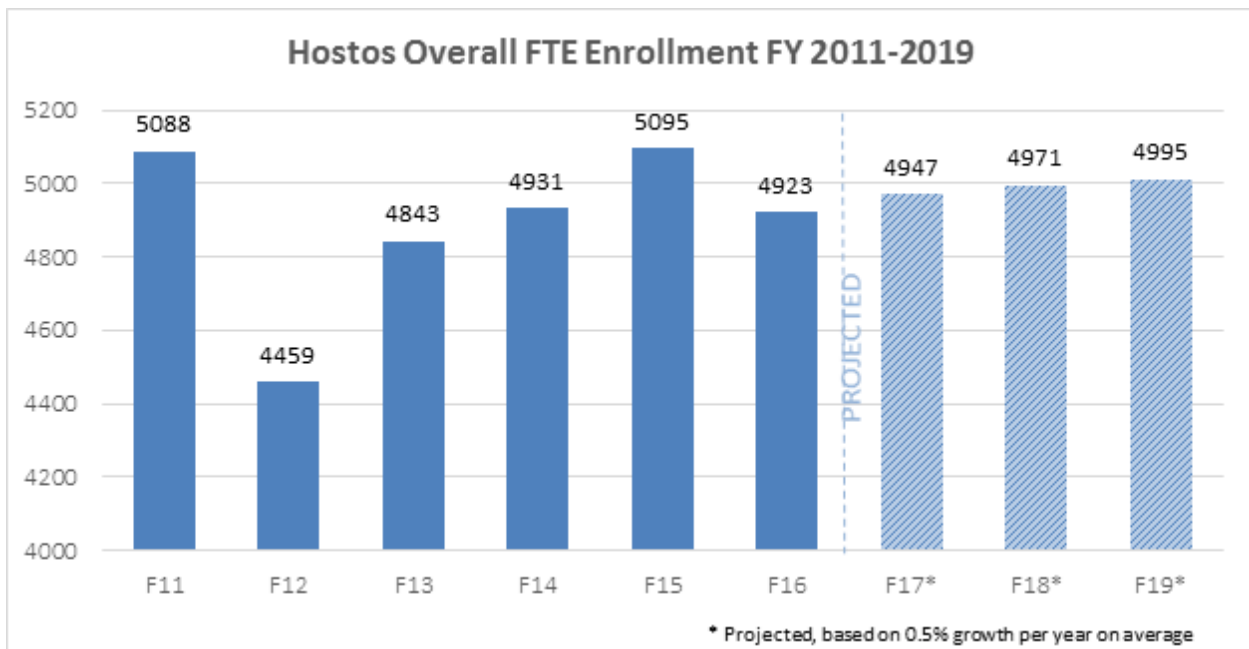
Hostos Community College serves the South Bronx and surrounding communities, a population where demands on students are extreme and resources are scarce. The vast majority of Hostos students are persons of color who come from economically disadvantaged families: 98% of students identify with racial and ethnic groups other than white, 26% have children they support financially, 59% have household incomes under \$20,000, 70% of those who complete the FAFSA come from households that fall below the poverty line, and 58% are first in their family to attend college. In addition to the economic hurdles students face that are known to impact student enrollment and completion, approximately 80% of first-year students require developmental education in at least one subject. The data highlighted demonstrate that access to postsecondary education is a vital avenue for the economic mobility of the communities the college serves.

Each semester, up to 6,500 degree students enroll in one of our 27 associate degree or two certificate programs. There are an additional 14,000 enrollments annually in our continuing education and workforce development offerings. The two largest degree programs have historically been Liberal Arts and Nursing, with 28% and 10.5% of enrolled students, respectively, in fall 2016. Liberal Arts and Criminal Justice have seen the largest increase in enrollment in the past 10 years, from headcounts of 1,303 in fall 2006 to 2,009 in fall 2016, and from 661 to 757, respectively. The largest decrease in enrollment has taken place in the L.P.N. Certificate program (from 200 to 113) and Public Administration (from 123 to 53) over the last 10 years.

The graphs below show Hostos' headcount and FTE enrollment trends since 2011, and projections through 2019. At CUNY, FTE is a standardized measure of enrollment equal to a full-time load of credits and hours, calculated by summing the total credits and hours associated with course enrollment and dividing that total by 15. (This calculation is based on a full-time student course load of 15 credit hours per semester, with graduation ideally after four semesters, not including any remedial coursework).



Source: http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0011_5YR_FA_TRND_COL-HO.pdf



Source: http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0011_5YR_FA_TRND_COL-HO.pdf

Like other community colleges, Hostos had seen a substantial increase in enrollment in the wake of the economic downturn in 2008. In just one year, from 2008 to 2009, enrollment grew by close to 12%. Over the course of three years, from 2008 to 2011, enrollment increased by almost 27%. Out of concern for the maintenance of academic standards and retention, the CUNY Central Office recommended in fall 2012 that campuses limit enrollment growth to an annual growth rate of 2%. In response to the CUNY Central recommendation, Hostos established application and registration deadlines to reduce enrollment growth. Thus, the college intentionally reduced enrollment from 7,078 in 2011 to 6,455 in 2012. From 2012 onward, the

college has attempted to maintain a sustainable rate of enrollment growth in line with the CUNY Central Office recommendation. Based on the pattern of enrollment growth from 2012 through 2016, Hostos increased its enrollment by 12.33%, at an average annual rate of 3%.

While enrollment figures show an overall upward trend from 2012 to 2016, it is important to note that the college experienced an enrollment decrease from fall 2015 to fall 2016. One of the factors leading to this decrease was an increase in the number of graduates. In spring 2015, 935 students graduated, an increase of 8.6% compared to the 861 students who graduated in spring 2014. In spring 2016, the college continued to experience high graduation numbers with 931 graduates. As of fall 2016, the college had not been able to recruit the number students needed to compensate for the larger number of graduates in spring 2015 and 2016. Additionally, in 2015, the college lost essential funding that had been used to help offset tuition costs for students. In the past, students who registered for courses but were unable to make full payment could apply for Bridge to Tuition Student Assistance (BTSA), a fund created from donations from private donors to address financial hardships leading to attrition. In addition to BTSA, the college also offered hardship funding to students via CUNY Compact dollars. Due to the end of the CUNY Compact and the depletion of BTSA donations, in fall 2016, neither funds were available to address the financial needs of students. That fall, students who registered and could not make full payment did not have those additional resources and, therefore, cancelled their enrollment.

In considering future enrollment, there are several factors that may have a negative effect:

- Continued increase in the three-year graduation rate. With interventions in place to shorten the time students spend in developmental courses, improve consistency in advisement and provide early outreach to potential graduates, we expect to continue to see higher graduation rates. This outcome is fully aligned with the college's mission and strategic initiatives, but may result in a downward trend in enrollment.
- Decline of entering high school cohorts. One factor that has and will continue to impact Hostos' enrollment is the declining number of high school students entering the New York City public schools. More than half of NYC's Department of Education (DOE) graduates attend a CUNY campus, with most of those attending a community college. Almost three quarters of CUNY's freshmen are DOE graduates, and enrollment of first-time freshmen at CUNY community colleges more than tripled to 19,000 in fall 2015 from 6,000 in 2000. However, similar to other community colleges, Hostos has observed that enrollment in local public schools is decreasing and, therefore, does not expect a significant increase in enrollment in the near future.
- Limitations to growth of academic programming. As outlined in our revised enrollment management plan under consideration by CUNY, Hostos expects to add five new programs in the next ten years. Additional growth beyond the five new programs, however, is limited given the college's space limitations. The completion of the Allied Health Complex, for which Hostos has received approval, would provide much-needed space. However, as noted in Section 3, progress with the project is pending approval from the State and City for capital funding.

In order to respond to the various factors that may negatively impact enrollment in the near future, the college has implemented several strategies:

- Continued collaboration with Community-Based Organizations (CBOs) and Pre-College programs. Hostos has partnered with the Bronx Opportunity Network (BON), a group of CBOs which sought to collaborate with the college to facilitate a direct pipeline from their prep and college readiness programs to our degree programs. The college has implemented key activities such as group application and testing appointments and campus tours to ensure seamless admission, testing and registration processes. We have also collaborated with CUNY's pre-college programs, such as the CUNY Language Immersion Program (CLIP) and CUNY Start, which provide developmental assistance to students prior to enrollment in credit-bearing courses and broaden the population who can be served by Hostos.
- Reinstitution of the Direct Admit process. The Direct Admit process allows students to apply to the college directly after the online CUNY application has closed. The Office of Admissions has dedicated personnel who recruit at high schools, community-based organizations and community centers. These recruiters work to admit students well after the Central Office admissions deadline has passed. In fall 2016, the college admitted and processed 867 direct admit students after the deadline, 448 freshmen and 419 transfers.
- Improved collaboration between Academic Affairs and Continuing Education and Workforce Development. Hostos is introducing new degree programs that begin in our Continuing Education and Workforce Development division and allow students to gain credits, receive aid and transfer to a degree program. For example, the Medical Office Assistant program allows students to begin their career in Continuing Education, take courses related to the field, earn a certificate and, if they wish to continue their education in a credit-bearing program, access a direct path to move seamlessly into the degree program.
- Streamlined enrollment process. The college has introduced several changes to its enrollment process to make it smoother and more student-friendly. As part of these changes, enrollment meetings are held weekly in the months leading up to registration to strategize on traffic management and trends in "front-door" areas. The testing calendar was adjusted to include late afternoon, evening and weekend testing to better accommodate the needs of non-traditional students. The college has also revamped the orientation process to include a registration workshop designed to ensure that students attending orientation do not leave campus until they have been registered for classes.

We expect that these and other new strategies will help offset the influence of other factors that could otherwise result in declining enrollment and that the college will increase enrollment by approximately 0.5% annually from 2016 to 2019.

The Budget Components and Financial Planning Process

The primary source of annual funding for CUNY colleges is tax-levy funding, sourced by CUNY Central via appropriations from New York State and New York City (for community colleges only), and tuition revenue from member colleges. CUNY Central allocates tax-levy funds based on a model that considers student enrollment, contractual obligations related to personnel, maintenance and operational needs, and tuition collection history.

The funding Hostos receives from New York State—via the CUNY Central Office—is based on “per FTE student base aid,” which is a predetermined dollar amount per full-time enrollee. Table 6 shows the increase in per FTE funding from 2012 to 2017.

Table 6: State Per FTE Funding, FY12-FY17

	FY12	FY13	FY14	FY15	FY16	FY17
Per FTE Funding	\$2,122	\$2,272	\$2,422	\$2,497	\$2,597	\$2,697

Funding from New York City is provided by the Office of the Mayor, which allocates the same amount every year in accordance with the maintenance-of-effort agreement.

Tuition revenue accounted for approximately 30% of the college’s funding for the last five fiscal years. In FY11, modest tuition increases of \$300 per year were approved as part of the CUNY Compact agreement. The consistent increase in tuition created an influx of new dollars that became a major component of college funding, accounted for in the New York State appropriations listed in Table 7. The funds from these five years of tuition increases were specifically earmarked to facilitate improvements on the campuses, including hiring additional full-time faculty, increasing student services and enhancing student financial support. As part of the Compact, CUNY agreed to self-fund a portion of the planned investments by directing each of the colleges to increase enrollment, expand philanthropic support, and create savings through restructuring and efficiencies. See Appendix 40 for Hostos’ Compact Spending Plan 2014-2015 as an example.

Table 7 shows that the three major sources—tuition and fees, New York State funding, and New York City funding—each account for close to a third of the college’s revenue.

Table 7: Revenue Sources FY12-FY16

Source & Type	FY12	FY13	FY14	FY15	FY16*
Tuition & Fees**	27,116,630	25,966,856	30,279,312	32,101,709	35,796,976
New York State appropriations, grants & contracts***	34,500,214	26,590,257	31,067,016	29,119,263	33,334,628
New York City appropriations, grants & contracts***	34,941,573	38,960,100	34,493,453	39,722,713	49,425,218
Federal grants/contracts (excludes Pell Grants)	2,522,720	2,107,366	3,079,624	3,338,786	3,884,445
Other****	2,032,305	1,055,803	1,424,977	2,469,015	2,537,586
Total:	\$101,113,442	\$94,680,382	\$100,344,382	\$106,751,486	\$124,978,853

Data Source: IPEDS report

** Estimated*

***Includes all fees, including the Student Activity Fee and Student Technology Fee.*

****Funds from NY State and NYC have been consolidated and are shown as a total*

*****“Other” refers to private grants and contracts*

CUNY undertakes a standard process for funding the operating budgets for community colleges and, with the exception of a few CUNY-wide programs, the University does not prescribe the utilization of college allocations. Although colleges remain in active communication with CUNY Central, each institution is responsible for its own budget plan. Once allocations are issued, colleges submit financial plans detailing the projected usage of funds to the University. Subsequent allocations are made during the year to adjust for revenue collections and to disburse additional funds. The University Budget Office monitors college spending throughout the fiscal year and publishes four quarterly financial reports, submitted to the University community. For a more detailed narrative on the general CUNY budgeting process as well as the more specific community college funding process and timeline, see Appendices 41 and 42. See Appendices 43 and 44 for a chart outlining the flow of funds to Hostos, as well as the college’s budget timeline.

CUNY typically releases operating budget allocations in July, and financial plans based on those allocations are due to the University in September. Additional allocations from CUNY follow, based on approved special programs and revenue collections. For example, Hostos receives a separate allocation funding for the ASAP program following receipt of the college’s regular operating budget.

The college has several additional financial resources included under “other” in Table 7. The Hostos Community College Auxiliary Enterprises Corporation administers commissions from the bookstore and cafeteria, and space rental revenue. The Hostos Community College Association oversees use of the Student Activity Fee budget, and funds collected from a separate Student Technology Fee. Philanthropic contributions are raised and managed by the Hostos

Community College Foundation, a 501(c) (3) not-for-profit corporation that operates exclusively for the charitable purpose of supporting Hostos Community College. The Foundation encourages assistance through gifts, scholarships, subsidies, endowments, grants, bequests, and other funds.

The operating expenses of the college are illustrated in Table 8 below, per Part C of the IPEDS report. Some of the expenses—utilities, fuel, and fringe benefits—are managed at the University level and are not part of Hostos’ operating budget.

Table 8: Operating Expenses FY12-FY16

Operating Expenses	FY12	FY13	FY14	FY15	FY16
Instruction	\$42,363,212	\$42,072,893	\$45,228,560	\$47,179,885	\$62,589,967
Research	\$186,488	\$229,351	\$618,993	\$710,786	\$145,359
Public Service	\$1,848,653	\$2,230,816	\$2,143,989	\$2,843,565	\$1,098,161
Academic Support	\$6,875,458	\$6,044,449	\$10,006,238	\$12,344,456	\$10,361,183
Student Services	\$12,405,207	\$12,810,717	\$12,839,487	\$13,728,542	\$15,226,278
Institutional Support	\$24,054,081	\$26,085,464	\$24,262,420	\$25,457,331	\$22,162,429
Maintenance and Operations of Plant*	\$18,300	-\$18,151	\$0	\$0	\$0
Scholarships and Fellowships	\$12,922,299	\$10,252,281	\$10,244,100	\$9,139,362	\$11,451,100
Auxiliary Enterprises	\$1,987,644	\$336,242	\$324,635	\$361,169	\$488,675
Other Core Expenses**	\$7,253,993	\$322,061	\$5,991,691	\$299,998	\$2,233,507
Total Expenses	\$109,915,336	\$100,366,123	\$111,660,113	\$112,065,094	\$125,756,660

Source: IPEDS Report

**Maintenance and Operations spending is distributed among the other expense categories as disclosed in the college’s IPEDS Report. Any balance other than \$0 indicates an accounting adjustment by CUNY Central Office.*

***Includes capital adjustments and intercollege transactions.*

Table 9 details the allocation of funding for FY2012-2016.

Table 9: Controllable Operating Expenses FY12-FY16

Operating Expenses	FY12	FY13	FY14	FY15	FY16*
Instruction and Departmental Research	\$32,921,607	\$33,773,388	\$36,396,551	\$38,616,288	\$41,123,231
Academic Support Services	\$3,739,196	\$4,418,270	\$4,165,622	\$4,819,012	\$4,843,671
Student Services	\$7,823,548	\$8,544,192	\$9,235,604	\$9,603,841	\$10,341,323
Maintenance and Operations	\$9,791,914	\$11,064,743	\$11,007,771	\$11,978,411	\$11,901,895
General Administration	\$5,742,152	\$6,501,687	\$7,055,803	\$6,733,361	\$7,743,598
General Institutional Services	\$7,558,174	\$9,460,417	\$9,524,922	\$10,165,490	\$9,592,008
College Discovery	\$612,488	\$641,225	\$624,262	\$639,008	\$680,032
Funded by Technology Fee	\$1,007,368	\$1,110,154	\$1,020,520	\$1,002,488	\$1,239,234
Total Operating Expenses	\$69,196,447	\$75,514,076	\$79,031,055	\$83,557,899	\$87,464,992

Source: City University of New York College Expenditure Analysis Report

* Estimated

Hostos does not have a capital budget separate from that of the University. The University's capital budget is a multi-year plan of construction and major renovation projects that is approved by the Board of Trustees. The capital program has two components: the five-year Capital Plan (spanning 2017-2018 through 2021-2022), and the five-year Capital Budget Request. Capital funding for the college is allocated via CUNY from state (NYS Legislature) and city (Office of the Mayor/ NY City Council, and Office of the Borough President) sources for capital improvements on an individual project basis. Per New York State education law, the University can only receive capital funding for community colleges from the State as matching funds to a local contribution; the State of New York provides 50 percent under the condition that the City of New York provides the other 50 percent. College capital requests are based on the current Facilities Master Plan.

Table 10 highlights the Hostos capital funding request submitted to CUNY Central.

Table 10: Five-Year Capital Plan Requests FY18-FY22*

Project Name	FY18	FY19	FY20	FY21	FY22	5-Year Need
Allied Health and Sciences Building Complex	\$100,000	\$100,000	\$40,994	\$0	\$0	\$240,994
Campus-Wide HVAC Upgrade	\$4,500	\$0	\$0	\$0	\$0	\$4,500
Subtotal	\$104,500	\$100,000	\$40,994	\$0	\$0	
Five-Year Plan Total						\$245,494

* In thousands

Financial Trends

Hostos' annual operating budget for the last 3 years has averaged \$83 million. The college's major cost center, as is the case with other CUNY colleges, is largely determined by personnel obligations, which account for approximately 82% of the budget (including fringe benefits). The remaining 18% of the operating budget is allotted to lease obligations, supplies, equipment, furniture, and recurring expenses such as maintenance contracts and software licenses. Table 11 shows the breakdown of PS and OTPS expenditures for FY2014-2016.

Table 11: PS & OTPS Expenditures FY14-FY16

Fiscal Year	Personal Services (PS)		Other Than Personal Services (OTPS)		Total PS & OTPS
	In Dollars	Percentage	In Dollars	Percentage	
FY14	65,450,181	83%	13,580,874	17%	79,031,055
FY15	67,892,382	81%	15,665,518	19%	83,557,899
FY16	71,102,913	81%	16,362,079	19%	87,464,992

Revenue targets, like operating budget allocations, are determined by CUNY and primarily based on FTE enrollment trends. As referenced above, colleges keep tuition revenues above enrollment targets, while tuition revenues below target result in negative budget allocations. Thus, growing enrollment strengthens college finances.

One critical indicator of financial strength is the year-end operating budget balance. Hostos has had positive year-end balances for over a decade. The college attributes this history of success with balancing annual budgets to an upward enrollment trend, CUNY Compact funding, and the expansion of our fundraising and grant activities. The CUNY Compact, implemented five years ago, provided a predictable funding stream with annual modest tuition increases. The increase in tuition provided much-needed support to member colleges during the recession by infusing consistent revenues to offset mandatory expense increases. These CUNY funding decisions, along with enrollment increases and an increase in our own discretionary fundraising, have helped the college increase reserves, as well as funding scholarships and financial aid.

Looking forward, the college has identified several circumstances that factor into financial planning projections.

- Modest projected increase in enrollment. Based on the trends and projections discussed earlier in this section, we anticipate only modest growth in enrollment from 2017 to 2019.
- End of CUNY Compact funding in June 2016. Losing CUNY Compact funding has decreased access to significant discretionary allocations. Hostos prepared for the loss of Compact funds through intentional investments during years when the Compact was active. For example, the college anticipated needs for new faculty based on academic program growth projections and has largely filled these positions. As funding for faculty lines is integrated into operating budgets, the dedication of Compact dollars to faculty positions has helped maintain a portion of this funding opportunity.
- Increases to Per FTE Funding. The per-FTE allocation from New York State has been rising on an annual basis and there is no evidence that this annual trend will not continue in the near future. A continuation of these funding increases would mean that the college would be protected from a significant drop in its allocation from the State if enrollment decreases.

Hostos has made its 3-year revenue projections based on past trends and the enrollment and economic factors described above. These projections, which are also provided to the CUNY Central Office as part of the CUNY-mandated Financial Plan, are as follows:

- College leadership has been fiscally conservative on projected revenue from tuition and fees. Due to modest projections for increases in enrollment, the tuition and fees portion of the operating budget is projected to remain relatively flat.
- Per-FTE base aid from the State has been increasing regularly for the last few years. FY18 State budget information is still pending, but following the ongoing trend in funding, the college assumes an approximately \$100/FTE increase on base aid. New York City is not expected to decrease the amount allocated because of the Maintenance of Effort agreement in place.
- The Higher Education Act of 1965 governs the federal funding the college receives through subsidies like Pell grants, and the act is expected to remain in place.
- Private grants are the largest source of “other” revenue described in Table 7 above; that category accounts for only a small percentage of our annual revenue. As the college will continue its fundraising activities, these funds are not expected to change.

Each of the first three of these revenue sources accounts for nearly a third of the operating budget. As none of these sources is expected to increase or decrease significantly, the fiscal impact of these circumstances is minimal. As of spring 2017, the college does not anticipate any significant events that would impact revenue or the operating budget.

No significant increases in expenditures are expected either. The CUNY Central Office mandates that institutions' projected expenditures rise 2% every year, to accommodate increases in Personnel Services costs (fringe benefits and contractual salary increments) as well as energy costs and Other Than Personnel Services inflation. Table 12 shows a projection for revenue and expenditure FY2018-2020.

Table 12: Three Year Projected Revenue and Expenditures FY 2018-FY 2020 *

	FY2018	FY2019	FY2020
Resources			
Campus based Allocation	67,379	67,405	67,406
Centrally Administered Resources	26,320	26,320	26,320
Technology Fee	1,310	1,310	1,310
Total Budget	95,008	95,035	95,035
Allocated Revenue Target	27,780	27,780	27,780
Other Adjustments CUNY START	50	50	50
Adjusted Revenue Target	27,830	27,830	27,830
Revenue Collected/Projected	27,919	28,058	28,199
Collection Above/(Below) Target	89	228	369
Total Resources	95,097	95,263	95,404
Expenditures			
PS**	56,352	57,479	58,606
OTPS	10,500	10,710	10,924
Campus Based Expenditures	66,852	68,189	69,526
Centrally Administered Expenditures	26,320	26,320	26,320
Technology Fee	1,310	1,310	1,310
Total Expenditures	94,482	95,819	97,156
(Over)/Under Expenditure	615	(556)	(1,752)
Prior Year CUTRA & Reserves	1,940	2,555	1,999
Year-End Balance	2,555	1,999	247

Source: City University Financial Plan

* In thousands

** PS includes expenditures for regular expenses, adjuncts, and temporary service.

In any given year, Hostos has to take into account when enrollment revenue falls below the projected 2% increase in expenditures. In those instances, the college evaluates the expenditure pattern and determine when cost reductions need to and can occur.

Section 5: Assessment Processes and Plans

Overview

Hostos Community College has experienced significant learning and growth in the development of a culture of continuous improvement and innovation since the creation of its 2011-2016 Strategic Plan. The plan galvanized the college community around five major goals emanating directly from the college's mission:

1. Hostos will offer students many pathways to pursue their educational and career goals
2. Hostos will nurture the leadership capacities of students, faculty, staff, and Bronx community organizations so they can better engage as active members of their neighborhoods and communities
3. Hostos will have in place ongoing assessment mechanisms that improve its performance, impact, and results
4. Hostos will invest in the development of relevant and responsive programs and services to meet workforce needs
5. Hostos will reflect state-of-the-art postsecondary institutional practice across all aspects of its work

The strategic plan linked four initiatives to each strategic goal, encompassing the range of work and activities needed to achieve the goals. To measure the success of the strategic initiatives, the plan established anticipated five-year outcomes as well as key performance indicators which would be tracked on annual basis. See Appendix 6 for the complete 2011-2016 Strategic Plan including goals, initiatives, outcomes, and key performance indicators.

In spring 2016, the campus reached the five-year mark for the strategic plan and analyses of key performance indicators demonstrated that the college has produced positive gains in several crucial areas, including increased graduation, retention and skills proficiency rates. The success of the plan can be attributed to the systematic implementation of an integrated series of assessment processes and activities. With these, faculty and staff in every division have embraced a cycle of continuous improvement that includes planning, assessment, structural and behavioral changes, and renewed evaluation. This college-wide culture shift was the result of an intentional process guided by the Institutional Assessment Plan (IAP), created in 2013. As part of the IAP, assessment occurs simultaneously and consistently at three levels: institutional, program and course. Since the implementation of the IAP, Hostos has advanced its assessment efforts at all levels, while looking for new strategies to make assessment more meaningful for faculty and staff, more useful for institutional effectiveness, and more sustainable over time.

All of Hostos' assessment activities are aligned with CUNY's performance management process (PMP) to ensure that the college is meeting not only its own strategic plan goals, but University goals as well. Section 6 includes a detailed explanation of how the college has integrated CUNY PMP goals with our institutional assessment processes.

Institutional Assessment

Through the operational planning process highlighted in Section 2, assessment and resource allocation have been linked and the college has made steady progress toward strategic plan goals through collaborative planning and focused efforts. Each year, from AY2012-2013 to AY2014-2015, senior leadership selected seven initiatives from the strategic plan to serve as annual priorities. The campus-wide focus on specific initiatives allowed the college to make substantial progress on some of the strategic plan targets (see Appendix 45 for a dashboard showing progress on each goal, initiative and outcome). In fall 2015, in an effort to increase the impact of coordinated campus activities, Hostos changed its practice and decreased the number of annual priorities from seven to three. That fall, the college focused on three initiatives expected to have the greatest impact on student success and completion rates: 1) Focus on First Year Student Success and Transfer, 2) Rethink Remedial and Developmental Education, and 3) Build Articulated Pathways for Learning between Degree Programs and Non-Credit Offerings. In fall 2016, following the President's annual planning retreat, the President's Cabinet determined that the college would maintain its focus on the three initiatives for another year. The extended focus allowed the college to continue to positively impact student retention, graduation and skills proficiency rates through its targeted activities, and also provided additional time that Hostos used to complete the college's PRR so the report could inform the 2017-2022 Strategic Plan that was created during AY2016-2017.

1) Strategic Plan Goal 1, Initiative 1: Focus on First Year Student Success and Transfer

As more than 80% of students enroll with at least one developmental need, for the first several years of the strategic plan Hostos worked to positively impact first-year student success by transforming developmental education. Once revised developmental sequences were in place, the college turned its collective attention toward revising advisement services based on feedback from the MSCHE and FoE self-studies. In fall 2015, the college convened the Cross Divisional Advisement Committee (CDAC), which was charged with both short-term and long-term goals. Short-term, CDAC was charged with providing a forum for the standardization of advisement processes, and the identification of common challenges and effective solutions. Long-term, CDAC was charged with developing an integrated advisement system that will produce stronger graduation and retention outcomes.

In addition to working toward the standardization of advisement, in spring 2017, CDAC began to lay the foundation for assessing the impact of its activities. This spring, each advisement office created a measurable goal that would impact student retention and completion (see Appendix 46). In addition to tracking progress toward goals, the committee will also track graduation, retention, and completion rates and disaggregate student performance by advisement office to enable more nuanced assessment results to provide more targeted interventions. By the end of summer 2017, CDAC will have established baseline performance for each office; the baseline data will inform goals for the next academic year.

2) Strategic Plan Goal 1, Initiative 2: Rethink Remedial and Developmental Education

As referenced above and in Section 2, in the first few years of the strategic plan, the college revised all developmental offerings to better address students' needs as part of the operational planning process. Starting in 2012, the Mathematics, English, and Language and Cognition departments assessed their offerings and completion rates, identified current national best practices, and implemented curricular changes. As a result of these changes (see Section 2), the number of students taking the same developmental courses multiple times markedly decreased in almost every course. At the same time, pass rates for students who repeated developmental courses increased in every discipline. In addition, Hostos has taken steps to address students' developmental needs prior to enrollment in college. The college has expanded its CUNY Start and Math Start programs, as referenced in the college response to Self-Study recommendations for Standard 8.

3) Strategic Plan Goal 1, Initiative 4: Build Articulated Pathways for Learning between Degree Programs and Non-Credit Offerings

A lack of consistent progress toward articulated pathways between non-credit and credit offerings was reflected in AY2013-2014 year end reports. In fall 2014, the Division of Academic Affairs and the Division of Continuing Education and Workforce Development (CEWD) resolved to improve their collaboration. Through a series of targeted activities the two divisions have strengthened their partnership and finalized a credit articulation agreement from CEWD's Health Information Technology (HIT) and Medical Billing and Coding certificate programs into Office Technology's AAS Medical Office Assistant (MOA) program. CEWD students will receive six credits toward their MOA degree upon completing the HIT certificate program, and nine credits upon completing the Medical Billing and Coding certificate program. Recruitment of eligible CEWD students for the MOA degree program began in spring 2017. The divisions are also working together to develop a pathway program in Construction Management and Technology that is designed to serve as a prototype for future articulated pathways between continuing education and degree programs and offerings.

Institutional Assessment Going Forward

In summer 2017, Hostos will finalize its 2017-2022 Strategic Plan. Although work on the new plan is still in progress, the new SP is focused on student completion and priorities are targeted toward identifying and implementing the supports students need at each phase of their educational journey (pre-enrollment, entering, continuing and completing). The plan is also expected to address needs highlighted at the spring 2017 campus-wide forums, such as systems alignment, communication, professional development, assessment and community engagement. The 2017-2022 Strategic Plan will be operationalized using the same consistent reporting process used for the prior SP. The SP operational planning process will ensure continuous assessment at the institutional level of strategic plan goals.

Program Assessment

All academic and non-academic programs and offices participate in regular review cycles measuring the effectiveness and efficiency of our offerings and administrative practices. All academic programs participate in the Academic Program Review (APR) process which includes the evaluation and analysis of outcomes assessment data, course grade patterns, enrollment figures, retention, SWOT analysis, graduation, and post-graduation statistics. The APR process is designed to ensure that the academic programs are meeting student learning needs, aligned with national-best practices and appropriately preparing our students to enter the workforce. The Program Review (PR) process provides a similar process for the assessment and revision of our non-academic programs and service areas. The IAP details our comprehensive assessment processes and schedules for both academic and non-academic programs (see Appendix 10, pp. 76-77).

As explained below, program assessment processes have allowed Hostos to make significant improvements in existing academic and non-academic programs. At the same time, the implementation of academic and non-academic program reviews showed where revisions in the assessment processes were needed to increase effectiveness and impact.

Academic Program Review (APR)

The APR process includes four phases, designed to be completed over the course of four years to ensure that programs are engaged in assessment activities at all times. The four phases of assessment are: preparation, self-study, external review and implementation. During the preparation phase, faculty members appointed by the chairperson and the provost determine best practices for documenting programmatic challenges, barriers, opportunities and future directions. Following preparation, the self-study phase generates a comprehensive narrative grounded in program data retrieved by the Office of Institutional Research and Student Assessment (OIRSA). Once the narrative is revised internally and completed, an external evaluator is selected and reviews the self-study, visits the campus to interview faculty and students, and produces a report with recommendations. Upon receipt of the external evaluator's report, the Office of Academic Affairs and faculty jointly review the recommendations and discuss the feasibility and timeline for implementation (see Appendices 47 and 48 for detailed explanation of the APR process and the external reviewer guidelines).

The Academic Program Review process was launched in 2010 and included a review schedule designed to have all 29 programs complete their external reviewer phase by AY2016-2017 (see Appendix 49). In the first few years seven academic programs completed their reviews, while a number of others initiated their reviews but subsequently became stuck at various points in the process. One of the reasons for the uneven completion was the variation in assessment skill level of the faculty involved in the APR. Another was that at the time, the APR process was dependent upon support from the Assessment Committee, which was challenged by the weight of expanded assessment activities. In response to these challenges, from AY2012-2014, the Office of Academic Affairs sought to provide additional support to the programs completing APRs through stronger guidance from the two deans. The APR process, however, was time-intensive

and some programs required more guidance than was feasible given the deans' schedules. Further changes, as explained below, were introduced in the process in AY2014-2015.

The concurrent implementation of various assessment initiatives by the Assessment Committee revealed the need for strengthened assessment support to ensure that APR and other evaluative activities were completed in a timely manner. In response to this need, OAA replaced the all-volunteer Assessment Committee with a model centered on Assessment Fellows, faculty selected for their knowledge and experience with assessment activities. In 2015, the provost appointed four Faculty Fellows, who were granted release time and each of whom would be responsible for coordinating assessment in two to three academic departments.

The incorporation of the Assessment Fellows provided better support for programs completing reviews. In addition to enhancing the APR process, the Fellows ensure compliance with the APR schedule and facilitate an exploration of programs rooted in faculty discipline-specific expertise. The four Fellows meet periodically with OAA leadership to discuss APR progress, related concerns, and common information. To assist with resource sharing, the Assessment Fellows created an online repository for common templates and examples of best practices.

The support the Fellows provide has proven effective and in AY2016-2017, they guided eight programs from the self-study phase to the external evaluator phase. Effective spring 2017, 20 of the 29 programs have completed the external evaluator phase, with the remaining nine actively engaged in the self-study phase (see Appendix 50 for updated APR schedule). In addition to supporting compliance with the APR schedule, the Fellows' guidance of academic programs has also resulted in a new dynamic understanding of the connections between what faculty do in the classroom and programmatic success. The result has been increased faculty investment in the APR process and more meaningful discussions with external reviewers.

Academic Program Review Results

Even though, until 2014, Academic Program Reviews advanced at a slower pace than expected, completed reviews resulted in meaningful changes in several programs. For example, based on a recommendation in the fall 2012 Gerontology APR, Aging Studies faculty surveyed students enrolled in GERO 102 Therapeutic Recreation in Long-term Care in spring 2013 (see Appendix 51, page 9 for recommendations from the APR and Appendix 52 for the external evaluators report). The students raised concerns over learning theory but having no real opportunities to apply theory in practice. In response to students' concerns, GERO 102 was revised to include a service learning component involving student field work in a senior center. Students were able to engage in real-life conversations with seniors, receive instruction from the Senior Center Director, and participate in a portion of classroom instruction with the Hostos faculty on-site at the Senior Center. The service learning component was piloted in fall 2013. From student reflections about the addition, faculty learned that the students had begun to think about theory and practice in more meaningful ways. Student responses showed an understanding of why they needed to reexamine their interpersonal approach to interacting with seniors (see Appendix 53 for the self-evaluation survey).

Additional examples of program revisions that resulted from APR findings can be found in the Media Design programs' review (see Appendix 54), completed in AY2013-2014. The Media Design programs include Digital Design and Animation, Digital Music, and Game Design. When the APR was completed, the Game Design program was only a year old; thus, the APR focused on Digital Design and Animation, and Digital Music. Although the Media Design APR did not focus on Game Design because it was a new program, the curricular changes that resulted from the APR impacted all programs in the unit.

As part of the APR, surveys were administered to alumni to evaluate the student experience in the degree programs. The responses highlighted the need to address roadblocks students confronted that impacted time-to-degree completion and successful transfer to senior colleges with which the programs hold articulation agreements. Alumni noted that time-to-degree completion was being impacted by the limited number of elective course options for the two programs. Prior to the APR, students who could not find approved electives that matched their schedules had to go through a time-consuming course substitution application process. Following the APR, the list of approved elective courses was expanded for all three programs. The APR also revealed that students were facing challenges when they attempted to transfer to senior colleges due to the lack of alignment between the names of courses at Hostos with the names of courses at the senior colleges, even though the curriculum was the same. In response to this finding, the programs changed the names of courses to align with course names at senior colleges. For example, Introduction to Web Design and Advanced Web Design were changed to Web Design I and Web Design II.

The Media Design programs' APR also included a survey administered to industry leaders to ensure that curricula for the programs were effectively preparing students to meet workforce needs. Responses indicated that the programs could better prepare students for the workforce by offering additional opportunities for students to take design and programming courses and by offering students a business course related to entrepreneurship. In response to the survey results, the programs expanded the options available to students to meet the foreign language requirement by broadening its scope to include courses that cover design and programming. The Media Design programs also partnered with the Business Department to create a new course, BUS 101 Introduction to Business for Digital Entrepreneurship. All curricular changes were implemented in fall 2015. The Media Design programs are scheduled to begin their next APR in AY2018-2019. At that time, follow-up surveys will be administered to alumni and industry leaders to determine if the changes implemented adequately addressed the 2014 findings.

Non-Academic Program Review (PR)

The non-academic Program Review (PR) process is used as an assessment tool for administrative offices and service areas. When it was initiated in 2013, the PR model was designed on a five year cycle, with designated non-academic units throughout the college beginning the process each year. The 2013 PR process included three phases. In year one, programs completed a year-long review, submitted at the end of the year to the divisional vice president and an external evaluator. In year two, the vice president and external evaluator provided feedback and recommendations for revised practices. In year three, the program was scheduled to implement recommendations. Programs then had a two-year gap before beginning the cycle again.

The original PR schedule was designed to have 53 non-academic programs complete their reviews over the course of four years (from 2013-2017), with approximately 13 programs reviewed each year. When the PR process was implemented, non-academic program reviews were new to the college and many of the staff in the scheduled programs were inexperienced with assessment, which led to a slow start. In fall 2013, only six programs began their reviews, and by spring 2016, only nine programs had completed the entire review cycle. That spring, OIRSA evaluated the PR guidelines (see Appendix 55) and interviewed staff members in offices that had successfully completed their reviews and in those offices that had stalled at various points in the cycle in an attempt to identify the challenges programs were facing with PR initiation and completion.

Following their evaluation, OIRSA noted that the PR process had been molded after the APR process which utilized a long-term program perspective and a focus on outcomes that was confusing for some staff and didn't always apply to the administrative nature of their work. Additionally, programs were randomly assigned for review which resulted in staff attempting to initiate and complete a process, with which they were often unfamiliar, in isolation. Further, completing reviews that were not articulated with those of other offices was resulting in a delay in the implementation of changes in practice as other offices were not involved in aligned reflective processes. OIRSA interviewees requested a PR that was more flexible, responsive and integrated with the work of colleagues.

In 2016, following their assessment of the prior five-year PR cycle, OIRSA developed new PR guidelines (see Appendix 56) and a three year review cycle (in consultation with the President's Cabinet). The new cycle was established to streamline the review process and allow for efficient implementation and assessment of recommended revisions. Unlike the old cycle, the new cycle is initiated simultaneously by an entire division, allowing the insights gained during the review to lead to changes in practice for multiple offices when needed. The new process combines the self-study and evaluation in the first year. The investigatory portion of the self-study is reviewed by a unit head from another division, whose feedback informs the recommendations section of the self-study. In the second year, the implementation of recommendations takes place. In the final year, the program and OIRSA collaborate to conduct a preliminary analysis of the effect of the recommendations implemented. Table 13 compares the previous and new cycles.

Table 13: Previous and New Non-Academic Program Review Cycles

	Previous Cycle	Cycle 2016 and beyond
Year 1	Departmental Self-Study	Departmental Self-Study and Inter-Divisional Evaluation
Year 2	Appraisal by Outside Evaluator	Implementation of Recommendations
Year 3	Implementation of Recommendations	Preliminary Assessment of Newly Implemented Recommendations
Year 4/5	Hiatus	Cycle begins again or is extended one year for further assessment per the decision of the VP

The changes introduced to the PR process have resulted in a timeline that more closely aligns with the usual pace at which decisions in non-academic programs are made. The new model offers feedback to units at a critical point in their self-study, to inform future directions and recommendations. After the implementation year, the assessment year provides the unit with data to inform decisions on whether an innovation should be continued, expanded or abandoned. Since the fall 2016 implementation of the new program review process and cycle, 24 programs completed their program reviews. The total number of program reviews completed since the PR process began in 2013 is now 33 (see Appendix 57 for the updated PR Schedule).

Program Review Results

The nine program reviews successfully completed as part of the original PR cycle resulted in data-based programmatic revisions. Below are two examples of administrative offices that revised practices following the program review process.

The Hostos Children's Center (HCC) addresses the childcare needs of Hostos students who are also parents of children aged two to five. The Center's goal is to support students' retention and strong academic performance through the childcare it provides. The childcare HCC offers allows student parents to attend tutoring sessions, complete work-study hours and remain in compliance with internship requirements. During the 2013-2014, academic year the HCC completed its PR (see Appendix 58), resulting in several key recommendations related to expanding the population the Center serves and increasing utilization of the space assigned. When the HCC PR was drafted, the Center was using only two out of seven available classrooms.

Since the completion of its PR, HCC has made four key changes to increase enrollment. First, the Center moved to a continuous enrollment model, which provides students the opportunity to enroll their children as late as two weeks before finals. Second, the registration process has been simplified and now utilizes a universal application form which clearly details all requirements for registration. Third, the cost of childcare was reduced and the fees charged to student-parents were standardized. Fourth, HCC switched from a ten-month schedule to a twelve-month schedule, which allows children to remain enrolled over the summer months providing continuity in service. Since these changes were implemented, enrollment in HCC has increased 159%, from 27 in fall 2015 to 70 in spring 2017. Five of the seven available classrooms are now being utilized, with plans to reach capacity by the end of the 2018 academic year. The PR also recommended that the Center increase available resources, and in 2014, the HCC was awarded the three-year Pre-K For All (PKA) grant, formerly known as Universal Pre-K (UPK). HCC was awarded \$378,000, an amount sufficient to sponsor thirty-six children for a half-day program.

The PR for the Student Success Coaching Unit (SSCU) also resulted in significant revisions to practice and process. The SSCU, developed in fall 2012, is a 25-person intrusive and holistic advisement office dedicated to serving the diverse needs of first-year students. In late spring 2015, the SSCU hosted an external evaluator as part of its PR. At the time of the evaluator's visit, the SSCU was led by a unit director who directly supervised all of the other 24 staff members. The external evaluator found that the reporting structure was contributing to rapid turnover in staff, which was impacting the quality of advisement provided to students. The evaluator attributed the turnover to three factors: the inability of the director to effectively

supervise 24 staff members, the absence of promotion opportunities for coaches, and inadequate awareness about students’ needs within the unit’s leadership (see Appendix 59 for the external evaluator’s report). To address these issues, the evaluator recommended a reorganization, and advised dedicating a staffing line to a data and systems management position that would enable student support informed by data.

Following the evaluator’s report, in fall 2015, the SSCU implemented a staffing reorganization that began with the addition of an assistant director line to alleviate supervisory responsibilities for the director. Since then the unit has completely revamped the prior flat reporting structure to a tiered system. This new structure provides opportunities for advancement for coaches, and increases peer mentoring and training opportunities throughout the unit. The senior coaching positions also permit a division of labor that allows for the development of area expertise, and streamlines the process for assessing student retention and graduation rates (See Appendices 60 and 61 for prior and current organizational charts). Due to the very recent implementation of these changes, the unit has not yet been able to assess the effects of the reorganization on the issue of rapid staff turnover. In spring 2018, the unit will assess the annual staff turnover rate and compare it to the rate for prior spring semesters.

Program and Course Learning Outcomes Assessment

Prior to the 2015 changes, the Hostos Assessment Committee focused assessment activities on Student Learning Outcomes (SLOs). From 2012 to 2015, a total of 125 courses were assessed (as shown in Table 14) for SLOs. General education outcomes were assessed separately through additional courses. The college has since transitioned from assessing SLO to a broader focus on Program Learning Outcomes (PLOs).

Table 14: Courses Assessed by Term

Term	F12	S13	F13	S14	F14	S15	Total
Courses	9	21	25	27	30	13	125

Course Assessment Results

Although the college has moved away from assessing student learning outcomes through course level assessment, meaningful changes to curricula and programs did result from the course assessments, often using the course matrix template (see Appendix 62 for example). The assessment of Physics 210 in the Natural Sciences Department is one example of how ongoing course level assessment was used to make changes beyond the course assessed (see Appendix 63). PHY 210 includes Math 210 (Calculus I) as a pre-requirement and Math 220 (Calculus II) as a co-requirement. An assessment of Physics 210 demonstrated that students had limited knowledge of vectors, a core component of the course. This had a negative impact on students’ ability to understand basic physics. As a result of this finding, faculty from the Mathematics and Natural Sciences departments determined that vectors analysis should be introduced at the end of Math 210 (Calculus I) and then repeated early during Math 220 (Calculus II). These curricular revisions positively impacted student performance in Physics 210 as entering students had already developed this core physics threshold concept prior to applying it in this course.

VPA 192 Public Speaking provides another example of the impact of course level assessment on the execution of curriculum. In 2013, Visual and Performing Arts (VPA) faculty created a rubric to evaluate a persuasive speech assignment for this course. Faculty evaluated all students using this rubric (see Appendix 64 for results). The results helped VPA faculty identify four areas where students needed additional work: preparation of research, creating a speech outline, using citations, and creating and using statistics in a speech. Strengthening skills in these areas was important not only for success in the course but also for the achievement of the PLOs. In order to improve student learning in these areas, a new assignment was created, in which students were asked to explain a statistic to the audience using a visual aid in a one-minute speech. The integration of the new assignment allowed faculty to address critical skills that were not covered prior to the course assessment. In addition, following the course assessment, the unit selected a new textbook, which includes a chapter dedicated to research, citations, and the use of statistics. All full-time faculty and adjuncts were asked to attend professional development on how to use the textbook and online components. Another major outcome of the ongoing course-level assessment for Public Speaking was the identification of the need to hire a full-time faculty member specifically for VPA 192. There were more than 20 sections offered every semester but the department did not have a dedicated faculty member for this course. The line to hire a new faculty member was reallocated from another area within the same department.

Assessment of General Education

Through the assessment of general education, the college evaluates student performance across disciplines on the core competencies that all students who complete an associate degree at Hostos should attain regardless of their chosen program of study. Hostos' 2013 MSCHE Progress Report (see Appendix 65) outlined the framework the college would use to assess Gen Ed competencies and indicated the college's intent to pilot methods for Gen Ed assessment. From 2012-2014, the college piloted several methods of Gen Ed assessment (such as e-portfolios and capstone courses) and through these pilots nine of the nineteen core competencies were assessed in a two-semester process. Work each fall was focused on identifying the competencies to be assessed that academic year, the courses in which those competencies would be assessed, and the assignments and rubrics to be used. Work in the spring focused on administration, assessment and analysis. For two years the assessment of the core competencies was executed by subgroups of the Gen Ed Committee who were charged with creating the rubrics, collecting student artifacts and assessing student performance related to each competency. In spring 2014, the General Education Committee (in consultation with OAA) determined that the process being used was too time consuming, requiring broad participation from committee members, and it was not yielding sufficient useful data.

That spring, OAA elected to remove assessment responsibilities from the General Education Committee in an effort to make the assessment of Gen Ed more dynamic. While the Gen Ed Committee remained responsible for evaluating whether existing core competencies were adequately defined, the charge to assess student achievement of the core competencies was transferred to the Assessment Committee. The new structure allowed the Gen Ed Committee to focus on revising the core competencies to make them more clear and measureable, to reduce redundancies and to support faculty in incorporating the competencies in their curricula. The new committee focus resulted in the reduction of core competencies from 19 to 15 (see Appendix 66

for the previous and new lists). Following the revision of the competencies, the Gen Ed committee created a standardized set of rubrics for their measurement (see Appendix 67).

In AY2014-2015, the Assessment Committee was charged with the additional task of Gen Ed assessment, however, (as referenced earlier) additional changes were made to Gen Ed assessment in late spring when the Assessment Committee was dissolved to facilitate the use of the Assessment Fellows model. More details regarding the current status of Gen Ed assessment follow the section on Gen Ed assessment results.

General Education Assessment Results

The assessment of the core competencies conducted in individual courses often resulted in broad-based improvements in teaching and learning. An example was the assessment of Global Citizenship in an English elective course (ENG 242 Writing About Music), which was completed in spring 2014. Overall, the assessment showed that students were at the beginning levels of this competency (see Appendix 68 for the assessment results). However, the assessment did not indicate whether students had come to Hostos with the level of competency demonstrated or if they had developed a level of skill while at the college. The inability to determine students' baseline skill levels was a common finding across all assessments related to general education. This suggested the need to revise our process to be more informative and capture the growth of students while at the college. Following the assessment of this English elective, the Gen Ed Committee recommended that courses across the curriculum intentionally focus on the development of the Global Citizenship competency, to both capture and enhance growth in skill level. As a result, and in alignment with the strategic plan initiative to advance multiculturalism, the General Education Committee designated the following academic year the Year of Global Citizenship. That year, the committee offered numerous workshops and professional development opportunities on incorporating Global Citizenship into curricula and assessing students' abilities in this area (see Appendix 69 for an example).

In another example of the broad-based impact of assessment of student core competencies, the Gerontology faculty learned, through an employer advisory council, about the need for students to be more culturally competent in order to be more successful in their field placements and eventual employment (see Appendix 70 for advisory board notes). Faculty used this information and, in collaboration with employers, developed a curriculum on Cultural Competency which was integrated into courses within the Aging Studies curriculum. The curriculum was general enough that it has since been shared through professional development presentations with the college community, so that other programs can adapt the curriculum as appropriate (see Appendix 71 for workshop slides).

Program and General Ed Assessment Going Forward

While the course level SLO assessment resulted in thoughtful revisions that influenced curricular and programmatic changes, the college's transitioned focus from SLOs to PLOs will strengthen this work. Further, in spring 2016, OAA began the work of integrating its PLOs and general education assessment as part of an effort to standardize how the college measures student learning. As part of this work, new curriculum maps were created for each degree program

outlining the timeline for assessment and identifying the course that will be used to assess each outcome (see Appendix 72).

In addition to assisting programs in the APR cycle, since spring 2016, the Assessment Fellows have also supported the academic departments with the development of the common assignments and rubrics that will serve as the tool that facilitates the standardization of assessment. As faculty worked on developing common assignments, they were asked to ensure that each assignment assesses one or two program learning outcomes and one or two general education learning outcomes. The common assignment initiative builds on common prompts such as common finals or common papers that already existed in several departments (see Appendix 73 for examples of newly-created common assignments and rubrics).

The college's work on the common assignment initiative led to the decision to adopt an online assessment system to help make data collection more productive and informative at the department and institutional levels. In spring 2017, after researching available options, the college purchased the eLumen online assessment system. This system is designed to process student outcomes data entered by faculty and provide analytical reports on student achievement of course, program, and institutional-level outcomes. Implementation is expected to take a full semester, with all courses ready to be assessed using the system by September 2017.

Section 6: Linked Planning and Budgeting Processes

Overview of Hostos' Planning Processes

The two major planning documents that guide activities at Hostos are the CUNY Performance Management Process (PMP) and our college-wide strategic plan.

CUNY-Wide Strategic Planning and PMP

All CUNY colleges participate in the CUNY Performance Management Process (PMP) to set and then assess progress toward targets aligned to common CUNY indicators. The PMP aligns planning and goal-setting across member colleges, and measures each college's annual progress toward CUNY-established objectives. Each year, the Chancellor works with individual institutions to set specific targets relative to these CUNY objectives, which are aligned to the mission and goals of the University, per the CUNY Master Plan.

Toward the end of each academic year, CUNY provides each campus with data related to its progress toward PMP goals. The colleges, in turn, review the data and use it to assess and report on their performance for that academic year. Results of the assessments of each college's performance are used by CUNY to make improvements, allocate resources, and set new goals for the following year. As part of the assessment and goal-setting processes, the Chancellor meets with each college president to discuss outcomes, recognize successful performance and identify opportunities for the future. More details on the PMP process and components, as well as past reports, can be found on the University's website ([here](#)).

The 2015-2016 PMP, the most recent, has 9 University-wide goals, and specific goals for its community and senior colleges:

2015-2016 PMP Goals

University Goals:

1. Increase opportunities for students to be taught by full-time faculty.
2. Increase faculty scholarship and research impact.
3. Ensure that students make timely progress toward degree completion.
4. Increase graduation rates.
5. Improve student satisfaction with academic support and student support services.
6. Improve student satisfaction with administrative services.
7. Increase revenues.
8. Use financial resources efficiently and prioritize spending on direct student services.
9. Increase the proportion of full-time faculty from underrepresented groups.

Community College Goals:

10. Create efficient remediation pathways.
11. Prepare students for transfer to baccalaureate programs.
12. Increase (or maintain high) pass rates on professional licensure exams.

In addition to addressing the University and community college goals listed above, each college identified three to five focus areas for improvement for AY2015-16, to become additional PMP goals aligned with each institution's own strategic priorities.

Below are the Hostos PMP Focus Areas for AY2015-2016:

1. Streamline advisement so that it is academically sound, administratively efficient, and seamlessly responsive to student needs (linked to Hostos 2011-2016 Strategic Plan Goal 1, Initiative 1 – First-Year Success and Transfer).
2. Fine tune and scale up pre-enrollment and developmental math options: Expand access to various kinds of remedial math instruction (Linked to Goal 1, Initiative 2 – Developmental Education).
3. Increase number of pathways from non-credit to credit programs (linked to Goal 1, Initiative 4 – non-degree to degree pathways).

In order to increase efficiency, the college integrated the PMP cycle into our operational planning and assessment schedule. PMP indicators were also aligned with our strategic plan goals and initiatives. In AY2014-2015, the CUNY PMP process was revised and many indicators were updated. In response, Hostos realigned its strategic plan indicators with the updated PMP indicators, particularly around Goal Area 1. The alignment of the operational planning and PMP cycles with the Hostos budgeting cycle is illustrated in Appendix 74.

Strategic Planning at Hostos

The 2011-2016 Hostos Strategic Plan, *Rooted in our Mission, Our Compass to the Future* was developed through a year-long process in 2010-2011 that engaged faculty, staff, students, and community leaders. Hundreds of hours of planning discussions led to five-year goals, initiatives, outcomes, and performance indicators, all of which align closely with Hostos' mission. See Appendix 6 for the 2011-2016 Strategic Plan.

Integration and Linkages Between Planning and Budgeting

Hostos' primary source of funding is tax-levy dollars, distributed to the campus as part of the CUNY budget cycle for community colleges. The college purposely developed its operational planning process to align with CUNY's timelines for both budget allocations and PMP target setting. As highlighted throughout this report, and as part of implementation of the strategic plan, the college aligned all budget and resource allocations with strategic priorities via the operational planning process. Operational planning allows Hostos to efficiently allocate funds to initiatives that advance the college's progress toward strategic goals.

Below are three examples of budgetary allocations that resulted from annual operational planning and assessment. The examples are grouped by 2011-2016 Strategic Plan Goal Areas. As it relates directly to student success, Goal Area 1 has seen the highest allocations. Providing support to our students, particularly in their first year, and aiding them through developmental education has been our top priority.

Supplemental Instruction

In support of Strategic Plan Goal 1 (Integrated Teaching and Learning Programs and Supports), Initiative 2 (Rethink Remedial and Developmental Education), in AY2011-2012, Hostos received a Ford Foundation grant that funded a year-long intensive examination of developmental math curricula. Through our collaboration with the Aspen Institute, the college identified a developmental math expert from Valencia College, who visited campus once a month during AY2012-2013 to assist with developing assessment tools and assessing student performance in our developmental math courses. The consultant shared nationally-researched best practices in developmental education and facilitated discussions within the Mathematics Department as they worked to identify the practice that would best address students' needs. After the year-long review, the Mathematics Department selected Supplemental Instruction based on data that supported the finding that participation in SI correlated with higher grades, and higher completion, retention and graduation rates⁵. Prior to the implementation of the pilot, key math faculty members attended a training session on the SI model at the International Center for Supplemental Instruction at the University of Missouri-Kansas City, which created the model.

With the goal of aligning funding with evidence-based planning, in fall 2012, the college began a modest SI pilot with five sections of MAT 10 (the first class in the developmental sequence). In the pilot, 65% of students who completed SI sections of MAT 10 passed the course, compared to 61% in non-SI sections. The demonstrated positive impact of the SI model led to a slight expansion of the pilot. In spring 2013, four SI sections of MAT 10 and three sections of MAT 20 (the second course in the developmental sequence) were offered. While spring 2013 data showed that non-SI completers passed at a higher rate than SI completers, the college elected to extend the pilot another year to provide more time to assess the potential of the SI model. In AY2013-2014, \$53,000 was allocated to fund the SI initiative. While students in non-SI sections of MAT 10 passed at a higher rate (69%) than SI sections of MAT 10 (65%), for MAT 20, the results were more encouraging: 61% of students who completed an SI section of MAT 20 passed the course, compared to 53% who passed a non-SI section. In the spring, the results improved further and for both MAT 10 and MAT 20, students who completed the SI sections passed at a higher rate than those who completed non-SI sections.

Table 15 shows the impact of SI instruction on pass rates for MAT 10 and MAT 20 in AY2013-2014

⁵ Dawson, P., Meer, J. V., Skalicky, J., & Cowley, K. (2014). On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010. *Review of Educational Research*, 84(4), 609-639.

Table 15: MAT 10 and MAT 20 SI and Non-SI Pass Rates AY2013-2014

	MAT 10 Fall 2013			MAT 10 Spring 2014		
	Non-SI	SI	Overall	Non-SI	SI	Overall
Number of Sections	19	3	22	17	3	20
Total Enrollment	554	89	643	415	73	488
Number Completed	469	71	540	339	56	395
Percent Passed (of completed)	69%	65%	69%	58%	71%	60%
	MAT 20 Fall 2013			MAT 20 Spring 2014		
	Non-SI	SI	Overall	Non-SI	SI	Overall
Number of Sections	26	7	33	26	4	30
Total Enrollment	714	173	887	783	120	903
Number Completed	579	125	704	647	102	749
Percent Passed (of completed)	53%	61%	55%	51%	65%	53%

Based on these positive results, in AY2014-2015, the college elected to expand the SI initiative and allocated an additional \$160,000 in funding. With these funds the college was able to offer 18 SI sections in the fall and 36 in the spring. As funding was increased, the Mathematics Department expanded the SI initiative to include sections of the new developmental and co-requisite courses (MAT 15, MAT 22, MAT 115 and MAT 120SI). In AY2015-2016, funding was again provided, and 40 SI sections were offered in both fall and spring. It is important to note that while MAT 10 and MAT 20 offer both SI and non-SI sections, the four new courses include supplemental instruction in all sections. Analysis of pass rates for AY2014-2015 and AY2015-2016 supports the finding that students who complete SI sections of MAT 10 and MAT 20 pass at higher rates than students who complete non-SI sections (see Appendix 75). The four new courses that integrate SI consistently demonstrate a steady increase in pass rates (see Appendix 5). Based on these findings, supplemental instruction has now been integrated into some of our gateway courses via additional Title V funding.

Summer Bridge

Aligned with Strategic Plan Goal 1 (Integrated Teaching and Learning Programs and Supports), Initiative 1 (Focus on first year student success and transfer), in AY2013-2014, the Division of Student Development and Enrollment Management (SDEM) included a request for \$9,000 in their annual operational plan to pilot a Summer Bridge program. Summer Bridge was proposed as a two-day orientation for first-time, first-year students that would occur prior to the start of fall classes. The goal was to better prepare students for success by introducing them to an overview of the college experience and providing them with information on available resources and how to access them. As the initiative was well aligned with strategic plan goals, the request for funding was approved.

In 2013, 138 students participated in Summer Bridge, of whom 121 (88%) enrolled for classes. SDEM tracked these participants and noted that they had an 87% retention rate from fall 2013 to

spring 2014 and a 71% retention rate from fall 2013 to fall 2014, which exceeded retention rates for non-participants (79% and 59%, respectively). Also, the fall 2013 first-term credit accumulation level was 22% higher for Summer Bridge participants and their GPAs were 18% higher than those of non-participants. Due to these promising results, SDEM increased their request for funding in the following year’s operational plan to \$14,000 to allow an increase in the number of students served; the request was approved once again. In fall 2014, the Summer Bridge program had similar success rates, with 398 participants, of whom 302 (76%) enrolled for classes. This group had an 86% retention rate from fall 2014 to spring 2015, and a 65% retention rate from fall 2014 to fall 2015. That surpassed the retention rate for non-participants (78% and 57%, respectively).

While the Summer Bridge program demonstrated positive results, the program has been serving fewer than 30% of incoming first-year students. To increase the number of students served, the program was restructured in summer 2016 from a two-day to a one-day program. Marketing materials for the program were revised to highlight the benefits of attendance, which include early registration and more flexible scheduling options. At the end of spring 2017 and again in fall 2017, retention data will be assessed to measure the impact of the revisions.

Student Technology Fee

Each year, a portion of the college’s operating budget is dedicated to developing technological infrastructure and services. The college raises additional funds for this effort via the annual Student Technology Fee (STF). At a current semester rate of \$125 for full-time students, and \$62.50 for part-time students, the college collects funds to support the use of technology to improve teaching and learning. Table 16 shows Student Technology Fee allocations for FY2015-2017.

Table 16: Hostos Student Technology Fee Allocation FY2015-2017

	FY15	FY16	FY17
Budget	\$1,144,447.13	\$1,236,875.98	\$1,325,773.14

Each year, CUNY campuses develop a STF Plan with the aim of enhancing the teaching and learning process through technology. The projects supported by the STF must directly benefit students, and have been used, for example, for software and hardware improvements, electronic and online resources in classrooms, and library services. The CUNY Central Office has requested that campus plans reflect schools’ priorities regarding technology investments and improved technology-related services. Recognizing this, and in an effort to better align planning, budgeting, and assessment, Hostos implemented a new requirement for assessment of projects submitted for inclusion in the FY16 STF Plan. Starting that year, all STF Plan requests are required to be aligned with annual strategic plan priorities and include an assessment component to measure project outcomes. Requests must now include a description, justification, cost for projects and individual items requested, an anticipated goal (long-term) and three measurable outcomes (short-term) for each project. All proposals also must include a statement for each project indicating which strategic plan objective, goal and/or initiative the project aligns with, and how.

In support of Strategic Plan Goal 1 (Integrated Teaching and Learning Programs and Supports), Initiative 1 (Focus on First-Year Student Success and Transfer) and Goal 3 (Culture of Continuous Improvement and Innovation), Initiative 1 (Align Planning and Assessment), Information Technology (IT) proposed a project for the FY16 STF Plan that included multiple initiatives—some ongoing, and some new—to support student engagement, retention and success. The IT request sought to support initiatives which increase retention, persistence and graduation rates, and to increase the use of electronic tools for student success and engagement tracking. The IT STF proposal aimed to expand the use of Succeed@Hostos, the Starfish Early Alert system, to increase the number of courses served from 50 to 100. As the proposal was well-aligned with strategic plan goals, the project was funded.

By the end of the spring 2016 semester, the college had far surpassed the target participation rate, with 438 sections participating and 4071 students served. In response to growing interest in the solution, the tool has since been made available to all matriculated students, regardless of course enrollment. All students can now access the platform and its features, such as appointment scheduling and requesting support from a coach or advisor.

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Appendix 1:
Social Mobility Report Card
(The Equality of Opportunity Project)

Mobility Report Cards: The Role of Colleges in Intergenerational Mobility

IPEDS Institution ID	Institution Name	Metro Area (Commuting Zone)	State	Median Parent Hhold. Income (\$)	Median Child Indiv. Earnings Ages 32-34 (\$)	Low-Income Access: % of Parents in Bottom Quintile	% of Parents in Top 1%	Success Rate: % of Children in Top Quintile Among Those with Parents in Bottom Quintile	Upper-Tail Success Rate: % of Children in Top 1% Among Those with Parents in Bottom Quintile	Mobility Rate: % of Children who Come From Bottom Quintile and Reach Top Quintile	Upper-Tail Mobility Rate: % of Children who Come From Bottom Quintile and Reach Top 1%	Change in % of Parents from Bottom Quintile, 1980-91 Cohorts	Change in % of Parents from Bottom 40%, 1980-91 Cohorts	Number of Students per Cohort
2665	Vaughn College Of Aeronautics And Technology	New York	NY	30,900	53,000	36.5	0.1	44.8	1.8	16.4	0.6	-8.0	-5.8	208
7273	CUNY Bernard M. Baruch College	New York	NY	42,800	57,600	27.6	0.6	46.8	2.6	12.9	0.7	-9.2	-12.3	1,083
2688	City College Of New York - CUNY	New York	NY	35,500	48,500	32.5	0.2	36.0	1.4	11.7	0.5	-9.8	-13.9	582
7022	CUNY Lehman College	New York	NY	32,500	40,700	36.7	0.0	27.9	0.2	10.2	0.1	-5.7	-9.1	468
1140	California State University, Los Angeles	Los Angeles	CA	36,600	43,000	33.1	0.2	29.9	0.1	9.9	0.0	-13.3	-14.9	1,180
2693	CUNY John Jay College Of Criminal Justice	New York	NY	41,800	45,200	27.2	0.1	35.7	0.3	9.7	0.1	-4.0	-8.2	1,228
2165	MCPHS University	Boston	MA	83,300	112,700	10.2	0.8	91.3	9.4	9.3	1.0	-1.5	-5.5	174
2791	Pace University	New York	NY	68,600	60,700	15.2	1.2	55.6	2.8	8.4	0.4	-6.0	-13.5	1,353
2838	State University Of New York At Stony Brook	New York	NY	73,600	60,100	16.4	0.4	51.2	1.9	8.4	0.3	-6.7	-10.4	2,071
2696	New York City College Of Technology Of The City University Of New	New York	NY	33,500	37,000	35.3	0.1	23.6	0.2	8.3	0.1	-7.1	-9.1	1,488
21662	ITI Technical College	Baton Rouge	LA	56,000	55,000	20.3	0.3	40.2	0.1	8.1	0.0	-10.9	-16.8	92
9651	Texas A&M International University	Laredo	TX	35,400	42,800	31.9	0.5	25.4	0.0	8.1	0.0	-6.2	-6.8	258
2687	CUNY Brooklyn College	New York	NY	52,200	44,300	23.2	0.8	34.7	0.7	8.1	0.2	-2.6	-3.9	1,010
11031	Technical Career Institutes	New York	NY	29,700	31,300	40.3	0.0	19.8	0.1	8.0	0.1	-1.4	-2.9	562
3599	University Of Texas - Pan American	Brownsville	TX	31,700	39,300	38.7	0.3	19.8	0.6	7.6	0.3	-11.2	-5.4	1,724
2689	CUNY Hunter College	New York	NY	49,800	44,400	21.2	0.6	35.6	0.8	7.5	0.2	-4.5	-10.8	1,489
25964	Crimson Technical College	Los Angeles	CA	44,700	37,600	25.0	0.6	30.0	0.1	7.5	0.0	2.7	-10.7	156
7405	Wood Tobe - Coburn School	New York	NY	29,500	24,500	41.3	0.1	17.7	0.0	7.3	0.0	-16.4	-21.4	129
11189	United Talmudical Seminary	New York	NY	21,200	15,300	61.0	0.6	11.8	0.6	7.2	0.4	-4.1	3.5	218
2690	CUNY Queens College	New York	NY	63,300	48,200	20.1	1.3	35.4	0.8	7.1	0.2	-7.1	-8.8	1,053
1203	Glendale Community College	Los Angeles	CA	40,100	30,500	32.4	0.3	21.9	0.6	7.1	0.2	-11.8	-11.1	1,437
31034	South Texas College	Brownsville	TX	23,900	27,500	52.4	0.1	13.2	0.2	6.9	0.1	-18.8	-11.5	1,881
1144	California State Polytechnic University, Pomona	Los Angeles	CA	80,200	55,100	14.9	0.7	45.8	0.2	6.8	0.0	-8.0	-11.1	2,195
3661	University Of Texas At El Paso	El Paso	TX	42,400	38,400	28.0	0.3	24.4	0.4	6.8	0.1	-3.8	-2.9	1,666
4759	CUNY York College	New York	NY	36,500	36,400	30.7	0.1	22.2	0.3	6.8	0.1	-7.5	-9.3	368
2823	Saint John's University of Queens, NY	New York	NY	69,200	58,900	14.3	0.7	47.4	2.7	6.8	0.4	-4.6	-7.7	2,363
1314	University Of California, Irvine	Los Angeles	CA	92,100	60,400	12.2	1.6	55.3	2.5	6.8	0.3	-4.7	-7.9	3,244
2812	Trocaire College	Buffalo	NY	65,400	38,200	23.7	0.2	28.5	0.1	6.7	0.0	-5.2	-3.3	83
20983	Western Technical College of El Paso, TX	El Paso	TX	30,500	23,900	43.7	0.1	15.4	0.0	6.7	0.0	-10.4	-7.0	224
3582	Laredo Community College	Laredo	TX	27,400	28,700	43.1	0.1	15.6	0.3	6.7	0.1	-11.3	-5.2	1,331
30646	University Of Texas At Brownsville	Brownsville	TX	26,400	29,800	47.3	0.1	14.0	0.3	6.6	0.1	-13.6	-7.4	1,351
2820	Saint Francis College	New York	NY	70,500	53,000	13.5	0.4	49.2	0.6	6.6	0.1	-2.0	-7.3	365

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8611	CUNY, Hostos Community College	New York	NY	26,700	27,700	45.8	0.1	14.2	0.0	6.5	0.0	-5.9	-6.5	235
2621	New Jersey Institute Of Technology	Newark	NJ	84,000	71,600	10.1	0.4	63.8	1.1	6.5	0.1	-2.1	-4.6	613
1243	Mount St. Mary's College	Los Angeles	CA	48,500	44,900	21.2	0.5	30.1	0.7	6.4	0.2	-7.6	-11.8	222
1343	Woodbury University	Los Angeles	CA	61,900	44,300	18.7	2.3	34.1	0.0	6.4	0.0	-8.2	-7.6	116
1153	California State University, Northridge	Los Angeles	CA	61,100	44,100	19.8	0.7	32.0	0.7	6.3	0.1	-6.1	-4.6	2,349
2691	CUNY Borough Of Manhattan Community College	New York	NY	33,500	31,900	35.1	0.1	17.5	0.1	6.1	0.0	-2.2	-4.1	2,047
9225	Texas State Technical College Harlingen	Brownsville	TX	29,100	25,400	43.2	0.2	14.2	0.5	6.1	0.2	-12.2	-7.8	874
10051	CUNY Laguardia Community College	New York	NY	33,800	31,800	36.8	0.0	16.5	0.0	6.1	0.0	-9.2	-8.4	1,178
2597	Bloomfield College	Newark	NJ	40,800	35,600	26.9	0.0	22.5	0.5	6.0	0.1	-8.7	-11.4	227
1316	University Of California, Riverside	Los Angeles	CA	75,000	52,800	14.7	0.9	41.0	0.7	6.0	0.1	-4.4	-5.0	2,364
2692	CUNY Bronx Community College	New York	NY	29,700	28,700	41.0	0.1	14.4	0.0	5.9	0.0	1.6	-1.2	779
212	College Of Mount Saint Vincent And Manhattan College	New York	NY	94,800	67,900	9.2	1.7	62.6	1.9	5.8	0.2	-1.3	-1.3	831
7394	Berkeley College of New York, NY	New York	NY	42,500	36,500	27.4	0.5	21.0	0.0	5.8	0.0	3.7	7.4	372
9618	Tulsa Welding School	Tulsa	OK	43,900	26,100	27.6	0.1	20.9	0.0	5.8	0.0	-4.6	-7.6	255
3614	Southwest Texas Junior College	Uvalde	TX	28,100	28,000	43.0	0.1	13.3	0.3	5.7	0.1	-13.3	-4.7	774
1141	California State University, Dominguez Hills	Los Angeles	CA	45,600	40,300	26.3	0.1	21.3	0.3	5.6	0.1	-8.0	-4.5	451
1315	University Of California, Los Angeles	Los Angeles	CA	105,500	65,800	10.2	3.7	54.6	4.4	5.6	0.5	-1.6	-3.7	4,734
10509	Hallmark College Of Technology	San Antonio	TX	42,400	33,200	31.6	0.2	17.7	0.0	5.6	0.0	-5.9	-9.3	109
2697	Queensborough Community College-CUNY	New York	NY	42,200	32,400	27.6	0.1	20.1	0.5	5.5	0.1	-5.6	-7.4	1,494
122	Long Island University System	New York	NY	59,000	39,900	18.6	1.5	29.8	1.3	5.5	0.2	-5.6	-10.5	1,677
1374	Albertus Magnus College	Bridgeport	CT	68,600	43,400	13.0	0.4	42.6	0.0	5.5	0.0	0.2	-2.6	66
2638	Saint Peter's University	Newark	NJ	59,700	45,500	20.5	0.4	26.9	0.7	5.5	0.1	-8.2	-8.7	448
1155	San Jose State University	San Jose	CA	91,700	56,500	11.7	1.0	46.6	1.8	5.4	0.2	-4.2	-7.0	2,182
2782	New York Institute Of Technology	New York	NY	78,500	49,900	14.6	1.5	37.0	0.0	5.4	0.0	-6.1	-7.5	637
2613	New Jersey City University	Newark	NJ	51,600	41,200	20.4	0.1	26.1	0.0	5.3	0.0	1.0	2.4	784
3639	Texas A&M University - Kingsville	Corpus Christi	TX	47,700	39,800	25.4	0.3	20.8	0.6	5.3	0.2	-7.5	-7.1	823
2032	Xavier University Of Louisiana	New Orleans	LA	63,100	48,400	16.7	0.4	31.5	2.1	5.3	0.4	2.3	8.4	657
3625	Sul Ross State University	Alpine	TX	45,000	37,100	23.7	0.1	22.2	1.5	5.2	0.4	-4.4	-2.4	285

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1050	Tuskegee University	Auburn	AL	54,400	38,900	18.7	0.2	28.0	0.0	5.2	0.0	-3.2	-2.0	523
9635	Florida International University	Miami	FL	66,700	46,800	15.0	1.2	34.8	0.8	5.2	0.1	-2.1	-2.7	2,865
3623	Saint Mary's University	San Antonio	TX	76,700	49,700	13.4	1.6	38.0	1.7	5.1	0.2	-3.5	-1.6	438
2836	Binghamton University	Union	NY	104,400	65,700	9.4	0.6	54.0	4.8	5.1	0.5	-2.9	-6.2	1,975
10097	CUNY Medgar Evers College	New York	NY	35,100	30,900	30.5	0.1	16.6	0.0	5.0	0.0	-4.1	-7.6	284
7109	SUNY College At Old Westbury	New York	NY	48,400	39,200	20.6	0.4	24.5	0.0	5.0	0.0	-8.2	-17.5	251
1134	California Maritime Academy	San Francisco	CA	113,100	85,800	5.9	0.7	85.0	6.1	5.0	0.4	-2.1	-2.6	92
2004	Dillard University	New Orleans	LA	42,600	36,700	24.8	0.2	20.3	0.2	5.0	0.0	4.4	7.6	414
2883	Utica College	Syracuse	NY	67,500	47,800	13.1	0.5	38.4	2.9	5.0	0.4	-3.7	-2.3	345
2694	Kingsborough Community College/CUNY	New York	NY	40,700	31,300	27.1	0.2	18.4	0.6	5.0	0.2	-2.0	-1.1	1,625
2667	Dowling College	New York	NY	71,500	45,800	16.3	0.6	30.3	0.8	5.0	0.1	-5.4	-11.7	275
34	University Of Houston System	Houston	TX	65,700	45,400	15.7	0.7	31.2	1.1	4.9	0.2	-2.3	-3.2	4,619
1312	University Of California, Berkeley	San Francisco	CA	114,700	67,900	8.8	4.7	55.2	8.6	4.9	0.8	-1.7	-2.6	4,624
9797	Midland College	Midland	TX	58,600	35,900	18.8	0.3	25.7	0.5	4.8	0.1	-8.3	-9.1	769
1317	University Of California, San Diego	San Diego	CA	111,300	65,300	8.8	3.4	55.1	4.5	4.8	0.4	3.5	8.3	3,265
1214	Imperial Valley College	Yuma	CA	34,300	25,800	35.9	0.1	13.4	0.0	4.8	0.0	-9.8	-7.8	886
1261	Pasadena City College	Los Angeles	CA	44,600	29,500	27.9	0.5	17.2	0.4	4.8	0.1	-7.3	-7.7	3,321
1137	California State University, Fullerton	Los Angeles	CA	83,300	47,800	12.1	0.9	39.6	0.7	4.8	0.1	-3.7	-5.3	2,374
10387	El Paso Community College	El Paso	TX	29,200	25,700	40.9	0.1	11.7	0.2	4.8	0.1	-10.2	-8.0	2,838
5692	Reid State Technical College	Atmore	AL	34,600	17,500	34.1	0.1	13.9	0.1	4.8	0.0	2.3	5.5	105
36273	Lamar Institute Of Technology	Beaumont	TX	52,600	34,400	24.3	0.2	19.5	0.2	4.7	0.0	-7.2	-3.9	437
3596	Odessa College	Midland	TX	50,900	34,800	20.7	0.1	22.7	1.2	4.7	0.2	-4.5	-7.7	912
59	Robert Morgan And Miami Lakes Educational Centers	Miami	FL	32,200	23,000	35.5	0.1	13.0	0.0	4.6	0.0	-8.0	-7.2	175
2006	Grambling State University	Ruston	LA	34,300	30,500	34.4	0.0	13.4	0.2	4.6	0.1	-9.4	-4.9	816
62	Miami Dade Community College System	Miami	FL	37,000	31,300	31.5	0.4	14.6	0.2	4.6	0.1	-4.0	-3.6	7,259
7993	California State University, Bakersfield	Bakersfield	CA	67,700	46,100	14.1	0.4	32.8	0.4	4.6	0.1	0.7	2.8	543
1116	Art Center College Of Design	Los Angeles	CA	84,800	42,800	14.9	1.9	30.7	2.1	4.6	0.3	-6.9	-1.5	110
1468	Saint Thomas University	Miami	FL	37,500	35,300	28.6	1.1	15.9	0.0	4.6	0.0	-8.5	-14.4	125
9932	Texas State Technical College West Texas	Sweetwater	TX	41,000	28,900	26.9	0.3	16.7	0.3	4.5	0.1	-9.8	-15.2	412
107	Triangle Tech	Pittsburgh	PA	55,800	37,500	17.5	0.0	25.4	0.5	4.4	0.1	-3.7	-6.1	327
1313	University Of California, Davis	Sacramento	CA	109,400	61,600	8.6	2.7	51.8	3.4	4.4	0.3	1.4	3.6	3,996
1139	California State University, Long Beach	Los Angeles	CA	85,800	48,800	11.6	1.2	38.2	0.3	4.4	0.0	-0.5	-0.2	2,864
1142	California State University, San Bernardino	Los Angeles	CA	69,800	43,500	14.1	0.4	31.2	0.8	4.4	0.1	-1.2	-0.4	1,152
1286	Santa Monica College	Los Angeles	CA	51,300	28,800	22.7	1.9	19.3	0.6	4.4	0.1	-2.6	-2.3	2,887

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1138	California State University, East Bay	San Francisco	CA	86,000	51,300	9.9	0.5	44.0	0.9	4.3	0.1	2.9	4.2	697
2655	New Mexico Junior College	Hobbs	NM	50,000	31,300	22.0	0.3	19.7	0.0	4.3	0.0	-3.3	-3.9	352
2025	Southern University And Agricultural & Mechanical Colg At Baton R	Baton Rouge	LA	38,600	34,200	31.2	0.1	13.9	0.3	4.3	0.1	-7.0	-1.0	1,561
2639	Stevens Institute Of Technology	Newark	NJ	96,000	92,100	6.9	1.3	62.5	3.3	4.3	0.2	-2.9	-9.4	293
2710	Cooper Union For The Advancement Of Science & Art	New York	NY	110,100	64,300	8.3	2.6	51.6	7.0	4.3	0.6	-3.8	-4.4	174
1988	Union College of Barbourville, KY	London	KY	56,400	36,900	24.6	0.2	17.4	0.0	4.3	0.0	-10.5	-5.1	77
91	Devry University, Devry Institute Of Technology And Denver Technical College	Chicago	IL	56,300	40,900	17.6	0.3	24.3	0.4	4.3	0.1	5.0	8.2	7,212
1251	Otis College Of Art & Design	Los Angeles	CA	80,500	47,600	10.7	4.5	40.0	0.0	4.3	0.0	-1.2	2.2	124
1329	University Of The Pacific	Sacramento	CA	96,500	59,000	8.6	4.0	49.7	0.6	4.3	0.1	-1.7	-3.6	618
1002	Alabama Agricultural & Mechanical University	Huntsville	AL	44,500	32,900	24.4	0.0	17.3	0.3	4.2	0.1	-4.9	0.2	944
21922	Thomas A Edison State College	Newark	NJ	79,300	37,500	10.4	2.5	40.5	0.0	4.2	0.0	-2.8	-4.2	223
7549	Coyne College	Chicago	IL	44,200	31,400	21.3	0.3	19.7	0.0	4.2	0.0	11.6	9.5	149
7780	New Castle School Of Trades	Youngstown	PA	50,400	28,700	20.6	0.1	20.3	0.0	4.2	0.0	-6.4	-12.7	83
1147	California State University, Fresno	Fresno	CA	72,400	44,400	16.0	0.9	26.2	0.4	4.2	0.1	-3.1	-2.2	1,656
7678	Spartan College Of Aeronautics And Technology	Tulsa	OK	62,100	49,300	13.0	0.2	31.8	0.2	4.1	0.0	5.0	10.5	293
2698	College Of Staten Island/CUNY	New York	NY	73,500	41,200	14.3	0.4	28.9	0.7	4.1	0.1	2.3	3.2	1,361
2989	Dickinson State University	Dickinson	ND	57,800	40,700	13.9	0.1	29.5	0.0	4.1	0.0	-7.3	-18.8	343
34244	Fortis College of Houston, TX	Houston	TX	27,900	23,500	41.9	0.1	9.7	0.1	4.1	0.0	-5.7	-8.2	70
12	Los Angeles Community College District	Los Angeles	CA	41,400	28,400	28.3	0.4	14.3	0.2	4.1	0.1	-3.6	-2.9	8,129
1590	Savannah State University	Savannah	GA	45,400	29,400	24.7	0.1	16.3	0.0	4.0	0.0	-1.2	4.8	332
7502	Berkeley College of Woodland Park, NJ	Newark	NJ	51,200	37,600	20.8	0.4	19.3	0.0	4.0	0.0	2.3	8.6	446
1448	Howard University	Washington DC	DC	76,900	49,600	10.8	0.4	37.1	0.9	4.0	0.1	-1.1	-2.6	1,082
2654	New Mexico Institute Of Mining & Technology	Socorro	NM	91,800	55,000	8.4	0.4	47.7	3.6	4.0	0.3	-5.2	-8.4	194
12954	Hudson County Community College	Newark	NJ	32,600	25,100	36.3	0.1	11.0	0.1	4.0	0.0	-5.3	-5.6	719
2722	Fordham University	New York	NY	113,300	63,300	7.6	4.7	52.1	4.0	4.0	0.3	-1.8	-4.1	1,395
2712	D'Youville College	Buffalo	NY	75,800	45,200	14.2	0.4	28.0	0.1	4.0	0.0	-4.9	-10.2	108
2424	Mississippi Valley State University	Greenwood	MS	28,800	24,900	45.5	0.1	8.7	0.0	3.9	0.0	-20.0	-7.5	314
1328	University Of Southern California	Los Angeles	CA	120,100	63,700	7.2	10.0	54.6	4.5	3.9	0.3	-2.8	-6.4	3,053

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1910	Coffeyville Community College	Bartlesville	KS	40,700	24,100	28.5	0.1	13.8	1.6	3.9	0.5	-8.2	-21.3	160
7287	Brazosport College	Pearland	TX	74,000	35,700	13.7	0.1	28.6	0.4	3.9	0.1	-3.3	-1.3	604
10633	Houston Community College	Houston	TX	49,200	31,400	21.9	0.5	17.8	0.3	3.9	0.1	-0.1	2.9	3,908
2911	Bennett College	Greensboro	NC	50,000	33,400	18.3	0.3	21.2	0.0	3.9	0.0	-1.1	0.3	126
35424	Copper Mountain College	Los Angeles	CA	50,100	27,100	22.3	0.3	17.4	0.0	3.9	0.0	1.1	-0.2	327
2926	Elizabeth City State University	Virginia Beach	NC	37,400	31,000	32.1	0.0	12.1	0.0	3.9	0.0	-10.2	-1.8	335
218	Poster & Chester Institute	Bridgeport	CT	62,500	31,700	14.4	0.2	26.8	0.0	3.9	0.0	9.6	9.1	217
2498	Park University	Kansas City	MO	65,300	43,600	14.0	0.5	27.6	0.0	3.9	0.0	-2.1	-3.2	543
5208	College Of Westchester	New York	NY	55,800	34,900	19.2	0.4	20.1	0.1	3.9	0.0	2.2	5.2	176
1157	California State University, Stanislaus	Modesto	CA	72,300	44,800	13.4	0.3	28.9	0.0	3.9	0.0	-2.6	-3.6	603
11644	University Of Maryland University College	Washington DC	MD	53,900	40,100	18.1	0.2	21.3	0.2	3.9	0.0	-6.5	-13.0	4,741
3584	Letourneau University	Longview	TX	85,700	49,300	9.0	1.8	42.5	2.8	3.8	0.2	-2.4	-6.6	263
4799	Monroe College	New York	NY	28,200	20,400	43.6	0.0	8.8	0.0	3.8	0.0	-7.5	-12.1	928
31155	Adventist University Of Health Sciences	Orlando	FL	62,900	39,200	12.8	0.1	29.7	0.1	3.8	0.0	-4.6	-6.4	121
1441	University Of The District Of Columbia	Washington DC	DC	40,000	30,100	24.7	0.0	15.3	0.0	3.8	0.0	-3.4	-7.0	350
1469	Florida Institute Of Technology	Palm Bay	FL	86,300	59,600	7.3	1.2	51.2	4.1	3.8	0.3	8.1	12.9	327
2629	Rutgers, The State University Of New Jersey	Newark	NJ	101,000	58,400	7.9	1.2	47.3	2.5	3.7	0.2	-1.2	-3.1	6,601
4003	Central Texas College District	Killeen	TX	51,800	37,200	19.6	0.1	19.1	0.1	3.7	0.0	-4.5	-5.7	4,605
2790	Nyack College	Newark	NY	58,400	31,000	18.1	0.5	20.7	0.0	3.7	0.0	2.5	2.4	263
1253	Fresno Pacific University	Fresno	CA	71,100	37,900	10.1	0.4	36.9	0.1	3.7	0.0	-1.6	-5.2	161
12358	Plaza College	New York	NY	29,100	18,800	44.5	0.1	8.3	0.5	3.7	0.2	-4.2	-13.0	159
2846	State University Of New York At New Paltz	Poughkeepsie	NY	91,900	46,300	9.9	0.3	37.3	1.6	3.7	0.2	-4.6	-6.8	842
3563	Del Mar College	Corpus Christi	TX	52,900	30,100	22.4	0.2	16.4	0.0	3.7	0.0	-4.3	-3.4	1,900
1151	San Diego State University	San Diego	CA	100,500	51,000	9.0	1.9	40.8	1.9	3.7	0.2	-1.9	-2.9	3,196
2020	University Of Louisiana At Monroe	Monroe	LA	59,700	35,000	20.4	0.5	18.0	0.7	3.7	0.1	-8.2	-6.6	1,051
2713	Dominican College Of Blauvelt	Newark	NY	88,900	48,900	7.6	0.4	48.2	2.8	3.7	0.2	3.3	-2.3	140
1694	Chicago State University	Chicago	IL	43,700	31,900	25.7	0.1	14.2	0.0	3.7	0.0	-1.1	4.0	417
2866	Fashion Institute Of Technology	New York	NY	79,800	36,700	12.9	1.8	28.4	0.6	3.6	0.1	-5.6	-11.2	1,208
13029	Boricua College	New York	NY	28,900	23,200	46.7	0.1	7.8	0.0	3.6	0.0	-4.6	0.1	93
1526	Saint Leo University	Tampa	FL	57,300	38,000	19.0	0.4	19.2	0.8	3.6	0.1	-6.7	-11.7	694
94	ITT Technical Institute	Indianapolis	IN	52,600	35,600	19.5	0.2	18.7	0.2	3.6	0.0	4.0	7.2	8,164
1691	Illinois Institute Of Technology	Chicago	IL	91,600	72,300	6.0	1.4	60.6	4.6	3.6	0.3	1.6	1.3	245
1216	University Of La Verne	Los Angeles	CA	72,300	48,600	12.1	1.0	30.0	1.0	3.6	0.1	-2.3	-5.7	285
3504	Martin Methodist College	Columbia	TN	62,000	37,000	19.1	0.1	19.0	0.1	3.6	0.0	-6.5	-9.5	66
2785	New York University	New York	NY	130,500	58,100	6.9	8.8	52.3	7.5	3.6	0.5	-1.7	-3.3	3,739
2835	State University Of New York At Albany	Albany	NY	98,000	56,300	8.3	0.8	43.4	2.7	3.6	0.2	-0.4	-2.1	2,213

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18	San Francisco Community College District	San Francisco	CA	53,400	33,000	18.4	0.4	19.6	0.4	3.6	0.1	1.1	-4.3	2,076
2533	Montana State University - Northern	Havre	MT	56,100	33,600	15.1	0.3	23.9	0.0	3.6	0.0	-4.4	-11.4	232
10286	SUNY Empire State College	Albany	NY	76,000	39,000	14.0	0.5	25.7	0.0	3.6	0.0	-2.3	-2.5	202
3598	Our Lady Of The Lake University	San Antonio	TX	46,000	38,800	22.1	0.0	16.3	0.0	3.6	0.0	-3.1	0.7	243
2534	Rocky Mountain College	Billings	MT	72,600	38,800	10.0	1.6	35.9	0.1	3.6	0.0	-3.5	-10.8	134
3424	Claflin University	Columbia	SC	35,400	33,600	31.6	0.1	11.4	0.0	3.6	0.0	-30.4	-39.2	272
2026	Southern University At New Orleans	New Orleans	LA	32,100	27,300	37.9	0.1	9.5	0.3	3.6	0.1	-3.2	5.5	265
1466	Barry University	Miami	FL	69,500	39,200	15.5	2.8	23.0	0.8	3.6	0.1	4.8	8.1	273
30627	Platt College of Alhambra, CA	Los Angeles	CA	48,500	24,500	26.0	0.6	13.6	0.2	3.5	0.0	-3.4	3.9	100
30353	Southern Careers Institute	San Antonio	TX	28,900	17,100	47.1	0.1	7.5	0.2	3.5	0.1	-15.6	-11.2	406
2772	Mercy College	New York	NY	50,700	31,100	22.4	0.4	15.7	0.0	3.5	0.0	-3.4	-6.0	592
3211	Oregon Institute Of Technology	Klamath Falls	OR	76,400	51,900	9.8	0.1	36.1	1.1	3.5	0.1	-1.3	-8.4	313
9204	Kiamichi Technology Center	Fort Smith	OK	29,800	18,000	43.6	0.1	8.0	1.8	3.5	0.8	-12.6	-9.6	111
1154	San Francisco State University	San Francisco	CA	87,200	45,800	10.1	1.3	34.7	1.4	3.5	0.1	-1.5	-5.3	1,855
1119	Barstow Community College	Los Angeles	CA	58,000	28,700	18.9	0.1	18.4	0.0	3.5	0.0	7.3	7.6	478
2760	Manhattanville College	New York	NY	95,400	48,900	8.4	3.3	41.4	1.4	3.5	0.1	1.4	3.6	296
1479	Embry-Riddle Aeronautical University	Deltona	FL	92,400	65,600	7.2	1.4	48.2	1.3	3.5	0.1	1.7	0.6	1,402
2837	State University Of New York At Buffalo	Buffalo	NY	95,300	52,700	8.2	0.6	42.5	2.5	3.5	0.2	-0.7	-2.2	2,814
3046	Franklin University	Columbus	OH	65,800	40,100	13.5	0.3	25.7	2.0	3.5	0.3	6.9	10.3	125
2044	Maine Maritime Academy	Bangor	ME	85,300	75,900	7.6	0.6	45.6	9.1	3.5	0.7	-1.5	-7.7	146
1269	Rio Hondo Community College	Los Angeles	CA	46,500	32,400	22.7	0.1	15.3	0.2	3.5	0.0	-5.3	-7.8	1,545
2708	Barnard College	New York	NY	148,000	56,300	6.5	12.6	52.8	6.6	3.5	0.4	0.1	-1.8	535
3630	Prairie View Agricultural & Mechanical University	Houston	TX	45,500	34,800	21.6	0.0	16.0	0.3	3.5	0.1	-3.0	-1.3	1,167
5488	Capital Area Technical College	Baton Rouge	LA	44,300	24,600	28.3	0.2	12.2	0.1	3.5	0.0	-2.2	-2.5	2,398
1852	Clarke University	Dubuque	IA	75,700	45,100	7.0	1.0	49.0	0.1	3.4	0.0	-5.8	-8.0	160
3765	Norfolk State University	Virginia Beach	VA	48,000	34,400	20.6	0.0	16.7	0.0	3.4	0.0	-5.8	-7.4	979
3724	Marymount University	Washington DC	VA	91,800	47,000	9.6	3.2	35.9	0.0	3.4	0.0	-2.9	-7.1	245
3764	Virginia State University	Richmond	VA	52,200	35,900	19.2	0.2	17.8	0.2	3.4	0.0	-3.6	-6.0	803
1605	Chaminade University Of Honolulu	Honolulu	HI	66,600	38,100	15.7	0.5	21.8	0.0	3.4	0.0	-4.4	-8.2	276
2622	Kean University	Newark	NJ	79,200	46,900	11.1	0.2	30.8	0.3	3.4	0.0	-1.4	-2.7	1,032
3554	Clarendon College	Memphis	TX	50,800	28,300	20.9	0.1	16.4	0.0	3.4	0.0	-6.6	-11.7	184
3642	Texas Southern University	Houston	TX	36,300	27,700	30.8	0.0	11.1	0.2	3.4	0.1	-4.6	-5.4	1,116
1933	McPherson College	Newton	KS	70,000	37,200	11.6	0.6	29.3	0.0	3.4	0.0	-4.5	-9.8	101
2178	Massachusetts Institute Of Technology	Boston	MA	141,000	98,500	5.1	7.1	66.5	13.4	3.4	0.7	0.9	1.4	913
32603	California State University, Monterey Bay	San Jose	CA	93,200	41,100	10.5	1.4	32.3	1.0	3.4	0.1	-3.4	-7.2	323
1309	Taft College	Bakersfield	CA	62,300	32,300	16.3	0.1	20.6	0.0	3.4	0.0	-1.4	-3.1	154

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4	Coast Community College District	Los Angeles	CA	72,800	30,600	16.2	1.1	20.8	0.3	3.4	0.0	-2.1	-1.3	5,335
2885	Albany College Of Pharmacy And Health Sciences	Albany	NY	95,800	115,800	3.9	0.2	85.2	0.3	3.4	0.0	-0.6	-3.3	129
3290	Lincoln University of Lincoln University, PA	Philadelphia	PA	47,500	37,400	20.5	0.0	16.3	0.0	3.4	0.0	-5.3	-10.6	290
3353	University Of The Sciences In Philadelphia	Philadelphia	PA	95,300	102,700	5.3	0.3	62.9	0.0	3.4	0.0	0.5	-5.4	309
3574	Howard County Junior College District	Big Spring	TX	53,100	28,500	19.0	0.1	17.6	0.1	3.4	0.0	-5.3	-1.4	433
2531	Montana Tech Of The University Of Montana	Butte-Silver Bow	MT	68,300	46,700	11.4	0.5	29.2	3.5	3.3	0.4	-2.5	-5.0	337
1249	Occidental College	Los Angeles	CA	122,400	49,000	8.5	8.7	39.1	2.1	3.3	0.2	-4.9	-10.1	380
1150	California State University - Sacramento	Sacramento	CA	88,700	47,900	10.5	0.9	31.9	0.0	3.3	0.0	0.4	1.9	2,041
222	Fairleigh Dickinson University	Newark	NJ	87,000	48,200	9.5	2.6	34.9	0.4	3.3	0.0	0.7	-2.7	781
2500	College Of The Ozarks	Aurora	MO	49,200	32,000	17.9	0.2	18.5	0.0	3.3	0.0	-12.2	-19.2	219
23582	Lamar State College - Orange	Beaumont	TX	64,100	27,200	20.8	0.1	15.9	0.2	3.3	0.0	-2.9	-3.8	260
1219	Long Beach City College	Los Angeles	CA	49,900	28,100	24.2	0.2	13.7	0.1	3.3	0.0	-3.1	-1.5	3,149
215	MCP Hahnemann And Drexel Universities	Philadelphia	PA	94,100	65,500	6.7	1.7	49.6	1.6	3.3	0.1	-2.9	-7.7	1,881
3371	Temple University	Philadelphia	PA	82,700	46,700	9.3	0.8	35.6	1.7	3.3	0.2	-3.1	-9.5	2,997
1161	Cerritos Community College	Los Angeles	CA	45,500	30,200	23.4	0.0	14.1	0.2	3.3	0.0	-6.0	-7.2	3,216
1559	Clark Atlanta University	Atlanta	GA	54,500	35,200	17.8	0.3	18.5	0.7	3.3	0.1	1.0	2.2	826
1215	La Sierra University	Los Angeles	CA	81,300	43,200	11.2	1.5	29.5	1.5	3.3	0.2	-3.0	-3.9	205
2769	Marymount Manhattan College	New York	NY	91,100	35,800	11.9	4.2	27.6	0.8	3.3	0.1	-4.9	-12.1	368
2778	Mount Saint Mary College	Poughkeepsie	NY	91,700	47,100	8.0	0.9	41.1	0.0	3.3	0.0	-5.0	-11.3	278
7107	Essex County College	Newark	NJ	43,000	28,400	25.3	0.3	13.0	0.0	3.3	0.0	-2.2	0.4	972
1401	Post University	Bridgeport	CT	57,800	36,800	14.9	1.0	22.1	0.0	3.3	0.0	12.6	14.0	132
1594	Spelman College	Atlanta	GA	84,500	49,800	9.4	1.3	34.9	2.3	3.3	0.2	1.2	2.9	475
1238	Mills College	San Francisco	CA	79,100	40,200	10.6	3.5	31.0	5.6	3.3	0.6	-0.9	-5.9	115
2402	Copiah-Lincoln Community College	Jackson	MS	41,400	26,900	31.8	0.1	10.3	0.0	3.3	0.0	-8.1	1.0	634
9706	South Seattle Community College	Seattle	WA	61,600	32,600	17.4	0.4	18.8	0.0	3.3	0.0	2.7	-0.6	385
2806	Rochester Institute Of Technology	Buffalo	NY	95,700	62,400	6.3	1.7	51.7	1.8	3.3	0.1	0.4	-0.2	1,945
1480	Florida Agricultural & Mechanical University	Tallahassee	FL	57,000	39,300	15.4	0.2	21.2	0.6	3.3	0.1	2.0	7.7	2,143
1509	Nova Southeastern University	Miami	FL	64,000	43,500	13.5	1.5	24.1	0.0	3.3	0.0	-1.5	-7.8	286
2666	Adelphi University	New York	NY	96,300	50,700	8.7	2.4	37.4	3.0	3.3	0.3	-3.1	-7.7	509
5354	Tennessee College Of Applied Technology-Jackson	Jackson	TN	54,600	30,000	17.7	0.1	18.3	0.0	3.2	0.0	2.0	5.8	109
3179	Southeastern Oklahoma State University	Sherman	OK	58,700	34,100	17.5	0.3	18.5	0.0	3.2	0.0	-2.1	-4.7	526
3007	Williston State College	Williston	ND	60,200	34,900	14.7	0.3	21.9	0.0	3.2	0.0	-5.2	-17.9	170

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5734	H. Councill Trenholm State Technical College	Montgomery	AL	34,500	22,300	33.2	0.1	9.7	0.0	3.2	0.0	-9.2	-8.1	195
1182	College Of The Desert	Los Angeles	CA	44,900	28,400	24.7	0.4	13.0	0.0	3.2	0.0	-7.3	-6.3	1,343
8221	Universal Technical Institute of Rancho Cucamonga, CA	Los Angeles	CA	62,900	41,300	13.8	0.2	23.2	0.1	3.2	0.0	1.5	4.3	2,105
23385	Glendale Career College	Los Angeles	CA	33,200	17,900	38.3	0.2	8.4	0.1	3.2	0.0	-16.0	-9.7	172
1196	Dominican University Of California	San Francisco	CA	98,100	45,200	6.1	2.6	52.7	4.0	3.2	0.2	-3.3	-7.3	138
2397	Belhaven University	Jackson	MS	77,300	32,200	12.7	0.7	25.2	2.5	3.2	0.3	-3.2	-7.2	140
25561	ETI School Of Skilled Trades	Chicago	IL	63,100	37,400	14.3	1.0	22.3	0.2	3.2	0.0	7.5	9.4	139
2632	Seton Hall University	Newark	NJ	100,900	56,900	7.5	2.5	42.2	1.4	3.2	0.1	-2.5	-6.3	1,010
2657	New Mexico State University	El Paso	NM	59,300	33,500	17.9	0.2	17.8	0.5	3.2	0.1	1.2	1.9	3,273
11626	Westwood College - South Bay	Los Angeles	CA	39,500	19,000	30.4	0.1	10.5	0.1	3.2	0.0	5.0	-1.3	53
1131	California Institute Of Technology	Los Angeles	CA	124,500	83,000	4.8	4.4	66.1	15.0	3.2	0.7	-1.4	-7.9	191
1693	Northeastern Illinois University	Chicago	IL	53,300	34,900	18.4	0.1	17.3	0.2	3.2	0.0	1.1	0.1	900
1749	Roosevelt University	Chicago	IL	73,500	37,000	14.1	0.9	22.6	0.0	3.2	0.0	-6.1	-10.9	211
2617	Montclair State University	Newark	NJ	86,600	50,000	9.5	0.5	33.5	0.7	3.2	0.1	-3.1	-6.6	1,435
1459	Strayer University	Washington DC	VA	52,700	34,200	18.0	0.3	17.6	0.0	3.2	0.0	13.4	21.1	613
2946	Methodist University	Fayetteville	NC	68,600	39,300	14.3	0.5	22.0	0.1	3.2	0.0	-4.1	-8.6	401
2158	Lasell College	Boston	MA	74,300	45,300	10.9	2.2	28.9	0.0	3.1	0.0	-5.7	-16.8	203
31275	Advanced Technology Institute	Virginia Beach	VA	57,200	33,900	16.0	0.2	19.7	0.0	3.1	0.0	5.1	10.3	128
111	Anthem Institute	Newark	NJ	56,900	32,200	18.9	0.4	16.6	0.8	3.1	0.1	10.0	17.3	702
3583	Lee College	Houston	TX	63,300	34,400	16.4	0.1	19.1	0.3	3.1	0.1	-1.7	-4.7	675
8284	Mitchell Technical Institute	Mitchell	SD	59,000	41,400	9.9	0.1	31.7	0.0	3.1	0.0	-1.3	-14.0	225
1197	El Camino College	Los Angeles	CA	51,600	28,300	22.0	0.3	14.2	0.3	3.1	0.1	-2.2	-2.2	3,618
3662	Victoria College	Victoria	TX	65,600	34,700	16.4	0.3	19.0	0.3	3.1	0.0	-2.6	-0.9	717
2262	Kettering University	Detroit	MI	100,100	85,400	4.2	0.5	74.7	0.0	3.1	0.0	-1.3	-5.2	502
5617	South Georgia Technical College	Americus	GA	29,700	18,500	41.3	0.1	7.5	0.0	3.1	0.0	-11.1	-14.6	219
1582	Morehouse College	Atlanta	GA	81,800	49,800	8.5	2.4	36.4	0.1	3.1	0.0	3.6	4.5	549
8988	Lurleen B. Wallace Community College	Troy	AL	44,200	23,000	28.7	0.1	10.8	0.5	3.1	0.2	-4.1	2.6	232
2664	Western New Mexico University	Deming	NM	51,200	28,000	23.1	0.0	13.4	0.0	3.1	0.0	1.0	3.3	266
3749	George Mason University	Washington DC	VA	107,500	56,500	6.1	1.3	50.3	0.7	3.1	0.0	-1.7	-4.0	2,159
2653	New Mexico Highlands University	Las Vegas	NM	48,500	33,600	21.2	0.1	14.6	0.0	3.1	0.0	-4.8	-6.8	227
2913	Campbell University	Raleigh	NC	69,900	42,700	11.6	0.8	26.6	0.3	3.1	0.0	-5.2	-10.4	920
1710	Loyola University Chicago	Chicago	IL	98,600	53,500	8.2	3.7	37.6	2.2	3.1	0.2	-3.7	-6.3	1,115
1034	Alabama Southern Community College	Atmore	AL	44,300	24,300	29.4	0.4	10.5	0.0	3.1	0.0	-3.3	1.0	248
1320	University Of California, Santa Barbara	Santa Barbara	CA	124,000	58,800	6.2	3.8	49.5	2.8	3.1	0.2	1.0	3.5	3,450

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2707	Columbia University In The City Of New York	New York	NY	169,600	75,300	5.0	13.7	61.2	14.9	3.1	0.8	0.3	0.9	1,244
1481	Florida Atlantic University	Port St. Lucie	FL	77,100	40,500	11.6	1.9	26.4	1.0	3.1	0.1	-3.0	-6.0	1,659
2015	University Of New Orleans	New Orleans	LA	66,400	36,500	16.6	0.5	18.5	0.4	3.1	0.1	-4.7	-9.0	1,977
4736	Bergen Community College	Newark	NJ	72,000	33,900	13.5	0.7	22.6	0.3	3.1	0.0	-0.4	-0.9	1,818
2737	Iona College	New York	NY	97,400	56,200	7.8	1.1	39.2	0.6	3.1	0.0	-3.5	-9.0	618
2803	Rensselaer Polytechnic Institute	Albany	NY	114,200	84,100	4.7	2.4	64.6	7.2	3.0	0.3	-2.0	-7.1	1,080
1409	University Of Saint Joseph	Bridgeport	CT	86,600	45,800	8.0	0.7	38.0	0.0	3.0	0.0	-0.9	0.3	147
6911	Montgomery College	Washington DC	MD	69,000	36,100	13.3	0.8	22.8	0.2	3.0	0.0	-1.9	-3.8	2,941
20988	University Of Phoenix	Phoenix	AZ	56,000	35,200	16.6	0.5	18.3	0.3	3.0	0.0	11.9	15.7	736
60	Lincoln Technical Institutes And Lincoln College Of Technology	Bridgeport	CT	35,400	27,300	28.8	0.2	10.5	0.0	3.0	0.0	-7.1	-17.2	295
17	Heald College	Fresno	CA	52,400	33,600	19.7	0.1	15.4	0.2	3.0	0.0	5.0	7.4	2,428
2986	Winston-Salem State University	Winston-Salem	NC	45,400	33,800	21.0	0.1	14.4	0.0	3.0	0.0	-3.3	-2.3	466
2894	University Of Rochester	Buffalo	NY	129,200	62,000	5.7	5.6	52.7	6.5	3.0	0.4	-1.2	-2.5	989
3794	Saint Martin's University	Seattle	WA	82,100	49,100	10.1	1.6	29.8	0.0	3.0	0.0	-1.0	-2.4	89
2504	Saint Louis College Of Pharmacy	St. Louis	MO	92,500	123,600	3.3	1.2	91.9	14.5	3.0	0.5	-1.1	-7.3	138
28	San Jose-Evergreen Community College District	San Jose	CA	67,900	31,900	15.5	0.3	19.3	0.5	3.0	0.1	3.1	3.3	1,523
2052	Thomas College	Portland	ME	60,700	38,000	13.1	0.1	22.8	0.0	3.0	0.0	-1.6	-2.6	126
9930	University Of Texas Of The Permian Basin	Midland	TX	64,200	43,300	12.3	0.3	24.2	6.0	3.0	0.7	-3.1	-10.3	135
2732	Hofstra University	New York	NY	105,300	55,700	7.0	3.5	42.4	2.7	3.0	0.2	-3.2	-9.9	1,763
1536	University Of Miami	Miami	FL	110,100	54,800	7.5	7.4	39.8	3.9	3.0	0.3	-2.1	-7.4	1,726
2996	North Dakota State College Of Science	Fargo	ND	63,200	43,500	9.7	0.2	30.6	0.5	3.0	0.0	-2.3	-9.6	726
2410	Jackson State University	Jackson	MS	37,100	31,700	30.5	0.0	9.7	0.2	3.0	0.1	-7.8	-1.4	924
3150	Cameron University	Lawton	OK	56,400	32,800	17.2	0.0	17.2	1.0	3.0	0.2	-2.4	-4.7	598
2699	Clarkson University	Watertown	NY	94,600	73,300	5.6	1.1	53.0	1.1	3.0	0.1	-0.5	-4.9	559
1209	Hartnell Community College	San Jose	CA	51,800	30,500	19.8	0.2	15.0	0.3	3.0	0.0	-4.2	-3.8	1,280
1170	Claremont Mckenna College	Los Angeles	CA	142,000	69,900	4.3	13.4	68.3	28.8	3.0	1.2	-0.1	-2.7	266
1342	Whittier College	Los Angeles	CA	98,500	47,900	7.9	5.5	37.5	1.5	3.0	0.1	-2.2	-4.5	251
1245	Mount San Antonio College	Los Angeles	CA	62,800	30,800	16.7	0.3	17.7	0.5	3.0	0.1	-3.1	-4.0	4,660
22209	Cossatot Community College Of The University Of Arkansas	Idabel	AR	40,800	22,200	31.5	0.2	9.4	0.0	2.9	0.0	-8.8	-5.8	113
9549	Western Texas College	Snyder	TX	53,800	30,800	17.6	0.1	16.7	0.0	2.9	0.0	-1.3	-8.6	177
1072	Cochise College	Tucson	AZ	51,600	28,400	22.3	0.1	13.2	0.2	2.9	0.0	-1.3	-2.4	683
3522	Tennessee State University	Nashville	TN	52,600	36,200	18.2	0.2	16.2	0.4	2.9	0.1	1.4	6.6	1,066
1302	Saint Mary's College Of California	San Francisco	CA	110,500	55,200	6.7	5.9	43.7	1.5	2.9	0.1	-0.9	-2.3	510
2124	Bentley University	Boston	MA	119,600	79,800	4.9	4.6	60.6	4.9	2.9	0.2	-0.9	-2.7	834
20757	Briarcliffe College	New York	NY	64,800	34,200	15.4	0.6	19.1	0.1	2.9	0.0	7.9	11.7	430

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1107	Southern Arkansas University	Magnolia	AR	60,500	35,300	17.6	0.1	16.7	0.8	2.9	0.1	1.7	3.8	491
2882	Syracuse University	Syracuse	NY	119,700	61,100	5.7	7.2	51.6	3.2	2.9	0.2	2.4	1.5	2,556
9994	Passaic County Community College	Newark	NJ	36,400	25,200	32.6	0.0	9.0	0.0	2.9	0.0	-7.2	-9.8	522
1171	Harvey Mudd College	Los Angeles	CA	139,800	82,400	3.9	5.4	74.4	15.4	2.9	0.6	-2.0	-1.4	164
7279	Hawaii Pacific University	Honolulu	HI	68,600	41,100	13.4	0.9	21.9	0.6	2.9	0.1	-7.5	-16.8	923
5732	University Of Arkansas Community College At Hope	Hot Springs	AR	43,500	23,900	26.6	0.4	11.0	0.0	2.9	0.0	2.5	11.5	250
10115	University Of Texas At San Antonio	San Antonio	TX	74,300	43,000	12.8	0.7	22.8	0.6	2.9	0.1	-3.0	-5.7	2,248
3603	Ranger College	Abilene	TX	45,700	29,900	22.5	0.0	12.9	0.0	2.9	0.0	-7.3	-7.4	180
2711	Cornell University	Elmira	NY	143,300	79,800	4.9	9.1	59.4	10.4	2.9	0.5	-0.8	-1.9	3,074
7466	Lim College	New York	NY	80,700	38,000	9.3	1.9	31.2	5.4	2.9	0.5	-2.3	-8.5	71
20662	New School, The	New York	NY	95,800	32,800	10.6	6.9	27.3	1.1	2.9	0.1	-0.5	-2.8	576
3581	Lamar University	Beaumont	TX	77,200	39,400	13.6	0.4	21.4	0.2	2.9	0.0	1.0	7.9	1,484
1416	University Of Bridgeport	Bridgeport	CT	56,600	31,900	16.6	0.6	17.5	0.1	2.9	0.0	0.3	-9.4	134
3634	Texas State Technical College	Waco	TX	56,400	33,900	19.1	0.3	15.1	0.2	2.9	0.0	-3.4	-1.5	1,095
3394	Wilkes University	Scranton	PA	80,100	52,500	6.4	1.4	44.7	2.9	2.9	0.2	0.8	-2.7	360
3553	Cisco College	Abilene	TX	53,600	29,600	18.2	0.4	15.8	0.0	2.9	0.0	0.9	-2.0	624
3181	Southwestern Oklahoma State University	Elk City	OK	61,700	37,300	14.2	0.3	20.2	0.6	2.9	0.1	-5.1	-10.7	786
3668	Wharton County Junior College	Pearland	TX	75,500	36,100	12.7	0.6	22.6	1.0	2.9	0.1	0.5	6.2	1,259
2962	Shaw University	Raleigh	NC	37,800	24,200	30.3	0.2	9.5	0.0	2.9	0.0	-5.6	-1.5	276
2704	College Of New Rochelle	New York	NY	40,400	30,800	24.1	0.0	11.9	0.0	2.9	0.0	-0.6	-9.8	222
32103	Le Cordon Bleu College Of Culinary Arts of Pasadena, CA	Los Angeles	CA	64,800	27,600	17.4	2.0	16.5	0.0	2.9	0.0	6.9	11.6	132
2005	Nicholls State University	Houma	LA	69,800	38,900	15.3	0.5	18.7	0.8	2.9	0.1	-11.1	-19.5	1,354
1671	Depaul University	Chicago	IL	99,900	51,300	6.6	4.6	43.0	2.1	2.9	0.1	-1.0	-3.4	1,937
3249	Community College Of Philadelphia	Philadelphia	PA	43,600	27,900	24.1	0.1	11.8	0.1	2.8	0.0	1.2	3.4	2,589
3654	University Of Saint Thomas of Houston, TX	Houston	TX	90,600	48,600	8.5	3.7	33.3	0.1	2.8	0.0	-0.5	-3.6	230
2950	North Carolina Central University	Raleigh	NC	45,600	32,300	21.1	0.2	13.4	0.3	2.8	0.1	-0.6	2.2	641
2625	William Paterson University Of New Jersey	Newark	NJ	89,500	46,900	8.8	0.4	32.3	0.6	2.8	0.1	-0.9	-0.1	1,287
3578	University Of The Incarnate Word	San Antonio	TX	69,900	40,200	14.6	1.7	19.4	0.8	2.8	0.1	-4.6	-5.2	307
1086	University Of Arkansas At Pine Bluff	Pine Bluff	AR	35,400	28,200	32.3	0.1	8.8	0.0	2.8	0.0	-6.4	-2.3	597
3	San Bernardino Community College District	Los Angeles	CA	55,000	25,900	22.1	0.3	12.8	0.2	2.8	0.0	-3.9	-2.7	2,299
1566	Fort Valley State University	Macon	GA	45,100	30,900	23.7	0.0	11.9	0.0	2.8	0.0	1.0	9.3	381
3591	McMurry University	Abilene	TX	78,000	39,900	13.6	0.4	20.7	0.0	2.8	0.0	-4.0	2.0	224
2121	Babson College	Boston	MA	140,500	95,300	4.1	11.4	68.2	10.4	2.8	0.4	3.3	4.8	314
1768	Saint Xavier University	Chicago	IL	82,800	44,500	8.9	0.6	31.4	0.9	2.8	0.1	0.9	-0.3	402

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3446	South Carolina State University	Columbia	SC	42,000	33,500	26.0	0.0	10.7	0.0	2.8	0.0	-4.5	-0.2	624
2528	Miles Community College	Miles City	MT	51,800	30,500	15.7	0.2	17.7	2.5	2.8	0.4	-5.2	-10.0	107
2076	Hood College	Washington DC	MD	92,600	45,800	6.4	0.7	43.5	0.0	2.8	0.0	-2.1	-8.2	127
1746	Robert Morris University Illinois	Chicago	IL	44,800	30,400	24.7	0.1	11.3	0.0	2.8	0.0	-5.8	-9.1	1,088
2021	Northwestern State University	Shreveport	LA	57,700	32,900	20.8	0.2	13.4	0.8	2.8	0.2	-9.1	-10.3	1,715
3929	Eastern Wyoming College	Torrington	WY	54,500	27,800	18.1	0.0	15.4	0.0	2.8	0.0	-7.9	-17.0	205
13	Kern & North Orange County Community College Districts	Los Angeles	CA	63,600	30,000	17.8	0.2	15.6	0.2	2.8	0.0	0.5	4.3	8,556
1258	Pacific Union College	San Francisco	CA	96,400	50,700	6.2	1.9	45.1	10.3	2.8	0.6	1.8	3.7	233
1321	University Of California, Santa Cruz	San Jose	CA	115,400	46,100	7.4	2.7	37.6	0.8	2.8	0.1	0.0	0.6	2,342
3692	Norwich University	Claremont	VT	88,200	54,600	8.2	0.9	33.7	0.0	2.8	0.0	-3.7	-7.2	374
1500	Broward College	Miami	FL	54,900	30,200	19.6	0.6	14.2	0.2	2.8	0.0	0.4	3.6	4,263
2735	Hilbert College	Buffalo	NY	66,300	40,200	12.0	0.0	23.0	0.0	2.8	0.0	-0.7	0.1	118
5594	D G Erwin Technical Center	Tampa	FL	42,500	25,300	28.8	0.4	9.6	0.0	2.8	0.0	-29.7	-40.5	166
21207	San Joaquin Valley College	Fresno	CA	36,000	21,500	34.8	0.1	7.9	0.0	2.8	0.0	-14.3	-18.5	537
1537	University Of South Florida	Tampa	FL	80,500	42,400	9.6	1.2	28.8	1.9	2.7	0.2	-2.1	-4.7	3,499
113	Lincoln Technical Institute And Lincoln College Of Technology	Nashville	TN	47,200	27,800	22.8	0.2	12.0	0.1	2.7	0.0	2.6	2.6	4,431
3806	Alderson Broaddus University	Elkins	WV	59,500	37,800	12.7	0.0	21.5	0.1	2.7	0.0	1.4	-8.3	126
2430	Pearl River Community College	Gulfport	MS	45,700	24,700	27.7	0.2	9.8	0.1	2.7	0.0	-5.7	-2.8	783
2436	Southwest Mississippi Community College	McComb	MS	44,100	25,300	30.4	0.2	8.9	0.3	2.7	0.1	-3.7	3.6	415
25594	Intercoast Colleges	Portland	ME	33,000	16,900	39.0	0.1	7.0	0.0	2.7	0.0	-23.5	-23.1	83
2905	North Carolina Agricultural & Technical State University	Greensboro	NC	52,600	34,300	17.2	0.2	15.8	0.0	2.7	0.0	-3.1	-2.0	1,535
2031	University Of Louisiana At Lafayette	Lafayette	LA	75,800	39,200	13.5	1.0	20.1	0.6	2.7	0.1	-5.8	-8.0	2,586
21171	Art Institute Of Houston	Houston	TX	58,000	30,300	17.1	0.9	15.8	0.0	2.7	0.0	-2.5	-1.9	401
1325	University Of San Francisco	San Francisco	CA	106,900	56,900	5.9	6.2	46.2	0.9	2.7	0.1	-0.3	-3.5	606
93	City Colleges Of Chicago	Chicago	IL	39,400	25,300	28.9	0.2	9.3	0.1	2.7	0.0	0.1	0.7	3,366
1940	Southwestern College	Winfield	KS	71,300	42,600	11.4	0.1	23.8	2.5	2.7	0.3	-5.7	-9.5	119
202	San Diego Community College District	San Diego	CA	63,200	30,900	17.5	1.0	15.5	0.2	2.7	0.0	0.2	0.7	4,153
2859	SUNY College Of Agriculture & Technology At Morrisville	Syracuse	NY	54,000	30,700	18.2	0.2	14.8	0.0	2.7	0.0	-3.1	-6.4	656
8878	Miami International University Of Art & Design	Miami	FL	46,300	22,900	24.8	0.9	10.9	0.0	2.7	0.0	-3.0	-3.2	203
3816	Southern West Virginia Community And Technical College	Charleston	WV	55,300	21,400	22.4	0.1	12.0	0.0	2.7	0.0	4.4	5.2	467
1085	University Of Arkansas At Monticello	Pine Bluff	AR	58,800	31,400	20.9	0.2	12.9	0.0	2.7	0.0	5.1	11.9	435
2114	American International College	Springfield	MA	68,700	41,900	14.6	0.6	18.5	0.0	2.7	0.0	-4.4	-6.9	172
2660	San Juan College	Farmington	NM	59,400	25,600	18.0	0.3	14.9	0.0	2.7	0.0	-4.4	-3.0	836
2218	Suffolk University	Boston	MA	88,100	47,600	7.7	2.3	35.0	0.8	2.7	0.1	-0.1	-1.8	541

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4608	Barton County Community College	Great Bend	KS	52,600	31,600	18.6	0.1	14.4	0.0	2.7	0.0	-5.7	-11.0	806
10405	Pinnacle Career Institute	Kansas City	MO	51,200	31,900	14.9	0.0	17.9	0.0	2.7	0.0	10.1	6.7	68
2422	Mississippi University For Women	Columbus	MS	68,500	31,900	15.3	0.1	17.5	1.0	2.7	0.2	4.0	8.5	233
3832	Alverno College	Milwaukee	WI	65,600	33,200	15.0	0.5	17.7	1.4	2.7	0.2	-1.5	-5.3	161
3621	St. Edward's University	Austin	TX	101,100	42,600	10.9	6.4	24.4	1.6	2.7	0.2	-4.0	-6.4	373
7468	School Of Visual Arts	New York	NY	95,200	37,400	8.3	3.0	31.9	2.2	2.7	0.2	-0.5	-3.8	532
1757	Southeastern Illinois College	Harrisburg	IL	55,500	29,600	16.5	0.1	16.0	0.0	2.7	0.0	2.6	0.0	246
3482	Christian Brothers University	Memphis	TN	97,600	52,000	6.6	2.2	40.4	4.3	2.6	0.3	2.8	9.4	232
1531	Stetson University	Deltona	FL	98,300	44,500	7.3	4.0	36.4	2.1	2.6	0.2	-0.1	0.1	444
10	Rancho Santiago Community College District	Los Angeles	CA	63,600	33,700	16.0	0.8	16.6	0.3	2.6	0.0	-2.6	-3.1	2,269
9387	Perry Technical Institute	Yakima	WA	82,000	52,200	7.2	1.6	36.5	0.0	2.6	0.0	5.8	13.4	72
2601	Cumberland County College	Philadelphia	NJ	59,900	32,200	15.0	0.1	17.7	0.0	2.6	0.0	1.4	1.8	515
2798	Pratt Institute	New York	NY	96,100	33,200	9.7	3.4	27.2	1.5	2.6	0.1	-2.4	-4.8	465
3155	Eastern Oklahoma State College	Fort Smith	OK	45,500	30,300	23.4	0.4	11.3	0.0	2.6	0.0	-5.0	-9.5	297
1538	University Of Tampa	Tampa	FL	92,900	44,700	8.1	3.7	32.4	0.0	2.6	0.0	-3.7	-9.4	541
21136	American Intercontinental University	Chicago	IL	44,700	22,100	26.0	0.5	10.1	0.3	2.6	0.1	1.2	6.7	1,596
2957	Queens University Of Charlotte	Charlotte	NC	99,700	38,300	7.0	1.6	37.8	0.0	2.6	0.0	0.3	1.3	189
3172	Oklahoma State University Institute Of Technology - Okmulgee	Okmulgee	OK	53,900	33,100	17.3	0.1	15.2	0.3	2.6	0.1	-0.2	-1.5	551
3609	San Jacinto Community College District	Houston	TX	71,500	37,100	12.5	0.3	21.1	0.1	2.6	0.0	1.0	3.2	3,710
3447	Spartanburg Methodist College	Spartanburg	SC	60,600	30,400	20.2	0.5	13.0	0.0	2.6	0.0	-4.0	-2.0	146
207	West Hills Community College District	Fresno	CA	46,100	25,600	22.5	0.2	11.7	0.0	2.6	0.0	-6.2	-7.9	808
2225	Wentworth Institute Of Technology	Boston	MA	93,600	59,700	6.7	0.8	39.1	0.0	2.6	0.0	-2.4	-7.2	613
1535	University Of Florida	Gainesville	FL	106,100	56,700	6.1	2.7	42.8	3.5	2.6	0.2	0.1	-0.1	6,627
2404	East Central Community College	Meridian	MS	41,600	28,000	30.6	0.1	8.5	0.4	2.6	0.1	-6.0	-1.2	484
25256	Art Institute Of New York City	New York	NY	45,900	26,900	24.4	0.4	10.7	1.1	2.6	0.3	1.6	0.4	245
3656	University Of Texas At Arlington	Fort Worth	TX	83,600	46,500	9.3	0.8	27.9	1.3	2.6	0.1	1.5	5.8	1,680
2192	Mount Holyoke College	Springfield	MA	108,700	48,900	6.0	4.7	43.3	4.3	2.6	0.3	-0.5	-1.2	405
3954	University Of Central Florida	Orlando	FL	91,200	46,000	7.2	1.5	36.0	1.3	2.6	0.1	-1.4	-4.1	4,407
1041	Spring Hill College	Mobile	AL	107,000	45,100	6.6	5.6	39.6	6.5	2.6	0.4	2.5	6.4	231
4972	Galveston College	Houston	TX	45,600	30,900	25.7	0.1	10.1	0.0	2.6	0.0	-12.0	-5.9	234
1544	Albany State University	Albany	GA	43,800	31,900	23.3	0.1	11.1	0.0	2.6	0.0	2.1	10.0	521
16	San Mateo County Community College District	San Francisco	CA	77,000	37,800	10.5	0.6	24.4	0.6	2.6	0.1	0.9	-1.4	2,602
1728	Morton College	Chicago	IL	49,700	28,500	19.6	0.0	13.1	0.0	2.6	0.0	-0.6	2.7	690

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3748	Eastern Shore Community College	Chincoteague	VA	35,800	24,200	37.0	0.1	6.9	0.0	2.6	0.0	-16.4	-6.0	130
21661	Elaine P. Nunez Community College	New Orleans	LA	47,200	23,800	25.5	0.1	10.0	0.1	2.6	0.0	8.0	13.6	292
2017	Mcneese State University	Lake Charles	LA	75,800	36,300	12.8	0.4	20.0	0.8	2.6	0.1	-3.2	-4.2	1,362
2643	Union County College	Newark	NJ	62,400	33,600	15.8	0.3	16.1	0.2	2.6	0.0	-0.4	0.9	1,117
19	Foothill-Deanza Community College District	San Jose	CA	80,200	33,900	13.0	1.7	19.7	0.8	2.6	0.1	-0.3	-2.1	4,001
7635	Capital Community College	Bridgeport	CT	46,200	28,900	24.2	0.1	10.5	0.0	2.5	0.0	3.6	7.6	312
1399	Norwalk Community College	Bridgeport	CT	70,200	31,700	13.3	2.5	19.1	0.0	2.5	0.0	1.3	0.9	620
2205	Quincy College	Boston	MA	69,000	29,100	13.2	0.3	19.2	0.7	2.5	0.1	1.2	-0.9	360
3646	Texas Woman's University	Dallas	TX	82,600	40,200	9.4	0.6	27.1	0.0	2.5	0.0	2.3	5.4	434
2858	State University Of New York At Farmingdale	New York	NY	85,600	44,200	8.9	0.7	28.3	0.0	2.5	0.0	-2.7	-8.7	753
3174	Oklahoma Panhandle State University	Guymon	OK	56,900	33,600	12.2	0.2	20.7	0.0	2.5	0.0	2.7	3.2	183
1186	College Of The Sequoias	Fresno	CA	51,500	27,500	21.8	0.3	11.6	0.0	2.5	0.0	-2.7	-0.1	1,765
1486	Florida Memorial University	Miami	FL	33,400	29,300	31.7	0.1	8.0	0.0	2.5	0.0	-26.7	54.4	256
4743	Clovis Community College	Clovis	NM	44,300	26,600	24.7	0.1	10.2	0.3	2.5	0.1	-1.5	-3.4	424
3359	Robert Morris University	Pittsburgh	PA	83,600	48,300	5.9	1.3	42.9	0.1	2.5	0.0	-0.2	-4.2	479
11112	Fashion Institute Of Design & Merchandising	Los Angeles	CA	76,300	28,200	11.2	2.2	22.5	0.1	2.5	0.0	-2.9	-7.6	933
2988	Bismarck State College	Bismarck	ND	68,300	40,400	10.1	0.4	25.0	0.8	2.5	0.1	-4.0	-13.2	785
1174	Scripps College	Los Angeles	CA	126,300	46,400	5.1	8.2	49.1	3.7	2.5	0.2	-3.2	-7.0	185
3727	Northern Virginia Community College	Washington DC	VA	86,200	37,300	9.7	0.6	26.0	0.3	2.5	0.0	-1.2	-1.0	5,319
7111	North Country Community College	Plattsburgh	NY	61,000	24,900	18.5	0.2	13.6	0.0	2.5	0.0	1.5	-0.3	211
3146	Western Oklahoma State College	Altus	OK	52,100	29,300	18.9	0.4	13.3	0.7	2.5	0.1	-2.9	-14.4	258
3176	Carl Albert State College	Fort Smith	OK	45,700	23,900	24.4	0.1	10.3	0.3	2.5	0.1	-9.7	-13.1	360
3573	Hill College	Waco	TX	58,200	29,400	17.1	0.2	14.7	0.0	2.5	0.0	-4.6	-8.1	489
2598	Caldwell College	Newark	NJ	84,300	45,400	7.2	1.4	35.0	0.0	2.5	0.0	0.2	-1.2	216
9344	Ramapo College Of New Jersey	Newark	NJ	106,400	49,600	6.2	1.4	40.2	0.0	2.5	0.0	-2.6	-5.1	699
2600	College Of Saint Elizabeth	Newark	NJ	75,200	44,700	9.4	0.6	26.5	0.0	2.5	0.0	3.8	8.6	119
3303	Carlow University	Pittsburgh	PA	66,100	37,900	12.0	0.7	20.9	0.0	2.5	0.0	-1.0	-5.8	157
2855	SUNY College Of Technology At Canton	Watertown	NY	52,600	30,300	21.0	0.0	11.9	0.0	2.5	0.0	-4.0	-6.9	439
7947	Beth Medrash Govoha Of America	Toms River	NJ	91,100	20,900	18.2	6.0	13.7	1.3	2.5	0.2	-2.9	6.8	136
1348	Colorado School Of Mines	Denver	CO	111,500	81,500	3.9	1.5	64.0	6.6	2.5	0.3	-0.3	-2.2	512
1024	University Of West Alabama	Demopolis	AL	60,200	35,800	18.1	0.4	13.7	0.0	2.5	0.0	0.0	4.9	335
3747	University Of Virginia's College At Wise	Big Stone Gap	VA	69,900	38,200	13.1	0.7	19.0	0.0	2.5	0.0	-7.6	-13.2	214

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1365	Colorado State University-Pueblo	Pueblo	CO	72,300	38,100	10.2	0.5	24.3	0.1	2.5	0.0	1.2	1.5	499
2990	Jamestown College	Jamestown	ND	75,200	43,100	5.6	0.1	44.4	3.5	2.5	0.2	-1.0	-15.1	207
11678	State University Of New York Institute Of Technology At Utica	Syracuse	NY	78,000	51,300	7.8	0.1	31.5	0.0	2.5	0.0	4.0	2.4	95
2881	SUNY Westchester Community College	New York	NY	74,100	35,000	11.8	1.0	20.9	0.5	2.5	0.1	3.6	4.8	1,798
2825	Saint Joseph's College of Brooklyn, NY	New York	NY	96,700	61,200	5.7	0.6	43.4	1.4	2.5	0.1	0.8	-3.9	430
6799	Craven Community College	Jacksonville	NC	57,200	29,600	18.6	0.1	13.2	0.0	2.5	0.0	-1.3	-1.5	472
2901	Wells College	Syracuse	NY	74,900	41,500	7.6	0.8	32.2	0.0	2.5	0.0	0.3	-7.0	80
11649	Loyola Marymount University	Los Angeles	CA	131,800	56,200	5.4	8.6	45.9	3.1	2.5	0.2	-2.4	-7.0	1,016
2089	Prince George's Community College	Washington DC	MD	65,100	35,700	12.4	0.1	19.8	0.0	2.5	0.0	-1.5	-3.5	1,863
5619	North Georgia Technical College	Gainesville	GA	42,300	17,700	29.5	0.4	8.3	0.0	2.5	0.0	-2.2	-4.4	207
10195	Art Institute Of Fort Lauderdale	Miami	FL	55,400	25,700	19.7	1.0	12.5	0.3	2.5	0.0	1.0	3.5	527
3798	University Of Washington - Seattle	Seattle	WA	108,100	57,500	5.4	2.5	45.6	2.7	2.5	0.1	0.3	-0.9	4,798
1071	Arizona Western College	Yuma	AZ	38,600	28,000	27.5	0.1	8.9	0.0	2.4	0.0	-7.0	-6.7	766
2329	Wayne State University	Detroit	MI	81,800	38,400	12.6	0.5	19.4	0.3	2.4	0.0	5.6	8.9	1,782
37	Alamo Community College District	San Antonio	TX	50,600	29,800	21.8	0.3	11.2	0.0	2.4	0.0	-3.9	-3.2	6,901
8310	Auburn University Montgomery	Montgomery	AL	73,600	35,400	13.5	0.4	18.0	0.7	2.4	0.1	-0.7	3.5	668
3518	Southern Adventist University	Chattanooga	TN	80,500	42,700	8.7	1.9	28.1	3.9	2.4	0.3	-3.9	-4.3	359
2610	Felician College	Newark	NJ	73,300	40,400	12.8	0.6	19.0	0.0	2.4	0.0	-0.8	-2.3	150
2199	Northeastern University	Boston	MA	108,300	61,800	5.1	3.8	47.4	1.7	2.4	0.1	-2.1	-7.7	2,601
3576	Houston Baptist University	Houston	TX	93,400	43,100	8.9	2.3	27.3	1.3	2.4	0.1	0.4	2.2	289
13208	Baptist Bible College	Springfield	MO	67,700	27,100	12.0	0.4	20.3	0.1	2.4	0.0	-5.0	-9.1	125
2928	Fayetteville State University	Fayetteville	NC	41,400	28,700	25.2	0.1	9.6	0.4	2.4	0.1	-2.7	3.0	636
9741	University Of Texas At Dallas	Dallas	TX	100,800	57,100	5.8	1.4	42.0	3.8	2.4	0.2	2.0	3.4	772
12877	Sanford-Brown College of Farmington, CT	Bridgeport	CT	45,400	26,800	23.4	0.6	10.4	0.0	2.4	0.0	-6.0	0.6	184
2992	University Of Mary	Bismarck	ND	79,700	49,800	5.6	0.3	43.0	2.3	2.4	0.1	-3.3	-8.6	296
2279	Lawrence Technological University	Detroit	MI	95,100	54,600	7.7	0.8	31.4	1.4	2.4	0.1	-0.9	-0.9	295
2416	Mississippi Delta Community College	Greenville	MS	30,100	20,800	39.7	0.1	6.1	0.1	2.4	0.1	-4.6	1.4	645
11930	Roxbury Community College	Boston	MA	32,700	27,400	36.6	0.1	6.6	0.0	2.4	0.0	-4.5	-6.1	144
3641	Texas Lutheran University	San Antonio	TX	92,800	47,600	6.3	1.1	38.0	2.7	2.4	0.2	4.2	7.0	269
1098	Henderson State University	Hot Springs	AR	63,900	36,200	13.5	0.5	17.8	0.0	2.4	0.0	-0.3	2.3	504
2224	Wellesley College	Boston	MA	142,500	56,300	5.5	9.9	43.6	8.1	2.4	0.4	-0.4	0.2	528
23485	Lamar State College - Port Arthur	Beaumont	TX	61,100	27,800	22.2	0.6	10.9	0.0	2.4	0.0	-3.5	-1.7	444
3283	Lackawanna College	Scranton	PA	55,200	26,400	20.4	0.3	11.8	0.0	2.4	0.0	-0.6	-2.0	274

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2238	Andrews University	South Bend	MI	73,900	37,200	9.3	1.7	25.7	0.1	2.4	0.0	-3.0	-13.5	263
5596	Emily Griffith Technical College	Denver	CO	50,200	26,500	20.7	0.1	11.6	0.0	2.4	0.0	1.4	0.4	307
1433	Wesley College	Dover	DE	81,500	44,100	9.9	0.4	24.2	0.8	2.4	0.1	-1.6	3.7	324
2326	University Of Michigan - Dearborn	Detroit	MI	105,200	50,200	6.6	1.1	36.1	3.6	2.4	0.2	3.0	6.9	700
1015	Enterprise State Community College	Dothan	AL	59,300	26,500	19.6	0.3	12.2	0.0	2.4	0.0	-0.2	6.2	289
1294	Southwestern Community College District	San Diego	CA	54,200	28,200	20.2	0.2	11.8	0.2	2.4	0.0	-2.0	-2.3	2,577
3391	Waynesburg University	Pittsburgh	PA	74,000	42,900	10.1	0.2	23.6	1.2	2.4	0.1	-4.5	-9.7	260
3728	Old Dominion University	Virginia Beach	VA	82,400	44,300	8.5	0.5	28.0	0.2	2.4	0.0	-2.9	-7.0	1,549
12362	Northwestern College of Bridgeview, IL	Chicago	IL	43,300	25,800	25.0	0.3	9.5	0.0	2.4	0.0	3.4	5.7	464
1125	California Baptist University	Los Angeles	CA	82,600	36,200	7.6	0.4	30.9	0.0	2.4	0.0	-0.7	-1.7	197
50	Troy University And Troy State Universities, Montgomery And Dothan	Troy	AL	64,400	35,800	15.6	0.2	15.1	0.3	2.4	0.0	-2.1	-0.4	1,424
2681	Canisius College	Buffalo	NY	94,200	50,900	7.1	1.3	33.1	2.9	2.4	0.2	-1.3	-3.7	653
2206	Regis College	Boston	MA	86,900	45,200	8.6	0.3	27.3	0.0	2.4	0.0	6.7	8.5	146
27	West Valley-Mission Community College District	San Jose	CA	91,600	36,700	8.6	1.5	27.4	0.5	2.4	0.0	1.4	-0.3	1,567
4072	Northwood University	Saginaw	MI	86,000	45,400	9.7	3.6	24.4	3.1	2.4	0.3	-0.9	0.0	673
1090	Arkansas State University	Jonesboro	AR	60,800	34,500	15.9	0.4	14.8	0.4	2.4	0.1	2.1	3.5	1,957
1102	Ouachita Baptist University	Hot Springs	AR	88,300	40,000	9.2	0.5	25.6	0.1	2.4	0.0	-6.4	-13.3	298
1055	University Of Alabama In Huntsville	Huntsville	AL	91,300	45,800	7.9	0.8	29.6	0.0	2.4	0.0	-0.6	-1.2	636
42	Yuba Community College District	Chico	CA	48,700	25,400	20.4	0.1	11.5	0.0	2.4	0.0	-0.8	-6.6	1,241
2150	Fisher College	Boston	MA	55,800	27,800	18.6	0.8	12.7	0.0	2.3	0.0	-0.7	-10.4	229
25395	Irvine Valley College	Los Angeles	CA	81,200	30,900	12.0	1.4	19.6	0.4	2.3	0.0	-0.6	-3.8	708
3572	Trinity Valley Community College	Tyler	TX	55,700	29,000	19.4	0.1	12.1	0.0	2.3	0.0	-1.8	-2.2	842
2433	Rust College	Memphis	MS	33,000	22,500	35.5	0.1	6.6	0.0	2.3	0.0	-5.8	-6.9	175
1108	University Of Arkansas	Fayetteville	AR	93,400	45,800	7.2	2.3	32.6	2.2	2.3	0.2	-3.4	-7.8	2,286
1586	Oglethorpe University	Atlanta	GA	98,600	42,700	7.1	2.6	32.8	0.1	2.3	0.0	5.2	12.4	146
2197	Nichols College	Boston	MA	95,300	56,800	4.5	1.5	52.3	0.2	2.3	0.0	3.5	-3.5	222
20	State Center Community College District	Fresno	CA	47,600	25,200	24.7	0.2	9.4	0.1	2.3	0.0	-3.0	-0.4	5,160
5316	Coastal Carolina Community College	Jacksonville	NC	56,700	28,000	17.0	0.3	13.7	0.0	2.3	0.0	-0.6	-2.6	901
2880	Ulster County Community College	Poughkeepsie	NY	66,300	29,000	15.5	0.3	15.0	0.4	2.3	0.1	-2.6	-3.9	484
1962	University Of The Cumberlands	London	KY	67,000	36,000	12.5	0.3	18.5	0.1	2.3	0.0	0.4	-3.6	265
5267	Northwest Kansas Technical College	Goodland	KS	57,100	35,300	15.3	0.1	15.2	0.0	2.3	0.0	-3.4	-0.5	110
2208	Simmons College	Boston	MA	89,800	50,900	5.7	2.8	40.8	0.0	2.3	0.0	-2.8	-11.2	240

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23154	Northeast Texas Community College	Texarkana	TX	51,100	28,500	20.4	0.2	11.4	0.4	2.3	0.1	-0.1	4.0	413
2603	Drew University	Newark	NJ	140,400	55,600	4.1	7.2	56.5	2.4	2.3	0.1	3.1	5.3	340
10395	University Of San Diego	San Diego	CA	139,300	61,200	4.9	12.3	46.8	1.0	2.3	0.1	-1.9	-4.4	894
25039	Warren County Community College	Newark	NJ	78,600	33,400	10.0	0.6	23.1	0.0	2.3	0.0	-2.4	1.7	138
6661	Angelina College	Huntsville	TX	45,900	25,100	26.2	0.1	8.8	0.6	2.3	0.2	-7.2	-5.1	872
1717	MacMurray College	Jacksonville	IL	75,500	38,600	10.3	0.1	22.3	2.0	2.3	0.2	5.0	10.2	148
2728	Hamilton College	Syracuse	NY	164,600	60,300	3.9	12.9	59.8	4.1	2.3	0.2	-1.1	-1.6	437
3523	Tennessee Technological University	Cookeville	TN	78,400	39,700	9.5	0.8	24.2	0.0	2.3	0.0	-1.8	-2.1	1,299
3317	Cheyney University Of Pennsylvania	Philadelphia	PA	38,600	26,500	27.9	0.0	8.3	0.0	2.3	0.0	-5.0	-9.6	227
1073	Eastern Arizona College	Safford	AZ	60,900	23,800	14.3	0.1	16.0	0.0	2.3	0.0	0.9	-0.7	454
2873	Nassau Community College	New York	NY	80,100	36,000	10.6	0.6	21.6	0.3	2.3	0.0	0.2	-0.6	4,225
11161	Texas A&M University - Corpus Christi	Corpus Christi	TX	81,700	43,400	9.7	0.7	23.8	0.9	2.3	0.1	2.3	5.1	791
3987	La Roche College	Pittsburgh	PA	78,700	39,800	9.0	0.7	25.6	0.0	2.3	0.0	-0.6	0.3	213
2411	Jones County Junior College	Laurel	MS	49,100	26,700	24.7	0.4	9.3	0.0	2.3	0.0	-0.9	4.1	1,448
3619	Southwestern Adventist University	Fort Worth	TX	66,100	37,100	11.2	0.1	20.5	0.5	2.3	0.1	-2.4	-8.6	98
3370	Swarthmore College	Philadelphia	PA	135,900	56,700	4.7	9.0	49.1	13.0	2.3	0.6	-0.5	-3.2	325
1570	Southern Polytechnic State University	Atlanta	GA	92,400	54,800	5.8	0.7	39.2	0.0	2.3	0.0	1.2	3.5	358
2744	Keuka College	Buffalo	NY	67,700	42,100	12.8	0.3	17.8	0.0	2.3	0.0	-3.8	-8.7	199
30321	Altamaha Technical College	Hinesville	GA	35,700	14,500	37.0	0.1	6.2	0.0	2.3	0.0	-9.7	-3.3	122
3543	Austin College	Sherman	TX	109,300	49,700	5.8	3.3	39.6	1.9	2.3	0.1	-1.3	-2.7	299
3781	Highline Community College	Seattle	WA	76,500	34,700	11.1	0.2	20.6	0.6	2.3	0.1	3.5	5.1	1,052
1237	Merced Community College	Modesto	CA	48,400	25,400	24.0	0.2	9.5	0.1	2.3	0.0	-4.0	-0.5	1,336
2417	Mississippi Gulf Coast Community College	Gulfport	MS	56,800	27,100	19.4	0.2	11.7	0.3	2.3	0.1	1.1	1.8	1,792
1030	Bishop State Community College	Mobile	AL	31,400	20,400	40.9	0.1	5.5	0.0	2.3	0.0	-9.2	-0.7	642
3153	Connors State College	Muskogee	OK	49,000	27,300	20.6	0.1	11.0	0.0	2.3	0.0	1.9	2.6	367
20923	Hohokus School - RETS/Nutley	Newark	NJ	41,700	29,500	27.1	0.2	8.4	0.0	2.3	0.0	-11.4	-26.0	64
7289	Central Wyoming College	Riverton	WY	52,100	26,000	19.4	0.3	11.7	0.6	2.3	0.1	-4.7	-9.8	238
1280	San Joaquin Delta College	Sacramento	CA	66,300	30,700	16.0	0.3	14.1	0.2	2.3	0.0	1.5	2.4	2,259
2413	Meridian Community College	Meridian	MS	41,300	25,100	28.9	0.3	7.8	0.3	2.3	0.1	-3.3	1.6	614
2853	SUNY Maritime College	New York	NY	103,800	90,500	4.4	0.2	51.6	13.3	2.3	0.6	-0.8	-2.8	115
1143	California Polytechnic State University	Santa Barbara	CA	124,800	65,500	4.2	3.1	53.6	3.8	2.2	0.2	-1.8	-4.4	2,888
7437	Pittsburgh Technical Institute	Pittsburgh	PA	58,900	33,400	15.4	0.3	14.6	0.0	2.2	0.0	2.4	7.3	792
1326	Santa Clara University	San Jose	CA	149,900	72,500	3.6	10.8	62.0	5.5	2.2	0.2	-1.5	-4.0	990
2403	Delta State University	Greenville	MS	71,000	37,600	16.3	0.2	13.8	0.6	2.2	0.1	-3.4	0.1	400
1305	Stanford University	San Jose	CA	172,600	84,800	3.6	14.5	62.7	18.5	2.2	0.7	0.7	0.7	1,516

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2139	Clark University	Boston	MA	103,000	49,600	5.3	5.0	42.5	3.1	2.2	0.2	-1.0	-3.8	416
211	University Of Maryland System (Except University College) And Baltimore City Community College	Washington DC	MD	102,800	53,500	7.6	1.3	29.3	0.9	2.2	0.1	-1.5	-3.2	11,705
10060	Vernon College	Vernon	TX	53,100	28,300	16.9	0.2	13.3	0.5	2.2	0.1	-2.0	-10.1	405
208	Yosemite Community College District	Modesto	CA	66,400	28,900	14.0	0.3	16.0	0.2	2.2	0.0	0.6	-0.8	2,879
2065	Notre Dame Of Maryland University	Baltimore	MD	81,100	45,900	9.1	0.9	24.7	0.0	2.2	0.0	0.0	-0.6	136
25593	United Education Institute	Los Angeles	CA	29,600	19,100	42.4	0.0	5.3	0.0	2.2	0.0	-8.5	-6.1	1,165
1857	Southwestern Community College of Creston, IA	Creston	IA	55,600	32,200	14.5	0.1	15.4	0.1	2.2	0.0	-4.8	-10.8	184
3366	Saint Francis University	Altoona	PA	80,200	51,300	6.4	0.7	34.5	0.0	2.2	0.0	-3.6	-11.0	265
3658	University Of Texas At Austin	Austin	TX	125,100	57,900	5.0	4.9	44.5	4.1	2.2	0.2	1.2	2.6	6,994
2008	Louisiana Tech University	Ruston	LA	81,500	42,200	10.7	0.9	20.7	0.8	2.2	0.1	-4.2	-5.6	1,877
5310	Pittsburgh Institute Of Aeronautics	Pittsburgh	PA	72,400	52,100	8.5	0.3	26.1	0.2	2.2	0.0	-1.6	0.4	148
11133	Eastern Idaho Technical College	Pocatello	ID	59,900	27,100	15.4	0.1	14.4	2.5	2.2	0.4	-4.2	-4.4	135
1830	Rose - Hulman Institute Of Technology	Terre Haute	IN	109,500	83,600	2.8	1.5	78.2	6.2	2.2	0.2	-1.4	-5.2	403
1172	Pitzer College	Los Angeles	CA	131,900	43,500	6.2	13.6	35.5	2.7	2.2	0.2	-3.3	-7.8	192
3628	Texarkana College	Texarkana	TX	61,200	28,500	18.8	0.3	11.7	0.0	2.2	0.0	0.9	4.5	689
3161	Northeastern State University	Muskogee	OK	62,100	33,800	15.9	0.4	13.8	0.5	2.2	0.1	-2.9	-0.3	865
2731	Hobart And William Smith Colleges	Buffalo	NY	120,400	52,700	6.1	9.5	35.8	3.4	2.2	0.2	-3.0	-5.7	419
2343	College Of Saint Scholastica	Duluth	MN	87,700	54,800	4.6	0.7	48.1	0.0	2.2	0.0	-0.7	-4.2	336
6789	Columbia - Greene Community College - SUNY Office Of Cmnty Colleg	Albany	NY	64,600	34,000	15.5	0.1	14.2	0.7	2.2	0.1	0.2	1.8	297
3242	Carnegie Mellon University	Pittsburgh	PA	134,400	78,400	4.1	6.4	53.2	11.3	2.2	0.5	-0.6	-1.7	1,077
2628	Rider University	Newark	NJ	102,100	51,600	5.8	2.2	37.4	3.0	2.2	0.2	-0.9	-4.9	761
3233	Alvernia University	Reading	PA	84,300	41,800	6.6	0.8	32.9	2.3	2.2	0.2	-2.1	-8.2	210
2899	Wagner College	New York	NY	114,400	58,000	5.2	3.2	42.2	0.0	2.2	0.0	-1.9	-5.2	379
2073	Goucher College	Baltimore	MD	106,300	41,800	6.2	4.9	35.3	2.0	2.2	0.1	0.3	-3.7	278
9962	Luna Community College	Las Vegas	NM	27,700	19,900	36.7	0.1	5.9	0.0	2.2	0.0	-11.1	-17.0	167
3279	Juniata College	State College	PA	92,100	49,500	4.6	1.3	47.6	2.4	2.2	0.1	-0.1	-4.8	293
2233	Worcester Polytechnic Institute	Boston	MA	109,500	85,200	3.2	2.0	67.6	3.6	2.2	0.1	0.5	-1.5	598
3931	Northwest College	Cody	WY	60,800	28,300	14.0	0.2	15.6	0.1	2.2	0.0	-6.0	-12.5	337
30344	Conservatory Of Recording Arts & Sciences	Phoenix	AZ	76,800	38,200	7.4	0.2	29.6	0.3	2.2	0.0	4.9	16.3	124
2777	Medaille College	Buffalo	NY	72,100	35,700	11.2	0.4	19.3	0.0	2.2	0.0	4.3	1.4	153
1031	Northeast Alabama Community College	Gadsden	AL	53,200	30,400	17.7	0.1	12.3	0.1	2.2	0.0	2.5	6.2	295

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6977	Great Basin College	Elko	NV	77,300	28,800	12.0	0.3	18.1	0.0	2.2	0.0	-2.0	-6.2	247
- 1	Colleges with insufficient data			50,500	27,700	22.5	0.6	9.6	0.2	2.2	0.0			325,296
1489	Florida State University	Tallahassee	FL	100,500	46,400	6.3	2.3	34.2	0.8	2.2	0.0	-1.6	-5.4	5,337
1467	Bethune Cookman University	Deltona	FL	43,000	32,500	23.4	0.1	9.2	0.0	2.2	0.0	-2.9	2.5	434
3805	Yakima Valley Community College	Yakima	WA	55,900	29,700	17.6	0.0	12.3	0.0	2.2	0.0	-1.8	0.6	793
1946	Tabor College	Newton	KS	74,000	32,800	5.6	0.9	38.8	0.2	2.2	0.0	-0.4	1.1	106
1355	Lamar Community College	Pueblo	CO	48,500	27,600	21.7	0.2	10.0	0.0	2.2	0.0	-6.7	-13.1	142
1444	George Washington University	Washington DC	DC	137,300	63,900	5.1	9.7	42.3	2.4	2.2	0.1	-2.6	-6.2	2,118
3008	Valley City State University	Jamestown	ND	62,700	41,800	11.1	0.1	19.4	0.0	2.2	0.0	-3.3	-16.1	148
1092	University Of Central Arkansas	Little Rock	AR	77,200	38,800	10.9	0.5	19.8	1.0	2.2	0.1	0.5	3.2	1,488
3665	West Texas A&M University	Amarillo	TX	74,600	39,900	10.4	0.2	20.7	0.7	2.2	0.1	-2.8	-2.7	907
3484	Covenant College	Chattanooga	GA	86,400	32,300	7.3	3.6	29.7	2.1	2.2	0.2	-2.4	-3.8	206
33283	Franklin Career Institute	New York	NY	25,100	14,400	50.0	0.3	4.3	0.0	2.2	0.0	-20.7	-18.8	60
2077	Johns Hopkins University	Baltimore	MD	142,300	75,000	3.7	8.8	58.6	14.7	2.2	0.5	-0.5	-1.9	927
4625	Delgado Community College	New Orleans	LA	43,800	25,500	28.8	0.2	7.5	0.1	2.1	0.0	-4.6	1.1	2,348
12182	Chattahoochee Valley Community College	Columbus	AL	48,300	27,400	23.0	0.3	9.4	0.1	2.1	0.0	3.1	9.6	263
3419	Charleston Southern University	Charleston	SC	70,500	36,900	12.0	0.6	17.9	1.2	2.1	0.1	-2.0	-1.4	368
2441	University Of Southern Mississippi	Hattiesburg	MS	76,700	37,200	12.7	1.0	16.9	0.7	2.1	0.1	1.9	4.3	1,623
1580	Mercer University	Macon	GA	90,000	46,400	7.8	2.2	27.4	1.5	2.1	0.1	-1.3	-3.9	581
20735	University Of Arkansas Community College At Batesville	Batesville	AR	48,700	21,400	22.8	0.1	9.4	0.0	2.1	0.0	0.7	8.9	188
1335	Victor Valley Community College	Los Angeles	CA	62,600	25,200	17.7	0.1	12.1	0.1	2.1	0.0	4.1	6.8	1,379
2651	Eastern New Mexico University	Clovis	NM	47,200	27,500	22.4	0.2	9.6	0.2	2.1	0.0	-4.0	-7.7	976
3714	Hampton University	Newport News	VA	79,500	45,900	8.0	0.6	26.9	0.5	2.1	0.0	-0.2	-5.4	923
9704	North Seattle College	Seattle	WA	71,200	28,800	11.9	0.8	17.9	0.0	2.1	0.0	-1.0	-6.2	439
11210	Bunker Hill Community College	Boston	MA	49,500	29,300	19.8	0.6	10.8	0.2	2.1	0.0	6.4	5.9	685
40	Louisiana State University System	Baton Rouge	LA	94,300	44,000	8.7	2.0	24.7	1.7	2.1	0.1	-1.8	-4.2	6,189
6750	Valencia College	Orlando	FL	62,000	29,600	15.7	0.7	13.6	0.3	2.1	0.0	2.2	6.2	4,958
11163	University Of Texas At Tyler	Tyler	TX	80,500	40,600	7.5	1.0	28.5	0.0	2.1	0.0	0.4	-4.2	183
25693	Le Cordon Bleu College Of Culinary Arts of Dallas, TX	Dallas	TX	64,800	30,200	13.3	1.3	16.0	1.6	2.1	0.2	9.2	10.6	87
3575	Howard Payne University	Brownwood	TX	69,200	36,800	10.5	0.4	20.3	0.3	2.1	0.0	-2.5	-5.4	267
4713	Three Rivers Community College of Poplar Bluff, MO	Poplar Bluff	MO	46,700	24,500	22.6	0.1	9.4	0.3	2.1	0.1	2.4	5.8	621
2991	Lake Region State College	Devils Lake	ND	54,300	36,800	15.4	0.2	13.8	0.0	2.1	0.0	-5.8	-12.5	243
2219	Tufts University	Boston	MA	187,900	73,100	3.4	14.4	62.2	10.3	2.1	0.4	0.0	-1.8	1,109
1621	Lewis-Clark State College	Lewiston	ID	66,000	31,800	12.5	0.3	17.0	0.0	2.1	0.0	-4.4	-9.3	355
86	University Of Illinois System	Decatur	IL	109,000	59,700	5.1	2.0	41.7	2.1	2.1	0.1	1.3	1.0	9,115
1089	Arkansas Tech University	Russellville	AR	63,200	35,100	13.5	0.4	15.7	1.0	2.1	0.1	1.1	-0.1	951
25943	CollegeAmerica Denver	Denver	CO	43,500	20,100	23.8	0.4	8.9	1.6	2.1	0.4	3.1	2.4	83

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2408	Holmes Community College	Kosciusko	MS	41,500	25,400	31.0	0.2	6.8	0.0	2.1	0.0	-9.0	-4.9	801
3541	Angelo State University	San Angelo	TX	68,400	38,500	11.7	0.4	18.1	0.0	2.1	0.0	-2.0	-3.4	1,090
8228	Seward County Community College/Area Technical School	Liberal	KS	60,600	33,700	11.9	0.3	17.7	0.0	2.1	0.0	-0.1	3.0	245
20739	Wor-Wic Community College	Dover	MD	57,700	28,900	19.0	0.3	11.1	0.0	2.1	0.0	-4.0	-4.0	422
2608	Georgian Court University	Toms River	NJ	83,300	41,000	9.4	1.3	22.5	0.0	2.1	0.0	2.2	2.8	152
1100	John Brown University	Fayetteville	AR	86,800	35,300	8.3	1.8	25.4	0.0	2.1	0.0	-2.2	-6.0	235
2870	Jefferson Community College	Watertown	NY	56,800	28,400	16.4	0.2	12.8	0.3	2.1	0.1	-2.1	-4.8	677
30113	California State University, San Marcos	San Diego	CA	93,600	44,400	9.0	2.2	23.3	0.0	2.1	0.0	-2.3	-4.4	428
3502	Lincoln Memorial University	Middlesborough	TN	69,000	40,600	14.5	0.4	14.5	0.1	2.1	0.0	-5.5	-4.3	111
3928	Casper College	Casper	WY	68,000	36,200	10.9	0.3	19.2	0.0	2.1	0.0	-3.8	-12.2	489
125	University Of Massachusetts System	Springfield	MA	100,000	51,700	5.8	1.1	36.2	1.1	2.1	0.1	0.4	-0.4	6,839
1556	Brenau University	Gainesville	GA	87,000	34,600	6.8	3.2	30.9	0.0	2.1	0.0	5.9	12.0	115
2168	Cape Cod Community College	Boston	MA	67,700	27,300	12.7	0.7	16.4	0.0	2.1	0.0	0.2	-2.0	739
1426	Yale University	Bridgeport	CT	199,700	76,000	3.6	17.6	57.3	10.6	2.1	0.4	0.2	0.0	1,210
1866	Graceland University	Creston	IA	77,200	39,300	10.8	0.1	19.2	0.1	2.1	0.0	-5.5	-5.8	171
1514	Polk State College	Lakeland	FL	59,500	29,700	16.7	0.3	12.4	0.2	2.1	0.0	-1.7	-0.4	1,263
1574	Georgia State University	Atlanta	GA	82,200	38,900	9.3	1.0	22.3	0.4	2.1	0.0	2.2	5.7	2,384
1260	Palomar College	San Diego	CA	73,500	31,500	11.8	0.8	17.7	0.3	2.1	0.0	-4.2	-7.3	3,595
10652	Pasco - Hernando State College	Tampa	FL	51,100	25,200	19.7	0.1	10.5	0.0	2.1	0.0	-3.1	-7.7	930
7096	College Of The Mainland	Houston	TX	68,700	30,400	15.1	0.2	13.8	0.0	2.1	0.0	-1.8	-1.9	609
2616	Monmouth University	Toms River	NJ	110,000	51,900	5.5	2.3	38.0	0.0	2.1	0.0	-1.2	-4.5	785
3631	Tarleton State University	Stephenville	TX	75,900	41,000	9.2	0.7	22.5	0.7	2.1	0.1	-2.4	-5.3	961
3026	Central State University	Dayton	OH	40,300	25,200	23.9	0.0	8.6	0.0	2.1	0.0	2.5	3.0	266
4481	Ohlone College	San Francisco	CA	91,100	38,500	7.1	0.7	29.0	0.8	2.1	0.1	4.5	5.3	1,059
31	Dallas County Community College District	Dallas	TX	59,200	32,300	15.4	0.6	13.3	0.3	2.1	0.1	2.2	6.3	8,513
2829	St. Lawrence University	Watertown	NY	108,400	49,400	6.1	5.2	34.0	3.3	2.1	0.2	-1.9	-4.1	469
22949	Institute Of Audio Research	New York	NY	49,200	22,100	18.7	1.0	11.0	0.0	2.1	0.0	-4.6	-15.9	169
3606	Sam Houston State University	Huntsville	TX	84,000	43,000	9.1	0.5	22.6	0.4	2.1	0.0	0.3	-0.6	1,830
1101	University Of Arkansas At Little Rock	Little Rock	AR	62,900	30,900	14.9	0.2	13.7	0.0	2.1	0.0	-1.8	-3.0	800
2854	SUNY College Of Technology At Alfred	Olean	NY	66,700	38,400	12.2	0.4	16.9	0.4	2.1	0.0	-0.2	-1.8	662
3378	University Of Pennsylvania	Philadelphia	PA	175,300	91,800	3.5	15.7	58.1	14.5	2.1	0.5	0.1	-0.8	2,228
3648	Tyler Junior College	Tyler	TX	57,400	29,800	19.1	0.4	10.7	0.0	2.1	0.0	-1.5	2.3	1,695
2342	St. Catherine University	Minneapolis	MN	84,800	41,500	7.3	2.0	28.0	0.0	2.0	0.0	1.5	0.2	315
25228	Fox College	Chicago	IL	70,500	28,000	12.2	0.5	16.8	0.2	2.0	0.0	-4.5	-10.5	79
2994	Minot State University	Minot	ND	64,400	38,000	9.4	0.3	21.8	0.6	2.0	0.1	-4.1	-14.0	547
3808	Bethany College of Bethany, WV	Steubenville	WV	77,600	42,400	7.4	0.2	27.6	0.1	2.0	0.0	-0.5	1.5	210
3354	Philadelphia University	Philadelphia	PA	99,600	49,900	4.8	1.7	42.7	2.8	2.0	0.1	-1.8	-8.4	494
3156	Redlands Community College	Oklahoma City	OK	54,600	28,400	15.2	0.1	13.5	0.0	2.0	0.0	-2.6	-7.4	283

