

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Summary of Findings and Conclusions

Hostos' enrollment has grown dramatically in the last ten years. What is happening at Hostos is part of a national trend. With the whole country feeling the economic pinch, and unemployment especially high among poorer, minority populations, many people are choosing community colleges like Hostos for accessible, affordable, and quality higher education, especially in career preparation.

While recruitment remains an important focus, Hostos has turned much of its attention in recent years to ensuring students' success once they arrive on campus. The College uses multiple means to communicate requirements, from the time of admission until graduation. It has proven to be very effective at providing financial aid information to prospective and current students. It has in place several methods for tracking students who withdraw, drop/stop out, or transfer out prior to graduation. And it has many retention, transfer, and career/employment supports, which help students to get the academic and non-academic assistance they need to persist in their higher education and career pursuits.

But given its unusually high percentage of students in need of developmental/remedial education upon entry, Hostos is keenly aware that it must do better. Its current retention, graduation, transfer, and employment rates, although not so different from other community colleges across the country, must be improved. That means the College needs more comprehensive college-wide tracking systems to respond to individual student needs, as well as stronger connections across academic and non-academic student supports, so that students get the help they need throughout their time at Hostos. Tracking student withdrawals and assessment of student advisement are two areas in need of further systematized attention. Hostos acknowledges the need to undertake this type of transformation of programs and services on campus and has already started to move in this direction with the implementation of the 2011-16 strategic plan.

Overall, Working Group #4 concluded that Hostos meets the fundamental elements of this standard and is working to improve those areas in which the college recognizes improvements are necessary. The evidence of these findings and conclusions is presented in the following report.

Working Group 4– Standard #8 Report

Question 1: How well does Hostos communicate and ensure that students are aware of academic program admission and graduation requirements?

A. Before answering this question, here is some important background information on Hostos' enrollment growth.

Over the past 10 years, enrollment at Hostos has almost doubled, from 3,118 to 6,187 students, with about a 25 percent increase in the number of full-time equivalent (FTE) students (D *). Headcount enrollment peaked above 7,000 in 2011-12. Similarly, in the past five years, community colleges in CUNY have experienced a 23.5 percent increase in headcount enrollment, and a 32.2 percent increase in FTE. (D – CUNY OIRA website).

Table 8.1 below helps put this growth into perspective. Bottom line, Hostos’ growth outpaces the national trend of enrollment growth at community colleges over the last decade.

T 8.1: Total National Enrollment in U.S. Community Colleges

	Headcount Enrollment	FTE
Fall 2000	5,697,388	3,241,344
Fall 2008	6,640,344	3,922,287
% change	16.6%	21.0%

Source: Digest of Education Statistics, U.S. Department of Education

B. Hostos communicates admissions and graduation requirements in a variety of ways – and it has strengthened related communications efforts in recent years.

As detailed in Table 8.2 which follows, the Admissions Office informs prospective and continuing students of admissions and graduation requirements in multiple ways. And evidence exists that the College is effectively reaching students. For example, 70% of fall 2009 students received early academic advisement.

In recent years, Hostos has strengthened its methods to communicate admissions and graduation requirements. For example:

- In 2009, CUNY put in place the Hobson’s Client Relationship Management System (CRM), a higher education communication tools used to facilitate electronic communications with prospective and registered students. Using multiple forms of communication, this allows the college to manage students from inquiry through application and enrollment (e.g., through sending follow-up compliance emails), increasing its capacity to efficiently and effectively track student progress and provided targeted outreach to certain student cohorts (e.g. ASAP, Hostos Success Academy) as needed.
- Since Fall 2009, the Academic Achievement Department has conducted new student orientations and early advisement for first-semester students (freshmen and transfer students). The orientations include a wide range of topics and issues including: college mission; college administration and structure; availability of services; graduation requirements (i.e., CUNY skills tests, writing intensive courses, etc.); classroom expectations (checking syllabus, buying and bringing books; meeting course assignment deadlines, etc.); and academic calendar (including withdrawal dates, holidays, and so on). These orientations also include ‘family orientations’ so that family members (most of whom have little or no familiarity with higher education) can better understand what will be expected from the student attending.

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- Since the fall of 2006, all students seeking admissions to Allied Health degree programs must sign a contract stating they understand the specific admissions and graduation requirements for that program.

T 8.2: Snapshot of Outreach and Communications re: Admissions/Graduation Reqs

Method of Communications	What is Shared	Evidence of Scope of Student Outreach
Website	Information on admissions, financial aid, course schedules	Average of about 110,000 visitors per year since 2006
College Catalog (print and online)	All current catalog information, including degree requirements, course offerings, policies, etc.	Hard copy given to incoming freshmen upon registration (until 2008); also available online
Admissions Checklist	Details on what students need to be ready for registration, including application, testing, residency, and immunization requirements	Given to prospective applicants 2,000 visitors a month to admissions office (as per daily sign-in log in the Admissions Satellite)
Admissions Brochure –	Provides snapshot of college – including the Mission statement, overview of admissions requirements, costs, faculty/student ratio, student demographic information, facilities and programs	Distributed at college fairs, open houses, walk-ins to the admissions office – 2,000-10,000 distributed each admission cycle
One-on-One Assistance with Applications (English and Spanish)	Help with CUNY online application	Average of 2,100 (30%) applications processed in house per year since 2008. (as per the Admissions intake tally).
Admissions Seminars	Guide students through admissions process and prepare them for registration	Since Fall 2006, 50% of all registered new students attended a seminar (per Seminar attendance logs)
Hobson's Client Relationship Management (CRM) (Hostos' electronic communications system)	Information on admissions, testing, financial aid; sends follow up compliance e-mails.	Over 50,000 e-mails sent per semester, streamlining the admissions process. (as per Hobson's Reports)
Academic Achievement Department – New Student Orientations	For all first-semester students (freshmen and transfer) – to assist with initial registration, helping students navigate academic requirements	Since the Fall 2009 semester, 3,651 (70%) of the total 5,426 students who enrolled received early academic advisement (Per Academic Achievement)
Admissions process for all Allied Health Programs	Students sign contracts indicating that they understand admission and graduation requirements	Contracts were implemented in fall 2006 and are required of all Allied Health students

C. Students report satisfaction with communications methods on admissions and graduation requirements.

Based on results from the 2010 Student Experience Survey (SES), students at Hostos show satisfaction with the admissions process. In that survey, 70 percent of the respondents indicated that they were either 'Satisfied' or 'Very Satisfied' with the Admissions process, compared to 63 percent for all CUNY community colleges. Similarly, 67 percent of the respondents were either 'Satisfied' or 'Very Satisfied' with Hostos' new student orientation, compared to 62 percent for all CUNY community colleges. (Table 9D, page 80, 2010 Student Experience Survey, www.oira.cuny.edu)

Question 2: How effectively does Hostos communicate information and advice regarding financial aid, scholarships, grants, loans and other sources of tuition assistance to ensure that prospective and current students are able to enroll at the college?

A. Most students come to Hostos in need of financial aid, and the College helps make sure they get it.

Since about 85% of Hostos’ degree students are eligible for federal or state aid each academic year, the college takes seriously its role in helping students access tuition assistance. And it has done so with great success. Each year, more than 94% of Hostos’ registered degree student population receives some form of tuition assistance. For example, in fall 2010, 5,673 of the more than 6,000 total registered degree student population received some kind of financial assistance (D *). Types of financial aid available are indicated in Table 8.3 below.

T 8.3: Summary of Student Financial Assistance

Source of Assistance	Fall 2010		Fall 2011 (prelim)	
	Recipients	Percent of Student Enrollment	Recipients	Percent of Student Enrollment
CASH	1,022	15.72%	1,457	21.88%
CASH & FIN. AID (Scholarship, Grants, etc.)	555	8.54%	543	8.15%
AMS (Sallie Mae)	107	1.64%	104	1.56%
TAP & PELL	1,975	30.39%	1,952	29.31%
PELL & SEOG	1,985	30.54%	2,451	36.80%
LOANS	388	5.97%	135	2.02%
TOTAL ASSISTED	5,010	92.80%	5,185	77.84%

*preliminary data

Source: Hostos Business Office analysis, fall 2011

B. Hostos employs a variety of methods to communicate tuition assistance information.

Because financial aid information is communicated in the context of admissions, almost all of the methods to communicate financial aid are the same as those used to communicate admissions and graduation requirements. See Table 4.1 for methods of communication. However, Hostos’ Office of Financial Aid has its own Financial Aid website where comprehensive information on financial aid sources and application processes and procedures can be found. Since the 2008-09 academic year, the number of visits to the Financial Aid website has increased by 44.6 percent, from 125,045 hits to 108,818 hits in the 2010-11 academic year. The Division of Student Development and Enrollment Management has also created a Financial Aid Microcomputer Lab where students file their Financial Aid applications online, with an SDEM staffperson available to assist them. Students are using the micro-lab and students rate the micro-lab services as high quality. More than 6,700 students used the Microlab in 2010-11. Of the 780 students who completed the 2009-10 Microlab user survey, 93 percent rated the services excellent to good.

