Standard 11: Educational Offerings

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

Summary of Findings and Conclusions

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

Other findings of note:

- An analysis of course syllabi shows that learning outcomes are communicated effectively to students.

- Hostos has undertaken steps to better align its new program creation processes with CUNY guidelines and to establish adequacy and transparency in the development of new and review of existing academic programs.

- Information literacy is effectively integrated into the Hostos curriculum with students required to take at least two courses integrating assignments on information literacy.

- Curriculum review measures course and program effectiveness, ensures transfer and articulation and initiates improvements well. Further, efforts are currently underway across CUNY to better assess academic progress once community college students transfer to senior institutions.

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

- Acknowledging that standards for teaching and student learning standards were not consistent across courses, Hostos instituted extensive student learning outcomes assessment efforts, which have now been established across courses.

- Academic Program Review (APR) had not been implemented since prior to the 2001 Self Study, except in career programs where review is mandated by accreditors. The APR was reinstated in English and Education, as well as continuing in the career programs. Now APR is back on track, with a clear schedule and process outlined and underway.

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

Working Group 6 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusions is presented in the following report.
Working Group 6 – Standard #11 Report

Question 1: How effectively do the College's educational offerings reflect its mission?

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

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

Work in recent years to clarify academic program entrance requirements, as well as increased attention to strengthening student learning outcomes associated with courses helps to ensure that Hostos graduates have the preparation necessary to succeed in a diverse and changing work environment. See responses to questions 3 and 6 under this standard, and questions 1-2 under standard 12 more analysis on student learning outcomes assessment and general education competency building activities. This work, coupled with increased attention to service learning (e.g., cooperative education, internships) helps ensure our students develop as thoughtful and responsible citizens of their communities. In addition, many Hostos courses transfer to four- year colleges in the CUNY system and to other senior colleges and universities outside CUNY, as outlined in Table 12.3 under Standard 12, Question 4 of this report. The transferability of Hostos courses helps students progress along a path of lifelong learning, helping them to earn bachelor's degrees to further strengthen their credentials.

While from many perspectives Hostos is an accessible institution, a lot of students cannot fulfill their academic requirements for a number of reasons, as described in the Introduction to this Self Study.

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

T 11.1: Hostos Degree and Certificate Programs

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

Key:
A.A.S. = Associate In Applied Science
A.A.= Associate In Arts
A.S. = Associate In Science
Cert. = Certificate Program

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

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

A. Hostos adheres to CUNY guidelines in the creation of <u>new</u> programs.

Hostos' process for creating new programs and courses is outlined below in Table 11.2. This process meets CUNY guidelines for the establishment and maintenance of relevant, well-integrated academic programs. (D – Faculty Handbook for the Creation of New Academic Programs, www.cuny.edu/academics/programs/resources/faculty-handbook.html

Table 11.2 Pathway of Curriculum in Development of New Programs at Hostos
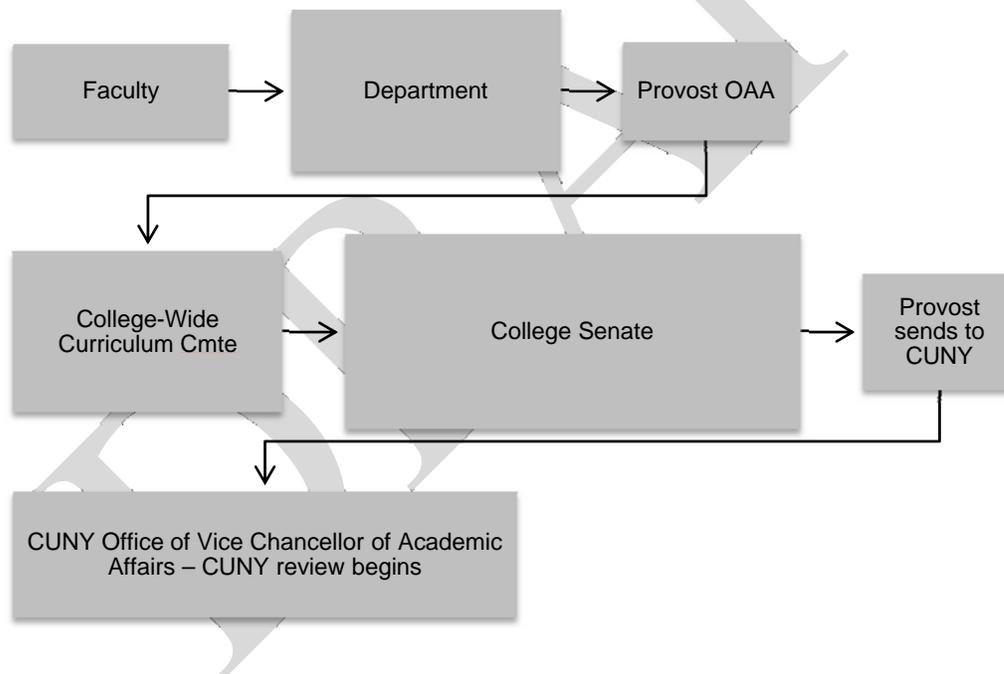
This curricular process provides opportunities for review at every relevant governance level, thus further ensuring high standards for faculty review and transparency of both new and existing programs.

