

Standard 7: Institutional Assessment

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

Summary of Findings and Conclusions

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

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

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

Working Group 7– Standard #7 Report

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

A. Hostos has made progress in developing a culture of assessment in the college.

Since Hostos' 2007 Periodic Review Report (PRR) report, the culture of assessment has evolved in several areas. At that time, Hostos focused primarily on course and program assessment, academic support-services assessment, and student learning-outcomes assessment. Since then, in addition to continuing and expanding that work, Hostos has institutionalized academic program review and developed and implemented a nationally recognized assessment for general education (i.e., Gen Ed Mapping Tool). In the non-academic areas of the college, the Division of Administration and Finance has created an on-going assessment program that informs their work and the Division of Student Development and Enrollment Management is creating the foundations for assessment in that area. Overall, Hostos increasingly makes decisions based on data, and the culture of assessment continues to evolve and expand.

While Hostos has made substantial strides in developing a culture of assessment in all of its divisions, the primary focus of this activity has been in the Division of Academic Affairs where the assessment of student learning has been a major focus of numerous activities.

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Table 7.1 below shows some of the assessment activities that have been taking place at Hostos, including the impact that the assessments have had on teaching and learning, as well as decision-making in other areas of the college.

Table 7.1: Impact of Assessments on Teaching and Learning

Assessment Issue	Assessment Methods	Data Collected	Data Use and Impact
Student Learning	Course and Program Outcomes Assessment	Since 2003, 95 courses and all programs have undergone some level of assessment	Changes made to individual courses. Multi-section courses
Remedial/ Developmental Education	Performance on CUNY skills tests	Student performance and relationship to other issues, including retention.	Focus on developmental/ remedial education in new strategic plan; increased focus on student retention.
Progress Towards Graduation	Annual and cohort graduation rates	Graduation rates by program; time to graduation; native vs. transfer graduates, etc.	Focus on strategies to improve graduation rates as part of new strategic plan
Student Retention	Annual and term retention rates	Term to term and annual retention rates; analyses of students persisting vs. not persisting	Focus on student retention, especially in the first year, in new strategic plan
General Education	Gen Ed Mapping Tool; VALUE rubrics adapted by Hostos; e-portfolios	Exposure to Gen Ed competencies; assessment of Gen Ed competencies in courses	Summary reports on Gen Ed competencies in their courses are being provided to faculty for their review and use
Facilities Management	Campus surveys of opinions of facilities	Opinions of faculty, staff, and students on campus facilities	Used in planning facilities priorities for the coming academic year
Academic Computing	Satisfaction surveys	Student satisfaction with computing services and activities	Results are used to adapt schedules, update software, provide relevant workshops, etc.
Late Student Registration	Analysis of key points in registration process	Numbers of students registering at each of the key points	Encouraging students to register early and improve student flow during registration

While the information in the chart above is illustrative, it should be noted that as a result of the work being done in general education and outcomes assessment, numerous changes have been made to courses. Student Learning Outcomes (SLOs) have been specified in 95 courses, individual courses have been mapped to program learning outcomes, and assessment methodologies have been developed and incorporated into the overall process (D*).

In addition, through the Office of Institutional Research (OIR), and with the help of assessment consultants, there has been on-going faculty and staff development in assessment including several PDIs on assessment topics and issues, as well as targeted workshops geared to the needs and requirements of individual academic departments. Further, OIR staff has conducted workshops for administrators and staff in the other divisions of the college (i.e., Administration and Finance; Student Development and Enrollment Management). These workshops focused on helping staff in those divisions

develop relevant and meaningful goals and objectives for their offices, along with methods for assessing those objectives.

While Working Group 7 concluded that Hostos has made progress in developing a culture of assessment based on the actions taken in recent years, they also corroborated this conclusion by examining how Hostos' efforts stand up to the literature on what it takes to demonstrate an assessment culture in an academic setting. The analysis in Appendix 7.1 – which used Middaugh's criteria/standards and other comparative analysis to assess how Hostos is faring in the development of a culture of assessment – further substantiated that Hostos is moving in the right direction.

B. Resources have been appropriately allocated to accomplish institutional assessment goals – but will need to grow.

The primary responsibility for overseeing the assessment efforts at Hostos falls to the Office of Institutional Research (OIR), which is staffed by a director and two professional staff-members. OIR staff members are continuously available to assist all levels of the college in the development, implementation, and use of assessment data.

However, as the College's divisions have increased their professional development efforts in assessment over the past five years, OIR staff members have become more pressed in their commitments. The increasing importance and centrality of assessment in all areas of the college demonstrates the need for additional resources to support the broad assessment goals of the academic departments and administrative units, in addition to the assessment required by the PMP and Strategic Plan.

As the assessment of general education becomes more pervasive throughout the college, investments will be required in appropriate technology to ensure that students can develop and maintain their e-portfolios (an integral part of the general education assessment process). Additional staff development will also be required so that faculty can be trained in the use of e-portfolios, both within the context of their own courses, as well as in the wider arena of general education. This is discussed further in response to Standard 12, Questions 1 and 2 by Working Group 6.

C. The 2011-16 strategic plan provides a college-wide framework for assessment moving forward.

As outlined in the new strategic plan, the college will focus on work in five goal areas and toward the achievement of 30 specified outcomes (D *). This plan will become the overarching framework by which the College conducts institution-wide assessment. This academic year, the college Cabinet, working with the Office of Institutional Research, will work together to determine how to embed ongoing assessment processes into planning and operations across divisions. This will permit the College to better track progress toward the achievement of what is outlined in the plan, as well as inform decision-making so that the college stays on course with its strategic goals while staying true to its mission.

Question 2: What methods or approaches are used to assess institutional effectiveness? To what extent has Hostos implemented changes that might be indicated by the outcomes data?

A. OIR conducts assessment of institutional effectiveness.

The Office of Institutional Research (OIR) conducts numerous analyses throughout the academic year that relate not just to individual programs (e.g., tutoring in HALC), but also to larger institutional issues and concerns (e.g., student retention; graduation rates). Many of these analyses are conducted on a regular and on-going basis and are provided to decision-makers throughout the college, from the President and the President's Cabinet to division vice presidents, department chairs, program directors, and individual faculty members (D*).

In addition, as specific initiatives have advanced (e.g., reviews of ESL curriculum), ad hoc analyses relating to the specific issues raised have been conducted. These analyses often involve follow-ups of groups of students or the performance of specific sub-groups of students on the CUNY Assessment Tests and/or the CUNY Proficiency Examination (CPE).