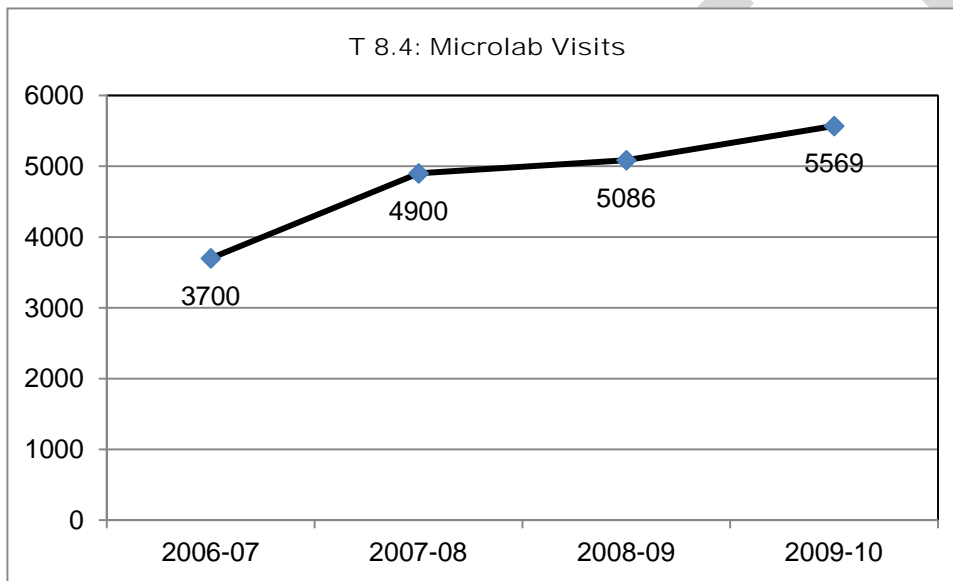
The Office of Financial Aid also conducts an annual Counter Services Survey that queries students on a series of issues, from how students found out about financial aid to

perceptions on the quality of financial aid services. See Appendix 8.1 for a sample question and aggregate student response.

C. Evidence exists that students feel they are getting the tuition assistance information they need.

The results for the 2010 Student Experience Survey (Table 9D, page 80) show that 66 percent of respondents were ‘Satisfied’ or ‘Very Satisfied’ with the financial aid services at Hostos, compared to 59 percent for all CUNY community colleges. Results for the 2008 SES show that 63 percent of the respondents were ‘Satisfied’ or ‘Very Satisfied’ with the financial aid services at Hostos, compared to 54 percent for all CUNY community colleges.

In addition, as shown in Table 8.4, below, the number of visits to the Financial Aid Micro-Lab has been increasing in each of the past four academic years.



Question 3: Given that first year retention is a major challenge at Hostos, how well does the college assist prospective and current students to transition into college life and college-level work during their freshman year?

A. First-year retention is a major challenge and Hostos has in place academic and non-academic programs and services to address it.

Helping students to navigate the first year of college is a primary challenge for community colleges like Hostos with large numbers of remedial students that must spend significant time and money on developmental courses. (Bueschel, 2009, Barr and Schuetz, 2008, Bailey et al, 2010). Studies increasingly show high stop out/dropout rates in the first year, with many colleges losing students before a second term of enrollment. (Community College Survey of Student Engagement, 2007).

In the last decade, Hostos has, on average, lost about 40 percent of its entering freshmen in their first year. According to the Hostos OIR presentation “Retention Analysis of Fall 2008

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Freshmen,” the most common academic reasons students leave Hostos prior to graduation is their inability to pass their CUNY skills tests (D *). And students leave for a number of non-academic reasons, including family problems, medical issues, and employment and financial issues.

Below is a listing of existing academic supports and non-academic supports aimed at enhancing first-year success and reducing attrition. The primary objectives of these services and programs are in line with the CUNY Vision Statement for Student Affairs: “to support students’ academic achievement and persistence leading to graduation; to provide opportunities for career development; to enhance students’ intellectual, aesthetic, and social growth; to facilitate critical thinking skills; and to promote civic responsibility.” (D – excerpt from CUNY Vision Statement for Student Affairs adopted in 1997 by the CUNY Board)

As the last column of Table 8.5 below indicates, these and other activities have helped many students strengthen their academic skills and overall college readiness.

T 8.5 Snapshot of Hostos Retention Supports for First-Year Students
Academic and Non-Academic: Key Examples

Retention Support Program/Activity	Who is Eligible	Expected Outcomes from Student Participation
Academic Retention Supports - Examples		
Student Orientation (new in fall 2010)	Newly admitted students	Improved student college readiness and acculturation
SDEM Auxiliary Advisement Team	First year freshmen, second semester probation and readmission students	Enhanced identification, tracking, interventions, and retention for high risk students
SDEM Academic Achievement (advisement and 1 st semester monitoring)	Prospective students and first-year student TAP applicants	Enhanced transition to college Early advisement for incoming students Earlier referrals to pre-college immersions Improved TAP eligibility through academic advisement compliance
SDEM SSD 100 (freshmen experience course)	Freshmen Liberal Arts majors	Enhanced transition to college
Hostos Academic Learning Center Workshops	Entering students, students failing skills tests	Improved basic skills readiness and improved academic performance in courses
Immersion Programs	Newly admitted students who have tested into developmental/ remedial course(s)	Improved basic skills readiness
Hostos Success Academy (learning community)	Entering triple remedial students	Improved basic skills readiness – reading, writing, math

Retention Support Program/Activity	Who is Eligible	Expected Outcomes from Student Participation
College Enrichment Academy (learning community – offered 2005 - 2010 with Title V grant support)	Students with less than 30 academic credits and failing the CUNY reading/writing basic skills tests?	Improved basic skills readiness – reading and writing
Freshmen Academy (learning community)	All entering freshmen with remedial needs	Improved basic skills readiness
ASAP (learning community)	New non-remedial students	Graduation in 3 years Improved student GPA
Non-Academic Retention Supports - Examples		
SDEM Single Stop USA (financial support services)	All students including freshmen	Increased access to support for social and financial services (e.g., food stamps, Medicaid, housing assistance, free tax prep) Increased financial literacy through workshops and financial counseling
Student Athlete and Graduation Effort (SARGE)	All student athletes	Improved academic performance and progress

B. *Data shows first-year retention is improving.*

Table 8.6 below summarizes the relevant retention data for Hostos over the past five academic years. The one year fall-to-fall retention rate for first-time freshmen has shown an increasing pattern over the past several years. As detailed in the table below, concerted efforts have culminated in increased retention rates for all three of the analyses that are regularly conducted.

In addition, some preliminary analyses have suggested that the one semester retention rate for students who participated in the New Student Orientation in Fall 2010 had a higher one-term retention rate than new students who did not attend the New Student Orientation.

T 8.6: Summary of Retention Data for Hostos Community College

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
One Year Fall-to-Fall Retention Rate (First-Time Freshmen)	57.8	60.5	57.0	63.2	63.7
One Semester Retention Rate (First-Time Freshmen – fall to spring)	79.5	79.1	76.0	80.3	82.8
One Semester Retention Rate (All Students – fall to spring)	73.3	69.8	72.8	75.0	74.7

Source: Hostos OIR

C. Hostos is developing ways to strengthen coordination across programs and services to more dramatically improve retention outcomes.

Retention rates are improving, but more work needs to be done to get them even higher.

Hostos has two initiatives in the early stages of development that are expected to have an impact on first-year retention. The first focuses on rethinking remedial/developmental education, since so many entering students fail to demonstrate college ready levels of reading, writing, and math skills. The second represents a first-year focused initiative based on promising first-year retention activities in higher education. Experts agree that the key to a successful first year initiative is to create campus-wide, holistic approach that supports students at this critical point in their educational experience. (Alexander & Gardner, 2009, Barefoot et al, 2005).