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1166	Citrus Community College	Los Angeles	CA	66,500	28,100	14.1	0.4	14.5	0.6	2.0	0.1	-1.2	-3.1	2,031
2849	State University Of New York College At Plattsburgh	Plattsburgh	NY	91,400	44,600	8.3	0.3	24.6	0.9	2.0	0.1	-1.8	-2.7	872
12261	North Arkansas College	Harrison	AR	45,000	25,400	22.4	0.2	9.1	0.0	2.0	0.0	-0.4	-1.4	331
2133	Brandeis University	Boston	MA	142,700	63,100	4.0	8.6	50.9	9.5	2.0	0.4	1.1	1.4	715
2447	William Carey University	Hattiesburg	MS	66,500	31,700	15.1	0.8	13.5	1.2	2.0	0.2	-4.1	-4.4	181
2663	University Of New Mexico	Albuquerque	NM	73,900	34,900	13.6	0.6	15.0	0.3	2.0	0.0	0.1	-0.1	3,080
1587	Paine College	Aiken	GA	36,800	34,100	30.1	0.1	6.8	0.0	2.0	0.0	-6.2	5.2	176
2810	Sage Colleges	Albany	NY	77,900	35,300	11.6	1.1	17.5	0.1	2.0	0.0	-0.1	-5.4	332
68	Ecpi University And Skyline Colleges	Virginia Beach	VA	53,100	30,600	19.1	0.3	10.6	0.0	2.0	0.0	-0.5	2.3	766
2130	Boston University	Boston	MA	126,800	62,000	4.0	7.6	50.4	3.9	2.0	0.2	-0.1	-2.5	3,428
11484	Advanced Institute Of Hair Design	Milwaukee	WI	78,100	24,300	2.6	0.1	77.9	0.4	2.0	0.0	3.5	12.6	58
3167	University Of Science & Arts Of Oklahoma	Chickasha	OK	59,400	28,400	14.6	0.2	13.8	0.0	2.0	0.0	-4.6	-10.2	214
2226	Western New England University	Springfield	MA	99,300	57,100	3.8	0.5	52.8	1.9	2.0	0.1	-1.1	-5.0	489
3786	Peninsula College	Port Angeles	WA	64,900	23,600	15.1	0.6	13.3	0.1	2.0	0.0	-1.1	-1.8	316
3313	Widener University	Philadelphia	PA	96,000	53,400	6.1	1.2	33.2	1.1	2.0	0.1	-1.7	-5.4	482
3247	Misericordia University	Scranton	PA	85,000	50,200	7.6	1.5	26.6	0.0	2.0	0.0	-2.9	-5.3	237
2795	Paul Smith's College Of Arts & Sciences	Plattsburgh	NY	76,300	34,000	11.0	0.2	18.3	0.0	2.0	0.0	-3.7	-8.0	252
3216	Portland State University	Portland	OR	86,900	37,200	8.3	1.8	24.1	1.7	2.0	0.1	0.0	-1.5	1,156
33683	Midwest Technical Institute	Memphis	MS	47,900	24,700	19.6	0.1	10.3	0.0	2.0	0.0	12.9	-6.8	56
4711	Linn State Technical College	Columbia	MO	66,800	40,600	10.3	0.1	19.4	0.0	2.0	0.0	-4.4	-8.3	303
3220	Southwestern Oregon Community College	Roseburg	OR	59,700	27,600	15.6	0.4	12.9	0.0	2.0	0.0	2.6	-0.7	311
1358	Colorado Mesa University	Grand Junction	CO	75,800	35,000	8.8	0.6	22.8	0.8	2.0	0.1	-0.9	-3.6	968
20746	South Arkansas Community College	El Dorado	AR	54,200	24,000	22.0	0.0	9.1	0.0	2.0	0.0	1.9	10.7	203
3485	Cumberland University	Nashville	TN	68,800	37,500	13.7	0.2	14.7	0.1	2.0	0.0	-4.5	-12.9	151
30955	ASA Institute Of Business & Computer Technology	New York	NY	29,000	19,700	44.4	0.0	4.5	0.0	2.0	0.0	-4.5	-10.2	275
3592	Midwestern State University	Wichita Falls	TX	70,800	38,000	9.0	0.6	22.2	2.2	2.0	0.2	-2.1	-8.1	825
206	Ventura County Community College District	Los Angeles	CA	73,700	30,600	13.1	0.8	15.3	0.4	2.0	0.0	-2.5	-4.6	4,747
3955	University Of West Florida	Pensacola	FL	79,700	37,500	8.9	0.6	22.5	0.4	2.0	0.0	-1.9	-5.9	874
5000	Pierce College	Seattle	WA	73,500	33,000	9.9	0.4	20.2	0.0	2.0	0.0	-1.7	-5.7	1,614
3580	Kilgore College	Longview	TX	59,900	28,900	18.2	0.4	11.0	0.2	2.0	0.0	-0.3	2.6	904
3170	Oklahoma State University	Stillwater	OK	90,000	45,800	6.1	1.5	32.7	1.8	2.0	0.1	-2.0	-6.8	2,995
12260	East Arkansas Community College	West Memphis	AR	36,100	19,700	34.6	0.4	5.8	0.0	2.0	0.0	-5.5	0.5	213
22913	Art Institute Of Seattle	Seattle	WA	78,700	29,000	10.6	1.2	18.8	0.1	2.0	0.0	0.0	0.0	562
2954	University Of North Carolina At Pembroke	Fayetteville	NC	63,600	33,100	15.2	0.3	13.1	0.0	2.0	0.0	-1.6	4.1	554

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1110	University Of Arkansas At Fort Smith	Fort Smith	AR	58,400	27,800	14.8	0.4	13.5	0.7	2.0	0.1	1.3	0.2	973
3753	Virginia Military Institute	Staunton	VA	116,700	70,800	4.6	2.1	43.3	0.1	2.0	0.0	-1.2	-4.6	287
2181	Massachusetts Maritime Academy	Boston	MA	105,300	84,800	3.3	0.8	61.3	10.1	2.0	0.3	0.4	0.0	190
1839	Trine University	Fort Wayne	IN	83,700	50,800	4.2	0.4	47.0	0.2	2.0	0.0	3.5	-0.7	215
1753	School Of The Art Institute Of Chicago	Chicago	IL	105,800	25,500	7.4	7.0	26.9	0.0	2.0	0.0	0.1	-3.3	281
1414	Trinity College of Hartford, CT	Bridgeport	CT	198,000	67,300	3.6	19.2	54.6	6.2	2.0	0.2	0.1	0.3	458
3376	Thiel College	Youngstown	PA	69,500	36,300	11.7	0.4	16.9	0.1	2.0	0.0	1.0	-2.4	252
3157	Langston University	Oklahoma City	OK	38,800	25,300	29.3	0.0	6.8	0.0	2.0	0.0	-1.7	1.2	375
1187	College Of The Siskiyous	Klamath Falls	CA	57,500	27,900	19.0	0.4	10.5	0.0	2.0	0.0	1.3	0.5	345
3528	Union University	Jackson	TN	89,300	38,900	7.7	1.9	25.7	0.0	2.0	0.0	-4.0	-7.1	302
21142	Johnson College	Scranton	PA	55,700	34,000	10.8	0.3	18.4	0.0	2.0	0.0	1.9	-0.9	117
43	Los Rios Community College District	Sacramento	CA	71,900	31,200	13.2	0.4	15.1	0.1	2.0	0.0	3.9	5.1	5,873
31281	College Of Health Care Professions	Houston	TX	35,200	26,100	33.3	0.1	6.0	0.1	2.0	0.0	-6.3	-8.7	105
3600	Panola College	Longview	TX	53,200	27,700	19.9	0.2	9.9	0.5	2.0	0.1	-4.6	-6.3	345
10014	Garrett College	Cumberland	MD	53,800	27,400	18.8	0.2	10.5	0.0	2.0	0.0	-5.9	-2.6	154
3601	Paris Junior College	Paris	TX	53,700	27,200	18.8	0.3	10.5	0.3	2.0	0.1	3.6	4.7	556
3787	Seattle Central Community College	Seattle	WA	71,800	27,800	14.8	1.2	13.4	0.2	2.0	0.0	0.7	-0.5	718
3779	Grays Harbor College	Longview	WA	58,600	28,400	17.8	0.0	11.1	0.6	2.0	0.1	2.8	1.4	295
2814	Skidmore College	Albany	NY	175,400	47,500	4.4	14.2	44.5	3.0	2.0	0.1	0.1	-0.6	555
22418	American Career College of Los Angeles, CA	Los Angeles	CA	30,400	25,700	41.5	0.3	4.8	0.0	2.0	0.0	-17.6	-16.8	490
11862	Northland Pioneer College	Gallup	AZ	46,800	17,800	23.6	0.2	8.4	0.0	2.0	0.0	-2.8	-2.5	400
2407	Hinds Community College	Jackson	MS	43,200	25,000	27.7	0.2	7.1	0.0	2.0	0.0	1.8	9.4	2,288
5707	Southeast Arkansas College	Pine Bluff	AR	46,900	21,800	27.3	0.0	7.2	0.0	2.0	0.0	20.8	34.9	306
2615	Middlesex County College	Newark	NJ	78,900	35,600	11.1	0.2	17.7	0.5	2.0	0.1	1.1	2.0	1,786
2057	Allegheny College Of Maryland	Cumberland	MD	57,900	32,400	15.7	0.1	12.5	0.1	2.0	0.0	-0.7	-3.5	563
1424	Wesleyan University	Bridgeport	CT	165,300	56,500	4.2	13.5	46.8	4.6	2.0	0.2	0.8	0.8	662
3837	Cardinal Stritch University	Milwaukee	WI	88,400	39,100	6.1	1.0	32.4	0.0	2.0	0.0	4.9	3.2	134
3588	University Of Mary Hardin-Baylor	Killeen	TX	83,700	40,100	8.0	0.8	24.6	1.1	2.0	0.1	-1.4	-4.5	385
1017	Gadsden State Community College	Gadsden	AL	52,000	25,600	21.8	0.2	9.0	0.0	2.0	0.0	0.1	4.2	819
3423	Citadel, The Military College Of South Carolina	Charleston	SC	106,800	62,800	4.4	2.5	44.8	0.0	2.0	0.0	-0.5	-1.4	460
2115	Amherst College	Springfield	MA	181,300	69,300	4.2	16.8	46.5	6.4	2.0	0.3	0.3	3.1	390
3624	Stephen F Austin State University	Nacogdoches	TX	89,300	41,900	9.1	0.9	21.6	0.6	2.0	0.1	0.2	3.7	1,843
2043	Husson University	Bangor	ME	60,900	34,300	13.4	0.3	14.6	0.0	2.0	0.0	-4.7	-11.0	239
11145	Lone Star College-North Harris	Houston	TX	75,900	33,700	11.7	0.7	16.7	0.6	2.0	0.1	2.9	7.0	5,143
1079	Yavapai College	Flagstaff	AZ	58,900	27,200	17.1	0.8	11.5	0.0	2.0	0.0	-1.0	-5.8	506

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1146	California State University, Chico	Chico	CA	112,200	48,700	6.1	2.2	32.2	0.9	2.0	0.1	0.2	-1.1	1,895
2879	Sullivan County Community College - SUNY Office Of Community Coll	Poughkeepsie	NY	42,800	25,900	27.3	0.2	7.2	0.0	2.0	0.0	-7.1	-9.5	316
7950	West Shore Community College	Ludington	MI	58,900	29,500	18.6	0.1	10.5	0.0	2.0	0.0	3.7	5.3	184
8073	Butte College	Chico	CA	64,100	27,300	16.1	0.5	12.2	0.2	2.0	0.0	1.5	2.5	1,751
2007	Louisiana College	Alexandria	LA	84,500	40,500	8.9	1.4	22.0	0.1	2.0	0.0	3.0	4.9	201
1038	Snead State Community College	Gadsden	AL	52,500	27,900	21.3	0.3	9.2	0.1	2.0	0.0	-0.9	2.2	322
1057	University Of South Alabama	Mobile	AL	76,700	36,700	11.2	0.7	17.4	0.2	2.0	0.0	1.2	2.1	1,342
1403	Sacred Heart University	Bridgeport	CT	114,500	57,300	4.6	2.4	42.1	5.4	2.0	0.3	-2.2	-1.8	663
1471	College Of Central Florida	Ocala	FL	54,100	27,100	21.2	0.6	9.2	0.0	2.0	0.0	-0.2	0.2	1,061
3540	Amarillo College	Amarillo	TX	58,500	31,000	16.2	0.3	12.0	0.3	2.0	0.0	0.6	2.4	1,472
3193	Eastern Oregon University	La Grande	OR	74,600	37,300	10.6	0.4	18.4	0.0	2.0	0.0	-0.8	-0.1	341
1173	Pomona College	Los Angeles	CA	161,600	62,000	3.7	12.4	53.0	1.7	2.0	0.1	2.3	2.9	369
3663	Wayland Baptist University	Plainview	TX	60,200	39,800	14.0	0.1	13.9	1.1	1.9	0.2	-4.3	-4.8	309
2013	Louisiana State University In Shreveport	Shreveport	LA	66,500	35,600	15.7	0.3	12.4	1.2	1.9	0.2	-6.5	-8.1	528
11647	SBI Campus - An Affiliate Of Sanford-Brown	Providence	RI	51,600	30,000	19.9	0.1	9.8	0.8	1.9	0.2	7.0	7.6	217
1111	Allan Hancock College	Santa Barbara	CA	65,700	30,800	14.1	0.5	13.8	0.0	1.9	0.0	1.2	2.4	1,220
7845	New England Institute Of Technology	Providence	RI	71,400	39,200	12.0	0.5	16.2	0.4	1.9	0.0	-0.6	-1.3	615
1445	Georgetown University	Washington DC	DC	195,100	84,400	3.2	17.8	61.0	11.4	1.9	0.4	0.5	-0.2	1,480
1774	University Of Chicago	Chicago	IL	132,000	61,700	4.3	9.1	45.1	11.5	1.9	0.5	1.2	0.6	936
1512	Palm Beach State College	Port St. Lucie	FL	61,900	29,100	16.2	0.8	12.0	0.2	1.9	0.0	1.3	2.9	3,321
1968	Kentucky State University	Lexington-Fayette	KY	54,000	28,200	18.2	0.1	10.6	0.0	1.9	0.0	4.5	7.3	330
1617	College Of Idaho	Boise City	ID	92,200	45,700	5.6	2.1	34.6	0.0	1.9	0.0	3.7	3.7	177
1773	Triton College	Chicago	IL	63,800	33,700	12.7	0.3	15.2	0.2	1.9	0.0	2.6	5.4	1,416
2889	Union College of Schenectady, NY	Albany	NY	134,700	66,600	4.3	10.9	45.0	1.7	1.9	0.1	-1.6	-4.1	484
3565	Texas A&M University - Commerce	Paris	TX	72,800	38,000	12.2	0.4	15.8	0.4	1.9	0.1	0.7	3.5	599
12272	Moore Norman Technology Center School District No. 17	Oklahoma City	OK	61,500	25,100	17.0	0.1	11.4	0.1	1.9	0.0	-5.7	-6.0	208
2188	Salem State University	Boston	MA	87,100	42,400	7.0	0.4	27.4	0.0	1.9	0.0	2.0	2.4	811
9896	Oakton Community College	Chicago	IL	75,500	33,500	10.8	1.1	17.9	0.6	1.9	0.1	3.5	3.6	1,495
3235	Arcadia University	Philadelphia	PA	92,200	44,900	5.8	2.9	33.4	3.7	1.9	0.2	-0.6	-3.7	309
1113	Antelope Valley College	Los Angeles	CA	66,600	25,700	16.4	0.2	11.8	0.0	1.9	0.0	5.5	7.7	1,905
31081	Summit College	Los Angeles	CA	39,600	20,800	32.9	0.1	5.9	0.0	1.9	0.0	-10.7	-10.7	160
3184	University Of Oklahoma	Oklahoma City	OK	98,500	47,200	6.3	2.5	30.5	1.8	1.9	0.1	-1.5	-4.8	3,426
3735	Virginia Commonwealth University	Richmond	VA	90,700	40,200	7.1	0.8	27.2	0.9	1.9	0.1	-1.6	-4.7	2,608
3775	Eastern Washington University	Spokane	WA	85,900	41,700	6.8	0.6	28.2	0.0	1.9	0.0	-0.6	1.9	1,135

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1520	Seminole State College Of Florida	Orlando	FL	63,100	29,300	15.3	0.5	12.5	0.3	1.9	0.0	0.0	1.2	1,521
223	Mid-Plains Community College	North Platte	NE	57,000	29,400	15.1	0.0	12.6	0.9	1.9	0.1	-0.2	-7.7	472
1911	Colby Community College	Colby	KS	57,600	33,200	13.1	0.2	14.6	0.0	1.9	0.0	-1.8	-8.8	342
2143	Curry College	Boston	MA	101,600	38,800	6.4	4.8	29.8	0.1	1.9	0.0	-1.9	-5.4	342
1493	Indian River State College	Port St. Lucie	FL	54,000	26,500	18.9	0.4	10.1	0.1	1.9	0.0	-1.6	-2.9	1,378
1359	Colorado Northwestern Community College	Steamboat Springs	CO	72,900	32,700	9.6	0.4	19.9	1.8	1.9	0.2	1.1	-5.5	192
1021	Jefferson Davis Community College	Atmore	AL	35,800	20,400	32.8	0.1	5.8	0.0	1.9	0.0	-9.4	-3.3	150
217	Miller-Motte Technical College & McCann School Of Business & Technology	Reading	PA	41,300	22,000	30.8	0.3	6.2	0.0	1.9	0.0	0.6	7.1	187
2539	Chadron State College	Scottsbluff	NE	68,100	38,600	10.9	0.3	17.5	0.7	1.9	0.1	-4.3	-7.3	364
2821	Saint John Fisher College	Buffalo	NY	88,200	46,500	6.3	1.7	30.0	0.0	1.9	0.0	-2.0	-7.0	357
3790	Seattle University	Seattle	WA	105,700	55,400	4.7	3.3	40.3	2.7	1.9	0.1	-1.1	-4.9	523
2466	Harris - Stowe State University	St. Louis	MO	45,200	29,700	25.2	0.0	7.5	0.0	1.9	0.0	5.2	18.2	141
2405	East Mississippi Community College	Meridian	MS	44,900	25,200	28.6	0.2	6.6	0.1	1.9	0.0	-1.4	2.6	861
2734	Houghton College	Olean	NY	85,300	35,300	6.8	0.9	28.0	1.8	1.9	0.1	-0.4	-1.7	287
9345	Richard Stockton College Of New Jersey	Philadelphia	NJ	92,700	48,600	6.8	0.4	28.0	0.0	1.9	0.0	-1.5	-4.3	914
1573	Georgia Southwestern State University	Americus	GA	73,400	37,400	12.4	0.2	15.3	0.0	1.9	0.0	-1.5	-3.6	268
1052	University Of Alabama At Birmingham	Birmingham	AL	74,600	38,100	12.1	0.7	15.7	0.6	1.9	0.1	-5.0	-10.0	1,373
2569	University Of Nevada - Las Vegas	Las Vegas	NV	90,400	41,500	6.5	1.7	29.0	0.7	1.9	0.0	0.3	0.2	2,124
3664	Weatherford College	Fort Worth	TX	62,500	28,600	12.6	0.4	15.0	0.8	1.9	0.1	0.4	-3.4	680
3868	Milwaukee School Of Engineering	Milwaukee	WI	91,700	72,700	3.8	0.8	50.1	2.4	1.9	0.1	-0.4	-4.6	363
1345	Adams State University	Alamosa	CO	67,200	34,100	12.9	0.3	14.6	0.0	1.9	0.0	0.1	0.7	393
2209	Smith College	Springfield	MA	114,900	46,600	5.0	5.5	37.5	2.2	1.9	0.1	1.3	0.1	593
2140	College Of Our Lady Of The Elms	Springfield	MA	87,500	45,400	8.7	0.8	21.7	0.0	1.9	0.0	-0.9	-0.1	96
7640	Fayetteville Technical Community College	Fayetteville	NC	51,600	24,400	21.7	0.0	8.7	0.1	1.9	0.0	3.2	6.0	1,415
32553	Florida Gulf Coast University	Cape Coral	FL	78,900	39,700	8.4	1.1	22.3	1.0	1.9	0.1	-3.1	-9.5	405
2147	Emmanuel College of Boston, MA	Boston	MA	93,400	46,600	5.5	1.3	33.9	0.0	1.9	0.0	2.0	-4.8	242
3289	Lehigh University	Allentown	PA	138,300	81,200	3.3	9.9	57.0	2.9	1.9	0.1	-0.8	-2.9	1,059
13234	Lorenzo Walker Institute Of Technology	Cape Coral	FL	40,000	18,300	30.9	0.4	6.1	0.0	1.9	0.0	-14.1	-13.7	78
203	Grossmont-Cuyamaca Community College District	San Diego	CA	77,400	31,700	11.4	0.7	16.4	0.4	1.9	0.0	1.9	1.1	3,461

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6777	Flathead Valley Community College	Kalispell	MT	55,700	26,000	16.5	0.6	11.4	0.0	1.9	0.0	-4.6	-8.0	311
3611	South Plains College	Lubbock	TX	56,200	31,100	18.9	0.2	9.9	0.3	1.9	0.0	-3.9	-4.5	1,519
3160	Northeastern Oklahoma A & M College	Joplin	OK	52,800	29,400	18.1	0.1	10.3	0.0	1.9	0.0	0.1	1.1	391
7260	Southwest Virginia Community College	Bluefield	VA	44,900	21,700	27.2	0.2	6.8	0.2	1.9	0.1	-2.1	-7.0	517
1488	Florida Southern College	Lakeland	FL	85,400	38,700	7.7	1.7	24.1	0.2	1.9	0.0	-2.7	-6.4	404
3761	Wytheville Community College	Bluefield	VA	53,500	25,900	18.6	0.2	10.0	0.0	1.9	0.0	3.4	2.5	267
10149	Pepperdine University	Los Angeles	CA	124,100	55,800	4.3	11.8	43.1	6.9	1.9	0.3	0.0	-2.2	569
2323	University Of Detroit Mercy	Detroit	MI	85,200	45,600	10.0	0.3	18.7	0.9	1.9	0.1	-4.2	-10.5	358
1569	Georgia Institute Of Technology	Atlanta	GA	126,000	78,900	3.2	3.3	57.5	4.8	1.9	0.2	1.2	0.5	2,185
213	SUNY Upstate Medical University And SUNY College Of Environment Science And Forestry	Syracuse	NY	89,900	49,700	5.2	0.4	36.0	0.0	1.9	0.0	-0.4	-4.8	108
2878	Suffolk County Community College	New York	NY	81,200	34,600	9.8	0.4	18.8	0.2	1.9	0.0	-0.9	-3.9	3,799
2023	Our Lady Of Holy Cross College	New Orleans	LA	88,400	36,600	8.8	0.7	21.1	0.2	1.9	0.0	4.5	5.8	129
7870	Hillsborough Community College	Tampa	FL	63,700	30,100	15.4	0.5	12.1	0.0	1.9	0.0	1.3	4.3	3,168
2171	Massachusetts Bay Community College	Boston	MA	76,800	31,800	12.0	1.4	15.4	0.7	1.9	0.1	-0.2	0.8	842
2173	North Shore Community College	Boston	MA	72,000	29,300	13.9	0.5	13.3	0.2	1.9	0.0	4.7	5.7	1,046
2024	Southeastern Louisiana University	Baton Rouge	LA	72,700	34,000	14.5	0.5	12.8	0.4	1.8	0.1	-4.7	-5.5	2,537
3627	Temple College	Killeen	TX	63,900	31,600	14.7	0.3	12.5	0.0	1.8	0.0	5.0	9.9	658
2842	SUNY College At Buffalo	Buffalo	NY	77,700	38,400	10.3	0.2	18.0	0.0	1.8	0.0	0.2	0.1	1,171
2537	University Of Montana Western	Dillon	MT	59,700	32,200	15.4	0.3	12.0	1.1	1.8	0.2	-8.1	-14.9	197
1879	Morningside College	Sioux City	IA	67,100	39,400	6.5	0.3	28.1	0.2	1.8	0.0	-3.1	-11.7	170
6791	SUNY College At Purchase	New York	NY	103,100	36,200	7.6	1.8	24.2	0.8	1.8	0.1	-1.8	-2.8	541
3782	Lower Columbia College	Longview	WA	72,200	28,400	13.6	0.3	13.5	0.0	1.8	0.0	-0.3	2.2	511
11667	Northeast Community College	Virginia Beach	NE	54,300	33,800	13.2	0.0	13.9	0.0	1.8	0.0	-3.0	-8.6	637
1397	University Of New Haven	Bridgeport	CT	84,900	49,800	7.7	1.1	23.9	0.1	1.8	0.0	-1.9	-4.8	349
3392	Westminster College of New Wilmington, PA	Youngstown	PA	87,900	46,400	4.7	0.8	38.9	0.4	1.8	0.0	1.0	-0.5	298
3227	Willamette University	Eugene	OR	110,800	49,400	3.5	4.7	52.4	5.0	1.8	0.2	-0.4	-4.5	392
1018	George C. Wallace Community College	Dothan	AL	53,600	25,200	22.8	0.3	8.0	0.2	1.8	0.0	2.7	8.4	655
10474	Marymount California University	Los Angeles	CA	104,900	31,300	11.2	14.4	16.4	2.2	1.8	0.2	-2.1	-3.6	110
1019	Huntingdon College	Montgomery	AL	87,200	38,100	6.0	0.8	30.5	13.0	1.8	0.8	1.5	1.4	129
3404	Johnson & Wales University	Providence	RI	75,100	35,200	11.7	1.6	15.6	0.1	1.8	0.0	-2.4	-5.8	2,903

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1217	Lassen College	Klamath Falls	CA	64,200	23,300	16.8	0.2	10.9	0.0	1.8	0.0	1.5	4.0	292
30633	Northwest Arkansas Community College	Fayetteville	AR	65,900	29,500	12.9	0.8	14.2	0.3	1.8	0.0	-0.8	-1.5	919
3796	Tacoma Community College	Seattle	WA	74,100	31,500	12.2	0.6	15.0	0.0	1.8	0.0	-1.0	-2.2	853
5733	Bevill State Community College	Jasper	AL	50,100	26,400	21.8	0.1	8.4	0.2	1.8	0.0	2.0	2.8	612
1678	Eureka College	Peoria	IL	76,500	41,300	9.5	1.1	19.3	0.4	1.8	0.0	-4.0	-13.2	97
3237	Bryn Mawr College	Philadelphia	PA	125,400	47,400	5.2	7.0	35.4	2.5	1.8	0.1	-1.5	-3.1	265
3287	La Salle University	Philadelphia	PA	101,500	58,700	4.3	1.3	42.8	0.0	1.8	0.0	4.8	7.8	691
10391	Oklahoma City Community College	Oklahoma City	OK	66,900	30,100	14.1	0.7	12.9	0.2	1.8	0.0	3.0	4.9	1,380
1581	Middle Georgia State College	Macon	GA	62,700	31,600	16.4	0.4	11.1	0.0	1.8	0.0	6.3	16.9	554
1546	Armstrong Atlantic State University	Savannah	GA	76,000	34,600	9.8	0.5	18.6	0.0	1.8	0.0	-0.3	0.9	653
1347	Colorado College	Colorado Springs	CO	154,600	43,600	4.8	13.3	37.9	5.6	1.8	0.3	-3.2	-8.9	505
2964	Southeastern Community College of Whiteville, NC	Wilmington	NC	42,600	22,800	29.8	0.3	6.1	0.0	1.8	0.0	-2.0	5.5	326
1571	Georgia Military College	Milledgeville	GA	62,000	28,500	16.7	0.3	10.9	0.0	1.8	0.0	3.1	6.1	961
2526	Carroll College	Helena	MT	89,700	47,800	5.1	2.3	35.5	2.8	1.8	0.1	-2.6	-12.9	274
1502	Lake Sumter State College	Orlando	FL	59,100	28,100	15.9	0.5	11.5	0.0	1.8	0.0	-1.9	-3.9	468
1242	Monterey Peninsula College	San Jose	CA	66,100	27,200	14.2	0.9	12.8	0.3	1.8	0.0	-4.3	-8.1	722
2609	Rowan University	Philadelphia	NJ	102,400	51,200	5.7	0.4	31.7	0.0	1.8	0.0	-1.2	-3.2	1,203
1490	Gulf Coast State College	Panama City	FL	56,700	28,300	18.5	0.3	9.8	0.0	1.8	0.0	-4.6	-7.3	888
11864	Mohave Community College	Las Vegas	AZ	45,400	20,300	23.5	0.2	7.7	0.0	1.8	0.0	-0.6	-3.0	592
4025	Tennessee College Of Applied Technology - Knoxville	Knoxville	TN	55,200	20,100	17.6	0.1	10.3	0.0	1.8	0.0	5.6	1.7	135
1519	Santa Fe College	Gainesville	FL	66,400	30,300	14.8	0.9	12.2	0.2	1.8	0.0	0.0	0.9	2,175
3163	Northwestern Oklahoma State University	Enid	OK	61,400	35,500	10.7	0.0	16.9	0.0	1.8	0.0	0.8	-8.3	277
2642	College Of New Jersey	Newark	NJ	122,300	60,100	3.6	1.0	49.9	2.9	1.8	0.1	0.0	-1.1	1,264
3593	Navarro College	Corsicana	TX	56,000	30,900	18.4	0.3	9.8	0.2	1.8	0.0	0.1	3.9	904
2847	SUNY College At Oneonta	Oneonta	NY	92,700	45,900	7.0	0.3	25.7	0.5	1.8	0.0	-2.3	-6.1	1,052
1875	Marshalltown Community College	Marshalltown	IA	68,500	35,400	11.9	0.2	15.1	0.1	1.8	0.0	1.3	7.0	367
1564	Emory University	Atlanta	GA	175,700	67,800	3.6	16.8	49.9	9.8	1.8	0.4	2.0	4.1	1,423
8078	Springfield Technical Community College	Springfield	MA	69,300	33,400	13.1	0.2	13.7	0.5	1.8	0.1	10.3	15.9	980
2414	Millsaps College	Jackson	MS	110,600	44,600	5.9	6.7	30.7	1.8	1.8	0.1	-3.3	-8.9	247
1285	Santa Barbara City College	Santa Barbara	CA	86,100	31,400	9.7	3.3	18.6	0.4	1.8	0.0	0.8	-1.8	1,827
108	University Of Pittsburgh System	Pittsburgh	PA	91,200	48,900	5.7	1.1	31.6	1.4	1.8	0.1	-1.9	-6.3	4,636
1122	Biola University	Los Angeles	CA	95,300	35,700	6.9	3.2	25.9	0.0	1.8	0.0	-2.3	-4.5	535
3274	Haverford College	Philadelphia	PA	174,200	57,200	4.6	12.3	39.4	2.5	1.8	0.1	-0.6	0.5	286
12860	Arkansas Northeastern College	Blytheville	AR	37,100	23,400	30.8	0.2	5.8	0.0	1.8	0.0	-3.5	-1.6	305
30727	Westwood College - Los Angeles	Los Angeles	CA	37,800	26,400	26.9	0.1	6.7	0.0	1.8	0.0	-2.2	-5.4	413

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1706	Lake Forest College	Chicago	IL	116,000	51,400	3.8	6.6	47.7	0.5	1.8	0.0	2.7	5.7	271
3222	Umpqua Community College	Roseburg	OR	56,700	26,600	16.3	0.3	11.0	0.1	1.8	0.0	8.6	11.7	342
2968	Saint Augustine's University	Raleigh	NC	38,800	26,800	26.4	0.1	6.8	0.0	1.8	0.0	-1.1	-3.2	254
2176	Bristol Community College	Providence	MA	69,500	31,100	11.8	0.2	15.1	0.0	1.8	0.0	3.0	3.6	1,107
3024	Case Western Reserve University	Cleveland	OH	118,200	73,400	3.3	3.5	54.7	5.5	1.8	0.2	-0.2	-0.7	714
100	Riverside Community College District	Los Angeles	CA	70,800	28,800	12.5	0.2	14.3	0.3	1.8	0.0	1.4	3.1	3,868
1561	Columbus State University	Columbus	GA	72,600	35,400	10.8	0.7	16.6	0.0	1.8	0.0	3.0	5.8	803
5379	Tennessee College Of Applied Technology-Shelbyville	Tullahoma	TN	61,500	31,500	14.2	0.1	12.6	0.0	1.8	0.0	2.9	3.7	103
7871	George C. Wallace State Community College	Birmingham	AL	58,500	27,300	14.7	0.1	12.1	0.0	1.8	0.0	0.8	-2.1	923
2456	Columbia College of Columbia, MO	Columbia	MO	61,700	31,100	14.4	0.7	12.3	0.0	1.8	0.0	4.5	4.1	748
1959	Campbellsville University	Campbellsville	KY	68,100	35,100	11.9	0.7	14.9	0.0	1.8	0.0	6.3	12.4	210
1202	Gavilan College	San Jose	CA	80,500	29,800	11.5	0.6	15.4	0.0	1.8	0.0	2.1	1.5	589
3570	Grayson County College	Sherman	TX	66,900	31,200	14.6	0.6	12.2	0.8	1.8	0.1	0.9	4.6	536
3539	Alvin Community College	Pearland	TX	84,500	36,600	9.2	0.3	19.2	0.0	1.8	0.0	0.2	1.1	675
1192	Cuesta College	Santa Barbara	CA	79,900	31,000	10.6	1.3	16.7	0.3	1.8	0.0	-1.5	-3.9	1,881
22187	Florida Technical College	Orlando	FL	39,200	22,800	30.4	0.3	5.8	0.0	1.8	0.0	5.2	12.4	112
3590	McLennan Community College	Waco	TX	54,700	28,400	18.9	0.3	9.4	0.0	1.8	0.0	-0.8	0.4	1,248
1163	Chaffey Community College	Los Angeles	CA	66,300	27,700	14.7	0.3	12.0	0.2	1.8	0.0	-1.8	-2.5	2,803
2423	Mississippi State University	Starkville	MS	90,700	44,100	8.7	1.2	20.3	0.8	1.8	0.1	-0.1	-0.2	2,398
3613	Southern Methodist University	Dallas	TX	176,400	55,400	4.4	20.8	39.7	6.8	1.8	0.3	-1.3	-5.0	1,191
5691	Shelton State Community College	Tuscaloosa	AL	60,400	26,500	21.6	0.8	8.2	0.0	1.8	0.0	-2.2	3.4	1,179
44	Contra Costa Community College District	San Francisco	CA	85,400	32,900	9.7	0.8	18.2	0.6	1.8	0.1	1.9	2.2	4,958
3684	Champlain College	Burlington	VT	85,200	39,200	7.2	2.2	24.6	1.1	1.8	0.1	-2.2	-9.1	435
3329	Pennsylvania State University	State College	PA	95,400	50,900	5.8	1.4	30.2	1.2	1.8	0.1	-0.3	-1.7	13,273
129	Harvard University	Boston	MA	174,000	81,500	3.0	15.4	57.7	13.6	1.8	0.4	2.5	4.7	1,609
5697	Northwest - Shoals Community College	Florence	AL	56,300	26,800	20.0	0.1	8.8	0.0	1.8	0.0	4.8	9.5	751
2877	Rockland Community College	Newark	NY	92,600	35,400	9.2	0.8	19.0	0.3	1.8	0.0	-0.1	-0.4	1,157
5306	Bates Technical College	Seattle	WA	65,000	29,900	11.9	0.2	14.7	0.0	1.8	0.0	0.9	-1.6	378
1	University Of Hawaii And Hawaii Community Colleges	Honolulu	HI	75,200	35,600	10.8	0.5	16.3	0.3	1.8	0.0	-0.6	-2.4	5,860
1505	Lynn University	Port St. Lucie	FL	149,800	28,300	7.4	17.5	23.8	1.7	1.8	0.1	-4.3	-4.2	300
22781	Santa Fe Community College	Santa Fe	NM	56,400	25,600	19.8	0.6	8.9	0.0	1.8	0.0	-0.6	2.8	376
24973	Milan Institute of Sparks, NV	Reno	NV	39,300	20,100	27.4	0.1	6.4	0.1	1.8	0.0	8.9	12.4	195
21519	Keiser University	Miami	FL	40,500	24,800	25.5	0.4	6.9	0.0	1.8	0.0	-4.8	-7.2	452
7987	Bladen Community College	Wilmington	NC	36,100	19,500	31.4	0.2	5.6	0.0	1.7	0.0	-1.9	5.1	134
1124	Cabrillo College	San Jose	CA	70,200	26,500	14.2	1.1	12.3	0.2	1.7	0.0	0.3	-2.8	1,641
1860	Drake University	Des Moines	IA	109,600	57,200	3.7	2.6	47.9	2.7	1.7	0.1	-1.8	-4.4	658
2184	Fitchburg State University	Boston	MA	89,500	45,000	5.7	0.4	30.9	0.0	1.7	0.0	-0.5	-2.5	510

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2292	Michigan Technological University	Houghton	MI	98,700	65,900	3.7	0.9	46.7	0.9	1.7	0.0	0.3	-0.7	1,069
2845	SUNY College At Geneseo	Buffalo	NY	107,400	51,500	4.0	0.7	44.0	2.3	1.7	0.1	-0.5	-2.3	1,130
1287	Santa Rosa Junior College	Santa Rosa	CA	80,900	31,600	9.0	0.6	19.3	0.4	1.7	0.0	0.3	-1.3	2,559
3109	Ohio Wesleyan University	Columbus	OH	103,000	46,500	4.2	5.0	41.3	2.1	1.7	0.1	-1.2	-1.0	389
5372	South Puget Sound Community College	Seattle	WA	73,900	31,000	10.0	0.5	17.4	0.0	1.7	0.0	0.2	-1.6	878
2175	Quinsigamond Community College	Boston	MA	73,700	31,700	13.8	0.4	12.6	0.0	1.7	0.0	0.6	0.2	1,017
2995	Dakota College At Bottineau	Minot	ND	54,900	34,700	14.6	0.2	11.9	0.0	1.7	0.0	-1.0	-2.5	135
3933	Western Wyoming Community College	Rock Springs	WY	79,100	32,400	9.7	0.3	17.9	0.0	1.7	0.0	-2.9	-6.1	430
1380	Western Connecticut State University	Bridgeport	CT	100,500	47,300	4.6	0.8	37.9	1.0	1.7	0.0	0.2	-4.7	791
2933	High Point University	Greensboro	NC	86,100	40,800	8.3	1.8	21.0	0.0	1.7	0.0	-7.0	-19.5	346
10148	Colorado Technical University	Colorado Springs	CO	52,300	26,100	19.7	0.2	8.8	0.0	1.7	0.0	9.4	12.7	524
3774	Columbia Basin College	Kennewick	WA	77,500	32,000	10.5	0.2	16.6	0.0	1.7	0.0	3.3	6.5	1,021
5622	Georgia Piedmont Technical College	Atlanta	GA	47,200	22,300	22.6	0.1	7.7	0.0	1.7	0.0	2.3	9.2	469
1844	Wabash College	Terre Haute	IN	100,800	58,200	4.4	2.6	39.6	1.5	1.7	0.1	1.2	0.1	202
1843	Vincennes University	Vincennes	IN	68,800	32,600	11.6	0.3	14.9	0.0	1.7	0.0	3.0	6.3	1,996
2705	College Of Saint Rose	Albany	NY	91,000	46,200	5.9	0.6	29.2	1.2	1.7	0.1	-0.2	-1.8	439
8661	Southside Virginia Community College	South Boston	VA	39,800	23,900	28.6	0.2	6.0	0.0	1.7	0.0	-4.0	0.9	433
9902	Sheridan Technical Center	Miami	FL	46,500	22,700	23.7	0.3	7.3	0.0	1.7	0.0	-6.4	-10.3	423
1156	Sonoma State University	Santa Rosa	CA	113,700	46,400	5.0	2.1	34.4	0.0	1.7	0.0	-1.1	-3.1	908
25590	University Of Advancing Computer Technology	Phoenix	AZ	80,600	38,100	10.4	0.9	16.6	0.0	1.7	0.0	-0.2	-0.9	135
2488	Missouri Southern State University	Joplin	MO	63,800	33,200	11.8	0.5	14.6	0.6	1.7	0.1	0.5	-1.6	893
10170	Western Dakota Technical Institute	Rapid City	SD	54,700	32,500	14.9	0.1	11.6	0.0	1.7	0.0	-3.0	-7.0	261
2848	SUNY College At Oswego	Syracuse	NY	85,900	45,200	8.1	0.3	21.2	0.4	1.7	0.0	-2.1	-5.3	1,139
2843	SUNY College At Cortland	Syracuse	NY	94,500	50,600	5.7	0.3	30.5	0.6	1.7	0.0	-2.3	-6.0	1,002
7470	Art Institute Of Pittsburgh	Pittsburgh	PA	63,800	26,100	14.4	0.4	11.9	0.3	1.7	0.0	10.8	16.3	791
9185	Rose State College	Oklahoma City	OK	63,800	30,700	13.6	0.4	12.7	0.0	1.7	0.0	2.4	1.2	1,028
1322	University Of Redlands	Los Angeles	CA	108,400	47,700	5.3	5.0	32.3	0.0	1.7	0.0	-1.5	-5.0	397
3258	Duquesne University Of The Holy Spirit	Pittsburgh	PA	104,000	56,300	4.2	2.7	41.3	0.8	1.7	0.0	-1.0	-3.6	1,116
1178	College Of Marin	San Francisco	CA	82,000	29,700	11.7	1.7	14.7	0.4	1.7	0.0	5.0	3.8	581
78	Vatterott College	St. Louis	MO	48,500	27,200	24.2	0.2	7.1	0.0	1.7	0.0	14.2	22.7	911
2765	Marist College	Poughkeepsie	NY	119,300	59,500	4.9	2.5	35.2	3.7	1.7	0.2	-2.3	-8.1	930
1417	University Of Connecticut	Bridgeport	CT	110,300	56,700	3.7	1.4	46.8	2.2	1.7	0.1	0.1	-0.5	3,297
3930	Northern Wyoming Community College District	Sheridan	WY	65,300	30,800	13.4	0.3	12.8	0.0	1.7	0.0	-5.4	-13.2	375

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1781	Wheaton College of Wheaton, IL	Chicago	IL	130,900	41,500	5.6	8.6	30.8	1.9	1.7	0.1	-0.7	-2.1	585
10056	Aiken Technical College	Aiken	SC	64,100	25,200	20.1	0.2	8.5	0.0	1.7	0.0	-0.9	2.2	554
1477	Edison State College	Cape Coral	FL	61,100	29,900	14.6	0.6	11.7	0.1	1.7	0.0	1.3	3.6	1,574
26167	Le Cordon Bleu College Of Culinary Arts of Scottsdale, AZ	Phoenix	AZ	67,200	29,700	13.4	0.4	12.7	0.0	1.7	0.0	2.2	11.5	235
1976	Morehead State University	Huntington	KY	65,700	33,000	15.8	0.1	10.8	0.0	1.7	0.0	-4.9	-8.3	1,032
3134	Ursuline College	Cleveland	OH	75,100	39,300	5.4	0.4	31.5	0.0	1.7	0.0	7.1	-2.4	92
20789	Art Institute Of Colorado	Denver	CO	74,200	29,600	12.6	0.9	13.5	0.8	1.7	0.1	-1.4	-7.0	524
3152	University Of Central Oklahoma	Oklahoma City	OK	77,500	37,800	8.8	0.6	19.4	1.0	1.7	0.1	-0.2	-0.1	1,500
2857	SUNY College Of Technology At Delhi	Oneonta	NY	63,600	34,400	14.4	0.2	11.8	0.0	1.7	0.0	-2.5	-5.2	533
1735	North Park University	Chicago	IL	87,200	40,200	7.4	2.2	23.1	0.0	1.7	0.0	0.3	-5.3	299
2347	Concordia University - Saint Paul	Minneapolis	MN	77,900	39,900	7.7	0.9	22.3	0.0	1.7	0.0	3.3	1.8	186
2122	Bay Path College	Springfield	MA	84,100	35,800	6.0	0.0	28.5	0.0	1.7	0.0	3.2	5.5	76
11046	Central Ohio Technical College	Columbus	OH	62,200	30,500	11.5	0.1	14.8	0.0	1.7	0.0	5.9	1.7	337
9748	Carrington College California	Sacramento	CA	47,900	25,000	24.5	0.4	7.0	0.0	1.7	0.0	-7.8	-9.8	435
1164	Chapman University	Los Angeles	CA	109,600	47,900	5.3	5.3	31.9	3.0	1.7	0.2	-1.7	-6.3	603
3681	Westminster College of Salt Lake City, UT	Salt Lake City	UT	95,400	41,500	5.5	3.4	31.0	2.6	1.7	0.1	-2.3	-7.4	262
5309	Lake Area Technical Institute	Watertown	SD	56,500	35,800	13.3	0.1	12.8	0.6	1.7	0.1	-7.0	-18.1	360
3320	East Stroudsburg University Of Pennsylvania	Scranton	PA	85,700	43,000	6.7	0.5	25.3	0.1	1.7	0.0	-1.4	-4.2	959
3275	Holy Family University	Philadelphia	PA	83,200	46,400	6.2	0.0	27.3	0.1	1.7	0.0	3.2	2.1	244
2868	Hudson Valley Community College	Albany	NY	74,200	35,300	10.9	0.4	15.6	0.0	1.7	0.0	0.7	-0.1	1,995
30314	International Academy Of Design And Technology of Orlando, FL	Orlando	FL	50,400	24,100	22.0	0.6	7.7	0.1	1.7	0.0	2.0	4.3	656
2260	Ferris State University	Big Rapids	MI	82,500	42,400	9.1	0.6	18.6	0.2	1.7	0.0	-0.8	-2.5	1,717
7819	Art Institute Of Portland	Portland	OR	78,400	25,200	9.0	1.4	18.9	0.0	1.7	0.0	5.3	7.3	135
2117	Anna Maria College	Boston	MA	90,400	40,700	5.0	1.2	33.9	0.0	1.7	0.0	3.8	5.3	122
1739	Northwestern University	Chicago	IL	168,500	72,600	3.1	14.2	55.2	7.9	1.7	0.2	0.0	-1.7	1,782
2560	Western Nebraska Community College	Scottsbluff	NE	56,400	28,000	15.7	0.2	10.8	0.0	1.7	0.0	-2.4	-5.4	353
9841	University Of North Florida	Jacksonville	FL	88,900	42,400	6.2	1.0	27.2	0.0	1.7	0.0	-0.5	-3.5	1,471
2997	North Dakota State University - Main Campus - Fargo	Fargo	ND	81,900	50,600	5.2	0.7	32.8	1.5	1.7	0.1	-2.3	-8.9	1,743
7283	Central Arizona College	Phoenix	AZ	53,400	27,200	19.5	0.3	8.7	0.0	1.7	0.0	-2.4	-3.7	547
30032	Everest Institute of Miami, FL	Miami	FL	27,700	19,200	43.4	0.2	3.9	0.0	1.7	0.0	-5.9	-2.8	206
30998	Illinois School Of Health Careers	Chicago	IL	32,200	16,700	32.5	0.1	5.2	0.0	1.7	0.0	1.5	6.4	94
1528	St. Petersburg College	Tampa	FL	60,900	29,600	15.2	0.8	11.1	0.0	1.7	0.0	-0.3	0.0	2,407

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1769	South Suburban College Of Cook County	Chicago	IL	57,900	25,800	17.7	0.1	9.5	0.0	1.7	0.0	6.7	12.0	1,007
8038	Middlesex Community College of Middletown, CT	Bridgeport	CT	82,900	30,000	8.8	0.6	19.1	0.0	1.7	0.0	3.5	2.7	300
5304	Chippewa Valley Technical College	Eau Claire	WI	66,900	32,400	10.4	0.4	16.2	0.0	1.7	0.0	0.6	-2.1	991
23301	Pioneer Pacific College	Portland	OR	52,200	23,300	18.1	0.2	9.3	0.0	1.7	0.0	-0.8	-5.6	192
1572	Georgia Southern University	Statesboro	GA	88,100	40,500	8.7	0.9	19.4	0.3	1.7	0.0	-2.7	-5.2	2,592
63	University Of South Carolina System	Columbia	SC	85,400	39,600	9.4	1.2	18.0	0.5	1.7	0.0	-2.3	-4.5	4,539
3411	Salve Regina University	Providence	RI	117,500	49,700	3.9	4.6	43.6	0.1	1.7	0.0	-0.3	-2.3	392
1748	Rockford University	Rockford	IL	83,500	43,400	5.8	1.5	28.7	0.0	1.7	0.0	-4.0	-1.4	90
9942	Shawnee State University	Scioto	OH	61,800	35,300	15.2	0.2	11.0	0.0	1.7	0.0	2.3	2.7	665
12105	National Park Community College	Hot Springs	AR	48,900	21,700	22.7	0.4	7.3	0.4	1.7	0.1	3.1	3.7	323
7266	Pima County Community College	Tucson	AZ	61,400	28,100	15.8	0.5	10.5	0.2	1.7	0.0	-1.5	-2.2	3,201
1291	Simpson University	Redding	CA	72,700	27,800	6.4	1.1	26.1	0.0	1.7	0.0	2.1	-2.9	161
3616	Southwestern Assemblies Of God University	Dallas	TX	70,400	32,400	11.7	0.8	14.2	0.0	1.7	0.0	-1.2	-10.5	232
22843	Interactive College Of Technology	Atlanta	GA	32,900	15,700	38.6	0.1	4.3	0.0	1.7	0.0	-0.1	-2.4	92
1501	Florida Gateway College	Lake City	FL	52,900	27,600	19.4	0.2	8.6	0.0	1.7	0.0	-3.4	-3.8	422
2270	Henry Ford Community College	Detroit	MI	76,600	27,800	15.9	0.2	10.5	0.3	1.7	0.0	18.0	26.8	2,052
2729	Hartwick College	Oneonta	NY	94,400	45,900	5.7	3.0	29.0	0.0	1.7	0.0	-0.1	-5.5	325
3073	Marietta College	Parkersburg	OH	85,300	46,800	4.8	1.4	34.6	0.0	1.7	0.0	1.2	-1.9	243
3815	Marshall University	Huntington	WV	76,400	35,400	9.4	0.7	17.6	0.4	1.7	0.0	0.6	-0.5	1,955
3772	Centralia College	Seattle	WA	66,300	29,300	13.7	0.3	12.1	0.0	1.7	0.0	0.6	1.7	449
2092	St. John's College	Baltimore	MD	110,900	34,500	5.2	6.7	31.7	0.3	1.7	0.0	1.7	-3.0	121
4788	Herkimer County Community College - SUNY Office Of Community Coll	Syracuse	NY	57,400	29,200	16.0	0.2	10.3	0.3	1.7	0.0	3.2	2.8	614
2440	University Of Mississippi	Clarksdale	MS	109,100	43,300	7.0	5.4	23.7	1.4	1.7	0.1	-1.0	-1.2	2,003
3282	King's College of Wilkes-Barre, PA	Scranton	PA	89,900	52,400	4.3	1.3	38.0	3.8	1.7	0.2	1.7	-1.1	369
2063	Community College Of Baltimore County	Baltimore	MD	71,600	32,700	11.8	0.5	14.0	0.2	1.6	0.0	0.9	4.0	2,751
1676	Elmhurst College	Chicago	IL	100,200	48,500	4.7	1.7	35.0	0.1	1.6	0.0	-1.8	-3.8	345
3210	Oregon State University	Eugene	OR	100,600	50,000	5.0	1.8	32.7	1.6	1.6	0.1	-0.3	-1.7	2,521
1847	Buena Vista University	Storm Lake	IA	69,800	45,900	5.8	0.7	28.2	1.9	1.6	0.1	-0.5	-7.9	317
1707	Lewis University	Chicago	IL	93,700	49,300	5.8	0.7	28.5	0.0	1.6	0.0	0.9	0.3	396
1247	Napa Valley College	San Francisco	CA	75,000	33,700	9.9	0.3	16.5	0.1	1.6	0.0	0.0	-2.4	837
216	Oklahoma State University - Oklahoma City	Oklahoma City	OK	64,600	30,900	14.1	0.1	11.7	0.0	1.6	0.0	0.3	3.8	517

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2975	University Of North Carolina - Charlotte	Charlotte	NC	92,300	42,700	6.5	1.2	25.0	0.5	1.6	0.0	0.3	0.9	2,126
64	West Virginia University, West Virginia University Institute Of Technology, West Virginia University - Parkersburg, And Potomac State College	Morgantown	WV	86,700	42,700	7.6	1.2	21.5	0.9	1.6	0.1	-0.9	-3.4	4,419
2282	Madonna University	Detroit	MI	100,700	41,400	6.6	0.6	24.8	0.0	1.6	0.0	-3.3	-3.6	207
5618	Savannah Technical College	Savannah	GA	45,500	23,700	27.1	0.6	6.0	0.0	1.6	0.0	-5.5	-5.5	475
3626	Tarrant County College District	Fort Worth	TX	75,400	32,900	10.5	0.6	15.6	0.5	1.6	0.0	4.2	7.8	5,624
7531	Academy Of Art University	San Francisco	CA	92,300	27,400	9.4	3.6	17.5	1.5	1.6	0.1	2.9	7.7	496
3480	Bethel University of McKenzie, TN	Dickson	TN	54,700	34,500	19.8	0.6	8.3	0.0	1.6	0.0	0.7	-1.0	113
1737	Northern Illinois University	Rockford	IL	97,700	48,000	5.4	0.7	30.3	0.6	1.6	0.0	3.4	4.6	3,035
1800	Grace College And Theological Seminary	Wayne	IN	73,100	30,800	6.8	0.2	24.2	0.2	1.6	0.0	0.1	-6.0	224
3252	Delaware Valley College Of Science & Agriculture	Philadelphia	PA	90,700	45,100	6.2	1.2	26.2	0.0	1.6	0.0	-2.9	-5.2	316
8083	Haywood Community College	Asheville	NC	53,700	23,300	19.6	0.4	8.3	0.0	1.6	0.0	-2.0	-2.9	211
4513	Housatonic Community College	Bridgeport	CT	62,300	29,000	16.2	0.3	10.1	0.0	1.6	0.0	1.1	0.4	608
3244	Chatham University	Pittsburgh	PA	71,200	31,800	10.0	0.7	16.2	0.0	1.6	0.0	-2.3	-10.0	125
3284	Lafayette College	Allentown	PA	156,700	75,300	2.8	10.0	58.5	5.1	1.6	0.1	-0.7	-1.4	488
2841	SUNY College At Brockport	Buffalo	NY	86,800	43,500	5.8	0.3	27.9	0.0	1.6	0.0	0.1	-1.4	1,000
2107	Stevenson University	Baltimore	MD	99,000	55,200	4.2	0.8	38.4	0.0	1.6	0.0	1.3	2.3	400
1149	Humboldt State University	Eureka	CA	96,000	35,500	8.8	1.5	18.4	0.6	1.6	0.0	1.4	1.3	737
22202	California Culinary Academy	San Francisco	CA	66,000	27,900	12.1	2.0	13.5	0.0	1.6	0.0	3.0	3.6	154
2499	Rockhurst University	Kansas City	MO	107,300	48,400	4.2	2.3	38.3	0.1	1.6	0.0	-0.4	-5.8	250
2327	University Of Michigan - Flint	Detroit	MI	94,500	38,700	6.2	1.0	26.0	0.9	1.6	0.1	5.7	10.2	567
1521	Southeastern University	Lakeland	FL	67,000	33,400	11.5	0.5	14.1	0.0	1.6	0.0	-4.7	-11.6	288
2479	Lincoln University of Jefferson City, MO	Columbia	MO	57,000	31,300	16.8	0.2	9.7	0.0	1.6	0.0	4.3	7.9	529
7730	Burlington County College - Pemberton Campus	Philadelphia	NJ	83,200	33,500	7.9	0.5	20.6	0.0	1.6	0.0	-0.4	-3.0	1,292
31060	Missouri State University - West Plains	West Plains	MO	43,100	28,200	26.7	0.1	6.1	0.0	1.6	0.0	-3.1	-8.0	229
34283	Klamath Community College	Klamath Falls	OR	53,600	18,200	27.8	0.1	5.8	0.0	1.6	0.0	-2.5	1.0	128
3395	Pennsylvania College Of Technology	Williamsport	PA	73,400	40,800	8.4	0.4	19.3	0.0	1.6	0.0	-1.2	-2.1	1,394
1051	University Of Alabama	Tuscaloosa	AL	106,100	44,300	6.5	3.3	24.9	0.9	1.6	0.1	-3.0	-5.9	2,844
2871	Mohawk Valley Community College - SUNY Office Of Community Colleg	Syracuse	NY	58,300	28,700	16.2	0.2	10.0	0.0	1.6	0.0	3.1	5.5	1,117

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72	University Of South Dakota, South Dakota State Universities And South Dakota School Of Mines And Technology	Brookings	SD	71,600	39,600	7.4	0.4	21.7	1.2	1.6	0.1	-2.6	-9.6	4,322
3770	Big Bend Community College	Moses Lake	WA	64,400	31,700	13.1	0.2	12.3	0.0	1.6	0.0	6.0	8.0	359
1900	William Penn University	Ottumwa	IA	64,400	38,300	9.7	0.4	16.6	0.0	1.6	0.0	9.2	5.3	143
1246	Mt. San Jacinto College	Los Angeles	CA	71,000	25,100	12.7	0.3	12.7	0.2	1.6	0.0	-0.3	0.3	1,448
1895	Waldorf College	Mason City	IA	70,300	39,300	10.3	0.7	15.6	0.0	1.6	0.0	3.3	3.5	117
3219	Southern Oregon University	Medford	OR	84,400	34,400	7.8	1.1	20.7	0.6	1.6	0.0	1.2	1.7	676
3965	Bay State College	Boston	MA	55,000	25,300	20.5	0.2	7.8	0.0	1.6	0.0	-4.0	-4.1	150
4600	Northwest Iowa Community College	Sioux Center	IA	62,900	38,900	7.2	0.1	22.4	0.0	1.6	0.0	-3.2	-7.8	244
3032	Cleveland State University	Cleveland	OH	72,700	37,000	10.9	0.6	14.8	0.6	1.6	0.1	2.9	1.9	1,125
3711	Ferrum College	Roanoke	VA	71,100	37,000	11.3	1.1	14.2	0.0	1.6	0.0	1.8	6.8	214
2876	Orange County Community College	Poughkeepsie	NY	80,200	33,700	9.4	0.1	17.1	0.0	1.6	0.0	1.3	1.2	1,110
21830	Orleans Technical Institute	Philadelphia	PA	41,000	18,100	25.3	0.9	6.4	0.1	1.6	0.0	-5.4	-4.3	79
3999	Cleveland State Community College	Cleveland	TN	64,700	27,000	13.3	0.0	12.1	0.1	1.6	0.0	6.3	4.8	446
3604	Rice University	Houston	TX	149,200	76,700	3.3	7.2	48.7	8.0	1.6	0.3	1.5	1.8	632
3402	Bryant University	Providence	RI	116,900	73,300	3.0	3.1	53.7	6.5	1.6	0.2	0.6	0.1	620
11074	Bainbridge State College	Bainbridge	GA	35,300	21,900	32.8	0.0	4.9	0.0	1.6	0.0	4.3	8.7	278
2128	Boston College	Boston	MA	168,400	71,800	2.9	13.8	56.2	7.1	1.6	0.2	0.2	-1.3	2,147
2920	Duke University	Raleigh	NC	196,000	87,500	3.2	19.2	50.4	13.4	1.6	0.4	0.4	-0.5	1,500
2542	Creighton University	Omaha	NE	119,200	57,200	3.0	5.4	53.4	3.3	1.6	0.1	-0.8	-4.1	728
1727	Moody Bible Institute	Chicago	IL	78,900	27,400	7.7	0.3	20.7	0.0	1.6	0.0	-3.9	-7.3	356
1475	Daytona State College	Deltona	FL	52,400	24,400	20.3	0.5	7.9	0.1	1.6	0.0	-2.7	-2.7	1,856
65	West Virginia Community And Technical College System	Morgantown	WV	64,200	33,900	13.5	0.2	11.9	0.0	1.6	0.0	-0.2	-0.9	1,071
39803	California State University Channel Islands	Los Angeles	CA	96,300	47,300	5.1	2.2	31.5	0.1	1.6	0.0	-2.3	-2.6	50
3039	Columbus College Of Art & Design	Columbus	OH	81,800	32,500	6.3	0.7	25.5	0.0	1.6	0.0	4.8	2.4	246
2067	Washington Adventist University	Washington DC	MD	74,900	36,200	8.4	0.1	18.9	3.4	1.6	0.3	3.6	6.6	125
8613	Roanoke Chowan Community College	Roanoke Rapids	NC	29,400	20,500	43.5	0.0	3.7	0.0	1.6	0.0	-9.6	-4.4	152
5001	Edmonds Community College	Seattle	WA	84,300	34,400	8.4	0.6	18.9	0.3	1.6	0.0	2.0	3.1	1,084
41519	Columbia Gorge Community College	The Dalles	OR	59,100	33,000	14.3	0.3	11.2	0.1	1.6	0.0	-5.9	-12.2	88
9763	Tulsa Community College	Tulsa	OK	69,800	30,000	12.7	0.5	12.5	0.3	1.6	0.0	0.6	0.8	2,224
2109	McDaniel College	Baltimore	MD	108,100	52,100	3.9	2.2	41.2	4.7	1.6	0.2	0.5	-0.2	358
9941	Belmont College	Wheeling	OH	53,000	26,800	18.1	0.1	8.8	0.0	1.6	0.0	0.7	-7.0	289
1040	Southern Union State Community College	LaGrange	AL	66,800	29,300	16.4	0.9	9.7	0.0	1.6	0.0	0.9	7.1	880

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3414	University Of Rhode Island	Providence	RI	105,900	53,400	4.7	1.7	33.8	0.0	1.6	0.0	0.1	-1.9	1,954
3178	Seminole State College	Oklahoma City	OK	49,600	27,400	21.9	0.1	7.3	0.7	1.6	0.2	-6.5	-4.6	283
9236	Nashua Community College	Manchester	NH	81,500	33,500	7.7	0.6	20.5	0.1	1.6	0.0	0.3	-2.2	304
1980	University Of Pikeville	Pikeville	KY	57,400	32,000	20.5	0.6	7.7	0.1	1.6	0.0	-2.7	-7.6	174
8612	Robeson Community College	Fayetteville	NC	32,500	18,700	34.4	0.0	4.6	0.0	1.6	0.0	-0.7	2.5	254
1379	Connecticut College	Bridgeport	CT	170,500	55,500	3.1	13.9	50.9	5.2	1.6	0.2	0.3	-1.2	414
8903	College Of The Canyons	Los Angeles	CA	88,200	32,500	9.3	0.8	17.0	0.6	1.6	0.1	-0.6	0.4	1,869
3712	Tidewater Community College	Virginia Beach	VA	65,500	28,900	14.8	0.3	10.6	0.1	1.6	0.0	-1.3	-1.5	3,159
1363	Regis University	Denver	CO	121,400	47,600	3.8	8.5	41.2	0.0	1.6	0.0	0.7	2.4	274
3089	Ohio Northern University	Findlay	OH	91,300	63,200	3.0	0.4	52.1	5.6	1.6	0.2	1.0	-2.4	629
35	Arizona State And Northern Arizona University And University Of Arizona	Phoenix	AZ	110,700	46,300	4.9	4.0	32.0	1.3	1.6	0.1	0.7	1.1	12,056
6865	Camden County College	Philadelphia	NJ	74,000	30,500	12.3	0.3	12.8	0.2	1.6	0.0	-0.1	1.6	2,198
1385	Fairfield University	Bridgeport	CT	151,500	69,900	2.5	8.3	63.2	8.2	1.6	0.2	1.4	2.1	863
1562	Georgia Perimeter College	Atlanta	GA	68,800	28,500	13.4	0.8	11.8	0.3	1.6	0.0	8.2	14.9	2,563
5511	Okefenokee Technical College	Waycross	GA	35,300	16,400	36.8	0.1	4.3	0.0	1.6	0.0	-1.7	-2.1	169
3005	University Of North Dakota	Grand Forks	ND	90,000	49,400	4.5	0.9	34.8	0.8	1.6	0.0	-2.1	-6.9	1,770
2955	Pfeiffer University	Charlotte	NC	83,600	40,200	8.8	0.6	17.9	0.2	1.6	0.0	-0.8	-7.5	130
3315	Bloomsburg University Of Pennsylvania	Scranton	PA	89,800	45,700	5.6	0.4	27.9	0.4	1.6	0.0	0.2	-2.0	1,487
2748	Le Moyne College	Syracuse	NY	89,100	49,400	5.5	0.5	28.4	0.1	1.6	0.0	0.1	-3.8	507
3687	Green Mountain College	Burlington	VT	93,200	31,200	8.6	2.2	18.3	0.2	1.6	0.0	-0.7	2.4	156
1091	Arkansas State University - Beebe	Searcy	AR	63,100	29,500	13.7	0.3	11.4	0.4	1.6	0.1	3.7	2.2	645
1854	Coe College	Cedar Rapids	IA	90,600	48,500	4.1	1.6	38.4	3.4	1.6	0.1	-2.0	-8.5	259
2016	Loyola University New Orleans	New Orleans	LA	113,800	42,800	5.4	5.1	28.8	2.8	1.6	0.2	4.1	5.8	677
2530	Montana State University - Billings	Billings	MT	66,000	31,500	11.3	0.4	13.8	0.3	1.6	0.0	-4.2	-9.1	745
3549	Blinn College	Houston	TX	83,400	37,100	10.3	1.1	15.1	0.6	1.6	0.1	-0.4	-0.7	2,875
7986	Halifax Community College	Roanoke Rapids	NC	29,900	18,900	38.9	0.0	4.0	0.0	1.6	0.0	-9.0	-3.1	238
2460	Culver-Stockton College	Quincy	MO	78,600	38,900	7.4	0.4	21.1	0.4	1.6	0.0	1.7	2.8	173
22540	New England Culinary Institute	Claremont	VT	91,600	33,100	10.4	2.5	15.0	0.6	1.6	0.1	-2.5	0.1	89
2864	Dutchess Community College	Poughkeepsie	NY	82,900	31,900	9.2	0.2	17.0	0.0	1.6	0.0	-0.5	-1.6	1,283
1484	Florida State College At Jacksonville	Jacksonville	FL	66,600	30,100	13.9	0.4	11.2	0.1	1.6	0.0	-1.4	-0.6	3,480
3801	Wenatchee Valley College	Wenatchee	WA	61,200	29,400	13.6	0.1	11.4	0.0	1.6	0.0	1.6	1.9	517
201	Chabot-Las Positas Community College District	San Francisco	CA	84,000	35,200	9.3	0.6	16.8	0.0	1.6	0.0	8.8	13.2	2,382
3384	University Of Scranton	Scranton	PA	120,200	60,000	3.2	2.9	48.5	2.3	1.6	0.1	-0.4	-2.2	850
9420	Sanford-Brown College of McLean, VA	Washington DC	VA	49,700	24,200	24.0	0.3	6.5	0.1	1.6	0.0	-2.4	1.4	148
7669	Southwest Wisconsin Technical College	Monroe	WI	57,700	28,700	17.1	0.2	9.1	0.0	1.6	0.0	-6.4	-14.4	392
3644	Texas Tech University	Lubbock	TX	110,300	48,800	4.6	2.4	33.7	2.8	1.6	0.1	-0.4	-0.8	4,093

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2174	Northern Essex Community College	Boston	MA	70,700	31,300	14.3	0.4	10.9	0.0	1.6	0.0	4.4	6.7	694
4845	Wilson Community College	Wilson	NC	48,000	24,900	25.8	0.0	6.0	0.0	1.5	0.0	-1.6	7.5	264
3791	Shoreline Community College	Seattle	WA	84,200	33,100	7.8	0.6	19.8	0.9	1.5	0.1	1.0	-0.1	1,041
2808	Daemen College	Buffalo	NY	77,600	41,900	10.9	0.4	14.3	2.3	1.5	0.2	-0.9	-6.1	251
3401	Brown University	Providence	RI	197,000	66,900	2.9	18.9	53.1	6.9	1.5	0.2	2.3	3.4	1,315
20771	Milwaukee Institute Of Art & Design	Milwaukee	WI	89,200	32,200	4.1	2.0	37.6	0.0	1.5	0.0	2.5	-0.5	130
1987	Transylvania University	Lexington-Fayette	KY	98,300	45,200	4.9	4.7	31.8	2.8	1.5	0.1	-1.5	-2.6	260
3884	Ripon College	Oshkosh	WI	92,100	45,600	4.2	1.5	37.2	0.6	1.5	0.0	0.7	-2.6	215
1558	College Of Coastal Georgia	Brunswick	GA	64,400	27,200	17.3	0.2	8.9	0.0	1.5	0.0	-1.2	1.4	410
1623	North Idaho College	Spokane	ID	59,600	26,700	14.1	0.4	11.0	0.3	1.5	0.0	-2.1	-5.6	828
7570	Helena College University Of Montana	Helena	MT	57,900	30,900	12.4	0.3	12.4	0.1	1.5	0.0	-0.2	-10.9	157
1930	Labette Community College	Bartlesville	KS	57,700	30,200	11.7	0.1	13.2	0.0	1.5	0.0	6.4	3.5	166
8976	Clayton State University	Atlanta	GA	77,600	35,000	9.9	0.2	15.6	0.6	1.5	0.1	7.2	17.5	581
2080	Maryland Institute College Of Art	Baltimore	MD	117,100	31,300	5.4	2.6	28.4	0.1	1.5	0.0	-0.1	-1.5	173
7764	Southeast Technical Institute	Sioux Falls	SD	68,900	40,200	7.6	0.3	20.2	0.2	1.5	0.0	-0.2	-6.8	579
2523	Westminster College of Fulton, MO	Columbia	MO	96,600	47,300	3.3	3.5	46.5	0.5	1.5	0.0	1.9	-0.4	159
3465	Mount Marty College	Yankton	SD	67,100	35,000	8.2	0.1	18.8	4.6	1.5	0.4	-2.5	-15.2	137
3357	Point Park University	Pittsburgh	PA	79,200	32,800	8.8	0.8	17.6	0.0	1.5	0.0	-3.8	-7.6	314
3558	North Central Texas College	Dallas	TX	79,800	32,500	10.9	0.6	14.1	0.0	1.5	0.0	-1.4	-2.3	979
4920	Trident Technical College	Charleston	SC	63,500	27,200	16.8	0.5	9.2	0.0	1.5	0.0	-0.6	3.2	1,909
21	University Of Alaska System	Anchorage	AK	85,000	35,300	8.0	0.4	19.2	0.4	1.5	0.0	0.4	-2.0	3,343
3408	Community College Of Rhode Island	Providence	RI	64,600	28,600	15.7	0.4	9.7	0.1	1.5	0.0	2.3	2.9	3,182
1239	Miracosta College	San Diego	CA	71,200	26,500	13.4	1.4	11.5	0.5	1.5	0.1	-5.3	-10.4	1,413
2671	Bard College	Poughkeepsie	NY	117,900	30,900	6.5	7.6	23.6	0.0	1.5	0.0	-2.1	-6.5	280
1926	Pittsburg State University	Joplin	KS	75,300	40,900	6.7	0.4	23.0	0.6	1.5	0.0	0.2	-2.5	1,057
8597	Feather River College	Portola	CA	66,000	23,400	17.7	0.9	8.6	1.0	1.5	0.2	-1.0	2.7	179
3481	Carson - Newman University	Morristown	TN	79,100	36,300	9.4	1.3	16.2	0.0	1.5	0.0	-0.2	-2.4	388
2237	Alpena Community College	Alpena	MI	60,600	32,500	15.9	0.2	9.6	0.0	1.5	0.0	3.4	10.6	299
7481	Sanford-Brown College of Boston, MA	Boston	MA	40,400	23,500	24.3	0.4	6.3	0.0	1.5	0.0	5.1	1.5	186
25132	Orange Technical Education Centers - Orlando Technical	Orlando	FL	46,000	19,200	24.6	0.1	6.2	0.1	1.5	0.0	-9.4	-21.4	172
1626	University Of Idaho	Pullman	ID	86,600	41,300	6.4	0.7	23.8	1.0	1.5	0.1	-1.8	-3.8	1,558
1963	Eastern Kentucky University	Richmond	KY	69,700	33,800	14.1	0.4	10.8	0.1	1.5	0.0	-2.9	-5.8	2,072
1117	Azusa Pacific University	Los Angeles	CA	103,700	42,100	4.9	3.1	30.9	0.1	1.5	0.0	-0.2	-1.7	647
3586	Lubbock Christian University	Lubbock	TX	71,900	37,900	10.6	0.3	14.3	0.0	1.5	0.0	-5.0	-11.2	229
1523	Saint Johns River State College	Deltona	FL	67,800	27,600	13.7	0.3	11.1	0.0	1.5	0.0	-1.9	-2.7	750
2490	Missouri Western State University	St. Joseph	MO	68,300	35,100	10.3	0.4	14.7	0.3	1.5	0.0	-0.5	-1.5	1,012

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1880	Mount Mercy University	Cedar Rapids	IA	76,500	43,600	5.3	0.6	28.4	0.2	1.5	0.0	-1.6	-8.5	153
8849	Palm Beach Atlantic University	Port St. Lucie	FL	92,200	36,000	7.9	3.8	19.3	0.1	1.5	0.0	2.1	-0.3	361
9160	Rappahannock Community College	Newport News	VA	59,900	28,800	17.2	0.0	8.8	0.0	1.5	0.0	-1.3	-2.4	215
7893	Flagler College	Jacksonville	FL	100,900	40,300	4.8	1.9	31.8	0.1	1.5	0.0	-0.9	-2.4	408
1972	Lindsey Wilson College	Campbellsville	KY	49,100	27,500	21.1	0.4	7.2	0.6	1.5	0.1	-2.0	-5.1	269
1725	Monmouth College	Galesburg	IL	88,100	41,500	5.2	0.7	29.0	0.0	1.5	0.0	0.5	2.0	259
1522	South Florida State College	Lakeland	FL	44,400	26,600	24.7	0.4	6.1	0.5	1.5	0.1	-2.8	-4.3	267
7304	Culinary Institute Of America	Poughkeepsie	NY	102,800	41,800	5.2	2.0	29.2	1.2	1.5	0.1	1.6	2.9	531
10362	College Of Southern Nevada	Las Vegas	NV	66,800	28,900	12.0	0.5	12.5	0.4	1.5	0.0	-2.2	-3.7	3,829
20522	Black River Technical College	Jonesboro	AR	41,100	23,600	25.2	0.2	6.0	0.0	1.5	0.0	2.5	-2.4	255
10364	Whatcom Community College	Bellingham	WA	78,400	30,900	9.2	0.9	16.4	0.0	1.5	0.0	-0.6	-3.0	762
2325	University Of Michigan - Ann Arbor	Detroit	MI	156,100	68,700	3.0	9.2	50.4	5.7	1.5	0.2	0.3	-0.2	5,068
2863	Corning Community College - SUNY Office Of Community Colleges	Elmira	NY	65,200	30,500	12.7	0.1	11.9	0.0	1.5	0.0	4.8	4.6	721
12015	Austin Community College	Austin	TX	77,100	32,100	10.7	1.3	14.1	0.1	1.5	0.0	2.0	3.7	4,347
3998	Chattanooga State Community College	Chattanooga	TN	61,800	25,600	16.0	0.3	9.4	0.2	1.5	0.0	2.4	4.7	1,423
3932	University Of Wyoming	Laramie	WY	90,100	45,700	5.0	0.8	30.2	0.9	1.5	0.0	-2.1	-7.7	1,407
1867	Grand View University	Des Moines	IA	71,800	38,900	7.8	0.6	19.2	0.0	1.5	0.0	-2.2	-11.5	164
3168	Rogers State University	Tulsa	OK	66,500	31,300	13.9	0.3	10.8	0.0	1.5	0.0	-4.5	-8.0	481
3709	Emory & Henry College	Johnson City	VA	84,000	40,700	7.2	1.1	20.9	0.1	1.5	0.0	2.7	3.5	226
8350	Art Institute Of Philadelphia	Philadelphia	PA	68,000	27,900	12.1	0.8	12.4	0.0	1.5	0.0	3.7	6.6	672
2903	Yeshiva University	New York	NY	180,100	46,400	3.2	12.7	47.5	4.8	1.5	0.2	0.6	1.0	630
2459	Crowder College	Joplin	MO	51,100	24,600	18.3	0.3	8.2	0.4	1.5	0.1	1.9	1.1	464
2788	Niagara University	Buffalo	NY	92,300	46,500	5.8	1.1	25.7	2.3	1.5	0.1	-0.6	-2.7	495
3407	Rhode Island College	Providence	RI	82,700	41,300	7.8	0.4	19.3	0.4	1.5	0.0	0.8	1.3	919
3487	East Tennessee State University	Johnson City	TN	75,600	33,200	10.3	0.6	14.5	0.2	1.5	0.0	1.6	3.0	1,442
23263	Fortis Institute of Palm Springs, FL	Port St. Lucie	FL	33,200	21,800	36.2	0.1	4.1	0.0	1.5	0.0	-3.7	-0.4	128
2003	Centenary College Of Louisiana	Shreveport	LA	100,300	45,400	5.4	2.9	27.6	0.0	1.5	0.0	1.6	1.7	193
2190	Worcester State University	Boston	MA	87,600	44,800	6.1	0.4	24.4	0.0	1.5	0.0	-1.0	-3.3	661
1540	Webber International University	Lakeland	FL	62,400	42,000	13.6	1.9	11.0	0.0	1.5	0.0	-4.5	-3.0	90
2354	Hamline University	Minneapolis	MN	94,300	47,600	4.7	1.6	31.9	0.1	1.5	0.0	2.3	0.0	390
1504	State College Of Florida, Manatee-Sarasota	Sarasota	FL	62,400	27,700	13.2	1.0	11.4	0.4	1.5	0.0	1.7	2.0	1,407
7118	Parkland College	Decatur	IL	72,500	30,700	11.0	0.7	13.6	0.8	1.5	0.1	3.0	4.6	1,409
3615	Texas State University	Austin	TX	100,900	44,000	6.1	1.2	24.4	0.5	1.5	0.0	0.5	1.8	3,032
3316	California University Of Pennsylvania	Pittsburgh	PA	73,800	38,500	9.0	0.3	16.6	0.0	1.5	0.0	-2.4	-4.7	934
3769	Bellevue College	Seattle	WA	97,000	37,700	6.5	2.0	22.9	0.6	1.5	0.0	0.9	1.7	1,854
3564	East Texas Baptist University	Longview	TX	72,500	35,900	10.7	0.6	13.9	2.3	1.5	0.2	-2.7	-3.1	270

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1016	University Of North Alabama	Florence	AL	80,300	36,000	8.7	0.5	17.1	0.5	1.5	0.0	3.0	1.6	806
4650	Chesapeake College	Easton	MD	65,500	31,000	15.9	0.3	9.4	0.0	1.5	0.0	-2.4	-3.4	390
1541	Abraham Baldwin Agricultural College	Valdosta	GA	66,000	32,500	15.5	0.3	9.6	0.6	1.5	0.1	0.8	7.1	679
3800	Washington State University	Pullman	WA	104,200	50,000	4.5	1.7	32.9	1.1	1.5	0.0	-0.5	-2.5	2,624
10434	Renton Technical College	Seattle	WA	73,000	30,000	11.8	0.3	12.6	0.1	1.5	0.0	-0.6	-0.5	266
21603	International Academy Of Design And Technology of Chicago, IL	Chicago	IL	51,600	24,900	21.3	0.6	6.9	0.0	1.5	0.0	8.8	14.3	551
3166	Oklahoma City University	Oklahoma City	OK	101,700	39,600	7.1	1.5	20.9	2.4	1.5	0.2	-5.0	-5.8	215
2532	Montana State University Bozeman	Bozeman	MT	84,500	40,400	6.7	1.9	22.0	0.3	1.5	0.0	-2.2	-7.0	1,964
2668	Alfred University	Olean	NY	90,800	44,600	6.5	1.9	22.6	0.1	1.5	0.0	0.6	-2.0	455
9507	Georgia Highlands College	Rome	GA	76,000	29,900	8.3	0.0	17.9	0.0	1.5	0.0	2.2	3.5	516
1542	Agnes Scott College	Atlanta	GA	97,200	38,900	7.2	1.2	20.5	0.1	1.5	0.0	3.3	3.4	164
1510	Northwest Florida State College	Pensacola	FL	62,200	29,000	12.7	0.3	11.6	0.2	1.5	0.0	-1.3	-5.0	1,258
1470	Eastern Florida State College	Palm Bay	FL	65,300	25,700	14.7	0.3	10.0	0.2	1.5	0.0	-2.1	-1.7	1,995
3535	Vanderbilt University	Nashville	TN	197,900	72,800	2.5	21.9	59.3	13.0	1.5	0.3	0.2	-0.7	1,458
6836	Motlow State Community College	Tullahoma	TN	64,700	28,000	13.2	0.2	11.1	0.3	1.5	0.0	-0.3	-2.5	733
2910	Belmont Abbey College	Gastonia	NC	97,900	38,100	4.9	1.9	30.0	0.0	1.5	0.0	0.3	-2.5	134
3671	Dixie State University	St. George	UT	76,900	27,900	8.9	0.8	16.6	0.5	1.5	0.0	-1.2	-2.8	1,365
9903	Vance - Granville Community College	Henderson	NC	43,100	23,800	24.9	0.0	5.9	0.0	1.5	0.0	-0.4	0.1	531
3990	Florence - Darlington Technical College	Florence	SC	43,900	23,700	27.6	0.1	5.3	0.0	1.5	0.0	0.1	6.2	776
1684	Greenville College	Edwardsville	IL	80,000	33,800	5.9	0.5	25.0	0.1	1.5	0.0	2.8	0.1	199
23621	Full Sail University	Orlando	FL	80,400	28,700	10.6	1.8	13.8	0.4	1.5	0.0	7.4	11.5	823
8466	Southwestern Community College of Sylva, NC	Sylva	NC	49,700	22,900	20.1	0.0	7.3	0.0	1.5	0.0	-2.3	-4.6	273
1601	University Of West Georgia	LaGrange	GA	85,400	37,500	7.0	0.6	20.8	0.0	1.5	0.0	3.5	4.8	1,547
1106	Williams Baptist College	Jonesboro	AR	53,800	30,500	14.1	0.1	10.4	0.0	1.5	0.0	-0.6	-12.7	107
1964	Georgetown College	Lexington-Fayette	KY	93,600	44,900	5.2	1.4	28.3	2.1	1.5	0.1	1.9	2.5	292
3594	University Of North Texas	Dallas	TX	98,700	42,000	6.4	1.1	22.8	0.3	1.5	0.0	0.2	0.7	3,108
3745	University Of Virginia	Charlottesville	VA	151,000	71,200	2.8	7.3	51.8	3.6	1.5	0.1	0.1	-0.3	2,935
3238	Bucknell University	Sunbury	PA	149,800	71,800	2.6	11.2	55.1	6.2	1.5	0.2	-0.7	-3.7	824
3469	University Of Sioux Falls	Sioux Falls	SD	78,600	42,600	7.0	0.8	20.9	0.1	1.5	0.0	-6.0	-16.9	193
7265	Carl Sandburg College	Galesburg	IL	59,300	26,300	13.4	0.2	10.8	0.0	1.5	0.0	6.5	2.0	374
9936	Middlesex Community College of Bedford, MA	Boston	MA	82,500	34,100	8.9	0.8	16.5	0.0	1.5	0.0	4.8	6.3	1,303
1406	Southern Connecticut State University	Bridgeport	CT	91,300	43,400	5.6	0.5	25.9	0.1	1.5	0.0	-0.8	-2.9	1,452
1378	Central Connecticut State University	Bridgeport	CT	93,300	46,600	5.1	0.5	28.8	1.3	1.5	0.1	-1.1	-4.4	1,434
1868	Grinnell College	Marshalltown	IA	126,400	47,300	3.5	4.0	41.2	9.4	1.5	0.3	1.1	1.6	311

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8082	Cleveland Community College	Gastonia	NC	49,600	23,700	20.3	0.1	7.2	0.0	1.5	0.0	5.9	9.8	252
2544	Doane College	Lincoln	NE	76,600	45,100	5.9	1.1	24.7	4.2	1.5	0.2	0.3	-7.0	263
3206	Multnomah University	Portland	OR	80,500	24,700	6.5	1.4	22.4	0.0	1.5	0.0	-1.7	-8.2	120
3294	Manor College	Philadelphia	PA	78,400	33,700	7.4	1.0	19.5	4.6	1.5	0.3	5.5	7.0	86
22788	Southwest Florida College	Cape Coral	FL	40,900	18,900	27.9	0.1	5.2	0.0	1.5	0.0	-5.2	-13.7	351
1013	Calhoun Community College	Huntsville	AL	72,600	26,100	12.8	0.4	11.3	0.0	1.5	0.0	2.2	4.2	1,604
6982	Naugatuck Valley Community College	Bridgeport	CT	75,300	33,800	10.3	0.3	14.1	0.0	1.5	0.0	1.9	2.5	717
3162	Northern Oklahoma College	Tulsa	OK	63,000	29,800	14.2	0.2	10.2	0.0	1.4	0.0	-1.1	-3.9	587
3992	Piedmont Technical College	Greenville	SC	45,200	24,800	23.4	0.1	6.2	0.0	1.4	0.0	0.6	3.6	639
1392	Manchester Community College of Manchester, CT	Bridgeport	CT	81,700	35,200	9.3	0.1	15.6	0.6	1.4	0.1	2.0	0.4	962
2951	North Carolina Wesleyan College	Wilson	NC	63,100	34,100	14.7	1.0	9.9	0.0	1.4	0.0	5.8	12.1	178
8404	Brookdale Community College	Toms River	NJ	93,200	33,800	8.7	1.1	16.7	0.2	1.4	0.0	0.3	0.1	2,154
209	Phoenix Metro Community Colleges	Phoenix	AZ	75,300	31,700	10.6	0.9	13.6	0.3	1.4	0.0	2.0	2.9	13,667
1969	Kentucky Wesleyan College	Owensboro	KY	82,500	38,800	8.7	0.5	16.5	0.0	1.4	0.0	2.6	7.1	147
9226	Francis Marion University	Florence	SC	68,500	34,100	14.4	0.5	10.0	0.5	1.4	0.1	2.8	12.3	523
3492	Freed Hardeman University	Jackson	TN	77,500	34,500	6.6	0.6	22.0	3.3	1.4	0.2	1.0	-2.8	307
2177	Massasoit Community College	Boston	MA	78,300	31,500	10.5	0.4	13.7	0.0	1.4	0.0	2.5	3.5	1,389
1893	Upper Iowa University	Waterloo	IA	62,000	36,900	14.9	0.0	9.7	0.0	1.4	0.0	-1.1	-2.6	188
4742	Central New Mexico Community College	Albuquerque	NM	54,500	23,300	19.6	0.3	7.3	0.0	1.4	0.0	-2.5	-3.3	3,482
2580	Southern New Hampshire University	Manchester	NH	85,800	42,700	5.6	1.2	25.8	0.0	1.4	0.0	2.3	-1.2	507
3266	Gannon University	Erie	PA	83,300	49,000	6.8	0.5	21.1	2.9	1.4	0.2	0.9	-1.1	494
2170	Holyoke Community College	Springfield	MA	71,500	30,500	13.1	0.3	11.0	0.2	1.4	0.0	6.3	9.0	1,053
8543	Atlanta Technical College	Atlanta	GA	32,000	18,000	36.0	0.1	4.0	0.0	1.4	0.0	-1.5	0.1	311
5601	Albany Technical College	Albany	GA	29,200	15,800	44.5	0.1	3.2	0.2	1.4	0.1	-8.7	-8.2	313
8855	Edgecombe Community College	Wilson	NC	32,500	20,800	34.4	0.0	4.2	0.0	1.4	0.0	-0.3	5.6	256
3537	Abilene Christian University	Abilene	TX	101,000	40,100	5.2	2.3	27.4	3.8	1.4	0.2	-1.5	-5.1	839
3632	Texas A&M University	College Station	TX	119,400	59,400	3.2	2.9	44.7	4.2	1.4	0.1	1.0	0.8	7,121
3985	Oral Roberts University	Tulsa	OK	76,600	32,700	9.5	1.1	15.2	0.0	1.4	0.0	-0.9	-6.1	616
3963	American Institute Of Business	Des Moines	IA	66,000	38,700	8.1	0.3	17.7	0.1	1.4	0.0	0.5	-6.0	257
1977	Murray State University	Murray	KY	79,800	36,100	8.4	0.8	17.0	0.0	1.4	0.0	-0.8	-1.7	1,304
3810	Concord University	Bluefield	WV	66,800	31,800	13.0	0.2	11.0	1.0	1.4	0.1	0.7	-4.4	501
4641	Dunwoody College Of Technology	Minneapolis	MN	89,100	51,600	3.5	1.0	40.9	0.2	1.4	0.0	4.0	6.9	337
3783	Northwest University	Seattle	WA	80,400	38,000	5.3	0.6	26.9	0.2	1.4	0.0	2.7	2.4	160
1591	Shorter University	Rome	GA	84,000	37,400	6.9	0.5	20.6	2.3	1.4	0.2	5.1	9.0	213
6787	Clinton Community College - SUNY Office Of Community Colleges	Plattsburgh	NY	62,800	29,300	14.5	0.3	9.8	0.0	1.4	0.0	0.9	-0.7	342

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11727	Delaware Technical Community College of Dover, DE	Dover	DE	69,900	28,900	12.9	0.2	11.1	0.0	1.4	0.0	0.5	-1.8	308
3277	Indiana University Of Pennsylvania	Pittsburgh	PA	77,100	38,800	8.6	0.4	16.6	0.6	1.4	0.0	-1.1	-2.5	2,687
12912	MTI College	Sacramento	CA	48,400	32,300	16.5	0.4	8.7	0.0	1.4	0.0	-2.5	-15.7	98
3223	University Of Oregon	Eugene	OR	108,700	43,700	4.9	3.5	29.1	2.2	1.4	0.1	-0.4	-2.0	2,494
2148	Endicott College	Boston	MA	108,400	47,500	3.8	3.4	37.8	0.1	1.4	0.0	-1.5	-5.1	288
1750	Dominican University	Chicago	IL	87,300	44,300	6.1	1.5	23.4	0.0	1.4	0.0	2.2	6.6	200
3245	Chestnut Hill College	Philadelphia	PA	76,600	38,900	8.0	0.1	17.7	0.2	1.4	0.0	-8.3	-24.0	86
20705	Concordia University of Irvine, CA	Los Angeles	CA	94,000	39,600	5.4	2.2	26.2	0.3	1.4	0.0	0.2	-4.2	201
2426	Northeast Mississippi Community College	Corinth	MS	57,200	31,500	15.9	0.1	8.9	0.6	1.4	0.1	11.8	18.6	753
1688	Illinois College	Jacksonville	IL	80,900	41,000	5.9	0.9	24.1	0.0	1.4	0.0	-2.4	-5.8	229
5223	New River Community College	Roanoke	VA	68,000	30,500	11.7	0.5	12.2	0.1	1.4	0.0	1.9	3.1	596
1752	Sauk Valley Community College	Rockford	IL	64,900	28,900	13.8	0.0	10.2	0.0	1.4	0.0	-0.3	-0.5	594
4937	Jackson State Community College	Jackson	TN	63,200	29,400	15.3	0.3	9.2	0.0	1.4	0.0	6.3	12.0	828
6819	Blue Ridge Community College of Weyers Cave, VA	Staunton	VA	71,600	31,000	10.3	0.3	13.7	0.0	1.4	0.0	0.3	-1.2	595
1185	College Of The Redwoods	Eureka	CA	59,900	20,300	18.8	0.3	7.5	0.3	1.4	0.1	3.4	4.3	1,065
1371	University Of Denver	Denver	CO	152,000	51,200	3.0	15.5	47.3	4.1	1.4	0.1	0.5	-1.1	808
6811	Luzerne County Community College	Scranton	PA	61,100	29,200	13.6	0.2	10.4	0.2	1.4	0.0	2.8	1.6	1,144
1262	Point Loma Nazarene University	San Diego	CA	113,300	45,900	3.3	4.0	42.7	4.1	1.4	0.1	0.4	-3.1	502
1938	Pratt Community College	Pratt	KS	55,100	29,600	17.8	0.1	7.9	0.0	1.4	0.0	-4.9	-8.5	185
2002	Western Kentucky University	Bowling Green	KY	76,100	35,100	10.3	0.6	13.6	1.2	1.4	0.1	0.2	-0.4	2,511
1044	Stillman College	Tuscaloosa	AL	37,200	29,600	29.6	0.1	4.7	0.0	1.4	0.0	-5.2	1.1	212
1563	Emmanuel College of Franklin Springs, GA	Toccoa	GA	67,500	29,200	12.6	0.8	11.2	1.7	1.4	0.2	4.5	7.3	180
1701	Kaskaskia College	Centralia	IL	59,900	27,500	17.0	0.2	8.3	0.0	1.4	0.0	-4.6	-6.4	601
25889	Medtech College	Washington DC	VA	35,600	17,100	30.1	0.1	4.7	0.0	1.4	0.0	-12.9	-23.3	194
6815	Orangeburg - Calhoun Technical College	Columbia	SC	37,200	23,200	33.4	0.1	4.2	0.0	1.4	0.0	-6.0	2.1	410
220	South University	Dallas	TX	40,700	22,700	27.0	0.1	5.2	0.0	1.4	0.0	-2.0	4.1	154
10997	East Georgia State College	Statesboro	GA	57,600	27,400	21.4	0.6	6.6	0.0	1.4	0.0	1.1	7.8	349
2596	Atlantic Cape Community College	Philadelphia	NJ	60,000	26,500	14.7	0.2	9.5	0.0	1.4	0.0	-1.5	-1.3	937
1543	Darton State College	Albany	GA	63,200	28,800	18.0	0.3	7.8	0.0	1.4	0.0	3.6	11.7	585
2624	Ocean County College	Toms River	NJ	81,600	32,800	8.8	0.4	15.9	0.5	1.4	0.0	-0.9	-2.8	1,510
22188	Brookline College	Phoenix	AZ	30,000	16,200	36.9	0.1	3.8	0.0	1.4	0.0	-6.3	-4.8	403
12907	Lake Tahoe Community College	Sacramento	CA	64,600	22,100	14.2	1.0	9.8	0.0	1.4	0.0	-0.4	-4.3	341

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1624	Northwest Nazarene University	Boise City	ID	83,800	34,300	5.2	0.4	27.0	0.1	1.4	0.0	1.4	4.7	263
133	University Of Maine System	Bangor	ME	72,600	34,300	9.7	0.6	14.3	0.5	1.4	0.1	-2.3	-6.2	4,471
5245	University Of Arkansas Community College At Morrilton	Little Rock	AR	57,300	24,400	17.3	0.3	8.1	0.0	1.4	0.0	1.6	-0.1	246
2358	Macalester College	Minneapolis	MN	115,500	47,000	4.8	4.8	29.3	0.3	1.4	0.0	-1.0	-4.2	368
10182	Rogue Community College	Medford	OR	53,600	21,800	18.3	0.5	7.6	0.0	1.4	0.0	1.2	-0.2	812
21005	Universal Technical Institute of Orlando, FL	Orlando	FL	68,500	33,700	11.0	0.4	12.6	0.0	1.4	0.0	4.4	7.6	729
6901	Rowan College At Gloucester County	Philadelphia	NJ	81,600	33,800	8.8	0.2	15.8	0.4	1.4	0.0	-0.8	-2.5	988
2172	Mount Wachusett Community College	Boston	MA	71,400	28,900	10.7	0.1	13.0	0.0	1.4	0.0	3.1	3.3	500
3456	Winthrop University	Charlotte	SC	84,100	38,600	7.6	0.5	18.2	0.5	1.4	0.0	0.9	1.3	855
2290	Michigan State University	Lansing	MI	120,400	52,600	4.1	2.5	33.9	2.0	1.4	0.1	1.1	1.0	6,799
23122	Texas School Of Business	Houston	TX	31,100	20,200	38.5	0.1	3.6	0.0	1.4	0.0	-10.8	-14.2	317
3981	University Of North Carolina School Of The Arts	Winston-Salem	NC	106,800	32,000	4.1	2.3	34.0	0.2	1.4	0.0	1.7	-0.9	152
3571	Hardin-Simmons University	Abilene	TX	91,700	41,600	6.0	0.9	23.3	0.8	1.4	0.0	-0.6	-2.5	334
9314	Great Falls College Montana State University	Great Falls	MT	54,300	24,200	21.5	0.4	6.5	0.0	1.4	0.0	-7.3	-10.2	205
3301	Moravian College	Allentown	PA	97,100	56,200	4.1	1.5	34.1	0.0	1.4	0.0	1.0	3.2	322
2739	Ithaca College	Elmira	NY	117,800	52,500	3.8	4.9	36.2	1.3	1.4	0.1	0.2	-0.8	1,368
3389	Washington And Jefferson College	Pittsburgh	PA	99,300	54,700	4.3	2.9	32.3	0.6	1.4	0.0	-1.7	-4.1	291
3813	Glennville State College	Summersville	WV	55,900	34,300	17.8	0.1	7.8	0.0	1.4	0.0	-1.1	-4.4	285
3326	Shippensburg University Of Pennsylvania	Harrisburg	PA	93,000	47,500	4.4	0.5	31.4	0.0	1.4	0.0	0.6	-0.3	1,384
1508	North Florida Community College	Lake City	FL	48,800	26,500	24.9	0.3	5.5	0.7	1.4	0.2	-6.7	-3.8	189
3500	Lee University	Cleveland	TN	78,600	32,400	8.7	0.6	15.8	0.0	1.4	0.0	-2.4	-6.1	767
3771	Central Washington University	Yakima	WA	97,100	45,000	5.5	1.0	25.1	1.5	1.4	0.1	-0.1	-1.1	1,189
2573	Dartmouth College	Claremont	NH	185,500	76,600	2.8	17.7	49.7	13.1	1.4	0.4	0.9	0.8	996
3270	Gwynedd Mercy University	Philadelphia	PA	94,700	52,700	5.7	1.0	24.3	0.0	1.4	0.0	-0.8	-4.3	187
10453	Washington State Community College	Parkersburg	OH	58,400	24,600	15.4	0.1	9.0	0.0	1.4	0.0	0.3	-3.7	327
3478	Austin Peay State University	Clarksville	TN	66,600	33,500	12.0	0.3	11.5	0.5	1.4	0.1	-2.3	-5.5	1,066
8133	Zane State College	Zanesville	OH	53,800	27,000	15.3	0.3	9.0	0.0	1.4	0.0	10.0	3.7	326
6782	Genesee Community College	Buffalo	NY	64,400	28,400	13.0	0.2	10.6	0.0	1.4	0.0	1.5	4.7	775
3545	Baylor University	Waco	TX	132,400	50,300	4.0	5.9	34.2	3.3	1.4	0.1	0.5	0.3	2,523
11621	Automotive Training Center	Philadelphia	PA	74,600	39,900	8.7	0.1	15.7	0.7	1.4	0.1	3.6	7.9	144
3229	Albright College	Reading	PA	89,000	47,300	5.1	1.3	26.6	0.1	1.4	0.0	2.1	0.2	314
12165	Atlanta Metropolitan State College	Atlanta	GA	38,900	23,800	25.6	0.2	5.3	0.0	1.4	0.0	6.7	12.4	331
3221	Treasure Valley Community College	Ontario	OR	52,000	23,900	18.0	0.1	7.6	0.0	1.4	0.0	-1.5	-3.5	387

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2718	Elmira College	Elmira	NY	91,400	47,500	5.0	1.7	27.2	0.2	1.4	0.0	0.3	-0.3	242
1742	Illinois Eastern Community Colleges - Olney Central College	Olney	IL	58,400	26,200	16.9	0.1	8.1	0.4	1.4	0.1	-4.3	-11.3	797
2856	SUNY College Of Agriculture & Technology At Cobleskill	Albany	NY	71,700	34,200	10.8	0.3	12.7	0.0	1.4	0.0	1.9	0.1	525
2944	Mars Hill University	Asheville	NC	72,900	34,300	11.6	0.6	11.7	0.0	1.4	0.0	4.0	7.5	233
3204	Mount Hood Community College	Portland	OR	75,000	30,100	9.4	0.4	14.5	0.0	1.4	0.0	5.7	8.5	1,675
3792	Skagit Valley College	Seattle	WA	69,500	30,600	11.2	0.3	12.2	0.5	1.4	0.1	-2.4	-6.1	715
2340	Carleton College	Owatonna	MN	152,000	51,700	2.6	8.3	52.9	5.8	1.4	0.1	0.1	0.8	457
3197	Lewis & Clark College	Portland	OR	119,100	41,600	5.1	8.2	26.6	3.2	1.4	0.2	-1.1	-4.1	371
2167	Berkshire Community College	Pittsfield	MA	66,000	28,700	11.6	0.7	11.8	0.0	1.4	0.0	4.1	3.0	353
7351	Brown College	Minneapolis	MN	67,800	31,000	11.5	0.7	11.9	0.1	1.4	0.0	3.1	6.1	790
21283	Institute For Business & Technology	San Antonio	TX	42,700	18,200	24.9	0.1	5.5	0.1	1.4	0.0	-0.2	4.9	116
85	Certain Colorado Community Colleges	Denver	CO	70,800	27,900	12.5	0.6	10.9	0.2	1.4	0.0	0.5	-0.7	7,488
9629	Mountain Empire Community College	Big Stone Gap	VA	43,000	19,600	26.6	0.2	5.1	0.0	1.4	0.0	-0.7	-1.7	416
31004	Coconino County Community College	Flagstaff	AZ	68,500	25,000	13.3	0.5	10.2	0.0	1.4	0.0	1.5	2.5	457
1915	Fort Hays State University	Hays	KS	71,100	38,500	7.3	0.4	18.7	0.0	1.4	0.0	-2.2	-6.2	886
30300	Ogeechee Technical College	Statesboro	GA	41,600	19,600	30.5	0.2	4.4	0.0	1.4	0.0	-3.3	3.1	364
2346	Concordia College - Moorhead	Fargo	MN	86,400	45,600	4.5	2.0	30.0	4.6	1.4	0.2	-1.4	-6.3	624
4667	School Of The Museum Of Fine Arts	Boston	MA	109,600	25,000	8.5	8.4	15.9	0.3	1.4	0.0	-2.0	1.0	75
3049	Hiram College	Cleveland	OH	78,900	43,300	6.4	0.7	21.1	0.0	1.4	0.0	1.0	-2.0	213
3212	Pacific University	Portland	OR	92,700	47,500	4.3	1.1	31.4	0.0	1.4	0.0	0.2	-2.6	240
3826	West Virginia State University	Charleston	WV	65,100	27,200	14.0	0.4	9.7	0.0	1.4	0.0	2.5	-1.5	741
3754	Virginia Polytechnic Institute & State University	Roanoke	VA	123,300	62,300	2.8	2.2	47.5	1.8	1.4	0.1	-0.9	-3.1	4,591
2972	North Carolina State University	Raleigh	NC	111,400	52,300	4.3	2.2	31.7	1.4	1.4	0.1	-0.1	-0.7	3,984
30425	Carrington College of Spokane Valley, WA	Spokane	WA	46,500	20,400	25.9	0.4	5.2	0.0	1.4	0.0	-32.2	-86.1	168
9322	Williamsburg Technical College	Florence	SC	29,300	15,600	36.9	0.1	3.7	0.0	1.4	0.0	1.0	-2.1	86
1060	James H. Faulkner State Community College	Mobile	AL	65,100	27,500	16.1	0.4	8.4	0.0	1.3	0.0	0.4	6.1	636
2187	Massachusetts College Of Liberal Arts	Pittsfield	MA	81,400	36,900	7.5	0.2	18.0	0.1	1.3	0.0	-0.4	0.1	228
3788	Seattle Pacific University	Seattle	WA	104,200	39,100	4.5	3.2	30.2	0.0	1.3	0.0	-0.6	-1.0	573
37243	Digipen Institute Of Technology	Seattle	WA	95,200	76,000	4.3	1.6	31.2	0.0	1.3	0.0	7.7	2.7	89
2627	Princeton University	Newark	NJ	218,100	90,700	2.0	20.1	65.9	14.3	1.3	0.3	1.2	1.3	1,027
2409	Itawamba Community College	Tupelo	MS	47,900	28,400	23.9	0.2	5.6	0.0	1.3	0.0	3.5	4.2	733

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1664	University Of Saint Francis of Joliet, IL	Chicago	IL	91,600	48,500	4.5	0.1	29.8	0.0	1.3	0.0	-0.4	-4.1	160
30375	Hodges University	Cape Coral	FL	38,300	26,800	26.8	0.9	5.0	0.0	1.3	0.0	10.5	13.4	86
3230	Allegheny College	Erie	PA	102,800	52,500	3.7	2.6	35.9	6.0	1.3	0.2	0.5	-0.3	435
3241	Cabrini College	Philadelphia	PA	98,100	46,700	5.6	2.3	24.0	0.2	1.3	0.0	-1.5	-3.4	250
3145	Youngstown State University	Youngstown	OH	71,500	36,000	9.4	0.4	14.3	0.4	1.3	0.0	5.0	6.4	2,057
3186	Blue Mountain Community College	Kennewick	OR	61,400	27,500	11.9	0.1	11.3	0.0	1.3	0.0	5.3	-2.5	297
5255	Moultrie Technical College	Valdosta	GA	28,800	15,500	46.4	0.1	2.9	0.0	1.3	0.0	-19.4	-1.8	212
3409	Rhode Island School Of Design	Providence	RI	142,800	37,800	4.1	8.2	32.6	2.4	1.3	0.1	0.2	-0.2	329
2193	Mount Ida College	Boston	MA	64,900	30,000	12.9	1.2	10.4	0.0	1.3	0.0	-5.0	-15.4	256
20554	Bossier Parish Community College	Shreveport	LA	63,000	27,600	17.2	0.3	7.8	0.0	1.3	0.0	4.6	10.3	820
7099	Virginia Highlands Community College	Johnson City	VA	54,300	24,900	19.3	0.2	6.9	0.0	1.3	0.0	6.8	4.5	334
2301	Northern Michigan University	Marquette	MI	81,000	35,800	7.1	0.7	18.7	0.0	1.3	0.0	1.4	0.8	1,526
2180	Massachusetts College Of Art And Design	Boston	MA	98,300	32,700	6.7	1.2	19.8	0.0	1.3	0.0	-2.0	-6.4	249
2064	College Of Southern Maryland	Washington DC	MD	90,600	38,800	7.2	0.2	18.7	0.0	1.3	0.0	-0.6	-4.1	1,225
- 9	Never Attended College (up to year 2013)			35,200	11,500	34.5	0.1	3.9	0.1	1.3	0.0			955,065
2506	Saint Louis University	St. Louis	MO	119,700	57,100	3.2	4.7	42.2	4.1	1.3	0.1	-0.3	-1.2	1,302
2486	Mineral Area College	Farmington	MO	56,300	26,100	17.2	0.2	7.8	0.0	1.3	0.0	2.8	2.5	610
2277	Lake Michigan College	South Bend	MI	69,800	26,900	14.0	0.3	9.5	0.0	1.3	0.0	8.4	11.5	556
13263	South Hills School Of Business & Technology	State College	PA	63,500	29,100	13.5	0.2	9.8	0.1	1.3	0.0	4.1	3.7	175
2293	Lake Superior State University	Sault Ste. Marie	MI	75,500	35,700	8.5	0.7	15.7	0.0	1.3	0.0	3.3	2.8	482
2816	Siena College	Albany	NY	116,800	61,100	3.7	2.6	35.5	4.2	1.3	0.2	0.4	-0.9	648
5351	Tennessee College Of Applied Technology - Morristown	Morristown	TN	49,300	25,000	23.5	0.2	5.7	0.1	1.3	0.0	-1.7	-2.1	137
2145	Eastern Nazarene College	Boston	MA	81,600	34,400	7.5	0.6	17.6	0.0	1.3	0.0	-1.8	-5.7	161
5311	Tulsa Technology Center School	Tulsa	OK	54,500	25,000	20.1	0.3	6.6	0.0	1.3	0.0	-4.4	-7.3	399
1513	Pensacola State College	Pensacola	FL	58,200	26,500	18.3	0.3	7.2	0.2	1.3	0.0	-3.5	-5.0	1,619
2869	Jamestown Community College	Erie	NY	59,600	27,600	15.5	0.2	8.6	0.0	1.3	0.0	2.0	1.7	811
2575	Franklin Pierce University	Keene	NH	86,300	39,100	7.8	1.2	17.1	0.0	1.3	0.0	-3.9	-12.1	418
7532	Finger Lakes Community College - SUNY Office Of Community College	Buffalo	NY	69,100	29,200	11.3	0.3	11.7	0.3	1.3	0.0	3.5	6.3	841
5615	Southwest Georgia Technical College	Thomasville	GA	35,100	23,000	34.1	0.1	3.9	0.0	1.3	0.0	-15.3	-18.5	207
3988	Neumann University	Philadelphia	PA	85,200	40,800	8.0	1.1	16.6	0.0	1.3	0.0	-1.4	-4.5	277
5620	Chattahoochee Technical College	Atlanta	GA	70,800	24,100	12.0	0.3	11.0	0.0	1.3	0.0	8.7	13.0	670
2183	Bridgewater State University	Boston	MA	93,300	45,400	4.8	0.3	27.8	0.6	1.3	0.0	0.3	-1.7	1,182

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3831	Wheeling Jesuit University	Wheeling	WV	85,100	47,200	6.9	1.0	19.2	0.0	1.3	0.0	-2.9	-7.0	218
1422	University Of Hartford	Bridgeport	CT	106,300	47,400	4.4	3.6	30.3	0.7	1.3	0.0	-0.4	-1.7	979
3388	Villanova University	Philadelphia	PA	159,900	78,300	2.3	10.3	58.0	7.7	1.3	0.2	0.5	-0.7	1,550
30665	Southeastern Technical College	Vidalia	GA	33,200	17,000	36.0	0.1	3.7	0.0	1.3	0.0	-4.2	0.2	181
2295	Montcalm Community College	Grand Rapids	MI	63,200	20,600	14.9	0.1	8.8	0.1	1.3	0.0	2.5	0.1	268
9621	Herzing University	Madison	WI	65,400	33,500	13.9	0.3	9.5	0.0	1.3	0.0	11.9	24.5	261
1020	Jacksonville State University	LaGrange	AL	69,100	34,300	12.7	0.5	10.4	0.2	1.3	0.0	0.9	6.1	1,155
3651	University Of Dallas	Dallas	TX	116,700	44,200	4.6	2.5	28.6	0.0	1.3	0.0	-1.4	-5.9	260
24	Anthem College And The Bryman School Of Arizona	Phoenix	AZ	41,100	23,100	27.0	0.1	4.9	0.0	1.3	0.0	-0.5	-3.1	2,344
2365	Minneapolis College Of Art & Design	Minneapolis	MN	92,900	28,000	6.8	3.0	19.5	0.0	1.3	0.0	-1.6	-4.6	125
1362	Otero Junior College	Pueblo	CO	50,100	22,500	21.2	0.3	6.2	0.1	1.3	0.0	1.5	-5.1	231
1758	Southern Illinois University At Carbondale	Carbondale	IL	87,300	42,000	6.9	0.6	19.1	0.5	1.3	0.0	3.0	4.8	2,699
8659	Lord Fairfax Community College	Winchester	VA	74,000	33,200	8.2	0.4	15.9	0.0	1.3	0.0	1.2	-3.1	709
1869	Iowa State University Of Science & Technology	Des Moines	IA	92,900	51,900	3.7	1.2	35.6	1.3	1.3	0.0	-0.6	-4.9	4,107
3645	Texas Wesleyan University	Fort Worth	TX	62,800	42,000	12.7	0.9	10.3	0.1	1.3	0.0	-6.7	-12.6	124
3430	Columbia College of Columbia, SC	Columbia	SC	62,600	33,800	14.6	1.2	9.0	0.1	1.3	0.0	0.4	-5.5	161
- 99	Late College Goers			43,300	17,400	27.1	0.2	4.8	0.1	1.3	0.0			413,120
3362	Seton Hill University	Pittsburgh	PA	62,900	33,800	7.6	0.9	17.3	0.0	1.3	0.0	-1.5	-10.6	127
3368	Saint Vincent College & Seminary	Pittsburgh	PA	90,200	47,600	4.4	1.3	29.9	0.4	1.3	0.0	0.1	-3.5	253
2536	University Of Montana	Missoula	MT	82,400	34,600	8.4	2.5	15.5	0.0	1.3	0.0	-0.7	-4.0	2,043
2427	Northwest Mississippi Community College	Memphis	MS	51,700	27,200	20.9	0.2	6.2	0.0	1.3	0.0	-1.1	1.4	1,418
2940	Lenoir Community College	Jacksonville	NC	45,900	24,400	23.5	0.2	5.5	0.0	1.3	0.0	-0.6	4.8	307
2949	University Of Mount Olive	Goldsboro	NC	57,100	38,100	17.7	0.2	7.3	0.0	1.3	0.0	-3.6	-3.7	155
9089	Hannibal - Lagrange University	Quincy	MO	71,800	30,600	5.8	0.0	22.2	0.0	1.3	0.0	0.4	-4.1	163
1759	Southern Illinois University Edwardsville	Edwardsville	IL	87,400	41,400	6.8	0.4	18.9	0.9	1.3	0.1	-2.2	-5.2	1,627
3674	Stevens Henager College	Salt Lake City	UT	61,000	23,200	15.1	0.4	8.6	0.9	1.3	0.1	7.6	19.1	249
2334	Augsburg College	Minneapolis	MN	99,100	49,000	4.0	4.2	32.1	2.6	1.3	0.1	8.9	14.3	321
1599	Valdosta State University	Valdosta	GA	83,400	37,800	8.0	0.4	16.1	0.0	1.3	0.0	2.6	4.2	1,298
2314	Saginaw Valley State University	Saginaw	MI	86,500	40,000	6.4	0.3	20.3	0.0	1.3	0.0	2.1	2.8	958
3823	West Liberty University	Wheeling	WV	72,200	36,400	8.7	0.4	14.8	0.0	1.3	0.0	0.9	0.0	447
7693	Shawnee Community College	Carbondale	IL	48,800	22,000	24.3	0.3	5.3	0.0	1.3	0.0	2.8	-4.2	257
3302	Mount Aloysius College	Altoona	PA	57,700	40,900	9.5	1.1	13.6	0.1	1.3	0.0	-1.2	-11.3	183
8175	Howard Community College	Baltimore	MD	99,100	33,700	7.8	1.3	16.5	0.5	1.3	0.0	1.2	2.2	818
10020	Lewis And Clark Community College	Edwardsville	IL	70,500	28,100	11.5	0.2	11.2	0.7	1.3	0.1	4.1	4.4	876

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7690	Kankakee Community College	Bourbonnais	IL	72,400	29,500	11.5	0.1	11.1	1.0	1.3	0.1	8.2	11.9	466
22	Spokane And Spokane Falls Community Colleges	Spokane	WA	64,700	28,200	13.2	0.2	9.8	0.2	1.3	0.0	0.4	-0.5	2,362
3288	Lebanon Valley College	Reading	PA	92,700	49,000	3.7	0.9	34.4	2.6	1.3	0.1	-0.6	-0.4	356
21802	Metro Business College	Columbia	MO	38,400	14,100	29.9	0.2	4.3	0.0	1.3	0.0	-8.4	-13.7	84
1434	American University	Washington DC	DC	135,700	59,100	3.5	8.8	36.4	5.2	1.3	0.2	0.1	-2.9	1,103
7110	Delaware County Community College	Philadelphia	PA	80,800	32,100	8.8	0.6	14.6	0.4	1.3	0.0	2.3	2.6	1,660
1805	Indiana Institute Of Technology	Fort Wayne	IN	67,800	40,700	10.4	0.1	12.3	0.1	1.3	0.0	7.7	9.0	148
1919	Garden City Community College	Garden City	KS	58,000	32,100	14.5	0.2	8.8	0.0	1.3	0.0	-2.9	-2.9	439
2482	Maryville University Of Saint Louis	St. Louis	MO	92,900	44,600	5.1	1.2	25.3	0.0	1.3	0.0	-0.8	-5.5	256
3505	Maryville College	Knoxville	TN	84,900	37,700	7.9	1.1	16.3	0.1	1.3	0.0	-1.9	-2.6	214
7119	Rend Lake College	Centralia	IL	57,700	28,000	17.6	0.1	7.3	0.3	1.3	0.1	-0.6	-0.8	618
1515	Rollins College	Orlando	FL	120,800	42,800	5.6	16.0	22.7	1.4	1.3	0.1	0.9	-1.6	402
3767	Virginia Wesleyan College	Virginia Beach	VA	90,400	40,400	8.1	2.6	15.8	0.0	1.3	0.0	-2.8	-2.9	210
1903	Baker University	Topeka	KS	96,200	45,800	3.5	1.1	37.0	0.0	1.3	0.0	2.1	0.2	190
2945	Meredith College	Raleigh	NC	107,700	35,500	3.9	5.0	32.6	2.2	1.3	0.1	2.8	3.9	366
1616	Boise State University	Boise City	ID	77,100	31,900	7.5	0.6	17.1	0.6	1.3	0.0	-1.8	-7.4	2,368
1361	Northeastern Junior College	Sterling	CO	61,100	31,600	13.5	0.2	9.4	0.5	1.3	0.1	-2.6	-6.0	369
8403	Indian Hills Community College	Ottumwa	IA	59,600	32,500	13.7	0.1	9.3	0.0	1.3	0.0	0.6	-1.1	927
7988	Martin Community College	Washington	NC	37,700	22,200	36.3	0.0	3.5	0.0	1.3	0.0	-12.9	-0.8	103
3328	West Chester University Of Pennsylvania	Philadelphia	PA	102,700	47,500	4.2	1.0	30.3	0.8	1.3	0.0	-0.9	-4.3	1,921
2559	Peru State College	Nebraska City	NE	64,600	36,000	9.5	0.4	13.4	0.0	1.3	0.0	-0.5	-5.3	160
71	University Of Nebraska System	Lincoln	NE	89,400	45,200	4.4	1.2	28.8	0.9	1.3	0.0	-0.3	-3.3	5,829
3760	Virginia Western Community College	Roanoke	VA	66,800	28,400	11.6	0.4	10.9	0.0	1.3	0.0	0.8	1.3	903
1928	Kansas State University	Manhattan	KS	92,100	45,600	4.3	1.3	29.6	0.4	1.3	0.0	-0.8	-4.0	3,714
6938	Linn-Benton Community College	Eugene	OR	71,900	28,400	11.1	0.5	11.5	0.3	1.3	0.0	1.1	-1.3	1,113
10684	Erie Community College	Buffalo	NY	72,400	30,900	12.1	0.3	10.5	0.2	1.3	0.0	4.8	6.5	2,364
51	University Of Tennessee System	Knoxville	TN	99,200	42,000	5.9	2.2	21.4	1.4	1.3	0.1	0.0	-0.8	5,805
3956	Dalton State College	Rome	GA	63,500	29,700	11.9	0.6	10.7	0.0	1.3	0.0	4.3	9.9	720
3691	Middlebury College	Burlington	VT	219,600	61,800	2.3	21.1	54.6	7.4	1.3	0.2	0.4	1.7	590
33953	International Career Development Center	Los Angeles	CA	29,500	16,700	46.1	0.1	2.7	0.7	1.3	0.3	-10.3	-10.3	215
3116	University Of Rio Grande	Athens	OH	60,300	27,900	15.2	0.4	8.3	0.0	1.3	0.0	5.7	9.1	356
2976	University Of North Carolina - Greensboro	Greensboro	NC	88,700	36,800	6.8	1.1	18.6	0.8	1.3	0.1	1.7	4.3	1,839
6656	College Of Du Page	Chicago	IL	85,900	30,400	9.6	0.9	13.2	0.4	1.3	0.0	-0.5	-1.1	2,734
2160	Lesley University	Boston	MA	96,100	29,500	7.8	3.4	16.3	0.0	1.3	0.0	-3.1	-8.9	251

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2227	Wheaton College of Norton, MA	Providence	MA	117,300	46,600	3.6	6.9	34.7	2.5	1.3	0.1	1.3	-0.1	369
11672	Mendocino College	Santa Rosa	CA	51,900	21,400	21.0	0.4	6.0	0.0	1.3	0.0	-1.8	-3.4	482
1589	Reinhardt University	Atlanta	GA	101,500	31,100	5.2	2.5	24.4	0.0	1.3	0.0	5.4	7.9	175
22171	Pima Medical Institute	Tucson	AZ	44,500	22,700	24.3	0.1	5.2	0.0	1.3	0.0	-7.4	-10.3	813
2685	Cazenovia College	Syracuse	NY	64,200	28,800	12.1	0.6	10.4	0.1	1.3	0.0	-5.6	-15.1	203
3165	Oklahoma Christian University	Oklahoma City	OK	88,100	36,100	6.1	0.9	20.6	0.0	1.3	0.0	-2.1	-4.1	375
3519	Rhodes College	Memphis	TN	164,400	52,000	2.2	15.4	57.9	22.3	1.3	0.5	1.0	1.3	341
3265	Franklin & Marshall College	Reading	PA	162,900	57,800	2.2	10.8	56.5	0.3	1.3	0.0	0.3	-0.3	415
7694	College Of Lake County	Chicago	IL	88,400	33,800	7.9	1.0	15.8	0.3	1.3	0.0	0.9	1.5	1,639
2453	Central Methodist University	Columbia	MO	66,000	36,200	8.5	0.1	14.8	4.1	1.3	0.3	-1.9	-9.1	192
7692	Moraine Valley Community College	Chicago	IL	87,200	36,100	7.5	0.5	16.8	0.2	1.3	0.0	5.0	8.5	2,443
2914	Catawba College	Charlotte	NC	94,000	42,000	5.8	1.1	21.7	0.1	1.3	0.0	2.5	2.1	194
4004	John Tyler Community College	Richmond	VA	79,900	29,900	9.3	0.3	13.4	0.0	1.3	0.0	1.8	2.1	835
3209	Western Oregon University	Eugene	OR	86,900	40,800	5.8	0.7	21.6	0.8	1.3	0.0	0.9	1.6	684
1700	Judson University	Chicago	IL	83,000	35,900	6.2	1.2	20.3	0.0	1.3	0.0	-2.8	-7.2	158
6788	Tompkins Cortland Community College	Elmira	NY	58,900	27,200	15.0	0.2	8.3	0.0	1.3	0.0	1.1	-0.6	593
1606	Brigham Young University - Hawaii	Honolulu	HI	93,200	22,600	5.1	1.0	24.4	9.4	1.2	0.5	-1.1	1.0	185
3509	University Of Memphis	Memphis	TN	83,000	36,100	10.2	1.1	12.3	0.2	1.2	0.0	2.0	5.4	2,223
3086	Oberlin College	Lorain	OH	127,100	38,900	4.2	7.8	29.9	2.3	1.2	0.1	-1.9	-5.4	657
2249	Davenport University	Grand Rapids	MI	55,800	23,400	20.4	0.3	6.1	0.2	1.2	0.0	-11.8	-21.4	949
2983	Wilkes Community College	North Wilkesboro	NC	53,200	25,000	13.6	0.3	9.1	0.0	1.2	0.0	4.1	0.8	378
9159	Paul D. Camp Community College	Newport News	VA	53,900	26,000	24.6	0.1	5.1	0.0	1.2	0.0	2.2	-0.3	172
2341	College Of Saint Benedict	St. Cloud	MN	106,800	47,300	2.6	2.6	47.8	0.0	1.2	0.0	-0.1	-2.9	447
2985	Wingate University	Charlotte	NC	86,600	40,700	6.9	2.2	18.1	0.1	1.2	0.0	1.0	4.7	232
3213	Portland Community College	Portland	OR	72,400	26,500	11.2	0.7	11.1	0.2	1.2	0.0	3.4	2.7	3,640
2491	Moberly Area Community College	Moberly	MO	59,600	26,400	13.8	0.4	9.0	0.0	1.2	0.0	1.1	-2.6	621
5006	Walla Walla Community College	Kennewick	WA	62,000	30,100	12.5	0.2	9.9	0.0	1.2	0.0	0.5	-0.6	538
3848	Edgewood College	Madison	WI	93,300	40,500	5.9	2.3	20.9	0.0	1.2	0.0	0.2	-1.3	217
2058	Anne Arundel Community College	Baltimore	MD	91,100	36,000	6.3	0.7	19.6	0.2	1.2	0.0	0.5	0.5	2,219
1495	Jacksonville University	Jacksonville	FL	85,000	43,700	7.6	2.9	16.1	0.1	1.2	0.0	2.2	-1.2	259
58	Fort Myers Institute Of Technology And Cape Coral Institute Of Technology	Cape Coral	FL	49,800	21,400	23.5	0.1	5.3	0.0	1.2	0.0	-9.5	-10.9	96
3218	Chemeketa Community College	Eugene	OR	66,100	27,600	13.1	0.2	9.4	0.2	1.2	0.0	1.6	3.9	1,746
1639	Blackburn University	Edwardsville	IL	65,800	41,300	10.9	0.5	11.3	0.1	1.2	0.0	-3.5	-4.3	110
1290	Sierra College	Sacramento	CA	85,900	30,900	7.8	0.7	15.7	0.3	1.2	0.0	2.0	0.4	2,786
1999	University Of Louisville	Louisville	KY	87,400	39,800	7.5	1.0	16.5	0.4	1.2	0.0	-1.2	-5.0	2,299

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2108	Washington College	Easton	MD	120,900	51,500	3.4	5.5	36.5	8.0	1.2	0.3	-0.9	-3.1	251
2993	Mayville State University	Grand Forks	ND	68,300	40,000	8.0	0.1	15.3	0.0	1.2	0.0	1.3	-1.4	116
1887	Simpson College	Des Moines	IA	80,800	48,800	3.1	0.5	39.7	0.0	1.2	0.0	0.5	-5.6	310
1133	California Lutheran University	Los Angeles	CA	110,600	50,900	3.2	3.2	38.2	0.2	1.2	0.0	-0.3	-4.0	300
2308	Olivet College	Lansing	MI	66,600	34,700	12.7	0.2	9.6	0.0	1.2	0.0	-3.2	-6.1	140
26	University Of Colorado System	Denver	CO	128,200	48,300	3.7	8.2	33.1	1.4	1.2	0.1	0.3	-0.4	6,415
20753	Pulaski Technical College	Little Rock	AR	54,400	24,300	20.5	0.4	6.0	0.0	1.2	0.0	2.0	5.4	780
56	Sullivan University, Sullivan College Of Technology And Design And Spencerian College	Louisville	KY	60,900	27,700	14.7	0.4	8.3	0.1	1.2	0.0	5.2	10.4	875
3557	Concordia University Texas	Austin	TX	91,300	40,400	5.3	1.5	23.0	6.3	1.2	0.3	-0.7	2.0	103
3799	Walla Walla University	Kennewick	WA	94,100	39,000	6.1	2.0	20.0	2.1	1.2	0.1	-0.9	-4.2	319
3991	Greenville Technical College	Greenville	SC	64,600	26,800	14.8	0.3	8.3	0.0	1.2	0.0	2.7	6.0	1,966
3110	Otterbein University	Columbus	OH	88,100	42,300	4.6	1.6	26.3	0.0	1.2	0.0	0.2	-3.2	474
3780	Green River Community College	Seattle	WA	90,200	35,900	6.1	0.6	20.0	0.5	1.2	0.0	3.5	5.1	1,236
2461	Drury University	Springfield	MO	74,400	34,000	11.0	1.9	11.1	0.0	1.2	0.0	1.8	0.3	526
4926	Tri-County Technical College	Greenville	SC	64,000	28,500	13.5	0.2	9.0	0.0	1.2	0.0	2.3	2.4	778
2929	Gardner - Webb University	Gastonia	NC	84,800	37,200	7.0	1.2	17.5	0.0	1.2	0.0	1.4	1.0	308
22027	Ozark Christian College	Joplin	MO	61,400	25,800	10.6	0.3	11.5	0.0	1.2	0.0	-5.6	-7.4	187
1741	Olivet Nazarene University	Bourbonnais	IL	81,400	35,800	6.6	0.7	18.6	0.0	1.2	0.0	-2.2	-6.2	416
1585	University Of North Georgia	Gainesville	GA	96,300	40,700	4.6	1.0	26.7	1.1	1.2	0.0	-0.6	0.1	664
3427	Coker College	Florence	SC	59,000	34,600	9.8	0.2	12.4	0.0	1.2	0.0	3.9	0.3	101
2813	Sarah Lawrence College	New York	NY	146,500	34,300	3.5	12.6	34.5	0.1	1.2	0.0	3.9	6.4	267
2941	Lenoir-Rhyne University	Hickory	NC	91,600	39,400	6.1	1.9	20.0	0.0	1.2	0.0	0.5	2.3	219
30830	Ozarks Technical Community College	Springfield	MO	58,800	26,900	14.5	0.4	8.4	0.0	1.2	0.0	2.1	1.1	1,486
1916	Fort Scott Community College	Joplin	KS	56,800	28,600	17.5	0.1	7.0	0.0	1.2	0.0	0.0	0.6	372
3239	Bucks County Community College	Philadelphia	PA	87,000	33,100	6.6	0.7	18.5	0.0	1.2	0.0	0.7	-0.2	1,719
1554	Berry College	Rome	GA	103,100	43,400	4.0	1.6	30.7	0.0	1.2	0.0	1.5	5.8	421
10363	Western Nevada College	Reno	NV	62,400	26,000	12.7	0.3	9.6	0.0	1.2	0.0	-4.2	-10.8	497
8037	Gateway Community College	Bridgeport	CT	68,300	29,600	13.5	0.2	9.0	0.0	1.2	0.0	5.2	6.6	686
3253	Dickinson College	Harrisburg	PA	136,600	55,100	2.2	10.4	54.0	7.5	1.2	0.2	-1.0	-2.5	541
1950	Wichita State University	Wichita	KS	86,400	38,000	7.1	0.8	17.0	1.3	1.2	0.1	-1.5	-3.2	1,495
3993	Midlands Technical College	Columbia	SC	61,000	26,400	16.6	0.4	7.3	0.1	1.2	0.0	-2.8	-1.9	2,057
7644	Lake Land College	Charleston	IL	63,800	28,500	12.0	0.2	10.1	0.5	1.2	0.1	0.0	-1.6	1,034
1865	Iowa Central Community College	Fort Dodge	IA	64,400	34,200	11.2	0.1	10.8	0.0	1.2	0.0	4.1	3.3	771
7555	Lakes Region Community College	Manchester	NH	71,200	33,700	7.8	0.3	15.5	0.0	1.2	0.0	3.4	1.0	193
3123	University Of Akron	Cleveland	OH	74,300	35,700	8.4	0.5	14.3	0.5	1.2	0.0	0.7	-2.2	3,198
2489	Missouri Valley College	Marshall	MO	63,500	38,100	11.7	0.1	10.3	0.1	1.2	0.0	1.5	0.2	244
3818	University Of Charleston	Charleston	WV	77,700	38,000	10.7	0.6	11.2	0.0	1.2	0.0	9.6	1.2	119

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2850	State University Of New York College At Potsdam	Watertown	NY	83,800	39,400	7.6	0.5	15.8	0.8	1.2	0.1	0.2	-2.1	616
5320	Cape Fear Community College	Wilmington	NC	70,800	24,200	14.7	1.2	8.2	0.4	1.2	0.1	1.6	3.2	1,090
3425	Clemson University	Greenville	SC	120,200	52,300	3.2	3.1	37.8	0.8	1.2	0.0	-0.7	-2.3	2,863
3267	Geneva College	Pittsburgh	PA	77,800	37,900	5.9	0.9	20.3	0.0	1.2	0.0	-2.2	-5.7	320
7053	Delaware Technical Community College - Owens Campus	Dover	DE	64,600	30,000	14.0	0.3	8.6	0.0	1.2	0.0	-0.7	2.6	488
3809	Bluefield State College	Bluefield	WV	54,700	24,800	18.4	0.1	6.5	0.4	1.2	0.1	2.3	-2.8	444
1620	Idaho State University	Pocatello	ID	71,500	29,900	8.9	0.1	13.5	0.0	1.2	0.0	-0.3	-2.0	1,703
1533	Tallahassee Community College	Tallahassee	FL	61,900	28,500	17.1	0.8	7.0	0.2	1.2	0.0	-1.8	-1.0	2,314
3723	Mary Baldwin College	Staunton	VA	81,100	38,700	7.3	0.2	16.3	0.0	1.2	0.0	9.7	14.0	173
3418	Anderson University of Anderson, SC	Greenville	SC	75,900	32,600	8.5	0.5	14.0	1.8	1.2	0.2	-3.1	-8.5	216
2589	University Of New Hampshire	Manchester	NH	109,900	49,100	3.6	1.9	33.4	1.7	1.2	0.1	-0.4	-2.9	2,608
3231	Community College Of Allegheny County	Pittsburgh	PA	66,100	28,100	13.5	0.4	8.9	0.2	1.2	0.0	1.8	3.4	2,859
2923	East Carolina University	Jacksonville	NC	96,000	41,200	6.2	1.2	19.4	0.7	1.2	0.0	-0.8	-2.0	2,795
3298	Messiah College	Harrisburg	PA	97,100	44,100	2.5	1.6	48.0	3.2	1.2	0.1	0.0	-3.0	668
8308	Cecil College	Wilmington	MD	76,500	33,000	8.8	0.1	13.6	0.1	1.2	0.0	-1.1	-4.8	290
9259	Laramie County Community College	Cheyenne	WY	69,000	31,900	9.1	0.2	13.1	0.0	1.2	0.0	-1.6	-4.6	490
1883	Northwestern College of Orange City, IA	Sioux Center	IA	75,300	38,900	4.4	1.0	26.8	0.5	1.2	0.0	-1.7	-8.6	287
5378	Northeast State Community College	Johnson City	TN	60,200	24,100	14.3	0.1	8.3	0.0	1.2	0.0	4.3	6.1	701
9684	Blue Ridge Community College of Flat Rock, NC	Asheville	NC	60,800	22,600	12.9	0.5	9.2	0.0	1.2	0.0	4.7	8.3	325
2514	North Central Missouri College	Trenton	MO	57,900	29,300	14.7	0.2	8.0	0.1	1.2	0.0	-4.8	-6.5	171
3445	Presbyterian College	Greenville	SC	118,100	43,900	2.9	4.3	40.9	4.6	1.2	0.1	0.7	-0.5	273
3457	Wofford College	Spartanburg	SC	133,400	55,100	3.8	8.6	31.5	0.0	1.2	0.0	-1.1	-2.6	262
23328	Center For Employment Training	San Jose	CA	29,300	16,300	42.8	0.1	2.8	0.0	1.2	0.0	-8.4	-11.7	290
4999	Bellingham Technical College	Bellingham	WA	63,900	25,800	12.4	0.5	9.5	0.0	1.2	0.0	-1.1	-4.9	313
12891	Antonelli College	Jackson	MS	37,200	19,300	32.7	0.2	3.6	0.0	1.2	0.0	7.7	14.6	170
1577	Kennesaw State University	Atlanta	GA	99,900	36,600	4.9	0.9	23.9	0.8	1.2	0.0	1.2	1.4	1,581
25688	Sussex County Community College	Newark	NJ	84,900	31,100	6.9	0.4	17.0	0.1	1.2	0.0	-1.3	-1.5	468
2415	Mississippi College	Jackson	MS	93,400	43,000	6.2	2.0	18.9	0.1	1.2	0.0	0.0	2.3	408
3696	University Of Vermont And State Agricultural College	Burlington	VT	120,100	46,700	4.1	7.6	28.6	0.0	1.2	0.0	-0.8	-2.4	1,701
2484	Metropolitan Community College of Kansas City, MO	Kansas City	MO	73,900	30,700	10.0	0.2	11.8	0.2	1.2	0.0	1.5	1.9	3,527
3035	Ohio Dominican University	Columbus	OH	73,700	37,100	8.5	0.7	13.8	0.0	1.2	0.0	-1.6	-2.4	170
3647	Trinity University	San Antonio	TX	153,200	58,100	2.5	9.0	47.8	0.0	1.2	0.0	-0.3	-2.4	561

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1641	Bradley University	Peoria	IL	112,900	54,900	2.9	2.6	40.3	0.1	1.2	0.0	1.0	2.0	1,019
8862	East Central College	St. Louis	MO	68,000	30,000	10.3	0.4	11.4	0.0	1.2	0.0	2.7	3.9	607
81	University Of Minnesota System	Minneapolis	MN	101,600	48,800	3.8	1.3	30.5	1.9	1.2	0.1	0.0	-2.1	7,633
2259	Eastern Michigan University	Detroit	MI	98,400	38,500	6.1	0.8	19.0	0.0	1.2	0.0	5.4	8.4	2,855
2074	Hagerstown Community College	Hagerstown	MD	71,500	35,300	8.9	0.4	13.1	0.0	1.2	0.0	1.6	-0.9	550
3194	George Fox University	Eugene	OR	89,000	39,200	4.5	1.3	26.0	0.2	1.2	0.0	-0.6	-4.1	296
2236	Alma College	Mount Pleasant	MI	98,200	48,000	5.0	1.7	23.3	0.2	1.2	0.0	-2.2	-2.0	267
2568	University Of Nevada , Reno	Reno	NV	103,500	45,900	4.1	2.1	28.5	1.7	1.2	0.1	0.3	-0.7	1,481
8863	Walters State Community College	Morristown	TN	55,300	26,300	18.4	0.3	6.3	0.1	1.2	0.0	1.2	1.0	1,083
9054	West Virginia Northern Community College	Wheeling	WV	57,600	20,000	17.9	0.1	6.5	0.0	1.2	0.0	0.5	2.0	330
7731	Raritan Valley Community College	Newark	NJ	102,200	35,700	5.4	1.1	21.8	0.6	1.2	0.0	1.9	0.5	891
79	University Of Missouri System And Missouri University Of Science And Technology	Columbia	MO	103,000	48,800	3.9	2.0	29.7	1.5	1.2	0.1	0.4	-1.5	6,577
1798	Franklin College Of Indiana	Indianapolis	IN	85,300	44,000	4.9	1.0	23.8	3.0	1.2	0.1	2.4	4.3	252
2844	SUNY At Fredonia	Erie	NY	94,300	44,000	4.6	0.1	25.2	0.0	1.2	0.0	0.8	-0.4	958
8918	Saddleback College	Los Angeles	CA	100,600	31,100	7.0	1.8	16.5	0.5	1.2	0.0	0.1	-0.9	2,125
2503	Missouri State University	Springfield	MO	87,900	39,800	5.7	0.8	20.4	0.7	1.2	0.0	-0.6	-3.0	2,487
1780	Western Illinois University	Galesburg	IL	93,400	45,200	4.8	0.6	24.2	0.1	1.2	0.0	1.1	0.5	1,889
1619	College Of Southern Idaho	Twin Falls	ID	56,900	26,900	13.0	0.1	8.9	0.0	1.2	0.0	-2.5	-7.5	995
9764	Tunxis Community College	Bridgeport	CT	80,800	33,000	8.8	0.6	13.1	0.0	1.2	0.0	1.1	-0.1	551
3856	Lawrence University Of Wisconsin	Oshkosh	WI	111,600	44,500	4.6	4.0	25.1	0.1	1.2	0.0	-0.6	-3.3	283
25083	Southeast Community College	Lincoln	NE	70,900	35,200	7.4	0.3	15.6	0.0	1.2	0.0	2.1	0.9	1,814
2974	University Of North Carolina - Chapel Hill	Raleigh	NC	129,500	54,200	3.5	5.5	33.3	2.5	1.2	0.1	0.1	-0.9	3,461
3185	University Of Tulsa	Tulsa	OK	93,600	46,400	5.1	2.8	22.7	1.5	1.2	0.1	-1.2	-9.1	493
1487	Eckerd College	Tampa	FL	113,100	38,800	4.8	5.3	24.1	0.1	1.1	0.0	-0.7	-7.6	333
3863	Marquette University	Milwaukee	WI	124,800	60,100	2.8	5.5	41.6	3.1	1.1	0.1	0.0	-1.0	1,599
3014	Baldwin Wallace University	Cleveland	OH	89,200	46,100	3.7	0.9	30.8	0.0	1.1	0.0	2.2	0.9	687
2862	Broome Community College	Union	NY	65,700	28,800	12.5	0.2	9.2	0.0	1.1	0.0	3.5	2.8	1,102
3188	Central Oregon Community College	Bend	OR	68,200	26,500	11.0	1.2	10.3	0.0	1.1	0.0	5.7	6.9	752
2970	Surry Community College	Winston-Salem	NC	58,400	27,100	14.5	0.3	7.9	0.0	1.1	0.0	2.6	5.4	527
3217	Reed College	Portland	OR	121,900	36,900	4.2	8.0	27.1	0.0	1.1	0.0	-0.2	-4.3	311
4878	Clackamas Community College	Portland	OR	73,400	29,100	9.7	0.4	11.7	0.0	1.1	0.0	1.2	1.7	1,338
1602	Georgia College & State University	Milledgeville	GA	95,100	40,500	6.2	0.9	18.5	0.0	1.1	0.0	-3.3	-8.5	753
12584	Illinois Institute Of Art	Chicago	IL	81,500	33,200	10.2	1.3	11.2	0.0	1.1	0.0	6.4	14.3	455

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1293	Vanguard University Of Southern California	Los Angeles	CA	83,200	32,900	6.2	1.9	18.4	0.0	1.1	0.0	0.0	-2.8	240
1904	Bethany College of Lindsborg, KS	Newton	KS	73,700	39,800	6.1	0.4	18.6	0.0	1.1	0.0	0.2	-4.6	130
3083	University Of Mount Union	Canton	OH	83,400	44,100	4.3	0.6	26.4	3.0	1.1	0.1	1.0	-1.5	509
82	Minnesota State University System, Century And Various Other Minnesota Community Colleges	St. Cloud	MN	77,500	36,900	7.8	0.4	14.5	0.1	1.1	0.0	2.8	2.5	26,990
1592	South Georgia State College	Waycross	GA	62,900	29,200	18.1	0.7	6.2	0.0	1.1	0.0	7.8	19.7	287
5753	Owens State Community College	Toledo	OH	68,400	30,100	12.0	0.2	9.4	0.0	1.1	0.0	4.7	6.1	2,700
12693	Pellissippi State Community College	Knoxville	TN	73,100	26,900	10.9	0.7	10.4	1.0	1.1	0.1	3.4	3.7	1,457
3675	University Of Utah	Salt Lake City	UT	107,400	41,400	3.7	3.0	30.7	1.3	1.1	0.0	0.8	0.0	2,885
2861	Cayuga Community College - SUNY Office Of Community College	Syracuse	NY	64,300	28,600	12.4	0.1	9.1	0.0	1.1	0.0	5.0	2.7	562
3802	Western Washington University	Bellingham	WA	108,100	45,900	3.4	1.4	33.5	2.5	1.1	0.1	0.1	-1.4	2,358
3758	Danville Community College	Greensboro	VA	59,800	29,100	16.7	0.3	6.8	0.0	1.1	0.0	12.4	12.9	473
3441	North Greenville University	Greenville	SC	77,100	32,200	6.8	0.3	16.6	0.1	1.1	0.0	0.2	-7.3	319
3131	University Of Toledo	Toledo	OH	85,200	41,400	6.5	0.6	17.3	0.4	1.1	0.0	4.3	5.1	3,084
5373	Lake Washington Institute Of Technology	Seattle	WA	84,100	32,800	8.5	0.8	13.3	0.0	1.1	0.0	2.1	2.2	235
1890	University Of Northern Iowa	Waterloo	IA	88,700	45,800	3.5	0.6	32.0	1.7	1.1	0.1	-0.9	-4.9	2,248
3367	Saint Joseph's University	Philadelphia	PA	144,500	62,400	2.8	5.7	40.6	2.7	1.1	0.1	-1.2	-2.1	869
1350	Colorado State University	Fort Collins	CO	115,400	45,800	3.2	3.6	35.4	0.8	1.1	0.0	-0.2	-1.9	3,939
9914	Roane State Community College	Knoxville	TN	59,700	26,100	16.7	0.1	6.7	0.0	1.1	0.0	-1.4	0.6	878
5608	Maynard A. Traviss Career Center	Lakeland	FL	44,600	22,000	23.6	0.3	4.7	0.0	1.1	0.0	-5.7	-7.2	112
1795	University Of Evansville	Evansville	IN	96,700	41,600	5.0	2.1	22.2	2.8	1.1	0.1	-0.5	-0.1	480
3534	University Of The South	Tallahoma	TN	174,200	46,600	3.6	15.1	30.9	2.2	1.1	0.1	-1.4	-2.0	337
21854	Saint Augustine College	Chicago	IL	35,100	23,600	33.8	0.1	3.3	0.0	1.1	0.0	-1.2	-1.8	104
5380	Mid-State Technical College	Wausau	WI	67,700	31,500	9.9	0.1	11.3	0.0	1.1	0.0	1.1	1.4	526
1767	Benedictine University	Chicago	IL	104,500	54,800	2.9	2.5	37.9	5.3	1.1	0.2	6.7	12.6	223
7191	Northampton County Area Community College	Allentown	PA	74,900	30,200	9.1	0.4	12.2	0.3	1.1	0.0	3.3	4.3	1,307
5449	Central Carolina Community College	Raleigh	NC	57,000	24,800	18.1	0.3	6.2	0.0	1.1	0.0	-0.3	2.8	534
7486	New England Institute Of Art	Boston	MA	73,500	33,100	9.6	1.1	11.6	0.0	1.1	0.0	2.2	1.7	273
214	Southwest Tennessee Community College	Memphis	TN	53,600	26,300	19.3	0.3	5.8	0.1	1.1	0.0	7.1	13.4	2,053
1877	North Iowa Area Community College	Mason City	IA	62,100	33,300	9.9	0.2	11.2	0.0	1.1	0.0	1.1	-2.9	696

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2981	Western Carolina University	Sylva	NC	88,000	36,700	7.0	0.8	15.8	0.0	1.1	0.0	-0.8	-2.9	989
2001	Thomas More College	Cincinnati	KY	89,700	45,600	5.8	1.1	19.3	1.3	1.1	0.1	-2.0	-8.4	182
6871	Thomas Nelson Community College	Newport News	VA	65,800	27,500	13.9	0.2	8.0	0.2	1.1	0.0	-0.4	-1.3	1,232
3041	Defiance College	Defiance	OH	77,900	39,900	5.1	0.3	21.7	0.0	1.1	0.0	4.1	5.2	153
1634	Aurora University	Chicago	IL	87,100	43,500	7.4	1.0	15.0	0.0	1.1	0.0	-2.1	-7.4	186
1724	Millikin University	Decatur	IL	96,500	46,500	4.3	1.4	25.7	0.1	1.1	0.0	1.6	2.1	559
1771	Trinity Christian College	Chicago	IL	92,700	37,800	4.7	2.8	23.5	0.0	1.1	0.0	0.0	-1.7	180
3822	Shepherd University	Hagerstown	WV	83,400	37,900	7.3	0.4	15.1	0.0	1.1	0.0	-2.2	-6.7	684
3510	Middle Tennessee State University	Nashville	TN	89,100	37,100	6.5	0.9	17.1	0.3	1.1	0.0	2.8	5.8	3,078
2307	Oakland University	Detroit	MI	110,600	43,600	5.1	1.6	21.6	0.0	1.1	0.0	1.9	3.6	1,666
1901	Allen County Community College	Ottawa	KS	65,000	29,700	10.6	0.2	10.4	0.0	1.1	0.0	1.7	2.0	421
7729	County College Of Morris	Newark	NJ	101,100	35,700	5.9	0.8	18.6	0.2	1.1	0.0	-0.1	0.7	1,469
3869	Mount Mary University	Milwaukee	WI	80,800	34,300	8.3	0.4	13.3	0.1	1.1	0.0	10.6	14.9	85
3737	Shenandoah University	Winchester	VA	100,000	41,200	4.8	1.4	22.9	0.2	1.1	0.0	-0.4	-3.1	249
3759	J Sargeant Reynolds Community College	Richmond	VA	71,300	29,500	12.7	0.4	8.7	0.0	1.1	0.0	0.9	0.6	1,379
3327	Slippery Rock University	Pittsburgh	PA	79,200	40,600	6.7	0.4	16.4	0.4	1.1	0.0	-2.0	-5.5	1,292
1913	Dodge City Community College	Dodge City	KS	48,000	29,500	16.5	0.1	6.7	0.0	1.1	0.0	-7.9	-10.7	251
1734	North Central College	Chicago	IL	103,700	48,800	3.4	1.8	32.2	0.0	1.1	0.0	0.7	-2.3	390
5313	North Central State College	Mansfield	OH	60,100	26,300	11.6	0.2	9.4	0.0	1.1	0.0	0.6	-2.4	510
2038	Bowdoin College	Portland	ME	177,600	61,000	2.6	15.4	41.5	3.3	1.1	0.1	1.6	1.5	418
2895	Vassar College	Poughkeepsie	NY	145,100	46,000	3.4	8.4	32.6	1.8	1.1	0.1	1.7	3.6	569
9194	Lakeshore Technical College	Sheboygan	WI	73,100	32,900	6.2	0.1	17.6	0.0	1.1	0.0	0.5	2.3	387
2867	SUNY Fulton-Montgomery Community College	Amsterdam	NY	56,700	31,900	15.1	0.2	7.2	0.1	1.1	0.0	3.7	2.4	304
2275	Kalamazoo College	Kalamazoo	MI	139,700	53,700	2.7	4.5	40.6	3.6	1.1	0.1	1.2	0.5	317
2548	Hastings College	Hastings	NE	82,700	45,000	5.1	0.9	21.6	2.5	1.1	0.1	-0.8	-6.5	226
3051	Kent State University	Cleveland	OH	78,400	36,800	6.9	0.7	15.8	0.3	1.1	0.0	2.0	1.2	5,234
1341	Westmont College	Santa Barbara	CA	132,100	47,600	3.7	9.3	29.3	0.0	1.1	0.0	0.7	0.7	297
21077	Truckee Meadows Community College	Reno	NV	72,900	30,100	9.4	0.5	11.6	0.0	1.1	0.0	0.2	-3.6	1,219
4506	Colorado Mountain College	Glenwood Springs	CO	79,400	24,500	9.4	2.2	11.6	0.6	1.1	0.1	-2.7	-6.4	726
1909	Cloud County Community College	Concordia	KS	54,200	27,400	15.9	0.1	6.8	0.0	1.1	0.0	-1.4	-5.7	286
1799	Goshen College	Concord	IN	86,900	37,400	4.6	1.6	23.4	0.3	1.1	0.0	0.5	-2.6	168
1292	Solano Community College	San Francisco	CA	84,300	34,300	7.9	0.1	13.7	0.0	1.1	0.0	-1.6	-9.3	1,518
3706	Christopher Newport University	Newport News	VA	92,500	41,300	5.0	0.4	21.8	0.8	1.1	0.0	-3.5	-9.1	819
12574	Ringling College Of Art & Design	Sarasota	FL	97,000	33,600	5.7	3.6	18.9	0.2	1.1	0.0	2.9	2.8	177
1704	Knox College	Galesburg	IL	99,900	44,700	4.2	1.8	25.5	1.6	1.1	0.1	-0.1	-2.9	240
3196	Lane Community College	Eugene	OR	69,300	25,300	11.9	0.5	9.1	0.0	1.1	0.0	5.5	6.8	1,950
1692	Illinois State University	Bloomington	IL	107,600	49,000	3.2	0.8	33.6	1.2	1.1	0.0	-0.5	-2.3	3,385

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2146	Emerson College	Boston	MA	120,500	44,800	3.9	6.6	27.5	1.3	1.1	0.1	-1.2	-4.2	647
3324	Mansfield University Of Pennsylvania	Elmira	PA	70,300	38,400	8.5	0.1	12.6	0.6	1.1	0.1	2.4	-2.5	577
1696	Illinois Wesleyan University	Bloomington	IL	120,900	58,000	2.0	5.0	53.9	3.0	1.1	0.1	0.6	0.9	502
21732	Empire Beauty School of New York, NY	New York	NY	43,000	12,700	26.6	1.0	4.0	0.0	1.1	0.0	0.2	-1.0	137
1022	Jefferson State Community College	Birmingham	AL	76,200	27,900	11.9	0.8	9.1	0.0	1.1	0.0	1.9	5.1	1,269
31804	Pennsylvania Highlands Community College	Altoona	PA	55,800	26,700	17.6	0.1	6.1	0.0	1.1	0.0	-6.5	-8.5	200
2050	University Of New England	Manchester	ME	89,600	48,100	5.2	0.6	20.5	0.1	1.1	0.0	-2.5	-6.8	232
6771	College For Creative Studies	Detroit	MI	98,300	43,600	5.9	2.2	18.1	0.3	1.1	0.0	3.4	1.2	163
23522	Le Cordon Bleu College Of Culinary Arts In Chicago	Chicago	IL	72,100	30,200	12.6	0.5	8.5	0.0	1.1	0.0	9.4	16.2	129
7782	Tennessee College Of Applied Technology - Dickson	Dickson	TN	70,900	22,500	13.4	0.2	8.0	0.0	1.1	0.0	10.9	11.6	91
21274	YTI Career Institute	Harrisburg	PA	72,300	37,700	8.4	0.3	12.7	0.0	1.1	0.0	6.7	9.5	511
2581	NHTI - Concord's Community College	Manchester	NH	76,600	37,200	6.2	0.5	17.3	0.7	1.1	0.0	4.1	1.2	601
1807	Indiana State University	Terre Haute	IN	82,600	37,800	6.7	0.5	16.0	0.0	1.1	0.0	2.0	3.8	1,831
5752	Clover Park Technical College	Seattle	WA	65,300	24,200	14.6	0.0	7.3	0.0	1.1	0.0	-0.3	-2.4	455
7684	Kishwaukee College	Rockford	IL	76,400	30,700	10.0	0.6	10.6	0.0	1.1	0.0	2.4	5.3	671
2302	Northwestern Michigan College	Traverse City	MI	69,400	26,800	10.4	0.3	10.3	0.0	1.1	0.0	3.7	4.0	830
2251	Delta College	Saginaw	MI	75,800	29,200	11.5	0.3	9.3	0.0	1.1	0.0	6.1	8.4	2,037
1009	Auburn University	Auburn	AL	123,200	47,300	3.3	4.9	32.0	2.6	1.1	0.1	-0.3	-1.8	3,839
30106	Virginia College	Birmingham	AL	36,500	20,200	32.8	0.2	3.2	0.0	1.1	0.0	1.4	7.9	776
3410	Roger Williams University	Providence	RI	111,600	50,800	3.4	4.2	31.6	2.8	1.1	0.1	-0.4	-3.6	639
1220	Master's College & Seminary	Los Angeles	CA	87,700	30,700	4.7	2.9	22.6	0.0	1.1	0.0	0.2	-7.0	214
1598	University Of Georgia	Winder	GA	127,400	49,900	3.0	4.4	35.2	3.4	1.1	0.1	0.8	1.0	4,793
2502	Southwest Baptist University	Springfield	MO	72,000	31,500	10.8	0.2	9.8	0.0	1.1	0.0	-2.0	-5.8	447
3715	Hollins University	Roanoke	VA	110,700	36,400	4.7	5.4	22.6	0.6	1.1	0.0	1.9	0.6	173
2591	Plymouth State University Of The University System Of New Hampshire	Claremont	NH	94,200	41,000	4.5	0.9	23.6	0.0	1.1	0.0	-0.3	-4.0	765
2872	Monroe Community College	Buffalo	NY	77,200	30,900	11.3	0.4	9.4	0.0	1.1	0.0	4.9	8.8	2,785
2383	Crown College	Minneapolis	MN	73,500	30,000	7.5	0.3	14.0	0.0	1.1	0.0	1.4	-3.7	143
8558	Beaufort County Community College	Washington	NC	46,400	22,200	26.0	0.1	4.1	0.0	1.1	0.0	0.1	3.6	182
1104	Phillips Community College Of The University Of Arkansas	West Memphis	AR	30,200	18,300	39.4	0.0	2.7	0.0	1.1	0.0	-4.1	0.2	258
3995	Central Carolina Technical College	Sumter	SC	40,600	22,300	27.7	0.0	3.8	0.0	1.1	0.0	4.7	7.5	507
10388	Reading Area Community College	Reading	PA	64,500	26,900	14.8	0.2	7.1	0.0	1.1	0.0	4.6	6.6	563
10256	Benedictine College	Leavenworth	KS	90,200	43,400	5.8	0.7	18.2	0.3	1.1	0.0	-6.3	-11.2	231