OIR not only provides analyses to the appropriate entities, but also provides explanations and presentations in order to ensure a deeper understanding of the results and the potential implications of the findings.

As Hostos worked on the preparation of this accreditation self-study, one of the issues that surfaced was how to establish consistent ways to analyze the mission. Given the multi-faceted nature of the College's mission, how can the College know if programs or services are helping it achieve the mission if there is no common understanding of the mission's essential components? This self-study process provided the college with a forum to engage in this important discussion, which led to the identification of six themes that individuals across the working groups agreed represented the core aspects of the College's mission. Table 7.3 on the following page shows the range of assessment methods, reports, and analyses that are conducted on an ongoing basis and how they relate to each of the six mission themes. All of the assessments are conducted by OIR and other offices on campus and at CUNY Central on a regular basis.

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Table 7.3: Assessment Methods and Relationship to Each of the Six Mission Themes

Mission Theme	Assessment Methods	Audience	Impact/Changes
Access to HE	Enrollment Analyses Educational Attainment Analyses (Census Data) Income Analyses (Census Data) Zip code Analysis	Enrollment Cabinet President's Cabinet	Enrollment Management Decisions Review of recruitment activities
Diversity and Multiculturalism	Analyses of Student Ethnicity, Home Language, Country of Origin	Enrollment Cabinet President's Cabinet Academic Council	Review of recruitment activities Targeting of student activities
English/Math Skills Development	Performance on CUNY Assessment Tests	Provost and Relevant Department Chairs President's Cabinet Departmental faculty	Review and revision of developmental/remedial education Additional workshops Allocation of resources to remedial education
Intellectual Growth/ Lifelong Learning	Analysis of CPE Results, Library Workshops on Information Literacy, General Education Mapping Tool and related analyses, Spanish content course enrollment Course and Grade Analysis	Provost and Academic Council President's Cabinet Departmental faculty	Resource allocation for general education activities Additional library workshops Review of Spanish content courses (including continuing need) Review of student course performance
Socio-economic Mobility	Graduation Analyses, Assessments of Career Service Activities, Student Transfer Analyses (including PMP data)	Provost and Academic Council President's Cabinet Hostos website Department chairs and program coordinators	Development and implementation of retention programs Renewed focus on students close to graduation and analyses on progress toward graduation Follow-up of graduates and non-graduates (Perkins and individual units)
Community Resources	Continuing Education Enrollment; Arts Center Activities and Impact	President's Cabinet	Increased Arts Center offerings Increased enrollment and wider range of continuing education offerings

B. Divisions conduct assessment of institutional effectiveness.

In addition to the assessments conducted by OIR, each division, with technical assistance from OIR, conducts assessment of varying depth and breadth. The Division of Academic Affairs has annual end-of-year reports that document all of the activities occurring during the year, in addition to academic program reviews that occur on a predetermined schedule. Further, some programs, mostly in the Allied Health Department, are required to undergo periodic reviews by their outside accrediting agencies in order to maintain their accreditation.

Annually, the Division of Administration and Finance develops goals and objectives for each of its offices, which include financial and business administration, facilities, and technology. The performance on these goals is then used by the individual offices, in conjunction with the vice president of the division, to develop the plans for the coming academic year. These plans then form the basis for goals and objectives in that year.

The Division of Student Development and Enrollment Management (SDEM) is currently in the process of formalizing its goals and objectives. However, much of the assessment of effectiveness within this division comes from the measurement of student satisfaction with various services, including the Registrar’s Office, Financial Aid, Admissions, Financial Aid, Career Services, etc. To that end, SDEM conducts ongoing surveys of student satisfaction, as well as using the results from the CUNY OIRA Student Experience Surveys (SES) that are conducted every two years (D *). Results from those surveys are used to identify areas of improvement. In addition, SDEM also prepares enrollment management plans each term that are used, in conjunction with OIR projections, to plan for the coming term. Additional details on assessment efforts in SDEM are described by Working Group 4 in response to Question 3 under Standard 9.

Finally, since Institutional Advancement just recently hired a permanent vice president to oversee the work, and the Division of Workforce Development was just established, assessment efforts are just getting started in these divisions. Although the PMP contains some summary information on fundraising, and some benchmarks related to workforce development (e.g., continuing education), more detailed information is required. OIR is working with these divisions to begin the development of goals and objectives that can be used to assess divisional effectiveness.

Table 7.4 below details examples of types of assessment undertaken by divisions as well as examples of changes made based on assessment findings.

Table 7.4: Hostos Divisional Assessment Efforts

Division	Types of Assessment	Examples of Changes Made Based on Assessment Findings
Academic Affairs	End-of-Year Reports Course & Grade Analysis	Changes in grade policies and/or course pre-requisites for individual courses
Administration and Finance	Facilities Surveys	Facilities management priorities set
Student Development and Enrollment Management	Enrollment Projections Student Surveys	Early closing of transfer admissions Scheduling of student orientations
Institutional Advancement	Fund-raising Results Alumni Participation and Giving	Increased and more focused fund-raising efforts Additional and more focused alumni outreach
Workforce Development	Continuing Education VTEA/Perkins	

C. CUNY requires institutional effectiveness assessment as part of its annual Performance Management Process (PMP).

Related to and included in the above assessment methods are the goals and targets of the PMP. As discussed elsewhere, the PMP is developed by CUNY and sets broad goals for the university. Within that context, each college sets targets that assess specific programs and initiatives, as well as the college’s targets on the CUNY-identified goals. The university uses these targets to assess the overall performance of each college.

The individual targets for Hostos, like other CUNY colleges, relate to a range of issues and concerns within the college. These include development of new programs, targets on

student performance, retention, and graduation, assessments of operational efficiency and/or student satisfaction with individual offices (e.g., Registrar, Financial Aid, Business Office, Facilities, etc.), fundraising, and technology.

D. Hostos makes changes based on outcomes data – and will do even more under new strategic plan.

Table 7.4 on the previous page documents some of the changes that have been implemented as a result of the data that have been provided by the divisions. The data are used by the President's Cabinet and the divisional vice presidents to make changes to the academic program (e.g., increase the number of skills preparation workshops), the facilities plans (e.g., building maintenance), and student services (e.g., improve student retention).

However, the most overarching impact of the data has been the development of the College's new strategic plan. Information on student enrollment, performance, and graduation were central in identifying the key elements in the plan. Further, the data were used to set the annual goals and methods of assessment.