Through its first-year initiative, which began in fall 2010, Hostos is participating in assessment processes outlined by the John N. Gardner Institute's Foundations of Excellence (FOE) that help institutions meet first year needs through aligned policies, practices and procedures across the institution, as well as with external partners (e.g., high schools and regional four-year colleges). The initiative enhances student connectedness to their peers (which proves highly important to student retention and graduation), and enriched academic and extra-curricular activities and support services. (Barr and Schuetz, 2008).

In conjunction with FOE, Hostos will undertake the following activities in the next few years to improve retention:

- Conduct assessments of Math, ESL, and English remedial/developmental courses and programs and redesign them based on the results. Ford Foundation support has recently been secured to support these efforts in the Mathematics department.
- Use results of the campus focused study of first year services and supports to develop a strategic action plan for campus improvement of first year retention. These plans will include recommendations to better integrate the full array of first-year related and transfer activities, from prior learning assessment and advisement to non-academic supports.

A campus-wide task force with broad representation across faculty, staff, and student constituencies will guide these efforts.

Question 4: How well does Hostos facilitate transition to four-year colleges, licensure, career programs, and the world of work?

A. A Hostos offers a number of programs and services geared toward helping facilitate transition to four-year colleges, licensure, career programs, and the world of work.

Hostos' transfer rate for liberal arts students and career students remains around five percentage points lower than the CUNY community college average for transfer of these students.

Employment circumstances for Hostos students is equally if not more challenging.

Name of Service	Services Offered	Aim	Use	Effectiveness
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Unemployment in the 16th Congressional District, the poorest of the nation’s congressional districts, and where more than 50 % of Hostos students live, is almost double that for the city as a whole. More than 34 % of residents of this congressional district have less than an 11th grade education, as compared with about 16 % of New York City residents. Only 10.4% of residents of working age possess a bachelor’s degree or higher, compared to 32.5% of New York City residents. And more than two-thirds of residents speak a language other than English at home, which often translates into levels of limited English proficiency that make it difficult to find consistent employment (American Community Survey, 2006-08).

Table 8.7 below lists existing transfer and employment readiness/placement supports. As the last column of the chart indicates, these have helped many students transfer and access employment. The College expects even greater results as it fully implements the strategic plan activities outlined above.

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Academic Transfer Services (created in 2007)	Transfer Counseling	To assist students in their transition to a senior college	1/2009- 6/2010 -1150 students (approximate)	50% =550 according to TSO. 100 graduates/year (PMP)
Career Services	Job readiness and placement supports – including internships and cooperative ed	To introduce students successfully into job market.	2009/2010 - 1028 students	Over 100% improvement since 2007/2008
Allied Health Programs (licensure prep)	1.Dental hygiene 2.Nursing – Registered Nurse (RN) and Licensed Practical Nurse (LPN) 3.Radiologic technology	Prepare for the position of dental assistant. N=19/2010 RN & LPN programs. N=20 Prepare for the XR technologist profession N=19	14-37 increase in 5 years Ave.20/year	<u>Dental hygiene</u> - 95% pass rage on the clinical exam; 88% pass rate on the national exam. RN – LPN - <u>Rad Tech</u> – 100% pass rate
Dual Admission, Joint Degree Programs	1. A.S. engineering programs: -civil -chemical -mechanical -electrical 2.A.S. in Forensic Accounting 3. A.S. in Forensic Science 4. A.A. in Criminal Justice	B.E. - City College B.S. Economics - John Jay B.S. Forensic Science - John Jay B.A. Criminal Justice – John Jay	Enrollment numbers for terms (including entering freshmen)	

T 8.7: Snapshot of Hostos’ Student Transfer and Employment Supports

B. Improving transfer to four-year colleges and transition to the world of work are areas of priority in Hostos' new strategic plan.

Since most students come to the college seeking sustainable employment as well as access to higher paying jobs and career tracks, Hostos has made transfer and employment readiness two major priorities in its next strategic plan. Hostos will focus on working smarter across the institution to strengthen linkages between academic programs, transfer supports, and career preparedness and placement supports.

Hostos expects to undertake the following activities in the next few years to improve transfer and transition to work.

- Undergo the John N. Gardner Institute's Foundations of Excellence process for improving student transfer. A student, faculty, and staff task force will conduct a campus audit of transfer year services and supports and then develop a strategic action plan for campus improvement.
- Conduct background research on what employment supports and experiential learning opportunities prove most effective for different types of degrees (e.g., liberal arts, specific career programs).
- Work with faculty and staff to develop a plan for strengthening career supports across disciplines, as well as experiential learning opportunities, where appropriate.

Question 5: How well does Hostos track students who withdraw, drop/stop, or transfer out prior to graduation? To what extent does Hostos use retention/attrition data and analysis to improve academic and student support programs?

A. Hostos is tracking withdrawals, drop/stop-outs, and transfers more and more through a variety of tools and methods.

Hostos tracks students who leave the college prior to graduation through four primary methods:

- Retention studies (CUNY OIRA and Hostos OIR): annual reporting of student retention for first-time freshmen and transfer students using commonly accepted procedures. In addition, OIR prepares ad hoc studies (e.g., a report to inform the development of the new strategic plan) that focus on potential reasons why students leave.
- PMP data (OIR analyses of results and reporting): review of annual reporting by CUNY Central to assist Hostos decision-makers.
- OIR course and grade analysis for course withdrawals: provides information about student performance in each course and section, including number of students completing and grade distribution.
- Analysis of reasons for total withdrawal: The Hostos Registrar's Office collects data from students withdrawing from school about why they are leaving. The data are periodically tabulated. A sample of the data is found in Table 8.8 below.

T 8.8 Student Withdrawals From All Classes - Fall 2010

	Aca- demic	Dis- satisfied/ HHC	Family	Fin- ancial	House /Move	Job Related	Med (Self)	Mili- tary	No Reason Given	Per- sonal	Transfer- Out	Other
Freshmen	8	0	7	4	4	11	15	1	5	4	4	6
Continuing	7	0	33	17	6	64	52	0	12	11	18	17
Transfer-In	0	0	1	0	0	2	1	0	1	0	0	0
2nd Degree	0	0	0	0	0	1	2	0	2	1	1	0
Non-Degree	0	0	1	0	0	1	0	0	0	0	0	0
Sub Totals:	15	0	42	21	10	79	70	1	20	16	23	23
Totals	320											

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B. Hostos uses retention/attrition data and analyses as part of program planning and implementation.

Depending on the program, retention and/or attrition data may be used. For example:

- Development of academic programs for at risk students: The Hostos Success Academy, Freshman Blocks, and Freshman Academy were created in part as a response to low retention and high attrition among first and second semester freshmen.
- Increased HALC workshop availability: Each semester, the number of HALC basic skills workshops and the associated curriculum are informed by these data.
- Based on college-wide retention/attrition data, the Student Development and Enrollment Management division established an Auxiliary Advisement Team to contact and reach out to students who withdraw from the college and who are unlikely to re-enroll in the following term.
- As discussed in response to Standard 8, question 3 (as well as in other parts of this report, including by Working Group 6 in response to Standard 13, question 1), Hostos undertook a Foundations of Excellence study of the first year experience because of continuing issues of retention and attrition among first year students.
- Development of 2011-16 Strategic Plan: The OIR data analyses provided for strategic planning highlighted retention and attrition challenges that help shape goals and initiatives to tackle these challenges head on.

However, the College recognizes that this is an area of weakness and has begun steps to both improve its data tracking processes and to use such data to improve student success.

Question 6: What demographic changes can be expected to impact Hostos' student composition in coming years? How is Hostos planning to position itself to respond to anticipated and unanticipated changes?

A. Based on a 5-year review of student demographic data, Hostos anticipates major demographic changes will occur in terms of racial/ethnic composition of students, high school graduation, and English skills development

To answer this question, Working Group 4 reviewed the Student Profiles for the fall terms in the past five academic years. The Student Profiles include data on a wide range of demographic and academic variables. See Appendix 8.2 for a Sample OIR Term Profile. In addition, student socio-economic data as evidenced by the percentage of students receiving financial aid was reviewed.

Analyses of the available five-year demographic data showed the following trends:

- The percentage of students that identify as Hispanic has decreased from 59 percent in fall 2006 to 56.9 percent in fall 2010. However, although this may not appear to be a large decrease, in fall 2000, 73.9 percent of the student body identified as Hispanic.
- The percentage of students (both entering freshmen as well as the total student body) that are enrolled in ESL developmental courses has decreased substantially. Correspondingly, the percentage of freshmen and all students enrolled in Spanish content courses has also decreased (more than 10 percentage points.)
- At the same time, the percentage of entering freshmen enrolled in a remedial mathematics course has increased by almost 10 percentage points.
- The percentage of students with a U.S. high school diploma has increased from 54.8 percent in Fall 2006 to 61.6 percent in Fall 2009. (Data for this statistic for Fall 2010 are inconclusive because of missing data.)
- On all other demographic variables at Hostos, there were no discernable trends.