A recent example of new program creation is the development of well-integrated dual/joint degree programs at Hostos. Dual/joint degree programs are available to all students who meet standard prerequisites and grade requirements to progress through the curriculum. Curriculum and syllabi are aligned by faculty from both the two-year and four-year colleges. The initial success of the dual/joint degree program in Electrical Engineering encouraged

Hostos and CCNY to develop and fully implement three more dual/joint programs: A.S./B.E. in Civil Engineering, A.S./B.E. in Chemical Engineering and the A.S./B.E. in Mechanical Engineering.

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

Table 11.3 below outlines the current APR process.

T 11.3: Academic Program Review process

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

The OAA has worked with department chairs to create the APR schedule outlined below in Table 11.4.

T 11.4: Academic Program Review Schedule

AY 2008-2010
Early Childhood Education (AY 2008-09) English (AY 2009-10) Radiologic Technology (AY 2009-10) Nursing (AY 2009-10) Dental Hygiene (AY 2010-2011)
AY 2011-2012
Language and Cognition Mathematics
AY 2012-2013
Behavioral Sciences Social Sciences Business Management Accounting Office Technology Aging and Health Studies
AY 2013-2014
Engineering Programs (Dual Programs) Library Liberal Arts Education (Self-Study of General Education) Digital Design & Animation Digital Music Modern Languages
AY 2014-2015
Criminal Justice Public Administration Science for Forensic Sciences Natural Sciences Humanities Black Studies Latin & Caribbean Studies Visual & Performing Arts Health Education (Community Health)

For more analysis on Hostos' academic program review efforts, see Working Group 7's response to question 2 under Standard 7.

Question # 3: How effectively does the college ensure that course syllabi clearly communicate learning outcomes, and how are these assessed? [Compliance / Assessment]

A. Most syllabi include learning outcomes.

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

- *consistent* across courses

- *embedded within assignments* across courses

- *non-existent (no SLOs)*

- *varied* across multi-section courses

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

Standard 11 Comes Alive at Hostos: Include short narrative on impact of student learning outcomes assessment on teaching and learning at the college.

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

Overall, 67% of all syllabi reviewed included SLOs that were either unmixed or embedded within assignments or topic lists (i.e., the SLOs stood alone). Three percent of the syllabi included SLOs that were either mixed or embedded within course assignments, and 30% of the syllabi had no SLOs indicated. There was also variation across departments. Among departments with a lower percentage of syllabi including SLOs, Mathematics had the lowest percentage with only 14% of syllabi including any SLOs. However, for most courses in the Mathematics Department, the course description included references to the skills required to complete the class. Overall, 70% of the course syllabi reviewed contained SLOs in some form. More than half the departments surveyed present syllabi for different sections of the same course with different sets of learning outcomes. Table 11.5 below shows data on learning outcomes for different departments. Bolded departments present the most syllabi with the highest rates of inclusion.