While the mission provides a loose framework for institutional effectiveness (along with the 6 mission themes, discussed previously), the strategic plan will now become an organizing framework for annual operating plans, using existing data in a better and more focused manner (D *).

Question 3: How is Hostos using outcomes assessment and program assessment as part of the resource allocation and planning process?

The results from academic course and program assessments are discussed in greater detail in Standard 14, Question 1. In terms of using the results of these assessments as part of resource allocation and planning, the committee concluded that while there is evidence of the impact of assessment on program planning, as described in the examples below, the evidence with regard to resource allocation is less clear.

In the case of course level outcomes assessments, most faculty use the information obtained to make specific changes to their courses, which would not usually impinge, directly or indirectly, on resource allocation and/or planning. In some instances, particularly in multi-section courses (e.g., SOC 101), the results of the outcomes assessment studies have resulted in changes that may not require any additional resources or institutional level planning (i.e., development of a departmental final examination, course syllabus, and institution of a single textbook). However, some of these changes may have implications for departmental budget requests (e.g., a scanner for scoring department-wide examinations).

Some additional examples of how assessment has been used to inform resource allocation and program planning are:

- The assessment of the pilot sections of ENG 094 (remedial writing course for students who almost passed the writing examination) showed that students who enrolled in the course had substantially higher pass rates on the CUNY writing assessment. As a result, the course was made permanent and continues to be offered, with continued high pass rates on the CUNY writing test.

- VPA 192 (Public Speaking), a multi-section course that adopted the use of rubrics to assess student performance on the final speech. Because of the need to have sufficient copies of the rubrics available for to assess each student, the photocopy budget had to be increased. This increase in allocation (albeit, small) was a direct result of the findings from the assessment study completed in the prior term.
- The Education Department was the first to complete program level assessment. As a result of the findings from the assessment changes were made in how students were advised in that department, as well as increasing the opportunities for students to interact with faculty.
- The Dental Hygiene program conducted a graduation survey as part of its accreditation review process. The program uses the results to make recommendations for changes that will strengthen the training students receive. It is expected that any changes made will occur during the 2011-2012 academic year.
- The Office Technology program is currently undergoing a revision of its entire program as a result of some of the issues identified by the program level assessment and subsequent review and revision of that program's mission. The proposals for the revised program are scheduled to be sent through the Hostos governance process during the 2011-2012 academic year.
- The Hostos Academic Learning Center (HALC) and the Academic Computing Center (ACC) each conduct student satisfaction surveys each term. The results from these surveys are used to plan service schedules for the next term, as well as the number of tutors that will be available.

The above are some examples of how the college uses course and program assessments to inform resource allocation and planning decisions. However, as the above analysis shows, the results from course and program assessments are not systematically used to influence resource allocation and planning decisions. This is a major area of focus within Hostos' new strategic plan also referenced in response to Standard 2, Question 3 by Working Group 2.

Question 4: To what extent are students involved in the assessment of institutional effectiveness?

In some places, students inform assessment of institutional effectiveness; however, Hostos could do more to systematically improve and increase student input and use it as part of the institutional-renewal process.

Hostos solicits student participation in surveys, focus groups, and related activities designed to provide information that will inform institutional effectiveness. Table 7.5 below shows some of the ways in which students are requested to participate.

Table 7.5: Student Participation in Informing Institutional Effectiveness

Activity	Purpose	How Frequently	Method of	Approximate
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			Solicitation	Response Rate
Student Feedback Evaluations	Student opinions of faculty	Each fall and spring term	E-mail, faculty announcements, posters, flyers, etc.	About 20 percent of student population
General Education Mapping Tool	Student exposure to Gen Ed competencies in courses	Each fall and spring term	E-mail, faculty announcements, posters, flyers	Less than 10 percent of student population
Library, HALC, and Academic Computing Surveys	Satisfaction with services provided	Each fall and spring term	Students who participate in services are requested to respond	Less than 10 percent of student population
SDEM Surveys	Satisfaction with student services	On-going	E-mail	On-going surveys, but typically less than 10 percent
CUNY OIRA Student Experience Surveys	Feedback on experience at CUNY and satisfaction with services	Every other year	E-mail, mail	About 20 percent of 1,000 students
Gardner Institute Foundations of Excellence Student Survey	First-year experience	One time only	E-mail and follow-up e-mail	Less than 10 percent
Strategic Plan Student Focus Groups	Identify issues of concern for students that related to strategic plan issues	One time only	Through SDEM	20 students in 2 sessions

As evidenced in this table, for the most part students do not participate in large numbers, even when the activities in question are for their own benefit.

Question 5: To what extent has the college developed processes to measure, assess, and manage external environmental-factors such as budget cuts; population shifts; and cost-effectiveness and relevance of academic programs?

While Hostos does not have full control over its budget and resource allocation processes, there are a number of specific things that are being done to ensure that the college is not overwhelmed by outside factors such as population shifts, employment needs, economic cycles, etc. To that end, the college has activities and committees that meet to assess the impact of these and other related external issues. Table 7.6 below summarizes some of the activities already in place.

Table 7.6: Assessing Impact of External Factors

Issue/External Factor	Responsible Entity	Role	Example of Impact
Student Enrollment	Enrollment Management Cabinet	Review enrollment projections for coming term; plan for changes in enrollment	Close admissions to ensure sufficient space for students
Relevant Curriculum	CWCC; Academic Program Review; Environmental Scanning Committee	Review existing programs to ensure relevance	Closing Microcomputers for Business program; creation of Digital Design and Music programs
Workforce Needs	Environmental scanning	Review job needs	Recommended closing of

	committee – in place 2007 to 2009; reconstituted 2011-12	and recommend program development, etc.	programs where the curriculum did not meet workforce skills
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Recognizing the need for greater coherence in the College’s approach to environmental factors, Hostos will reconstitute environmental scanning on campus. In 2011-12, it will begin a process that the college will repeat every three years that includes:

- Tracking external trends such as:
 - Community education and training needs
 - Labor market research data
 - Educational and labor market stakeholders
- Analyzing how Hostos fits within the education and training landscape, particularly within New York City and the South Bronx, to ensure it is filling an appropriate niche that is consistent with its mission
- Producing a report that is circulated to the Hostos community to inform operations and program decision-making. Hostos will also engage Bronx leaders in a discussion of key findings to inform community partnerships.