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3318	Clarion University Of Pennsylvania	Erie	PA	75,500	38,100	7.6	0.2	13.9	0.0	1.1	0.0	1.0	-0.1	1,190
1123	Brooks Institute	Santa Barbara	CA	95,300	30,500	6.6	5.1	16.0	0.0	1.1	0.0	0.8	-2.3	250
1640	Prairie State College	Chicago	IL	60,800	22,400	17.0	0.2	6.2	0.0	1.1	0.0	-0.6	1.9	881
1675	Elgin Community College	Chicago	IL	91,700	34,500	5.9	0.5	17.8	0.4	1.1	0.0	2.4	3.9	1,311
2371	University Of Northwestern- St Paul	Minneapolis	MN	79,700	32,800	6.1	1.3	17.3	0.0	1.0	0.0	-2.7	-7.6	396
21707	Brunswick Community College	Wilmington	NC	47,200	17,700	24.8	0.1	4.2	0.0	1.0	0.0	-21.8	-3.3	171
3323	Lock Haven University Of Pennsylvania	Williamsport	PA	76,600	39,600	6.9	0.2	15.2	0.0	1.0	0.0	0.5	-0.9	845
3072	Malone University	Canton	OH	79,000	37,500	5.7	0.8	18.3	1.7	1.0	0.1	1.9	-4.3	344
3451	Coastal Carolina University	Florence	SC	91,500	37,800	6.8	1.7	15.4	0.0	1.0	0.0	1.9	1.7	771
11194	Stanly Community College	Charlotte	NC	62,200	25,200	15.6	0.3	6.7	0.0	1.0	0.0	0.2	6.8	246
3839	Carthage College	Kenosha	WI	101,600	47,500	3.7	2.2	28.3	0.0	1.0	0.0	0.6	-3.8	447
1838	Taylor University	Muncie	IN	102,100	34,200	5.0	4.4	20.8	1.2	1.0	0.1	-0.9	-4.1	587
2520	Washington University In St. Louis	St. Louis	MO	180,200	67,500	1.9	14.7	53.5	5.0	1.0	0.1	-0.9	-3.1	1,406
1920	Hesston College	Newton	KS	66,600	36,600	4.0	0.8	25.7	0.0	1.0	0.0	-0.5	-5.6	134
3125	University Of Cincinnati	Cincinnati	OH	85,200	39,100	6.5	1.0	15.9	0.7	1.0	0.0	0.4	-3.2	5,029
2599	Centenary College	Newark	NJ	94,300	35,200	9.4	1.8	11.0	0.0	1.0	0.0	-5.6	-9.2	133
2243	Central Michigan University	Mount Pleasant	MI	98,300	42,400	4.4	0.6	23.6	0.7	1.0	0.0	0.2	-0.4	3,289
1349	University Of Northern Colorado	Fort Collins	CO	99,000	40,900	4.5	1.6	23.0	0.4	1.0	0.0	-0.1	-2.1	2,086
8906	Macomb Community College	Detroit	MI	93,000	32,200	6.4	0.4	16.1	0.8	1.0	0.1	7.6	11.6	3,723
1636	Southwestern Illinois College	St. Louis	IL	73,100	30,600	12.0	0.3	8.6	0.1	1.0	0.0	2.9	5.3	2,106
1925	Kansas City Kansas Community College	Kansas City	KS	66,500	30,400	11.9	0.1	8.7	0.0	1.0	0.0	4.5	5.2	772
12870	Southern State Community College	Washington Court House	OH	53,900	26,900	14.9	0.1	6.9	0.0	1.0	0.0	5.8	-1.5	341
3304	Muhlenberg College	Allentown	PA	150,300	60,100	2.2	7.8	46.5	9.2	1.0	0.2	-1.6	-3.3	520
3040	Cuyahoga Community College	Cleveland	OH	57,500	26,700	18.0	0.3	5.7	0.1	1.0	0.0	4.2	5.3	3,500
3149	Southern Nazarene University	Oklahoma City	OK	83,000	41,500	6.8	2.1	15.1	0.0	1.0	0.0	3.8	2.3	244
3280	Keystone College	Scranton	PA	60,200	29,900	15.4	0.7	6.7	0.0	1.0	0.0	-5.0	-10.0	238
2379	Saint John's University of Collegeville, MN	St. Cloud	MN	114,300	66,600	1.7	5.3	58.9	0.2	1.0	0.0	0.1	-0.6	446
3736	Roanoke College	Roanoke	VA	111,800	46,300	2.9	4.6	35.1	0.0	1.0	0.0	-0.3	-3.1	384
1029	University Of Mobile	Mobile	AL	77,600	31,300	8.2	0.6	12.5	0.1	1.0	0.0	-0.4	-7.5	190
6961	Jefferson Community And Technical College	Louisville	KY	69,100	28,300	11.3	0.3	9.1	0.1	1.0	0.0	-13.2	-21.3	4,994
3773	Clark College	Portland	WA	82,100	30,100	7.5	0.5	13.5	0.6	1.0	0.0	4.4	7.7	1,513
1004	University Of Montevallo	Birmingham	AL	87,700	34,900	7.2	1.2	14.2	0.0	1.0	0.0	1.7	3.8	494
3751	Patrick Henry Community College	Martinsville	VA	48,800	25,300	19.2	0.3	5.3	0.0	1.0	0.0	4.5	2.9	303
1902	Cowley County Community College & Area Vocational Technical Schoo	Winfield	KS	75,300	28,800	8.9	0.2	11.4	0.4	1.0	0.0	3.3	7.4	809

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4452	Montgomery County Community College	Philadelphia	PA	85,200	32,800	6.6	0.7	15.5	0.0	1.0	0.0	2.4	2.5	1,608
8076	John A. Logan College	Carbondale	IL	61,100	23,600	16.2	0.3	6.3	0.1	1.0	0.0	6.1	6.2	785
3636	Texas Christian University	Fort Worth	TX	142,700	52,200	2.7	8.5	37.4	4.8	1.0	0.1	0.3	-2.4	1,262
20552	Harrington College Of Design	Chicago	IL	89,100	30,200	7.9	2.0	12.8	0.0	1.0	0.0	4.0	9.2	105
3321	Edinboro University Of Pennsylvania	Erie	PA	74,800	34,600	8.1	0.4	12.4	0.4	1.0	0.0	1.5	1.5	1,316
4587	Northeast Iowa Community College	Decorah	IA	64,400	32,800	9.4	0.2	10.7	0.0	1.0	0.0	2.0	-0.5	730
3189	Clatsop Community College	Longview	OR	59,000	22,500	14.2	0.1	7.1	0.0	1.0	0.0	-0.4	-3.8	131
6785	Schenectady County Community College	Albany	NY	68,100	30,200	13.9	0.4	7.3	0.0	1.0	0.0	1.8	2.2	598
9928	Piedmont Virginia Community College	Charlottesville	VA	70,400	30,100	10.4	0.8	9.7	0.0	1.0	0.0	0.0	-1.1	577
1482	Florida College	Tampa	FL	85,500	30,900	5.4	1.2	18.6	0.0	1.0	0.0	1.5	-3.1	147
1892	University Of Iowa	Iowa City	IA	114,700	52,600	3.1	3.1	32.0	3.1	1.0	0.1	-1.0	-3.2	3,802
2330	Western Michigan University	Kalamazoo	MI	112,200	45,000	3.5	1.7	29.1	0.2	1.0	0.0	3.0	5.6	3,989
1012	Birmingham Southern College	Birmingham	AL	137,900	48,100	3.7	9.2	27.3	3.4	1.0	0.1	0.8	2.7	289
3273	Harrisburg Area Community College	Harrisburg	PA	72,200	31,000	10.3	0.4	9.8	0.0	1.0	0.0	0.1	0.1	3,044
5600	Athens Technical College	Winder	GA	57,200	25,300	18.2	0.4	5.5	0.3	1.0	0.1	5.1	9.1	600
1825	Purdue University	Lafayette	IN	103,200	48,800	3.2	2.2	31.5	0.6	1.0	0.0	0.7	-1.0	8,756
9230	Wayne County Community College District	Detroit	MI	44,300	19,400	27.2	0.1	3.7	0.0	1.0	0.0	14.1	17.5	1,408
1788	Butler University	Indianapolis	IN	121,500	57,300	2.1	5.3	47.7	4.2	1.0	0.1	-0.2	-1.1	771
3708	Eastern Mennonite University	Harrisonburg	VA	90,700	39,600	5.2	0.7	19.2	0.0	1.0	0.0	0.4	0.5	182
1745	Quincy University	Quincy	IL	84,000	39,600	5.0	1.2	20.0	0.0	1.0	0.0	4.9	2.5	214
2141	College Of The Holy Cross	Boston	MA	157,000	71,900	2.1	10.9	48.7	5.0	1.0	0.1	2.0	3.0	667
1633	Augustana College of Rock Island, IL	Davenport	IL	114,300	53,700	2.1	2.6	46.9	2.5	1.0	0.1	0.0	-1.1	541
2934	Isothermal Community College	Gastonia	NC	54,600	25,000	14.6	0.6	6.8	0.1	1.0	0.0	9.1	6.4	277
6810	Lehigh Carbon Community College	Allentown	PA	70,000	30,100	11.7	0.4	8.5	0.7	1.0	0.1	4.6	5.2	773
6753	Illinois Central College	Peoria	IL	82,800	32,100	8.0	0.5	12.4	0.0	1.0	0.0	6.2	10.8	1,874
3734	Randolph College	Lynchburg	VA	107,300	37,400	6.3	2.1	15.9	4.8	1.0	0.3	-1.8	-7.4	127
30198	PCI Health Training Center	Dallas	TX	36,600	22,800	35.1	0.2	2.8	0.0	1.0	0.0	-8.8	-14.4	173
2860	Adirondack Community College - SUNY Office Of Community Colleges	Albany	NY	69,900	30,300	11.4	0.2	8.7	0.0	1.0	0.0	0.1	-1.0	663
1103	Philander Smith College	Little Rock	AR	32,000	23,500	35.3	0.0	2.8	0.0	1.0	0.0	-12.6	-13.0	111
9430	Tri-County Community College	Andrews	NC	44,100	19,000	23.8	0.4	4.2	0.0	1.0	0.0	2.8	1.9	168
7275	Eastern Gateway Community College	Steubenville	OH	58,100	27,100	16.3	0.1	6.1	0.0	1.0	0.0	7.7	8.9	268
1983	St. Catharine College	Bardstown	KY	49,400	28,500	25.9	0.4	3.8	0.0	1.0	0.0	-9.3	-21.3	92
2572	Colby-Sawyer College	Manchester	NH	99,400	41,900	3.9	3.4	25.3	0.0	1.0	0.0	1.0	1.7	206

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2317	Southwestern Michigan College	South Bend	MI	65,300	26,400	12.5	0.5	7.9	0.0	1.0	0.0	4.2	8.0	511
5220	Salt Lake Community College	Salt Lake City	UT	82,500	32,800	6.5	0.8	15.3	0.4	1.0	0.0	2.3	3.6	4,508
4925	Horry - Georgetown Technical College	Florence	SC	51,000	23,600	23.1	0.6	4.3	0.0	1.0	0.0	-2.3	-0.2	786
1360	Metropolitan State University Of Denver	Denver	CO	87,500	36,500	6.9	0.7	14.4	0.0	1.0	0.0	0.9	-1.4	2,263
9743	Bellevue University	Omaha	NE	73,100	40,000	7.8	0.5	12.7	0.0	1.0	0.0	5.9	9.9	140
2566	Wayne State College	Sioux City	NE	67,800	40,500	8.4	0.3	11.8	0.9	1.0	0.1	-3.6	-14.1	466
3483	Columbia State Community College	Columbia	TN	74,300	28,800	10.5	0.5	9.4	0.3	1.0	0.0	2.5	3.8	924
10879	Richland Community College	Decatur	IL	69,500	28,900	11.9	0.3	8.3	0.5	1.0	0.1	6.0	8.5	533
8660	Germanna Community College	Charlottesville	VA	84,600	33,100	7.3	0.2	13.5	0.7	1.0	0.1	-0.6	-1.8	686
22033	Gene Juarez Beauty Schools	Seattle	WA	75,600	17,600	9.3	0.6	10.7	0.0	1.0	0.0	2.7	0.7	138
20995	Central Community College	Grand Island	NE	56,600	29,300	13.2	0.2	7.5	0.0	1.0	0.0	-1.5	-5.7	1,041
9336	Johnston Community College	Raleigh	NC	60,200	25,400	17.3	0.2	5.7	0.0	1.0	0.0	-1.2	1.1	437
2229	Williams College	Pittsfield	MA	184,000	62,600	3.2	17.9	30.9	5.6	1.0	0.2	2.8	7.3	476
3525	Tennessee Wesleyan College	Cleveland	TN	71,800	36,300	14.1	0.1	7.0	0.1	1.0	0.0	-5.2	-6.1	109
1846	Briar Cliff University	Sioux City	IA	74,400	39,500	9.5	0.8	10.4	0.0	1.0	0.0	-4.2	-4.5	174
21415	Savannah College Of Art And Design	Savannah	GA	114,900	32,400	5.2	5.0	18.9	0.7	1.0	0.0	0.3	0.1	907
2874	Niagara County Community College	Buffalo	NY	71,900	30,100	11.7	0.1	8.4	0.0	1.0	0.0	2.6	4.6	1,062
2241	Calvin College	Grand Rapids	MI	111,500	45,900	3.1	2.8	31.8	1.5	1.0	0.0	1.0	1.1	858
1874	Luther College	Decorah	IA	101,300	46,300	3.1	2.6	32.1	0.0	1.0	0.0	-1.6	-4.4	568
3045	University Of Findlay	Findlay	OH	81,800	39,900	6.4	0.6	15.2	1.9	1.0	0.1	-2.6	-8.1	546
3776	Everett Community College	Seattle	WA	82,100	32,300	7.8	0.2	12.5	0.0	1.0	0.0	0.1	-0.4	1,051
2345	University Of Saint Thomas of Saint Paul, MN	Minneapolis	MN	122,900	57,400	2.2	6.6	45.3	1.3	1.0	0.0	0.3	-0.8	1,012
3704	Bridgewater College	Harrisonburg	VA	91,300	42,100	6.0	1.8	16.4	1.8	1.0	0.1	-2.0	-5.9	310
1575	Gordon State College	Griffin	GA	74,100	29,000	8.8	0.4	11.2	0.0	1.0	0.0	9.4	18.5	839
4062	Pitt Community College	Jacksonville	NC	57,700	26,400	20.6	0.4	4.8	0.2	1.0	0.0	-2.3	2.5	882
3435	Lander University	Greenville	SC	83,300	36,100	7.7	0.8	12.7	0.0	1.0	0.0	6.2	17.6	436
210	St Louis Community Colleges	St. Louis	MO	74,500	28,700	12.9	0.6	7.6	0.1	1.0	0.0	6.8	12.9	5,242
1918	Friends University	Wichita	KS	82,200	35,000	6.6	1.0	14.8	0.0	1.0	0.0	0.4	-2.4	197
12586	Metropolitan Community College of Omaha, NE	Omaha	NE	72,700	29,900	10.3	0.5	9.4	0.2	1.0	0.0	2.8	1.8	1,957
1924	Independence Community College	Bartlesville	KS	48,600	26,700	20.3	0.5	4.8	0.1	1.0	0.0	-12.9	-16.6	170
2086	Mount Saint Mary's University	Washington DC	MD	111,700	52,500	3.1	1.9	31.1	0.0	1.0	0.0	-1.4	-2.7	302
6867	Columbus State Community College	Columbus	OH	72,400	30,500	9.9	0.6	9.9	0.2	1.0	0.0	8.4	10.2	3,626
3050	John Carroll University	Cleveland	OH	101,500	54,500	3.4	4.6	28.5	1.4	1.0	0.0	2.6	2.8	761
1864	Iowa Lakes Community College	Fairmont	IA	55,200	31,200	11.7	0.1	8.3	0.5	1.0	0.1	-0.2	-6.8	540
7598	Hocking Technical College	Athens	OH	63,600	29,300	11.3	0.3	8.6	0.0	1.0	0.0	5.1	3.6	1,203

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2228	Wheelock College	Boston	MA	95,600	35,300	6.9	2.1	14.1	0.0	1.0	0.0	0.6	-2.2	143
2587	Saint Anselm College	Manchester	NH	109,700	59,000	2.3	2.8	41.6	0.3	1.0	0.0	-0.2	-3.8	459
1804	University Of Indianapolis	Indianapolis	IN	86,100	40,600	5.4	0.8	18.1	1.3	1.0	0.1	2.1	0.3	499
3726	American National University	Roanoke	VA	38,300	17,800	29.3	0.1	3.3	0.0	1.0	0.0	5.3	7.7	378
3732	Radford University	Roanoke	VA	101,700	43,500	4.4	1.1	22.0	0.9	1.0	0.0	-1.1	-5.0	1,583
97	Ivy Tech Community College Of Indiana System	Indianapolis	IN	66,000	25,900	13.2	0.3	7.3	0.0	1.0	0.0	4.4	5.3	7,881
3678	Southern Utah University	St. George	UT	81,700	28,700	7.0	0.7	13.9	0.4	1.0	0.0	-1.9	-5.6	1,013
1674	Eastern Illinois University	Charleston	IL	100,100	44,800	3.7	0.5	25.9	0.0	1.0	0.0	2.1	3.6	1,667
3385	Ursinus College	Philadelphia	PA	103,200	58,500	3.5	3.5	27.7	0.4	1.0	0.0	0.1	-4.4	310
3679	Snow College	Price	UT	76,900	24,300	6.9	0.7	14.0	0.7	1.0	0.0	-0.6	-1.5	910
1989	University Of Kentucky	Lexington-Fayette	KY	98,800	40,100	5.6	2.2	17.2	0.8	1.0	0.0	-1.8	-5.2	4,394
3511	Milligan College	Johnson City	TN	85,900	36,700	5.4	1.0	17.8	0.0	1.0	0.0	0.3	-0.6	165
2463	Evangel University	Springfield	MO	73,800	33,200	6.7	1.2	14.3	0.1	1.0	0.0	-0.9	-3.6	349
2234	Adrian College	Jackson	MI	88,500	40,300	6.1	1.2	15.7	0.1	1.0	0.0	0.8	-1.2	240
12500	Ranken Technical College	St. Louis	MO	81,900	45,600	7.0	0.6	13.8	0.1	1.0	0.0	9.5	15.0	380
2501	Southeast Missouri State University	Cape Girardeau	MO	85,200	38,500	7.1	0.3	13.5	0.3	1.0	0.0	1.8	2.6	1,429
1948	University Of Kansas	Topeka	KS	116,600	47,300	3.3	3.9	29.4	3.0	1.0	0.1	-0.2	-1.7	3,820
4740	Mercer County Community College	Newark	NJ	80,400	32,700	8.8	1.0	10.8	0.6	1.0	0.1	4.7	3.6	1,088
3428	College Of Charleston	Charleston	SC	119,500	39,900	4.2	5.3	22.6	0.9	1.0	0.0	-1.0	-2.9	1,879
10176	Westmoreland County Community College	Pittsburgh	PA	64,400	27,600	13.4	0.3	7.1	0.0	1.0	0.0	1.7	2.9	1,014
1873	Loras College	Dubuque	IA	94,100	46,300	2.9	1.9	32.3	3.4	1.0	0.1	-1.4	-6.4	345
3198	Linfield College	Eugene	OR	105,500	50,100	4.1	2.8	23.1	0.2	1.0	0.0	-0.1	-5.0	387
4844	Wake Technical Community College	Raleigh	NC	78,900	28,600	10.4	0.3	9.2	0.4	1.0	0.0	2.5	3.6	1,477
1665	Columbia College of Chicago, IL	Chicago	IL	85,100	28,500	10.3	2.2	9.2	0.0	1.0	0.0	-2.8	-5.6	1,584
2496	Northwest Missouri State University	Polk	MO	80,900	41,500	5.6	0.5	17.0	1.4	1.0	0.1	0.6	0.3	1,040
6835	Dyersburg State Community College	Dyersburg	TN	55,200	27,300	17.3	0.1	5.5	0.0	0.9	0.0	4.9	8.3	466
2590	Keene State College	Keene	NH	97,700	41,500	4.7	1.2	20.0	0.8	0.9	0.0	-1.8	-6.0	935
7316	Western Iowa Tech Community College	Sioux City	IA	62,600	32,700	11.2	0.4	8.5	0.5	0.9	0.1	3.1	1.6	635
1346	Arapahoe Community College	Denver	CO	93,800	31,700	5.7	0.9	16.5	0.1	0.9	0.0	1.4	1.6	1,073
2529	Dawson Community College	Glendive	MT	58,000	31,700	16.6	0.2	5.7	1.6	0.9	0.3	-4.3	-14.1	120
1132	California Institute Of The Arts	Los Angeles	CA	108,700	25,300	8.0	5.6	11.8	3.1	0.9	0.3	3.6	-1.5	123
1954	Bellarmine University	Louisville	KY	98,200	46,700	3.0	2.3	31.3	4.8	0.9	0.1	1.1	-1.5	318
5254	Lanier Technical College	Gainesville	GA	63,800	23,500	13.9	0.6	6.8	0.0	0.9	0.0	4.2	6.0	303
3785	Pacific Lutheran University	Seattle	WA	100,900	47,900	3.3	2.7	28.8	2.0	0.9	0.1	0.8	-1.1	552
2480	Lindenwood University	St. Louis	MO	91,100	38,500	4.4	0.7	21.1	0.0	0.9	0.0	0.9	-1.4	617
3042	Denison University	Columbus	OH	149,300	53,700	3.1	9.4	30.2	4.2	0.9	0.1	0.7	-0.2	499
9275	Northern Kentucky University	Cincinnati	KY	86,400	36,900	6.5	0.5	14.4	0.3	0.9	0.0	-0.3	-1.4	1,934

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11824	Wisconsin Indianhead Technical College	Rice Lake	WI	64,000	29,200	11.8	0.6	7.9	0.0	0.9	0.0	0.8	-0.3	642
8145	Nashville State Community College	Nashville	TN	65,400	28,400	13.0	0.8	7.2	0.0	0.9	0.0	8.8	14.6	911
4598	Iowa Western Community College	Omaha	IA	67,100	32,500	10.3	0.2	9.1	0.0	0.9	0.0	3.5	4.5	758
3285	Lancaster Bible College	Reading	PA	72,000	29,500	6.8	0.6	13.7	0.1	0.9	0.0	0.7	-5.2	136
10836	Pivot Point Academy	Chicago	IL	77,600	14,500	14.7	0.6	6.4	0.1	0.9	0.0	-3.5	-4.9	114
3262	Elizabethtown College	Reading	PA	98,100	50,900	2.7	1.6	34.4	0.3	0.9	0.0	0.5	-2.7	398
1094	University Of The Ozarks	Russellville	AR	72,600	40,300	9.1	1.4	10.3	0.0	0.9	0.0	-1.6	0.3	107
2582	Manchester Community College of Manchester, NH	Manchester	NH	79,400	32,800	6.6	0.5	14.1	0.0	0.9	0.0	3.3	2.1	482
1923	Hutchinson Community College	Hutchinson	KS	67,700	33,700	10.4	0.3	9.0	0.8	0.9	0.1	-1.1	-5.2	736
3084	Muskingum University	Zanesville	OH	83,100	41,800	4.6	1.0	20.1	0.1	0.9	0.0	2.8	3.7	380
3142	Wilmington College	Washington Court House	OH	71,400	40,400	7.2	0.2	12.9	0.0	0.9	0.0	0.8	-0.7	294
3961	Harper College	Chicago	IL	88,900	34,600	6.3	1.2	14.8	0.0	0.9	0.0	2.6	4.1	2,153
3406	Providence College	Providence	RI	139,300	66,300	2.0	5.0	45.6	5.1	0.9	0.1	-0.2	-0.8	918
1850	Central College	Ottumwa	IA	87,700	44,200	3.5	1.0	26.6	2.3	0.9	0.1	-1.0	-6.9	356
5763	Central Georgia Technical College	Macon	GA	33,600	17,900	36.2	0.1	2.6	0.0	0.9	0.0	-3.1	4.0	543
3682	Bennington College	Pittsfield	VT	99,200	19,700	9.1	5.0	10.2	0.0	0.9	0.0	-2.7	-11.3	125
1705	Illinois Valley Community College	Peoria	IL	73,800	30,000	9.9	0.2	9.4	0.0	0.9	0.0	0.8	0.1	852
3224	University Of Portland	Portland	OR	117,600	56,100	2.8	3.5	32.9	0.3	0.9	0.0	0.5	-1.1	536
4027	Utah Valley University	Provo	UT	89,800	29,300	5.0	2.2	18.5	0.2	0.9	0.0	0.9	0.3	3,805
95	Indiana University System	Bloomington	IN	99,400	40,100	5.3	3.0	17.4	0.9	0.9	0.0	0.4	0.0	12,803
21449	Delaware Technical Community College of Wilmington, DE	Wilmington	DE	82,100	33,400	7.8	0.3	11.8	0.0	0.9	0.0	2.5	4.5	1,079
2318	Spring Arbor University	Jackson	MI	81,800	35,500	5.3	0.8	17.4	0.0	0.9	0.0	2.3	1.3	213
2875	Onondaga Community College	Syracuse	NY	72,800	30,200	11.1	0.3	8.3	0.2	0.9	0.0	3.1	3.8	1,512
1949	Washburn University - Topeka	Topeka	KS	80,800	39,400	6.8	0.4	13.5	1.4	0.9	0.1	4.1	4.6	789
2328	Washtenaw Community College	Detroit	MI	89,100	26,900	9.0	0.6	10.2	0.0	0.9	0.0	5.1	7.1	1,627
3023	Capital University	Columbus	OH	84,100	44,000	6.0	0.6	15.3	1.2	0.9	0.1	-1.5	-6.6	475
4835	Caldwell Community College & Technical Institute	Hickory	NC	60,300	23,900	13.5	0.7	6.8	0.0	0.9	0.0	3.8	4.9	506
4076	Kirkwood Community College	Cedar Rapids	IA	75,000	33,900	8.1	0.6	11.3	0.0	0.9	0.0	2.7	1.8	2,688
3784	Olympic College	Seattle	WA	75,700	30,800	9.0	0.2	10.1	0.0	0.9	0.0	0.7	-1.5	979
1638	Black Hawk College	Davenport	IL	74,000	30,500	10.2	0.2	8.9	0.0	0.9	0.0	2.8	6.2	1,215
2276	Kellogg Community College	Kalamazoo	MI	71,600	29,100	10.1	0.2	9.1	0.0	0.9	0.0	6.8	7.6	872
1393	Mitchell College	Bridgeport	CT	98,200	28,500	8.6	4.1	10.6	0.0	0.9	0.0	-2.7	-7.2	155
3048	Heidelberg University	Findlay	OH	80,000	43,000	5.8	0.5	15.8	0.0	0.9	0.0	1.2	-1.5	246
23172	Maranatha Baptist University	Milwaukee	WI	68,000	24,200	8.2	0.6	11.1	0.1	0.9	0.0	-3.1	-10.1	188
1792	DePauw University	Terre Haute	IN	117,700	52,900	2.4	5.5	37.4	5.0	0.9	0.1	1.6	-0.3	523

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31090	School Of Communication Arts Of North Carolina	Raleigh	NC	61,100	29,900	18.3	0.1	5.0	0.1	0.9	0.0	11.9	26.4	77
1669	Danville Area Community College	Lafayette	IL	61,100	28,400	14.2	0.3	6.4	0.0	0.9	0.0	4.2	6.3	480
2039	Colby College	Portland	ME	208,700	59,200	1.5	18.3	60.8	13.4	0.9	0.2	0.3	-0.2	492
3835	Beloit College	Kenosha	WI	109,800	40,600	3.8	2.7	23.8	3.8	0.9	0.1	1.3	-1.9	257
2464	Fontbonne University	St. Louis	MO	88,800	37,300	5.2	3.3	17.2	0.2	0.9	0.0	0.0	-1.9	165
3240	Butler County Community College of Butler, PA	Pittsburgh	PA	66,300	32,400	12.0	0.4	7.5	0.0	0.9	0.0	-1.1	-1.1	627
1402	Quinnipiac University	Bridgeport	CT	127,000	60,000	1.9	4.4	48.5	0.6	0.9	0.0	0.0	-2.2	1,086
21111	Rich Mountain Community College	Idabel	AR	34,900	20,800	33.8	0.1	2.7	0.0	0.9	0.0	-8.9	-6.9	111
2189	Westfield State University	Springfield	MA	98,100	48,200	3.9	0.3	22.8	0.0	0.9	0.0	0.8	-0.2	790
4673	Baker College	Detroit	MI	61,400	22,500	17.0	0.2	5.3	0.1	0.9	0.0	6.1	8.1	2,788
2274	Jackson College	Jackson	MI	72,400	27,800	10.5	0.1	8.6	0.0	0.9	0.0	9.7	11.4	828
1840	University Of Notre Dame	South Bend	IN	165,400	78,800	1.4	11.0	62.4	12.1	0.9	0.2	0.4	0.1	1,940
8087	Montgomery Community College	Fayetteville	NC	51,000	21,000	25.4	0.1	3.5	0.0	0.9	0.0	0.0	2.3	105
5461	Salem Community College	Philadelphia	NJ	76,200	28,700	10.9	0.4	8.2	0.1	0.9	0.0	0.2	-5.5	199
130	John, Castleton And Lyndon State Colleges And Community College Of Vermont	Burlington	VT	68,400	29,900	12.5	0.5	7.2	0.2	0.9	0.0	-2.7	-6.2	1,540
2123	Becker College	Boston	MA	75,500	33,100	9.4	0.4	9.5	0.0	0.9	0.0	0.9	1.9	239
3325	Millersville University Of Pennsylvania	Reading	PA	93,500	45,400	4.0	0.5	22.2	0.0	0.9	0.0	0.3	-1.3	1,380
31062	Our Lady Of The Lake College	Baton Rouge	LA	86,500	37,200	6.3	0.2	14.1	0.0	0.9	0.0	3.5	2.9	148
5360	Tennessee College Of Applied Technology-Memphis	Memphis	TN	43,900	28,100	24.2	0.2	3.7	0.0	0.9	0.0	14.7	13.8	153
5291	White Mountains Community College	Berlin	NH	60,400	28,300	12.8	0.0	6.9	0.0	0.9	0.0	2.6	1.3	133
1425	Eastern Connecticut State University	Bridgeport	CT	94,900	45,000	4.4	0.6	20.3	0.3	0.9	0.0	-0.4	-4.4	806
3440	Newberry College	Columbia	SC	80,400	37,100	10.9	1.8	8.2	0.0	0.9	0.0	0.0	7.8	148
9646	Piedmont Community College	Raleigh	NC	46,200	21,000	20.3	0.0	4.4	0.0	0.9	0.0	1.3	-2.5	217
2915	Central Piedmont Community College	Charlotte	NC	71,200	26,700	12.3	0.7	7.2	0.0	0.9	0.0	4.4	9.6	2,348
2118	Assumption College	Boston	MA	120,100	57,500	2.1	2.0	42.5	0.6	0.9	0.0	0.1	0.6	477
3803	Whitman College	Kennewick	WA	138,200	48,500	2.7	6.0	32.8	0.0	0.9	0.0	-0.6	-0.9	354
3322	Kutztown University Of Pennsylvania	Reading	PA	94,100	43,100	4.3	0.5	20.5	0.0	0.9	0.0	1.2	0.1	1,406
4852	Clark State Community College	Dayton	OH	66,100	27,200	13.0	0.3	6.8	0.0	0.9	0.0	6.1	5.1	603
30306	Utah College Of Massage Therapy	Phoenix	AZ	62,300	16,600	14.7	0.6	6.0	0.5	0.9	0.1	5.4	11.8	440

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83	University Of Wisconsin System	Madison	WI	96,100	44,000	4.0	1.7	22.1	0.5	0.9	0.0	0.3	-1.1	26,143
3025	Cedarville University	Dayton	OH	99,500	37,600	3.1	1.9	28.7	0.0	0.9	0.0	0.7	-1.4	724
9912	Volunteer State Community College	Nashville	TN	70,800	29,800	10.6	0.4	8.3	0.0	0.9	0.0	2.5	2.8	1,301
3866	Milwaukee Area Technical College	Milwaukee	WI	64,100	27,400	17.8	0.2	4.9	0.0	0.9	0.0	0.0	2.4	2,229
3191	Concordia University of Portland, OR	Portland	OR	88,400	41,700	2.1	1.3	42.6	0.0	0.9	0.0	1.3	-2.4	111
2468	Jefferson College	St. Louis	MO	75,400	32,500	9.0	0.2	9.8	0.0	0.9	0.0	2.3	4.8	744
10881	Stark State College	Canton	OH	67,200	29,800	9.9	0.2	8.8	0.9	0.9	0.1	12.6	16.4	762
2701	Colgate University	Syracuse	NY	208,900	71,500	2.4	19.8	36.5	4.2	0.9	0.1	0.1	-2.0	656
1856	Cornell College	Cedar Rapids	IA	91,800	45,500	3.5	1.7	24.8	0.6	0.9	0.0	1.2	-1.2	272
2579	New England College	Manchester	NH	94,400	36,600	5.7	3.1	15.4	0.0	0.9	0.0	3.9	8.6	182
1431	University Of Delaware	Wilmington	DE	131,400	57,700	2.2	2.9	39.0	1.6	0.9	0.0	-0.5	-1.9	3,450
2144	Dean College	Boston	MA	91,400	29,800	9.4	2.8	9.3	0.0	0.9	0.0	-0.2	-3.5	311
2521	Webster University	St. Louis	MO	96,000	36,900	4.7	2.2	18.6	1.6	0.9	0.1	1.6	3.4	433
3738	Southern Virginia University	Staunton	VA	84,500	15,700	7.7	2.6	11.4	0.1	0.9	0.0	-2.1	-0.8	111
23614	Collin County Community College	Dallas	TX	95,000	34,100	6.7	1.0	12.9	0.4	0.9	0.0	2.0	3.3	2,321
2980	Wayne Community College	Goldsboro	NC	54,900	27,200	18.1	0.1	4.8	0.0	0.9	0.0	2.4	5.0	562
1074	Grand Canyon University	Phoenix	AZ	90,000	36,900	6.1	1.5	14.2	0.0	0.9	0.0	12.6	18.7	115
22227	Francis Tuttle Technology Center School District No. 21	Oklahoma City	OK	57,900	21,500	16.4	0.4	5.3	0.0	0.9	0.0	2.6	0.4	203
21796	Empire Beauty School of Somersworth, NH	Manchester	NH	53,500	18,800	16.9	0.3	5.1	0.1	0.9	0.0	-2.2	-0.5	110
3680	Weber State University	Salt Lake City	UT	92,000	35,500	3.6	0.9	23.9	2.0	0.9	0.1	0.7	1.5	2,817
10487	West Georgia Technical College	LaGrange	GA	63,000	24,900	17.1	0.2	5.0	0.0	0.9	0.0	4.9	13.0	434
2264	Gogebic Community College	Ironwood	MI	62,200	24,700	13.0	0.5	6.6	0.1	0.9	0.0	4.0	6.3	153
2310	St. Clair County Community College	Detroit	MI	78,100	29,200	8.5	0.2	10.1	0.0	0.9	0.0	6.4	8.2	788
1127	California College Of The Arts	San Francisco	CA	90,100	29,700	7.8	3.7	11.0	0.1	0.9	0.0	-0.8	-0.1	124
22378	Specs Howard School Of Media Arts	Detroit	MI	72,600	23,200	9.7	0.5	8.9	0.1	0.9	0.0	7.5	9.6	129
1597	Truett McConnell College	Gainesville	GA	103,100	32,200	5.3	3.1	16.0	2.7	0.9	0.1	6.7	19.7	464
6931	Waubonsee Community College	Chicago	IL	88,600	32,100	6.3	0.4	13.6	0.1	0.9	0.0	1.7	3.5	1,098
1906	Butler County Community College of El Dorado, KS	Wichita	KS	75,200	28,800	10.2	0.4	8.4	0.0	0.9	0.0	0.3	1.7	1,423
2071	Frederick Community College	Washington DC	MD	90,900	36,500	5.0	0.3	16.9	1.5	0.9	0.1	0.5	0.8	703
1353	Fort Lewis College	Farmington	CO	90,600	32,700	7.4	2.7	11.6	0.5	0.9	0.0	-1.9	-4.0	837
5301	Northeast Wisconsin Technical College	Green Bay	WI	74,500	33,900	7.6	0.4	11.2	0.1	0.9	0.0	1.9	1.7	1,111
2169	Greenfield Community College	Springfield	MA	69,100	26,800	12.2	0.3	7.0	0.0	0.9	0.0	5.5	3.5	364

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8278	Terra State Community College	Findlay	OH	64,200	30,600	10.6	0.1	8.0	0.0	0.8	0.0	4.8	3.6	504
2960	Salem College	Winston-Salem	NC	84,200	32,500	6.0	2.5	14.1	0.0	0.8	0.0	6.4	6.3	114
2454	University Of Central Missouri	Kansas City	MO	83,800	38,900	5.1	0.3	16.6	0.0	0.8	0.0	1.7	1.7	1,602
3144	Xavier University	Cincinnati	OH	122,100	52,200	2.6	6.3	32.4	3.2	0.8	0.1	0.0	-1.0	749
1643	Spoon River College	Galesburg	IL	58,200	26,900	17.7	0.1	4.8	0.0	0.8	0.0	-5.1	-12.0	354
2299	North Central Michigan College	Petoskey	MI	60,500	24,700	12.0	0.4	7.1	0.0	0.8	0.0	5.3	4.6	374
1832	University Of Saint Francis of Fort Wayne, IN	Fort Wayne	IN	83,700	38,600	5.4	0.7	15.6	2.7	0.8	0.1	-0.5	-2.5	232
2931	Guilford College	Greensboro	NC	109,900	36,800	4.2	3.4	20.2	0.1	0.8	0.0	3.8	7.4	243
12315	Cornish College Of The Arts	Seattle	WA	89,700	25,000	6.7	2.9	12.7	0.0	0.8	0.0	2.2	-5.6	105
2805	Roberts Wesleyan College	Buffalo	NY	72,600	34,600	6.6	0.2	12.8	0.0	0.8	0.0	-0.4	-0.9	220
1945	Sterling College	Hutchinson	KS	71,600	35,000	6.8	0.4	12.3	0.0	0.8	0.0	-2.1	-6.2	105
1472	Chipola College	Tallahassee	FL	51,800	32,000	21.4	0.1	3.9	0.1	0.8	0.0	-4.8	-6.1	286
8244	Johnson County Community College	Kansas City	KS	91,100	32,500	5.8	1.0	14.6	0.4	0.8	0.0	0.9	0.3	2,670
2369	North Central University	Minneapolis	MN	74,000	28,700	5.9	0.4	14.2	0.1	0.8	0.0	-1.9	-3.4	252
7948	Wilmington University	Wilmington	DE	94,300	39,600	5.0	0.5	16.7	0.0	0.8	0.0	4.8	10.6	307
3297	Mercyhurst University	Erie	PA	87,400	40,900	5.6	0.6	15.0	0.0	0.8	0.0	5.8	9.7	720
8557	Nash Community College	Wilson	NC	57,600	25,900	20.0	0.2	4.2	0.0	0.8	0.0	-0.5	6.3	375
7691	McHenry County College	Chicago	IL	95,900	33,300	4.3	0.6	19.6	0.0	0.8	0.0	1.3	1.9	931
10027	James A. Rhodes State College	Lima	OH	64,200	30,900	9.5	0.3	8.7	0.0	0.8	0.0	2.9	1.3	527
2303	Oakland Community College	Detroit	MI	93,400	27,600	7.7	1.1	10.8	0.4	0.8	0.0	10.2	15.3	3,193
3560	Dallas Baptist University	Dallas	TX	87,000	39,500	6.1	0.7	13.7	0.0	0.8	0.0	-1.1	-5.1	290
3296	Marywood University	Scranton	PA	80,600	40,500	6.6	0.8	12.7	0.1	0.8	0.0	-0.5	-5.3	268
4595	Hawkeye Community College	Waterloo	IA	67,600	34,800	9.6	0.3	8.6	0.6	0.8	0.1	0.8	-2.0	1,137
2553	Midland University	Omaha	NE	73,300	51,500	5.7	0.6	14.5	0.1	0.8	0.0	3.9	-4.2	196
3610	Schreiner University	Kerrville	TX	82,300	39,600	9.9	3.0	8.4	0.1	0.8	0.0	-2.0	-7.9	138
80	Eastern Iowa Community College District	Davenport	IA	75,600	31,400	9.6	0.2	8.6	0.0	0.8	0.0	2.3	4.8	1,237
3694	Saint Michael's College	Burlington	VT	119,100	49,500	2.4	4.4	35.2	2.4	0.8	0.1	-0.1	-1.2	471
9765	Three Rivers Community College of Norwich, CT	Bridgeport	CT	76,200	32,500	9.1	0.3	9.0	0.0	0.8	0.0	2.5	4.1	526
3842	Concordia University - Wisconsin	Milwaukee	WI	79,300	38,600	5.5	0.8	14.9	0.1	0.8	0.0	0.0	-6.0	284
10530	Quinebaug Valley Community College	Bridgeport	CT	71,400	25,000	10.6	0.4	7.7	0.1	0.8	0.0	2.9	12.6	244
3268	Gettysburg College	Harrisburg	PA	138,500	58,800	1.9	10.7	43.8	6.7	0.8	0.1	-0.4	-2.1	573
2261	Charles Stewart Mott Community College	Detroit	MI	78,800	24,500	12.7	0.4	6.4	0.0	0.8	0.0	12.1	16.5	2,085
1429	Goldey-Beacom College	Wilmington	DE	80,300	44,800	8.9	1.6	9.1	0.0	0.8	0.0	2.5	10.6	110
2316	Siena Heights University	Jackson	MI	87,000	37,100	6.3	0.8	12.9	0.0	0.8	0.0	4.4	5.5	171
6807	Community College Of Beaver County	Pittsburgh	PA	68,500	28,800	13.4	0.1	6.1	0.0	0.8	0.0	3.9	2.4	416

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5754	Rowan-Cabarrus Community College	Charlotte	NC	67,000	23,400	12.8	0.3	6.3	0.0	0.8	0.0	5.2	8.6	800
7170	Lincoln Land Community College	Springfield	IL	72,700	30,000	10.1	0.3	8.0	0.3	0.8	0.0	3.0	3.8	1,290
1473	Clearwater Christian College	Tampa	FL	64,300	41,500	7.7	0.7	10.5	0.2	0.8	0.0	1.6	-10.7	141
3742	Sweet Briar College	Lynchburg	VA	109,900	39,000	3.1	3.3	26.1	0.0	0.8	0.0	1.5	0.8	129
1842	Valparaiso University	Gary	IN	107,000	51,200	2.9	2.0	28.0	3.5	0.8	0.1	0.8	0.5	641
25306	Saint Charles Community College	St. Louis	MO	89,000	34,200	5.5	0.4	14.7	0.1	0.8	0.0	1.6	-1.1	1,459
2961	Sandhills Community College	Fayetteville	NC	53,500	24,500	20.1	0.3	4.0	0.3	0.8	0.1	-0.5	0.2	543
3778	Gonzaga University	Spokane	WA	121,100	54,900	2.7	4.9	29.7	0.0	0.8	0.0	-1.1	-4.8	684
3911	Viterbo University	La Crosse	WI	78,200	38,600	6.0	0.6	13.3	0.0	0.8	0.0	-1.0	-7.0	256
7085	Mount Vernon Nazarene University	Columbus	OH	77,200	34,800	5.5	0.6	14.6	0.0	0.8	0.0	-0.8	-3.6	344
2337	Bethany Lutheran College	Mankato	MN	76,000	35,500	6.9	0.1	11.6	0.0	0.8	0.0	-1.3	-9.2	117
40513	Art Institute Of Phoenix	Louisville	KY	73,600	32,300	10.5	0.9	7.6	1.5	0.8	0.2	10.1	22.5	214
30357	Las Positas College	San Francisco	CA	109,500	37,300	4.9	2.0	16.5	0.2	0.8	0.0	3.9	5.1	989
1437	Catholic University Of America	Washington DC	DC	133,000	57,700	2.1	4.0	38.1	3.0	0.8	0.1	-0.4	-3.5	548
3276	Immaculata University	Philadelphia	PA	92,700	43,100	5.7	0.8	14.0	0.0	0.8	0.0	-3.1	-7.5	127
1557	Brewton Parker College	Vidalia	GA	63,400	30,400	11.6	0.3	6.9	0.0	0.8	0.0	7.0	4.3	149
30226	Le Cordon Bleu College Of Culinary Arts of Tucker, GA	Atlanta	GA	66,800	26,800	13.3	0.5	6.0	0.0	0.8	0.0	4.1	5.1	248
3143	Wittenberg University	Dayton	OH	104,800	46,100	3.2	4.5	25.3	0.3	0.8	0.0	-0.2	-2.3	475
5599	Augusta Technical College	Aiken	GA	46,700	22,800	26.4	0.1	3.0	0.0	0.8	0.0	2.2	9.0	614
2268	Grand Valley State University	Grand Rapids	MI	96,400	41,300	3.4	0.8	23.3	1.0	0.8	0.0	0.7	0.2	2,709
3994	Spartanburg Community College	Spartanburg	SC	57,300	25,700	16.2	0.1	4.9	0.0	0.8	0.0	4.8	7.1	757
3422	Southern Wesleyan University	Greenville	SC	70,600	33,700	11.9	0.6	6.7	0.1	0.8	0.0	-2.3	-2.1	82
3996	York Technical College	Charlotte	SC	61,500	27,200	15.9	0.3	4.9	0.0	0.8	0.0	0.1	3.5	764
1952	Asbury College	Lexington-Fayette	KY	91,700	33,800	3.5	1.6	22.7	0.0	0.8	0.0	2.9	1.9	265
4642	Globe University	Minneapolis	MN	72,300	28,700	9.1	0.2	8.6	0.0	0.8	0.0	7.7	13.5	139
6804	Lakeland Community College	Cleveland	OH	73,500	30,300	7.1	0.4	11.0	0.0	0.8	0.0	5.3	5.6	1,429
21154	Bridgerland Applied Technology College	Logan	UT	70,000	20,200	11.8	0.2	6.6	0.1	0.8	0.0	-1.8	-11.1	95
1372	Western State Colorado University	Gunnison	CO	94,700	35,800	5.3	3.2	14.7	0.0	0.8	0.0	0.7	-0.7	454
2120	Merrimack College	Boston	MA	109,700	56,700	2.9	2.4	26.9	0.0	0.8	0.0	1.5	1.6	484
3078	Wright State University	Dayton	OH	83,200	39,400	4.7	0.6	16.7	0.0	0.8	0.0	4.2	6.3	2,096
1699	Joliet Junior College	Chicago	IL	92,100	34,000	5.8	0.3	13.5	0.3	0.8	0.0	2.4	4.8	1,975
3100	Ohio University	Athens	OH	90,900	42,000	5.1	1.6	15.2	0.2	0.8	0.0	1.9	0.7	5,009
1889	Saint Ambrose University	Davenport	IA	99,200	48,500	3.0	1.6	26.0	0.3	0.8	0.0	0.2	-2.0	344
5624	Columbus Technical College	Columbus	GA	41,500	23,000	26.6	0.3	2.9	0.0	0.8	0.0	-4.6	1.5	560
3077	Miami University	Cincinnati	OH	118,800	50,400	2.8	5.4	28.1	0.8	0.8	0.0	1.9	2.5	4,442
1786	Ball State University	Muncie	IN	94,900	40,100	4.5	0.9	17.1	0.9	0.8	0.0	0.0	-1.0	3,318
2294	Monroe County Community College	Toledo	MI	84,800	32,800	6.8	0.1	11.4	0.1	0.8	0.0	5.0	3.8	693

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2382	Saint Olaf College	Owatonna	MN	124,700	48,600	1.9	5.9	41.7	2.5	0.8	0.0	0.0	-2.6	713
3746	University Of Mary Washington	Fredericksburg	VA	133,800	50,000	1.3	1.9	60.7	3.9	0.8	0.0	1.0	0.8	794
2380	Saint Mary's University Of Minnesota	Eau Claire	MN	105,900	45,100	3.8	3.2	20.4	0.1	0.8	0.0	-0.3	-1.4	312
3620	Southwestern University	Austin	TX	130,600	50,000	3.1	6.9	24.5	0.5	0.8	0.0	1.0	0.9	311
1666	Concordia University of River Forest, IL	Chicago	IL	86,300	35,100	4.7	0.6	16.3	0.0	0.8	0.0	1.7	1.2	213
1896	Wartburg College	Waterloo	IA	85,100	48,400	3.3	1.4	23.0	4.0	0.8	0.1	2.1	0.0	384
2051	Saint Joseph's College of Standish, ME	Portland	ME	77,000	38,000	8.3	0.2	9.2	0.0	0.8	0.0	-5.1	-12.1	230
7120	Des Moines Area Community College	Des Moines	IA	72,600	32,500	8.5	0.4	9.0	0.2	0.8	0.0	3.4	1.6	2,492
4007	Madison Area Technical College	Madison	WI	74,800	30,400	7.9	0.5	9.6	0.0	0.8	0.0	1.6	-1.4	2,802
5498	Wichita Area Technical College	Wichita	KS	58,400	25,100	18.2	0.1	4.2	0.0	0.8	0.0	-0.1	-2.4	199
1937	Ottawa University	Phoenix	AZ	64,200	34,600	11.5	0.1	6.6	0.3	0.8	0.0	-5.3	-14.8	96
3840	Western Technical College of La Crosse, WI	La Crosse	WI	65,500	29,600	11.5	0.2	6.6	0.0	0.8	0.0	-1.9	-4.6	974
7032	Midamerica Nazarene University	Kansas City	KS	82,900	33,800	5.2	1.1	14.6	0.0	0.8	0.0	0.6	-3.3	242
5390	Blackhawk Technical College	Kenosha	WI	73,400	28,700	9.0	0.1	8.5	0.0	0.8	0.0	4.6	8.3	433
2036	Bates College	Portland	ME	176,900	55,900	1.8	13.8	41.3	4.7	0.8	0.1	0.9	-0.1	427
1747	Rock Valley College	Rockford	IL	81,800	31,100	8.4	0.5	9.0	0.3	0.8	0.0	3.9	6.5	1,430
4033	Asheville Buncombe Technical Community College	Asheville	NC	62,200	25,000	13.4	0.3	5.6	0.4	0.8	0.0	1.0	1.2	744
30838	Heartland Community College	Bloomington	IL	80,700	30,200	9.1	0.3	8.3	0.0	0.8	0.0	1.2	0.0	799
2297	Muskegon Community College	Grand Rapids	MI	73,400	29,100	8.8	0.3	8.6	0.0	0.8	0.0	7.7	10.0	892
6949	Kalamazoo Valley Community College	Kalamazoo	MI	79,600	29,000	9.5	0.5	8.0	0.0	0.8	0.0	7.5	11.2	1,731
1625	Brigham Young University-Idaho	Pocatello	ID	92,600	22,600	4.1	1.4	18.2	0.7	0.8	0.0	-0.7	-3.8	3,422
2919	Davidson County Community College	Greensboro	NC	60,000	24,300	12.6	0.1	5.9	0.0	0.8	0.0	5.7	4.8	393
2495	Truman State University	Kirksville	MO	104,700	46,400	2.6	0.5	28.8	2.0	0.8	0.1	0.3	-1.1	1,277
37894	River Parishes Community College	Baton Rouge	LA	78,400	24,800	13.9	0.7	5.4	0.0	0.7	0.0	0.6	13.3	97
3721	James Madison University	Harrisonburg	VA	134,300	55,900	1.9	2.6	40.4	0.6	0.7	0.0	-0.2	-1.1	3,094
1097	Harding University	Searcy	AR	98,200	41,400	4.0	1.3	18.7	0.1	0.7	0.0	-0.3	-2.5	790
12813	John Wood Community College	Quincy	IL	61,400	28,200	16.0	0.2	4.7	0.0	0.7	0.0	-1.9	1.4	399
4661	Hampshire College	Springfield	MA	119,300	31,200	5.7	8.2	13.0	1.8	0.7	0.1	0.0	-4.9	281
2278	Lansing Community College	Lansing	MI	80,700	30,100	8.5	0.5	8.7	0.2	0.7	0.0	7.0	10.2	3,118
3797	University Of Puget Sound	Seattle	WA	129,700	51,400	2.3	7.2	32.3	2.9	0.7	0.1	0.9	-1.5	586
3018	Bowling Green State University	Toledo	OH	92,800	42,600	3.6	1.1	20.4	1.0	0.7	0.0	3.2	5.6	3,611

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116	Marinello School Of Beauty, Xenon International Academy, International School Of Skin And Nailcare And Hair Professionals Academy	Los Angeles	CA	44,200	11,400	25.4	0.4	2.9	0.0	0.7	0.0	0.2	1.7	591
1927	Emporia State University	Emporia	KS	80,100	37,500	5.7	0.2	12.8	0.8	0.7	0.0	0.1	1.1	798
3369	Susquehanna University	Sunbury	PA	113,300	52,900	3.3	3.8	21.9	0.0	0.7	0.0	0.1	-4.3	442
5448	Durham Technical Community College	Raleigh	NC	59,700	24,500	16.2	0.4	4.5	0.0	0.7	0.0	5.0	11.0	507
3436	Limestone College	Spartanburg	SC	73,900	36,800	11.9	1.0	6.1	0.0	0.7	0.0	3.0	4.3	133
10345	Cincinnati State Technical & Community College	Cincinnati	OH	68,800	30,800	12.7	0.2	5.7	0.0	0.7	0.0	5.9	6.5	1,566
2982	Western Piedmont Community College	Morganton	NC	56,900	25,400	14.0	0.1	5.2	0.0	0.7	0.0	6.8	9.1	327
2978	Wake Forest University	Winston-Salem	NC	191,500	71,500	1.8	16.6	40.3	5.7	0.7	0.1	0.4	1.7	941
1003	Faulkner University	Montgomery	AL	63,500	26,300	16.3	0.2	4.4	0.1	0.7	0.0	-2.3	-4.8	228
2126	Berklee College Of Music	Boston	MA	119,300	27,400	3.7	5.4	19.6	0.0	0.7	0.0	1.6	2.2	519
2512	Stephens College	Columbia	MO	94,500	32,900	8.2	2.8	8.7	0.2	0.7	0.0	-0.8	1.0	100
1036	Samford University	Birmingham	AL	131,000	40,800	2.9	7.0	25.0	0.0	0.7	0.0	0.0	-2.0	632
23482	Mid-South Community College	West Memphis	AR	38,000	20,000	30.7	0.0	2.3	0.0	0.7	0.0	0.1	4.8	189
1785	Anderson University of Anderson, IN	Muncie	IN	88,400	34,900	5.3	1.6	13.5	0.0	0.7	0.0	-2.6	-3.2	449
5464	Richmond Community College	Fayetteville	NC	37,800	21,700	28.7	0.2	2.5	0.0	0.7	0.0	2.5	1.3	199
1709	Lincoln College	Springfield	IL	81,800	27,600	8.9	1.5	8.0	0.2	0.7	0.0	8.5	19.7	336
2984	University Of North Carolina At Wilmington	Wilmington	NC	106,500	41,700	3.6	1.8	19.7	0.0	0.7	0.0	0.4	-2.2	1,667
3037	College Of Wooster	Canton	OH	108,100	47,200	3.5	3.5	20.1	0.0	0.7	0.0	0.5	-0.5	420
3259	Eastern University	Philadelphia	PA	93,900	33,300	4.5	2.2	15.9	2.5	0.7	0.1	6.7	7.8	341
3351	Cairn University	Philadelphia	PA	77,100	26,500	7.0	0.5	10.1	0.2	0.7	0.0	-2.0	-7.1	196
1588	Piedmont College	Gainesville	GA	81,400	36,000	7.3	0.8	9.6	0.0	0.7	0.0	4.5	0.7	139
7572	American Musical & Dramatic Academy	New York	NY	88,800	26,000	6.8	1.1	10.3	0.1	0.7	0.0	10.8	11.2	271
2541	Concordia University of Seward, NE	Lincoln	NE	75,500	36,500	4.1	0.2	17.2	0.0	0.7	0.0	-1.4	-7.7	262
2907	University Of North Carolina Asheville	Asheville	NC	90,600	36,500	5.7	2.0	12.4	0.1	0.7	0.0	0.0	-5.4	499
10489	National College	Lexington-Fayette	KY	39,100	15,500	30.4	0.1	2.3	0.0	0.7	0.0	8.5	8.4	243
98	Illinois And Ohio Center For Broadcasting	Denver	CO	65,800	24,000	16.6	0.5	4.2	3.2	0.7	0.5	1.9	6.7	98
3434	Furman University	Greenville	SC	156,700	48,100	2.2	11.0	31.3	1.7	0.7	0.0	0.1	0.3	638
1961	Centre College Of Kentucky	Danville	KY	111,000	49,400	2.5	4.7	27.5	5.6	0.7	0.1	0.0	-4.5	247
3431	Converse College	Spartanburg	SC	93,000	32,700	7.9	2.5	8.7	0.0	0.7	0.0	3.4	6.1	145
5389	Gateway Technical College	Kenosha	WI	73,100	26,900	11.7	0.1	5.9	0.0	0.7	0.0	2.6	3.3	1,012
2953	William Peace University	Raleigh	NC	105,900	34,700	6.1	3.0	11.3	0.0	0.7	0.0	9.9	18.1	132
25578	Art Institute Of York - Pennsylvania	Harrisburg	PA	74,500	30,800	5.2	0.6	13.1	0.4	0.7	0.0	7.1	10.7	194

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3986	DeSales University	Allentown	PA	98,800	51,100	3.6	0.8	19.2	0.2	0.7	0.0	1.1	-0.1	282
22884	Gwinnett Technical College	Atlanta	GA	80,600	28,800	7.7	0.3	8.9	0.0	0.7	0.0	6.8	13.2	609
2240	Bay De Noc Community College	Marquette	MI	64,800	27,200	14.3	0.3	4.8	0.0	0.7	0.0	0.6	3.4	369
2235	Albion College	Kalamazoo	MI	120,700	48,900	2.3	2.9	30.1	0.5	0.7	0.0	3.8	2.4	398
4988	Central Virginia Community College	Lynchburg	VA	68,600	29,200	11.0	0.3	6.2	0.0	0.7	0.0	2.0	1.1	626
1848	Southeastern Community College of West Burlington, IA	Burlington	IA	66,600	28,700	11.7	0.2	5.8	0.5	0.7	0.1	4.7	5.5	563
3164	Oklahoma Baptist University	Oklahoma City	OK	91,700	39,500	5.5	1.0	12.3	1.9	0.7	0.1	-1.7	-4.9	341
3861	Marian University of Fond Du Lac, WI	Oshkosh	WI	80,900	38,900	5.8	0.8	11.7	0.1	0.7	0.0	1.3	1.0	200
2779	Nazareth College Of Rochester	Buffalo	NY	100,500	45,400	4.5	1.2	14.9	0.2	0.7	0.0	0.5	-1.8	350
2315	Schoolcraft College	Detroit	MI	97,500	32,200	5.3	0.5	12.7	0.0	0.7	0.0	5.8	9.8	1,724
2078	Loyola University Maryland	Baltimore	MD	151,200	69,800	1.7	7.5	39.8	5.1	0.7	0.1	0.1	-1.0	826
2353	Gustavus Adolphus College	Mankato	MN	114,000	53,100	2.1	3.7	31.1	5.2	0.7	0.1	1.1	0.9	606
2817	St. Bonaventure University	Olean	NY	103,300	52,000	3.6	1.2	18.8	0.1	0.7	0.0	4.0	3.8	472
3527	Tusculum College	Johnson City	TN	67,600	37,100	12.9	0.6	5.2	0.0	0.7	0.0	6.5	6.3	189
21006	Carrington College of Mesa, AZ	Phoenix	AZ	40,200	20,100	28.0	0.2	2.4	0.0	0.7	0.0	-4.5	-9.7	478
3719	Longwood University	South Boston	VA	105,700	41,800	3.1	0.9	21.3	2.7	0.7	0.1	0.1	-2.1	784
1681	Highland Community College of Freeport, IL	Rockford	IL	62,700	28,500	12.1	0.1	5.4	0.0	0.7	0.0	3.8	3.6	345
4731	Daniel Webster College	Manchester	NH	93,800	50,300	4.1	1.5	15.8	0.6	0.7	0.0	1.7	-2.2	140
5387	Northcentral Technical College	Wausau	WI	69,200	34,000	7.7	0.1	8.4	0.0	0.7	0.0	3.2	6.3	480
3670	Brigham Young University	Provo	UT	119,600	32,600	2.2	4.7	29.6	2.1	0.7	0.0	-0.3	-2.5	5,925
2912	Brevard College	Asheville	NC	93,900	29,300	7.7	2.9	8.4	0.0	0.7	0.0	-2.2	-1.2	119
3677	Utah State University	Logan	UT	91,300	30,100	3.9	1.4	16.8	0.7	0.6	0.0	-0.8	-3.7	2,622
3733	Randolph - Macon College	Richmond	VA	121,700	51,200	2.5	3.9	26.2	0.4	0.6	0.0	0.6	2.5	246
3127	University Of Dayton	Dayton	OH	128,400	57,300	1.8	6.2	36.6	2.3	0.6	0.0	0.1	-2.6	1,577
1833	Saint Joseph's College of Rensselaer, IN	Gary	IN	94,000	43,200	3.3	1.2	19.4	0.2	0.6	0.0	3.8	5.1	167
3713	Hampden Sydney College	South Boston	VA	141,200	59,900	1.6	7.9	39.3	6.1	0.6	0.1	2.0	0.6	251
9721	Bradford School of Pittsburgh, PA	Pittsburgh	PA	69,400	23,400	11.3	0.3	5.7	0.1	0.6	0.0	-7.5	-2.0	115
3350	University Of The Arts	Philadelphia	PA	100,600	28,700	4.9	1.5	13.2	0.0	0.6	0.0	1.4	1.1	431
1784	Ancilla Domini College	South Bend	IN	61,300	28,900	10.5	0.1	6.2	0.0	0.6	0.0	4.5	5.0	127
3065	Kenyon College	Columbus	OH	168,400	48,000	2.1	14.5	30.1	7.9	0.6	0.2	0.0	-1.3	402
3707	Richard Bland College	Richmond	VA	83,700	32,700	6.2	0.1	10.4	0.3	0.6	0.0	6.8	17.8	240
3744	University Of Richmond	Richmond	VA	180,600	69,600	1.7	12.5	37.0	2.5	0.6	0.0	1.2	3.8	705
4617	National College Of Business And Technology	Nashville	TN	44,400	19,500	29.4	0.0	2.2	0.0	0.6	0.0	1.5	10.8	56
4838	Guilford Technical Community College	Greensboro	NC	63,000	24,700	15.5	0.3	4.1	0.0	0.6	0.0	7.4	14.5	1,477
3838	Carroll University	Milwaukee	WI	95,000	43,300	3.1	1.3	20.9	0.0	0.6	0.0	-0.4	-4.9	433
10248	Art Institutes International Minnesota	Minneapolis	MN	77,200	33,400	8.2	0.8	7.8	0.0	0.6	0.0	4.0	1.2	238

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2927	Elon University	Greensboro	NC	146,000	47,300	2.1	6.8	30.9	0.2	0.6	0.0	-0.9	-3.2	946
8081	Carteret Community College	Jacksonville	NC	50,300	19,700	22.3	0.5	2.9	0.0	0.6	0.0	-0.6	0.3	245
9407	Lincoln College Of New England	Bridgeport	CT	75,000	29,100	13.6	0.2	4.7	0.0	0.6	0.0	5.5	11.8	114
3135	Walsh University	Canton	OH	82,700	42,600	4.9	0.7	12.8	0.0	0.6	0.0	0.5	-1.1	219
1808	University Of Southern Indiana	Evansville	IN	83,700	35,400	6.3	0.7	10.1	0.3	0.6	0.0	-0.3	-2.6	1,621
2979	Warren Wilson College	Asheville	NC	104,100	23,800	6.6	4.1	9.6	0.0	0.6	0.0	-0.1	-0.1	167
121	Aveda Institute	Minneapolis	MN	83,400	21,400	8.5	1.1	7.4	0.0	0.6	0.0	1.7	5.0	163
2217	Stonehill College	Providence	MA	123,800	64,500	1.7	3.1	36.5	0.4	0.6	0.0	0.6	-1.6	511
21366	Wisconsin Lutheran College	Milwaukee	WI	85,400	39,300	2.8	1.3	22.5	0.9	0.6	0.0	2.3	-1.2	148
1787	Bethel College	South Bend	IN	81,300	31,500	5.5	2.0	11.3	2.3	0.6	0.1	0.2	-3.6	263
1099	Hendrix College	Little Rock	AR	107,500	40,900	6.1	1.4	10.3	3.8	0.6	0.2	-5.0	-10.0	224
11150	Asnuntuck Community College	Bridgeport	CT	83,300	31,500	6.2	0.2	10.0	0.1	0.6	0.0	5.9	2.6	215
3036	Franciscan University Of Steubenville	Steubenville	OH	102,500	29,500	3.7	2.2	17.0	0.0	0.6	0.0	-1.7	-7.2	358
1836	Saint Mary's College	South Bend	IN	130,600	43,100	1.9	7.2	33.1	0.4	0.6	0.0	0.6	1.4	361
5265	North Central Kansas Technical College	Beloit	KS	58,900	40,600	12.0	0.6	5.2	0.1	0.6	0.0	-0.4	-1.5	139
3486	Lipscomb University	Nashville	TN	106,400	40,300	4.2	3.4	14.7	1.6	0.6	0.1	0.1	-0.9	483
31239	Southeastern College	Port St. Lucie	FL	38,400	21,100	27.5	0.0	2.2	0.0	0.6	0.0	-5.1	-8.4	108
2211	Springfield College	Springfield	MA	105,300	55,500	2.8	1.2	21.6	2.9	0.6	0.1	1.5	-0.7	466
2075	Harford Community College	Baltimore	MD	90,200	36,000	5.5	0.4	11.0	0.1	0.6	0.0	1.0	-0.1	950
3119	Sinclair Community College	Dayton	OH	70,300	28,100	10.5	0.2	5.8	0.2	0.6	0.0	3.5	3.9	3,094
2267	Grand Rapids Community College	Grand Rapids	MI	83,400	30,700	7.1	0.5	8.5	0.1	0.6	0.0	8.0	12.3	2,799
2555	Nebraska Wesleyan University	Lincoln	NE	88,200	49,000	3.8	2.1	16.1	0.2	0.6	0.0	-2.0	-9.7	327
1772	Trinity International University	Chicago	IL	86,400	33,700	5.3	0.8	11.5	0.0	0.6	0.0	0.8	3.2	210
34835	Cascadia Community College	Seattle	WA	97,300	38,000	3.6	0.9	16.7	0.0	0.6	0.0	2.1	3.6	285
1398	Northwestern Connecticut Community College	Bridgeport	CT	78,400	29,000	10.0	0.3	6.0	0.0	0.6	0.0	1.5	-4.0	202
31007	Carroll Community College	Baltimore	MD	92,100	35,900	4.9	0.2	12.2	0.0	0.6	0.0	-0.8	-3.0	543
2153	Gordon College	Boston	MA	95,900	37,300	4.5	2.0	13.2	0.0	0.6	0.0	-1.5	-3.9	399
2930	Greensboro College	Greensboro	NC	95,400	37,200	5.6	2.3	10.6	0.0	0.6	0.0	2.7	5.4	158
3830	West Virginia Wesleyan College	Buckhannon	WV	86,300	46,800	6.7	0.4	8.9	0.1	0.6	0.0	1.3	-0.8	331
4890	Central Penn College	Harrisburg	PA	66,800	28,000	9.1	0.1	6.4	0.0	0.6	0.0	7.5	13.4	242
2239	Aquinas College	Grand Rapids	MI	94,800	39,300	3.4	2.5	17.2	0.0	0.6	0.0	2.0	4.3	291
3702	Averett University	Greensboro	VA	65,400	35,500	8.2	0.7	7.1	0.1	0.6	0.0	6.9	7.7	126
9744	Fox Valley Technical College	Oshkosh	WI	74,600	32,700	6.3	0.4	9.2	0.0	0.6	0.0	0.3	-2.0	1,651
3479	Belmont University	Nashville	TN	116,700	37,900	2.9	4.3	19.8	0.1	0.6	0.0	-0.8	-5.1	473
2973	Gaston College	Gastonia	NC	63,100	25,300	14.3	0.2	4.0	0.0	0.6	0.0	4.9	5.6	724
3768	Washington And Lee University	Staunton	VA	226,700	78,200	1.1	17.5	51.0	6.7	0.6	0.1	0.1	1.1	405
1443	Gallaudet University	Washington DC	DC	71,200	21,000	13.2	1.0	4.3	0.0	0.6	0.0	4.3	2.8	125
2937	King's College	Charlotte	NC	54,700	21,600	20.0	0.2	2.8	0.0	0.6	0.0	4.0	6.2	127
5447	Randolph Community College	Greensboro	NC	59,800	25,800	14.1	0.2	4.0	0.0	0.6	0.0	5.0	7.4	320

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5318	Catawba Valley Community College	Hickory	NC	63,800	26,600	12.0	0.4	4.7	0.0	0.6	0.0	4.2	6.7	650
10503	Wichita Technical Institute	Wichita	KS	45,200	29,000	27.6	0.1	2.0	0.0	0.6	0.0	5.3	16.2	59
3012	Ashland University	Mansfield	OH	84,600	39,200	4.9	1.2	11.5	1.4	0.6	0.1	-0.3	-3.0	461
3875	Northland College	Ashland	WI	74,600	31,000	6.5	1.3	8.7	0.0	0.6	0.0	1.5	-8.3	154
3811	Davis & Elkins College	Elkins	WV	68,000	32,700	11.0	1.6	5.1	0.1	0.6	0.0	0.3	-1.3	120
3854	Lakeland College	Sheboygan	WI	75,400	39,200	9.3	1.7	6.0	2.1	0.6	0.2	-4.1	-4.9	176
2524	William Jewell College	Kansas City	MO	95,100	42,600	3.7	2.1	15.1	0.0	0.6	0.0	-0.2	-3.0	264
10736	Marion Technical College	Mansfield	OH	62,400	29,800	10.4	0.2	5.3	0.0	0.6	0.0	0.6	-5.1	295
4889	Cambria Rowe Business College	Altoona	PA	46,800	21,700	22.0	0.2	2.5	0.1	0.6	0.0	3.5	3.0	113
1803	Huntington University	Fort Wayne	IN	81,400	29,500	3.2	0.2	17.3	0.8	0.6	0.0	4.0	-0.6	171
8677	Northwest State Community College	Toledo	OH	69,200	28,800	7.1	0.2	7.7	0.1	0.5	0.0	8.8	9.5	457
3121	Tiffin University	Findlay	OH	75,400	38,400	7.7	0.6	7.1	0.0	0.5	0.0	18.1	25.0	186
22052	Sanford-Brown College of Fenton, MO	St. Louis	MO	50,600	21,900	21.9	0.1	2.5	0.4	0.5	0.1	11.0	9.9	378
1921	Highland Community College of Highland, KS	St. Joseph	KS	66,000	30,800	11.1	0.2	4.9	0.0	0.5	0.0	1.6	-1.1	404
2908	Barton College	Wilson	NC	87,500	39,300	7.5	1.3	7.2	0.1	0.5	0.0	5.8	3.8	185
5294	Waukesha County Technical College	Milwaukee	WI	91,000	36,700	3.9	0.5	13.9	0.0	0.5	0.0	2.8	1.6	947
2906	Appalachian State University	Boone	NC	105,900	39,100	3.5	2.2	15.2	0.7	0.5	0.0	-0.2	-1.6	2,427
3892	Saint Norbert College	Green Bay	WI	106,700	47,100	2.4	4.6	21.9	0.0	0.5	0.0	0.1	-2.6	452
2273	Hope College	Grand Rapids	MI	114,100	46,800	2.5	4.2	21.6	2.0	0.5	0.0	1.1	1.2	707
5317	Forsyth Technical Community College	Winston-Salem	NC	67,300	24,900	14.2	0.3	3.7	0.0	0.5	0.0	5.9	9.0	953
9	Santa Barbara Business College	Bakersfield	CA	39,400	17,100	30.5	0.2	1.7	0.0	0.5	0.0	-4.0	-11.6	167
2449	Avila University	Kansas City	MO	88,200	44,800	6.5	1.6	8.1	0.2	0.5	0.0	-0.1	-6.4	110
3133	Urbana University	Dayton	OH	75,500	38,900	4.8	0.1	10.9	0.0	0.5	0.0	6.0	7.2	115
3705	College Of William & Mary	Newport News	VA	147,100	59,800	1.3	4.5	38.9	1.6	0.5	0.0	0.9	0.7	1,330
30063	IBMC College	Fort Collins	CO	53,200	22,800	20.9	0.1	2.5	0.1	0.5	0.0	2.1	-0.7	74
9256	Moraine Park Technical College	Oshkosh	WI	74,900	34,000	6.2	0.1	8.3	0.0	0.5	0.0	0.8	-0.4	888
8155	Evergreen State College	Seattle	WA	100,200	27,000	6.6	2.6	7.8	0.0	0.5	0.0	-0.6	-1.7	561
2670	Baptist Bible College Of Pennsylvania	Scranton	PA	67,500	23,500	6.2	0.7	8.3	0.0	0.5	0.0	0.7	-3.8	188
2947	Mitchell Community College	Hickory	NC	64,700	24,100	13.1	0.4	3.9	0.0	0.5	0.0	2.3	5.5	338
11859	Word Of Life Bible Institute	Albany	NY	72,500	23,500	7.2	0.7	7.1	0.0	0.5	0.0	5.2	2.2	248
3804	Whitworth University	Spokane	WA	98,500	41,000	3.7	1.9	13.6	0.0	0.5	0.0	-0.9	-3.5	385
9058	Bethel University of Saint Paul, MN	Minneapolis	MN	100,000	40,200	3.1	2.5	16.2	0.0	0.5	0.0	0.0	-3.2	601
21715	Western International University	Phoenix	AZ	56,700	25,000	17.8	0.6	2.8	0.0	0.5	0.0	-14.0	-1.9	67
1722	McKendree University	St. Louis	IL	79,900	43,500	5.2	0.8	9.3	0.0	0.5	0.0	1.3	-0.1	261

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26110	Heritage College	Kansas City	MO	53,400	17,900	19.4	0.3	2.5	0.0	0.5	0.0	6.0	6.4	414
7687	James Sprunt Community College	Goldsboro	NC	36,700	21,000	28.2	0.1	1.7	0.0	0.5	0.0	0.0	-0.6	136
2958	Rockingham Community College	Greensboro	NC	62,700	26,400	15.2	0.2	3.2	0.0	0.5	0.0	6.5	10.1	362
25909	Wright Career College	Kansas City	KS	27,200	12,400	42.1	0.1	1.1	0.0	0.5	0.0	6.1	5.9	249
9976	College Of The Ouachitas	Hot Springs	AR	53,000	24,100	17.0	0.2	2.8	0.0	0.5	0.0	2.3	5.6	135
1339	Corban University	Eugene	OR	79,000	32,200	4.6	1.0	10.3	0.0	0.5	0.0	-1.5	-6.8	137
22724	Eastern College Of Health Vocations	Little Rock	AR	29,300	17,000	41.1	0.1	1.1	0.0	0.5	0.0	-6.8	-7.3	143
3536	Bryan College	Crossville	TN	78,800	28,100	6.4	2.3	7.3	0.1	0.5	0.0	1.7	-1.7	141
3293	Lycoming College	Williamsport	PA	83,600	47,100	4.2	0.8	10.9	0.0	0.5	0.0	0.7	-2.2	318
3033	College Of Mount Saint Joseph	Cincinnati	OH	88,500	41,700	5.4	1.3	8.4	0.1	0.5	0.0	-2.1	-3.7	293
2917	College Of The Albemarle	Virginia Beach	NC	52,000	20,800	21.5	0.4	2.1	0.0	0.5	0.0	-4.3	-0.4	349
5384	Nicolet Area Technical College	Rhineland	WI	63,100	25,700	12.3	0.3	3.7	0.0	0.5	0.0	0.1	-3.1	252
5463	Alamance Community College	Greensboro	NC	61,200	25,100	13.4	0.2	3.3	0.0	0.4	0.0	3.5	5.6	518
3458	Augustana College of Sioux Falls, SD	Sioux Falls	SD	93,200	44,200	2.8	2.2	15.9	0.0	0.4	0.0	0.4	-5.0	392
1820	Manchester University	Wayne	IN	81,400	39,900	4.3	0.9	10.2	0.0	0.4	0.0	0.4	0.3	253
10913	Madison Media Institute	Rockford	IL	80,400	34,200	6.6	0.8	6.6	0.3	0.4	0.0	11.5	13.4	86
3272	Harcum College	Philadelphia	PA	81,800	31,200	9.3	2.8	4.6	0.1	0.4	0.0	27.6	33.8	69
22455	Fortis College of Largo, FL	Tampa	FL	35,100	15,800	40.5	0.4	1.1	0.0	0.4	0.0	-17.0	-20.9	94
1965	Kentucky Christian University	Huntington	KY	77,900	33,400	4.5	0.1	9.4	0.5	0.4	0.0	9.3	13.8	116
1801	Hanover College	Madison	IN	107,800	46,300	2.6	1.9	16.6	0.7	0.4	0.0	1.3	2.0	260
3526	Trevecca Nazarene University	Nashville	TN	79,400	34,000	5.3	0.3	8.0	3.1	0.4	0.2	1.4	-2.0	204
9795	Missouri College	St. Louis	MO	42,200	19,400	28.9	0.1	1.5	0.0	0.4	0.0	6.7	19.3	190
21566	Davis Applied Technology College	Salt Lake City	UT	78,400	31,000	5.0	0.8	8.3	0.0	0.4	0.0	2.6	-1.3	322
2918	Davidson College	Charlotte	NC	208,500	60,300	1.4	17.5	29.7	12.3	0.4	0.2	1.2	1.4	409
4646	Minnesota School Of Business	Minneapolis	MN	73,800	29,900	11.1	1.1	3.7	0.0	0.4	0.0	0.6	0.6	303
10279	Hickey College	St. Louis	MO	63,700	34,700	9.9	0.5	4.1	0.2	0.4	0.0	9.1	10.7	160
3495	Johnson University	Knoxville	TN	82,000	29,400	5.0	0.4	7.8	0.0	0.4	0.0	2.5	3.1	144
3029	Cincinnati Christian University	Cincinnati	OH	74,400	30,100	6.5	0.6	5.7	0.2	0.4	0.0	2.8	12.0	111
23068	Platt College of Tulsa, OK	Tulsa	OK	38,900	14,200	33.8	0.1	1.1	0.0	0.4	0.0	-7.3	-5.3	221
4666	Salter College	Boston	MA	38,000	22,000	30.4	0.1	1.2	0.0	0.4	0.0	21.1	-1.4	116
7560	River Valley Community College	Claremont	NH	62,700	31,700	9.5	0.1	3.8	0.1	0.4	0.0	4.8	-1.7	89
7892	Sampson Community College	Goldsboro	NC	46,600	21,100	24.3	0.0	1.5	0.0	0.4	0.0	-1.8	3.5	192
9401	Colorado Christian University	Denver	CO	98,600	30,700	4.1	3.2	8.6	0.2	0.4	0.0	1.4	-1.1	183
4996	Dabney S Lancaster Community College	Staunton	VA	63,200	29,800	13.8	0.2	2.5	0.0	0.3	0.0	5.3	8.9	161
1939	Newman University	Wichita	KS	91,400	45,700	4.1	0.8	8.4	0.2	0.3	0.0	-2.3	-6.0	124
1859	Dordt College	Sioux Center	IA	80,500	35,400	3.8	0.9	9.1	0.0	0.3	0.0	-0.8	-5.6	305
1604	Young Harris College	Andrews	GA	98,300	34,000	5.7	1.3	5.9	0.0	0.3	0.0	2.4	5.4	168
1824	Oakland City University	Evansville	IN	60,300	27,500	12.4	0.1	2.7	0.1	0.3	0.0	-9.3	-23.8	154
2266	Cornerstone University	Grand Rapids	MI	84,200	29,400	4.0	1.9	8.3	0.1	0.3	0.0	3.6	3.3	304

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21618	Musicians Institute	Los Angeles	CA	77,400	15,500	13.6	2.0	2.4	0.0	0.3	0.0	-4.5	-5.6	171
1578	Lagrange College	LaGrange	GA	100,800	39,400	5.1	0.9	6.3	0.0	0.3	0.0	0.9	6.9	154
4579	International Business College of Fort Wayne, IN	Indianapolis	IN	64,500	27,000	8.4	0.7	3.8	0.0	0.3	0.0	3.4	6.0	262
11197	Mayland Community College	Boone	NC	47,400	19,400	19.9	0.0	1.6	0.0	0.3	0.0	0.0	-5.5	110
2939	Lees-Mcrae College	Boone	NC	83,200	33,100	8.1	1.2	3.9	0.1	0.3	0.0	2.1	3.3	141
13005	Olympian Academy Of Cosmetology	Alamogordo	NM	44,200	13,400	24.4	0.1	1.2	1.1	0.3	0.3	4.4	4.0	105
7602	Northeastern Technical College	Bennettsville	SC	42,200	21,800	27.3	0.2	1.1	0.0	0.3	0.0	-0.8	2.5	177
1708	Lincoln Christian University	Springfield	IL	73,800	27,700	4.4	0.2	6.6	0.0	0.3	0.0	1.5	-3.6	127
2525	William Woods University	Columbia	MO	88,600	35,000	4.6	1.0	6.1	0.4	0.3	0.0	1.5	-3.1	153
41302	Institute Of Production And Recording	Minneapolis	MN	81,700	23,000	8.8	0.6	3.2	0.1	0.3	0.0	-0.7	-4.2	109
5585	Lively Technical Center	Tallahassee	FL	53,700	22,800	22.5	0.1	1.3	0.0	0.3	0.0	-0.7	0.5	91
4853	Bradford School of Columbus, OH	Columbus	OH	54,100	22,100	20.1	0.1	1.3	0.0	0.3	0.0	-6.0	-18.8	131
1793	Earlham College	Wayne	IN	99,100	33,300	5.1	2.9	4.8	0.0	0.2	0.0	0.6	3.1	250
10542	Empire Beauty School of Moosic, PA	Scranton	PA	55,300	14,500	21.0	0.4	1.1	0.0	0.2	0.0	-23.9	-36.6	942
10168	Nationwide Beauty Academy	Columbus	OH	65,000	17,300	11.1	0.3	2.1	0.1	0.2	0.0	4.0	1.8	162
7540	Missouri Baptist University	St. Louis	MO	85,100	34,600	6.7	0.7	2.6	0.0	0.2	0.0	2.7	3.1	190
3069	Lourdes University	Toledo	OH	81,600	27,600	5.1	0.3	3.4	0.0	0.2	0.0	6.3	8.5	56
5605	Pinellas Technical Education Center - Clearwater Campus	Tampa	FL	45,500	18,700	25.8	0.1	0.6	0.0	0.2	0.0	-6.1	-10.2	152
8085	McDowell Technical Community College	Morganton	NC	52,200	22,400	16.8	0.0	1.0	0.0	0.2	0.0	5.7	10.2	168
3432	Erskine College	Greenville	SC	94,700	37,400	5.8	1.9	2.7	0.0	0.2	0.0	0.2	-8.1	131
3016	Bluffton University	Lima	OH	77,100	42,400	2.9	0.4	5.2	0.1	0.2	0.0	5.4	1.4	203
3429	Columbia International University	Columbia	SC	71,700	18,500	11.8	0.1	1.2	0.0	0.1	0.0	-4.1	-7.7	116
23427	Fortis College of Richmond, VA	Richmond	VA	50,000	16,500	23.0	0.0	0.6	0.0	0.1	0.0	6.4	14.8	52
2649	Santa Fe University Of Art And Design	Santa Fe	NM	90,200	32,900	9.2	8.3	1.4	0.0	0.1	0.0	-0.7	-9.2	143
21799	Argosy University	Los Angeles	CA	84,000	29,700	6.6	0.7	1.3	0.0	0.1	0.0	31.8	48.0	119
3066	Lake Erie College	Cleveland	OH	76,700	31,200	9.3	2.6	0.8	0.0	0.1	0.0	-3.6	-5.9	85
26009	Aveda Institute Covington	New Orleans	LA	63,000	16,200	14.9	0.1	0.4	0.0	0.1	0.0	-1.9	1.8	61
32963	Baltimore School Of Massage	Baltimore	MD	70,600	19,500	8.6	0.2	0.6	0.0	0.1	0.0	8.9	15.8	73
41143	Nevada State College	Las Vegas	NV	88,500	32,900	4.1	1.9	1.1	0.0	0.0	0.0	4.4	2.8	56
25882	Douglas J Aveda Institute	Lansing	MI	93,600	21,400	3.4	0.1	1.1	0.5	0.0	0.0	6.2	14.7	77
3496	King University	Johnson City	TN	76,000	37,100	7.5	1.4	0.5	0.0	0.0	0.0	3.0	-1.1	122
4866	Stautzenberger College	Toledo	OH	52,800	17,100	20.2	0.1	0.2	0.0	0.0	0.0	-7.1	-15.5	102
25318	Paul Mitchell The School of Costa Mesa, CA	Los Angeles	CA	85,200	10,300	8.3	3.3	0.4	0.1	0.0	0.0	2.8	8.1	227
4692	Dorsey School Of Business	Detroit	MI	43,400	20,600	22.2	0.1	0.1	0.0	0.0	0.0	23.4	21.8	108
2656	New Mexico Military Institute	Roswell	NM	75,600	49,300	8.4	1.4	0.3	0.0	0.0	0.0	5.8	-1.8	108

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2473	Kansas City Art Institute	Kansas City	MO	98,500	25,300	6.0	2.7	0.2	0.2	0.0	0.0	1.5	-1.1	103
8178	Empire Beauty School of Philadelphia, PA	Philadelphia	PA	76,000	13,200	8.7	0.1	0.1	0.1	0.0	0.0	-10.7	1.5	120
1929	Kansas Wesleyan University	Salina	KS	66,000	41,000	5.5	1.2	0.0	0.0	0.0	0.0	1.2	0.5	63
23269	Sunstate Academy	Cape Coral	FL	49,200	17,000	21.8	0.1	0.0	0.0	0.0	0.0	2.3	4.4	63
9459	Empire Beauty School of Portland, ME	Portland	ME	52,200	11,300	21.5	0.1	0.0	0.0	0.0	0.0	-9.3	11.4	94
30987	Milan Institute of Palm Desert, CA	Los Angeles	CA	35,800	19,000	27.0	0.2	0.0	0.0	0.0	0.0	4.4	3.5	242
12670	Bel - Rea Institute Of Animal Technology	Denver	CO	81,700	29,800	10.1	0.1	0.0	0.0	0.0	0.0	4.6	-3.2	107
118	Prism Career Institute	Philadelphia	PA	37,000	31,000	37.6	0.1	0.0	0.0	0.0	0.0	-2.6	-2.4	69
25326	Landmark College	Keene	VT	179,000	21,700	2.7	15.2	0.0	0.0	0.0	0.0	1.4	3.0	90
4645	Minneapolis Business College	Minneapolis	MN	77,500	41,400	8.5	0.4	0.0	0.0	0.0	0.0	10.6	13.2	150
10490	Regency Beauty Institute	Detroit	MI	72,000	20,000	7.8	1.1	0.0	0.0	0.0	0.0	16.7	26.3	161
30086	Florida College Of Natural Health	Orlando	FL	57,300	16,200	18.3	0.5	0.0	0.0	0.0	0.0	11.1	30.1	100
21107	Cleveland Institute Of Dental - Medical Assistants	Cleveland	OH	42,600	14,900	28.0	0.1	0.0	0.0	0.0	0.0	-3.4	-7.4	116
30012	McNally Smith College Of Music	Minneapolis	MN	95,300	27,400	3.9	1.5	0.0	0.0	0.0	0.0	-1.2	-7.7	123
54	Midred Elley College And Austin's School Of Spa Technology	Albany	NY	37,700	12,700	31.3	0.4	0.0	0.0	0.0	0.0	1.4	5.5	119
112	Capri Institute Of Hair Design	Newark	NJ	73,100	18,300	13.7	1.1	0.0	0.0	0.0	0.0	2.9	10.3	148
3672	Latter Day Saints Business College	Salt Lake City	UT	83,900	29,900	3.2	0.7	0.0	0.0	0.0	0.0	2.8	-2.4	246

Appendix 2:
**Membership in the PRR
Stewardship Committee**

Periodic Review Report Committee AY2016-2017

Name	Title
Co-Chairs	
Christine Mangino	Provost and Vice President of Academic Affairs
Esther Rodriguez-Chardavoyne	Senior Vice President of Administration & Finance
Dolly Martinez	Deputy to the President and Assistant Vice President
Members	
Nathaniel Cruz	Vice President for Student Development and Enrollment Management
Piotr Kocik	Director of Institutional Research and Assessment
Elizabeth Sergile	Associate Director of Institutional Research and Assessment
Salim Rayman	Professor and Dental Hygiene Coordinator
Nelson Nunez-Rodriguez	Professor and Physical Sciences Coordinator
Elisabeth Tappeiner	Associate Professor and Head of Library Technical Services
Johana Rivera	Associate Dean of Student Development
Amaris Matos	Director of Academic Affairs
Daliz Perez-Cabezas	Continuing Education & Workforce Development Manager
Pearl Shavzin	Administrative Coordinator

Appendix 3:
Detailed Responses to
2012 Self-Study Recommendations

Appendix 3 for Section 2: Response to Recommendations

In March 2012, the MSCHE visiting team made 11 recommendations around 6 Standards; all are covered in detail in the PRR. The Hostos Steering Committee, in the college's Self-Study, made 83 recommendations around 14 standards. These recommendations, and Hostos' responses, are listed here for each standard.

Standard 1: Mission and Goals	
Recommendation	Hostos response
<p>Self-Study 1.1</p> <p>All divisions, departments, and units within the College should conduct more regular review of the extent to which their activities reflect the six major mission themes. The findings from this ongoing analysis should be consolidated and disseminated periodically to the College community. For example, as the new strategic plan is implemented, divisions should contribute to a campus-wide annual report on progress toward achieving outcomes and performance indicators laid out in the plan.</p>	<p><u>Accomplished</u></p> <p>The annual operational planning process facilitates evaluation of the alignment of activities to mission themes, and addresses the recommendation for regular review. Operational plans are shared widely, both inter- and cross-divisionally. The President's Office reports on progress toward Strategic Plan goals during the annual State of the College address and all presentations are publicly posted online (here). The College has also created and posted a dashboard on the Hostos website (see Appendix 45) tracking progress towards Strategic Plan goals. Further, in 2013 the College created the Institutional Assessment Plan (IAP) (see Appendix 10) which provides the framework for all assessment activities at the College.</p>
<p>Self-Study 1.2</p> <p>As outlined in the new five-year strategic plan, the College should engage in more activities to encourage intercultural dialogue and multicultural learning – an aspect of the mission that deserves even greater attention. For example:</p> <ul style="list-style-type: none"> • Hostos should engage other historically Hispanic and African American-serving colleges in dialogue that would help to address and contextualize the challenges the college faces. • Deepen outcomes assessment of Hostos' current bilingual, developmental, and ESL offerings. 	<p><u>Accomplished</u></p> <p>The Strategic Plan ensures that Hostos remains active in its commitment to intercultural dialogue and multi-cultural learning and the College has sought to engage in these activities via curricula, the Hostos Arts Center and the wide variety of annual cultural activities.</p> <p>Global Citizenship is one of four categories of our General Education competencies. Through this competency, the College promotes the value of diversity of human experiences and the recognition of our common human heritage, and ensures that multicultural learning and intercultural dialogue are actively occurring on campus. Following Gen Ed assessment on the competency in Spring 2014, the Gen Ed Committee declared AY2014-2015 the Year Of Global Citizenship. Over the course of the year the committee worked with faculty to integrate the competency and related assessment measures into curricula. From 2012-2015, the college revised all three developmental education sequences after comprehensive consultation with faculty from historically Hispanic serving colleges and institutions with strong representation of African</p>

		<p>American Students (Miami Dade College, Valencia College and the Community College of Baltimore County).</p> <p>In 2013 the college published a five year Faculty Diversity Plan (see Appendix 12) focused on recruiting and retaining diverse faculty and promoting an inclusive campus climate. As part of the Diversity Plan, OAA has appointed a Diversity Fellow to coordinate the plan’s activities, which include lecture series on issues of inclusivity and support for grants that advance dialog about diversity. The College also has a standing Diversity/Affirmative Action Committee which reports to the President and has been charged with, among other responsibilities, the promotion of programs that reflect pluralistic values and goals.</p> <p>Outcomes assessment of Hostos’ developmental and ESL programs has deepened via operational planning related to the Strategic Plan and assessment activities related to the IAP. The assessment completed since the site visit is covered in detail in the PRR, Section 2, under the response to Standard 1 recommendations. As data show that only 1% of students are enrolling in Spanish language content courses, instead of focusing on outcomes assessment of the courses as bilingual offerings, the college has focused assessment on the subject-matter content.</p>
<p>Self-Study 1.3</p>	<p>The College should continue to draw on the strength of its multiple constituencies in order to translate strategic goals into programs, courses, and initiatives.</p>	<p><u>Accomplished</u></p> <p>The College has defined ‘multiple constituencies’ to include both internal and external stakeholders within the College community. Internally, the College addressed the recommendation via the design for the operational planning process, which is an intentionally inclusive process. Each divisional vice president is asked to submit collaborative operational plans that include activities for each office/department/program in their division, aligned with annual operational plan priorities. This systematic outreach and integration of the work of diverse offices into the operational planning process ensures that diverse campus constituencies are working on activities aligned with SP goals.</p> <p>The College engages with external entities via partnerships and collaborations that facilitate the translation of strategic goals into actions. For example, through our partnership with the American Association of Colleges and Universities, in spring 2014 the College created and implemented both a first-year seminar and a capstone course, two evidence-based high impact practices that have the potential to positively influence student performance and retention. The College</p>

		also actively collaborates with alumni and industry leaders via alumni surveys and advisory boards that have been created for many of our degree programs.
Self-Study 1.4	Expand opportunities for international exchange and deepen foreign language learning aspects of programs.	<p><u>Accomplished</u> Historically, College study abroad opportunities have centered on the Dominican Republic, Cuba, Spain and Puerto Rico (three countries and a U.S. territory to which the College has strong ties). Most recently, in AY2012-2013, the College offered a study abroad opportunity for students to Cuba. Building on that experience, in AY2014-2015 the College coordinated a professional development trip to Cuba for faculty that facilitated an international pedagogical exchange. While the College remains committed to international exchange opportunities in Spanish-speaking countries, the Office of Academic Affairs has also worked to expand international exchange opportunities. In AY2013-2014 the College provided the opportunity for 11 students to travel to Edinburgh, Scotland to participate in the International Fringe Theater Festival. In AY2014-2015 seven students participated in CUNY-based study abroad partnership programs to Spain and France; one of our students was awarded the highly competitive Benjamin A. Gilman international scholarship. Most recently, in summer 2016, twelve students participated in a study abroad program in Italy. The College has also implemented a new study abroad program for professionals to the Dominican Republic.</p> <p>Due to the high cost of sending students abroad, the college elected to focus on deepening language learning on campus in our Italian, French, Spanish and ESL courses. In AY2015-2016 the college secured grant funding to enhance our state-of-the-art Writing Lab to facilitate its use as a language lab. The grant allowed the College to purchase software that allows faculty and students access to task-driven grammar modules. The funding also covered the purchase of headsets and an intercom to enable faculty members to communicate with students and answer questions in the language being learned while students use their headsets. The language lab also allows students to practice speaking in the new language.</p>

Standard 2: Planning, Resource Allocation, and Institutional Renewal		
Recommendation		Hostos Response
Self-Study 2.1	Make the CUNY and Hostos budgeting processes more transparent to the Hostos community and more publicly communicate the different ways in	<p><u>Accomplished</u> Both the College operational planning and CUNY Performance Management Program (PMP) processes are aligned with the Hostos budgeting process, to</p>

	<p>which the College is financially resourced. For example, Hostos could publish budget information on its website and host some open forums where the budgeting process is explained.</p>	<p>ensure that each division’s focus areas inform resource allocation decisions (See Section 6). Transparency is aided by the public posting of a detailed report on College resources for the last three years on the Budget Office webpage (here). In addition, the President's State of the College presentation each year provides an overview on the financial health of the institution and information regarding campus budget and resource allocation. All State of the College presentations are also posted online (here).</p>
Self-Study 2.2	<p>Strengthen discretionary revenue fundraising. This is a cross-cutting recommendation, with the goal of decreasing dependency on CUNY’s formula-driven budget process.</p>	<p><u>Accomplished</u> Hostos sought to decrease dependency on CUNY’s formula-driven budget process via increased fundraising activities. In the Self-Study report Hostos documented that from AY2004-2005 to AY2010-2011 the College raised \$1.3 million from private foundation donations and special events. In the five years since the site visit, the College has raised \$7.2 million from private donors and fundraising events, an increase of 454%. Additionally, the College has received notable grants from government agencies, including a \$2.5 million Department of Education grant in 2014 and a \$10.7 million Department of Health and Human Services grant in 2015, which marks the largest grant the college has ever received.</p>
Self-Study 2.3	<p>Analyze best use of College’s financial resources, using the new Strategic Plan as a frame to support the goals and strategies outlined for 2011 – 2016. Indicate distinction between tax-levy funded and non-tax-levy funded resources.</p>	<p><u>Accomplished</u> Through the alignment of the Strategic Plan with budget allocations, the College has ensured that funding is focused on strategic goals. In budgetary reports posted on the Hostos website (here) and in campus reporting events, the distinction is made between tax-levy and non-tax levy resources; breakdowns also indicate budget distribution by major purpose, capital funding and amounts raised via fundraising efforts.</p>
Self-Study 2.4	<p>Strengthen planning at Hostos by setting guidelines related to engagement, assessment, and reporting, and creating aligned planning systems. For example:</p> <ol style="list-style-type: none"> 1. Revisit all major existing plans (e.g., enrollment management plan, facilities master plan) in light of the new Strategic Plan to ensure goals’ alignment. 	<p><u>Accomplished</u> Planning has been strengthened through the operational planning implemented in 2012 to track progress on Strategic Plan goals. Through the operational planning process, links among budget allocation, assessment and reporting have been established and standardized.</p> <ol style="list-style-type: none"> 1. Whenever possible, planning and budget allocations are aligned with Strategic Plan goals. As the execution of major planning varies by initiative, it is not always possible to revisit plans regularly. For example, CUNY facility master plans are linked to both academic programming and funding requests submitted to CUNY Central to support expansion. The College adopted its most recent Facilities Master Plan in 2011 prior to our FY2013 request for capital funding for the new science building. As the College is

	<ol style="list-style-type: none"> 2. Establish clear guidelines for the creation of new plans, including annual operating plans across divisions. The processes, the formation of timelines, and the expectations for engagement, assessment, and sharing of updates should be clearly laid out. 3. Ensure that all new plans are developed via inclusive processes and communicated to the larger Hostos community to ensure increased engagement across the ranks of faculty, staff, and students. 4. Formalize plans by balancing its ideal state and day-to-day realities. Consider current state and desired future state in development of annual operating plans – follow pragmatic steps to achieve alignment outcomes. 5. Identify planning and resource allocation for best practices at similar institutions and explore how these insights might influence the implementation and alignment of Hostos’ systems moving forward. 	<p>still in the process of raising funds to support the new building, a new Facilities Master Plan will likely not be revisited until the science building has been created. Enrollment management plans, on the other hand, are created annually, and can be (and are) aligned with Strategic Plan goals.</p> <ol style="list-style-type: none"> 2. The annual operational planning process provides guidelines for all College activities to ensure alignment with Strategic Plan goals. In their reporting, each division is required to use a template that includes prompts for partnerships and assessment. The process also includes mid-year and year-end update reporting requirements (see Appendices 7, 8, & 9). The results are shared inter- and cross-divisionally. 3. All planning at the college is executed with the goal of alignment with Strategic Plan goals, and implemented through operational planning, an inclusive and transparent process. Vice presidents are required to share annual priorities with leadership in their divisions to ensure both alignment and inclusion. The College is currently in the process of developing the Strategic Plan for 2017-2022 and the planning committee includes faculty and staff from all five divisions, as well as two students (see Appendix 38). The new SP process has also integrated four open campus forums and an online comment tool. 4. The mid-year check-in, which is a part of the annual operational planning process, allows for progress towards goals to be assessed at a mid-way point to ensure the flexibility of goals that may at times need to be revised to respond to day-to-day realities. The template used for the operational plans includes prompts for the pragmatic steps needed to achieve outcomes (see Appendix 18). 5. Following the site visit, the college conferred with the consultant who helped draft the 2011-2016 Strategic Plan for a best practice for ensuring that the college was planning and allocating resources towards the SP goals. The integration of operational planning in fall 2012 has facilitated the alignment of Hostos’ systems.
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Standard 3: Institutional Resources		
Recommendation		Hostos Response
Self-Study 3.1	Establish guidelines for how and when Hostos vice presidents should engage chairs and coordinators of departments and units across divisions in the budgeting process, as well as how chairs and coordinators should seek input from their departments and units on budget-related issues. This will further ensure that Hostos' budget process responds to faculty and administrative needs.	<p><u>Accomplished</u> Since the Self-Study, clear guidelines have been established, implemented and widely shared across the College. At the start of each year, all college programs and administrative offices across the five divisions are requested to submit operational planning activities aligned with the annual SP priorities. These are submitted using a template that includes funding requests. The template ensures that all programs and departments are provided the same format and opportunity to submit requests. Funding for the year is determined according to activities' alignment with annual SP priorities and demonstrated potential impact.</p> <p>Academic areas also submit annual year-end reports to OAA; these provide an additional opportunity to detail activities and areas of need, and request funding for the upcoming year. These reports are also submitted via a template that prompts for funding requests. For additional transparency, the online Faculty Handbook includes a budget page (here) that explains the various sources of funding, the division's process for budget allocations, and methods for requesting additional funding for faculty professional travel and special events.</p>
Self-Study 3.2	Formalize mechanisms for assessment of resource allocation – to strengthen the review of effectiveness of resources expenditures. For example, institute regular assessment of technologies and technology applications that have potential to increase productivity of staff, reduce expenses, and provide students with the latest technology tools.	<p><u>Accomplished</u> Through the implementation of operational planning the College has formalized a mechanism for assessing the effectiveness of resource allocation. As part of operational planning, requests for funds must not only demonstrate alignment with annual SP goals, but also provide data in support of the potential impact of the activity. Requests are required to clearly indicate the population to be served and the anticipated results of activities. All initiatives that receive funding must provide mid-year and year-end reports indicating the results of assessment activities that measure progress towards goals. In order to be eligible for continued funding, activities must produce positive gains towards SP goals. Activities that do not demonstrate positive gains are further assessed to determine if additional funds should be allocated or if they should be suspended. This process applies to all allocations including those dedicated to technologies.</p>
Self-Study 3.3	Ensure that all teaching faculty will continue to monitor and develop all curricular issues related to technology.	<p><u>Accomplished</u> Each academic program is represented on the Educational Technology (Ed Tech) Council to ensure alignment between changing curricula and technology, and the utilization of technological advances. In spring 2015, the Ed Tech director was given partial oversight of the Center for Teaching and Learning (CTL) to better</p>

		integrate the use of technology into pedagogy. While the College is not able to mandate that faculty integrate the use of technology into curricula, Hostos has committed significant resources to initiatives that promote its use. For example, the College offers mentoring programs for faculty who are interested in developing hybrid/asynchronous courses or incorporating the use of other technologies in the classroom. The College has implemented a requirement that faculty who use Smart Rooms be trained in their effective use to ensure that faculty are equipped with the skills to utilize available technology. As part of the operational planning process, Ed Tech is required to develop, track and assess goals related to the use of technology in classrooms. This ensures that that the College is continuously making advances in the use of technology in the classroom.
Self-Study 3.4	Better connect academic program and scholarship needs assessment to fundraising strategy development. For example: Review annual divisional operational plans and reports to set future college-wide fundraising targets for academic support, discussed and agreed upon by the President and his Cabinet.	<u>Accomplished</u> The Institutional Advancement Division has actively been meeting with faculty, staff, program and initiative directors/managers to define various cases for support and create funding opportunities for prospective donors and foundation supporters. For example, in AY2013-2014 the College raised over \$40,000 for students to travel to Edinburgh, Scotland to participate in the International Fringe Theater Festival. The support the students received could not have been accomplished without purposeful alignment of programming with fundraising efforts.
Self-Study 3.5	Formalize when facilities analysis takes place in the creation of new academic, student support, and Continuing Education & Workforce Development (CEWD) programs and initiatives.	<u>Accomplished</u> The College has formalized the analysis of facilities prior to the start of new programs and initiatives. In AY2014-2015 the college contracted with a consultant group to perform a classroom utilization and class scheduling study. Following the consultant's report (see Appendix 22), the President's Cabinet implemented a new practice that requires consultation with the Director of Campus Planning and Development on space requirements for new program initiatives.
Self-Study 3.6	Review operational plans to ensure facility needs can be met before new programs, courses, services, and initiatives are created.	<u>Accomplished</u> The inclusion of the Director of Campus Planning and Development in the planning process for new initiatives that require space ensures that facility needs are assessed before new initiatives are created.
Self-Study 3.7	Review the current room usage throughout the campus to improve utilization of instructional and non-instructional spaces.	<u>Accomplished</u> Following receipt of the consultant's AY2014-2015 classroom utilization report (referenced above), the college dedicated resources to the purchase of an online classroom management system that enables the College to maximize space

		utilization by matching classes to appropriately-sized classrooms and by simplifying the process by which available rooms (both instructional and non-instructional) are identified.
Self-Study 3.8	Continue to seek other funding sources for capital dollars (e.g., through Bronx Borough President and City Council discretionary funds, targeted grant requests, and fundraising from alumni and other individuals).	<u>Accomplished</u> A formal process regulates the manner in which the College is may request capital dollars from the city and state. CUNY community colleges submit capital requests in a five-year cycle. Requests are submitted simultaneously to both the State of New York and the City of New York as community colleges receive funding from the City only after the State allocates the first capital dollars. This facilitates a 50% match by both the city and state. The solicitation of capital dollars from the Bronx Borough President follows a different process, and in 2012 the College sought and received \$2 million from the borough president dedicated to the schematic design of the new Allied Health and Sciences building. To supplement the capital funding raised, the College has worked to increase private fundraising. In the five years since the site visit, the College has raised \$7.2 million, up from \$1.3 million raised from FY2005-2011.

Standard 4: Leadership and Governance		
Recommendation		Hostos Response
Self-Study 4.1	Explore the possibility for creating a Faculty Council that would deal with faculty issues, especially curricular items.	<u>Addressed Alternatively</u> Following the MSCHE site visit, the college focused on ensuring that the College-Wide Senate (the existing governing body) was functioning effectively (see response to recommendation 4.3 below). As the changes implemented proved successful, and Senate now efficiently reviews curricular items, the college determined that it would not convene a Faculty Council. Curricular issues are discussed at length at the College-Wide Curriculum Committee and the minutes of those meetings are posted online. Assessment and other faculty issues are discussed regularly at both Academic Council and Chairs, Coordinators and Directors meetings.
Self-Study 4.2	Adopt the revised Hostos Charter of Governance.	<u>Accomplished</u> The College adopted the revised Charter (see Appendix 23) and it was approved by the CUNY Board of Trustees on June 30, 2014.
Self-Study 4.3	Promote more effective functioning of the Senate. For example: Provide annual orientation to new Senate members; more strongly enforce existing	<u>Accomplished</u> Following the site visit the College took immediate steps to address the roadblocks that were preventing curricular items from successful presentation at

	rules surrounding attendance and remove members who consistently do not attend meetings; strongly consider having alternate faculty, student, and staff members to ensure quorum; implement the new Senate voting technology as soon as possible; enforce procedural rules of the Senate that gets business done in a more timely manner (e.g., Robert’s Rules).	the Senate. In order to increase the efficacy of the Senate, the College hired a parliamentarian to provide parliamentary training for all senators and to attend every meeting. As a result of the training, the chair and vice-chair now hold senators accountable for attendance, and remove senators who miss more than three meetings a year. Since these changes were adopted, the Senate has been able to advance agenda items, curricula have been successfully presented and achieving a quorum is no longer an issue.
Self-Study 4.4	Identify new ways to address the community service aspect of our mission in Hostos’ various governance bodies. For example, ways for students, faculty, and staff to strengthen their service to the community.	<p><u>Accomplished</u></p> <p>Hostos has sought to identify new ways to address the community service aspect of the College mission via expanded service and experiential learning opportunities. In fall 2014, at the request of the Service Learning Committee, OAA initiated membership in the New York Campus Compact and Imagining America. Through these partnerships, the College is increasing service learning opportunities that are part of student coursework and also increasing the number of courses that are designated service learning. In addition, key student programs have integrated service learning hours as requirements for participation. For example, the Hostos Leadership Academy and the Honors Program both require service learning hours. In addition, in AY2015-2016 as part of a greater CUNY effort to assess the number of experiential learning opportunities available on campuses, the College identified more than 7,000 experiential and service learning activities at Hostos that are available to students annually.</p> <p>In spring 2013 the college coordinated the Big Event, a day of community service. Over 450 students, faculty and staff volunteered for a day at more than a dozen local public institutions and non-profit organizations. In celebration of the college’s 50th anniversary, in spring 2017 the president’s office launched a series of 50 events that which will provide 50 community service opportunities open to all faculty, staff and students from spring 2017 to spring 2018.</p>

Standard 5: Administration		
Recommendation		Hostos Response
Self-Study 5.1	Identify specific indicators that consistently and continuously assess the effectiveness of administrative structures – particularly those that support teaching and learning – within each	<p><u>Addressed Alternatively</u></p> <p>In designing the IAP and the format for both Academic Program Reviews and Non-Academic Program Reviews, OIRSA and the President’s Cabinet determined that due to the variety in function of the many offices on campus, it</p>

	division. Track progress according to these indicators as part of annual divisional operational planning.	was not feasible to identify a set indicators that could be used to measure effectiveness for all offices. Instead, the decision was made to standardize the assessment <i>process</i> for all programs under review. With the 2013 IAP, the college both formalized and standardized the process by which all academic and administrative offices are assessed (see Section 5 for more details about the program review process).
Self-Study 5.2	Systematize how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.	<u>Accomplished</u> As part of the operational planning process, divisions are prompted to note which activities require a partnership, and to list the required partners. For activities to be forwarded to the president for final approval, all vice presidents involved in the partnerships must approve the activity; all approvers are accountable for reporting on outcomes in their year-end and mid-year reports. Through these formalized partnerships, communication between divisions and their units has been systematized to inform decision-making.
Self-Study 5.3	All procedures, timelines, and leadership structures should be well defined and well documented. Details, such as committee members and chairpersons, should be available.	<u>Accomplished</u> In AY2013-2014, as part of transition to a new content management system (CMS) and new website, all divisions were tasked with updating their web pages to ensure accuracy of information and transparency of procedures. The former CMS had a centralized edit and approval process for changes, which resulted in delays in updating the site. The new CMS allows updates to be made by individual offices, which has resulted in more timely updates to information, timelines and deadlines. Chairs of college-wide committees (here) and organizational charts for each division (here) are posted.

Standard 6: Integrity		
Recommendation		Hostos Response
Self-Study 6.1	Offices and departments around the college should focus more regularly on initiating activities that will enhance knowledge of and spur discussion about current ethics policies and procedures (including recent updates), making them part of the campus ethos. For example, efforts could be undertaken to strengthen professional development for faculty and staff on ethics policies.	<u>Accomplished</u> In compliance with New York State mandate, the Labor Designee provides mandatory ethics training for all college policy-makers, faculty and staff who meet a salary threshold. This requirement includes an initial two-hour comprehensive ethics training and a 90-minute seminar every three years to review content from the comprehensive training and receive any updates to ethics laws. In addition to the state-mandated trainings, both the Labor Designee and Diversity Officer provide regularly scheduled trainings at divisional meetings (also available upon request) on CUNY policies and campus procedures on topics related to ethics, including but not limited to non-

		discrimination, non-harassment, equal opportunity, diversity and civility. The Non-Discrimination Statement link on the footer of every web page leads to the Office of Compliance and Diversity page (here), which posts information on ethics-related policies and procedures. In addition, OAA conducts faculty workshops on IRB, associated ethics and requirements for research.
Self-Study 6.2	The College, in conjunction with university-wide initiatives, should periodically assess compliance with principles of academic freedom.	<u>Accomplished</u> In AY2014-2015, the College participated in a faculty job satisfaction survey administered by the Collaborative in Academic Careers in Higher Education (COACHE) of the Harvard School of Education; one of the indicators assessed was academic freedom. Survey results showed that academic freedom was not a statistically significant concern for faculty at Hostos; fewer than 1% of respondents considered it a positive or negative aspect of working at Hostos.
Self-Study 6.3	Hostos should more regularly re-examine equitability of treatment as demand for services changes over time. For example, if number of students seeking evening/weekend classes increases, and more adjuncts are brought on board to accommodate students' needs, what adjustments, if any, need to be made?	<u>Accomplished</u> Hostos regularly reviews enrollment trends to ensure that the availability of classes and student support services aligns with student needs. Every semester, following registration, the Office of Academic Affairs reviews course enrollments to determine if additional sections are needed. OAA regularly monitors enrollment in evening and weekend courses to determine if offerings are sufficient to meet students' needs. The Division of Student Development and Enrollment Management monitors equity of services via an annual spring survey. Based on survey results, the division revises practices as needed. Examples of changes resulting from survey responses since the Self-Study include extended Bursar hours to allow access for evening students and new weekend advisement hours for students enrolled in weekend courses.

Standard 7: Institutional Assessment		
Recommendation		Hostos Response
Self-Study 7.1	Increase the development of assessment activities, particularly in the non-academic divisions, to ensure that assessment is properly and consistently implemented.	<u>Accomplished</u> The IAP provides a framework for the assessment of all academic and non-academic programs. Through the IAP framework, assessment is consistently occurring (see Section 5 for more details about the program review process).
Self-Study 7.2	Expand resources for institutional assessment to further demonstrate the importance and centrality of assessment to the entire college community.	<u>Accomplished</u> Resources for institutional assessment have been expanded. The college has dedicated funds to facilitate the use of specialists to assist with campus assessment. For example, each of the three departments with developmental education received dedicated funding to contract with consultants who assisted

		<p>the department with the revision of courses and offerings. Consultants were also hired to perform the classroom utilization study that led to the purchase of the online classroom management system. Further, in 2015 the college began allocating funds for release time for four Faculty Fellows, who each support two to three departments with assessment activities. Most recently, in spring 2017 the college dedicated significant resources to purchase eLumen, an online assessment system designed to process student outcomes data and provide analytical reports on student achievement of course, program, and institutional-level outcomes. Finally, OIRSA has been reconfigured (see Section 5) to better provide the college with the technical assistance needed to undertake the required assessment activities.</p>
Self-Study 7.3	<p>Ensure that Goal 3 (Culture of Continuous Improvement and Innovation) of Hostos' new Strategic Plan is infused across divisional operational plans.</p>	<p><u>Accomplished</u> Through the implementation of the IAP, Hostos has developed a culture of continuous improvement and innovation at the course, program, and institutional levels. This is an ongoing process. Evidence from completed program reviews shows that faculty are using assessment results to improve the curricula as well as teaching and learning in their courses, and student support and administrative offices are using assessment results to improve service to students (see Section 5 for detailed examples).</p>
Self-Study 7.4	<p>Regularly survey graduates to determine their activities and status since graduating.</p>	<p><u>Accomplished</u> Graduation surveys have been conducted for the Education, Dental Hygiene, Gerontology, and Digital Media programs. Results have been used for program assessment and related revisions. Additional alumni surveys are conducted regularly by CUNY Central and the results are publicly posted on the CUNY website. Through a Memorandum of Understanding with the New York State Department of Labor, CUNY also obtains employment records for CUNY students employed in New York State. These data are shared with individual campuses. At Hostos, we are developing ways of incorporating these data into our planning activities.</p>
Self-Study 7.5	<p>Use findings more clearly and systematically from course and program assessment in resource allocation and institutional planning decision-making processes, particularly at the departmental level.</p>	<p><u>Accomplished</u> Each academic department is required to submit a year-end report using a template that prompts for information regarding course and program assessment as well as resource needs for the upcoming year. While the use of the year-end reports is not new, with the implementation of the fall 2012 operational planning process there was a renewed focus on the year-end reports. Departments that highlighted needs with fiscal implications in the year-end reports, were asked to include those activities in departmental operational plans submitted the following year. Through aligning the year-end reports with operational plans, findings from</p>

		program and course assessments are systematically used for resource allocation, decision-making and institutional planning. For example, it is through the operational planning process that funds were allocated to support the expansion of the Supplemental Instruction initiative (see Section 6 for details).
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Standard 8: Student Admissions and Retention

Recommendation		Hostos Response
Self-Study 8.1	Develop a strategic plan of communication with current students through e-mail. The success of the Hobson’s Client Relationship Management (CRM) vehicle should be used as a guide for further communication.	<u>Accomplished</u> Since the site visit, the college has strategically implemented four new initiatives designed to improve communication with students. (1) In spring 2013, the College expanded its use of Hobson's Client Relationship Management (CRM) and has integrated the use of the Retain service, which is used to send notifications such as registration times, and add/drop and withdrawal deadlines. (2) In AY2014-2015, the College has implemented the Starfish Early Alert System (branded Succeed@Hostos). The Starfish system allows faculty to raise flags of concern or give kudos to students in participating course sections. Starfish was implemented as a pilot in fall 2014 with 26 sections. By spring 2017, over 600 sections participated in the use of Starfish. (3) In fall 2015, the Division of Student Development and Enrollment Management created a calendar to guide email communications with students and reduce redundancies. (4) In spring 2016 the College implemented the use of the myHostos app. The app includes a feature that allows the College to send push notifications to students about important information affecting campus life.
Self-Study 8.2	Acquire and implement the second phase of the CRM vehicle called Retain. This program allows the college to communicate with all current students, in all aspects of campus life, including academic progress, early warning systems, and referrals to academic services, among other things. Implementation of this program will strengthen the current initiatives already in place.	<u>Accomplished</u> The College acquired and implemented the Retain feature of Hobson’s CRM in spring 2013, which has enabled the college improve student outreach. Retain is currently used by multiple student service offices. For example, the Financial Aid Office uses the feature to conduct outreach to students who have important documents pending that could impact financial aid eligibility. The Bursar’s Office uses Retain to contact students regarding balances owed that could impact registration the following semester. The Student Success Coaching Unit (SSCU) uses the feature to remind students about approaching deadlines, such as the last day to withdraw from classes or apply for graduation. The SSCU also uses Retain to follow-up with students after they have received communication from faculty regarding concerns about student performance.

Self-Study 8.3	Periodically review of admissions catalogs, view books, websites, recruiting and other relevant materials for accuracy and effectiveness.	<u>Accomplished</u> As part of the development of the new Hostos website, launched in spring 2014, pages were audited for accuracy. As noted above, the new CMS has enabled more timely updates to the website. The College Catalog is reviewed and revised every two years. As changes are made to curricular items each semester, addenda to the Catalog are posted on the website to ensure that information about changes is available in advance of the revised published catalog. As the Catalog was updated and most recently posted in spring 2017, currently there are no addenda. All other publications are reviewed for accuracy as part of the program review cycle.
Self-Study 8.4	Encourage collective participation in order to stress that recruitment is not the sole responsibility of Admissions. Further delineate the roles to be played in this process by deans, department chairs, and faculty, and encourage collective engagement in this process.	<u>Accomplished</u> Collective participation in recruitment is encouraged at the departmental and faculty levels via the academic program review process which integrates analysis of enrollment trends and prompts programs to identify opportunities for program growth, including recruitment. For example, following their AY2013-2014 APR, the Media Design programs have initiated partnerships with local high schools with a design focus to assist with recruitment efforts and grow their programs. Participation in recruitment has occurred at the dean level via partnerships to develop curricular pathways from continuing education certificate programs to academic credit-bearing degree programs. In the last few years several curricular initiatives have been implemented between Academic Affairs and Continuing Education to allow students who successfully complete certificate programs to enroll in Hostos degree programs with college-level credits. Participation in recruitment at the executive leadership level is reflected in the fall 2013 addition of the HERO program, a new public 9-14 high school for students interested in health careers. Through the partnership between Hostos and Department of Education, HERO students are able to enroll in the Hostos nursing or community health programs once they complete pre-requisites.
Self-Study 8.5	Automate the Office of Financial Aid (OFA) Counter Services Survey to get more data on the students' preferred vehicle of communication.	<u>Accomplished</u> The Office of Financial Aid (OFA) now administers all surveys online via a link embedded in all email messages from the office. As part of the survey students are prompted to indicate their preferred vehicle for communication.
Self-Study 8.6	Automate data collection regarding tuition assistance programs to include number of users and awards given.	<u>Accomplished</u> In AY2014-2015, the college automated data collection regarding tuition assistance programs and scholarship awards. Academic Works, the online platform used for the data collection, is updated by the Office of Student Development and Enrollment Management each semester with information regarding awards assigned. The Academic Works software tracks the overall

		number of scholarships awarded as well as the dollar amounts of each scholarship or tuition assistance program awarded.
Self-Study 8.7	Increase the level of student participation in pre-college activities such as the Admissions Seminars, Early Advisement, Immersion Workshops, and New Student Orientation.	<p><u>Accomplished</u> The College has added or expanded several outreach activities since the self-study. In 2013 the College participated in the CUNY Start pilot, an intensive pre-college intervention for students who require remediation in one or more areas. After a successful pilot, the program was expanded and is now a regularly scheduled college offering. Also in 2013, the College implemented a new student orientation; from 2013 to 2015, participation in the orientation almost tripled from 138 to 385. Participation dipped slightly in AY2016 following a change in leadership, however by January 2017 the college already matched the number of participants seen in 2016. Revisions to the orientation are currently underway and the format has changed from one day event for all new students, to numerous small orientation sessions offered over the span of a few weeks to allow for more personal assistance.</p> <p>In summer 2014, the College implemented the Enrollment Seminar, a pre-college initiative that connects students to important first-year services as well test prep for the skills assessment exams. And in 2016, the college implemented Math Start, an intensive pre-college intervention for students who require remediation in math. After a successful summer, the program was expanded and is now a year-long intervention. In addition to skills development, these programs systematically expose students to various key college services through planned activities by advisors and instructors. These include workshops by the library, financial aid, and Success Coaching Unit, and engagement with Admissions, Testing, ASAP, College Discovery and others.</p>
Self-Study 8.8	Structure first-semester learning experiences that strengthen developmental skills.	<p><u>Accomplished</u> <i>New York State of Mind: What Makes a City Great</i> is a three-credit first-year seminar, piloted in AY2014-2015, designed to strengthen students' basic academic and college readiness skills. The seminar offers field trips to encourage independent learning and participates in the college-wide Book of the Year initiative. In alignment with AAC&U research, which supports the use of first-year seminars as a high impact practice, <i>New York State of Mind</i> will be required for all liberal arts majors effective fall 2017. In spring 2017, several seminar sections were enhanced with the addition of supplemental instruction (SI). Following the successful implementation of SI in developmental math courses that resulted in higher pass rates on the related assessment exams (see Section 6), SI has now been integrated in most developmental courses. As more than 80% of</p>

		<p>Hostos students enter with at least one developmental need, the majority of students are enrolled in developmental classes their first-semester which allows SI to serve as a first-semester learning experience. The integration of SI in developmental education courses encourages students to form study groups led by a trained peer-leader to reinforce disciplinary topics presented in the classroom.</p>
<p>Self-Study 8.9</p>	<p>Link pre-college efforts with structured first-semester learning experiences.</p>	<p><u>Accomplished</u> Effective fall 2012, all first-year students who are not participating in either ASAP or College Discovery are assigned a student success coach who provides intrusive advisement for each student in their cohort. Students in ASAP and College Discovery are assigned program-specific advisors. Students first engage with their advisor/coach either during a new student orientation or at the start of their first-semester. The assignment of a coach/advisor provides an important link between students' pre-college and first semester experiences. Pre-college programs such as CLIP, CUNY Start, STRIVE for Success, the CUNY Fatherhood Academy, and the Adult Learning Center College Readiness Workshop engage students through college exploration and career readiness seminars, and early participation in various programs. The advisors for the pre-college programs are charged with linking their pre-college students with the appropriate advising offices following students' matriculation.</p>
<p>Self-Study 8.10</p>	<p>Engage in campus dialogue to identify ways to help students better understand their educational options and choices as they relate to academic progress.</p>	<p><u>Accomplished</u> The college has facilitated dialogue to support students in developing their understanding of their educational options and academic progress via the Cross-Divisional Advisement Committee (CDAC), which was convened in fall 2015. CDAC includes membership from every office on campus that offers advisement services. The committee was charged with identifying best practices, reducing redundancies and streamlining advisement. Examples of some of the committee's AY2016-2017 projects include the development of a college-terms glossary for first-year students, an advisement syllabus, degree sheets that map curricula and a common academic advisement web page; completion is expected summer 2017. Additionally, the Appreciative Advising training that has been implemented college-wide develops advisors' ability to engage in conversations with students regarding program options, college support services and barriers that may impede academic progress.</p>
<p>Self-Study 8.11</p>	<p>Adapt the current first-year student orientation course to be more responsive to different student needs (e.g., triple remedial, developmental, non-developmental students).</p>	<p><u>Accomplished</u> The first-year seminar <i>A New York State of Mind</i>, piloted in AY2014-2015, introduces first-year students to college life by integrating academic content and the core study skills they need to succeed. When creating the new seminar, the faculty charged with developing the curriculum reviewed the prior first-year</p>

		student orientation course for relevant content. Following their review, the faculty integrated the college-readiness skills from the orientation into the new seminar course. The course, with a slightly revised curriculum, will also be offered to ESL students in fall 2017. All faculty who teach the seminar participate in the Starfish Early Warning System which enables them to be responsive to specific students' needs. Through Starfish, faculty can offer students targeted referrals such as tutoring, the Writing Center and counseling.
Self-Study 8.12	Need better use of available data regarding student performance and progress in order to develop systems and procedures for addressing student attrition/retention.	<u>Accomplished</u> The College is continuously working to integrate new ways of using data to assist with student retention. As noted above, Succeed@Hostos facilitates communication among faculty, student advisors, program offices and students. The system allows faculty to share with advisors negative student performance patterns such as lack of attendance, missing assignments, or poor test outcomes. Once advisors receive alerts raised by faculty, they can reach out to students to intervene. Faculty and staff also have the ability to share encouraging 'nudges' with students, and suggest that they utilize the tutoring or writing centers. In addition, OIRSA regularly provides SDEM with data to assist with student enrollment and retention. For example, during the registration period, SDEM receives reports regarding students who are positioned to enroll but who have not yet completed the enrollment process. These data are shared with the advisement offices for outreach. Following registration, OIRSA also provides SDEM with lists of students who have not registered for the term and have not yet graduated. These data are also shared with advisors for outreach.

Standard 9: Student Support Services		
Recommendation		Hostos Response
Self-Study 9.1	More uniform and comprehensive assessment of student support services is needed, especially on the assessment of student advisement.	<u>Accomplished</u> The IAP contains guidelines, protocols, and timelines that guide uniform and comprehensive assessment for all student support and administrative areas, including advisement. As part of the IAP, the Student Success Coaching Unit (SSCU), the office which provides advisement for all first-year students, conducted a program review (completed in spring 2015). After receipt of the external evaluators report, the SSCU completely revised its reporting structure (see Section 5 for details). In addition, in AY2015-2016 the college hired a consultant to provide a comprehensive assessment of advisement at Hostos (see Appendix 28 for report). See Section 2, Standard 9 for details regarding revisions

		implemented following the consultant’s final report. As part of the recent revisions to the program review process and cycle, the entire Division of Student Development and Enrollment Management completed program reviews in spring 2017.
Self-Study 9.2	Explore the creation of systems and structures to make Hostos’ multiple academic and non-academic supports more holistic and accessible to students and responsive to departmental-content needs.	<u>Accomplished</u> Starting in AY2014-2015, OAA and SDEM have collaborated to provide more holistic support to students through the use of the Starfish Early Alert System and the improved alignment of advisement services. Also, the shared oversight of the Cross-Divisional Advisement Committee ensures that departmental needs are integrated in the work of the committee and inform advisement practices.
Self-Study 9.3	Institute early warning system - Hostos has lots of helpful student supports, but needs a system to coordinate across supports so that it can keep abreast of the whole needs of each student, as well as the aggregate needs of the student body.	<u>Accomplished</u> As noted above, the College has implemented the Starfish Early Alert System (Succeed@Hostos). In spring 2017, more than 600 sections participated.
Self-Study 9.4	Develop more measures to capture data regarding students’ personal and social development to provide better support services and extracurricular activities.	<u>Accomplished</u> The Office of Student Activities (OSA) regularly surveys groups, including the Student Government, clubs and organizations, as well as the general student body. Each survey has a different focus. For example, past surveys have assessed the impact of campus trainings and leadership roles on student success. The survey feedback is used by OSA to plan for future programming. Additionally, each spring the College administers a student satisfaction survey to capture student support needs and interests.
Self-Study 9.5	Increase student awareness of advisement services.	<u>Accomplished</u> Advisement has been a central focus of the college since the Self-Study. The college-wide focus on advisement began in 2012 with the implementation of the Student Success Coaching Unit (SSCU), followed by the expansion of the ASAP program. The campus has participated in active outreach to students to increase awareness of the advisement resources available through these two initiatives. For example, the SSCU has engaged in activities to promote visibility, such as early advisement campaigns and a Freshmen Pledge Day. Through the work of the Cross-Divisional Advisement Committee, the College has also expanded awareness of existing services among advisors so they can, in turn, inform students. Additionally, in fall 2015, the College implemented an advisement hold which prevents students from registering until they visit their advisor. Further, the pre-college Enrollment Seminar provides an additional avenue for highlighting the importance of advisement for all students (See Section 6 for more details).

Self-Study 9.6	Provide ongoing training to faculty advisors to keep up-to-date on requirements relevant to advisement.	<p><u>Accomplished</u> The Office of Academic Advisement collaborates with the Office of Academic Affairs to offer new and refresher advisement trainings for faculty. The Office of Academic Advisement shares an updated degree program handbook each semester which includes important advising information, including an explanation of degree program requirements. Faculty also have access to advising and registration processes, procedures, and college resources via the office’s website (here). Additionally, the Center for Teaching and Learning provides a mandatory New Faculty Orientation for first-year tenure-track faculty which includes a training session on advising.</p>
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Standard 10: Faculty		
Recommendation		Hostos Response
Self-Study 10.1	Pursue additional funding to improve faculty teaching practices and curriculum development centered on improving student learning outcomes.	<p><u>Accomplished</u> The college has actively pursued additional funding to improve faculty teaching and curriculum development. Since the site visit, the College has received a \$2.5 million Title V grant to support supplemental instruction, undergraduate research and course redesign, including capstone learning. A FY2014 Graduate NYC grant awarded \$145,000 to Hostos to expand supplemental instruction. Also in FY2014, the college successfully solicited additional funds from CUNY Central to fund the Quantitative Reasoning (QR)/Quantitative Learning (QL) Initiative, which funds Graduate Fellows to work with faculty to implement or strengthen QR based assignments. In spring 2017, the College successfully solicited CUNY Central for funding to purchase an online assessment system (eLumen) that will provide faculty with useful analysis of student learning outcomes that can be used to make improvements in the classroom.</p>
Self-Study 10.2	Expand course assessment and associated faculty development efforts so that it becomes part of Hostos’ ongoing culture of student learning outcomes assessment.	<p><u>Accomplished</u> Details about faculty development efforts related to assessment are included in the response to the Self-Study recommendation 14.2, which overlaps with this recommendation.</p>
Self-Study 10.3	Continue the practice begun in fall 2011 of tracking the effectiveness of the faculty PDIs and other faculty development supports.	<p><u>Accomplished</u> Through surveys administered by the Center for Teaching and Learning (CTL), the College has continued the practice of tracking Professional Development Initiative (PDI) effectiveness. CTL bases all decisions about faculty development programming on participant feedback. Survey results have informed programming, for example, in (1) the revamping of the Hostos Teaching Institute,</p>

		(2) revised pedagogical and technological conversation opportunities, and (3) streamlined marketing and outreach approaches. In addition, the surveys themselves have been revised in response to feedback. From 2011-2014 CTL surveys focused on gauging faculty intent to use strategies shared during PDIs. Since 2015, surveys have focused on gauging in what ways PDI participation has changed how faculty think about teaching.
Self-Study 10.4	Include a category within the department template of the OAA end-of-year report to include service to the college and department. An overall picture of faculty service would help OAA determine which faculty members, tenured or untenured, may be over- or under-serving. The end-of-year report for the 2009-2010 academic year included a list of OAA committees and members.	<u>Accomplished</u> While service was already included in the template for year-end reports prior to the site visit, since the Self-Study OAA has used this recommendation to deepen understanding of what constitutes good service to the institution and to the department. See 10.6 below.
Self-Study 10.5	Establish an annual service award based on evidence provided in the OAA end-of-year report on service. Present this data in tandem with the teacher-of-the-year award and faculty publication/presentation booklet.	<u>Addressed Alternately</u> In considering this recommendation, OAA determined that recognition of individual faculty members for service or teaching awards would be counter-productive to encouraging positive morale and collegiality among faculty. Alternatively, OAA made the decision to promote faculty achievements in teaching, scholarship, and service at monthly Chairs, Coordinators and Directors meetings with a “Good News” initiative started in 2012. In fall 2015, OAA implemented <i>The Academic Scoop</i> , an online newsletter (here) that provides a platform for faculty recognition for service, teaching, and scholarship/publication. The institution also shares faculty scholarship information with CUNY Central on an annual basis for university-based recognition.
Self-Study 10.6	Track periodically service equity to determine if the group (i.e., untenured faculty) is under- or overrepresented.	<u>Accomplished</u> The status of faculty service was closely examined through chair and unit coordinator interviews conducted collaboratively in AY2012-2013 by OAA and the Center for Teaching and Learning. Outcomes from those interviews were presented at two of the monthly Chairs, Coordinators, and Directors meetings for large group discussions. The Provost facilitated conversations with departments and college-wide personnel-and-budget committee members and revised departmental guidelines regarding service, where needed. In addition, the COACHE survey administered in fall 2014 solicited feedback on service requirements. The combined results showed that more women and untenured faculty serve on committees compared to other groups of faculty. OAA has been

		regularly facilitating conversations at monthly Academic Council meetings about ways to ensure service is equitable across faculty ranks.
Self-Study 10.7	Post online all forms and sample documents, as well as an appendix to the guidelines for faculty evaluations, required or optional, that are used in the reappointment, promotion, and tenure processes. In the Guidelines for Faculty Evaluations, include descriptions and forms for all mechanisms and tools used to review faculty (i.e., the Faculty Activity Report, classroom observation forms, student evaluation questionnaire, and annual evaluation forms).	<u>Accomplished</u> Guidelines for faculty evaluation and all forms related to personnel matters are posted online in the Faculty Handbook (here), implemented in AY2015-2016.
Self-Study 10.8	Create and publish online <i>Adjunct Policies and Procedures Handbook</i> to thoroughly describe policies and procedures, including relevant advisories, contact information, forms and documents.	<u>Accomplished</u> The online Faculty Handbook includes detailed information that thoroughly describes policies and procedure related to faculty issues. Where policies differ for full-time and adjunct staff, documents are clearly labeled. For example, on the Workload and Release Time page of the handbook (here), full-time and adjunct faculty documents are clearly labeled.
Self-Study 10.9	Conduct a series of interviews and questionnaires with Chairs and Coordinators to understand and standardize how Hostos supports and mentors its adjunct faculty.	<u>Accomplished</u> Following the spring 2013 survey of adjunct faculty and the AY2012-2013 interviews with chairs and coordinators, the CTL implemented a series of adjunct workshops in spring 2014. Following the workshops, a bi-annual Adjunct Open House was designed and implemented to provide adjuncts with the opportunity to address any questions they may have about accessing campus and policies affecting their employment. The Open House also provides adjuncts with the opportunity to network with one another and other key Hostos faculty and staff. The CTL also performs active outreach to adjuncts via the adjunct distribution list with invitations to all CTL programming.
Self-Study 10.10	Survey adjuncts periodically to identify issues and concerns.	<u>Accomplished</u> Per 10.9 listed above, the Center for Teaching and Learning piloted an online survey for adjuncts in spring 2013. Due to a low response rate, CTL determined that surveys were not the most effective method to obtain adjunct feedback. Instead, CTL began to solicit feedback from individual adjuncts active on campus. Some of the actions resulting from the feedback received include the creation of an adjunct distribution list that facilitates active and regular communication, extended access to Hostos email accounts during intersessions,

		and revisions to the CTL Adjunct Open House in AY2015-2016 to include more networking opportunities.
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Standard 11: Educational Offerings		
Recommendation		Hostos Response
Self-Study 11.1	Establish a process that is clear and transparent for setting pre- and co-requisites for courses, and also the impact on students of such requisites.	<u>Accomplished</u> Pre and co-requisites are determined within academic departments. When courses are submitted by departments to the College-Wide Curriculum Committee for approval, the Committee reviews all pre- and co-requisites for potential impact on students. Courses that are not approved are sent back to the department. If the Committee approves the pre- and co-requisites, the course advances to the College-Wide Senate. In addition, all courses' pre- and co-requisites are considered when programs complete their academic program reviews.
Self-Study 11.2	Review existing course pre- and co-requisites in light of new requirements for possible review and augmentation, assess their impact on students, and in particular, ESL and developmental students.	<u>Accomplished</u> In the last five years the three departments that offer developmental education courses have revised their offerings following intensive analyses of student performance data. The revisions were designed to more effectively address both developmental learning needs and the impact that prior pre- and co-requisites had on ESL and developmental students. Beginning in AY2012-2013 with Math, followed by English in AY2014-2015, both departments developed courses that follow the co-requisite model and allow students the opportunity to earn college credits while addressing developmental education needs. The establishment of the co-requisite model addresses the pre-requisites that were previously a roadblock for academic progress for many developmental education students. The Language and Cognition Department linked select ESL classes with select general education courses to develop learning communities and integrate curricula to improve student success. The implementation of sheltered learning communities in ESL, as well as the Math and English co-curricular courses, help resolve the issue of students not being able to make academic progress while addressing their developmental needs. See Section 2 and Appendix 5 for data demonstrating the impact that the changes have had on student performance.
Self-Study 11.3	Provide faculty development opportunities that assist faculty, especially new faculty, to develop strategies for better addressing student needs.	<u>Accomplished</u> CTL offers a mandatory year-long New Faculty Orientation for all first-year tenure-track faculty. The New Faculty Orientation includes introductions to student demographics, college programs and services, advisement, and the general education competencies. In addition, the CTL and Office of Education

		Technology (EdTech) regularly provide faculty development opportunities (for both full-time and adjunct faculty) that support the improvement of teaching to better address student needs. For example, the Hostos Teaching Institute (HTI) offers faculty a series of linked conversations about teaching designed by a core of lead faculty. Lead faculty provide sessions focused on syllabus design, lesson planning, classroom management, teaching difficult concepts, and student engagement. The College also offers an annual CTL SPA Day (a one-day intensive professional development), Day of Innovation (a one-day technology in the classroom intensive PD), and the Bronx Ed Tech Showcase (a collaborative educational conference with the other Bronx CUNY schools). The CTL (here) and EdTech (here) post regularly-updated calendars of professional development opportunities on their websites and send email reminders of events.
Self-Study 11.4	Review processes for curriculum development to make them more consistent, informed, and transparent.	<u>Accomplished</u> The College-wide Curriculum Committee reviewed and revised its <i>Statement on Policy and Procedures</i> , including policies and guidelines on curriculum development and modification, in 2015; the updates were approved by the College Senate. The revised handbook became effective in Fall 2016 and is posted online (here).
Self-Study 11.5	Communicate to all constituencies the rationale for new programs.	<u>Accomplished</u> The rationale for new programs is presented and shared with the community at several stages prior to implementation. The first level of approval required for new programs is the department. The department P&B (governing body) must approve the program and its rationale before proposals can progress. Next, proposals for new programs are presented at the College-wide Curriculum Committee (CWCC). Minutes for CWCC meetings are public and posted online. If approved by the CWCC, proposals are then presented to the College-wide Senate. If approved by Senate, proposals are submitted to the Chancellor's Office for final approval. The multi-stage approval process is designed to ensure that all constituencies have access to program rationale prior to implementation.
Self-Study 11.6	Continue to ensure that syllabi contain the standardized course description and class requirements.	<u>Accomplished</u> Syllabi for courses coordinated by academic departments are submitted to OAA where they are reviewed for consistency, class requirements and appropriate course description. Key pre-college programs such as CLIP and CUNY Start use syllabi and course outlines that follow prescribed templates and include course goals, skills, progress assessment processes, and other pertinent information.
Self-Study	Develop and implement a college-wide Hostos syllabi database that is easily accessible through the	<u>Accomplished</u>

11.7	college's website. (This database should have provisions for opting out and/or redirection to alternate web locations such as Blackboard.)	The majority of faculty (approximately 56%) post syllabi online using Blackboard. The English (here), Math (here), and Natural Sciences (here) departments have posted syllabi on the web. OAA will continue to work with department chairs to expand the use of the college website and CUNY Academic Works for making syllabi public.
Self-Study 11.8	Continue developing, expanding, and requiring course assignments that ask students to access, analyze, and apply information literacy.	<u>Accomplished</u> In fall 2016, the library reconfigured its information literacy program. In the past, students took information literacy stand-alone workshops that were independent of courses and assignments. In an effort to link information literacy to the context of a course, the library has begun to partner with departments to create course-specific workshops. For example, in AY2016-2017 librarians began offering foundational workshops through English 110 and 111, developed specifically to respond to the learning goals of an assignment. Foundational workshops cover topics such as the use of library and web sources, and incorporating the words and ideas of others into writing. In fall 2016, 62 research workshops were developed and taught in collaboration with 33 different faculty. Library faculty are beginning to explore how to assess the impact of the workshops on student performance.
Self-Study 11.9	Determine ways to link with other postsecondary institutions to drive promising practices in information literacy.	<u>Accomplished</u> Librarians at Hostos are closely linked with librarians at other CUNY and non-CUNY institutions across NYC through participation in collaborative events and professional development seminars. In December 2016, the Hostos librarian/Coordinator of Instruction chaired the committee to plan the annual professional development symposium sponsored by the New York chapter of the Association of College and Research libraries. All librarians serve on CUNY-wide committees focused on best practices and resource sharing among CUNY libraries.

Standard 12: General Education		
Recommendation		Hostos Response
Self-Study 12.1	Provide support to help students understand the importance of obtaining General Education competencies.	<u>Accomplished</u> Since the Self-Study, the College has encouraged / trained faculty to support students in understanding the role of the Gen Ed Competencies. The College has provided regular professional development to underscore the importance of using the general education competencies. Faculty are encouraged to explain the competencies in the context of course goals and assignments and to emphasize

		how Gen Ed skills will help the students with further study or in their careers. Assessment of student understanding of Gen Ed will be performed in AY-2017-2018 following the purchase of eLumen (see 12.2 response).
Self-Study 12.2	Provide support to encourage faculty to understand, utilize, and incorporate the Gen Ed rubrics, syllabi models, e-portfolios, templates, and Mapping Tool.	<u>Accomplished</u> The General Education Committee has created and posted to the Hostos website (here) a standardized course syllabus template that encourages faculty to include general education competencies and assessments in their courses. Faculty are asked to use standard or customized rubrics and assessment tools and to share student performance outcomes. To aid this effort, in 2015 the Gen Ed committee streamlined the Gen Ed competencies and created a set of standardized rubrics that are widely available (here). The Gen Ed Committee supports Math Day and Earth Day by encouraging faculty to participate or present their work integrating the use of the competencies. The Committee collaborates with the CTL to support Spa Day, a day-long conference that, in part, showcases teaching strategies and outcomes related to student development of general education skills. The Gen Ed Mapping Tool has been replaced with the spring 2017 purchase of eLumen, an online learning outcomes data collection and analysis platform. The implementation of eLumen requires broad participation across the campus in the development of common assignments.
Self-Study 12.3	Obtain feedback from graduates in order to develop curricular innovations and enhance our commitment to General Education.	<u>Accomplished</u> Graduate surveys are currently administered in four degree programs. OAA is working with OIRSA to help these departments revise their surveys to include questions regarding general education competencies, to inform future curricular revisions.

Standard 13: Related Educational Activities		
Recommendation		Hostos Response
Self-Study 13.1	Review academic remediation areas and student support strategies to effectively integrate basic skills across content areas and enhance student academic success.	<u>Accomplished</u> Since the site visit, multiple initiatives have focused on integrating basic skills across content areas, including: (1) First Year Seminar: This three-credit course, referenced above, provides supplemental instruction and learning in a supportive and caring environment. Assignments require students to use basic writing, reading, and math skills and help students prepare to be independent learners in college.

		<p>(2) The Quantitative Reasoning (QR)/Quantitative Learning (QL) initiative, supported by CUNY Central funding: From 2012 to the present CUNY QR Fellows have helped faculty develop and implement QR/QL-based assignments designed to strengthen students' QR/QL skills. The Fellows have also facilitated public interdisciplinary conversations for faculty to share strategies and challenges related to teaching QR/QL concepts.</p> <p>(3) The Information Literacy (IL) Initiative: Designed by Hostos librarians, this initiative has integrated foundational IL skills workshops into English 110 and 111 courses that have been developed to respond to specific learning goals of course assignments. Workshop topics include using library sources, using web sources, and incorporating others' words and ideas into writing. In addition, librarians offer library orientations to ESL classes, the First Year Seminar, and participants in the New Student Orientation program to help students be proactive about using the library to complete course assignments.</p> <p>(4) "Are You Ready for Online Learning?": This Ed Tech initiative is designed to inform students about the differences between face-to-face and asynchronous/hybrid learning, and help them assess their readiness to enroll in hybrid or asynchronous courses.</p> <p>Our pre-college programs, such as CLIP and CUNY Start, incorporate ongoing self-review processes to continually improve the content and delivery of remedial skills in reading, writing and/or math. These include end-of-semester analysis of students' post-test outcomes on CUNY retests, portfolio-based performance, program completion, and other indicators. In addition, these two programs have undergone self-review studies and made programmatic and curricular changes based on the recommendations.</p>
Self-Study 13.2	Develop an effective and integrated persistence and retention program for students in developmental levels.	<p><u>Accomplished</u></p> <p>The changes in the developmental education curricula and the streamlining of advisement through the work of the Cross Divisional Advisement Committee have helped improve the support provided to our developmental education students. Data show the positive impact of those changes as more students are successfully completing developmental education courses. In addition, in AY2014-2015, the College implemented Starfish (Succeed@Hostos) to help faculty and service areas communicate with students and with one another to identify student skills deficiencies and provide interventions. This initiative was intentionally launched first in English, Mathematics, and Language and Cognition (the three departments that offer developmental education courses).</p>

Self-Study 13.3	Establish early intervention systems such as summer skills immersion programs, improved referral processes, and inter-divisional efforts in identifying, tracking and servicing at-risk students.	<u>Accomplished</u> The Starfish early warning system facilitates inter-divisional efforts to identify, track and serve at-risk students. The Cross Divisional Advisement Committee has facilitated communication that has improved campus response to students' needs. The Committee has created a distribution list for its members that allows for timely communication during peak periods, e.g. during registration. A student who requires a specific course or accommodation can be assisted more quickly when offices communicate via the distribution list. The Office of Student Life manages the academic and Title IV appeal processes for students who are on academic probation, and provides ongoing advisement support and information regarding campus policies and procedures to students on probation. CUNY Start and CLIP, our pre-college immersion programs, provide ongoing and targeted advisement to students and anticipate barriers for students who may be at risk of attrition, not meeting course requirements or failing to matriculate in college after the completion of the programs. Tracking is continuous and multi-dimensional. It involves faculty, advisors and administrators with on-time referrals to campus-based and outside services.
Self-Study 13.4	Establish and implement rigorous assessment processes and procedures for all continuing education offerings.	<u>Accomplished</u> All continuing education programs follow the same schedule of assessment as the rest of the College as outlined in the IAP.
Self-Study 13.5	Make assessment results available to potential continuing education consumers and organizational partners, including contractors.	<u>Accomplished</u> Organizational partners are provided with assessment results that include pre-screening scores, attendance, grading, and completion and certification rates. 1199SEIU and the NYC Department of Small Business Services (SBS) are examples of two Hostos partners that receive assessment results. Through the partnership with Hostos' Division of Continuing Education and Workforce Development, 1199SEIU provides Patient Care Technician training to its members and SBS provides Front Desk to Clinical Medical Assistant training.

Standard 14: Assessment of Student Learning		
Recommendation		Hostos Response
Self-Study 14.1	Continue to expand and systematize the use of student learning outcomes assessment.	<u>Accomplished</u> The IAP has clear guidelines, protocols, and timelines for student learning outcomes (SLO) assessment. From 2012-2015, 125 courses were assessed for SLOs, which represents about half of the courses offered at Hostos. Section 5 details changes to assessment practices that were introduced in 2015 with the

		<p>integration of the use of Assessment Fellows. The Fellows now support departments with their Academic Program Reviews as well as with transitioning from assessing student learning outcomes at the course level, to the program level. See Section 5 for additional details regarding the changes and specific examples about the use of assessment results for improving student learning.</p>
<p>Self-Study 14.2</p>	<p>Increase and expand faculty training on the use of outcomes assessment to further improve teaching and learning.</p>	<p><u>Accomplished</u> OIRSA and OAA have collaborated to provide professional development opportunities related to outcomes assessment. The Assessment Committee held assessment workshops during semesters and intersessions to prepare faculty who were conducting course-level assessments.</p> <p>From 2015-2017, OAA dedicated several Chairs, Coordinators and Directors meetings to training faculty on designing curriculum maps (4/2014), understanding program learning outcomes (3/2015), and creating assignments to assess program learning and general education outcomes (2/2017). OAA also hosted an external assessment consultant (3/2016 and 11/2016) who visited the campus to share strategies on conducting general education assessment with faculty. SPA Day (CTL) and Bronx Ed Tech Showcase (Ed Tech) are additional conference-style opportunities for faculty to learn about or present their experiences related to measuring student learning outcomes and using the results to make program-level improvements (see Appendix 37).</p>
<p>Self-Study 14.3</p>	<p>Incorporate data from SLOs and other sources into curriculum development and classroom practice to better ensure successful student performance.</p>	<p><u>Accomplished</u> Assessment of course and program learning outcomes, as well as assessment of the General Education Competencies, have led to pedagogical and curricular changes in courses and programs. When completing APRs, SLO data has been complemented with data from other sources such as alumni surveys, leading to changes in the program. For example, following their APR, the Media Design Programs revised approved elective options following feedback from an alumni survey (see Appendix 54 for the Media Design APR). See Section 5 for additional examples of data based revisions to courses and programs following General Education and program assessment activities.</p>
<p>Self-Study 14.4</p>	<p>Encourage faculty to incorporate Gen Ed competencies into courses and outcomes assessment methods to improve teaching and learning, particularly in multi-section courses.</p>	<p><u>Accomplished</u> The work of the General Education Committee, from AY 2014 to the present, has engaged faculty in departmental discussions about the incorporation of general education skills in academic courses in the content areas. The Gen Ed skills were streamlined in 2015 from 19 to 15 core competencies (see Appendix 66); the committee devised a standardized set of rubrics for the 15 streamlined competencies (see Appendix 67). The Committee supports conversations around</p>

		<p>the integration of Gen Ed skills into Earth Day and Math Day events offered each spring, and collaborates with the CTL Advisory Council to offer frequent workshops for faculty to discuss assignment design related to building students' Gen Ed skills. The Information Literacy and QR/QL Initiatives described in recommendation 13.1 also support the integration of competencies and the improvement of teaching and learning. At an institutional level, starting in spring 2016, Academic Affairs has requested a common assignment be created for every course on campus that will be used to assess one or two program-learning outcomes and one or two general education outcomes. These assignments will be implemented in fall 2017 using eLumen, an online assessment software. With these data, more informed decisions will be made to improve teaching and learning.</p>
Self-Study 14.5	Periodically review the alignment of assessment procedures and processes with the College mission.	<p><u>Accomplished</u> Assessment is integral to the operational planning process implemented in fall 2012 and is linked to the college's mission through the strategic plan, as the overarching goals of the strategic plan were intentionally aligned with the Hostos mission. All initiatives developed to meet these goals are developed in conjunction with appropriate assessments. The new strategic plan that will be completed in summer 2017, is also being aligned with the mission. As with the previous plan, the operational planning process by which strategic goals are set and tracked, will be used to assess alignment with the mission. Also, as detailed in section 5, Hostos periodically reviews and makes changes to its assessment processes at all levels in order to ensure that they remain effective in gauging the achievement of the College mission.</p>
Self-Study 14.6	Develop and implement a comprehensive assessment of the impact of technology on student learning, including clear indications as to how the results will be used.	<p><u>Accomplished</u> Ed Tech administers surveys to students following their participation in initiatives involving the use of specific technologies (e.g., iPad in the Classroom and Lecture Capture). The surveys are created in consultation with OIRSA and designed to measure the impact of technology on student learning. Ed Tech also collaborates with OIRSA to gather annual data for performance analyses using set indicators (such as course completion and pass rates), and uses the data collected to determine operational goals for the next academic year.</p>
Self-Study 14.7	Develop benchmarks against which student performance can be better assessed, especially for ESL and remedial/developmental students.	<p><u>Accomplished</u> The college's strategic plan contains clearly stated outcomes for student performance relating to graduation and retention rates, as well as progress through the remedial/developmental course sequences. More specific benchmarks are set each year as part of the operational planning process implemented in fall 2012. A more aggressive developmental education strategy</p>

		<p>was initiated in AY2014-2015. (See also the response to MSCHE Team Recommendation for Standard 1). The Division of Academic Affairs remains dedicated to continuous improvement of outcomes for course and exit exams through ongoing assessment and revisions to curricula. CLIP has established benchmarks in ESL that are measured through portfolio assessment and standardized tests. CLIP and CUNY Start students' performance is measured against specific remedial and developmental benchmarks using test results, qualitative and quantitative measures including portfolio-based work, and various pre- and post-tests to measure gains in reading, writing, math and speaking/listening (for CLIP Students).</p>
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Appendix 4:
Developmental Education
Course Descriptions

ENG 91 Core English

3 credits (6 equated/billable), 6 hours Pre-requisite: Placement test Co-requisite: ENG 92, unless exempt. As the core of LIBRA, a blocked interdisciplinary program, ENG 91 emphasizes analytical and critical thinking through writing assignments across academic disciplines. The student will learn how to use class discussions and readings as the basis for composing organized and well-developed essays. Students work in collaborative groups to analyze and challenge ideas and learn how to revise and edit their work effectively. Additionally, students will be provided with practice in grammar, vocabulary enrichment, and sentence structure. The course will support students' successful performance on the CUNY/ACT writing test and provide a foundation for further academic work.

ENG 92 Developmental Reading

1 credit (3 equated/ billable), 3 hours Pre-requisite: Placement test Co-requisite: ENG 91, unless exempt. As the complement to ENG 91, ENG 92 is a reading course designed to help students develop strategies from improving comprehension through discussions of and written responses to cross disciplinary texts. Students will learn to become active readers, to summarize and explain their understanding of ideas, and to support their analysis with appropriate references to the readings. By the end of the semester, students will have acquired strategies for improving their reading speed and their close reading skills, and for performing successfully on the CUNY/ACT reading test.

ENG 93 Core Reading and Writing

0 Credit 6 Hours Pre-requisite: Failing both the CUNY Reading Test and the CAT-W OR below 50 on the CUNY Reading Test or below 48 on the CAT-W. 107. Students are permitted to take ENG 93 two times. After the second time students take this their course, if they have still not passed either or both the CAT-W and the CUNY Reading test, they will either take workshops to prepare them to pass the exams or move onto ENG 101 or 102 if they meet the pre-requisites for those courses. ENG 93 is an integrated reading and writing course that emphasizes analytical and critical thinking through reading and writing assignments across academic disciplines. Students will develop strategies for vocabulary development and comprehension through discussions of and written responses to cross-disciplinary texts. Students will learn to become active readers and writers, who summarize and explain their understanding of ideas, support their analysis with appropriate references to the readings, revise and edit their work effectively. By the end of the semester, students will have acquired strategies for improving close reading and writing skills. Their successful performance will be assessed through exit examinations.

ENG 101 Writing Skills and Composition

3 credits 6 hours Pre-requisite: Passing score on CUNY reading test, and failing score of 48-55 on writing test. Written Skills and Composition expedites students' learning of basic reading and writing skills needed to pass the CUNY Assessment Test in Writing (CATW): comprehension of college-level texts, vocabulary enrichment, summarizing, critical thinking, logical flow of ideas, and control of grammar and mechanics. Simultaneously, this course further develops students' composing and revision skills so that they will be able to produce the increasingly complex and better-structured essays expected of students who successfully complete ENG 110. Toward that end, students will learn how to use class discussions, peer editing, and interdisciplinary readings as the bases for both expository and researched essays. Reading and responding to

Developmental Education Course Descriptions

interdisciplinary texts representing various rhetorical modes, students will gain further practice in paraphrasing and summarizing, enrich their vocabulary and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically, in writing, to a variety of texts, integrating their own ideas with those presented in the readings. ENG 101 combines in one semester the work that is usually done in two different courses. Thus, in order to pass ENG 101, students must pass all components of ENG 91, the developmental writing course, and of ENG 110, the first semester of college-level writing.

ENG 102 Reading Skills and Composition

3 credits 6 hours Pre-requisite: Passing the CAT W and a score of 50-69 on the CUNY Reading Test. Reading Skills and Composition expedites students' learning of basic reading and writing skills needed to pass the CUNY Reading Test: comprehension of college-level texts, vocabulary enrichment, summarizing, critical thinking, logical flow of ideas, and control of grammar and mechanics. Simultaneously, this course further develops students' composing and revision skills so that they will be able to produce the increasingly complex and better-structured essays expected of students who successfully complete ENG 110. Toward that end, students will learn how to use class discussions and interdisciplinary readings as the bases for both expository and researched essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will gain further practice in paraphrasing and summarizing, enrich their vocabulary and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically to a variety of texts, integrating their own ideas with those presented in the readings. ENG 102 combines the work that is usually done in two different courses into one semester. Thus, in order to pass ENG 102, students must pass all components of the developmental reading course, and of ENG 110, the first semester of college-level writing. Successful completion of the course is equivalent to passing English 110

ENG 110 Expository Writing

3 credits, 3 hours Pre-requisite: Passing CUNY/ACT Reading and Writing tests, or Exemption. English 110, a foundational writing course, is designed to strengthen students' composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically in writing, to a variety of texts, integrating their own ideas with those presented in the readings.

MAT 10 Basic Mathematics Skills

0 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial) Pre/Co-requisite: For section taught in English: ESL 25 For sections taught in Spanish: SPA 121. This course provides the basic arithmetic skills that will be utilized in all subsequent mathematics and science courses. Topics: Operations with whole numbers, fractions, decimals, ratio, proportion and percent, scientific notation, the metric system, word problems, and applications. Students within a section

Developmental Education Course Descriptions

will be scheduled for 1-1/2 hours of tutoring each week at the same scheduled time at the Hostos Academic Learning Center.

MAT 20 Elementary Algebra

0 credit, 6 hours (4.5 hours lecture/equated, 1.5 hours tutorial) Pre-requisites: MAT 10 or initial placement through the COMPASS/CMAT Test Pre/Co-requisite: For sections taught in English: ESL 25 For sections taught in Spanish: SPA 121. This course provides basic skills in elementary algebra. Topics: Operations with real numbers, operations with polynomials, powers with integral exponents, linear equations, simultaneous linear equations, and the Cartesian plane. Students will be scheduled for 1-1/2 hours of tutoring each week at the Hostos Academic Learning Center.

MAT 15 Intensive Integrated Arithmetic/Algebra

0 Credit, 6 Hours Pre-requisite: 25 or above on the placement COMPASS M1 Exam Pre/Co-requisite: ESL 025 if taught in English, SPA 121 or SPA 117 if taught in Spanish. This course is designed for students who have a high fail on the Compass exam to prepare them for college level mathematics and in one semester to pass the final exams for pre-algebra and algebra. The aim of this course is to integrate basic skills in arithmetic and algebra while developing students' understanding of algebraic relationships and strategies of problem solving. Topics from arithmetic include: real numbers, number line and the concepts of ratio, proportion, percent, and measurement system. Topics from algebra include: signed numbers, algebraic and exponential expressions; linear equations; applications or word problems; polynomials, factoring and related concepts; linear equations and their graphs and systems; roots and radicals.

MAT 120 Introduction to Probability & Statistics

3 credits, 4.5 hours Pre-requisite: Passing score on the COMPASS / CMAT or passing MAT 20 Pre/Co-requisite: ESL 35. The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

MAT 120 SI Introduction to Probability & Statistics with Supplemental Instruction

3 credits, 4.5 hours Pre-requisite: Passing MAT 10 or initial placement into MAT 20 Pre/Co-requisite: ESL 35. The student will identify, define, and compute the measures of central tendency and dispersion; develop frequency distributions and related histograms; determine the level of correlation; and draw inferences from regression lines. The student will also solve problems involving sample spaces, counting techniques, and mathematical expectation; determine the probability of normally distributed events through use of tables; conduct hypothesis testing; and determine confidence intervals.

Appendix 5:
Impact of Changes on
Developmental Education Pass Rates

Impact of Changes on Developmental Education Pass Rates

Below is a detailed explanation of the revisions implemented by each of the departments offering developmental education courses.

Developmental Mathematics

In the past, students who did not pass the math skills assessment exams (M1 and M2) were limited to enrolling in either MAT 10 Basic Math Skills (for those who did not pass the M1) or MAT 20 Elementary Algebra (for those who passed M1 but not M2). Students who were unable to pass the assessments required to exit remediation often repeated the courses multiple times.

Beginning in 2012, the Math Department has implemented a series of 4 new courses designed to address the specific needs of students caught in this repetitive cycle. These are:

- MAT 15 Intensive Integrated Arithmetic:
 - introduced Fall 2012
 - combines the curricula for MAT10 and MAT20
 - restricted to those close to passing M1
- MAT 22 Elementary Algebra:
 - introduced fall 2014
 - intended for those who have taken M2 and MAT20 multiple times
 - designed for STEM majors
- MAT 115 Quantitative Reasoning:
 - introduced fall 2014
 - intended for those who have taken M2 and MAT20 multiple times
 - designed for non-STEM majors
- MAT 120SI Introduction to Probability and Statistics:
 - introduced fall 2015
 - restricted to students close to passing M2
 - designed for non-STEM majors

MAT 15 and MAT 22 are developmental and integrate peer leaders in alignment with the supplemental instruction model. Students who pass these courses and exit exams are able to advance to credit-bearing math courses. MAT 115 and MAT 120SI follow a co-requisite model under which students can address their developmental needs while taking the college-level math required for their major.

