

Standard 1: Mission and Goals

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

Summary of Findings and Conclusions

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

Working Group #1 also noted:

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

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

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

Working Group 1 – Standard #1 Report

Question 1: How well are the mission and goals known by the various constituencies in the college? [Compliance/Relevant Institutional Issues]

Knowledge of Mission

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

Table 1.1 below summarizes ways Hostos tries to make its mission accessible to students, faculty, staff, and the public. In short, the mission statement, which was last updated in 2002, is available to the college community and the public through the college's website (D 1.1) and college catalog (D 1.2). A history of mission statement review at Hostos, including a comparison of the current mission statement to the last version update in 2000, is available for further review in Appendices 1.1 and 1.2. The statement is available to individual constituencies of the college community in divisional plans (D *). The Office of Affirmative Action, Compliance and Diversity and the Office of the Dean of Students publish reports in which the mission statement appears (D 1.3)(see below). The mission statement is also included in the new strategic plan, and the idea of mission centeredness appears in the plan title ("Our Mission, Our Future") and throughout the plan narrative (D 1.4). The mission statement is also included in a number of other sources, including the Continuing Education brochure and the OAA General Education brochure (D*).

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

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

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

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

Over the last five years, all academic departments have reformulated or developed their individual mission statements to align more closely with the college's mission. Table 1.2 below illustrates the extent to which individual statements reflect the six key themes of Hostos' mission described in the introduction of this report. The full statements are available in Appendix 1.3.

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

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

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

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

The mission statement is not only made available through a variety of documents and media throughout the college, but is also regularly revisited in new student, faculty and staff orientation brochures, (D 1.11) and in divisional and departmental retreat documentation (D 1.12).

Leaders on and off campus recognize the unique value of Hostos' mission and frequently note it in various forms of public communication. It is worth noting that, during the investiture of President Felix Matos Rodríguez, Supreme Court Justice Sonia Sotomayor read Hostos' mission statement, reconfirming the college's historic mission (D 1.13). Similarly, on March 23, 2011, at the opening of a key college-wide strategic planning meeting, President Matos, calling for "mission-based leadership," stated, "The mission [of the college] is the reason why I took the job ... the mission is the core here" (D 1.13). President Matos also

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notes the unique value of Hostos' mission in his Letter from the President that appears in the new strategic plan (D *).

Knowledge of Goals

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

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

The 19 goals of the 2003-8 strategic plan (D *) were, in general, grounded in the college's mission.

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

Some aspects of the mission were less clearly articulated in goals of the last strategic plan (D 1.15). For example, crucial aspects of the mission were not represented in the goals of the last strategic plan such as lifelong learning and critical thinking. Also the college was not represented as a resource for the community in terms of workforce development and continuing education, but in terms of arts and culture, and health services. More specifically:

- More abstract aspects of the mission, such as lifelong learning and critical thinking, were not represented. The closest the goals came was a passing mention of “enrichment” (goal #11.7), and “cultural understanding and diversity” (goal #12). This may be due to the fact that the 2003-08 strategic plan (D *) was closer in form and spirit to an operational plan, and hence laid out divisional activities rather than clearly agreed upon institution-wide goals.
- The college as a resource for the community—not just workforce development and continuing education, but in terms of arts and culture, and health services—was not stressed in the 2003-8 goals.
- Mathematical and linguistic competencies (unlike technological proficiencies) are mentioned by name in the mission, but were absent from the 2003-8 goals.

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- Bilingual education offerings were mentioned only in passing in the goals of the 2003-8 strategic plan, though clearly mentioned in the plan's executive summary, which outlines strategic priorities.

While Hostos' 2003-8 strategic plan (D *) outlined a series of activities connected to its mission that different divisions would undertake, it did not clearly bring the campus together around shared goals, making it difficult for all college constituencies to understand their common agenda. During the years covered by this plan, Hostos' divisions and departments took the lead in setting goals. In 2005, when CUNY created the Performance Management Process (PMP), Hostos synchronized divisional goals based on performance targets CUNY identified annually. Then, as evidenced from a review of departmental and divisional plans, these performance targets were communicated back to faculty and staff across divisions and departments, who reset their goals at annual retreats (D *).

While these divisional and departmental processes engaged many faculty and staff across the college, it compartmentalized goal setting and planning on campus because planning generally did not cross-divisional boundaries. This issue of compartmentalization began to be addressed in the joint Student Development and Enrollment Management (SDEM) and Office of Academic Affairs (OAA) retreats conducted in 2009 and 2010. Also in 2009, on the cusp of administrative transition, the college organized a retreat to identify 'strategic priorities' that could be provided to the incoming president and the new administrative team as they began to map the future direction of the college (D 1.16). However, no new institution-wide goals were officially formulated between 2009 and 2011.

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

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

Question 2: How are the major themes of the Hostos' mission statement reflected in the goals established in the key divisional plans? For example, the academic plan, enrollment management plan, technology plan, financial plan, etc.?
[Compliance/Relevant Institutional Issues]

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

The Office of Academic Affairs' planning documents and the records of its accomplishments (D 1.17), such as end-of-year reports (D-1.18), indicate a strong adherence to all the themes of the mission statement. Plans detail goals and activities. For example, the mission's theme of supporting intellectual growth (e.g., student learning and transfer) is demonstrated through an increased number of dual degrees, relationships with four-year

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institutions, and new programs. To meet the challenges presented by articulation between two-year and four-year colleges, in spring 2011, Hostos joined the CUNY community in the development of the Pathways Program, a collaborative initiative to improve the transfer process. The CUNY Board of Trustees approved this program for implementation on June 27, 2011 (D 1.19).