The environmental scanning process will yield data on external trends relevant to the College’s planning and decision-making processes. This process will help administrators, chairs, coordinators, and unit directors translate this data into the creation of new courses and programs, adaptation of existing ones, and phase out of those that are no longer relevant or sustainable given external economic, social, and political trends impacting the College.

Question 6: To what extent has the college developed processes to measure and assess students’ achievement and success after graduation? How are these data used for institutional planning?

A. A number of processes and methods exist for assessing students after graduation.

There are a number of activities that are occurring both at Hostos and CUNY that provide information about graduates. Below is a summary of those activities:

- The Dental Hygiene program periodically surveys its graduates to ascertain their opinions about the program and their experiences while at Hostos. The results, which are required by their accreditation process, are used to strengthen the Dental Hygiene program, particularly in providing feedback on areas in which students felt they need additional preparation.
- The Radiologic Technology program surveys its graduates to solicit their opinions about the program between six and eight months after the students graduate. The results of the surveys are used as part of their accreditation process (mandated benchmarks). In addition, the results are used to make appropriate changes to the program to better prepare students, especially given the constantly changing nature of Radiologic Technology.

- The four Allied Health programs (Nursing, L.P.N., Dental Hygiene, and Radiologic Technology) annually report the performance of their graduates on their professional licensure or certification examinations. For Dental Hygiene and Radiologic Technology these results continue to be outstanding providing validation of their programs' efficacy. Because performance on the NCLEX (the Nurse Licensing Examination) has not been as high as expected, faculty are using the results to make appropriate changes to that program.
- The Education Department surveys graduates from its three programs (Early Childhood Education, Health and Aging, and Community Health) as part of its assessment process. The survey seeks to obtain information about how well the program prepares students for future work, as well as preparing them for further education, as they move towards the bachelor's degree and further.
- CUNY OIRA conducts annual surveys of graduates from associate degree programs as part of the Career and Technical Education Act (CTEA) funded program. CUNY OIRA conducts these surveys on behalf of the associate degree programs across CUNY. The CTEA program provides funding for activities related to strengthening the education of students in vocational and career programs. One of the CTEA requirements is to ascertain what program graduates are doing 6 months and 12 months following graduation. The results are reported both to the individual colleges and the New York State Department of Education.
- The PMP, produced by CUNY, contains several pieces of information pertaining to graduates. These include:
 - Six-year graduation rates for first-time full-time freshmen
 - Percentage of associate degree graduates transferring to CUNY senior colleges in the fall term following graduation
 - First term GPA of transfers (with or without an associate's degree) to CUNY senior colleges
 - One-year retention rates of transfers (with or without a degree) at senior colleges
 - Percentage of first-time freshmen enrolling in a college outside of CUNY within six years of entry without having earned a degree from Hostos.

(D*)

B. Data are used in institutional planning.

Various individuals and committees, including the President's Cabinet, the Academic Council (department chairs), and the Enrollment Management Cabinet, use this data periodically during the academic year. These data, except for those in individual departments, are regularly reported on and presented by the Office of Institutional Research.

As discussed above, performance on the licensure and certification examinations, especially in the Allied Health and Education programs, is reviewed annually to determine what, if any, changes are needed and/or appropriate to better prepare students. Notwithstanding these

efforts, there is a scarcity of evidence that in other areas of the college these data are used in institutional planning.

Graduation and transfer data were used to formulate the college’s emphasis on student graduation and continued higher education in its 2011-16 strategic plan. The 2011-16 strategic plan includes specific activities and outcomes designed to increase graduation rates and improve student transfer to senior colleges.

Relationship to Other Standards

Analysis of the strength of Hostos’ institutional assessment efforts connects to analysis across all other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
2	2 – Planning, Resource Allocation, and Institutional Renewal	3
4	9 – Student Support Services	3
6	12 – General Education	1-2
7	14 – Assessment of Student Learning	1

Recommendations

1. Increase the development of assessment activities, particularly in the non-academic divisions, to ensure that assessment is properly and consistently implemented.
2. Expand resources for institutional assessment to further demonstrate the importance and centrality of assessment to the entire college community.
3. Ensure that Goal 3 (Culture of Continuous Improvement and Innovation) of Hostos’ new strategic plan is infused across divisional operational plans.
4. Regularly survey graduates to determine their activities and status since graduating.
5. Use findings more clearly and systematically from course and program assessment in resource allocation and institutional planning decision-making processes, particularly at the departmental level.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Summary of Findings and Conclusions

The analysis of assessment activities at Hostos shows that the number of faculty engaged in student-outcomes course assessment has continued to grow over the past several years. Results further show that those faculty and departments have used the assessment results in a variety of ways to improve teaching and learning. However, the number of faculty and departments engaged in the assessment of SLOs needs to continue to increase and the college needs to do a better job of 'closing the loop' in terms of using the results of the assessments.

A great deal of additional information is continuously being made available regarding student performance across a range of issues including course grades, performance on CUNY assessment tests, and graduation, as well as student learning outcomes in individual courses and programs. Data is also beginning to be collected on student online learning. These data are being used in a variety of ways to develop programs and courses that will improve student success. Overall, the available data and information are informing decisions. However, there is still no consistent application of student performance data and outcomes assessment results to assess student success.

The processes and procedures that are used by Hostos to assess student learning, are, for the most part, appropriate and aligned with the goals and objectives of the college mission, as well as the missions of individual departments, units, and programs. Further, because the procedures are sufficiently flexible, they are readily adaptable to the specific needs of individual courses and programs and, as such, are appropriately aligned.

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

Working Group 7– Standard #14 Report

Question 1: To what extent are faculty engaged in assessing student learning outcomes and how is the faculty using that information to improve teaching and learning?

A. Many faculty have been engaged in student learning outcomes assessment on campus

In Working Group 5's response to Standard 10, Question 1, Hostos lays out a number of tools and activities which faculty use and are engaged in to improve learning outcomes.

On the assessment specific front, since the Student Learning Outcomes (SLOs) assessment was instituted on campus in the early 2000's, over 50 faculty have participated in the

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assessment of 95 different courses. In addition, all degree programs have completed or are in the process of doing program assessment (D*).

See Appendix 14.1 for a list of courses assessed and Table 11.9 within Working Group 6's findings in Standard 11, Question 6 for more details on program assessment activities.

B. Numerous examples exist that demonstrate how results from assessment have impacted teaching and learning in courses and programs

Table 14.1 below gives examples of how results from course assessment have impacted teaching and learning.