T 11.5: Inclusion Of Learning Objectives in Hostos Course Syllabi For Fall, 2010

DEPARTMENT	Total # of Course Syllabi	# of Syllabi w/Consistent SLOs	# of Syllabi w/Embedded SLOs	# of Syllabi w/No SLOs	# of Syllabi w/Varied SLOs across sections
Allied Health					
Dental	8	1	6	1	0
Radiologic Technology	9	6	2	1	1
Business					
Business and Accounting	**37**	**30**	**0**	**7**	**2**
Computer and Information Systems	4	4	0	0	0
Office Technology	8	8	0	0	0
Education					
Gerontology	4	2	2	0	0
Health Education	21	17	1	3	2
Physical Education	13	5	0	8	0
Teacher Education	17	14	2	1	0

English	**67**	**58**	**0**	**9**	**3**
Humanities					
African Studies	7	6	0	1	1
Core	7	5	0	2	1
Digital Design	20	20	0	0	0
Digital Music	3	3	0	0	0
Latin American & Caribbean Study	6	6	0	0	0
Modern Language Unit	19	15	0	4	1
Visual and Performing Arts	**40**	**35**	**0**	**5**	**1**
Language and Cognition	**49**	**35**	**0**	**14**	**1**
Mathematics	107	15	0	92	3
Natural Sciences					
Biology	37	34	0	3	3
Physical Sciences	23	22	0	1	2

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

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

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

C. Hostos assesses student learning outcomes across courses.

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

Question 4: How effectively is information literacy integrated into the curriculum?

A. Information literacy is embedded in required courses.

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

B. Information literacy workshops are offered to support coursework

To support coursework, the Hostos library offers face-to-face and online information literacy workshops throughout the academic year. As table 11.6 below shows, as workshop offerings have expanded, more and more students are taking these workshops. A substantial number of faculty also require these workshops as part of their coursework.

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

T 11.6: Student Attendance in Library Information Literacy Workshops

	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
Number of workshops	166	169	198	177	177	202
Student Attendance totals	1992	2057	2312	2295	2754	3096
Course-related workshops*	39	31	21	29	33	34

*required by faculty as part of courses

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

Learning support services at Hostos address the needs of our student population and enhance the potential for student success by offering a wide range of resources to accommodate every phase of academic development. Learning supports build the foundations of academic excellence through universal access to multimedia technologies, tutoring, and advisement. In addition, Hostos' learning communities address financial and academic requirements of a needs-based student population, striving to ensure success and retention of select groups. The learning needs of Hostos' diverse students, from students with disabilities to honors students, are accommodated through these respective programs, thus ensuring that the needs of a diverse population are met through the strength of Hostos' many resources.

Table 11.7 below details the learning support services available for all students as well as levels of student satisfaction with these learning supports in recent years, based on student responses to the CUNY Student Experience Survey. Overall, survey results show high levels of student satisfaction with a majority of the student learning supports provided.

T 11.7: Learning Supports Available for All Students

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

(D – 2009-10 Annual Report for Academic Computing Center…)

Table 11.8 below outlines need based learning supports provided, as well as student use and student satisfaction with these supports.

T 11.8: Need Based Learning Supports, Including Learning Communities

Types of Support	Student Needs Addressed	Availability	Student Satisfaction with Supports	Number of Students Served
Students with Disabilities Office	Early registration, academic advisement, and counseling. Also may include modified testing, exam rooms, a reader/scribe, taped, large print or Braille exams, and/or assistive technology, lab assistants, note takers, etc.	Students with disabilities are provided services between 9 am and 5 pm. Office is unavailable for weekend students.	In 2008, only 35 percent were either satisfied or very satisfied. However, 62 percent had no opinion, suggesting a large percentage of respondents never used the services of this office.	336 students in the 2009-2010 academic year.
College Discovery	Students with academic and financial need receive book stipends, counseling, academic advising, tutoring and supplemental instruction.	1st time freshmen with a high school average below 80 and a household income within the guidelines established by the State of New York. Residents of New York City only.	Out of a five point scale, satisfaction ratings have increased incrementally from 2.55 in 2007-2008 to 2.78 in 2010-2011.	301 students in 2010-11
Hostos Success Academy (HSA)	Prepares Liberal Arts students for qualifying examinations and the rigors of college. Students receive tutoring, lab hours, and a specially defined curriculum.	Students with a lower percentile on the writing placement exam may place in this learning community.	Out of a five point scale, students on average rated the quality of teaching in core HSA courses between 3.5 and 4.5 (fall 2009 student evaluations)	Since its inception in 2006, the HSA has served 314 students.
Freshman Academy	Interdisciplinary learning community with block scheduling, tutoring, advisement, mentoring curricular/extracurricular activities around a central theme.	Available for interested freshmen.	Students expressing higher satisfaction with teaching in Freshman Academy course sections than in comparable non-freshmen academy section (spring 2011 student evaluations)	Maximum twenty students per semester.
Accelerated Study in Associate Programs (ASAP)	Provides academic, social, and financial support to ensure students graduate with an Associate degree in no more than three years. ASAP includes a summer program, block scheduling, tutors, special advising and career counseling.	Select students eligible for federal/financial aid, and students who receive public assistance.	According to Annual ASAP student surveys, levels of satisfaction with various services have a consistent range of 72% to 98%.	Funded to serve 120 students.
Honors Program/ Global Scholars	Challenging coursework, assistance with registration, mentoring, tutoring, and participation in the Summer Honors Institute. GS receive a monthly stipend, book vouchers, and financial assistance.	HCC accepted based on academic merit. Global Scholars must carry a minimum 3.5 GPA and enrolled in 15 credits.	Currently piloting a survey instrument	20-25 students registered