The Office of Student Development and Enrollment Management’s (SDEM) enrollment plans (D 1.20) explicitly states that its goals align with Hostos’ mission statement.

Administration and Finance Division plans (D 1.21) demonstrate that money and resources are allocated in support of the mission. For example, the technology plan states that students should be equipped with the latest technological knowledge and tools to prepare for their future careers.

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

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

Type of Plan	Access	Diversity	Skills Development	Intellectual Growth	Socio-Economic Mobility	Community Service
OAA: Annual Plans (2003-2008) (D 1.22)	X	X	X	X	X	X
SDEM: Enrollment Management Plan (D 1.23)	X	X		X		
SDEM: Marketing Plan (2008-12) (D 1.24)	X	X	X	X	X	X
Strategic Technology Plan (2003) (D 1.25)	X	X		X	X	X

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

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

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which recognizes and responds to the imperative need for affirmative action and the positive desire to have city university personnel reflect the diverse communities which comprise the people of the city and state of New York.” (D - New York State Education Law Sec. 6201. (D-

<http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=@SLEDN0T7A125+&LIST=LAW+&BROWSER=EXPLORER+&TOKEN=11676496+&TARGET=VIEW> ; and CUNY Memorandum to Presidents and CAOs re: CUNY Central Information for Middle States and other self-study reports, 9/26/11)

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

- ***Serves the higher education needs of the South Bronx and similar communities and populations traditionally excluded from higher education?***
- ***Serves a culturally diverse student body and fosters a multicultural environment?***
- ***Provides transitional language instruction and meet the needs of English language learners?***
- ***Fosters intellectual growth and socioeconomic mobility (build skills such as linguistic, mathematical, technological and critical thinking)?***
[Compliance/Assessment]

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

Hostos is situated in the South Bronx, the poorest congressional district in the United States. In the fall of 2010, 68.3% of the 6,499 students enrolled at the college were Bronx residents. Hostos is composed of a diverse student population. The majority of the students come from groups that are under-represented in institutions of higher education and that have historically been deprived of opportunities to obtain college degrees or pursue professional training (D 1.28).

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

Given this diversity, the college takes pride in fostering a multicultural environment. The Office of Student Activities endorses the many clubs and organizations that reflect the diversity of the student body. In the spring of 2010 these included the Black Student Union, the Dominican, Puerto Rican, Filipino, and Peruvian Clubs, and the West Indian Students Association. There is a Muslim Student Association, a Christian Club, and a Praise Christian

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Club. Throughout the academic year these clubs and organizations in turn have sponsored numerous social and cultural activities that showcase the cuisine, music, dance, beliefs, and folk traditions of their members. These events help cultivate a rich multicultural atmosphere on campus (D 1.20). In addition, every year the Hostos Center for the Arts and Culture promotes a multicultural environment by staging a multinational variety of theater, dance, and music performances of interest to the entire campus that help students, faculty, and staff experience the richness of the many ethnic cultures that make up the college community (D * - Ctr for Arts and Culture brochure).

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

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

In the fall of 2010 only 12.5% of 1,073 entering freshmen had passed all three of the City University of New York skills tests in reading, writing and mathematics. Consequently, 43.5% of these students required remedial classes in reading, 57.0% in writing, and 78.5% in math (D *).

To support these students, the English Department offers over five dozen sections of pre-college writing and reading classes per semester; the Department of Mathematics offers a comparable number of pre-college level math classes every semester; and the Language and

Standard 1 Alive at Hostos:

The Hostos Arts and Culture Center – A Multicultural Community Resource

Now in its 29th season, the Center serves over 100,000 patrons and is host to over 300 events produced by the Center itself, Hostos Community College, community-based organizations, local schools and independent producers. Since its inaugural season in 1982-83, the Center has presented festivals and concert series showcasing the cultural traditions of the communities which the Center serves. Notable examples include: Recuerdos de Puebla (1992), a celebration of the folk art of Puebla, Mexico; Puerto Rican Cuatro Festival (1995), a performance and workshop series; Cuba Popular (1999), a showcase of Cuban music; BomPlenazo, a biennial festival of Afro-Puerto Rican culture; Para Muestra: Un Son, a revue of the Dominican son tradition; Quijumbo, a biennial festival of Afro-Dominican Culture; and Canciones de Liberación, a showcase of Puerto Rican and Cuban popular music of the late 19th century.

The Hostos Center was recently selected from among 250 applicants as one of 8 participants in a national demonstration project funded by the Association of Performing Arts Presenters and the Doris Duke Foundation to establish closer links between college-based arts centers and academic departments at college and universities.

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Cognition Department offers sixteen different ESL courses, with multiple sections of each taught every semester. Hostos also has many academic support services and programs. Among these are the Hostos Academic Learning Center (HALC) and the CUNY Language Immersion Program (CLIP) (D *).

See Working Group #6, question one for more specific details on the extent of developmental and remedial offerings.

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

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

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

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

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

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

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

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Community service has been incorporated in a number of academic offerings across the college, via internships, cooperative education, and specific requirements relating to particular degree programs (e.g., criminal and paralegal studies) (D *). Students participate in a range of community service opportunities available through Student Services, including clubs, Student Leadership Academy, etc. (D *). The college engages the larger surrounding community in a number of ways, including through its Arts and Culture Center and the Bronx Center for Nonprofits, which it helped to found (D 1.30). The college is placing even greater focus on community service in coming years, through its new strategic plan, particularly as it strengthens leadership and workforce development activities on campus (D *).