T 14.1: How Course Assessment Has Impacted Teaching and Learning - Examples

Course Name	Changes that were made
PSY 101	Pre- and post-testing of student performance, beginning in Fall 2011, to establish baseline knowledge on core SLOs of students taking PSY 101.
VPA 192	Changed the text book; included the end of semester departmental rubric, Persuasive Speech Rubric, in textbook, Establishing benchmarks based on data gathered from Fall 2010 and Spring 2011, Rubric norming session planned for Fall 2011.
DEN 219	SLOs on the syllabus; created and incorporated assessment checklists into clinical manual; administered a student survey at the end of clinic.
GER 101	Incorporated a community resource research activity into the course.
GER 102	New textbook selected and syllabus revised. Course was also piloted as a double period and incorporated site visits to senior centers.
GER 103	Course was revised to include an interdisciplinary (Natural Sciences and Visual and Performing Arts) approach to the teaching and learning of Alzheimer's. A guest lecturer was included and students also demonstrated their knowledge about the disease thru a community outreach activity on the bridge.
MAT 020	Analysis will be discussed during Fall 2011.

Table 14.2 below gives examples of how results from degree program assessment has impacted teaching and learning.

T 14.2: How Program Assessment Has Impacted Teaching and Learning - Examples

Program Name	Activity	Changes that were made
Digital Design	Portfolio Assessment	Changes were made to the curriculum based student performance on Portfolio Assessment
Office Technology	Program Assessment	Revised Program Mission Statement & Program Student Learning Outcomes
Gerontology	Alumni Survey	Many of the comments made by Alumni affected the course level learning and activities
Criminal Justice	New program	Identified Program Student Learning Outcomes
Dental Hygiene	Conducted Survey; Conducted Assessment Workshops	Alignment of Program SLOs and Courses; Calibration for faculty members; Creation of Assessment Checklists; revisions of course level SLOs and adding SLOs to syllabus (ex: DEN 219): Revision of Clinical Manual which include new assessment instruments.
Honors Courses	Alumni Survey	Results being reviewed by unit.

In addition, with the continuance of academic program review, additional work will be forthcoming regarding the assessment of student learning.

Finally, as discussed in response to earlier questions in this working group, student learning outcomes assessment is a core priority for the college under the 2011-16 strategic plan. As the college tries to strengthen its culture of continuous improvement and innovation (goal 3 of the plan), it will build on its strong course and program assessment base, focusing on how to ensure greater use of assessment findings to improve teaching and learning.

Question 2: How well is Hostos making use of existing data on student learning outcomes to define and improve students' success?

As indicated in the chart below, Hostos collects a wide range of data from course-level outcomes assessment to performance on mandated CUNY assessment tests. More importantly, the data are clearly being used in a variety of settings to assess student performance and better gauge student success.

Some specific examples include the performance of students in the Hostos Success Academy (discussed in Working Group 4, Standard 9, Questions 1 and 2). That program was developed to provide English-dominant students with low reading and writing scores a course that would more closely address their needs. Each semester, the performance of these students on both the reading and writing tests, as well as student retention, are reviewed and the results used to improve the program.

In addition to the outcomes assessment work described in response to previous questions, with the development of the general education competencies, Hostos is beginning to identify and assess student performance across the entire range of courses and programs offered. Through the use of the Gen Ed Mapping Tool, Hostos is able to identify the courses in which students are being exposed to each of the 19 general education competencies developed by the faculty. Use of the Mapping Tool is increasing among both faculty and students. In addition, a new reporting format is making the results more useful to faculty.

Concurrent with the development of the Mapping Tool has been the adaptation of the AAC&U VALUE rubrics by the OAA Gen Ed Committee with faculty input. While remaining true to their initial character, Hostos' adaptations of the rubrics speak to the unique issues facing the college. The resulting rubrics are beginning to be used by faculty by embedding them into their courses and to assess student work (e.g., within VPA 192, "Fundamentals of Public Speaking" and MAT 130, "Computer Literacy"). These results are being paired with findings from the Mapping Tool to produce empirical data on exposure to and performance on the general education competencies.

Finally, Hostos is beginning to implement e-portfolios that will permit students to collect their work in one place, making it available for assessment on a college wide basis (e.g., students in the Digital Design & Animation program, MAT 120 "Probability and Statistics", Hostos Success Academy students (ENG 089), LAW 125 "Immigration Law", ENG 091 "Core English" and students in the Hostos Honors program). The expectation is that samples of student work will be assessed providing college-wide assessments of the general

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education competencies. Results from these analyses will provide aggregated indications of student performance and success.

These and additional examples of use of data to improve student success are included in Table 14.3 below.

Table 14.3: Snapshot of Data Used to Improve Student Success

Data/Method	Frequency of Data Collection	Type of Data Collected	Uses of Collected Data	Outcome Examples
Skills Test Results	Initial placement for entering students; exit testing for students completing remedial/development courses; exit testing for students completing workshops	Total test scores, sub-scores, as available and percent passing. Data are provided for total group and relevant subgroups (e.g., by program, course section, etc.)	Placement in initial course sequences; curriculum review and development; workshop scheduling	Increased number of workshops; creation of Hostos Success Academy and Freshman Blocks to better work with students in remedial courses
CPE Results (until discontinued in Fall 2010)	4 times a year	Total test and sub scores; analyses by various subgroups and independent variables (e.g., GPA, remedial background, etc.)	Curriculum Development to infuse CPE-like assignments in courses; workshop curriculum	Increased use of reading and writing assignments in classrooms across disciplines.
General Education Mapping Tool	End of each semester	Exposure to Gen Ed competencies	Initial reports being provided to faculty.	Development of Gen Ed syllabus Infusion of Gen Ed competencies Increased awareness of Gen Ed
e-Portfolios	Initial implementation in Spring 2011	Assessment of artifacts using rubrics	Assessment of Gen Ed competencies in individual courses. Results to be related to data from Gen Ed Mapping Tool	None at this time due to recent initial implementation of e-portfolios.
Outcomes assessment in individual Courses and programs	Each semester, and ongoing	Student generated materials: exams, essays, presentations, etc.	Changes in pedagogical approaches and/or resources; changes in grading practices; assignments, etc.	Increased student achievement and success in courses in succeeding terms
Academic Program Reviews (ENG & EDU)	5-year schedule for College program-reviews (2007)	Program- specific learning outcomes	Improve course offerings and content;	Improved pass-rate Integrity and improvement of academic programs
Degree-granting programs	Assessment by outside agencies of license-eligible programs	Achievements based on strategic plans Student achievement	Program accreditation Improve SLOs	Devise and implement an action plan for an improvement of student success Course changes
Writing Across the Curriculum	End of each semester	Questionnaires; writing-fellow	Assessment of student perceptions	Implement Writing-Intensive courses;

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(WAC)		assessments; CPE scores	and benefits of WAC courses	cross-content writing and reading
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Question 3: To what extent is Hostos able to demonstrate that the procedures and processes currently used to assess student learning are appropriate and aligned with the goals and objectives of courses, programs, and the college mission?