See working group 4's response to Standard 9, questions 1 and 2, for additional analysis of availability and effectiveness of student learning supports.

Question 6: How well does curriculum review measure effectiveness, ensure transfer and articulation, and initiate improvements? [Compliance/Assessment/Improvement]

A. Assessment measures in place for courses and programs.

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

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

Curriculum effectiveness is also measured by analyzing: pass rates on the CUNY skills tests and the CPE exam (until it was discontinued in November 2010), course completion results, retention rates, and graduation rates. (D- Hostos Community College Graduation Profile 2008-2009 academic year-OAA Office of Institutional Research and graph on percent of graduates, by entering term and start course) In programs that require licensing (e.g., Nursing, Dental Hygiene), faculty review licensing exam pass rates as part of curriculum assessment.

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

The curriculum review process has resulted in increased articulation agreements and dual degree programs. Articulations now exist with other CUNY colleges and with colleges outside the CUNY system. See Appendix 11.1 for a list of current articulations.

Efforts are underway across CUNY to ensure transfer of credits to senior colleges. Some information is currently available in Hostos' annual PMP reports on Hostos student performance once they reach senior colleges. With the development of CUNY First, the new CUNY-wide computer system, Hostos will be better able to track student performance once they continue to other CUNY colleges.

Relationship to Other Standards

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

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

Recommendations

1. Establish a process that is clear and transparent for setting pre- and co-requisites for courses, and also the impact on students of such requisites.

2. Review existing course pre- and co-requisites in light of new requirements for possible review and augmentation, assess their impact on students, and in particular, ESL and developmental students.

3. Provide faculty development opportunities that assist faculty, especially new faculty, to develop strategies for better addressing student needs.

4. Review processes for curriculum development to make them more consistent, informed, and transparent.

5. Communicate to all constituencies the rationale for new programs.

6. Continue to ensure that syllabi contain the standardized course description and class requirements.

7. Develop and Implement a college-wide Hostos syllabi database that is easily accessible through the college's website. (This database should have provisions for opting out and/or redirection to alternate web locations such as Blackboard.)

8. Continue developing, expanding, and requiring course assignments that ask students to access, analyze, and apply information literacy.

9. Determine ways to link with other postsecondary institutions to drive promising practices in info literacy.

Standard 12: General Education

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

Summary of Findings and Conclusions

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

Other findings of note:

- General Education competencies are consistently communicated to students. Efforts are currently underway to include general education competencies in individual course syllabi.

- Hostos' general education course credits transfer to CUNY four-year colleges, and a CUNY-wide initiative called Pathways is underway to ensure that more courses transfer to four-year colleges for college-level credits rather than elective credits.

- General Education competencies are embedded in academic program requirements.

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

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

Working Group 6 – Standard #12 Report

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

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

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

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

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

- The CTL ran informational workshops for all faculty and SDEM staff to increase their consideration of how CPE skills are already and can be further integrated into teaching and learning.

- The WAC Initiative worked with interested faculty to find opportunities in their courses for the inclusion of writing assignments that related to the CPE such as summaries, comparative essays, response essays, and written analysis of charts and graphs.

- Some departments used the CPE to inform the development of departmental exams. For example, in the English department, the final exams in ENG 110 and ENG 111 were redesigned as comparative tasks that asked students to compare two texts: following CPE Task I procedure, one text was given to students in advance and the other was provided on the day of the exam.

The success of college-wide effort to integrate the skills needed to pass the CPE into the general education curriculum is owed to faculty members who recognized that the CPE was testing skills that the students should have already acquired in their classes.