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

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

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

- A targeted approach to General Education helps the college more directly address issues such as academic literacy and critical thinking. General Education appears in the plan's first goal area (Integrated Academic Programs) within the initiative focused on first-year student success and the initiative focused on rethinking developmental education. It also appears in the third goal area (Culture of Continuous Improvement), where assessment of student outcomes is clearly tied to General Education proficiencies, and has relevance to the fourth goal area (Workforce Development). In addition, the General Education emphasis on global citizenship and the global nature of education today is clearly reflected in the initiative to advance international study abroad and exchange programs, included under the second goal area (Campus and Community Leadership). A more detailed description of what is underway regarding General Education is provided in response to Standard 12, Questions 1-5.
- The expansion of the special programs, such as the Accelerated Study in Associate Program (ASAP) and other freshmen learning communities (in terms of both the number of such programs and the robustness of individual programs) is reflected in the initiatives on first-year student success and bridges for non-credit students.
- The second, third, and fourth goal areas clearly emphasize the college's longstanding relationship to the community and the need to expand connections and services, through student, faculty and staff community leadership initiatives and involvement in Bronx CBOs—a significant expansion from the 2003-8 plan.

B. Engage more of the campus in goal setting.

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The pool of contributors to the 2003-8 strategic plan was almost entirely limited to higher-level administrators and senior faculty, and those input opportunities were primarily limited to two retreats and several follow-up meetings of six subcommittees stemming from the retreats. However, the new strategic planning process engaged more than 500 students, faculty, and staff, as well as external stakeholders including the Hostos Foundation, CUNY representatives, and community representatives. It included multiple engagement opportunities and methods, from focus groups and surveys, including:

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

The methodological approach is outlined in even greater detail in the 2011-16 strategic plan narrative (D *).

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

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

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

Relationship to Other Standards

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

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

Recommendations

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

Standard 6: Integrity

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

Summary of Findings and Conclusions

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

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

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

Working Group 1– Standard #6 Report

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

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

Hiring standards, workload and multiple position regulations, and reappointment, tenure and promotion guidelines – developed at the departmental level and vetted by the college's Personnel and Budget Committee – establish a level playing field and give clear guidance for faculty. (D*) Academic freedom policies provide faculty with a framework for making decisions about pedagogy, research, and service (see Question 3 below for more detailed analysis of academic freedom policies) (D 1.35).

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Faculty and staff employment policies, as well as ethical and operational policies, are set forth in CUNY's bylaws, in Higher Education Officer (HEO) handbooks, and in faculty and staff union contracts, such as the PSC-CUNY and DC-37 collective bargaining agreements (D 1.36).

Policies that govern teacher-student interaction at Hostos include those on academic integrity, attendance, grading, and student complaints. Each policy provides a common structure and clearly explains complaint and disciplinary procedures for students and instructors (D 1.37).

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

Additional laws that help sustain an ethical framework on campus are Occupational Safety and Health Administration (OSHA) guidelines and New York's Workplace Violence Prevention (WVP) law. In order to comply with the Workplace Violence Prevention law, representatives from Hostos' administration and unions representing Hostos' workers conducted a joint risk assessment walkthrough of the campus in February 2011. A report was submitted to CUNY's central office in April of 2011 (D 1.38).

Overall, employment policies for hiring, evaluation, promotion, tenure, and dismissal of faculty and staff operate according to consistent frameworks for decision-making and protection against individual bias (D 1.39). College and union grievance policies, together with legal enforcement, offer recourse against unfair practices or biased decision-making. Affirmative action, equal employment, sexual harassment, OSHA, and the Right to Know Act, among others, provide protection against threatening and/or inappropriate behaviors in the workplace (D *). Collective awareness of these policies helps to create a safe educational environment where community members are held accountable for their actions and are expected to treat others equitably and appropriately, regardless of rank or position.

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

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

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

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- A Sexual Harassment Task Force, which helps educate campus community members through annual workshops that include an online certification component, and which produced a pamphlet available to the college community as a whole
- Dissemination of student and faculty handbooks, such as the Students with Disabilities Handbook (D 1.41) and Faculty Evaluation Guidelines (D 1.42)
- College-wide dialogues on civility and bullying (D 1.43)
- An initiative on domestic violence prevention (D 1.44)

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

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

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

- The American Association of University Professors's (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure (D 1.45) remains the authoritative text on the topic for American universities.
- The PSC-CUNY 2007-2010 contract (D 1.46) underlines the importance of free inquiry, and its preamble notes that all the parties involved "subscribe to academic freedom."
- PSC-CUNY has an Academic Freedom Committee which, among its many activities (grievance resolution, et al.), produced a paper for The University of Faculty Senate in September 2009, "The State of Academic Freedom at CUNY" (D 1.47).
- The CUNY Chancellor's Office website (D 1.48) as well as the CUNY Portal (D 1.49) include quotations and speeches referencing the AAUP's classic 1940 statement.

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

Faculty surveys show relative satisfaction with campus support for free expression. A review of the University Faculty Senate (UFS) CUNY Faculty Experience Survey of 2009 (D 1.50) indicates that a majority of full-time faculty at Hostos feel satisfied with "Administration Support for Free Expression of Ideas" (see Table 43 of that survey): 56% were "mildly satisfied" to "very satisfied," compared to 24% who were "very" or "mildly dissatisfied." These percentages put Hostos exactly in the middle of all CUNY colleges on this question.