The introduction of MAT 15 allowed a more targeted approach: students who were close to passing M1 were placed in MAT 15 while students needing a more focused basic skills intervention were placed in MAT 10. The table below shows the positive impact of the change over time on both groups of students:

MAT10	F11	F12	F13	F14	F15	F16
Total Enrolled	929	554	643	621	650	716
Completed Course	760	456	540	501	507	539
Passed Course	439	282	370	320	313	349
Pass Rate for Completers	57.8	61.8	68.5	63.8	61.8	64.7
Pass Rate for Total Enrolled	47.3	50.9	57.5	51.5	48.2	48.7

MAT15	F12	F13	F14	F15	F16
Total Enrolled	48	58	57	91	119
Completed Course	41	46	40	51	90
Passed Course	18	22	20	30	73
Pass Rate for Completers	43.9	47.8	50.0	58.8	81.1
Pass Rate for Total Enrolled	37.5	37.9	35.1	33.0	61.3

The introduction of MAT 22 in fall 2014 continued the trend of positive results for the new math courses.

MAT20	F12	F13	F14	F15	F16
Total Enrolled	708	887	706	515	461
Completed Course	579	704	512	374	366
Passed Course	235	384	283	215	239
Pass Rate for Completers	40.6	54.6	55.3	57.4	65.2
Pass Rate for Total Enrolled	33.2	43.3	40.1	41.7	51.8

MAT22	F14	F15	F16
Total Enrolled	8	78	67
Completed Course	8	78	67
Passed Course	8	37	38
Pass Rate for Completers	100.0	47.4	56.7
Pass Rate for Total Enrolled	100.0	47.4	56.7

MAT 115 and MAT 120SI, introduced in fall 2014 and 2015, both show promising results:

MAT115	F14	F15	F16
Total Enrolled	11	35	38
Completed Course	6	30	36
Passed Course	6	30	34
Pass Rate for Completers	100.0	100.0	94.4
Pass Rate for Total Enrolled	54.5	85.7	89.5

MAT120SI	F15	F16
Total Enrolled	30	12
Completed Course	26	9
Passed Course	23	8
Pass Rate for Completers	88.5	88.9
Pass Rate for Total Enrolled	76.7	66.7

Developmental English

Assessment of student performance in developmental English courses resulted in the retirement of three courses in spring 2015 and the creation of three new offerings in fall 2015, two of which

follow the co-requisite model and allow students the opportunity to earn college credit. These are:

- **ENG 93 Core Reading and Writing:**
 - replaced ENG91 and ENG92
 - integrates the curricula from both
 - combines reading and writing instruction for students who do not qualify for ENG 101 or ENG 102
- **ENG 101 Writing Skills and Composition:**
 - replaced ENG 91
 - designed for students who pass the CUNY reading placement exam and have a close-to-passing score for the writing portion
 - allows those who pass the course-end skills assessment exam to earn credit for ENG 110, the first credit-bearing course in the English Department
- **ENG 102 Reading Skills and Composition:**
 - replaced ENG 92
 - designed for students who pass the CUNY writing placement exam but not the reading portion with a score that was close to passing
 - allows those who pass the course-end skills assessment to earn credit for ENG 110

The table below illustrates the impact of the implementation of new courses on assessment exam pass rates. While the increase in the percentage of completers who passed the course seems modest for ENG 101, it is important to note that ENG 101 and 102 follow the co-requisite model and students who pass receive three credits for ENG110 and are able to move directly into ENG 111. Prior to the new courses, the students who passed the developmental English courses would only then be able to move on and enroll in ENG 110.

ENG 91	F14
Total Enrolled	355
Completed Course	312
Passed Course	184
Pass Rate for Completers	59%
Pass Rate for Total Enrolled	52%

ENG 101	F16
Total Enrolled	227
Completed Course	188
Passed Course	116
Pass Rate for Completers	62%
Pass Rate for Total Enrolled	51%

ENG 92	F14
Total Enrolled	268
Completed Course	232
Passed Course	113
Pass Rate for Completers	49%
Pass Rate for Total Enrolled	42%

ENG 102	F16
Total Enrolled	125
Completed Course	106
Passed Course	94
Pass Rate for Completers	89%
Pass Rate for Total Enrolled	75%

ENG 91 + 92	F14
Total Enrolled	134
Completed Course	112
Passed Course	30
Pass Rate for Completers	27%
Pass Rate for Total Enrolled	22%

ENG 93	F16
Total Enrolled	173
Completed Course	145
Passed Course	56
Pass Rate for Completers	39%
Pass Rate for Total Enrolled	33%

English as a Second Language (ESL)

ESL student performance data revealed that there were students who enrolled multiple times in ESL 91 (the final course in a four course ESL sequence) because they could not pass the skills assessment exam required to exit remediation. Based on this finding, faculty in the Language and Cognition Department created two new courses for Fall 2014, to provide targeted support to students who were having difficulty advancing through the ESL sequence. These are:

- ESL 93 Basic Composition, designed for students who passed the CUNY placement Reading exam and enrolled in ESL 91 once and did not pass
- ESL 95 Creative Writing, designed for students who passed the CUNY placement reading exam and enrolled in ESL 91 more than one time but did not pass

The table below shows the percent of multiple repeaters who passed the placement exam under the old and new courses, and shows the higher pass rates for students enrolled in ESL93 and 95.

Course	Term	Total Multiple Repeaters Enrolled	Completed Course	Completed and Passed CAT-W*	Total Enrolled CAT-W Pass Rate	Completers CAT-W Pass Rate
ESL 91	F12	21**	21	8	38.10%	38.10%
	F13	67**	61	24	35.82%	39.34%
ESL 93	F14	19***	19	8	42.11%	42.11%
	F15	14***	14	8	57.14%	57.14%
ESL 95	F14	18***	16	11	61.11%	68.75%
	F15	10***	10	3	30.00%	30.00%

*The number of students who passed the CATW among enrolled and completers were the same.

**Indicates students who had taken the course at least once before and were repeating

***Lower enrollments reflect the fact that as of Fall 2014, students who did not pass 91 had the option to enroll in either 93 or 95 (depending on how many times they had repeated 91), where previously 91 was the only option.

Appendix 6:
HCC Strategic Plan, 2011-2016
(Excerpt)



Rooted in our Mission, Our Compass to the Future
The HCC Strategic Plan 2011-2016

Hostos Goals and Strategic Initiatives

What We'll Aspire for, What We'll Do

AT A GLANCE

Goal 1

INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

FOUR INITIATIVES

1. Focus on first year student success and transfer
2. Rethink remedial and developmental education
3. Cultivate cross-disciplinary scholarship for effective teaching and learning
4. Build articulated pathways for learning between degree programs and continuing education offerings

5-YEAR ANTICIPATED OUTCOMES

1. First year retention will reach 75%
2. Second year retention will reach 60%
3. Six year graduation rate will reach 30%
4. Set the standard for community college freshmen advisement within CUNY
5. Transfer rate for liberal arts students who graduate from Hostos will reach 55%
6. Transfer rate for career students who graduate from Hostos will reach 30%
7. Transfer rate for non-degree transfer will reach 15%
8. 85% of students will demonstrate proficiency in all three skills areas prior to achieving their 30th credit
9. Creation of a community of teaching and learning practice focused on more effective pedagogical practice and improved student learning outcomes in curricular design
10. Increased evidence of links between PDIs and grants, curricular and pedagogical changes, and improved student learning outcomes
11. 1/3 of degree programs will have pathways from non-credit to credit programs
12. 1/4 of degree programs will have post-graduate continuing education certificate options

AT A GLANCE

Goal 2

CAMPUS AND COMMUNITY LEADERSHIP

FOUR INITIATIVES

1. Develop next generation of student leaders – all levels
2. Build faculty and staff management skill sets and leadership
3. Advance cultural competency programming
4. Assist in the professional development of the leadership of Bronx nonprofits based on collaboration

5-YEAR ANTICIPATED OUTCOMES

1. Increased student leadership competencies and programs
2. Increased faculty and staff leadership skills and competencies via programs that help them become more effective organizational and community leaders
3. Increased faculty, student and alumni cross-cultural experiences and research opportunities via expanded study abroad and exchange opportunities, and increased cultural competency offerings at Hostos
4. Strengthened leadership capacity of Bronx serving nonprofits

AT A GLANCE

Goal 3

CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

FOUR INITIATIVES

1. Align planning and assessment systems
2. Institute clear program planning and review cycles
3. Assess student learning outcomes, including a focus on Gen Ed
4. Assist Bronx community and educational institutions as they develop a culture of continuous improvement and innovation

5-YEAR ANTICIPATED OUTCOMES

1. Planning and assessment processes inform day-to-day activities across campus
2. 75% of degree and non-degree programs reviewed
3. Program review schedule established for next five years
4. Student learning outcomes, including Gen Ed competencies, infused across all courses and programs
5. All Hostos college-level credit-bearing courses will transfer for degree credits at all CUNY four-year institutions consistent with new transfer policies from CUNY's Board of Trustees
6. Bronx community-based groups demonstrate increased capacity for planning and assessment

AT A GLANCE

Goal 4

WORKFORCE DEVELOPMENT FOR A 21st CENTURY ECONOMY

FOUR INITIATIVES

1. Systematize environmental scanning
2. Ensure state-of-the-art offerings
3. Transition students to employment
4. Expand workforce partnerships

5-YEAR ANTICIPATED OUTCOMES

1. Market and degree environmental scanning institutionalized (conducted periodically)
2. Credit and non-credit programs responsive to labor market and higher education trends – using environmental scanning information and other higher education data
3. 100% of degrees offer career preparedness/placement supports and/or experiential learning opportunities
4. Strategic partnerships in place that further the workforce development component of Hostos' mission

AT A GLANCE

Goal 5

**INSTITUTIONAL INFRASTRUCTURE
AND ADVANCEMENT**

FOUR INITIATIVES

1. Establish Hostos as a model for use of technology
2. Optimize physical infrastructure to meet student needs
3. Diversify the college's sources of revenue
4. Align and expand the college's marketing and branding efforts

5-YEAR ANTICIPATED OUTCOMES

1. Recognized model and resources for use of technology to improve teaching, learning, and operations
2. Hostos will increase classroom utilization by 30%
3. Donor base doubled, diversified, and aligned with programmatic needs of college
4. Increased brand recognition among target markets

Appendix 7:
OAA Operational Plan, 2014-2015



Operational Plan – FY 2014-2015

Focus on First Year Student Success and Transfer (G1, I1)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
40% of full-time faculty who respond to an OAA survey will report improved awareness of the first-year student experience	OAA, success coaches and CTL	<p>Five additional degree programs will meet with the success coaching unit to provide current information regarding degree program requirements</p> <p>Continue to offer PDIs on the first-year experience</p> <p>Include philosophy statement in all first-year related publications</p> <p>Select degree programs will offer orientations for first-year students</p> <p>The Language and Cognition Department will offer a fall orientation for ESL students</p> <p>Implement early warning system in developmental courses</p>			Negative \$8,000 (OTPS)
Students who participate in piloted college seminar will have a spring-to-fall retention rate that is 2% higher than comparable students who did not participate	OAA and SDEM	Implement six sections of the first-year student college seminar			Negative \$500 (OTPS)

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Completion rates in science courses in the fall will be 2% higher for students who participate in summer science workshops	Natural Sciences Department	Offer summer workshops in introductory science topics for freshman entering Allied Health programs			Negative \$8,000 (PS)
Completion rates in science courses will be 2% higher for students who participate in the Winter and Summer Institutes	Natural Sciences Department	Assess AY13-14 institutes and make data-based revisions Continue to offer Winter and Summer Institutes for STEM students			Negative \$9,000 (PS)
At least one new articulation agreement will be approved by College governance at both institutions	OAA	Continue working with Lehman College to revise articulations post pathways			Neutral

Rethink Remedial and Developmental Education (G1, I2)

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase the number of incoming students who participate in summer developmental workshops by 10%	OAA and SDEM	Collaborate with SDEM to recruit students for reading, writing and math workshops Implement immersion workshops for 375 first-year students and assess results			Negative \$40,000 (PS) \$36,000 (OTPS)
Implement software to be used in computerized modules and identify baseline for effective use of software	OAA, HALC, English and Math departments	Identify computerized modular math, reading and writing software to be used in HALC Convert breakout rooms in HALC Recruit students for intervention Train tutors on use of software			Negative \$80,000 (OTPS) \$5,000 (PS)
The percentage of students exiting remediation will increase by 10% for students in SI/Math XL sections	Math Department	50% of MAT10 and MAT20 sections offered in Fall 2014 will utilize Math XL or SI 75% of MAT10 and MAT20 sections offered in Spring 2015 will utilize Math XL or SI Recruit peer leaders Train peer leaders and faculty in both Math XL and SI			Negative \$161,000 (PS) \$42,000 (OTPS)

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
		Implement interventions Assess results			
Increase the pass rates for ENG94 by 2%	English, testing, OAA	Revised ENG94 curriculum will be presented through governance Collaborate with testing to have students placed in appropriate student groups Implement revised course and assess results			Positive
Increase developmental student retention by 2%	OAA, SDEM, IT	Create policy to prioritize developmental students in new early warning system Increase the number of developmental sections participating in the early alert system Train faculty in use of Starfish system			Neutral
Implement six sections of first-year college seminar	OAA, SDEM	Recruit students Offer course Revise select degree programs to require freshman seminar			Neutral



Operational Plan – FY 2014-2015

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
50% of faculty and staff who attend developmental education PDIs will report an improvement in their ability to address the needs of developmental students	OAA, CTL and SDEM	Offer two developmental education PDIs per semester and invite college community to participate			Negative \$500 (OTPS)
Create two new courses for multiple repeaters of ENG91 and ESL91	Language and Cognition and English departments	Create course curriculum addressing the needs of multiple repeaters for each course Present course to CWCC and Senate			Neutral
Assess MAT15 and make data-based revisions leading to a 2% increase in pass rates	OAA, MATH Department	Assess MAT15 Make curricular revisions as necessary			Neutral

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Students in a MAT10 pilot section will have a higher pass rate than students in a MAT10 control section	Math Department, IT and OAA	Implement computerized modular math software in one section of MAT10 Assess results			Negative (Cost Unknown)
Students who participate in linked HUM100 and ESL25 pilot will have higher completion rates than students who participate in the unlinked ESL025 sections	Language and Cognition and Humanities departments	Develop curriculum Implement curriculum as a learning community in Spring 2015			Neutral
Students who participate in linked sections of SOC101 and ESL35 in Fall 2014 will have higher completion rates than students who participate in the unlinked ESL035 sections	Behavioral and Social Science and Language and Cognition departments	Assess pass rates and retention from spring 2014 and implement revisions as needed			Neutral

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Determine feasibility of Quantway and Statway modules for pilot	OAA and Math Department	Review research and utilization of Quantway and Statway Math Modules			Neutral
Establish ESL student success task force and develop recommendations for student success	OAA	Identify task force members Identify recommendations for ESL student success			Neutral
Implement CUNY mandated remedial stops and require students enroll in remedial interventions	Registrar, SDEM, IT and faculty	Implement stops Train faculty on stop removal Advise students to continually address developmental needs			Neutral



Operational Plan – FY 2014-2015

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Implement e-advicing software	IT, Office of Academic Advisement, SDEM and OAA	Identify e-advicing software			Negative Approx. \$10,000 (OTPS)

Cultivate Cross-Disciplinary Scholarship for Effective Teaching and Learning (G1, I3)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase faculty cross-disciplinary professional activities leading to increased grant submission, professional presentations and curricular developments	CTL Committee	Regular meetings of interdisciplinary writers working on research, teaching projects, or grant ideas in preparation for submission to grant funding agencies, publication or presentation opportunities Continue to support the new IRB culture by weaving the topic / expectation into programming and meetings Continue the <i>Touchstone</i> Journal			Negative \$10,000 (OTPS)
20% of full-time faculty will complete the Hostos Academic Affairs Teaching Institute	OAA	OAA will sponsor the second half of the teaching institute designed to offer strategies for enhancing teaching effectiveness			Negative \$8,000 (OTPS)
Completion rates will be higher for students in courses offering game-based instruction	CTL	Collaborate with the Math Department and Science Department to develop and implement game-based instruction			Negative \$3,000 (OTPS)

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase student competency in women and gender studies		Offer 10 courses that integrate women and gender studies curriculum			2,000 (PS)

Build Articulated Pathways for Learning Between Degree Programs and Continuing Education Offerings (G1, I4)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Identify at least one new learning experience that may qualify for college credit	Identified faculty member and unit/department leadership	Support at least one new faculty member in researching prior learning experience that may be appropriate for college credit			Neutral
Explore potential pathway from Allied Health certificate programs to A.A.S in Office Technology	OAA, CEWD, Business Department	Collaborate with CEWD to explore potential pathway from a certificate program to an A.A.S in Office Technology			Neutral
Explore potential pathway from Dental Assistant certificate program to A.A.S in Dental Hygiene	OAA, CEWD, Dental Hygiene unit	Collaborate with CEWD to explore potential pathway for a dental assistant certificate program			Neutral
Select articulated pathways and submit TAACCCT grant proposal	CEWD OAA	Collaborate with CEWD to determine appropriate pathways for proposal Submit proposal			Neutral

Build Faculty and Staff Management Skill Sets and Leadership (G2, I2)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
40% of all faculty will participate in professional development activities	OAA and CTL	<p>Continue to offer a mentorship program for new chairpersons</p> <p>Continue to offer regular meetings of the first year faculty cohort- Session topics include: Portfolio creation, advisement, student accessibility office services, teaching with technology, common reading and application of new ideas into classroom</p> <p>Offer PDO that celebrates published authors and grant PIs</p> <p>Offer one conference style PDO in May</p> <p>Offer adjunct specific PDIs</p> <p>Identify a consultant to work with chairs, coordinators and directors to provide communication skills training</p> <p>Evaluate participation experiences and the impact of LDOs on the leaders' practice</p>			<p>Negative</p> <p>\$10,000 (OTPS)</p>

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
30% of full-time faculty will either attend or present at professional conferences	OAA	Offer a faculty travel fund to supplement PSC travel funds			Negative \$20,000 (OTPS)
70% of COAs will participate in one professional development opportunity each semester	OAA and academic departments	Identify appropriate professional development opportunities			Negative \$6,000 (OTPS)

Advance Cultural Competency Programming (G2, I3)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
60% of participants in communication and cultural awareness trainings will report improved competency	OAA	Continue to offer diversity and communication training to academic departments and programs			Negative \$4,800 (OTPS)
Through course assessment students will demonstrate improvement in the gen ed global citizenship competency	OAA, Gen Ed Committee, Academic Departments	Identify two courses that will incorporate assignments to assist students with development of competency in global citizenship			Neutral

Align Planning and Assessment Systems (G3, I1)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Academic leaders will align goals with PMP, strategic and OAA operational plans	OAA	Share PMP targets for the AY14-15 year with academic leaders Academic offices and departments will develop operational plans that are in alignment with the OAA Operational Plan			Negative \$1,000 (OTPS)
Thirty-five courses will be assessed and data based revisions recommended	Assessment Committee, OIRSA, OAA, Relevant Departments	Work with relevant departments and faculty to finalize course-based student learning outcomes (SLOs) Review and revise assessment procedures and protocols Conduct four workshops for faculty working on course assessment in FY14-15			Negative \$1,000 (OTPS)
Curricular changes will be made as appropriate to the 35 courses assessed in AY12-13	Assessment Committee and academic departments	Assessment Committee liaisons will work with departments to make needed revisions identified in course assessments			Neutral



Operational Plan – FY 2014-2015

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Five units will conduct self-studies for their APR and submit the associated department and external reviewer reports	Assessment Committee, OIRSA, OAA, Relevant Departments	<p>Departments participating in APR will meet with Assessment Committee for program needs assessment, feedback and support</p> <p>Faculty leading APR will be encouraged to participate in PDI activities</p>			Negative \$3,500 (OTPS)



Operational Plan – FY 2014-2015

Assess Student Learning Outcomes, Including a Focus on Gen Ed (G3, I3)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Curricular revisions based on assessment results will be implemented	Subcommittees for courses comprised of Gen Ed members and volunteers from each department	Assess Student Learning Outcomes as determined by course using a Gen Ed rubric 10 Courses will be identified to undergo gen ed assessment			Negative \$500 (OTPS)

Ensure State-of-the-Art Offerings (G4, I2)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Develop a plan to bring degree programs to technology industry standards	OAA, Academic Departments and EdTech	<p>Research technology industry standards for degree programs and develop a plan to upgrade technology</p> <p>Create a priority list for upgrades</p> <p>Begin upgrades as budget permits</p> <p>Identify current nursing subscription based models and mobile trends</p> <p>Pilot a plan for distributing licenses to students and minimize lending of devices (100 NCLEX and Davis Drug Guide licenses and 15 mini iPads)</p>			<p>Negative</p> <p>Cost unknown Approx. \$20,000 (OTPS)</p>
Curriculum for two A.A.S exams will be revised to better align with industry needs		<p>Create advisory boards for two A.A.S programs</p> <p>Establish needed curricular revision based on employer feedback to improve student job readiness</p>			

Transition Students to Employment (G4, I3)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Implement capstone course for liberal arts courses	OAA and faculty committee	Pilot capstone course and revise as needed Submit course through governance			Neutral
Incorporate feedback from Career Services and employer surveys to align curriculum with market needs	Allied Health Department, Career Services and OAA	Offer employer survey for Allied Health programs Assess feedback from surveys and data collected by Career Surveys to identify current market needs			Neutral

Establish Hostos as a Model for Use of Technology (G5, I1)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase the number of Hybrid course offerings by 5% (currently 84 course sections)	EdTech, Leadership Council (ETLC), EdTech, OAA and Department Chairs	<p>Recruit new faculty to participate in the Hybrid Initiative. The initiative will pair faculty with mentors, provide technical trainings and facilitate group meetings.</p> <p>Identify online seminars for participants.</p> <p>EdTech will consult with department chairs to identify new courses and confirm offerings</p>			<p>\$20,000 (PS)</p> <p>\$ 1,000 (OTPS)</p>
Increase the number of asynchronous course offerings by 10% (currently 42 course sections)	ETLC, OAA and Department Chairs	<p>Recruit new faculty to participate in the new Asynchronous (Online) Initiative. The initiative will pair faculty with mentors, provide technical trainings and facilitate group meetings.</p> <p>Identify online seminars for participants.</p> <p>Consult with department chairs to identify new courses and confirm offerings</p>			\$10,000 (PS)
Increase the number of courses using ePortfolios by 10% (currently 35 course sections)	EdTech, ePortfolio Implementation Committee (EPIC) and Center for Teaching and Learning (CTL)	<p>Recruit new faculty to implement the use of ePortfolios in their course/program. The initiative will pair faculty with mentors, provide technical trainings and facilitate group meetings</p> <p>Consult with department chairs and program coordinators to identify new courses and</p>			\$4,000 (PS)

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
		<p>target programs or course sequences</p> <p>Provide a full day PDI for faculty interested in implementing ePortfolios in their courses</p>			
<p>Increase the number of faculty participating in professional development activities by 5% (currently 280 faculty)</p>	<p>EdTech</p>	<p>Revise current and create new PD offerings in different modes (face-to-face and online)</p> <p>Collaborate with CTL to identify new co-designed PD opportunities</p> <p>Establish PD schedule</p> <p>Plan for Innovation Celebration, and other group events</p> <p>Expand the use of the EdTech Innovator Chase (recognition and badging system) in other areas of teaching & learning.</p> <p>Reach out to academic departments and schedule EdTech trainings during departmental meetings</p> <p>Collaborate with CTL and other College departments to establish a comprehensive online resource for faculty development</p> <p>Plan and execute marketing/outreach strategies</p>			<p>\$3,000 (OTPS)</p> <p>\$ 1,000 (Refreshments for meetings and Innovation celebrations) (OTPS)</p>

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
<p>Increase the number of students participating in technology trainings by 5% (currently 1,500 students)</p>	<p>EdTech</p>	<p>Revise current and create new technology training offerings in different modes (face-to-face and online)</p> <p>Establish workshop schedule</p> <p>Reach out to academic departments and faculty members to encourage students to take these workshops</p> <p>Collaborate with ACC and other College departments to increase outreach and offerings</p> <p>Plan and execute marketing/outreach strategies</p>			<p>Neutral</p>
<p>Establish Online Student Support Services to serve the increasing number of online students resulting from new hybrid and asynchronous courses</p>	<p>EdTech, InfoTech, ACC, Advisement, OAA</p>	<p>Identify the necessary technology and equipment to implement these online student support services</p> <p>Research mechanism for providing online support for students in hybrid courses</p> <p>Identify staff training/costs necessary to provide these services</p> <p>Revise and implement online Student Readiness & Orientation modules</p>			<p>\$ 12,000 (server) (OTPS)</p> <p>Cost unknown (PS)</p>

Office of Academic Affairs

Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase the number of faculty who start using blackboard by 10% (currently 51 %)	EdTech, ETLC and OAA	<p>Blackboard Mentoring Initiative: ETLC members will mentor 3 faculty members (per semester) from their respective departments</p> <p>Blackboard mentors will be paired with EdTech Interns to support with instructional design and technical needs</p> <p>EdTech Director and ETLC will work closely with department chairs to plan different strategies to complement the work of the Blackboard mentors</p>			Neutral
Implement a baseline for best practices and evaluation of the use of educational technologies	OAA, EdTech, Institutional Research, OAA Faculty Fellow	Implement the assessment of an educational technology initiative (i.e. Blackboard, hybrid, asynchronous, ePortfolio, iPads)			Negative \$2,000
50% of respondents to a Bronx CUNY EdTech Showcase survey will indicate potential implementation of technology presented at the conference	EdTech, Lehman rep. and Bronx CC rep.	<p>Develop a plan for the 2015 Showcase</p> <p>(Co) Host the Bronx CUNY EdTech Showcase in early May 2015 at Hostos CC</p> <p>Identify rooms, auditorium, and lunch area for all showcase activities</p> <p>Identify guest speakers and create a call for</p>			\$ 3,500 (OTPS)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
		proposals Create survey instrument			
Division web content managers will maintain current web pages for their academic programs	OAA, IT and EdTech	Identify content managers for each office to ensure accurate data Establish training sessions and follow proper protocols			Neutral



Operational Plan – FY 2014-2015

Align and Expand the College’s Marketing and Branding Efforts (G5, I4)

Office of Academic Affairs					
Annual Results Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Division publications will align with College branding regulations	OAA, Institutional Research and academic departments and programs	Continue to train department representatives on College branding regulations and procedures OAA departments and programs will follow College branding guidelines			Neutral

Appendix 8:
OAA Operational Plan
Mid-Year Check-in, 2014-2015

Focus on First-Year Student Success and Transfer (G1, I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
40% of full-time faculty who respond to an OAA survey will report improved awareness of the first-year student experience	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Five additional degree programs will meet with the success coaching unit to provide current information regarding degree program requirements</p> <p>Continue to offer PDIs on the first-year experience</p> <p>Include philosophy statement in all first-year related publications</p> <p>Select degree programs will offer orientations for first-year students</p> <p>The Language and Cognition Department will offer a fall orientation for ESL students</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>SDEM asked to restructure the activity.</p> <p>Last fall CTL offered a PDI on quantitative reasoning and another on developmental education.</p> <p>OAA has not published first-year related materials in AY14-15.</p> <p>The dual-degree, Allied Health and Digital Media programs offered orientations.</p> <p>The Language and Cognition Department offered orientation sessions in both the fall and spring semesters.</p>	Collaborate with SDEM to determine activity to facilitate faculty and coach collaboration.

Focus on First-Year Student Success and Transfer (G1, I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			Implement early warning system in developmental courses		All Math and English developmental courses are included in the early warning system initiative.	Assess effectiveness of early warning system and expand courses using system.
Students who participate in piloted college seminar will have a spring-to-fall retention rate that is 2% higher than comparable students who did not participate	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Implement six sections of the first-year student college seminar	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	A total of nine sections of the first-year seminar were offered in AY 14-15 (five in the fall and four in the spring).	Compare the spring-to-fall retention data for the two populations.
Completion rates in science courses in the fall will be 2% higher for students who participate in summer science workshops	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Offer summer workshops in introductory science topics for freshman	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Data not yet available	Analyze data and make data-based revisions to the science workshop curriculum

Focus on First-Year Student Success and Transfer (G1, I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			entering Allied Health programs			
Completion rates in science courses will be 2% higher for students who participate in the Winter and Summer Institutes	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Assess AY13-14 institutes and make data-based revisions Continue to offer Winter and Summer Institutes for STEM students	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Assessment of AY13-14 institutes led to modifications of curricula and targeted academic supports. Offered Winter and Summer Institutes for STEM students.	Assess data to determine future viability.
At least one new articulation agreement will be approved by College governance at both institutions	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Continue working with Lehman College to revise articulations post pathways	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	OAA is engaged in ongoing discussions with Lehman College to finalize the pending articulation agreements in Business, Accounting and Community Health.	Finalize the articulation agreements and submit them for governance approval.

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Increase the number of incoming students who participate in summer developmental workshops by 10%	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Collaborate with SDEM to recruit students for reading, writing and math workshops Implement immersion workshops for first-year students and assess results	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	OAA and the Success Coaching Unit collaborated to recruit students for the immersion workshops. The pre-testing workshops were implemented but data on numbers served is not yet available from the Success Coaching Unit.	Continue to collaborate with the Success Coaching Unit to recruit students for the spring and summer 2015 workshops
Implement software to be used in computerized modules and identify baseline for effective use of software	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Identify computerized modular math, reading and writing software to be used in HALC Convert breakout rooms in HALC Recruit students for intervention	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The ALEK and Comfit software programs were selected and purchased. The conversion of the HALC breakout rooms into skills immersion labs was completed in early fall. OAA and SDEM are collaboratively recruiting students for the immersion labs.	Assess the impact of the use of the immersion software on placement testing scores.

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			Train tutors on use of software		Tutors have been trained to use the software programs.	
The percentage of students exiting remediation will increase by 10% for students in SI/Math XL sections	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>50% of MAT10 and MAT20 sections offered in Fall 2014 will utilize Math XL or SI</p> <p>75% of MAT10 and MAT20 sections offered in Spring 2015 will utilize Math XL or SI</p> <p>Recruit peer leaders</p> <p>Train peer leaders and faculty in both Math XL and SI</p> <p>Implement interventions</p> <p>Assess results</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>Both the fall and spring targets for Math XL and SI utilization have been met.</p> <p>All SI courses had peer leaders assigned.</p> <p>Peer leaders and faculty have been trained in the use of Math XL and SI.</p> <p>Intervention has been implemented.</p> <p>Results will be assessed after the spring semester.</p>	Assess pass rates for students enrolled in Math XL and SI sections and revise curricula and/or practices as needed.
Increase the pass rates for ENG94 by 2%	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Revised ENG94 curriculum will be presented through governance	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	ENG94 was revised based on reading and writing competency and two new courses	Assess the pass rates for ENG101 and ENG102 and develop data-based curricular

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			<p>Collaborate with testing to have students placed in appropriate student groups</p> <p>Implement revised course and assess results</p>		<p>were developed. ENG101 and ENG102 are now offered.</p> <p>Students have been placed in appropriate groups.</p> <p>Revised courses have been implemented.</p>	<p>revisions where needed.</p>
Increase developmental student retention by 2%	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Create policy to prioritize developmental students in new early warning system</p> <p>Increase the number of developmental sections participating in the early warning system</p> <p>Train faculty in use of Starfish system</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>Developmental students have been prioritized in the early warning system. The courses selected for participation in the system have all been developmental.</p> <p>All English and Math developmental courses are now participating in the early warning system.</p> <p>Faculty have been trained.</p>	<p>Assess results to determine if participation in the early warning system assisted with student retention. Develop recommendations to revise practices based on assessment results.</p>
50% of faculty and staff who attend developmental education PDIs will report an	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Offer two developmental</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress	<p>In the fall the following activities were offered: Presentation on the SI</p>	<p>OAA will offer a developmental education workshop</p>

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
improvement in their ability to address the needs of developmental students			education PDIs per semester and invite college community to participate	<input type="checkbox"/> Not Started	initiative; SI training for faculty teaching courses; Curricula training for faculty teaching ENG101 and 102 courses; CTL developmental ed PDI.	open to the campus community called “Right Class at the Right Time”. Through the workshop OAA will share with the campus community the new initiatives, courses and developments on campus related to developmental education. CTL will offer another developmental ed PDI.
Create two new courses for multiple repeaters of ENG91 and ESL91	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Create course curriculum addressing the needs of multiple repeaters for each course Present course to CWCC and Senate	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The Language and Cognition Department has created ESL93 and ESL95 for multiple repeaters of ESL91. Courses have been approved by Senate. The English Department has created non-credit workshops	

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
					for multiple repeaters that are to be offered in January and the summer.	
Assess MAT15 and make data-based revisions leading to a 2% increase in pass rates	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Assess MAT15 Make curricular revisions as necessary	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The assessment is in progress.	Use assessment to determine future viability.
Students in a MAT10 pilot section will have a higher pass rate than students in a MAT10 control section	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Implement computerized modular math software in one section of MAT10 Assess results	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The ALEK software was implemented in at least two courses and results are being assessed.	Assess results to determine future viability.
Students who participate in linked HUM100 and ESL25 pilot will have higher completion rates than students who participate in the unlinked ESL025 sections	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Develop curriculum Implement curriculum as a learning community in Spring 2015	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The curriculum has been created and the linked courses are being offered this spring.	Assess data to determine impact on retention and student performance.
Students who participate in linked sections of SOC101 and ESL35 in Fall 2014 will have higher completion rates than students who participate in the unlinked ESL035 sections	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Assess pass rates and retention from spring 2014 and implement revisions as needed	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Curricular revisions have been implemented and the linked courses are running this spring.	Assess data to determine impact on retention and student performance.

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Determine feasibility of Quantway and Statway modules for pilot	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Review research and utilization of Quantway and Statway Math Modules	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Course pilots that incorporate elements of Quantway and Statway are being offered this year.	Assess results to determine future viability.
Establish ESL student success task force and develop recommendations for student success	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Identify task force members Identify recommendations for ESL student success	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	An ESL Recruitment Task Force has been convened in lieu of a success task force. The group will focus on improving student success through improved recruitment and placement strategies.	Assess the group's findings and recommendations for revised recruitment and placement strategies.
Implement CUNY mandated remedial stops and require students enroll in remedial interventions	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Implement stops Train faculty on stop removal Advise students to continually address developmental needs	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	CUNY Central has created the code for the stop and SDEM is working to identify someone to implement the stop.	OAA will offer training to faculty to remove the stop.
Implement e- advising software	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Identify e-advising software	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	A review of the advisement process is underway but there is currently no software available that is appropriate for the college's needs due to the inability to link	Continue to review possible software options and consult with other academic institutions.

Rethink Remedial and Developmental Education (G1, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
					software to CUNYfirst data..	

Cultivate Cross-Disciplinary Scholarship for Effective Teaching and Learning (G1,I3)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Increase faculty cross-disciplinary professional activities leading to increased grant submission, professional presentations and curricular developments	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Regular meetings of interdisciplinary writers working on research, teaching projects, or grant ideas in preparation for submission to grant funding agencies, publication or presentation opportunities</p> <p>Continue to support the new IRB culture by weaving the topic / expectation into programming and meetings</p> <p>Continue the <i>Touchstone</i> Journal</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>The group is meeting regularly and this activity is led by Professor Disanto.</p> <p>Students participating in Title V research recently participated in IRM training.</p> <p>Touchstone is scheduled to be published this spring.</p>	<p>Publish <i>Touchstone</i></p> <p>Support IRB culture whenever possible.</p>
20% of full-time faculty will complete the Hostos Academic Affairs Teaching Institute	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	OAA will sponsor the second half of the teaching institute designed to offer strategies for enhancing teaching effectiveness	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The Hostos Teaching Institute (HTI) was completed this fall and over 50 full-time faculty participated. This number represent over 30% participation.	Prepare to offer HTI again in AY15-16.

Cultivate Cross-Disciplinary Scholarship for Effective Teaching and Learning (G1,I3)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Completion rates will be higher for students in courses offering game-based instruction	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Collaborate with the Math Department and Science Department to develop and implement game-based instruction	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The collaboration between the departments is active.	Assess results to measure future viability.
Increase student competency in women and gender studies	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Offer 10 courses that integrate women and gender studies curriculum	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The courses have been identified for integration.	Assess the impact of the integration and offer the revised curriculum.

Build Articulated Pathways for Learning Between Degree Programs and Continuing Education (G1, I4)

Office of Academic Affairs

Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Identify at least one new learning experience that may qualify for college credit	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Support at least one new faculty member in researching prior learning experience that may be appropriate for college credit	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	OAA is currently engaged in discussion with the coordinators of the Media Programs to determine if prior learning experience could be applicable for their curricula.	If program/s are identified, collaborate with Media Programs to develop a policy for granting learning experience credit.
Explore potential pathway from Allied Health certificate programs to A.A.S in Office Technology	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Collaborate with CEWD to explore potential pathway from a certificate program to an A.A.S in Office Technology	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Meeting to review curricula and discuss pathway options that have taken place between CEWD and OAA.	The department chairperson is developing new courses for the Medical Office Manager degree program and is planning to present it to the College-wide Curriculum Committee for approval. Once this is approved, the Chair will work with CEWD to determine the articulation from the certificate programs to the AAS degree.
Explore potential pathway from Dental Assistant certificate program to A.A.S in Dental Hygiene	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Collaborate with CEWD to explore potential pathway for a dental	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	CEWD and OAA have met to discuss the development of this pathway.	Dental faculty is working with OAA to develop options for creating a new Dental

Build Articulated Pathways for Learning Between Degree Programs and Continuing Education (G1, I4)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			assistant certificate program			Assistant Certificate Program that will articulate into the Dental Hygiene degree program. They will present these options to CEWD at our next meeting.
Select articulated pathways and submit TAACCCT grant proposal	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Collaborate with CEWD to determine appropriate pathways for proposal Submit proposal	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The pathways were identified and the proposal was submitted. Unfortunately, the proposal wasn't awarded funding.	Although the proposal wasn't funded, CEWD is in discussions with OAA to develop an OTA pathway via the CUNY 2020 grant.

Build Faculty and Staff Management Skill Sets and Leadership (G2, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
40% of all faculty will participate in professional development activities	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Continue to offer a mentorship program for new chairpersons</p> <p>Continue to offer regular meetings of the first year faculty cohort- Session topics include: Portfolio creation, advisement, student accessibility office services, teaching with technology, common reading and application of new ideas into classroom</p> <p>Offer PDO that celebrates published authors and grant PIs</p> <p>Offer one conference style PDO in May</p> <p>Offer adjunct specific PDIs</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>The new chairperson is currently being mentored.</p> <p>Regular meetings are currently being offered.</p>	<p>PDO will be offered in late spring.</p> <p>Conference style PDO will be offered late this spring.</p> <p>A CTL sponsored adjunct PDI is scheduled for this spring.</p>

Build Faculty and Staff Management Skill Sets and Leadership (G2, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			Identify a consultant to work with chairs, coordinators and directors to provide communication skills training Evaluate participation experiences and the impact of LDOs on the leaders' practice		Survey instruments are being offered following activities.	A communications professional development activity will be held in April for chairs, coordinators and directors. Assess the results of assessments and use the results to inform future planning.
30% of full-time faculty will either attend or present at professional conferences	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Offer a faculty travel fund to supplement PSC travel funds	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The fund was offered in the fall and will be offered again in the spring.	Assess participation.
70% of COAs will participate in one professional development opportunity each semester	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Identify appropriate professional development opportunities	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	90% of COAs participated in a fall PD activity.	Offer at least one spring PD activity for COAs.

Advance Cultural Competency (G2, I3)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
60% of participants in communication and cultural awareness trainings will report improved competency	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Continue to offer diversity and communication training to academic departments and programs	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Continue to offer communication and diversity training on micro aggressions to academic programs and departments.	Assess impact of trainings with surveys.
Through course assessment students will demonstrate improvement in the gen ed global citizenship competency	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Identify two courses that will incorporate assignments to assist students with development of competency in global citizenship	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	One course has been identified and another is being researched to determine the viability of including the assignments to develop competency in global citizenship.	Revise curricula to incorporate the assignments.

Align Planning and Assessment Systems (G3, I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Academic leaders will align goals with PMP, strategic and OAA operational plans	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Share PMP targets for the AY14-15 year with academic leaders Academic offices and departments will develop operational plans that are in alignment with the OAA Operational Plan	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	OAA shared the PMP and OAA Operational Plan and academic leaders were asked to submit goals that were in alignment. OAA incorporated the goals submitted into the OAA Operational Plan.	Share results at the end of year.
Thirty-five courses will be assessed and data based revisions recommended	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Work with relevant departments and faculty to finalize course-based student learning outcomes (SLOs) Review and revise assessment procedures and protocols Conduct four workshops for faculty working on course assessment in FY14-15	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The Assessment Committee has been assisting departments with SLOs. The Assessment Committee is reviewing and revising assessment procedures and protocols Two course assessment workshops have been offered.	Two additional course assessment workshops will be offered this spring.

Align Planning and Assessment Systems (G3, I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Curricular changes will be made as appropriate to the 35 courses assessed in AY12-13	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Assessment Committee liaisons will work with departments to make needed revisions identified in course assessments	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Assessment Committee liaisons are working with departments to make needed revisions.	
Five units will conduct self-studies for their APR and submit the associated department and external reviewer reports	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Departments participating in APR will meet with Assessment Committee for program needs assessment, feedback and support Faculty leading APR will be encouraged to participate in PDI activities	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Criminal Justice, Public Administration, Forensic Science, Black Studies, Latin American and Caribbean Studies, Visual and Performing Arts, and EdTech all have their APRs underway.	The programs that have completed their self-studies will have external reviewers visit and submit their reports.

Assess Student Learning Outcomes, Including a Focus on Gen Ed (G3, I3)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Curricular revisions based on assessment results will be implemented	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Assess Student Learning Outcomes as determined by course using a Gen Ed rubric 10 Courses will be identified to undergo gen ed assessment	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Courses have been selected and gen ed assessment is underway.	OAA will continue to support departments in creating needed curricular changes.

Ensure State-of-the-Art Offerings (G4, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Develop a plan to bring degree programs to technology industry standards	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Research technology industry standards for degree programs and develop a plan to upgrade technology</p> <p>Create a priority list for upgrades</p> <p>Begin upgrades as budget permits</p> <p>Identify current nursing subscription based models and mobile trends</p> <p>Pilot a plan for distributing licenses to students and minimize lending of devices (100 NCLEX and Davis Drug Guide licenses and 15 mini iPads)</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The academic department are compiling lists of technology related needs. Once submitted, the pilot for the nursing unit will be prioritized along with the other submitted items.	Prioritize list of technological needs and begin upgrades.
Curriculum for two A.A.S exams will be revised to better align with industry needs	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<p>Create advisory boards for two A.A.S programs</p> <p>Establish needed curricular revision</p>	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>Gerontology and Office Technology have created advisory boards.</p> <p>Office Technology, Accounting and</p>	The programs will align curricula to meet employer needs.

Ensure State-of-the-Art Offerings (G4, I2)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			based on employer feedback to improve student job readiness		Teacher Education have collaborated with Career Services to bring employers to campus to assess the job readiness of Hostos interns and graduates. Post assessment the programs will revise curricula to address the feedback received from employers.	

Transition Students to Employment (G4, I3)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Implement capstone course for liberal arts courses	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Pilot capstone course and revise as needed Submit course through governance	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The Capstone course was piloted for the second time this spring and will be presented to College governance before the end of the semester.	Submit the course to college governance.
Incorporate feedback from Career Services and employer surveys to align curriculum with market needs	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Offer employer survey for Allied Health programs Assess feedback from surveys and data collected by Career Surveys to identify current market needs	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started		The surveys will be executed this spring and data will be analyzed to identify any needed curricular revisions.

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Increase the number of Hybrid course offerings by 5% (currently 84 course sections)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<p>Recruit new faculty to participate in the Hybrid Initiative. The initiative will pair faculty with mentors, provide technical trainings and facilitate group meetings.</p> <p>Identify online seminars for participants.</p> <p>EdTech will consult with department chairs to identify new courses and confirm offerings</p>	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>Ten new hybrid courses were developed in the Fall 2014.</p> <p>105 hybrid courses have been offered this AY.</p>	<p>A mini online initiative is planned for the Spring 2015.</p> <p>EdTech will continue its efforts to gradually increase the number of hybrid course offerings</p>
Increase the number of asynchronous course offerings by 10% (currently 42 course sections)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<p>Recruit new faculty to participate in the new Asynchronous (Online) Initiative. The initiative will pair faculty with mentors, provide technical trainings and facilitate group meetings.</p> <p>Identify online seminars for participants.</p>	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>Five new asynchronous courses were developed in the Fall 2014.</p> <p>52 asynchronous courses have been offered this AY.</p>	<p>A mini online initiative is planned for the Spring 2015.</p> <p>EdTech will continue its efforts to gradually increment the number of hybrid course offerings</p>

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			Consult with department chairs to identify new courses and confirm offerings			
Increase the number of courses using ePortfolios by 10% (currently 35 course sections)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Recruit new faculty to implement the use of ePortfolios in their course/program. The initiative will pair faculty with mentors, provide technical trainings and facilitate group meetings</p> <p>Consult with department chairs and program coordinators to identify new courses and target programs or course sequences</p> <p>Provide a full day PDI for faculty interested in implementing ePortfolios in their courses</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Last semester 25 course sections used ePortfolios.	<p>More courses are scheduled to use ePortfolios during Spring 2015.</p> <p>ePortfolio PDI will be planned during Spring 2015.</p>
Increase the number of faculty participating in professional development activities by 5% (currently 280 faculty)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Revise current and create new PD offerings in different modes (face-to-face and online)	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	To date, 140 faculty members have participated in PD activities. Additionally,	Additional PD activities are scheduled throughout

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			Collaborate with CTL to identify new co-designed PD opportunities Establish PD schedule Plan for Innovation Celebration, and other group events Expand the use of the EdTech Innovator Chase (recognition and badging system) in other areas of teaching & learning. Reach out to academic departments and schedule EdTech trainings during departmental meetings Collaborate with CTL and other College departments to establish a comprehensive online resource for faculty development		74 faculty members have received one-one-one support.	the Spring 2015 semester.

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			Plan and execute marketing/outreach strategies			
Increase the number of students participating in technology trainings by 5% (currently 1,500 students)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<p>Revise current and create new technology training offerings in different modes (face-to-face and online)</p> <p>Establish workshop schedule</p> <p>Reach out to academic departments and faculty members to encourage students to take these workshops</p> <p>Collaborate with ACC and other College departments to increase outreach and offerings</p> <p>Plan and execute marketing/outreach strategies</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	In the Fall 2014 semester, 834 students attended student technology workshops. EdTech has collaborated with IT and ACC in the Student Orientation Workshops.	EdTech will continue to offer three workshops per week to students during the Spring 2015 semester.
Establish Online Student Support Services to serve the increasing number of online	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Identify the necessary technology and equipment to	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Student Online Readiness and Orientation modules	Discussions with ACC and IT will continue

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
students resulting from new hybrid and asynchronous courses			<p>implement these online student support services</p> <p>Research mechanism for providing online support for students in hybrid courses</p> <p>Identify staff training/costs necessary to provide these services</p> <p>Revise and implement online Student Readiness & Orientation modules</p>		<p>are being revised and updated.</p> <p>Discussions with ACC and IT to identify staff and procedures needs were scheduled</p>	<p>Student Online Readiness and Orientation modules will be revamped</p>
Increase the number of faculty who start using blackboard by 10% (currently 51 %)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Blackboard Mentoring Initiative: ETLC members will mentor 3 faculty members (per semester) from their respective departments</p> <p>Blackboard mentors will be paired with EdTech Interns to support with</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>The data from the Fall 2014 semester indicates that 54.1% of instructors used blackboard.</p>	<p>This work is still in progress since many faculty members make their courses available at a later time.</p> <p>EdTech and ETLC will continue to promote the use of Blackboard in all the</p>

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			<p>instructional design and technical needs</p> <p>EdTech Director and ETLC will work closely with department chairs to plan different strategies to complement the work of the Blackboard mentors</p>			academic departments
Implement a baseline for best practices and evaluation of the use of educational technologies	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Implement the assessment of an educational technology initiative (i.e. Blackboard, hybrid, asynchronous, ePortfolio, iPads)</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	EdTech is currently working with OIR to assess the impact of hybrid and asynchronous courses vs their face-to-face counterparts. Similar assessment was done for the iPad and Tegrity pilots	EdTech will analyze the results from the assessments and identify possible improvements to the initiatives
50% of respondents to a Bronx CUNY EdTech Showcase survey will indicate potential implementation of technology presented at the conference	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Develop a plan for the 2015 Showcase</p> <p>(Co) Host the Bronx CUNY EdTech Showcase in early May 2015 at Hostos CC</p> <p>Identify rooms, auditorium, and lunch</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	<p>The conference will be hosted by Hostos on May 8th, 2015.</p> <p>Logistics for the event have been arranged</p>	A survey has been developed and will be used during the Bronx EdTech Showcase on May 8, 2015.

Establish Hostos as a Model for Use of technology (G5,I1)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
			area for all showcase activities Identify guest speakers and create a call for proposals Create survey instrument			
Division web content managers will maintain current web pages for their academic programs	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Identify content managers for each office to ensure accurate data Establish training sessions and follow proper protocols	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Started	Content editors and approvers were identified by each department chair. Most of them were trained by IT on how to edit their department website. An EdTech staff member was assigned to provide additional support were needed.	An EdTech staff member will continue to provide support as needed.

Align and Expand the College’s Marketing and Branding Efforts (G5, I4)						
Office of Academic Affairs						
Annual Results Anticipated	Result Achieved?		Key Activities	Status of Activities	Discussion	Next Steps
Division publications will align with College branding regulations	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Continue to train department representatives on College branding regulations and procedures</p> <p>OAA departments and programs will follow College branding guidelines</p>	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Started	The OAA communications coordinator has been trained by OIA on branding guidelines and ensures that all message sent via OA email distribution list comply with the branding guidelines.	OAA will invite the director of communication to a Chairs, Coordinators and Director meeting to review branding guidelines for division publications and communications.

Appendix 9:
OAA Operational Plan
Year-End Report, 2014-2015

Focus on First-Year Student Success and Transfer (G1, I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
40% of full-time faculty who respond to an OAA survey will report improved awareness of the first-year student experience	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Scheduling conflicts for the coaches and faculty made the department-wide meetings with the Coaching Unit difficult to schedule. OAA collaborated with SDEM to change the model. In lieu of department-wide meetings, one to two coaches will serve as liaisons for each department to assist with the flow of communication and to develop degree specific expertise within the coaching unit.	Continue to integrate first-year student specific PDIs into CTL offerings All faculty teaching the First-Year Seminar will participate in a PDI on first-year students Select degree programs will continue to offer orientations for first-year students and OAA will collaborate with the academic departments to determine if additional orientations are needed.
Students who participate in piloted college seminar will have a spring-to-fall retention rate that is 2% higher than comparable students who did not participate	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	The fall-to-spring retention rate for FYS participants was 84%, which is 4% higher than the retention rate for non-FYS participants. Data for the spring to fall retention will not be available until fall 2015. Data-based revisions are underway based on assessment from the pilot year.	Compare the spring-to-fall retention data for the two populations.
Completion rates in science courses in the fall will be 2% higher for students who participate in summer science workshops	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Outreach for the summer workshops was challenging and the number of students enrolled was too low to provide meaningful analysis.	The science workshops will be assessed for viability.
Completion rates in science courses will be 2% higher for	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	The winter and summer institutes are designed to prepare students for	Revise the metrics used to measure the efficacy of the institutes.

Focus on First-Year Student Success and Transfer (G1, I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
students who participate in the Winter and Summer Institutes			<p>success in one of twelve courses in the engineering programs which should be taken the semester directly following participation in the institute. This academic year there were 25 participants in the Summer Institute and 22 in the Winter Institute. For the Summer Institute, 80% of participants enrolled and completed a course the semester following the institute. For the Winter Institute 64% of participants enrolled and completed a course the following semester. Due to the fact that the participants can enroll in one of twelve courses, the number of institute participants in each course is small and thus the comparison in completion rates does not offer the best analysis of the efficacy of the institutes.</p>	
At least one new articulation agreement will be approved by College governance at both institutions	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	A new articulation for Fraud Examination and Financial Accounting has been created with John Jay and it has been approved by governance at both colleges.	The articulation agreement will be submitted to the Chancellor’s Report by both colleges in Fall 2015.

Rethink Remedial and Developmental Education (G1, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Increase the number of incoming students who participate in summer developmental workshops by 10%	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Per CUE data, in Summer 2013 1,371 students participated in immersion activities and in Summer 2014, 1,760 students participated. This number represents an increase of 28%. In Summer 14 a full-time staff person was charged with coordination of all immersion activities and the designation of a point person for all immersion activities improved communication and coordination and assisted with the record growth experienced. The College also experienced a 10% increase in the number of students who participated in immersion activities who then enrolled the following fall. In Fall 2013, 75% of participants enrolled. In Fall 2014, 85% of participants enrolled.	Continue to collaborate with the Success Coaching Unit to recruit students for the spring and summer 2015 workshops.
Implement software to be used in computerized modules and identify baseline for effective use of software	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	During Winter and Spring 2015, six faculty members from the math department participated in a pilot aimed to support student learning in basic skill math courses. The pilot used ALEKS, a math learning software, to assist students to better understand math concepts, learn study skills and to also prepare them for the	For AY 2015/16, ALEKS will continue to be used as a supplement to developmental math courses for 300-400 students. Assess the impact of the use of the immersion software on placement testing scores, course pass rates and grades received. Increase lab usage and integration with coursework.

Rethink Remedial and Developmental Education (G1, I2)			
Office of Academic Affairs			
Annual Results Anticipated	Result Achieved?	What did you learn?	Next Steps
		<p>exit exams. 194 students participated in the pilot and met with faculty on a weekly basis for fourteen weeks. Analysis is need to measure the impact of the software use on grades and course completion.</p> <p>The Math Department identified the software that it would use in the Math Lab last spring and the early identification of the software assisted the Math Department with the integration of the software with their coursework.</p> <p>The English Department did not identify the software they would use until the spring and that made coordinated integration with coursework challenging. Once the Comfit software was purchased, it proved to be very popular. 1,300 hours were logged this spring but much of those hours were from students logging-in off-campus. While the software proved popular, lab usage was very low but this is attributed to late purchase of the software. The Writing Center is working with department faculty to</p>	

Rethink Remedial and Developmental Education (G1, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
			develop a more integrated approach to increase lab usage.	
The percentage of students exiting remediation will increase by 10% for students in SI/Math XL sections	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Preliminary data is incomplete and additional analysis is needed to determine the impact of SI and Math XL on exit rates.	Work with OIRSA to determine metrics for analysis. Once data is complete analysis will be used to measure efficacy and to determine next steps.
Increase the pass rates for ENG94 by 2%	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	ENG94 was revised and the new courses replacing it are ENG101 and ENG102. The spring 2014 ENG94 pass rate was 12.5%. In spring 2015, the pass rate for ENG101, was 47.2%. For ENG 102, the pass rate was 46.4%.	Assess ENG101 and ENG102 and develop data-based curricular revisions where needed.
Increase developmental student retention by 2%	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Developmental student retention increased incrementally in AY14-15. In AY13-14 the developmental student retention rate was 74.66% and in AY14-15 it was 75.05%. The retention data does not provide insight into services which could be strengthened in order to better serve students and increase retention. Additional analysis is needed.	Collaborate with OIRSA to determine data needed to provide a more comprehensive analysis of the factors contributing to developmental student retention.
50% of faculty and staff who attend developmental	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The “Right Class at the Right Time” developmental education workshop	Develop a brochure of developmental education initiatives to be shared with the campus community.

Rethink Remedial and Developmental Education (G1, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
education PDIs will report an improvement in their ability to address the needs of developmental students			that was open to the entire campus community and held in the theater was very well received and 95% of respondents to a survey reported that the activity improved their ability to address the needs of developmental students. The response to the workshop and other CTL developmental PDIs demonstrate that OAA should increase communication regarding new developmental education initiatives.	
Create two new courses for multiple repeaters of ENG91 and ESL91	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<p>The Language and Cognition Department has created ESL93 and ESL95 for multiple repeaters of ESL91. Courses have been approved by Senate.</p> <p>The English Department has created non-credit workshops for multiple repeaters that are to be offered in January and the summer.</p>	Assess results for needed curricular changes.
Assess MAT15 and make data-based revisions leading to a 2% increase in pass rates	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	The pass rates in MAT15 have fluctuated over the last four semesters. The fall terms for both years showed stronger pass rates with an 11% drop in pass rates both spring semesters. Additional analysis is needed to determine the possible factors	Continue assessment on MAT15.

Rethink Remedial and Developmental Education (G1, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
			affecting spring pass rates and whether they are curriculum based.	
Students in a MAT10 pilot section will have a higher pass rate than students in a MAT10 control section	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Preliminary data is incomplete and additional analysis is needed.	Work with OIRSA to determine metrics for analysis. Once data is complete analysis will be used to measure efficacy and to determine next steps.
Students who participate in linked HUM100 and ESL25 pilot will have higher completion rates than students who participate in the unlinked ESL025 sections	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	The linked section completion rate was 80% and the completion rate for the unlinked courses was 87%. The departments are working to refine the link and identify any need changes as well as the metrics for measuring the benefits of the link that are not highlighted by completion rates.	Assess data to determine impact on retention and student performance.
Students who participate in linked sections of SOC101 and ESL35 in Fall 2014 will have higher completion rates than students who participate in the unlinked ESL035 sections	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	The linked section completion rate was 90.5% and the completion rate for the unlinked courses was 93.5%. The departments are working to refine the link and identify any need changes as well as the metrics for measuring the benefits of the link that are not highlighted by completion rates.	Assess data to determine impact on retention and student performance.
Determine feasibility of Quantway and Statway modules for pilot	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	MAT115 and MAT120SI were offered this academic year and the pass rates were 71.4% for MAT115 and 69.23% for MAT120SI. Additional analysis is needed to	Assess results to determine future viability.

Rethink Remedial and Developmental Education (G1, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
			measure the effectiveness of the courses.	
Establish ESL student success task force and develop recommendations for student success	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	An ESL Recruitment Task Force has been convened in lieu of a success task force. The group will focus on improving student success through improved recruitment and placement strategies.	Assess the group’s findings and recommendations for revised recruitment and placement strategies.
Implement CUNY mandated remedial stops and require students enroll in remedial interventions	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	CUNY Central has created the code for the stop and SDEM has been working to identify someone to implement the stop.	Through the cross-divisional advisement group, advisors will continue to be reminded to strongly encourage students to address developmental needs every semester.
Implement e- advising software	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	A review of the advisement process is underway but there is currently no software available that is appropriate for the college’s needs due to the inability to link software to CUNY first data..	Continue to review possible software options and consult with other academic institutions.

Cultivate Cross-Disciplinary Scholarship for Effective Teaching and Learning (G1,I3)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Increase faculty cross-disciplinary professional activities leading to increased grant submission, professional presentations and curricular developments	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Interdisciplinary faculty groups developed the First-Year Seminar, capstone course, food studies program and, through Title V, another interdisciplinary group is developing capstone assignments for individual courses. Professional development initiatives such as faculty IRB training and investigation groups (<i>Inter-visitiation Group</i> and <i>Hostos Writing Group</i>) also continue to effectively bring together interdisciplinary faculty to discuss curriculum, pedagogy, scholarship and leadership.	Support IRB culture whenever possible. Title V activities in the fall will continue to bring faculty from different disciplines together to work on projects.
20% of full-time faculty will complete the Hostos Academic Affairs Teaching Institute	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The Hostos Teaching Institute (HTI) was completed this fall and over 50 full-time faculty participated. This number represents over 30% participation.	Recruit faculty for the fall cohort of the HTI. Continue to develop advanced workshops to facilitate participation for HTI graduates.
Completion rates will be higher for students in courses offering game-based instruction	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Analysis of the initiative is currently underway by an external evaluator. Data should be available late summer 2015.	Assess the outcomes and determine viability of the initiative.
Increase student competency in women and gender studies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The competency has been integrated for the ten courses.	Assess the impact of the integration and offer revised courses.

Build Articulated Pathways for Learning Between Degree Programs and Continuing Education (G1, I4)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Identify at least one new learning experience that may qualify for college credit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The media programs are working with a local specialized high school to develop an agreement that would allow students to demonstrate learning through an eportfolio that would potentially qualify students to receive college credit for prior learning.	Finalize the agreement and recruit students for the media programs.
Explore potential pathway from Allied Health certificate programs to A.A.S in Office Technology	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The Office Technology curriculum was revised to create a pathway with the Medical Office Assistant certificate program. The curricular changes have been approved by campus governance.	While the curricular changes have been implemented the articulation agreement has not been finalized. The articulation agreement will be finalized by next fall.
Explore potential pathway from Dental Assistant certificate program to A.A.S in Dental Hygiene	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	While the Dental Hygiene Unit participated in extensive discussions to evaluate the possibility of a pathway with the Dental Assistant certificate program, the potential pathway is still under review while the unit evaluates curricular equivalencies required due to external certification requirements.	The unit will continue to evaluate the curricular equivalencies for external certification to determine if a pathway is possible.
Select articulated pathways and submit TAACCCT grant proposal	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Although the proposal wasn't funded, CEWD is in discussions with OAA to develop an OTA pathway via the CUNY 2020 grant.	Once funding is received, the OTA pathways will be further explored.

Build Faculty and Staff Management Skill Sets and Leadership (G2, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
40% of all faculty will participate in professional development activities	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Chairperson mentorship, regular meetings of the first year faculty cohort, PDOs that celebrate published authors and grant PIs, the CTL Spa Day, the Bronx EdTech Showcase, and the ELL Forum are just a few of the diverse professional development opportunities offered to faculty. Due to targeted development of activities in response to faculty feedback, attendance at all activities has been robust with positive feedback from participant surveys.	Feedback from the academic leaders has indicated a need for additional communication training. Next year OAA will identify a trainer to provide additional professional development for faculty. Next spring OAA and the CTL will collaboratively host the CUNY CUE conference.
30% of full-time faculty will either attend or present at professional conferences	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The demand for funds from the OAA supplemental travel fund is consistent and growing. This year 63 full-time faculty either attended and/or presented at professional conferences.	OAA recently was informed that the PSC funds granted to the division will be reduced to provide funds to support HEO travel across the College. OAA will have to identify additional funds to support faculty who must pursue academic activity to advance professionally.
70% of COAs will participate in one professional development opportunity each semester	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	COAs have attended several professional development sessions offered by OAA this academic year. The PD topics were selected due to feedback received from COAs regarding areas where training was needed.	Continue to identify appropriate professional development opportunities.

Advance Cultural Competency (G2, I3)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
60% of participants in communication and cultural awareness trainings will report improved competency	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	OAA hired a professional facilitator to lead a series of professional development activities and the skill of the facilitator contributed greatly to the efficacy of the PD sessions. 90% of survey respondents reported increased competency as a result of participation in OAA professional development activities.	Continue to identify needed trainings and skillful facilitators.
Through course assessment students will demonstrate improvement in the gen ed global citizenship competency	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Global competencies will be integrated into all curricula for Gerontology based on feedback from employee surveys.	Next year the Gen Ed committee will focus on integrating the global citizenship competency and quantitative reasoning across curricula.

Align Planning and Assessment Systems (G3, I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Academic leaders will align goals with PMP, strategic and OAA operational plans	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	OAA shared the PMP and OAA Operational Plan and academic leaders were asked to submit goals that were in alignment. OAA incorporated the goals submitted into the OAA Operational Plan. Academic leaders have responded positively to the open flow of communication regarding division-wide goals.	In the fall OAA will solicit operational goals for the academic departments that are aligned with division-wide goals. OAA will share the division’s operational plan with the academic leaders at the first Chairs and Coordinators Meeting of the fall semester to assist with communication and transparency across the division.
Thirty-five courses will be assessed and data based revisions recommended	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The Assessment Committee (AC) has assisted the academic departments with finalizing student learning outcomes. The AC has also reviewed and revised assessment procedures and protocols and offered assessment training to faculty completing course assessments. While the Assessment Committee has been diligent in their work this year OAA is rethinking its structure to provide improved support and outcomes.	OAA is rethinking the structure and function of the Assessment Committee to improve its effectiveness in eliciting information and obtaining data from departments.
Curricular changes will be made as appropriate to the 35 courses assessed in AY12-13	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Assessment Committee liaisons worked with departments to make needed revisions.	OAA and the Assessment Committee are working to determine a methodology to effectively and systematically document changes.
Five units will conduct self-studies for their APR and	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	This academic year has demonstrated that the academic programs completing	The external reviewer for the digital music program has visited campus and is working on

Align Planning and Assessment Systems (G3, I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
submit the associated department and external reviewer reports			APRs require additional support to set and meet targets for program reviews.	<p>the related report. The digital music program will have the external reviewer visit at the start of the fall semester. OAA is also working to schedule external reviewer visits for HALC, Engineering, Behavioral Sciences, Community Health and Modern Languages.</p> <p>OAA will rethink the support provided to programs completing their APRs.</p>

Assess Student Learning Outcomes, Including a Focus on Gen Ed (G3, I3)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Curricular revisions based on assessment results will be implemented	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Revisions based on assessment results were successfully implemented for several courses. The Assessment Committee continues to serve as a strong leader for improved assessment in the division however OAA is rethinking the structure and function of the committee to improve support provided to programs implementing curricular revisions.	Using capstones as a method for measuring gen ed, the Gen Ed Committee and Title V will begin working with degree programs to develop capstone courses.

Ensure State-of-the-Art Offerings (G4, I2)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Develop a plan to bring degree programs to technology industry standards	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Updated equipment has been purchased for the Natural Sciences, Digital Design and Rad Tech programs.	The delayed receipt of fund for the 20/20 grant have made the purchase of needed equipment more challenging. The division still has not yet received word regarding when the funds for the 20/20 will be made available for upgrades.
Curriculum for two A.A.S exams will be revised to better align with industry needs	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<p>Gerontology and Office Technology have created advisory boards.</p> <p>Office Technology, Accounting and Teacher Education have collaborated with Career Services to bring employers to campus to assess the job readiness of Hostos interns and graduates. Post assessment the programs will revise curricula to address the feedback received from employers.</p> <p>The collaboration between Career Services and the academic departments is strong.</p>	The programs will continue to align curricula to meet employer needs.

Transition Students to Employment (G4, I3)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Implement capstone course for liberal arts courses	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The Capstone course was presented at the last Senate meeting and, due to extenuating circumstances, the course was not approved.	The course will be presented again at the College-Wide Senate in the fall.
Incorporate feedback from Career Services and employer surveys to align curriculum with market needs	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The surveys were administered by Career Services and the data will be analyzed in conjunction with faculty from the degree programs.	Assess feedback from surveys and data collected to identify current market needs and incorporate any needed revisions to curricula.

Establish Hostos as a Model for Use of technology (G5,I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Increase the number of Hybrid course offerings by 5% (currently 84 course sections)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	113 hybrid courses have been offered this AY. This represents a 34.5 % increase from last AY. The mentor/mentee model has proven effective and has contributed greatly to the development of a community of practice.	EdTech will continue its efforts to gradually increase the number of hybrid course offerings
Increase the number of asynchronous course offerings by 10% (currently 42 course sections)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	59 asynchronous courses have been offered this AY. This represents a 40 % increase from last AY. The steady increase of online course development has contributed to advancing discussions regarding implementing a fully online program.	EdTech will continue its efforts to gradually increase the number of asynchronous course offerings
Increase the number of courses using ePortfolios by 10% (currently 35 course sections)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	47 course sections used ePortfolios this AY. This represents a 34.3 % increase over last AY. The ePortfolio PD Day activity that was held last year increased activity during the current academic year. The second ePortfolio day was held this spring and promises to further increase ePortfolio usage.	EdTech will continue its efforts to gradually increase the number of courses using ePortfolios
Increase the number of faculty participating in professional	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	In previous years EdTech used duplicated numbers to measure faculty participation in PD	EdTech will establish different indicators to provide a more accurate measure. It will use unique faculty participation in professional development activities.

Establish Hostos as a Model for Use of technology (G5,I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
development activities by 5% (currently 280 faculty)			<p>activities. Using the same reporting method, a total of 441 faculty (non-unique) participated in PD opportunities this academic year. This represents a 57.5 % increase over last AY.</p> <p>Going forward, EdTech is changing their method for recording activity and will only report non-duplicated numbers to better assess the percentage of faculty who are participating in the PD activities offered through their office.</p>	
Increase the number of students participating in technology trainings by 5% (currently 1,500 students)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	A total of 1,580 students attended student workshops, which represents a 5.33% increase from last AY.	EdTech will continue to explore outreach strategies to increase student participation in technology trainings offered by EdTech. EdTech will continue to partner with IT, Library and other units to identify opportunities for collaboration
Establish Online Student Support Services to serve the increasing number of online students resulting from new hybrid and asynchronous courses	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<p>Student Online Readiness and Orientation modules were revamped and are planned to be used in Fall 2015</p> <p>Discussions with ACC and IT to identify staff and procedures needs to continue to happen</p>	Discussions with ACC and IT will continue to continuously evaluate support procedures for online students

Establish Hostos as a Model for Use of technology (G5,I1)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Increase the number of faculty who start using blackboard by 10% (currently 51 %)	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	A total of 276 teaching faculty (out of 458) used Blackboard, which represents a 60.3 %.	Given that reaching higher usage numbers is a challenge, EdTech will modify the goals for these indicators, which will be focused on maintaining a minimum level of Blackboard usage, e.g. 60% or more faculty will use Blackboard in a given academic year.
Implement a baseline for best practices and evaluation of the use of educational technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	EdTech is working with OIRSA to assess the impact of hybrid and asynchronous courses vs their face-to-face counterparts. Similar assessment was done for the iPad and Tegrity pilots.	This is a continuous process. EdTech will analyze the results from the assessments provided by OIRSA and identify possible improvements to the initiatives
50% of respondents to a Bronx CUNY EdTech Showcase survey will indicate potential implementation of technology presented at the conference	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Hostos hosted the conference on May 8 th , 2015. A total of 180 faculty from CUNY campuses and other institutions attended. Surveyed attendees said they would apply teaching approaches using technology. Attendees also indicated interest in collaborating with colleagues from other disciplines and institutions.	EdTech will continue its partnership with BCC and Lehman and look for ways to expand the reach of the Bronx EdTech Showcase. The next edition of the showcase will be hosted by Lehman on May 6, 2016.
Division web content managers will maintain current web pages for their academic programs	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Each department chair identified content editors and approvers. Most of them were trained by IT on how to edit their respective department websites. An EdTech staff member was assigned to	An EdTech staff member will continue to provide support as needed.

Establish Hostos as a Model for Use of technology (G5,I1)			
Office of Academic Affairs			
Annual Results Anticipated	Result Achieved?	What did you learn?	Next Steps
		provide additional support were needed.	

Align and Expand the College’s Marketing and Branding Efforts (G5, I4)				
Office of Academic Affairs				
Annual Results Anticipated	Result Achieved?		What did you learn?	Next Steps
Division publications will align with College branding regulations	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	The OAA communications coordinator has been trained by OIA on branding guidelines and ensures that all office publications and message sent from OAA via the email distribution list comply with branding guidelines.	OAA will continue to collaborate with the director of communications to ensure that guidelines are followed for division publications.

Appendix 10:
Institutional Assessment Plan, 2013-2017
(Excerpt)



**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

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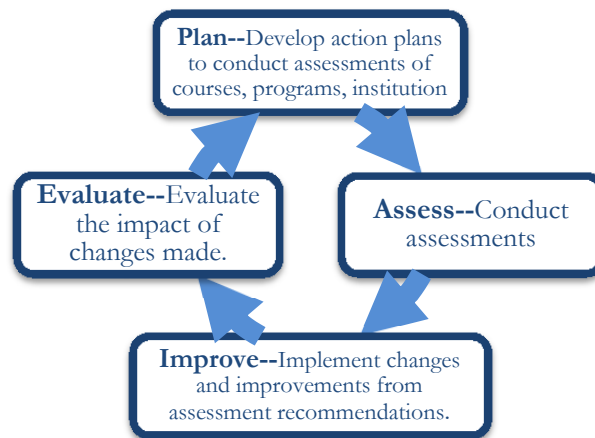
I. Closing the Loop on Continuous Improvement

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:

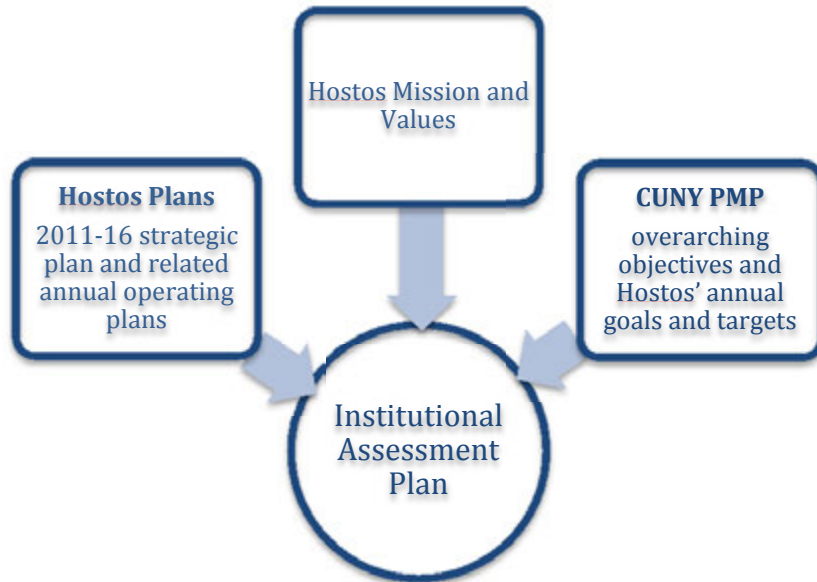
- Access to Higher Education
- Diversity & Multiculturalism
- English/Math Skills Development
- Intellectual Growth/Lifelong Learning
- Socio-economic Mobility
- Community Resources

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.

<p>Institutional <i>General education ◊ operational planning ◊ PMP</i></p>
<p>Program <i>SLO program assessment ◊ academic/ non-academic program review</i></p>
<p>Course <i>SLO course assessment</i></p>

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-

appropriate. 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.

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					

Hosts: 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

**Table 1
Institution Level Assessment
Annual Activities and Timeline**

Month/ Term	Phases for Gen Ed As- sessment	Gen Ed Course Assessment	Gen Ed – Up To 30 th Credit (2013- 14 pilot using e- portfolio)	Gen Ed – After 30 th Credit (2013-14 pilot using capstone)	Operational Planning	PMP
September	Course Selection & Assessment Preparation	<ul style="list-style-type: none"> • OAA Gen Ed Committee identifies subset of competencies to assess • OAA Gen Ed Committee selects 4+ courses 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • OAA Gen Ed Committee pairs courses with Gen Ed competencies • Faculty participate in PDIs created and offered by OAA 	<ul style="list-style-type: none"> • State of the College – OIRSA provides relevant data and President reports progress of plan for previous year, present plan for current year 			

November		<ul style="list-style-type: none"> Faculty begin creation of assignments/corresponding artifacts for assessment 		
December		<ul style="list-style-type: none"> Faculty complete creation of Gen Ed assignments and include in syllabi for Spring courses 		
January	Data Collection	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Courses run in Spring term 	<ul style="list-style-type: none"> Divisions submit mid-point reports to President's Office (PO) for current year 	<ul style="list-style-type: none"> Divisions submit mid-year progress reports to PO on PMP goals and targets
March		<ul style="list-style-type: none"> Faculty collect artifacts (w/OIRSA support) 	<ul style="list-style-type: none"> President's Retreat participants set college-wide priorities for upcoming year (OIRSA provides data to inform process) Divisions create plans for upcoming year 	
April		<ul style="list-style-type: none"> Faculty collect artifacts (w/OIRSA support) 	<ul style="list-style-type: none"> Divisions create plans for upcoming year 	<ul style="list-style-type: none"> Divisions submit draft end-of-year reports and goals and targets for upcoming year to PO
May		Data Analysis	<ul style="list-style-type: none"> All artifacts collected and maintained in hardcopy by faculty or in e-portfolio Teams conduct assessment using relevant Gen Ed rubrics 	<ul style="list-style-type: none"> Divisions submit draft plans for upcoming year to PO, receive feedback from President and revise plans accordingly
June	<ul style="list-style-type: none"> Teams conduct assessment using relevant Gen Ed rubrics 			<ul style="list-style-type: none"> President's Office

				submits Final PMP for current year to CUNY Central <ul style="list-style-type: none"> • President's Office submits Goals and Targets for next year to CUNY Central
July		<ul style="list-style-type: none"> • OIRSA analyzes results, in consultation with OAA and academic departments 	<ul style="list-style-type: none"> • Divisions submit end-of-year reports for current year plans to PO • Divisions submit final plans for upcoming year to PO • 	
August		<ul style="list-style-type: none"> • OIRSA analyzes results, in consultation with OAA and academic departments • OIRSA provides preliminary draft results to OAA for review and input 	<ul style="list-style-type: none"> • President's Office consolidates upcoming year into a single college-wide plan and prepares summary 	
Fall of next academic year	Reporting & Changes	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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**

Month/ Term	Student Learning Assessment		Program Review	
	Program Level Outcomes Assessment (Course and Capstone Assignment Pilot)	Program Level Impact Assessment	Academic Program Review	Non-Academic Program Review
September	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> OAA will work with OIRSA and identified programs to determine scope and detail of surveys and/or focus groups for the coming academic year. 	<ul style="list-style-type: none"> Programs scheduled for APR, by OAA, commence self-study process using established template Faculty participate in PDIs relating to self-study process 	<ul style="list-style-type: none"> Programs scheduled for non-APR, by division VPs, commence review process using established template Staff participate in PDIs relating to self-study process
October	<ul style="list-style-type: none"> Faculty participate in PDIs developed and offered by OAA and supported by OIRSA 		<ul style="list-style-type: none"> OIRSA and APR subcommittee of Assessment Committee follow-up with faculty to provide technical assistance and support 	<ul style="list-style-type: none"> OIRSA follow-up with staff to provide technical assistance and support
November	<ul style="list-style-type: none"> Faculty begin creation of assignments corresponding to PLO assessment method 		<ul style="list-style-type: none"> OIRSA and APR subcommittee monitors progress of APR self-studies and reports findings to OAA for appropriate action. 	<ul style="list-style-type: none"> OIRSA monitors progress of non-APR self-studies and reports findings to division VPs for appropriate action.
December	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> OAA, department faculty, coordinators, and OIRSA design questions and protocols for surveys and focus groups 	<ul style="list-style-type: none"> Initial draft of self-study sent by program to OAA, APR subcommittee, and OIRSA for review and comment. 	<ul style="list-style-type: none"> Initial draft of self-study sent by program to division VPs and OIRSA for review and comment.
January	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> OAA, APR sub-committee, and OIRSA complete review of draft and provide feedback to programs. 	<ul style="list-style-type: none"> Division VPs and OIRSA complete review of draft and provide feedback to programs.

	PLO assessment teams			
February	<ul style="list-style-type: none"> • Courses run in Spring term 	<ul style="list-style-type: none"> • OIRSA conducts surveys and focus groups, as appropriate. 	<ul style="list-style-type: none"> • Programs complete revisions and provide second draft to OAA, APR subcommittee, and OIRSA for final review. 	<ul style="list-style-type: none"> • Programs complete revisions and provide second draft to division VPs and OIRSA for final review.
March	<ul style="list-style-type: none"> • Faculty collect artifacts (with OIRSA support) 		<ul style="list-style-type: none"> • Final review by OAA, APR subcommittee, and OIRSA 	<ul style="list-style-type: none"> • Final review by division VPs and OIRSA
April	<ul style="list-style-type: none"> • Faculty collect artifacts (with OIRSA support) 			
May	<ul style="list-style-type: none"> • All artifacts are collected and maintained in hardcopy by faculty or in e-portfolio 	<ul style="list-style-type: none"> • OIRSA completes surveys and focus groups. 	<ul style="list-style-type: none"> • Program submits final APR to OAA with recommendations for individuals to conduct external review. 	<ul style="list-style-type: none"> • Program submits final non-APR to division VPs with recommendations for individuals to conduct external review, if appropriate.
June	<ul style="list-style-type: none"> • Team conducts assessment of relevant artifacts using appropriate PLO rubrics 	<ul style="list-style-type: none"> • OIRSA analyzes results from surveys/focus groups. 		
July	<ul style="list-style-type: none"> • OIRSA analyzes results 			
August	<ul style="list-style-type: none"> • OIRSA analyzes results and provides preliminary draft to OAA for review and comment 	<ul style="list-style-type: none"> • OIRSA completes analyses from surveys and focus groups and provides preliminary draft to OAA for review and comment 		
Fall of following academic year	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • OIRSA reports on results from surveys and focus groups, in conjunction with PLO assessment reporting, to OAA, department chairs, program coordinators, relevant faculty. 	<ul style="list-style-type: none"> • External reviewer selected and campus visit conducted 	<ul style="list-style-type: none"> • External reviewer selected and campus visit conducted, if appropriate

<p>Spring of following academic year</p>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Faculty working with OAA, Assessment Committee, and OIRSA, finalize review of SLOs and begin creation of assignments/corresponding artifacts for SLO assessment
November	<ul style="list-style-type: none"> • Faculty continue creation of assignments for Spring courses
December	<ul style="list-style-type: none"> • Faculty complete creation assignments and include in syllabi for Spring courses
January	<ul style="list-style-type: none"> • OAA, Assessment Committee and OIRSA determine who will collect course assessment artifacts and when
February	<ul style="list-style-type: none"> • Courses run in Spring term
March	<ul style="list-style-type: none"> • Faculty collect artifacts (w/OIRSA support)
April	<ul style="list-style-type: none"> • Faculty collect artifacts (w/OIRSA support)
May	<ul style="list-style-type: none"> • All artifacts are collected and maintained in hardcopy by faculty or in e-portfolio • Teams conduct assessments using relevant SLO rubrics
June	<ul style="list-style-type: none"> • OIRSA analyzes results
July	<ul style="list-style-type: none"> • OIRSA analyzes results
August	<ul style="list-style-type: none"> • OIRSA analyzes results
Fall of next academic year	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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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 11:
Year End Report –
English Department, 2013-2014

Office of the Provost and Vice President for Academic Affairs

Departmental Year-End Report: English

Department: English
Fiscal Year: July 1, 2013 – June 30, 2014**I. Department & Academic Program Overview**Mission statement and program goals and objectives

The English program is designed to enable the student to use written and spoken English as a flexible, creative tool to express ideas and improve facility with written and spoken language. Emphasis is given to the essentials of English, the nature of the language, writing as communication, and imaginative literature as a vitalizing and humanizing experience.

By providing all students with a solid grounding in reading, composing, and critical thinking, English Department courses help students to achieve college level proficiency by enabling them to use language as a tool for expressing ideas, to think analytically and creatively in academic and career contexts, and to read literature with sensitivity and enjoyment.

The specific goals of the English Department are threefold: first, to further develop students' language and literary skills; second, to give students a liberal arts perspective through the offering of electives and linguistics; third, to contribute to the transfer process by offering courses accredited in other institutions. Students are required to demonstrate their achievement of course objectives through essays, research assignments, and other measures of assessment.

Departmental student learning outcomes

Student learning outcomes were revised during the last AY for Pathways compliance. This year, assessment activities were completed on a second core curriculum course, ENG 111 Literature and Composition (following the assessment of ENG 110, completed last year) and three electives. (See Assessment and ENG 111 sections below.)

Section tally data by unit/discipline (# sections/students/average per section)

Fall 2013 (compared to Fall 2012)

ENGLISH	Total sections	Total # students	Average per sec.	Diff.
English	129 (118)	3,320 (2,818)	25.7 (23.9)	+11; +502; +1.8
Women's and Gender Studies	1 (1)	25 (25)	25 (25)	0; 0; 0
Totals	129 (119)	3,345 (2,843)	n/a	

Spring 2014 (compared to Spring 2013)

ENGLISH	Total sections	Total # students	Average per sec.	Diff.
English	135 (125)	3,278 (3,171)	24.3 (25.4)	+10; +107; -1.1
Women's and Gender Studies	2 (3)	49 (66)	24.5 (22)	-1; -17; +2.5
Totals	137 (128)	3,327 (3,237)	n/a	

Enrollment data by program (for degree programs)

N/A

Department profile: # of FT faculty/Adjuncts/CLTs/HEOs/COAs/CAs

Fall 2013: Full Time: 28 (including two substitutes and one faculty member on Travia)

Adjuncts: 25

Spring 2014: Full Time: 28 (including three substitutes and one faculty member on Travia)

Adjuncts: 26

Release Time

Fall 13

Bernardini, Craig	6	Department Chair
	3	PSC Chair
Bollinger, Heidi	3	Junior Faculty
Buchanan, Jason	3	Junior Faculty
Dicker, Susan	3	PSC-CUNY Grant
Fabrizio, Andrea	3	WAC CUE

	6	OAA Faculty Fellow
Fisher, Jerilyn	3	Chief Reader
	3	WGS Coordinator
	3	Banked Release Time
Grindley, Carl	3	SPS
	6	Banked Release Time
Hirsch, Linda	9	WAC Coordinator
Hutchins, Christine	3	Junior Faculty
Jones, Cynthia	6	Faculty Fellowship
	6	Honors Program
Marks, Greg	6	Deputy Chair
Moses, Matthew	9	Writing Center
Phillips, Leigh	3	Junior Faculty
Rounds, Anne	3	Junior Faculty

Spring 14

Bernardini, Craig	6	Department Chair
	3	PSC Chair
Bollinger, Heidi	3	Junior Faculty
	3	Faculty Fellowship
Fabrizio, Andrea	3	WAC CUE
	6	OAA Faculty Fellow
	3	Banked Release Time
Fisher, Jerilyn	3	Chief Reader
	3	WGS Coordinator
Grindley, Carl	3	SPS
Hirsch, Linda	9	WAC Coordinator
Jones, Cynthia	6	Honors Coordinator
	6	OAA Faculty Fellow
Marks, Greg	6	Deputy Chair
Moses, Matthew	12	Writing Center
Nguyen, Tram	3	Junior Faculty
Phillips, Lee	3	Junior Faculty
Rice-Gonzalez, Charles	6	Hostos Arts & Culture
Robertson, Clarence	3	Chair, Academic Standards
	3	Banked Academic Standards
Rounds, Anne	3	Junior Faculty
	3	Teaching Commons

II. Personnel Actions

Appointments, reappointments, tenure, leave for all faculty and staff

Fall 2013

Heidi Bollinger	2 nd reappointment, Assistant Professor
Anne Rounds	2 nd reappointment, Assistant Professor
Clarence Robertson	4 th reappointment, Lecturer
Andrew Hubner	5 th reappointment with CCE, Lecturer
Christine Hutchins	5 th reappointment, Assistant Professor
Lee Phillips	5 th reappointment, Assistant Professor
Michael Cisco	6 th reappointment, Assistant Professor
Elyse Zucker	6 th reappointment with tenure, Assistant Prof.
Andrea Fabrizio	6 th reappointment with tenure, Associate Prof.
Frances Singh	Travia
Matthew Moses	Appointment, Substitute
Barbara Summers	Appointment, Substitute

Spring 2014

Tram Nguyen	1 st reappointment
Jason Buchanan	1 st reappointment
Charles Rice-Gonzalez	Appointment, Distinguished Lecturer
Craig Bernardini	Promotion to Associate Professor
Elyse Zucker	Promotion to Associate Professor
Carl Grindley	Promotion to Professor
Lauren Genovesi	Appointment, Lecturer (effective Fall 2014)
Matthew Moses	Appointment, Lecturer (effective Fall 2014)
Louis Bury	Appointment, Assistant Professor (Fall 2014)
Andrew Connolly	Appointment, Assistant Professor (Fall 2014)
Vermell Blanding	Travia
Robert Waddell	Appointment, Substitute
Paul McBreen	Appointment, Substitute
Matthew Moses	Appointment, Substitute

III. Curriculum

Department Curriculum Committee

Tere Justicia and Andrea Fabrizio, Co-Chairs

Fall 2013

In the Fall of 2013, the Reading and Writing workshops given by the Writing Center were assigned official course codes. The Office of Academic Affairs asked our department to give the workshops codes for ease of student registration in CUNY First. WR 91 is the course code for the Writing Workshop. RE 92 is the course code for the Reading Workshop.

Spring 2014

The following courses were approved by the English Department Curriculum Committee:

- ENG 250 Special Topics: Graphic Novels - Prof. Heidi Bollinger
- ENG 238 Approaches to Peer Tutoring - Prof. Matt Moses
- ENG 237 Reading Film - Prof. Carl Grindley

The committee also approved the Guidelines for WGS cross-listing and course affiliation.

The English Department Curriculum Committee also met with Dean Felix Cardona to discuss the creation of an ENG option/possible major.

- An option with Lehman already exists but students are not taking it.
- Dean Cardona is speaking with Lehman to find out how we should proceed.
- Dean Cardona informed us that for an option/major we will need a Literary Studies course. Prof. Michael Cisco is drafting said course to present to the English Department Curriculum Committee at our first meeting in the fall.

Throughout the Fall 13-14 Academic Year the English Department Curriculum Committee also gave frequent feedback on the proposed ENG 94 pilot. With the conclusion of the work of consultant Donna McKusick, the committee supported a plan of working over the summer to prepare a package of revised courses together which would include ENG 94, a combination of ENG 91/92, and a possible 4-hour 110. This would enable the department to reflect on curricular changes in a cohesive and interconnected way.

Writing Center

Matthew Moses, Director

The Hostos Writing Center underwent a significant positive transformation over the 2013-2014 academic year. The administrative structure of the Center was redone to include two part-time Tutor Coordinators responsible for oversight in the absence of the Director, and the tutoring staff was expanded to 18-20 tutors, with a future goal of 25 tutors. Each tutor was hired to work 10 hours per week, down from 19 hours per week the previous year and bringing the Center into line with national best practices for writing centers. Additionally, a third coordinator was hired to conduct a year-long assessment of the Center, with recommendations for future improvements forthcoming. To complement the new administrative structure, there were also a number of changes implemented to improve professionalism and communication for Writing Center staff. While redoing the organization and administration of the Writing Center, there was also a concerted effort made to develop other projects, with the goal of improving the Writing Center's presence within the college. As a whole, this transition resulted in increased student satisfaction, and improved performance of the Center within the college. This success was further supplemented by an increase in standardization, and pass-rate, for English Department workshops.

Changes to improve staff development, communication, and professionalism (tutors, work-study students, and coordinators) included:

- Weekly email updates from the WC Director
- Monthly professional development meetings, with tutors required to perform 10 hours of PD per semester
- Formalizing of tutor materials, including a tutor manual
- Creation of new Writing Center website, with better user interface and more materials for students
- Scanning and digitizing of all files in the Writing Center
- Implementation of formal observations and end of semester reviews for staff members.
- Implementation of formal reprimand system, and daily staff log kept by supervisors.
- Formal job descriptions for every job
- Weekly meetings of supervisory staff
- Encouragement of communication/collegiality between staff, including the creation of a staff blog, a contact list for staff, and holiday/end of semester parties

Approximately 200 student survey responses show that student satisfaction increased across the board.

- My session helped improve my writing: increased by 10% (87% to 97%).
- The tutor I worked with was friendly and responsive: increased by 9% (from 89% to 98%).
- I will return to the center: increased by 6% (from 92% to 98%).
- I would recommend the center to another Hostos student: increased by 9% (from 90% to 99%).
- Overall I would rate this session: Very good or better increased 6% (from 75% to 81%).

Other projects:

In addition to internal changes, there were a number of projects implemented to improve the Writing Center's presence within the college.

1. ESL Specific Programs:

- Piloted three different workshops each semester geared toward ESL students.
- Staffed and ran recurring Grammar Workshop for ESL students.

2. Creative Writing Contest: WC held and selected winners for a Creative Writing Contest, then partnered with Garcia Marquez room to award scholarship money.

3. Partnerships with other units/departments:

- WC participated in the pilot for the STARFISH Early Warning System, including the WC Director attending weekly STARFISH meetings.
- Partnered with Honors College for a two-semester personal statement workshop.
- Partnered with the WAC program, with a Writing Fellow teaching PDIs for tutors.
- WC Director worked with ENG department to develop Peer Tutoring Class (ENG 238), tentatively running in Spring Semester 2015.
- Partnered with Faculty Fellow Prof. Andrea Fabrizio to run critical reading workshops.
- Continued productive relationships with programs across the college: library, START, CLIP, ASAP, College Now, College Discovery, Accessibility Office.
- Made classroom presentations to increase student interest.
- Attended ESL and ENG department meetings.

Usage Statistics:

Even while implementing these extra programs and internal changes, the Center was constantly busy with traditional writing tutoring.

Writing Center Usage Statistics 2013-2014:

The usage rate for the Writing Center for the 2013-2014 academic year was roughly 93%. Between 9/16/13 and 5/20/14, there were 3495 total appointments held at the Writing Center by 865 unique clients. Of these 3495 total appointments, 2395 were through the WOnline system, with an additional 1100-1300 appointments occurring as walk ins (lower number used in total appointments), either during walk-in hours or due to no-show appointments. These are similar to last year's numbers. Between 9/11/12 and 5/16/13, there were 3621 total appointments made at the Writing Center by 1080 unique clients.

Workshops:

Similar to AY 2012-2013, the Writing Center was key in developing Workshops for the CATW/Reading and Ability to Benefit Test:

- Served approximately 350 students in the intersession workshops, and 50 students in the ATB workshops.
- WC Director revised and implemented standard curriculum for both CATW and Reading Workshops.
- Improved CATW pass rate by 7%, up to 46%. Reading pass rate held steady at 40%.
- Coordinated with Chairs of English and ESL, as well as with the members of the Writing Center Committee, to determine eligibility requirements for students wanting to take intersession CATW/Reading workshops.
- Collaborated with the Registrar's Office to set up filters in CUNYFIRST based on these eligibility requirements. Collaborated with the Registrar's Office to schedule workshops and assign rooms.
- Created fliers and other informational materials for the workshops, and distributed them to students across campus.
- Determined students' eligibility to (re)take the Ability to Benefit Test, and worked with the Testing Office to schedule and administer the test to eligible students. Ran two sections of ATB workshops, one in January, one in April, with a third planned for June 2014.

Women's and Gender Studies

Jerilyn Fisher, Director

Curriculum and Faculty Development:

The Office of Academic Affairs offered stipends for ten participants from departments such as Behavioral and Social Sciences, Business, Education, Humanities, and Natural Sciences, to attend two workshops during Spring 2014, read texts to increase "fluency" in WGS topics and research, and work one-on-one with a mentor from the WGS Committee toward revising a

course commonly taught by the participant, expanding its gender inclusivity in significant assignments and focused learning units about women and gender. Both the February and April workshops received high evaluations and the participants will be submitting their revised syllabi by June 30th 2014.

Statement to define cross-listed and affiliated courses in WGS was approved at the departmental level. Participants in the WGS Faculty Development Initiative (above) will be invited to petition that their revised courses become WGS-affiliate courses, designated as such by the Registrar on students' transcripts to indicate that these courses are part of the WGS Option.

Proposed by Professor Andrea Fabrizio, Women and Religious Experience, WGS 201, was approved as a regular course offering.

Ongoing: Study Abroad proposal in WGS, incorporating service learning at a women's empowerment center, proposed in Costa Rica, submitted for review to Dean Cardona.

Fall Film Festival:

In September, October, November and December, seven films were shown by members of the WGS Committee: *How to Survive a Plague*, Professors Ernest Ialongo and Leigh Phillips; *The Sapphires*, Professor Sandy Figueroa; *Higher Ground*, Professor Andrea Fabrizio; *Sister: A Documentary*, Professor Karen Winkler; *Very Young Girls*, Professor Sarah Sandman (followed by discussion with three GEMS staff members); *Becoming Chaz*, Professor Julie Trachman and Professor Karen Steinmayer; and *Half the Sky: Turning Oppression into Opportunity Worldwide*, Professor Jerilyn Fisher (followed by discussion with Isabelle Katz of the Somaly Mam Foundation).

Film screenings averaged 25 audience members per showing. Faculty from across the college assigned students to attend and write about the films and their responses to them. Each film was followed by discussion in which students engaged in active participation.

Awards:

Awards for Excellence in Women's & Gender Studies: Recognition was given at Honors Convocation for formal essays written across the disciplines that treat with depth and insight issues/themes related to women and/or gender. The winners are:

First place: Brittany Rojas and Melissa Ruiz

Second place: Kayly LaCroix

Third place: Lamone Colter and Eliaiza Lopez

Student Activist in Women's & Gender Studies: This award honors a student who has supported women, pro-feminist men, and/or people of diverse sexualities—on or off campus. The recipient of this Award will have thus demonstrated commitment to feminist social change through community service, creative work outside the classroom, leadership, and/or other forms of activism that advance the struggle for fairness and equality.

Awarded to Angellica Sitnyakovskaya

Women's History Month Essay Contest Winners:

- For ENG/ESL 91 level: Sara Ladino and Rita Agboli
- For English 110 level: Shiraz Bagaru
- For English 111 level: Ryan Bannon
- For Electives level: Cinthia Alcantara and Alain Elie

Women's History Month Celebration:

Faculty and staff from across the college collaborated to bring special events to Hostos during the month of March.

Women's History Month activities spawned healthy and often crowded attendance at twelve (12) events—including 4 film screenings, 6 lectures/presentations, 1 theater performance and an essay contest with awards given at the closing event of the month. Faculty involved in creating or directing events include: Professor Tang (Multicultural Barbies); Professors Trachman and Steinmayer (Gender and Biology), Professors Fabrizio, Fisher, and Phillips (Women's History Month essay contest), Professor Winkler (speakout and film screening for *Passionate Politics*); Professors Roman and Winkler (film screening of *Maestra*); Professor Julie Bencosme (discussion with Dr. Jacobo about women in dentistry); and Professor Jerilyn Fisher (Big Apple Playback Theater).

Women's and Gender Studies co-sponsored two lectures during Women's History Month:

- Cherié Moraga, Chicana activist, poet, playwright and scholar, organized by Professor Charles Rice-Gonzalez
- April Mayes, scholar speaking about Eugenia María de Hostos, organized by Professors Orlando Hernández and Ernest Ialongo

From outside the college, we were honored to have with us:

- Barbara Young, National Organizer of the National Domestic Workers Alliance and winner of the prestigious Purpose Prize in 2013;
- Frances Green, Esquire, co-founder of her law firm's Women's Initiative and author whose essay is included in *The Goddess Shift: Women Leading for a Change*;
- Amarilis Jacobo, D.D.S, respected leader of the Dominican Dental Association;
- Charlotte Bunch, activist and author, for speakout and Q&A following *Passionate Politics: the Life and Work of Charlotte Bunch*, also appearing for speakout: Tami Gold, filmmaker; and
- Catherine Murphy, filmmaker, *Maestra*, for Q&A following screening of her film.

Departmental and Course-Level Activities

Continuing the tradition begun under Prof. Diana Diaz's leadership, the full department met twice each semester during AY 2013-14.

In the first meeting of the fall, the Operational Plan was presented to faculty and discussed; there was also discussion of plans for course-level activities and acceleration of remediation. The December meeting featured a presentation by Sandy Figueroa on scholarships and awards, presentations by course managers about the semester's activities, and a discussion of civility in the classroom, led by Prof. Cynthia Jones and with the participation of Dean Gomez.

In the spring, the first meeting was largely devoted to updates and reports, but also included a discussion of plagiarism and how the department can most effectively address this apparently growing problem (see New Goals below). The last meeting of the year included the usual end-of-semester reports by chairs and course managers, and three new (or returning) senators were elected: Profs. Bernardini, Bollinger, and Nguyen.

The following are summaries of the year's course-level activities.

ENG 91 Core English

Course managers: Christine Hutchins and Heidi Bollinger

Faculty teaching ENG 91, Core English, met once a month to discuss organization, planning, and teaching the course. In Fall 2013, ENG 91 faculty met October 8, November 12, and December 10, as well as attending the developmental curriculum meetings with consultant Donna McKusick. In Spring 2014, ENG 91 meetings were folded into the developmental meetings with Prof. McKusick, on February 20, March 26, and April 24.

During the Fall 2013 meetings, faculty were introduced to new support services that could benefit developmental students. In October, Fabián Wander, Hostos Student Wellness Manager, presented on services offered by the college's new Health and Wellness Center. Faculty also learned more about the support services available at the Counseling Center, the Accessibility Resource Center, and Veterans and Veterans' Families Affairs. During the November meeting, Writing Center Coordinator Matt Moses presented on plans for the January reading and writing workshops, and on new initiatives for reaching out to students in the future. In particular, he discussed how the Writing Center can coordinate with Success Coaches to better reach developmental students.

During the fall and spring semesters, ENG 91 faculty participated in discussions about the restructuring of developmental writing courses. During our November and December course level meetings, faculty considered the possible outcomes of enabling ENG 91 students to take the CAT-W twice a semester. Faculty also deliberated on the potential benefits and challenges of a curriculum combining developmental reading and writing, reflected on how the possible curriculum changes would impact the classroom culture, and how to redesign curriculum to help prepare students for ENG 110 and beyond. Faculty who teach ENG 91 also participated in the fall semester consultant meetings with Prof. McKusick. In the spring semester, course-level meetings were combined with consultant meetings, since the topics of discussion overlapped so much. Developmental writing faculty were well represented at the consultant meetings and participated actively in the process.

ENG 92 Developmental Reading

Course manager: Drew Hubner

Faculty attended CUNY Reading Discipline Council meetings and participated in the process of developing the new exit test. The meetings included representatives from all CUNY colleges and from CUNY central. In the end, it was decided that the test should only be one part of the evaluation process for students.

Faculty also refined approaches for integrating reading and writing into their courses. All reading faculty tend to assign a certain amount of writing, and many also teach ENG 91. Faculty found that integration of reading and writing as an approach toward teaching the class helped student success and retention.

Faculty developed pedagogical strategies and techniques for introducing students to full texts across disciplines. In the past five years, many faculty have moved away from using reading textbooks in the classroom. Instead, they have discovered that many of the students have not developed essential reading habits and do not consider reading an important part of their daily intellectual practice. In the textbooks readings are often short and taken out of context. Faculty have found that full texts, whether newspaper articles, philosophical tracts, short stories, novels, plays, or poems, offer students a reading experience that is more liberating and inspiring than the textbook excerpts. At the same time, since many faculty have moved away from using textbooks, they have missed these texts' cogent delineation of learning reading. Reading has essential skills that cannot be divorced from student learning outcomes. Faculty identified essential elements of the cognitive process of reading as an elemental human endeavor.

Best practice presentations were given by several senior fellows, including Profs. Jones, Healey, Weiser, Zucker and Italia.

ENG 110 Expository Writing

Course manager: Clarence Robertson

- The CM continued to ensure that an updated syllabus shell was distributed to all faculty at the beginning and end of each semester to ensure that those not able to make the course level meetings, or those who were only recently hired, have the information needed to plan their upcoming semester in a timely fashion. This has greatly reduced the number of syllabi needing modification after the beginning the semester.
- Several points of clarification were made regarding requirements for the course.
 - A research component is required for the course.
 - Informal writing assignments are an expected part of the course.
 - Student writing about the ideas of others should be the focus of the course.
- The course description was updated.
- “Know Your Library” and “Citing Sources to Avoid Plagiarism” were established as the required library workshops for the successful completion of the course.
- Three new writing prompts were developed for the common final exam to ensure that we keep the materials as fresh and up to date as possible.

- The textbook for the course is being phased out. A database on the learning commons containing teaching resources will replace it.
- The results of the diagnostics for the course showed that students tended to improve in the areas of thematic development and the proper use of citation within their writing. Future diagnostics for will use four data points instead of three.
- It was established that the weighted grade for formal writing done outside of the classroom be between 40 and 60 percent of the total grade for the course.
- Further work was done to establish consistency of grading through all sections of the course. This involved the creation of a flexible rubric based on four criteria: thesis, mechanics, clarity and development. However, it was decided that each category not be weighted equally for the purpose of passing or failing a final exam. For example, a student could fail to adequately develop a thesis, and still pass the final exam, and fail to show mastery of mechanics, and still pass the final exam. However, if the student either fails to develop his or her essay, or if the essay lacks clarity to the extent that the readability of the essay is significantly reduced, the final exam should not be given a passing grade.

ENG 111 Literature and Composition

Course managers: Lee Phillips and Anne Rounds

English 111 held six course-level meetings this academic year. In Fall 2013, meetings took place on October 2, November 4, and December 2. In Fall 2014, meetings took place on February 27, March 31, and April 30.

In the Fall semester, the first meeting was devoted to clarifying and streamlining course-level assessment procedures. Dean Christine Mangino attended this meeting and provided guidance on assessment. Subsequent meetings were devoted to creating final exam prompts and to making sure that personnel and procedures were in place to perform assessment.

A subcommittee made up of Professors Phillips, Rounds, Bollinger, Cisco, and Nguyen assessed 50 diagnostics and 50 final exams from Fall 2013. These artifacts were assessed for three learning outcomes: identifying literary elements (SLO 1); interpreting a literary text and support an interpretation with close reading (SLO 2); and integration of one’s own ideas with those of others (SLO 4). The exam artifacts were read blind by two members of the subcommittee, and were evaluated using a rubric developed by the subcommittee for the specific purpose of this course-level assessment. The rubric encompassed ratings from 0 (no attempt at skill), 1 (beginning skill), 2 (developing skill), 3 (proficient at skill), to 4 (accomplished at skill).

The artifacts yielded the following average scores for each SLO:

SLO 1, identifying literary elements:	Diagnostic = 2.11 / Final = 2.29 ... +0.18
SLO 2, interpretation and support:	Diagnostic = 1.7 / Final = 2.65 ... +0.95
SLO 4, integration of ideas with criticism:	Diagnostic = 1.37 / Final = 2.44 ... +1.07

These averages lie in the range between beginning skills and proficient skills. The smallest improvement was shown for the “identifying literary elements” SLO.

For future assessments, we suggested that English 111 materials be assessed for English 110 SLOs as a way of tracking retention of skills between the two courses.

In the Spring semester, course-level meetings focused on sharing the results of this assessment, streamlining a course syllabus template, developing final exam prompts, and norming. An English 111 syllabus template has now been created, along with a document addressing frequently asked questions. Both have been posted to the Teaching and Learning Commons website. In developing final exam prompts for Spring 2014, the focus was kept on prompts that required students to respond to a critical perspective. At a final norming session of the semester, teaching faculty were reminded that the English 111 grading booklet provided a resource for grading standards in the course. Several faculty members usefully shared the challenges they had experienced and practices they used during the evaluation of final exams. Those present at this session concurred that the rubric categories outlined in the grading booklet were appropriate for evaluating exams, although they also agreed that different faculty members may weight the exam differently in terms of the overall course grade. The categories established in the booklet are: 1. Thesis/main point; 2. Development/organization; 3. Examples/evidence/support; 4. Language/diction/mechanics. The agreement upon these categories as relevant and appropriate for use in grading finals offers a promising basis for future discussions of other English 111 course artifacts and also re-establishes a set of standard criteria for ensuring common expectations and fair grading practices across English 111 course sections.

Electives

Course manager: Michael Cisco

The possibility of expanding the electives manual to become a more general English manual was transformed into a discussion of incorporating manual elements into the online Teaching Commons. A number of topics that had been suggested for the expanded manual remain available, including a guide to literary elements, a discussion of what criticism is, writing about film, writing about poetry, active reading (with notes, a marked text, rereading), and synthesis vs. consensus in secondary literature. These remain to be developed for the Commons.

Faculty also discussed the role of pathways SLOs in the development of new courses and program learning outcomes. The question of program gave rise to a consideration of disciplinarity, and this in turn prompted a best practices meeting (see below). In the meantime, the committee addressed the question of major gaps in the college's electives offerings. Proposed courses included a class that would act as a second semester follow-up to ENG 111, an "Introduction to Literature 2" course, which remains a possibility. Also suggested were an Intro Literary Studies class, a global literature class, and an American literature survey course. It was later determined that the American Survey course has already been developed, although as it was developed prior to Pathways it may require review to become Pathways-compliant. Likewise, there is already a Film and Literature of New York course (developed by Prof. Zucker), and apparently a Latino Literature course as well (developed by Prof. Justicia). Many other faculty have come forward to help develop The Novel and Black Narratives. It was noted that at least three of these four courses could be placed in the specifically U.S.-themed Pathways bucket, making up for a deficit of such courses in our current electives lineup.

It was noted too that John Jay's Criminal Justice program, which receives a sizeable number of Hostos transfer students, requires two English electives. It was decided that Prof. Cisco should reach out to John Jay and ascertain which Hostos electives might be preferred over others in this program.

The expansion of an English option to include a writing track, or possibly two writing tracks, one of which could be creative writing, was also. Faculty also considered ways in which electives courses could relieve ENG 111 of some tasks. Most faculty agreed that ENG 111 is overly broad in its requirements, and that some displacement of its tasks, in whole or even in part, into electives, would be desirable. The question of a sequence of English electives courses was raised as well, but rejected.

The theme of the second electives meeting of the fall was "Best Practices in Disciplinarity." Professors Hirsch, Hutchins and Grindley presented at this meeting.

ENG 222 Latin American Literature in Translation, ENG 202 Technical Writing, ENG 242 Writing About Music, and ENG 210 Studies in Fiction were assessed, and 222 was also developed into a writing intensive. Prof. Bollinger proposed a new elective on the graphic novel, which was reviewed by faculty before being sent on to the curriculum committee.

Other departmental activities

- Restructuring of Developmental Course Offerings

Over the course of the 2013-14 AY, department members worked closely with Dr. Donna McKusick of the County of Baltimore Community College to assess and revise the department's developmental offerings. Faculty met six times with Dr. McKusick, three times in the fall and three in the spring; there was also an initial Skype meeting with the developmental course managers and chief reader. Each meeting was attended by between ten and twenty faculty. Meetings focused on our program's strengths and weaknesses, its data outcomes, national research on effective models, and potential program restructuring to improve the outcomes of developmental English and reading students at Hostos Community College. (That last sentence is a direct quote from Dr. McKusick's final report.)

Fall meetings were primarily used to examine data from Hostos's developmental English courses to determine where our program could most improve. Throughout, Dr. McKusick stressed that she wanted to help our department find a solution that best fit our program; that Hostos's developmental program already had great strengths to capitalize upon; and that our retention and pass rates are in line with other community colleges around the nation. Together with data analysis, discussion focused on what sorts of changes the department envisioned making. Faculty mentioned combining the reading and writing courses (91 and 92), restoring learning communities, instituting a second CATW test during the semester, and developing a culturally-responsive pedagogy, among other possible improvements. Dr. McKusick noted that the main "leak" in the pipeline between developmental and college-level English was the loss of students

between completing ENG 91 and enrolling in ENG 110. She also noted, as OIR has in the past, that repeating a course (91 or 92) generally met with diminishing returns. Based on these findings, it made sense to begin by expanding our already-existing ENG 94 course. However, because expanding ENG 94 necessarily changes the populations of ENG 91 and 92, faculty noted that it would make the most sense to revise the courses together in terms of entrance and exit parameters and credit hours, and that professional development for these revised courses would be a must.

Dr. McKusick's final report makes six recommendations: (1) Expand ENG 94, and combine ENG 91 and 92 into a literacy course, possibly as part of a learning community; ENG 92 would remain the same, and data analysis should be conducted to see which developmental students might most benefit from CUNY START; (2) Class sizes should be capped at 20; (3) Students should be allowed to test preliminarily around the tenth week of the semester if they have shown proficiency; (4) A developmental coordinator or small group of faculty should be given release time to manage the department's developmental program; (5) Ongoing professional development should be conducted; and (6) The college as a whole should have a committee on developmental education, featuring not only the relevant departments, but also other key players in the staff and administration.

At this juncture, the chair has convened a committee of seven faculty representing different areas of expertise (developmental writing, developmental reading, and college-level reading) to work during June and July to create a packet of revised courses spanning ENG 91, 92, 94, and 110. The goal is to bring the packet to the department and the curriculum committee in September for discussion, revision, and approval.

- Course manager special projects: The Teaching and Learning Commons

In the 2012-13 AY, it was decided by the Chair and Deputy Chair that the department's allotted 24 hours of reassigned time might be best divided as follows: 12 for Chair, 9 for Deputy Chair, and 3 for Writing Coordinator. This was based on a recommendation made in the department's last APR (2009) to resurrect the role of Writing Coordinator. However, it was determined that the 3 hours per year remaining were wholly insufficient to support the duties of a Writing Coordinator as the position had been previously imagined, and the Course Managers/Chair were unsuccessful in re-crafting the position to function with 3 hours release from teaching. Instead, the proposal was made in the Fall 2013 semester to use the 3 hours per year for an ad hoc special project. Each fall, course managers would meet to determine a priority issue. The projects would be carried out during the spring semester by a selected faculty member.

For Spring 2014, it was decided that an on-line Teaching and Learning Commons would be a worthwhile addition to the department. Prof. Anne Rounds was selected to create and curate it. The idea of the Commons is to provide an on-line source of syllabi, readings, assignments, exercises, rubrics, and other artifacts for both students and teachers. The site is currently available, and will continue to expand as new materials are added. Because it is important for the site to be continuously updated, Prof. Rounds will become the site manager, a position in the department equivalent to a course manager.

- Junior faculty mentoring

In early April, the department held its first-ever group mentoring meeting with junior faculty. Both junior faculty and their mentors were present. Participants discussed what they expected or desired from mentoring and how the current system, which assigns a senior faculty member (mostly from the P&B) to each junior faculty, could improve. Several good suggestions came out of the meeting, including (1) a pre-employment briefing for new faculty and (2) a workshop on managing workload, both of which are on the agenda for the fall semester.

- Departmental Meeting with Success Coaching Unit

In April, about ten members of the English department met with the success coaches in the Student Lounge. The Chair presented on some FAQs about the department's programs and offerings, and then fielded questions, together with other department members, from the coaches, and vice-versa.

- Committee to discuss 4-hour 110

At the end of AY 2012-13, a committee of four faculty members was constituted to move forward with a proposal for a 4-hour ENG 110. The committee met once with the department chair early in the fall, with Deans Mangino and Cardona at the end of the fall semester, and again with the Chair in the spring semester. The committee is now in the process of crafting sample 4-hour ENG 110 syllabi. These syllabi will be examined by the summer committee working on developmental/94 restructuring. Work on this issue will continue over the 2013-14 AY.

- Starfish (Success@Hostos) pilots

The English department was uniquely selected to pilot the new Starfish system. Nine faculty volunteered to pilot the system in their sections of ENG 91 and 110 in Spring 2014.

IV. Faculty Activities and Accomplishments

Faculty publications, conference presentations, grants awarded

(Alphabetically by faculty member, complete citations)

Bernardini, Craig. "The Pond." *Zone 3* 29.2 (Fall 2013). 110-116. Print.

---. "Burning Child." *Washington Square* 13 (Summer/Fall 2013). 10-17. Print.

--- "Teaching Literature at a Community and a Four-Year College: Are They Equivalent?"
Transitions and Transactions 11 Conference, New York, NY, 25 April 2014.
Roundtable presentation.

Bollinger, Heidi. "'I ain seen shyt': Witnessing Race in the Fake Memoir." South Central
Modern Language Association, New Orleans, LA, October 2013.

- . “‘That Ain Me’: Race and the Fake Memoir.” Modern Language Association, Chicago, IL, January 2014.
- . “Autobiography and Hansberry, Lorraine.” *The Oxford Encyclopedia of American Cultural and Intellectual History*. Ed. Joan Shelley Rubin and Scott Casper. Oxford UP: 2013.
- . Rev. of *A Thousand Darknnesses: Lies and Truth in Holocaust Fiction*, by Ruth Franklin. *a/b: Auto/Biography Studies* 28.1 (Summer 2013): 171-174.
- Buchanan, Jason. “‘That’s the Twentieth-Century Spirit’: Futurama and an Economy of Trash.” *Futurama and Philosophy*. Eds. Courtland D. Lewis and Shaun P. Young. Chicago: Open Court, 2013. 23-31.
- . “Traveled Eyes: The Global Politics of Proximity in *Midnight’s Children*.” *Globalism from Below*. Spec. issue of *Studies in the Humanities* 39-40 (2014): 1-30. Print.
- . “The Home of the Tiger: Economic Speculation and the Ethics of Habitation.” *Studi Irlandesi: A Journal of Irish Studies* 3 (2013): 137-156.
- . “‘New Houses Go Up, Old Ones Come Down’: Gentrification’s Effect on Postcolonial Communal Spaces.” The Society for Comparative Literature and the Arts, Greensboro, NC, October 2013.
- Cisco, Michael. *Member*. New York: Chomu Press, 2013.
- . “Michael Cisco Reading.” H.P. Lovecraft Film Festival, Portland, OR, 13 April 2014.
- . “*The Miracle Cures of Dr. Aira*, by Cesar Aira.” International Deleuze Studies Conference, Lisbon, Portugal, July 2013.
- Dicker, Sue. “Multilingualism in New York City’s Public Spaces.” Conference of the American Association for Applied Linguistics, Portland, OR. 24 March 2014. “Linguistic Diversity in Public Spaces.” Roundtable presentation.
- (editorial assistant). *Two Worlds, One Idea: Ten Years of Correspondence between Amnesty International, Group 11 and a Ukrainian Political Prisoner Zinovii Krasivskij*. New York: Smoloskyp Publishers, 2013.
- Fabrizio, Andrea. “Women Writing Their Faith: Doctrine, Genre, and Gender in *This is A Short Relation of Some of the Cruel Sufferings (For the Truth’s Sake) of Katharine Evans and Sarah Cheevers (1662)*.” *Clio: A Journal of Literature, Philosophy, and the Philosophy of History*. Summer 2013. 309-329.
- Grindley, Carl James. *Lora and The Dark Lady*. Spokane, WA: Ravenna, 2013. Print.

- . "Selections from Lora and The Dark Lady." An Evening of CUNY Poets, Bryant Park, New York, NY, 20 May 2014.
- Grindley, Carl, Rosario, Lisanette, Flemister, Eunice, and Gampert, Richard. "Cross-Campus Collaboration and Experiential Learning at Hostos Community College." *Peer Review* 15.1 (Winter 2013): 25-27. Print.
- Hirsch, Linda. "Writing Intensively: An Examination of the Performance of L2 Writers Across the Curriculum at an Urban Community College." *WAC and Second Language Writers: Research Towards Linguistically and Culturally Inclusive Programs and Practices*. Ed. Zawacki, T. and Cox, M. Colorado Springs: WAC Clearinghouse, 2013.
- . "Issues in ESL Student Writing: Responding to the Writing of English-Language Learners: The Consortium for Critical Reading, Writing, and Thinking Conference. Featured Workshop. St. John's University: New York, 2013
- . Developmental Students and ELLs Across the Curriculum: Models of Acceleration." Conference on Acceleration, Baltimore, MD, 2013.
- Nguyen, Tram. "Porosities: Aesthetic Convergences between Stein and Beckett." *Samuel Beckett Today/Aujourd'hui* 25 (Autumn 2013): 45-57.
- . "From SlutWalks to SuicideGirls: Feminist Resistance in the Third Wave and Postfeminist Eras." *Women's Studies Quarterly* 41.3-4 (Fall/Winter 2013): 155-170.
- Phillips, Leigh. "The Good Wife." *Revolver*. (2013): n.pag. Web.
- . "The Men." *The Offending Adam*. (2013): 139.1. n.pag. Web.
- . "Old Hag." *The Offending Adam*. (2013): 139.1. n.pag. Web.
- . "On Account of Solutions." *Revolver*. (2013): n.pag. Web.
- . "Dear New York City, Learn Gentle." *Thrush*. (2013): n. pag. Web.
- . "About Sleeping Women." *Thrush*. (2013): n. pag. Web.
- . "And You Will Be Changed." *The Broken City*. (2013): 11. n. pag. Web.
- . "Sore." *And/Or*. (2013): 3. Print.
- . "Remain in Light." *And/Or*. (2013): 3. Print.
- . "On Account of Not Wanting to Stay Still." *And/Or*. (2013): 3. Print.
- . "Poets Wednesday: Featuring Leigh Phillips." The Barron Arts Center. August 14, 2013,

Woodbridge, NJ.

- Rice-Gonzalez, Charles. "Deep Salvage." Reading, KGB Bar, New York, NY, 6 Feb. 2014.
- . "Deep Salvage." AWP Conference. Seattle, WA, February 2014.
- . "Excerpts from *Chulito*." Uptown Reading Series at SOH. New York, NY, 16 Mar. 2014.
- . "Exploring Queer Boyhood." The Rainbow Book Fair, New York, NY, 29 Mar. 2014. Panelist.
- . Talk and reading from *Chulito*. City College English Department, New York, NY, 7 Apr. 2014.
- . Lecture, *Chulito*. Raritan Valley Community College in Raritan Valley, NJ, 9 Apr. 2014.
- Rounds, Anne. "'I Have a Dream' Speech." *Multicultural America: A Multimedia Encyclopedia*. Ed. Carlos E. Cortes. Thousand Oaks, CA: SAGE Publications, Inc., 2013. 1124-26. Print.
- . "Deviant Temporality: Frank O'Hara's Elegy as Encore." Playing in Time: Temporality in Performance and Performing Arts, International Vocal Arts Workshop, Jeunesses Musicales Croatia. Grožnjan, Croatia. 18 June 2013.
- . "Janus-Faced Virtuosity: Frank O'Hara and Hart Crane." *Hart Crane Roundtable: Critical and Editorial Perspectives*. American Literature Association 25th Annual Conference, Washington D.C. 24 May 2014.
- . "An Evening of CUNY Poets." Curated and hosted poetry reading at the Bryant Park Reading Room (Word for Word Poetry Series), New York, NY. 20 May 2014.
- . "Word For Word Poetry with Willow Books (Randall Horton, Alan King, Tony Medina, Rachel Eliza Griffiths)." Bryant Park Blog (2013): n. page. Web. 4 June 2013.
- . "'It's In Your Nature': 'Blurred Lines' and Trayvon Martin." *Feministing* (2013): n. page. Web. 24 July 2013.
- . "Flight." *Coldnoon: Travel Poetics 2.4* (September 2013): 62. Print.
- . "7th Avenue South." *Coldnoon: Travel Poetics 2.4* (September 2013): 64. Print.
- . "South Ferry." *Coldnoon: Travel Poetics 2.4* (September 2013): 65. Print.
- . "Blink." *Coldnoon: Travel Poetics 2.4* (September 2013): 66. Print.
- . "Gradual." *Hartskill Review* 1.1 (Spring 2014): 1. Print.

---. "Practice." *Hartskill Review* 1.1 (Spring 2014): 2. Print.

---. "Orpheus redux." *New Writing* 11.1 (March 2014): 47. Print.

Sharma, Maya. "Lilith's Force as a Catalyst in the Romantic Revolution: a Re-examination of Coleridge's Poem 'Cristabel'." Community College Humanities Association, Louisville, KY, 25 October 2013.

---. "A Little Light Theory." Transitions and Transactions 11 Conference, New York, NY, 25 April 2014.

Zucker, Elyse. "The Unconscious as Emperor: Projective Identification in Eugene O'Neill's *The Emperor Jones*." Catharsis and Projection: a Roundtable on Non-Oedipal Psychologies and a Doll Making Workshop. New York, NY. 3 December 2013. Individual paper.

---. "Urban Life in *The Emperor Jones*." *Modern Language Association Annual Convention*. Chicago, Il. 11 January 2014. Individual paper.

---. "Utilizing Service Learning in Expository English Classrooms." CUNY Best Practices in Reading/Writing Instruction. Long Island City, NY 2 November, 2013. Individual paper.

---. "Teaching Literature and Psychology to Promote Interdisciplinarity, Diversity and Depth." CCHA 2013. Louisville, KY, 25 October 2013. Individual paper.

---. "Looks, Looking and Layers of Language: A Pre-Oedipal Reading of Charlotte Bronte's *Jane Eyre*." 30th International Conference on Psychology and the Arts, Porto, Portugal, 29 June 2013. Individual paper.

---. "Making Connections between Ecological Processes, our Egos and Our Oikos." ASLE Tenth Biennial Conference. Lawrence, KS, 1 June 2013. Individual paper.

---. "Acting as a 'Good Enough' Instructor: Implementing Psychoanalytic Theories of Pedagogy in a Literature and Psychology Class." Transitions and Transactions 11 Conference, New York, NY, 25 April, 2014. Individual paper.

---. "Narcissism and Mechanical Reproduction: A Psychoanalytic Reading of the Contemporary Concepts of Mechanical and Technological Reproduction as Viewed through the Lens of Nathaniel Hawthorne's "The Artist of the Beautiful." *Community College Humanities Review*, Vol 32 No 1. Fall 2012. [in print 2013]

Zucker, Elyse and Sue Dicker. "From Teacher to Student: Teaching Adjunct Faculty How To Teach Our Students." NEA Learning and Leadership Grant, 15 October, 2013.

Zucker, Elyse, Lizette Colon and Lisanette Rosario. "Community, Career and Curriculum Connections." *10th Annual CUNY CUE Conference*. Long Island City, NY, 2 May, 2014. Group Presentation.

Zucker, Elyse, Sandy Figueroa and Petal Leu Wai See. "Service Learning: Implementation Across the College." *Tri-State Best Practices Conference*. Meadowlands, NJ, 1 March 2014. Group presentation.

Assessment Outcomes and Activities

Course and program assessment activities

For a report of assessment activities for ENG 111 Literature and Composition, see the report of the ENG 111 course managers above.

In addition to ENG 111, three electives were assessed for course-level objectives over the 2013-14 AY: ENG 202 Technical Writing (Prof. Grindley), ENG 222 Latin American Literature in Translation (Prof. Cisco), and ENG 210 Studies in Fiction (Prof. Bernardini).

ENG 242 Writing About Music was assessed for Gen Ed competencies (Prof. Rounds).

Use of student evaluations for course improvement (examples: revised syllabi, etc.)

As noted last year, response rates since the move to electronic evaluations are by and large too low to warrant use for assessment purposes. Only peer observations and student complaints are now used to flag full- and part-time faculty for mentoring and follow-up.

Results from any student or faculty surveys on program or unit

N/A

VI. Facilities and Resources

Space: report on all activities related to space (new furniture, floors, renovations, classroom redesign, faculty offices, new equipment, labs etc.)

At the beginning of the Fall 2013 semester, based on experiences with and advice regarding Prof. Perry, Prof. Moses was given an office in the English department, as befits the Writing Center Director's administrative role. At the end of the Fall 2013 semester, the P&B met to discuss faculty space issues, and made the following changes: (1) Prof. Buchanan was office'd with Prof. Robertson, and newly-appointed Distinguished Lecturer Prof. Rice-Gonzalez was given Prof. Buchanan's old office. (2) Prof. Phillips moved to Prof. Diaz's (emeritus) old office, and Prof. Singh (emeritus) took over that space/desk, which she now shares with Prof. Hutchins. (3) Prof. Ritzer relocated to B345, freeing up needed space in B339 for Profs. Bollinger, Rounds, and Nguyen. (4) Prof. Sharma will take over Prof. Blanding's new office at either the end of the spring semester or at the end of the summer.

The department is in the process of finding office space for three newly-appointed faculty, not including Prof. Moses. The plan is to move the emeritus desk into Prof. Rice-Gonzalez's office, and to house two of the new faculty with Profs. Hutchins and Phillips. The third faculty member will either receive Prof. Sharma's old office or Prof. Blanding's office, depending on when (and if) Prof. Sharma relocates to the fifth floor.

The department's greatest space challenge continues to be the Writing Center, which is not large enough to accommodate the number of students served, nor to facilitate the level of privacy students require for effective tutoring. Although space issues have been partly ameliorated by the use of break-out spaces in HALC, securing sufficient Writing Center space in the midst of growing enrollment remains one of the most significant challenges of the department. Student dissatisfaction with the Writing Center largely stems from not being able to get in to see a tutor. The Center operates at 93% utilization; even were it to see an increase in budget to be able to hire more tutors, there would not be sufficient space to accommodate them. In conversation with Deans Mangino and Cardona, a computer-oriented writing lab has been suggested. This could certainly alleviate some of the space issues in the Writing Center, and provide services that will be useful to students, but is not a long-term solution to the space problem.

Faculty continue to be trained in the use of smart rooms, and will be continuing to utilize these rooms on the fifth floor of the B building during the next academic year. As such, competition for smart rooms and other resources, such as multimedia carts, will continue to grow. Happily, Prof. Rounds, in her role as a departmental Ed Tech representative, helped to secure funding for an additional multimedia cart.

Assignment to A-building classrooms is an ongoing problem for faculty, as these classrooms are the most remote from English department offices. The problem has been compounded by the poor quality of some of these classrooms in terms of acoustics, lighting, and teaching facilities. These problems have been partly alleviated by sound boards and other improvements, but faculty continued to complain about the A rooms this semester, including A-242A and A-158 for poor soundproofing, A-238 for poor lighting, and A-159 for poor internet connection (though the internet issue in the A building goes beyond the first two floors).

Budget Report

Total OTPS for fiscal year FY:	[pending]
Total CA expenditures for FY:	\$31,822.35
Total Adjunct and Multiple Position expenditures for FY:	\$415,554.81
Non-teaching expenditures for FY:	\$24,731.85
Overall total	\$495,281.26*

* This number includes both summer 2013 and 2014, since the budget report does not disaggregate June and July figures.

VII. Special Initiatives and Activities

Report on any special events and activities of note

Honors Convocation

At the Spring Honors Convocation, the English Department conferred Awards for Excellence to three students whose academic performance in English courses has been outstanding. These awards recognize superior performance in required composition courses plus at least one English elective. The winners were: Eric Stewart (gold medal, \$450), Kayly LaCroix (silver medal, \$350), and Georgia Seymour (bronze medal, \$200). In addition, three students received awards from the Garcia Marquez Room and *South Bronx Review* (Prof. Hubner): Eddine Baret, Ryan Bannon, Gia Hamilton, and Camille Stanford.

In addition, the Women's and Gender Studies Option recognized academic excellence in Women's and Gender Studies with awards (see report above).

The English Club

The English Club was established in the spring of 1998 by Dr. Dorothy Pam and Maya Sharma. At its inception, the stated purpose of the club was: to provide social and educational, cultural and creative activities which promote interest and strengthen our students' abilities in the English language. The main objective is to establish the study of English as a major student activity by encouraging students to join and have fun with varied programs of activities. The club's vision has always been to provide formal and informal opportunities for intellectual and creative exchange between students and faculty in the departments of English and Language and Cognition.

This AY 2013-2014, the club continued to work toward expanding its activities. The club collaborated with the Hostos 175th Anniversary in including the works of Eugenio María de Hostos in its annual Dramatic Reading. In order to do this, club members selected from among Hostos' Spanish creative works, and had them translated into English (courtesy Orlando Hernandez). Students then were able to choose their favorites from among these to read at the Dramatic Reading.

The Fall Celebration of Student Poets was held November 7th 2013 in the Savoy Multi-Purpose Room with twenty-four students presenting original poems. The Spring Dramatic Reading Competition was held April 10th 2014 in the Savoy Multi-Purpose Room with twenty-five students presenting. As with the Fall Celebration, students prepare in bi-weekly meetings, and the club publishes students' reading selections in a magazine.

The club's formal events showcase students' communicative and artistic strengths. The club's informal workshops prior to formal events provide students with venues outside the classroom in which to engage with faculty and peers as they develop and sharpen public speaking skills—essential for the large population of English Language Learners at Hostos.

Faculty Reading Series

Thanks to the initiative of Profs. Italia and Weiser, two faculty reading were held for the first time since Prof. Kathleen Kane's tenure as Chair (2004-6). The December 2013 reading was dedicated to creative writing, with Profs. Grindley, Rounds, Phillips, Italia, Weiser and Hubner reading selections of their works. The May 2014 reading focused on critical and expository writing, with participation from Profs. Bollinger, Rounds, Healey, Sharma, and Hughey-Wiley. A closing poem was read at the spring event by Prof. Italia.

VIII. Summary Statement and Goals for the Coming Year

Include specific challenges or opportunities for the current year in a summary statement, and bulleted goals for the coming year.

We are (exhaustedly) happy to have completed four new job searches and look forward to the new ideas and perspectives that these faculty members will bring. We are also pleased to have had an opportunity to re-examine our developmental curriculum, as per the Operational Plan, under the leadership of Dr. Donna McKusick. Finally, we are excited about the opportunities created for the department and HCC students through reviving/revising the English option.

A continuing challenge facing the department is a shift in the courses with the highest number of sections: a shift away from developmental courses and towards upper-level courses. One repercussion of this shift is an increase in the number of courses faculty must teach to reach 12 and 15 contact hours, since only ENG 91 is currently a six-hour course. Since most of our courses are writing courses, this will increase the number of student papers faculty must read as well as the number of students they must serve both inside and outside the classroom.

Another challenge is that faculty are facing more behavioral issues in the classroom as a result of the college's growing proportion of younger students. The departmental discussion on civility at the end of the Fall 2013 semester was well-regarded, since each of the several faculty members who had faced this challenge individually had believed it to be only "their" problem. We look forward to following up on this issue as the need arises, with the assistance of Dean Gomez.

Finally, as noted above, plagiarism seems to be an ever-growing problem. Hostos is hardly alone in this, but it is up to us as an institution (faculty and administration) to find ways to effectively address the issue (see departmental meetings report above and goals below).

Goals for 2014-2015 in response to goals of previous academic years

This section consolidates completed and continuing goals for the 2012-13 and 2013-14 academic years.

- Pursue articulation agreements for majors in English and Women's and Gender Studies: This is in progress. (See WGS and curriculum committee reports above.)

- Continue to ensure consistency and rigor across multiple sections of the same course: Ongoing. The goal of cross-reading ENG 110 exams has been put on the back burner for the moment, while we focus on program restructuring—although cross-reading could become a recommendation by the committee working on said restructuring this summer. In the meantime, course managers have led norming sessions in ENG 110 and 111 meetings. In addition, Profs. Dicker and Zucker have received a grant to run composition (110) pedagogy workshops for adjuncts, which will be taking place this June. This is another way to help ensure consistency, since ENG 110 is our most heavily-adjunctified course.
- Continue to develop smoother transitions from lower-level to higher-level courses, by refining sets of learning objectives in each course to prepare students for the next one and by continuing to develop guidebooks for instructors and students at each level: Ongoing. The Teaching and Learning Commons partly addresses this goal, by at least consolidating in one place handbooks for all levels. This should be an agenda item for a course managers’ meeting in the fall.
- “Faculty Expectations, Tutor Realities” on tour. As was noted in last year’s YER, this would be more viable than resuscitating the department’s inquiry group. In hindsight, it might be best to subsume this goal under a larger Writing Center-oriented goal: to increase faculty interaction with the Writing Center, something Prof. Moses and I have discussed as one of our main goals for next year.
- Develop workshops for students in electives. Now that other, more critical issues in the Writing Center have been settled, it may be time to revisit this over the 2014-15 AY.
- Track the use of Internet technology in English courses. My understanding is that this is being addressed outside the department.
- Explore the possibility of adjunct mentoring and reviving the position of evening coordinator. Group adjunct mentoring is being coordinated through Profs. Dicker and Zucker’s workshops. It would be worth going back to individual adjunct mentoring; this was briefly done around 2010, and then stopped, for no other reason than overall busy-ness. As for the evening coordinator: it seems less important as evening enrollment has decreased somewhat, particularly at the developmental level, and reassigned time is scarce. I think a developmental coordinator would be a more efficient use of resources, as per Dr. McKusick’s report.
- Continue to work with Prof. Laskin in the Library to establish information-literacy workshops appropriate for each course. Ongoing. This has been an extremely tough nut to crack. In an ENG 110 meeting, faculty were unable to come to consensus about the most effective use of library workshops. However, it was decided that “Know Your Library” should be added to the list of required workshops for ENG 110, as per Prof. Laskin’s suggestion.
- Continue to facilitate the reappointment/tenure/promotion process by continuing to develop guidelines for mentoring junior faculty, facilitating the development of portfolios, and conducting annual evaluations. The department P&B is committed to this goal. All junior faculty and most senior faculty are evaluated every year. We welcome the opportunity to revise our reappointment guidelines, , since many of our recently hired faculty members engage in the publication of creative work—poetry and short stories—which has not previously been taken into account in our

- guidelines. However, the last academic year proved to be so busy that we were unable to undertake it. It is most definitely on the agenda for the 2014-15 AY, likely Spring 2015. As for mentoring: every junior faculty member is assigned a senior mentor, and for the first time this spring we had a group mentoring meeting, which helped to create an agenda for the upcoming year. In addition, the department P&B has always been assiduous about providing feedback on faculty portfolios.
- Revive the learning communities we lost with the dropping of the LIBRA program. This is supported by the 2011-16 Strategic Plan to prioritize a rethinking of developmental writing. This may become part of our proposed revised developmental structure for ENG 91/92, so it is most definitely on the agenda.
 - Expand ENG 94, a very successful course. This is the core of our developmental revision, as put forward by consultant Donna McKusick, for accelerating student progress. (See above.) While a committee is working on developmental restructuring this summer, I will meet with the registrar's office and the Success Coaches to determine the best way to increase 94 enrollment in Fall 2014.
 - Expand electives. The department revisited several courses that had been previously tabled, including ENG 237 Reading Film and ENG 238 Peer Tutoring, as well as two new ENG 250 Special Topics courses, New York Literature and the American Dream and The Graphic Novel. Electives offerings has stabilized at about 11-12 offerings per semester (including courses reserved for special cohorts, like the dual degree in engineering, Early College, and, for the first time in spring, Criminal Justice majors), allowing more students to take English electives and more faculty to teach them. Based on enrollment figures, writing-intensive designation, and the proposed option, the college could probably stand to offer 1-2 more English electives per semester.
 - Formalize and expand tutor training initiatives. This was addressed during the 2013-14 AY and will continue to be formalized.
 - Continue to seek adequate space and staffing for the Writing Center. Ongoing.
 - Assess performance of Writing Center. A full-year assessment of the Center was conducted during the 2013-14 AY. The final report is pending.
 - Continue to develop new workshop curricula tailored to individual cohorts. Ongoing. Faculty Fellow Andrea Fabrizio and Prof. Moses worked to recraft the Queensborough Community College curriculum to make it appropriate for Hostos students, leading (possibly) to an increased pass rate. Also, in the summer of 2013, a committee of four faculty was constituted to develop a curriculum for multiple repeaters in reading. The curriculum was debuted last July; last fall, Profs. Fabrizio and Martinez worked together to make the curriculum more easily accessible to new instructors. (See Writing Center report above.)
 - Schedule a mid-semester CATW for ENG 91 Core English students. This is part of our developmental revision agenda.
 - Increasing ENG 110 to 4 hours. Ongoing; see "other departmental activities" above.
 - Revive faculty reading group. Completed.
 - Continue to organize and direct departmental assessment activities. Ongoing (see above).
 - Reviving the Writing Coordinator position, one of Marcia Babbitt's recommendations based on her campus visit and the 2009 Academic Program Review, was transformed into course manager-directed special projects. (See above)

- Improve placement. Conversations have begun with the Chair of Language and Cognition, Prof. Karin Lundberg, and faculty involved in placement, Profs. Tere Justicia and Isabel Feliz. This was put on the back burner, but needs to become a priority item. It is particularly crucial after the spring suffered from more than 30 ESL students who were misplaced into English classes.
- Revive English Honor Society. This may need to go on the back burner again, given the number of other goals listed.
- Writing Center Committee: Needs to be restructured and its mandate revised in Fall 2014.

New goals for AY 2014-15

- Present packet of course revisions. This goal potentially consolidates four old goals—mid-semester CATW testing, expanded ENG 94 enrollment, revived learning communities, and the 4-hour ENG 110—based on the department’s experience with consultant Donna McKusick, whose leadership served as an impetus for re-examining our course offerings to make them more coherent. As noted, a committee will be working on this during the summer of 2014, with the goal of bringing the new course packet to curriculum and the college in the Fall 2014 semester.
- Effectively manage transition to new developmental structure. To effect a smooth transition in developmental education, a small team of faculty experienced in teaching developmental courses will be appointed. At the end of said transition—an unspecified period of time—a developmental coordinator or small team of such coordinators will be appointed.
- More effectively combat plagiarism. At the first spring departmental meeting, faculty discussed ways to combat the growing problem of plagiarism. Among several good suggestions made, two rise to the level of departmental action. The first is to establish a file within the department of students who plagiarize. This would allow faculty to easily determine if they have a student in their class who plagiarized in a previous class. Such records are important for both the faculty and the college to be able to sanction repeat offenders. Second, an ad hoc committee will be created to draft a departmental policy on addressing plagiarism.
- Identify doctorate-granting institutions, special interest groups, and professional associations to utilize as recruitment sources to increase the number of faculty in underutilized areas. These are provisions in the diversity plan that the department did not address this academic year.
- Replace department display case. When the fifth floor of the B building was renovated, the department lost the display case which advertised departmental events and achievements (e.g., recent publications, dramatic reading, etc.). A new display case would not only restore this, but also enable the department to exhibit the diversity of its faculty and students, one of the provisions in the diversity plan.

OAA 5/23/2017

Appendix 12:
Faculty Diversity Strategic Plan, 2013-2018



Hostos Community
College

**2013-2018 Hostos Community College
Faculty Diversity Strategic Plan**

**Prepared by:
Office of Academic Affairs
and Office of Compliance and Diversity**

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of
New York



2013-2018 HOSTOS COMMUNITY COLLEGE FACULTY DIVERSITY STRATEGIC PLAN

At Eugenio María de Hostos Community College, we take great pride in the College's historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds. We are committed to maintaining an inclusive work and learning environment, providing equal opportunity, and advancing diversity. As stated in the Hostos Community College 2011-2016 Strategic Plan, one of our core values is Community Building. This central value states:

We believe our college's primary strengths are embedded in our diverse, multicultural, and historic community roots. We are inspired by our community origins and our mission, and seek to embrace its spirit every day.

The mission of 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.

To achieve this mission and to maintain the College's enduring legacy of Community Building, we believe that it is crucial to attract and retain an innovative, talented, and *diverse* faculty corps, and provide it with a respectful and inclusive environment in which to thrive. As part of the College's diversity efforts, Hostos Community College's 5-year Faculty Diversity Strategic Plan (2013-2018) focuses on continuously improving in three (3) goal areas: (1) recruitment, (2) retention, and (3) climate for our faculty members, including those from underrepresented groups. This Plan includes action steps that will enhance efforts to improve recruitment, retention, and climate for all of our faculty members, and for the entire campus community.

The College would like to acknowledge and thank the following faculty members for their service to this endeavor:

Carmen Coballes-Vega, Provost and Vice President for Academic Affairs

Alice Welt Cunningham, Assistant Professor, Mathematics Dept.

Andrea Fabrizio, Assistant Professor, English Dept.

Eunice Flemister, Lecturer, Education Dept.

Nelson Nuñez-Rodríguez, Associate Professor, Natural Sciences Dept.

Jennifer Tang, Assistant Professor, Library

FACULTY DIVERSITY STRATEGIC PLAN

Goal 1: Recruitment

Strategy #1 - Establish linkages with doctoral granting institutions that award significant numbers of PhDs to members of diverse groups to build relationships in the pre or early career stage.

Action Items: short term (Years 1 and 2)

- a. Academic Departments identify doctoral granting institutions to utilize as a recruiting source for faculty.

Timeline: Years 1 and 2

Assessment measures: Departments identify at least 3-8 sources.

- b. Each department with underutilization identifies special interest groups and professional associations to utilize as a recruitment source.

Timeline: Years 1 and 2

Assessment measures: Departments identify at least 3-5 sources.

- c. Create database of recruiting sources identified in Strategy #1.a and b (see above).

Timeline: Year 2

Assessment measures: Database of recruiting sources identified in Strategy #1.a and b is created.

- d. Recruiting sources, special interest groups, and professional associations referred to in Strategy #1.a, b, and c (see above) reviewed to assess impact on diversity and recruitment.

Timeline: Year 2

Assessment measures: Human Resources Department (HR) identifies a tool to obtain information from new hires about where they heard about the College position for which they were hired.

- e. The Office of Compliance and Diversity (OCD) identifies an organization for people with disabilities and an organization for veterans as a recruiting source for faculty.

Timeline: Year 1

Assessment measures: OCD identifies at least one organization for people with disabilities and one organization for veterans.

- f. The College's Chief Diversity Officer attends seminars on diversity and recruitment.
Timeline: Years 1 and 2
Assessment measures: College Chief Diversity Officer attends at least one seminar on diversity and recruitment per academic year.

Action items: long term (Years 3 – 5)

- a. Update database (see Strategy #1.c above) that identifies recruiting sources that would help increase diversity efforts.
Timeline: Years 3-5
Assessment measures: OCD and Office of Academic Affairs (OAA) continue to review and update recruiting sources.
- b. Based on unmet goals, build on needed strategies.
Timeline: Years 3-5
Assessment measures: OCD, OAA, and College Diversity Committee review and assess strategies and plan additional future steps and goals toward increasing faculty diversity.

Strategy #2 - Incorporate the comprehensive guidelines of the Office of Recruitment and Diversity's (ORD) search "tool kit" (released in 2013) into campus search procedures.

Action Items: short term (Years 1 and 2)

- a. The OCD reviews/monitors recruitment plans to ensure that search committees are diverse before searches are approved.
Timeline: Years 1 and 2
Assessment measures: All search committees screened for diversity and provided information about underutilization.
- b. The OCD and HR conduct CUNYfirst Talent Acquisition Management (TAM) training for search committees.
Timeline: Years 1 and 2
Assessment measures: All search committees initiated in TAM training.
- c. Develop College search guidelines that incorporate the ORD's "tool kit."
Timeline: Year 1
Assessment measures: OCD develops College search guidelines that incorporate ORD "tool kit."

- d. The OCD collaborates with other CUNY Chief Diversity Officers to consult on best practices.

Timeline: Year 1

Assessment measures: OCD holds monthly conference calls with other University Chief Diversity Officers.

Action items: long term (Years 3 – 5)

- a. The OCD collaborates with Provost's Office for on-going review and improvement of search process for faculty searches.

Timeline: Years 3-5

Assessment measures: The OCD and Provost's office confer on on-going basis regarding best practices to improve faculty search process.

- b. HR and OCD work with OAA to make continuous improvements on CUNYfirst and TAM training for faculty.

Timeline: Years 3-5

Assessment measures: HR and OCD confer with Provost's Office on on-going basis regarding best practices to improve TAM training for faculty.

Strategy #3 - Design job descriptions to attract the broadest pool of qualified candidates.

Action Items: short term (Years 1 and 2)

- a. The OCD, Provost's Office, and academic departments work together on designing job descriptions that attract a qualified and diverse applicant pool.

Timeline: Years 1 and 2

Assessment measures: The OCD, Provost's Office, and department heads collaborate that design job descriptions to attract a qualified and diverse applicant pool.

- b. Advertise faculty positions in various ethnic newspapers/publications.

Timeline: Year 2

Assessment measures: The College advertises faculty positions in at least 2 ethnic newspapers/publications.

- c. Create pamphlet, brochure, and/or webpage that highlights attractive features of working at Hostos Community College (“Working at Hostos” initiative - e.g. transportation accessibility; part of CUNY system; local attractions such as Yankee stadium, Bronx Botanical Gardens, housing, child care, etc.) and that showcases diversity of College (See also Goal: Climate, Strategy #2.c – short term).

Timeline: By the end of Year 2

Assessment measures: OAA, OCD, and Institutional Advancement Dept. collaborate to create pamphlet, brochure, and/or webpage entitled “Working at Hostos.”

Action Items: long term (Years 3 – 5)

- a. Develop a webpage link to place on job advertisements that provides a virtual tour of campus/academic departments.

Timeline: Years 4 and 5

Assessment measures: A webpage link is developed that provides a virtual tour of campus/academic departments.

- b. Review job descriptions and make adjustments to improve recruitment.

Timeline: Years 3-5

Assessment measures: The OCD, HR, Provost’s Office, and academic chairs continue to review and revise job descriptions for improved recruitment outreach.

FACULTY DIVERSITY STRATEGIC PLAN

Goal 2: Retention

Strategy #1 - Create innovative mentoring programs for untenured faculty which include the essential components of ongoing evaluation measures that foster continued professional development.

Action Items: short term (Years 1 and 2)

- g. Academic departments develop new faculty mentoring plans, specifying goals and monitoring efforts and expected results.

Timeline: Completed by end of Year 2

Assessment measures: All 10 departments have fully functioning mentoring programs with mentoring plans, goals, and expected results established.

- h. Schedule at least two opportunities per semester for department mentoring teams (mentors and mentees) to meet.

Timeline: Year 1 (Fall: 1 department meeting and 1 individual meeting; Spring: 1 department meeting and 1 individual meeting).

Assessment measures: All 10 academic departments hold mentoring meetings. Surveys to be completed to assess program.

- i. Establish mentoring opportunities by grant-winners to share planning strategies with new faculty (1st – 3rd year faculty members).

Timeline: Year 1

Assessment measures: The Office of Academic Affairs (OAA) conducts one workshop per academic year.

Action items: long term (Years 3-5)

- a. Review mentoring programs and make adjustments for improvement.

Timeline: At beginning of Year 3 and Year 5

Assessment measures: Surveys of participants conducted and focus groups established to assess met and unmet goals. The College hires consultant to assess strategies for on-going improvement (Year 5).

- b. Conduct and assess exit interviews.

Timeline: Year 3 and on-going

Assessment measures: Human Resources Dept. (HR) assesses and reports on any significant patterns concerning diversity.

Strategy #2 - Continue and improve phased orientation program for faculty which includes delineation of what one needs to accomplish to obtain tenure and promotion.

Action Items: short term (Years 1 and 2)

- e. Initiate development of diversity focus groups.
Timeline: Year 2
Assessment measures: OAA creates at least 3 focus groups

- f. Provide orientations on portfolio preparation for tenure and promotion.
Timeline: Year 1
Assessment measures: College's Center for Teaching and Learning (CTL) conducts one orientation on tenure and one orientation on promotion for all interested faculty. Surveys of effectiveness to be conducted.

- a. Chairs communicate to junior faculty in their respective departments the availability of College and University professional development opportunities.
Timeline: Year 1 and on-going
Assessment measures: Attendance of faculty to be tracked by departments.

- g. HR, the Office of Compliance and Diversity (OCD), and Executive Counsel/Labor Designee's Office conduct various training that includes legal and faculty contract information pertaining to tenure and promotion for Academic departments.
Timeline: Year 1 and on-going
Assessment measures: At least one training session conducted in Years 1 and 2. Surveys of effectiveness of training to be conducted.

Action items: long term (Years 3-5)

- a. Conduct survey of effectiveness of diversity focus groups and make adjustments for improvement.
Timeline: Year 3
Assessment measures: Conduct and assess surveys of members of diversity focus groups to make improvement and adjustments as needed.

- b. HR, OCD, and Executive Counsel/Labor Designee's Office continue to conduct various training that includes information pertaining to tenure and promotion for Academic departments.
Timeline: Year 3 and on-going
Assessment measures: At least one training session conducted in each of Years 3-5. Surveys of effectiveness of training to be conducted.

Strategy #3 - Identify Hostos and University-wide resources to support faculty teaching, scholarship, and service.

Action Items: short term (Years 1 and 2)

- d. Departments gather and disseminate information regarding scholarly interests and centralize faculty resources.
Timeline: Years 1 and 2
Assessment measures: By the end of Year 2, a Faculty Resource directory website, which provides profiles on faculty members who have scholarly interests in areas of diversity, will be created with cross-links to OCD, OAA, and CTL websites.
- e. Centralize information on professional development opportunities and professional accomplishments (including grants, awards, fellowships, and publications).
Timeline: Year 2
Assessment measures: By end of Year 2, a directory/database is created and posted on College CTL website.
- f. Use CUNY resources to identify diversity-related resources and publications.
Timeline: Year 1
Assessment measures: College Library identifies diversity-related resources and publications.
- g. Information about CUNY resources that support and advance diversity (e.g. the Center for Lesbian and Gay Studies; the Asian American/Asian Research Institute; the John D. Calandra Italian American Institute; the Center for Puerto Rican Studies; the Dominican Studies Institute; and CUNY's Women's Centers, etc.) is disseminated to faculty members. (See also Goal: Climate, Strategy #3.b – short term)
Timeline: Year 1 and on-going
Assessment measures: College Library disseminates information on CUNY resources to all faculty, including adjuncts.
- h. OAA invites the Hostos and Central Office Chief Librarians to speak about Hostos and University library resources pertaining to diversity (See also Goal: Climate, Strategy #3.c – short term).
Timeline: Year 1
Assessment measures: OAA holds one presentation by Hostos and CUNY Chief Librarians. Attendance and surveys of effectiveness of presentation to be conducted.

Action items: long term (Years 3-5)

- a. Develop research networks within Hostos Community College and identify such networks within CUNY and beyond to foster cross-collaboration of diverse faculty with similar research interests such as African-American literature, Women's Studies, and social justice issues.

Timeline: Years 3-5

Assessment measures: By end of Year 3: a directory of CUNY research networks and outside networks will be established for cross-collaboration on diversity matters. Years 4 and 5: OAA tracks collaboration between Hostos faculty and research networks.

- b. Develop data base for diversity (as well as for discipline-based) scholarly resources (e.g., African-American literature; Women's Studies, etc.)

Timeline: Years 3-5

Assessment measures: Database of scholarly resources is created.

FACULTY DIVERSITY STRATEGIC PLAN

Goal 3: Climate

Strategy #1 - Create and support opportunities that facilitate dialogue and engagement among faculty to advance inclusion and a welcoming environment.

Action Items: short term (Years 1 and 2)

- j. Hold workshops on diversity for faculty.
Timeline: Year 1
Assessment measures: The College's Center for Teaching and Learning (CTL) holds at least one workshop on diversity for faculty during the academic year.
- k. Invite CUNY grant officers to speak at workshops about opportunities to apply for grants that advance diversity and inclusion.
Timeline: Year 1
Assessment measures: The Office of Academic Affairs (OAA) invites grant officers to at least one workshop on grant applications during academic year.
- l. Provost hosts a welcoming breakfast for new faculty (1st and 2nd year) during the Fall semester.
Timeline: Year 1
Assessment measures: Provost's Office hosts a welcoming breakfast for all new faculty during Fall semester.
- m. Increase visibility of diversity on campus bulletin boards, website, etc.
Timeline: Year 1
Assessment measures: Academic department bulletin boards and websites feature the diversity reflected in the College community.

Action items: long term (Years 3 – 5)

- a. Continue workshops on diversity for faculty and conduct evaluations for on-going improvement.
Timeline: Years 3-5
Assessment measures: OAA holds at least one workshop on diversity for faculty during academic year. Evaluations to be conducted and evaluated for on-going assessment.

- b. The Office of Compliance and Diversity (OCD) reviews and revises OCD website on on-going basis.

Timeline: Years 3-5

Assessment measures: OCD reviews and revises website on on-going basis.

- c. Create program to celebrate achievements in diversity and inclusion in departments and units.

Timeline: Years 3-5

Assessment measures: Year 3: OAA establishes working group to discuss ways to highlight achievements in diversity and inclusion. Years 4-5: OAA implements ways to celebrate diversity and inclusion.

- d. Conduct and assess surveys on climate.

Timeline: Years 3-5

Assessment measures: Year 3: Human Resources Dept. (HR), OAA Institutional Research Unit, and OCD plan methodology of survey. Year 4: Survey on climate conducted for full-time faculty. Year 5: HR, OAA, and OCD analyze results of survey.

Strategy #2 - Continue, expand, and institutionalize college-wide dialogue and collaboration on diversity issues between academic departments and campus wide offices.

Action Items: short term (Years 1 and 2)

- h. The OCD conducts Equal Employment/Education Opportunity (EEO) training for chairs and coordinators.

Timeline: Years 1 and 2

Assessment measures: OCD trains all academic chairs and coordinators. Surveys to be conducted to assess for future needs/improvement.

- i. Information about the Service for Students with Disabilities (SSWD) Center communicated to all faculty.

Timeline: Years 1 and 2

Assessment measures: Each semester, all faculty receive information about SSWD.

- j. OAA, OCD, and Institutional Advancement Dept. collaborate on creating pamphlet, brochure, and/or webpage that highlights attractive features of working at Hostos Community College ("Working at Hostos" initiative - e.g. transportation accessibility; part of CUNY system; local attractions such as Yankee stadium, Bronx Botanical Gardens, housing, elder care, child care, etc.) and that showcases diversity of College (See also Goal: Recruitment, Strategy #3.c – short term).

Timeline: By the end of Year 2

Assessment measures: OAA, OCD, and Institutional Advancement Dept. create pamphlet, brochure, and/or webpage entitled "Working at Hostos."

- k. Disseminate information on Hostos and University resources that foster better working environment (e.g. Wellness Center services, Employee Assistance Program, etc.) to all faculty.

Timeline: By the end of Year 2

Assessment measures: HR provides information on College and University resources to all faculty as part of "Working at Hostos" initiative to foster better working environment (see Strategy #2.c (above)).

- l. Change name of "Affirmative Action Committee" to "Diversity Committee."

Timeline: Year 1

Assessment measures: Change of name communicated via College governance.

Action items: long term (Years 3 – 5)

- c. The OCD continues EEO training for Academic departments, including all full-time, permanent faculty. All faculty, including adjuncts, will take on-line sexual harassment training.

Timeline: Years 3-5

Assessment measures: All full-time faculty will take EEO training; all faculty, including adjuncts, will take on-line sexual harassment training. Surveys to be conducted to assess for future needs/improvement.

- d. The SSWD conducts training for Academic departments on issues regarding students with disabilities.

Timeline: Years 3-5

Assessment measures: All Academic departments provided an orientation by SSWD regarding students with disabilities. SSWD creates short video of issues regarding students with disabilities (Year 5).

Strategy #3 - Encourage faculty to learn about and participate in Hostos and University-wide programs supporting professional development and to use Hostos and CUNY resources to learn about issues impacting diverse groups.

Action Items: short term (Years 1 and 2)

- i. Information about the Diversity Projects Development Fund (DPDF) and the Faculty Fellowship Publication Program (FFPP) is disseminated to faculty members.

Timeline: Years 1 and 2

Assessment measures: OAA disseminates information on DPDF and FFPP to all full-time faculty.

- j. Information about CUNY resources that support and advance diversity (e.g. the Center for Lesbian and Gay Studies; the Asian American/Asian Research Institute; the John D. Calandra

Italian American Institute; the Center for Puerto Rican Studies; the Dominican Studies Institute; and CUNY's Women's Centers, etc.) is disseminated to faculty members. (See also Goal: Retention, Strategy #3.d – short term).

Timeline: Years 1 and on-going

Assessment measures: College Library disseminates information on CUNY resources to all faculty, including adjuncts.

- k. OAA invites the Hostos and Central Office Chief Librarians to speak about Hostos and University library resources pertaining to diversity. (See also Goal: Retention, Strategy #3.e– short term).

Timeline: Year 1

Assessment measures: OAA holds one presentation by Hostos and CUNY Chief Librarians. Attendance and surveys of effectiveness of presentation to be conducted.

Action Items: long term (Years 3 – 5)

- a. Conduct orientation meetings with representatives of the Diversity Projects Development Fund (DPDF) and the Faculty Fellowship Publication Program (FFPP).

Timeline: Years 3 -5

Assessment measures: OAA invites representatives of the DPDF and FFPP to hold at least one orientation per academic year.

- b. Establish long-term relationship with CUNY institutes that support and advance diversity (see Strategy #3.b – short term above). Invite representatives from institutes to speak on issues of diversity and inclusion.

Timeline: Years 3-5

Assessment measures: OAA invites representatives from at least one CUNY institute to conduct a workshop during academic year.

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Appendix 13:
Diversity Projects
Development Fund Recipients,
2016-2017



DIVERSITY PROJECTS DEVELOPMENT FUND (DPDF) 2016-2017

The Diversity Projects Development Fund (DPDF) was established by the Office of the Vice Chancellor for Human Resources Management to support scholarly research projects and other educational activities relating to populations that are traditionally underrepresented within higher education. More specifically, the purpose of the Fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities, which promote diversity, affirmative action, multiculturalism, and nondiscrimination.