Each department, unit, and program has developed a mission statement that is consistent with the college's mission. In addition, almost every degree program has developed program level SLOs that are consistent with their mission statement. The exceptions are the new degree programs (e.g., Criminal Justice, Digital Design & Animation, and Digital Music), which are currently working on their program SLOs.

As much of the data are gathered by faculty, an institutional strength is the available website. There are over 13 downloadable forms to guide faculty with PowerPoint presentations, publications in the field, and specific forms to use during assessment.

The Office of Institutional Research has been and continues to be central to guiding faculty through the process and procedures, as well as providing training and feedback for faculty as they work on course and program assessment. The documents and procedures that have been created through that office are continually revised based on faculty feedback assure that student-learning outcomes are appropriate and aligned with the goals and objectives of courses, programs, and the college mission. Table 14.4 below shows how some of the specific procedures used to assess student learning outcomes are related to the college's mission.

Table 14.4: Snapshot of How Student-Learning Procedures and Processes Align with the College Mission

Procedures/ Processes	Access	Diversity	English/Math Skills- Development	Intellectual Growth	Socio- economic Mobility	Community Service
Professional Development Around Assessment			On-going training for faculty on CUNY skills tests	Gen-Ed efforts on critical- thinking skills and rubrics		
Course Assessment Matrix			Course assessment to ensure students are learning	Course assessment using SLOs to ensure students learn what is taught		Assessed as part of a component within a course/ program
Program Map				Ensures students learn what is needed by completion of program; Gen-Ed mapping tool	Ensures students are learning what they need to obtain employment	
On-line Resources	Record available online for student access					
Data-Analysis Resources		Assesses that the needs of			Graduation rates; Career-	

		all students are met			Services surveys and analyses	
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Question 4: How does Hostos gather information on student use of technology? What is the impact of technology on student learning at the college and how is the college using that information?

A. Hostos gathers information about student use of technology from a variety of sources.

Information about student use of technology is obtained from several streams of data gathering. Depending on how and where student technology use occurs, data are obtained from different sources. Below is a summary of each of the sources:

- CUNY OIRA Student Experience Survey (SES): conducted every two years, this survey samples students from all of the CUNY colleges. One section of the SES deals specifically with student use of technology. Questions posed include the type(s) of technology regularly used by the students, the kind of off-campus internet access the student has, and the frequency with which the student uses campus provided technology (e.g., Blackboard, on-line library services, registration, campus e-mail, computer labs, wireless internet, etc.). Because the survey is CUNY-wide, responses by Hostos students can be compared to other CUNY community colleges, as well as to entire university. The SES results are available on the OIRA website (D *).
- Library Workshops: The Hostos Library conducts numerous workshops on information literacy, database searching, plagiarism, and finding articles, as well as specific workshops for individual courses. Following each of these workshops, the students complete an on-line survey asking their opinions about the workshop and what they learned.
- Office of Education Technology (EdTech), formerly the Office of Instructional Technology (OIT): EdTech conducts workshops for both students and faculty throughout the academic year. There are separate student workshops for Blackboard, MS Word, Excel, and PowerPoint, Using Hostos E-mail and the Internet, as well as specific workshops for individual courses. At the conclusion of each workshop, students are requested to complete a brief survey about their workshop experience. The responses are posted on the Hostos website (D *).
- Academic Computing Center (ACC): Each semester, the ACC requests that students complete an online survey. The survey asks students to provide their opinions about the quality and availability of the services (including tutoring), the quality of the facilities and hardware, the usefulness of the available software, and a range of other issues. Responses are tabulated and posted on the Hostos website (D *).

Overall, while some of the data are used to assess student learning and services provided, this tends to be focused on specific topics, issues or initiatives. The overall conclusion of the faculty fact-finding, as reflected in the chart in Appendix 14.2, is that there is little evidence available to demonstrate the impact of technology on student learning. More work needs to be done in terms of faculty development, data collection and evaluation of student learning

B. The impact of technology services is assessed and findings from these assessments are used to improve services.

As noted in Appendix 14.3, the impact of technology has been assessed in several areas at Hostos. The first area concerns the grades and retention of students in on-line and hybrid courses as compared to the same courses taught without any technological enhancement. These results have shown that students in many technologically enhanced courses (and sections of courses) have higher grades and are more likely to complete the course than students in the non-enhanced courses or sections.

The second area concerns the impact of the Library workshops on students. An unpublished study conducted by the Library, in conjunction with OIR, found that students who had participated in the Library workshops had higher GPAs and higher rates of persistence than students who had not participated in the workshops. Further, since the students included in the student were all in ENG 091 (remedial writing), it was found that the students in sections requiring participation in the Library workshops had a higher pass rate on the CUNY writing test than students in sections that did not require such participation.

Finally, as noted above, both EdTech and ACC conduct surveys of students participating in their workshops or using their services. Units to improve the services and the quality of their workshops use the results of these surveys, along with the Library survey results. The results are also used, in part, to determine if additional topics or issues should be included in the existing workshops or if new workshops should be developed.

Relationship to Other Standards

Analysis of the strength of Hostos’ assessment of student learning efforts connects to analysis across many other standards. However, the questions here relate most directly to the following other working group standards and questions.

Working Group	Standard	Question(s)
4	9 – Student Support Services	1-2
5	10 – Faculty	1
6	11 – Educational Offerings	6

Recommendations

1. Continue to expand and systematize the use of student learning outcomes assessment.
2. Increase and expand faculty training on the use of outcomes assessment to further improve teaching and learning.
3. Incorporate data from SLOs and other sources into curriculum development and classroom practice to better ensure successful student performance.
4. Encourage faculty to incorporate Gen Ed competencies into courses and outcomes assessment methods to improve teaching and learning, particularly in multi-section courses.