The total number of filed complaints regarding academic freedom also provides prima facie evidence that academic freedom is being maintained. According to the Office of the Labor Designee, there have been no grievances in the past five years (D 1.51) All told, faculty

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perception of academic freedom seems to have improved since the 2002 UFS Faculty Experience Survey, when Hostos ranked 17 out of the 19 CUNY campuses regarding “Administration Support for Free Expression of Ideas” (D 1.52).

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

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

The importance of academic freedom principles for students is also affirmed in the CUNY Board of Trustees Bylaws, Article XV. “Freedom to learn and freedom to teach are inseparable facets of academic freedom.” (D-Article XV, Section 15.0) The Bylaws stress that “[s]tudent participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. (D*)

Early in 2005, CUNY Chancellor Matthew K. Goldstein reaffirmed his commitment to academic freedom by signing a document prepared as part of the first Global Conference of University Presidents. Reflecting on the document later that year, the Chancellor affirmed students’ right to choose their course of studies, and noted that the classroom needs to be a comfortable space in which to debate ideas. In May 2011, Chairperson Benno Schmidt of The City University of New York Board of Trustees, reiterated the importance of academic freedom when he stated that “[f]reedom of thought and expression is the bedrock of any university worthy of the name.” (D - <http://www1.cuny.edu/mu/forum/2011/05/06/statement-of-chairperson-benno-schmidt-of-the-city-university-of-new-york-board-of-trustees/>)

Academic freedom principles are clearly in place for our students. In addition to them being stated by our University, enshrined in Hostos’ clear disciplinary procedures, and in action through our student participation in governance, they are stated and disseminated through the Statement on Public Order, which is found in the college catalog, as well as on the Hostos Website. (D- <http://www.hostos.cuny.edu/catalog/catalogs/2010-12HostosCatalog.pdf> and http://www.hostos.cuny.edu/sdem/student_life_po.html) The Statement explains that “[e]ach member of the academic community. . . has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view.” (D*)

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

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

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

Hostos policies and guidelines align with CUNY and collective bargaining policies and guidelines. For example:

- **CUNY Academic Freedom Policies** provide parameters for faculty behavior and student interaction. They also protect faculty from specific types of complaints against specific types of conduct inside and outside of the classroom. (D -)
- **Hostos Enrollment and Grading Policies** detailed in the College Bulletin (2007-2008, 2008-2010) offer students various opportunities—such as course withdrawal, incomplete grades, course repetition—to account for external academic, social and personal pressures, or emergencies. (D-)
- **Hostos Student Disciplinary/Complaint Policies and Procedures** allow students to challenge grades or file complaints about unfair classroom practices or inappropriate behavior. (D-)
- **CUNY Affirmative Action, Sexual Harassment, and Workforce Violence Policies** provide protection against negative behavior that could tip the balance of power in a given situation. Additionally, sexual harassment policies provide protection and recourse to all members of the college community regardless of professional rank or individual status. (D-)
- **CUNY Ethics Policies and Guidelines** protect all members of the college community from external and internal influences, providing employees with a safe, harassment-free environment. (D 1.59)
- **Hostos Appointment, Reappointment, and Tenure Policies** detailed in the PSC-CUNY contract and more specifically in the Faculty Guidelines for Evaluation, and for staff in the HEO handbook and DC 37 citywide contract provide a common framework for decision-makers. (D)

The balance of faculty and student power is levied by student complaint policies and disciplinary policies. The balance of faculty, staff, and administrative power is levied by hiring, evaluation, and dismissal guidelines that offer protection from personal bias in decision-making. Evaluation guidelines for faculty and staff provide consistent frameworks for decision-makers. College and union grievance policies offer recourse against unfair practices or biased decision-making. (D 1.57

http://www.hostos.cuny.edu/sdem/student_life_stcomplaints.html)

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

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

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

Policies that govern teacher-student interaction at Hostos are available on the on the Hostos website in the areas pertaining to the Registrar's Office and the college catalog (D 1.66). Policies and procedures are also disseminated to students through a newly designed SDEM Academic Planner (D 1.67). Again, each relevant policy provides a common structure and clearly explains the complaint and disciplinary procedures for students and instructors.

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

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

Workplace violence statistics are shared yearly by public safety via email distribution lists and in Campus Crime Statistics reports (D 1.68). The Risk Assessment Walkthrough report will also be shared with the campus community upon its completion (D 1.69).

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

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

Relationship to Other Standards

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

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

Recommendations

1. Offices and departments around the college should focus more regularly on initiating activities that will enhance knowledge of and spur discussion about current ethics policies and procedures (including recent updates), making them part of the campus ethos. For example, efforts could be undertaken to strengthen professional development for faculty and staff on ethics policies.
2. The college, in conjunction with university-wide initiatives, should periodically assess compliance with principles of academic freedom.
3. Hostos should more regularly re-examine equitability of treatment 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?

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**Appendix 1.1: Changes to the Hostos Community College Mission Statement
Between Current and Previous Institutional Self-Study**

Hostos Community College Mission Statement²

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio María de Hostos Community College was ~~deliberately placed~~ established in the South Bronx to meet the higher educational needs of ~~the~~ people from this and similar communities who historically have been excluded from ~~quality~~ higher education.