We are pleased to announce the recipients of the Diversity Projects Development Fund for 2016-2017:

Swapna Banerjee, Associate Professor, Brooklyn College

Collaborator: **Prudence Cumberbatch**, Brooklyn College

The Home and the World: Cross-cultural Explorations of Gender, Family, and Nation

John Collins, Lecturer, LaGuardia Community College

Collaborator: **Lakshmi Ponappa**, Director, Deaf Program for Adults, LaGuardia Community College

Latinx Deaf Project

Tracy Daraviras, Associate Professor, Guttman Community College

Collaborators: **Nicola Blake**, Assistant Professor, Guttman Community College; **Victoria Romero**, Student Success Advocate, Guttman Community College

Building Momentum: The Community College Women's Empowerment Summit

Lynda Day, Professor & Chair, Brooklyn College

The State of Hip Hop in Brooklyn

Tara Elliott, Graduate Assistant, Brooklyn College; **Anna Strasser**, Adjunct Lecturer, Brooklyn College
Collaborators: **Michael David Raine**, MFA Directing Candidate; **Joshua Chase Gold**, MFA Directing
Candidate; **Zach Rufa**; MFA Playwriting Candidate, Brooklyn College
Community Stories: A Public Event Series of Diverse Voices

Crystal Endsley, Assistant Professor, John Jay College of Criminal Justice
Collaborators: **Carmen Kynard**, Associate Professor, John Jay College of Criminal Justice; **Elaine
Richardson**, Professor, Ohio State University
Hip Hop Literacies Conference

Franca Ferrari-Bridgers, Assistant Professor, Queensborough Community College
High School Equivalency and College Preparatory Workshops for NYC Incarcerated Students

Lourdes Follins, Associate Professor, Kingsborough Community College
Collaborators: **Lisa K. Paler**, Assistant Professor, Kingsborough Community College; **José Nanín**,
Professor, Kingsborough Community College
Experiences and Perceptions of Underrepresented Faculty at Three CUNY Community Colleges

Melissa Fuster Rivera, Assistant Professor, Brooklyn College
*Restaurants and Hispanic Caribbean Cuisines in New York City: A Qualitative Study and Fieldwork
Experience*

Carol Huang, Assistant Professor, City College of New York
Leading Women: Across Communities

Teresita Levy, Associate Professor, Lehman College
Collaborators: **Lynne Van Voorhis**, Assistant Dean, International Programs & Global Partnerships,
Lehman College; Ad Hoc Committee International Programs & Global Partnerships, Lehman College
Global Lehman Seminar

Katlyn Lee Milless, Graduate Assistant, The Graduate Center
Collaborators: **Catherine Good**, Associate Professor, Baruch College; **Daryl Wout**, Associate Professor,
John Jay College of Criminal Justice
Assessing Sense of Belonging for Underrepresented Students in STEM

Betsy Montañez, Manager, Office of Veterans Affairs & Military Resources, Bronx Community College;
Mark Lennerton, Director, The Center for Teaching, Learning & Technology, Bronx Community College
Thank You for Your Service: Addressing the Military-Civilian Divide within the CUNY Community

Olivia Moy, Assistant Professor, Lehman College; **Dhipinder Walia**, Lecturer, Lehman College
Activism in Academia

Kevin Nadal, Associate Professor, John Jay College of Criminal Justice
LGBTQ Scholars of Color Conference

Erika Niwa, Assistant Professor, Brooklyn College
Collaborator: **Madeline Fox**, Assistant Professor, Brooklyn College
(Re)Imagining District 15: Adolescents' Experiences and Perceptions of Economic Disparities across Changing Neighborhoods in Brooklyn

Bindi Patel, Associate Director, Mentoring and Student Academic Success, Guttman Community College;
Ryan Coughlan, Instructor, Guttman Community College
Collaborator: **Chet Jordan**, Instructor, Guttman Community College
Guttman Community College Inaugural Safe Zone Initiative

Kristy Perez, Interim Director, SEEK Program, Baruch College
Collaborators: **William Ferns**, Associate Professor, Baruch College; **Elizabeth Merrick**, Adjunct Assistant Professor, Counseling Center and Starr Career Development Center, Baruch College
Fostering a Cross-Campus Undoing Racism Organizing Team

Lesley Rennis, Associate Professor & Chair, Borough of Manhattan Community College; **Christine Thorpe**, Assistant Professor & Chair, New York City College of Technology
Spring Forum: The Wellness Movement among Women of Color

Jasmina Sinanovic, Adjunct Lecturer, City College of New York
Women's History Month Celebration – Honoring Trans Women of Color Performers

Esther Son, Assistant Professor, College of Staten Island
Violence against College Students with Disabilities

Christine Thorpe, Assistant Professor & Chair, New York City College of Technology; **Lesley Rennis**, Associate Professor & Chair, Borough of Manhattan Community College
Spring Forum: The Wellness Movement among Women of Color

Shona Trinch, Associate Professor, John Jay College of Criminal Justice; **Barbara Cassidy**, Adjunct Associate Professor, John Jay College of Criminal Justice
Acting for Justice: Staging Rape

Elys Vasquez-Iscan, Assistant Professor, Hostos Community College; **Inmaculada Lara-Bonilla**, Assistant Professor, Hostos Community College; **Kate Wolfe**, Assistant Professor, Hostos Community College
Collaborators: **Eunice Flemister**, Program Coordinator, Aging & Health Studies, Hostos Community College; **Lisanette Rosario**, Director, Career Services, Hostos Community College; **Fabian Wander**, Director, Health & Wellness Office, Hostos Community College
A Road Map to Multicultural Awareness on a College Campus

Maria Volpe, Professor & Director, Dispute Resolution Program, John Jay College of Criminal Justice
Young Urban Muslims Speaking for Themselves

Michelle Wang, Associate Professor, Borough of Manhattan Community College
BMCC Service-Learning Leadership Student Conference

Lauren Wolf; Assistant Professor, Hostos Community College; **Edmé Soho**, Assistant Professor, Hostos Community College; **Olen Dias**, Associate Professor, Hostos Community College; Aaron Jones, Lecturer, Hostos Community College
STEM-ucate Initiative for Reentry

Antony Wong, Program Coordinator, Asian American/Asian Research Institute, Queens College
Coalescing a Pan Asian Identity, and Coalition Building

Appendix 14:
Report to AAC&U on
First-Year Seminar and Capstone Course



**DEVELOPING A COMMUNITY COLLEGE STUDENT ROADMAP
December 2014 Report Template**

Please complete and send to Christina Duhig at duhig@aacu.org by January 2, 2015

Institution:	Hostos Community College of The City University of New York
Date submitted:	1/14/15
Submitted by:	Christine Mangino

Section 1: Theory of Action

Please begin your final report by addressing each of the four Roadmap Theory of Action Components as outlined below.

High-Impact Practices

Describe your Roadmap discoveries and accomplishments related to High-Impact Practices as a set of 1) principles and 2) recommendations for practice. Please provide the most relevant examples.

First-year Seminar Principles

The newly created first-year seminar recognizes the importance of acclimating students to college-life, and emphasizes those aspects of college orientation critical to student success. These include an emphasis on: the transition between high school and college, well-honed study skills, time-management capabilities, familiarity with campus resources and a look toward eventual career goals. The Seminar does not teach these components in isolation but rather through its carefully developed curriculum seeks to integrate these skills within a meaningful academic context that enables students to apply and see the relevance of these concepts to their academic success.

The curriculum of *A New York State of Mind: What Makes a City Great* is focused on New York, one of the most dynamic and greatest cities in the world. For many of our students the city is largely unfamiliar and its impressive resources undiscovered and under-utilized. Through its five sections: *A Great City Educates*, *A Great City Grows*, *A Great City Creates*, *A Great City Builds* and *A Great City Endures*, the Seminar syllabus is designed to enable students to examine pivotal components of New York City's history, growth and contributions through rich opportunities to read and write about

New York using both print and online resources. Each section of the seminar incorporates core academic skills such as time management and note-taking within its academic framework. A Library Department sponsored Information Literacy workshop tied to the Seminar is also required of all students.

Recommendations for Practice for the First-year Seminar

To date only one semester of a pilot-phase of the First-Year Seminar has been completed. Preliminary assessments regarding student feedback points to the effectiveness of our approach of integrating college-readiness skills within a rich academic context. Developing such a curriculum - inter-disciplinary, of high-interest and applicable to most students - was not an easy task. While the current syllabus has a liberal arts focus, we recommend that additional seminars be created with focuses on STEM and the allied health areas.

Capstone Course Principles

1. Several key principles emerged as the curriculum for the capstone course, Bronx Beautiful was developed:
 - a. A capstone course should equip students with the resources they need to forge deep connections, meaningful knowledge, and engaging experiences; not simply to prove the acquisition of knowledge.
 - b. The capstone course should make visible the deep connections between the skills and knowledge gained in college and the "real world"/students' community.
 - c. Since imagination sparks ingenuity and creativity, the course was also designed to engage the imagination to envision how students can realistically shape the future once equipped with knowledge about the present.

Capstone Recommendations for Practice

To put these principles into practice a course was designed that took as its subject of study, the history, culture, and resources of the Bronx. Whether students live in the Bronx or go to school in the Bronx, by attending Hostos, the borough is part of their community. Unfortunately, that community often carries with it a very slanted reputation for being a dangerous and impoverished place. While Hostos is located in the poorest congressional district in the nation, it is also located in a culturally and historically rich community. The goal of this pilot capstone course was to explore philosophical concepts of beauty as they relate to the Bronx as well as the arts, history, environment, health care resources, infrastructure, and educational opportunities in the Bronx and to analyze whether the needs of the borough are being met. This in depth study of a community would not only enhance students understanding and appreciation of the Bronx, but also provide them with a model for applying their college education to improving communities. In designing assignments for this course, the committee also agreed that rather than ask students to prepare and study for exams, they would

engage in a semester long coherent project about the Bronx. This project is described in greater detail in the assessment section of the report.

Cross-Divisional Collaboration

Describe your Roadmap discoveries and accomplishments related to Cross-Divisional Collaboration as a set of 1) principles and 2) recommendations for practice. Please provide the most relevant examples.

First-year Seminar Principles

The seminar was created in close collaboration with colleagues in the Counseling Center. They provided assistance in identifying crucial aspects of college-readiness (stated above) and provided both insights and materials for the syllabus.

Faculty working on the seminar represented a broad-range of Departments including: English, Language and Cognition (ESL), History, Education, Humanities (Digital Design), Physical Sciences, Math, and the Library.

Recommendations for Practice for the First-year Seminar

To assist faculty in their work with first-year students, we will be linking each section of the seminar with a Success Coach student advisor. This will help us quickly identify and assist students who are showing difficulties in adjusting to college.

Capstone Course Principles

The creation of the Bronx Beautiful syllabus was an interdisciplinary and inter-departmental endeavor. The committee was comprised of faculty from the following departments: English, Natural Sciences, Humanities, Education, Behavioral and Social Sciences, Mathematics, and the Library. We aimed to create a syllabus that would explore key questions about the borough through different disciplinary lenses and not compartmentalize each subject within the curriculum. Several key questions guide the course curriculum:

- What is beauty?
- Is the Bronx beautiful?
- From where did the perception of the Bronx originate and is it accurate?
- Are the needs of the people of the Bronx being met by the resources in the Bronx?
- What future do you imagine for the borough?

Capstone Recommendations for Practice

In terms of practice, these are questions that are engaged throughout the course from different disciplinary perspectives and cannot be addressed or contained within one subject area. For example, in the section of the course "Improving Access to Care in the Bronx" students begin by discussing the question of what health is; from there, they begin to explore the health resources in the borough. As part of this unit, students are

asked to visit an ER in the Bronx and, based on class discussion, take notes on the ways in which the hospital is serving the needs of the people. After this trip, students then engage in a statistical analysis of health resources in the Bronx. The unit culminates with students writing a report on the status of the health care system in their district and researching which public official in their community should be made aware of this report. Like each unit in the capstone course, this unit and project draws on many skills and disciplines. Students become familiar not only with the health care system, but also with statistical analysis and the political structure of their community. They are asked to observe, analyze and write about a topic that directly impacts their lives and their communities.

Creating an Integrated or Guided Pathway

Describe your Roadmap discoveries and accomplishments related to Creating an Integrated Pathway as a set of 1) principles and 2) recommendations for practice. Please provide the most relevant examples.

First-year Seminar Principles

The First-Year Seminar seeks to provide an introduction to college life and academics. In its first unit, "A Great City Educates," students engage in activities designed to help them identify a major and possible careers. Through readings, multi-media and discussion, they discuss the value of education and identify the goals and obstacles they might face in attaining them. They are introduced to the Career Cruising User Guide to identify their interests and discover the many careers that might match them.

Recommendations for Practice for the First-year Seminar

While the seminar helps students explore possible majors and career options, we underscore that it is not necessary for students to commit to long-term career goals so early in their academic lives. We want students to view college as a time of exploration, so we recommend exposing them to a variety of fields and disciplines, including STEM which may be completely new to them.

Capstone Course Principles

1. The curriculum of Bronx Beautiful was created to make the connections between the students' various academic college experiences visible.
2. A capstone by nature comes at the end of a student's path through college; this course purposefully incorporated all 19 General Education skills to provide students with a final academic experience that would exemplify how the four Gen Ed competencies of Global Citizenship, Scientific and Quantitative Reasoning, Communication Skills, and Academic Literacy and Inquiry interconnect and inform one another.

Capstone Recommendations for Practices

This pilot has not been offered to date and is on the schedule for enrollment for the upcoming spring 2015 semester.

Authentic Assessment

Describe your Roadmap discoveries and accomplishments related to Authentic Assessment as a set of 1) principles and 2) recommendations for practice. Please provide the most relevant examples.

First-year Seminar Principles

This seminar is based on a recognition that students acquire skills best within a context of genuine learning. We did not find many First-Year Seminar models similar to ours with most emphasizing either study skills or academics. Our assessment then, needs to evaluate how students perform in two areas: college readiness and the learning of the academic content of the course: *A New York State of Mind: What Makes a City Great*. We are trying to accomplish this using a variety of pluralistic methods which are both qualitative and quantitative:

- a. To demonstrate mastery of course content, students take a *pre- and post-quiz about New York City*.
- b. There are *four major assignments*:
 - i. An essay based on the film "Educating Rita" in which students compare their experiences as learners to the film's protagonist
 - ii. "Immigration and My Neighborhood," a presentation through video and text of students' neighborhoods and what they reflect about immigration in New York
 - iii. An Arts Assessment Project offering students multiple options based on their learning styles and interests including a visit to MoMA or the Met to analyze abstract expressionist art, an analysis of dance videos, or the creation of a song about New York.
 - iv. Final Project: *My New York*. This is 10 page or ten-part work expresses what New York means for each student via images created or found and accompanying text. These are presented in class during the final exam period.
- c. Students complete a *Survey Analysis* of the course providing feedback on how will the course aided them in college readiness skills (attached). This survey was distributed at the end of last semester and will be analyzed this spring.
- d. A *quantitative analysis* comparing retention of first-year students in the seminar with those not in the seminar will be conducted this spring.

Recommendations for Practice for the First-year Seminar

Capstone Course Principles

1. In fulfillment of the principle to create a course that provides students with the tools and resources to make meaning and knowledge, our committee agreed that the course would not include exams. Assessment in the course, rather, would be a semester long, scaffolded, exploratory project. This project is an opportunity for a sustained, in depth, student driven project that leads to an informed, researched, and reflective project about the Bronx.

Assessment of the course itself, in terms of the effectiveness of the syllabus and the course will take place when the pilot sections run. The capstone committee will begin discussions with the Assessment Committee this semester to devise an assessment plan for the course.

2. The course units, the key questions addressed in that unit, and the contribution to the final project in each unit are listed below:

Unit 1: Beauty: Perceptions and Realities

- How do we define beauty?
- What are some philosophical approaches to defining and measuring beauty?
- Do we see the Bronx as beautiful? Why or why not?
- In what ways can we envision a beautiful future for the Bronx?

Contribution to Final Project:

Students will compile a photo journal of their neighborhoods with a brief essay discussing how/why the photos in their journal represent or do not represent beauty. They will use at least two of the philosophers we discussed in class to frame their discussion of beauty in their neighborhoods. They will also consider why someone else may or may not perceive the images in the same way.

Unit 2: Arts and Culture of the Bronx

- Where does art live in the Bronx?
- What are the history, traditions, culture and impact on the world of and Hip-Hop, salsa and Latin music in the Bronx?
- How has our perception of art and culture in the Bronx shifted?

Contribution to Final Project:

Research two Bronx artists. Discuss their contributions to art in the Bronx, what their impressions of their art is, and how learning about these artists has shaped or changed their understanding of the Bronx as a center of art.

Unit 3: The Bronx and the Natural Environment

- What do we know about the natural environment in the Bronx and in its communities?
- Are the environmental conditions in the Bronx conducive to healthy life style for its inhabitants?
- What is the impact of nature oriented environments on the quality of life in the borough?
- How could we contribute to improve the current environmental conditions in the Bronx?

Contribution to Final Project:

Students will select two pictures they have taken during the fieldtrip, preferable two images that inspire contrasting views. Suggested themes-[open environment/closed environment; healthy environment/unhealthy environment; desolated area/over populated area; bright and shiny/dull and gloomy. They will explain why the two pictures represent these two concepts and propose which one should be preserved and which one changed and why.

Unit 4: Improving Access to Health Care in the Beautiful Bronx

- What does good health look like?

- How can we use a quantitative analysis to determine the availability of health care services in the Bronx?
- How does access to care in the Bronx compare to the rest of the city?
- Are we prepared to be culturally sensitive to the diverse needs of the borough?
- Do we need to expand access to health care?

Contribution to final project: Students will prepare a report on the status of health in their community highlighting the strengths and needs of the available healthcare in their communities. They will also write a cover letter to this report addressed to one of the community's elected officials in which they advocate for the necessary changes.

Unit 5: Urban Development and Planning

- How is infrastructure and how is it connected to the creation of a community?
- What is the infrastructure in the Bronx and/or in the students' community? Where did it come from? Who made the decisions about it?
- Who is Robert Moses and what was his impact on the Bronx? On New York?
- Where is the Bronx headed in terms of infrastructure and development?

Student Presentations/Contribution to Final Project

1. Student short report presentations – Where is the Bronx headed in terms of urban development and planning?
2. Where are we going? Students will be asked to identify an area of need in infrastructure in their neighborhoods and propose an urban development project to remedy the challenge. Proposals will make use of pictures, videos, interviews, etc.

Unit 6: Educational Opportunities and Innovations in the Bronx

- Why is education important?
- What is the state of education in the Bronx today?
- What are your plans for your career?
- Where in the Bronx would you send your children to school?

Contribution to Final Project: Students will have a choice.

- a. Research where they would like to continue studying after graduating from Hostos.
- b. For those who have school-age children: consider to which Bronx schools they would send their children.

Capstone Recommendations for Practice

This pilot has not been offered to date and is on the schedule for enrollment for the upcoming spring 2015 semester.

Section 2: Project Reflections

In this section address the work holistically and consider the strengths and weaknesses of the connections among project components or within your team.

Institutional Transformation

What transformational accomplishments or ideas have come from your Roadmap work? What changes resulting from your Roadmap project will continue to positively affect your institution or your students?

First-year Seminar

While assessments are preliminary, we are already seeing positive outcomes. In class discussions and journals, students are crediting the seminar with aiding in their transition from high school to college and acquainting them with the demands of college life. While the seminar is not a designated "Writing Intensive" course, it provides many opportunities for reading and writing across the curriculum including both low-stakes and high-stakes assignments. Our previous "freshman orientation" offerings were not well-received with students often fulfilling the course requirement in their final semester. We believe this innovative approach to the First-Year Seminar holds great promise for providing a more meaningful and useful first-year experience.

Capstone Course

Bronx Beautiful will be the first capstone course offered to Hostos students. This is a transformational concept for community college students. The capstone offers coherence to their educational experience and also offers an opportunity for an interdisciplinary curriculum that is based on the community that surrounds them. Unlike many other courses, this capstone will actively engage the students in discussion of how the subject of the day in the classroom has relevance to the day to day workings of the community surrounding them. Too often students see a disconnect between what they learn in the classroom and what they often refer to as "the real world." This course takes "the real world" as its subject of study and provides students with the resources to be agents of change in the Bronx and in whatever other communities that are or will be a part of.

Project Sustainability

What are the greatest challenges that your team overcame during the course of this project? How did your team overcome these challenges, and what assets did you have in doing so (dynamics, communications, team members)? What were you not able to overcome and why?

What aspects (goals, functions, culture) of the Roadmap work do you expect will continue beyond the end of the scope of the grant and why? What aspects will end and why? What have been the most important components (dynamics, communications, team members) to the survival of the project?

First-year Seminar

Faculty who taught the seminar last semester have already met to reflect on their experiences and incorporate changes moving forward. A primary challenge has been to insure that both the college-readiness skills and academic content remain integrated and that one does not take precedence over the other. Some faculty found that in their desire to “cover the curriculum” they sometimes spent less time on skills such as time-management or note-taking. The syllabus is undergoing revision so that more time is allocated for these core academic skills.

As noted earlier, the faculty who designed the syllabus represent a broad range of disciplines. They are a dynamic, creative group eager to learn about and teach material outside of their own areas of expertise. Scaling the seminar will mean preparing faculty perhaps not so inclined to do the same.

Capstone Course

In its pilot phase, the greatest challenge the capstone course has encountered so far has been enrollment. Three sections of the course were offered in fall 2013 and all three were cancelled due to low enrollment. During the course of the fall semester, several measures were taken to promote the course:

- A promotional video was created <http://youtu.be/Y-77UOj0to8> that was circulated to all students eligible to take the course.
- The video was also posted on a newly designed capstone website, which was also circulated to students. The course syllabus can also be found on the website. <http://commons.hostos.cuny.edu/capstone/>
- Members of the capstone committee gave a full presentation of the course and the syllabus to the Student Success Coaching Unit
- The chair of the Capstone Committee met and was in regular contact with representatives from Advising, ASAP, Student Success Coaches, and College Discovery to promote the course.
- Several e-mail blasts including the course description, website, video and schedule were sent to students eligible to take the course.
- Several e-mails with the same information were sent to the List of Teaching Faculty to ensure that faculty doing advising were aware of the course.

Despite these efforts, the three sections being offered in Spring 2015 are in jeopardy due to low enrollment. Once Bronx Beautiful is no longer a pilot and a course, it will be a required part of the liberal arts degree and enrollment will no longer be an obstacle.

Once it is an established course, the capstone Bronx Beautiful is expected to continue beyond the scope of the grant. The collaboration, commitment and productivity of the capstone committee has been the foundation for this project. As the course is established and more and more sections are offered, professional development for new faculty teaching Bronx Beautiful or for faculty proposing new capstone courses based on the committee's capstone guidelines will be essential to the continued success of the project.

What practical advice would you offer other institutions looking to engage in similar projects?

First-year Seminar

There is a need for preliminary and ongoing professional development and support for faculty teaching this kind of course. As noted above, an inter-disciplinary course such as this one asks faculty to teach material outside of their discipline or area of expertise. We plan on offering professional development sessions to help faculty with all aspects of the syllabus. It should be noted that the syllabus is designed to provide all materials faculty need to teach the course. For example, there is a link to a faculty designed PowerPoint on Abstract Expressionist Art that is accessible to anyone teaching the seminar and even includes teaching tips. In addition, many faculty do not teach freshman and some in our initial pilot group were not prepared for the poor study skills demonstrated by some students including not completing assignments or handing work in late. To address student issues, we plan on linking sections with Success Coaches and asking first-year advisors to meet with faculty teaching the seminar to offer suggestions for addressing student motivational issues.

Our syllabus is considered a tremendous success. It precisely integrates interesting content about New York City with the academic skills needed for college success. This is no mean feat. We recommend that any institution planning an offering an integrated First-Year Seminar such as ours give careful consideration to the content of the syllabus making sure it appeals to a broad range of students and provides engaging opportunities for reading and writing including the development of information literacy.

We look forward to a more in-depth assessment of the Seminar. To date, we believe we have begun the design and implementation of a roadmap for those seeking a better way of introducing first-year students to college life.

Capstone Course

In terms of the curricular development of the course, time was an essential part of the process. It took an entire academic year to create the concept and syllabus for Bronx

Beautiful. It took nearly an entire semester to determine the course's theme and the unit structure for the curriculum.

Once the course runs, the faculty involved will also need to evaluate the success of the course and revise the course materials in response to the experience piloting it. Currently, all course materials have been placed on a Blackboard course shell so that all faculty teaching it can have access to the syllabus, readings, and assignments. This will need to be revised and maintained as the course evolves.

In terms of governance procedures, it was also useful to have representatives from each academic department on the committee. When it came time for the College Wide Curriculum Committee to vote on the course in its pilot phase all members of the CWCC were familiar with the course and its development because of communication between the capstone committee members and their departmental representatives on the CWCC.

Because enrollment has been such a challenge, communication with offices that advise students is essential for ensuring courses like these run. Though once Bronx Beautiful is out of the pilot phase and approved as an official course, it will be a mandatory part of the liberal arts degree and recruitment will not be an issue.

What might have helped you do more and better? What tools or resources do you still wish you had? What about support from AAC&U, the project, your system/system?

Capstone Course

As capstone courses at community colleges become more and more common, it would be helpful to all college communities developing or sustaining a capstone initiative to have access to a repository of curricular innovations. Several questions were raised as we were developing the content for the course:

- Should the course be interdisciplinary or discipline specific?
- Should the content be unified by a theme?
- Should the assessment measures in the course be group projects, individual projects, or a combination of both?
- Once the course is out of the pilot phase, what kind of professional development will need to be in place for other faculty who wish to teach the course or other capstones?
- What shape should the guidelines for future capstone courses take?
- How do we assess the effectiveness of the course?

It would be helpful to see how other colleges have handled these issues.

Please describe ways in which your Roadmap work intersected with other projects or initiatives for student success (i.e. other initiatives that originated as a result of other granted projects or campus- or state-level initiatives).

Capstone Course

While pilots for the capstone course and the freshman seminar were approved by college governance in the same semester, the two courses were not developed to have direct connections. However, the chair of the capstone committee was also a member of the committee that developed the freshman seminar pilot: A New York State of Mind: What Makes a City Great. While there are no direct connections between the courses, they do present students with a cultural and educational trajectory.

The curriculum of the Freshman Seminar was developed to focus on New York City. While Hostos is a 20 minute subway ride from Manhattan, many of our students seldom venture into the city and are not aware of the various points of access there are to the rich culture, art and history of the city. Among many other objectives, the Freshman Seminar aims to give students a sense of ownership of the cultural resources of the city. The course is designed to get them out of their neighborhoods, which for many students encompasses their whole world, and into the museums, landmarks, and cultural centers of New York.

Students come to the capstone after they have had years of college experiences and have had many opportunities to venture outside of their spheres. Equipped with the knowledge and skills gained through the course of their college career students are perfectly positioned to revisit the Bronx with a greater awareness of the community's needs, strengths, and opportunities. While education is the key to social mobility and it is expected that the students' degrees will launch them out of the poorest congressional district in the United States, it is also the hope that they will not forget about the community from which they came. The capstone course promotes the civic engagement and awareness that will enable students to be agents of change.

Together these courses broaden students' horizons and make them more actively engaged members of society.

Budget:

Each faculty member was provided a \$1000 stipend for their work on developing and piloting the two courses. Faculty on the committees who did not pilot the course received \$500 stipend.

8 faculty (3 capstone and 5 first year seminar) x \$1000 stipend = \$8000

4 faculty (2 capstone and 2 first year seminar) x \$500 stipend = \$2000

Please attach any artifacts, materials, or resources developed as a result of your Roadmap work that either 1) illustrate an important outcome of your team's efforts or 2) could be useful as a resource to other community colleges.

PIL 101:Course Assessment for Hostos First-Year Seminar

For the course piloting, distributed among students toward the end of the semester

1. Which of the course components below did you find most helpful? Check as many as apply.

	For Your Academic Life	For Your Personal Life	For Your Career Future
A Great City Educates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Great City Grows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Great City Creates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Great City Builds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Great City Endures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Would you say taking this course helped with your transition to college?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Would you say taking this course helped with your Time Management skills?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. Would you say taking this course helped with your Note-Taking skills?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. Would you say taking this course helped you with identifying your major?

- Strongly Agree
- Agree
- Neutral

- Disagree
- Strongly Disagree

6. Would you say taking this course helped you with understanding your own learning style?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. Which of the learning skills below do you think are important to succeed in college? Check all that all apply.

- Reading
- Writing
- Note-taking
- Time-management
- Problem-solving
- Accessing information
- Analyzing information

8. Which of the learning skills below do you think are most challenging? Check all that apply.

- Reading
- Writing
- Note-taking
- Time-management
- Problem-solving
- Accessing information
- Analyzing information

9. Rank the six topics below from most interesting (1) to least interesting (6) for you.

- History of Hostos Community College
- Immigrant Experience in New York City
- Artwork in New York City
- New York City Infrastructures
- 9/11 in New York City
- New York's Challenges and Future

10. Overall how useful did you find this course for your integration into college life?

- Very Useful
- Somewhat Useful

- Not Much Useful
- Not Useful At All
- No opinion

11. Would you recommend this course to other first-year students?

- If Yes, please continue with Q12
- If No, please continue with Q13
- No opinion

12. I would recommend this course to other first-year students, because (please choose all that apply):

- It teaches useful academic skills
- It helps me with tasks/requirements in other courses
- Easy credits
- Other, please specify _____

13. I am unlikely to recommend this class to other first-year students, because (please choose all that apply):

- Not really useful for my integration into the academic life
- Too much reading and homework
- It covers things I already knew
- Other, please specify _____

14. If there is one thing you can change about this course, what would that be?

15. Are you currently taking an English course?

- If yes, go to Q16.
- If no, go to Q17.

16. Which English course are you taking this semester?

- Eng/ESL 091
- Eng 110
- Eng 111
-

17. What is your gender?

- Female
- Male
- Other

18. How old are you?

LEARNING JOURNAL GUIDELINES

One of the requirements of the First-Year Seminar is to keep a learning journal during the entire semester. The purpose of the learning journal is to help you reflect on and see your progress as a student and to give you an opportunity to respond in your own way to what you are learning in the course. Beginning in Week 3, you will be asked to make at least one journal entry per week for a **minimum total of ten entries for the semester**. Your entries are of the types listed below:

(1) *One type of journal entry is to reflect on yourself as a student, how you learn and how you are changing.* This type of entry focuses on your process of learning. Some of the topics you may want to write about include:

- What qualities are you developing as a learner? For example, are you becoming:
 1. more open-minded
 2. more curious
 3. less afraid to make mistakes
 4. more open to criticism
 5. more confident in your ability to learn?

- What skills and habits do you think you are improving? Are you improving your ability:
 1. to manage your time
 2. to read with greater understanding
 3. to write more clearly and/or correctly
 4. to set goals and work toward achieving them
 5. to work well with others?

- What helps you to learn best?
- What makes it difficult for you to learn? What can you do to overcome these problems?

(2) *Another type of journal entry is to reflect on what you learning.* This type of journal entry encourages you to respond to the content of the course. Some ways of responding include:

- What idea or ideas have you found particularly interesting?
- What ideas or information have changed how you think about a topic or subject?
- What would you like to learn more about?
- What ideas or information did you find confusing?
- What ideas do you strongly agree or disagree with?

****Once a month, you are to refer to an article in the New York Times as the basis for a journal entry.*** This should be an article that relates to New York City or to any other aspect of the course content. Remember to cite the title and author of the article and the date of publication.

Hostos Capstone Pilot

HOS 250: Bronx Beautiful

Pre-req ENG 110; pre/co-req MAT 100 or higher; 42 credits

Course Description: This liberal arts capstone course will engage students in an in-depth study of the Bronx and challenge students to question and re-evaluate their perceptions of the borough. The course will explore questions such as: What reputation does the Bronx have? How did it get this reputation, and is the reputation grounded in reality? Are the needs of the people of the Bronx, in terms of the environment, health, infrastructure and education, met by the resources of the borough? In what ways can we see the Bronx as a beautiful and culturally rich borough? How can we contribute to the shaping of the future of the Bronx? Studying the Bronx from various disciplinary perspectives will enable students to understand how their education can help them become more aware, educated, and involved members of their communities, and therefore empower them to become agents of change.

UNIT 1 : BEAUTY: PERCEPTIONS AND REALITY

Goal: To give students an introduction to the philosophy of concept of beauty. This will then promote a discussion of students' perceptions of the Bronx. Students will investigate and discover how these perceptions are shaped, and begin to think about how they can contribute to changing these perceptions.

Day 1

Introductions and Defining Beauty

1. Introduction to the class.
2. Freewrite question (choose one): (1) What does "beauty" mean to you? (2) How do we decide what is beautiful/come to know something as beautiful? Write a short narrative explaining how you came to understand one thing (whether it was a person or object) as beautiful.
3. Group Work: Philosophers on Beauty

Students will be divided into 4 groups and given short excerpts and, in some cases, images explaining one philosophical school's approach to beauty. They are:

(1) Classical (2) Idealist (3) Love, Longing, and Pleasure (4) Use Groups will co-write a summary/explanation of "their" school's ideas about beauty, and write 2 questions for the class.
4. Presentations of group work
5. Closing write: Based on what you have read and listened to, in what way has your perception or understanding of beauty changed? What have these ideas contributed to your own notions of beauty?
6. Homework: Read selected chapters of Elaine Scarry's *On Beauty and Being Just*.

<p>Day 2</p>	<p style="text-align: center;"><u>Interpreting Beauty and Questioning our Perceptions</u></p> <ol style="list-style-type: none"> 1. Discussion of Elaine Scarry's <i>On Beauty and Being Just</i>. 2. What does Scarry say about errors in the perception of beauty? Do we sometimes see the beauty in something we once thought was not beautiful? Students will be given a list of excerpts from the book relating to this topic. This will segue into a discussion about the Bronx as a location that is often not regarded as beautiful. 3. Freewrite: When I say Bronx, you say.... 4. Homework: Students will take 5 pictures of anything in their neighborhood or borough that they deem beautiful ... or not. They will either assert the beauty of the image or object with the words, "This is beautiful," or they will assert the opposite with the words, "This is not." <p>Students will write 100-150 words of text about each picture, justifying their decision and explaining their rationale, drawing on the ideas from classes 1 and 2.</p>
<p>Day 3</p>	<p style="text-align: center;"><u>Presenting Beauty</u></p> <ol style="list-style-type: none"> 1. Students will choose ONE photograph to present to the class, followed briefly by discussion 2. Reflective Writing: In the last class, we discussed how we often remember things in a more beautiful light than we experience them. In what ways do the pictures you have presented today relate to your memory of your neighborhood? What is your Bronx story? How do you remember your experiences in the borough? <p>Student picture-books (all 5 photos with text) will be collected and/or portfolio'd.</p> <ol style="list-style-type: none"> 3. Homework: Students will review a series of photos from <i>The Beautiful Bronx 1920-1950</i> and read the introduction to <i>The Bronx</i> by Evelyn Gonzalez. They will then write a brief paragraph in response to the following: <p>In light of the photos we have seen of the Bronx, both from the mid-20th century and the photos the class has taken, what assumptions can you make about the history of the Bronx?</p>
<p>Day 4</p>	<p style="text-align: center;"><u>History and Perceptions</u></p> <ol style="list-style-type: none"> 1. Discussion of the Gonzalez text. What surprises you about the history of the Bronx? Why? 2. Introduce perceptions and representations of the Bronx in the media. 3. After we discuss student perceptions of the Bronx, we will discuss images of the Bronx from the first half of the 20th century that students studied for homework. They will be asked to discuss how the concept of beauty in the Bronx has changed over time. 4. Show clips of <i>Fort Apache</i>. How does this representation resonate with your own perceptions, the photographs we have seen and the history we have read?

	<p>5. Closing write: What are you beginning to see about the relationship between perception and reality?</p> <p>6. Homework: Read article about community’s response to the film <i>Fort Apache</i> and an article about the rebranding of the Bronx. How are Bronx community members trying to shape and refashion perceptions of the Bronx?</p>
<p>Day 5</p>	<p style="text-align: center;"><u>A Beautiful Future</u></p> <p>1. Laptops will be brought to class and students will be given a list of websites of community groups in the Bronx working to beautify the borough. Class discussion will focus on the future directions of the Bronx and how these groups are working to change both perceptions and realities about the borough.</p> <p>Contribution to Final Project:</p> <p>Students will compile a photo journal of their neighborhoods with a brief essay discussing how/why the photos in their journal represent or do not represent beauty. They will use at least two of the philosophers we discussed in class to frame their discussion of beauty in their neighborhoods. They will also consider why someone else may or may not perceive the images in the same way.</p> <p>Other possible/optional assignments:</p> <p><i>Village of Murals:</i> Students will participate in a walking tour of murals in Hunts Point. This could be done as a class, particularly if we can arrange with/contact the guide who did it in 2012. (We should be able to do this through contacting the community group The Point, or the Municipal Art Society of New York.) Students could be given the <i>Daily News</i> article about the tour in advance.</p> <p>One possible assignment: Students take pictures of the murals, and then either individually or in teams with others, choose the ONE mural as the most beautiful (like a beauty pageant). Student(s) would present their “case” for the mural they have chosen. This could be organized as a debate, with an outside faculty member serving as the judge, awarding a prize to the group or student who makes the most persuasive case for their mural.</p>

UNIT 2: ARTS AND CULTURE OF THE BRONX

Goal: To introduce students to the cultural assets of the Bronx by looking at the historical trajectory from Salsa/Mambo Music and Hip-Hop, and Bronx artists.

Day 6

Overview of Bronx Cultural Assets

The Bronx has a variety of organizations that run or own spaces or theaters that are open to the public from which art is presented. What do these places offer? And what is their relationship to Bronx today?

1. Opening Activity: What is your experience of art and culture in the Bronx? When you think of art and culture in the Bronx what comes to mind?
2. Where does art live?
 - a. Museums/Galleries
 - b. Performing Arts Spaces
 - c. Public Gardens
 - d. Historic Homes
3. Homework: Watch the documentary *From Mambo To Hip Hop*.

Day 7

Mambo to Hip Hop: Art is Born in the Bronx

1. Opening discussion
 - a. Describe your experience with watching the documentary *From Mambo to Hip Hop*?
 - b. Write down two things you learned from the film about music in the Bronx and share them with a partner.
2. An Historical Overview of traditions of Salsa and Latin Music in the Bronx and their connection to Hip Hop.
3. Homework:
 - Read the Q&A with Jeff Chang, Hip-Hop Journalist and Historian, author of *Can't Stop, Won't Stop*

<p>Day 8</p>	<p style="text-align: center;"><u>Hip-Hop: The Elements of Hip-Hop; From the Bronx to the World</u></p> <p style="text-align: center;"><u>An Art Form that Starts in the Bronx Impacts the Greater Culture</u></p> <ol style="list-style-type: none"> 1. Discuss the elements of Hip-Hop and the pioneers and contemporary artists in the 4 or 5 basic elements of hip hop. <ol style="list-style-type: none"> a. DJing b. Rapping c. B-Boyin’ and B-Girlin’ d. Graffiti e. Fashion 2. Discuss the issues raised in the Jeff Chang article. 3. Homework: Find 4 Bronx artists and be prepared to discuss them in class.
<p>Day 9</p>	<p style="text-align: center;"><u>Beyond Hip-Hop – The Arts in the Bronx Today</u></p> <ol style="list-style-type: none"> 1. Class Exercise: Harvest all the artists that the students found and make a list on the Blackboard. Then have an open discussion about who they discovered. What conclusions can you draw about contemporary Bronx art and artists? In what ways do they fit with the traditions we have just studied? 2. Revisit the questions at the beginning of the arts section. What is your experience of art and culture in the Bronx? When you think of art and culture in the Bronx what comes to mind? Were there shifts? <p>Contribution to Final Project: Research two Bronx artists. Discuss the artists’ individual contributions to art in the Bronx, as well as their own impressions of the art and how learning about these artists has shaped or changed their understanding of the Bronx as a center of art.</p>
<p><u>UNIT 3: THE BRONX AND THE NATURAL ENVIRONMENT</u></p> <p>Goal: To expand students’ personal views of their communities and natural environments. This wider perspective will help students to understand what it takes to live healthy lives in harmony with the environment. The unit will help student to understand how knowledge of nature and their local environment influences decisions regarding their personal lives and well-being.</p>	
<p>Day 10</p>	<p style="text-align: center;"><u>An Introduction to Nature in the Bronx</u></p> <ol style="list-style-type: none"> 1. Opening activity: Student pair up to talk about public open spaces they know and/or are aware in their neighborhoods. They will produce a list of these places and their locations 2. Nature “hot spots” in the Bronx <ol style="list-style-type: none"> a. Parks (5 major parks supported by the NY Parks Conservancy)

	<ul style="list-style-type: none"> b. Bronx River (recovery efforts) c. Nature educational institutions <ul style="list-style-type: none"> i. The New York Botanical Garden ii. The Bronx Zoo <p>Post-activity: Individually, revisit the list of public open spaces generated earlier and classify those areas according to the categories learned in class. Hand sheet to instructor for comparison with previous list.</p>
Day 11	<p style="text-align: center;"><u>An Introduction to Nature in the Bronx, continued</u></p> <ol style="list-style-type: none"> 1. Urban gardening alternatives in the Bronx <ul style="list-style-type: none"> a. Community gardens b. Green roofs c. Vertical walls 2. Video screening followed by discussion on new alternatives of greening up urban areas in a sustainable way. 3. Writing activity: Students write independently about the theme of the day. 4. Assignment for next class: Read section 101 of The National Environmental Policy Act [attached] and be prepare to discuss it in class.
Day 12	<p style="text-align: center;"><u>Environment and Quality of Life in the Bronx</u></p> <ol style="list-style-type: none"> 1. Environmental Policy – reading and interpretation of section 101 of the National Environmental Policy Act 3. Environmental Reality [Instructor discusses the facts about the following topics using PowerPoint] <ul style="list-style-type: none"> a. Air quality b. Water quality c. Soil quality d. Pollutants 2. Group activity: Are Bronx open areas properly protected? Do you think the current environmental conditions of the Bronx can be changed? How?
Day 13	<p style="text-align: center;"><u>Environment and Quality of Life in the Bronx, continued</u></p>

	<ol style="list-style-type: none"> 1. Video: Pollution [choices: <i>The City of Dark</i> (2011), Ian Cheney; <i>Tapped</i> (2009), Stephanie Soechtig and Jason Lindsey] 2. Environment and health [link video content to lecture] <ol style="list-style-type: none"> a. Asthma b. Cancer c. Allergies 3. Writing activity: From the ideas presented in the video and lecture discussed earlier. 4. Assignment for next class: Visit one of the beautiful natural environments in the Bronx.
Day 14	<p style="text-align: center;"><u>Discussion of Field Trip</u></p> <ol style="list-style-type: none"> 1. Oral presentation about the field site. Students talk briefly about the field site they visited. They will highlight one good attribute of the site and how they would use it to educate others. 2. Report: Students will prepare a 4-page report of their field trip [detailed guidelines will be provided the previous class] <ol style="list-style-type: none"> a. Compare and contrast man-made environments and natural environments b. Evaluate personal and communal benefits of nature areas when examining health, population, resources, and environmental issues. c. Investigate the effect of public policy decisions on health, population, resources, and environmental issues <p>Contribution to Final Project:</p> <p>Students will select two pictures they have taken during the field trip, preferably two images that inspire contrasting views. Suggested themes: open environment/closed environment; healthy environment/unhealthy environment; desolated area/overpopulated area; bright and shiny/dull and gloomy. They will explain why the two pictures represent these two concepts and propose which one should be preserved and which one changed, and why.</p>

UNIT 4: IMPROVING ACCESS TO CARE IN THE BEAUTIFUL BRONX

Goal: Goal: To introduce students to strategies for assessing access to health care through the use of statistical data. In conjunction with the previous unit student will use the gained knowledge to do a quantitative analysis on sample districts from the “Beautiful Bronx”. This overview will help student to understand what is happening in their communities and answer questions like, how healthy is my community? Do we have sufficient access to health care, and if not, why not and what can be done about it.

Day 15

Improving Access to care in the Beautiful Bronx

Discussion: Perceptions and Realities

Introduction:

- a. What is health?
- b. What does good health look like? Who sets the standards?
- c. What does good health care look like? Who sets the standards?
- d. What is the role of W.H.O., N.I.H, and C.D.C?
- e. What is a good hospital? Who sets the standards

Assignment: Analyze the Health Services available in District 1.

- a. Population of entire borough
- b. Population of pre-selected districts
- c. Population by Race
- d. Population by Age
- e. Population by Gender
- f. Economics of the borough

Day 16

Health Care System – Vital Statistics

Terminology: proportion, ratio, average, morbidity, mortality

Students will determine what health issues exist in the borough and the understand the implication for change.

Assignment: Using the COWS students will access data from Center for Disease Control (CDC) to document prevalence of disease in the borough and the possible trends. At the end of this assignment student should understand how to determine:

- a. Prevalent health issues
- b. Rate of morbidity
- c. Rate of mortality

<p>Day 17</p>	<p style="text-align: center;"><u>Are we meeting the health care needs of the borough?</u></p> <p>Comparison between districts based on a quantitative analysis:</p> <p>Assignment:</p> <p>Do we have services to meet the multi-cultural medical needs of the people in the borough?</p> <ol style="list-style-type: none"> a. Where are the hospitals in the Beautiful Bronx? b. How many hospital beds are there in the borough vs. how many are used? Average daily census <p>In each district students we will compare the population to, number of hospitals, hospital beds, number medical doctors, and other health care personnel.</p> <p>Visit the Emergency Room of one of the following Bronx hospitals – Lincoln Bronx Lebanon, or Montefiore and make the observations from our list, What does a good hospital look like?</p> <p>Observe, observe, observe!</p>
<p>Day 18</p>	<p style="text-align: center;"><u>Are we meeting the health care needs of the borough? (continued)</u></p> <ol style="list-style-type: none"> a. How many hospital beds are there in the borough vs. how many are used? Average daily census <p>In each district students we will compare the population to, number of hospitals, hospital beds, number medical doctors, and other health care personnel/</p> <ol style="list-style-type: none"> a. What do these numbers mean? b. How do these scores compare to other hospitals? <p>NYC Planning Dept web page for community planning district demographics:</p> <p>http://www.nyc.gov/html/dcp/html/neigh_info/nhmap.shtml</p> <p>Minority aging population in 2010 census:</p> <p>http://www.census.gov/newsroom/minority_links/minority_links.html</p>
<p>Day 19</p>	<p style="text-align: center;"><u>Comparing the Bronx to the rest of NYC</u></p> <p>Assignment: Students will be given a pre-selected district from another borough and do a quantitative analysis</p>

	<p>They will make a comparison between districts based on a quantitative analysis.</p> <p>How many hospitals?</p> <p>How many beds per hospital?</p> <p>How many beds per district?</p> <ol style="list-style-type: none"> a. What do these numbers mean? b. How do these scores compare to other hospitals? <p>Which elected official should we share our findings with?</p> <p>Name the elected officials, their political party and the district that covers your community.</p> <ol style="list-style-type: none"> a. Name of Name of NYS Senator b. Name of borough President c. NYS Assemblyperson d. NYC Councilperson e. US Congressperson
<p>Day 20</p>	<p>Contribution to final project: Students will prepare a report on the status of health in their community highlighting the strengths and needs of the available healthcare in their communities. They will also write a cover letter to this report addressed to one of the community's elected officials in which they advocate for the necessary changes.</p> <p>Students will present their reports on day 20.</p>
<p><u>UNIT 5: URBAN DEVELOPMENT AND PLANNING UNIT</u></p> <p>Goal: To introduce students to and develop their understanding of the planning and development of the Bronx's infrastructure. This unit is aimed at helping students understand what is necessary to the creation of a community, and how those decisions shape their neighborhoods and personal lives.</p> <p>Pre-reading: Introduction to Urban Planning</p>	
<p>Day 21</p>	<p style="text-align: center;"><u>An Introduction to Infrastructure: what is it, where did it come from, or was it always there?</u></p> <ol style="list-style-type: none"> 1. Discussion: defining infrastructure. 2. Discussion of infrastructure in the Bronx <ol style="list-style-type: none"> a. Housing b. Transportation c. Communication

	<ul style="list-style-type: none"> d. Energy e. Water f. Government g. Business
Day 22	<p>h. Healthcare and <u>Origins of the Bronx's Infrastructure</u></p> <p>i. Culture</p> <p>3. Discussion Activity – challenge students to list the components of infrastructure within a 2-block radius of the College. Then ask: Where did it come from? How did it get there? Who built it? What decided? Hostos history questions?</p>
	<ul style="list-style-type: none"> b. The Grand Concourse – history, design and meaning [video] c. Robert Moses – who was he? d. The Cross-Bronx Expressway – Selected readings from <i>The Power Broker: Robert Moses and the Fall of New York</i> - Chapters 37 & 38. <p>2. In-class Activity – identify an element of the infrastructure in their neighborhoods they would like to learn a bit more about. The question has to be framed in terms of ‘where are we going,’ and find out!</p>
Day 23	<p><u>Where is the Bronx Headed?</u></p> <p>1. Discussion – What does the Bronx look like today? What projects are on the horizon?</p> <ul style="list-style-type: none"> a. Hostos Community College b. The Grand Concourse c. Other plans and initiatives for the borough
Day 24	<p>Student Presentations/Contribution to Final Project</p> <p>3. Student short report presentations – Where is the Bronx headed in terms of urban development and planning?</p> <p>4. Where are we going? Students will be asked to identify an area of need in infrastructure in their neighborhoods and propose an urban development project to remedy the challenge. Proposals will make use of pictures, videos, interviews, etc.</p>
<u>UNIT 6: EDUCATIONAL OPPORTUNITIES AND INNOVATIONS IN THE BRONX</u>	
<p>Goal: To understand the importance of education, and master the basic research tools to find statistical data relating to education issues on the Internet, and be able to conduct research about educational opportunities in the Bronx and beyond.</p>	

<p>Day 25</p>	<p><u>The Importance of Education: A Brief Survey of the Status of Education in the Bronx</u></p> <ol style="list-style-type: none"> 1. Opening discussion based on readings: Why is education important? <ol style="list-style-type: none"> a. Job opportunities b. Personal development c. Knowledge is power, and is the key to improve the world 2. Latest data about the status of education in the Bronx as compared to the rest of New York City and the U.S. <ol style="list-style-type: none"> a. The highest education level attained (population age 25+) for Bronx county, NY, Year 2010 b. Education enrollment (population age 3+) for Bronx county, NY , Year 2010 3. Reading and discussion of two articles: <ol style="list-style-type: none"> a. "Bronx High School Students Go Entire Semester With No Math or English" b. "90 percent of high school students in five Bronx neighborhoods not ready for college-level work, new analysis finds"
<p>Day 26</p>	<p><u>Analysis and Discussions</u></p> <ol style="list-style-type: none"> 1. Possible causes of the lack of education in the Bronx <ol style="list-style-type: none"> a. Economic (cf. tuitions for various colleges) b. Motivation 2. Reading of article: "Study: Minority, Low-Income Students Lack Adequate Access to Educational Opportunities" 3. Watch the video clips of the ABC interview of the principal and a student from HERO high school 4. What is your plan for future career? <p style="margin-left: 40px;">For parents: what would you like your children to pursue in their study?</p> <ol style="list-style-type: none"> a. What areas of interests? b. What highest education level?
<p>Day 27</p>	<p><u>Educational Opportunities in the Bronx</u></p> <ol style="list-style-type: none"> 1. Education facilities and opportunities in the Bronx <ol style="list-style-type: none"> a. <i>Colleges</i> in the Bronx b. <i>High schools</i> in the Bronx c. <i>Specialized high schools</i> in the Bronx d. <i>Bronx Educational Opportunity Center</i> <p>Contribution to Final Project: Students will have a choice.</p> <ol style="list-style-type: none"> c. Research where they would like to continue studying after graduating from Hostos. d. For those who have school-age children: consider to which Bronx schools they would send their children.

Day 28: Class Project Presentations

Appendix 15:
**Community Arts for Dialogue, Reflection,
and Energy (CADRE) in the Bronx Proposal**

Community Arts for Dialogue, Reflection, and Energy (CADRE) in the Bronx

Principal Investigator:

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Co-Principal Investigators:

Susan Sturm, J.D., George M. Jaffin Professor of Law and Social Responsibility, and founding director of the Center for Institutional and Social Change at Columbia Law School (CISC) and Simone Rodriguez-Dorestant, Ph.D., Associate Dean for Success Programs, Bronx Community College (BCC).

Proposal Narrative:

The purpose of the CADRE Dialogues is to build an ongoing, cross-institutional dialogue involving City University of New York (CUNY) students at Bronx community colleges BCC and HCC, in collaboration with students at Columbia Law School (CLS), that uses the arts as a vehicle for understanding, communicating and promoting a culture of belonging in higher education. This proposal stems from two cross-institutional collaborations focused on (1) building full participation in higher education in the Bronx and (2) using the arts to promote dialogue and collective action to advance racial and social justice. CADRE embeds dialogues facilitated by artists-in-residence, students, and faculty into classrooms, collaborations, and public performances. It uses these activities to generate concrete public dialogues, institutional outcomes, and long-term culture change. It seeks to have cross-institutional impact by embedding reflection, research, and artistic collaboration in contexts where full participation efforts are underway, and making students the centerpiece of these activities.

In light of the divisiveness of the campaign rhetoric, specifically targeting groups most served by community colleges in the Bronx, how do we move forward to help students feel like they belong not only in institutions of higher education but in their communities and in this nation? CUNY has a legislatively mandated mission to be “of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York ... [to] remain responsive to the needs of its urban setting ... [while ensuring] equal access and opportunity” to students, faculty and staff “from all ethnic and racial groups” and without regard to gender¹. The host institution, HCC, has a 50-year commitment to both its employees and students as *familia* and also to South Bronx residents and community-based organizations. This grant would allow us to greatly expand the types of conversations we have been having on our campuses and to fuel the greater purposes of higher education, particularly well-being as it relates to “belonging, identity formation, and eudaimonia” as outlined in the RFP.

The following overview of the cross-institutional collaborations sets the context for this proposal. The Bronx Corridors to College Initiative (Corridors) explicitly focuses on enabling people from all different backgrounds in the Bronx to thrive and feel like they

¹ “Mission & History,” City University of New York. Accessed 23 Nov. 2016. <http://www2.cuny.edu/about/history/>

belong—a purpose central to HCC’s BCC’s and the Center for Institutional and Social Change’s (CISC) core mission. Under the leadership of Susan Sturm as co-Principal Investigator, CISC has worked closely with HCC’s and BCC’s college presidents, faculty, staff, and students over the past two years on Corridors, which seeks to “revitalize the South Bronx by increasing high-quality post-secondary access and completion, particularly for people with a history of criminal justice involvement, immigrants, veterans, and youth who do not attend college right after high school (the stakeholder groups).²” Corridors research showed that efforts to promote college access and success in the Bronx take place amidst considerable challenges associated with high rates of disinvestment, poverty, and inadequate educational preparation. The college environment poses additional barriers that make the experience of Bronx community college students intimidating and difficult to navigate. Yet, a history of activism, community based organization (CBO) support, community building, and student leadership in the South Bronx community has generated relationships rooted in trust and enabling resilience in the face of challenges. Corridors has generated a series of collaborations and projects among faculty, staff, students, and CBOs aimed at facilitating transitions into and thriving within HCC and BCC. The CADRE Dialogues aim to link these discrete efforts across campuses and bring additional collaborators in order to scale up the pilots across the campuses and take this work to the next level of culture change. It will also bring the work of Corridors into the South Bronx community by holding higher education-generated dialogues in community settings.

A second set of collaborations, developed among artists committed to social change and students and faculty at CLS, HCC, and BCC, provides the vehicle for linking artistry, activism, and community-wide dialogue among the three schools. Beginning in the summer of 2016, a creative collaboration of Broadway performers, artists, educators, student organizations, public officials, religious leaders, activists, police officers, and community members came together to spark dialogue—and collective action—around social and racial justice. Since August 1, a partnership has solidified between CLS faculty, students, and staff and a collective of Broadway artists that has created a portal for change, connecting artistry and activism. In addition, HCC, BCC, and CISC have built a strong relationship with College and Community Fellowship’s Theater for Social Change (TSC), an ensemble of formerly incarcerated women who use devised theater to link their personal stories to personal transformation and social change. Finally, Tere Martinez, a humanities professor at HCC, has laid a strong foundation for arts and community building at HCC. She developed a year-long collaboration that included performance of an original play, drama education workshops related to social justice work, engagement with young people, and a service component. The CADRE Dialogues will amplify and promote the voices and partnerships created from all of these artistic and collective impact projects.

The Artistic Team at the center of this partnership consists of Ben Wexler, Britton Smith, and Zhailon Levingston. Each represents an organization that can bring creative capital to this project. Britton Smith is a member of the Broadway Advocacy Coalition, which mobilizes an extensive network of Broadway actors seeking to use their voices for change work. Zhailon Levingston is a founder of Words on White, a movement to visually and creatively represent voices that need to be heard. Ben Wexler is a member of Siena Music, Inc., the music company headed by Jeanine Tesori (composer of *Fun Home* on Broadway). Through tapping into their creative resources and

² Sturm, S., and M. Delano. “Bronx Corridors Executive Summary” (2015).

networks of collaborators, the Artistic Team will co-create original work with students and expand the scope of artists-in-residence to bring in high-caliber and deeply committed talent to HCC, CLS and BCC communities. They will also provide a platform upon which the works created within these targeted residencies can build.

Arts give a powerful voice and vessel to story. The model of collaboration here is to amplify the stories of BCC and HCC students through collaboration with artists. The students are the source of material, and the artists-in-residence help craft how those stories are told. CLS students are then the linkages between arts, policy and action. They research the stories told and connect narrative with concrete facts and action plans. They work to get these pieces in front of the audiences that *need* to hear them, not just seek them out.

The activities will proceed as follows:

January 2017: CLS students in Vision, Action, Social Change (a course taught by Susan Sturm) will launch reflection, focus groups, and research, in collaboration with student leaders at BCC and HCC. The law students as "dramaturgs" who will work with artists-in-residence and students in the Bronx to build opportunities for the arts to communicate the narrative and public policy concerns that affect access to education for people in the Bronx, particularly people with criminal justice involvement, youth, and immigrants. CLS students will study the problem and the leverage points for impact, as part their field work for Vision, Action, and Social Change,. Formerly incarcerated leaders at Hostos will work to enlist students, as well as faculty and staff, who will participate in the dialogues and enlist others in the conversations at every step of the way. The steering committee will finalize a plan for coordination, accountability, and implementation. Campus leads will begin recruitment of students.

February-March 2017: Artists-in-residence will work with HCC and BCC students and artists to develop materials and pieces for March performance, with support of CLS students as dramaturgs and links to policy. Youth from Future Now, a high school equivalency to college pathways program based on the BCC campus, will identify their own vision for thriving and the academic and non-academic supports they need to succeed – and for the next generation to succeed. They will document and share their vision in creative ways during these dialogues.

March 2017: DIALOGUE 1 - In the Bronx/At BCC: Defining the vision, goals, and barriers: what does full participation mean for different stakeholders? What does full participation require? This dialogue will follow a March cross-institutional conference on building full participation at BCC and HCC for students in the Bronx for four stakeholder groups, focused on building a higher education commons in the Bronx. The session will identify and communicate students' vision of the Corridors goals of building full participation at BCC and HCC, including for immigrants, veterans, students with criminal justice involvement, and opportunity youth. The artists will work closely with students and CBOs to enable their ideas to be communicated directly by them and in collaboration with Bronx and Broadway artists. This would set up the partnership and way of working between the artists and students/CBOs who would like to be involved

March-April 2017: The artistic team will work with CLS, BCC, and HCC students to identify policy barriers and then work with CLS, BCC, and HCC students who were part of the conference to create an event that focuses on the main policy/non-academic areas they choose as a collaborative to address.

May 2017: DIALOGUE 2 - At Columbia/With BAC: This session will share narratives and tools aimed at addressing the policy barriers identified during the March conference and developed through research and inquiry with BCC, HCC, and CLS students.

Spring 2017: DIALOGUE 3 – In the Bronx/Hostos and at a NeON or a school: Focus on formerly incarcerated/school to prison pipeline, include youth What does belonging look like? What is their experience of deciding to go to college? What enables them to feel connected and supported? What are the key barriers and how do they cope, particularly in the current political environment? How do justice involved students and community members lead this process?

Fall 2017: DIALOGUE 4 – In the Bronx/BCC and Community setting: Focus on immigrants, include immigrant youth: What does belonging look like? What is their experience of deciding to go to college? How do they deal with subjects such as undocumented experiences, deportation, language and identity? What enables them to feel connected and supported? What are the key barriers and how do they cope, particularly in the current political environment? How do students and community members lead this process?

DIALOGUE 5 – at Columbia and the Bronx: These repeated events would integrate the work of the previous events, but these will be designed to be participatory so that the audience will be part of creating action steps that will take Corridors into its next year

Throughout the planning of the dialogues, we will connect the already targeted goals and stakeholders of existing Corridors working groups and partnerships. In this way, the event brings in the issues that have been identified as priorities, while leaving room for artists and student collaborators to identify new ideas and goals from their collaboration to feed back into Corridors. This will not only inform the work being done on the campus, but also connect new stakeholders to Corridors.

Performers and community and student leaders will lead discussions and story circles in small groups following the performances. Student researchers will capture the discussions and ideas for improving or creating new campus programs and strategies and policy changes for supporting students non-academic needs . By documenting each event, the artists and planners will tap into what came out of the previous event as a jumping off point for planning the next event. Throughout the grant, Corridors, HCC and BCC will connect the tools and performances to projects, classroom activities and policy and policy design. At the end of the grant period, CISC, in collaboration with the Steering Committee, will prepare a report describing the process and impact for publication.

Logic Model

<u>Inputs</u>	<u>Processes/ Activities</u>	<u>Outputs</u>	<u>Outcomes</u>	<u>Impact</u>
<p>Coordination</p> <ul style="list-style-type: none"> •PI—Sarah Hoiland •HCC—Tere Martinez •BCC—Tammy Arnstein and Simone Rodriguez-Dorestant •CLS—Susan Sturm •Artistic team—Ben Wexler 	<ul style="list-style-type: none"> •Provide logistical support (Sarah and Susan), artistic direction (Ben and Tere) •The Steering Committee will meet monthly (in person or via phone). 	<p>Linked activities across the three campuses.</p> <p>Grant administration responsibility and accountability for grant commitments.</p> <p>Participation by key decision-makers, distribute grant funds (PI).</p>	<p><u>Ongoing coordination across three campuses</u></p> <p><u>Integration of arts and artists into Corridors work</u></p>	<p><u>Increased capacity to build culture of belonging for four stakeholder groups</u></p>

<p>Collaboration:</p> <ul style="list-style-type: none"> •Faculty members across 3 campuses •Staff of Corridors/HCC/BCC •Student leaders and researchers •Artistic team Corridors working groups, including CBOs 	<ul style="list-style-type: none"> •Identify specific areas to tackle, building on Corridors research and activism •Enlist leadership of students at the three institutions •Identify the focus, participants, and issues for the events (role of dramaturg), undertake artistic collaboration between artists, students and CBOs to design the events and tools •Document and research by students from the 3 partner institutions and CISC staff researchers •Participatory events that create a way forward/next step •Connecting the events in a final event that sets the agenda for the next year of Corridors 	<ul style="list-style-type: none"> •Artifacts from events such as videos and event documentation to use in classes, trainings and meetings on each of the campuses, and on the CUNY Commons website •Campus action agenda for next year of Corridors •Policy agenda •Report 	<p>Student leaders and mentors trained to help the newer students</p> <p>Relationships strengthened between CBOs, community and campuses to move their common agenda forward</p> <p>New campus practices that create a welcoming environment for students</p> <p>Plan to move action agenda forward</p> <p>Corridors policy agenda plan to move forward</p> <p>Welcome centers informed by perspectives of 4 stakeholder groups</p> <p>Trainings and workshops that include Corridors tools</p>	<p>Culture change that includes shifts in language, images, and public narratives about students, creating a welcoming environment, visibility and leadership of groups that have historically been under-served by higher education, development of a truly inclusive community that takes a holistic approach to serving students, a culture of caring and community-mindedness/shared vision</p> <p>Sustain by building capacity within a group of leaders (students, faculty, staff, and administrators) who will continue the conversation and move the goals forward.</p>
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Budget

	Direct Costs	Cash Match	In-Kind Match
Personnel		PI Prof. Hoiland (3 credits release time for coordination) \$3000	Co-PI Prof. Sturm \$5000 Co-PI Dean Rodriguez-Dorestant \$1000 Corridors Coordinator Elizabeth Payamps \$1000 Corridors Student Leadership Coordinator Devon Simmons \$1000
Consultants	Artist coordination & direction: \$5000 Artists-in-residence: \$4000 Guest artist stipends: \$1000	Center for Institutional and Social Change at CLS \$2500	
Equipment			
Space/ Rental			BCC theatre (Spring 2017) = \$1000 CLS theatre (Fall 2017) = \$2000 HCC Black Box Theatre (Spring 2017 and Fall 2017) = \$1000
Misc.	Student Stipends (5 from HCC and 5 from HCC): 10 x \$500 = \$5000		
Food/ Refreshments		Refreshments at CLS = \$ 1000 Refreshments at HCC = \$500 Refreshments at BCC = \$500	
Marketing/ Communications			Duplication services = \$500
TOTAL	\$15,000	\$7,500	\$12,500

Appendix 16:
Office Technology
Employer Convening Notes
(Advisory Board)

Hostos Office Technology Employer Convening

Attendees:

Organization	Name	Title
Murray's Business Credit Education Seminar	Murray Allen	Credit Certified Consultant
NYC/NYS International Association of Administrative Professionals	Bianca Constance	Board Member
Urban Health Plan	Ruth Santana	Program Coordinator/Health Careers Liaison
Public Works Partners	Allison Quigney	Senior Manager
Public Works Partners	Diana Petty	Manager
Public Works Partners	Scott Zucker	Principal
Hostos Career Services	Lisanette Rosario	Career Services Director
Hostos Office Technology Unit	Sandy Figueroa	Professor/Unit Coordinator

Summary of Office Technology Employer Discussion:

1. Industry Perspectives on Entry-Level Positions and Skills
 - a. Employers emphasized the importance for applicants to demonstrate professionalism and contextual awareness both during the screening process and once on the job. Examples included:
 - i. Researching an organization before contacting about a position, and being able to clearly articulate interest in the organization and specific role.
 - ii. Presenting oneself as organized and directed, both in terms of appearance, punctuality, and giving personal information regarding background and interests.
 - iii. Exhibiting strong verbal communication that might translate to interfacing with clients/external stakeholders on the phone or in person during administrative processes.
 - b. Employers noted a series of skills that younger candidates often see as menial and have difficulty completing thoughtfully. There is an opportunity to teach these skills in the context of completing tasks strategically and consciously. These tasks include:
 - i. Answering the phone and taking a message
 - ii. Taking effective meeting minutes
 - iii. Writing an Email and using an appropriate tone
 - iv. Producing and sending letters
 - v. Using contact and social media tools
 - vi. Public speaking and assertiveness
 - vii. Data analysis in Excel
2. Feedback on Hiring Process
 - a. Employers noted that soft skills are more strictly evaluated during internship selection or hiring than technical skills. For administrative roles, employers generally assume candidates will possess or could be taught technical skills, but strong soft-skills can be more challenging to find.
3. Key Opportunities Identified for Employer Participation to Improve Student Learning Experience
 - a. Employers have observed a key challenge in helping young candidates view this field as a profession rather than just an entry-level job. Employers could play a key role in working with students to think about and conceptualize a longer term career as an administrative professional and see opportunities for an investment in the future.
 - i. An element of this is communicating that effective administrative professionals partner with their supervisor in a mutually beneficial way.

- b. Employers expressed a willingness to engage in several types of student learning activities, including:
 - i. Mentorship (could be on a one-off or ongoing basis)
 - ii. Employer panels on campus
 - iii. Site visits or special projects in the field
 - iv. Continuous evaluation/reporting during internships to identify problem areas early and troubleshoot with students throughout the experience
- c. Activities could focus on helping students to learn more about career opportunities, required skills, and office culture.

Recommended Next Steps:

1. Moving forward with activities, it will be important to consider both:
 - a. How we better prepare students to qualify for internships, and
 - b. How we help them gain skills and perspective through internships.
2. Recommended next steps in the short-term include:
 - a. Begin mentoring program with NYC/NYS IAAP
 - b. Bring employer panels/guest speakers to Hostos campus
 - c. Incorporate site visits/special field projects into the curriculum
 - d. Enhance skills-focused content within the curriculum, including:
 - Soft-skills (general professionalism)
 - How to do key office tasks (noted above)
 - Career paths, including the role of an administrative professional in collaborating with supervisory staff and promoting an eagerness to learn and take on new types of tasks
3. There are opportunities to model preparation and professional engagement by coaching students on preparing for site visits and/or guest speakers, developing insightful questions, how to engage guest speakers, and how to write thank you notes.
4. Career Services has an opportunity to reinforce the above by laying out an approach to preparing for and engaging in interviews.

Full Record of Office Technology Employer Convening Discussion:

Getting Industry Perspectives

What skills and qualities do you look in an entry-level employee or intern? What types of positions are generally a good fit for Hostos Gerontology graduates or students? What industry standards exist for administrative professionals?

- Urban Health Plan: Urban Health Plan looks for employees who exhibit good manners and kindness. The assumption is that candidates trained in office technology will have the necessary administrative skills. The greater concern is how new employees interact with clients.
 - One administrative skill that is very valuable in the Urban Health Plan context is the ability to take meeting minutes. Some candidates believe meeting minutes are only the full dialogue, but it is also important to think about and capture key points from the conversation.
 - Public speaking is another very important skill to teach, including how to demonstrate confidence and assertiveness. At Urban Health Plan, we can teach other technical skills because we have resources, but it is more challenging to teach public speaking. We have had interns that have done great work, but they are shy and not assertive and that limits their ability to be successful.
- **Murray's Business Credit Education Seminar (MBCES): previously hired an intern because of the student's strong professionalism. This intern was always on time, dressed professionally and was very attentive.**
- **Professor Figueroa: at Hostos, we're supposed to be bilingual. Many students are ESL. It can be a challenge to get them up to speed on technical writing, but we make the courses writing intensive. On another note, do you (employers) still do typing tests for administrative roles?**
- **(general responses)** Do not typically test typing speed. Rarely have an issue with a new hire/intern on typing.
- MBCES: with interns, have had issues with grammar as well as email etiquette and protocol. For example, once had an intern that CCed a large group when everyone should have been BCCed. Then, when found consistent grammatical errors when reviewing the text of the email. It is very important to teach business writing and basic email protocol,

including what to include in the subject line, greeting, signature, attachment, and always double checking work prior to sending. The younger generation can have trouble assessing what level of formality is appropriate in email when digital media is such a big part of their daily routine.

- Lisanette Rosario: (*to employers*) is typing speed a factor when working with administrative professionals? We occasionally see students typing with one finger.
- NYC/NYS IAAP: if you want a job as an administrative professional, keyboarding has to be a skill.
- Urban Health Plan: in addition to keyboarding, I have had some interns that did not know the proper formatting or how to mail a letter. Students should know how to produce mailing labels and where to put them on the envelope. There is also an opportunity to teach protocol for a cover letter.
- **NYC/NYS IAAP: some of these skills we're talking about are basic** – mailing, keyboarding, answering the phone – but these are the bread and butter of business. In addition, the structure of different companies and level of internal resources may vary. For example, not all companies have a mailing dept. Office Technology students should have exposure across these business skills so they can be prepared to walk into any scenario.
- Scott Zucker: (*to NYC/NYS IAAP representative*) Could you tell us a bit more about receiving your IAAP credential? What does that entail?
- NYC/NYS IAAP: the IAAP exam covers eight different categories ranging from basic office procedures to basics of business, how to write a letter to paper filing. The exam is about three hours and covers anything you can imagine an office administrative position would handle.
- Scott Zucker: could you offer some insight into what point and time that credential may **make sense is a person's career?**
- **NYC/NYS IAAP: I would suggest it's valuable after you've been in a job 2-3 years.** Unfortunately the credential is not widely known. In some places, employers look for the credential before they hire and having it can give an edge in terms of salary. The certification is also a personal achievement. Have to recertify every 5 years = 60 hours of continuing education that speak to content of the exam such as technology, office procedures, and anything involved in actual work in an office.
- Professor Figueroa: having an industry professional certification also indicates a level of professionalism to an employer.

Feedback on Hiring Process

Please share a bit about your hiring and/or internship recruitment process and how you evaluate potential candidates? What are your expectations for applicants you speak with regarding open positions?

- Urban Health Plan: Urban Health has worked with Hostos for a few years and conducts employee and intern screenings through a central, workforce development site for eight Urban Health Plan community centers across the city. All Urban Health Plan interns are processed, placed, and evaluated through this central, workforce development site. When hiring for entry-level roles, the initial screening focuses on service excellence and delivery, and a strong demonstration of professionalism. The expectation for applicants is that they are well prepared and possess an understanding of Urban Health Plan as well as the role they are seeking.
 - Most administrative professionals at Urban Health Plan interact with patients in their daily work. As such, demonstrating an ability to interface and communicate effectively is critical during the screening process.
 - For students seeking an internship, when contacting Urban Health Plan about opportunities it is essential to communicate personal details and interests, **including why they're interested in Urban Health Plan, the type of internship desired, current academic institution, and any other logistical considerations.**
 - Starting early is key to the internship application process. The first step is deciding what you want to do and then research opportunities, and these step will make students well prepared when the application period opens.
- MBCES: In the past, has had issues with contacting interns about openings and the students were only open to paid opportunities. This showed a disconnect between the **students' understanding of the internship experience as an opportunity to learn versus and opportunity to make money.**
- Professor Figueroa: as educators, it is our responsibility to communicate which opportunities are paid and which are unpaid. In addition, we must encourage our student interns to know details regarding the organization and the position in advance so that they may set themselves up for success when interacting with a potential worksite. We work to communicate the need to plan ahead to our students. Students need to start thinking critically about their long-term career, not just a short-term placement.

Potential Avenues for Employer Participation

What can Hostos do with employers' assistance to better prepare students for internships and jobs? How can we build increased job readiness exposure into the curriculum?

- Urban Health Plan: recently worked with Borough of Manhattan and Bronx Community Colleges to rebuild their curriculum focusing on better preparation for Patient Services Representatives (PSR), Medical Assistants, and Licensed Practical Nurses (LPN). The curriculum enhancements also incorporated assistance for entry-level staff to understand opportunities to move up and internalize their career paths.

- NYC/NYS IAAP: have seen soft-skills as lacking in the younger generation. Entry-level **employees often don't know how to answer** the phone and treat emails as text messages. Can be difficult to teach soft-skills, but is important to try. Grammar is also an issue, and must teach students how to speak/write in full sentences.
 - Another important emphasis is helping students see these jobs as a profession. Being an administrative professional is not just answering phones. A real administrative professional partners with a supervisor to manage menial tasks. Could use the analogy that the supervisor is flying 30,000 feet in the air, and the administrative professional is the wind beneath their wings. There must be a mutual appreciation for what each side brings to the table.
 - NYC/NYS IAAP recently convened a working group to investigate the state of the Administrative Profession by interviewing several HR and other Executives. A consistent challenge that was noted across all levels of interviewees was that administrative staff lack a full understanding of Excel.
- Professor Figueroa: we have found that students know how to plot the numbers, **but don't** necessarily know what the numbers mean. Need to be able to analyze numbers and effectively community analysis to supervisors. Working on project with Laguardia to teach students how to interpret Excel spreadsheets.
- NYC/NYS IAAP: having a curious mind is important. Need to flip switch so curiosity grows. See that as a responsibility of management level to respect the administrative professional and bring them along a career path.
- Professor Figueroa: at Hostos, we want our students to think long term not just at a job, but at a profession. We want our students to look for a career. We should explore certification opportunities to emphasize this long-term investment.

Future Activities

What additional activities would you be open to participating in to help expose students to the field? This may be particularly useful prior to students becoming interns.

- NYC/NYS IAAP: a mentoring program would be a good enhancement to the curriculum. As employer mentors, we could give guidance and be a sounding board when challenges arise, and also be a cheerleader when things are going well.
- **Urban Health Plan: mentoring is big in health care, but has been a challenge because it's a big (time) commitment.** Nurses, doctors, and physicians are on call and may not have a flexible schedule, but could be easier to pair students in an academic context.

- Another opportunity is to start an employer-student conversation about talent, careers, and where students see themselves in five years. This could be a lighter touch, and could also talk about partnership and collaboration in the office space. **As a supervisor, my interns enable me to function because I don't have the time to do all the small things they do.**
- Professor Figueroa: we think of mentoring often as sitting down one-on-one, but mentoring can take many forms. For example, could just be a phone call to check in and ask, **“how's everything going?”**
 - In addition, hosting an employer panel could be a great way to give students added direction and hear directly from someone in the profession to get positive reinforcement. Having employers speak on campus could be the starting point, since those perspectives resonate more with students than hearing from Hostos staff/faculty, especially when they know employers are doing the hiring
- **Urban Health Plan: site visits also have great value. It's helpful for students to reinforce** what they learn in a classroom by seeing it in person and speaking to people who have first-hand knowledge of the profession. Visits could be just an hour or so to let people see in **person. Doesn't necessarily have to take away from class time, but adds additional value** to class.
- MBCES: I work to take my interns into the field and into the professional network. My most recent intern was able to meet people who were in charge of the process through **networking events. Now, my intern is no longer just at the office doing work, but he's** engaged in the network in the field and what networking is in the business world. That experience empowered him. I have several other ideas for how to motivate students/interns and key things they should be exposed to:
 - Recognition is key and can be a big motivating factor for students/young employees. As an employer, I can give recognition and/or certification that an intern completed a program at my organization. Interns could receive a certificate/award for doing good work and then word spreads to other possible interns.
 - When I make an initial offer, I direct candidates to go to my website and research my organization and then I ask them 10 questions. Their performance in this process shows their level of commitment.
 - Social media is key, for example Mailchimp and Constant Contact. Students need **to learn this as it's essential in business today.**
 - Could consider instituting a **30-day report process on how they're doing during the** internship. That would allow us as employers to know what to address along the way rather than hearing about challenges at the end of the period. Evaluations are really important to address needs and adding the most value.

- NYC/NYS IAAP: I like the 30-day, ongoing evaluation idea. It is easier to correct the course of the ship on a day-by-day basis rather than after it's already off course.
- Urban Health Plan: another good opportunity would be to send students to a meeting of IAAP. That would not only give them an opportunity to be exposed to IAAP and understand its career implications for the field, but also to see how meeting is run and practice taking minutes in a real world scenario.
- Professor Figueroa: these are great ideas. I could give students a list of participating employers for site visits and send them in teams to do visits. I currently do role playing in teams and rotate who is **the manager. I'm going to have them evaluate each other so they** learn that process. Also will encourage added prep work in advance of visits/meeting, such as **visiting organizations' websites in advance.**
- Urban Health Plan: the site visit process must be well coordinated with employers. As an **employer, it would be helpful to have advance warning on what's happening, with who,** and why. For administrative professionals, Hostos can also be a site visit or example for students. The college is itself an administrative resource.

Appendix 17:
Office Technology Curriculum
Before and After Changes

Office Technology Curriculum (Prior to Changes)

EFFECTIVE FALL 2011

The Office Technology Program prepares administrative support professionals for today’s technological offices. The program offers three (3) options leading to an Associate in Applied Science (A.A.S.) degree: Administrative Assistant, Legal Administrative Assistant, and Medical Office Manager. Students in degree options are provided with work-related experience through a required internship program. The Office Technology Program also offers three (3) credit bearing certificate programs:

The Office Technology Program also offers three (3) credit bearing certificate programs: Administrative Assistant, Legal Administrative Assistant and Medical Office Manager. Courses in the certificate programs can be applied toward degree options.

Course content incorporates the latest technology and software programs. Students are made aware of critical thinking skills, communications skills, and teamwork skills essential for success in today’s challenging workplace.

Program of Study Leading to the A.A.S. Degree in Office Technology Administrative Assistant, Legal Administrative Assistant, Medical Office Manager

I. General Education

Requirements	Credits
ENG 110 Expository Writing	3.0
ENG 111 Literature and Composition	3.0
Mathematics MAT 100 or 120	3.0
Behavioral & Social Sciences	3.0
Natural Sciences	4.0
Humanities	3.0
Liberal Arts Elective	3.0

Total General Education

Requirements 22.0

II. Major Requirements Credits

BUS 100 Introduction to Business	3.0
BUS 201 Principles of Management	3.0
OT 101 Basic Computer Keyboarding & Document Formatting	3.0
OT 102 Intermediate Computer Keyboarding & Document Formatting	3.0
OT 103 Introduction to Computer software Packages	3.0
OT 104 Office Systems and Procedures	3.0
OT 201 Advanced Computer Keyboarding & Document Formatting	3.0
OT 202 Transcription	3.0
OT 203 Business Communications	3.0
COOP 101 Introduction to Career Practices	1.0
COOP 102 Work Experience I	1.0
Total Major Requirements	29.0

III. Select one option from the following: Administrative Assistant

ACC 100 Introduction to Accounting	2.0
BUS 240 Entrepreneurship	3.0
BUS 210 Business Law I	3.0
Plus free elective credit	1.0

OR Legal Administrative Assistant

LEG 101 Intro to the Legal System	3.0
OT 205 Legal Terminology/Transcription	3.0
Plus free elective credits	3.0

OR Medical Office Manager

HLT 124 Medical Terminology	3.0
OT 206 Medical Billing and Insurance	3.0
OT 204 Medical Terminology/Transcription	3.0

Total Option Requirements 6.0-9.0

Total A.A.S. Degree in Office Technology 60.0

Office Technology Curriculum (After changes)

EFFECTIVE FALL 2016

The Office Technology Program prepares administrative support professionals for today's technological offices. The program offers three (3) options leading to an Associate in Applied Science (A.A.S.) degree: Administrative Assistant, Legal Administrative Assistant, and Medical Office Manager. Students in degree options are provided with work-related experience through a required internship program.

The Office Technology Program also offers three (3) credit bearing certificate programs:

Course content incorporates the latest technology and software programs. Students are made aware of critical thinking skills, communications skills, and teamwork skills essential for success in today's challenging workplace.

**Program of Study Leading to the A.A.S. Degree in Office Technology
Administrative Assistant, Legal Administrative Assistant, Medical Office Manager**

I. General Education

Requirements	Credits
ENG 110 Expository Writing	3.0
ENG 111 Literature and Composition	3.0
Mathematics MAT 100 or 120	3.0
Behavioral & Social Sciences	3.0
Natural Sciences	4.0
Humanities	3.0
Liberal Arts Elective	3.0

Total General Education Requirements 22.0

II. Major Requirements	Credits
BUS 100 Introduction to Business	3.0
BUS 201 Principles of Management	3.0
BUS 203 Business Communications	3.0

COOP 101 Intro to Career Practices 1.0

COOP 102 Work Experience I 1.0

OT 101 Basic Computer Keyboarding & Document Formatting 3.0

OT 102 Intermediate Computer Keyboarding & Document Formatting 3.0

OT 103 Introduction to Computer software Packages 3.0

OT 104 Office Systems and Procedures 3.0

Total Major Requirements 23.0

III. Select one option from the following: Administrative Assistant

ACC 100 Introduction to Accounting 2.0

BUS 110 Business Ethics 3.0

BUS 210 Business Law I 3.0

BUS 215 Business Applications Using Excel 3.0

BUS 240 Entrepreneurship 3.0

Plus free elective credit 1.0

OR Legal Administrative Assistant

LEG 101 Intro to the Legal System 3.0

OT 205 Legal Terminology/Transcription 3.0

Plus free elective credits 3.0

OR Medical Office Manager

HLT 124 Medical Terminology 3.0

OT 105 Electronic Health Records 3.0

OT 206 Medical Billing/Coding and Insurance I 3.0

OT 209 Medical Office Procedures 3.0

OT 210 Medical Billing/Coding and Insurance II 3.0

Total Option Requirements 9.0-15.0

Total A.A.S. Degree in Office Technology 60.0

Appendix 18:
Operational Plan Template

Division Here					
Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)

Appendix 19:
Strategic Plan/Operational Plan (SPOP)
Online System

Operational Plan — FY 2016-2017

Select Prioritized Initiative from below

* Denotes Prioritized initiative

GOAL 1: Integrated Teaching and Learning Programs and Supports Goal Outcomes

(G1, I1) Focus on First Year Student Success and Transfer*

GOAL 1: Integrated Teaching and Learning Programs and Supports

AlignedPMPIndicators: A.3.a, A.3.b, A.3.c, A.4.a, A.4.b, B.2.a, B.2.b, B.2.c, B.3.a, C.2.1

	Annual Results Anticipated (1)	Division Responsible (2A)	Unit Responsible (2B)	Key Partners (2C)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)	Status (7)
	Complete a data gap analysis for at least 4 units	Administration & Finance	Information Technology	<ol style="list-style-type: none"> Institutional Research VP, Student Affairs - Enroll Mgmt Provost, Academic Affairs 	<ol style="list-style-type: none"> Conduct interviews with respective key partners' staff members Document currently available data elements from CUNYfirst and other application sources Identify missing data elements based on key partner requirements 	<ol style="list-style-type: none"> Can we standardize a campus business practice for data collection and presentation? 	<ol style="list-style-type: none"> CUNYfirst Starfish Titanium Single Stop Excel interview questions 	0	Draft
	3 units given access to utilize myHostos push notifications	Administration & Finance	Information Technology	<ol style="list-style-type: none"> VP, Student Affairs - Enroll Mgmt Bursar's Office Business Office 	<ol style="list-style-type: none"> Develop internal web interface using myHostos API Train end user units 	<ol style="list-style-type: none"> Is the use of this platform improving student responsiveness? What is the actual successful reach of the push notifications? 	<ol style="list-style-type: none"> Unit heads myHostos reports 	1000	Submitted to Division Head
	Produce a general case statement highlighting students' needs which will be used for fundraising purposes	Institutional Advancement	Development	<ol style="list-style-type: none"> Communications VP, Student Affairs - Enroll Mgmt Alumni Relations Institutional Research 	<ol style="list-style-type: none"> Identify team members and processes to conduct outreach to specific constituents Obtain information from key partners Write case statement 	<ol style="list-style-type: none"> Are we working with the areas most knowledgeable about students' needs? Are we framing students' needs in a manner that will 	<ol style="list-style-type: none"> OIRSA 	0	Draft

Appendix 20:
State of the College Address, Fall 2016



**Welcome to the
College Convocation and
President's
State of the College Address**

David Gómez, Ed.D.
President
Thursday, October 27, 2016



Christine Mangino, Ed.D.
Provost and Vice President for
Academic Affairs

Developmental Education

- Pre-Enrollment Seminars
 - +6% Reading and Writing
 - +10% Mathematics
- Math Workshops

	January 2015	January 2016
M10	51.8%	61.6%
M20	36.5%	49%

Developmental Education (Cont.)

- 67% (3400) students enrolled in a non-traditional math class last year
- SI in 75% of MAT 10 & 20 sections
- 678 students enrolled in an English co-requisite class
 - pass rates 53-68%
- 346 students enrolled in ENG 93

	Reading	Writing	Both
ENG 93	55%	45%	29%
ENG 91		36%	
ENG 92	43%		

ASAP

- 655 students enrolled AY15/16
 - Cohort 7: 55.9% 3-year graduation rate
 - Cohort 8: 46.3% 2-year graduation rate
 - 4 new advisors
-

Title V

Undergraduate Research
Supplemental Instruction
Capstone Assignments
Conferences

Assessment

Assessment Fellows

Academic Program Reviews

Outcomes Assessment



Nathaniel Cruz

Vice President

**Student Development and
Enrollment Management**



Carlos Molina, Ph.D.

Vice President

Continuing Education and Workforce Development



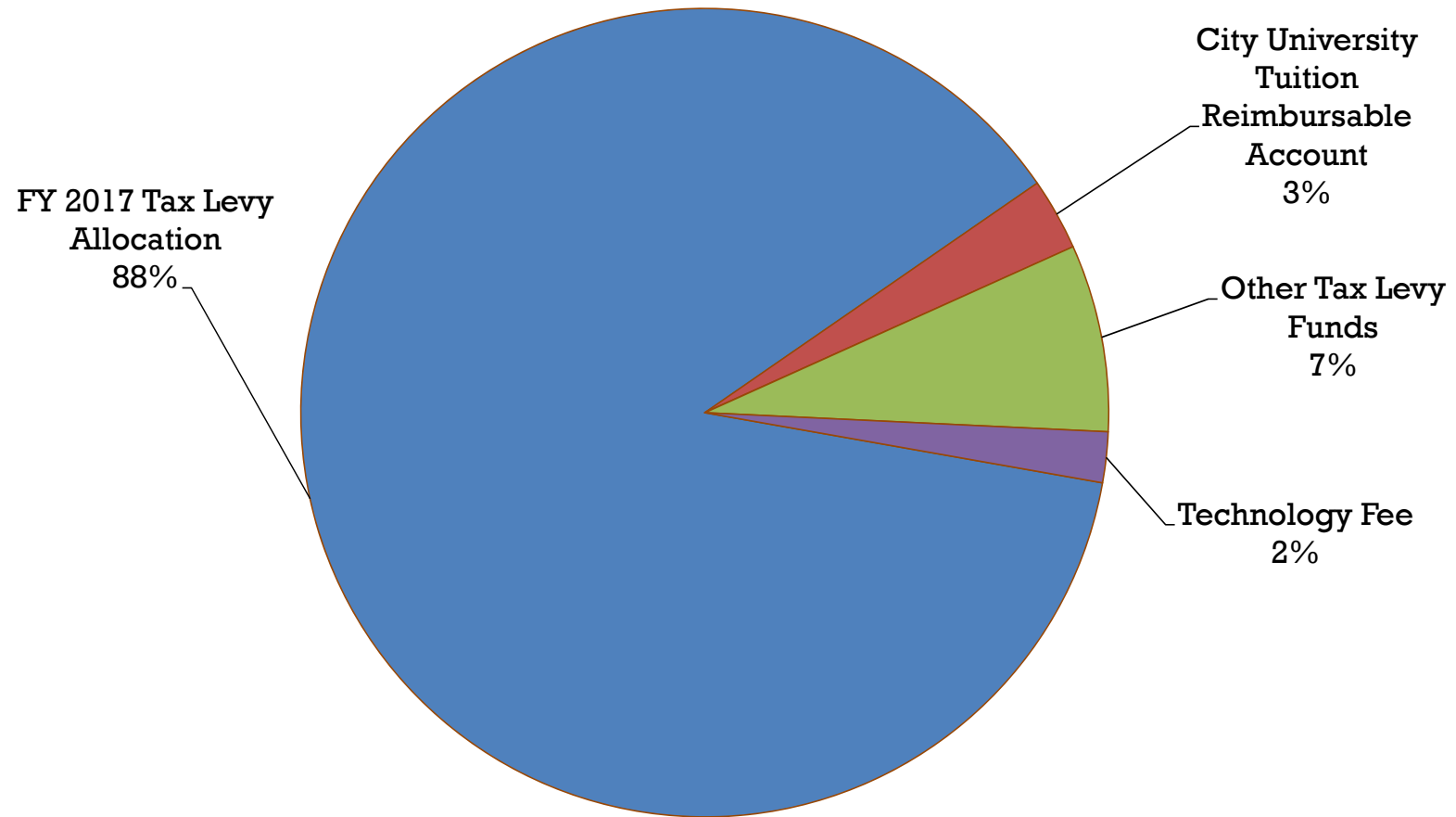
Esther Rodríguez-Chardavoyne

**Senior Vice President for
Administration and Finance**

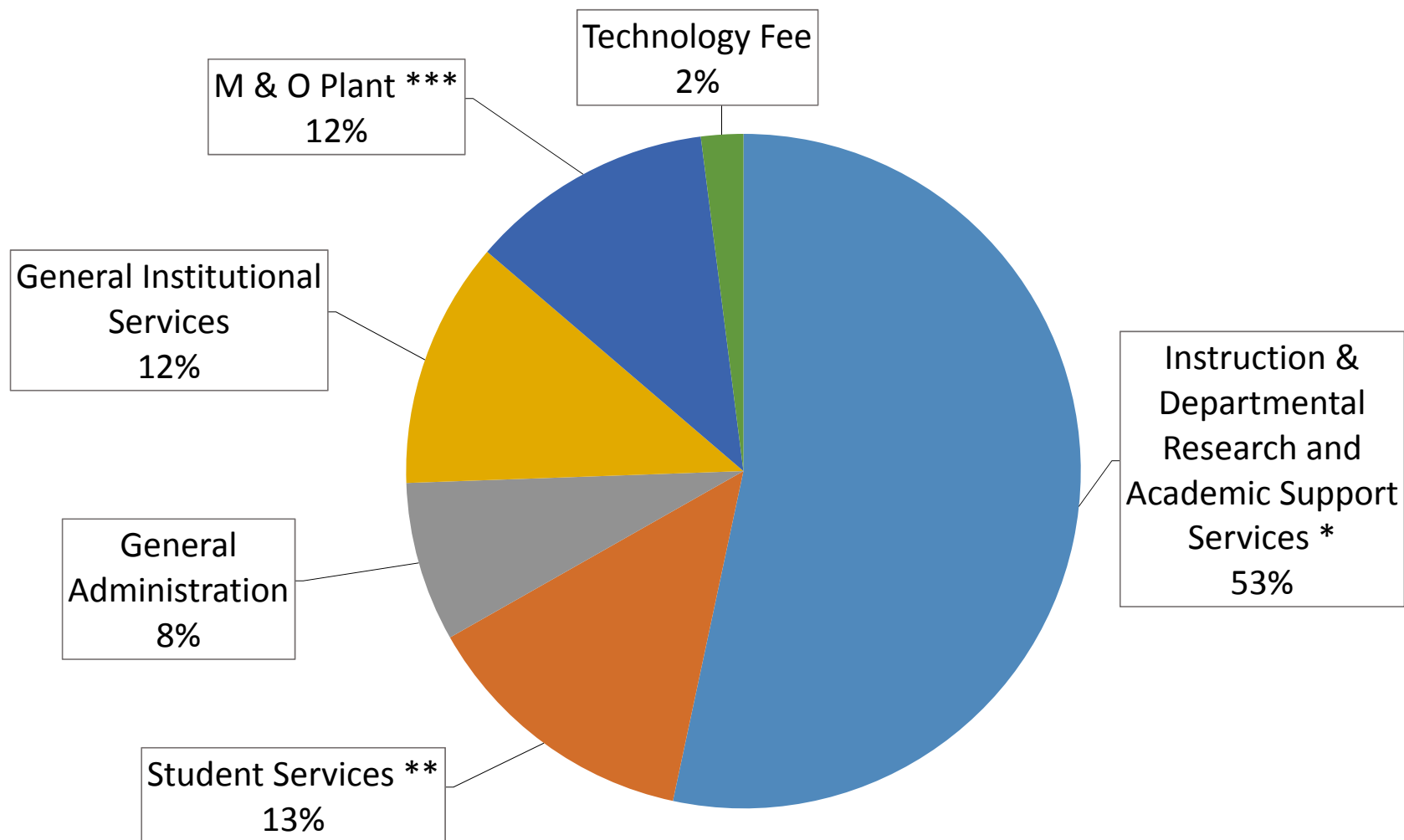
Updates on FY 2017 Budget

HOSTOS COMMUNITY COLLEGE FY 2017 FINANCIAL REPORTING						
FY 2017 Available Resources						
FY 2017 Tax Levy Allocation				56,787,400		
City University Tuition Reimbursable Account (REVENUE RESERVE)				1,866,840		
Other Tax Levy Funds				4,854,200		
Total Tax-Levy				63,508,440		
Technology Fee				1,309,813		
Total Resources				\$64,818,253		
FY 2017 College Budget Distribution by Major Purpose and Major Object (\$)						
Major Purpose	Personnel Service Regular (full-time staff)	Adjuncts (part-time teaching staff)	Temporary Service (part-time staff)	Total Personnel Service	Other Than Personnel Service (OTPS)	TOTAL
Instruction & Departmental Research and Academic Support Services *	21,908,438	7,271,188	1,834,447	31,014,073	3,567,343	34,581,416
Student Services **	6,716,417	66,109	531,944	7,314,470	1,394,639	8,709,109
General Administration	4,109,138	37,024	259,542	4,405,704	554,000	4,959,704
General Institutional Services	4,834,506		569,903	5,404,409	2,261,641	7,666,050
M & O Plant ***	4,485,452		13,000	4,498,452	3,093,709	7,592,161
Sub-total	42,053,951	7,374,321	3,208,836	52,637,108	10,871,332	63,508,440
Technology Fee	-	-	406,813	406,813	903,000	1,309,813
Total Allocation	42,053,951	7,374,321	3,615,649	53,043,921	11,774,332	64,818,253
<i>Includes Special Programs *</i>						
<i>Includes College Discovery **</i>						
<i>Includes Building Rentals ***</i>						

FY 2017 Available Resources



FY 2017
Budget Distribution by Major Purpose



Capital Funding

FISCAL YEAR (x1,000)

FUNDING AGENCY	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Borough President	\$600	\$2,000	\$0	\$80	\$850
City Council	\$950	\$2,500	\$1,500	\$135	\$3,850
TOTALS	\$1,550	\$4,500	\$1,500	\$215	\$4,700

CUNY in The Heights 



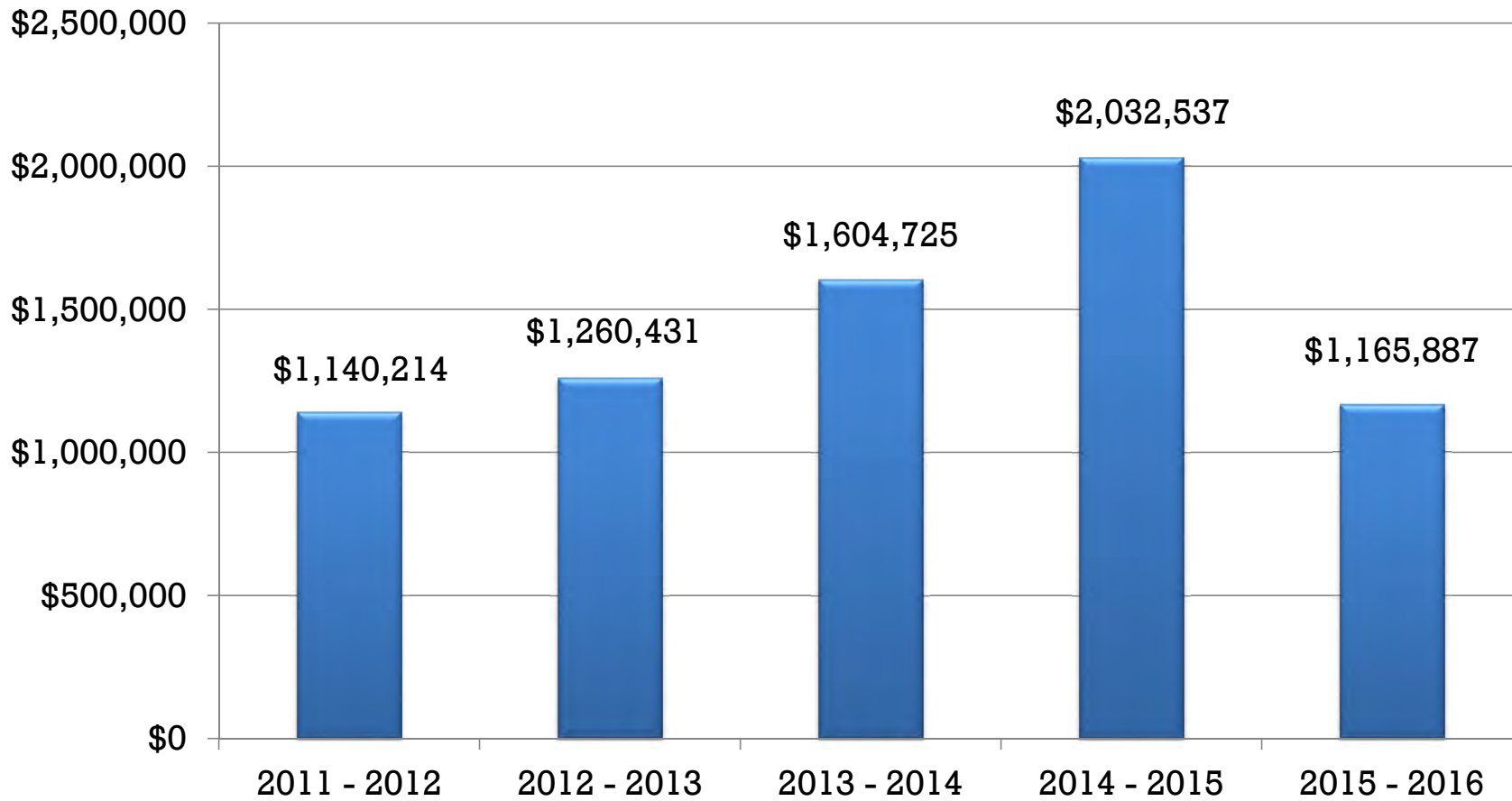
Esther Rodríguez-Chardavoyne

Institutional Advancement

FUNDRAISING SUMMARY

FISCAL YEAR	TOTAL
2011 - 2012	\$1,140,214
2012 - 2013	\$1,260,431
2013 - 2014	\$1,604,725
2014 - 2015	\$2,032,537
2015 - 2016	\$1,165,887

FUNDRAISING SUMMARY



#HOSTOSGIVINGTUESDAY

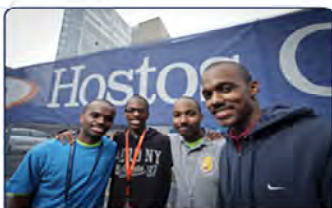
Hostos Community College



Benefiting the Bridge Tuition Support Assistance Emergency Fund for Students Facing Adversity.

“Building a Bridge to Graduation”

Please Select a Giving Level



\$25

Covers my weekly commute.



\$50

My lunches and snacks for a week.



\$250

A couple of textbooks, an absolute requirement.



\$500

Helps me get the laptop I need for homework.



\$1,000

A tuition payment, graduation is in sight!

#HOSTOSGIVINGTUESDAY

“Building a Bridge to Graduation”

Benefiting the Bridge Tuition Support Assistance Emergency Fund.



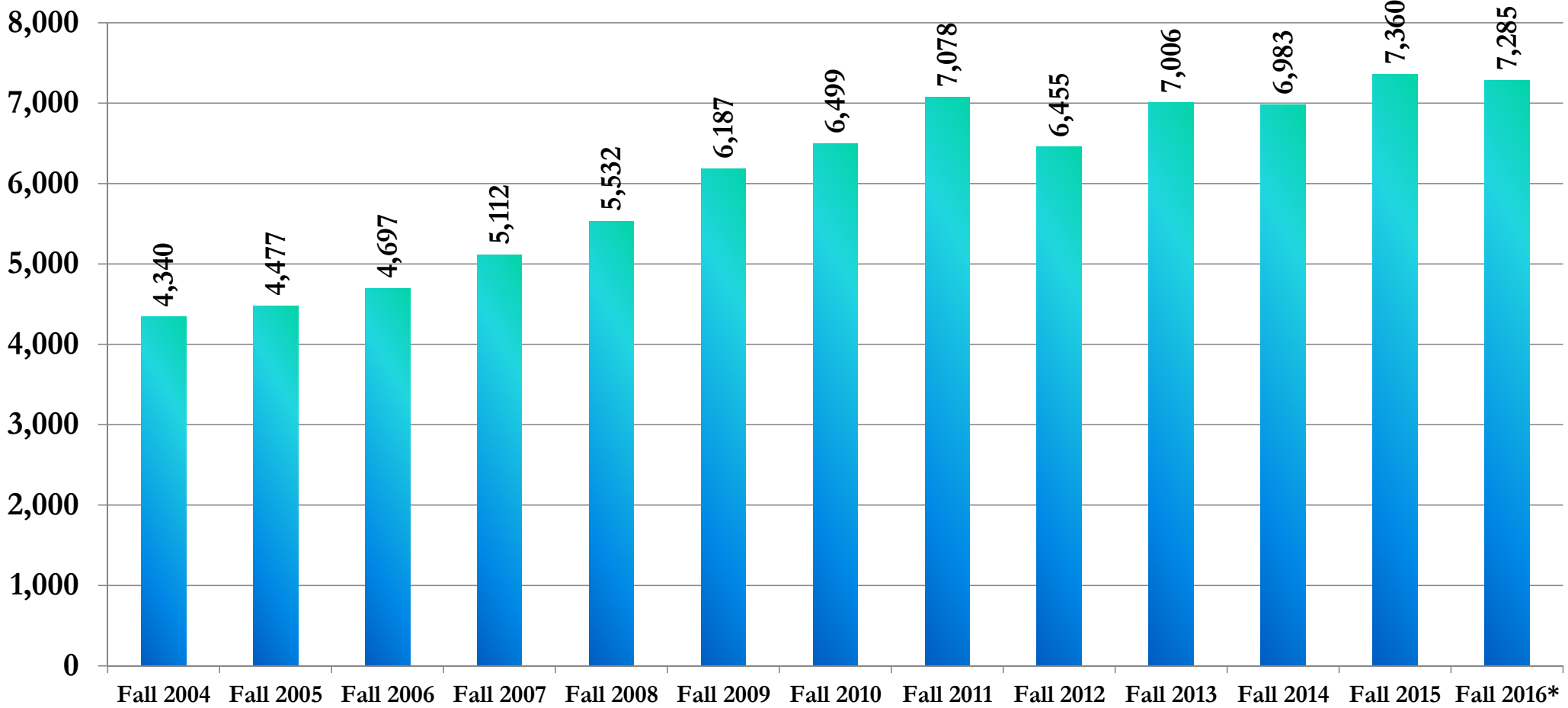
Join the national movement!

November 29, 2016



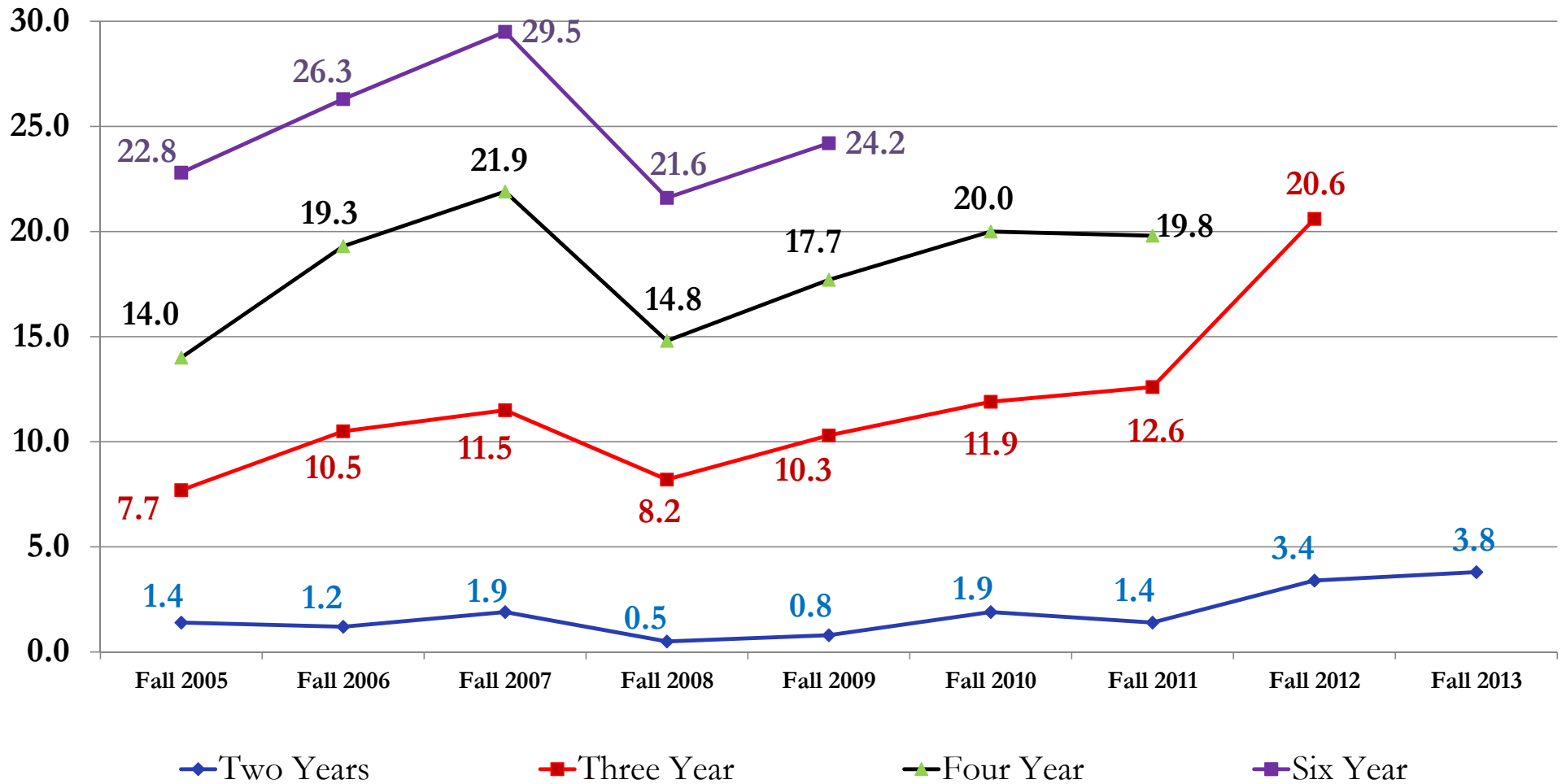
David Gómez, Ed.D.
President

Headcount Enrollment Fall 2004 to Fall 2016

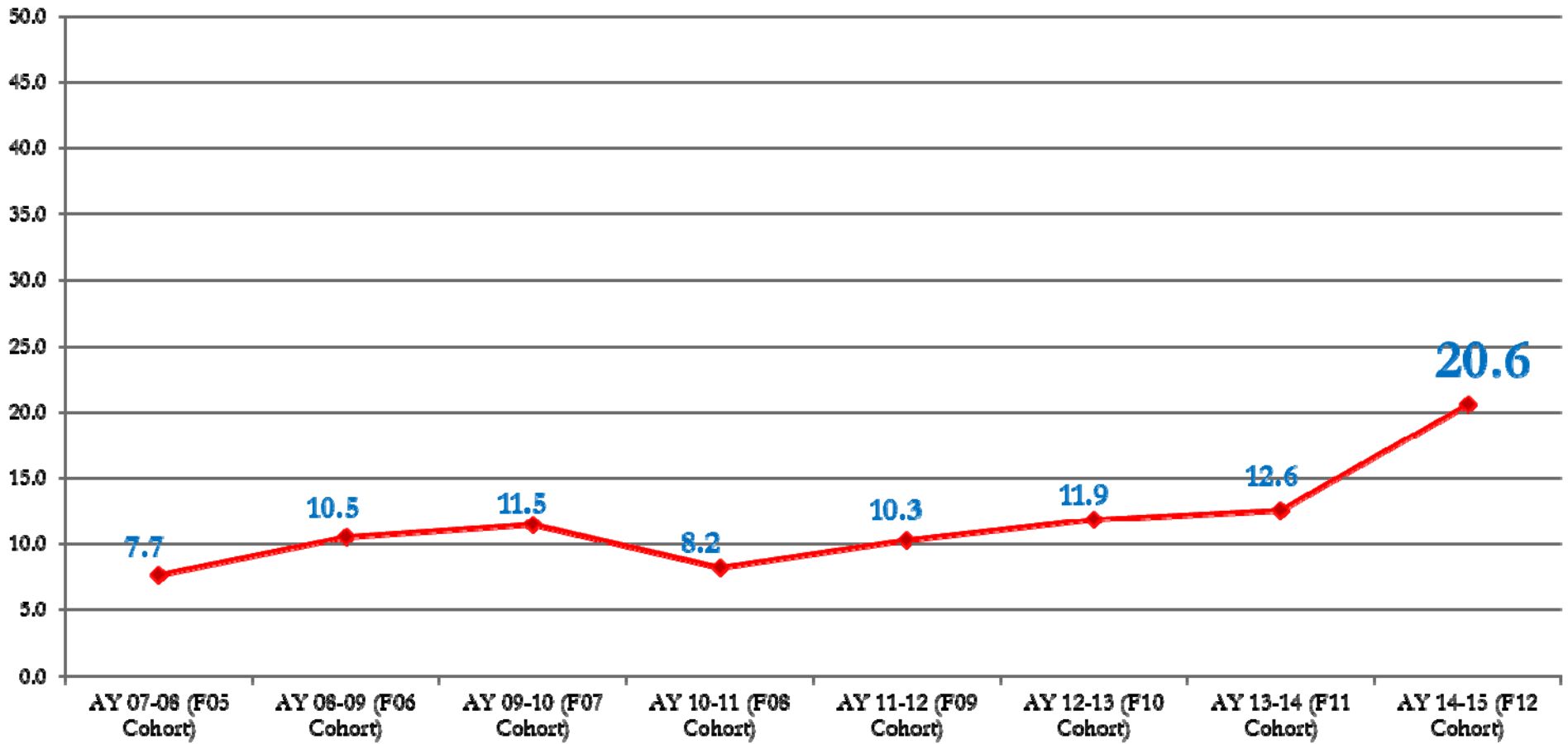


*Preliminary

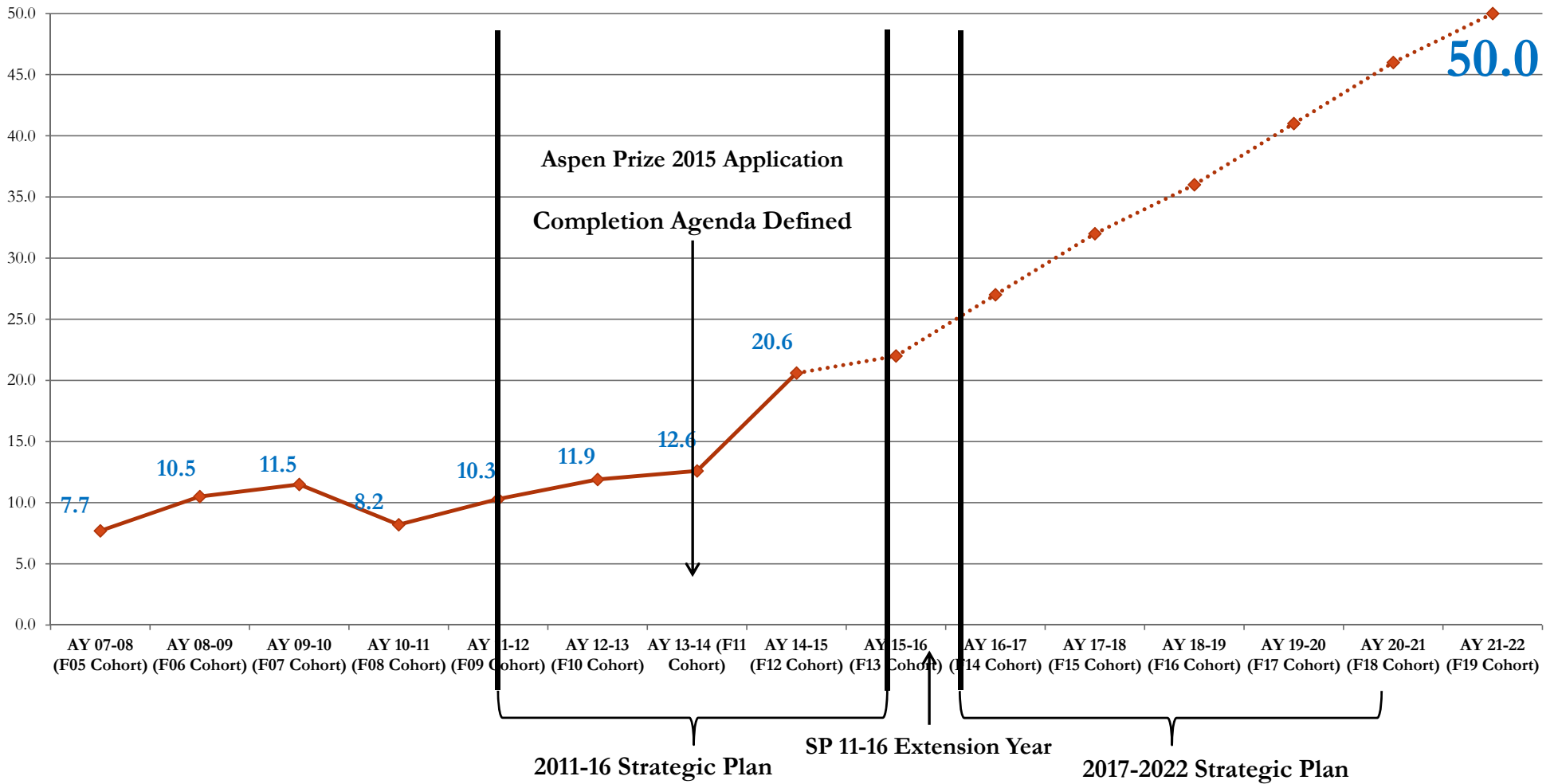
Two, Three, Four, and Six Year Graduation Rates for First-Time Full-Time Freshmen



Three-year Graduation Rate for First-Time Full-Time Freshmen, Hostos Community College



Three-year Graduation Rate and Projected Three-year Graduation Rate for First-Time Full-Time Freshmen



Student Completion Agenda



Three-year Graduation Rate and Projected Three-year Graduation Rate for First-Time Full-Time Freshmen

- We have set a goal of reaching a 50 percent on-time (3-year) student graduation rate.
- Although aspirational, it is neither impossible nor beyond our present capabilities to achieve.
- The College has gone from on time graduation rates of 7.7 percent in 2007-08 to the current 20.6 percent rate in 2014-15, with projections for the next cohort of 22 percent.

HCC - Evolution of Strategic Plan Priorities

Priorities	2011-12*	2012-13	2013-14	2014-15	2015-16**	2016-17***	2017-18	
Goal 1: Integrated Teaching and Learning Programs and Supports								
I-1: 1 st Year Success and Transfer							New Strategic Plan to Roll Out!	
I-2: Remedial and Developmental Ed								
I-3: Cross-Disciplinary Scholarship								
I-4: Articulated Pathways (credit/CE)								
Goal 2: Campus and Community Leadership								
I-1 Next Generation Student Leaders								
I-2: Management Skill Sets/Leadership								
I-3: Cultural Competency								
I.4: PD of Bronx Nonprofit Leadership								
Goal 3: Culture of Continuous Improvement and Innovation								
I-1: Align Planning, Assessment Systems								
I-2: Program Planning and Review Cycles								
I-3: SLO Assessment, incl. Gen Ed								
I-4: Bx Nonprofit Improvement/Innovation								
Goal 4: Workforce Development for a 21st Century								
I-1 Environmental Scanning								
I-2: State-of-the-Art Offerings								
I-3: Student Employment								
I-4: Workforce Partnerships								
Goal 5: Institutional Infrastructure and Advancement								
I-1: Model for Use of Technology								
I-2: Physical Infrastructure								
I-3: Diversify Revenue Sources								
I-4: Marketing and Branding								

*The 2011-16 SP rolled out Oct 2011. Cabinet developed general priorities for year. Initial operational planning process developed. College-wide priorities set in future years at annual President's Retreat.

**During 2015-16, the College focused more specifically in these 3 areas: Advisement, Remedial/Developmental Education, and Non-Credit to Credit Programs.

*** During 2016-17, the College will, once again, focus more specifically in the implementation and assessment of the 3 areas above.



2016-2017 College-Wide Strategic Plan Priorities

1

**Focus on First Year Student
Success and Transfer (G1, I1)**

2

**Rethink Remedial and
Developmental Education
(G1, I2)**

3

**Build Articulated Pathways
for Learning Between Degree
Programs and Continuing
Education Offerings (G1, I4)**

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

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2016-17 Strategic Initiatives

- **Redesigned Advisement**
- **Developmental Education (including ESL)**
- **Articulated Pathways**
- **Enhanced use of Technology**
- **Improving Transfer Outcomes**

PRR and SP Processes 2016-17

Major Deadlines in PRR and SP Processes 2016-17

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	
PRR	(data analyses, engagement, document prep)							Final Cmte draft			Submit to MSCHE					
SP								(build on PRR analyses/engagement, document prep)					SP final draft	Official Launch of SP		

Major Deadlines for PRR/SP 2016-17

- **Thursday, December 1, 2016**
 - PRR/SP Accreditation Community Engagement Training
(The What, Why, and How of Hostos' Accreditation Process)
- **December 2016 to February 2017**
 - PRR Feedback from Hostos Community
- **March 2017**
 - PRR Feedback from the University
 - Build out 2017-2022 Strategic Plan based on PRR, Community Engagement, and Data Analysis
- **June 1, 2017**
 - PRR Submitted to MSCHE
- **October 2017**
 - Official Launch of 2017-2022 Strategic Plan

ANNOUNCEMENTS



50th Anniversary Celebration

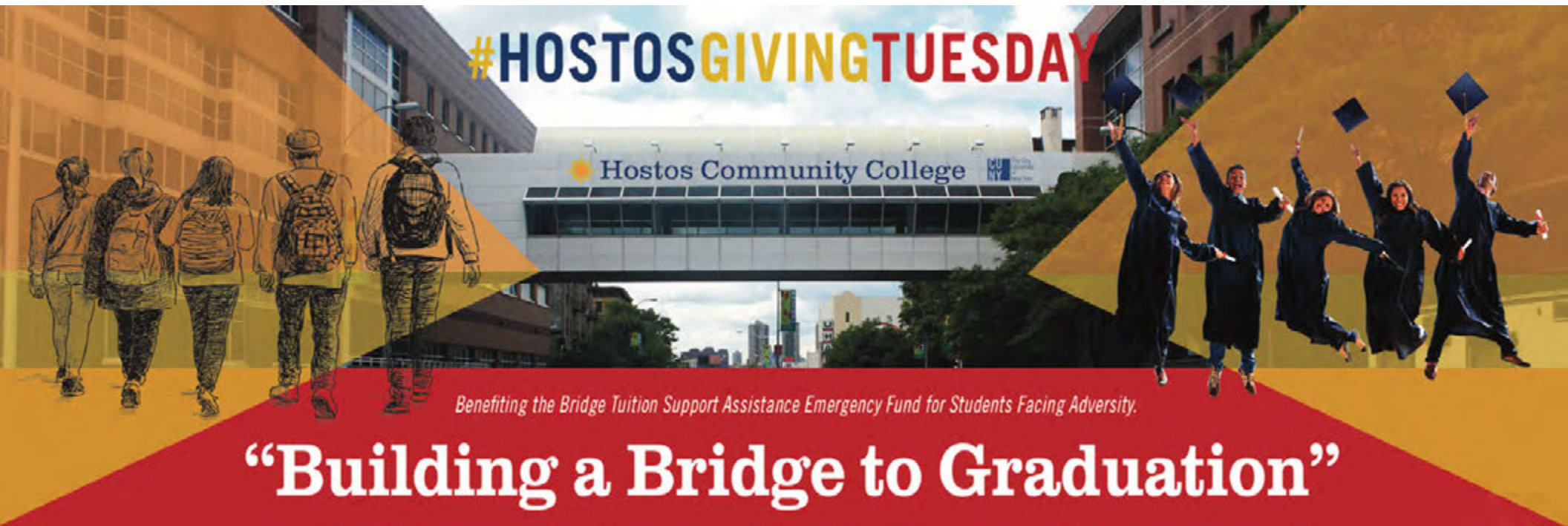
April 2017 – June 2018

Got Ideas? We Want Them!

Help us mark fifty years of engagement and involvement in the South Bronx.

Submit suggestions and ideas to:

HOSTOS50@HOSTOS.CUNY.EDU



**Hostos Giving Tuesday’s Kick-off is Today and ends
November 29, 2016**

PRESIDENT'S CABINET

CHRISTINE MANGINO

Provost and Vice President for Academic Affairs

EUGENE SOHN

Executive Counsel and Labor Designee

ESTHER RODRÍGUEZ-CHARDAVOYNE

Senior Vice President for Administration and Finance

DOLLY MARTÍNEZ

Assistant Vice President for College Affairs
and Deputy to the President

NATHANIEL CRUZ

Vice President for Student Development
and Enrollment Management

MICHELE DICKINSON

Interim Chief Diversity Officer

CARLOS MOLINA

Vice President for Continuing Education
and Workforce Development

JOSHUA M. RIVERA

Director of Governmental and External Relations

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Thank you!

Appendix 21:
Class Size Task Force
Final Report, June 2014
(Excerpt)

Class Size Task Force

Final Report

June 2014

Class Size Task Force Final Report
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4. Annotated Bibliography Prepared by Librarian Haruko Yamauchi.....	Attachment C
5. Section and Room Impact Analysis.....	Attachment D
Prepared by Deputy Registrar	
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Class Size Task Force (CSTF) Final Report

I. BACKGROUND:

The Class Size Task Force (CSTF) was established in March 2013 with its primary mission to gather and analyze data in order to examine whether class size is correlated to student learning outcomes. Based on such analysis, the CSTF was to deliver recommendations to the President (See Attachment A: CSTF Charge).

Composition and Members:

- PSC Executive Committee Member (nominated by the PSC): Professor Gerald Meyer, Behavioral & Social Sciences—subsequently withdrew from the committee after the May 8, 2013 meeting and was replaced by Professor Craig Bernardini, Chair of the English Department.
- SDEM/HEO: Terrance Brown, Deputy Registrar.
- Administrator: Esther Rodriguez-Chardavoyne, SVP for Administration & Finance.
- 2 students (nominated by SGA): Assigned students failed to attend meetings.
- 4 faculty members: Professor Amanda Bernal-Carlo, Natural Sciences; Professor Andrew Hubner, English; Professor Jarek Stelmark, Allied Health; Professor Patricia Frenz-Belkin, Language & Cognition.
- HR/HEO: Christine Dias, Assistant Director HR.
- Special Advisors: Dr. Richard Gampert (Assistant Dean for OIRSA) and Professor Haruko Yamauchi, Librarian.

Meeting Dates: The CSTF convened on the following dates from March 2013-April 2014:

1. March 20, 2013
2. April 10, 2013
3. April 24, 2013
4. May 8, 2013
5. May 22, 2013
6. October 17, 2013
8. November 14, 2013 (the October 30 date was re-scheduled)
9. December 4, 2013
10. December 18, 2013
11. March 12, 2014 (Both dates in Feb cancelled due to inclement weather)
12. April 2, 2014
13. April 30, 2014

II. DATA COLLECTION AND ANALYSIS:

The CSTF gathered and reviewed the following data:

- A. **Data Analysis:** compiled by the Office of Institutional Research and Student Assessment (OIRSA).
- B. **Annotated Bibliography of Research Articles:** focusing on class size and student outcome--compiled and presented by Librarian Haruko Yamauchi.
- C. **Section and Room Impact Analysis:** compiled by Terrence Brown, Deputy Registrar.
- D. **Recommendations Made by Department Coordinators and by Professional and Accrediting Organizations:** Recommendations concerning class size were submitted by Physical Education Coordinator Michael Gossett, Modern Languages Coordinator Professor Walter Rada, and Professor Nunez-Rodriguez (Physical Science Unit Coordinator) as well as Professor Trachman (Biology Unit Coordinator), both representing the Natural Sciences Department. Articles from the National Council of Teachers of English (NCTE) and the Association of Departments of English (ADE)—presented by Professor Bernardini.
- E. **Informal Survey of the English Department Faculty:** regarding faculty definition of a “small”, “medium” or “large” class size—compiled and presented by Professor Bernardini.

III. SUMMARY OF FINDINGS:

1. **OIRSA Data Analysis Part 1 (See Attachment 1B) :**

OIRSA conducted several analyses to explore the relationship between class size and student outcomes in a course. The courses that were selected for analysis were: ENG 110 (Freshman Composition), ENG 111 (Literature), PSY 101 (Introductory Psychology), MAT 100 (College Math), and MAT 120 (Statistics). These courses were selected because they are “Gateway Courses” and because these courses are included in the analyses of some of the PMP targets used by CUNY to assess the college’s performance.

For each of the five courses included in the analysis, summary performance data was obtained for four (4) terms: spring 2011, fall 2011, spring 2012, and fall 2012. For each section of each course, the following data elements were obtained: number of sections; percent of students completing; percent of students passing; and the number of students obtaining either an “A” or a “B”.

For each course a series of analyses were conducted, by course, for each term, separately, as well as for all terms combined. The first analysis provided basic information for each course for each term (i.e., number of students enrolled, number of sections, and the mean and median number of students per section). Analyses examined the correlation between class size and percent completing, percent passing, and the number of students receiving an A or B.

These relationships were further examined by analyzing these variables by additional categories: full time vs. adjunct (part-time) faculty teaching the course; top and bottom 15% of the class size distribution; and time course was taught.

Findings: overall, the results indicate that there is no consistent relationship between class size and student outcomes for any of the variables in the analysis including student performance and outcomes within a course across the range of class sizes, with the majority of courses having class sizes in the 25 to 28 student range. These findings are applicable for all courses, whether analyzed by term or across terms. Class size at Hostos Community College does not appear to have an effect on the completion and pass rates of students in their courses.

2. OIRSA Data Analysis Part 2 (See Attachment 2B):

Dr. Rozaklis from OIRSA presented data focusing on emerging patterns of class size and the scheduling of courses (Questions 2(1) and 2(2) of the initial charge). Data analyzed consisted of all courses offered in fall 2013 and was compiled from CUNYfirst "Form A" data. Based on the overall distribution of class size in the data, OIRSA formulated three categories:

- **Small Class Size:** 19 students or less. Avg. # of students in a small class= **12**
- **Medium Class Size:** 20-30 students. Avg # students in medium class= **26**
- **Large Class Size:** 31 or more students. Avg # of students in a large class= **37**

For English, there were 127 sections total and 121 or 95% of the sections had a medium class size. The average number of students in a medium sized class was 26.

For English, in fall 2013, there were no large classes (31 or more students). Other notable information included data results for Sociology. Out of 35 sections, 27 sections (77%) had a large class size with 31 or more students.

Out of 1081 class sections, the majority of the sections (619) were in the medium range with an average class size of 26 students. The average number of students in a small class size was 12 and the average number of students in a large class size was 37. The table below represents a breakdown of sections in the small, medium, and large class range:

Class Size	Number of Sections	Percent of Sections
Small	283	26.2
Medium	619	57.3
Large	179	16.6
Total	1081	100

Further, as indicated in CUNYfirst, classes are divided into 7 types, assigned by the academic departments: clinical, fieldwork, lab, lecture, practicum, recitation, and seminar. Of the total of 1,081 sections, 866 of them were identified as being "lecture sections", with 60.2 percent of those lecture sections falling into the medium class size range. The average class size for these lecture sections was 26 students. The table below represents a breakdown of the lecture sections in the small, medium, and large class range:

Class Size	Number of Sections	Percent of Sections
Small	174	20
Medium	521	60
Large	171	20
Total	866	100

Out of the lab sections (114 sections out of 1081), ninety-seven percent (97%) of the sections had a small or medium class size.

The class type with the third (3rd) highest number of class sections was "clinical" and out of 59 class sections, 88% were small in size (the average number of students per class= 12). One hundred percent (100%) of the clinical sections were either a small or medium class size.

One hundred percent (100%) of the clinical class sections for all dental and nursing were small with an average class size of 12. For x-ray clinicals, the majority of the sections were medium size classes. Note that x-ray clinicals are conducted off campus at different sites.

In addition, the average class size for fall 2013 ESL class sections for all class sections and by course was 22 students per class.

Dr. Rozaklis then presented data in response to question 2 (2) of the charge: "What patterns, if any, exist in the scheduling of courses (i.e., the density of courses taught at specific times, days, etc.)." Data collected by OIRSA reflected that class times were divided into five (5) time slots:

- early morning 8:00 am-9:30 am
- late morning 10:00 am-11:30 am
- early afternoon 12:00 pm-2:30 pm
- late afternoon 3:30 pm-5:00 pm
- evening 5:30 pm-8:30 pm

Overall, slightly less than ½ of all classes offered followed either a Mon/Wed or a Tues/Thurs schedule. Most of the classes started in the early morning 8:00 am-9:30 am (including a 9:30 start time) or from 12:00 pm-2:30 pm (including classes starting at 2:30 pm). Late afternoon classes starting from 3:30 pm-5:00 pm had the lowest number of sections scheduled (only 45 out of 1043 class sections). Class sections scheduled in the late morning 10:00 am-11:30 am had the second lowest number of sections (144 out to 1043 class sections).

The majority of the early morning classes begin at 9:30 am not 8:00 am and the peak time of classes offered is usually 9:30 am -1:45 pm. Often department meetings are held in the late afternoon which may account for the low number of sections offered from 3:30-5:00 pm.

3. Annotated Bibliography of Relevant Articles Regarding Class Size and Impact on Student Success (See Attachment C):

Professor Yamauchi presented a general summary of the research she had conducted regarding community colleges and class size. Her review is summarized as follows:

The overall consensus was that most professors and some students “prefer” smaller size class, but the definition of what makes a “small” or a “large” class size varies widely. Many studies compared classes with “30 students to classes with “100” students or more. Although, most of the research with respect to class size was conducted in the 1970’s through the 1990’s when it was a “hot” topic, Professor Yamauchi stated that such research would still be relevant. The majority of the recent studies focus more on distance learning versus “in class” learning. A typical article focused on the difference between thirty (30) students in a class versus three thousand (3,000) in a MOOC (Massive Open Online Course).

Professor Yamauchi explained that the research reflects that it is clear different disciplines have developed different norms with respect to class size. For example, the norm for an introductory economics class is a large lecture class, but, for classes such as foreign language and ESL, the norm is a smaller class size. Also, the type of pedagogy utilized seemed to drive whether class size was relevant in terms of student success. Typically, class size was not a critical factor for a “lecture style” where a class of 20 students compared to a class of 50 students may have similar student achievement. If instead of mimicking a larger class format, a professor were to utilize a more student centered model including more group work, student led discussion, and increased interaction, a smaller class size may be more appropriate.

The answer to the question, “How does class size affect student achievement?” will vary according to the criteria used for measuring that achievement. A student’s ability to recall facts and to perform well on multiple-choice tests do not seem to be greatly affected by large class size. In fact, larger class sizes tend to use more multiple choice tests and also tend to be more lecture based than smaller class sizes. However, a smaller class size may better support the goal of developing critical thinking and the ability to synthesize information to applied knowledge, assuming that smaller class size is not just mimicking a larger class format that is predominantly teacher centered as described above. A smaller class size provides an opportunity to have increased student/teacher interaction as well as more small group work and student led discussion. A professor is also able to provide more writing assignments and more feedback in a smaller class.

Professor Yamauchi explained that there are so many factors that affect the overall pass rates, student evaluations, and retention, that it may be difficult to make a direct causal relationship

between class size and these meta-measures. However, she further stated that many studies have been conducted researching the relationship between class size and these specific outcome measures.

The presentation ended with Professor Yamauchi stating that right now there is a strong tendency that colleges boast small class size and community colleges, in particular, tend to tout specifically the offering of special attention and "wrap around services."

4. Section and Room Impact Analysis (See Attachment D):

Terrence Brown from the Registrar's Office presented a Section and Room Impact Analysis for English 91, English 92, English 110 & English 111 analyzing data from the fall 2013 semester.

The current cap for English 91 and English 92 is set at 26 students per class. The cap for English 110 and English 111 is set at 28 students per class. The analysis focused on how decreasing or increasing class size would impact on the number of classrooms needed.

For English 91 (developmental writing), which presently has a cap set at 26 per class, 488 students enrolled in the fall 2013 term. For English 91 for fall 2013, at 26 students, a total of 19 sections* are needed to accommodate 488 students utilizing $2\frac{1}{2}$ rooms when rooms are being utilized at 90% full capacity.

If the class size cap were to be decreased to twenty (20) students, the impact would be as follows: the number of sections needed for 488 enrolled students would be 25 instead of 20. Additional rooms needed would have increased by 10 additional meetings for a total of 60 meetings (or $3\frac{1}{8}$ room instead of $2\frac{1}{2}$ rooms for classes capped at 26).

For additional analysis regarding a comparison of rooms needed for classes capped at 22, 28, and 30, see attachment compiled by Deputy Registrar Brown.

For English 92 (developmental reading), English 110 and English 111 combined for fall 2013, all were capped at 28 students per class and combined enrollment for these three courses was 2,843 resulting in 102 sections needed to accommodate the number of students (the chart needs to be amended to reflect a 26 student cap for English 92). Using the 90% full capacity methodology, a total of $3\frac{3}{4}$ rooms would be needed to accommodate all the 102 sections.

If during the same fall 2013 term when enrollment was at 2,843 for the combined courses, the cap was lowered to 20 students per class, the number of sections needed would be 143 instead of 102 (a 41 section increase). Using the 90% full capacity methodology, with classes capped at 20 students, more than five (5) rooms would be needed to accommodate all of the 143 sections instead of a total of $3\frac{3}{4}$ rooms needed when classes are capped at 28 students. See hand out for additional analysis comparing classes capped at 22, 28, and 30 students per class.

*original chart needs to be amended to reflect a 26 student cap for Eng 91 and a total of 19 sections instead of 20.

In spring 2015, renovations of the B-building will commence with an estimated completion date of 2018. During such renovations, the College will lose approximately seventeen (17) class rooms. The loss of this many classrooms may pose a problem for conducting any demonstration projects related to reducing class size.

5. **The National Council of Teachers of English (NCTE) and the Association of Departments of English (ADE) Guidelines (See Attachment E):**

Both the National Council of Teachers of English (NCTE) and the Association of Departments of English (ADE) are in broad agreement as to their recommendations for class size in postsecondary English instruction. According to the ADE: (1) For developmental and college composition, 15 or fewer students, with a maximum of 20 in composition; (2) In literature courses, 35 or fewer, with a 25-student cap in writing-intensive courses. They also recommend a 60-student cap on college-level composition students per instructor per semester, or 45 developmental. As the ADE notes, "If teachers are forced to respond to the writing of more than sixty students weekly, they will necessarily oversimplify their responses.[...] Students in developmental (remedial) composition need considerable individual help and more detailed responses. Students in advanced composition, business and technical writing, or creative writing are likely to produce a greater volume of more complex writing; and thus, a greater proportion of a teacher's time is required to respond to what they have written."

It is important to note that the above is a recommendation and not a requirement and that all Class Size Task Force Members agreed that an Institution must take into consideration limitations including, but not limited to, space constraints.

6. **Recommendations Made by Department Coordinators (See Attachment F):**

Michael Gossett, Physical Education Coordinator, recommended a lower class size of 25 as opposed to the typical PED class size of 30 for the following reasons:

1. The cardio room has only 27 machines (not working all the time).
2. The dance studio can more safely accommodate 25 students for yoga, karate, and dance.
3. Swimming classes require vigilant supervision as well as appropriate instruction, even with a lifeguard.
4. Within the instructional context of the volleyball class, 25 students is more appropriate.

Mr. Gossett referred to the following quote taken from "Appropriate Guidelines for Higher Education Physical Activity Programs (2nd Ed.) as published by the National Association of Sport and Physical Education, Section 7.5: "Class size is determined by facilities, equipment, safety, the nature of the course content, and appropriate instructional practice. Every student has adequate opportunity to participate fully in the instruction, practice in a safe manner and receive sufficient attention and feedback from the instructor to facilitate optimal learning."

Representing the Natural Science Department, responses were sent by Professor Nunez-Rodriguez (Physical Science Unit Coordinator) and Professor Trachman (Biology Unit Coordinator). Professor Nunez-Rodriguez wrote that lab rooms can only accommodate 24-26 students. Professor Trachman agreed with Professor Nunez-Rodriguez and then added that chemistry classes may need to be smaller than most biology classes.

Modern Languages Coordinator Professor Walter Rada submitted recommendations made by the Association of Departments of Foreign Languages (ADFL). According to the ADFL, "for foreign language courses that stress all four skills, the maximum class enrollment should not exceed twenty students" (Revised 2012). Professor Rada also stressed that the ADE recommendations on writing courses applies to courses in Spanish composition.

Professor Porte and Professor Cunningham representing the Mathematics Department both stated that they preferred a class size smaller than 30 and that their department colleagues shared their sentiments.

7. Informal Survey of English Department on Class Size (See Attachment F):

Professor Bernardini compiled results from an informal survey conducted of English Department faculty. Faculty were asked what they considered to be a "small", "medium", and "large" class size. Twenty-two (22) faculty members participated in the survey, twenty (20) of whom were full time, representing about 80% of the English Department's full-time faculty.

Results: There is a broad agreement among English department faculty about what constitutes "small", "medium", and "large" class sizes, with average "small" classes being around 12-15, "medium" between 16 and low 20s and "large" being somewhere around 22-25 and up.

Professor Bernardini commented in the attachment that despite writing classes being capped at 26 (developmental) to 28 (composition), students are often admitted exceeding the cap as high as 30. "It follows that almost all English faculty consider the classes they teach to be large. If writing and feedback on individual student writing is expected in the classroom, it is logical for class to be small to medium in size."

8. Other Information Gathered During Meeting Discussions:

Supplemental Instruction (SI) Pilots : In fall 2014, the Mathematics Department will be expanding a Supplemental Instruction Pilot to test twenty-three (23) sections at thirty (30) students per class. Thus far, the Mathematics Department has reported positive results with the combining of SI and Math Excel. SI pilots utilize peer leaders, thereby increasing the instructor-student ratio in the classroom to 30 to 2 or 15 to 1. In addition to more individualized attention, peer leaders also run Supplementary Instruction Sessions with students outside of classroom hours.

Exceeding Caps for ESL Classes: Exceeding ESL caps can only be done with the approval of the appropriate OAA Dean or the Language and Cognition Department Chair. The practice of conducting diagnostics during the first week of the semester in ESL classes can often cause the Dean or the Department Chair to request the cap to be exceeded. For example, by the end of the first week of classes, a professor may have assessed a student to be misplaced in a specific ESL course. However, by the 2nd week, registration has already been closed. In order to prevent a student from being misplaced or unable to take any ESL course, OAA requests the student to be correctly placed in a class that may already have 28 students, thus exceeding the class size cap in lieu of opening up another section with 3 students.

Exceeding Caps for any English Class: Can only be done with the approval of the appropriate OAA Dean or the English Department Chair.

HCC Students Lack of Preparation and Critical Thinking Skills: Committee members discussed at length how student achievement is affected by the lack of critical thinking/problem solving skills and the lack of preparation of a typical student at HCC. Professor Frenz-Belkin and Professor Hubner spoke extensively about ESL students (especially the 1.5 'ers) having poor proficiency even in their native language which made it difficult for them to succeed. These students are not truly literate in either language.

SVP pointed out the wrap around services including CUNY Start and the Student Success Coaching Unit (SSCU) that address many of the obstacles impeding student achievement including poor skills and lack of preparation. CUNY Start allows students to transition more quickly into college-level English and math courses without depleting their financial aid.

The SSCU is a program providing each entering student with a coach who will work with that student for as long as they remain at Hostos. The Success Coach serves as a guide and mentor to the student providing comprehensive one-on-one student advisement, initial orientation, and referrals to the array of support services within and outside of the College. Students are encouraged to meet with their coach at least once every 2 weeks to track their progress and to obtain assistance with any difficulties that might be impeding their academic success.

Depending on the case, referrals are made to Single Stop USA to address social service needs as well as to the HALC Center (for tutoring), the Writing Center, and other support services on campus.

Focus Groups: The Class Size Task Force Committee Members all agreed with Professor Bernardini's suggestion to conduct focus groups. Because time did not permit the Task Force to coordinate this piece prior to the submission of the this final report, Dr. Richard Gampert was asked to conduct the focus groups on behalf of the committee in fall 2014. The results of the focus groups will be shared with the committee members and then added as an addendum to the report.

IV. RECOMMENDATIONS:

Recommendation #1:

Relevant information regarding the Supplemental Instruction (SI) Pilot being conducted in the Mathematics Department will be reviewed in 2015 and taken into consideration when designing the specifications for the Class Size Pilot in 2015-2016.

Recommendation #2:

To conduct a reduced class size pilot in 2015-2016 to test the correlation between class size and student achievement. The designated class size for the pilot as well as the specific courses selected to be included in the pilot will be determined after discussions with the Provost in 2015.

Recommendation #3:

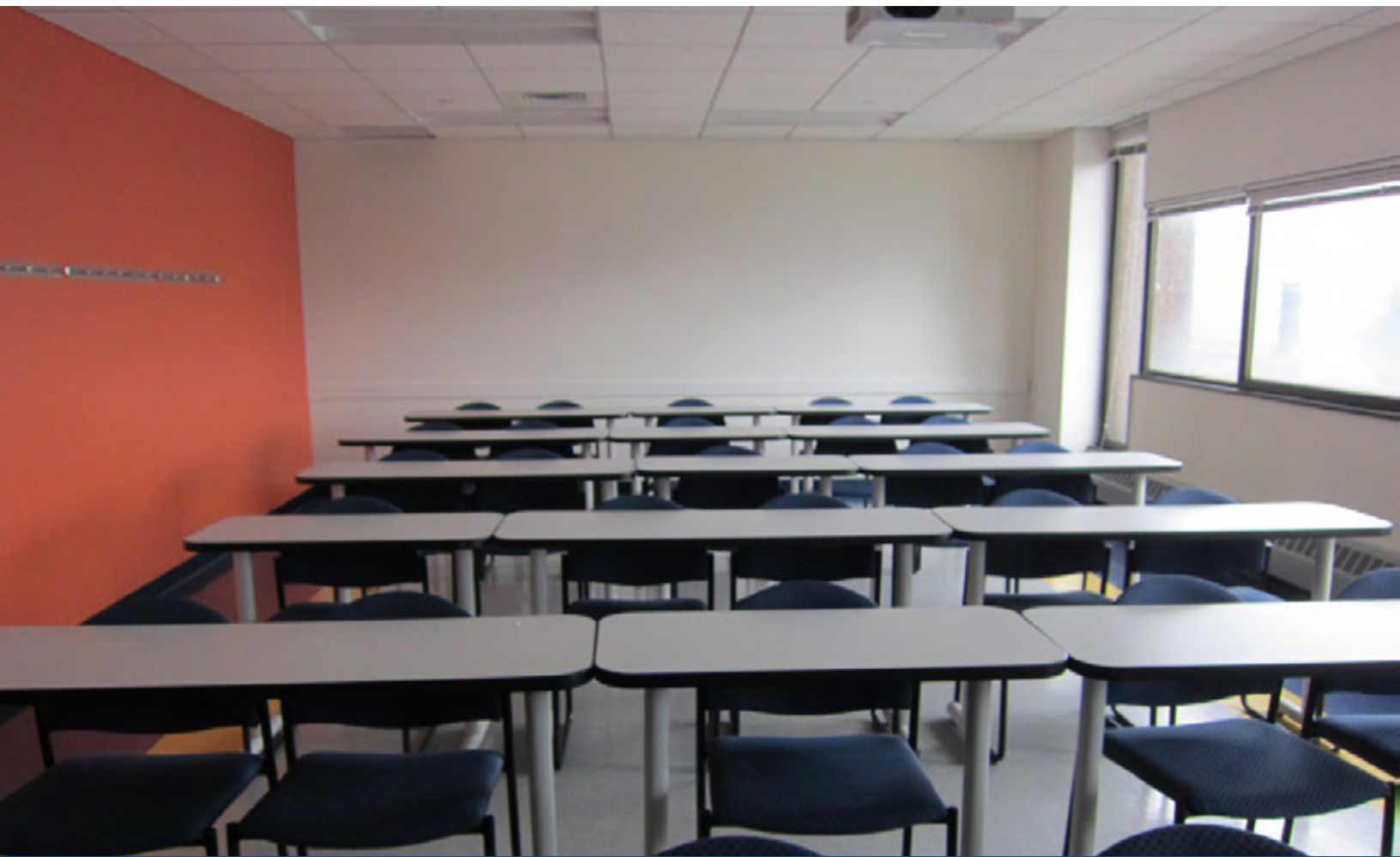
As pertains to question 1 of the initial charge: better utilization of space and schedule: Based on the data, currently the College is underutilizing two time slots: the afternoon time slot from 3:30 pm-5:00 pm which has the lowest number of sections scheduled (45 out of 1043 sections in fall 2013) as well as the time slot from 10:00 am-11:30 am which has the second lowest number of sections scheduled (144 out of 1043).

More sections should be scheduled during these two time slots especially during the commencement of renovations in spring 2015 when seventeen (17) classrooms will be lost. Coordination with OAA will be necessary to work around department meeting times. Also suggested: more sections be scheduled during the evening and weekend time slots.

Recommendation #4:

To improve coordination between OAA , Department Chairs, and the Registrar to prevent the current practice of exceeding ESL and English caps last minute due to poor initial placement.

Appendix 22:
**General-Purpose Classroom Space
Utilization Assessment, February 2015
(Excerpt)**



Hostos Community College

General-Purpose Classroom Space Utilization Assessment

February 2015



Executive Summary

Overview

Rickes Associates was invited by Hostos Community College to conduct a comprehensive utilization analysis of its 98 general-purpose classrooms in use as of Fall 2014. The process included a kick-off meeting and associated interviews; a detailed analysis of data, including Registrar-scheduled instructional use, Continuing Education use, and event use of classrooms; and a summarization of findings and recommendations.



Classroom Scheduling

An institution's scheduling window is the number of weekly hours during which most of its formal instructional activities occur. After a review of scheduling data, the daytime window at Hostos was determined to be 34.75 hours. There is also clear evening and weekend use, as well as courses that are scheduled outside of the primary hours that were included, but the focus of this study was on the primary scheduling window.

Most courses were scheduled between 9:00 a.m. and 3:15 p.m. Monday through Thursday, with few courses scheduled on Friday. This effectively shortened window "pressurizes" scheduling across classrooms and makes it challenging to match class sizes and instructors' requirements to appropriate rooms. Fitting course offerings into fewer hours also increases the probability of course conflicts, which can limit students' abilities to complete their programs in a timely manner.

The challenge of matching courses to classrooms is exacerbated, in part, by the number of non-standard time blocks in use. In Fall 2014, Hostos had 14 standard time blocks, covering 8:00 a.m. to 5:30 p.m. Twelve of these blocks were 75 minutes long and ran on a Monday/Wednesday or Tuesday/Thursday schedule. The remaining two time blocks were Friday only, lasting two hours and 45 minutes.

Of the 583 daytime courses held in Fall 2014, just over half (329) were scheduled in standard time blocks. The remaining 254 courses were scheduled across 112 non-standard blocks. Fortunately, many of these non-standard time blocks fell within standard time blocks rather than straddling them, thereby mitigating the potential scheduling challenges. While some scheduling exceptions are inevitable, overuse of non-standard blocks reduces flexibility, creates course conflicts, and generates a demand for a larger number of classrooms to accommodate the atypical scheduling patterns.

Utilization Metrics

The 98 classrooms in this study were distributed among three buildings, with 40 located in the East Academic Complex (C Building), 36 in the Allied Health & Sciences Building (A Building), and 22 in the B Building. Just over half of the classrooms at Hostos contain between 21 and 30 seats, followed by mid-sized classrooms having 31 to 50 seats. The College has just three classrooms seating between 61 and 70 students. Classrooms were evaluated according to three metrics: weekly hour utilization, seat occupancy, and seat size.

Weekly Hour Utilization

The weekly hour utilization rate refers to the percentage of the designated scheduling window that is scheduled. Whereas an acceptable target rate is 67 percent -- i.e. classrooms should be scheduled two-thirds of the 34.75 hour scheduling window *on average* -- classrooms at Hostos are scheduled an average of just 47 percent of the daytime window. While there is room-to-room variation, including some exceptionally high- and low-use rooms, such a low overall average points to a surplus of classrooms.

Seat Occupancy

The seat occupancy metric refers to the percentage of seats occupied in a classroom when it is scheduled for instruction. A 70 percent average is a typical target, as this enhances the ability to find a “match” between class size and classroom capacity, provides greater scheduling flexibility -- especially at the start of a semester when course sizes shift -- and offers pedagogical flexibility in a room when a class is in session. During Fall 2014, seat occupancy at Hostos averaged 75 percent, with almost half of all classrooms experiencing an average seat occupancy rate of 80 percent or higher. High average seat occupancy rates coupled with tight space, as indicated below, demonstrates that classrooms are undersized relative to current course enrollments.

Seat Size

Seat size refers to the amount of assignable square feet (ASF) available per student seat in a given classroom. Based on contemporary pedagogy, an average of 20 to 25 ASF per seat is desirable in a typical flat floor classroom, especially if there is a preference for tables and chairs. Tablet armchairs can be accommodated in more modestly sized classrooms, but such rooms have commensurately less flexibility. Classrooms at Hostos are unusually tight, with an average 16.1 ASF per seat across all classrooms. This makes circulation within classrooms a challenge and the stowing of coats and backpacks difficult. In some classrooms, tables directly abutted the lectern.

The table below summarizes the distribution of classroom capacities and average utilization metrics for classrooms by capacity category and building. Classrooms in B Building were scheduled more than the classrooms in the other two buildings, on average. Also, rooms seating 41 to 50, regardless of location, were more likely to be scheduled. The desire for more space may play a factor in the choice of these rooms, which exhibited lower seat occupancy rates, overall.

Summary Findings

Number of Seats	GOALS:				67%	70%	20 - 22
	Allied Health & Sciences Building	B Building	East Academic Complex - C	Rooms	Hour Utilization	Seat Occupancy	ASF per Seat
21 to 30	17	9	29	55	44%	81%	15.9
31 to 40	16	6	11	33	49%	74%	16.4
41 to 50	2	5		7	57%	66%	15.9
61 to 70	1	2		3	55%	56%	16.1
Spaces	36	22	40	98	Overall Avg.		
Hour Utilization	39%	59%	48%	Overall Avg.	47%	Overall Avg.	
Seat Occupancy	75%	71%	78%	Overall Average		75%	Overall Avg.
ASF per Seat	16.6	16.6	15.3	Overall Average			16.1

Classroom Need

In contrast to the 98 classrooms in use as of Fall 2014, the application of the commonly accepted metrics cited above produced a need for 69 appropriately-sized classrooms occupying approximately 50,000 ASF. A more modest ASF per seat allowance of 20 ASF was applied, acknowledging the physical constraints imposed by the existing facilities.

CUNY guidelines call for classrooms to be scheduled 38 hours per seven-day week, on average, without regard to time of day. When all Fall 2014 credit-bearing courses, events and activities, and continuing education courses were taken into consideration, a college-wide need for 70 classrooms emerged.

While fewer classrooms are needed, overall, the demand is for a different capacity distribution. In particular, additional classrooms seating 51 to 60 students would be desirable. Currently, the tendency is to squeeze classes within this size range into smaller capacity rooms.

“Right-sizing” is the removal of “excess” seats to achieve a preferred ASF/seat allowance. It also enhances teaching flexibility and comfort. As classroom capacities are currently tight at Hostos, there are limited opportunities to create needed classroom capacities without producing imbalances in other capacity categories.

The following table presents the current distribution of classroom capacities and the currently needed distribution of classrooms, arrayed against the hypothetically right-sized distributions. It is clear that wholesale right-sizing would create a tremendous surplus in the 21-to-30 seat category, while leaving larger capacity classroom needs unaddressed.

Existing, Current Optimal Need, and Right-Sized Classrooms

Classroom Capacities	Existing Classrooms	Current Optimal Classroom Need	Existing Classrooms if Right-sized
1 to 20	0	0	3
21 to 30	55	26	68
31 to 40	33	33	23
41 to 50	7	4	2
51 to 60	0	6	0
61 to 70	3	0	2
Total	98	69	98

Any changes to the current classroom stock should take into account the future need for classroom space. Assuming enrollment increases by an anticipated 30 percent to 6,300 FTE, there will be a demand for 80 classrooms. While this is still fewer than the existing number of classrooms, these spaces would ideally occupy 68,600 ASF versus the existing 53,256 ASF that now supports 98 classrooms. Given that this future need exceeds the total classroom square footage as now assigned, it is clear that both renovation and new construction will be required, as will changes to scheduling policies and practices, in order to provide Hostos with an appropriate distribution of classrooms.

Recommendations

Following is a summary of proposed recommendation, both capital and non-capital, to address classroom needs at Hostos Community College.

Review Low-use Classrooms

In a room-by-room review, 75 of the 98 classrooms were scheduled for less than 60 percent of the daytime scheduling window. Two were unscheduled during the day, while two others had only one to two courses scheduled. Classrooms such as these should be examined to determine the reason for their low use. If these spaces are underutilized because of quality issues, some degree of improvement may make them more desirable and more likely to be scheduled. Alternatively, low use could indicate classrooms that are candidates for repurposing.

Selectively Right-Size and/or Repurpose Existing Classrooms

Unfortunately, right-sizing the existing classroom stock would do little to ameliorate classroom “tightness.” Instead, the need for classrooms of specific capacities has resulted in rooms that are overpopulated with seats out of necessity. Right-sizing would only create more, smaller classrooms, for which there is limited need. At the time of this study there were also three classrooms that were in the process of being converted from dedicated assignment/use by the University Skills Immersion Program, the CUNY Language Immersion Program (CLIP), and CUNY Start. If right-sized, these three classrooms would fall into the “under 20” capacity category. They would also bring the total current complement of classrooms to 101.

Some of the existing 21 to 30 seat rooms, of which there is a significant surplus, could be repurposed to other uses (such as the Occupational Therapy Assistant program) or physically combined to provide larger capacity rooms that are currently needed but do not exist. This would also permit more collaborative instruction to occur. Such an exercise should factor in classroom quality and location, as well. One of the College’s largest classrooms could be readily right-sized to a more comfortable, smaller capacity room.

Enhance Physical Quality

The College is converting three to five classrooms per year to Smart Room status, and plans to take 17 classrooms off-line for renovation in the near-term. Given the current delta of 29 between the current number of classrooms and the currently needed number of classrooms, this will be possible with some adjustments to scheduling, as noted below.

The renovation of such a substantial portion of the classroom stock provides a valuable opportunity to review campus-wide standards for classroom fixtures, furnishings, and equipment. As noted, existing classrooms are overcrowded and uncomfortable, and do not support contemporary pedagogy. Not only is there inadequate square footage, but classroom furniture is undersized to support the demands placed on it, whether that entails the ability to rearrange furniture to engage in group work, or to physically accommodate student laptops. In some instances, classrooms are so over capacity that blackboards on side walls are difficult if not impossible to access.

Explore Adjustments to Scheduling Practices

The College should consider requiring each department to schedule a proportion of its courses in the “shoulder” periods of early morning and late afternoon. Required courses would be particularly good candidates for these periods. With upwards of 40 percent of faculty new to the College, this would appear to be an excellent time to implement new scheduling strategies.

Friday course offerings should also be expanded. Meanwhile, evenings and weekends offer additional scheduling flexibility, especially if there is a critical mass of offerings made available during these time periods.

While the current availability of so many classrooms allows the proliferation of non-standard time blocks without causing critical scheduling conflicts, such scheduling prevents truly effective utilization of classroom space. An effort should be made to reduce substantially the existing 112 non-standard time blocks, with a focus on those that consume two standard blocks, leaving unusable fractional blocks. Aligning the number of classrooms more closely with current need will, by necessity, require a significant reduction in the number of ad hoc scheduling blocks.

Summary

The 98 classrooms in use at Hostos Community College as of Fall 2014 were underscheduled, indicating that there were more than enough rooms to support current need. However, existing classrooms were also overcrowded with seats and, when scheduled, frequently filled to capacity. The recommendations noted above call for 69 appropriately sized and mediated classrooms to meet current needs, with that number rising to 80 should enrollment increase as anticipated.

	Existing 2014	Current 2014 Need	Projected 2020 Need
	34.75 hour week		
# Rooms	98	69	80
ASF	53,256	50,400	68,600
# Seats	3,307	2,520	3,430
ASF/Seat	16.1	20 - 22	20 – 22
Hours Scheduled	47%	67%	67%
Seat Occupancy	75%	70%	70%

While the total square footage currently assigned to classrooms is adequate to support 69 classrooms through judicious renovations, new construction or the renovation of non-classroom space will be required to accommodate a proposed future complement of 80 classrooms.

Appendix 23:
Charter of Governance, Amended June 2014

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

CHARTER OF GOVERNANCE

Amendments were adopted by the CUNY Board of Trustees on June 30, 2014, effective July 1, 2014. Past amendments were approved in April 1995. The Charter of Governance was originally approved on September 30, 1992.

CHARTER OF GOVERNANCE

Effective July 1, 2014*

ARTICLE I: FUNCTIONS OF THE COLLEGE SENATE

SECTION 1

The College Senate will, in consultation with the administration and other groups in the College, recommend policy on all College matters, except for those within the domain of the President or any other Officer of the College or The City University of New York, as set forth in the By-laws of the Board of Trustees. The Senate shall be specifically responsible for the formulation of academic policy and for consultative and advisory functions related to the programs, standards, and goals of the College.

The College Senate shall:

- A. Undertake any course of action within its authority, to help achieve the mission of the College within the College community and The City University.
- B. Serve in an advisory capacity and have representation on all committees established by the President, the Vice Presidents, and/or the Deans to further the mission of the College, especially Search Committees established by the College.
- C. Have the power to formulate new policy recommendations and to review already existing ones in areas including but not limited to the following:
 1. Awarding of degrees, honors and credits
 2. Degree requirements
 3. Development of curricula

* Amendments were adopted by the CUNY Board of Trustees on June 30, 2014, effective July 1, 2014. Past amendments were approved in April 1995. The Charter of Governance was originally approved on September 30, 1992.

4. Development of new academic and student services programs (including interdisciplinary and exchange programs) and review of existing ones, as well as developing, reviewing, and implementing policies related to disabled students
 5. Grading practices and standards
 6. College Library
 7. College admission procedures and requirements
 8. Evaluation of faculty
 9. Affirmative Action/504 compliance
 10. Budget and Finance
 11. Grants
 12. Facilities
 13. Creating any standing, ad hoc, and special committees as it deems necessary
 14. Proposing amendments to, and revisions of, the By-laws of the Board of Trustees
 15. Recommending any other actions that the Senate may deem appropriate
- D. Perform other functions including but not limited to participation in the search committees for Vice Presidents and all Deans.