The response to this question also relates to the students demographic analyses conducted by other Middle States working groups, particularly Working Group 2 (i.e., in response Standard 2, question 3 under strengths and challenges, and Standard 3 question 2 on environmental scanning, and Standard 3 question 6 under human, financial, technological, and physical challenges).

B. According to available U.S. Census data, the communities from which Hostos students come remain the poorest and most educationally disadvantaged.

Comparisons of data from the 2000 U.S. Census with 2006-2008 American Community Survey data continue to show that the New York 16th Congressional District, where more than 50 percent of Hostos' students live, is the poorest congressional district in the United States. (By comparison, the New York 13th Congressional District, less than 5 miles away in Manhattan is one of the top 5 wealthiest districts in the United States.)

Further, almost 40 percent of the population of the 16th CD lives below the federal poverty line, about the same percentage that was observed in the 2000 Census.

The data also show that there has been a slight increase in the percentage of people 25 and older with a bachelor’s degree or higher living in the 16th CD, this increase has not been at the same rate as for New York City as a whole. More to the point, the percentage for the 16th CD is only 10.4 percent, compared to 32.5 percent for New York City.

Regarding languages spoken, the current data show that 68.5 percent of the people in the 16th CD speak a language other than English at home. This represents a 6-percentage point increase from the results for the 2000 Census. For the entire borough of the Bronx, the increase was only 3 percentage points.

C. Hostos’ next strategic plan positions the college to take on these and unanticipated changes.

The Hostos OIR provided extensive analyses of demographic trends, beyond what is presented above, in preparation for the development of 2011-2016 Strategic Plan. That Plan is the vehicle by which Hostos intends to address the anticipated changes expected to occur over the next five years. Realizing that all plans change once implemented, especially since the unanticipated inevitably occurs, Hostos has also created an annual process for how the Strategic Plan will be operationalized, which includes the opportunity for course corrections and changes over time based on emerging circumstances both inside and outside the college.

Relationship to Other Standards

The issue of student admissions and retention cuts across the analysis of 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
2	3 – Institutional Resources	2-3
6	13 – Related Educational Activities	1

Recommendations

1. Develop a strategic plan of communication with its current students through e-mail. The success of the Hobson’s Client Relationship Management (CRM) vehicle should be used as a guide for further communication.
2. Acquire and implement the second phase of the CRM vehicle called Retain. This program allows the college to communicate with all current students, in all aspects of campus life, including academic progress, early warning systems, and referrals to academic services, among other things. Implementation of this program will strengthen the current initiatives already in place.

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3. Periodically review of admissions catalogs, view books, websites, recruiting and other relevant materials for accuracy and effectiveness.
4. Encourage collective participation in order to stress that recruitment is not the sole responsibility of Admissions. Further delineate the roles to be played in this process by deans, department chairs, and faculty, and encourage collective engagement in this process.
5. Automate the OFA Counter Services Survey to get more data on the students' preferred vehicle of communication.
6. Automate data collection regarding tuition assistance programs to include number of users and awards given.
7. Increase the level of student participation in pre-college activities such as the Admissions Seminars, Early Advisement, Immersion Workshops, and New Student Orientation.
8. Structure first-semester learning experiences that strengthen developmental skills.
9. Link pre-college efforts with structured first-semester learning experiences.
10. Engage in campus dialogue to identify ways to help students better understand their educational options and choices as they relate to their academic progress
11. Adapt the current first-year student orientation course to be more responsive to different student needs (e.g., triple remedial, developmental, non-developmental).
12. Need better use of available data regarding student performance and progress in order to develop systems and procedures for addressing student attrition/retention.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Summary of Findings and Recommendations

Given that over 85% of Hostos' entering students each year come in need of developmental and remedial supports, as well as financial assistance, student support services at Hostos are both academic and non-academic, and provided by the Office of Academic Affairs and the Division of Student Development and Enrollment Management Services (SDEM). The College's offerings are extensive and range from those that help students with preparedness and progress in their academic programs, to those that strengthen their personal and social growth outside the classroom. These activities continue to grow on a year-to-year basis. Assessment results generally show high levels of student participation and satisfaction with what is offered. Evidence exists that faculty and staff make improvements to support services based on results from those assessments.

The issue for Hostos is not quantity, but coordination and assessment of offerings. To address this issue, Hostos is working to improve systems and structures so that student supports more comprehensively analyze and address individual student needs. This approach is necessary so that Hostos can better determine the extent to which these student supports meet the needs of its student body.

Although acknowledging the need for improvement, Working Group 4 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 4 – Standard #9 Report

Question 1: To what extent does Hostos assess student support services and utilize that information to improve those services?

Question 2: How are students identified as being “at risk” and how effective are the services and supports provided to assist those students in persisting?

A. Hostos has multiple means for identifying “at risk” students and a number of academic and non-academic supports to help students persist. It also has in place mechanisms for assessing most academic and non-academic student support services, and has made improvements based on assessment findings.

At Hostos, we define “at risk” students as those who:

- Are academically challenged, with more than 85% of entering freshmen requiring at least one remedial course, and 1/3 are triple remedial. When a student's G.P.A. falls lower than 2.0 and he/she is not meeting the required progression of academic credits, they are also considered academically at risk. See Appendix 9.1 for details on the minimum cumulative GPA for students to remain in good academic standing.

- Face additional barriers to higher education, including: economic disadvantage (e.g., 85% of Hostos students on financial aid); caretaker responsibilities, (i.e., almost 40 percent are supporting children); and limited exposure to higher education (e.g., 58 percent of students are first generation college students in their families). (D- 2010 Student Experience Survey (CUNY OIRA, www.oira.cuny.edu).

One of the primary methods for identifying at risk students is based on performance on the required CUNY basic skills tests (reading, writing, mathematics). Since the vast majority of entering freshmen fail one or more of these tests demonstrating high levels of remedial/developmental needs, many student support services are provided to help these students become academically college ready. However, Hostos also has in place a number of other means to identify and track “at risk” students and provides a range of academic and non-academic supports to help students persist, such as those shown in the Table 9.1 below. *Note:* many of the programs and services listed in Table 9.1 overlap with those described in response to Standard 8, Question 3, which discusses student transition to college life and work.

**Standard 9 Alive at Hostos:
How Assessment Results Improve
Supports to At Risk Students**

Every year, SDEM assesses students in need of supplemental funds to cover their educational costs. In recent years, results have led to an increase in financial assistance to support students. In the last year alone, financial assistance to students has increased by more than 25%. (D-*)

T 9.1 Methods for Identifying and Tracking At-Risk Students

At-Risk Categories	Method of Communication	Students Served	Services and Supports Available - Examples	Assessment Methods	Use of Assessment
Academic Preparation/ Developmental Education	Student placement based on skills test performance. Placement communicated through advisement process	All entering students and continuing students who are not proficient	<ul style="list-style-type: none"> • College Discovery • Hostos Success Academy • Hostos Academic Learning Center • CUNY Language Immersion Program • CUNY Start • ESL Intensive Program 	<ul style="list-style-type: none"> • Pre-post CUNY skills test pass rates • Progression through remedial/developmental sequences 	<ul style="list-style-type: none"> • Curriculum development • Resource allocation (e.g., for workshops)
Academic Progress	End-of-term performance used to identify and notify students on probation or for dismissals. Notification done through: Mail; E-mail; Telemarketing; Phone Bank.	About 900 students placed on probation or dismissal; estimated 50 probation readmission students are offered services.	Academic Advisement Services offered include advisement and registration; and referrals to academic workshops (HALC).	<ul style="list-style-type: none"> • Number of Students Registered and Bursared • PMP First Year Retention Performance Indicator • Student Diagnostic Tool (College Success Inventory*) 	<ul style="list-style-type: none"> • Increase enrollment • Improve retention • Diagnostic assessments of student motivational strength • Enhance professional development of staff advisers
Economic	<ul style="list-style-type: none"> • Correspondence, website, freshmen orientations and e-mails for Annual FAFSA Need Analysis • Self-Disclosure: Walk-Ins • Student Receivables: Regular correspondence each semester • Variety of methods including campus notices, faculty, website, telemarketing, etc., for Single Stop USA Marketing 	7000 FAFSA applications are processed per year. Approximately 900 students utilize the SSUSA services every year.	<ul style="list-style-type: none"> • Financial Aid Office provides counseling; and off and on- line application assistance. • Single Stop USA provides financial literacy counseling, free tax preparation, hardships grants, and free social service benefits screening and referrals. 	<ul style="list-style-type: none"> • Financial Aid: student usage of & satisfaction with services; percentage of FAFSA applications eligible for aid; number of students who use financial aid • Number of students using and satisfaction with SSUSA services; number of SSUSA student applicants who qualify for benefits or services; retention rate of SSUSA students 	<ul style="list-style-type: none"> • Increase enrollment • Improve retention
Personal (Family, Medical, etc.)	Variety of methods including: freshmen orientation, website, SDEM Calendar of Events, SDEM Service Center, Counseling <i>On the Go</i> Outreach	About 900 students are offered range of counseling services; approximately 1500 new students per semester are made aware of Health Services.	<ul style="list-style-type: none"> • Mental Health Counseling • Nurse Health Counseling • Domestic Violence Intervention • Veterans Services • Disabilities Office 	<ul style="list-style-type: none"> • Number of students utilizing Counseling and Health services • Student satisfaction with services 	<ul style="list-style-type: none"> • Increase enrollment • Improve retention