The ~~M~~mission of Eugenio María de Hostos Community College is to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, ~~and~~ technological ~~skill development in~~, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, ~~and~~ transfer, and those professional programs leading to licensure.

The College takes pride in its historical role in educating ~~second language learners and~~ students from diverse ethnic, racial, ~~and~~ cultural and linguistic backgrounds, ~~including~~ particularly Hispanics and African Americans.³ ~~Therefore,~~ An integral part of fulfilling its mission is to provide ~~transitional~~ language instruction for ~~second language~~ all English-as-a-Second-Language learners along with ~~quality~~ Spanish/English bilingual education ~~at programs, opportunities for lifelong learning, and~~ offerings to foster a multicultural ~~academic~~ environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

² Accessed on Hostos website, 10/5/10, and annotated by Zvi Ostrin. The current 2010 Mission Statement is compared here to the 2000 mission statement (see *Institutional Self-Study Report AY 2000-2001, October 24, 2001*, p. 44). Text *removed* from the 2000 Statement is marked by brackets and strikethrough, as follows: ~~Removed~~. Text *added* to the 2010 Statement is underlined, as follows: Added.

³ In the 2000 Statement, this sentence was situated at the end of the first paragraph, i.e., following “excluded from ~~quality~~ higher education.”

Appendix 1.2: Middle States Mission Statement Review 1971 – 2000 (Mission Goals Objectives Study Group Draft 2000-2001 Pastoriza-Marin)

The following is the result of the review of all the mission statements as they appear in the College Catalogs. No separate or distinct mission statement ever appeared until the 1999/2000 Catalog. The Mission, Goals and Objectives Study Group does not recall nor has been able to find any evidence of any mission statement being approved through governance. The 1999/2000 mission statement is the result of a compilation of excerpts from preambles to mission statements, mission statements and educational approaches to bilingual education. Given the results of this Review, it will may be the first opportunity the College has to reach a consensus on a Mission statement.

No mission appeared in the **1971/72** Hostos Catalog, but there were **Goals of the College as it Affects Admissions Policies** only. The goals were to train South Bronx residents “in the health professions and upgrade those currently employed in the health fields.” There is also the statement that HCC “is committed to serving the educational needs of the South Bronx community.” The **Hostos Approach to Education** is “self-paced learning.”

The **1972/73** Catalog retains the above statements but has modified the Preamble to include “deliberately placed in an economically depressed community- the south Bronx- and given the specific responsibility of serving of that inner city community”. It has also added as **Goals** the “systems approach to learning”, the “Diagnostic and Developmental Skills Program” (English, Math and Spanish), “Bilingual Education” and “Community Education”. The **Hostos Approach to Education** continues the same.

The **1974/75** Catalog retains exactly the same statements and adds the statement “all entering freshmen are tested in Basic English, Mathematics, English-as-a-Second-Language and Spanish skills prior to their registration.”

Because of monetary constraints, HCC did not publish a **1975/76** Catalog, but issued a statement that the 1974/75 would continue to be used with a supplement reflecting changes and additions.

The next Catalog encompasses three academic years: **1977/1978/1979**. In this Catalog, **Goals of the College as it Affects admissions Policies** no longer appeared.

(Missing 1980/81 Catalog.)

In **1981/82** there appears a Mission statement which reads “ the mission of HCC is to provide services that help the City of NY to be an urban community that works for all its citizens”. The **Hostos Approach to Education** does not appear but the **Hostos Approach to Bilingual Education** does. Under this heading the statement “The aim of the College is to foster a total bilingual-multicultural environment in which students can develop proficiency in English, maintain and develop their abilities in Spanish and become more appreciatively of the different cultural background of their peers. In sum, the College does not seek to replace the languages and cultural values of its students, but, rather, to enable them to function comfortably and easily in a variety of sociolinguistic settings.”

The **1982/83, 1984/85, 1985/86* 1987/89, 1989/91, 1991/92, 1992/93** Catalogs retain the **Hostos Approach to Bilingual Education** and mission statement.

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The **1993/95, 1994/95** Catalogs have the following statement: “The College currently states its mission as that of providing ‘educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, African Americans, and other residents of New York City who have encountered significant barriers to higher education’” The **Hostos Approach to Bilingual Education** remains unchanged.

In the **1994/95** catalog the statement “deliberately placed in an economically depressed community- the south Bronx- and given the specific responsibility of serving of that inner city community” in the Preamble does not appear.

The **1996/97** Catalog is identified as an Addendum to the **1994/95** Catalog and states as mission “providing ‘educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, African Americans, and other residents of New York City who have encountered significant barriers to higher education. To this end, Hostos provides its students with bilingual education.”

In the **1997/98** Catalog the **1994** mission statement is retained, but a **Bilingual Education: A Statement of Policy and Practices** appears with the statement “A cornerstone of the College’s mission is to offer bilingual education and opportunities in a multi-cultural environment that fosters appreciation for cultural diversity, second language acquisition and intellectual growth.” In the Preamble, the first sentence reads: “[HCC]...was created [...] to serve the needs of the South Bronx”.

In the **1999/2000** Catalog the mission statement has its own heading. It modifies the statement of “ [providing] educational opportunities leading to socioeconomic mobility for first and second generation Hispanics, Blacks, and other residents of New York City who have encountered significant barriers to higher education”. It adds the following statement: “In order to provide its students with new academic and career opportunities, the College specifically addresses itself to their need for improving English language and computational skills. An integral goal of the College, therefore, is to provide transitional bilingual educational opportunities for its Spanish dominant students and to foster a multicultural academic environment in which all students to appreciate the many cultures they represent.” It includes now as a mission statement

“the College does not seek to replace the languages and cultural values of its students, but, rather, to enable them to function comfortably and easily in a variety of sociolinguistic settings”, which originally comes from the **1982 Hostos Approach to Bilingual Education**.