Subsequent analyses of CPE performance showed increasing pass rates, but also related student performance to a number of independent variables, including remedial education, mathematics, writing intensive courses, and GPA. In fact, the analysis of CPE performance by remedial education background was cited in the PRR as evidence of Hostos' institutional effectiveness. (D* PRR)

Overall, the pass rates on the CPE, as analyzed in the PMP, show that in excess of 90 percent of Hostos' students passed the test, a level that exceeded the pass rates of several senior colleges in CUNY. Finally, table 12.1 below, developed as part of study conducted by OIR, shows the relationship between the CPE scoring dimensions and the general education competencies developed at Hostos. The study, which was preliminary, sought to relate performance on the CPE dimensions with performance in courses that were identified as being related to the general education competencies. The results showed that there were some modest relationships between course performance and the General Education competencies associated with the CPE scoring dimensions.

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

CPE Scoring Dimension	Gen Ed Core Skills and Sub-Areas
A. Develops an essay that is a focused response to the assignment	• Acad. Literacy: Critical thinking and problem solving (1) • Communication: Understand texts and lectures (4)
B. Demonstrates understanding of readings	• Acad. Literacy: Critical thinking and problem solving (1) • Communication: Understand texts and lectures (4)

C. Incorporates references, etc., to support own ideas	• Acad. Literacy: Distinguish between factual and anecdotal evidence (3); Find, evaluate, and use information from different sources effectively (4)
D. Communicates clearly and effectively	• Communication: Read, write, speak, and listen, effectively (1); Use precise vocabulary to describe abstract and concrete ideas (2)
E. Accurately identifies claims. (Note: number of claims will affect score.)	• Academic Literacy: Exercise critical thinking and problem solving (1); Find, evaluate and use information from different sources effectively (4) • Science and Math: Gain math skills necessary to solve problems in all disciplines (4)
F. Explains relationship between claims and Figure 1 and Figure 2 with a degree of accuracy, complexity, and insight.	• Communication: Use precise vocabulary to describe abstract and concrete ideas (2); Understand texts and lectures (4)

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

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

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

Standard 12 Comes Alive at Hostos: **Story -** on importance of general education – based on press release about Allied Health student who won an essay writing award.

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

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

Ultimately, the goal is to incorporate the results from the Mapping Tool and the assessments of student work using the rubrics. To accomplish this, Hostos is currently beginning the implementation of e-portfolios. The use of e-portfolios will allow students to maintain examples of their work (artifacts) for their professors to assess within their classes. However, as with other colleges, the e-portfolio system will permit the assessment of general education competencies within courses and programs, as well as institution wide.