In addition, across each division, the college assesses student support services on an annual basis. This assessment takes place in the form of student satisfaction surveys and unit reports.

B. Evidence exists that services to “at risk” students are effective in helping students persist.

Hostos conducts ongoing analysis to assess the extent to which its services help at risk students persist. This includes the student performance outcomes assessment described below, as well as surveys on student satisfaction with services designed to help “at risk” students persist. See Appendix 9.2 for a sample of HALC Satisfaction Survey results and their use in makes changes to services provided.

CUNY Basic Skills Test Performance

Hostos offers a number of interventions to help students acquire the basic skills necessary to be college ready and pass the required CUNY reading, writing, and math basic skills tests. For a number of years, Hostos has conducted a comparative analysis on CUNY basic skills test performance of students accessing HALC test services, participating in the Hostos Success Academy (HSA), and taking developmental/remedial courses. Table 9.2 below represents the results of this analysis from 2010-11. Overall:

- Although the pass rates on the CUNY basic skills tests following remedial courses remain an issue for the college, given that Hostos accepts the least prepared students in CUNY with the highest levels of remedial/developmental needs, the results are impressive.
- For HSA students, while the CUNY skills test pass rates appear quite low, given the extreme remedial needs of these students, the pass rate is notable.
- HALC workshop students are those who have just failed the skills test after taking a remedial course, as well as multiple test repeaters, entering students, and readmits. Given that HALC is able to achieve the pass rate it does with such a heterogeneous pop after only a 2-3 week intervention, the results are also notable.

T: 9.2: Comparison of CUNY Skills Test Pass Rates for Past Three Academic Years, by Intervention Type, Hostos Community College

Test	Remedial/ Developmental Courses			HALC			Hostos Success Academy		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Reading	44.1	43.1	43.2	33.7	33.2	32.7	36.7	21.6	28.1
Writing	44.4	43.1	43.0	27.7	25.0	31.5	32.3	36.2	15.2
Math:									
Pre-Algebra	59.4	69.8	68.6	56.4	58.1	53.2	N/A	N/A	N/A
Algebra	55.9	62.8	52.2	49.2	50.5	48.4	N/A	N/A	N/A

Notes:

Test Changes: The pass score on the pre-algebra test increased from 30 to 35. The algebra passing score increased from 30 to 40.

Remedial/Developmental Courses: Results from exit testing from remedial classes in Fall and Spring terms of indicated academic year.

HALC: Results from workshops in indicated academic year in: July/August, January, and June.

Hostos Success Academy: Results from exit testing from remedial classes in Fall and Spring terms of indicated academic year.

For additional information on the performance of entering freshmen overall on the CUNY skills tests, see Appendix 9.3.

Freshmen Retention Analysis

Hostos also conducts ongoing analysis of freshmen retention as a result of various early academic interventions, including the HSA. Table 9.3 below shows results from its most recent analysis. As the results below indicate, retention for HSA students is about the same as that for entering freshmen overall. This is an accomplishment, given that Hostos’ most academically at risk students are targeted to participate in HSA.

T 9.3: Retention Analysis – Comparing HSA Students to All Entering Freshmen

Starting Term	Group	Initial Number Enrolled	Enrolled in Spring 2010		Enrolled in Fall 2010	
			Number	Percent	Number	Percent
Fall 2010	HSA	38	32	84.2	24	63.2
	Entering Freshmen	1,000	834	83.4	640	64.0
Spring 2011	HSA	23	N/A	N/A	16	69.6
	Entering Freshmen	695	N/A	N/A	484	69.6

Note: Data are as of September 15, 2011. Fall 2011 data are preliminary

Tutorial Support Analysis

Hostos provides extensive course-based tutorial support through HALC. See Appendix 9.4 for a recent summary of student usage of tutorial services, online tutorial support, and student supports.

Every year, OIR conducts a grade analysis, comparing the grade distribution of tutored students versus non-tutored students. In 2010-11, as with at least the past 3-4 years, OIR found that HALC tutored students tend to have higher grades, particularly students taking vocational and pre-vocational courses. Tutored students also have lower percentages of failures or withdrawals from courses. This is particularly the case for students accessing tutoring and taking pre-vocational courses, such as English, biology and chemistry.

**Standard 9 Comes Alive at Hostos:
Hostos Athletics Have Transfer in Mind**

Let us be real: coaches want to win. But winning is not just about games or conferences for coaches like Jason Geleski at Hostos. He wants his players to succeed on the basketball court, and in the game of life. He is turning his women’s basketball team into a force that attracts the attention of four-year college coaches. To read more about his story, go to http://articles.nydailynews.com/2010-11-29/sports/27082711_1_basketball-program-high-school-basketball-court.

This is emblematic of how the College approaches extracurricular activities. For its students, what happens inside and outside of the classroom can change their lives.

Question 3: To what extent do Hostos’ extracurricular activities foster the students’ personal and social development?

A. Hostos offers an increasing number of extracurricular activities designed to foster student personal and social development.

Extracurricular activities focused on personal and social growth continue to expand each year. Highlights of note, based on the information in Table 9.4 below, are:

- Since its inception in 2007-08, student participation in the Student Leadership Academy has rapidly expanded from 37 to 135 students. Hostos expects this trend to continue, especially as more leadership programs roll out as outlined in the new 2011-16 strategic plan. Leadership activities are providing opportunities for students to join in national conversations that fundamentally foster personal and social development (e.g., the National Conference on Ethics at West Point – Hostos was the only CUNY College invited).
- In the last five years, the number of students participating in clubs has almost doubled from 1,140 to 2,150. Student demand has led to an increase in the number of clubs from 38 to 53 academic, ethnic, and social clubs. Improved procedures in the budget proposal presentation and review process have also made it possible to fund all clubs.
- Student Government Association elections review (required by CUNY annually) has led to improvements in campaign tactics used by students (e.g., learned about lobbying, etc.).
- The Athletic Department trains student athletes to work as events staff both at Hostos and on the road, providing training in resume building while helping students to earn an income.
- Participation in college-wide committees has held steady.

Middle States Self-Study Working Group #4

T 9.4: Snapshot of Extracurricular Activities

Activity	Purpose	2006-07	2007-08	2008-09	2009-10	2010-11
Student Leadership Academy	Global citizenship through scholarship, work and volunteer service	N/A	37 participants	70 participants	100 – 120 participants	135 participants
Office of Student Activities	Out-of-classroom experiences that support learning, leadership development, and community and belonging	38 clubs	36 clubs	33 clubs	42 clubs	53 clubs
Clubs		152 officers – clubs	144 officers – clubs	132 officers – clubs	168 officers – clubs	172 officers – clubs
Student Government Association (SGA)		1,140 members – clubs	1,080 members – clubs	990 members - clubs	1,618 members – clubs	2,150 members – clubs
		16 - SGA	16 - SGA	16 - SGA	16 - SGA	16 SGA members.
Office of Athletics	Supplement educational process through physical, mental and social development; and enhance quality of life through physical activity	Soccer Volleyball, Men's Basketball, Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball, Men's Basketball, Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball, Men's Basketball, Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball, Men's Basketball, Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops	Soccer Volleyball, Men's Basketball, Women's Basketball Athletic Leadership Organization Intramurals Program for Academic Support Services Event Staff and Life Skills Workshops
College Committees Hostos Association Tech Fee Committee College-wide Senate and committees	To provide forums for interaction w/ admin, faculty and staff and be part of decision-making that impact the college community as a whole	Charter mandated student representation: 7 - Hostos Association, 2 - Tech Fee 12 - College-Wide Senate 30 - Senate subsidiary committees.				