SECTION 2 ATTENDANCE

- A. Every member of the Senate undertakes the responsibility of attending Senate sessions. Members, who are absent more than three times per academic year without a reasonable explanation sent in writing to the Chairperson of the College Senate, will be removed from office and another representative shall be elected in their place.
- B. All Senate and Senate committee meetings shall be conducted according to the latest edition of Robert's Rules of Order Newly Revised to the extent the same does not conflict with the Open Meetings Law.

ARTICLE II: MEMBERSHIP IN THE COLLEGE SENATE

SECTION 1 SENATE MEMBERSHIP

- A. The Senate membership shall consist of representatives from the full-time faculty, non-teaching instructional staff, students, classified staff (Gittlesons, campus peace officers, and maintenance), and the President, Vice Presidents, and Deans of the College.
- B. In addition, there shall be ex-officio and non-voting members as specified herein.

SECTION 2 FACULTY MEMBERSHIP

- A. Senate members representing faculty must hold the rank of Professor, Associate Professor, Assistant Professor, Lecturer, or Instructor.
- B. College departments shall be represented by one representative for each academic unit (where such units exist), who shall be nominated and elected by members of their units.
- C. Departments without units (which for the purpose of representation on the Senate will include Counseling) shall be represented in proportion to their faculty members: one representative per every ten (10) faculty members or fraction thereof, who shall be elected by the members of their department.
- D. There shall be faculty members At-large elected by general ballot according to the following ratio: one faculty member/alternate per every twenty (20) faculty members or fraction thereof. These shall be elected by the faculty in attendance at the Stated Meeting of the Faculty and Staff at the beginning of the academic year. Absent the scheduling of such meeting by the Office of the President by September 1st, the Executive Committee shall schedule said meeting during the month of September for the sole purpose of conducting this election.
- E. Full-time faculty who are College representatives to the UFS are automatically members of the College Senate. They shall be elected according to the same procedures and criteria that apply to all other Senators.
- F. The PSC Chapter Chairperson shall automatically be a member with full senatorial rights.

SECTION 3 NON-TEACHING INSTRUCTIONAL STAFF MEMBERSHIP

- A. To be a member of the Senate representing the non-teaching instructional staff, a person must be in one of the following non-teaching instructional titles: College Laboratory Technician (CLT) or Higher Education Officer (HEO).
- B. Each category mentioned above shall be represented in proportion to its membership: one representative per every fifteen (15) members or fraction thereof.

SECTION 4 CLASSIFIED STAFF

- A. Gittlesons (civil service staff) shall have one (1) representative to the College Senate.
- B. All other classified staff shall have one (1) representative to the College Senate.

SECTION 5 STUDENT REPRESENTATIVES

- A. Student representation will constitute one (1) student for every four (4), or major fraction thereof, of the non-student voting members of the Senate. Student representatives will be elected as provided by the Student Government Organization Constitution. Additional representatives shall be elected according to procedures for the election of officers stipulated in the Student Government Organization Constitution.
- B. Every student representative to the Senate must be certified by the Registrar's Office as being a Hostos Community College student in good academic standing.
- C. Student representatives shall serve for a period of one year.

SECTION 6 EX-OFFICIO

Ex-Officio membership without a vote shall be:

- A. The College Administration including:
 - 1. The President or designee, and
 - 2. The Vice Presidents, Deans, or designees;
- B. The Chair of the HEO Organization; and
- C. A Parliamentarian designated by the Executive Committee of the Senate, who is not a member of the Senate, but who will attend its meetings and rule on questions of procedure.

SECTION 7 ADJUNCT FACULTY MEMBERSHIP

- A. To be a member of the Senate representing the adjunct faculty, a person must be an adjunct faculty member in either the Liberal Arts or the Career programs.
- B. These individuals should be elected by general ballot according to the following criteria: one (1) representative from the Liberal Arts program and one (1) representative from the Career programs. This membership should be for one (1) semester.

SECTION 8 ELECTION PROCEDURES AND TERMS OF OFFICE

- A. All elected faculty and staff members shall serve for a period of three years.

- B. Student representatives shall serve for a period of one year.
- C. The Elections Committee shall carry out all the necessary elections for the Senate.
- D. All election results shall be determined by a majority of those voting. If necessary, additional balloting will be conducted with the name(s) of candidate(s) having the fewest votes eliminated to the point of having twice as many candidates as positions until the vacant positions are filled. Notification of the election results must be promulgated no later than one week after the close of elections.
- E. The Chair and the Senate Executive Committee (together and none individually) may be removed from office by means of a petition signed by two-thirds of the members eligible to vote. Said petition is to be presented in a sealed envelope during a regularly scheduled meeting of the Senate to the Vice Chair or Secretary of the Executive Committee and turned over unread to the Senate Elections Committee meeting in emergency session and must be recorded in the official records of the Senate. Furthermore, it is to be verified by said committee at said meeting, and the committee is to provide for elections at the next regularly scheduled meeting of the (now) suspended Senate.

SECTION 9 TIME TABLE

- A. All elections shall be conducted during the second week of classes following the Spring Recess of the third year of the current Senate.
- B. On the last meeting of the Spring semester, the Senate shall hold annual elections to nominate a pool of faculty representatives to serve on the Hostos Association, Auxiliary Services, and Discipline committees. These names will be forwarded to the President, who will appoint members to the committees/bodies from the list.

SECTION 10 ELECTIONS OF OFFICERS AND THE COMMITTEE ON COMMITTEES

- A. The Senate Chairperson shall have faculty rank or faculty status.
- B. The Senate Chairperson and all members of both the Executive Committee and the Committee on Committees shall be nominated and elected by simple majority at the first meeting of the newly elected Senate to be called by the outgoing chairperson.

SECTION 11 THE EXECUTIVE COMMITTEE

- A. Membership:
 - 1. The Executive Committee shall be composed of nine voting Senators: six (6) faculty, two (2) students, and one (1) member of the non-teaching instructional staff (HEOs or CLTs).

2. The Chairperson of the Senate will be the Chair of the Executive Committee and one of its nine members.
3. The Committee will elect a Vice Chairperson, a Recording Secretary, and a Corresponding Secretary from among its members. The term of the Recording Secretary shall be one year.
4. Non-student members shall serve for three (3) years. Student members shall serve for one (1) year.

B. Functions of the Executive Committee:

1. To serve as liaison between the President of the College and the Senate.
2. To transact such business as may be necessary between meetings of the Senate.
3. To exercise any further powers and duties that may be conferred upon it by the Senate.
4. To develop any procedures needed to implement any charge given to it and to review existing procedures when needed.
5. To create ad hoc committees after consultation with the Senate.
6. To meet at least once a month during the academic year and expedite Senate business.
7. To schedule regular and special Senate meetings, to determine what is appropriate Senate business, and to prepare agendas for such meetings.

C. Functions of the Officers:

1. Duties of the Chairperson shall include but not be limited to the following:
 - (a) To conduct elections for the membership of the Executive Committee and Committee on Committees.
 - (b) To preside at all meetings of the Senate and the Executive Committee.
 - (c) To initiate election procedures to fill all vacancies of the Senate.
 - (d) To make pro-temp appointments in the event of any Officer's absence.
 - (e) To represent the Senate at all academic and official functions.
 - (f) After consultation with the Executive Committee, to appoint Senators to represent the Senate in non-Senate Committees.

2. The Vice Chair shall serve as Acting Chairperson in the absence of the Chairperson.
3. Duties of the Recording Secretary shall include:
 - (a) The taking of minutes of Senate and Executive Committee meetings and submitting them to the Chairperson and the Committee on Committees.
 - (b) Taking attendance at Executive Committee and Senate meetings.
 - (c) Maintaining records of all Senate Executive Committee proceedings.
 - (d) Sending copies of all Senate Proceedings to the College Library.
4. Duties of the Corresponding Secretary shall include the distribution of minutes and agendas to appropriate committees or individuals.

ARTICLE III: SENATE MEETINGS

SECTION I REGULAR MEETINGS

- A. The Senate shall hold regular meetings once a month during the academic year on the third Thursday of the month.
- B. The notice of each monthly meeting shall include the agenda, together with a written statement regarding any policy matter to be presented at the meeting. Such documents shall be distributed to each Senator during the week prior to the meeting. Announcements of all Senate meetings shall be sent to the College-wide community and to the general public by press release one week prior to the meeting.

SECTION 2 PROCEDURES

- A. The order of business at all meetings shall conform to the newest edition of Robert's Rules of Order Newly Revised.
- B. The Chairperson, in consultation with the Parliamentarian, shall decide on all questions of quorum and parliamentary procedure, unless it is otherwise stipulated in this Charter.
- C. The hour of adjournment shall be specified on the agenda and adhered to and no binding resolutions, motions or general discussions shall be considered beyond that hour without the approval of 2/3 of the voting members present.
- D. All votes shall be by secret ballot except for routine matters by unanimous consent. The ballots shall be recorded and available to the public upon request.

- E. All senate meetings shall be open. Upon recognition by the Chair, all who attend the Senate meeting shall have the right to speak.

SECTION 3 MINUTES OF SENATE MEETINGS

The Recording Secretary will take and maintain minutes, which shall include attendance. A copy of the minutes of each meeting of the Senate shall be distributed to each of the members of the Senate at the same time that the notice of agenda of the meeting is distributed.

SECTION 4 SPECIAL MEETINGS

- A. These meetings may be called by the Executive Committee of the Senate or by any ten (10) Senators upon presentation to the Chairperson of a written and signed request for the meeting.
- B. Agendas for special meetings shall be distributed with the notice of such meetings.

ARTICLE IV: COLLEGE STRUCTURE

SECTION 1 DEPARTMENTS/DISCIPLINES

- A. The structure of Hostos Community College shall be composed of divisions, each headed by a Vice President. At present, the College consists of the divisions of:
 - 1. Academic Affairs,
 - 2. Administration and Finance,
 - 3. Continuing Education and Workforce Development,
 - 4. Institutional Advancement, and
 - 5. Student Development and Enrollment Management.

When altering the function of these divisions, the President of the College shall first consult with the Senate.

- B. The Division of Academic Affairs shall be comprised of Departments, Units, and Programs of Study.
- C. Within the context of the academic structure, a Department is an administrative entity composed of a single discipline or related disciplines or Programs of Study grouped together to represent the shared interests of the represented Units. A Department may or may not have Units.

- D. An Academic Unit is an administrative entity within an Academic Department; the Unit is responsible for instruction in a particular program, discipline, or related disciplines.
- E. A Program of Study is an organized body of courses that lead to a Certificate or degree or another defined academic goal.

SECTION 2 RESPONSIBILITIES OF THE SENATE

- A. The Senate shall have the power to review proposals for, and recommend, the creation of new Academic Units and/or programs of study, the elimination of existing Academic Units or programs of study, and the transfer of Academic Units and/or Programs of Study from one Department to another.
- B. The process to be followed for the implementation of such a proposal will be:
 - 1. Presentation of proposal to the Department(s) that houses (and/or will house) the Academic Unit or Program, followed by a Departmental vote.
 - 2. Presentation of the proposal for review to the appropriate Vice Presidents(s).
 - 3. Presentation of the proposal to the Senate.
 - 4. Senate vote and recommendation to the President of the College.
 - 5. Approval by the President.
 - 6. Transmission of the proposal by the President's Office to the Board of Trustees, and the Board's approval.
 - 7. When a transfer of an Academic Unit or Program of Study or faculty is from one Department to another, both Departments must approve the transfer.

ARTICLE V: COLLEGE-WIDE PERSONNEL AND BUDGET COMMITTEE

SECTION 1 MEMBERSHIP OF PERSONNEL AND BUDGET COMMITTEE

The College-Wide Committee on Personnel and Budget shall be composed of the following members:

- A. The President of the College;
- B. The Provost and Vice President for Academic Affairs;
- C. All Department Chairpersons;

- D. Four At-Large faculty members elected from and by qualified faculty. No At-Large representative shall be from the same unit as the Departmental Chairperson; and
- E. The Vice President for Student Development and Enrollment Management.

SECTION 2 CHAIRPERSON

- A. The President of the College shall serve as Chairperson of the College-Wide P & B; in his/her absence, the Vice President for Academic Affairs shall serve as Chair.
- B. The Labor Designee and a senior member of the administration designated by the President of the College shall sit with the College-Wide P & B at the invitation of the President.

SECTION 3 EXCEPTIONS

- A. Teaching Faculty members holding or released to serve in an administrative position within the College and not teaching at least one course of their regular load are not eligible to serve as At-Large representatives.
- B. Vice Presidents, Deans, and senior administrators cannot serve as At-Large representatives to the P & B.

SECTION 4 ELECTION OF AT-LARGE FACULTY

The selection and election of the four At-Large faculty representatives to the College-Wide P & B shall proceed as follows:

- A. Each academic Department and the Division of Student Development and Enrollment Management shall nominate one candidate.
- B. Such nomination shall occur at the time of Departmental elections.
- C. All nominees must be tenured and hold professorial rank.
- D. The names of all nominees will be submitted to the Elections Committee of the Senate, which will conduct the election with the assistance of the Division of Academic Affairs.
- E. All faculty members with professorial ranks; lecturers (full-time) and instructors who have been reappointed on an annual salary basis for a third or later year of continuous full-time service; and tenured CLT's shall be eligible to vote in College-Wide At-large Faculty P & B elections.
- F. All eligible voting members shall elect the four representatives by simple majority of valid votes cast.

- G. In the event no candidates obtain a simple majority, a run-off election will be held. The two candidates with the fewest votes will be dropped.
- H. These procedures shall be repeated until all four (4) At-Large candidates are elected.
- I. There shall only be one (1) At-Large representative from any given Department at any time.

ARTICLE VI: ACADEMIC DEPARTMENTAL STRUCTURE

SECTION 1 DEPARTMENT AND UNITS

The following shall constitute the College's Departments and Units (disciplines or programs) within Departments:

- A. Allied Health Sciences Department
 - 1. Dental Hygiene Unit
 - 2. Radiologic Technology Unit
 - 3. Nursing Unit
- B. Behavioral and Social Sciences Department
 - 1. Behavioral Sciences Unit
 - 2. Social Sciences Unit
 - 3. Public Administration Unit
- C. Business Department
 - 1. Business Management/Accounting Unit
 - 2. Office Technology Unit
- D. English Department
- E. Education Department
 - 1. Early Childhood Education Unit
 - 2. Gerontology Unit
 - 3. Physical Education Unit

4. Health Unit
- F. Humanities Department
1. Black Studies Unit
 2. Latin American and Caribbean Studies Unit
 3. Modern Languages Unit
 4. Visual and Performing Arts Unit
- G. Language and Cognition Department
- H. Library Department
- I. Mathematics Department
- J. Natural Sciences Department
1. Biology Unit
 2. Physical Sciences Unit

SECTION 2 DEPARTMENTAL CHAIRPERSONS

- A. Each Department shall have a Chairperson (who may also serve as Unit Coordinator). In accordance with the By-laws, the Chairperson of the Library Department will be appointed by the President of the College.
- B. All Chairpersons, except the Chairperson of the Library Department, shall be elected by secret ballot for a term of three years by a majority vote of all eligible voting members of the instructional staff in the Department.
- C. In Departments other than the Library, all professorial ranks with tenure shall be eligible to run for Departmental Chairperson. Exceptions may be made only when a Chairperson without tenure is recruited from outside the College.
- D. Voting shall take place during the first full week in May. There shall be discussion prior to the vote.
- E. All professorial ranks (professors, associate professors, and assistant professors); lecturers (full-time) and instructors who have been reappointed on an annual salary basis for a third or later year of continuous full service; and tenured CLT's are eligible to vote in Departmental elections.

F. The duties of a Chairperson shall follow CUNY By-Laws definition, except as amended by this governance plan.

G. Duties of Department Chairperson

The Department Chairperson shall be the executive officer of his/her Department and shall carry out the Department's policies as well as those of the faculty and the board that are related to it. He/she shall:

1. Be responsible for Departmental records and preside at meetings of the Department.
2. Assign courses to and arrange programs of instructional staff members of the Department. (The execution of this duty may be delegated to the Unit Coordinators.)
3. Initiate Departmental policy and actions concerning the recruitment of faculty and other Departmental affairs subject to the powers delegated by these by-laws to the staff of the Department in regard to educational policy, and to the appropriate Departmental committees in the matter of promotions.
4. Represent the Department before the faculty and the Board.
5. Serve as chair of the Department's Committee on Personnel and Budget.
6. After receiving the tentative unit budgets, prepare the tentative Departmental budget, subject to the approval by the Department's Committee on Personnel and Budget. Transmit the tentative Departmental budget to the Vice President for Academic Affairs with his/her own recommendations.
7. Arrange for careful observation and guidance of the department's instructional staff members. This duty may be delegated by the Department Chairperson to the Unit Coordinator or to a tenured professorial member in accordance with the collective bargaining agreement.
8. Make a full report to the President and to the College-Wide Personnel and Budget Committee of the action taken by the Department Committee on Personnel and Budget when recommending an appointee for tenure.
9. Hold an annual evaluation conference with every member of the department, other than full professors, after observation and prepare a memorandum thereof. This duty may be assigned to a qualified member of the Departmental Committee on Personnel and Budget in accordance with the collective bargaining agreement. Tenured full professors may be evaluated.
10. Generally supervise and administer the department. The Chairperson may delegate some specific duties to the Unit Coordinators.

11. Hold Departmental meetings at least once a month.
12. Promote collegial relations and intradepartmental collaboration.
13. Represent all units within the Department and act as liaison for the Department and its units to other departments and units.

H. Acting Chairpersons

1. In case of a temporary vacancy, the Department will nominate candidates from a list of eligible faculty members coming from the Departmental P & B.
2. The name of the Departmental candidate for Acting Chairperson, voted on by the Department, shall be submitted to the President.
3. If the President should reject the candidate, the process will be repeated until a suitable candidate is selected.

SECTION 3 UNIT COORDINATORS

- A. Each Unit shall have a Coordinator who shall be elected by that Unit for a three-year term.
- B. The election of Unit Coordinators shall take place following that of the Department Chairperson during the first full week of May.
- C. All professorial ranks, tenured and untenured, and lecturers with Certificates of Continuous Employment shall be eligible to run for Unit Coordinators. The Department Chairperson may also be elected as a Coordinator. There can only be one (1) Coordinator who is untenured in any given department. Tenured CLT's can vote in this election.
- D. Duties of Unit Coordinators
 1. Unit Coordinators shall serve as the primary administrators for matters pertaining to their respective units.
 2. Supervise the Unit's curriculum.
 3. Assign courses to and arrange programs of instructional staff members of the Unit as delegated by the Department Chairperson.
 4. Arrange for careful observation and guidance of the Unit instructional staff members in consultation with the Department Chairperson.
 5. Prepare the tentative Unit budget.
 6. Be responsible for the Unit's records.

7. Disseminate information to and from staff members within the Unit.
8. Initiate action concerning the recruitment of Unit faculty as assigned by the Department Chairperson.
9. Represent the Unit in the Departmental P & B Committee.
10. Coordinate program accreditation (where applicable).

SECTION 4 DEPARTMENTAL PERSONNEL AND BUDGET COMMITTEE

- A. All constituted Departments shall have a Departmental Personnel and Budget Committee (P & B) to review matters in their purview.
- B. The membership of Departmental P & B shall consist of:
 1. The Chairperson;
 2. Unit Coordinators, where applicable;
 3. In Departments with fewer than five (5) Units, where possible, there shall be five (5) members, except where the total full and part-time faculty exceeds fifty (50), in which case there shall be seven (7) members. At-Large faculty members shall be elected as needed in order to reach the required membership; only one of these may be untenured, which person may be a lecturer with a certificate of continuous employment;
 4. In Departments with five (5) or more Units, the total membership of the P & B shall be to the nearest odd number, with the remaining positions to be elected At-Large. An untenured faculty member, who may be a lecturer with a certificate of continuous employment, can only be elected to this position if all coordinators are tenured; and
 5. In Departments with two or more Units, no more than 60% of the membership of the Departmental P & B should come from one Unit.
- C. Tenured CLT's within a Department are eligible to vote in Departmental P & B elections but cannot be candidates.
- D. All At-Large members of the Departmental P & B shall be elected at the same time as all other Departmental elections are held, for a term of office of (3) years.
- E. The functions of the Departmental Personnel and Budget Committee shall include but not be limited to:
 1. Recommendations of all actions concerning initial appointments, reappointments, tenure, CCE, and promotions (except full professor).

2. Interviewing of all prospective faculty and instructional staff candidates for employment.
 3. Approval of all actions concerning travel money allocations, Departmental budget, the Departmental plan for the year, and budget allocations to units within the department.
- F. New units will get automatic representation in Departmental P & B Committees as soon as they have been formally approved by all appropriate governance structures.

ARTICLE VII: SENATE COMMITTEES

SECTION 1 STANDING COMMITTEES OF THE SENATE

The standing Committees of the Senate shall include but not be limited to the following:

- A. The Committee on Committees
- B. Academic Standards Committee
- C. Admission and Retention Committee
- D. Affirmative Action Committee
- E. Budget and Finance Committee
- F. Committee on Disability Issues
- G. Curriculum Committee
- H. Elections Committee
- I. Executive Committee
- J. Facilities
- K. Grants Committee
- L. Institutional Research Committee
- M. Instructional Evaluations Committee
- N. Library Committee
- O. Scholarship and Awards Committee

SECTION 2 RULES CONCERNING SENATE STANDING COMMITTEES

- A. All Senate committees shall record and maintain minutes of their meetings and submit copies of them to the Executive Committee and the Committee on Committees.
- B. All Senate standing committees shall follow the Charter as to their functions.
- C. All Senate standing committees shall prepare annual summaries of their activities to be submitted to the Executive Committee no later than the last scheduled meeting of the Senate each academic year.
- D. All Senate committees shall elect their own officers, with the understanding that ex-officio members shall not be eligible to run for office of any standing, ad hoc, or special committee.
- E. Unless otherwise stipulated in the Charter or sanctioned by the Senate, each of the standing committees shall consist of not less than six (6) and not more than twelve (12) members.
- F. Unless otherwise stipulated, on each standing committee there will be two (2) student members and two (2) members representing the non-teaching instructional staff. Student members will serve for a term of one (1) year.

SECTION 3 ATTENDANCE AT STANDING COMMITTEES MEETINGS

Any member who is absent from three (3) meetings without written notification shall be asked to resign and will be replaced by the Committee on Committees.

SECTION 4 THE COMMITTEE ON COMMITTEES

- A. Membership:
 - 1. The Committee on Committees shall be composed of nine (9) Senate members, including two (2) student members and one (1) member from the non-teaching instructional staff, elected by the members of the Senate.
 - 2. Student members will be elected every year at the first meeting of the Senate. Other members will be elected at the first meeting of each newly formed Senate.
- B. Function:
 - 1. To assign members from different College constituencies to the specific Senate standing committees before the second meeting of the Senate for the academic year.
 - 2. To determine the number of members to be assigned to each committee, unless otherwise specified in the Charter of Governance.

3. To advise all Senate Committees in the development of internal operating procedures and to submit these procedures to the Senate for approval.
4. To consider and resolve issues relating to membership status and replacement of any committee member.
5. To disseminate information about opportunities for service on all standing and ad-hoc committees.
6. To maintain current lists of membership in all Senate Committees.
7. To maintain a file of the minutes of all Standing Committee meetings.

SECTION 5 ACADEMIC STANDARDS COMMITTEE

A. Membership:

The membership of the Academic Standards Committee will be assigned by the Committee on Committees

B. Function:

It is the charge of the Academic Standards Committee to preserve and maintain the academic policy and procedures of the College. The Academic Standards Committee shall:

1. Recommend to the Senate policy regarding academic probation, attendance, graduation, honors, grading, and other issues related to academic standards.
2. Hold hearings on student appeals regarding academic dismissal. Appeals of dismissal shall be processed by the Office of the Dean of Students in collaboration with the Chairperson of the Academic Standards Committee. Specific procedures are outlined in detail in the Hostos Community College Catalog.

SECTION 6 ADMISSIONS AND RETENTION COMMITTEE

A. Membership:

Membership shall be determined by the Committee on Committees to include regular faculty and the following:

1. Director of Admissions and Recruitment
2. Office of the Registrar
3. Vice President for Student Development and Enrollment Management

4. One Counselor
5. One Student representative
6. Two HEOs

B. Function:

1. (a) To review and recommend to the Senate College-wide policies regarding admission and retention.

(b) To review and recommend to the Senate policies regarding the matriculation of non-degree students.

(c) To review and recommend to the Senate College-wide policies on the acceptance of external course work towards a Hostos Community College Associate's Degree.
2. In consultation with all appropriate parties, to hear and act upon those student appeals that result from the policies set forth in the above areas.
3. To maintain liaison with University personnel responsible for developing or changing admission, matriculation, and transfer credit criteria on a University-wide basis, and to report any proposals for such changes to the Senate.
4. To maintain liaison with College and University personnel responsible for developing special programs that might affect admission and external course work policies.
5. To make recommendations to the Hostos Senate on ways to increase the recruitment of students and maximize the retention of students.

SECTION 7 AFFIRMATIVE ACTION COMMITTEE

A. Membership:

1. Membership shall be determined by the Committee on Committees.
2. The Affirmative Action Officer shall serve as an ex-officio member.

B. Function:

1. To advise and assist the College Affirmative Action Officer in the implementation of affirmative action regulations and policies at the College, including hiring, tenure and termination of employment.
2. To meet regularly with the President in matters concerning the progress of affirmative action.

SECTION 8 BUDGET AND FINANCE COMMITTEE

A. Membership:

Membership will be chosen by the Committee on Committees.

B. Function:

To research, inform, and make recommendations to the Senate and the College community on financial and budgetary matters.

SECTION 9 COMMITTEE ON DISABILITY ISSUES

A. Membership:

1. Membership shall be determined by the Committee on Committees.
2. The Coordinator of Services for Students with Disabilities shall serve as an ex-officio member.

B. Function:

1. To review existing college policies and procedures related to disability and to recommend to appropriate college offices and governance entities changes in such policies and procedures for the purposes of:
 - (a) achieving institutional compliance with federal, state, and local laws regarding non-discrimination on the basis of disability; and
 - (b) recommending ways of eliminating all barriers that might hinder or even prevent the fullest functioning of individuals who are students and/or employees of the College.
2. To collaborate in the development and provision of educational activities regarding disability issues of importance to the College community.

SECTION 10 CURRICULUM COMMITTEE

A. Membership:

1. The membership of the Curriculum Committee shall be composed of one tenured or CCE representative from each academic Department of the College, one (1) 13.3B HEO, and two (2) elected Student Senate representatives duly certified by the Vice President for Student Development and Enrollment Management
2. The representatives shall be elected by each Department from its Curriculum Committee and by the Division of Student Development and Enrollment

Management, and their names submitted to the Committee on Committees for final approval.

3. The Vice President for Academic Affairs or his/her designee and the Registrar shall serve as ex-officio members.

B. Function:

The Curriculum Committee shall have the following duties:

1. To evaluate and recommend new courses in accordance with Board of Trustees guidelines.
2. To evaluate and recommend any modifications of current courses in the curriculum, including credits, hours, titles, course descriptions, language of instruction, prerequisites, co-requisites, etc.
3. To review and recommend approval of degree requirements and distribution requirements for existing departments.
4. To review and recommend approval of all Letters of Intent and final proposals for all degree and certificate programs.
5. To review Letters of Warning and apprise the Senate.
6. To recommend to the College Senate the creation of subcommittees as the need arises, to cover such areas as skills across the curriculum, program review, etc.
7. To present to the College Senate, for its approval, any items voted upon and recommended by the committee.

C. Charges of the College-Wide Curriculum Committee:

1. To establish and maintain the standards and integrity of the College curricula.
2. To review existing curricula periodically and recommend changes where appropriate.
3. To encourage the development of new courses, concentrations, and programs consistent with the mission of the College by providing a College-wide forum for consideration of all new courses and program proposals.
4. To review all curriculum proposals for their conformity to the College mission and objectives of the Department.
5. To review and approve the final draft of the curricular offerings in the College Catalog.

6. To preserve the institutional history of the Committee by yearly submitting the minutes, records, and reports to the College Archives housed in the Library.
7. To make recommendations regarding all curriculum proposals, and to transmit all such recommendations to the Executive Committee of the College Senate and the College Senate at large.

SECTION 11 ELECTIONS COMMITTEE

A. Membership:

Membership will be chosen by the Committee on Committees.

B. Function:

1. To develop and recommend procedures for elections pertaining to the Senate that are otherwise not described in this Charter.
2. To implement those election procedures approved by the Senate.

SECTION 12 EXECUTIVE COMMITTEE

(For membership and functions, see Article II, Section 11.)

SECTION 13 FACILITIES COMMITTEE

A. Membership:

1. Membership to be determined by Committee on Committees.
2. The Director of Campus Facilities serves as an ex-officio member of this committee.

B. Function:

1. To assess and consult on whether existing College facilities are being utilized to optimal capacity.
2. To forecast future College needs in regard to facilities.
3. To recommend policy regarding utilization and allocation of existing space.
4. To make recommendations regarding acquisition of new space.
5. To investigate complaints regarding the improper use of facilities.
6. To report to the Senate on its findings.

SECTION 14 GRANTS COMMITTEE

A. Membership:

1. Membership to be determined by Committee on Committees.
2. The Grants Officer shall serve as an ex-officio member of this committee.

B. Function:

1. To review grant proposals at their initial stages.
2. To recommend that grants be initiated in specific areas.
3. To inform the Senate as to the purpose and nature of all grants awarded to the College.
4. To provide a forum for discussion, the appropriate Vice Presidents shall report twice a year both to the Committee and at the full Senate on the status of existing grants.

SECTION 15 INSTITUTIONAL RESEARCH COMMITTEE

A. Membership:

1. Membership to be determined by the Committee on Committees.
2. The committee will include an equal number of faculty members from Liberal Arts and Career Programs and one (1) faculty member from the Division of Student Development and Enrollment Management.
3. A representative from the Office of Institutional Research will be an ex-officio member.

B. Function:

1. The committee will facilitate research bearing on College educational programs and retention. To that end, it will assist research conducted in the College in compliance with the provisions of the Committee on Human Subjects, request data on behalf of research projects, recommend that studies be undertaken, submit all recommendations for research to the full Senate for approval, and disseminate results to the College community.
2. The committee will collaborate with and serve as a resource for other committees.
3. The committee will regularly report its findings to the Senate.

SECTION 16 INSTRUCTIONAL EVALUATIONS COMMITTEE

A. Membership:

Membership to be determined by the Committee on Committees.

B. Function:

1. To develop procedures and instruments for the classroom observation of faculty members by peers.
2. To develop procedures and instruments for the student evaluation of faculty.
3. To review the student evaluation process and the tabulation of results, and make recommendations thereon.
4. To report to the Senate on the procedures and instruments.

SECTION 17 LIBRARY COMMITTEE

A. Membership:

1. Every academic Department shall select one of its members to serve on this committee. That member will then function as the liaison between his or her Department and the Library. One of the members must be a member of the Library faculty.
2. The Chief Librarian shall serve as an ex-officio member of this committee.

B. Function:

1. To evaluate current Library holdings and media services as they relate to the current and future needs of each Department, Unit, and Program.
2. To make recommendations.
3. To report to the Senate on the recommendations.

SECTION 18 SCHOLARSHIPS AND AWARDS COMMITTEE

A. Membership:

Membership to be determined by the Committee on Committees.

B. Function:

1. To serve as an in-house resource to individuals or groups.
2. To develop standard criteria for selection of candidates and recipients of scholarships and awards.

3. To determine the recipients of Hostos scholarships and prizes in accordance with established criteria.
4. To locate and obtain additional resources for scholarships and awards.

SECTION 19 AD HOC COMMITTEES

The Executive Committee of the Senate shall create ad hoc committees as the need arises, and shall delineate their functions and membership.

ARTICLE VIII: REVISION AND AMENDMENT PROCEDURES

Any modification of this Charter as presently accepted shall be made according to the following procedures:

SECTION 1

Motions to amend this Charter may be proposed by the Executive Committee or by the written petition of no fewer than ten (10) Senators.

SECTION 2

Such motions to amend must be discussed at two (2) consecutive meetings of the Senate before being brought to a vote.

SECTION 3

Such motions must be approved by two-thirds (2/3) of the total membership of the Senate.

SECTION 4

Approved amendments shall be submitted to the President for approval and recommendation to the Board of Trustees.

Appendix 24:
COACHE Survey Results

Hostos Community College Worst Aspects

Faculty were asked to identify the two (and only two) worst aspects of working at your institution. The top four responses for your institution, all community colleges and the CUNY four year institutions are shown in red and disaggregated by tenure status, gender, and race.

	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	All CC	All CUNY	you	All CC	All CUNY	you	All CC	All CUNY	you	All CC	All CUNY	you	All CC	All CUNY	you	All CC	All CUNY	you	All CC	All CUNY
	quality of colleagues	4%	4%	4%	2%	2%	4%	0%	2%	0%	2%	2%	2%	1%	4%	2%	0%	2%	4%	0%	4%
support of colleagues	4%	3%	3%	6%	3%	3%	0%	3%	3%	0%	2%	2%	6%	4%	3%	0%	2%	2%	0%	5%	4%
opportunities to collaborate with colleagues	0%	1%	1%	0%	1%	1%	0%	0%	1%	0%	1%	1%	0%	1%	1%	0%	0%	1%	0%	1%	0%
quality of graduate students	0%	0%	2%	0%	0%	2%	0%	0%	2%	0%	0%	2%	0%	0%	1%	0%	0%	2%	0%	0%	2%
quality of undergraduate students	4%	0%	0%	4%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
quality of facilities	10%	13%	10%	13%	13%	10%	24%	11%	14%	5%	12%	10%	20%	17%	16%	19%	13%	17%	14%	12%	15%
lack of support for research/creative work	0%	15%	15%	4%	14%	14%	0%	16%	16%	5%	12%	12%	0%	16%	17%	0%	14%	14%	0%	15%	16%
lack of support for teaching	1%	2%	4%	2%	3%	4%	0%	2%	2%	0%	2%	2%	2%	2%	2%	2%	2%	4%	0%	3%	4%
lack of support for professional development	0%	2%	1%	0%	1%	1%	0%	2%	1%	0%	2%	1%	0%	2%	4%	0%	2%	1%	0%	4%	5%
lack of assistance for grant proposals	0%	1%	1%	0%	1%	1%	0%	1%	2%	0%	0%	1%	0%	1%	2%	0%	0%	1%	0%	2%	2%
childcare policies/practices (or lack thereof)	1%	1%	1%	2%	1%	1%	0%	2%	2%	0%	0%	1%	2%	2%	1%	0%	2%	1%	0%	1%	1%
availability/quality of childcare facilities	0%	2%	1%	0%	1%	1%	0%	2%	2%	0%	1%	1%	0%	2%	1%	0%	2%	1%	0%	1%	1%
spousal/partner hiring prog. (or lack thereof)	0%	1%	1%	0%	1%	1%	0%	1%	2%	0%	1%	1%	0%	1%	1%	0%	0%	1%	0%	2%	1%
compensation	33%	25%	25%	34%	25%	31%	33%	24%	25%	20%	27%	32%	39%	24%	27%	31%	25%	30%	35%	25%	29%
geographic location	1%	2%	2%	2%	2%	1%	0%	2%	2%	0%	2%	1%	0%	2%	2%	3%	2%	2%	0%	1%	1%
lack of diversity	1%	1%	1%	2%	2%	2%	0%	1%	1%	0%	2%	1%	2%	1%	1%	0%	0%	0%	3%	4%	4%
absence of others like me	3%	1%	2%	4%	1%	2%	0%	1%	2%	0%	1%	2%	4%	1%	2%	3%	1%	1%	0%	2%	3%
my lack of fit here	1%	2%	2%	2%	3%	2%	0%	1%	2%	0%	1%	2%	2%	3%	2%	3%	2%	2%	0%	2%	2%
too much service/too many assignments	14%	12%	11%	13%	10%	10%	15%	17%	14%	10%	11%	10%	16%	13%	13%	15%	13%	11%	14%	12%	10%
commute	2%	10%	8%	2%	10%	7%	5%	10%	9%	5%	11%	8%	2%	9%	8%	6%	10%	8%	0%	8%	7%
cost of living	9%	11%	15%	9%	10%	12%	14%	11%	18%	10%	13%	18%	8%	9%	12%	19%	12%	15%	0%	10%	11%
teaching load	22%	35%	29%	26%	37%	29%	14%	34%	29%	35%	35%	28%	15%	36%	29%	31%	36%	29%	14%	31%	27%
unrelenting pressure to perform	1%	4%	2%	0%	1%	2%	0%	0%	0%	0%	2%	2%	2%	0%	1%	0%	1%	2%	0%	1%	0%
academic freedom	1%	1%	1%	2%	1%	1%	0%	1%	1%	2%	0%	1%	0%	1%	1%	2%	1%	1%	0%	1%	1%
l&p clarity or requirements	0%	0%	0%	4%	4%	2%	10%	0%	5%	10%	0%	4%	4%	4%	4%	4%	4%	4%	0%	0%	0%
quality of leadership	0%	0%	10%	13%	11%	12%	0%	0%	1%	5%	10%	10%	10%	0%	9%	9%	0%	10%	0%	0%	0%
other (please specify)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
decline to answer	0%	4%	2%	4%	4%	4%	10%	4%	2%	10%	5%	4%	4%	3%	2%	5%	4%	3%	5%	3%	4%
there are no negative aspects	7%	7%	2%	4%	7%	2%	0%	0%	2%	20%	7%	2%	2%	7%	2%	2%	7%	2%	1%	4%	2%

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Appendix 25:
New York State of Mind
First Year Seminar Syllabus

FYS 101 First-Year Seminar

FALL 2016

Course Code: 24857 Section: 515-A

Class hours: Monday & Wednesday, 2 – 3:15 PM in Room B-506

3 Academic Credits

Professor Lewis Levine

Office: B-519-D Hours: Monday & Wednesday, 12:30 – 1:45 PM, or by appointment.

Telephone: (718) 518-6676

Email: llevine@hostos.cuny.edu

Course Description: The **First-Year Seminar** is a one-semester course that introduces first-year students to the college experience. Centered on a specific inter-disciplinary academic theme, **A New York State of Mind: What Makes a City Great**, the seminar introduces students to the academic expectations of college life while providing them with an integrated approach to developing the study skills and habits of mind they will need to succeed in college. Students will read, write and discuss academic content, both formally and informally, and will use multi-media approaches to deepen their understanding of course material. The seminar fosters critical inquiry, collaborative learning and community building. Students will become familiar with the College's resources and develop their research skills.

Homework: Homework is an essential part of the course and will be given on a regular basis throughout the semester. Students (even when absent) are responsible for prompt completion of all assignments. Written responses to questions, vocabulary work, and reading comprehension exercises are an important part of the course. All major written assignments must be typed, double spaced using a size "12" font in New Times Roman and include a heading with the following information, single spaced: (1) student's name, (2) course number (FYA 101), (3) date the work was completed, and (4) the number of the draft (1st draft, 2nd draft, 3rd draft, etc.). One-inch margins must also be used.

Final Grade: The final grade for the course is based on the following criteria:

- 1. Major assignments: 400 points or 40%.** There are 4 major assignments for this course. Each major assignment is worth a maximum of **100 points or 10% of the final grade** and must be completed on time. Students will have the opportunity to choose the major assignment they prefer to do. Assignments will be returned to students with a numerical score. Students are encouraged to revise their work based on feedback from the professor and resubmit it for a possible higher grade. When submitting a 2nd draft, it should be stapled in front of the 1st draft. Late work will not be accepted unless students have received permission from the professor ahead of time. A complete list of all the possible major assignments can be found at the beginning of the course binder.
- 2. Homework: 200 points or 20%.** Prompt completion of homework assignments is an essential part of the course. These assignments must be completed on Blackboard by 12 midnight the day before a class meets. Many of the homework assignments will be used to complete in-class assignments, often as part of group work. Students who come

without their homework will not be able to work with students who have their homework ready.

3. In-class writing and classwork: 200 points or 20%. Writing in class is a regular class activity and will be collected at the end of class. Students will also participate in small-group activities. Work done in groups will also be collected and evaluated and returned at the following class session. Active participation in class discussion is also an important part of classwork.

4. Final Exam and Quizzes: 200 points or 20%. There will be a final exam based on the material covered in the course during the final examination period. There may also be a few quizzes during the semester.

Attendance: Students are expected to come to class on time. More than 3 absences may result in the lowering of the final grade. 3 latenesses will be counted as 1 absence. Please email the professor if you know ahead of time that you will be absent from class.

Extra Credit: Students will have the opportunity to earn extra credit points toward their final grade by completing extra assignments, investigating subjects of interest to them, and participating in class trips to important places in New York City. These extra-credit opportunities will be announced throughout the semester. Extra credit points are a great way to improve your final grade for the course.

Course Binder: The professor will provide students with readings and assignments based on the main themes of the course as outlined in the course syllabus. This material must be kept together in a **3-ring binder** that the Office of Academic Affairs (OAA) will provide at no cost to students. The course binder will serve as the textbook for the course. Students should bring the binder to every class and make every effort to keep the material organized throughout the semester.

Course Lib Guide: This is a valuable website designed specifically for FYS 101 where you can find many videos, images, PowerPoint presentations and links to other resources and websites. To access the website, follow these steps:

1. Go to the Hostos Library website.
2. Click on “Library.”
3. Click on “Research Help.”
4. Click on “Research & Subject Guides.”
5. Scroll down to “FYS 101” and click on that.

Unit 1 A Great City Educates

Questions for Exploration:

- How is studying in college different from studying in high school?
- What are the qualities and habits of a good learner? What are your strengths as a learner? In what areas do you wish to improve as a learner?
- How well do you manage your time in order to complete your school work?
- What are your educational goals? What obstacles do you face?
- What is Hostos Community College's historic mission?
- What kinds of resources and facilities does the College offer and how can you best take advantage of them?
- What are the benefits of studying the Liberal Arts?
- What does it mean to become “educated”? What role should school play in the process of education? How does one become an “educated” person?
- What is Howard Gardner's theory of multiple intelligences? How would you evaluate yourself using Gardner's theory?

Thursday, 8/25: Introduction to course; why is the First-Year Seminar about New York City; what makes NY a great city; differences between college and high school; explanation of course requirements.

Tuesday, 8/30: Qualities of a good learner; assessing your strengths and weaknesses.

Readings: (All reading should be done prior to class unless indicated otherwise.)

The Qualities of a Good Learner

Neil Postman and Charles Weingartner

The 5 Attributes of an Effective Learner

Sarah Clark

The 10 Habits of Successful College Students

Blog.chegg.com/2011/07/29/

Group Activity: Chart on *The Qualities of a Good Learner*

Thursday, 9/1: Identifying the benefits of studying the Liberal Arts:

Reading: *On the Purpose of a Liberal Arts Education* Robert Harris

Group Activity: Outline of the article *On the Purpose of a Liberal Arts Education*

Tuesday, 9/6: Discussion of the film *Educating Rita* (a 110-minute film to be seen outside of class; a video of the film is available on the course website)

Thursday, 9/8: Concepts of an educated person; when does a person become educated; the role of teachers and schools in the educational process; the importance of reading and discussion; Is Rita an educated person at the end of the film? Why or why not?

Reading: *Schooling Is Not Education*

Mortimer Adler

Video: *Why I Hate School but Love Education* by Suli Breaks, 6-minutes, www.youtube.com.

Homework: Summary of *Schooling Is Not Education* or a dialogue between Suli Breaks and Mortimer Adler.

Tuesday, 9/13: Howard Gardner's theory of multiple intelligences; Career Cruiser (identifying personal strengths and interests); Completion of time management schedule

Reading: *Howard Gardner's Multiple Intelligences Theory*

www.pbs.org/wnet/gperf/education

Time Management: Establishing a weekly schedule.

Major Assignment for Unit 1:

Educating Rita and You: A comparison of the main character in the film *Educating Rita* and yourself or an essay titled *Toward a Philosophy of Education*. Guidelines for each assignment are in your course binder. A first draft is due **Tuesday, 9/20**.

Thursday, 9/15 and Tuesday, 9/20: PowerPoint Presentation: A Brief History of New York City: Key events in the history of New York based on the film *Timescapes* produced by the Museum of the City of New York. Note-taking Activity.

Unit 2 A Great City Grows

Questions for Exploration:

- What are some of the key events and forces that have contributed to the development of New York City?
- Why have immigrants come to New York?
- What typifies the immigrant experience in New York City? What are some of the major challenges immigrants face living in New York?
- How have immigrants shaped and continue to shape this city?
- How does being an immigrant affect one's identity?
- How does your neighborhood reflect the ethnic diversity of the city?
- What are the most recent trends in immigration to New York City?

Thursday, 9/22: The role of the Dutch in creating New York; the importance of diversity, tolerance and entrepreneurship in the development of the city; the conflict between individualism and collectivism.

Reading: *The Source of New York's Greatness* Russell Shorto

Homework: A summary of Shorto's essay.

Tuesday, 9/27: Exploring the immigrant experience.

Reading: *Girl in Translation (Prologue and Chapter 1)* Jean Kwok

Thursday, 9/29: Exploring the immigrant experience.

Reading: *Girl in Translation (Chapter 2)* Jean Kwok

Tuesday, 10/4; NO CLASSES SCHEDULED.

Thursday, 10/6: Exploring the immigrant experience.

Reading: *New York Was Our City on the Hill* Edwidge Danticat

Tuesday, 10/11 NO CLASSES SCHEDULED.

Thursday, 10/13: Recent patterns of immigration to New York City.

Reading: *The Newest New Yorkers*

Time Management: Reviewing your weekly schedule.

Friday, 10/14: CONVERSION DAY: FOLLOW A TUESDAY SCHEDULE

Income inequality, gentrification and affordable housing.

Reading: *Inequality and the City* Paul Krugman

Homework: A summary of Krugman's essay.

Major Assignment for Unit 2:

Two choices: An article with photographic evidence that describes your neighborhood, with a special focus on recent immigration, neighborhood resources, and examples of gentrification and affordable housing. **Or** a four-page narrative essay or short story about the immigrant experience. Guidelines for each assignment are in your course binder. A first draft of the assignment is due **Tuesday, 10/18.**

Unit 3 A Great City Builds

Questions for Exploration:

- When was Central Park designed and built? What different roles has the park played in New York City's history? Why are parks important for the city's environment and residents?
- What is the importance of the Brooklyn Bridge? Why was it considered an architectural marvel? What did it symbolize? What has it remained an important symbol of the city? How has it been depicted in art and photography since the time it was built?
- When was the New York City subway system first built? What kinds of resources and technology are required to build a subway? What has the subway system been such an important mode of transportation? What are some of the major challenges the subway system face in the years ahead?
- Who is Robert Moses? What are some of the major construction projects he is given credit for? How did these projects change the city? Why is Moses

considered such a controversial figure? Do you consider his legacy a mostly positive or negative one?

- What are some of the major construction projects being built at the present time? In what ways are they changing the city?

Tuesday, 10/18: The creation and importance of Central Park.

Reading: *The History of Central Park* Sarah Waxman

Group Activity: Completion of chart on Central Park

Thursday, 10/20: The creation and importance of the Brooklyn Bridge.

Reading: *When They Built the Big Bridge* Frances Williams Brown

Group Activity: Completion of chart on the Brooklyn Bridge

Tuesday, 10/25: The creation and importance of the New York City subway.

Reading: *The Renaissance Man of New York's Subways: William Barclay Parsons, Transportation Engineer Extraordinaire* Tom Malcolm

Group Activity: Completion of chart on Central Park

Thursday, 10/27: Robert Moses and the transformation of New York.

Reading: *Robert Moses and the Rise of New York: The Power Broker in Perspective* Kenneth T. Jackson

Tuesday, 11/1: **Major Assignment for Unit 3:** In-class writing assignment for the entire class period. Guidelines for the assignment will be provided.

Unit 4 A Great City Creates

Questions for Exploration:

- What defines creativity?
- Is creativity innate or is it something that can be learned and developed? If creativity can be taught, what role should schools play in the process?
- Why has the Broadway musical *Hamilton* become a cultural phenomenon?
- What are some songs that have helped to create images and perspectives of New York City? Why have some of these songs become classics?
- What are some of the different dance companies based in New York? What different types of dance do they perform? How can dance convey narrative, emotion and ideas?
- Who are some of the most important photographers and painters who have used New York City as their subject? What vision of the city do their photographs and painting suggest?
- What are some of the major cultural institutions and museums where one can learn more about art, music, theater and dance?

- What are some works of literature that have utilized New York City as a central theme? What perspectives of the city have these works attempted to convey?

Thursday, 11/3: Lyrics from the Broadway musical *Hamilton*.

Tuesday, 11/8: Songs about New York by various artists.

Class Activity: Discussion of the lyrics and styles of music of each song.

Thursday, 11/10: LAST DAY TO WITHDRAW FROM A CLASS WITH A “GRADE OF W”

Thursday, 11/10: Dance in New York.

Class Activity: Viewing and discussion of dance by dance companies based in NYC: New York City Ballet, Alvin Ailey, Ballet Hispanico and scenes from *West Side Story*.

Recommended Films: *Mad Hot Ballroom*, *West Side Story*

Tuesday, 11/15: New York: Capital of Photography.

Class Activity: Discussion of photographs by photographers associated with New York.

Thursday, 11/17: Painting and New York (Part 1).

Class Activity: Discussion of paintings of New York and related subjects.

Tuesday, 11/22: Painting and New York (Part 2).

Class Activity: Discussion of paintings of New York and related subjects.

Thursday, 11/24 & Friday, 11/25: COLLEGE CLOSED FOR THANKSGIVING

Tuesday, 11/29: Literature and New York.

Discussion of the short story *The Making of a New Yorker* by O. Henry.

Thursday, 12/1: Planning for next semester and the future; learning about DegreeWorks.

Tuesday, 12/6: Literature and New York.

Discussion of poems about New York

Major Assignment for Unit 4:

There are many assignment choices for this unit. Guidelines for each choice are in the course binder. The assignment is due on **Tuesday, 12/6**.

Thursday, 12/8: Literature and New York.

Discussion of an essay about New York

Tuesday, 12/13: Review for Final Exam

Wednesday, 12/14 to Wednesday, 12/21: FINAL EXAMINATION PERIOD

Appendix 26:
CUNY Start Outcomes, Spring 2016

Introduction

The following memo provides an overview of initial remedial need for Spring 2016 CUNY Start students and preliminary final outcomes. Data on CUNY Start enrollment and exam scores were obtained from the CUNY Start program database, which is maintained by the Office of Research, Evaluation, and Program Support (REPS).¹ To achieve proficiency in reading and writing, students must exceed a score of 70 and 56 on the respective CUNY Assessment Tests. To achieve proficiency in math, students must exceed a score of 60 on the CUNY Elementary Algebra Final Exam (CEAFE) and 70 in their overall class grade.

Proficiency gains in all subject areas are shown for all full-time program participants. For part-time students, proficiency gains are only shown for the CUNY Start course related to their areas of need.

Key findings are presented below. Outcomes for enrolled students and for students who completed are presented. In addition, the data are disaggregated by full-time/part-time status, college, and subject area.

Key findings

- Eighty-four percent (84%) of enrolled students completed the program ([Table A](#)).
- Among full-time program completers, 65% entered with three remedial needs and 35% entered with two remedial needs ([Figure 5c](#)).
- After completing the program, 49% of full-time students were fully proficient, 29% had one remedial need, 17% had two remedial needs, and only 5% still had three remedial needs ([Figure 5d](#)).
- For completers, 68% achieved proficiency in reading ([Table 1](#)) and 67% reached proficiency in writing ([Table 2](#)).
- Among program completers who initially needed any remediation in math, 78% achieved math proficiency overall ([Table 3](#)).

¹ The CUNY Start program has developed a set of policies and procedures to ensure the accurate and timely collection and consolidation of data from its multiple campus sites.

CUNY Start Spring 2016 Outcomes

Initial score ranges by subject and college

Figure 1a: Initial reading scores by college, all enrolled full-time students

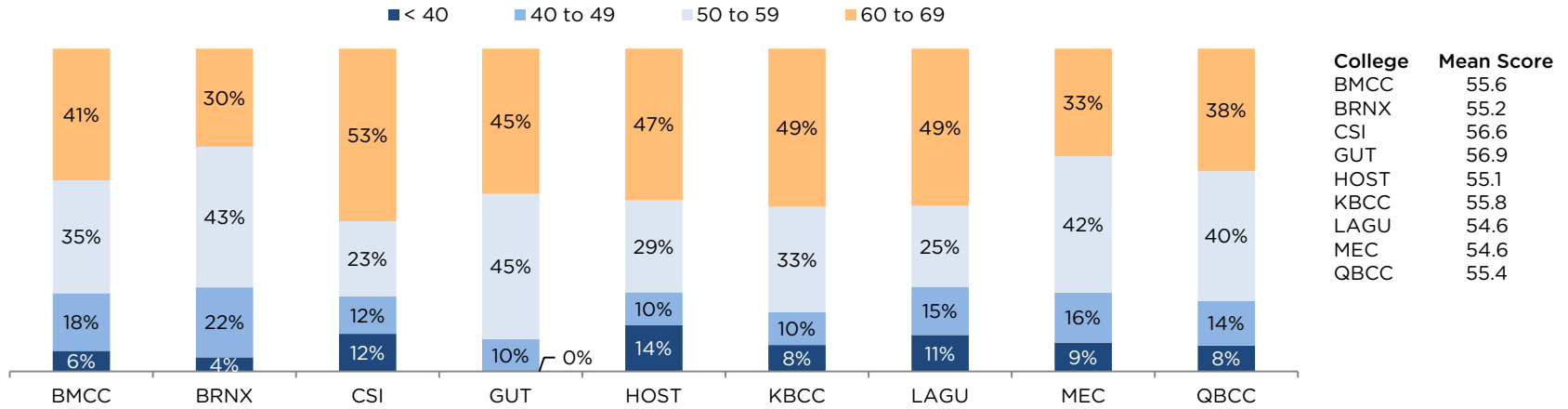
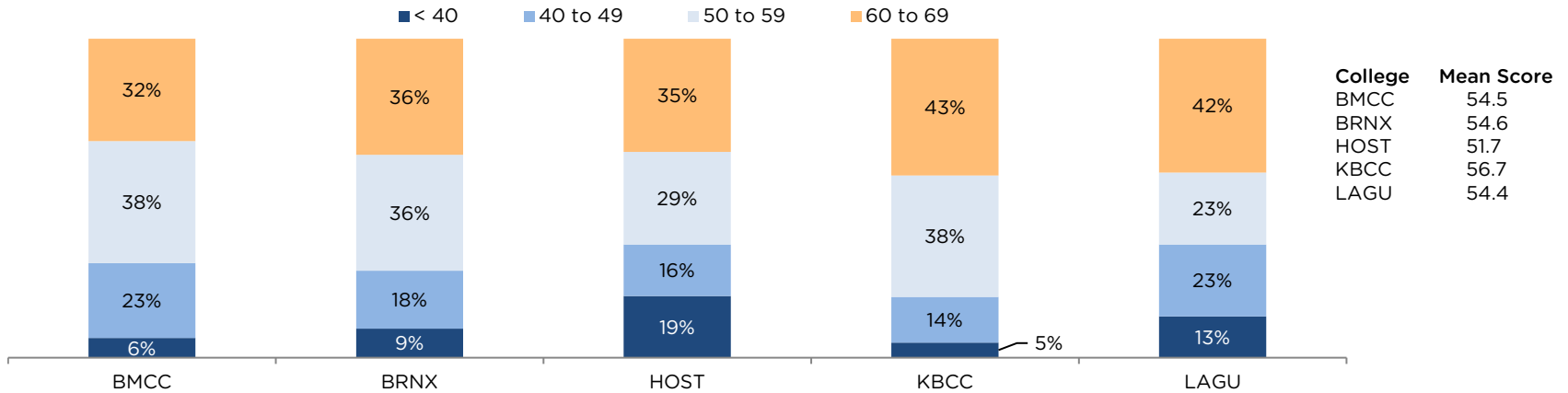


Figure 1b: Initial reading scores by college, all enrolled part-time students



Note: The reading score analyses include students who had a remedial need in reading and an initial reading test score.

Figure 2a: Initial writing scores by college, all enrolled full-time students

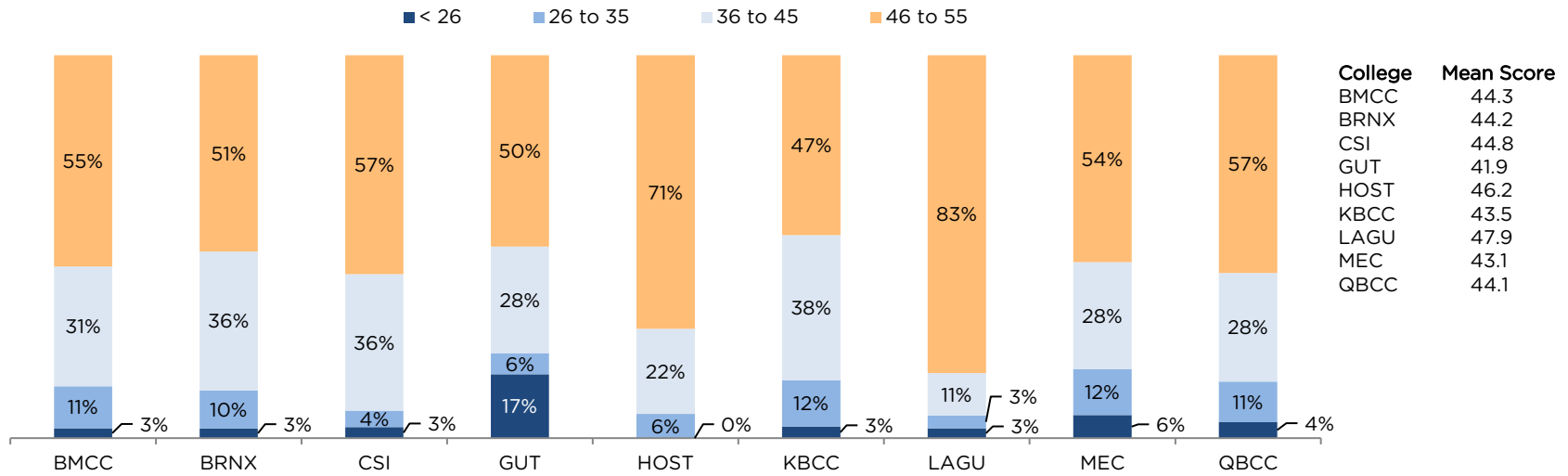
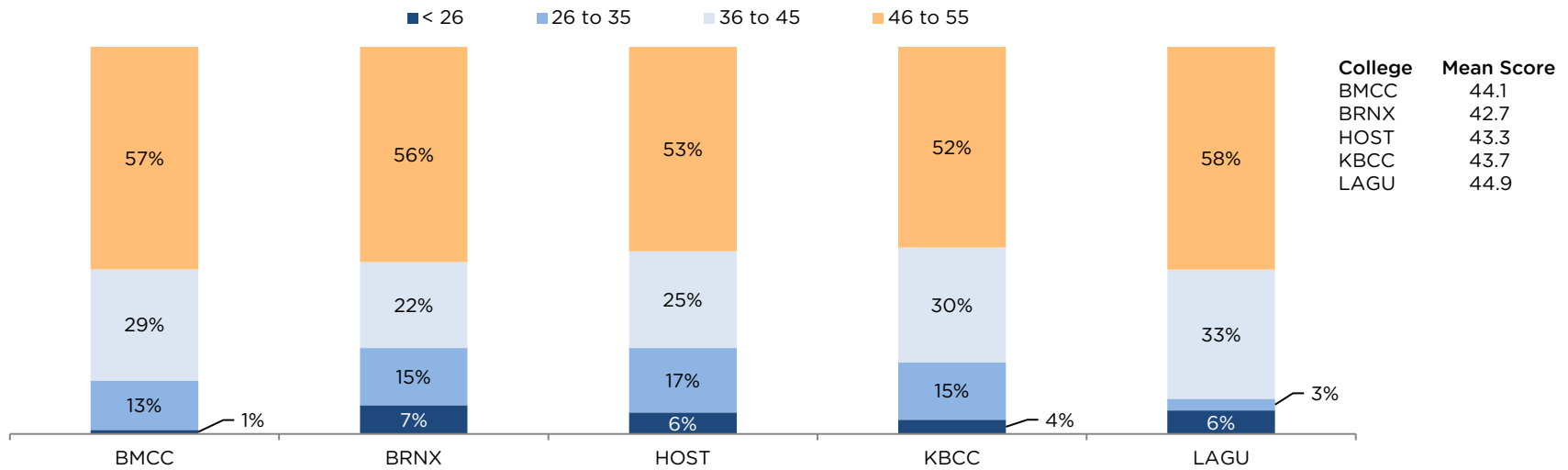


Figure 2b: Initial writing scores by college, all enrolled part-time students



Note: The writing score analyses include students who had a remedial need in writing and an initial writing test score.

Figure 3a: Initial Math 1 scores by college, all enrolled full-time students

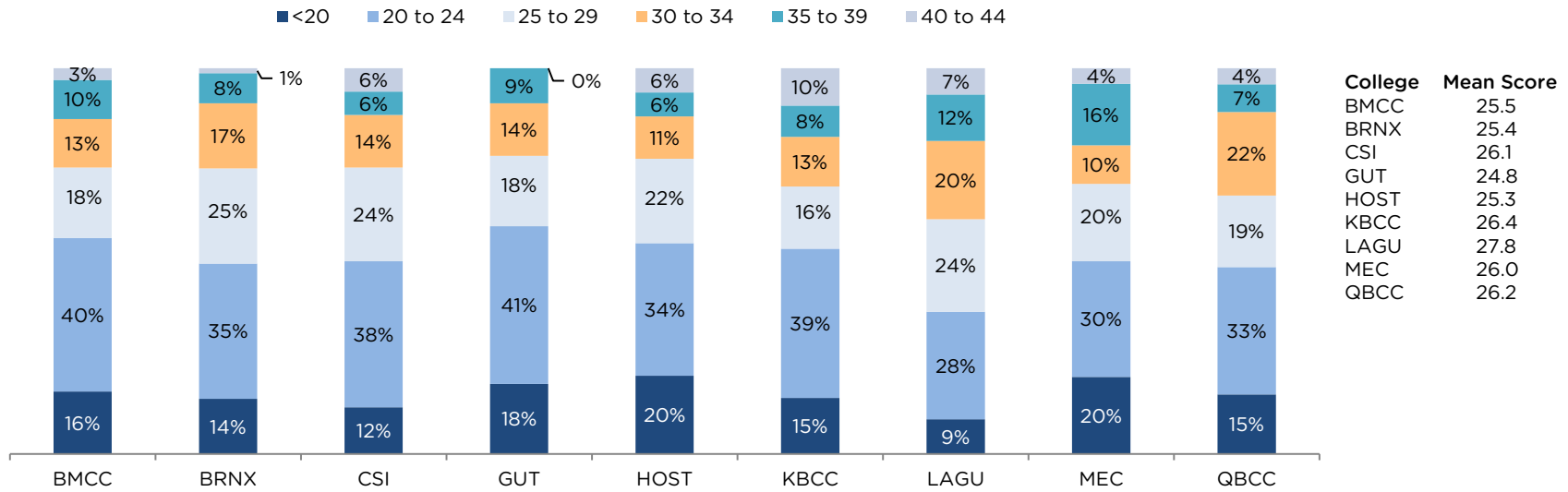
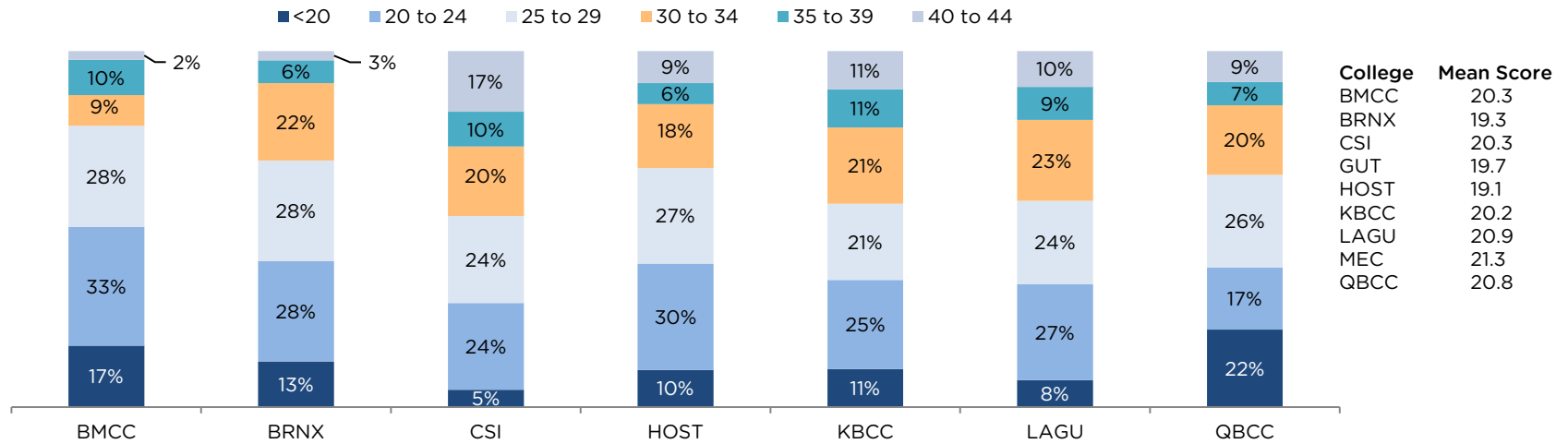


Figure 3b: Initial Math 1 scores by college, all enrolled part-time students



Note: The Math 1 score analyses include students who had a remedial need in Math 1 and an initial Math 1 test score.

Figure 4a: Initial Math 2 scores by college, all enrolled full-time students

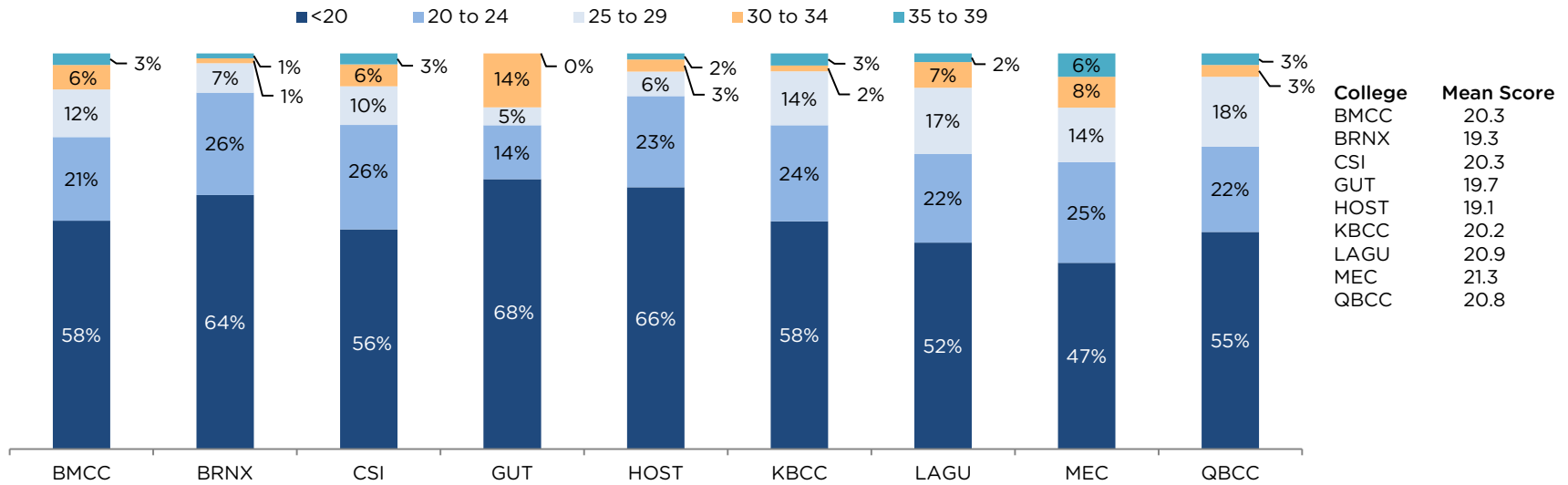
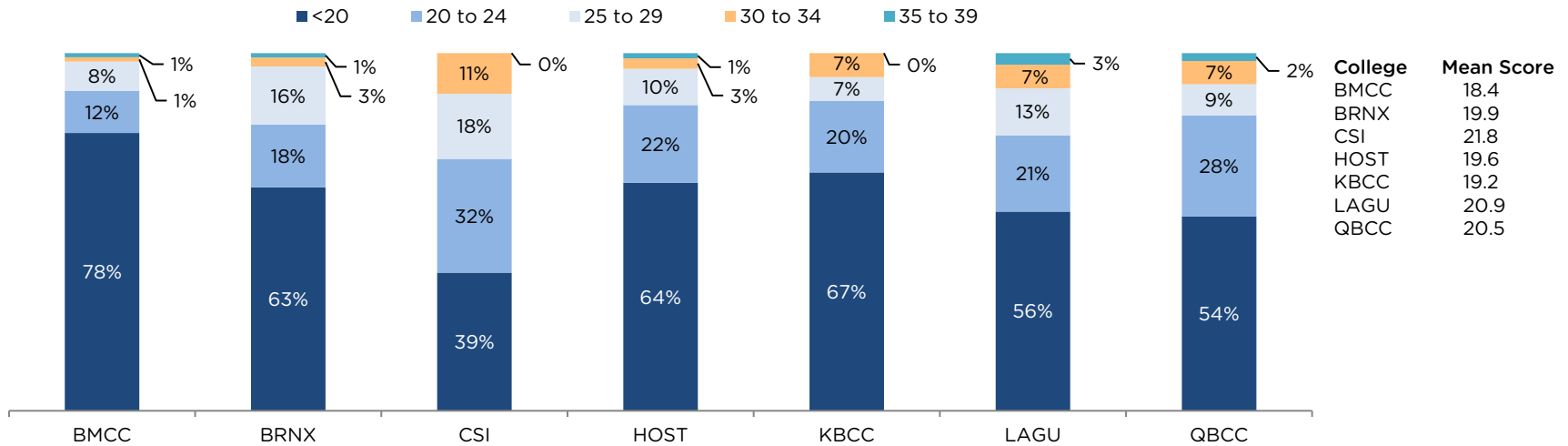


Figure 4b: Initial Math 2 scores by college, all enrolled part-time students



Note: The Math 2 score analyses include students who had a remedial need in Math 2 and an initial Math 2 test score.

CUNY Start Spring 2016 Outcomes

Proficiency gains by subject and college

Table 1: Reading proficiency gains by college, program type, and completion status

	All enrolled students				Program completers only			
	Required remediation	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total	Required remediation	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total
	N	%	%	%	N	%	%	%
Full-time programs								
BMCC	157	47.1	9.6	56.7	124	59.7	12.1	71.8
BXCC	69	43.5	7.2	50.7	51	54.9	9.8	64.7
CSI	43	46.5	11.6	58.1	37	54.1	13.5	67.6
GUT ¹	20	35.0	5.0	40.0	10	70.0	10.0	80.0
HCC	49	36.7	8.2	44.9	39	46.2	10.3	56.4
KCC	49	40.8	16.3	57.1	43	41.9	18.6	60.5
LAG	80	53.8	12.5	66.3	68	63.2	14.7	77.9
MEC	45	40.0	11.1	51.1	37	48.6	13.5	62.2
QCC	87	46.0	16.1	62.1	73	53.4	19.2	72.6
FT total	599	45.1	11.2	56.3	482	55.0	13.9	68.9
Part-time programs								
BMCC	81	48.1	9.9	58.0	72	54.2	11.1	65.3
BXCC	22	40.9	4.5	45.5	14	57.1	7.1	64.3
HCC	31	48.4	6.5	54.8	26	57.7	7.7	65.4
KBCC	21	42.9	14.3	57.1	20	45.0	15.0	60.0
LAG	31	51.6	3.2	54.8	26	61.5	3.8	65.4
PT total	186	47.3	8.1	55.4	158	55.1	9.5	64.6
All students	785	45.6	10.4	56.1	640	55.0	12.8	67.8

¹Guttman Community College went through a non-typical recruitment & enrollment process that was likely to affect the result of proficiency achievement.

Table 2: Writing proficiency gains by college, program type, and completion status

	All enrolled students				Program completers only			
	Required remediation	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total	Required remediation	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total
	N	%	%	%	N	%	%	%
Full-time programs								
BMCC	192	54.2	8.9	63.0	156	66.0	10.9	76.9
BXCC	80	40.0	8.8	48.8	61	49.2	11.5	60.7
CSI	70	71.4	7.1	78.6	63	79.4	7.9	87.3
GUT	18	22.2	0.0	22.2	9	44.4	0.0	44.4
HCC	63	38.1	9.5	47.6	49	49.0	12.2	61.2
KCC	66	48.5	15.2	63.6	55	47.3	18.2	65.5
LAG	118	49.2	12.7	61.9	102	55.9	14.7	70.6
MEC	50	46.0	6.0	52.0	42	54.8	7.1	61.9
QCC	95	45.3	9.5	54.7	81	53.1	11.1	64.2
FT total	752	49.2	9.6	58.8	618	58.3	11.7	69.9
Part-time programs								
BMCC	94	43.6	5.3	48.9	84	48.8	6.0	54.8
BXCC	27	29.6	7.4	37.0	17	47.1	11.8	58.8
HCC	36	38.9	5.6	44.4	31	45.2	6.5	51.6
KBCC	27	44.4	22.2	66.7	26	46.2	23.1	69.2
LAG	33	42.4	12.1	54.5	27	51.9	14.8	66.7
PT total	217	41.0	8.8	49.8	185	48.1	10.3	58.4
All students	969	47.4	9.4	56.8	803	55.9	11.3	67.2

Table 3: Math proficiency gains by college, program type, and completion status¹
 (Among students needing any remediation in math)

	All enrolled students				Program completers only			
	Required remediation in Math	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total	Required remediation in Math	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total
Full-time programs	N	%	%	%	N	%	%	%
BMCC	210	58.1	5.7	63.8	169	72.2	7.1	79.3
BXCC	81	39.5	16.0	55.6	62	50.0	17.7	67.7
CSI	72	48.6	18.1	66.7	66	53.0	19.7	72.7
GUT	22	4.5	0.0	4.5	11	9.1	0.0	9.1
HCC	65	33.8	16.9	50.8	51	43.1	21.6	64.7
KCC	66	62.1	6.1	68.2	55	63.6	7.3	70.9
LAG	138	48.6	10.9	59.4	118	56.8	12.7	69.5
MEC	51	54.9	9.8	64.7	43	65.1	11.6	76.7
QCC	102	55.9	14.7	70.6	87	63.2	17.2	80.5
FT total	807	50.2	10.9	61.1	662	59.8	13.0	72.8
Part-time programs								
BMCC	85	34.1	18.8	52.9	65	44.6	24.6	69.2
BXCC	80	48.8	16.3	65.0	70	55.7	18.6	74.3
CSI	44	70.5	6.8	77.3	38	81.6	7.9	89.5
HCC	69	49.3	20.3	69.6	61	55.7	23.0	78.7
KBCC	30	50.0	20.0	70.0	25	56.0	24.0	80.0
LAG	122	59.0	13.9	73.0	110	64.5	15.5	80.0
QCC	46	69.6	15.2	84.8	42	76.2	16.7	92.9
PT total	476	52.9	16.0	68.9	411	60.8	18.5	79.3
All students	561	50.1	16.4	66.5	476	58.6	19.3	77.9

¹This analysis includes CUNY Start students who needed remediation in Math 1 or Math 2, or both.

Table 4: Math proficiency gains by college, program type, and completion status
(Among students needing remediation in Math 1 and Math 2)

	All enrolled students				Program completers only			
	Required M1 and M2 remediation	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total	Required M1 and M2 remediation	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total
Full-time programs	N	%	%	%	N	%	%	%
BMCC	196	56.6	6.1	62.8	158	70.3	7.6	77.8
BXCC	77	36.4	16.9	53.2	59	47.5	18.6	66.1
CSI	66	45.5	19.7	65.2	60	50.0	21.7	71.7
GUT	22	4.5	0.0	4.5	11	9.1	0.0	9.1
HCC	64	34.4	17.2	51.6	51	43.1	21.6	64.7
KCC	62	59.7	6.5	66.1	51	60.8	7.8	68.6
LAG	133	46.6	11.3	57.9	113	54.9	13.3	68.1
MEC	50	54.0	10.0	64.0	42	64.3	11.9	76.2
QCC	97	55.7	14.4	70.1	82	63.4	17.1	80.5
FT total	767	48.5	11.3	59.8	627	58.1	13.6	71.6
Part-time programs								
BMCC	81	33.3	18.5	51.9	62	43.5	24.2	67.7
BXCC	78	47.4	16.7	64.1	68	54.4	19.1	73.5
CSI	41	73.2	7.3	80.5	36	83.3	8.3	91.7
HCC	67	49.3	19.4	68.7	59	55.9	22.0	78.0
KBCC	28	50.0	17.9	67.9	23	56.5	21.7	78.3
LAG	119	58.0	14.3	72.3	107	63.6	15.9	79.4
QCC	46	69.6	15.2	84.8	42	76.2	16.7	92.9
PT total	460	52.6	15.9	68.5	397	60.5	18.4	78.8
All students	541	49.7	16.3	66.0	459	58.2	19.2	77.3

Table 5: Percentage of full-time students achieving full proficiency by college and completion status¹

	All enrolled students				Program completers only			
	Required any remediation	Fully proficient in phase 1	Fully proficient in phase 2	Fully proficient Total	Required any remediation	Fully proficient in phase 1	Fully proficient in phase 2	Fully proficient Total
Full-time programs	N	%	%	%	N	%	%	%
BMCC	210	32.4	13.3	45.7	169	40.2	16.6	56.8
BXCC	81	22.2	14.8	37.0	62	29.0	17.7	46.8
CSI	74	33.8	20.3	54.1	67	37.3	22.4	59.7
GUT	22	0.0	0.0	0.0	11	0.0	0.0	0.0
HCC	65	13.8	10.8	24.6	51	17.6	13.7	31.4
KCC	67	23.9	20.9	44.8	56	19.6	25.0	44.6
LAG	138	34.1	11.6	45.7	118	39.8	13.6	53.4
MEC	51	25.5	3.9	29.4	43	30.2	4.7	34.9
QCC	102	21.6	18.6	40.2	87	25.3	21.8	47.1
FT total	810	26.9	14.0	40.9	664	32.1	16.9	48.9

¹This analysis includes CUNY Start students who entered the program with one, two, or three remedial needs.

CUNY Start Spring 2016 Outcomes

Remedial Needs Before and After CUNY Start

Figure 5a: Number of remedial needs (out of 3) before CUNY Start, all enrolled full-time students

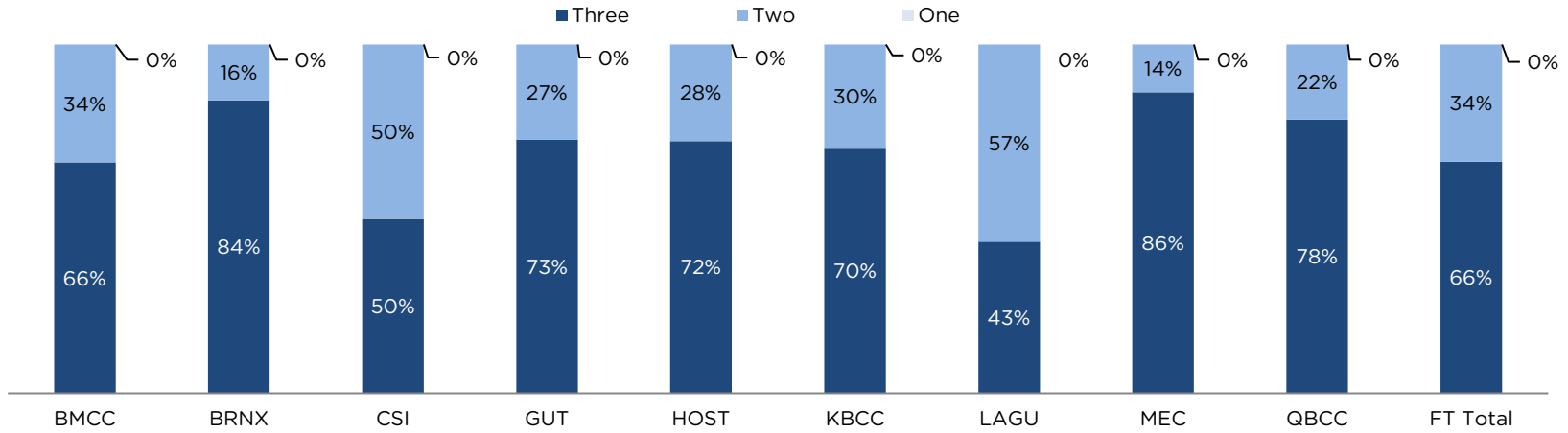


Figure 5b: Number of remedial needs (out of 3) after CUNY Start, all enrolled full-time students

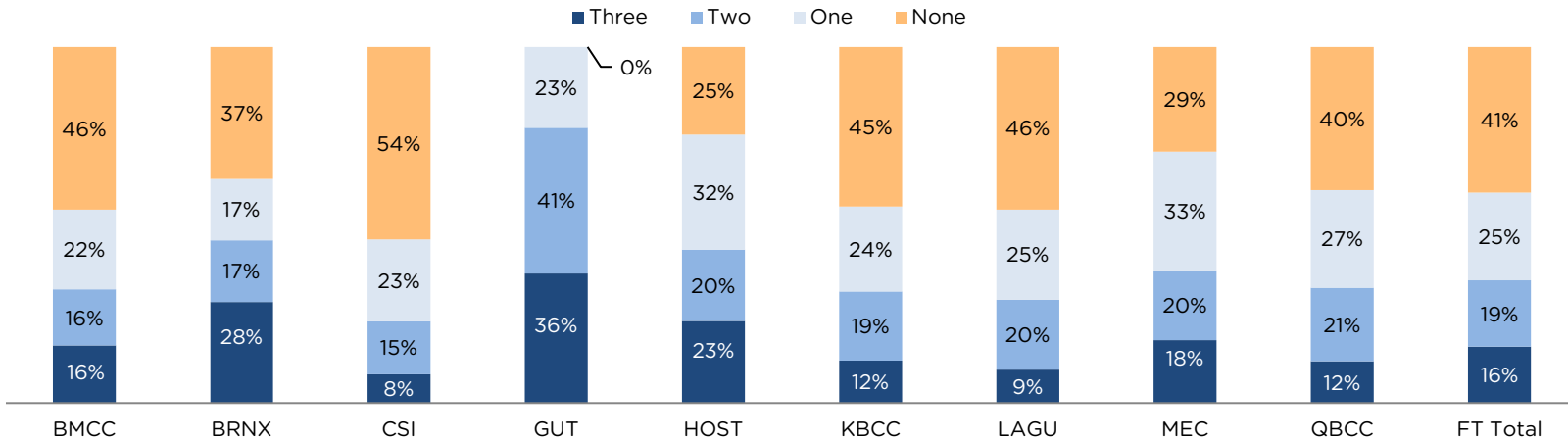


Figure 5c: Number of remedial needs (out of 3) before CUNY Start, full-time completers only

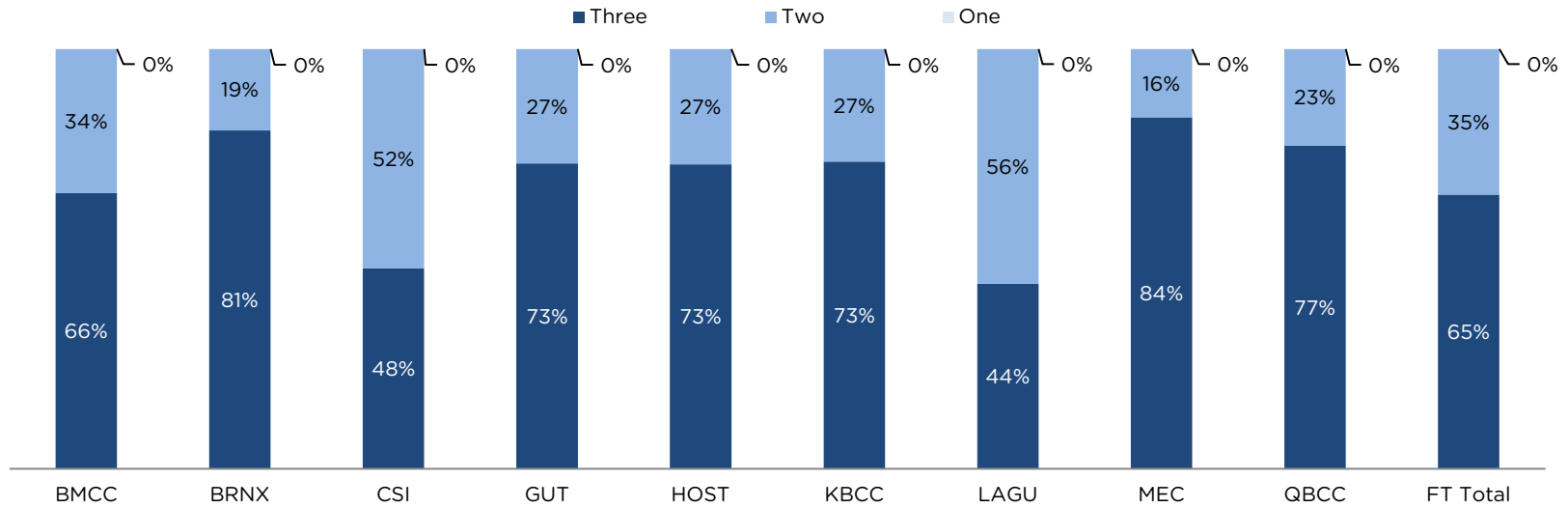
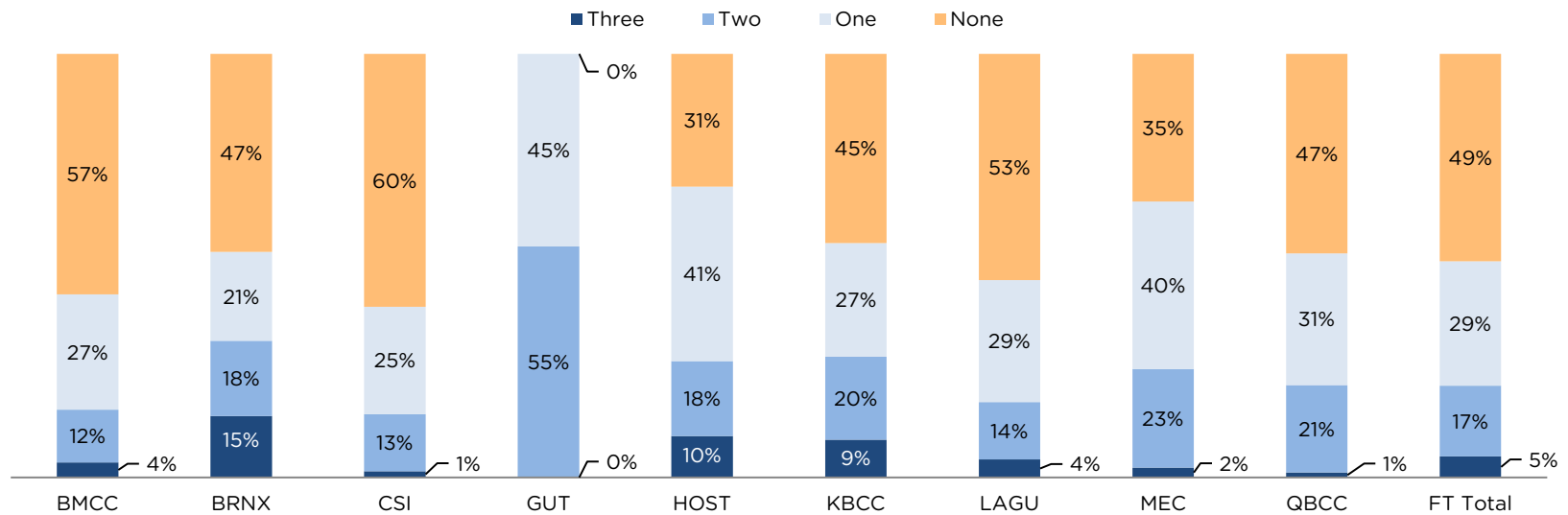


Figure 5d: Number of remedial needs (out of 3) after CUNY Start, full-time completers only



Appendix: Completion and proficiency rates by cohort

Table A: Completion rates by college, program type, and semester

	Fall 2014		Spring 2015		Fall 2015		Spring 2016	
	Total enrolled	Completed	Total enrolled	Completed	Total enrolled	Completed	Total enrolled	Completed
Full-time programs	N	%	N	%	N	%	N	%
BMCC	229	86.0	219	74.0	220	85.9	210	80.5
BXCC	93	84.0	73	89.0	96	84.4	81	76.5
CSI	97	86.0	72	87.5	103	88.3	74	90.5
GUT	-	-	-	-	48	87.5	22	50.0
HCC	100	85.0	77	90.9	99	89.9	65	78.5
KCC	120	88.0	99	89.9	109	87.2	67	83.6
LAG	235	92.0	201	80.6	208	81.3	138	85.5
MEC	47	89.0	52	90.4	53	90.6	51	84.3
QCC	148	95.0	114	78.9	145	95.9	102	85.3
FT total	1,069	89.0	907	82.5	1,081	87.2	810	82.0
Part-time programs								
BMCC	203	89.0	188	81.4	202	85.1	186	83.9
BXCC	145	87.0	142	88.0	128	82.8	107	81.3
CSI	51	92.0	49	87.8	44	93.2	44	86.4
HCC	144	94.0	104	90.4	147	89.8	105	87.6
KCC	96	93.0	90	92.2	59	93.2	57	89.5
LAG	143	85.0	125	88.0	153	90.2	160	88.8
QCC	-	-	-	-	29	86.2	46	91.3
PT totals	782	89.0	698	87.1	762	87.8	705	86.2
All students	1,851	89.0	1,605	84.5	1,843	87.5	1,515	84.0

Figure A: Trends in completion rates by full-time and part-time cohorts

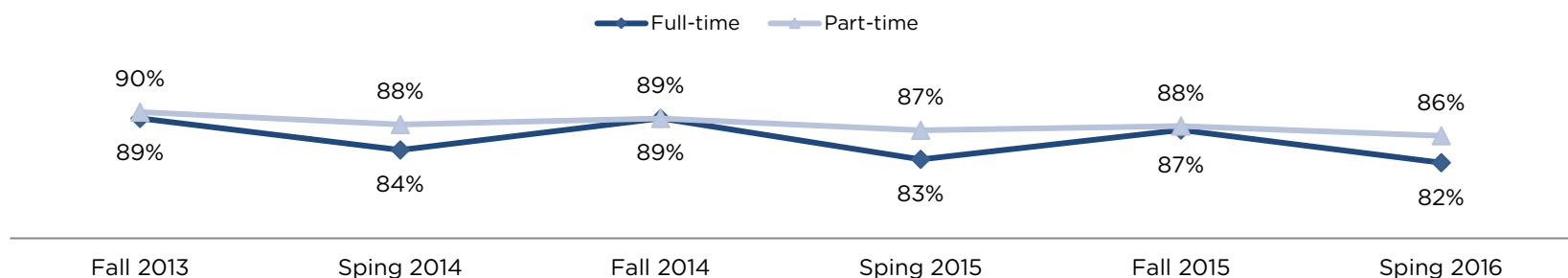


Figure B: Trends in reading proficiency gains for completers by full-time and part-time cohorts

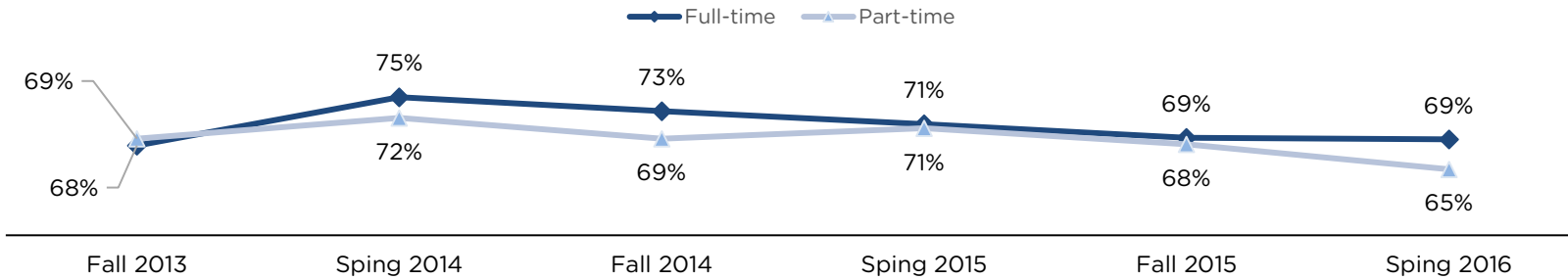


Figure C: Trends in writing proficiency gains for completers by full-time and part-time cohorts

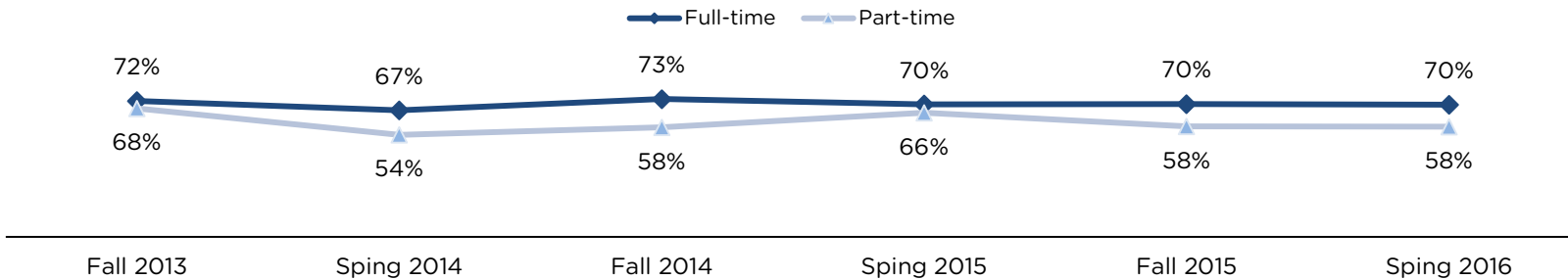
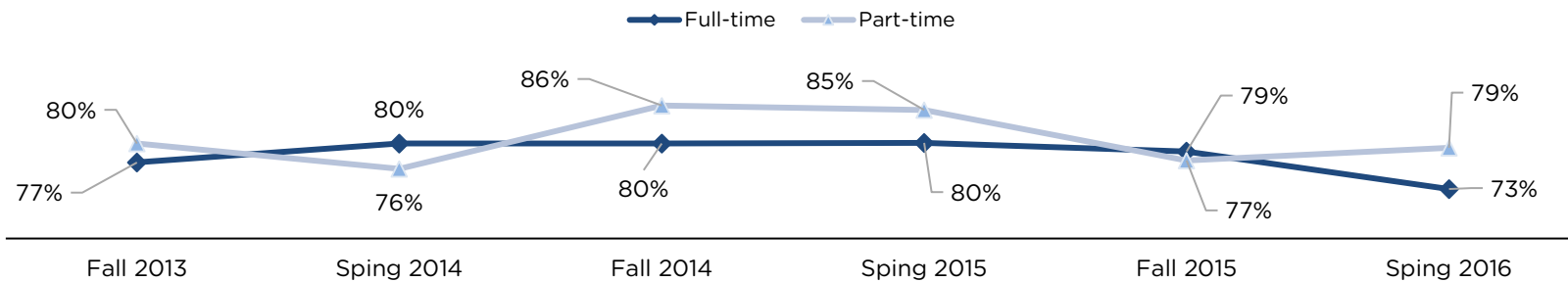


Figure D: Trends in math proficiency gains for completers by full-time and part-time cohorts



Appendix 27:
Math Start Outcomes, Summer 2016

Introduction

CUNY Math Start is an eight-week intensive remedial math program that serves students who primarily need remediation in pre-algebra (Math 1) and/or algebra (Math 2).¹ Initially piloted in the summer of 2014 at Borough of Manhattan Community College (BMCC), the Math Start program expanded to three campuses in the summer 2015 and to eight campuses in the summer 2016.

Students took the CUNY Elementary Algebra Final Exam (CEAFE) after six weeks of coursework (phase 1) and again after two additional weeks of coursework (phase 2), if they did not pass after phase 1. To achieve proficiency, students must exceed a score of 60 on the CUNY CEAFE and 70 in their overall class grade.

The following memo provides an overview of initial remedial need and final outcomes for students who participated in CUNY Math Start Summer 2016. Data on CUNY Math Start enrollment and exam scores were obtained from the CUNY Start program database, which is maintained by the Office of Research, Evaluation, and Program Support (REPS).²

Key findings

- Less than one-tenth (9.7%) had additional remedial needs in reading or writing, or both ([Table 1](#)).
- 441 students (90.9%) of all enrolled students completed the Math Start program ([Table 2](#)).
- Of those who initially needed any remediation in math (n=485), 73.4% achieved overall math proficiency ([Table 3](#)).
- For those who needed remediation in Math 1 and Math 2 (n=469), 72.5% reached proficiency in math ([Table 4](#)).

¹ A small percentage of students who needed remediation in reading and/or writing in addition to math were also allowed to participate in Math Start (see Table 1 for a percentage distribution of remedial need by subject area).

² The CUNY Start program has developed a set of policies and procedures to ensure the accurate and timely collection and consolidation of data from its multiple campus sites.

CUNY Math Start Summer 2016 Outcomes

Remedial Need and Demographic Background

Table 1: Enrollment by remedial need and demographic characteristics

All enrolled students		
	N	%
All students	485	100.0
Remedial need prior to program		
Reading	32	6.6
Writing	20	4.1
Math 1	469	96.7
Math 2	485	100.0
Total number of remedial needs		
One	438	90.3
Two	42	8.7
Three	5	1.0
Gender		
Female	326	67.2
Male	152	31.3
Unknown	7	1.4
Race/Ethnicity		
Asian	15	3.1
Black	128	26.4
Hispanic	257	53.0
White	15	3.1
Other	23	4.7
Unknown	47	9.7
Age group		
19 and Younger	349	72.0
20 to 24	92	19.0
25 and Older	44	9.1
Diploma type		
High school	402	82.9
High school equivalency (HSE)	36	7.4
Other	47	9.7
Speaking language		
English	342	70.5
Not-English	134	27.6
Unknown	9	1.9

CUNY Math Start Summer 2016 Outcomes

Completion Rates

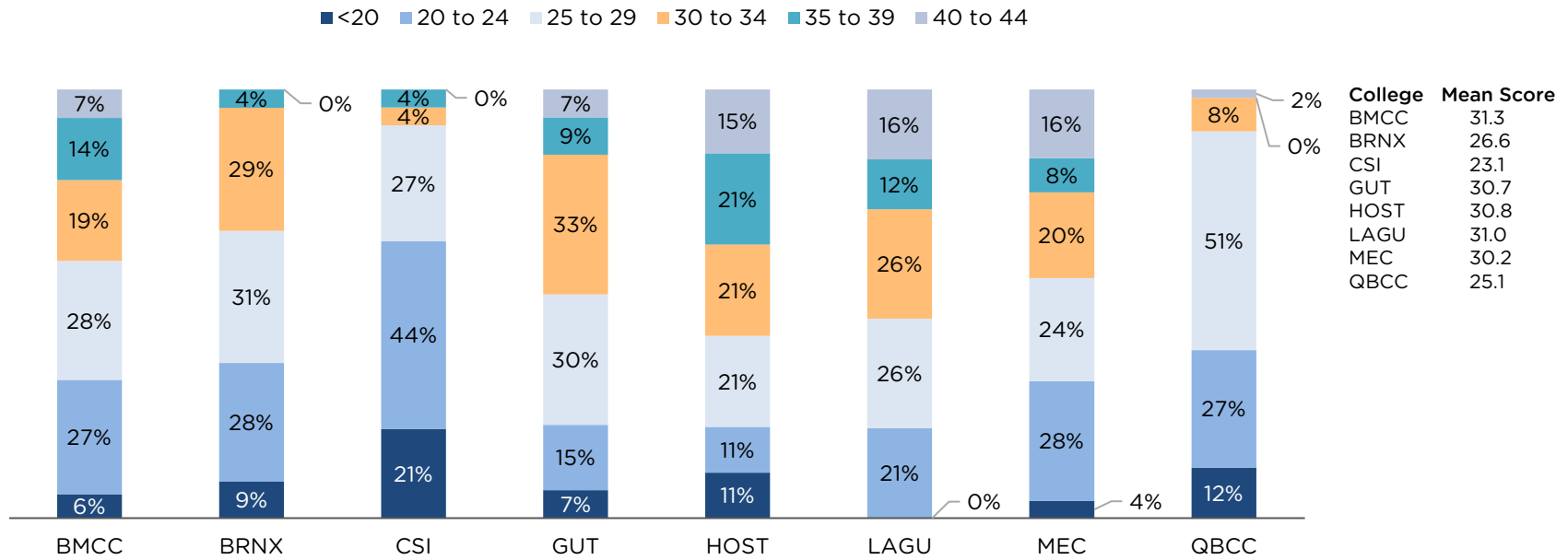
Table 2: Completion rates by college

	Total enrolled	Completed	
	N	n	%
BMCC	100	89	89.0
Bronx	94	84	89.4
CSI	48	44	91.7
Guttman	49	48	98.0
Hostos	48	42	87.5
LaGuardia	43	41	95.3
Medgar Evers	52	45	86.5
Queensborough	51	48	94.1
Total	485	441	90.9

CUNY Math Start Summer 2016 Outcomes

Initial Score Ranges

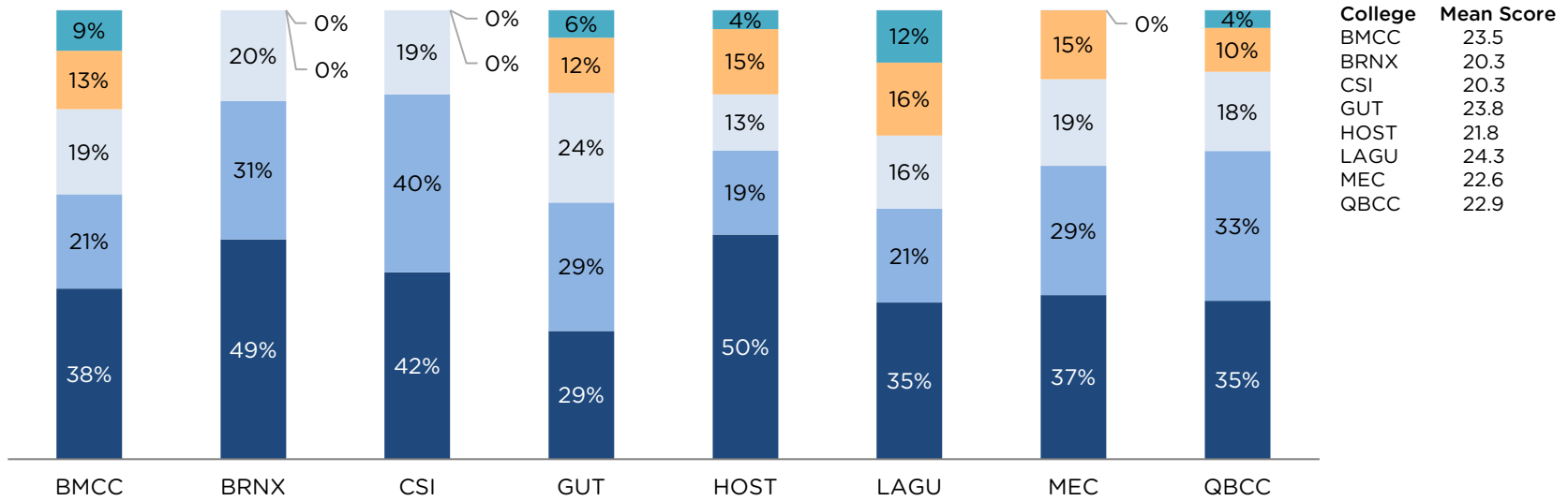
Figure 1: Initial Math 1 scores by college, all enrolled students



Note: The Math 1 score analyses include students who had a remedial need in Math 1 and an initial Math 1 test score.

Figure 2: Initial Math 2 scores by college, all enrolled students

■ <20 ■ 20 to 24 ■ 25 to 29 ■ 30 to 34 ■ 35 to 39 ■ 40 to 44



Note: The Math 2 score analyses include students who had a remedial need in Math 2 and an initial Math 2 test score.

CUNY Math Start Summer 2016 Outcomes

Proficiency Gains

Table 3: Math proficiency gains for students needing any remediation in math by college¹

	All enrolled students				Program completers only			
	Required remediation in Math	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total	Required remediation in Math	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total
	N	%	%	%	N	%	%	%
BMCC	100	62.0	17.0	79.0	89	69.7	19.1	88.8
BXCC	94	59.6	10.6	70.2	84	66.7	11.9	78.6
CSI	48	35.4	12.5	47.9	44	38.6	13.6	52.3
GUT	49	65.3	8.2	73.5	48	66.7	8.3	75.0
HCC	48	50.0	18.8	68.8	42	57.1	21.4	78.6
LAG	43	79.1	0.0	79.1	41	82.9	0.0	82.9
MEC	52	57.7	21.2	78.8	45	66.7	24.4	91.1
QCC	51	58.8	27.5	86.3	48	62.5	29.2	91.7
Total	485	58.8	14.6	73.4	441	64.6	16.1	80.7

¹This analysis includes CUNY Start students who needed remediation in Math 1 or Math 2, or both

Table 4: Math proficiency gains for students needing remediation in Math 1 and Math 2 by college

	All enrolled students				Program completers only			
	Required remediation in M1 and M2	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total	Required remediation in M1 and M2	Achieved proficiency in phase 1	Achieved proficiency in phase 2	Achieved proficiency Total
	N	%	%	%	N	%	%	%
BMCC	90	58.9	17.8	76.7	79	67.1	20.3	87.3
BXCC	94	59.6	10.6	70.2	84	66.7	11.9	78.6
CSI	48	35.4	12.5	47.9	44	38.6	13.6	52.3
GUT	46	63.0	8.7	71.7	45	64.4	8.9	73.3
HCC	47	51.1	17.0	68.1	41	58.5	19.5	78.0
LAG	43	79.1	0.0	79.1	41	82.9	0.0	82.9
MEC	50	56.0	22.0	78.0	43	65.1	25.6	90.7
QCC	51	58.8	27.5	86.3	48	62.5	29.2	91.7
Total	469	57.8	14.7	72.5	425	63.8	16.2	80.0

Appendix 28:
**Advisement Program Review
and Project Report, March 2016**



March 2016 Program Review & Project Report

Submitted by:



Consulting on Reimagining Education (CORE) Team

Joe Murray, MSHR, Amanda Propst Cuevas, Ph.D., Jess Tuck, Ph.D., & Ye He, Ph.D.

March 19, 2016

In February 2016, the CORE Team conducted an external review consisting of interviews with key stakeholders of advisement and support services. The following report outlines observations, strengths, challenges, and recommendations to re-envision and redesign an integrated advisement model at Hostos Community College.

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Overview

Members of the Consulting on Reimagining Education (CORE) team traveled to Hostos Community College (HCC) on February 8th and 9th, 2016 for a site visit with the purpose of interviewing and conducting focus groups with identified partners. Through coordination facilitated by Dean Johana Rivera, approximately 50 students, advisors, coaches, faculty, and administrators who interface with and/or contribute to the delivery of advisement at HCC participated in the discussions. More specifically, these groups included:

- Provost and Senior Vice President CLIP/CUNYSTART
- Information Technology (IT) ASAP
- Student Leadership/Student Government (SGA) Career Services
- Cross-Divisional Advisement Committee COPE
- Academic Advisement College Discovery
- Student Success Coaching Unit (SSCU) Transfer Student Services
- Continuing Education and Workforce Development

The goal was to: (a) listen to the voices and perspectives of advisement stakeholders, including campus leaders and advisement groups and (b) gain a deeper understanding of current strengths and challenges with regard to advisement at HCC. This report outlines key observations made during the site visit. Furthermore, top strengths and challenges emerged as themes and were identified throughout the visit. Recommendations to assist the leadership at HCC in moving toward establishing an integrated advisement model across campus grew out of these conversations and observations. Finally, a detailed plan for delivering the Appreciative Advising training to advisors and student services personnel on campus as part of an intentional effort of building a more integrated and comprehensive advisement model at HCC is provided. The assessment plan to monitor the impact and effectiveness of the training is also included.

Key Definitions

Cognizant of different usage and terminology and differences in institutional cultures, these definitions were used in operationalizing these terms throughout this report:

- **Advisor** – refers to *both faculty and staff advisors and coaches* who meet with students and offer support for students' personal, social, and academic growth.
- **Advisement** – refers to the advising process or programs through which advisors and students interact with one another.

Observations

During the two day site-visit, the following key observations were made:

- **Commitment to Student Success.** Everyone who participated in the process demonstrated a strong commitment to student success. The faculty, staff, and administrators clearly maintain a passion for supporting the diverse students who enroll at HCC and are all deeply committed to helping students succeed. This commitment to student success is a strength to be leveraged as HCC moves toward integrating a comprehensive advisement model across the institution.
- **Mission Articulation.** The mission of HCC was evident in posters displayed in prominent locations across the institution and individuals/groups understood how their respective charges advance the HCC mission. However, *a united institutional advisement mission and vision* should be crystallized and shared across all the stakeholders, including students. Through the interviews and conversations, a desire was consistently expressed among all groups to develop a united advisement mission for HCC.
- **Common Advisement Language.** Given the variety of advisement programs and services offered at HCC, a common language that establishes a clear understanding of the functions and definitions of advisement and coaching needs to be adopted.
- **Perceptions of Advisement.** Through conversations with students as well as faculty and staff, it was clear that the advisement experience across campus is inconsistent. Although the student leaders with whom we met recognized individual advisors as champions and noted that, in general, they felt supported and expressed their love of being students at HCC, they also acknowledged that the inconsistent advisement experience at HCC was problematic for many of their peers. These students seemed to take initiative to navigate “the runaround” as they coined it, but acknowledged that many of their peers grow weary of making the effort.

Similarly, advisors genuinely expressed a passion for the work they perform at HCC and find fulfillment in working with students. Advisors were proud of the advising they offered within their respective offices or programs, but on the whole, they were aware that their advisement system across the institution is confusing and ill-defined for students. The Cross-Divisional Advisement Committee, in particular, does not feel empowered to implement solutions to the systemic advisement issues across the institution. Members expressed a desire for a more integrated approach to campus-wide advisement with the outcome of a more consistent advising experience for students.

Strengths

While meeting with HCC advisors, a number of strengths were evident in the interactions, including:

- **Loyalty.** HCC advisors exhibited deep loyalty to the institution as well as to their respective team within a department, office, or program.
- **Student-centered.** All faculty and staff who participated, displayed an evident passion and commitment to student success.
- **Clear knowledge of program specific missions and objectives.** Advisors had a clear understanding of the charge of the respective department, office, or program.
- **Students.** The HCC students who participated were outstanding leaders at the school. They were engaged in the educational process and had a vested interest in improving the advisement experience for all students. They seem to keep an accurate pulse of the student experience and might be incorporated into the process of implementing a comprehensive advisement model.
- **Resources.** The breadth of unique advising programs that are funded through various sources create an abundance of resources for some advisement areas at HCC.

We believe that all of these strengths can be leveraged to meet the challenges outlined below and achieve the desired integration of advisement services at HCC.

Challenges

A number of challenges also emerged, including:

- **Lack of unified institutional advisement vision.** Within the wide-variety of programs and departments/offices responsible for advisement, each unit currently is guided by its own set of policies, regulations, and missions. These pockets of advisement, though strong in each area, lack centralized oversight at HCC. Consequently, this current model has contributed to inconsistency in the student advisement experience.
- **Role clarity and workload.** Similarly, the various advisement programs offered at HCC are driven by external demands and resources. Consequently, there often is a lack of local control over advisement processes. Furthermore, these various program funding sources have contributed to wide disparities in advisement resources across the institution, including job responsibilities, compensation, and student caseloads. Several consequences include heavy caseloads in some areas, perceived light caseloads in others, and job attrition in some cases.
- **Communication.** Because communication between faculty, advisors (i.e., faculty and professional), and students often occurs in silos, inconsistent advisement messaging has transpired across the institution. Up until the formation of the Cross-Divisional Advisement Committee, there has been a lack of exposure to and a lack of awareness of the various advisement functions and contributions of the many units and programs across the institution. Currently, the institution does not embrace a common advisement vocabulary or provide clear distinctions between functional areas including advisors and coaches. Furthermore, technology,

such as a campus-wide advisement listserv, is not utilized to enhance cross-campus communication with advisors.

- **Technology.** Another challenge is that no shared data management platforms or systems are uniformly used for advisement across the institution and current systems are not being used to their full potential. Furthermore, advisement data are provided through centralized CUNY databases resulting in a lack of real time data.
- **Processes.** As previously mentioned, students perceived that they receive “the runaround” and are sent from office to office to find where they belong through the current delivery of information and services at HCC. Clear processes to onboard students and logically support them through their time at HCC are warranted. Once this onboarding has been defined, it needs to be shared broadly with all members of the community, including students and all support offices.

Recommendations

In this section, four overarching recommendations should be considered to fully implement an integrated advisement model at HCC.

Develop a Unified Institutional Advisement Vision and Mission. After reviewing the delivery of advisement at HCC, a creation of a unified institutional advisement vision and mission could bridge that challenge. Although the advisors share a common passion for supporting students, the mission for each office is largely channeled by the populations served and resources allocated. A unified vision and mission would supersede and guide the advisement process. This approach could achieve an institutionalized commitment from the various programs. Because a cross-divisional advisement committee already exists, that group could be empowered to provide oversight of the advisement process and make decisions with the focus on unification. It would be important to expand the membership to ASAP (Director), Registrar, Financial Aid, Admissions, and the IT Department.

The vast array of advisement programs is both a strength and a challenge for HCC, which could be addressed by the coordination and/or consolidation of advisement resources and leadership. In this case, the process and buy-in from the various offices is absolutely critical to the achievement of a unified vision. The journey, in this case, may be more important than the destination. Advisement resources could be channeled through a single entity. Some options for consideration include:

Forming a Leadership Advisement Team comprised of decision makers of the cross-divisional advisement committee. Additionally, a specific person could be appointed or a new position/office could be created or charged with the task of coordinating institutional advisement efforts at HCC. It is recommended that the oversight of advisement efforts be assigned to one key member of the Executive Leadership Team at HCC. Such steps will enable more consistent management of advisement processes and resources, help to improve communication across departments, and overall, more closely align advisement efforts across the institution.

Reviewing and Clarifying Advisement Roles to more effectively define the differences between advisors and coaches. This collaborative process should involve both advisors and coaches at the table and be considered from both the student and staff perspectives. Through this process, the student populations that should be advised and/or coached need to be determined. The interests and skill sets of both roles require alignment and appropriate functional fit. As part of this process, job descriptions and pay grades should be examined to reconcile alignment of positions institution-wide to allow for a standardized process for advisor reward and promotion. These policies and processes should be applied to any new staff entering HCC.

Designing Intentional and Effective Internal Advisement Communication Methods to inform advisors of policies, procedures, resources, changes, and other relevant information. Consider designing a consistent marketing campaign of all advisement materials including web, brochures, etc. to highlight all advisement programs, not only signature programs. All programs regardless of resources or incentives should be highlighted equitably, while at the same time accentuating their unique and distinct differences. An increase in communication with campus partners could be achieved in several ways:

- A semester and/or annual survey of campus partners could be offered to gauge the needs and interest of each program. In addition, this may be an opportunity for training and support specific to the content of each area.
- An Advisement Summit or an annual/semester meeting where the entire advisement community comes together would offer an opportunity for collaboration and exposure. The agenda should include updates, data, communication plans, expectations of the academic year, and professional development.
- A campus wide advisor listserv or Blackboard module also could be created to increase the connection between advisors.

Formalizing a Consistent Campus-Wide Referral Process to effectively connect students to student services in various departments, offices, and campus units as well as other personnel and resources to minimize “the runaround” that currently is a pervasive student perception. Strategies might include:

- Having advisors taking the responsibility to make referral connections through emails or calls. In addition to the referral contact, students can be reminded to bring the information of the advisor who referred them and the specific reason for the referral to their appointment.
- Utilize a campus-wide referral system to make formal referrals (see technology section below).

Creating a 1, 3, and 5 year strategic plan to guide the process of formalizing advisement procedures and structures across campus. This plan should articulate short- and long-term goals to be achieved to move the campus forward in integrating a seamless advising process.

Incorporate the report recommendations and others designed by the cross-divisional advisement committee into this strategic plan.

Build Technology Infrastructure to Support Advisement Processes. Integrated technology platforms will be essential tools to implementing a comprehensive advisement model across HCC. Currently, there is no consistent advising platform that is used by all advisement areas. HCC owns and uses Starfish in a few areas and the use of DegreeWorks could be maximized. Whether these platforms are optimized or another advising software platform selected, adopting a common set of advisement tools to be shared across the entire institution is critical. These tools should include such functions as shared note taking, appointment tracking, and an early alert warning system. Such a system will provide an uninterrupted transition of student history that potentially will allow both advisors and students alike to have a seamless advisement experience. Using a common technological platform also will provide real time data for decision-making purposes that is currently unavailable. Advisors must better understand and be trained on how technology can enhance the efficiency of their work by allowing them to spend less time on administrative tasks and more time with students. As advisement technology needs are assessed and considered as part of the consolidation of advisement processes and systems at HCC, the IT Director should be fully incorporated as a partner and consultant in this process.

Design Structural Advisement Processes to Provide a Consistent Student Advising Experience. Clear processes and pathways need to be identified and mapped so that advisors can provide a more seamless experience to students. Furthermore, through this formalized process, students immediately can be made aware of resources and pathways available to them. The Cross-Divisional Advisement Committee should be charged with oversight of mapping these processes. Appendix A outlines the proposed Structural Advisement Process in four instrumental steps.

Step 1: Map the Onboarding Process for Students and Services. This process is to occur in three sub-steps: (a) mapping the pre-matriculation process, (b) mapping the matriculation process, and (c) mapping student exit and redirection paths.

Onboarding (Pre-Matriculation). Mapping out clear onboarding and transition processes between programs for every single student is essential. The onboarding process allows new students to develop and become fully engaged quicker while being flexible enough to meet their individual needs. Students should be introduced to the formal and informal culture, values, and practices of HCC. All key staff members have a role and responsibility in making the onboarding process a success and must be present at the table. A seamless introduction to the institution has a positive impact on students and their view of the institution. Proper onboarding gives students the tools necessary to excel within the organization and create an environment in which they will be comfortable to seek assistance and ask questions.

Developing a sound orientation model and program is critical to the onboarding process. Orientation content including learning outcomes and delivery must be developed, examined, and assessed to focus on ways to actively engage more students

and maximize attendance in this process. To be effective, new student orientation should be mandatory. Two orientation delivery models are presented for consideration:

- Traditional Delivery: In person or on-campus
- Non-traditional Delivery: Offered online

Note: Regardless of which model is selected, Hostos should adapt a “Flipped Orientation” (Murray & Murray, 2016) concept in which the focus is not on content delivery, but on relationship building. “Old School” orientation models have typically included a number of talking heads, content heavy sessions, course scheduling, and other “housekeeping” activities. The problem with the “Old School” model is that research by Stahl, et al (2010) on the “forgetting curve” first documented by Ebbinghaus in 1885 shows that after 6 days, students only retain approximately 25% of content. The “flipped” model takes this research into account and delivers content in engaging, high-impact segments with only one or two intended take home messages to be remembered.

As an example of an application of this “flipped model” at another institution, instead of giving a 30 minute General Education lecture on which courses fulfill which requirements, the only take-home message students had to remember was LABOR DAY. LABOR DAY stood for “Let’s All Begin Our Registration” Advising. The goal with this approach was to redefine academic advising for students away from course scheduling and toward an appreciative advising model focused on developing positive relationships with their advisors. The existing student culture was to seek out their academic advisor a week before scheduling for the spring semester opening in late October. Consequently, this timeframe resulted in very short appointments focused exclusively on course scheduling. To disrupt the culture, students were encouraged to make advising appointments beginning after Labor Day. With the adoption of this new approach, the culture changed within one onboarding cycle. In one academic year, 85% of students went from waiting until the week before registration opened to meet with their advisor (often waiting in long lines) to the following year when 85% of students completed the advising appointment a week before registration opened.

Onboarding (Matriculation). Once students have matriculated, the process of supporting students through their experience becomes imperative. A Calendar of Conversations (see Appendix B Table 1) is a tool to help advisors across the institution engage in conversations with students at various points during a given semester. The Calendar of Conversations can be specifically tailored to fit the functions and responsibilities of a particular advisor or advising unit.

Student Roadmap. Developing a visual roadmap for students will be a useful tool to help them identify the various programming options available to them. This visual flowchart should include clear entry and exit points that direct students to key campus

contacts so that students will know exactly how to route and reroute their journeys at HCC. To augment the flowchart, a comparison chart highlighting the hallmarks and benefits of each signature program available to students might also be useful. Together, these documents may aid students in better understanding key pathways to their success at HCC.

Throughout the interviews with both students and advisors, a common theme emerged: stop the poor and incorrect referrals, known as the “runaround”. Students and advisors described the frustration both experience from being bounced from office to office as they try to navigate a complex system of student and advisement services at HCC to find the needed information. By mapping the structural advisement processes at HCC, the following outcomes may be achieved:

- Streamline current advisement procedures and practices
- Identify student support structures and implement clear handoff processes to successfully transition students between programs and offices/departments
- Provide a roadmap for students to visually explore their various options, entrances, and exits through the plethora of programs available to them at HCC.

As part of this consolidation process, mapping the caseload assignment process will be critical and is discussed in the next step.

Step 2: Map Caseload Assignment Process. The Cross-Divisional Advisement Committee comprised of advisement directors from across campus should map the student caseload assignment process to identify disparities and reconsider current practices. Through this process, advisement leaders might consider the following actions:

- Building buy-in for new approaches to advisement caseload
- Identifying ways to partner with one other across the institution
- Distributing advising caseloads more evenly across advisement programs
- Adopting a more holistic advising/coaching model across the institution that would support a shift in advisement caseload
- Discovering creative and innovative ways to align, shift, share, or pool advisement resources

Although some of these actions may be restricted by governmental guidelines, as much as possible, members of the Cross-Divisional Advisement Committee and senior leadership are encouraged to explore the possibilities to create processes that better meet current student advisement demands at HCC.

Step 3: Determine Student Demand. A Student Demand Modeling template has been designed to be completed by each functional advisement area at HCC. Directors of these areas in collaboration with the Cross-Divisional Advisement Committee and senior leadership can use this tool to predict student advising demand and needed advising resources. Step-by-step instructions are provided on how to use this instrument in Appendix B Table 2.

Step 4: Assess the Structural Advisement Process. Upon completion, members of the Cross-Divisional Advisement Committee are encouraged to assess this process. Consider asking: What worked well? What needs to be changed to make the system or process more effective? Any changes made then will need to be reassessed to determine effectiveness. In so doing, the Cross-Divisional Advisement Committee will engage in the process of continuous improvement to intentionally develop structural advisement processes tailored to meet the needs specific to HCC.

Next Steps: Where Do We Go From Here?

To assist HCC in meeting the goals of integrating a comprehensive advisement model, the CORE team has proposed a schedule of advisement training and assessment activities using the Appreciative Advising framework (see Appendix C). By adopting the Appreciative Advising model, HCC advisors and other select student services personnel will be trained in how to use and apply this framework to their daily practice. In so doing, HCC will build capacity for a more unified approach to advisement across the campus.

The Appreciative Advising framework is a six-phase model in which:

advisors intentionally use positive, active, and attentive listening and questioning strategies to build trust and rapport with students (Disarm); uncover students' strengths and skills based on their past successes (Discover); encourage and be inspired by students' stories and dreams (Dream); co-construct action plans with students to make their goals a reality (Design); support students as they carry out their plans (Deliver); and challenge both themselves and their students to do and become even better (Don't Settle). (Bloom, Hutson, & He, 2008, p. 11)

Through application of this model, advisors will learn to develop positive relationships with students, prospective students, colleagues, departments, and programs across the institution. Furthermore, application of the appreciative mindset and other key principles of the model will be discussed during the campus training in April and the online course in May/June. The intended outcome of these learning opportunities is measureable improvement in the delivery of services and programs at HCC.

To assess the growth and learning of HCC advisors and others who participate in the training, a comprehensive assessment plan has been developed that will be administered at the following stages: (a) pre-training (early April), (b) on-campus training (mid-late April), (c) online class (May/June), and (d) post-training (September). The details of the Assessment Plan are presented in Appendix C. The HCC Advisement Content Delivery Assessment Model is presented in Figure 1. This model outlines the key phases of the cycle that should be continued following completion of this project to sustain efforts in creating a comprehensive and fully integrated advisement model at HCC moving forward.

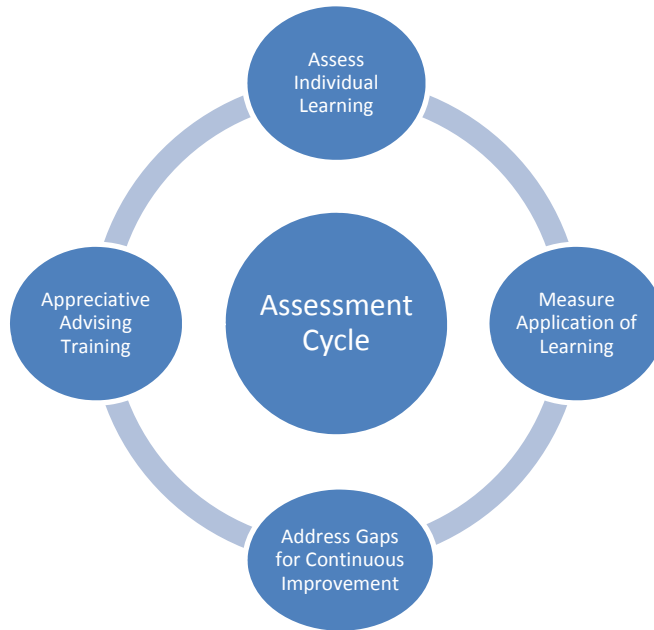


Figure 1. Hostos Community College Advisement Content Delivery Assessment Model

In conclusion, this project follows the Logic Model presented in Appendix D. Through a series of intentional advisement training and assessment activities, the goal of this project is to achieve long-term positive change in pursuit of integrating a comprehensive advisement model at HCC. The long-term impact of this project is to increase satisfaction with advisement, with the ultimate goal of increasing student retention, persistence, graduation, and overall success at HCC and beyond.

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APPENDICES

Appendix A: Mapping the Structural Advisement Process at Hostos CC

Cross-Divisional Advisement Committee Responsibilities:

- (1) Data management subcommittee chaired by IT Director
- (2) Student Communication Plan Subcommittee responsible for developing advisement tools, including: calendar of conversations, web presence, electronic footprint, text, e-mail, other mailings, and social media
- (3) Technology User Tools Subcommittee to integrate and develop systems and process, including Starfish, DegreeWorks, university-wide advisor listserv, online academic advising resource repository.

Protocol

Step 1. Map the Onboarding Process for Students and Services

- Map pre-matriculation process
- Map matriculation process
- Map of student exit and redirection paths (for unsuccessful students)

Step 2. Map the Caseload Assignment Process (determine current caseload assignment)

Step 3. Determine Student Demand by Functional Area or Program (Reference Modeling Grid See Appendix B Table 2)

- Analyze potential realignment of resources
- Analyze potential advising structure changes

Step 4. Assess the Structural Advisement Process

Appendix B: Process Engineering Templates

The templates provided in this Appendix are aimed to assist HCC in the structural advisement process. Table 1 is a template for a Calendar of Conversations to be specifically tailored by advisors. Table 2 provides a Student Demand Model skeleton with instructions on how it can be specifically tailored for HCC.

Table 1. Calendar of Conversations

The Calendar of Conversations below is designed to provide a comprehensive overview of the advisement behaviors and actions that advisors should engage in throughout a semester of meeting with students. This document should be tailored for the responsibilities of each advisor and modified to fit the specific needs of HCC.



Calendar of Conversations

Definitions:

Advisor – refers to both faculty and staff advisors and coaches who meet with students and offer support for students' personal, social and academic growth.

Advisement – refers to the advising process or programs through which advisors and students interact with one another.

Responsibilities/expectations during the advisement process

Students:

- Be an active learner by fully participating in the student experience
- Be willing to clarify personal goals and values
- Become aware of and follow institutional policies, procedures, and requirements
- Attend and participate in class. Study and track your progress in all current classes while taking responsibility for all grades received
- Follow through with appropriate suggestions after an advising meeting
- Come to each advising appointment on-time, prepared with questions and material for discussion

- Read all communication (i.e., mail, email, push notifications, text messages) from advisors and respond in a timely manner
- Be mindful of the need to work with advisors during posted office hours
- Be aware of your student rights and your ability to use your voice
 - Take the initiative to make other arrangements when necessary
 - Ask questions for clarification

Advisors:

- Build trust and rapport with each student; treat each student with respect
- Help develop a realistic educational plan consistent with abilities and interests
- Assist by interpreting/explaining instructional policies, procedures, and requirements
- Make proper referrals when necessary (i.e., Counseling, Financial Services, etc.)
- Provide information about and strategies for utilizing the available resources and services on campus
- Assist in understanding the purposes and goals of higher education and its effects on your life and personal plans
- Explain and clarify the function of the institutional requirements, pathways, and electives
- Explain and clarify transfer requirements to partner institutions
- Be accessible through scheduled appointments, office hours, telephone calls, and emails
- Participate in Advisor training sessions to keep up to date on current information that benefits students
- Comply with the Federal Education Rights and Privacy Act and other university regulations to maintain confidentiality of students' educational records
- Guide students toward achieving and/or maintaining good academic standing

Instructions: This chart (Table 1) is a comprehensive calendar of conversations intended to be used either in one meeting or over the course of an entire semester, depending on the functions of a department and/or a student’s individual needs. Please note that depending on the role of the advisor (i.e., academic advisor, success coach) the list of topics discussed should be appropriately tailored. The items in yellow will need to be added and are specific to HCC

Week(s)	Theme	Topic	Important Dates/action items for students
1 & 2 DISARM	Start Off Semester Strong	<ul style="list-style-type: none"> ➤ First Meeting ➤ Student should bring all course syllabi ➤ Student should know how to finance current semester ➤ Show student how to schedule tutoring and/or connect to academic Support ➤ Check to see if student has any other registration holds to take care of first (past due balances) ➤ Review Program requirements with student ➤ Discuss/set expectations regarding academic advising/coaching vs. personal counseling ➤ Give information about counseling center ➤ Discuss text book requirement and review alternative options to obtain ➤ Review transcripts and intended major ➤ Review schedule and have student register or change courses for semester ➤ Schedule follow-up appointments 	<p>Last day of ADD/Drop:</p> <p>Last day to drop or withdraw with full refund:</p> <p>Withdraw from classes without receiving a ‘W’:</p> <p>Tuition due:</p> <p>Register for classes</p> <p>Check Hostos email</p> <p>Important Financial Aid dates:</p>

<p>3, 4, & 5 DISCOVER</p>	<p>Essential Time Management, Study Skills, & Test Taking Skills</p>	<ul style="list-style-type: none"> ➤ Identify student's strengths, interests and passions ➤ Link student's short term goals to motivation ➤ Bring syllabi for all classes ➤ Bring all grades earned for all classes ➤ Electronic calendar or daily planner ➤ Come prepared with a study plan for upcoming exams ➤ Offer test-taking tips and healthy strategies to deal with anxiety ➤ Connect students to academic skill development workshops 	<p>Electronic calendar or daily planner</p> <p>Continue tracking any/all grades received</p> <p>Check Hostos email</p> <p>Go to office hours</p>
<p>6 DISCOVER DREAM</p>	<p>Career Development</p>	<ul style="list-style-type: none"> ➤ Identify student's long-term goals, dreams and aspirations ➤ Encourage student to create ideal future and lifestyle ➤ Identify student's values ➤ Connect with Career Resources ➤ Complete Career assessments 	<p>Select or narrow down major</p> <p>Check Hostos email</p> <p>Go to office hours</p>
<p>7 & 8 DESIGN</p>	<p>Mid-Semester Reality Check</p>	<ul style="list-style-type: none"> ➤ Identify what resources the student will need to achieve dream/goal ➤ What are the next steps specifically ➤ What skills need to be developed ➤ Identify challenges or obstacles and brainstorm strategies to surmount them ➤ Midterm Preparation 	<p>Last day to withdraw without receiving an 'F':</p> <p>Check Hostos email</p> <p>Go to office hours</p>

<p>9 & 10 DESIGN</p>	<p>Peeking Into Next Semester</p>	<ul style="list-style-type: none"> ➤ Be prepared to discuss your major choice and how to proceed with course work ➤ Review most current grades ➤ Know your standing ➤ Run degree audit (DegreeWorks) ➤ Provide your initial thoughts on courses for next semester 	<p>Check Hostos email</p> <p>Go to office hours</p>
<p>11 & 12 DELIVER</p>	<p>Put the Plan Into Practice</p>	<ul style="list-style-type: none"> ➤ Bring all previously due documents ➤ Be prepared to share calendar ➤ Current grades ➤ Tutoring materials/feedback 	<p>New perspective on academic direction</p> <p>Check Hostos email</p> <p>Go to office hours</p>
<p>13 & 14 DELIVER</p>	<p>Preparing for Finals/Review last week's meeting</p>	<ul style="list-style-type: none"> ➤ Any new ideas concerning major choice ➤ A wish-list of classes for next semester ➤ Know your day to register ➤ Prepare for potential holds 	<p>Print out of study sessions, days/times, increased tutoring, etc.</p> <p>Check Hostos email</p> <p>Go to office hours</p>
<p>15 & 16 DON'T SETTLE</p>	<p>The Finish Line</p>	<ul style="list-style-type: none"> ➤ Tentative (or actual) schedule for next semester ➤ Bring study plans, review session plans, etc. ➤ Provide what assignments are due ➤ Recognize and celebrate student's accomplishments and achievements this semester 	<p>Final exams begin:</p> <p>Final exams conclude:</p> <p>All grades will be posted by:</p> <p>Preparation for transition advising meeting next semester</p> <p>Check Hostos email</p> <p>Go to office hours</p>

Table 2. Appointment Demand Forecasting Model for HCC

The staffing template has been built with the flexibility for any office to model staffing and delivery of service levels within defined parameters. The numbers provided in table 2 are for illustration purposes only. HCC will need to plug in their own data for the model. The yellow boxes indicate raw data that will be entered by the institution. The rest of the numbers are built and calculated from the inputted raw data. Cell B2 (Number of students assigned to the office) is inputted data and should match cell K24 (Number of students in student type) calculated from the sum of students in each student type (row 24) as a data check within the model.

Narrative #1

This value is based on the total number of front line advising staff along with the percent of direct student support of the assistant, associate and director positions. For example, front line advisor positions would count as (1) but an assistant director who advises only (.5) of their position and the other (.5) supports administrative duties would count (.5) in this value. A director may only provide (.25) direct student support within their position. All of these should be added for a total count of advisors for each functional area.

Narrative #2

Assuming a 40 hour work week, each office should calculate the percent of an advisors work week spent in direct student meetings. The example starts with 28 hours per week (Cell B5) based on 70% (Cell B4) of each advisors time spent on direct student one-on-one meetings. (40 hours a week times .7) The 70% figure was based on completing a time study of the coordinators comparing the demands/expectations of their job duties, the capacity of the office to serve students in a given amount of time and the efficiency with which the capacity is applied based on the demand. ("Preparing to Measure Process Work with a Time Study," Larry Holpp, Feb. 26, 2010.) The demands/expectations of the coordinator positions include the following and were self-reported with supervisor review:

Other duties in addition to one-on-one student appointments:

- Liaison to an academic departments and/or programs (includes meetings, phone conversations, and email exchanges)
- Committees
- Website updates
- Teaching
- Updates to supporting documents used by the advising team (i.e. minor list, elective list, etc.)
- Social media updates – Facebook, Twitter and Instagram
- Respond to emails (during peak advising times emails can number 25-30 per day)
- Phone calls (during peak advising times calls can number 15-20 per day)
- Facilitating referrals to other resources on campus
- Cover front desk/phone
- Academic workshops
- Orientation presentations

- Collaborations with other offices (includes meetings and joint presentations)
- Reaching out to students via email and/or phone calls regarding missed appointments

The same 70% ratio is applied to positions that are less than 1. For example, the assistant director who was providing (.5) direct student support, still only spent 70% of that time directly with students. The other 30% of the .5 would be activities included in the list above. This list will continue to grow as the office explores new ways to engage students in group formats and other programmed outreaches to maximize utilization of resources. It is also recognized that these percentages will change depending on the time of year and semester. An estimate should be made to take those issues into consideration. It is likely that each functional area will have a different percentage of direct student support depending on their mission, current staffing levels and numbers of students assigned to that area.

Narrative #3

The total number of appointments available per term is a function of the number of staff translated into hours of advising available and the length of the advising appointment. If the appointment is 30 minutes long, the number of available appointments would equal (60 min per hour/30 min appointment) so 2 appointments per hour. It is also possible to model 45 min appointment times or any other amount. By entering the percent of appointments available for a particular length of time in Cell B10, B11, B12, and B13, it is possible to project the number of available advising appointments each semester given the percentage break down for length of appointment.

Narrative #4

Habley (2004) reported that a good target for a student to advisor ratio is 300: 1. The calculated ratio is shown in cell B17. Although a good talking point for the administration, this ratio is not very useful for truly reflecting the number of appointments needed to support student success. Not every student needs the same level of support. Some may only need one meeting a semester, others may need one meeting per week (16). In addition, offices may have different missions which dictate a certain number of meetings per semester. The second part of this spreadsheet provides a predictive model to capture the number of appointments that are needed per student type and allows for modeling different lengths of appointments. Each office would build this based on their student population and priorities.

Narrative #5:

Row 20 allows each office to take into account the different type of students served. The 9 columns provided are arbitrary. More or less can be used, depending on the office and need. If less than 9 are used, simply enter zeroes in the remaining fields. For example, “Student Type 1” could be students with a 3.5-4.0 G.P.A. and a declared major. “Student type 2” could be undeclared students with a 1.0- 1.5 GPA. Or it could be students in a certain major, or pre-major, or first generation, or students with a certain financial aid package, or any other student attribute that would require tracking and intervention.

Row 21 allows each office to take into account the projected number of meetings that each student type should have each semester.

Row 22 captures the targeted length of meeting for that student type. In the example, “student type one”, the 3.5-4.0 G.P.A student with a declared major may only need one short 15 minute appointment to check in. The undeclared student with the 1.0-1.5 G.P.A. may need 5 meetings a semester, each 45 minutes long to make sure the student is staying on track and to deliver academic coaching.

Row 29 represents how many appointment times are left for the entire office after each student type is subtracted from the total.

Cell K24 is the total amount of students assigned to that office and should match cell B2.

THINGS TO CONSIDER:

Reaching agreement on the number of students in each category can be a challenge. The data depends on what database was used, what time in the semester it was run and the definition of terms. For example, how do you define a second year student? Is it by credit hours attempted, credit hours earned, only hours taken at Hostos, transfer hours, CLEP or AP, time at the school measured at date of matriculation, etc. It is critical that these numbers are provided to each office and are considered “official” school data along with a working definition of each from a centralized source, like IT.

The “Science” of this model is fairly straight forward. The “ART” of this process is not. A fall, spring and possibly summer model may be needed IF student loads and advisor duties change a great deal for each semester. Staffing levels cannot be based on peak times or slow times of the year, but rather in the middle. This template allows for two key variables to be considered and both MUST align for this model to be helpful. The first variable is the total number of minutes available for direct advisor-to- student meetings. Cell B9 in sage represents this value. It is also a relative constant. That value is very hard to change and takes time to do so. It is a function of staffing levels, percent of time spent with students and amount of days worked in the semester, all things that do not change much over time. K26, also in sage, represents the same total number of minutes available for direct advisor-to-student meetings but is a function of the different type of students, number of meetings a semester and length of appointments. All of those variables can be changed and implemented very quickly. The goal within the predictive model is to get cell B9 and cell K26 as close to the same value as possible. This difference is shown in cell B31. A positive number indicates an intervention model that can be supported by existing staffing levels, a negative number does not. When those numbers are close in value, it means that the office staffing levels have the capacity to support the advising service plan defined by student type.

The second variable that has to simultaneously be considered is the number of overall appointments. Without considering this second value, it could be possible to have the minutes match up, but be short in available meetings for students. For example, if all meeting lengths were 60 minutes, the model could show a match on minutes but be very short in available appointment slots. To track this variable, compare cell B15 in red to cell K27. The goal would be to get these two numbers as close to the same value as well. Cell B15 is also a relative constant for the same reasons cell B9 is. Therefore, cell K27 is

the one that has to be manipulated to match up by changing frequency of appointments and length of appointments. Cell B30, also in red, represents the difference in the number of appointments between cell B15 and cell K27. A negative number represents an appointment short fall and a positive number represents an excess of appointments.

Experience showed that about a 2,000 appointment shortfall in the fall semester in cell B30 was acceptable to achieve a spring staffing balance. That 2,000 appointment shortfall was absorbed by student “no shows”, students seeking advising from other sources, some withdrawing during the semester and group advising. Hostos may discover a different level based on your system and student behaviors.

The development of this spreadsheet for each office is just the first step in this overall process. It will help capture what the numbers look like at this moment in time for each office and the college as a whole. Once consensus has been reached, then predictive modeling can be done to create plans for addressing shortfalls. Each office would build a model based on their office and then each office should be compared to help align number of students served to resources, staffing and intervention goals across the whole system. For this process to be helpful and not disruptive, it is critical that every office trust this process and have a clear understanding of how it will be used.

Table 2

Demand Analysis: Hostos Department Template (Office name)										
Number of students assigned to the office	5000	**	(This number must equal K24 totals)							
Total number of advisors (Coordinators)	15		(See narrative #1)							
Percent of time per week spent in a student appointment	70%		(See narrative #2)							
Number of hours a week advising per advisor	28									
Total hours a week advising for total staff	420		(# of advisors X hours per week advising one-on-one)							
Number of weeks per sem	15		(based on a 16 week semester but taking into account staff taking some time off for sick/leave time)							
Number of hours advising for total staff per sem	6300									
Number of minutes advising for total staff per term	378000		total # of appointments							
% of appointments at 15 min	5%		1260							
% of appoints at 30 min	50%		6300							
% of appointments at 45 min	40%		3360							
% of appointments at 60 min	5%		315							
total (needs to be 100%)	100%		11235							
Total number of appointments available per term	11235		(See narrative #3)							
non-Intervention Student to Advisor ratio	333		(See narrative #4)							
Fall 20xx Data			Student Population Categories							
(See Narrative #5)	Student type 1	Student Type 2	Student Type 3	Student Type 4	Student Type 5	Student Type 6	Student Type 7	Student Type 8	Student Type 9	Totals
Student contact w/advisor per term by student type	1	5	2	5	1	2	5	3	1	
Number of minutes per meeting	15	45	30	45	15	30	45	30	30	
Total # of minutes needed per student per sem	15	225	60	225	15	60	225	90	30	
Number of students in student type	1716	465	418	60	1231	268	430	12	400	5000 **
20% of pop. will visit an advisor one extra time*	343	93	84	12	246	54	86	2	80	1000
Total # of minutes needed per sem in student type	30888	125550	30096	16200	22158	19296	116100	1296	14400	375984
Total # of appt. needed for students per sem	2059	2790	1003	360	1477	643	2580	43	480	11436
Total # of Appt. remaining for each population	11235	9176	6386	5383	5023	3545	2902	322	279	
Unused appts. remaining per term for the office	9176	6386	5383	5023	3545	2902	322	279	-201	
Total appt. per term unused (full staff)	-201									
Total number of minutes remaining	2016									
* based on office experience of students returning on their own for additional meetings										
**Total number of student assigned to department										
© Joseph Murray 3/14/16										

Appendix C: Assessment Plans

The assessment plan is designed to monitor the delivery and impact of the Appreciative Advising training at Hostos Community College. In the following sections, specific training activities and desired outcomes, assessment methods, timeline, and instruments are detailed.

Activities and Desired Outcomes

There are three key consulting activities in this project:

1. Initial Campus Visit – February 8-9, 2016
2. On-Campus Appreciative Advising Training – April 18-19, 2016
3. Online Appreciative Advising Course – May 2-June 10, 2016

Based on the notes from the initial campus visit, it was made clear that in addition to enhancing individual faculty and staff advisor's understanding and use of Appreciative Advising in their interactions with students, it is also important for advisors to apply the Appreciative Advising principles in their offices and units to leverage existing resources and strengths and seek creative solutions to provide more student-centered services and a more consistent advisement experience across campus for all students. The on-campus and online Appreciative Advising training, therefore, is designed with three desired outcomes. Participants completing the training are expected to be able to:

1. use Appreciative Advising strategies in planning and delivery of advisement and coaching sessions with students;
2. apply the Appreciative Advising mindset to seek existing strengths and resources that can be leveraged for institutional advisement and student service quality enhancement; and
3. design innovative and collaborative strategies within and across units to meet the needs of all students at Hostos Community College.

Through all training activities, participants will have the opportunity to not only interact with Appreciative Advising facilitators, but also learn from one another to enhance their individual knowledge and skills, to seek strengths and resources, and to generate innovative strategies. Appendix D provides a logic model that details the activities and outcomes based on theory of change.

Assessment Methods

Participants in this assessment include all faculty and staff who are scheduled to participate in the on-campus Appreciative Advising Training in April and those who are scheduled to participate in the Online Appreciative Advising Course in May-June. The entire participant population is targeted for data collection and analysis. No specific sampling frame will be utilized for this assessment. To ensure the validity of this assessment, attendance sheets will be kept for all training activities. Participants will be identified by their frequency of attendance and contribution when data are analyzed.

Both quantitative and qualitative data will be collected for the purpose of this assessment using pre/post survey instruments and training artifacts. Specially, data will be collected using the following three survey instruments:

- Pre/Post Appreciative Advising Competency Inventory (see Appendix C-1)

- On-Campus Appreciative Advising Training Feedback Survey (see Appendix C-2)
- Online Appreciative Advising Course Feedback Survey (see Appendix C-3)

All survey instruments include both quantitative and qualitative items (see Appendix A-C). In addition, artifacts will be collected from discussions and assignments that participants complete through both the on-campus and online training courses. These artifacts may include, and are not limited to, participants' self-assessment of their application of specific Appreciative Advising strategies, peer-assessment of quality of advisement and coaching sessions, and action ideas and plans for enhancing the quality of advisement within and across campus units.

Descriptive statistics will be provided to report the analysis results of the quantitative data gathered from all participants. Pre and post comparison will be made to document any change at both the individual level and the group level as a result of the training. Themes and patterns will be sought based on qualitative data from the survey and artifacts.

Assessment Timeline

Table 1 specifies the assessment timeline based on the project activity schedule.

Table 1. Assessment Timeline

Date	Activities	Assessment
March-April 2016	Assessment Plan and Instrument Development	
April 1-3	Load Instruments in Survey Monkey and Test Links	
April 4-16		Pre Appreciative Advising Competency Inventory
April 18-19	On-Campus Appreciative Advising Training	
April 20-29		On-Campus Appreciative Advising Training Feedback Survey
May 2-June 10	Online Appreciative Advising Course	Online Discussions, Mid-Term and Final Assignments
June 11-25		Online Appreciative Advising Course Feedback Survey
September 10-25		Post Appreciative Advising Competency Inventory

Appendix C-1 - Pre/Post Appreciative Advising Competency Inventory

Thank you in advance for taking the time to complete the Appreciative Advising Competency Inventory!

The purpose of this instrument is to document your growth in Appreciative Advising Competency. It will be delivered in a pre and post manner. Items are categorized into five sections on this survey. It should take you approximately 15-20 minutes to complete this survey.

You may want to be aware of two key definitions we employ before starting this survey:

- **Advisor** – refers to both faculty and staff advisors and coaches who meet with students and offer support for students’ personal, social and academic growth.
- **Advisement** – refers to the advising process or programs through which advisors and students interact with one another.

All your responses will be kept confidential. Your name will not be associated with any responses you provide in any presentations or reports.

If you have any questions regarding this instrument, please feel free to contact Dr. Ye He at byhutson@gmail.com.

If you experience any technical difficulties in accessing this instrument, please contact Elbagina Bonilla at ebonilla@hostos.cuny.edu.

[PAGE BREAK in SURVEY]

I. Understanding of Appreciative Advising Framework

The following questions ask about your understanding of the Appreciative Advising Framework. Please rate your level of familiarity with each item.

	Not at All Familiar	Slightly Familiar	Somewhat Familiar	Moderately Familiar	Extremely Familiar
1. appreciative mindset					
2. features of appreciative advising					
3. disarm phase					
4. discover phase					
5. dream phase					
6. design phase					
7. deliver phase					
8. don't settle phase					

9. How would you describe your prior knowledge of the Appreciative Advising Framework? (Pre) How would you describe your understanding of the Appreciative Advising Framework now? (Post)

II. Appreciative Advising Behaviors

The following questions ask you to self-assess the frequency of your advising behaviors.

	Rarely	Less than 25% of the time	About half the time	More than 75% of the time	Most of the time
10. review students' information prior to meeting them.					
11. reflect on ways to set up comfortable settings					
12. warmly greet students					
13. call students by their preferred names					
14. engage in small talk with students					
15. consider the power differential between faculty/staff and students					
16. consider potential cultural differences between faculty/staff and students					
17. ask positive and open-ended questions					
18. provide ample wait time to respond to students' responses during a session					
19. summarize students' ideas and main points					
20. affirm students' strengths and assets					
21. engage students in dreaming about their future					
22. connect students' dreams to their strengths and assets					
23. co-design action plans with students					
24. engage students in seeking alternative pathways					
25. monitor students' confidence and self-efficacy					
26. provide targeted campus resources					
27. identify and record clear next steps with students					
28. discuss potential challenges to action plans					
29. develop students' resilience when facing challenges					
30. review session accomplishments					
31. establish mechanisms to provide follow-up support					
32. challenge students to set high expectations					
33. support students to overcome adverse situations					
34. reflect on your own growth through meeting sessions with students					
35. challenge yourself to become a better advisor					

36. What are some other behaviors you typically engage in through advisement sessions?

III. Strengths and Resources

The following questions ask about strengths and resources you may be aware of on campus that support student advisement in general. Please report your level of agreement that the following aspect can be considered strengths and/or resources on your campus.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
37. quality of professional advisors					
38. quantity of professional advisors					
39. quality of faculty advisors					
40. quantity of faculty advisors					
41. budget for advising activities					
42. budget for advising excellence recognition (e.g. advisor awards)					
43. leadership in advising programs and initiatives					
44. efficient organizational structure					
45. efficient referral system					
46. network of academic advisors on campus					
47. network with peer institutions regarding academic advising					
48. professional development opportunities regarding academic advising					
49. Other (please specify)					

50. What are some advising programs/practices/strategies that work really well for student advising on your campus?

IV. Innovative Ideas and Strategies

The following questions invite you to share your ideas and strategies to enhance the quality of advising services on campus. Please feel free to share your thoughts and provide specific examples.

51. What are some strategies you think need to be employed to enhance the quality of advising services on campus?

52. What are some goals you have for yourself to contribute to the enhancement of advising quality on campus? (Pre) What have you accomplished in the last three months that contributes to the enhancement of advising quality on campus? (Post)

Appendix C-2 - On-Campus Appreciative Advising Training Feedback Survey

Thank you in advance for taking the time to complete the On-Campus Appreciative Advising Training Feedback Survey!

The purpose of this instrument is to obtain your feedback regarding the on-campus Appreciative Advising training that took place on April 18-19. Items are categorized into three sections on this survey. It should take you approximately 10-15 minutes to complete this survey.

You may want to be aware of two key definitions we employ before starting this survey:

- **Advisor** – refers to both faculty and staff advisors and coaches who meet with students and offer support for students’ personal, social and academic growth.
- **Advisement** – refers to the advising process or programs through which advisors and students interact with one another.

All your responses will be kept confidential. Your name will not be associated with any responses you provide in any presentations or reports.

If you have any questions regarding this instrument, please feel free to contact Dr. Ye He at byhutson@gmail.com.

If you experience any technical difficulties in accessing this instrument, please contact Elbagina Bonilla at ebonilla@hostos.cuny.edu.

[PAGE BREAK in SURVEY]

I. Training Participation

Questions in this section ask about your participation in the on-campus Appreciative Advising training that took place on April 18-19.

1. Did you participate in the training?
 - a. Yes [continue next question]
 - b. No [go to end of survey]
2. Which day did you participate?
 - a. April 18
 - b. April 19
3. How many hours were you able to spend in the training session?
 - a. Less than 3 hours
 - b. 3-5 hours
 - c. full 6 hours

II. Satisfaction

Questions in this section ask about your satisfaction with this training experience. Please rate your satisfaction in terms of the following training aspects.

	Not At All Satisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied
4. information and resources received					
5. training activities					
6. interaction with facilitators					
7. interaction with other participants					

8. What were the most meaningful or impactful experiences you have had in this online course?

9. What ideas and suggestions do you have for improving the online Appreciative Advising course?

III. Learning Outcomes

Questions in this section invite you to rate yourself on your achievement of the learning outcomes for this training. Please assess the impact of the training on your learning in the following areas.

	No Impact	Minor Impact	Neutral	Moderate Impact	Major Impact
10. understanding the Appreciative Advising framework					
11. applying Appreciative Advising techniques in advising					
12. becoming aware of strengths and resources for advisement on campus					
13. designing innovative and collaborative strategies to improve quality of advising on campus					

14. If you were to share what you learned through this training with your colleagues, what are three key things you will highlight?

15. What would you like to learn more in terms of Appreciative Advising?

16. Are you planning on taking the online Appreciative Advising course from May 2-June 10?

- a. Yes [continue]
- b. No [go to end of survey]

17. What would you personally and professionally like to be able to accomplish through the online Appreciative Advising course?

Appendix C-3- Online Appreciative Advising Course Feedback Survey

Thank you in advance for completing the Online Appreciative Advising Course Feedback Survey!

The purpose of this instrument is to obtain your feedback regarding the online Appreciative Advising training that took place during May 2-June 10. Items are categorized into three sections on this survey. It should take approximately 10-15 minutes to complete this survey.

You may want to be aware of two key definitions we employ before starting this survey:

- **Advisor** – refers to both faculty and staff advisors and coaches who meet with students and offer support for students’ personal, social and academic growth.
- **Advisement** – refers to the advising process or programs through which advisors and students interact with one another.

All your responses will be kept confidential. Your name will not be associated with any responses you provide in any presentations or reports.

If you have any questions regarding this instrument, please feel free to contact Dr. Ye He at byhutson@gmail.com.

If you experience any technical difficulties in accessing this instrument, please contact Elbagina Bonilla at ebonilla@hostos.cuny.edu.

[PAGE BREAK in SURVEY]

I. Training Participation

Questions in this section ask about your participation in the online Appreciative Advising course.

1. Did you participate in the online Appreciative Advising course?
 - a. Yes [continue next question]
 - b. No [go to end of survey]

II. Satisfaction

Questions in this section ask about your satisfaction with this online course experience. Please rate your satisfaction in terms of the following training aspects.

	Not At All Satisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied
2. information and resources received					
3. online course activities					
4. discussions on discussion board					
5. mid-term assignment					
6. final assignment					
7. interaction with facilitators					
8. interaction with other participants					

9. What were the most meaningful or impactful experiences you have had in this online course?

10. What ideas and suggestions do you have for improving the online Appreciative Advising course?

III. Learning Outcomes

Questions in this section invite you to rate yourself on your achievement of the learning outcomes for this online course. Please assess the impact of the training on your learning in the following areas.

	No Impact	Minor Impact	Neutral	Moderate Impact	Major Impact
11. understanding the Appreciative Advising framework					
12. applying Appreciative Advising techniques in advising					
13. becoming aware of strengths and resources for advisement on campus					
14. designing innovative and collaborative strategies to improve the quality of advisement on campus					

15. If you were to share what you learned through this online course with your colleagues, what are three key things you will highlight?

16. What would you like to learn more about in terms of Appreciative Advising?

Appendix D: Logic Model

Input	Activities	Short-Term Output	Intermediate Outcomes	Long-Term Impact
<ul style="list-style-type: none"> • Campus leadership support • Campus existing resources and support for advisement activities • CORE team consulting services 	Initial Campus Visit	Project scope and process specified based on stakeholders' feedback	<p>Participants will:</p> <ul style="list-style-type: none"> • use Appreciative Advising strategies in planning and delivery of advisement and coaching sessions with students; • apply the Appreciative Advising mindset to seek existing strengths and resources that can be leveraged for institutional advisement and student service quality enhancement; and • design innovative and collaborative strategies within and across units to meet the needs of all students at Hostos Community College. 	Increased student satisfaction and retention with appreciative advisement experiences on campus
	On-Campus Appreciative Advising Training	Participants have a general understanding of Appreciative Advising		
	Online Appreciative Advising Course	Participants use and apply Appreciative Advising mindset and strategies		
	Follow-Up Report	Recommendations for sustainable growth specified		

Appendix 29:
OAA Faculty Fellow Application



The Provost is soliciting applications from faculty members who are interested in working with the Office of Academic Affairs as the 2013-2014 Faculty Fellow. Applicants for the position must exhibit leadership skills or leadership potential, possess strong written and oral communication skills, and demonstrate the ability to work well with others. Other strengths of the ideal candidate include the ability to work independently, while following directives, and a track record of innovation or student success strategies. All faculty with the detailed experience and a minimum of four-years full-time service are encouraged to apply.

The Faculty Fellow will be directly responsible for actionable projects and follow-through. It is a one-year fellowship with up to twelve (12) credits reassigned time for both the fall and spring semesters. The Fellow will work closely with the academic departments and support chairpersons with the execution of special projects. This is an excellent opportunity to further develop leadership skills, as well as share areas of expertise with the College community.

This endeavor is just one of a series of initiatives to develop and strengthen future leadership at Hostos.

Please print: Deadline: **Monday, April 29, 2013**
 Date: ____/____/____.
 First Name: _____ Last Name: _____
 Department: _____ Phone: _____
 Rank: _____ Are you Tenured? ___ Yes ___ No
 How many years have you been at Hostos? _____

Please attach a sheet with your response to the two questions listed below, a copy of an updated Hostos CV form and a letter of support from your chairperson. Once all the applications are received, the Provost will interview finalist. Please submit forms to Amaris Matos, Executive Assistant to the Provost, Room B447.

- 1) What previous experience (either within or outside of Hostos) do you have that will facilitate your working successfully with department chairs and OAA?
- 2) Please include a short vision statement on what you aim to achieve while serving as Faculty Fellow and how these goals will advance OAA.