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

T 12.2: Arc of General Education
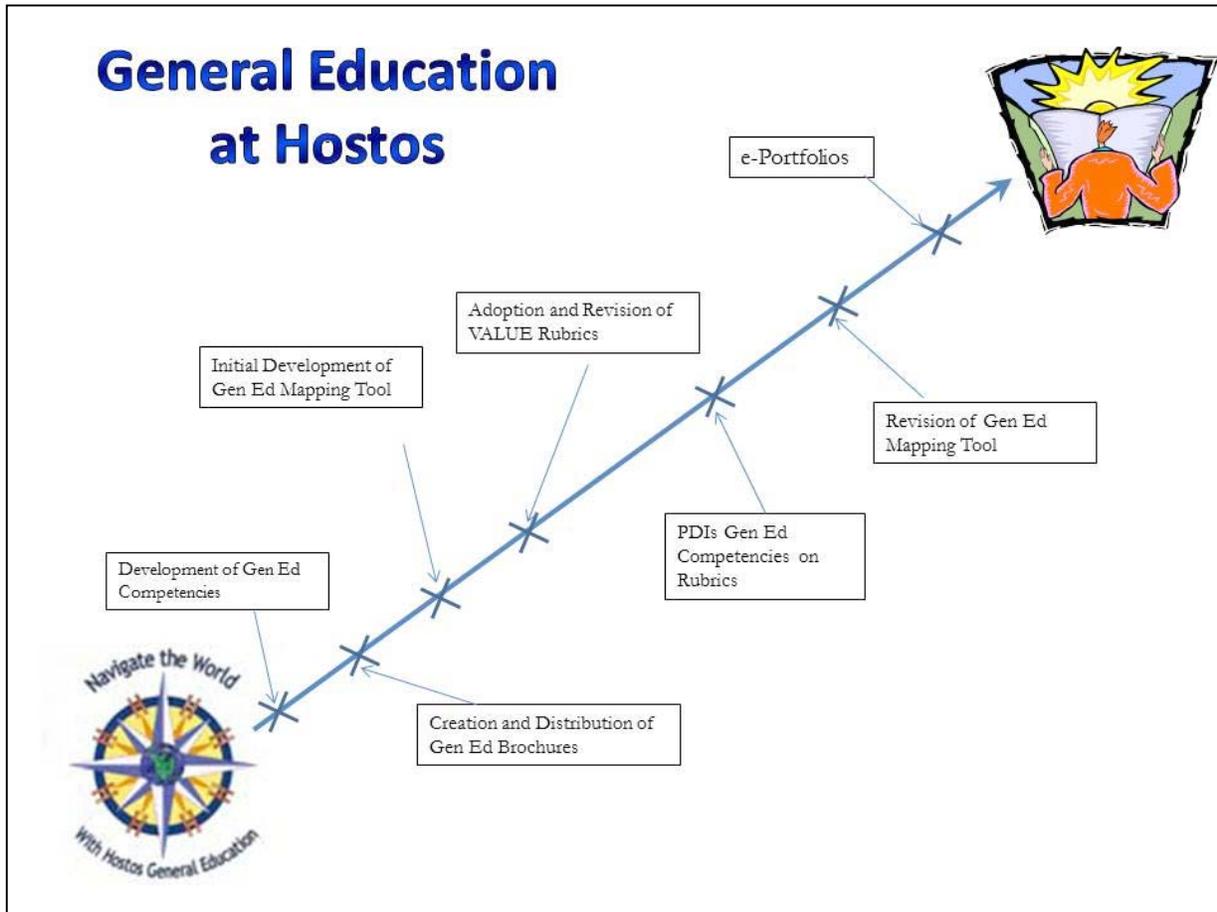
As a next step in the Arc, the Hostos General Education Committee needs to broaden the discussion across campus so that faculty better understand the importance of General Education, and have the knowledge to apply the tools and templates that have been created.

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

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

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

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

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

- Development and publication of a student version of the General Education brochure (insert web address here).

- Creation of the General Education Mapping Tool (see above questions) and including student participation in the Hostos Student Rewards Points Program (to increase student participation).

- The Gen Ed Monologues, a multimedia contest in Spring 2008 and Fall 2008 designed to capture and celebrate student experiences and triumphs by exploring the General Education goals. Students could submit works in three categories: art, multimedia and writing. Prizes were awarded to the winners in each category.

- A series of faculty development activities, including faculty/student readings and book discussions, brown bag lunches, movie showings, and periodic publications designed to orient both students and faculty to general education competencies and goals.

- The Library's magazine *¡Escriba! / Write!* showcases student work that reflects general education competencies.

> **Standard 12 Comes Alive at Hostos:** – get article from Gerry on student researching radiation and use of cell phones.
>
> Students graduating in the current marketplace need strong general education skills…

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

B. Efforts are underway to develop General Education assessment mechanisms

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

Question 4: How well does Hostos' Gen Ed program transfer to CUNY four-year colleges? [Compliance / Relevant Institutional Issues]

Despite issues of overall transferability, Hostos student college credits are accepted at other CUNY campuses. The problem has been whether individual courses are accepted as equivalent courses or elective courses. Since Hostos is part of the CUNY system, there are clear policies and regulations to which all colleges must adhere. Among those are policies governing the transferability of courses. Currently, all senior colleges must accept all 60 credits from students graduating from a CUNY community college with an associate's degree. However, as a recent article in the Chronicle of Higher Education showed (October 15, 2010), this is not always the case. In that article, a single math course from a community college was treated differently by each of the CUNY senior colleges.

As a result, CUNY is currently engaged in a project to address these issues. Called the 'Pathways Project', it is designed to smooth the transfer of credits from community colleges to senior colleges, especially as the transfer pertains to general education courses.

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

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

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

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

Question 5: How effectively are Gen Ed goals and requirements linked to academic program requirements? [Compliance]

A. Hostos requires general education core courses to graduate

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

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

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

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

Finally, all graduates take information literacy workshops through the Hostos library, as part of the curriculum in ENG 110 and ENG 111, both of which are required for graduation in all programs.