B. Evidence exists that students feel extracurricular activities foster their personal and social development

As shown in Table 9.5 below, students that participated in recent SDEM Student Satisfaction Surveys reported positively on Hostos extracurricular activities

T 9.5: Student Satisfaction with Hostos Extracurricular Activities

Effect on Students	Response Count	Response Percentage
Made me feel more at home	34	9.26%
Introduced me to new friends	55	14.99%
Increased my involvement in college events	48	13.08%
Helped me to get a scholarship	17	4.63%
Improved my communication and leadership skills	44	11.99%
Introduced me to people outside of the college	25	6.81%
Helped me to get a job or improve my job skills	14	3.81%
Increased my knowledge and understanding of college services and programs	39	10.63%
Introduced me to faculty and staff	37	10.08%
Helped me to focus on my career or classes	28	7.63%
Helped me to become involved in community service (outside the college)	21	5.72%
Other	24	6.54%
Number of respondents	367	

Source: 2007-08 SDEM Student Satisfaction Survey

While the number of respondents to these questions was not very high, the overall responses suggest that participation in extracurricular activities has a positive effect on students, particularly as those activities foster personal and social development.

Further, in the 2010 Student Experience Survey (SES), 56 percent of the respondents indicated that they were either ‘Satisfied’ or ‘Very Satisfied’ with the student organizations at Hostos, compared to 50 percent for the CUNY community colleges. (2010 SES, Table 9C, page 74, www.oira.cuny.edu)

C. Evidence exists that SDEM uses data to improve services

The evidence that SDEM conducts assessment and uses assessment findings to improve services is substantial. For example, when Hostos discovered through SDEM surveys that more students were seeking opportunities to build their leadership skills, SDEM strengthened the leadership development related activities for students in clubs, including opportunities for students to learn how to develop and manage budgets. See Appendix 9.5 for further details on this and other examples.

Question 4: How does the institution assess the effectiveness of student advisement services and how is that information used to improve those services?

A. Hostos offers a number of student advisement services and an increasing number of students are using these services.

Table 9.6 below details existing student advisement tools and services.

T 9.6: Snapshot of Student Advisement Tools and Services

Service/Tool	Purpose
Dean of Students Office	Advisement of students subject to dismissal
Academic Advisement	For continuing students in the academic majors of Liberal Arts & Sciences (A.A. & A.S.) Produces Faculty Guide to Registration and runs advisement workshops to assist faculty
Academic Achievement Office	For first year entering freshmen and transfer in students
SDEM Auxiliary Advisement Team and Academic Achievement	Advisement for students with GPA of 2.0 or less (i.e., students on probation)
Faculty departmental advisement	Advisement of students in non-liberal arts majors (e.g., allied health programs, criminal justice, digital design)
TAP Audit System	Computerized system that determines courses that financial aid will cover for students
DegreeWorks	Web-based tracking tool that helps students determine courses still needed for graduation
SIMS/eSIMS*	Advisors use to check student placement testing information to help students navigate academic requirements

*To be replaced Spring 2012 with the CUNY First System

Table 9.7 below provides an example of the increase in student usage of advisement supports. While the percentage of students using DegreeWorks is about the same, the actual number has increased dramatically, from 3,484 to 4,870 (about a 1/3 increase).

T 9.7: Degree and Continuing Students

Semester	# Used Degreeworks	Total Degree Students	% of Total Degree Students	Total EM
Spring 2008	3484	4390	79.36%	5144
Fall 2008	3234	4742	68.19%	5599
Spring 2009	3827	4849	78.92%	5598
Fall 2009	3528	5409	65.22%	6216
Spring 2010	4650	5951	78.13%	6583
Fall 2010	4285	5825	73.56%	6566
Spring 2011	4870	6343	76.77%	7017

B. Hostos has some usage/satisfaction data, but not as much process data on the effectiveness of these services.

Hostos reviews the biennial Student Experience Survey, which contains questions on student satisfaction with advisement services. The two most recent surveys administered show that there has been an increase in student satisfaction with academic advisement at Hostos. In the 2008 SES, 55 percent of the respondents were either satisfied or very satisfied with academic

advisement at Hostos, compared to 57 percent for all CUNY community colleges. In the 2010 SES, 61 percent of the Hostos respondents expressed they were either satisfied or very satisfied with academic advisement, compared to 60 percent for all CUNY community colleges.

As part of the implementation of the new 2011-12 strategic plan, efforts are underway to improve the assessment of advisement services on campus. This past spring, OAA and SDEM held a joint retreat to initiate activities to improve and assess advisement services at the college. Hostos just appointed its first faculty fellow this past summer to spearhead this advisement effort.

Relationship to Other Standards

The issue of student support services relates to many other standards. However, the questions here relate most directly to the following other question examined by this working group.

Working Group	Standard	Question(s)
4	8 – Student Admissions and Retention	3

Recommendations

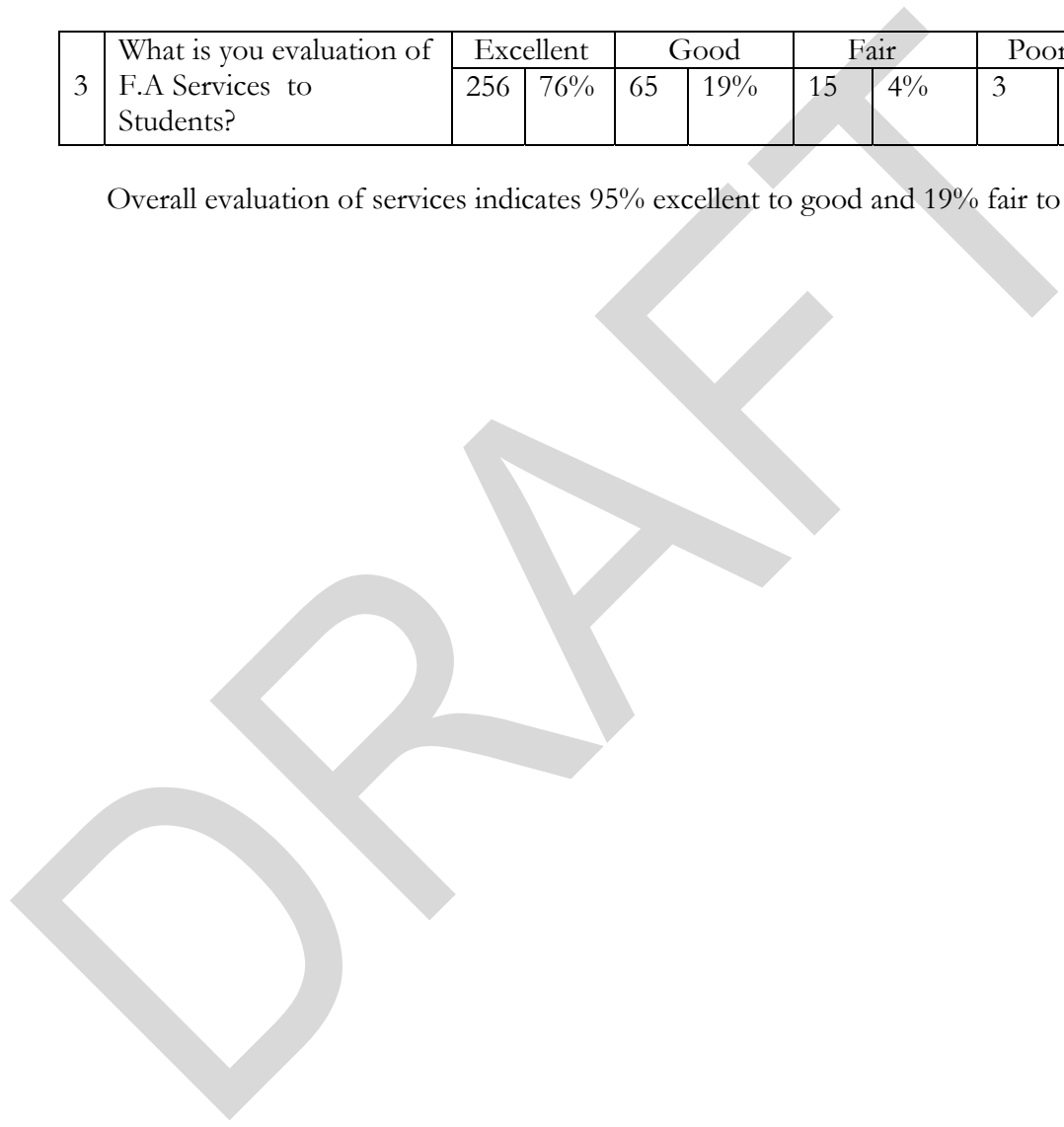
1. More uniform and comprehensive assessment of student support services is needed, especially on the assessment of student advisement.
2. Explore the creation of systems and structures to make Hostos' multiple academic and non-academic supports more holistic and accessible to students and responsive to departmental content needs.
3. Institute early warning system – Hostos has lots of helpful student supports, but needs a system to coordinate across supports so that it can keep abreast of the whole needs of each student, as well as the aggregate needs of its student body.
4. Develop more measures to capture data regarding students' personal and social development to provide better support services and extracurricular activities.
5. Increase student awareness of advisement services.
6. Provide ongoing training to faculty advisors to keep up to date on requirements relevant to advisement.