With the Self-Study Steering Committee’s support, and input of the College community, the Mission, Goals and Objectives Study Group produced two versions of the mission statement reflective of the ideas, views and concerns presented by the College community on the June 6, 2000 Assembly.

The next step is to present to the Steering Committee the findings of this Study Group. The next task is to review Goals and Objectives.

Appendix 1.3: Mission Statements from Divisions, Key Administrative Offices and Academic Departments

1. *Administration and Finance*

The **Accounts Payable Department** is committed to ensuring that all disbursements of tax levy college funds to vendors, faculty, and staff are completed with efficient, precise, and prompt service and in accordance with guidelines and procedures as mandated by CUNY and the Comptroller's Office of the City of New York.

The mission of the **Budget Office** is to facilitate the optimal use of the college's financial resources, and to support academic and administrative resource planning and budgeting with timely, accurate information.

The **Facilities/Building & Grounds Department** of Hostos Community College is committed to providing its faculty, staff, and students with facilities that are safe, clean, and well maintained. We will make every effort to provide a healthy environment that is conducive to learning and supports the mission of our institution.

The **Bursar's Office** supports the College and Division of Administration & Finance missions through the control, collection and timely deposit of all monies received from students, faculty, and staff for the College, including the Adult and Continuing Education programs. The Office, in addition, is committed to providing efficient service in the distribution of all salary, financial aid, and internal college checks; the billing, collection, and depositing of money from students at registration; and the creation, and collection of student liabilities and receivables.

The **Business Office** provides support and assistance for the College in the areas of accounting, accounts receivable, Perkins Loan, TAP Certification, the Research Foundation post ward accounting and the college revenue budget. We seek to render timely, effective, efficient and a customer friendly service to all faculty members, staff, students and administrators, as well as customers both within and outside the University community. We strive to maintain and enforce strong professional and ethical standards, while adhering to CUNY policies and procedures. As part of a vast institution of higher education, we recognize the need to continue to learn and adapt to innovative ideas and technologies.

The **Human Resources Department** aspires to contribute to the realization of Hostos Community College's stated mission through the proper and careful selection, training, motivation and utilization of its human capital, and, to foster a diverse work environment where employees are valued and appreciated for their individual contributions.

The **Information Technology Department** at Hostos Community College is committed to providing a secure, cost-effective and reliable state-of-the-art technology infrastructure and computing environment to enable and enhance the productivity, accessibility and user experience for all of its constituents while focusing on a dedication towards customer service to support the College's mission.

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Consistent with the mission of the college and that of the Division of Administration and Finance, the **Payroll Department** will concentrate its efforts on providing administrative and support service to the college and its infrastructure.

The mission of **Procurement** is to ensure efficient and continued operation of the College by obtaining all goods, equipment and services while ensuring compliance with rules and regulations set forth by all governing agencies.

2. Student Development and Enrollment Management

SDEM: The strength of The City University of New York is derived from the diversity of its students and from each College's distinctly defined institutional character. As a consequence, each College offers discrete campus-based services and programs which reflect its unique mission, character and student populations. The Student Affairs divisions of each College provide quality services and programs which support the academic mission of the University and enhance student learning and development.

The primary objectives of the services and programs are to support students' academic achievement and persistence leading to graduation; to provide opportunities for career development; to enhance students' intellectual, aesthetic, and social growth; to facilitate critical thinking skills; and to promote civic responsibility.

The mission of the **Office of Financial Aid** is to provide professional services to students that will remove financial barriers and empower them to meet their educational goals. Through the strict adherence of federal and state requirements and by customizing the best practices provided in the field by our national, regional and state associations, the Office nurtures a supportive structure leading to the timely delivery of student aid funds essential to student retention.

The mission of **Career Services** is to provide students at HCC with career and employment options, by establishing opportunities as well as providing individualized training and group preparation to facilitate career counseling exploration, job readiness, practical work experience and resource development while promoting independence, professionalism, and personal responsibility.

The mission of the **Wellness Coordinator** is to educate and empower the Hostos student body and staff in respect to the growing field of wellness. The emphasis is on accentuating and promoting positive lifestyle choices rather than treating an illness after it has taken hold. Increased student awareness of the benefits of physical and emotional wellness will result from various learning forums. Integration with the aforementioned Health Services Office and Athletics department will help to amalgamate the various branches of the college.

The **Office of Student Life (OSL)** focuses on the development and maintenance of student programs that provide opportunities for academic and personal development through leadership activities, internships, orientation, counseling, holistic wellness, career exploration, and athletics.