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5. Periodically review the alignment of assessment procedures and processes with the college mission.
6. Develop and implement a comprehensive assessment of the impact of technology on student learning, including clear indications as to how the results will be used.
7. Develop benchmarks against which student performance can be better assessed, especially for ESL and remedial/developmental students.

DRAFT

Appendix 7.1 – Analysis on Creating a Culture of Assessment

Comparative Analysis with Middaugh’s Criteria/Standards

Developing a Culture of Assessment – Middaugh’s Criteria/Standards			
Characteristics of Effective Assessment Approaches	Assessment Relative to Standard 7	Assessment Relative to Standard 14	Areas for Improvement
Useful	Regular assessment of institutional effectiveness issues provided to administration; divisional and departmental analyses provided	Assessments have provided impetus to change numerous courses	Document and celebrate results and changes made to courses and programs
Cost-effective	All assessments are conducted by OIR and do not require any substantial support from other campus offices. With the exception of the CCSSE administration, no ‘additional cost’ activities are conducted.	OIR staff work with faculty to embed assessments into course work, minimizing the ‘intrusion’ of assessment. OIR staff provides technical support (including data entry).	Improve/increase faculty’s ability to conduct assessments
Reasonably-accurate and truthful	OIR staff strive to ensure results provided are accurate and address the issue(s) of concern	OIR staff work with faculty to assess SLOs and ensure the integrity of the results	Publish results of assessments and APRs on line and solicit comments
Planned	Annual schedule of specific assessments (e.g., PMP), along with ad hoc analyses related to specific issues or initiatives.	Schedule of departments participating in course and program assessments. Schedule for APR	Make assessment a more central focus of all planning documents prepared by divisions.
Organized, systematized, and sustained	Analyses and presentations occur on a regular basis throughout the academic year. Information is provided to coincide with PMP reporting requirements, budgetary and registration cycles, etc.	OIR staff work with departments to sustain assessment work, providing technical support and guidance, as well as interpretation of results	Publish annual plans, activities, and results of assessment.

Comparative Analysis with Weiner Standards

The analysis on the creation of a culture of assessment shows that Hostos is moving in the right direction in all areas. Weiner (2009) posits 15 elements to be considered when determining the extent to which a culture of assessment permeates an institution. Below is a summary statement on how Hostos is progressing in these aspects of assessment, drawing on data gathered from sources cited in the body of the document.

- Clear general education goals: Hostos has developed the Gen. Ed. Mapping Project to focus attention on general education goals and these have permeated the academic affairs assessment process as detailed in Standard 14 responses. Wider dissemination of the Gen. Ed Mapping Tool to students is an objective in the College PMP for the current year.
- Common use of assessment-related terms: The College does not have an explicit glossary of terms that are commonly understood. However, the Outcomes Assessment Plan (2003) does provide a definition of assessment and explains the different levels of assessment. Clarity and uniformity of terminology would be beneficial to the College and is currently lacking.
- Faculty ownership of assessment programs: The assessment process in Academic Affairs is led by faculty in the form of the Academic Program Review and Assessment Committee. OIR provides essential support and coordination of all the assessment processes in OAA.
- Ongoing professional development: This is a priority at Hostos and assessment is one element of that process. However, Hostos could increase professional development for all staff in specific assessment related skills and competencies.
- Administrative encouragement of assessment: The President of Hostos has declared 2010 as the year of Assessment and not just because of the Middle States process. The College has made a significant commitment to assessment by signing on for the Foundations of Excellence self-study for both the first year experience and transfer process.
- Practical assessment plans: Hostos has not yet developed a truly sustainable and comprehensive assessment plan that is cost-effective and achievable, within the current resources. The College produced a very ambitious assessment plan for Academic Affairs after the last Middle States review and was successful in terms of developing the infrastructure for assessment but the implementation has lagged somewhat behind the objectives set. Assessment plans for the other divisions are implemented on a decentralized basis but the process of alignment and integration is in progress.
- Systematic assessment: Processes of systematic assessment are in place throughout the College with varying levels of implementation. The college needs a period of sustained attention to assessment in order to institutionalize these processes.
- Setting student-learning outcomes for all courses and programs: The College has established a process and a goal for this. More follow through is needed at the departmental level to increase implementation of the process. A systematic and

transparent process to inventory and record which courses have completed the process would be beneficial.

- Comprehensive program review: The College has a systematic process in place but the rate of program review needs to increase to strengthen and revitalize the academic offerings of the College. Allied health and education programs are subject to additional external review. It would be helpful to have the outcome of these processes readily accessible online.
- Assessment of co-curricular activities: Most co-curricular activities are not systematically assessed and tracked for outcomes but progress in this area has been made. Professional development and a uniform process of evaluation and data collection are required.
- Assessment of overall institutional effectiveness: The Hostos OIR and CUNY OIR produce regular reports on the key institutional effectiveness indicators. These track progress over time and provide comparisons within the university. Hostos is effective in this area but could strengthen the capacity of the OIR office to provide greater support for college-wide assessment efforts.
- Informational forums about assessment: The process of informing faculty and staff about assessment outcomes usually happens within the academic department or unit meetings. Although the President makes a presentation regarding key indicators each semester at the Stated Meeting of the College and open informational forums have taken place in conjunction with the Middle States process, this is an area that could be strengthened.
- Inclusion of assessment in plans and budgets: The CUNY Compact budget process requires that objectives, financial planning, budget allocations and an assessment of outcomes be aligned. However, academic and student services assessment data are not systematically used in the planning and budget process. This is an area of focus for the College's new strategic plan.
- Celebration of successes: Hostos has well established processes for celebrating the achievements of the College as a whole and of notable individuals within the Divisions. However, more could be done to promulgate these achievements and to make them more visible to the college community.
- Responsiveness to proposals for new endeavors related to assessment: The College still has a way to go in terms of a systematic process of evaluating new ideas from the perspective of how we would assess the effectiveness of a new program. Some experience was gained in this area as part of our Title V initiative but is not yet a pervasive institutional mindset. In summary, the institutional capacity for innovation, grant writing, assessment of proposals and ongoing program evaluation needs to be strengthened.