	Signature	Date
Applicant	_____	_____
Chairperson	_____	_____

Appendix 30:
Annual Analysis of
Faculty Line Placement, 2013-2016

Annual Analysis of Faculty Line Placement (2013-2016)												
2013			2014			2015			2016			
	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty/ Student Majors Ratio	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty/ Student Majors Ratio	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty /Student Majors Ratio	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty/ Student Majors Ratio
Allied Health												
Nursing	44%	1 to 25	1 to 125*	53%	1 to 53	1 to 109	50%	1 to 57	1 to 107	44%	1 to 64	1 to 94
Dental	39%	1 to 46	1 to 32*	38%	1 to 56	1 to 34	34%	1 to 60	1 to 37	39%	1 to 52	1 to 40
Rad.Tech	22%	1 to 46	1 to 64*	38%	1 to 67	1 to 66	46%	1 to 61	1 to 50	46%	1 to 59	1 to 55
Dpt. Total	35%	1 to 44	1 to 70*	42%	1 to 57	1 to 68	41%	1 to 59	1 to 65	42%	1 to 57	1 to 61
Behavioral and Social Sciences												
Behavioral	28%	1 to 268	N/A	27%	1 to 262	N/A	28%	1 to 239	N/A	30%	1 to 248	N/A
Social	42%	1 to 245	N/A	29%	1 to 293	N/A	31%	1 to 267	N/A	29%	1 to 323	N/A
Public Admin	33%	1 to 152	1 to 116	33%	1 to 182	1 to 128	31%	1 to 181	1 to 110	25%	1 to 194	1 to 129
Dpt. Total	32%	1 to 234	1 to 29	29%	1 to 276	1 to 32	30%	1 to 232	1 to 26	25%	1 to 250	1 to 32
Business												
BUS/ACC	42%	1 to 145	1 to 84	50%	1 to 117	1 to 77	44%	1 to 132	1 to 83	56%	1 to 122	1 to 68
OT	25%	1 to 168	1 to 77	33%	1 to 158	1 to 104	25%	1 to 180	1 to 98	25%	1 to 155	1 to 80
Dpt. Total	39%	1 to 148	1 to 83	48%	1 to 121	1 to 80	41%	1 to 137	1 to 84	50%	1 to 125	1 to 69
Education												
Teacher	40%	1 to 152	1 to 88	38%	1 to 165	1 to 99	42%	1 to 180	1 to 96	33%	1 to 196	1 to 99
Health	27%	1 to 216	1 to 24	31%	1 to 218	1 to 26	24%	1 to 224	1 to 27	17%	1 to 282	1 to 23
Gerontology	50%	1 to 92	1 to 82	50%	1 to 91	1 to 79	50%	1 to 80	1 to 56	50%	1 to 103	1 to 70
Physical	20%	1 to 515	N/A	20%	1 to 435	N/A	20%	1 to 312	N/A	20%	1 to 315	N/A
Dpt. Total	34%	1 to 183	1 to 54	32%	1 to 202	1 to 61	30%	1 to 199	1 to 59	24%	1 to 229	1 to 60
English												
English	53%	1 to 114	N/A	55%	1 to 109	N/A	54%	1 to 99	N/A	51%	1 to 103	N/A
Dpt. Total	53%	1 to 114	N/A	55%	1 to 109	N/A	54%	1 to 99	N/A	51%	1 to 103	N/A
Humanities												
Black Studies	33%	1 to 180	N/A	33%	1 to 155	N/A	40%	1 to 141	N/A	50%	1 to 146	N/A
LAC	33%	1 to 184	N/A	45%	1 to 118	N/A	67%	1 to 146	N/A	50%	1 to 179	N/A
Humanities	20%	1 to 377	N/A	25%	1 to 242	N/A	20%	1 to 318	N/A	20%	1 to 432	N/A
Modern Languages	45%	1 to 95	N/A	60%	1 to 96	N/A	50%	1 to 72	N/A	44%	1 to 78	N/A
DD	27%	1 to 116	1 to 62	36%	1 to 105	1 to 70	26%	1 to 126	1 to 71	21%	1 to 172	1 to 76
VPA	26%	1 to 213	N/A	33%	1 to 158	N/A	32%	1 to 199	N/A	24%	1 to 246	N/A
Dpt. Total	30%	1 to 161	1 to 15	38%	1 to 131	1 to 17	34%	1 to 147	1 to 17	28%	1 to 183	1 to 20

	2013			2014			2015			2016		
	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty/ Student Majors Ratio	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty/ Student Majors Ratio	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty /Student Majors Ratio	Full-time/ Part-time Faculty Ratio	Full-Time Faculty/Student Enrollment Ratio	Full-time Faculty/ Student Majors Ratio
Language and Cognition												
L&C	59%	1 to 65	N/A	77%	1 to 58	N/A	63%	1 to 62	N/A	81%	1 to 54	N/A
Dpt. Total	59%	1 to 65	N/A	77%	1 to 58	N/A	63%	1 to 62	N/A	81%	1 to 54	N/A
Mathematics												
Mathematics	35%	1 to 164	1 to 6	45%	1 to 122	1 to 7	38%	1 to 121	1 to 8	43%	1 to 122	1 to 7
Dpt. Total	35%	1 to 164	1 to 6	45%	1 to 122	1 to 7	38%	1 to 121	1 to 8	43%	1 to 122	1 to 7
Natural Sciences												
BIO	24%	1 to 181	1 to 19	24%	1 to 142	1 to 20	20%	1 to 201	1 to 19	21%	1 to 200	1 to 15
Physical	21%(30%)	1 to 56	1 to 20(12)	38%	1 to 57	1 to 11	39%	1 to 51	1 to 12	30%	1 to 58	1 to 16
Dpt. Total	23%(26%)	1 to 122	1 to 19(16)	29%	1 to 102	1 to 15	26%	1 to 126	1 to 16	24%	1 to 136	1 to 15

*Note: Prof. Ana Ozuna cross teach between BLS-LAC units.

**Note: Prof. Inmaculada Lara-Bonilla cross teaches between LAC & MLU units .

***Note: Prof. Dina Mangaser cross teaches & between HUM/DD Programs & VPA unit .

**** Note: Prof. Miguel Correa cross teaches between HUM Program & MLU unit.

*****Note: Prof. Orlando Hernandez cross teaches between LAC & MLU units.

Appendix 31:
Quality Matters Rubric Standards I



Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org



Standards	Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components. 3
	1.2 Learners are introduced to the purpose and structure of the course. 3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. 2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. 2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided. 2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1
	1.7 Minimum technical skills expected of the learner are clearly stated. 1
	1.8 The self-introduction by the instructor is appropriate and is available online. 1
	1.9 Learners are asked to introduce themselves to the class. 1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. 3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. 3
	2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective. 3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated. 3
	2.5 The learning objectives or competencies are suited to the level of the course. 3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies. 3
	3.2 The course grading policy is stated clearly. 3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. 3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. 2
	3.5 The course provides learners with multiple opportunities to track their learning progress. 2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. 3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3
	4.3 All instructional materials used in the course are appropriately cited. 2
	4.4 The instructional materials are current. 2
	4.5 A variety of instructional materials is used in the course. 2
	4.6 The distinction between required and optional materials is clearly explained. 1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies. 3
	5.2 Learning activities provide opportunities for interaction that support active learning. 3
	5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated. 3
	5.4 The requirements for learner interaction are clearly stated. 2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies. 3
	6.2 Course tools promote learner engagement and active learning. 3
	6.3 Technologies required in the course are readily obtainable. 2
	6.4 The course technologies are current. 1
	6.5 Links are provided to privacy policies for all external tools required in the course. 1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. 3
	7.2 Course instructions articulate or link to the institution’s accessibility policies and services. 3
	7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them. 2
	7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them. 1
Accessibility and Usability*	8.1 Course navigation facilitates ease of use. 3
	8.2 Information is provided about the accessibility of all technologies required in the course. 3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. 2
	8.4 The course design facilitates readability. 2
	8.5 Course multimedia facilitate ease of use. 2

* Meeting QM’s accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

Appendix 32:
Quality Matters Rubric Standards II



Non-annotated Standards from the QM Publisher Rubric, Third Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org



Standards

Points

Course Overview Introduction	1.1 T	Instructions make clear how to get started and where to find various course components.	3
	1.2 C	Learners are introduced to the purpose and structure of the course.	3
	1.3 T	Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.4 T	Minimum technical skills expected of the learner are clearly stated.	1
	1.5 T	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
Learning Objectives (Competencies)	2.1 C	The course learning objectives or competencies describe outcomes that are measurable.	3
	2.2 C	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 C	All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 C	The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 C	The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 C	The assessments measure the stated learning objectives or competencies.	3
	3.2 T	The course includes a gradebook that supports a wide range of grade-related functions.	3
	3.3 C	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.4 C	The course provides learners with multiple opportunities to track their learning progress.	2
	3.5 T	The publisher provides the ability for the instructor to vary the selection and timing of specific assessments.	1
Instructional Materials	4.1 C	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 C	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 C	The instructional materials are current and authoritative.	3
	4.4 C	The instructional materials have sufficient breadth and depth for the learner to learn the subject.	3
	4.5 T	The publisher provides the ability for the instructor to customize the content.	3
	4.6 T	The publisher provides the ability for the instructor to add content to the course or component.	3
	4.7 C	All instructional materials used in the course are appropriately cited.	2
	4.8 C	The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 C	The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 C	Learning activities included in the course or component provide opportunities for learner-content interaction that facilitate active learning.	3
	5.3 T	The course enables learners to manage their own learning process.	3
	5.4 T	The course enables learner-instructor and learner-learner interaction.	3
Course Technology	6.1 C	The tools and media used in the course support the learning objectives or competencies.	3
	6.2 T	Course tools promote learner engagement and active learning.	3
	6.3 T	The course technologies are current.	3
	6.4 T	Technologies required in the course are readily obtainable.	2
	6.5 T	Instructions on how to access resources at a distance are sufficient and easy to understand.	2
	6.6 T	Links are provided to privacy policies for all external tools required in the course.	1
Learner and Instructor Support	7.1 T	The course provides technical support for learners and instructors.	3
	7.2 T	The course offers additional assistance to the learner in mastering the course material.	2
	7.3 T	The course provides resources to assist the instructor in delivering an effective course.	2
Accessibility and Usability*	8.1 T	Course navigation facilitates ease of use.	3
	8.2 T	Information is provided about the accessibility of all technologies required.	3
	8.3 C	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 T	The course design facilitates readability.	2
	8.5 T	Course multimedia facilitate ease of use.	2

* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

Appendix 33:
Instructional Design Tips
for Online Learning

Instruction Design Tips for Online Learning

Instructional Design Tips for Online Learning was developed by Joan Van Duzer of Humboldt State University to be used in conjunction with the *Rubric for Online Instruction* developed by CSU, Chico, c 2002.

Categories one through six, below, correspond to the categories of the Rubric for Online Instruction, developed by CSU, Chico.

Both instruments are available online, www.csuchico.edu/celt/roi.

Category 1 - Learner Support and Resources

Category 2 – Online Organization and Design

Category 3 – Instructional Design and Delivery

Category 4 – Assessment and Evaluation of Student Learning

Category 5 - Appropriate and Effective Use of Technology

Category 6 – Faculty Use of Student Feedback

Category 1 - Learner Support and Resources

A. Information about being an online learner

- Tips for being a successful online student
- Quiz to self-assess readiness to be an online student
- Link to Library resources
- Instructions for how to conduct online research
- Instructions on how to write a research paper
- Guidelines for APA/MLA format of papers and/or citations
- Link to the testing center
- Link to campus remedial resource center
- Link to student disability resource center
- Information/tutorials on how to use software required by class assignments
- Contact information for technical support or Help Desk
- Checklist or other method for common troubleshooting tips
- Minimum computer hardware and software requirements
- Tips for avoiding and dealing with computer viruses
- Sources for any required plug-ins (and links)
- Tutorial(s) or job aids for how to use the LMS tools
- FAQs for LMS
- Netiquette guidelines

B. Course specific resources

- Contact information for the instructor
- Contact information for academic department or advisor
- Information on additional related courses
- Pre-requisites of course
- Link(s) to Bookstore(s) to order textbooks or other instructional materials
- FAQ site on course information
- Estimated amount of time needed for completing course requirements

C. Resources supporting course content

- Link(s) to web sites with supporting information relevant to course content
- Link(s) to web sites of organizations or associations related to course content
- Glossary of terms or links to definitions of new vocabulary
- Link(s) to learning objects (external to course, such as MERLOT)

Category 2 – Online Organization and Design

A. Course navigability and organization

- Syllabus is easily located
- Links to other parts of the course or external sources are accurate and up-to-date
- Instructional materials required are easily located
- Numbers identify sequenced steps; bullets list items are not prioritized or sequential
- Course content is organized in a logical format
- Topics are clearly identified and subtopics are related to topics
- Sequential (vs. concurrent) topics are annotated with dates
- Course schedule is available in a printer-friendly format for student convenience
- Organization and sequencing of the course content is logical and clear
- Resources are separated into “required” and “optional” categories

B. Syllabus includes

- Course objectives
- Course completion requirements
- Expectations of students’ participation, honesty, etc.
- Timeline for student participation is clear
- Faculty member(s) introductory information
- Expectations of availability of and turnaround time for contact with instructor
- Course schedule is summarized in one place

C. Aesthetic design

- Typeface is easy to read
- Sufficient contrast between text and background makes information easy to read
- Appropriate images supporting course content add visual interest
- Design keeps course pages to a comfortable length with white space.

D. Consistency in course

- Layout of course is visually and functionally consistent
- Navigability is clear, simple and user friendly
- Spelling and grammar are consistent and accurate
- Written material is concise
- Language of written material is friendly and supportive
- Clear directions are given for each task or assignment
- Sentences and paragraphs brief

E. Universal accessibility

- Universal accessibility concerns are addressed throughout the course, including transcripts of any non-text objects
- Images are optimized for speedy display and include alternative text
- Alternative formats of materials provided, when possible (e.g., optional print packet of extensive reading materials, CD of audio clips used in course, etc.)
- Use of color adds interest but does not disadvantage those with color blindness

Category 3 – Instructional Design and Delivery

A. Promote interaction and communication

- Students introduce themselves
- Students are encouraged to respond to classmate introductions
- "Ice-breaker" activity to get acquainted
- Instructor introduces himself/herself to model interaction
- Students' input is not evaluated as "right" or "wrong"
- Netiquette described and enforced
- Student participation is tracked and "wallflowers" drawn in to the discussions
- Students are prompted by facilitator to expand on relevant points
- Facilitator may play "devil's advocate"
- Reading and writing requirements are consistent with student abilities and course unit load

B. Goals and alignment to learning objectives

- Pace of delivery of course content is managed
- Course content is "chunked" for more manageable learning
- Instructional design is made clear (e.g., is it self-paced, or group-paced)
- Expectations for synchronous vs asynchronous activities are clearly spelled out

C. Learning objectives and activities are integrated

- Reading assignments match learning objectives
- Activities lead to learning desired concepts
- Tasks and activities are designated as synchronous or asynchronous; sequential or may be completed in any order (clarified)
- Instructional material may be reviewed repeatedly (built-in redundancy)
- Summary provided frequently, particularly at the end of topics, to reinforce learning

D. Activities to enhance student learning (addressing multiple learning styles)

- Video clips of interviews, movements
- Historical audio clips of famous speeches
- Screen animations for instructional exercises using software
- Personal interview reports
- Crossword or word search puzzles
- Matching and game-show-style trivia games
- Online scavenger hunt / WebQuest
- Annotated bibliography
- PowerPoint presentations as assignments
- Flash simulations

E. Activities to develop critical thinking and problem-solving skills

- Discussions center on questions without a single correct answer
- Compare and contrast exercises
- Case studies
- Critique classmates' assignments
- Collaborative exercises
- Portfolios (building one activity upon another) to share/peer review

Category 4 – Assessment and Evaluation of Student Learning

A. Assess student readiness for learning

- Pre-requisites are defined and enforced
- Acceptable methods for completing assignments are identified (group work, open book, etc.)
- Consequences of cheating or plagiarism

B. Assessment activities are aligned with learning objectives

- Criteria used to evaluate participation in online discussion groups
- Study questions
- Quantity and scope of graded assignments is reasonable
- Authentic assessments

C. Multiple assessment strategies

- Students' bibliography or reference list includes a variety of materials such as URLs, books and journals, and videos
- When possible, options among assignments are provided to allow for different interests, backgrounds, and personal learning styles

- Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways

D. Regular feedback

- Rich and rapid feedback – self-grading assignments released immediately
- Frequent and substantial feedback from the instructor
- Samples of assignments illustrate instructor’s expectations
- Detailed instructions and tips for completing assignments
- Due dates for all assignments
- Rubrics for all assignments identify assessment guidelines
- Grading scale
- Instructor models assignment

E. Self-assessments and peer feedback

- Self-tests similar to the final evaluation instruments
- Students pose discussion questions, respond to others’ discussion topics, later post answers to their own questions and respond to others’ comments on their discussion topic
- Peer review opportunities
- Students apply rubric to their own work and describe/defend their score
- Clear guidelines for peer review, if applicable

Category 5 - Innovative Teaching Technology

A. Appropriate tools to facilitate communication

- Discussion boards
- Synchronous “chats”
- Email
- Listserv
- Teleconferencing
- Group discussion areas, when appropriate for group activities
- Instant messaging

B. New teaching methods

- Instructor is open to trying new methods of delivery of instruction
- Instructor is open to accepting new methods of students preferred learning styles

C. Multimedia elements

- Flash animations
- Tutorials with screen captures and voice over
- Audio clips
- Graphics
- Video clips
- PowerPoint presentations
- CD-Rom or DVD supplemental materials
- Other learning objects, simulations or interactivities

D. Engage students throughout the course

- Students off-campus with modems are provided with low-bandwidth alternatives for downloading media
- Technology is used to engage students in learning, not just for viewing but for interacting with other students or with the course content

Category 6 – Faculty Use of Student Feedback

A. Course content

- Evaluation survey at end of course
- Student input sought at regular intervals
- Open ended questions
- Students falling behind are prompted to determine what might be delaying their progress
- Students prompted to find web-based resources supporting the topic to share with classmates; the highest quality resources incorporated into the course

B. Online technology

- Instructor has an open door to students to point out flaws of delivery of instruction using technology
- Instructor solicits feedback on how delivery can be more effective for student learning (e.g., a Discussion Topic for Feedback)

C. Instruction and assessment

- Instructor is willing to modify course (live) as needed to improve or fix inadequacies
- Instructor is able to modify elements (e.g., fix bad quiz questions, extend deadlines, review methods of achieving course objectives)

Instructional Design Tips for Online Instruction was developed by Joan Van Duzer of Humboldt State University to be used in conjunction with the **Rubric for Online Instruction** developed by CSU, Chico. Categories one through six correspond to the categories of the Rubric for Online Instruction.

Both instruments are available online, www.csuchico.edu/celt/roi.

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Appendix 34:
Online Course Assessment Survey:
Student Version, Fall 2015

Online Course Assessment Survey: Student Version

To help plan future online courses and make improvements in this one, we would appreciate your feedback and suggestions. We want to learn from your experiences in and thoughts about this online course. Please take a few minutes and tell us what you think. Your responses will be kept anonymous. Thanks in advance for completing this survey.

* Required

Did you realize you were signing up for a partially or fully online course when you registered?

*

- Yes
- No

Which course are you in? *

- PSY 101
- EDU 113
- MAT 130
- BUS 203
- OT 104
- BUS 100
- HIS 210
- SOC 101
- ANT 101
- Other:

Tell us about your previous experience with online learning: *

Please check all that apply.

- I've taken no other online courses.
- I've taken hybrid courses at Hostos.
- I've taken hybrid courses at another institution.
- I've taken fully online courses at Hostos.
- I've taken fully online courses at another institution.

I registered for this course because: *

- Not Applicable- I didn't realize I was signing up for a partially or fully online course.
- I live too far to attend an on-campus course.
- I have a mental or physical disability that limits my ability to attend an on-campus course.
- I was unable to find an on-campus section that would fit my class schedule.
- All of the on-campus sections were full.
- I needed extra units to be a full-time student.
- I thought it would be easier than a face to face course.
- I have work or family commitments that would not allow me to attend an on-campus course.
- There were no completely on-campus sections of this course.
- Other:

How would you compare this online course to an on-campus course in the level of coursework difficulty? *

- This online course is more difficult.
- This online course is the same level of difficulty.
- This online course is less difficult.

How would you compare this online to an on-campus course in terms of the time you spent working on the course? *

- This online course is more work.
- This online course is the same amount of work.
- This online course is less work.

Do you feel like you have adequate access to technology in order to fully participate in this online course? *

- Yes
- No

I typically access this course on: *

Please check all that apply.

- My personal desktop computer
- My personal laptop
- Hostos devices
- Someone else's device
- Cell phones
- Tablets
- Other:

I typically access this course from: *

Please check all that apply.

- Home
- Work
- Hostos Library
- Hostos Open Lab
- Other locations at Hostos
- Other locations off-campus

On the Blackboard site, it is easy for me to find: *

Please check all that apply.

- The syllabus
- Assignments
- Exams
- Policies
- Discussion Boards
- My grades
- Contact info for the professor
- Additional tools required for the course
- Other:

Compared to an in-person class, I feel as actively and enthusiastically engaged with the course and with the professor. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

I communicate with the instructor using the following methods: *

Please check all that apply.

- Email
- In-person office hours
- Skype or other online video chat software
- Text messages
- Phone
- Other:

I know how to find feedback about my progress in the course. *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

I interact with my peers in Blackboard in a timely manner (Discussions, Chat, Email, Comments). *

- Excellent
- Above Average
- Average
- Below Average
- Not Applicable

I interact with my Instructor in Blackboard in a timely manner (Discussions, Chat, Email, Comments). *

- Excellent
- Above Average
- Average
- Below Average
- Not Applicable

What are the most useful features of the online component of this course? *

Do you have any suggestions for improving the online component of this course?

What other questions should we have included to get a better idea of the learning experience of this course?

Submit

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100%: You made it.

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Appendix 35:
Online Course Assessment Survey:
Student Version, Spring 2017

Online Course Assessment Survey: Student Version Spring 2017

To help plan future online courses and make improvements in this one, we would appreciate your feedback and suggestions. We want to learn from your experiences in and thoughts about this online course. Please take a few minutes and tell us what you think. Your responses will be kept anonymous. Thanks in advance for completing this survey.

Did you realize you were signing up for a partially or fully online course when you registered?

- Yes
- No

I registered for this course because:

- Not Applicable- I didn't realize I was signing up for a partially or fully online course.
- I like to work independently.
- I prefer to choose where and when I will complete my coursework.
- I was unable to find an on-campus section that would fit my class schedule.
- Of the instructor
- I needed extra units to be a full-time student.
- I thought it would be easier than a face to face course.
- I have work or family commitments.
- There were no completely on-campus sections of this course.
- None of the above.
- Other:

Tell us about your previous experience with online learning:

Please check all that apply.

- I've taken no other online courses.
- I've taken hybrid courses.
- I've taken fully online courses.

How would you compare this online course to an on-campus course in the level of coursework difficulty?

- This online course is more difficult.
- This online course is the same level of difficulty.
- This online course is less difficult.

How would you compare this online to an on-campus course in terms of the time you spent working on the course?

- This online course is more work.

- This online course is the same amount of work.
- This online course is less work.

When I am completing my online coursework, I usually access the Internet using:

- Broadband/ DSL
- My own secured wireless (Wi-fi) connection
- Public wireless (Wi-fi)
- My personal data plan
- I don't know

At some point in the semester, I lost my Internet connection while taking a timed quiz or exam.

- Yes
- No

I usually have access to a computer or tablet to complete my assignments and/or quizzes.

- Yes
- No

I typically access this course on:

Please check all that apply.

- My personal desk top computer
- My personal laptop
- Hostos devices
- Someone else's device
- Cell phones
- Tablets

I typically access this course from:

Please check all that apply.

- Home
- Work
- Hostos Library
- Hostos Computer Lab (ACC/C-595)
- Other

It is easy for me to find out when something is due

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

It is easy for me to find out how to complete course requirements.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

It is easy for me to find out what my grade was and why I earned that grade on individual course requirements.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Compared to an in-person class, I feel as actively and enthusiastically engaged with the course and with the professor.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My instructor communicates with me (via Announcements, Discussion Forums, Blogs, Wikis, Collaborate, individualized feedback on required work, video, phone, and/or chat).

Please check all that apply.

- Frequently (4+ times/week)
- Regularly (1-3 times/ week)
- Sometimes (1 time/ every 2 weeks)
- Rarely (1 time/ month)
- Never
- Other:

I interact with my peers in Blackboard (Discussion Forums, Blogs, Wikis, Collaborate, Chats).

Please check all that apply.

- Frequently (4+ times/week)
- Regularly (1-3 times/ week)
- Sometimes (1 time/ every 2 weeks)
- Rarely (1 time/ month)
- Never
- Other:

I feel part of an online community.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

What do you like best about online courses (please select one)?

- Flexibility and convenience (work, family, commute)
- More efficient use of time
- I can learn at my own pace
- I can teach myself
- Working alone

What do you like least about online courses (please select one)?

- Impersonal
- Lack of face time with instructors
- Lack of interaction with other students
- More work
- Too much self-discipline/ responsibility needed
- Lack of instruction, lectures, and/or teaching
- I feel alone, isolated, and/or disconnected from the campus

Please select the word that describes you the best:

- Male
- Female
- Other

How old are you?

Are you a parent?

- Yes
- No

I speak a language other than English at home.

- Yes
- No

My last (or current) English class you have taken (or are taking) is:

- ESL 25
- ESL 35/36
- ESL 91/93
- ENG 101/102
- ENG 110/111

My background is:

- White
- Black

- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other/Unknown

I am the first person in my family to attend college.

- Yes
- No

Is there anything else you would like to share about your online learning experiences at Hostos in order to help us improve online education?

Submit

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100%: You made it.

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Appendix 36:
Syllabus Template

Note: This template has been designed by the General Education Committee and has been reviewed and endorsed by faculty across departments. This is a *syllabus template* to use in your course. Please feel free to *add or remove* certain items to adapt this template to your course. However, it is strongly recommended that you retain the yellow highlighted areas in your syllabus.



Of The City University of New York
500 Grand Concourse Bronx, N. Y. 10451

Course Name

Faculty Information

Instructor Name

Office

Office Hours

Phone

Email

Course Description

As it appears in the college catalogue for your course
Include Pre and co requisites as appears in the college catalogue

Course Meetings

Section:

Lecture Meeting Days/Times

Lab Meeting Days/Times (if applicable)

Course Books

Include Title, author, edition, year and ISBN

Optional Section: **Additional Required Course Materials**

Example: The following copyrighted materials are the sole property of the instructor and are available on blackboard free for students enrolled in this course only.

Grading Criteria

Grading scales (A-F) and/or breakdown of grading percentages for course work (i.e. attendance, assignments, journals, papers, exams, etc.).

For example:

1. Test 1 10%, Test 2 30%, Test 3 10%, Test 4 50%
2. A = 93-100, A- = 90-92, B+ = 89-89, B = 83-86, B- = 80 – 82, C+ = 77-79, C = 70-76, D = 60-69, F = 00-59

Lecture Outline

Show students when: Concepts will be covered in class, assignments and papers are due, exams will be administered and if there are special dates like a Monday schedule on a Wednesday.

Student Learning Outcomes

List what students will be able to do upon the completion of the course.

Teaching Methods

Provide a list of methods used to disseminate information that help students learn course material.

For example:

1. Audiovisual presentations and handouts.
2. Classroom lectures, discussions and demonstrations.

Classroom Policies

Tell students about your expectations regarding classroom interactions and professional behavior.

For example:

1. Cell phones and beepers must be turned off or placed on “vibrate” mode when in the classroom.
2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
3. Unruly and/or disruptive behavior may be subject to disciplinary action.
4. Students who interrupt the educational process will be dismissed from the class and referred to the Disciplinary Committee to determine if negative incentives or additional sanctions, including suspension or dismissal from the program, are warranted.

Course Requirements

Tell students what they need to succeed in the course. These requirements go beyond the textbook, and lab equipment, and can reference prior knowledge or skills that will be built upon.

For example:

The student must have access to the internet, including an active Blackboard account. Blackboard will be used for communication and posting course materials, assignments and web site links.

Student Responsibilities

Demonstrate the prior knowledge, emotional intelligence and skills students should have; behavior students should exhibit and standards you expect from students for the course.

For example:

1. Use Blackboard and keep Hostos email accounts active.
2. Keep Hostos email accounts accessible for new mail. Check and empty email periodically.
3. Communicate with faculty using their *Hostos email*.
4. Come to class on time.
5. Perform all lesson objectives, activities and reading assignments.
6. Complete and hand in all written assignments on or before their due date.
7. Demonstrate proficiency with all homework and written assignments.
8. Demonstrate a significant amount of critical thinking and analysis. Therefore, the student's quantity and quality of participation will be factored into the grade.

Use of Electronic Devices

Give your expectation and tolerance level for the use of electronic devices during class time.

For example:

1. Cell phones and beepers must be turned off or placed on "vibrate" mode when in the classroom.
2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
3. Unruly and/or disruptive behavior may be subject to disciplinary action.
4. Students who interrupt the educational process will be dismissed from the class and referred to the Disciplinary Committee to determine if negative incentives or additional sanctions, including suspension or dismissal from the program, are warranted.

Attendance Policy

Clarify the attendance policy and ways that attendance is factored into the grade for the course.

For example:

1. All classes are mandatory.
 2. If a student is absent from more than 15% of the classes the instructor may lower the grade or fail the student for excess absences.
-

Lateness Policy

Clarify the lateness policy and ways the policy is integrated into the grade for the course.

For example:

1. Students are required to come to class on time.
2. Three latenesses will be counted as one absence from class.

Academic Integrity

Provide a statement telling students that cheating is not tolerated.

For example:

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided within the College Catalogue: http://www.hostos.cuny.edu/sdem/student_life_aip.html . Students are responsible for upholding the academic integrity of the program by not participating either directly or indirectly in acts of cheating and by discouraging others from doing so. Students' responsibilities include, but are not limited to, the following.

No student shall:

1. Give or receive any assistance or communicate in any way with another student while an examination is in progress.
2. Use unauthorized notes, books or other materials during an examination.
3. Attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.
4. Procure or distribute answers to examinations in advance.

Written Assignments

Provide instructor expectations regarding writing assignments.

For example:

1. Written assignments must be the product of the student's own research.
2. No student shall submit work that has been written by someone else or copied from an outside source.
3. No student shall submit work that has been previously submitted in either whole or part for academic credit. This is termed "self-plagiarism."
4. Late assignments may not be accepted; if accepted, points will be deducted.
5. Students who engage in academic dishonesty will receive a grade of zero for the assignment.

6. All violations of the academic integrity policy shall be referred to the Disciplinary Committee to determine if negative incentives or additional sanctions - including suspension or dismissal from the program - are warranted.
 7. HCC Library offers workshops and provides assistance on how to avoid plagiarism.
-

Examination Policies

Make explicit the expectations and standards of conduct during testing periods.

For example:

1. No student may remove an exam from the classroom under any circumstances.
2. Exams are timed; they must be completed within the stated time frame.
3. Students who arrive late for an exam will not receive extra time to complete the exam.
4. No credit will be given for questions left unanswered regardless of the reason.
5. Students are responsible for correctly completing all test answer sheets.
6. When using a scantron answer sheet, a number “2” pencil must be used to fill in the bubbles.
7. No credit will be given for incompletely erased answers or blanks on a scantron.
8. All requests for make-up exams will be determined by the instructor, based upon the merits of the request, on a case-by-case basis. *Submitting a request for a make-up exam does not guarantee that permission will be granted.*

Tutorial and Counseling Services

Provide information about the Hostos Academic Learning Center and the Counseling Center to support the development of student mastery in the course and in life.

For example:

The Hostos Academic Learning Center (HALC), located in C-596, is a complete learning environment that allows students to receive the academic help they need in a setting that is rich in resources and supports academic success. Throughout the academic year, HALC schedules activities that focus on the skills development of students, including tutorial support, self-guided tutorials, Basic Skills Preparatory workshops, and in-center workshops, some of which are offered through the Writing Center.

Hostos Counseling Center offers a variety of services in English, Spanish, French and German, including individual and group counseling, crisis intervention, consultations and referrals to on- and off-campus resources. Please call (718) 518-4351 if you are in need of any counseling support.

Students with Disabilities

Expose students to the policy and college contact information for Accessibility Resource Center.

The [Americans with Disabilities Act](#) (ADA) prohibits discrimination based on disability and requires the College to be physically and programmatically accessible. Beyond the basic requirements of the ADA, Section 504 of the Rehabilitation Act and New York State and New York City statutes, the college has created an office, Services for Students with Disabilities (SSWD) that provides services to help each student with a disability maximize his or her potential for success. Based on an intake interview and documentation provided by a student, a variety of accommodations may be provided to assist qualified students to attain their academic objectives. Intake and counseling are provided in English and Spanish. As provided within the College Catalogue <http://www.hostos.cuny.edu/sswd/txt/html/geninfo.html>.

As required by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities.

If you have a disability that requires accommodations, contact the

Accessibility Resource Center (ARC)

Raymond Perez, Director

Maria Pantoja, Disability Services Coordinator

Savoy (D) Building

120 Walton Ave, Room D-101L

Bronx, NY 10451

Phone: (718) 518-4454

E-mail: mperez@hostos.cuny.edu

mpantoja@hostos.cuny.edu

If you are already registered with Accessibility Services and have a letter from them verifying that you are a qualified student with a disability, please present the letter to the instructor as soon as possible. The instructor will work with you and Accessibility Services to plan and implement appropriate accommodations

Appendix 37:
**Calendar of Professional Development
Assessment Activities**

Assessment Professional Development Sessions

Month/Year	Topic/Purpose	Facilitators
October 2013	Kickoff workshop to introduce course assessment matrix	Assessment Committee, & Academic Affairs, & OIRSA
December 2013	Check in workshop to first check that faculty chose their SLO's and aligned them with Gen Ed SLO's and their respective PLO's. As well as aid them in understanding how to collect their data	
January 2014	Faculty to wrap up their collection of data and aid them in writing up their implementation. In conjunction with this workshop	
January 2014	Kickoff workshop for Spring 2014 Course assessment faculty	
March 2014	Mid-semester check in like the one executed in December 2013	
April 2014	Chairs, Coordinators and Directors meetings was dedicated to training faculty on Program-level Assessment	
June 2014	Wrap up workshop for the Spring 2014 CA	
June 2014	Feedback seminar for all faculty who completed their CA matrix	
AY 2014-2015	The Assessment Committee did not offer professional developments. The Committee collected any outstanding CA matrix and provided faculty feedback. More attention was, also, given to APR's at this time	Assessment Committee
March 2015	Chairs, Coordinators and Directors meetings was dedicated to Program Learning Outcomes training	Academic Affairs
March 2016	Special Guest: Allen Richman who spoke about strategies for assessing general education	Academic Affairs
November 2016	Special Guest: Allen Richman spoke with general education	Academic Affairs

14.2 Recommendation

OIRSA and OAA have collaborated to offer professional development related to outcomes assessment. The Assessment Committee offered assessment workshops during the semesters and intersessions to prepare faculty who were conducting course-level assessments. Additionally, in 2015 and 2016 OAA dedicated a few (), understanding program learning outcomes and curriculum maps (4/2016), and preparing for conducting program learning outcomes assessment (2/2017). OAA hosted an external assessment consultant (4/2016 and 11/2016) who visited the campus to share strategies with faculty about conducting general education assessment. SPA Day (CTL) and Bronx Ed Tech Showcase (Ed Tech) are additional conference-style, opportunities for faculty to learn about or present their experiences related to measuring student learning outcomes and using the results to make course level improvements.

Appendix 38:
2017-2022 Strategic Plan Committee

2017-2022 Strategic Plan Committee

	FIRST NAME	LAST NAME	TITLE	DEPARTMENT
1	David	Gómez	President	President's Office
2	Christine	Mangino	Provost	Academic Affairs
3	Esther	Rodríguez-Chardavoyne	Senior Vice President	Administration & Finance
4	Nathaniel	Cruz	Vice President	SDEM
5	Evelyn	Fernández-Ketcham	Program Director	CEWD
6	Ernest	Ialongo	Professor	Behavioral & Social Sciences
7	Piotr	Kocik	Director	OIRSA
8	Ana	Martínez	Vice President	Institutional Advancement
9	Dolly	Martínez	Deputy to the President/AVP	President's Office
10	Amaris	Matos	Director	Academic Affairs
11	Analilia	Méndez	Student	
12	Carlos	Molina	Vice President	CEWD
13	Lillian	Morales	Executive Assistant to the VP	SDEM
14	Nelson	Nuñez-Rodríguez	Associate Professor	Natural Sciences
15	Salim	Rayman	Professor	Dental Hygiene
16	Johana	Rivera	Associate Dean	SDEM
17	Adelaida	Rosario	Student	
18	Elisabeth	Sergile	Associate Director	OIRSA
19	Pearl	Shavzin	Administrative Coordinator	Administration & Finance
20	Elisabeth	Tappeiner	Head, Technical Services	Library
21	Anna	Pond	Consultant	President's Office

Appendix 39:
Bronx Beautiful Capstone Course Syllabus

Hostos Capstone Pilot
 HOS 250: Bronx Beautiful
 Pre-req ENG 110; pre/co-req MAT 100 or higher; 42 credits

Course Description: This liberal arts capstone course will engage students in an in-depth study of the Bronx and challenge students to question and re-evaluate their perceptions of the borough. The course will explore questions such as: What reputation does the Bronx have? How did it get this reputation, and is the reputation grounded in reality? Are the needs of the people of the Bronx, in terms of the environment, health, infrastructure and education, met by the resources of the borough? In what ways can we see the Bronx as a beautiful and culturally rich borough? How can we contribute to the shaping of the future of the Bronx? Studying the Bronx from various disciplinary perspectives will enable students to understand how their education can help them become more aware, educated, and involved members of their communities, and therefore empower them to become agents of change.

UNIT 1 : BEAUTY: PERCEPTIONS AND REALITY

Goal: To give students an introduction to the philosophy of concept of beauty. This will then promote a discussion of students' perceptions of the Bronx. Students will investigate and discover how these perceptions are shaped, and begin to think about how they can contribute to changing these perceptions.

Day 1	<u>Introductions and Defining Beauty</u>
	<ol style="list-style-type: none"> 1. Introduction to the class. 2. Freewrite question (choose one): (1) What does "beauty" mean to you? (2) How do we decide what is beautiful/come to know something as beautiful? Write a short narrative explaining how you came to understand one thing (whether it was a person or object) as beautiful. 3. Group Work: Philosophers on Beauty Students will be divided into 4 groups and given short excerpts and, in some cases, images explaining one philosophical school's approach to beauty. They are: (1) Classical (2) Idealist (3) Love, Longing, and Pleasure (4) Use <p>Groups will co-write a summary/explanation of "their" school's ideas about beauty, and write 2 questions for the class.</p> <ol style="list-style-type: none"> 4. Presentations of group work 5. Closing write: Based on what you have read and listened to, in what way has your perception or understanding of beauty changed? What have these ideas contributed to your own notions of beauty? 6. Homework: Read selected chapters of Elaine Scarry's <i>On Beauty and Being Just</i>.

<p>Day 2</p>	<p style="text-align: center;"><u>Interpreting Beauty and Questioning our Perceptions</u></p> <ol style="list-style-type: none"> 1. Discussion of Elaine Scarry's <i>On Beauty and Being Just</i>. 2. What does Scarry say about errors in the perception of beauty? Do we sometimes see the beauty in something we once thought was not beautiful? Students will be given a list of excerpts from the book relating to this topic. This will segue into a discussion about the Bronx as a location that is often not regarded as beautiful. 3. Freewrite: When I say Bronx, you say.... 4. Homework: Students will take 5 pictures of anything in their neighborhood or borough that they deem beautiful ... or not. They will either assert the beauty of the image or object with the words, "This is beautiful," or they will assert the opposite with the words, "This is not." <p>Students will write 100-150 words of text about each picture, justifying their decision and explaining their rationale, drawing on the ideas from classes 1 and 2.</p>
<p>Day 3</p>	<p style="text-align: center;"><u>Presenting Beauty</u></p> <ol style="list-style-type: none"> 1. Students will choose ONE photograph to present to the class, followed briefly by discussion 2. Reflective Writing: In the last class, we discussed how we often remember things in a more beautiful light than we experience them. In what ways do the pictures you have presented today relate to your memory of your neighborhood? What is your Bronx story? How do you remember your experiences in the borough? <p>Student picture-books (all 5 photos with text) will be collected and/or portfolio'd.</p> <ol style="list-style-type: none"> 3. Homework: Students will review a series of photos from <i>The Beautiful Bronx 1920-1950</i> and read the introduction to <i>The Bronx</i> by Evelyn Gonzalez. They will then write a brief paragraph in response to the following: <p>In light of the photos we have seen of the Bronx, both from the mid-20th century and the photos the class has taken, what assumptions can you make about the history of the Bronx?</p>
<p>Day 4</p>	<p style="text-align: center;"><u>History and Perceptions</u></p> <ol style="list-style-type: none"> 1. Discussion of the Gonzalez text. What surprises you about the history of the Bronx? Why? 2. Introduce perceptions and representations of the Bronx in the media.

	<ol style="list-style-type: none"> 3. After we discuss student perceptions of the Bronx, we will discuss images of the Bronx from the first half of the 20th century that students studied for homework. They will be asked to discuss how the concept of beauty in the Bronx has changed over time. 4. Show clips of <i>Fort Apache</i>. How does this representation resonate with your own perceptions, the photographs we have seen and the history we have read? 5. Closing write: What are you beginning to see about the relationship between perception and reality? 6. Homework: Read article about community's response to the film <i>Fort Apache</i> and an article about the rebranding of the Bronx. How are Bronx community members trying to shape and refashion perceptions of the Bronx?
<p>Day 5</p>	<p style="text-align: center;"><u>A Beautiful Future</u></p> <p>1. Laptops will be brought to class and students will be given a list of websites of community groups in the Bronx working to beautify the borough. Class discussion will focus on the future directions of the Bronx and how these groups are working to change both perceptions and realities about the borough.</p> <p>Contribution to Final Project: Students will compile a photo journal of their neighborhoods with a brief essay discussing how/why the photos in their journal represent or do not represent beauty. They will use at least two of the philosophers we discussed in class to frame their discussion of beauty in their neighborhoods. They will also consider why someone else may or may not perceive the images in the same way.</p> <p>Other possible/optional assignments: <i>Village of Murals:</i> Students will participate in a walking tour of murals in Hunts Point. This could be done as a class, particularly if we can arrange with/contact the guide who did it in 2012. (We should be able to do this through contacting the community group The Point, or the Municipal Art Society of New York.) Students could be given the <i>Daily News</i> article about the tour in advance.</p> <p>One possible assignment: Students take pictures of the murals, and then either individually or in teams with others, choose the ONE mural as the most beautiful (like a beauty pageant). Student(s) would present their “case” for the mural they have chosen. This could be organized as a debate, with an outside faculty member serving as the judge, awarding a prize to the group or student who makes the most persuasive case for their mural.</p>

UNIT 2: ARTS AND CULTURE OF THE BRONX

Goal: To introduce students to the cultural assets of the Bronx by looking at the historical trajectory from Salsa/Mambo Music and Hip-Hop, and Bronx artists.

Day 6	<u>Overview of Bronx Cultural Assets</u>
	<p>The Bronx has a variety of organizations that run or own spaces or theaters that are open to the public from which art is presented. What do these places offer? And what is their relationship to Bronx today?</p> <ol style="list-style-type: none"> 1. Opening Activity: What is your experience of art and culture in the Bronx? When you think of art and culture in the Bronx what comes to mind? 2. Where does art live? <ol style="list-style-type: none"> a. Museums/Galleries b. Performing Arts Spaces c. Public Gardens d. Historic Homes 3. Homework: Watch the documentary <i>From Mambo To Hip Hop</i>.
Day 7	<u>Mambo to Hip Hop: Art is Born in the Bronx</u>
	<ol style="list-style-type: none"> 1. Opening discussion <ol style="list-style-type: none"> a. Describe your experience with watching the documentary <i>From Mambo to Hip Hop</i>? b. Write down two things you learned from the film about music in the Bronx and share them with a partner. 2. An Historical Overview of traditions of Salsa and Latin Music in the Bronx and their connection to Hip Hop. 3. Homework: <ul style="list-style-type: none"> - Read the Q&A with Jeff Chang, Hip-Hop Journalist and Historian, author of <i>Can't Stop, Won't Stop</i>

<p>Day 8</p>	<p style="text-align: center;"><u>Hip-Hop: The Elements of Hip-Hop; From the Bronx to the World</u></p> <p style="text-align: center;"><u>An Art Form that Starts in the Bronx Impacts the Greater Culture</u></p> <ol style="list-style-type: none"> 1. Discuss the elements of Hip-Hop and the pioneers and contemporary artists in the 4 or 5 basic elements of hip hop. <ol style="list-style-type: none"> a. DJing b. Rapping c. B-Boyin' and B-Girlin' d. Graffiti e. Fashion 2. Discuss the issues raised in the Jeff Chang article. 3. Homework: Find 4 Bronx artists and be prepared to discuss them in class.
<p>Day 9</p>	<p style="text-align: center;"><u>Beyond Hip-Hop – The Arts in the Bronx Today</u></p> <ol style="list-style-type: none"> 1. Class Exercise: Harvest all the artists that the students found and make a list on the Blackboard. Then have an open discussion about who they discovered. What conclusions can you draw about contemporary Bronx art and artists? In what ways do they fit with the traditions we have just studied? 2. Revisit the questions at the beginning of the arts section. What is your experience of art and culture in the Bronx? When you think of art and culture in the Bronx what comes to mind? Were there shifts? <p>Contribution to Final Project: Research two Bronx artists. Discuss the artists' individual contributions to art in the Bronx, as well as their own impressions of the art and how learning about these artists has shaped or changed their understanding of the Bronx as a center of art.</p>
<p><u>UNIT 3: THE BRONX AND THE NATURAL ENVIRONMENT</u></p> <p>Goal: To expand students' personal views of their communities and natural environments. This wider perspective will help students to understand what it takes to live healthy lives in harmony with the environment. The unit will help student to understand how knowledge of nature and their local environment influences decisions regarding their personal lives and well-being.</p>	

<p>Day 10</p>	<p style="text-align: center;"><u>An Introduction to Nature in the Bronx</u></p> <ol style="list-style-type: none"> 1. Opening activity: Student pair up to talk about public open spaces they know and/or are aware in their neighborhoods. They will produce a list of these places and their locations 2. Nature “hot spots” in the Bronx <ol style="list-style-type: none"> a. Parks (5 major parks supported by the NY Parks Conservancy) b. Bronx River (recovery efforts) c. Nature educational institutions <ol style="list-style-type: none"> i. The New York Botanical Garden ii. The Bronx Zoo <p>Post-activity: Individually, revisit the list of public open spaces generated earlier and classify those areas according to the categories learned in class. Hand sheet to instructor for comparison with previous list.</p>
<p>Day 11</p>	<p style="text-align: center;"><u>An Introduction to Nature in the Bronx, continued</u></p> <ol style="list-style-type: none"> 1. Urban gardening alternatives in the Bronx <ol style="list-style-type: none"> a. Community gardens b. Green roofs c. Vertical walls 2. Video screening followed by discussion on new alternatives of greening up urban areas in a sustainable way. 3. Writing activity: Students write independently about the theme of the day. 4. Assignment for next class: Read section 101 of The National Environmental Policy Act [attached] and be prepare to discuss it in class.
<p>Day 12</p>	<p style="text-align: center;"><u>Environment and Quality of Life in the Bronx</u></p> <ol style="list-style-type: none"> 1. Environmental Policy – reading and interpretation of section 101 of the National Environmental Policy Act 3. Environmental Reality [Instructor discusses the facts about the following topics using PowerPoint] <ol style="list-style-type: none"> a. Air quality b. Water quality c. Soil quality d. Pollutants 2. Group activity: Are Bronx open areas properly protected? Do you think the current environmental conditions of the Bronx can be changed? How?

<p>Day 13</p>	<p style="text-align: center;"><u>Environment and Quality of Life in the Bronx, continued</u></p> <ol style="list-style-type: none"> 1. Video: Pollution [choices: <i>The City of Dark</i> (2011), Ian Cheney; <i>Tapped</i> (2009), Stephanie Soechtig and Jason Lindsey] 2. Environment and health [link video content to lecture] <ol style="list-style-type: none"> a. Asthma b. Cancer c. Allergies 3. Writing activity: From the ideas presented in the video and lecture discussed earlier. 4. Assignment for next class: Visit one of the beautiful natural environments in the Bronx.
<p>Day 14</p>	<p style="text-align: center;"><u>Discussion of Field Trip</u></p> <ol style="list-style-type: none"> 1. Oral presentation about the field site. Students talk briefly about the field site they visited. They will highlight one good attribute of the site and how they would use it to educate others. 2. Report: Students will prepare a 4-page report of their field trip [detailed guidelines will be provided the previous class] <ol style="list-style-type: none"> a. Compare and contrast man-made environments and natural environments b. Evaluate personal and communal benefits of nature areas when examining health, population, resources, and environmental issues. c. Investigate the effect of public policy decisions on health, population, resources, and environmental issues <p>Contribution to Final Project: Students will select two pictures they have taken during the field trip, preferably two images that inspire contrasting views. Suggested themes: open environment/closed environment; healthy environment/unhealthy environment; desolated area/overpopulated area; bright and shiny/dull and gloomy. They will explain why the two pictures represent these two concepts and propose which one should be preserved and which one changed, and why.</p>
<p><u>UNIT 4: IMPROVING ACCESS TO CARE IN THE BEAUTIFUL BRONX</u></p> <p><u>Goal:</u> Goal: To introduce students to strategies for assessing access to health care through the use of statistical data. In conjunction with the previous unit student will use the gained knowledge to do a quantitative analysis on sample districts from the “Beautiful Bronx”. This overview will help student to understand what is happening in their communities and answer</p>	

<p>questions like, how healthy is my community? Do we have sufficient access to health care, and if not, why not and what can be done about it.</p>	
Day 15	<p style="text-align: center;"><u>Improving Access to care in the Beautiful Bronx</u></p> <p>Discussion: Perceptions and Realities</p> <p>Introduction:</p> <ol style="list-style-type: none"> a. What is health? b. What does good health look like? Who sets the standards? c. What does good health care look like? Who sets the standards? d. What is the role of W.H.O., N.I.H, and C.D.C? e. What is a good hospital? Who sets the standards <p>Assignment: Analyze the Health Services available in District 1.</p> <ol style="list-style-type: none"> a. Population of entire borough b. Population of pre-selected districts c. Population by Race d. Population by Age e. Population by Gender f. Economics of the borough
Day 16	<p style="text-align: center;"><u>Health Care System – Vital Statistics</u></p> <p>Terminology: proportion, ratio, average, morbidity, mortality</p> <p>Students will determine what health issues exist in the borough and the understand the implication for change.</p> <p>Assignment: Using the COWS students will access data from Center for Disease Control (CDC) to document prevalence of disease in the borough and the possible trends. At the end of this assignment student should understand how to determine:</p> <ol style="list-style-type: none"> a. Prevalent health issues b. Rate of morbidity c. Rate of mortality
Day 17	<p style="text-align: center;"><u>Are we meeting the health care needs of the borough?</u></p> <p>Comparison between districts based on a quantitative analysis:</p> <p>Assignment:</p>

	<p>Do we have services to meet the multi-cultural medical needs of the people in the borough?</p> <ol style="list-style-type: none"> Where are the hospitals in the Beautiful Bronx? How many hospital beds are there in the borough vs. how many are used? Average daily census <p>In each district students we will compare the population to, number of hospitals, hospital beds, number medical doctors, and other health care personnel.</p> <p>Visit the Emergency Room of one of the following Bronx hospitals – Lincoln Bronx Lebanon, or Montefiore and make the observations from our list, What does a good hospital look like?</p> <p>Observe, observe, observe!</p>
Day 18	<p><u>Are we meeting the health care needs of the borough? (continued)</u></p> <ol style="list-style-type: none"> How many hospital beds are there in the borough vs. how many are used? Average daily census <p>In each district students we will compare the population to, number of hospitals, hospital beds, number medical doctors, and other health care personnel/</p> <ol style="list-style-type: none"> What do these numbers mean? How do these scores compare to other hospitals? <p>NYC Planning Dept web page for community planning district demographics: http://www.nyc.gov/html/dcp/html/neigh_info/nhmap.shtml</p> <p>Minority aging population in 2010 census: http://www.census.gov/newsroom/minority_links/minority_links.html</p>
Day 19	<p><u>Comparing the Bronx to the rest of NYC</u></p> <p>Assignment: Students will be given a pre-selected district from another borough and do a quantitative analysis They will make a comparison between districts based on a quantitative analysis. How many hospitals? How many beds per hospital? How many beds per district?</p> <ol style="list-style-type: none"> What do these numbers mean? How do these scores compare to other hospitals? <p>Which elected official should we share our findings with? Name the elected officials, their political party and the district that covers your community.</p>

	<ul style="list-style-type: none"> a. Name of Name of NYS Senator b. Name of borough President c. NYS Assemblyperson d. NYC Councilperson e. US Congressperson
Day 20	<p>Contribution to final project: Students will prepare a report on the status of health in their community highlighting the strengths and needs of the available healthcare in their communities. They will also write a cover letter to this report addressed to one of the community's elected officials in which they advocate for the necessary changes.</p> <p>Students will present their reports on day 20.</p>
<p><u>UNIT 5: URBAN DEVELOPMENT AND PLANNING UNIT</u></p>	
<p>Goal: To introduce students to and develop their understanding of the planning and development of the Bronx's infrastructure. This unit is aimed at helping students understand what is necessary to the creation of a community, and how those decisions shape their neighborhoods and personal lives.</p> <p>Pre-reading: Introduction to Urban Planning</p>	
Day 21	<p><u>An Introduction to Infrastructure: what is it, where did it come from, or was it always there?</u></p> <ol style="list-style-type: none"> 1. Discussion: defining infrastructure. 2. Discussion of infrastructure in the Bronx <ul style="list-style-type: none"> a. Housing b. Transportation c. Communication d. Energy e. Water f. Government g. Business h. Healthcare and education, i. Culture 3. In-class Activity – challenge students to list all the components of infrastructure within a 2-block radius of their homes. Then ask: Where did it come from? How did it get there? Who put it there? Who decided? How can we answer these questions?

<p>Day 22</p>	<p style="text-align: center;"><u>Origins of the Bronx's Infrastructure</u></p> <ol style="list-style-type: none"> 1. Discussion – where did the infrastructure in the Bronx come from? <ol style="list-style-type: none"> a. Hostos Community College Guest speaker – authority on Hostos history b. The Grand Concourse – history, design and meaning [video] c. Robert Moses – who was he? d. The Cross-Bronx Expressway – Selected readings from <i>The Power Broker: Robert Moses and the Fall of New York</i> - Chapters 37 & 38. 2. In-class Activity – identify an element of the infrastructure in their neighborhoods they would like to learn a bit more about. The question has to be framed in terms of ‘where are we going,’ and find out!
<p>Day 23</p>	<p style="text-align: center;"><u>Where is the Bronx Headed?</u></p> <ol style="list-style-type: none"> 1. Discussion – What does the Bronx look like today? What projects are on the horizon? <ol style="list-style-type: none"> a. Hostos Community College b. The Grand Concourse c. Other plans and initiatives for the borough
<p>Day 24</p>	<p>Student Presentations/Contribution to Final Project</p> <ol style="list-style-type: none"> 1. Student short report presentations – Where is the Bronx headed in terms of urban development and planning? 2. Where are we going? Students will be asked to identify an area of need in infrastructure in their neighborhoods and propose an urban development project to remedy the challenge. Proposals will make use of pictures, videos, interviews, etc.
<p><u>UNIT 6: EDUCATIONAL OPPORTUNITIES AND INNOVATIONS IN THE BRONX</u></p> <p>Goal: To understand the importance of education, and master the basic research tools to find statistical data relating to education issues on the Internet, and be able to conduct research about educational opportunities in the Bronx and beyond.</p>	

<p>Day 25</p>	<p style="text-align: center;"><u>The Importance of Education: A Brief Survey of the Status of Education in the Bronx</u></p> <ol style="list-style-type: none"> 1. Opening discussion based on readings: Why is education important? <ol style="list-style-type: none"> a. Job opportunities b. Personal development c. Knowledge is power, and is the key to improve the world 2. Latest data about the status of education in the Bronx as compared to the rest of New York City and the U.S. <ol style="list-style-type: none"> a. The highest education level attained (population age 25+) for Bronx county, NY, Year 2010 b. Education enrollment (population age 3+) for Bronx county, NY , Year 2010 3. Reading and discussion of two articles: <ol style="list-style-type: none"> a. "Bronx High School Students Go Entire Semester With No Math or English" b. "90 percent of high school students in five Bronx neighborhoods not ready for college-level work, new analysis finds"
<p>Day 26</p>	<p style="text-align: center;"><u>Analysis and Discussions</u></p> <ol style="list-style-type: none"> 1. Possible causes of the lack of education in the Bronx <ol style="list-style-type: none"> a. Economic (cf. tuitions for various colleges) b. Motivation 2. Reading of article: "Study: Minority, Low-Income Students Lack Adequate Access to Educational Opportunities" 3. Watch the video clips of the ABC interview of the principal and a student from HERO high school 4. What is your plan for future career? <p style="margin-left: 40px;">For parents: what would you like your children to pursue in their study?</p> <ol style="list-style-type: none"> a. What areas of interests? b. What highest education level?

<p>Day 27</p>	<p style="text-align: center;"><u>Educational Opportunities in the Bronx</u></p> <p>1. Education facilities and opportunities in the Bronx</p> <ul style="list-style-type: none"> a. <i>Colleges</i> in the Bronx b. <i>High schools</i> in the Bronx c. <i>Specialized high schools</i> in the Bronx d. <i>Bronx Educational Opportunity Center</i> <p>Contribution to Final Project: Students will have a choice.</p> <ul style="list-style-type: none"> a. Research where they would like to continue studying after graduating from Hostos. b. For those who have school-age children: consider to which Bronx schools they would send their children.
<p>Day 28: Class Project Presentations</p>	

Appendix 40:
Hostos Compact Investment Plan, 2014-2015

<i>Mission One: Academic Excellence</i>	#	Faculty Positions	PS Regular	Adjuncts	Temporary Service	Fringe Benefits	OTPS	Total
Academic Advisement: Academic Advisor	1		41,623			17,898		59,521
Academic Technology: IT Academic Technology Spc.	1		52,776			22,694		75,470
Academic Affairs: CUNY Off. Asst.	2		60,174			25,875		86,049
EdTech Initiatives, Science Workshops				73,500		9,555	0	83,055
Library : Circulation Aide					20,000	2,600		22,600
Program Development(Food Studies), CTL							141,400	141,400
Smart Classrooms							149,301	149,301
								0
Total Mission One	4	0	154,573	73,500	20,000	78,621	290,701	617,395

Mission Two: Maintain Integrated System/Facilitate Articulation

Coaching Unit: Academic resource Center Spec.	8		370,416			159,279		529,695
Enrollment Registrar Coordinator	1		53,023			22,800		75,823
Tutors & College Assistants					90,000	11,700		101,700
CUNYfirst help desk/support					200,000	26,000		226,000
Marketing & Publications, Supplies, Equipment: computer, telephone, printer							62,000	62,000
Point of Sale e-Commerce (Blackboard)							60,000	60,000
								0
Total Mission Two	9	0	423,439	0	290,000	219,779	122,000	1,055,218

Mission Three: Expanding Access

Textbooks							89,000	89,000
Tuition waivers							74,000	74,000
Workstudy							80,000	80,000
Veteran's Emergency Loan							9,000	9,000
Institutional Advancement: Development Officer	1		95,000			40,850		135,850
Institutional Advancement: Development Specialist	1		55,782			23,986		79,768
Labor Relations: CUNY Office Assistance	1		30,187			12,980		43,167
Affirmative Action: CUNY Office Assistance	1		30,187			12,980		43,167
Conference Center: Admin. Spec.	1		44,552			19,157		63,709
IT: Replacement Network Switch							48,504	48,504
								0
Total Mission Three	5	0	255,708	0	0	109,954	300,504	666,166

Mission Four: Remaining Responsive to the Urban Setting

Workforce: Readiness Coordinator	1		46,302			19,910		66,212
Campus Safety Asst Asst. Director	1		75,000			32,250		107,250
Senior St. Engineer	1		113,817			48,941		162,758
Replace Chalkboards with LCS			0			0	25,000	25,000
								0
Total Mission Four	3	0	235,119	0	0	101,101	25,000	361,220

Grand Total Programmatic Initiatives	21	0	1,068,839	73,500	310,000	509,456	738,205	2,700,000
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TOTAL FY15 COMPACT FUNDING

2,700,000

Appendix 41:
General Budget Allocation
Process for CUNY

General Budget Allocation Process for CUNY

Each year, the University submits a tax-levy budget request to New York State composed of the mandatory (base-line needs) and the programmatic request for increases for the operating budget.

- The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits, energy, and operating costs for new buildings.
- The programmatic request is based on University program initiatives outlined in the Master Plan and is developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives.

The state budget includes an appropriation for special revenue accounts, including the Income Fund Reimbursable Account (IFR), the City University Tuition Reimbursement Account (CUTRA) (for senior colleges only), and the City University Stabilization Account.

- The IFR is made up mostly of self-supporting adult and continuing education programs. Colleges can spend what they collect. The IFR programs, however, are subject to a 12.0% cost recovery target.
- The CUTRA account enables the senior colleges to roll over into subsequent fiscal years excess tuition revenue. It gives senior colleges the ability to plan better for the use of additional revenue and, in effect, grants the senior colleges additional appropriation authority albeit limited due to the non-recurring nature of these resources.
- The Stabilization account enables the colleges and University to carry-over into subsequent fiscal years unexpended tax levy appropriations.

The tuition revenue budget is appropriated by the state to CUNY as a lump sum, and then distributed by CUNY to the campuses. Lump sum allocations include child care, collaborative programs with the NYC Department of Education, Coordinated Undergraduate Education, language immersion programs, SEEK, and services for the disabled. Throughout the year, the colleges may receive additional allocations for various miscellaneous items. For the community colleges specifically, the University requests increases to state aid on an annual basis. Funding for mandatory increases and special programs for community colleges come from the Office of the Mayor of the City of New York.

Items that are paid for centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf. However, energy budgets are now allocated to the colleges. The colleges have the opportunity to generate additional operating funds by achieving savings. Savings remain with the campus; conversely, deficits must be funded within college budgets.

All other sources of funding (grants managed by the Research Foundation of the City University of New York, funds raised by the college foundations and/or auxiliary services) are separate and not managed by the University.

The University gives the colleges their own customized pieces of the overall CUNY audited financial report and the A-133.

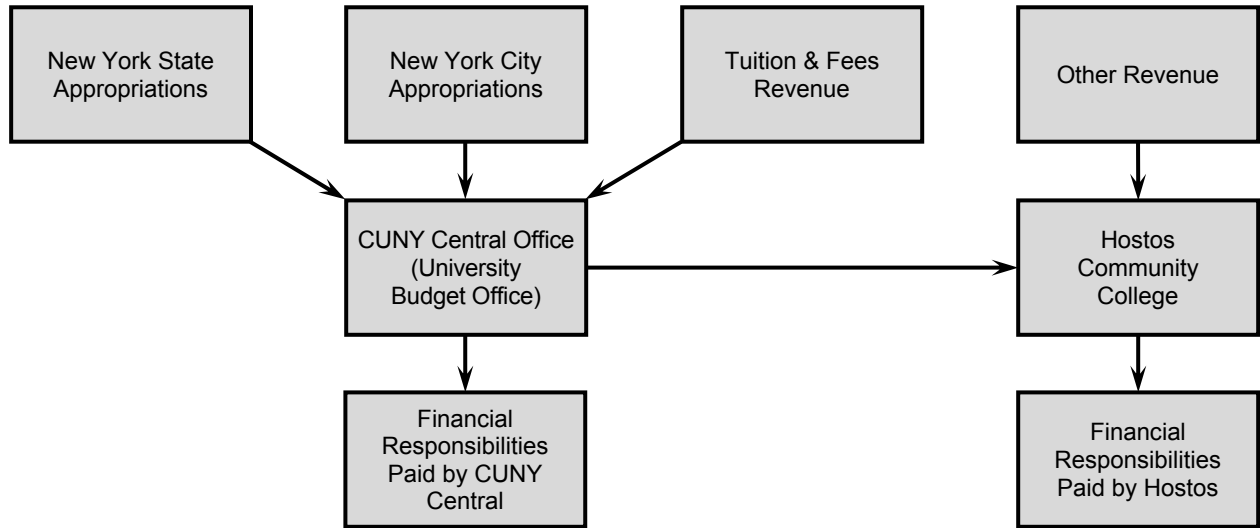
Appendix 42:
**CUNY Community College
Funding Process and Timeline**

CUNY Community College Funding Process and Timeline

July–October	November–December	January–March	April–June
<ul style="list-style-type: none"> • Call letter from Chancellor to College Presidents • College Presidents submit college priorities for consideration by University • University consults with faculty and student governance organizations regarding groups’ budget priorities and concerns • University prepares draft overview of Request and consults with Council of Presidents and Board Committee on Fiscal Affairs 	<ul style="list-style-type: none"> • Draft Budget Request is presented to the Board of Trustees Fiscal Affairs committee for review and consideration • Board hearing is held on draft Request • Full Board considers Budget Request • Board-approved Budget Request is formally transmitted to City and State Executive branches for consideration 	<ul style="list-style-type: none"> • State releases Executive Budget Recommendations • City releases Financial Plan and Preliminary Budget • Testimony on impact of NYS Executive Budget recommendations before NYS Senate Finance and Assembly Ways and Means Committees • Testimony on impact of NYC Financial Plan and Preliminary Budget before NYC Council Finance and Higher Education Committees and Borough Presidents 	<ul style="list-style-type: none"> • April 1 is State deadline for budget adoption • April 26 is deadline for release of City Executive Budget recommendations • Testimony on impact of NYC Executive Budget before NYC Council Finance and Higher Education Committees • June 5 is deadline for adoption of City Budget

Appendix 43:
Flow of Funds Chart

Flow of Funds



Appendix 44:
Hostos Budget Timeline

Hostos Budget Timeline

Date	Activities
April-May (Previous FY)	<ul style="list-style-type: none"> • VP of Administration and Finance meets with individual division vice presidents to begin conversation on the new fiscal year budget. Division VPs provide a list of anticipated vacancies, OTPS needs, and special initiatives they are looking to fund as part of strategic initiative operational planning • VP of Administration consolidates requests and has a discussion with the college President
July 1	Start of Fiscal Year
July/August	<ul style="list-style-type: none"> • The college receives its budget allocation from CUNY Central Office. • The college budget allocation is reconciled against the requests received from divisions and annual operational plans. The Budget Office compiles the allocations for each Division. • The President gives final approval of budget allocations
August	<ul style="list-style-type: none"> • VP of Administration and Finance, and Budget Director have individual meetings with division VPs to provide information on allocations, including full-time staff, temp services, adjuncts, and OTPS. These allocations would include any special initiatives approved by the President as part of operational plans • Following individual meetings with Division heads, the Budget Office and division liaisons work together to outline how individual allocations for each unit/ department will align with the division allocation
September	<ul style="list-style-type: none"> • The financial plan is developed for submission to the University
Ongoing	<ul style="list-style-type: none"> • Division liaisons work with the Budget Office to ensure spending is aligned with their division's allocation.

Note: 1) For details on how budgeting is linked to planning and assessment, see Section 6.

2) This budget timeline is a general outline. The actual timeline is dependent on when the budget allocation is received from the CUNY Central Office.

3) "Division liaisons" are the individuals designated in each division to manage the divisional budgets

Appendix 45:
Strategic Plan Dashboard

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing
Goal 1: Integrated Teaching and Learning Programs and Supports

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15	2015-16
1. First year retention of First-Time Full-Time Freshmen in Associate Programs will reach 75%	64.7% (F11 Cohort)	67.2% (F12 Cohort)	60.5% (F13 Cohort)	60.5% (F14 Cohort)	68.0% (F15 Cohort)
Fall-to-Spring retention of of First-Time Full-Time Freshmen in Associate Programs	84.10% (F11 Cohort)	84.50% (F12 Cohort)	80.30% (F13 Cohort)	81.60% (F14 Cohort)	83.2% (F15 Cohort)
<i>Percentage of students fully proficient by the end of the first year (of those initially needing any remediation) (New indicator)</i>	35.00% (F10 Cohort)	35.40% (F11 Cohort)	43.60% (F12 Cohort)	48.22% (F13 Cohort)	47.42% (F14 Cohort)
2. Second year retention will reach 60%	44.2% (F10 Cohort)	42.3% (F11 Cohort)	47% (F12 Cohort)	44.6% (F13 Cohort)	45.5% (F14 Cohort)
<i>Three-year graduation rate (New indicator)</i>	10.30% (F09 Cohort)	11.90% (F10 Cohort)	12.60% (F11 Cohort)	20.60% (F12 Cohort)	20.22% (F13 Cohort) (preliminary)
3. Six year graduation will reach 30%	22.8% (F05 Cohort)	26.3% (F06 Cohort)	29.5% (F07 Cohort)	21.6 (F08 Cohort)	24.2% (F09 Cohort)
<i>Percentage of first-time freshmen transferring to any baccalaureate program within 6 year (New Indicator)</i>	25.10% (F05 Cohort)	28.90% (F06 Cohort)%	29.00% (F07 Cohort)%	27.00% (F08 Cohort)%	26.30% (F09 Cohort)%
5. Transfer rate for liberal arts students who graduate from Hostos and enroll in a 4-year institution for the following fall will reach 55%	54.05% (2010-11 graduates)	52.60% (2011-12 graduates)	57.20% (2012-13 graduates)	54.50% (2013-14 graduates)*	56.20% (2014-15 graduates)*
6. Transfer rate for career students who graduate from Hostos and enroll in a 4-year institution for the following fall will reach will reach 30%	31.60% (2010-11 graduates)	33.20% (2011-12 graduates)	33.20% (2012-13 graduates)	33.80% (2013-14 graduates)*	38.50% (2014-15 graduates)*
<i>Transfer of AA/AS graduates to any CUNY or non-CUNY baccalaureate program within two years after graduation (New indicator)</i>	66.70% (2009-10 graduates)	72.90% (2010-11 graduates)	69.90% (2011-12 graduates)	75.90% (2012-13 graduates)	72.80% (2013-14 graduates)
<i>Mean first-term GPA of transfers into CUNY baccalaureate programs</i>	2.63 (F11 Cohort)	2.64 (F12 Cohort)	2.59 (F13 Cohort)	2.65 (F14 Cohort)	2.67 (F15 Cohort)
7. Transfer rate for non-degree transfer will reach 15% (Percentage of full-time first-time freshmen in associate programs who transferred outside of CUNY within six years of entry without having earned a degree from the college of entry)	11.10% (F05 Cohort)	11.60% (F06 Cohort)	11.90% (F07 Cohort)	14.60% (F07 Cohort)*	14.50% (F07 Cohort)*

*Based on Hostos OIRSA analysis using CUNY OIRA's methodology. Please note: some PMP indicators were no longer tracked by the University starting in AY 2014-15.

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing
Goal 2: Campus and Community Leadership

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
13. Increased student leadership competencies and programs	About 650 students participating in 7 leadership programs	<p>About 650 students participating in leadership programs</p> <p>CUNY Star leadership competencies adopted</p> <p>5 leadership programs with competencies identified (student ambassadors, student orientation services team, emerging leaders program, volunteer corps, athletic leaders organization)</p>	<p>About 670 students have participated in leadership programs.</p> <p>The Leadership Academy added a new program: SOAR - Student Orientation and Advancement Retreat</p> <p>1 additional new leadership programs with competencies identified (leadership training and education program for YMI IMPACT Peer Mentors.</p>	
14. Increased faculty and staff leadership skills and competencies via programs that help them become more effective organizational and community leaders	Over 240 faculty and staff across divisions participate in professional development	<p>Over 325 faculty and staff across divisions participate in professional development</p> <p>70 faculty and staff participate in retreats on leadership development</p>	<p>Over 450 faculty and staff across divisions participate in professional development</p> <p>80 faculty and staff participate in retreats on leadership development</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>15. Increased faculty, student and alumni cross-cultural experiences via expanded study abroad and exchange opportunities, and increased cultural competency offerings at Hostos</p>	<p>1 study abroad (Cuba), 1 local media field study (New England)</p> <p>Numerous arts culture events and exchanges (e.g., "Conversing Bricks" art installation; Chain Reaction performance)</p>	<p>1 exchange (Edinburgh Fringe)</p> <p>Numerous arts culture events and exchanges (e.g., Young Roots Series; Hostos Heritage Lecture Series)</p>	<p>No new study abroad or exchange opportunity</p> <p>Numerous arts culture events and exchanges (e.g. "Dominicans of the Diaspora Seminar"; "Welcome to Arroyo's" stage production)</p> <p>Cultural competency components incorporated in workshops for HPOG program.</p> <p>OAA provided inclusivity training for chairs, coordinators, faculty, HEOs and COAs. The trainings facilitated discussions pertaining to diversity and multiculturalism.</p> <p>2 courses were assessed for Gen Ed Global Citizenship competency.</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
16. Strengthened leadership capacity of Bronx serving nonprofits	<p>26 Bronx Fellows</p> <p>321 Bronx leaders take nonprofit management and fundraising certificate programs</p>	<p>CBNP executive director hired</p> <p>24 Bronx Fellows</p> <p>323 Bronx leaders take nonprofit management and fundraising certificate programs</p> <p>295 Bronx leaders served through CBNP events/trainings</p> <p>373 organizations impacted</p>	<p>Administrative Assistant hired to support work of CBNP.</p> <p>24 Bronx Fellows</p> <p>Developed new strategic plan with nonprofit leadership development and management program component, which will replace certificate program.</p> <p>724 (duplicated) Bronx leaders served through CBNP events/trainings</p> <p>355 (unduplicated) organizations impacted</p>	

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 3: Culture of Continuous Improvement and Innovation

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
17. Planning and assessment processes inform day-to-day activities across campus	1 st annual ops plan	2nd annual ops plan (3 rd in development) Strategic Plan and CUNY PMP aligned	3rd annual operational plan developed and aligned with SP and PMP. Ops Plan online platform in development to better streamline operational planning.	
	2 APR self-studies No non-degree reviews	4 APR self-studies completed, 2 still in process 2 non-degree reviews Standardized non-degree protocol implemented (9 non-APRs using in 2013-14) Highlights of APR changes: <ul style="list-style-type: none"> · Increased outreach to strengthen freshman enrollment (Gerontology) · Strengthened cross-disciplinary content & alignment w/ CUNY skills tests (Lang. & Cog.) 	4 APR self-studies completed, 2 still in process 8 non-APRs completed Highlights of APR changes: Social Sciences external review was completed and based on the results the unit added a math pre-req to their economics courses. Behavioral Sciences, Business Management, Accounting, and Office Technology self-studies (APR) were in progress	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>18. 75% of degree and non-degree programs reviewed</p>		<ul style="list-style-type: none"> Expanded use of technology and supplemental instruction (Mathematics) 	<p>The following programs/departments initiated preparation for APR self-studies to be conducted in 2014-2015: Public Administration, Forensic Science, Health Education, and the Natural Sciences and Humanities departments.</p> <p>Language and Cognition developed two new learning communities by linking courses: ESL 25 + HUM 100 and ESL 35 + SOC 101. A team of faculty met regularly to develop a Reading curriculum.</p> <p>APR: 8 out of 27 (29.6%) Self-studies completed since AY2010-2011 (based on AY2010-2011 to AY2016-2017 review cycle)</p> <p>Non-APR: 8 out of 51 (15.7%) Self-studies completed since AY2013-2014 (based on AY2013-2014 to AY2017-2018 review cycle).</p> <p>Total: 16 out of 78 (20.5%) units have completed self-studies.</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
19. Program review schedule established for next five yrs	No schedule	10 year schedule implemented and maintained for APR and non-APR	10 year schedule for APR and Non-APR updated.	
20. Student learning outcomes, including Gen Ed competencies, infused across all courses and programs	SLOs in 95 courses SLOs in all 29 programs	SLOs in 117 courses Reviews of program SLOs started in Spring 2013 and continue into 2013-14 Highlights of SLO course assessment changes: · MAT 160: Creation of course (MAT 150) · NUR 120: Fine-tuning skills mastery in key areas, including use of electronic data · PHY 210: change in pre/co requisites to improve math foundational skills	SLOs in 173 courses No new developments in AY 2013-14 Highlights of SLO course assessment changes: Gen Ed assessment was conducted for: EDU 101, ENG 225, MAT 150 by Gen Ed Committee. Responsibility for Gen Ed assessment was moved to OAA Assessment Committee.	
21. All Hostos college-level credit-bearing courses will transfer for degree credits at all CUNY four-year institutions consistent with new transfer policies from CUNY's Board of Trustees	No systematized transfer	100% Pathways courses transfer for credit 80 Pathways courses approved (with up to 20 courses scheduled for approval in 13-14)	100% Pathways courses transfer for credit Revisions of articulation agreements started to re-elect pathways and new degree requirements.	
		51 CBO leaders from 29 organizations trained by CBNP/OIRSA in planning and assessment	12 Individuals from 4 organizations trained by CBNP/OIRSA in planning and assessment	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
22. Bronx community-based groups demonstrate increased capacity for planning and assessment	No CBNP planning and assessment trainings	90% indicate will use training to inform institutional practice	Survey not administered because group was too small; CBNP rethinking marketing of planning and assessment training.	

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing
Goal 4: Workforce Development for a 21st Century Economy

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>23. Market and degree environmental scanning (ES) institutionalized (conducted periodically)</p>	<p>Hostos considers different models for ES</p> <p>ES on workforce development – informs thinking on CEWD programs and staffing</p> <p>ES to consider additional Allied Health programs – finds demand for occupational and physical therapy assistant training, considering new certificate and degree pathway programs</p>	<p>Hostos considers consultant recs to improve ES</p> <p>ES to consider additional Food Studies programs – finds demand for training, considering new degree</p>	<p>Hostos engaged as partner in BX-wide collective impact projects (funded by J.P. Morgan Chase) that contain strong ES components.</p> <p>Hostos engaged as partner in "Bronx Corridors of College Success" project (aimed at revitalizing the South Bronx by increasing high quality post-secondary access and completion) that contains strong ES components.</p> <p>Based on ES, the Division of Academic Affairs developed and approved a Food Studies degree program, initiated planning for a dental/assistant option, and implemented a community health-worker pathway to degree.</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
	<p>ES on digital music conducted as part of Next Note conference on state of jobs and what is needed</p>		<p>SDEM has identified 271 potential current students that might be eligible for the Food Studies Program. Admissions Office has received inquiries about the Food Studies Program, follow up will be done in the upcoming weeks. Will be scheduling a Counselor Luncheon with high schools identified as potential feeders. Once state approval is received, will be collaborating with OAA for marketing campaign.</p> <p>Based on ES, the Gerontology and Office Technology programs created curricular changes, which included employer input.</p>	
<p>24. Credit and non-credit programs responsive to labor market and higher education trends – using environmental scanning information and other higher education data</p>	<p>No systematized ES</p>	<p>ES infused in APR and non-APR, other ways to do ES also under consideration</p>	<p>ES component was incorporated into the SWOT analysis for 4 out of 8 (50%) of the Non-APR units. ES Component was not incorporated into any of the reports for APR units.</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>25. 100% of degrees offer career preparedness/placement supports and/or experiential learning opportunities</p>	<p>284 students participate in coop ed</p> <p>8 degrees (28.6% of all degrees) offer</p>	<p>286 students participate in coop ed and service learning</p> <p>10 degrees (35.7% of all degrees) offer</p>	<p>332 students participate in coop ed and service learning</p> <p>11 degrees (40.7% of all degrees) offer experiential opportunities</p>	
<p>26. Strategic partnerships in place that further the workforce development component of Hostos' mission</p>	<p>Examples of new partnerships:</p> <ul style="list-style-type: none"> - w/Acacia/Promesa – HHS HPOG grant hiring partner - w/CWE – industry trainings <p>- 138 new employer partners secured via Career Services</p>	<p>Examples of new partnerships:</p> <ul style="list-style-type: none"> - w/National Supermarket Assoc – customer service training - w/FECS – Workforce 1 in Bronx Terminal Market - w/STRIVE – industry trainings - part of # of collective impact initiatives in the Bronx (e.g., with NYCHA in Mott Haven) - 120 new employer partners secured via Career Services 	<p>Examples of new workforce programs that have been contracted to Hostos as a result of strategic partnerships:</p> <ul style="list-style-type: none"> ~ "Career Network: healthcare" project developed with PHIPPS and Montefiore. ~ Spanish for Allied Health Workers project developed with DC37 partners. ~ Reentry Green Technology Training Program developed as a result of partnership with STRIVE -75 new employer partners secured via Career Services for internship, volunteer and employment opportunities 	

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 5: Institutional Infrastructure and Advancement

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
27. Recognized model and resources for use of technology to improve teaching, learning, and operations	167 faculty using Blackboard 13 smart classrooms 30% of courses use online resources 5% courses online (92 hybrid and asynchronous offered) Students have access to a fully online ECE program	195 faculty using Blackboard 20 smart classrooms 43% of courses use online resources 6% courses online (119 hybrid and asynchronous offered) Students have access to a fully online ECE program Hostos' CUNYfirst live – becomes model and resource for other colleges	222 faculty using Blackboard 25 smart classrooms 52% of courses use online resources 122 hybrid and asynchronous offered Students have access to a fully online ECE program Hostos has become recognized as a model for best practices. Other insitutions within CUNY have looked to the college for help with implementation and business reengineering for several CUNYFirst modules.	
28. Hostos will increase classroom utilization by 30%	33.6% FTEs offered Fri, evenings, weekends	32.5% FTEs offered Fri, evenings, weekends	31.9% FTEs offered Fri, evenings, weekends	
29. Donor base doubled, diversified, and aligned with programmatic needs of college	\$1.14 million	\$1.26 million 33% increase in individual donors (result from expanded efforts to attract individual donors)	\$1.60 million (27% increase in overall fundraising revenue)	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
30. Increased brand recognition among target markets	<p>I Am Hostos campaign (700,000 views)</p> <p>45 Profile booklet (award winning, printed 2,000 distribution)</p> <p>President's Report 2009-11 released (1st ever - sent to 1,900 VIPs)</p> <p>5 op-eds (est. reach 10,000 per op-ed)</p> <p>-About 375 Twitter followers</p> <p>-About 125 LinkedIn members</p> <p>- 1,707,727 unique website pageviews</p>	<p>Skills To Do the Job campaign in CEWD (to 250,000+ households)</p> <p>2 op-eds (est. reach 10,000 per op-ed)</p> <p>-619 total Twitter followers</p> <p>-207 total LinkedIn members</p> <p>-1,654,113 unique website pageviews</p> <p>-E-newsletter hits 12,000 distribution</p>	<p>Skills To do The Job campaign in CEWD (235,000 households catalogue + 11,000,000 unique readers for advertising in news papers such as Daily News, NY Post, El Especial, and El Especialito)</p> <p>20+ print and TV new stories about Hostos in leading media outlets (e.g. The New York Times and ABC news)</p> <p>-982 Twitter followers</p> <p>-228 LinkedIn Members</p> <p>3,795,375 unique website pageviews</p> <p>-E-newsletter hits 15,000+ distribution</p>	

Appendix 46:
Cross-Divisional Advisement Committee
Operational Plan, Spring 2017

Cross-Divisional Advisement Committee Operational Plan (Spring 2017)

Accessibility Resource Center					
Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase the use of selected assistive technology (AT) services (Kurzweil - screen readers) by 25% .	Accessibility Resource Center, Testing Center, CATS, CUNY LD Project, and IT	Follow up to on-on-one trainings will be conducted. Workshops with hands-on component will be facilitated by AT staff. Accessible online tutorials will be created to supplement in person instruction. The Testing Center requires updated versions of the accessibility software on designated computers in order to meet the individual needs of the students.	How are we accommodating the continuously evolving needs of registered students at ARC?	ARC Data	TBD Depends on student need

CUNY Language Immersion Program (CLIP)					
Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Reduce need for long term College remediation by improving student reading scores on ACCUPLACER reading test. Increase pass rate by 5%	CLIP Clip Director, Laura Kleeman & Clip Instructor Murat Kaya	Create teaching materials that address the specific types of questions on the new ACCUPLACER Classic Reading test. Find more practice tests, and books that deal with the type of questions asked on the test. Hold workshop for teachers, to facilitate their familiarity with these materials, and help them incorporate them into their curricula.	What do teachers and students need to improve test scores? Are the new materials working to achieve this goal?	CLIP central office, the English Department, the internet and practice test books	None, other than additional duplicating needs

CUNY Language Immersion Program (CLIP)					
Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase retention rate in Citizenship Education program by 5%	Citizenship Education Director Laura Kleeman And Program coordinator Ruzdelania Lora	Create an attendance policy contract that all students will sign at the beginning of the term; reschedule classes to eliminate late night instruction; Follow up with all students who are absent on a weekly basis and keep notes on their reasons for missing class or dropping.	What are the key factors that cause students to miss class and/or drop from the program?	Attendance rosters, Citizenship Data base, and feedback from instructors	None

College Discovery					
Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase retention in first year experience program from 90 to 95%.	In house programs CD, FA, Registra's and Testing.	Help students make transition from High School to College and ultimately graduation. Plan and coordinate activities for freshmen including intense 4 week Summer Program.		CD program Data Base. Office of Special Programs Data.	Retention in CD program.

CUNY Edge

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase engagement of students attending CUNY EDGE seminars by 5%	CUNY EDGE advisors	<p>Students will receive a calendar via email and regular mail at the beginning of the spring semester indicating all of the seminars taking place during the semester.</p> <p>Students will receive monthly reminders of the seminars via email.</p> <p>If student cannot attend a seminar, they can talk to their advisor to see if they can make it up</p>	Get feedback from students about seminars: how can they be improved, what other seminars they recommend,	Internal database	Approximately \$100 for food for seminars
90% of students will be assigned to an advisor	CUNY EDGE, SSCU, Transfer Office, Office of Academic Advisement	Students will be assigned to an advisor according to their credits. 29 credits and under will be assigned to a first year advisor and 30+ credits will be assigned to an advisor that works closely with the transfer unit and other programs closely related to students who will be graduating		Internal data base, HRA show-file, Transfer Unit info.	none

Financial Aid

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
2017-2018 FAFSA Renewal for 50% for RETG student population by end of May 2017. This is an increase of 18% over AY15-16.	-Coaching Unit -Acad Advisement -SPI/Ideas42 -ASAP -Student Govt -Student Grps -Athletics	-Email -Text Msgs -Peer Counseling -Fin Aid Awareness Day -E-Tutorials -Micro Lab Services -Outreach at Sporting Events	-When are most applications being filed (evenings, weekends, breaks, etc) -Other related services? (tax return, Petrie fund)	-CUNYfirst queries -CPS Online -Micro Lab Tracking -Graduation confirmation -Transfer data	?

Immersion Program/Honors (Karina Castro)

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Generate Road Map for Advisors for English and math options And distribute the map to all advising offices.	Immersion Program	-Collaborate with English Department and Math Department to create road maps for all the various directions students can take through remediation based on new Placement criteria. -Include workshop and course options for students and expectations for each	-Consider how students foresee <u>all</u> their remedial options with graduation in mind.		
Offer 8 new workshops for new students through Immersion Expansion.	Immersion Program	-Collaborate with Testing Center and Advising departments to identify students who can take a new student 5 day intensive workshop during Spring Semester. (1 offering a month)	-How to better serve students and their elementary algebra need to pass Workshop/Accuplacer.		Covered through Immersion Expansion Fund

CUNY Start

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase program completion rate by 5% from 85% to 90%.*	Lead: CUNY Start Key Partners: ASAP, SSCU, Academic Advisement, Financial Aid	-Conduct series of small group advisement sessions to mitigate common barriers to student persistence (i.e. financial aid/paying for college, academic appeals, learning differences, time management etc). -Pilot ASAP metrocard pilot incentive for students identified as pre-eligible for ASAP and remain in good academic standing according to specific student success metrics. -Offer emergency metrocard program for non-ASAP eligible students modeled after BTSA grant application.	-How can we improve assessment of student persistence barriers? -What is the most strategic and high impact timing of small group interventions around common barriers to persistence and matriculation?	-CUNY First -CUNY Start recruitment data, student questionnaires, advisement flag reports. -ASAP pre-screen lists. -Past semesters separation data to identify trends in student separations.	\$500

ASAP Program

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
50% retention rate in Support Group (as measured by re-enrollment in Fall 2017 semester). 47 students are currently enrolled in Support Group.	ASAP and Counseling Staff	Run support group with counseling staff ASAP staff to conduct regular check ins with counseling staff for feedback ASAP staff to attend/intervene as necessary to ensure regular attendance and engagement		Enrollment Attendance	

Testing

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Improvement of our customer service by decreasing the amount of time that is spent on line when students are -checking in for exams -making/changing testing appointments -asking questions		Refurbishing of our counter/service area by adding two or three additional work stations and a bigger counter space.			Unsure of the monetary costs, but the workstations do not require state of the art computers. Costs can be mitigated by the use of older computers. The enlargement of the counter space can be done by our in-house laborers.
Reduce wait time by 50% for students prior to taking placement exams. Students currently spend approximately 60 minutes on line.		Add an additional intake computer.			Funding for at least 2 additional part time (CA) proctors will be required

Office of Transfer Services

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Increase in transfer rates by 2%	Institutional Research	Collect all graduation data of students for 2015 – 2016.		Registrar’s Office, Institutional Research	Retention, completion and transfer out success
Increase in transfer applications completed through our office	In house programs, ASAP, COPE, CD, Coaches, Athletics,	Plan and coordinate “intentional” activities for students with 45 or more credits Coordinate larger groups of transfer application assistance by using Labs. Market and advertise activities through social media, distribution lists, flyers, in house programs etc		Student Clearinghouse Program data base	Retention, completion of applications, graduation and transfer out.

Office of Academic Advisement

Spring 2017 Result/s Anticipated (1)	Unit Responsible & Key Partners (2)	Key Activities (3)	Continuous Inquiry Questions (4)	Data and Information Sources (5)	Fiscal Impact (6)
Establish baseline retention data for readmit population who have more than 36 credits and receive targeted outreach from Advisement Office.	Director of Academic Advisement, Academic Chairs, Graduation Auditor and OIRSA	Work with OIRSA to compile a list of currently enrolled and Re-admitted students who have exited remediation and have completed >36 credits. Place an ADV service indicator on students’ records with a comment “ <i>Schedule an appointment to meet with the Director of Academic Advisement for a Senior Year Academic Review</i> ”.	-	CUNYfirst	N/A

Appendix 47:
Academic Program Review (APR)
Process and Template

Academic Program Review: Purpose and Process

The purpose of this document is to lay out the purposes and processes for Academic Program Review (APR) at Hostos Community College.¹

Purpose of the APR: The APR is intended to provide departments/units/programs (the term “department” and/or “program” will be used throughout the remainder of the document to indicate all of these levels of organization) with an opportunity to review and reflect on the totality of their work of the course of the past several academic years. It is also a time for the department, as a group, to identify their strengths and weaknesses and to begin to plan the future direction(s) of the department. While the APR is a time for the department to reflect on its work and activities and plan for the future, the APR is also an administrative function.

As such, it is also an opportunity for a department, unit, or program to provide the Provost with complete information about the department, unit, or program as it moves forward in concert with the overall goals and objectives of the college and the Division of Academic Affairs.

Process of the APR:

- The Provost meets with the department chair and others to charge them with the following tasks: prepare the APR for the department in the coming academic year; appoint a committee, including one individual to serve as chair, to oversee and guide the preparation of the APR and to meet the relevant deadlines. (Timeframe: April/May of prior academic year)
- Departmental committee is convened and is formally charged by the Provost prior to the end of the academic year. (Timeframe: May of prior academic year)
- Committee prepares timeline for completing the APR, including benchmarks for completing specific tasks. The committee meets with the Provost review these materials and they agree on the final timeline for the department, including dates for benchmarks: data gathering; completion of initial draft; review and comment of draft; submission of report to Provost; review and/or visit by external reviewer; submission of final report; final meeting with Provost. (Timeframe: May/June of prior academic year)
- During the summer, the committee organizes for the task and begins the process of identifying specific data and materials to collect, prepare interview protocols (as appropriate), etc. (Timeframe: June/July/August of prior academic year)
- Committee meets with and works with other offices (e.g., OAA, OIR, SDEM, Admissions, Financial Aid, Human Resources, Budget, etc.) to obtain necessary materials and/or data. (Timeframe: September/October of academic year)
- Preparation of the draft report. (Timeframe: November/December of academic year)

¹ The following materials are adapted from Academic Program Review materials used by Florida A & M University. This document is intended to serve as a follow-up to previous proposals and to previously distributed materials.

- Draft report is provided to all faculty members in the department for review and comment. (Timeframe: January of academic year)
- Final report is submitted to the Provost with the names of between three and five individuals who have agreed to serve as external reviewers. (Timeframe: February of academic year)
- Provost selects external reviewer(s) for site visit(s). (Timeframe: February/March of academic year)
- Following site visit(s), the external reviewer(s) submit their final report(s). (Timeframe: March/April of academic year)
- Final meeting with the committee (or possibly the entire department) and Provost to review the findings of the reports and external reviewers and develop action goals for the coming academic year. (Timeframe: April/May of academic year)
- Brief follow-up report on the implementation of the action goals and their impact. (Timeframe: May of succeeding academic year)

Components of the APR:

To ensure comparability across the departments and across the APRs, there are specific items that need to be included. 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 needs to address 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 initial 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 and/or available.

Students in the Department's Academic Program(s):

- Enrollment, including enrollment trends
- 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 and how those activities relate to improving the department's academic program(s)
- Each faculty member is required to provide a paragraph summarizing recent and accomplishments and current activities. (Curriculum vitae for each faculty member are included in the appendices.)

Facilities and Resources:

- Overview of non-faculty staff—brief description of who they are and their functions in the department
- Adequacy/appropriateness of library facilities and collections for department's academic program(s)
- 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(s) and/or impede the growth of the department's academic program(s).
- Include a review of the discipline(s) relating to the department's academic program(s). The review should focus on issues relating to the continuing need and/or viability for an academic program in this discipline, the outlook for employment for graduates of the program, the availability of quality faculty in the future, etc.

Future Directions for the Academic Program(s):

- Based on the data collected and the analyses that have been performed, where does (do) the academic program(s) want to be in three years? In 5 years?
- What new courses and/or other curricular changes should be implemented?
- Are there new programs that should be added? Are there 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 department should make specific recommendations that address the issues raised above. These recommendations are to be divided into two categories:

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

Appendix 48:
APR External Reviewer Guidelines



Office of Academic Affairs
500 Grand Concourse, Suite 447
Bronx, New York 10451

External Reviewer Guidelines

Selecting Reviewer

Program should select 3-5 candidates for the external review. External Reviewers should be recognized experts in their field or in a related field. Prior experience as an external reviewer or member of an accrediting team member is desirable. To the extent possible, programs are encouraged to select candidates located in the tri-state area. Reviewers are compensated \$500 for their work.

Timeline

March

Program submits the first draft of the APR to the Provost. Along with the draft, program provides resumes of 3-5 potential candidates to serve as the External Reviewer. A statement detailing reasons for selecting each of these candidates should also be included.

The Provost sends APR draft feedback to programs along with the selection of the reviewer.

Early April

Final draft of APR is submitted to the Provost.

After the Provost approves the final draft, a copy of the finalized APR should be sent to the reviewer at least two weeks prior to their visit.

Late April/Early May

External reviewer visits campus. The reviewer's report is due one month after the visit.

September

Program leadership schedules an appointment with the Provost for the second week of classes to discuss the APR, the External Reviewer's report, and all recommendations and suggestions.

Visit Guidelines

The itinerary for the External Reviewer visit is arranged by the program/unit coordinator. Below is a list of activities that should be included in the itinerary:

- Meet with appropriate department leadership
- Meet with relevant faculty
- Meet with Provost and OAA leadership
- Meet with a group of up to ten students at different stages of their college experience
- Classroom visits covering a range of courses
- Tour of appropriate departmental facilities
- Tour of appropriate campus-wide facilities

Report Guidelines

External Reviewer's report should be no longer than 10 pages and include the following:

- Brief analysis of the APR highlighting strengths and weaknesses
- Brief summary of the visit and activities
- Observation of areas of program strengths and weaknesses
- Recommendations for improvement

Copies of the external reviewer's report should be submitted separately to the Provost and the department/unit leadership.

Appendix 49:
2010 APR Schedule

Central Office Academic Program Review Timeline

DEPARTMENT/ Program	APR LAST COMPLETED (academic year)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Units/Departments												
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	New Program			P	S	E	I			P	S	E
Library	Not Reviewed			P	S	E	I			P	S	E
Liberal Arts Education (Gen Ed Self-Study)	Not Reviewed			P	S	E	I			P	S	E
Digital Design and Animation	New Program			P	S	E	I			P	S	E
Digital Music	New Program			P	S	E	I			P	S	E
Modern Language	Not Reviewed			P	S	E	I			P	S	E
Criminal Justice	New Program				P	S	E	I			P	S
Public Administration	1999				P	S	E	I			P	S
Science for Forensic Science	New Program				P	S	E	I			P	S
Natural Sciences	Not Reviewed				P	S	E	I			P	S
Humanities	Not Reviewed				P	S	E	I			P	S
Black Studies	Not Reviewed				P	S	E	I			P	S
Latin and Caribbean Studies	Not Reviewed				P	S	E	I			P	S
Visual and Performing Arts	Not Reviewed				P	S	E	I			P	S
Counseling	Not Reviewed				P	S	E	I			P	S
Health Education (Community Health)	1997				P	S	E	I			P	S

Central Office Academic Program Review Timeline

DEPARTMENT/ Program	APR LAST COMPLETED (academic year)	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Units/Departments												
Early Childhood	2008					P	S	E	I			P
English	2009					P	S	E	I			P
Radiologic technology	2009					P	S	E	I			P
Nursing	2009					P	S	E	I			P
Dental Hygiene	2010					P	S	E	I			P

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

Appendix 50:
Current Status of APRs, AY2016-2017

Academic Department/Program/Unit	AY 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		
Language and Cognition	2012	P	S	E	I		I	P	S	E	I						
Mathematics	2012	P	S	E	I		I	P	S	E	I						
Behavioral and Social Sciences	1999	P	S	E	I	discussi on											
Behavioral Sciences	1999	P	S				E	I	P	S	E	I					
Social Sciences	1999	P	S	E	I		I	I	P	S	E	I					
Business Management	1998	P	S	S	S	S	S	S	P	S	E	I					
Accounting	1998	P	S	S	S	S	S	E	P	S	E	I					
Office Technology	1998	P	S	S	S	S	S	E	P	S	E	I					
Gerontology	2013	P	S	E	I		I	I	P	S	E	I					
Dual Programs (including Engineering)	In Progress	P	S	S	E		I			P	S	E	I				
Library	Not Reviewed		P	S	S	S	S			P	S	E	I				
Liberal Arts Education (Gen Ed Self-Study)	In Progress	P	S	S	S	S/E?	S			P	S	E	I				
Digital Design and Animation	2015	P	S	E	I		I	I	P	S	E	I					
Digital Music	2015	P	S	E	I		I	I	P	S	E	I					
Modern Language	In Progress	P	S	S	S		E			P	S	E	I				
Criminal Justice	In Progress		P	S	S		I			P	S	E	I				
Public Administration	1999		P	S	S		S			P	S	E	I				
Science for Forensic Science	In Progress		P	S	S		S			P	S	E	I				
Natural Sciences	discussion		P	P	P		S			P	S	E	I				
Humanities	n/a		P	S	n/a		S			P	S	E	I				
Black Studies	In Progress		P	S	S		E			P	S	E	I				
Latin and Caribbean Studies	In Progress		P	S	S		E			P	S	E	I				
Visual and Performing Arts	In Progress		P	S	S/E		E			P	S	E	I				
Health Education (Community Health)	1997		P	S	E		I			P	S	E	I				
Early Childhood	2008						P	P	S	I			P	S	E	I	
English	2009							P	S	I				P	S	E	I
Radiologic technology	2009						ExE	ExE	ExE	Tailored				P	S	E	I

Academic Department/Program/Unit	AY 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
Nursing	2009					ExE	ExE	ExE	Tailored			P	S	E	I
Dental Hygiene	2010					ExE	ExE	ExE	Tailored			P	S	E	I
Academic Support Units:															
	2015			P	S	E	I			P	S	E	I		
Writing Center	Not Reviewed							S	E	I			P	S	E
Center for Teaching and Learning (CTL)	Not Reviewed						P	P	I			P	S	E	I
EdTech	In Progress			P	S	S	S				P	S	E	I	
Academic Advisement	Not Reviewed						P	P	I			P	S	E	I
Honors Program	In Progress						P	P	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

Appendix 51:
Gerontology Unit APR, Fall 2012
(Excerpt)



Academic Program Review Gerontology Unit

Fall 2012



Gerontology Unit Department of Education Academic Review Plan Report

The Education Department contains the Health Education, Physical Education, Gerontology and Teacher Education units. Under the Gerontology unit, students may enroll in an A.A.S in Aging and Health Studies. The purpose of the Associate in Applied Science (.A.A.S.) in Aging and Health Studies at Hostos Community College is to prepare students for careers that involve working with older adults. Qualified professionals can work in such settings as: senior centers, nursing homes, medical and social adult day care programs, assisted living and other health care agencies. Students who would like to further their education may then apply their courses at a four-year institution in a program of gerontology, nursing, social work, health administration, occupational, physical or recreation therapy, etc.

The program is interdisciplinary in nature and draws upon faculty expertise from different departments within the College. Individual courses are therefore listed throughout this catalog under the various disciplines.

The Gerontology Unit clearly conforms to the mission of the College and reflects the priorities of our strategic plan. It also meets the standard of gerontology programs that are stipulated by the national professional organization in the field, The Association for Gerontology in Higher Education (AGHE). Hostos Community College is one of the small number of institutions in the

entire country to have an Associate Degree, specifically in Gerontology. We are officially listed in the eighth edition (2009) of the AGHE Directory of Professional Programs in Geriatrics and Gerontology.

The mission of the department is to prepare students to be qualified and competent in both practice and theory so they can pursue their professional and academic goals in their chosen areas of Teacher Education, Community Health, or Gerontology. Further, within those programs, students become part of a community of learners, which seeks to develop students holistically by improving their skills in communication and critical thinking and through course offerings in physical education and health education.

The goals of the Gerontology Unit are consistent to the departmental goals. Our first departmental goal is “to provide students with opportunities that develop critical thinking, problem-solving, and high-order intellectual skills.” Our unit goal for students is “to demonstrate their critical thinking skills in the context area of each of the health and gerontology courses as it relates to the variety of service agencies they will be employed in. A second departmental goal is “to help students develop effective communication skills (written, reading, spoken and listening).” Our unit goals are for the students “to demonstrate improvement in communication skills through service learning, independent projects and and/or oral presentations and written assignments as well as to demonstrate increased interpersonal relation skills with older adults and administrators in the health care community.

Our third departmental goal is “to provide learning opportunities that focus on workplace skills (knowledge, skills, and attitudes) that are aligned to national standards and employment practices in their chosen fields.” In the Gerontology unit, our goal is to provide students with the theoretical knowledge and practical experience necessary to enter the job market in nursing homes, senior centers, adult day care centers and a variety of community-based agencies providing services to the well, ill and or impaired senior.

Furthermore other unit goals include providing individuals, currently working with the elderly, or those in long term care, the opportunity to upgrade their skills, knowledge and awareness of the changing needs of the long term care patient.

Additional goals include:

- Allow graduates to transfer some of their credits to York College-CUNY (Gerontology) and Lehman College-CUNY (Recreation Education)
- Provide educational opportunities to working adults for career development and advancement. (i.e. 1199 employees)
- Offer Hostos Community College students the opportunity to develop a constructive view of the aging process and its associated problems
- Provide a solid example of a global society. Both in the classroom and at the various field placements, students are exposed to a multi-cultural and multi-ethnic environment.

The Gerontology Unit promotes the enhancement of and the fostering of critical thinking skills for our students. Each gerontology course has at least one capstone project, including Service

Learning, Writing Intensive, Collaborative Assignments, Performance Portfolio, Internships and Diversity/Global Learning.

The Gerontology Unit has a major role in the global context of the liberal arts and science program. Our program is interdisciplinary in nature. The gerontology courses are taught by faculty from the Health Education and the Gerontology Unit. The other liberal arts, humanities and science course are taught by faculty with expertise in those perspective disciplines. For example, Psychology of Aging and Introduction to Social Work are taught by the faculty in the Behavioral and Social Science Unit; Ethnicity, Health and Illness is taught by faculty in the Humanities Department, and Anatomy/Physiology I & II are taught by faculty in the Natural Science Department.

Course Assessment Matrix

Course: GERO 101 Introduction to Gerontology		Semester: Fall 2012		
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? Students will be able to:	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? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
Define the study of gerontology; and explain how geriatrics differs from gerontology Distinguish chronological, biological, psychological and social aging;	Demonstrate knowledge of key terms, theories, challenges and interventions related to the study of gerontology	Chapter Quizzes Homework Assignments	80%. satisfactorily completed quizzes, with a passing grade of 80 or higher	Offer encouragement to those who did not complete assignments
To understand, identify and give examples of negative stereotypes about the elderly.	Demonstrate knowledge of stereotypes and ageism in the elderly	Class Discussion Chapter Quizzes Homework Assignments	75% satisfactorily competed quizzes with a passing grade of 80 or higher 85% completed all related homework assignments.	Offer encouragement to those who did not complete assignments.
To understand the cultural diversity and specific needs of this diverse population	Identify and distinguish situations where cultural diversity impacts on services to the elderly.	Class Discussion Chapter Quizzes Internet Search Assignment Class Presentation	90% satisfactorily completed all related homework assignments 90% and satisfactorily completed research assignment and paper.	Required library workshop for additional support material for presentation Use rubric to further shape assignment.
To use interpersonal skills to communicate with the elderly population.	Demonstrate the ability to communicate with the elderly	Class Presentation Need Assessment Homework Assignments	satisfactorily completed	Continue to use service learning opportunities.

Adapted from Nassau Community College, College-Wide Assessment Committee

Course Assessment Matrix

Course: GERO 102 Therapeutic Recreation in Long Term Care		Semester: Fall 2012		
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? Students will be able to:	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? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
To learn the conditions that necessitate Long Term Care Placement (LTC)	list diseases and conditions that necessitate Long Term Care Placement (LTC)	Class Participation Quizzes	70% satisfactorily completed with a passing grade of 80 or higher.	Offer additional material. Continue to monitor student participation.
To learn Therapeutic Recreation activities that meets the needs of LTC residents.	Demonstrate knowledge of appropriate activities for residents in LTC.	Field Visit/Presentation Quizzes	97% satisfactorily completed field assignment. 70% satisfactorily completed with a passing grade of 80 or higher	Field activity extremely successful. Additional material offered to improve performance on written assignment.
To learn documentation and evaluation	demonstrate knowledge of documentation and evaluation	Need Assessment Tool Quizzes Therapeutic Recreation Portfolio (customized project)	85% satisfactorily completed with a passing grade of 80 or higher	Provide model assessment tool for review. Provide model portfolio for review.
To learn and the importance of interdisciplinary planning.	demonstrate knowledge of the importance of interdisciplinary planning	Need Assessment Tool Quizzes	87% satisfactorily completed patient initial assessment tool documents.	Provide model interdisciplinary care planning tools for review.

Adapted from Nassau Community College, College-Wide Assessment Committee

Course Assessment Matrix

Course: GERO 103 WI Health and Aging		Semester: Fall 2012		
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? Students will be able to:	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? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
To define, list and name key terms, challenges and interventions related to the care of the elderly population	Demonstrate knowledge of key terms, challenges and intervention related to the physical and mental health of the elderly.	Class Participation Chapter Quizzes Homework Assignments	95% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation
Common disorders and the management & treatment in the older population	Apply and discuss concepts of physical and mental health to real-life situations and its impact on an older individual.	Class Participation Chapter Quizzes Homework Assignments	90% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation
To identify local, state and national resources available to meet the needs of the elderly.	Use resources and services to work with older adults to plan for the older adult to age in place.	Class Participation Chapter Quizzes Homework Assignments	94% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation
To understand the complexity and treatment of Alzheimer's disease	Demonstrate knowledge and understanding of the treatment and management of Alzheimer's disease	Poster board presentation Chapter Quizzes Research Assignment	100% satisfactorily completed Poster board assignment 95% satisfactorily completed with a passing grade of 80 or higher.	Require Library workshops for additional guidance
To understand the stages of death and dying.	Explore dying, death, and grief issues through the understanding end of life practices.	Film Critiques Chapter Quizzes Homework Assignments	90% satisfactorily completed with a passing grade of 80 or higher	Continue to encourage participation

Adapted from Nassau Community College, College-Wide Assessment Committee

Course Assessment Matrix

Course: GERO 199 Fieldwork with an Older Population		Semester: Fall 2012		
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? Students will be able to:	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? (percentage of students receiving 80% or higher scores on assignments/quizzes)	What recommendations for actions will be made to improve teaching and learning practices?
Develop a professional portfolio and use discussed options for their career choices	Develop a resume, cover letter, thank you letter and describe basic job search skills	completion of professional portfolio	100% satisfactorily completed professional portfolio.	Continue to monitor participation.
Develop skills needed to use networks and resources that support their career pathway.	Identify acquired skills needed for job search	Complete self-reflection, self-assessment and supervisory assessment	100% satisfactorily completed professional portfolio.	Continue to monitor participation
Work effectively under supervision and in organizations to achieve person and professional learning outcomes.	Document in journal weekly skills and tasks they have acquired.	complete 90 hours of field work	95% satisfactorily completed field assignment	Offer discussion & support materials to enhance performance at
How to use professional networks and resources for life-long learning opportunities	Identify continuing education alternatives	Complete Internet Search assignment.	97% completion of Career Cruising exercise	Explore requiring Library workshops for additional guidance

Adapted from Nassau Community College, College-Wide Assessment Committee

Student Learning Outcomes - Cont'd

For each of the core courses the students are engaged in, at least one high impact practice activity is directly aligned with the General Education Competencies.

Course Name/Number	High Impact Practice	General Education Competencies
GERO 101 - Introduction to Gerontology	Collaborative/Assignments and Projects	5,11,14,
GERO 102 – Therapeutic Recreation in L.T.C.	Collaborative/Assignments and Projects Service Learning	11,12,18
GERO 103 – Health and Aging	Writing Intensive Diversity/ Global Learning	3,5,11, 12, 14, 17, 16
GERO 199 – Fieldwork with an Older Population	Internship Community – Based Learning	11,19
HLT 103 – Interpersonal Relations	Collaborative/Assignments Projects	2,3,6,11,19
HLT 215 - Nutrition	Writing Intensive Collaborative/Assignments Projects	1,11,13,19

Appendix 52:
Gerontology Unit
External Review Report, July 2013

External Review Report
Gerontology Unit, Department of Education
Hostos Community College, City University of New York
July 5, 2013

Evaluator: Patricia Kolb, Ph.D., M.A., M.S.S.A., LMSW
Associate Professor, MSW Program Advisor
Department of Social Work, Lehman College, CUNY

Brief Analysis of the Academic Program Review Highlighting Strengths and Weaknesses

I am very pleased to have the opportunity to serve as the External Reviewer for the Academic Program Review of the Gerontology Unit in the Department of Education at Hostos Community College. The Academic Review Plan Report provided an excellent introduction for my work as evaluator and is evidence of the unit coordinator's activities, knowledge, and commitment contributing to the successes of the Gerontology Unit. Specific information in the report provides evidence of the Unit's strengths and was supported by my observations while visiting the campus on June 5.

As indicated in the report, demographic changes have resulted in increased need for knowledgeable gerontological service providers. There is a desperate need for culturally competent gerontological service providers in the NYC metropolitan area, and the Gerontology Unit is performing an important role in educating a diverse student population to work with older adults and their families. The strong multidisciplinary faculty and curriculum provides a comprehensive foundation of knowledge for study at four-year colleges and role models for gerontological work. The strong academic and experiential learning opportunities provide a foundation for entering many fields and settings in which assistance is provided to older adults. The major role of the Gerontology Unit in the liberal arts and science program provides important integration of the major and its curriculum into the liberal arts background from which students

benefit. The program requirements, syllabi, and course assessment matrixes that I reviewed were impressive and consistent with a strong liberal arts curriculum.

The agreement of the program's mission and goals with those of Hostos and the Department of Education is evident in the curriculum and was apparent in the students' conversation with me. Students demonstrated critical thinking skills and described use of interpersonal skills in their experiential learning experiences with older adults. They were very articulate in describing their experiences in the program, especially those that involved class participation and service learning or internships. Their comments about insights gained from service learning were consistent with student quotations on page 14 of the Academic Review Plan Report. Students are especially eager for continuation of opportunities for role playing and service learning. Their interest in service learning and internships is positive especially because research has indicated that interactive experiences with older adults in which students develop confidence in their ability to assist an older person can be an important influence in students' interest in employment in work with older adults (Kolb, 2008, Cummings & Galambos, 2002). The gerontology courses appear to be intellectually stimulating for students, and students demonstrated their ability to think analytically about their experiences.

Support for the Gerontology Unit from other departments within the college is very impressive. Funding of internship experiences through the Perkins Grant and administration through Career Services under the direction of the Office of Student Development and Enrollment Management is very impressive. The work of the Career Services Office in providing student orientation and arranging internships, the Gerontology Student Career Guide, use of the Learning Agreement and Cooperative

Education Contract, and additional services from the Career Services Office are a wonderful adjunct to the work of the Gerontology Unit faculty and staff. I was very impressed during my observation of an internship orientation session. I am familiar with many of the organizations that provide internships to Hostos gerontology students and am pleased by the quality and diversity of internship settings.

I am also very impressed by support from administrative staff, Educational Technology staff, the Computer Lab, the Office of Academic Affairs, the Education Department, Academic Learning Center, Academic Computing Center, and the Hostos Library. I know that administrative support and collaboration among departments contributes greatly to the potential for creativity, success, and growth in a program.

The Academic Review Plan Report indicates the need for recruitment to this major and ongoing development of approaches to support this effort. Publicizing the major within and outside of the college and the career benefits of the major is important, and this need is already recognized by the college. The connections that Prof. Flemister is continuing to develop with other departments and programs at Hostos to support recruitment of students who did not enter the college with the intention of pursuing the gerontology major are very impressive. The innovative connection to the dental hygiene program reflects creativity that the Coordinator brings to the program. The Gerontology Unit's Careers in Aging Week programs at Hostos in April, 2013, in which gerontological service providers and educators were invited to share information with students provided highly visible opportunities for the college community to become aware of career and educational options and the gerontology major. The national Careers in Aging Week is sponsored by the Association for Gerontology in Higher Education

(AGHE), and if Prof. Flemister can receive reimbursement to attend the AGHE Annual Meeting and Leadership Conference annually where she can learn about additional approaches in gerontological education and marketing, this will continue to benefit the Gerontology Unit.

The contrast between the number of students entering Hostos with the intention of majoring in gerontology and the number who graduate with this major is striking. The reality of inadequate interest in gerontological education and employment is to some extent a reflection of ageism in our society and reflects challenges experienced in gerontological fields in general. This is a challenge for the Gerontology Unit but should not be seen as a negative reflection on the work of the program. Prof. Flemister is addressing this challenge diligently. It is apparent that community outreach is important, but recruitment within Hostos has been successful. Hopefully the plans for aggressive outreach to high school students, marketing at major recruitment functions, peer to peer recruitment, brochures, and information on the Hostos website will have the desired results.

Marketing of Hostos and the Gerontology Unit in settings such as Isabella Geriatric Center where there are employees without college education who have developed interest and comfort in working with older adults may aid recruitment. Opportunities for staff to talk with current gerontology students and/or alumni (including students in internships at Isabella and other settings), and conversations especially with students who have needed to attend college while also maintaining employment and/or family responsibilities, may aid in recruitment. There should be opportunities for employees to talk more informally with students, in addition to more formal presentation

of information. Another idea to consider is offering course(s) in the gerontology major in workplaces where employees are working with older adults.

Brief Summary of the Visit and Activities

I spent a very informative afternoon at Hostos on June 5. After meeting with Prof. Flemister, we attended a celebration for graduating gerontology majors and subsequently I met with a large group of gerontology students. Prof. Flemister was not present at the meeting with the students. The students took the opportunity to discuss their program very seriously, and the discussion was highly interactive. They are very positive about their classroom and field educational opportunities and enthusiastically described experiences with role playing, service learning and internships, and course content providing knowledge about racial and ethnic diversity and diversity in sexual orientation. They would like to have additional opportunities for role playing, more experiences in which they can learn about groups different from their own, and increased opportunities to learn about employment for work with older adults in varied settings.

I attended an impressive orientation for the internship (GERO 199). Career Services staff told students about the services that they provide, including arrangements for summer internships, assistance with resumes, and a website list of employers, as well as distributing and explaining forms, including the learning agreement. Staff encouraged student participation in the session.

During my meetings with Provost and Vice-President of Academic Affairs Carmen Coballes-Vega, Associate Dean Christine Mangino, Assistant Dean Felix Cardona, and Education Department Chair Elvir Dincer, I was very impressed by the

value attributed to the Gerontology Unit and Prof. Flemister as its Coordinator.

Administration at Hostos appears to understand the importance of gerontological education at their college and is committed, to the extent that resources are available at any given time within CUNY, to continued growth and success of the Gerontology Unit. I met with Ms. Isabel Li, Director of the Academic Learning Center; Mr. Iber Pomer, Coordinator of Student Support in Educational Technology; and Ms. Marisa Rodriguez, Computer Lab Manager in the Academic Computing Center and learned about the extensive resources available to students and faculty. I am certain that gerontology students and faculty will continue to benefit from staff collaboration with Prof. Flemister to facilitate use of cutting edge resources such as iPad apps in classrooms and the smart classrooms. I was impressed by the facilities and equipment, including the COWs and the iPad initiative, and Prof. Flemister's interest in utilizing the extensive resources.

My visit included a tour of the library by Prof. Jennifer Tang, Library Services Liaison, and she described library resources including information literacy workshops, extended library space, smart boards, the audiovisual room, and the circulating DVD collection. I was impressed by the library brochure and the "Hostos Library News" newsletter. It was also a pleasure to speak with Prof. Madeline Ford, Chief Librarian, who I had worked with on a gerontology project when she was at Lehman College.

Observation of areas of program strengths and weaknesses

The Gerontology Unit has many strengths. These include the presence of Prof. Eunice Flemister as a highly qualified and enthusiastic Coordinator who has worked in multiple gerontological service settings and is an accomplished teacher. She is

maintaining the high quality of the Gerontology Unit and implementing constructive plans to increase visibility and recruitment to the major. Retention and graduation of students who select this major is impressive. Support from the college for her initiatives to creatively move the program forward, including collaboration with the dental hygiene program, has been important. Current implementation of technology and branding initiatives at Hostos and participation by the college, and potentially the Gerontology Unit, in the Bronx CUNY collaboration that is planning a Health Care Summit in the fall are important initiatives for increasing students' learning opportunities and visibility of the Gerontology Unit. Addition of success coaches throughout the entire length of the program, plans to hire more advisors who would also be available during summers, and hiring of faculty in other disciplines who have a background and/or interest in gerontology are additional important Hostos initiatives.

I know that multidisciplinary faculty interest in gerontology is not always where one might anticipate. At Lehman College, there is substantial faculty interest in the undergraduate interdepartmental gerontology minor that began this summer at Lehman, but some of the participating departments are not those from which interest was anticipated. Faculty in departments that did not have a gerontology course developed new courses, and the Chair of the Speech, Language, and Hearing Sciences Department was so enthusiastic that he joined the Chairperson of the Social Work Department (who initiated planning for the minor) and a gerontological social work faculty member in a presentation about the minor at a state conference in Saratoga Springs in October, 2012.

The presence of the well-qualified interdisciplinary gerontology faculty, strong administrative support, enthusiastic students, support services staff who are committed to

collaboration and providing assistance to gerontology students and faculty, and availability of advanced technology are also strengths. The diversity of the student body at Hostos provides a rich environment for learning and teaching and moving the field of gerontology ahead in serving older adults and their families from diverse backgrounds.

The work of Career Services staff in facilitating arrangements for the required internships and staff support for students engaged in this experience is invaluable for a Gerontology Unit with a small staff and big mission. The diversity of internship sites is impressive, and the curriculum provides a strong foundation for gerontological practice in many fields. The internships, as well as other curriculum content, offer valuable opportunities for understanding diversity of aging experiences.

Of course, the richness offered in the college's existence as a public institution of higher education in New York City has counterbalances in its status as a community college that always has competition from other CUNY campuses and government entities for resources that are inadequate to meet everyone's needs. As a faculty member at Lehman College, my impression is that under these circumstances success in achieving the essential mission and goals of a CUNY college and its programs includes institutional, departmental, and program leadership and staff that is strongly committed and advocates for public higher education; student-focus; willingness to work harder than might be necessary elsewhere; remaining politically astute and aware of the importance of timing; creativity in use of resources; and ability to be determined and articulate. I believe that the Coordinator of the Gerontology Unit and her supporters within Hostos have these attributes, As I see it, the weaknesses of the Gerontology Unit in terms of lack of staff and financial resources are problems that are not caused by the unit itself but the

CUNY context in which it functions, and there are resources available to address the challenges. Likewise, the weakness of the lack of incoming freshmen who plan to major in gerontology is to some extent a reflection of widespread lack of knowledge about benefits of employment in the field of aging, as well as the existence of ageism in the United States, and plans for recruitment are being implemented at Hostos.

Recommendations for Improvement

To achieve its goals, the unit would benefit from additional staff, especially for outreach and grant writing, as well as additional funds for faculty attendance at conferences and supplies for activities such as Careers in Aging Week. The program would benefit from opportunities for the Coordinator to participate in workshops and make presentations at conferences and receive feedback from conference attendees. Her contributions to discussion in the Community College Workshop at the AGHE Annual Meeting in 2012 were highly valued by other participants (since I was at this conference from another college in the Bronx, many attendees who I met excitedly wanted to tell me about the participation of the person “from another college in the Bronx”). I am certain that Prof. Flemister also gained useful knowledge at this conference, as I did (in my case, this included information about interdisciplinary gerontology minors in other colleges). There should also be financial support for the Coordinator’s participation in New York City activities that will increase the visibility of the major, including the Council of Senior Centers and Services annual conference. During my visit to Hostos, I was glad to learn that additional financial support for the Gerontology Unit is likely to take place.

Another area that can be strengthened is collaboration with the library in resource development. The connections are already strong, but I will make some recommendations based on my experiences collaborating with library staff at Lehman College to develop a gerontological resource center (Holody & Kolb, 2011). These changes increased visibility of gerontology and access to gerontological resources. An advantage for Prof. Flemister, if she decides to pursue development of additional library resources, is that the librarian who did most of the collaborative work with me in developing the resources at Lehman was Prof. Madeline Ford, now the Chief Librarian at Hostos.

Resources that were developed included increasing the number of gerontological books, a brochure listing all gerontological titles in the library, a gerontological webpage on the Lehman College library website, an especially designated section on a shelf in the library's reference area where gerontological reference books were placed, and a free-standing bookcase in the library that contained a display of gerontological books and resource materials such as government publications and had brightly colored signs designating it as "gerontological." In addition, a special sticker was affixed to the binding of all gerontological books in the library so that they could be easily identified.

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Appendix 53:
Cultural Competency Self-Evaluation

Roadmap to Cultural Awareness

The Journey to Cultural Competency

Goal 1: Interns will acquire the requisite competencies in cultural and individual diversity for entry level practice as an intern in the field of Gerontology

Objective 1: Interns will demonstrate awareness, sensitivity and skills in working professionally with diverse individuals and groups.



Upon completion of the workshop, students will:

- Develop an awareness of others and acceptance of differing culturally-based values and beliefs
- Develop self-awareness of other individuals and organizations
- Understand the challenges that arise when differences in culture, values, beliefs, and experiences exist between people.

Skills:

- Respect diversity within and between cultures
- Avoid stereotyping and over-generalizations

Student Self Evaluation

Please read the statements below and check the number that reflects your perspective. Give a couple of brief examples for each of the statements that demonstrate how your experiences reflect accomplishment.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Examples/Comments
	1	2	3	4	
1. I understand the definition of cultural awareness					
2. I am able to demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others					
3. I am aware of cultural and ethnic similarities & differences in the older population when working with elders					
4. I have the ability to analyze similarities & differences of others' viewpoints (aging clients/families & co-workers to my own & how they impact services rendered)					
5. I am able to identify when others demonstrate ageism or use commonly generalized information across groups, specifically the older adult population					
Total:					

Appendix 54:
Media Design Programs APR
(Excerpt)



MEDIA DESIGN PROGRAMS

Academic Program Review 2013-2014



Digital Design & Animation
Digital Music

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The Academic Programs

Digital Design & Animation | Mission Statement

The Digital Design & Animation program at Hostos has been developed to encourage exploration of the media arts as a viable vocation. This exploration encompasses an examination of contemporary design tools, contemporary techniques, iterative practices, and user centric approaches in order to develop students into design professionals. These students are also engaged in the investigation of important historical and ethical issues in order to contextualize media development's role in society.

An emphasis on communication is foundational here, with focus placed upon writing and presentation skills across the curriculum. Ultimately students in the program gain a wider awareness of vocational opportunities in fields related to media development in order to plot a trajectory for professional success. Most importantly students enrolled in the Hostos Digital Design & Animation program receive thorough preparation for transfer into bachelors programs at all the leading art and design schools in America including those at the City & State Universities of New York.

Digital Design & Animation | Student Learning Outcomes

- **Produce a body of work** suitable for seeking professional opportunities in their chosen field of media and design.
- **Solve creative problems** within their field of media and design, including research and synthesis of technical, aesthetic, and conceptual knowledge.
- Gain experience in **collaborative work methodologies** in preparation for careers in media and design.
- Communicate their ideas professionally and connect with their intended audience using visual, oral, and written **presentation skills** relevant to their field.
- Execute technical, aesthetic, and conceptual decisions based on media awareness and **user-centered design principles**.
- Evaluate work in their field, including their own work, using **professional terminology** and the vocabulary of design.
- Recognize the **influence of media culture and aesthetic trends** in art and design.
- Learn the **professional skills and behaviors** necessary to compete in the global marketplace for media and design.

Digital Design & Animation | Course Offering

General Education requirements ensure that our students graduate with a well-balanced education touching on a variety of areas of study.

GENERAL EDUCATION REQUIREMENTS

ENG110 Expository Writing
ENG111 Literature & Composition
MAT100 College Mathematics
SPA/FRE/ITA Foreign Language
PSY101 General Psychology or SOC101 Sociology
BIO/ENV/CHE/PHY Natural Science
Liberal Arts Electives [3-5 credits]
Writing Intensive [2 courses]

Major requirements introduce students to the design fundamentals such as composition and color, the tools of design such as the Adobe Creative Suite, and the history of media.

MAJOR REQUIREMENTS

VPA121 Painting & Drawing
DD101 Introduction to the Digital Toolbox
DD102 Media Design in the Digital Age
DD104 Color Theory & Design
DD105 2D Design

The individual Design and Animation track requirements give students the opportunity to develop their skills for their chosen career path. The design track focuses on designing for the page and screen while the animation track explores time-based media.

DESIGN TRACK

DD106 Intro to Usable Design
DD112 Intro to Web Design
DD114 Digital Illustration
DD201 Communication Design
DD204 Typographic Principles

ANIMATION TRACK

DD107 Concepts in Animation
DD113 Intro to Motion Graphics
DD114 Digital Illustration
DD205 3D Design
DD207 Intro to Maya

The elective offering allows students to explore new media, tools, and areas of study.

ELECTIVES

VPA133 Digital Photography I	DD301 Advanced Digital Illustration
VPA134 Digital Photography II	DD302 Advanced Web Design
GD101 Intro to Game Design	DD305 After Effects
DD202 Digital Video	DM106 Intro to Rec Tech

Animation Track courses can be electives for Design Students and vice versa

Digital Music | Mission Statement

The Digital Music program at Hostos has been developed to encourage the exploration of working with sound in media development as a viable vocation. This exploration encompasses an examination of contemporary audio production tools, recording techniques, and fundamentals of music in order for students to develop professionally. Students also are engaged in considering important historical and ethical issues in order to contextualize the role of music and sound production in media and society.

An emphasis on communication is foundational here, with focus placed upon writing and presentation skills across the curriculum. Ultimately students in the program gain a wider awareness of vocational opportunities in the audio field in order to plot a trajectory for professional success. Most importantly students enrolled in the Hostos digital music program receive thorough preparation for transfer into bachelors programs at all the leading recording arts colleges in America including those at the City & State Universities of New York.

Digital Music Student Learning Outcomes

- A greater awareness and understanding of **sound and tonality**.
- A **body of work** they have produced which is suitable for seeking transfer to bachelors programs at other colleges and universities or entry-level opportunities for employment in their chosen field of professional audio engineering or music production.
- An **understanding of digital as well as analog recording techniques** including microphone placement, acoustic design, multi-track production, and sound treatment.
- The ability to **solve creative problems** within their field of audio engineering or music production, including research and synthesis of technical, aesthetic, and conceptual knowledge.
- Gained experience in **collaborative work methodologies** in preparation for careers in the media arts.
- The ability to **communicate their ideas professionally** in order to connect with an intended audience using aural, visual, and written presentation skills relevant to their field.
- A strong **familiarity with technical, aesthetic, and conceptual options** for media design decisions based on awareness of tonality, composition, fidelity and aesthetic principles.
- Comfortable ability to evaluate work in their field, including their own work, using **professional terminology** and the vocabulary of audio engineering, sound design, and media production.
- Strong familiarity with **media culture** as well as aesthetic trends in sound production in order to recognize their influence on contemporary media and society.
- A firm grasp of the **professional skills and behaviors** necessary to compete in the global marketplace as composers, audio engineers, and recording producers.

Digital Music | Course Offering

General Education requirements ensure that our students graduate with a well-balanced education touching on a variety of areas of study.

GENERAL EDUCATION REQUIREMENTS

ENG110 Expository Writing
ENG111 Literature & Composition
MAT100 College Mathematics
PSY101 General Psychology / SOC101 Sociology
PHY105 Physics of Sound
Liberal Arts Electives [3-5 credits]
Writing Intensive [2 courses]

Major requirements introduce students to the fundamentals of sound and the technology needed to create and edit it.

MAJOR REQUIREMENTS

MUS101 Fundamentals of Music at the Keyboard
MUS102 Music Theory & Ear Training I
MUS118 History of Western Musical Styles
DM103 History of Electronic Music
DM106 Intro to Recording Techniques
DM201 Synth, Sampling & MIDI Production
DM202 Sound Lab I
DM205 Sound Design

The individual Music Production and Sound Engineering track requirements give students the opportunity to develop and refine their skills to their chosen career path.

MUSIC PRODUCTION

DM206 Production I
DM310 Sound as Story
DM315 Sound Design in Context
MUS207 Music Theory & Ear Training

SOUND ENGINEERING

DM206 Production I
DM301 Sound Lab II
DM310 Sound as Story
DD205 3D Design

The elective offering allows students to explore different musical genres and cultural influences.

MAJOR ELECTIVES [SELECT 2]

BLS161 Hip Hop World View
LAC262 History of Latin American & Caribbean Music
MUS114 History of the Film Score
MUS116 World Music

Community Involvement

The Media Design Program prides itself on being involved in the Hostos community and the greater communities of the Bronx and New York. Through special projects, internships, and summer programs, the faculty has provided opportunities for students to share and develop their skills while building stronger portfolios.

Around Hostos, the Media Design majors have shared their skills through projects such as logo design, poster art, bulletin covers, 3D renderings of blueprints, stage design, sound design, and more. The Media Design majors have worked in the gym, Educational Technology, the Library, Information Technology, and the Repertory Theater. Media Design majors have worked with the President's Office; have been published in *Escriba* and on the cover of the faculty journal, *Touchstone*; and, also, have developed branding for the NSF-funded project STEM Educator Expansion Directive (SEED) at Hostos.

Supported by a **robust internship program** led by Professor Sarah Sandman, the Media Design students have worked at Democracy Now, advertising firm Young & Rubicam, Bronx-based dance apparel company KD Dance, are currently working with the organizers at the New York City's Multicultural Festival on branding and outreach materials. Students have attended events by diversity-focused advertising network One Club, and have worked at music studios such as Sean Combs' Daddy's House Recording Studio and Arizzma Studios. In 2014, students will begin work with the National Wildlife Federation.

Involvement in the community extends both to high schools and to other CUNY colleges. Professor Rees Shad sits on the advisory board of Crotona International High Schools Career and Technical Education Board as well as that of Bronx High School for the Visual Arts with Professor Catherine Lewis Cannon. Professors Shad, Lewis Cannon, and Sandman attended a CUNY Media Arts gathering to meet others teaching in our field within the university and discuss ways of working together for our students. This event was the beginning of a productive relationship with professors at Lehman College which is now leading to an articulation agreement and co-development of new majors.

Students' professional and collaborative educational experiences are further enhanced by several **Media Design Immersions** outside of the classroom and institution such as the Media Design Challenge, Hive Cooperative and Hostos Design Lab. Media Design Immersions provide high-impact learning and profound portfolio building opportunities through cross-cultural work exposure. Students have been immersed in such institutions as the Massachusetts Museum of Contemporary Art; The Wassaic Project in Wassaic, NY; and arts education space Arts, Letters, and Numbers. These experiences have yielded public-facing media projects such as billboard designs on Madison Avenue, a series of educational games focused on math and science, the publication of a game design text book, a multimedia exhibition at a world renowned cultural institution and a short film and screening at a local Bronx gallery.

Articulation Agreements

Articulation agreements with four year design programs are the key to providing graduates with a smooth and effective transfer experience. Even so, the process of finalizing articulation agreements has been a struggle. Our leadership has worked to develop agreements with high schools such as Crotona International High School for (DM) and Bronx High School for the Visual Arts (DD&A) and colleges such as Lehman College, New York College of Technology (City Tech), Bloomfield, and the Fashion Institute for Technology. At this time, the articulation agreement with City College is on its way to approval thanks to the efforts of Professor Sandman, and one is near completion with Lehman College thanks to the efforts of Professor Shad. In addition, our leadership is looking to colleges within the State University of New York (SUNY) system as viable options for our students. The Office of Academic Affairs has agreed to help with the development of these agreements, so we look forward to more finalized agreements in the future.

New Academic Programs

In spring of 2012, the Media Design Program was pleased to add Game Design to its list of majors. A popular activity and dream job for many area students, the major has grown exponentially since its first year. This growth stems from the students' desire to turn their hobbies into careers. The Game Design major adds dimension to the Media Design Programs. Game designers are able to draw from the pool of sound, animation, and graphic designers to collaborate on game development. This new opportunity for collaboration holds the potential to strengthen the skills of the individual visual designers and their portfolios of work.

The Game Design major has been developed through a number of accomplishments by Media Design faculty. First, motivated by muddled learning outcomes after the first semester of teaching GD101 Introduction to Games, Professor Shad and The Hive Cooperative wrote a new book on game design called *Einstein and the Honey Bee* over the summer of 2012. The experience was transformative for the introductory game design students and for the Hostos alumni who made up The Hive Collective. Second, the Media Design Program leadership welcomed long-time adjunct Matthew Bethancourt to the team in 2013 as Assistant Professor of Game Design. The program has flourished under Professor Bethancourt's leadership. Last, Professors Lewis Cannon and Shad's NSF-funded grant "Designing Futures with Games: Game-Framed Math & Science as a Pathway to Multimedia Technology Careers" along with support from Hostos made possible the creation of the Hostos Game Lab. The Game Lab in C-456 is a state-of-the-art classroom and lab that is now the heart of the Game Design program and its related initiatives.

The Game Design major shares a number introductory classes with Digital Design & Animation. The connections made between Game Design and Digital Design & Animation majors in these classes fosters connections for future collaborations, a goal of the Media Design Programs.

With regards to future new programs, Media Design leadership is working on expanding our students' opportunities by developing a new program in Interaction Design. This major will allow students to explore user interface and user experience (UI/UX) which will be the first of its kind at CUNY, and which will focus on the role of empathetic design and usability testing in media and product design. According to the AIGA 2014 salary survey, user experience professionals have a median salary of \$80,000 nationally.¹ The field of interaction design has had remarkable growth in the last decade thanks to the exploding developments in the area of smart technology. No device, app, or online service is designed without a team of interaction designers. Design does not live simply on the screen or page and is not a static entity. This field of study would prepare students for a future in mobile app design, on-line interface design, and whatever sort of platform of the future that we do not yet know or comprehend. The Interaction Design major is formulated to draw from our current course offerings to add only a select few courses that would provide students with this specialized focus.

Outcomes Assessment & Program Evaluation

Course and Program Assessment Activities

EPORTFOLIO REVIEWS

One of our most effective tools for outcome assessment is the Media Design Program ePortfolio Review process. The Digital Design & Animation and Digital Music programs both hold annual ePortfolio Reviews for majors. Each major who has completed the introductory class for their major is required to present their portfolio to a panel of critics. Critic panels are comprised of industry professionals, adjunct professors, and Hostos alumni.

The ePortfolio Review has grown and evolved since its inception in the spring of 2010. Initially a series of evening sessions, the review has now grown to a one-day event where nearly one hundred students present their portfolios. Critics provide feedback verbally to each student and in writing using an on-line survey. Students receive the results of the on-line survey in the weeks following the review.

These reviews consistently highlight ways to improve our program along with the way we prepare our students for their next steps. In particular, the feedback from industry critics has pointed out a need to further develop skills in typography. In answer to this, Professor Sarah Sandman is working to develop an Typography II class to provide additional opportunities for students to develop this crucial skill.

The feedback also points out room for improvement with written communication,

¹ <http://designsalaries.aiga.org/#position/user-experience-designer>

solving creative problems, and marketable skills. Struggling with written communication is a known issue for Media Design majors and for our entire college student population. Developing students' skills in this area is a priority. It is not a surprise that our students need to focus developing their skills in solving creative problems.

As our program graduates more students who continue on their path towards careers in design, the ePortfolio review now offers the opportunity for alumni to act as critics for the newer students. The experience provides these alumni professional development experience, the chance to act as role models for the newer students, and a space in which to network with the industry professionals who comprise the other critic panelists.

COURSE ASSESSMENT

Semester	Courses Assessed	Number of Sections
Spring 2013	DD101 Introduction to the Digital Toolbox	3
	DD105 2D Design	1
Fall 2013	DD204 Typographic Principles	1
Spring 2014	DD104 Color Theory	1
	DD106 Introduction to Usable Design	1
	DD113 Introduction to Motion Graphics	1
	DM 106 Introduction to Recording Techniques	1

Assessment of Media Design Program courses began in the spring of 2013 with DD101 Introduction to the Digital Toolbox and DD105 2D Design. As introductory courses, DD101 and DD105 are incredibly important to the development of media students' technical skills as well as their critical thinking skills.

Assessment of these courses yielded expected and, yet still, enlightening results (see appendix). In DD101, our students received their highest marks for "Visual Narrative" with 2.93 out of 4 and their lowest for the "Web Design Layout" project with 2.70 out of 4. Poor results on the "Web Design Layout" project highlights how our students struggle with both typography and information design in the early semesters of our program. Faculty had identified this weakness over the course of teaching DD101 for many semesters. Additional focus has been placed on this project and resources have been shared amongst the adjunct faculty as these skills are integral to design industry success.

The course assessment of DD101 Introduction to the Digital Toolbox also led to an unexpected outcome. Through the process of discussing SLO's and projects with adjunct faculty who also teach the course, it came to light that one adjunct had changed

certain projects in ways that left students less prepared for future coursework. This realization combined with student feedback explained a number of shortcomings in student skill levels following the course. The issue was taken to the Program Coordinator and staffing changes were able to be made.

In DD105 2D Design, students scored highest on SLO's "Patterns" with 2.78 out of 4 and lowest on "Scale and Proportion" with 2.22 out of 4. A basic element in creating strong compositions, scale and proportion are key to our students elevating their design work. The importance of scale and proportion is integral as a design without such considerations would lack energy and sophistication. Faculty recognize the need to focus on this SLO as it is a key to sophisticated compositions.

In the assessment of DD204 Typographic Principles in fall 2013, student work displayed strength in design systems with 3.55 out of 4 and highlighted areas for improvement in two projects: "Type as Form" with 2.64 and "Type & the Grid" with 2.36 out of 4 points. In an effort to address student learning outcomes in these areas, Professor Sandman has altered the pace of the class to allow more time and emphasis to be placed on these important topics.

In addition to identifying opportunities for improvement in our courses, this process has developed our own skills in assessment. Not only do we hope that our student work develops, but we hope that our precision in assessing their work will improve as well. From this point forward, the Media Design Program leadership is interested in developing a culture of assessment amongst full-time and adjunct faculty through journaling. At the end of each semester, we will encourage our faculty to reflect on their semester and identify opportunities for improvement. With this simple record of development, we hope to better understand how our students are responding to coursework and how our faculty are adjusting to better meet their needs.

Student Evaluations & Feedback

Over the last five years, the Coordinator, full-time faculty, and CLTs have been in constant dialogue regarding plans for improving the programs in terms of student enrichment, curriculum development, and selection of members of our adjunct faculty pool. As the programs have increased in number and enrollment, these conversations have evolved into a more formalized weekly program development committee referred to as the Media Design Programs Strategic Committee, which actively analyzes student issues, faculty performance, facility management, student evaluations, and student feedback.

These last two points are particularly valuable and have been the catalyst to the evolution of our programs in many ways. From the macro level where student feedback has helped us more quickly recognize and address issues with faculty and facilities, to micro level issues with course materials and even project development. This feedback has provided opportunities for tweaking

projects, and determining points of intersection between classes, which have enhanced student experience and helped in the development of stronger student portfolios.

The open door policy that our department has with our community of majors has resulted in a better sense of that community's pulse. In addition, it has resulted in a feedback loop where students feel "heard," and where students are less reticent to approach the coordinator and full-time faculty to voice concerns about their performance, issues with other students, or even issues with faculty.

Many of our faculty have come from MFA programs at some of the leading design schools in the country. Some of these faculty arrive at Hostos expecting a more sophisticated aesthetic and more professional communication skill set than our students have yet to develop. This requires a rethinking of their approaches in order to actively engage our students. On a number of occasions, student feedback have alerted us to problematic disconnects with faculty long before official student evaluations had been processed, allowing for a more proactive early intervention with the faculty members in question.

In one instance, it came to light that a Digital Music professor was being more critical than constructive with his students. The Media Design Program should have an atmosphere of "can" rather than "can't," and so this professor was replaced. In another, a Digital Design & Animation professor had an expectation that teaching a lesson once was enough for our students to learn web design. This professor then expected our students to learn what they did not pick up in class by researching online outside of class. Although we hope that students will learn how to find the answers to their questions on their own, we also know that our students require a professor to try to present the material in multiple ways to an audience of multiple types of learners. And last, combined with faculty observations, it was found that one of our adjuncts simply was not connecting with her class. Although skilled at navigating the technology, this professor did not engage her class or even make eye contact with them during the lecture. Balancing student engagement and technology can be complicated, and not all professors are capable of finding this harmony.

On the other hand, we also have the pleasure of hearing wonderful things about our faculty. It is this feedback that motivates leadership to offer additional sections and courses to these members of the team.

Course Grade Pattern Analysis

Grade patterns for the Digital Design & Animation and Digital Music majors yield insight into both program reputation and a struggle with retention in introductory classes. Over the past five years, the Media Design Programs have developed professionalism from our students through our higher expectations of timeliness and attendance. The first few years established our reputation as being demanding programs. Our students now believe us with regards to the fact that faculty will fail them if they do not attend or do the work. Newer students also have the

benefit of having senior students in the collaborative labs who act as role models. Higher completion and passing rates in higher level classes signal that a culture of seriousness, focus, and motivation develops as students progress.

Over the years, however, it is in these introductory classes that we often see lower completion and passing rates. In particular, the low pass rate and completion rates from DM106 Introduction to Recording Techniques was a signal that perseverance through the Digital Music major was a concern. Upon discussion with faculty, it came to light student misconceptions about the major were partly to blame. Students knew that they liked music and that this was a music major, however, they did not fully understand the challenges that would face them and the outcomes that the major would produce. At that time, the way in which program leadership described the major changed to address these issues. As a result, incoming students are now more knowledgeable with more accurate expectations.

Educational Best Practices

On comparing the Media Design Programs with program offerings at six similarly situated institutions (Brooklyn College, City College, City Tech, SUNY New Paltz, SUNY Fredonia, and SUNY Purchase), we can see that we are providing a very competitive education for our students. Many of our classes appear to be directly equivalent to those at the four year institutions, and it would be excellent to get the articulation agreements in place to cement this even further. Also, the overall progression of the areas of study, moving from generalized technology / design principles to specified classes on technique and advanced principles, matches the methodology of these other institutions.

However, two things that we noticed during our research leave us some room to make changes. First, the naming of our programs and classes could be changed in a way to highlight their similarities with other competing programs, especially for the Digital Music programs. Not one of the institutions examined uses the word 'digital' in their program naming, class naming, or even program/class descriptions. Technology has been adopted by almost all of these institutions (Music Technology at Brooklyn College / Music & Audio Technology at City College). In fact, from the main CUNY website a search for 'Music' will not return the Digital Music Major due to its given name. It may be wise to consider changing the names of the programs to match those of competing institutions, highlighting our similarities with these comparable schools. We might also consider grouping all of the majors (especially the design-focused ones) in to one all-encompassing name. A program name like BMCC's Media Arts & Technology or City Tech's Communication Design allows the student to have a focus in a particular area (Animation, Game Design, Interaction Design) without hindering their ability to change disciplines later.

Secondly, many of the programs we examined provided a capstone class for their students as a way to get real-world practice at designing a larger final project. Another benefit is that the student leaves these classes with a wonderful portfolio piece for their continued education or

job placement. It would be a great idea to create new classes that achieve this goal, or modify existing classes to do so, providing a much-needed and highly beneficial opportunity for our students.

Professional Trends Survey

In an effort to better assess our program, the Media Design Program leadership distributed a survey to design and music professionals in hopes of better understanding current industry trends. The survey highlighted the importance of imbuing students with conceptual thinking and aesthetic awareness. The Media Design Program's focus on communications skill sets and an iterative approach to design while including focus on user experience (UX) awareness (empathetic design) is important to these professionals, as well.

In particular, the **professionals highlighted coding as an important skill**. With the introduction of the Game Design major and with the future addition of an Interaction Design major, students will be introduced to the basics of coding and object-oriented programming. Based heavily on math and statistics skills, the GFMS grant was designed to support this initiative, as well, since our population has a history of difficulty in this area.

Another characteristic professionals look for in a candidate for hire is self-motivation. Our program has focused on community-building and a "tough love" mentality when students do not meet course or program expectations, but we continue to look for opportunities to better encourage this behavior.

The most consistent message from this group of professionals, however, was **how few of their companies hire designers directly out of associates degree programs**. Rather, the majority of their colleagues hold at least a bachelors degree. To be truly competitive in the New York market, it is clear that our students will need to continue their design education at a four-year school or add to their years of experience with additional professional development.

Our leadership has long seen the need for additional opportunities for Hostos Media Design graduates. One solution, referred to as the incubator, one solution would create and manage a design shop in a space within the community and near the college. The concept for the **Hostos Media Incubator** will be a facility emulating a professional design company with common work areas, conference/presentation room, reception and waiting area, all overseen by an office/production manager. Here selected alumni of our program who have developed a business model for a media company in BUS101 Intro to Business for the Digital Entrepreneur may utilize the facility as a testing ground for their endeavor in exchange for dedicating time to leading community projects involving current students.

The incubator model sets the groundwork for a philosophy of creating graduates set to be employers as well as employees and developing media companies with a richer more diverse make-up based here in our community. At this point, Professors Bethancourt and Shad have helped write a 20/20 grant with representatives at Macaulay Honors College and Lehman College which

will involve a certificate program between the three schools and provide funding for our incubator. The space has been allotted in the Bronx Terminal Market, floor plans designed, and budgets outlined. We are building alternative funding approaches in the case that the 20/20 grant is not accepted.

The Students

Majors by Subplan

This chart highlights the Design and Music Production subplans as the dominant subplans in the DD&A and DM majors respectively. In addition, it highlights the adjustments in the DD&A enrollment as the Game Design major was introduced. Last, the numbers highlight a plateau in the DD&A enrollment since 2011 and the need for new channels of outreach.

MAJORS BY SUBPLAN

	Fall 2010	Fall 2011	Fall 2012	%	Fall 2013	%
Digital Design & Animation	124	167	145		159	
Design			85	59%	89	56%
Animation			44	30%	37	21%
Undeclared			16	11%	33	21%
Digital Music	37	52	54		68	
Sound Engineering			9	17%	11	16%
Music Production			34	63%	41	60%
Undeclared			11	20%	16	24%
Game Design	n/a	n/a	23		113	

The Media Design Programs has shown steady growth over the past five years. The exponential growth of the Game Design major put our enrollment over 500 students in Fall 2013.

COURSE ENROLLMENT MAJORS AND NON-MAJORS

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
DD&A	123	310	403	340	327
DM	11	24	62	51	77
GD*	n/a	n/a	n/a	33	106
TOTAL	134	334	465	424	510

*New major introduced. Informs overall MDP course enrollment.

Demographic Profile

This breakdown by gender of our majors is of great concern to MDP faculty. The lack of women across both majors highlights a need for a targeted campaign for female visual and audio designers.

GENDER

	DD&A	%	DM	%	HOSTOS*	%
Female	49	31%	13	19%	4568	66.8%
Male	109	69%	55	81%	2267	33.2%
Undeclared	1	1	0	0		

Appendix 55:
Non-Academic Program Review (PR)
Guidelines 2013



Office of Institutional Research and Student Assessment

Non-Academic Program Review Components Breakdown

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Office of Institutional Research and Student Assessment

Introduction

This breakdown of the non-APR components should serve as a guide to help in creating a non-APR report. There are items here that will not apply to certain offices or programs, that is to be expected, but at the very least this guide can be used as a checklist. There are some parts that can be completely skipped and other parts where material may simply not be available. For the latter it is suggested to simply acknowledge this in the report and continue. If you feel there is information that is important to include but is not specifically outlined here, feel free to include it. We'll be adjusting this document as appropriate based on your feedback. Best attempts were made to be as clear as possible about everything that should be considered for the report; however there will always be some need for clarification. Do not hesitate to contact your respective OIRSA liaison if you have any questions. These are:

Joseph Contreras – CEWD and IA

Piotr Kocik – SDEM and ADM

Before You Begin:

If your review is on a **PROGRAM WITHIN AN OFFICE**,

- [Part A](#) and [part B](#) of the [Overview](#) section are about the OFFICE
- [Part C](#), [part D](#), and [part E](#) of the [Overview](#) section are about the PROGRAM
- The rest of the report is about the PROGRAM Only

If your review is on an **OFFICE**

- Complete [part A](#), [part B](#), and [part E](#) of the [Overview](#) section only (skip parts C and D)



Office of Institutional Research and Student Assessment

I. Overview

A. Describe the context of the office

1. Include the school (Hostos) and division your office falls under
2. History of the Office and/or program
 - a. When did the office first open?
 - b. Include any milestones or major changes that occurred since its inception.
3. Describe the location of the office or the location the office serves
 - a. Include information of the strategic decision to target this location (e.g., the neighborhood was targeted due to low employment and low income in the area)
 - b. Remember to use stats if necessary.
4. Describe the target demographic for the office
5. Describe how the office aims to address or has addressed the needs of the targeted community

B. Describe the activities that take place at the office

1. Types of programs offered by the office.
2. Services offered by the office
3. Any training/certifications that may be needed by or offered to the employees of the office to sustain or enhance employee skills and/or client services.
4. Marketing and Recruitment of participants
5. Any miscellaneous items that may be important for understanding the context of the program. Especially things that happen often due to community needs but not necessarily an official activity of the office.

C. Describe the program being reviewed (if separate from office)

1. History of the program
 - a. When did the program first start?
 - b. Include any milestones or major changes that occurred since its inception.
2. Describe the location of the program or the location the program serves (if different than office)
 - a. Include information of the strategic decision to target this location (e.g., the neighborhood was targeted due to low employment and low income in the area)
 - b. Remember to use stats if necessary.

D. Describe the participants of the program in question (if separate from office)

1. What type of population does the program target?
2. How do you define this population?
3. What are any specific requirements that must be met for the participants to qualify for this program?
 - a. Describe any exceptions if applicable

E. Describe information on funding for the office/program as appropriate

1. Who provides funding
 - a. Include any grants and cost-based services
 - b. Include any initial and continuous funds



Office of Institutional Research and Student Assessment

II. Mission, Goals, and Objectives

A. This is Hostos' Mission

“Offer access to higher education opportunities leading to intellectual growth and socio-economic mobility”¹

B. What is/are the overall goal(s) of your office/program?

1. This should be a general statement about what the purpose of your office/program is. Context should be used as appropriate for any other sentences within this paragraph or section.
2. Make sure to include:
 - a. The overarching issue that your organization aims to tackle (E.g., poverty, homelessness, low employment rate)
 - b. The general method used to alleviate the issue (e.g., training, shelter, resources, treatment)
 - c. A general idea of your target population (Women, elderly, disabled, Children)
 - i. The issue you're tackling may encompass the target population; in this case a target population is not necessary.
 - d. How your goal is related to the mission.
3. Example:
 - a. The ABC office aims to increase socio-economic mobility² in underprivileged neighborhoods by providing training and courses on skills in demand in the workforce market. The courses and trainings provided by the ABC office also provide students with basic skills needed to transition to a higher education² program.
 - i. Use the next sentences (as necessary) to define anything that may not be clear. Be specific.
 1. E.g., We consider underprivileged neighborhoods to be locations where at least N% of people are receiving government services, such as Temporary Assistance for Needy Families (TANF), and the Home Energy Assistance Program (HEAP), as determined by the Office of Temporary and Disability Assistance (OTDA).

C. What are the objectives of your office/program's goals

1. Here you will describe how your office/program carries out its goal(s). You previously listed the activities of the program, try to categorize them and provide a summary of how those activities help accomplish the goal(s).
 - a. Examples:
 - i. Provide support services to individuals who may have personal obstacles preventing them from attending classes.
 - ii. Provide affordable courses with up-to-date information in subjects that will give individuals the skills needed to receive employment.
 - iii. Provide soft-skills necessary for the acclimation of office and/or professional culture by the individuals served.
 - iv. Grow and sustain a network of employment agencies and potential employers so as to refer students who complete courses and/or trainings.

¹ *Our Mission*. (n.d.). Retrieved August 05, 2015, from Hostos Community College: <http://www.hostos.cuny.edu/About-Hostos/Our-Mission>

² Part of the Hostos Mission



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III. Outcomes Assessment

A. Outcomes

1. At this point it is time to get into specifics of what expectations have been established for your office/program.
 - a. What is the time frame for these expected outcomes? Normally we expect annual outcomes for each year within the period of review (typically five years). Just include the outcomes for whatever time frame you have established. Use the aforementioned guidelines if needed.
 - b. What are your quotas and projections?
 - i. These can be numbers, percentages, ratios, etc. Just specify.
 - ii. Examples
 1. Increase student enrollment by 5% over the next two years.
 - a. 2% increase AY 13/14
 - b. 3% increase AY 14/15 (compared to AY 12/13's numbers)
 - iii. Achieve a 90% completion rate or better among all courses offered for AY 14/15.
 - c. What other expectations did you have that perhaps were not quantifiable but still measurable? What are the conditions for success?
 - i. Quotas and projections have conditions for success built in because they are essentially quantifiable targets. Other expected outcomes may not. The important part is to list the conditions for success. If this is not clear to the office/program at this point, this is an excellent time to think about what success means for these outcomes.
 - ii. Example
 1. Collaborate with XYZ (a local CBO) to provide mental health services to students before the start of new classes in fall 2014. The ABC office and XYZ will come to an agreement to be outlined on a Linkage Agreement form.

B. Method of Assessment

1. You basically want to describe how the office/program collects its information and what it does with this information. If you use a database, talk about the name of the system, the title(s) of the person or people who deal with this database. You may also do surveys at the end of a course, training or after a period of time. There are countless ways of getting information and none is necessarily better than another as long as there is sound logic to it.
2. Include:
 - a. The source of the information (surveys, database, contracts, emails, OIRSA, Census)
 - b. The kind of information gathered through these sources (demographic info, agreements, test info)
 - c. How the information is calculated or analyzed
 - d. Example

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- i. Our Program Data Analyst manages information on students using a Microsoft Access database. The data is based on information provided by students on their registration forms. The data includes personal information on the students and is linked to their course information as well as test information. Our database provides the ABC office with summaries via reports which are used by our office as progress indicators and to assess results.
- ii. Linkage Agreement forms are used whenever collaboration occurs with an outside organization. These forms outline the specific conditions of the collaboration between both organizations and serves as proof that an agreement was made. All Linkage Agreement form hardcopies are maintained by our

C. Results

1. What numbers did you yield? What percentages, ratios? What agreements were made?
2. For any quantifiable targets you may have, make sure to list the results in the same manner as the target (e.g., don't say 5% increase if the target specified an increase of 30 students).
 - a. For percentages, list the numbers as well. The actual numbers used in the percentages provide context (e.g., 1 out of 2 and 200 out of 400 are both 50%).
 - b. List totals. Totals provide context and allows the reader to assess the validity of the information. (Total number of enrollment, total number of people who took a survey, etc.)
3. Include outright whether the outcomes were successful or not.
4. Do not skip outcomes. If it was included as an outcome, it has to be addressed.
5. Use charts and tables with any quantifiable data. Include some analyses on the charts and tables. Do not include charts and expect the reader to be able to figure it out.
 - a. Charts and tables may include information above and beyond that which is necessary or important for your report. That is fine, only analyze information as needed.
 - b. Include the totals somewhere under any charts and tables used for analyses. (e.g., N=200)
6. Include how your office/program used the results to improve services.
 - a. What did the results disclose?
 - b. Did anything change due to the results?
 - c. How did they change?
7. Caveats
 - a. If there's any context about the data, source, or how it was compiled that could have affected the analyses, be transparent, specific, and clear about it.
 - b. Include anything the reader should consider when looking at the data.
8. Examples
 - a. The ABC office narrowly missed its goal of increasing enrollment by 5%. 100 students were enrolled in AY 12/13, 102 in AY 13/14, and 104 in AY 14/15 yielding a 4% increase in students over 2 years. We were on track in AY 13/14 as indicated by the projected 2% increase we successfully achieved. However, we were unsuccessful in attaining the next 3% increase as projected for AY 14/15. The ABC has continued its



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efforts to increase enrollment by researching better outreach methods and increasing the actual hours spent on outreach whenever fiscally possible. Organizational changes may have also affected our results such as the recent retirement of one of our program coordinators.

- b. With 95 out of 104 students enrolled in AY 14/15, the ABC office successfully reached its goal of achieving a 90% completion rate. 91.3% of students who were enrolled for AT 14/15 completed their respective courses. The ABC office attributes this to the recent review of instructor qualifications. We have been reviewing instructor qualifications periodically in order to ensure our instructors can continuously provide high-quality education to our students.
- c. The ABC office successfully established an agreement with XYZ. As per the agreement made between our office and XYZ, according to the Linkage Agreement form (see Appendix 5), XYZ will be offering stress and anxiety management workshops to students enrolled for courses in the ABC office. Students who attend these workshops will also be able to receive one-on-one sessions with counselors from XYZ. The ABC office is currently in the process of assessing to what extent these workshops are helping students complete their courses and increase test scores.

IV. Significant Changes or Improvements Since Last Program Review (as applicable)

1. Describe any significant changes made to the unit since the last review as a result of the findings and recommendations from that review.
 - a. This similar to what was done in the last part of the previous section except that, since this was done in the past, there should have been changes already implemented. We want to know about those changes and what led to them.
2. Include 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.).
 - a. If you included this in the history portion of the overview section skip it here.
3. This section, or parts of it, may not be applicable to all offices/programs. If you have no previous analyses about your program (perhaps because the program is new or simply because it was never done) and/or your program has not undergone any significant changes since its inception due to any other reason, go ahead and skip this section. It will be included in the next non-APR.

V. External Partnerships and Collaborations

1. Describe any partnerships, collaborations, or other external activities in which the office/program 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.
2. Include partnerships, collaborations, or other external activities within CUNY and Hostos and any partnerships outside of CUNY.

VI. Customer Analysis

Who is served by the office/program? 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/program 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/program's services on customers? What information is collected about customer satisfaction with the office/program's services? How is this customer-related information used by the office/program? How does the use of this information strengthen civility on campus?

1. This is slightly different than your target population; this is a description of the clients served by the office/program. In other words, these are the people you already serve and not the people you aim to serve.
2. Ideally this should be based on data.
3. Any surveys based on customer/client satisfaction should be analyzed here.
 - a. Feel free to follow the guidelines of the Outcomes Assessment section ([III above](#)) for guidelines on how to analyze the data. The difference will be that you won't necessarily have a target.
 - b. If your customer satisfaction is used as a target, this part should go in the [Outcomes Assessment](#) section instead of here.

VII. Personnel, Facilities, and Resources

A. Provide an organization chart of the office/program

1. Include
 - a. Job titles and descriptions of the personnel in the office/program (including classification)
 - b. A demographic breakdown (e.g., gender, race/ethnicity) of personnel (provide a total number then use percentages e.g., 20 staff 60% Hispanic).

B. Describe the work flow in the office/program (as appropriate)

1. At the point of entry for a potential client, what is the first thing the client will have to go through? What happens next? If there is more than one possibility, list them and provide context on the conditions of each step. List all the possibilities for the client up until s/he completes the program.
 - a. Be sure to include who is involved in each step (via job titles) and how.
 - b. If there is any follow-up, include it as well.
2. Include a flowchart if possible. An image will make it much easier for the reader to follow workflow, especially if there are combinations of possibilities.

C. Resources

1. Describe the support and resources provided, including both PS and OTPS resources.
 - a. Discuss the extent to which these are sufficient and adequate for the office/program to accomplish its mission.
2. 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.

VIII. Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)

A. Strengths & Weaknesses

Address issues relating to the strengths of the office/program, 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/program's work.

1. Based on all other sections of this report and any other relevant information:
 - i. What does your office/program do exceptionally well?
 - ii. What areas can your office/program improve in?

B. Opportunities & Threats

Discuss relevant trends in the field of higher education that could affect the work of the office/program, either positively or negatively (e.g., changes in work rules, new governmental regulations, student enrollment, etc.)

1. Based on the other sections of this report and any changes or trends occurring within or outside of the program, office, school or CUNY:
 - a. In what ways can the office/program take advantage of these changes or newly acquired information?



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- b. How might these changes or newly acquired information affect the office/program negatively?