The Purpose of the Hostos Community College **Student Leadership Academy** is to create and coordinate college-wide academic and co-curricular experiences that will prepare students to be effective global citizens who are engaged in transforming their communities through scholarship, work and volunteer service. The design of the Student Leadership Academy takes into consideration the diverse needs of Hostos students and therefore seeks to provide multiple access points for students to gain experience from the programs of the Academy. Students may have a formal relationship with the Academy by enrolling in the Student Ambassador Program, Student Orientation Services (SOS) Team Program, Emerging Leaders Program, the Hostos Athletic Leaders Organization (HALO) or the Volunteer Corps or they may simply participate in a select number of programs offered to the entire Hostos student body. In an additional effort to promote and document student participation in the three programs of the Academy, the Scholarship and Portfolio Program, as well as a Student Leadership Web Page will function as significant elements to promote and highlight the accomplishments of the Academy. The Leadership Academy works in coordination and support of the Global Scholars Program, The Honors Program, the Student Government Association, Phi Theta Kappa Honors Society and other campus groups, clubs and organizations, as well as within the academic disciplines to develop leadership initiatives, provide workshops and training sessions to help to improve leadership techniques and ideals to the entire Hostos Community College population. The Academy also works in coordination and support of the CUNY Leadership Academy routinely to help to enhance and develop programming and touchstone activities for students who want to develop their leadership skills throughout CUNY, both centrally and on the other campuses

The **Office of Student Programming for Veteran and Reservists** has been established to provide an array of specialized educational support and student development related services for veterans and reservists. Services include organizing and developing student leadership training and mentorship training; collaborating with faculty to provide guidance and support on programming initiatives, conducting orientations on academic policies and procedures; providing guidance and support on programming initiatives that increase awareness of veterans and reservists students at the college; assisting academic support; developing and conducting extra-curricular activities for veteran and reservists affairs at the college; and serving as liaison for community service referrals.

3. Division of Academic Affairs

The **Allied Health Science Department's** mission is consistent with the College's mission to provide educational opportunities leading to socioeconomic mobility for students from diverse ethnic, racial, cultural, and linguistic backgrounds, particularly Hispanics, and African Americans. The programs provide the educational opportunities for entry into the health careers of dental hygiene, nursing, and radiologic technology leading to professional licensure and certification. Our programs serve as a resource for the promotion of health and wellness for the population of the South Bronx and surrounding communities. All programs within the Department of Allied Health strive to promote professional values and ethics resulting in a commitment to life-long learning.

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The **Behavioral and Social Sciences Department** is committed to the intellectual development and civic empowerment of all students through offerings that provide an understanding of human behavior and the social and historical evolution of societies, nation states, and modern systems of political and legal governance. Through specific offerings in the disciplines of sociology, psychology, anthropology, political science, public affairs, legal studies, history, and economics, students are encouraged to explore their society, its diversity, and acquire knowledge about the actions of individuals, institutions and key governance structures. The department offers liberal arts options and degree programs in public administration, criminal justice and legal studies. The department is committed to the enhancement of opportunities for historically underserved communities, including ethnic, racial and linguistic minorities.

The Behavioral and Social Sciences Department consists of the following three units:

1. Behavioral Sciences
2. Social Sciences
3. Public Administration, and Paralegal Studies

The Behavioral Sciences unit offers courses in the disciplines of psychology, sociology, and anthropology. The Social Sciences unit offers courses in the disciplines of history, economics, political science, interdisciplinary social sciences, and political economy. The Public Administration unit offers courses in public administration, criminal justice, and paralegal studies.

The Behavioral and Social Sciences disciplines are essential elements of a liberal arts education. In recognition of this, the College requires the successful completion of twelve (12) credits in these disciplines as part of the requirements of the A.A. degree. Three (3) credits in Public Administration may be applied toward the twelve-credit behavioral and social sciences graduation requirement for the A.A. degree. A study of these disciplines should contribute to an individual's functioning in many areas of life. Moreover, this study provides an opportunity for students to examine the nature of society and human behavior, social problems, and social change. The behavioral and social sciences are, therefore, recommended for all students. Study in the behavioral and social sciences allows for a wide choice of careers in teaching, law, government, diplomacy, public agencies, social work, research foundations, business, health fields, as well as self-employment. Several introductory, behavioral and social sciences courses are offered in both English and Spanish.

The mission of the **Business Department** at Hostos Community College is to provide credit programs leading to associate degrees or certificates for Business Department students to facilitate employment in their chosen field or transfer to a senior college.

The mission of the **Education Department** is to prepare students to be qualified and competent in both practice and theory so they can pursue their professional and academic goals in their chosen areas of Teacher Education, Community Health, or Gerontology. Further, within those programs, students become part of a community of learners which seeks to develop students holistically by improving their skills in communication and critical thinking and through course offerings in physical education and health education.

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The **Humanities Department** fosters the study and practice of all aspects of humanistic endeavor in the college. The multicultural offerings in Humanities complement and enhance the curricula across the spectrum of programs in the college, enabling students and faculty to explore and interpret humanistic studies leading to a better understanding of their own diverse ethnic, racial, cultural and linguistic backgrounds.

Through its offerings in **Languages, Literature, History, Philosophy, the Visual and Performing Arts, Black Studies, and Latin American and Caribbean Studies**, Humanities Department helps students develop proficiencies in reading, writing, speaking, critical thinking, and artistic creativity, helping them overcome the challenges of contemporary urban life and become responsible, successful, and creative citizens.

The **Language and Cognition** Department seeks to facilitate the acquisition of second language and academic skills within a sequential program of content-based ESL instruction so that students will achieve proficiency in college-level reading, writing, and critical thinking skills in English and succeed in the CUNY-mandated tests and the College's academic programs. It also offers Linguistics courses to all interested students, particularly those who are Liberal Arts and Education majors.

The department is committed to developing various programmatic options of interdisciplinary study suited to the academic needs and aspirations of all students enrolled in our program. It also hopes to serve as a pedagogic resource to departments teaching ESL students by sharing strategies to develop teaching techniques that will make content comprehensible for these students, optimize their class participation, and facilitate their oral/written responses to the material in question.