Appendix 8.1 – OFA Counter Services Survey, Sample Year, Sample Question Response

OFA Counter Services Survey
 Date: Academic Year 07-08
 # that came to the counter: 7,939
 # that completed the survey: 358

3	What is your evaluation of F.A Services to Students?	Excellent		Good		Fair		Poor	
		256	76%	65	19%	15	4%	3	15%

Overall evaluation of services indicates 95% excellent to good and 19% fair to poor.



Appendix 8.2 – Sample OIR Term Profile, Fall 2010 (also available at http://www.hostos.cuny.edu/about/pdf/student_profile_fall202_to_fall2010.pdf)



HOSTOS COMMUNITY COLLEGE
Student Profile for Fall 2010 Term

Division of Academic Affairs
Office of Institutional Research and Student Assessment

<table border="1"> <tr><td>Total Headcount Enrollment</td><td>6,499</td></tr> <tr><td>Total FTE Enrollment</td><td>4,651</td></tr> </table> <p>Gender</p> <table border="1"> <tr><td>Female</td><td>4,441</td><td>68.3%</td></tr> <tr><td>Male</td><td>2,058</td><td>31.7%</td></tr> </table> <p>Full-time/Part-time Status</p> <table border="1"> <tr><td>Full-time</td><td>3,768</td><td>58.0%</td></tr> <tr><td>Part-Time</td><td>2,731</td><td>42.0%</td></tr> </table> <p>Day/Evening Students</p> <table border="1"> <tr><td>Day Student</td><td>5,913</td><td>91.0%</td></tr> <tr><td>Evening Student</td><td>586</td><td>9.0%</td></tr> </table> <p>Ethnic/Racial Background</p> <table border="1"> <tr><td>White</td><td>251</td><td>3.9%</td></tr> <tr><td>Black</td><td>1,762</td><td>27.1%</td></tr> <tr><td>Hispanic</td><td>3,701</td><td>56.9%</td></tr> <tr><td>Asian/P.I.</td><td>243</td><td>3.7%</td></tr> <tr><td>Am. Ind./Al. Nat.</td><td>27</td><td>0.4%</td></tr> <tr><td>Other/Unknown</td><td>515</td><td>7.9%</td></tr> </table> <p>Current Term Admissions Status</p> <table border="1"> <tr><td>Freshmen</td><td>1,073</td><td>16.5%</td></tr> <tr><td>Non-CUNY Transfer</td><td>271</td><td>4.2%</td></tr> <tr><td>CUNY Transfers</td><td>103</td><td>1.6%</td></tr> <tr><td>Continuing Students</td><td>3,947</td><td>60.7%</td></tr> <tr><td>Readmit</td><td>456</td><td>7.0%</td></tr> <tr><td>Non-Degree Student</td><td>47</td><td>0.7%</td></tr> <tr><td>College NOW</td><td>467</td><td>7.2%</td></tr> <tr><td>Middle School</td><td>135</td><td>2.1%</td></tr> </table>	Total Headcount Enrollment	6,499	Total FTE Enrollment	4,651	Female	4,441	68.3%	Male	2,058	31.7%	Full-time	3,768	58.0%	Part-Time	2,731	42.0%	Day Student	5,913	91.0%	Evening Student	586	9.0%	White	251	3.9%	Black	1,762	27.1%	Hispanic	3,701	56.9%	Asian/P.I.	243	3.7%	Am. Ind./Al. Nat.	27	0.4%	Other/Unknown	515	7.9%	Freshmen	1,073	16.5%	Non-CUNY Transfer	271	4.2%	CUNY Transfers	103	1.6%	Continuing Students	3,947	60.7%	Readmit	456	7.0%	Non-Degree Student	47	0.7%	College NOW	467	7.2%	Middle School	135	2.1%	<p>Residency Status</p> <table border="1"> <thead> <tr><th></th><th>All Students</th><th>Freshmen</th></tr> </thead> <tbody> <tr><td>Manhattan</td><td>1,085</td><td>16.7%</td></tr> <tr><td>Bronx</td><td>4,212</td><td>64.8%</td></tr> <tr><td>Brooklyn</td><td>295</td><td>4.5%</td></tr> <tr><td>Queens</td><td>252</td><td>3.9%</td></tr> <tr><td>Staten Island</td><td>7</td><td>0.1%</td></tr> <tr><td>Westchester</td><td>98</td><td>1.5%</td></tr> <tr><td>Foreign</td><td>480</td><td>7.4%</td></tr> <tr><td>Other/Unknown</td><td>70</td><td>1.1%</td></tr> </tbody> </table> <p>Citizenship Status</p> <table border="1"> <tr><td>United States</td><td>4,553</td><td>70.1%</td></tr> <tr><td>Permanent Resident</td><td>1,525</td><td>23.5%</td></tr> <tr><td>Student Visa</td><td>88</td><td>1.4%</td></tr> <tr><td>Temporary Visa</td><td>202</td><td>3.1%</td></tr> <tr><td>Asylum</td><td>0</td><td>0.0%</td></tr> <tr><td>Expired Visa</td><td>4</td><td>0.1%</td></tr> <tr><td>Other/Unknown</td><td>127</td><td>2.0%</td></tr> </table> <p>Student Age</p> <table border="1"> <tr><td>Less than 18</td><td>677</td><td>10.4%</td></tr> <tr><td>18 to 21 years</td><td>2,237</td><td>34.4%</td></tr> <tr><td>22 to 24 years</td><td>1,081</td><td>16.6%</td></tr> <tr><td>25 to 29 years</td><td>1,001</td><td>15.4%</td></tr> <tr><td>30 to 34 years</td><td>592</td><td>9.1%</td></tr> <tr><td>35 to 45 years</td><td>610</td><td>9.4%</td></tr> <tr><td>Over 45 years</td><td>301</td><td>4.6%</td></tr> <tr><td>Average Age</td><td>25.7</td><td></td></tr> </table> <p>High School Diploma</p> <table border="1"> <tr><td>High School Diploma</td><td>2,496</td><td>38.4%</td></tr> <tr><td>Foreign HS Diploma</td><td>1,356</td><td>20.9%</td></tr> <tr><td>GED</td><td>968</td><td>14.9%</td></tr> </table>		All Students	Freshmen	Manhattan	1,085	16.7%	Bronx	4,212	64.8%	Brooklyn	295	4.5%	Queens	252	3.9%	Staten Island	7	0.1%	Westchester	98	1.5%	Foreign	480	7.4%	Other/Unknown	70	1.1%	United States	4,553	70.1%	Permanent Resident	1,525	23.5%	Student Visa	88	1.4%	Temporary Visa	202	3.1%	Asylum	0	0.0%	Expired Visa	4	0.1%	Other/Unknown	127	2.0%	Less than 18	677	10.4%	18 to 21 years	2,237	34.4%	22 to 24 years	1,081	16.6%	25 to 29 years	1,001	15.4%	30 to 34 years	592	9.1%	35 to 45 years	610	9.4%	Over 45 years	301	4.6%	Average Age	25.7		High School Diploma	2,496	38.4%	Foreign HS Diploma	1,356	20.9%	GED	968	14.9%	<p>Number of Terms Attended by Continuing Students in Current Term</p> <table border="1"> <tr><td>Average Number of Terms</td><td>2.68</td></tr> </table> <p>Note: Number of terms does not imply continuous enrollment.</p> <p>Student Retention</p> <table border="1"> <tr><td>Percent of non-graduating students re-enrolling in the next term.</td><td></td></tr> <tr><td>All students</td><td>74.7%</td></tr> <tr><td>Freshmen</td><td>82.8%</td></tr> </table> <p>Performance of Entering Freshmen on CUNY Skills Test (Percent Passing)</p> <table border="1"> <tr><td>Reading</td><td>606</td><td>56.5%</td></tr> <tr><td>Writing</td><td>461</td><td>43.0%</td></tr> <tr><td>Mathematics</td><td>231</td><td>21.5%</td></tr> <tr><td>Passed All</td><td>134</td><td>12.5%</td></tr> </table> <p>Degree Status</p> <table border="1"> <tr><td>Degree</td><td>5,850</td><td>90.0%</td></tr> <tr><td>Non-Degree</td><td>649</td><td>10.0%</td></tr> </table>	Average Number of Terms	2.68	Percent of non-graduating students re-enrolling in the next term.		All students	74.7%	Freshmen	82.8%	Reading	606	56.5%	Writing	461	43.0%	Mathematics	231	21.5%	Passed All	134	12.5%	Degree	5,850	90.0%	Non-Degree	649	10.0%	<p>Academic Programs</p> <table border="1"> <tr><td>Non-Degree</td><td>649</td><td>10.0%</td></tr> <tr><td>Accounting</td><td>219</td><td>3.4%</td></tr> <tr><td>Office Assistant (Cert.)</td><td>2</td><td>0.0%</td></tr> <tr><td>Early Childhood Educ.</td><td>560</td><td>8.6%</td></tr> <tr><td>Mathematics</td><td>19</td><td>0.3%</td></tr> <tr><td>Chemical Engineering</td><td>18</td><td>0.3%</td></tr> <tr><td>Digital Design & Animation</td><td>123</td><td>1.9%</td></tr> <tr><td>Dental Hygiene</td><td>365</td><td>5.6%</td></tr> <tr><td>Electrical Engineering</td><td>92</td><td>1.4%</td></tr> <tr><td>Forensic Accounting</td><td>3</td><td>0.0%</td></tr> <tr><td>Accounting-A.S.</td><td>19</td><td>0.3%</td></tr> <tr><td>Community Health</td><td>64</td><td>1.0%</td></tr> <tr><td>A.A./Liberal Arts & Sci.</td><td>1,676</td><td>25.8%</td></tr> <tr><td>A.S./Liberal Arts & Sci.</td><td>190</td><td>2.9%</td></tr> <tr><td>Mechanical Engineering Scie</td><td>11</td><td>0.2%</td></tr> <tr><td>L.P.N. (Cert)</td><td>128</td><td>2.0%</td></tr> <tr><td>Microcomputers</td><td>3</td><td>0.0%</td></tr> <tr><td>Nursing</td><td>917</td><td>14.1%</td></tr> <tr><td>Radiologic Tech.</td><td>263</td><td>4.0%</td></tr> <tr><td>Digital Music</td><td>36</td><td>0.6%</td></tr> <tr><td>Paralegal Studies</td><td>55</td><td>0.8%</td></tr> <tr><td>Gerontology</td><td>80</td><td>1.2%</td></tr> <tr><td>Civil Engineering</td><td>56</td><td>0.9%</td></tr> <tr><td>Business Mgmt.</td><td>406</td><td>6.2%</td></tr> <tr><td>Criminal Justice</td><td>316</td><td>4.9%</td></tr> <tr><td>Office Technology</td><td>77</td><td>1.2%</td></tr> <tr><td>Public Administration</td><td>109</td><td>1.7%</td></tr> <tr><td>Forensic Science</td><td>43</td><td>0.7%</td></tr> </table>	Non-Degree	649	10.0%	Accounting	219	3.4%	Office Assistant (Cert.)	2	0.0%	Early Childhood Educ.	560	8.6%	Mathematics	19	0.3%	Chemical Engineering	18	0.3%	Digital Design & Animation	123	1.9%	Dental Hygiene	365	5.6%	Electrical Engineering	92	1.4%	Forensic Accounting	3	0.0%	Accounting-A.S.	19	0.3%	Community Health	64	1.0%	A.A./Liberal Arts & Sci.	1,676	25.8%	A.S./Liberal Arts & Sci.	190	2.9%	Mechanical Engineering Scie	11	0.2%	L.P.N. 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Note: All data are from the Show-Registration files, SIMS data extracts, and the CUNY IRDB.
Print Date: 10/20/2011