IX. Future Directions and Recommendations

Based on the information collected and reviewed, discuss the future directions of the office/program, including recommendations for improvement. Recommendations for change should be identified as those that can be implemented by the office/program (e.g., establishing an agreement for services with a local CBO) versus those that require the intervention of individuals at higher organizational levels of the college (e.g., creating a new position).

X. Miscellaneous Items

A. Appendix

Be sure to include any items available that will add any context to your report. Also include anything the reader can use for reference.

Examples: Registration forms, survey instruments, list of Acronyms, etc.

B. Acronyms

There are likely to be many acronyms in these reports. Generally speaking try to follow these guidelines:

- Always use the whole name the first time with the acronym in parentheses right after.
 - E.g., Internal Revenue Service (IRS)
- Thereafter, feel free to use the acronym freely.
- *Optional:* at the beginning of different sections of your report (as outlined above), consider using the whole name with the acronym as stated above. This will help your reader remember what the acronym stands for. OR
- *Optional:* Consider attaching a list of acronyms as an appendix instead of the option immediately above.

C. Where to get Data

- OIRSA – Data on students, courses, and test results at Hostos Community College. OIRSA will also help analyze any data you have if you need assistance.
- Census.gov – Federal demographic statistics.
- IPEDS – Data on Educational Institutions.
- bls.gov – Federal labor statistics.

D. Footnotes

- Use them anytime you feel context could be useful but is not important to the focus of your report.

Appendix 56:
Non-Academic Program Review (PR)
Guidelines 2016

Hostos Community College

Office of Institutional Research and Student Assessment



Program Review for Continuous Improvement Process and Guidelines



Office of Institutional Research and Student Assessment

Component	Office/Program Meetings	Due
Launch and Organization Chart Creation		September
1-4: Program Information	Early October	October 15
5: Customer Analysis	October- Early November	November 15
6: Outcomes Assessment	November to January: Discuss your data needs with OIRSA.	January 15
7: SWOT Analysis	Late January	January 31
8: Inter-Divisional Evaluation	February: Once SWOT is complete parts 1-7 are turned over to the Reviewer.	March 15(from Reviewer)
9: Future Directions and Recommendations	Late March	April 1
Executive Summary and Completed Review Document	Early April	April 30
Wrap-Up with Division Units		May

Non-Academic Program Review Components**1. Fact Sheet (2 pages)**

Includes the goals and mission of the office or program, an overview of how the unit fulfills its objectives and a brief explanation of the resources utilized. The organization chart lists all employees and their status within the unit.

2. Program Details (1/2 to 1 page)

Drawing from the fact sheet, provide more insight regarding how the program operates. Describe the functions of the office, the services provided, and the service recipients. Also, describe how the office goals and objectives relate to the broader goals and objectives of the division and the college. Use this to elaborate on anything from the fact sheet or that was not included in it.

- Include any milestones or major changes that occurred since its inception.
- Any miscellaneous items that may be important for understanding the context of the program. Especially things that happen often due to community needs but not necessarily an official activity of the office.
- How your goal is related to the mission.

3. Personnel, Facilities, and Resources (1/2 to 1 page)

Using the organization chart, describe the responsibilities of each person. If several people work as a team please list them together. Describe the support and resources provided, including both PS and OTPS resources. Using the fact sheet 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.

4. External Partnerships and Collaborations (1 paragraph)

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.

- Include partnerships, collaborations, or other external activities within CUNY and Hostos and any partnerships outside of CUNY.

Office Name/Division

Location

Motto (if any and please add any logos)

Goal and Mission

(200 words)

What is/are the overall goal(s) of your office/program? What issue is behind the existence of your unit? What is the impact of this issue? How does your program/office seek to fix this?

Ex: The ABC office aims to increase socio-economic mobility in underprivileged neighborhoods by providing training and courses on skills in demand in the workforce market. The courses and trainings provided by the ABC office also provide students with basic skills needed to transition to a higher education program.

What goals has your office/program set for the near future? Please list them, these can be broad goals (improve proficiency, grow and sustain a network, provide access to services: list them; improve rates of educational attainment and employment.)

Overview (250 words)

- Describe your program/office in the context of your division and the College. Include a history of the office and/or program, also describe the location of the office and how this location suite your goal and mission
- Describe the target demographic for the office. How the office aims to address or has addressed the needs of the targeted population. Include information of the strategic decision to target this location or population (e.g., the neighborhood was targeted due to low employment and low income in the area). Use any statistics you have such as how many clients you serve, etc. If the location where services are provided is not the office please explain.
- Describe the services offered by your program/office. List the programs by the most to the least heavily used. Explain the how these services align with your goal(s) and how they came about.
- Describe any partnerships, collaborations, or other external activities in which the office/program 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. Also describe any agencies, government organizations or other parts of CUNY with whom you work to meet your goals and mission.

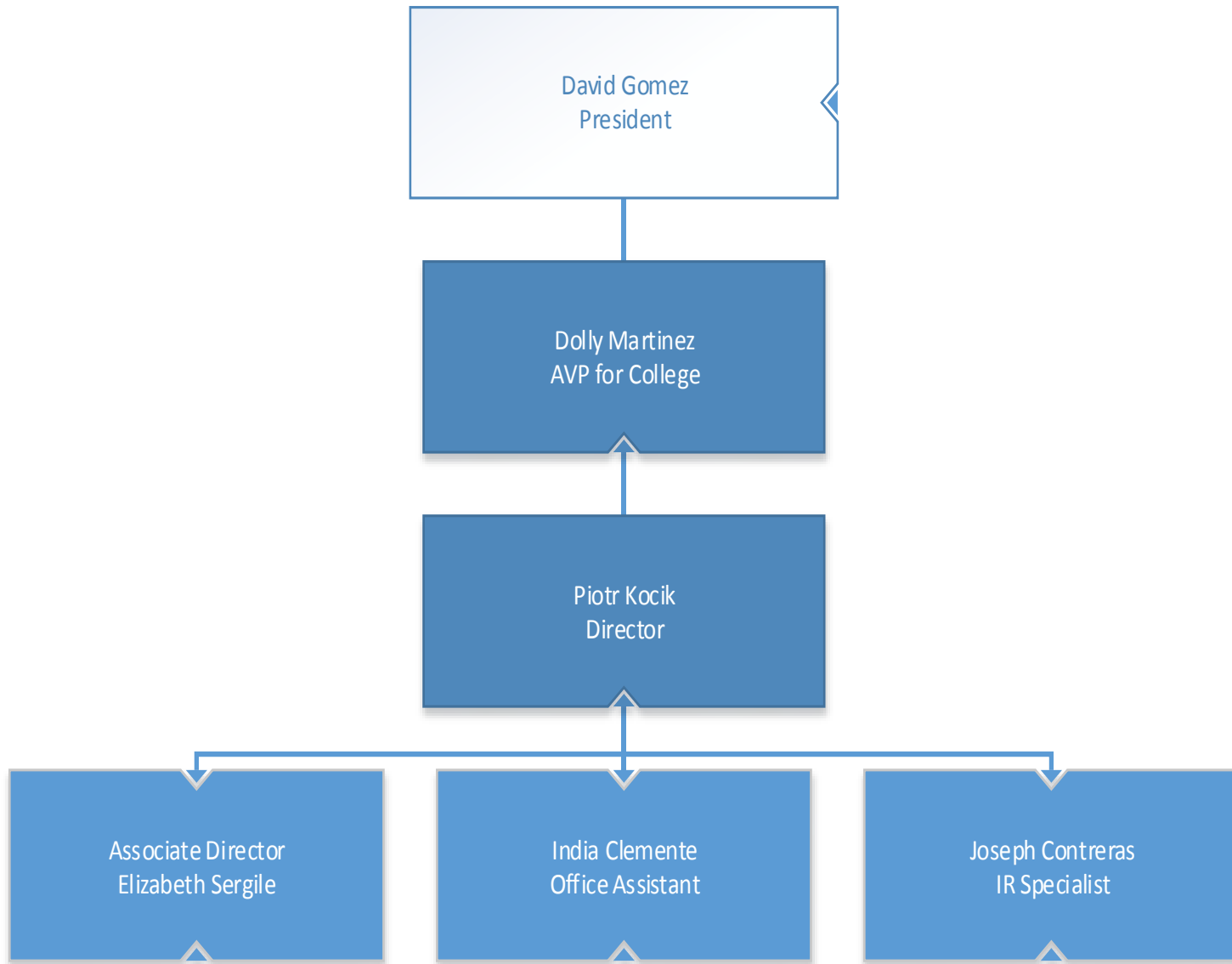
Resources (100 words)

How is your program funded? (Tax-Levy, grant-sponsored, CBO collaboration, etc. or a combination of these) Describe the support and resources provided including for PS and OTPS.

How well do the resources you have (employees and other funding) match with what is needed to fulfill your goals and mission?

Are there any efforts being made to secure additional funding?

Organization Chart for Office of Institutional Research and Student Assessment



5. Customer Analysis: 1 page narrative and 1 page of tables (optional)

- 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.).
- Does a client see multiple people during one visit to this office? If so which positions and in what order? Or are routine tasks and inquiries trafficked to different people? If so to whom and in what order?
- 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?
- How does your program/office go about marketing and recruiting participants? How often does this occur? Who is involved? List any outside agencies from (4.) external partnerships.
- What are any specific requirements that must be met for the participants to qualify for this program? Do you have customers who do not meet the criteria? How are they served?
- Any surveys based on customer/client satisfaction should be analyzed here.
- If your customer satisfaction is used as a target, this part should go in the Outcomes Assessment section instead of here.

6. Outcomes Assessment (1page)

What are the expected annual outcomes, based on the above goals and objectives? How are the outcomes being assessed? What were the results of the assessments? How were/are the results used to improve services to customers and to promote to goals of the division and College?

A. Outcomes (1/2-1 page)

1. At this point it is time to get into specifics of what expectations have been established for your office/program.
 - a. What is the time frame for these expected outcomes? Normally we expect annual outcomes for each year within the period of review (three years). Just include the outcomes for whatever time frame you have established.
 - b. How many clients do you serve per year, this is an "N"? What are your quotas and projections?
 - i. If you'd like to see an increase in services, performance and/or client base over the next few years describe the rate or number as of now and project to what you think is a significant but reachable goal for each outcome you list.
 - c. What other expectations did you have that perhaps cannot be measured as an increase or decrease? Perhaps initiate a new way of doing business or offer a new service, these are yes/no or "on/off" outcomes. What are the conditions for success?

Office of Institutional Research and Student Assessment

B. Method of Assessment (1/2 page)

1. Describe how the office/program collects its information, how it is stored and how often it is accessed and updated. Which catalog/database do you use? Which position is in charge of it? If you conduct surveys how often and with what goals? Which outside agencies do you use for evidence? What type of information do you use from outside your area? There are countless ways of getting information and none is necessarily better than another as long as it makes sense for your program and helps you figure out how things are going.
 - a. How do you analyze this information? (Make tables, use formulas etc.)

C. Results (1-2 pages)

1. What numbers did you yield? What percentages, ratios? Which “on/off” items were switched? What agreements were made? For Example:

Outcome	N	Goal	Status	Projections		
				FY17	FY18	FY19
Increase student retention	5,000	6%	-1%			
Articulation Agreement with X High School		Y	N			

- a. You may have a different (N) or target group for each outcome. If you offer a service that all of your clients are not eligible for it will be a different count. Some outcomes have no (N).
 - b. Do not skip outcomes. If it was included as an outcome, it has to be addressed.
2. Go through each outcome; explain how you plan to get to your goal, and how long you think it will take. How are you using these results to make improvements? Did these results change your goals? How?
3. Where there any problems with the data (incomplete, inconsistent, etc.)? Do you think these problems are impacting how your program looks?

*OIRSA is available at all stages of the step to help with collecting and analyzing your outcomes.

7. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Table and Analysis (2 pages)

Have an internal discussion of what issues are the most pressing for your area, the College and your program/office as you see it. Use the materials made before (parts 1-6) as a guide, this will help keep the discussion on a programmatic level while using the information composed collaboratively. Figure what’s going on in your area that is has an impact on your goals/outcomes and mission as well as that of your division. Consider the good and the bad from inside your program and what could be potentially helpful or harmful outside your program.

- **Strengths:** Based on the materials, and the discussions: what about your program as it is works well to bolster the mission?

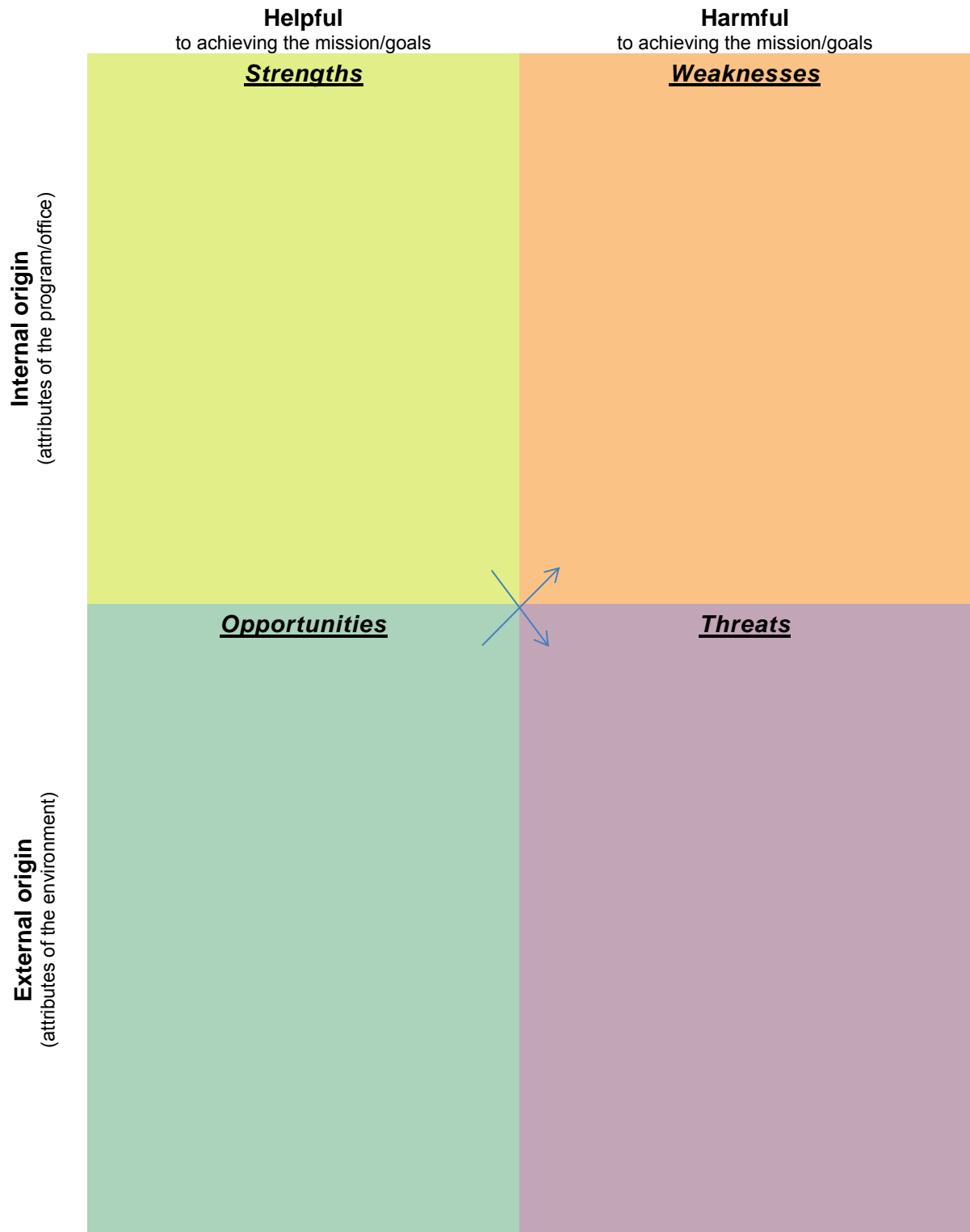


Office of Institutional Research and Student Assessment

- **Weaknesses:** Also, considering just what's in your program what weaknesses do you think have an impact on the program's ability to meet its mission? What areas can your office/program improve in? Think about any recurring difficulties in meeting goals, any general staffing or resource issues that have become an impediment.
- **Opportunities:** Are there available resources or trends/innovations from outside your program/office that you think would make a significant positive change in your outcomes or help you to better meet your goals and mission? Consider: new technologies, funding and collaboration opportunities.
- **Threats:** Are there outside factors that might hinder or derail your program or negatively impact progress towards meeting your goal and stated outcomes? Think about: any new or pending regulations or rules, any other agencies competing to offer the same services, or a broader shift, such as attitudes towards a particular service.

Complete the **SWOT Table** (see next page), list the priority items you've discovered for each: Strengths, Weaknesses, Opportunities and Threats. Briefly name the issue in no more than a sentence. There should not be more than 3-4 points in each box of the table, this will ensure that you are focused on bigger issues and also that you will find it possible to actually address and resolve those that can be fixed or utilized.

Analysis: On this page you can be more specific about the SWOT table. What's an urgent matter? What can wait if it needs to? What's the timeline on these items if you have one? Finally, how can you use your strengths to address threats? How can you use opportunities to address weaknesses?

SWOT Matrix for Non-Academic Programs



Office of Institutional Research and Student Assessment

8. Inter-Divisional Evaluation Summary (1 paragraph)

After assembling parts 1-7 turn these over to your reviewer. Engage with the reviewer in discussing the components. This is a great opportunity for self-reflection and to understand how much another program/office knows about what you do and how you operate. After some conversation and observation the reviewer will write a summary (1-2 pages) of their thoughts on the components. The reviewer will turn this document over to you by May 1.

Once you have the evaluation, summarize what you've learned from the evaluation? What parts will you add to your (9.) future directions and recommendations?

9. Future Directions and Recommendations (1 page)

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/program (e.g., establishing an agreement for services with a local CBO) versus those that require the intervention of individuals at higher organizational levels of the college (e.g., creating a new position).

10. Executive Summary (1 page)

Now that you've completed all the components it's time to tie a ribbon around it. Your executive summary should be addressed to your division vice president and present an overview of your non-APR process, the content of the review and your recommendations.

11. Appendix

This will contain the Inter-Divisional Evaluation as well as any additional tables or charts you think are necessary to the understanding of the goals of your program.

Where to get Data:

- OIRSA – Data on students, courses, and test results at Hostos Community College. OIRSA will also help analyze any data you have if you need assistance. Census.gov – Federal demographic statistics.
- Your own records and/or databases. Again, OIRSA is available to help analyze any data if you need assistance.

*Any analyses run by OIRSA will be included in their catalog of institutional data.

If you have any questions please contact:

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Appendix 57:
PR Schedule, 2016-2021

Updated Program Review Schedule

*subject to change	Years				
Division	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ADM: Administration and Finance	Self-Study /Evaluation	Implementation	Assessment	Self-Study	Implementation
CEWD: Continuing Education and Workforce Development (and IT)		Self-Study /Evaluation	Implementation	Assessment	Self-Study /Evaluation
OAA: Office of Academic Affairs			Self-Study /Evaluation	Implementation	Assessment
IA: Institutional Advancement		Self-Study /Evaluation	Implementation	Assessment	Self-Study /Evaluation
PREZ: Office of the President			Self-Study /Evaluation	Implementation	Assessment
SDEM: Student Development and Enrollment Management	Self-Study /Evaluation	Implementation	Assessment	Self-Study	Implementation

Appendix 58:
Children's Center PR, 2013-2014

Non- APR Self-Study Template

Unit: Children’s Center

Director: Magali Figueroa-Sánchez, Ph.D.

Prepared By

Document Owner(s)	Project/Organization Role
M. Figueroa-Sánchez, Ph.D.	Executive Director, Children’s Center
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1 STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT MISSION STATEMENT

The Division of Student Development and Enrollment Management (SDEM) provides quality services and programs to all students from admission to graduation. Our goals are: to support students' academic achievement and persistence for career development; to enhance students' intellectual, aesthetic, and social growth; to facilitate critical thinking skills; and to promote civic responsibility.

2 CHILDREN'S CENTER OVERVIEW

The Hostos Children's Center, Inc. at Hostos Community College (HCCCC) is a privately incorporated campus-based childcare center licensed by the New York City Department of Health and Mental Hygiene. The HCCCC was established in 1983, and has been providing high quality child care services to the South Bronx community for 31 years. The Center has served an estimated 2,331 children and families since its inception in 1983. In that, since 1999, when the program was expanded to include the State's Universal Pre-K program, approximately 510 Universal Pre-K children and an estimated 1,110 toddler and preschool children were also served.

The HCCCC has been committed to addressing the varied needs of children ages 2 to 5 and their families in the Bronx. The HCCCC is located in the Mott Haven section of the Bronx, the poorest congressional district in the nation, and within the boundaries of New York City (Region 9). HCCCC's experience lies in meeting the particular needs of the student parents and their children. Support is provided to student parents while they maintain their active enrollment status by providing standards-based developmentally appropriate childcare programming.

2.1 Mission

The mission of Hostos Community College Children's Center, Inc. (HCCCC) is to offer access to a safe, nurturing, affordable, high quality, educational learning environment for preschool children and student parents of Hostos Community College. The HCCCC's focus is to provide a stimulating early care and education experience which promotes each child's social/emotional, physical and cognitive development enabling the children to become lifelong learners. In support of educating

preschool students from diverse ethnic, racial, cultural and linguistic backgrounds, HCCCC provides bilingual education to foster a multicultural environment for all students.

2.2 Services

The HCCCC contributes to student retention and graduation by allowing student parents to have a safe and secure space, which is conducive to learning, to leave their children while they are taking class. In addition, with the implementation of a multicultural, bilingual curriculum, the HCCCC is able to better address the cognitive, linguistic, physical, and socio-emotional development of young children. The Hostos Children's Center Universal Pre-K program integrates the Creative Curriculum with ALERTA to ensure a high quality, standards-based instructional program for all (*Creative Curriculum, Appendix 5*). The ALERTA curriculum model is specifically designed for children who come from homes where the home language is a language other than English. It is a multicultural, dual language child centered approach to early childhood education and provides the foundation for meeting the goals and objectives of the Universal Pre-K program.

With this robust, combined approach, children ages 2 to 5, will develop on multiple levels simultaneously, along with providing a wide range of educational experience requiring creative responses in varied settings. It is also expected that children will develop appropriate social behavior, positive self-esteem, and concepts of self and others as well as master movement skills. In addition, nutritious meals are provided family-style. The objective is that all children achieve age-appropriate developmental milestones.

- **HCCCC Services Include:**
 - a. Developmentally appropriate instruction in reading, science, music, art, and physical activities
 - b. Assessments for developmental progress in education and social skills
 - c. Access to health care
 - d. Oral health education for children and parents
 - e. Access to dental care for the children through a Columbia University College of Dental Medicine mobile van
 - f. Access to a comprehensive network of community family-based health and social services

- g. Educational trips to museums, parks, and local community sites when the budget permits
 - h. Extensive professional development activities for staff
 - i. Support for a Parent Advisory Board
 - j. Parent education on a wide range of topics including nutrition, child safety, lead poisoning prevention, stress management, hypertension, food allergies, children's literature, and math for young children
 - k. Internship opportunities for Hostos ECE practicum students to support the completion of their degree
 - l. Review and accept proposals from Researchers in compliance with the CUNY IRB Guidelines that meet our Center's goals and mission statement
- **Safety Protocol:**
 - a. Some children have allergies to certain foods or drinks. The allergies are noted on the menu request to the vendor who prepares the meals for our Children's Center. Parents supply the milk that their child is allowed to drink. It is labeled and stored accordingly.
 - b. The Children's Center is required to submit a "Lost Child Safety" Plan. This plan has to be practiced monthly similar to the mandated monthly Fire Drill. A new plan is submitted at the start of each academic semester, revisions are considered and practice drill implemented.

2.3 Goals and Objectives

Goals	Activities
Developmentally appropriate instruction in reading, science, music, art, and physical activities	The overarching expectation is to provide high quality early childhood education services that will result in positive child development education and social outcomes, with all children ages 2 to 5 achieving age-appropriate developmental milestones.
Assessments for developmental progress in education and social skills	Continued effort to educate and socialize the children at developmentally appropriate levels as they transition from home to a school environment.
Access to health care	With an increasing number of children with asthma and allergies requiring epi-pen use, staff has been trained and certified to ensure proper use of equipment in case there is a need to administer an intervention while children are in the HCCCC.
Access to dental and oral health care for the children and student parents	Provide preventative and treatment services for children (programmed activity) through a Columbia University College of Dental Medicine mobile van. Parent education is provided by Hostos Dental Hygiene students to support the appropriate dental care for their children.
Access to a comprehensive network of community family-based health and social services	Link with community agencies that will provide resources within the school to the children so that the student parents are able to continue their education without interruption.

Educational trips to museums, parks, and local community sites	Connect the experience of the trip to the curriculum for the children as well as encourage age-appropriate social behavior (depending on budget and staffing).
Extensive professional development activities for staff	Provide opportunities for professional development of staff and teachers employed by the HCCCC, provide ongoing information about best practices in early childhood education, and encourage trainings leading to degree completion and/or certifications.
Support for a Parent Advisory Board	Parent education on a wide range of topics including nutrition, child safety, lead poisoning prevention, stress management, hypertension, food allergies, children's literature, and math for young children.
Provide internship opportunities for Hostos ECE practicum students to support the completion of their degree	Provide guidance and skill building to supplement the Hostos ECE students' learning experience in the classroom. Students are required to complete 120 hours of experiential learning in order to meet the requirements for their degree completion in Early Childhood Education.
Review and accept proposals from Researchers in compliance with the CUNY IRB Guidelines that meet our Center's goals and mission statement	Provide an assessment tool to support the work in HCCCC. The research studies are conducted in an effort to measure the HCCCC's effectiveness in providing an age-appropriate curriculum to the children, and to help evaluate how well the children are being served.

3 OUTCOME ASSESSMENT

- Retention and graduation of student parents being served by the HCCCC.
- Holistic development of children ages 2 to 5 being served by the HCCCC.
- Increase student parents GPA.
- Maintenance of a safe and secure environment that is conducive to learning.
- Provide opportunities for HCCCC Staff to attend professional development trainings.
- Provide opportunities for student parents from the HCCCC program to receive professional development and to enhance the quality of their portfolio (i.e., enrollment, graduation, certifications, internship completion, etc.)
- Partner with community organizations that will provide free and needed services to HCCCC student parents and their children (i.e., NYU, BRONX LEBANON, LINCOLN, etc.)
- Work towards stabilizing the operating budget of the HCCCC.
- Assess use of space, conduct a needs analysis, and adjust personnel.
- Continue with recruitment efforts of student parents with eligible children.
- Incrementally adjust fees charged to student parents in order to be consistent with market rates for child-care services.
- Identify more grant opportunities to help with operational cost and personnel cost and to maximize use of the HCCCC's space.
- Get authorization to expand HCCCC's services to people in the community, staff and faculty in an effort to expand hours into the summer, budget permitting.

- Increase hours of operation to align with the Administration of Children's Services requirements for Early Learn Sites in the community and to accommodate working student parents in need of child-care.

4 CHANGES/IMPROVEMENTS

- The HCCCC has improved the admissions process for student parents. The intake and children's admissions process has become more succinct and understandable for student parents to complete. (i.e., collection and verification of documents and fees – such as vaccination records, students' course schedule, etc.)
- All forms have been aligned with those required by the Administration of Children's Services Early Learn Grant in order to position the HCCCC to apply for other grant opportunities.
- Information is being shared between Director and staff on enrollment (intake) and attrition in order to make personnel changes and/or increase recruitment efforts and to provide a flex-schedule; reducing cost and in an attempt to balance budget.
- An orientation is provided to student parents and new hires on the HCCCC's guidelines and expectations. Orientations are provided every semester.
- The Parent Handbook has been updated and will continue to be updated as needed.

5 EXTERNAL PARTNERSHIPS AND COLLABORATIONS

5.1 External

Program Name:	Service(s) Provided:	# of children receiving service	# of services utilized per week/month
Bronx-Lebanon Hospital Department of Family Medicine	Health Care, Mental Health, Assessment for Special Needs	5/Student parents	1
Bronx-Lebanon Hospital/ South Bronx Asthma Partnership (SOBRAP)	Asthma Screening	67 per semester	1
Cornell University Cooperative Extension	Nutrition and Health workshops	2	1
Lincoln Hospital	Health Care, Emergency Health Care	0	0
Lifetouch Portraits	Children's Seasonal and Graduation Photos	Average of 65 per semester	1 Per Semester
Columbia University College of Dental Medicine	Dental Care via a Mobile van	Average of 40 per semester	40
Hostos Community College Counseling Department	Provides workshops, resources, and outreach services to student parents	10 (Parents)	10/month

Montefiore Medical Center	Domestic Violence Services/workshops	15	Per semester
Comprehensive Center Children's Therapy Services	Provides specialized services on speech and language, Occupational therapy, physical therapy and counseling.	12/semester	2 time per week
New York Life Insurance	Child Identification Cards	67 per semester	67
Hostos Community College Dental Hygiene Department	Provides Children with Dental tooth-brushing techniques	55	Per semester
National Coalition of Campus Child Care Centers	Campus children's centers serve as models and set standards for the larger community regarding quality care for children. Daily briefing on a National List serve with updates on Health, Curriculum, Policy changes in the Early Childhood realm.		ON-GOING

5.2 Internal

Department	Services Provided	
Hostos Department of Public Safety	Supports efforts to adhere to the NYCDOE safety plan for evacuations, fire drills, and medical emergencies	Monthly
Allied Health Science Department	A Professor provided FIRST AID/CPR/EPI – PEN Trainings to the entire staff.	Per semester
Career Services	Liaison between the Hostos College students and the professors. Students complete their 120 hours of required Field Service in our Children's Center. Hostos high school students volunteer time for Community Service Credits.	For spring 2014 we had 19 student interns.
Dental Hygiene	A Professor provides tooth brushing etiquette training to all our Pre-School children as well as the staff.	45 children per semester
Hostos Theater	Liaison between the College and Children's Center. This partnership allows HCCCC to reserve space free of charge for all required professional development, conferences, and graduation space.	On-going
Education Department	Liaison with the College Professors. Staff, children and parents participate in the Family Learning day every semester. Professors provides In-service professional development for the teachers. A Professor serving as a member of the Children's Center Board of Director's as well as partnering with the HCCCC's Senior Mentor Teacher provides the children and College students a few sessions of 'Hands On Mathematics experiences geared specifically for Early Childhood Developmental Levels.' This year HCCCC hosted a Math Fair for the first time.	All children participate during the academic year.

Director of Environmental Health & Safety, Hostos Community College	A member of the Board of Directors for the Children's Center has been supporting the program with Science activities and has donated time and money to provide the children with hands on experiences studying real insects; growing flowers and observing the butterfly cycle.	All children participate during the academic year.
COPE Department	The HCCCC allows WEB ASSIGNMENTS for Hostos College Students to be completed at the Center.	Varies per semester
Counseling Department	Provided a workshop for the Student Parents on Test Anxiety.	For student parents who participate per semester.
Health & Wellness	Provided Yoga for the parents and staff	For student parents who participate per semester.
Health & Wellness	Dove Services/Domestic Violence	On average between 10 and 15 student parents per semester.



6 CUSTOMER ANALYSIS

The tables below (A, B, and C) represent enrollment of children by age and gender at the HCCCC for the Fall 13 and Spring 14 terms.

Children completed Fall 13 term (A)		
Age	M	F
2	8	5
3	11	13
4	3	2
Total- 42	22	20

Children enrolled in Spring 14 term (B)		
Age	M	F
2	10	11
3	14	12
4	16	15
Total - 78	40	38

Children completed Spring 14 term (C)		
Age	M	F
2	8	9
3	16	11
4	4	5
Total- 53	28	25

The tables below represent the Enrollment status, Demographics, and Short-term GPA trends for the Children's Center's student parents.

HOSTOS COMMUNITY COLLEGE CHILDREN'S CENTER GPA OUTCOMES
STUDENT PARENT COHORTS FALL 2012-SPRING 2014

GPA OUTCOMES

	Total Students	GPA's Counted	Pre-HOCC Semester GPA	GPA's counted	IN-HOCC GPA	Percentage Change in GPA
Fall 2012 HOCC Student Parents Cohort	13	8	2.78	12	2.99	7.55%
Spring 2013 HOCC Student Parents Cohort	18	10	2.76	16	2.42	-12.32%
Fall 2013 HOCC Student Parents Cohort	44	36	2.19	44	2.41	10.05%
Spring 2014 HOCC Student Parents Cohort	22	17	2.59	18	3.05	17.76%
Totals	97	71	2.58	90	2.72	5.33%

*HOCC student parent not included in GPA tally are classified as either first time freshmen or participants of pre-college programs such as CLIP.

Enrollment Status

	Full Time	Part Time	Not Enrolled*	Cohort Totals
Fall 2012 HOCC Student Parents Cohort	10	2	1	13
Spring 2013 HOCC Student Parents Cohort	13	3	2	18
Fall 2013 HOCC Student Parents Cohort	32	10	2	44
Spring 2014 HOCC Student Parents Cohort	15	4	3	22
Sub Totals	70	19	6	97
Totals	97			

* Enrollment Status Not Enrolled contains students who are not officially enrolled at Hostos. This include: CLIP students.

Gender

	Male	Female	Unknown	Cohort Totals
Fall 2012 HOCC Student Parents Cohort	2	11	0	13
Spring 2013 HOCC Student Parents Cohort	2	14	2	18
Fall 2013 HOCC Student Parents Cohort	2	40	2	44
Spring 2014 HOCC Student Parents Cohort	1	18	3	22
Sub Totals	7	83	7	97
Totals	97			

Ethnicity

	Asian	Black	Hispanic	White	Unknown*	Cohort Totals
Fall 2012 HOCC Student Parents Cohort	1	2	10	0	0	13
Spring 2013 HOCC Student Parents Cohort	1	4	8	1	2	16
Fall 2013 HOCC Student Parents Cohort	3	5	30	0	4	42
Spring 2014 HOCC Student Parents Cohort	0	0	17	0	1	18
Sub Totals	5	11	65	1	7	89
Totals	89					

*"Unknown" student classification derives from CUNY Central Data

*Students and their relative data classified as "Unknown" are not included in count.

7 PERSONNEL, FACILITIES, AND RESOURCES

The HCCCC's staff is composed of highly qualified, dedicated childcare professionals specialized in early childhood. These educators are dedicated to providing high quality care and education to young children.

The Executive Director, Dr. Magali Figueroa-Sánchez is certified with a Ph.D. in Language Literacy and Learning. Dr. Figueroa-Sánchez has permanent licenses in Teaching English as a second language and Bilingual Education. All Head Teachers are required to have a Bachelor's degree, preferably in Early Childhood Education and a NYS certification. The Assistant Teachers are required to have an Associate degree, preferably in Child Development or Early Childhood Education. *The Organizational Chart is enclosed in the appendix, article 1 and a detailed description of the staff responsibilities in article 2.*

7.1 Staffing

HCCCC has 20 staff members, 19 are females and 1 is male. There are 11 full time staff and 9 part time. There accreditations are as follows;

- Staff with PhD: 1
- Staff with BAs: 6
- Staff with AAs: 4
- 1 working towards an MS

In collaboration with the education department, HCCCC provides hours to the education students. . Students complete their 120 hours of required Field Service in our Children's Center. HCCCC also collaborates with Hostos high school; students volunteer their time for Community Service Credits.

- There are 19 student interns for Spring 2014
- There are 2 High school volunteers for Spring 2014

Teacher by Classroom

- Two year toddler: 2 Head Teachers, 2 Assistants
- Three year toddler: 2 Head Teachers, 2 Assistants
- Four year toddler: 2 Head Teachers, 1 Assistant

7.2 Workflow

All classrooms consist of two well qualified teachers per class (Head Teacher and 1 Assistant Teacher). Student Interns and/or Federal Work Study students are also included, depending on their individual schedules. At times, two interns are assigned per classroom. The staff is well versed in health and safety concerns that may arise. The administrative team handles information on health insurance, assists with providing information related to tuition costs, and addresses parent inquiries regarding the implementation of the structured curriculum as it relates to meeting the needs of each child.

7.3 Facilities

Hostos Community College provides the HCCCC with 10,096 square feet of space, not including the two outside play areas which have 1,330 and 1,200 square feet, respectively. At a neighborhood rate of \$23 per square foot, this is a \$232,208 annual in-kind contribution. Hostos provides the HCCCC with all utilities at no cost, which is annual in-kind contribution of approximately \$36,000. The entrance to the building at 475 Grand Concourse is staffed by a Hostos Public Safety officer, and the HCCCC is regularly inspected by Hostos officers, all at no charge to the HCCCC. The HCCCC has computers for staff and a few stations for children, and these receive Hostos IT support at no charge.

There is a large Multi-Purpose Room which is used for professional development, workshops, teacher's lounge and parents' meetings. At times, student parents use this room to study and prepare for their classes. The HCCCC is the only Childcare Center with a Bilingual Library that houses books for children, staff, and parents. There is a small kitchen where the kitchen aides review, prepare and distribute the food to the children when it is delivered from the school's catering company. The front entrance has a small Reception desk and seating for parents. The Administration area has 4 offices for the Executive Director, Senior Mentor Teacher, Fiscal Assistant, and Family Outreach Coordinator. The Administrative Assistant is in an open space in the middle of these offices. The hallway leading to the front door of the Children's Center is used as a showcase to hang the children's art products.

- There is one observation rooms in the 2s/3s wing.

- One Medical room to meet the needs of children with allergies and asthma as mandated by the Department of Health.
- There is an unused outside recreational area for the 2 and 3 year olds in need of renovation to meet the mandated standards of the Department of Health.
- The playground for the 4 and 5 year olds is also not in use as the equipment needs to be replenished. In addition, the squirrels make an occasional visit at which time the Environmental Health and Safety Director is contacted.

	Age Group	Max Capacity	Comments
Classroom B	4s	22	Not currently in use as a classroom; used for science, math, or art fairs and multipurpose room.
Classroom C	4s	18	No students enrolled this academic year. [Loss of UPK] Normally, we had registered 18 children in this classroom.
Classroom D	4s	18	Under-enrollment [space for 18 children]
Classroom E	2s	11	
Classroom F	2s	11	
Classroom G	3s	15	
Classroom H	3s	15	

7.4 Resources

The Children’s Center is a nonprofit organization that receives city, state, and grant funding for the services rendered by the staff. The majority of the funding received is allocated to the staff (90%) and for other than personnel expenses (10%). In addition, the Center also receives in-kind contributions from the College for (electricity, security, printing, space, heat, mail, telephone, and building maintenance).

Expenses	Amount
Personnel	\$ 739,528.11
OTPS	\$ 84,234.33
Total	\$ 823,762.44
Income	
Grants	\$ 817,846.00
City & State Funding	
Balance	\$ (5,916.44)

Grant Resources	Allocation
City & State Revenues	Support staff salaries
CCAMPIS	Supports the salaries of two Toddler Teachers
BLOCK Grant	Supports the salary of the Executive Director

*For detailed budget information please refer to appendix article 4.

7.5 Training

The Staff are encouraged to participate in in-house and external training sessions for their professional development. The in-house trainings are based on maintaining a continuous upgrade of current educational trends. HCCCC provides orientation for the staff on the policies and procedures and updates on city and state regulations. All staff receive a copy of the HCCCC policies and procedures handbook and it is updated yearly.

- All staff have obtained the following City and State required training and certificates;
 - Preventing Infectious Disease
 - Mandated Reporters (Child Abuse Identification and Reporting)
 - CPR and First Aide

Professional Development Training 2013-14	Dates
Code of Ethics Refresher/Review	August 2013
Communicating Effectively and Honestly	
ESI-R & ESI-P Assessments	
Citywide Instructional Expectations	
Asthma and EPI-PEN Review/Refresher	September 2013
CACFP Guidelines Review	
Fire Drill Review & Lost Child Plan	October 2013
CPR & First Aide	
How to Use a Fire Extinguisher	November 2013
How to Budget	
Lead Poisoning	December 2013
Bilingual Education in Early Childhood/Preschool Program	April 2014
Observation and Assessment	
Professionalism and leadership: Becoming a Mindful Teacher	
Effective Communication Techniques	May 2014

8 SWOT

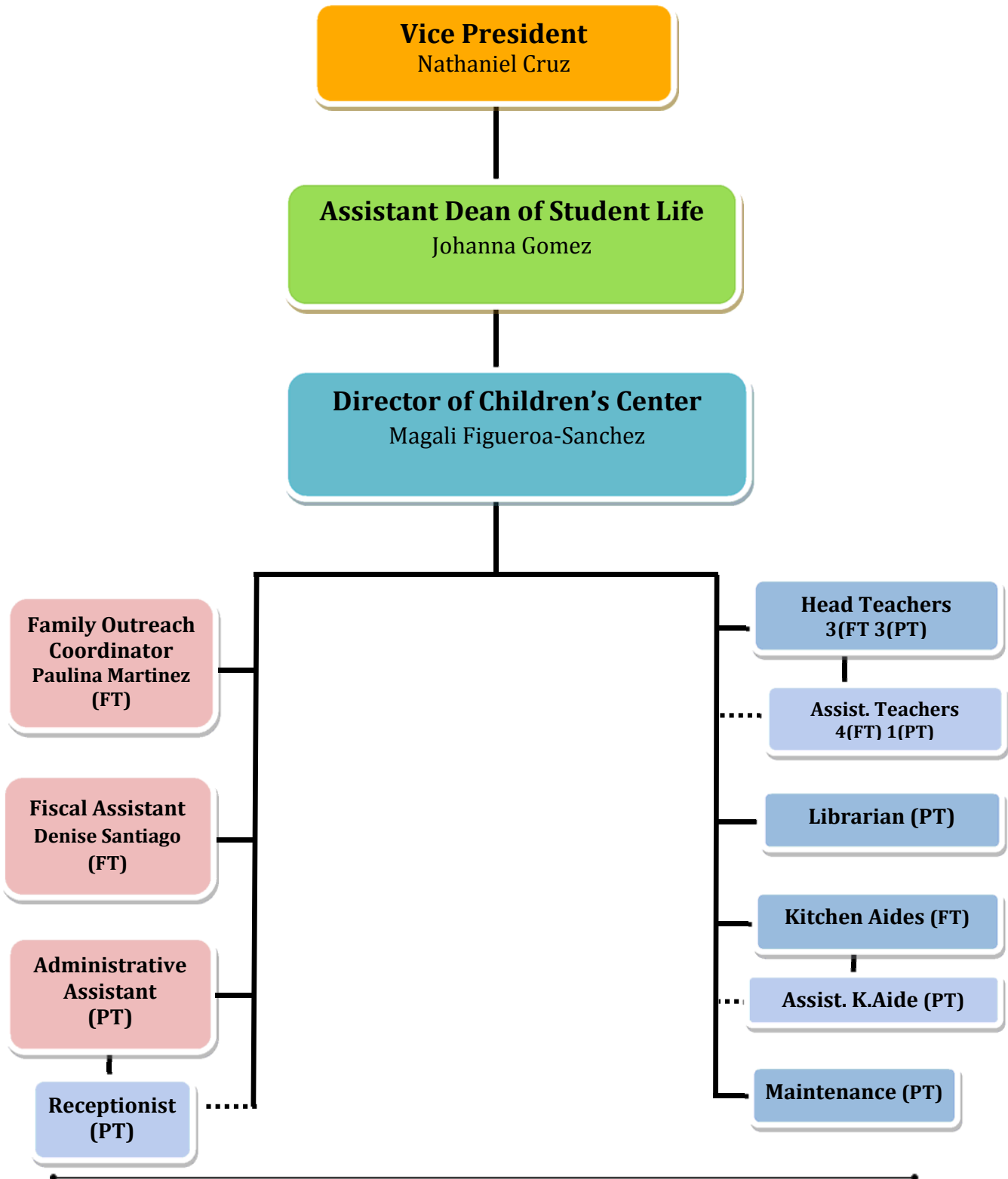
<p>Strengths</p>	<ul style="list-style-type: none"> • The HCCCC provides a Dual-Language (English/Spanish) curriculum for the children. • The HCCCC is able to provide many learning activities for children and families with the support, generosity, and commitment of some of the Board of Directors. • Reading Marathons have provided the college President, Vice Presidents, Deans, Professors, Administrators, Staff, and Parents time to read to HCCCC's children, which the children have responded well to. • Eat Well Play Hard in Child Care Settings from the NYC Department of Health provided classes on nutrition and cooking for student parents, staff, and children; as well provided 6 weeks of hands-on child nutrition and physical activity classes in the HCCCC's classrooms.
<p>Weaknesses</p>	<ul style="list-style-type: none"> • The HCCCC struggles with some student parents adhering to the guidelines set when it comes to punctuality. Though this information is covered during the general orientation session (or one-on-one for those unable to attend the orientation) in upon intake, it is still a struggle for some student parents to follow this rule when dropping off or picking up their children. • The HCCCC is unable to fully utilize the 4 year old program due to budget constraints. Attempts to gain additional funding through the Early Learn grant were unsuccessful due to the HCCCC's inability to meet certain requirements as were necessary to receive the grant. • The HCCCC is restricted in its ability to serve the children of HCC faculty and staff, as charging fees would disqualify the HCCCC of its 501c3 non-profit status. • HCCCC children only have access to the library for half day; a fulltime staff is needed to gain full day access.
<p>Opportunities</p>	<ul style="list-style-type: none"> • The HCCCC is able to pre-screen children and help prevent asthma and allergies. As the number of children with asthma and allergies is increasing each semester, the HCCCC is looking into grant opportunities that will allow the HCCCC to hire a registered nurse to oversee the health plan and children in the HCCCC. • Identifying and applying for more grants in order to maximize the use of the HCCCC's space, increase student enrollment, and hire credentialed personnel, as well as extend hours of operation. • Professional development for the administrative staff (Family Outreach Coordinator, Front Desk Receptionist, Administrative Assistant, and Fiscal Assistant) to support their growth/expertise in the services they provide to the children and student parents.
<p>Threats</p>	<ul style="list-style-type: none"> • Problem with absenteeism of staff and teachers. • HCCCC 10 month schedule and daily hours hinders the possibility of recruiting student parents to the center.

9 RECOMMENDATIONS

- Identify more grant opportunities for additions to the curriculum and faculty
 - Seek opportunities to help update the children's park so that it can meet standards
 - Develop an online form for systematized record/data keeping.
 - Maintain the number of student parents being served, ensure all contact information is updated to avoid any delays or interruptions in retrieving data.
 - Assessing student parents' needs, services rendered, and following up on children served
 - Promotional campaign using various mediums (video, student testimonials, flyers, poster, letters) and follow up with an open house
 - Analyzing student profile and doing targeted outreach of student parents with children ages 2 to 5 who can benefit from the HCCCC's offerings
 - Enforce attendance policy for teachers and staff, check and update credentials for all. Provide semester evaluations and feedback.
 - Decrease spending and work on balancing the budget
 - Analyze impact of flex care (i.e., reduce ratio of teacher to classroom when numbers of enrolled children are below requirement)
-

10 APPENDICES

10.1 Children's Center Organizational Chart



10.2 Board members

Board of Directors
VP Nathaniel Cruz, SDEM SVP Esther Rodriguez-Chardavoyne , OAF Dr. Sherese Mitchell, Professor Ms. Diahann McFarlane, Professor Two Parent Members:

10.3 Staff Responsibilities

Title	Team Member(s)	Responsibilities
Director	Magali Figueroa-Sanchez	The Executive Director, Magali Figueroa-Sánchez, Ph.D. supervises the overall and day-to-day operation of the Hostos Community College Children's Center, Inc. as a licensed Campus day care facility in full accordance with the New York City and State mandates. She is responsible for the entire day care facility, its' budgets, services, operations, recruitment and staffing. The Executive Director is the chief representative and liaison between the Hostos Children's Center, outside college staff, researchers, volunteers, and other key public groups.
Family Outreach Coordinator	Paulina Martinez	The Family Outreach Coordinator provides families with information concerning registration and maintains each semester's program enrollments. The Family Outreach Coordinator assists families in completing their admission files, ensures that all required documents are submitted to the school in a timely manner, keeps records of all families registered in the program, and maintains constant communication with program applicants in an effort to keep them engaged. Family Outreach Coordinator has a Bachelor of Science in Psychology. Ms. Martínez is a full time employee who has worked at the Children's Center fifteen years.
Fiscal Assistant	Denise Santiago	The Fiscal Assistant works in liaison with the Executive Director and provides support in all aspects of the program's fiscal tasks: (i.e.: creating and maintaining the Center's OTPS, CCAMPIS Grant budget and any other acquired grants (when applicable). The Fiscal Assistant works closely with the business office personnel to coordinate and maintain an accurate fiscal picture of the Program's activities. In addition the Fiscal Assistant's position has a customer service orientation with clients, considered to include; parents, staff, college federal work-study students and other college departments. The Fiscal Assistant is charged with producing positive outcomes in the areas of: the center's fiscal viability, reputation, a record keeping system, timely communication with parents on accounts. In addition the Fiscal Assistant analyzes, interprets statements, and gathers information to prepare appropriate summaries and reports. Fiscal Assistant is a full time administrative staff member with ten years at the Children's Center.

Administrative Assistant	Jenny Rivera	Under the direct supervision of the Executive Director, the Administrative Assistant carries out a variety of support functions including planning, assisting, and coordinating HCCCC's activities. The Administrative Assistant will perform functions requiring the application of specialized program and administrative knowledge with minimal supervision. The Administrative Assistant will oversee and ensure the accurate and timely preparation, review and processing of a variety of purchasing or related documents, compose and draft internal and external correspondences and in keeping with office policies, and procedures as well as inventories the HCCCC's equipment. Duties can include assisting the Executive Director in the preparation of RFP, grant writing/renewal as well as re-licensing by the expected deadlines set by outside agencies and grantors.
Part-Time Receptionist		The Part-Time Receptionist handles phone calls, opens the Children's Center, and greets student parents, faculty, staff and other visitors. The Part-Time Receptionist works closely with the Family Outreach Coordinator, checking daily attendance and calling to inquire about the absent children and writes letters to student parents regarding their status on the Waiting List. The Part-Time Receptionist also reviews the health records of currently enrolled children and helps to maintain files for the children. The Front Desk Receptionist is employed part-time; she maintains a secure environment for all involved and has worked at the Children's Center one year.
Kitchen Aides	Betty Anderson Josephina Veintimilla	The Kitchen Aides prepare weekly menus for HCCCC in advance to give to MBJ (cafeteria vendor) to prepare meals for the children. Receives and prepares the meals provided by MBJ. Both kitchen aides are trained on/familiar with CACFP as well as with NYC Agency Food Standards for Center-based Services. Ms. Betty Anderson, Kitchen Aide, has rendered fifteen years of service at the Children's Center. She is on a full time contract.
Senior Mentor Teacher	Maritza Rojas (PT)	The Senior Mentor Teacher collaborates with the Executive Director to observe the teachers, plan and review the lessons, provide resources, train teachers in assessing children appropriately, and insuring that the teachers are making daily observations of each child. Maritza Rojas, Senior Mentor Teacher is employed on a part time contract; she has a Bachelor's in Education and twenty-one years of service at the Children's Center.
2s Toddler Teacher	Eliana Moreira (PT)	Has a Bachelors Degree with years of experience working in Early Childhood Education.
2s Toddler Assistant Teacher	Estrella Tabacchi (FT)	
2s Toddler Teacher	Luz Serraty (FT)	

2s Toddler Assistant Teacher	Betty Santana (FT)	Ms. Betty Santana, Assistant Teacher, employed on a full time basis has also worked fourteen years at the Children's Center.
3s Pre-K Teacher	Elaina Amesquita (PT)	Has a Bachelors Degree with years of experience working in Early Childhood Education
3s Pre-K Assistant Teacher	Brunilda Montalvo (FT)	Ms. Brunilda Montalvo, Assistant Teacher began as a Student Mother Volunteer. She completed her Associated Degree and began working at the Children's Center on a full time contract; currently reaching 14 years of service.
3s Pre-K Teacher	Nilsa Ramos (FT)	
3s Pre-K Assistant Teacher	Esmeiry Martinez (PT)	Ms. Esmeiry Martínez, Assistant Teacher is employed on a part-time basis; she is completing her Associate Degree in ECE at Hostos and has worked approximately two years in our program.
4s Teacher	Daphne Rodriguez (FT)	Ms. Rodriguez is completing her Master's Degree and has worked seventeen years at the Children's Center
4s Assistant Teacher	Josefa Navarro (FT)	Ms. Josefa Navarro, Assistant Teacher, has worked eight years at the Children's Center and is on a full time basis.
4s Teacher	--	--
4s Assistant Teacher	--	--
Maintenance Staff	Lamond White	Mr. White is employed on a part-time contract and has been working for five years.
Librarian	Magaly Guzman (PT)	Magaly Guzmán, Teacher-Librarian is employed part-time and has worked at the Children's Center twenty-eight years.

10.4 Budget

HOSTOS CHILDREN'S CENTER RESOURCES FY13-14	
INCOME	
BEGIN (HRA)	\$ 21,000.00
CCAMPIS Grant	\$ 99,020.00
CACFP	\$ 24,500.00
CHILDCARE TUITION FEES - PARENT	\$ 40,000.00
BLOCK	\$ 80,108.00
CITY	\$ 240,621.00
STATE	\$ 263,647.00
ASSOCIATION	\$ 42,000.00

DISABILITY RECOVERY	\$ 650.00
Registration	\$ 6,300.00
Total Income	\$ 817,846.00
PERSONNEL EXPENSES	
Directors salary &FB	\$ 111,600.00
Gross Salary for staff	\$ 513,497.00
FICA	\$ 39,385.22
UI	\$ 8,500.00
NY Metro Comm.	\$ 1,745.89
Health Insurance	\$ 55,000.00
Payroll fees	\$ 3,800.00
Workman's Compensation	\$ 6,000.00
Subtotal	\$ 739,528.11
OTPS EXPENSES	
ACCIDENT/DEATH INS	\$ 400.00
TELECOMMUNICATIONS	\$ 1,100.00
INSTRUCTIONAL MATERIALS/SUPPLIES	\$ 1,100.00
INSTRUCTIONAL EQUIPMENT/FURNITURE	\$ 1,100.00
DIRECTORS LIABILITY INSURANCE	\$ 2,100.00
EDUCATIONAL TRIPS	\$ 800.00
OFFICE EQUIPMENT/FURNITURE	\$ 1,150.00
FOOD EXP	\$ 30,000.00
Kitchen/food/consumable supplies	\$ 2,300.00
GENERAL COMMERCIAL LIABILITY INSURANCE	\$ 6,000.00
JANITORIAL SUPPLIES	\$ 1,900.00
MISCELLANEOUS (INCLUDES POSTAGE)	\$ 1,550.00
OFFICE/LIBRARY SUPPLIES	\$ 2,000.00
PROFESSIONAL DEVELOPMENT TRAINING	\$ 2,200.00
FUND RAISING ACCOUNT	\$ 1,170.00
MISC FEES	\$ 16,533.33
MAINTENANCE/REPAIRS	\$ 2,000.00
CCAMPIS Grant expense	\$ 10,831.00
Subtotal	\$ 84,234.33
Total Income	\$ 817,846.00
Total Expenses	\$ 823,762.44
	\$ (5,916.44)

10.5 Creative Curriculum

The Creative Curriculum® Goals and Objectives at a Glance

SOCIAL/EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	COGNITIVE DEVELOPMENT	LANGUAGE DEVELOPMENT
<p>I. Sense of Self</p> <ol style="list-style-type: none"> 1. Shows ability to adjust to new situations 2. Demonstrates appropriate trust in adults 3. Recognizes own feelings and manages them appropriately 4. Stands up for rights <p>II. Responsibility for Self and Others</p> <ol style="list-style-type: none"> 5. Demonstrates self-direction and independence 6. Takes responsibility for own well-being 7. Respects and cares for classroom environment and materials 8. Follows classroom routines 9. Follows classroom rules <p>III. Prosocial Behavior</p> <ol style="list-style-type: none"> 10. Plays well with other children 11. Recognizes the feelings of others and responds appropriately 12. Shares and respects the rights of others 13. Uses thinking skills to resolve conflicts 	<p>I. Gross Motor</p> <ol style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills <p>II. Fine Motor</p> <ol style="list-style-type: none"> 19. Controls small muscles in hands 20. Coordinates eye-hand movement 21. Uses tools for writing and drawing 	<p>I. Learning and Problem Solving</p> <ol style="list-style-type: none"> 22. Observes objects and events with curiosity 23. Approaches problems flexibly 24. Shows persistence in approaching tasks 25. Explores cause and effect 26. Applies knowledge or experience to a new context <p>II. Logical Thinking</p> <ol style="list-style-type: none"> 27. Classifies objects 28. Compares/measures 29. Arranges objects in a series 30. Recognizes patterns and can repeat them 31. Shows awareness of time concepts and sequence 32. Shows awareness of position in space 33. Uses one-to-one correspondence 34. Uses numbers and counting <p>III. Representation and Symbolic Thinking</p> <ol style="list-style-type: none"> 35. Takes on pretend roles and situations 36. Makes believe with objects 37. Makes and interprets representations 	<p>I. Listening and Speaking</p> <ol style="list-style-type: none"> 38. Hears and discriminates the sounds of language 39. Expresses self using words and expanded sentences 40. Understands and follows oral directions 41. Answers questions 42. Asks questions 43. Actively participates in conversations <p>II. Reading and Writing</p> <ol style="list-style-type: none"> 44. Enjoys and values reading 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print 48. Comprehends and interprets meaning from books and other texts 49. Understands the purpose of writing 50. Writes letters and words



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Appendix 59:
Student Success Coaching Unit
PR External Program Review Report, 2015

Frederick S. Lane, Ph.D.
Consultant in the Management of Nonprofit Organizations
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Telephone: (508) 888-8619 ■ Email: Lane.Fred@gmail.com

June 10, 2015

Nathaniel Cruz
Vice President for Student Development and Enrollment Management
Eugenio Maria de Hostos Community College
The City University of New York
500 Grand Concourse, Room D-102E
Bronx, NY 10451

Dear Vice President Cruz:


Find attached a report of my visit last month to Hostos Community College for the purpose of assessing a Program Review of the Student Success Coaching Unit, a component of the Office of the Vice President for Student Development and Enrollment Management.

The Hostos staff and students I met were welcoming and helpful. I especially would like to thank Ms. Lillian Morales for her assistance in dealing with the mechanics of my site visit.

Student Success Coaching would be an innovative institutional change in any institution of higher education, and it well warrants careful assessment and planned improvement. I hope that my observations prove to be helpful, and I would be glad to respond to any questions you might have.

May I add one additional observation. The External Reviewer Guidelines that I was provided suggest that this process could be accomplished in a single day. Depending on the office or function being examined, there needs to be flexibility so that an outside expert can fully understand and analyze these rather complex units. This External Program Review, for example, used only the minimum amount of time, but the consultation still encompassed 2 FTE days on site and 1 FTE day to analyze all the materials and prepare this report.

Sincerely,



External Program Review Report
Student Success Coaching Unit
Hostos Community College
The City University of New York
June 10, 2015

Frederick S. Lane, Ph.D.
Consultant

Purpose of This Report

This External Program Review Report is based principally on an examination of a written Non-Academic Program Review (Non-APR) of the Student Success Coaching Unit (SSCU) and a site visit to Hostos Community College on May 12, 13 and 14, 2015, in accordance with guidance provided by Hostos.

Data-gathering by the consultant consisted of:

- analyzing the Non-APR Self-Study submitted by the Director of the Student Success Coaching Unit;
- meeting individually with the Vice President for Student Development and Enrollment Management, the new Associate Dean (only briefly), the Executive Assistant to the VPSDEM, the Director of SSCU (twice), the College's Interim Provost and Vice President for Academic Affairs, and the Senior Research and Assessment Specialist in the Office of Institutional Research and Assessment;
- interviewing 14 current Student Success Coaches (in groups of one, two, or three, and again all together), SSCU College Assistants (three together and one individually), and a half-dozen students (informally) as they waited for an appointment with their coaches;
- visiting the Student Success Coaching Unit's facilities, Room 208 of the Hostos B Building;
- reviewing documents and materials used by SSCU, including posted job descriptions for Student Success Coaches and the SSCU Director, the "Student Success Coach Training Manual," SSCU caseload summaries, and SSCU-related components of the Hostos website;
- reviewing a revised SSCU Self-Study report provided to the consultant shortly after his site visit.

Qualifications of the Consultant

Frederick S. Lane (Ph.D., Public Administration, The Maxwell School, Syracuse University) is Professor Emeritus of Public Affairs at Baruch College, CUNY, where he taught public, nonprofit and higher education administration for 36 years. At various times, Lane also served as Director of Institutional Research, an academic department chair, an undergraduate faculty adviser, and chair of the undergraduate curriculum committee for America's largest school of business. He has also been a visiting professor at Princeton University, the University of Vermont, and Teachers College.

Lane has been a management consultant on a wide range of topics to a variety of governmental, charitable and academic organizations, including the CUNY Central Office, Hostos Community College, Hunter College, Miami University (Ohio), Seton Hall University, the University of Colorado, and West Virginia University.

Purpose of the Student Success Coaching Unit

The Student Success Coaching Unit engages and guides first-time freshmen students in formulating their academic, career and life goals, in planning their college experience to make progress toward these goals, and in overcoming challenges toward satisfactory educational progress and degree completion throughout their lives at Hostos.

The rationale for this innovation was compelling. There is increasing national attention to the importance of community colleges, and there is also pressure in the nation and in New York to increase what are seen as low degree completion rates at Hostos and all community colleges.

Coaching in higher education is a developmental process, and Student Success Coaches differ from traditional academic advisers in that they take a holistic approach to the three interdependent streams of a student's life:

- the student's personal environment (previous education, study skills, attitudes, career and life goals, economic condition and financial pressures, work obligations, family and personal support system);
- the student's educational experiences at Hostos (placement tests and need for remediation, classroom experiences, performance in courses, engagement with faculty and peers, achievement testing, and academic support);
- student services (orientation, financial aid, registration, and co-curricular activities).

In their advising behaviors, Student Success Coaches may be seen as one of few places on campus where students can meet regularly one-to-one with a supportive institutional representative. These Coaches are especially good at building rapport and listening, of connecting students to the campus and its many offices, of encouraging self-awareness and self-reliance. As Coaches, they provide information, advocacy, problem solving, feedback, support, and referral services, and sometimes can be understood as "intrusive" advisers.

Every two years The Aspen Institute awards the Aspen Prize for Community College Excellence. In 2015, Hostos Community College was one of the ten finalists for this prestigious honor from among over 1,000 community colleges in the nation. There is little doubt that the single most important innovation in attracting Aspen's attention to Hostos was its bold initiative in Student Success Coaching beginning in 2012.

The Original Non-APR Self-Study

The original, written Program Review was completed in June, 2014, and the report and its appendices were well organized and very helpful in describing the activities of the Student Success Coaching Unit.

In terms of the consultant's major concerns about the self-study:

- the formulation of SSCU's mission lacked a clear and compelling statement;

- stated weaknesses did not emphasize sufficiently students who do not see their coaches and SSCU's historical problem of filling vacant coaching positions on a timely basis;
- the coaches were largely not involved in preparing the report, and the final report had not been shared with them.

The report could also have benefitted from a final proofreading and editing.

Although not noted in the report, it is regrettable that Institutional Research did not attempt to gather appropriate data in the early implementation of Student Success Coaching at Hostos, particularly comparing student satisfaction with advisement before and after the creation of SSCU. Such a study in Fall, 2012, and subsequently would have been able compare student satisfaction with advisement for Fall 2011 entrants with Fall 2012 and later entrants. Such research would have made a valuable contribution to this Program Review.

The Structure of the Student Success Coaching Unit

The Student Success Coaching Unit today is led by a Director and includes 24 lines for Student Success Coaches, of which six are currently vacant, as well as College Assistants (of whom only one is fulltime) and College Work-Study student staff.

The SSCU reports to the Associate Dean for Student Development and Enrollment Management, who in turn is responsible to the Vice President for Student Development and Enrollment Management. This Associate Dean is new in this position.

Coaches are organized by student cohort—all first-time freshmen entering Hostos Community College in the fall and spring semesters are assigned a Student Success Coach who remains with them until they graduate or transfer. At least in theory, a cadre of coaches is assigned to each cohort. This organizational pattern is easy to understand as Hostos endeavored to initiate and then to scale up its Student Success Coaching Unit.

In its revised Self-Study, submitted on May 15, 2015, the SSCU proposes to shift the basic structural pattern from organizing by class cohorts to organizing according to academic fields, like business, allied health, etc. This restructuring offers significant potential, but careful consideration of its impact on current students needs to be given in the transition from SSCU's original administrative organization to the newly recommended one. Moreover, it should be pointed out that undergraduates at all institutions of higher education often change their majors (and some switch several times).

Number and Nature of Student Success Coaches

The Student Success Coaching Unit is authorized 24 Coaches. At no point does it seem to have had its full complement. In the past, new Coaches have sometimes arrived late – in the middle of registration or at other times. Recently there has been significant turnover in the SSCU, thereby adding to this problem. Three new student cohorts have been advised by Coaches who have a primary responsibility to a previous cohort of students. One Coach currently has responsibilities in two different cohorts and an unrealistically large number of assigned students.

There is a particularly dysfunctional aspect to an undersized pool of Coaches. When a new freshman successfully begins at Hostos with a particular Coach, there is a rational and often strong preference for staying with that Coach (or "my Coach," as one student said to me). Currently this often is not possible and has real consequences in the trust students have in their Coach and that Coach's advice.

Selecting Student Success Coaches presents a challenge. Along with education and other formal qualifications, the selection committee needs to judge the motivation, interpersonal skills, and projected coaching style of each prospective Coach. So far hiring seems to have been remarkably successful. However, at times the budgetary allocation for hiring has been late. At other times Human Resources – both at Hostos and CUNY Central – has shown a reluctance to make the recommended hires. These are both unfortunate, and the relevant decision makers need to demonstrate greater understanding of and support for SSCU.

One question deals with the level of initial appointment. Traditionally job notices for Student Success Coaches have been at the HEO Assistant level, requiring a baccalaureate and four years of related experience. Consideration should be given to also recruiting appropriate individuals with just two years of related experience and allowing for subsequent promotion.

Staff turnover in SSCU raises the questions of career ladders and improved compensation for Student Success Coaches. Given the responsibilities of these coaches and their importance to student and institutional success, the possibilities for advancement within the SSCU need to be explored. Along with this, greater recognition for exceptional coaching should be considered.

Workload, Technology and Data related to Student Success Coaching

Since the creation of the SSCU in 2012, this group of professionals has been asked to perform tasks that were not envisioned originally for Student Success Coaches. Some of these may add to the skillset of Coaches, but they also can overload these already busy positions.

Some Coaches seek staff support for Coaches, perhaps for each cohort-based group. As one source of current support, they report that College Work-Study funding often runs out as the semester winds down. Looking at SSCU, administrative support for Coaches has the potential to promote efficiency and effectiveness.

Technology is a multifaceted issue for Coaches: Faculty find objections, some FERPA related, to using the College's early alert system, Starfish, to report student absences and mid-term problems. Students seem to change mobile telephone numbers regularly, requiring Coaches to try to keep up and for some Coaches to use Facebook and other vehicles to communicate with students. Last minute computer system crashes, particularly around registration time, hamper the ability of Coaches and students to proceed in an orderly way.

One of the biggest headaches in the Unit deals with data and, ultimately, using data to improve coaching. There does not appear to be case management or tracking software that routinely provides relevant, student-related data to Coaches. Coaches are sometimes overwhelmed with seemingly ad hoc requests for data solely for the purpose of reporting.

Moreover, there is a demonstrated need for a data and systems staff member in the SSCU, and this proposal is strongly recommended. This person could work with both the Unit Director and the Coaches in improving the way data are collected and reported by the SSCU. This would also allow Coaches to perform their jobs better and focus on their principal activity--coaching.

SSCU Facilities

In an institution that is space challenged, securing these offices for the Student Success Coaching Unit indicates how committed the College's Administration was to success coaching. The addition of a second front desk in the reception area has been crucial to SSCU's efficiency.

At the same time, there are problems with the space. There is little waiting area during peak periods, and the Unit Director needs to be relocated within the Unit for greater privacy in the conduct of her supervisory responsibilities.

Marketing the SSCU

There needs to be an internal marketing campaign to sell the importance of the Student Success Coaching Unit to students, faculty and staff at Hostos. For the Unit to achieve its goals, these stakeholders must constantly be reminded of the Unit's presence and functions.

To clearly express its purpose, the repeated use of a formal marketing "tagline" would also be helpful. One such example is: "Student success is our business."

This also means that the Unit's section of the Hostos website needs serious and ongoing improvement. As just a simple illustration, some coaches have pictures and many long-time coaches do not have their pictures shown. A far more dynamic Unit web page is required.

Leadership of the SSCU

The Student Success Coaching Unit started without a Director, and, consequently, the current SSCU Director – the first occupant of this position – began with special challenges. At this point, she has been in place for two years. Moreover, the external demands of this position are significant, including detailed reporting about the Unit's performance.

The SSCU Director appears to have a busy schedule, and, perhaps accordingly, does not currently coach any students. The External Reviewer feels that some direct involvement in coaching would increase the Director's understanding of Hostos students and their issues, help familiarize the Director with the responsibilities of the Coaches she supervises, and be a source of ideas and innovations. Some direct coaching by the SSCU Director is suggested, but this should be limited to an average of one-half day a week.

The SSCU appears to need an Assistant Director, who would focus on the internal operations of the SSCU.

The SSCU typically meets weekly for two hours on Friday afternoons. There is an open question in the Unit about just how effective this time use is. Some of this is for professional development, but many Unit members feel that these sessions are not as focused on their needs as would be helpful. Consideration should be given to continuing these meetings, but every other week rather than weekly.

The Student Success Coaching Unit consists of a remarkable and talented group of experienced and knowledgeable Coaches. The pre-conditions for participative management are present; participative management has the potential to increase team building and Unit performance. Without diminishing the role of the Director, involving Coaches in Unit problem solving and decision making has the potential to enhance the effectiveness of SSCU.

The arrival of a new Associate Dean for Student Development and Enrollment Management promises clearer oversight and communication for SSCU. She brings extensive and relevant experience. This should provide straightforward guidance for the Student Success Coaching Unit.

The Revised Non-APR Self-Study

A revised Program Review was transmitted to the external consultant on May 15, 2015. The most important additions are a set of recommendations. Among these, the most significant focuses on administrative reorganization – changing the advisement structure from assignment of students by cohorts to assignment based on intended major field of study. This has been discussed previously in this report.

Other recommendations of note stress additional SSCU staffing and a modest budget designated for professional development.

Nowhere in either version of the Program Review is the frequency of coaching addressed. Some students are regular visitors to SSCU and others appear to never visit. Effective, routinized coaching would seem to need two or more times in any semester. Some Coaches appear better at attracting a larger percentage of their assigned students. The notion of mandatory coaching, at least once each semester or prior to registration, is not discussed. It seems to the consultant that this is an issue that requires careful consideration.

Concluding Thoughts

Effective advisement of Hostos students cannot be simply a clerical records check and course prescription. To promote improvement in student retention and degree completion, it needs to be far more than that. Hostos Community College has committed itself to the cutting edge in college advisement, initiating a professionalized, proactive student success coaching model for all first-time freshmen students, and establishing the Student Success Coaching Unit. For this, the President, Vice President for Student Development and Enrollment Management, the Student Success Coaching Unit, the SSCU Director and the Student Success Coaches at Hostos Community College are to be congratulated.

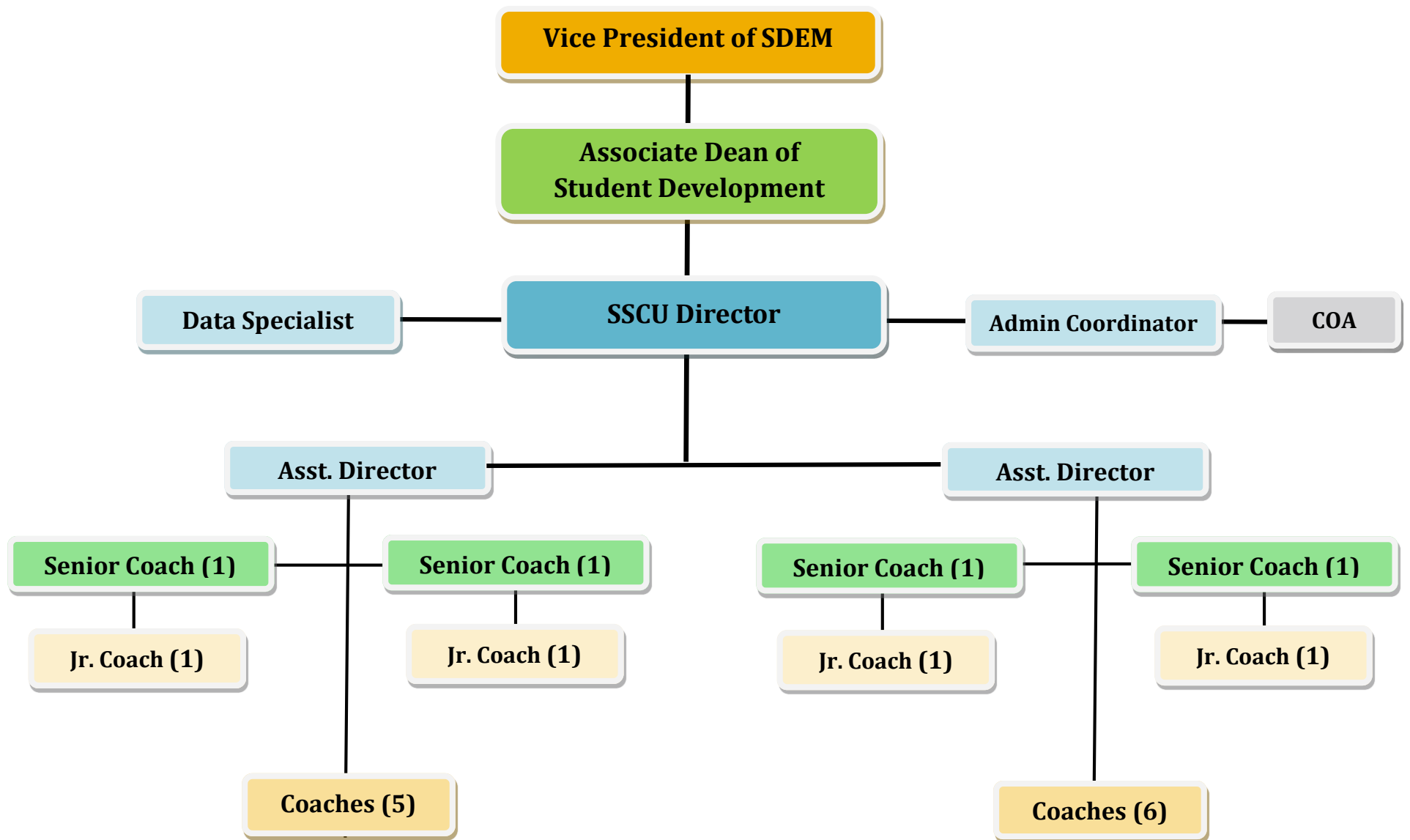
Yet, much remains to be done. While a few of those interviewed mentioned that it might be too early for this relatively new office to undergo a Program Review, the external consultant feels differently. This is a valuable exercise that could facilitate early mid-course adjustments and has the potential to improve the operation of the SSCU.

For those who were part of SSCU near its beginning, some of the excitement and creativity has been lost even though Coaches seem to love their students and help each other as needed. The opportunity for real Program Review offers a chance to adjust the Unit and its goals, to move from reactive to proactive, from defensive to assertive, from hierarchical to participative, and from overwhelmed to paced in fulfilling its important mission.

Finally, we continue to ask, why are graduation rates so low in community colleges? As important as coaching is, it is not the only element that determines student success. Some of the other factors within a college's control include: student recruitment, orientation, student success courses, gateway courses, financial support, remediation and academic support, college and curricular complexity, classroom experience, co-curricular support, health services, and information systems and data analysis. In addition to Student Success Coaching, Hostos Community College must also continue to pay attention to the many other aspects that influence student success.

Appendix 60:
Student Success Coaching Unit
Prior Organizational Chart

Appendix 61:
Student Success Coaching Unit Updated
Organizational Chart



NOTE: As a result of the APR, the organizational chart reflects some of the recommendations to reflect opportunities for upward mobility.

Appendix 62:
CHE 220 Course Assessment Matrix,
Spring 2015

Course Assessment Matrix

2015 Spring 2015 General Chemistry II CHE 220 316A[40457] (Hostos Community College) Prof. Francisco Fernandez

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 16 students registered	Feedback/Taken action/future directions
-Chemical Kinetics -Chemical Equilibrium -Acid/Base systems -Buffers and Titrations -Solubility -Thermochemistry (2 nd Law and spontaneity) -Electrochemistry -Nuclear Chemistry -Introduction to Organic Chemistry	- Know the principles of chemical kinetics and reaction mechanisms, chemical equilibrium, thermodynamics, electrochemistry, nuclear chemistry, Organic Chemistry		Formative Assessment Instruments: Specific questions linked to this outcome selected from the textbook "Chemistry: A Molecular Approach" 3rd Ed., Nivaldo Tro. Handouts with selected questions 10 q MasteringChemistry (MC) 50 questions Evaluative Assessment Instruments: -Class Partial Exams Exam 1: 33 questions Exam 2: 33 questions Final Exam: 12 questions	Handouts 70% partic 69 % score MC 88% partic 50% score 94 % partic E1 38% score E2 81% score FE 60% score	Form. Ass.: Participation in the work with handouts and problems or questions posted in the Black Board is high and the scores are high. Nevertheless the students have problem to complete their tasks in the Mastering Chemistry even when the deadline to do the work is extended. There are complaints about the software not recognizing some answers, but those that work successfully don't have this problem. The future work must be guided to establish a link between BB and Mastering. Evaluations. Ass: Normally the scores increase toward the middle and then decline at the end. Future work: In order to improve the scores we should work in the solution of real life examples. Increase the critical thinking skills of the students solving more problems.
-Chemical Kinetics -Chemical Equilibrium -Acid/Base systems -Buffers and Titrations -Solubility -Thermochemistry (2 nd Law and spontaneity) -Electrochemistry -Nuclear Chemistry -Introduction to Organic Chemistry	-Solve problems ranging from simple to complex chemistry calculations based on the materials covered. - Demonstrate to think critically about a chemistry problem, devise a strategy for solving it, and assess whether the results make sense.		Formative Assessment Instruments: Specific questions linked to this outcome selected from the textbook "Chemistry: A Molecular Approach" 3rd. Ed. Nivaldo Tro. Handouts with selected problems 20q MasteringChemistry (MC) 80 questions Evaluative Assessment Instruments: -Class Partial Exams Exam 3: 33 questions Exam 4: 33 questions Final Exam: 24 questions	Handouts 70% partic 70% score MC 90 % partic 45% score 91 % partic E1 63% score E2 69% score FE 56% score	
-Chemical Kinetics -Chemical Equilibrium -Acid/Base systems -Buffers and Titrations -Solubility -Thermochemistry (2 nd Law and spontaneity) -Electrochemistry -Nuclear Chemistry -Introduction to Organic Chemistry	Identify organic compounds in particular aliphatic and aromatic hydrocarbons and study of the principal functional groups. Understand macromolecules with emphasis on enzymes and proteins.		Formative Assessment Instruments: Specific questions linked to this outcome selected from the textbook "Chemistry: A Molecular Approach" 3rd Ed. Nivaldo Tro. Handouts with selected exercises 20q MasteringChemistry (MC) 35 questions Evaluative Assessment Instruments: -Class Partial Exams Exam 5: 0 questions Final Exam: 8 questions	Handouts 92% partic 80% score MC 80% partic 40% score 88% partic E5 0 FE 70% score	Form. Ass.: The topics of organic chemistry coming at the end of the semester is not of real difficulty. The students are able to manage all concepts on this regard. Future work: I consider that the last weeks of classes should be dedicated to establish the links between all the subjects, and do review work if necessary.
-Chemical Kinetics -Chemical Equilibrium -Acid/Base systems -Buffers and Titrations -Solubility -Thermochemistry (2 nd Law and spontaneity) -Electrochemistry -Nuclear Chemistry -Introduction to Organic Chemistry	-Manipulate basic laboratory equipment -Apply proper chemistry procedures related to qualitative analysis, acid/base systems, titrations, oxidation/reduction, Chemical Kinetics,	Scientific and Quantitative Reasoning: Interpret scientific observations and delineate conclusions	Formative Assessment Instruments: Instruments: Specific questions selected from Chemistry, The Central Science, 10th Ed, Nelson Kemp Evaluative Assessment Instruments: Lab reports Lab quiz/performance Lab final exam Lab Final grade	15 participants 11 out of 15% 4.5 out of 5% 5.5 out of 10% 21 out of 25%	

Appendix 63:
PHY 210 Course Assessment Matrix,
Spring 2015

Course Assessment Matrix

PHY 210/40490/Spring 2015 – Prof. Yoel Rodríguez

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 25 student- section	Feedback/Taken action/Future directions
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Know the basic principles and topics of Physics and their application to daily-life phenomena. 		Formative Assessment Instruments: <ul style="list-style-type: none"> - Blackboard Assignment - Team Quizzes - Homework - Self-Generated Questions Technique - Reading Quizzes - Individual Quizzes Evaluative Assessment Instruments: <ul style="list-style-type: none"> - Class Partial Exams - Class Final Exam 	% STD [*] AVG [*] 80 Q [#] 72 87 88 81 80 50 72 64 72 70 68 67	<ul style="list-style-type: none"> - Lab report revising process has been improved. - To enhance students' math background (Engineering Program Revision/ Conversation with Math Department already started; The math sequence (MAT010 to MAT160) should be fostered and implemented for STEM students. Special sections should be created and offered only for STEM students).
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Blackboard Assignment - Team Quizzes – Homework - Self-Generated Questions Technique - Reading Quizzes - Individual Quizzes - Physics Project Evaluative Assessment Instruments: <ul style="list-style-type: none"> - Class Partial Exams - Class Final Exams - Peer and Jury Evaluations during Final Lab Exam (Project Presentation) 	80 Q 72 87 88 81 80 50 72 64 72 90 72 70 68 67 68 91	<ul style="list-style-type: none"> - Student's time management should be addressed. - Student problem-solving skills should be emphasized.

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Relate physics to all areas of science. -Connect diverse topics of physics. 		Physics Project: Students integrates the knowledge gained along the semester.	72 90													
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -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: <ul style="list-style-type: none"> - Lab Flow Chart - Pre Lab Question Evaluative Assessment Instruments: <ul style="list-style-type: none"> - Lab Reports (draft/revised versions) - Pre Lab Question - Final Lab Exam (Project Presentation) 	<table border="0"> <tr> <td>87</td> <td>Q[#]</td> </tr> <tr> <td>92</td> <td>81</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>88</td> <td>64/84</td> </tr> <tr> <td>92</td> <td>81</td> </tr> <tr> <td>68</td> <td>91</td> </tr> </table>	87	Q [#]	92	81			88	64/84	92	81	68	91	<ul style="list-style-type: none"> - Keep Improving lab report rubrics. - Pre Lab Question has been assessed quantitatively. It has been included in the Final Lab grade.
87	Q [#]																
92	81																
88	64/84																
92	81																
68	91																

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

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

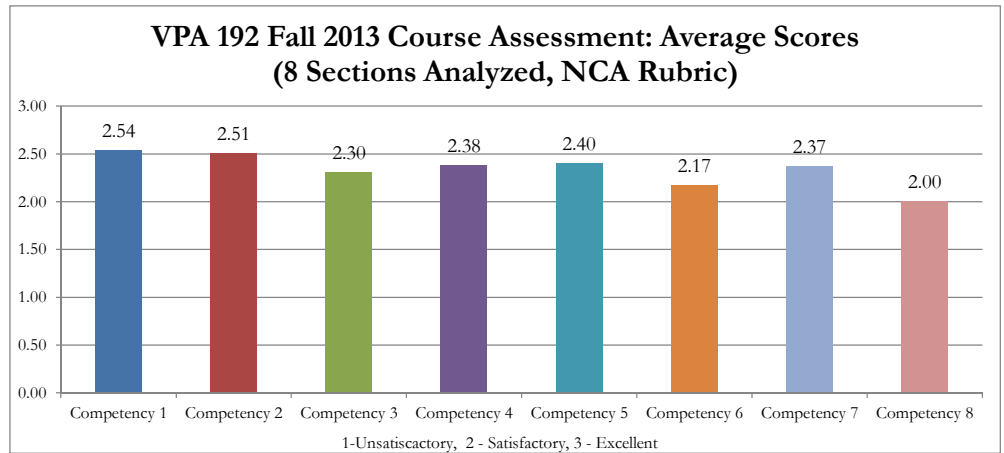
#Q refers to qualitatively evaluation.

Appendix 64:
VPA 192 Assessment Results, Fall 2013

**VPA 192 Fall 2013 Course Assessment:
Average Scores (8 Sections Analyzed, NCA
Rubric)**

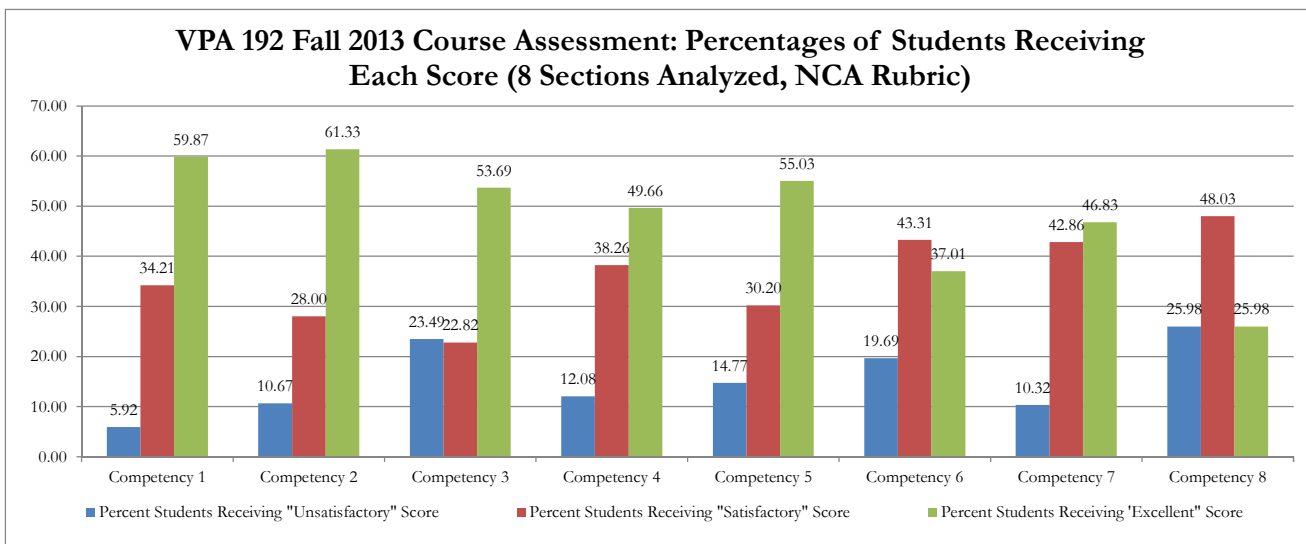
Competency	Mean (average)
Competency 1	2.54
Competency 2	2.51
Competency 3	2.30
Competency 4	2.38
Competency 5	2.40
Competency 6	2.17
Competency 7	2.37
Competency 8	2.00

(1-Unsatisfactory, 2 - Satisfactory, 3 - Excellent)



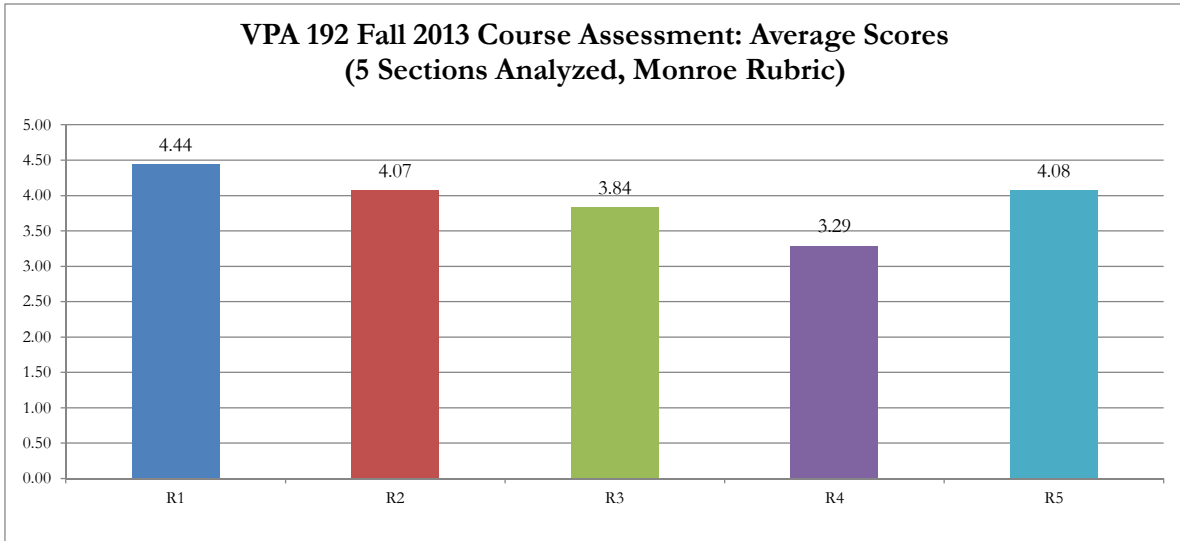
**VPA 192 Fall 2013 Course Assessment: Percentages of Students Receiving Each Score
(8 sections Analyzed, NCA Rubric)**

Competency	Percent Students Receiving "Unsatisfactory" Score	Percent Students Receiving "Satisfactory" Score	Percent Students Receiving "Excellent" Score	Total
Competency 1	5.92	34.21	59.87	100.00
Competency 2	10.67	28.00	61.33	100.00
Competency 3	23.49	22.82	53.69	100.00
Competency 4	12.08	38.26	49.66	100.00
Competency 5	14.77	30.20	55.03	100.00
Competency 6	19.69	43.31	37.01	100.00
Competency 7	10.32	42.86	46.83	100.00
Competency 8	25.98	48.03	25.98	100.00



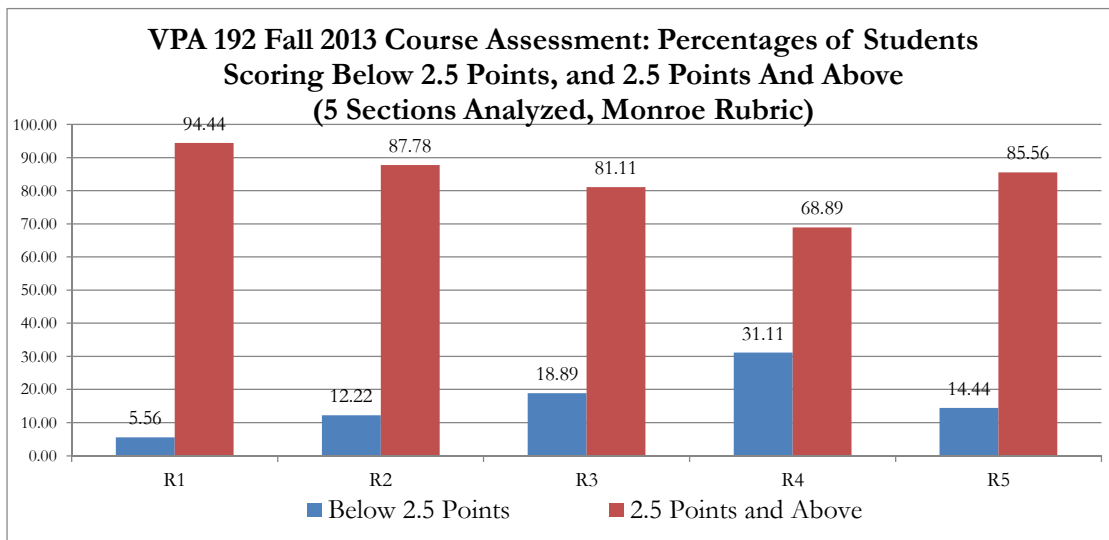
VPA 192 Fall 2013 Course Assessment:
Average Scores
(5 Sections Analyzed, Monroe Rubrics)

Rubric	Mean (average)
R1	4.44
R2	4.07
R3	3.84
R4	3.29
R5	4.08



**VPA 192 Fall 2013 Course Assessment: Percentages of Students Receiving Each Score
(5 Sections Analyzed, Monroe Rubric)**

Score	R1	R2	R3	R4	R5
Below 2.5 Points	5.56	12.22	18.89	31.11	14.44
2.5 Points and Above	94.44	87.78	81.11	68.89	85.56
Total	100.00	100.00	100.00	100.00	100.00



Appendix 65:
Progress Report to MSCHE, November 2013
(Excerpt)



**Progress Report to the
Middle States Commission on Higher Education**

from

EUGENIO MARÍA DE HOSTOS COMMUNITY COLLEGE
of
THE CITY UNIVERSITY OF NEW YORK
Bronx, NY 10451

Félix V. Matos Rodríguez, Ph. D.
President

Carmen I. Coballes-Vega, Ph.D.
Provost and Vice President for Academic Affairs
Accreditation Liaison Officer

November 1, 2013

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).

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*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	<ul style="list-style-type: none"> • Athletics and Recreation • The Children’s Center • Registrar’s Office • Student Success Coaching Unit
CEWD	<ul style="list-style-type: none"> • CUNY Language Immersion Program (CLIP) • CUNY Start • Work Incentive Planning and Assistance Program (WIPA)
IA	<ul style="list-style-type: none"> • Alumni Relations
Admin and Finance	<ul style="list-style-type: none"> • 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.

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.

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

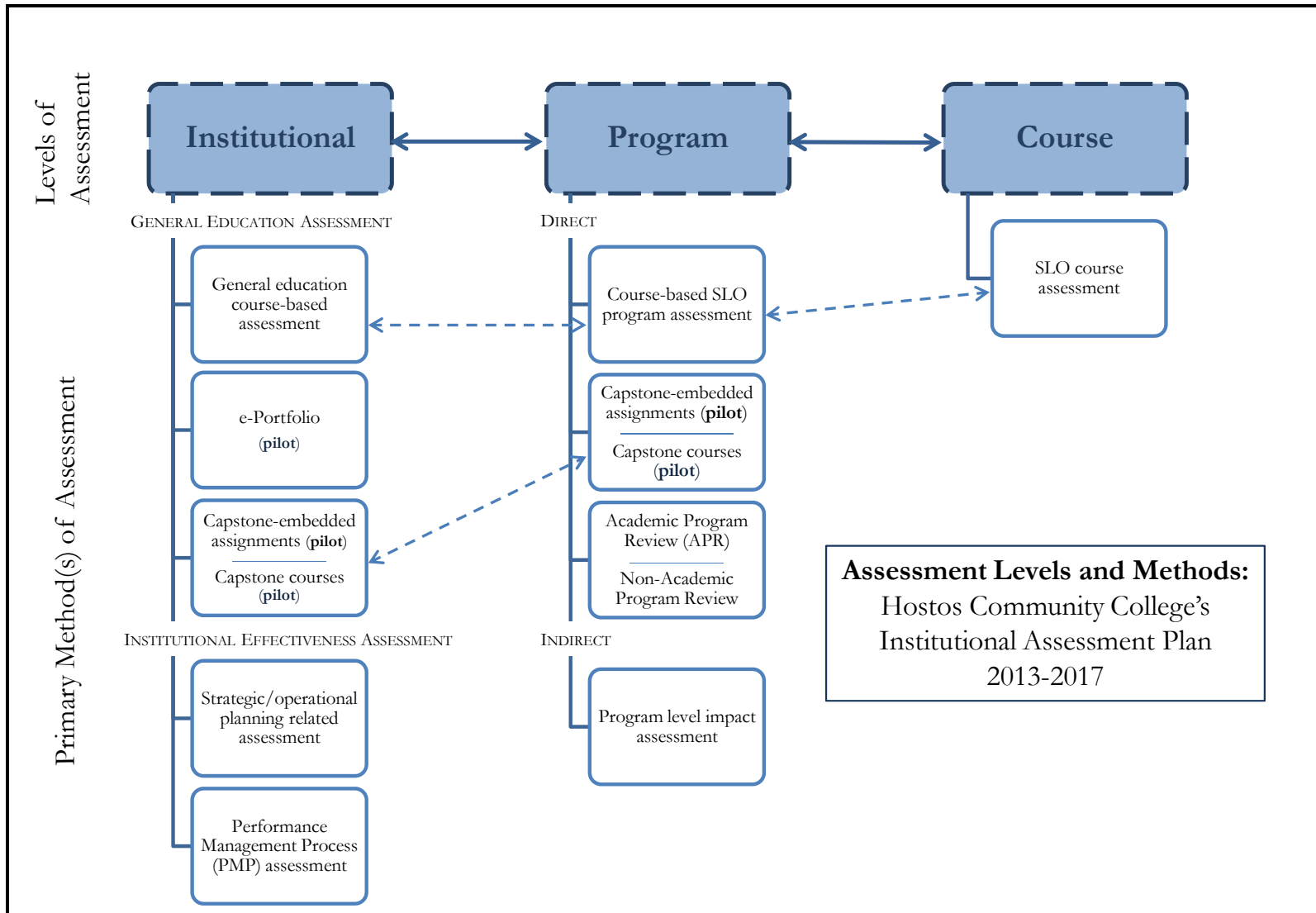
The IAP details the specifics of the assessment methods. Figure 1, on the next page, shows the purpose and methods of the assessments at each level – institutional, program, and course. All assessment activities, as described in the first half of this progress report, will continue. Several new methods 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. <ul style="list-style-type: none"> • <u>Course-based</u> general education assessment • <u>e-Portfolio</u>: Pilot assessing student performance up to the 30th credit. • <u>Capstone courses</u>: Pilot assessing student performance after the 30th credit for programs without a culminating course. • <u>Capstone-embedded assignments</u>: 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. <ul style="list-style-type: none"> • Linked to course and general education assessment
		Capstone-embedded assignments	Assesses the extent to which students have learned the content relevant to their program. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Linked to program and general education assessment.

Figure 2



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.

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 66:
General Education Competencies:
Original vs. Streamlined

Original Competencies	New Competencies
GLOBAL CITIZENSHIP AND LIFE COMPETENCIES IN A MULTICULTURAL PLANETARY CIVILIZATION	Category A: Skills This category addresses fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.
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.	A1. Utilize deductive and inductive reasoning skills with special emphasis on problem-solving, analysis and clarity of understanding.
2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.	A2. Develop the acts of speaking, reading, listening, and writing; demonstrate the act of speaking and synthesizing information correctly and effectively with the ability to use context-appropriate vocabulary and communication technology; parse lectures, text, and other educational material.
3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.	A3. Distinguish factual information from subjective opinion; consider informational origin in analyzing relevance in order to represent content in a clear, succinct and logical manner.
4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.	Category B: Subject Area Knowledge <i>This category addresses discipline-specific academic literacy. The category stresses mastery of the core concepts, principles, and methods in the various disciplines students will encounter in their programs at the College.</i>
5. Cultivate an understanding and appreciation of aesthetic literacy.	B1. Demonstrate knowledge of defining principles and canonical ideas in arts and humanities; cultural and historical studies; social and behavioral sciences; and the mathematical, physical, and life sciences.
6. Develop and demonstrate leadership and interpersonal relationship skills.	B2. Make meaningful interdisciplinary connections, recognizing that subject area knowledge may go beyond a particular course.

<p>SCIENTIFIC AND QUANTITATIVE REASONING</p>	<p>Category C: Synthesis and Application This category addresses logical analysis and synthesis of information and ideas from multiple sources and perspectives. The student’s acquisition of knowledge should be considered, as well as the integration of different forms of knowledge and ability to apply it to the student’s intellectual, personal, professional and community experience.</p>
<p>7. Interpret scientific observations and delineate conclusions.</p>	<p>C1. Access and identify the information necessary and appropriate to the production of projects, such as course papers, reports, and portfolios.</p>
<p>8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.</p>	<p>C2. Demonstrate awareness of different types of evidence and apply this evidence appropriately to a task.</p>
<p>9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.</p>	<p>C3. Organize, analyze, evaluate, and treat information critically in order to use and present it in a cohesive and logical fashion.</p>
<p>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.</p>	<p>C4. Interpret data and observations; comprehend research material. Be able to present and explain conclusions.</p>
<p>COMMUNICATION SKILLS</p>	<p>C5: Identify and analyze relevant aspects of natural and ecological realities and apply the knowledge obtained to human and environmental challenges.</p>
<p>11. Read, write, listen and speak effectively.</p>	<p>Category D: Global Citizenship This category addresses the application of the principles of ethics and governance to the larger society, one’s immediate community, and to individual conduct on campus and in society. It addresses valuing the diversity of human experience and recognizing our common human heritage and the interconnectedness in the region, the nation, and the world.</p>

<p>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.</p>	<p>D1. Demonstrate the ability to reason ethically and to apply ethical principles in making decisions.</p>
<p>13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]</p>	<p>D2. Exhibit an appreciation, understanding, acceptance and respect for human differences.</p>
<p>14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.</p>	<p>D3. Develop an ability to participate with self-awareness when interacting as a member of diverse local and global communities.</p>
<p>ACADEMIC LITERACY & INQUIRY SKILLS</p>	
<p>15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.</p>	
<p>16. Access and evaluate critically current events and issues from many perspectives.</p>	
<p>17. Distinguish factual/documented evidence from rhetorical/anecdotal evidence.</p>	
<p>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]</p>	
<p>19. Acquire important knowledge and information for life-long learning.</p>	

Appendix 67:
Revised General Education
Competencies Rubric

Hostos General Education Core Competencies

Category A: Skills

This category addresses fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.

- A1.** Utilize deductive and inductive reasoning skills with special emphasis on problem-solving, analysis and clarity of understanding.
- A2.** Develop the acts of speaking, reading, listening, and writing; demonstrate the act of speaking and synthesizing information correctly and effectively with the ability to use context-appropriate vocabulary and communication technology; parse lectures, text, and other educational material.
- A3.** Distinguish factual information from subjective opinion; consider informational origin in analyzing relevance in order to represent content in a clear, succinct and logical manner.

Category B: Subject Area Knowledge

This category addresses discipline-specific academic literacy. The category stresses mastery of the core concepts, principles, and methods in the various disciplines students will encounter in their programs at the College.

- B1.** Demonstrate knowledge of defining principles and canonical ideas in arts and humanities; cultural and historical studies; social and behavioral sciences; and the mathematical, physical, and life sciences.
- B2.** Make meaningful interdisciplinary connections, recognizing that subject area knowledge may go beyond a particular course.

Category C: Synthesis and Application

This category addresses logical analysis and synthesis of information and ideas from multiple sources and perspectives. The student's acquisition of knowledge should be considered, as well as the integration of different forms of knowledge and ability to apply it to the student's intellectual, personal, professional and community experience.

- C1.** Access and identify the information necessary and appropriate to the production of projects, such as course papers, reports, and portfolios.
- C2.** Demonstrate awareness of different types of evidence and apply this evidence appropriately to a task.
- C3.** Organize, analyze, evaluate, and treat information critically in order to use and present it in a cohesive and logical fashion.
- C4.** Interpret data and observations; comprehend research material. Be able to present and explain conclusions.
- C5:** Identify and analyze relevant aspects of natural and ecological realities and apply the knowledge obtained to human and environmental challenges.

Category D: Global Citizenship

This category addresses the application of the principles of ethics and governance to the larger society, one's immediate community, and to individual conduct on campus and in society. It addresses valuing the diversity of human experience and recognizing our common human heritage and the interconnectedness in the region, the nation, and the world.

- D1.** Demonstrate the ability to reason ethically and to apply ethical principles in making decisions.
- D2.** Exhibit an appreciation, understanding, acceptance and respect for human differences.
- D3.** Develop an ability to participate with self-awareness when interacting as a member of diverse local and global communities.
- D4.** Develop and demonstrate leadership, interpersonal relationship skills and an ability to interact with others espousing different views.
- D5.** Develop and demonstrate an understanding of the various ways human societies value and interact with their natural surroundings.

Gen Ed Assessment: Informational Tools and Rubrics

Hostos Community College is in the process of establishing a cycle of General Education assessment in line with recommendations from our most recent Middle States self-study. The information that is gathered from Gen Ed assessments is intended to be used for departments to examine how their courses and missions integrate Gen Ed competencies, and more broadly, for the college to see whether it is infusing its offerings with these competencies. As with all assessments, the purpose is not to evaluate, but to gather information to continue to improve teaching and learning. For such informational purposes and to facilitate assessment, members of the Gen Ed Committee have designed the following questions and rubrics.

Pre-Assessment Questions For Teaching Faculty:

Which Gen Ed Core Competencies do you feel you target in your course? Choose from the Core Competencies document and use the rubrics to guide you as necessary.

What papers, quizzes, or other assignments (“artifacts”) are you able to provide to Assessment and/or Gen Ed committee members as they assess each Gen Ed Competency? Describe each artifact and whenever possible provide the artifact’s instructions.

What suggestions do you have for committee members as they assess your artifacts for each Gen Ed competency? In your opinion as an instructor for the course, what should they be looking out for?

Post-Assessment Questions for Committee Members:

—In what way do the results suggest that students are targeting the Gen Ed Core Competencies listed?

—What feedback do you have for teaching faculty as they continue to consider the ways their courses target Gen Ed competencies?

Category A: Skills

COMPETENCY	(4)	(3)	(2)	(1)
A1: Use Reasoning Skills	Consistently uses a clear and developed reasoning process to explain, analyze, or solve a problem.	Often but not consistently uses a clear and developed reasoning process to explain, analyze, or solve a problem.	Relatively infrequently uses a clear or developed reasoning process to explain, analyze, or solve a problem.	Rarely uses or develops a reasoning process to explain, analyze, or solve a problem.
A2: Demonstrate acts of communication	Consistently speaks or writes clearly and effectively.	Often but not consistently speaks or writes clearly and effectively.	Relatively infrequently speaks or writes clearly or effectively.	Rarely speaks or writes clearly or effectively.
A2: Use context-appropriate vocabulary	Consistently uses vocabulary appropriate to a task, discipline, or medium.	Often but not consistently uses vocabulary appropriate to a task, discipline, or medium.	Relatively infrequently uses vocabulary appropriate to a task, discipline, or medium.	Rarely uses vocabulary appropriate to a task, discipline, or medium.
A3: Distinguish factual from subjective information	Consistently recognizes and clearly articulates the difference between types of information, including the difference between fact and opinion.	Often but not consistently recognizes and clearly articulates the difference between types of information, including the difference between fact and opinion.	Relatively infrequently recognizes or clearly articulates the difference between types of information, including the difference between fact and opinion.	Rarely recognizes or clearly articulates the difference between types of information, including the difference between fact and opinion.

Category B: Subject Area Knowledge

COMPETENCY	(4)	(3)	(2)	(1)
B1: Demonstrate knowledge of defining principles	Consistently showcases and articulates knowledge of defining principles in a discipline.	Often but not consistently showcases and articulates knowledge of defining principles in a discipline.	Relatively infrequently showcases or articulates knowledge of defining principles in a discipline.	Rarely showcases or articulates knowledge of defining principles in a discipline.
B2: Make meaningful interdisciplinary connections	Consistently showcases and articulates connections between topics, ideas, or disciplines.	Often but not consistently articulates connections between topics, ideas, or disciplines.	Relatively infrequently articulates connections between topics, ideas, or disciplines.	Rarely articulates connections between topics, ideas, or disciplines.

Category C: Synthesis and Application

COMPETENCY	(4)	(3)	(2)	(1)
C1: Research Independently	Consistently demonstrates a facility with sources, as evidenced in citations and length. Integrates sources through paraphrase and independent discussion.	Often but not consistently demonstrates a facility with sources, as evidenced in citations. Often but not consistently meets length expectations. Often but not consistently uses paraphrase and independent discussion.	Relatively infrequently demonstrates familiarity or facility with sources. Relatively infrequently uses paraphrase or independent discussion.	Rarely demonstrates familiarity or facility with sources, as evidenced through citations. Rarely integrates, applies, or independently discusses ideas from outside sources.
C2: Demonstrate awareness of different types of evidence	Consistently cites various and appropriate sources in a writing or project. Thoroughly describes these sources.	Often but not consistently cites various sources. Often but not consistently describes these sources.	Relatively infrequently cites a limited number of sources. Relatively infrequently describes these sources.	Rarely cites any sources. Rarely describes sources, even when included.
C3: Present information cohesively and logically	Consistently presents and thoroughly analyzes relevant information, maintaining clear flow of ideas.	Often but not consistently presents and thoroughly analyzes relevant information. Often but not consistently maintains clear flow of ideas.	Relatively infrequently presents and analyzes information. Relatively infrequently maintains clear flow of ideas.	Rarely presents or thoroughly analyzes relevant information. Rarely maintains clear flow of ideas.
C4: Interpret data	Consistently presents and discusses relevant data thoroughly. Considers multiple possible perspectives on data or information. Is well-informed and persuasive in conclusions.	Often but not consistently discusses relevant data thoroughly. Often but not consistently considers multiple possible perspectives on data. Is often but not consistently persuasive in conclusions.	Relatively infrequently discusses relevant data. Relatively infrequently considers multiple perspectives on data. Only relatively infrequently becomes persuasive in conclusions.	Rarely discusses relevant data. Rarely considers more than one perspective on data. Is rarely persuasive in conclusions.

Category D: Global Citizenship

COMPETENCY	(4)	(3)	(2)	(1)
D1: Perform ethical reasoning	Consistently considers multiple perspectives on ethical concerns when arguing for a particular position.	Often but not consistently considers multiple perspectives on ethical concerns when arguing for a particular position.	Relatively infrequently considers multiple perspectives on ethical concerns when arguing for a particular position.	Rarely considers multiple perspectives on ethical concerns, even when arguing for a particular position.
D2: Consider human differences	Consistently demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.	Often but not consistently demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.	Relatively infrequently demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.	Rarely demonstrates nuanced understanding of human differences based on interpersonal interaction and/or encounters with cross-cultural texts.
D3: Engage with a community	Consistently and consciously applies course skills or knowledge to collaborative work in local and/or global communities.	Often but not consistently consciously applies course skills or knowledge to collaborative work in local and/or global communities.	Relatively infrequently applies course skills or knowledge to collaborative work in local and/or global communities.	Rarely engages or applies course skills or knowledge to collaborative work in local and/or global communities.
D5 / C5: Possess environmental awareness	Consistently considers and articulates theoretical and/or practical perspectives about environmental and natural concerns.	Often but not consistently considers and articulates theoretical and/or practical perspectives about environmental and natural concerns.	Relatively infrequently considers or articulates perspectives, whether theoretical or practical, about environmental and natural concerns.	Rarely considers or articulates perspectives, whether theoretical or practical, about environmental and natural concerns.

Appendix 68:

Assessment of Gen Ed Competency (Global Citizenship) in English 242

**Gen Ed Assessment, Category D3
Final Essay Artifacts from English 242
Writing About Music, Spring 2014**

For the final paper in this course in Spring 2014, students were asked to do a field project. Students had read ethnomusicologist R. Murray Schaefer's definition of the term "soundscape," and for their fieldwork, they were to choose a public space to listen to ambient music and describe it. In their analysis and conclusion, they were asked to analyze the effect of this ambient music and discuss whether they found Schaefer's definition accurate and applicable to their fieldwork.

In the original grading process, 26 student projects were graded. The entire project was graded based on six categories, one of which was "Thorough discussion of site; specifics of sound and music." This category was graded out of 20 points, which made up 20% of the total project grade.

In a separate process, the same section of the project was assessed for Gen Ed Competency D3: "Develop an ability to participate with self-awareness when interacting as a member of diverse local and global communities." In the view of the instructor of the course, this category corresponded well with the task that students had been asked to do for the project, namely to listen and describe music accurately using terms from the course, such as pitch and volume, prior to judging and analyzing the possible effects of this music.

The 26 student projects were the same artifacts used for the assessment of Gen Ed Competency D3. The artifacts were assessed for Gen Ed Competency D3 by the course instructor, independently from the overall project grading process, for which the instructor had used a separate rubric. In the Gen Ed assessment process, the instructor used the rubric specifically developed for Gen Ed category D3, which uses a scale of 1 to 4.

In a comparative view between the overall project grades, which ranged from D to A, and the Gen Ed Assessment scores, in which all students scored 2 and above, it seems clear that students are capable of meeting this global citizenship competency yet not producing an entirely successful essay. Therefore, in future versions of the course, instruction will focus on integrating descriptive details of a surrounding with other aspects of the writing process such as analysis and mechanics.

ENG 242 Gen Ed D3 Grading

Artifact No.	Score out of 20 on site description	Gen Ed rubric score D3	Artifact overall letter grade
1	16	3	B
2	14	2	D
3	20	3	A-
4	20	4	C
5	20	3	A
6	16	2	A-
7	18	3	B+
8	18	4	A-
9	18	3	B+
10	18	3	B
11	20	3	B+
12	18	4	B+
13	19	3	A-
14	17	2	B
15	16	2	C
16	18	3	A-
17	18	4	A
18	17	3	B-
19	20	3	B-
20	17	2	B
21	17	2	C+
22	18	3	B+
23	18	2	B+
24	19	3	A
25	18	2	B-
26	20	3	A-

English 242: Final Project

In your final project for this course, you will be exploring the academic field of sound studies and writing about the way music takes place in and influences the city around you. The project is divided into three parts: theory, fieldwork, and analysis.

Part I: Theory

Using the Oxford Music Online resource (available through the Hostos library database and linked through our course website), look up the word “soundscape.” Paraphrase and summarize the definition in your own words in the first paragraph of your project.

Then spend several paragraphs considering R. Murray Schafer’s claims in the chapter that we have read from *The Soundscape*. What is Schafer’s argument in this chapter, and what are some of the terms and key ideas that he introduces as he is making that argument? Integrate direct quotations from the text in your discussion.

Part II: Fieldwork Observations

To complete this part of the assignment, choose a location in which there is background music present. Visit this location and pay attention to the ambient music, as well as all of the other sounds taking place. You could choose a store, a public space such as Penn Station, a gym, a lobby in one of the buildings at Hostos, or a subway station where musicians are performing.

Then, in the fieldwork observations section of the project, write up several paragraphs about the details of your chosen space. Where is it? When did you visit, and how long did you spend doing your observation? What kind of music was playing, how loud was it, and how was it broadcast into the space? You may want to use a decibel-measuring app to figure out how loudly the music is playing.

Characterize the other sounds that you hear in your chosen space. Be specific. Are they relatively high-pitched or low-pitched? Are they repetitive? Are they louder than the ambient music? What other adjectives could you use to describe what you are hearing? What was your overall impression of the total sonic environment and its elements?

Part III: Analysis and Conclusions

In the last part of your paper, analyze the effects of the music you heard in your space, in relationship to other sounds. What do you think that the use of music in your space was intended to accomplish? Did it work? Schafer writes, “today the world suffers from an overpopulation of sounds” (71). In your view, was the experience of urban aural culture one of the kind of “overpopulation” Schaefer is talking about? How did music contribute to aural culture as you encountered it?

Particulars and Deadlines

Due date for first draft of Part I (theory), plus a paragraph about the location you have planned as your fieldwork site: Thursday, May 1

Due date for final draft of all parts: Thursday, May 15

Page requirement for final draft: **4-6 pages**

Must be typed and double-spaced: **Yes**

Works Cited page in MLA format required: **Yes**

Revisions permitted: **No**

Late work permitted: **No**

First draft percentage of course grade: **10%**

Final draft percentage of course grade: **20%**

Grading Criteria for First Draft

Thorough, accurate summary of the term *soundscape*: 20

Thorough discussion of Schafer, with integration of quote: 20

Description/plan for fieldwork site: 20

Spelling/grammar/usage: 20

Works Cited page: 20

Grading Criteria for Final Draft

Thorough, accurate summary of the term *soundscape*: 10

Thorough discussion of Schafer, with integration of quote: 20

Thorough discussion of site with specific characterizations of sound and music: 20

Thorough analysis and conclusions: 20

Spelling/grammar/usage: 20

Works Cited page: 10

Appendix 69:
Memo on Global Citizenship –
Professor Mitchell

Category: GLOBAL CITIZENSHIP

Specific Competency: #6 Develop and demonstrate leadership and interpersonal relationship skills

This is an ongoing strategy. It is not really an assignment. In fact it is an optional strategy. I find that not requiring this option, I receive a great number of students who choose to participate.

Description: On my syllabus, I insert a box for students to provide their name, phone number and email address. I entitle this section "Phone numbers of my buddies". I provide at least 5 boxes. On the first day and mid-semester I explain and reiterate the importance of this resource. This is accomplished by stating exactly how to complete the chart. Next, I provide stories of students who did not have a buddy and what occurred. I also provided anecdotes of stories of students who were successful utilizing the chart. It helps students to be aware of the events of the lecture in the event of their absence. Also, it helps them feel empowered and develop communication skills with their peers. In addition, there is an accountability on them as they seek information from their peers. Students attending lectures may have a different perspective than the professor who may teach different sections of the same course. Therefore, accurate information can be obtained by not only questioning one colleague but additional students to verify information. Students who disseminate information are leaders and feel empowered. They are also reinforcing the information as they retell it to a colleague. This strategy teaches them that they need to always have a Plan B due to the unpredictable events that life has to offer. Being prepared is the key to success.

ALTERNATE description of same information:

Description:

- Box inserted on syllabus with supporting blurb entitled "Phonenumber of My Buddies"
- Name, phone number and email address of at least 5 peers enrolled in the section of the course
- Explained and reiterated on first day and mid-semester
- Professor states exactly how to complete the chart
- Provide stories of students who utilized and did not use implement strategy.
- Benefits:
 - Awareness of lecture events in the event of absence
 - Fosters empowered leaders on the behalf of students who disseminate information
 - Develops communication and interpersonal relationship skills with their peers
 - Accountability as they seek information from their peers
 - Students attending lectures may have a different perspective than the professor who may teach different sections of the same course.
 - Accurate information can be obtained by not only questioning one colleague but additional students to verify information.
 - Students who disseminate information are reinforcing the information as they retell it to a colleague.

This strategy teaches them that they need to always have a Plan B due to the unpredictable events that life has to offer. Being prepared is the key to success.

I can provide the chart and the "blurb" on my syllabus in the event that you would like to utilize this strategy. Again if it is NOT what you are looking for, please feel free to let me know. I am very willing to revise or even find another strategy that I use to present. Thank you for the opportunity.

Respectfully,
Sherese A. Mitchell (Education Department)

Appendix 70:
Hostos Gerontology Advisory Board
Meeting Notes, July 24, 2014

Hostos Gerontology Advisory Board Meeting Notes
July 24, 2014 | 1:30-3:00 pm

Attendees:

Organization	Name	Title
Centerlight	James O'Neal	Director of Community Outreach
Department of Aging Bureau of Active Aging	Helen Flowers	
Institute for Puerto Rican and Hispanic Elders	Antoinette Emers	Program Director
Lehman College	Patricia Kolb	Professor
Mid Bronx Senior Center	Nancy Reyes	Program Director
Neighborhood SHOPP	Evelyn Laureano	Executive Director
SEBCO Houses	Pia Scarfo	Senior Program Director
YAI Network	Donna Smith	Senior Resource Management Specialist
Amsterdam Adult Day Care Program	Ellen Rice	Program Director
Public Works Partners	Allison Quigney	Senior Manager
Public Works Partners	Diana Petty	Manager
Public Works Partners	Scott Zucker	Principal
Hostos Career Services	Lisanette Rosario	Career Services Director
Hostos Career Services	Idelsa Mendez	Graduate Employment Coordinator
Hostos Career Services	Gregory Ventura	Employment Counselor
Hostos Career Services	Yvonne Ibelli	Career Services Assistant Director
Hostos Career Services	Eunice Flemister	Professor/Gerontology Unit Coordinator

Summary of Gerontology Employer Advisory Board Discussion:

1. Industry Perspectives on Entry-Level Positions and Skills
 - a. Employers noted that they typically consider Hostos graduates for entry-level positions working directly with seniors, many of which require home visits.
 - b. Employers consistently emphasized the importance of hiring candidates who possess an ability to be sensitive to senior clients and adapt to the unique demands of working with the elderly.
 - c. With regards to hard skills, employers noted that strong written communication is key to documenting client interactions, and can be a challenge with candidates whose second language is English.
2. Feedback on Hostos Students
 - a. What is working:
 - i. Employers generally agreed that Hostos graduates and interns demonstrate an academic understanding of the Gerontology field and that they can apply relevant knowledge from their coursework in professional settings.
 - ii. Many Hostos graduates are bilingual Spanish speakers, which is also strength in this field.
 - b. Challenges:
 - i. Some Hostos graduates and interns lack necessary soft skills for working directly with senior populations, including strong problem-solving, customer service, and the ability to adapt to client needs. Employer concerns revolved around:
 1. Candidates lacking awareness of and exposure to the realities of working in the Gerontology profession.
 2. Candidates demonstrating ageist habits or attitudes.
 3. Candidates being uncomfortable working in a home care environment.
 4. Candidates being unaware of their own cultural attitudes and how those attitudes might influence workplace behavior.
 - ii. Employers noted that some Hostos candidates have shown limited investment in preparing for a long-term career in Gerontology. Examples included:
 1. Hostos candidates indicating that they would have preferred a nursing degree over a Gerontology Associate's degree.

2. Some interns expressed fulfilling the internship requirements just as a means to pass the course rather than to pursue professional development or an interest in long-term work with seniors.
3. Key Opportunities Identified to Improve Student Learning Experience
 - a. Hostos Faculty/Curriculum
 - i. Incorporation of soft skills development: employers saw an opportunity for the Hostos curriculum to better prepare students on an ongoing basis in the following areas:
 1. Awareness building: work with students to build awareness of their own attitudes around working with seniors and encourage them to pursue professional roles that fit their character strengths or that they could easily adapt to. This will enable students to be more successful when they arrive to an internship or job.
 2. Cultural competency: help students build and practice their cultural competency prior to an internship or job, and use field experience to reinforce the importance of cultural competency.
 3. Professional etiquette: provide continued feedback opportunities for students on basic professional etiquette expectations, including attire, body language, and interpersonal communication.
 - ii. Learning continuum: employers believed that building soft skills should be incorporated in a continuous way throughout the Hostos curriculum to emphasize its importance for job attainment and retention.
 - iii. Internship placements: employers noted that some interns have selected internship sites without a full understanding of the requirements or if their individual skills and interests were a fit for the organization. Hostos faculty and Career Services staff could provide more information about internship opportunities to students and more frequently recommend internship sites to students who are likely to be an appropriate fit.
 - b. Hostos and Employer Collaboration
 - i. Employers expressed a willingness to participate in the below activities to enhance student job readiness:
 1. An internship fair with networking focus: rather than recruiting students for specific openings, employers saw value in holding an internship fair during which employers could speak to their work and expectations so that students could gain added insight into each organization's professional environment.
 2. Increased job shadowing and mentorship opportunities.

3. Enhanced internship evaluation process: employers noted that the internship evaluation process could be challenging after only having seen a student for 90 hours.
 - a. Some employers noted that they modified the evaluation process by kicking off internships with an in-depth review of evaluation criteria, and then reviewing an evaluation filled out by the student at the completion of the term.
 - b. Other employers were open to adopting and/or standardizing a similar process to create a better learning environment.

Full Record of Gerontology Employer Advisory Board Discussion:

Getting Industry Perspectives

What skills and qualities do you look for when hiring? What types of positions are generally a good fit for Hostos Gerontology graduates or students? What recruiting challenges have you experienced?

- YAI Network: as a large network with different types of programs, YAI can match entrylevel staff to specific programs. The organization doesn't necessarily require candidates to have extensive knowledge of the field, but because programming is so diverse YAI does like applicants to express interest in a specific area. From there, YAI will consider hard skills, soft skills, and unique qualities and match candidates to an appropriate setting.
 - Hostos Gerontology graduates are often matched to programs that are specific for seniors, as long as they are open and able to work in a home care environment or other nontraditional setting.
 - YAI heavily weighs the level of demonstrated professionalism in its candidates. Hostos students are able to demonstrate their academic teaching, but YAI needs candidates that further have good instincts, strong problem-solving skills, and adaptability to senior programs in a nontraditional setting.
 - In the past, YAI has had issues with students that inappropriately express a sense of entitlement. They may think, "I have a Gerontology degree and I should be hired for this Gerontology program." Professional polish and work ethic is lacking.
- Department for the Aging: emphasized that sensitivity is key to working with older populations and staff must be thoroughly trained to develop that skill set. It is difficult to reach seniors without knowing how to be sensitive to needs.

- Neighborhood SHOPP: often give Hostos students priority; noted that bringing on local Hostos interns is useful because they represent the diverse community served by Neighborhood SHOPP, particularly multi-lingual candidates and native Spanish-speakers.
 - However, a challenge with non-native English speaking candidates can be a lack of proficiency in written communication. For Neighborhood SHOPP, thorough documentation of all client/patient interactions is critical and expected of all staff.
 - Neighborhood SHOPP also noticed that some Gerontology students and graduates have demonstrated ageist attitudes when they arrive on the job. This issue speaks to the previously mentioned need for rigorous sensitivity training for candidates and staff.
 - Neighborhood SHOPP also expressed challenges finding candidates at the Associate's level with the ability to divide their personal attitudes from a professional setting. It is also difficult to find candidates who are very interested in working with seniors.
- Centerlight: echoed concerns about ageism among student and recent graduate candidates, as well as lack of awareness about how to adapt to a nontraditional service environment. In many cases, students or recent graduates encounter things in home care settings that they are not prepared for.
 - Enhanced cultural sensitivity training could help prevent these challenges.
- Lehman College: offered that helping students build self-awareness around the cultural attitudes they hold could help them better adjust to these work settings. Academic programs could help students assess their attitudes and then develop strategies to separate personal feelings from professional requirements.
 - Mid-Bronx Senior Center: agreed that enhancing cultural sensitivity training in academic curriculum and then reinforcing during field experience would be a valuable contribution. Had also observed soft skill challenges during internships, and that many interns see their internship placement as an extension of the class rather than professional development. It is important to emphasize the professional gravitas of the experience. When students see as extension of the class, they may feel more inclined to behave and present themselves as a student rather than a developing professional.
- Professor Flemister: addressed employer concerns by noting that the Gerontology programs seek to help students better relate to senior populations through creative activities such as photo-based mobile applications that age the face and physical challenges to simulate immobility. The Professor further acknowledged room to enhance training to young students to be better prepared to work with seniors, particularly homebound populations, as there will be increasing job opportunities and career pathways in this field.

- YAI Network: agreed and added that giving students a realistic job preview as well as increased self-awareness would help build success in the workplace. Candidates must be able to self-assess and meet clients where they are at.
- Department for the Aging: noted that these lessons must be ongoing in nature.

Potential Avenues for Employer Participation

What can Hostos do with employers' assistance to better prepare students for internships and jobs, such as mentorship opportunities, service learning, professional development events, curriculum adjustments, etc?

- Neighborhood SHOPP: noted a commitment to providing mentorship opportunities, but focus on working with students that demonstrate dedication, strong work ethic, and professional etiquette.
- Institute for Puerto Rican and Hispanic Elders: added that in the past the structure of internship evaluations has been a challenge since students are only onsite for a total of 90 hours and there is a lot to expose them to in a limited time. Emphasized that some students are fixated on a grade as a piece of the evaluation rather than the growth process. Have raised this issue with the Gerontology Department to possibly refine the evaluation process to create a better learning and development-focused experience.
- Department for the Aging: expressed that best mentorship opportunities for students are grounded in exposure to real-world scenarios and professional experiences – both the good and the bad. This will enable students to be prepared for a larger depth of situations when they graduate and join the workforce.
- Professor Flemister: asked the group if these types of mentorship opportunities should be integrated into the curriculum, possibly before internships or elsewhere to enhance professional awareness, etiquette, and conflict resolution.
 - Employers generally agreed that soft skills and professional etiquette were the essential trouble areas to focus on student development. Building this awareness early will make graduates more marketable candidates and more likely to retain jobs.

Feedback on Hostos Internships

What could Hostos do before, during, and after internships that could improve the learning experience and help students takeaway lessons for professional development?

- Neighborhood SHOPP: regarding student evaluations, have adapted the process of laying out job milestones and evaluation criteria when the student begins, and encouraging the student to self-assess against the baseline throughout the internship. Upon the internship completion, the student writes their own evaluation and supervisors will critique the student's own assessment.
- Institute for Puerto Rican and Hispanic Elders: also begins student evaluation at beginning of internship, and emphasizes job shadowing opportunities so that students are exposed to the ins and outs of a day on the job.

Future Activities

What additional activities would you be open to participating in to help expose students to the field? This may be particularly useful prior to students becoming interns.

- Employers all expressed a willingness to participate in a day or afternoon of job shadowing with non-intern students.
- Department for the Aging: asked in what ways Hostos Career Counselors interact with interns to help them prepare before and during the internship.
 - Lisanette Rosario/Hostos Career Services: clarified that all interns go through a coaching process, including getting a guide to professional etiquette and a one-on-one review with a Career Counselor. This process often must be repeated to be effective.
 - Prior to being placed in an internship, students are also required to do research on the organization and select job descriptions.
 - Career Services staff also assists interns with writing resumes through iterative reviews.
- Institute for Puerto Rican and Hispanic Elders: suggested that all prospective internship sites could come to Hostos for a single event (such as an internship fair) and interview candidates. Students would have an opportunity to speak with employers and gain a deeper sense of where they want to be placed. This would be a win-win for employers and students in that it would increase students' awareness of the internships and improve the quality of matches between internship site and intern.
- YAI network: noted that the event could also have an informal meet and greet element where employers could speak to candidates about their expectations and what they look for, and then network with students. A more informal environment would allow employers to get a more accurate sense of students.
- Lehman College: asked if Hostos staff would work with students that do not get their first choice internship placement. What would the process be for managing expectations?
 - Professor Flemister: clarified that once students register for a course, they then go to Career Services and receive a list of possible internship placements and are

encouraged to select placements based on their interest. The Career Services staff work with them throughout this process. One area that is currently lacking in internship preparation is strategies for conflict resolution if need during the internship. This could be included in an enhanced, pre-internship orientation.

- Mid-Bronx Senior Center: agreed that an internships fair/meet and greet event would be valuable. Employers could present detailed requirements for all placements. Would be excellent for building awareness for students and enable students to self-assess.
- Scott Zucker/Public Works Partners: one best practice we've seen across sectors is when in an internship creates opportunities to capitalize on learning experience (e.g. in this case, conflict resolution or cultural sensitivity). To what extent does structure of internship allow for that or how could we build this out?
 - Mid-Bronx Senior Center: we speak about these things weekly with interns, and ask them for comments on an ongoing basis. Not just formal supervision, but daily asking how interns feel or how a certain experience made them feel.
- Neighborhood SHOPP: noted that graduate schools often have staff that match students to appropriate internship placements, going beyond providing a list of placements to but considers the unique needs of employers and qualities of student. Could be an opportunity for Hostos to enhance its expertise and capacity in this area.
 - Professor Flemister: noted that this does occur organically in some instances, but could be more formalized.
 - Lisanette Rosario/Hostos Career Services: explained that Hostos does some specific intern placement referrals based on what information employers provide about the internship.

Wrap up and Next Steps

- Public Works Partners will circulate outcomes from today's discussion, including ideas that arose around enhancements to the Hostos curriculum, opportunities for increased collaboration with employers, and strategies for better preparing students.
- One employer suggested creating a list serve for the Gerontology Advisory Board so that ideas could be readily disseminated. Hostos agreed to follow up.
- The group agreed that the group would meet in person or by phone at a minimum of every sixth months, and more frequently if schedules permitted.

Appendix 71:
The Journey to Cultural Competency –
Workshop Slides



Hostos Community
College

**THE JOURNEY TO
CULTURAL COMPETENCY**

**Professor Eunice Flemister,
Gerontology Program Coordinator**

**Lisnette Rosario,
Director of Career Services**

Academic Affairs & Division of Continuing Education and Workforce Development

WORKSHOP OBJECTIVES

Cultural Competence I

Upon completion of the workshop on cultural competence, you will:

- Begin developing an awareness of others and acceptance of differing culturally-based values and beliefs
- Develop self-awareness of individuals and organizations
- Understand the challenges that arise when differences in culture, values, beliefs, and experiences exist between people



ACADEMIC AFFAIRS & CAREER SERVICES

Cultural competency education has recently been an area of interest and discussion that originated from the Hostos Community College, Aging & Health Studies program Employer Advisory Board.

Professor Eunice Flemister, Gerontology Program Coordinator, and Lisanette Rosario, Director of Career Services expanded on the conversations from the convenings with our community partners. The meetings revolved around a broad discussion on approaches to effectively conveying and demonstrating cultural competency. We realized it was something not just discipline specific but campus wide.



WHAT IS CULTURAL COMPETENCE?

Cultural Competence refers to *the ability of an individual to interact effectively with people of various cultures.*

In order to do this, a teacher must have an awareness of their own culture, an attitude towards cultural differences, knowledge of different cultural practices/views, as well as cross cultural skills.

In effect, a Culturally Competent person must have the ability to see “beyond the tip of the iceberg” and understand other cultures in a much greater depth. (Geneva Gay & Carl Grant,2000)



CULTURAL COMPETENCE VS. CULTURAL AWARENESS

Cultural competence:

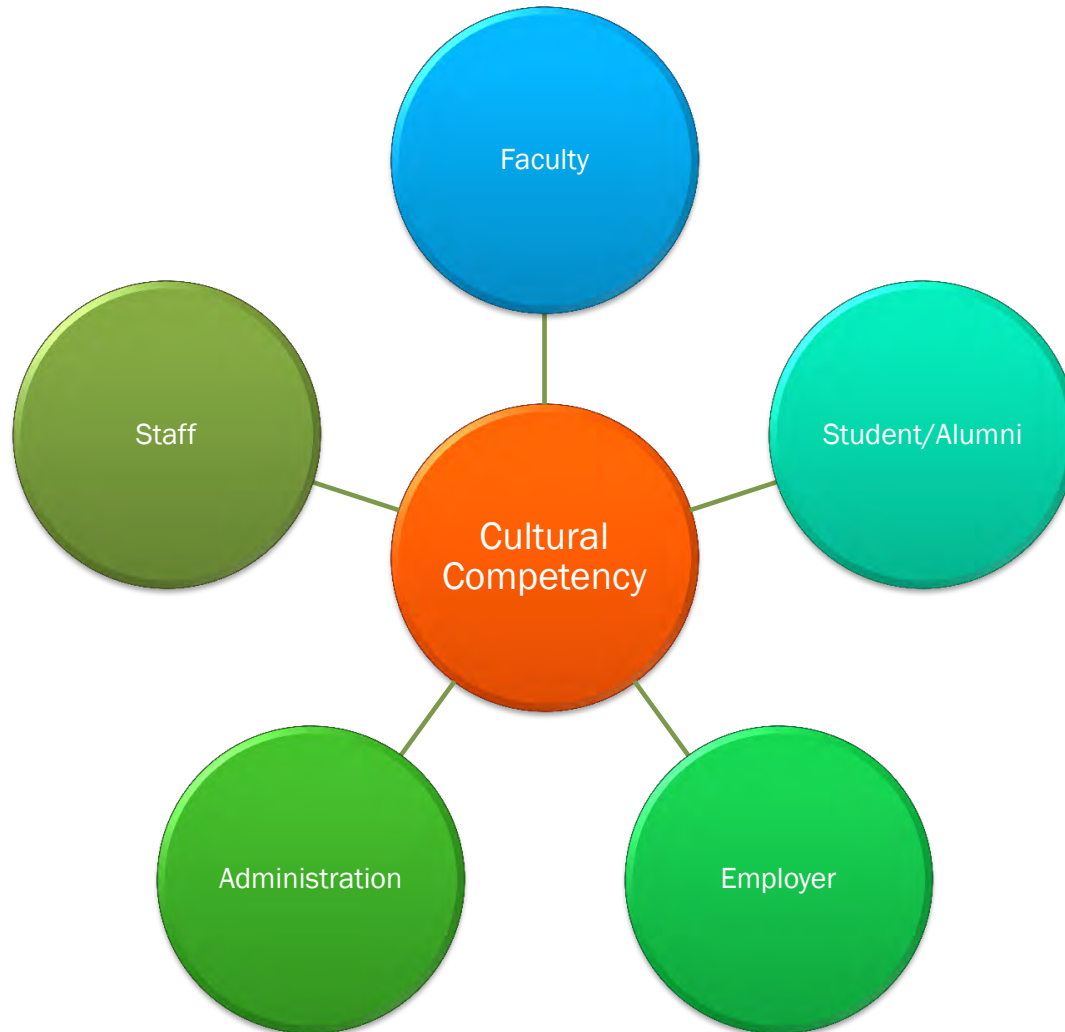
The ability to effectively operate within different cultural contexts

Cultural awareness:

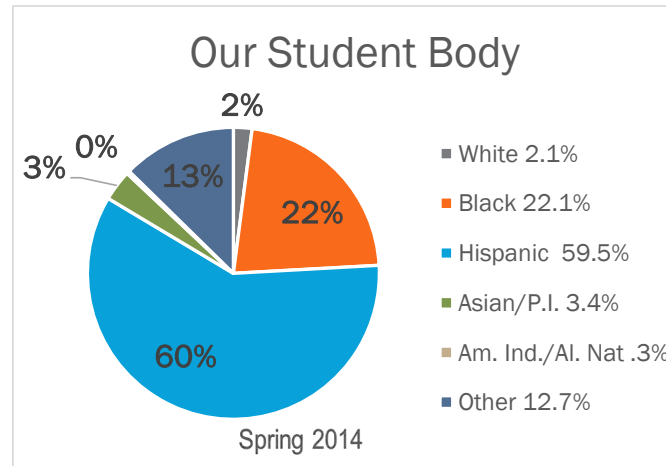
Sensitivity and understanding toward members of other ethnic groups

Source: National Association of School Psychologists

MAKING CONNECTIONS



WHO ARE OUR STUDENTS?

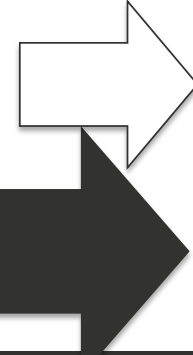


* Note: All data are from the Show-Registration files, SIMS data extracts, and the CUNY IRDB. Beginning with Fall 2012, data are from CUNY First

PURPOSEFUL PARTNERSHIPS

CONNECTIONS

STUDENT



EMPLOYEE



EMPLOYER ENAGEMENT LEADS TO STUDENT SUCCESS

PROFESSOR

- Delivering relevant, industry sought after skills (**culturally competent**)
- Students more prepared to enter the workforce
- Early engagement – Students Explore career choices, Increase marketability, Develop skills, Apply knowledge, Acquire job search skills, Build networking contacts, Gain Confidence

BUSINESS LEADER

- Entry-level employees with “hit-the-ground-running” skills
- Ability to tangibly give back to the community
- Ability to tap eager talent in transitioning to the workforce
- Time value realized and appreciated

"A Selfie"

Activity



ACTIVITY

The Skittles in My Bag Activity

What images do Skittles bring to mind?



Activity Instructions

- Please listen as I read each statement and choose the Skittle which best describes the person's race/ ethnicity into your own Ziploc.
 - Purple—Black
 - Red—Latino
 - Orange—Asian
 - Yellow—White
 - Green—Other

EXERCISE 1: CULTURE

Culture represents the histories, attitudes, behaviors, languages, values, beliefs and uniqueness, which distinguish each racial or sub-cultural group in a society. Each of us has a historical heritage and a contemporary heritage that comprise our present culture.

Exercise:

Please define in your own words the term of culture and identify 2 values that are expressed in your definition.



CULTURALLY RESPONSIVE TEACHING

Cultural competency training has traditionally focused on providing multicultural content (i.e difference of groups being studied). This has its benefits however research indicates that does little to foster self-awareness and sensitivity, which are key components to developing cultural competency. (Warde 2014)



CULTURAL COMPETENCY II...

A tool for Hostos Faculty & Students to help them conceptualize and build cultural competency will be presented in the second part of the workshop.

The document will provide an organizing framework for content that came out of the cultural competency interviews with employers and could be applied across all curriculum



LOOKING AHEAD

THANK YOU!

Faculty
Career Services
Public Works
Provost
Department for the Aging-Bureau of Active Aging
Institute for Puerto Rican and Hispanic Elders
Centerlight
Lehman College of CUNY
Mid Bronx Senior Service
Neighborhood SHOPP



Appendix 72:
Program Level Assessment Presentation
with Curriculum Map Examples

Program Level Assessment:
A Brief Overview

Presentation to the
OAA Chairs and Coordinators Meeting

Presented by
Richard Gampert, OIRSA
Salim Rayman, Unit Coordinator for Dental Hygiene
Piotr Kocik, OIRSA

April 28, 2014

Program Level Outcomes

What are they?

- Statements that describe the skills and competencies that a student completing/graduating from your program will know and be able to do.
- Typically, there should be no more than 10 overarching program level outcomes.
- PLOs should not be granular, but rather they should be the most important things that a student learns in the program.
- The PLOs for a particular program are NOT general education outcomes

What are PLOs used for?

- PLOs are used to ensure that students are mastering the key skills and competencies of the program.
- The program curriculum map is used to ensure that all PLOs are being taught across the program.

How are they assessed?

- We will get to that in a few minutes!

Program Curriculum Map

	PLO 1	PLO 2	PLO 3	PLO4	PLO 5	PLO 6	PLO 7
Course 1	X				X		
Course 2	X						
Course 3	X	X		X		X	
Course 4			X		X		
Course 5		X					
Course 6	X						
Course 7	X	X		X		X	


Program Curriculum Map

	PLO 1	PLO 2	PLO 3	PLO4	PLO 5	PLO 6	PLO 7
Course 1	I				I		
Course 2	I						
Course 3	D	I		I		I	
Course 4			D		D		
Course 5		D					
Course 6	D						
Course 7	M	M		M		M	

I = Introduced; D = Developed; M = Mastery

Dental Hygiene AY 2013-2014

Curriculum Map

		Program Learning Outcomes	Goal 1: Promote Student success for program completion and the passing of the dental hygiene licensing examinations.	Goal 2: Provide opportunities for the student to be a competent contributor to the community and the dental hygiene profession.	Goal 3.1: Assessment Student will systematically collect, analyze and record data on the general, oral and psychosocial health status of a variety of patients/clients using methods consistent with medico-legal principles.	Goal 3.2: Diagnosis Student will use critical decision making skills to reach conclusions about the patient's/client's dental hygiene needs based on all available assessment data.	Goal 3.3: Planning Student will collaborate with patient/client, and/or other health professionals, to formulate a comprehensive dental hygiene care plan that is patient/client-centered and based on current scientific evidence.	Goal 3.4: Implementation Student will provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health goals formulated in collaboration with patient/client.	Goal 3.5: Evaluation Student will evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.	Goal 4: Foster principles of evidence based decision-making and life-long learning.
I - Introduction - Development Mastery		D								
Course#	First Semester-Course Name	Faculty								
DEN110	Oral Anatomy and Physiology	Rover	I		I	I				I
DEN111	Head and Neck Anatomy	Dincer	I		I	I				I
DEN112	Clinical DH Practice I	Maori	I	I	I	I	I	I		
Course#	Second Semester-Course Name	Faculty								
DEN120	Clinical DH Practice II	Castellanos	I/D	I/D	I/D	I/D	I/D	I/D	I/D	I/D
DEN129	CLINCI	Castellanos	D	D	D	D	D	D	I/D	D
DEN121	Dental Radiology I	Rover	D	D	I	I	I	I	I	D
DEN122	Oral Microbiology	Emico	I	I	I/D	I/D	I/D	I/D	I/D	D
DEN123	Oral Embryology and Histology	Dincer	I	I	I/D	I	I	I	I	D
Course#	Summer-Course Name	Faculty								
DEN130	Nutrition	Dais/Pastoriza	D	D	D	D	D	D	D	D/M
DEN131	Dental Radiology II	Castellanos	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D
DEN132	Dental Materials	Rayman/Dincer	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D
Course#	Third Semester-Course Name	Faculty								
DEN219	CLINCI	Manning	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
DEN210	General and Oral Pathology	Emico	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
DEN211	Periodontology	Leuwisse	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
DEN212	Dental Health Education	Bencome	D/M	M	D/M	D/M	D/M	D/M	D/M	M
DEN213	Advanced Clinical Dental Hyg.	Rayman	M	M	M	M	M	M	M	M
Course#	Fourth Semester-Course Name	Faculty								
DEN229	CLINCI	Manning	M	M	M	M	M	M	M	M
DEN220	Community Dental Health	Dais	M	M	M	M	M	M	M	M
DEN221	Pharmacology	Dincer	M		M	M	M	M	M	M
DEN222	Dental Specialties	Thomas		M	M	M	M	M	M	M
DEN223	Jurisprudence and Pract. Manag.	Maori	M	M	M	M	M	M	M	M
DEN224	Senior Seminar	Pastoriza	M	M	M			M	M	M

Methods of Assessment for Program Learning Outcomes:

Two primary areas of focus:

- Course and Program Assessment
- Academic Program Review (APR)

Course and Program Assessment:

- The PLOs are/should be assessed in the individual courses, as part of the on-going course assessment activities
- The Program Assessment ‘extracts’ the performance data on the PLOs, across the courses, to provide indications as to how well students are doing in each PLO.
- The results can be analyzed and reviewed across the levels: Introductory; Development; Mastery

Capstone Experiences:

- Capstone course—full semester course in which students undertake a project related to the program to demonstrate their mastery
- Capstone assignment— an embedded assignment in the terminal course of a program
- E-portfolios—developed across the student’s participation in the program, the contents of the e-portfolio can demonstrate the students development and mastery of the program outcomes.

Academic Program Review:

This is comprehensive review of the program. It **INCLUDES** the results from the program assessment activities, but the APR contains a great deal more information, including:

- Course offerings
- Faculty information
- Student demographics and performance
- Graduation and retention rates
- Facilities and resources
- SWOT Analysis

Based on all of the above information, the APR concludes with recommendations for the future directions of the program.

Questions, Comments, Discussion

Appendix 73:
Common Assignment and Rubric (PSY 182)

Social Psychology (PSY 182)
Faculty Designer: Kate Wolfe

CAPSTONE ASSIGNMENT (600 POINTS)

The most common research method used by social psychologists is the survey method. This capstone assignment will help students develop skills in survey creation, survey administration, data collection, basic data representation and analysis as well as presenting their findings much like a social psychologist would at a conference. Students will be asked to relay their findings to existing social psychological literature and relay their survey results to an audience (other students in the course).

To complete this capstone assignment, students will:

Week 1: Create an e-portfolio and use it to post reflection assignments, surveys, final presentations and papers).

Week 2: Attend an in-class library workshop focused on finding scientific/empirical journal articles on their topic and post reflection in e-portfolio (due week 3).

Week 4: Turn in an APA style annotated bibliography and post reflection in e-portfolio.

Week 6: Peer survey reviews- collaborate with peers on survey development (post reflection in eportfolio)

Week 8: Submit final draft of students own survey (post reflection in e-portfolio)

Week 8: Submit hypotheses for their own survey research

Week 9: Turn in an APA-style rough draft review of the literature

Weeks 8-10: Collect data using their online survey - at least 50 people (post reflection in e-portfolio due week 11)

Week 13: Analyze data from their survey (how does it reflect or dispute the literature).

Weeks 15- Final exam week: Present a 5-min oral presentation using PowerPoint of survey results and conclusions, integrating literature review (must include charts and/or graphs)

Final Exam Week: Turn in APA style final paper integrating the lit review and their own survey results. (post final paper which includes reflection and oral presentation in e-portfolio)

Capstone Grading	Points	Gen Ed Competencies
Create e-portfolio	= 20 points	A2
Reflection posts (6)	= 120 points	A2
Library Workshop attendance	= 20 points	C1, A3
Annotated Bibliography	= 100 points	A3, C1, C2, C3
Rough Draft	= 100 points	A2, A3, C1, C2, C3
Survey 1st draft	= 20 points	B1, C4
Survey final draft approved	= 50 points	B1, C4
Hypotheses approval	= 20 points	A2, B1, C1, C3
Final Paper (incl. final reflection)	= 100 points	A2, A3, C1, C2, C3, C4
Oral presentation	= 50 points	A2, A3, B1, C1, C2, C3, C4

PSY 182 Capstone Oral Presentation Grading Rubric

1. PowerPoint presentation includes visuals such as charts and graphs						X2 = _____/10 points
0	1	2	3	4	5+	
None	Poor	Good	Very Good	Excellent	Great	
2. Brief description of findings of lit review						= _____/5 points
0	1	2	3	4	5+	
None	Poor	Good	Very Good	Excellent	Great	
3. Description of survey & hypotheses						= _____/5 points
0	1	2	3	4	5+	
None	Poor	Good	Very Good	Excellent	Great	
4. Description of participants/survey respondents						= _____/5 points
0	1	2	3	4	5+	
None	Poor	Good	Very Good	Excellent	Great	
5. Description of survey results						= _____/5 points
0	1	2	3	4	5+	
None	Poor	Good	Very Good	Excellent	Great	
6. Conclusion integrates literature and survey results in a coherent manner						X2 = _____/10 points
0	1	2	3	4	5+	
None	Poor	Good	Very Good	Excellent	Great	
7. Finished presentation within time limit						X2 = _____/10 points
0	1	2	3	4	5+	
Less than 2 min	Over 3 min	Within 3 min	Within 2 min	Within 1 min	On time	
Total Points/ Grade						= _____/50 points

PSY 182 Annotated Bibliography Grading

1. How many empirical/scientific journal articles are there?						
0	1	2	3	4		X2.5 = _____/10 points
2. Paper followed format of example provided in class						
0	1	2	3	4	5	= _____/5 points
No	Poor	Good	Very Good	Excellent	Great	
3. Spelling and grammar errors in paper						
0	1	2	3	4	5	= _____/5 points
16+ errors	10-15 errors	9-10 errors	6-8 errors	3-5 errors	0-2 errors	

Annotation #1 (worth 15 points)- this format will be followed for all annotations

1. Described study and purpose						
0	1	2	3			= _____/3 points
Poor/Not at all	Fair/Good	Very Good	Excellent			
2. Provided details about how study was conducted						
0	1	2	3			= _____/3 points
Poor/Not at all	Fair/Good	Very Good	Excellent			
3. Discussed results and conclusions of study						
0	1	2	3			= _____/3 points
Poor/Not at all	Fair/Good	Very Good	Excellent			
4. Described how this source is useful for student's paper						
0	1	2	3			= _____/3 points
Poor/Not at all	Fair/Good	Very Good	Excellent			
5. Correct APA style citation						
0	1	2	3			= _____/3 points
13+ errors	8-12 errors	3-7 errors	0-2 errors			

PSY 182 Annotated Bibliography Grading Sheet

1. _____/10 points
2. _____/5 points
3. _____/5 points

Annotation #1 (20 points)

1. _____/4 points
2. _____/4 points
3. _____/4 points
4. _____/4 points
5. _____/4 points

Annotation #2 (20 points)

1. _____/4 points
2. _____/4 points
3. _____/4 points
4. _____/4 points
5. _____/4 points

Annotation #3 (20 points)

1. _____/4 points
2. _____/4 points
3. _____/4 points
4. _____/4 points
5. _____/4 points

Annotation 4 (20 points)

1. _____/4 points
2. _____/4 points
3. _____/4 points
4. _____/4 points
5. _____/4 points

Total Grade: _____/100 points

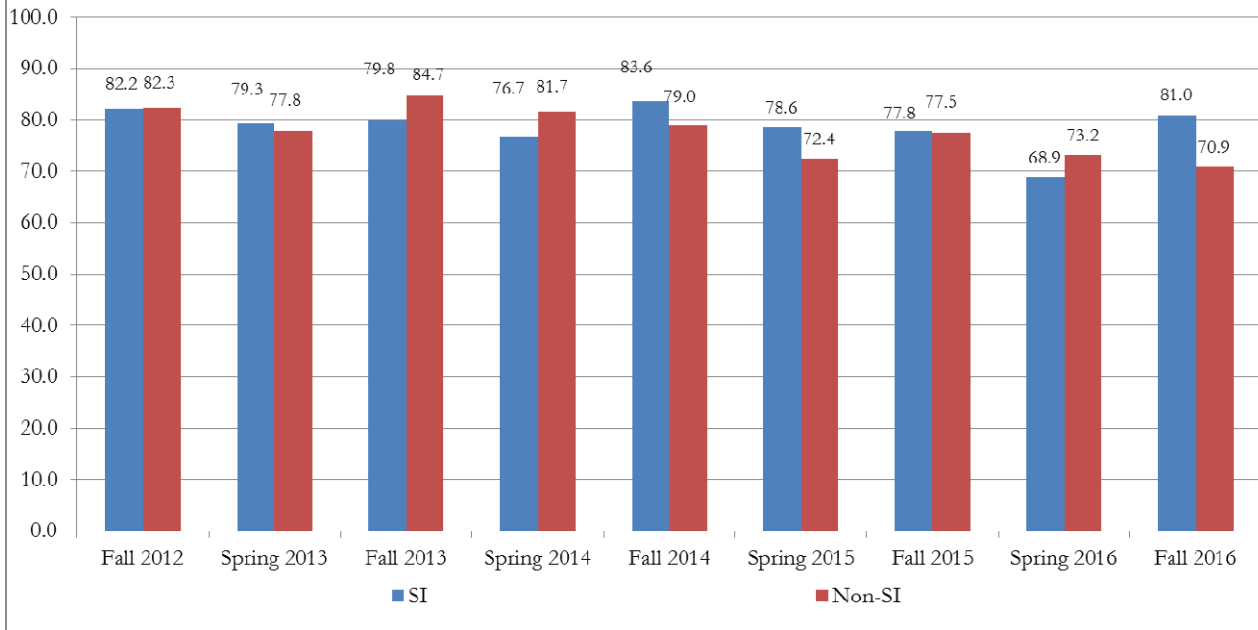
Appendix 74:
**Operational Planning, Budget and
Assessment Alignment and Timetable**

Operational Planning, Budget and Assessment Alignment

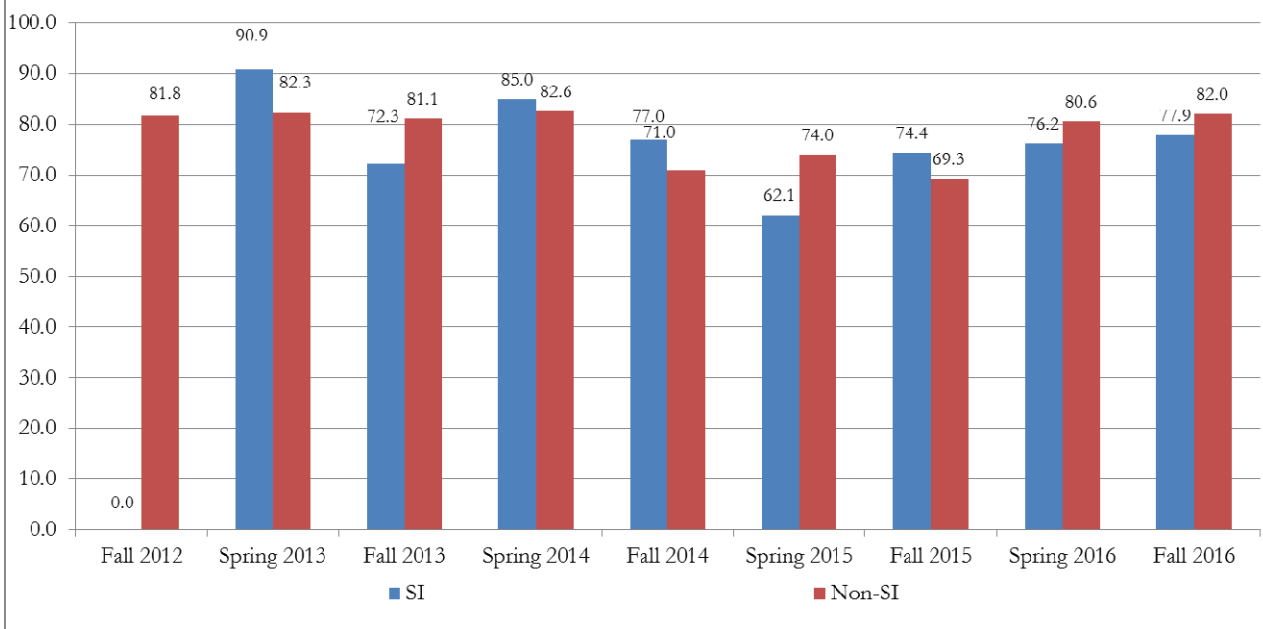
Planning, Budgeting and Assessment: Aligned Timetables, Integrated Processes		
Month	PMP/Strategic Planning	Budgeting
September	<p>(1) The President reports on last year's progress and presents current year's annual operational plan publicly (e.g., at State of College)</p> <p>(2) Divisions implement annual operational plans</p>	<p>Administration and Finance shares budget projections for current year and reports on trends from previous years (e.g., at State of College)</p> <p>College President responds to Chancellor's budget call for coming year</p>
October		CUNY expenditure reports shared periodically for fiscal management (ongoing throughout year)
February	Divisions submit mid-year reports on operational plan progress to President – discussed by divisions, Cabinet for program and financial implications	
May		Institutional Advancement projects revenue generation targets for upcoming year
June/ July	<p>(1) President's retreat is held. Cross-divisional leadership selects annual strategic plan priorities for next academic year. Discussion informed by mid-year and preliminary year-end reports for current year and OIRSA analysis of progress toward strategic goals.</p> <p>(2) Finalize PMP year-end report for current year</p> <p>(3) Finalize PMP goals and targets for upcoming year</p>	CUNY Central gives colleges initial allocation of their annual budgets. Additional allocations/adjustments made throughout the year
	<p>(1) Submit year-end reports on progress on operational plan to President – discussed by divisions, Cabinet for program and financial implications– this info reviewed to produce final copy of operational plan for next year</p> <p>(2) Divisions draft operational plans for the coming year-developed through inclusive process within the division, then vetted by the president, OIRSA and Cabinet-includes analysis of financial implications</p>	Colleges submit financial plans detailing the projected uses of their funds to CUNY Central for current fiscal year
August	President's Office compiles individual plans into a single college-wide action plan	

Appendix 75:
Pass Rates for Supplemental Instruction (SI)
and Non-SI MAT 10 and MAT 20

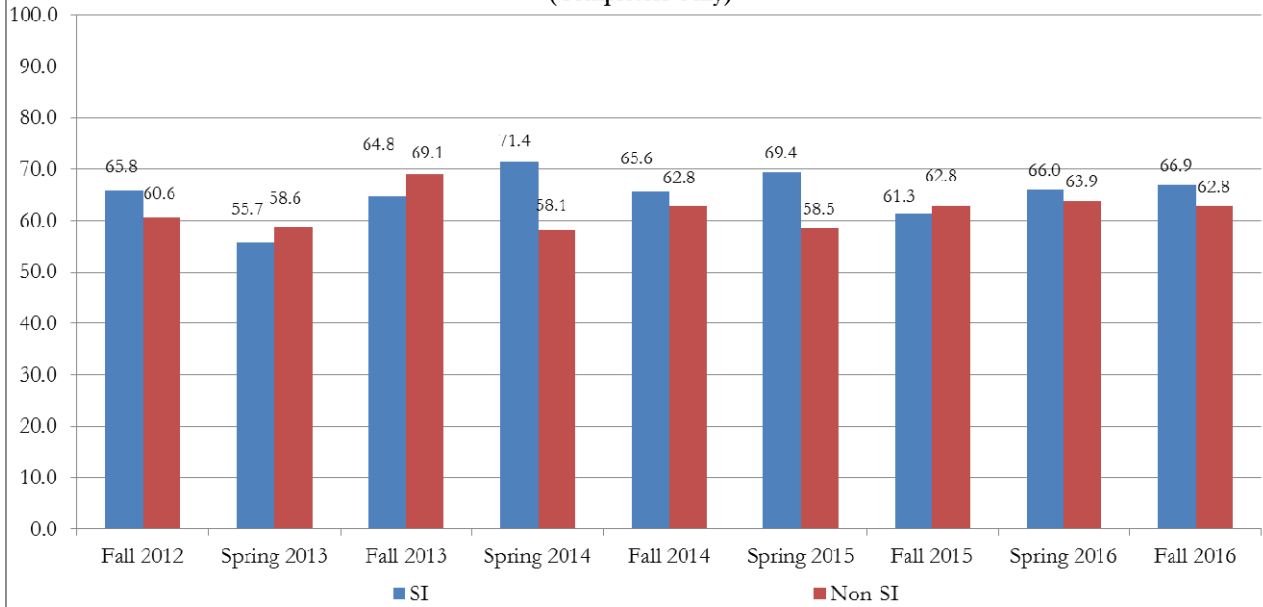
Developmental MAT 10 Completion Rates: SI and Non-SI Sections



Developmental MAT 20 Completion Rates: SI and Non-SI Sections



Developmental MAT 10 Pass Rates: SI and Non-SI Sections
(Completers Only)



Developmental MAT 20 Pass Rates: SI and Non-SI Sections
(Completers Only)