As discussed previously, these workshops focus on information literacy, another general education competency.

B. *General Education competencies infused in many courses.*

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

Relationship to Other Standards

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

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

Recommendations

1. Provide support to encourage faculty to understand, utilize, and incorporate the Gen Ed rubrics, syllabi models, e-portfolios, the templates and the Mapping Tool.

2. Provide support to help students understand the importance of obtaining General Education competencies.

3. Obtain feedback from graduates in order to develop curricular innovations and enhance our commitment to General Education.

Standard 13: Related Educational Activities

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

Summary of Findings and Conclusions

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

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

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

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

Working Group 6 – Standard #13 Report

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

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

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

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

However, these total numbers and percentages do not tell the whole story. Analyses conducted by OIR have consistently shown that students who do not pass their CUNY skills tests have a lower retention rate than students who do pass their skills tests. The results from these analyses have been used as part of the rationale for one of the primary focuses of the new strategic plan to be the first year experience. Within that focus is the goal of reviewing and rethinking remedial/developmental education to make it more responsive to the needs of students.

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

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

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

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

Finally, analyses of results included in the PMP are used to place Hostos in context with the other community colleges in CUNY. These results show that Hostos accepts the least prepared students in CUNY. As a result, performance on the exit tests is not as high as that observed for the other CUNY community colleges.

Question 2: How effective are Hostos' programs offered through contractual partnerships? (Compliance/Relevant Institutional Issues)

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

Some programs have clearly articulated outcomes by which we measure success and make programmatic adjustments. For example: for the last 3 years, Jewish Home Life Care has contracted with Hostos to train approximately 25-30 high school students a year to become Certified Nursing Assistants (CNAs) and Certified Pharmacy Technicians. Based on a review of annual pass rates, Hostos works with Jewish Home Life Care to make curriculum adjustments to increase pass rates. For instance this year, Jewish Home Life Care has extended the contract with us into the Fall and Spring semesters to offer review classes on Saturdays to reinforce learning that took place over the

summer. Students are not registered to take the State Exams until we are confident that they will pass. We have ongoing meeting to monitor students' progress.

For the most part, Hostos measures success of these programs by meeting periodically with contractors to review the extent to which the college has completed contractually obligated activities (e.g., provision of certain number of workshops, trainings, etc.). Repeat business from contractors is another measure. In spring 2011, given its many allied health-related offerings, Continuing Education hired an Allied Health Director of Quality Management and Compliance to improve quality assurance for its Allied Health programs. Among other responsibilities, this person is developing curriculum standards and student outcome oriented assessment methodologies for Allied Health related offerings – contractual and non-contractual. Based on the curriculum assessment to date in the Certified Nursing Assistant Program, EKG, and Phlebotomy classes, a number of course adjustments are underway for fall 2011, including: more rigorous pre-screening of students; orientation sessions; more in-class testing (e.g., quizzes after chapter readings); increased attention to student study skills and clinical laboratory practice; and more classroom observations and meetings with faculty.

Question 3: How are distance learning course offerings, non-credit offerings and certificate programs assessed and how is this information used to improve these programs?

Question 4: How effective are Hostos' off-campus continuing education efforts in serving the community (e.g., Jobs Plus)

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

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

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

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

Since 1999-2000, the number of adult and continuing education students has grown by 440%, from 1,999 to 10,802 in 2009-10. Offerings include:
- *On campus.* Hostos offers 31 certificate courses through Continuing Education and Workforce Development in a range of training areas, from allied health to Microsoft computer training. In addition, each year Hostos offers more than 90 non-credit course offerings that fall into several

categories: GED preparation, vocational, and avocational. More than 7,000 students per year enroll from these offerings.

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

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

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

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

Relationship to Other Standards

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

Working Group	Standard	Question(s)
7	14 – Assessment of Student Learning	1

Recommendations

1. Review academic remediation areas and student support strategies to effectively integrate basic skills across content areas and enhance student academic success.

2. Develop an effective and integrated persistence and retention program for students in developmental levels.

3. Establish early intervention systems such as summer skills immersion programs, improved referral processes, and inter-divisional efforts in identifying, tracking and servicing at risk students.

4. Establish and implement rigorous assessment processes and procedures for all continuing education offerings.

5. Make assessment results available to potential continuing education consumers and organizational partners, including contractors.

Appendix 11.1 List of Current Articulations