Weiner, W.F. (2009). Establishing a culture of assessment: Fifteen elements of assessment success—How many does your campus have? A.A.U.P. *Academe Online*, May-June 2009. Retrieved March 1, 2011, from <http://www.aaup.org/AAUP/pubsres/academe/2009/JA/Feat/wein.htm>

Appendix 14.1: Courses Undergone Outcomes Assessment

Course Name	Year Completed	Department
Anatomy and Physiology	2003	Natural Sciences
Clinical Radiography III	2003	Allied Health
Family Law	2003	Behavioral and Social Sciences
Field Experience In Early Childhood Education 1	2003	Education
Introduction To Special Education	2003	Education
Laws and Social Change	2003	Behavioral and Social Sciences
Professional Practice Issues in Diagnostic Imaging	2003	Allied Health
Social Studies for Young Children	2003	Education
Clinical Nursing	2004	Allied Health
Dental Health Education	2004	Allied Health
Dental Materials	2004	Allied Health
Dental Radiology 2	2004	Allied Health
Dental Radiology I: Basic Concepts	2004	Allied Health
English	2004	English
Expository Writing	2004	English
General & Oral Pathology	2004	Allied Health
Introduction to Chemistry	2004	Natural Sciences
Literature & Composition	2004	English
Mathematics	2004	Mathematics
Mathematics	2004	Mathematics
Nutrition	2004	Allied Health

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Introduction To Accounting	2005	Business
Introduction To Business	2005	Business
Course Name	Year Completed	Department
Introduction to Special Education	2006	Education
Beginning Swimming	2006	Education
English	2006	English
ESL In Content Areas I	2006	Language and Cognition
ESL In Content Areas II	2006	Language and Cognition
ESL In Content Areas III	2006	Language and Cognition
History	2006	Behavioral and Social Sciences
Introduction to Psychology	2006	Behavioral and Social Sciences
Introduction to Sociology	2006	Behavioral and Social Sciences
Nutrition	2006	Education
Parent Education	2006	Education
Physical Education & Recreation Programs For The Aging	2006	Education
Social Studies for Young Children	2006	Education
Yoga	2006	Education
Advanced Computer Keyboarding and Document Formatting	2007	Business
Basic Computer Keyboarding and Document Formatting	2007	Business
Basic Spanish Composition II	2007	Humanities
Beginning Yoga	2007	Education
Health and the Young Child	2007	Education
Intermediate Computer Keyboarding and Document Formatting	2007	Business
Interpersonal Relations	2007	Education
Introduction to Business	2007	Business

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Introduction to Humanities	2007	Humanities
Introduction to Special Education	2007	Education
Course Name	Year Completed	Department
Medical Terminology	2007	Education
Music and Movement	2007	Education
Nutrition	2007	Education
Personal Physical Fitness	2007	Education
Science and Math for the Young Children	2007	Education
Business Communications	2008	Business
Child Development	2008	Education
Elementary Algebra	2008	Mathematics
Field Experience in Community Health	2008	Education
Language Arts for Young Children	2008	Education
Language Arts in a Bilingual ECE Program	2008	Education
Professional Office Management	2008	Business
Beginning Karate	2009	Education
Bilingual Issues in Community Health	2009	Education
Black & Puerto Rican Dance	2009	Education
Contemporary Health Issues	2009	Education
Foundations of Education	2009	Education
Independent Study	2009	Education
Introduction to Community Health	2009	Education
Introduction to Computer Software Packages	2009	Business
Introduction to Gerontology	2009	Education
Office Technology Internship	2009	Business

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Substance Use and Abuse	2009	Education
Weight Training & Body Development	2009	Education
Course Name	Year Completed	Department
Accounting I	2010	Business
Accounting II	2010	Business
Basic Math Skills	2010	Mathematics
Creative Art	2010	Education
Creative Arts Activities for Young Children	2010	Education
Elementary Algebra	2010	Mathematics
Field Experience 1	2010	Education
Fitness Through Dance	2010	Education
General Biology I	2010	Natural Sciences
General Biology II	2010	Natural Sciences
General Chemistry I	2010	Natural Sciences
General Chemistry II	2010	Natural Sciences
Health Perspectives for the Aging	2010	Education
Interpersonal Relations and Teamwork	2010	Education
Introduction to Accounting	2010	Business
Introduction to Public Speaking	2010	Humanities
Language Arts	2010	Education
Office Systems Procedures	2010	Business
Physical Education & Recreation Programs For The Aging	2010	Education
Social Studies for Young Children	2010	Education
Teaching in the Multicultural Multilingual Classroom	2010	Education
Transcription	2010	Business
Fundamentals of Public Speaking	2011	Humanities
Computer Information Systems		Business

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Appendix 14.2 - Impact of Technology on Students' Learning

Impact of Technology on Students' Learning

Area Included	Areas Addressed	Frequency	Assessment	Evidence	Recommendations
Academic Computing Center	Software by discipline, Open Labs, Classroom Labs, Internet access, etc.	Not Specified	None	None	More research on impact of Academic- Computing Center technology on students' academic performance
Course-related Technology Workshops	Customized to provide resources and techniques for specific course assignment		None	None	Compare academic performance of students who have taken the workshop with that of students who have not taken the workshop
Faculty Development in Technology	Introduces faculty to integration of technology in their lessons	Not Specified	Survey measuring participants' satisfaction	None	More research of impact of faculty technology-integration on student performance
Hostos Academic Learning Center (HALC)	Self-Tutorial Software	Not Specified	None	None	Research impact of HALC technology on students' academic performance
Library	Tech-Tutors Help Desk, Print and Multimedia Collection, Internet Access, etc.	Not Specified	Survey was designed to evaluate the workshop and to rate instructors.	None	More research on impact of Library technology on HHC students' academic performance
Online Courses	Asynchronous, Hybrid, and Web-enhanced	Not Specified	None	None	Examine impact of online courses on students' academic performance
Online Student Technology Tutorials	Blackboard, Hostos e-mail, Turnitin.	Not Specified	None	None	Correlation of academic results and online tutorials
SDEM College Discovery	Use of computers, Internet Access, PLATO-Software used about 3 years ago	Not Specified	None	None	Research on areas of students' academic performance and technology services offered by CD
Services of Students with Disabilities	Software Packages for Students with Disabilities e.g. JAWS, ZOOM TEXT, DRAGON. etc	Not Specified	Online survey is used to determine faculty disability-awareness.	None	More research on the impact of Disabilities Office's software packages on students' learning and academic performance
Student Workshops	Blackboard, MS Word, Excel, PowerPoint, Hostos Electronic E-mail, and all technical systems available at Hostos		Not Specified	None	More research on the impact technology on students' academic performance