As an academic department, the Hostos Community College Library functions as a dynamic center of teaching and learning. The Library provides information literacy tools that enhance the pursuit of knowledge by teaching our college community to retrieve, critically evaluate and synthesize information for academic, professional and personal pursuits. In this thriving urban environment, we partner with each academic department to broaden and contextualize all areas of study, selecting and using the necessary instructional materials, related equipment and services that will assist the college in meeting its educational, cultural and social obligations.

As vanguards of information, the library faculty supports an environment of free and critical thought to realize the goals of a bilingual, metropolitan and multicultural community college.

The mission of the Department of Mathematics of Eugenio Maria de Hostos Community College is to provide for our multicultural student population, a majority of whom are female, minorities and from non-traditional backgrounds, a supportive learning environment, a strong foundation of basic knowledge in mathematics, and to prepare them for a variety of careers in mathematics and related fields.

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To advance this mission, the Department of Mathematics emphasizes for all its students a conceptual understanding of mathematics together with problem solving and higher order analytic skills. The department strives to develop students' ability to think precisely, creatively and critically, to speak clearly and persuasively, and to be aware of the intellectual power and significance of mathematical reasoning in today's technological society. The Department of Mathematics is committed to the highest standards of excellence in teaching and service.

The mission of the **Natural Sciences Department** is to provide high quality in educational programs in science and engineering as well as in support courses for the AAS, Allied Health and Liberal Arts programs. The department assists students to: develop the skills required to analyze the mechanics of the natural and physical environment, learn to think critically, communicate effectively, cultivate an understanding of basic scientific and ethical values, and become responsible citizens of the world. The department also plays a major role in guiding our students of diverse, multicultural backgrounds to acquire advanced knowledge and research skills empowering them to pursue higher education degrees in science and engineering.

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Appendix 1.4: Number of Students Enrolled in ESL and Spanish Language Content Courses 2002 to Present

Semester	Headcount	FTE	ALL ESL*	ESL Freshmen	Span. Cont.**	Freshmen
Fall 2002	3670	3145	962	222	1030	200
Spring 2003	3882	3174	917	165	1033	136
Fall 2003	3705	3092	916	232	920	182
Spring 2004	3837	3094	827	160	877	133
Fall 2004	4340	3327	860	177	791	137
Spring 2005	4215	3359	730	141	612	78
Fall 2005	4477	3289	668	172	576	120
Spring 2006	4442	3132	643	133	498	64
Fall 2006	4697	3386	604	171	480	113
Spring 2007	4800	3313	562	129	504	92
Fall 2007	5112	3447	541	146	425	78
Spring 2008	5050	3382	521	127	443	56
Fall 2008	5532	3732	565	147	376	73
Spring 2009	5517	3711	533	135	359	47
Fall 2009	6187	4356	545	153	362	83
Spring 2010	6530	4641	608	164	412	83
Fall 2010	6499	4651	592	133	302	42

*Total number of students registered for at least one ESL class.

** Total number of students registered for at least one Spanish Language Content class.

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Appendix 1.5: Total Number of Graduates by Major

Year	All Grads	AA	Nursing	E C Ed.*	Bus. Man.	Dental	Rad. Tech.
2002-03	365	125	7	42	...	21	21
2003-04	348	135	12	23	...	24	19
2004-05	386	144	13	41	...	26	23
2005-06	416	184	12	48	1	27	25
2006-07	443	166	26	37	11	36	24
2007-08	484	177	31	44	30	39	18
2008-09	531	208	39	48	43	33	28
2009-10	602	228	58	70	54	39	29

*Early Childhood Education

DRAFT

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Appendix 6.1: Snapshot of Hostos/CUNY Policies

Policy	What this covers (lift up highlights)	How	Target			Processes for enforcement/ adjudication
			Students	Faculty	Staff	
CUNY Academic Freedom policies (D*)	<ul style="list-style-type: none"> Conduct in the classroom or other formal academic settings 	Online		X		<ul style="list-style-type: none"> University respects the academic freedom of the faculty and will not interfere with the exercise of appropriate discretion concerning the content or style of teaching activities. First, students are urged to pursue informal resolution. If this doesn't work, a formal complaint may be made.
CUNY Ethics, Policies, and Guidelines (D*)	<ul style="list-style-type: none"> Academic integrity 	Online	X			<ul style="list-style-type: none"> Course withdrawal Incomplete grades Course repetition
Student Disciplinary/ Complaint Procedures (D*)	<ul style="list-style-type: none"> Unfair classroom practices or inappropriate behavior Grade appeals Academic integrity violations Student discipline, disclosure of student records Student elections Sexual harassment complaints Disability accommodations Discrimination 	Online	X			<ul style="list-style-type: none"> Evaluation guidelines for faculty and staff to provide consistent frameworks for decision-makers. College and union grievance policies offer recourse against unfair practices or biased decision-making.
CUNY Affirmative Action Policy (D*)	<ul style="list-style-type: none"> Practices to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence 	Online	X	X	X	<ul style="list-style-type: none"> File a charge of discrimination
Hostos Sexual Harassment Policy (D*)	<ul style="list-style-type: none"> Violence Threats of violence Intimidation Harassment Coercion Other threatening behavior toward people or property 	Online	X	X	X	<ul style="list-style-type: none"> File incident report with the Office of Student Affairs, the Office of Public Safety or call 911, as appropriate. The university will in turn report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).