Appendix 9.1: Credits and GPA Requirements for Maintaining Good Academic Standing

Credits Attempted	Minimum Cumulative GPA (Index)
00 - 12.5	1.50
13 - 24.5	1.75
25 - upward	2.00

DRAFT

Appendix 9.2 - HALC Satisfaction Survey – Assessment Results and their Use in Making Changes

Every semester HALC conducts a Satisfaction Survey. The results are analyzed and the HALC administrators implement the necessary changes in order to provide better services to the students. This is an on going process.

According to AY 2008-10 HALC Satisfaction Survey results:

- Students are referred to HALC either by their teacher or a classmate
- Students go to HALC at least once a week
- Students check the HALC website at least once per semester
- Students evaluated the “availability” of tutoring between excellent and good
- Students evaluated the “quality of tutoring” between excellent and good
- Students evaluated the “usefulness of handouts” between excellent and good
- Students evaluated the “usefulness of computer programs” between excellent and good
- Students evaluated the “usefulness of computer programs” between excellent and good
- Students evaluated the “usefulness of HALC website” between excellent and good
- Students evaluated the “ACT prep workshops” between excellent and good
- Students evaluated the “record keeping of their work” good
- Students evaluated the “space available at the center” good
- Students evaluated the “responsiveness of HALC directors/coordinators” good
- Between 20% and 50%, students found the Virtual HALC helpful
- Students overall satisfaction, 45% to 55% good, and 26% to 33% excellent

Resulting Changes:

- Increased faculty, staff and students’ awareness of the services available at HALC
- Enhanced Virtual HALC
- Implemented 2 days paid training for tutors at the beginning of each semester
- Hired more tutors

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Appendix 9.3: Performance of Entering Freshmen on the CUNY Skills Tests in Reading, Writing, and Mathematics

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%	N	%	N	%
Reading Test										
Pass	319	40.5	364	44.8	322	35.6	429	36.4	366	33.1
Fail	390	49.6	357	43.9	464	51.3	540	45.8	490	44.3
Exempt	78	9.9	92	11.3	119	13.1	209	17.7	250	22.6
No Score	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Total	787	100.0	813	100.0	905	100.0	1,178	100.0	1,107	100.0
Writing Test										
Pass	180	22.9	202	24.8	207	22.9	266	22.6	222	20.1
Fail	529	67.2	519	63.8	580	64.1	702	59.6	634	57.3
Exempt	78	9.9	92	11.3	118	13.0	209	17.7	250	22.6
No Score	0	0.0	0	0.0	0	0.0	1	0.1	1	0.1
Total	787	100.0	813	100.0	905	100.0	1,178	100.0	1,107	100.0
Pass	138	17.5	148	18.2	106	11.7	128	10.9	100	9.0
Fail	587	74.6	585	72.0	701	77.5	889	75.5	874	79.0
Exempt	62	7.9	79	9.7	98	10.8	161	13.7	132	11.9
No Score	0	0.0	1	0.1	0	0.0	0	0.0	1	0.1
Total	787	100.0	813	100.0	905	100.0	1,178	100.0	1,107	100.0
Met or Exempt from All 3 Skills Tests	84	10.7	121	14.9	102	11.3	153	13.0	136	12.3
Failed All 3 Skills Tests	281	35.7	266	32.7	339	37.5	388	32.9	379	34.2

In Fall 2008, the passing score on COMPASS Math was increased from 27 to 30 on both parts of the test.

Appendix 9.4: Perkins Funded Tutorial and Study Support, 2010-2011

AY 10-11 Tutoring Services, Online Tutorial support and Study Support				
Total Services by Department				
Academic Department	Fall 10	Winter 11	Spring 11	AY Total
Allied Health	336		187	523
Behavioral and Social Science	422		550	972
Business	514		451	965
Health and Human Services	71		141	212
Humanities	360		319	679
Mathematics	7003		7106	14109
Mathematics Lab Hour	4989		5026	10015
Natural and Physical Sciences	887		628	1515
Writing Center	1497		1775	3272
Other	1227		1381	2608
E-Tutoring	83		96	179
Overall Tutoring Sessions				34870
Study Support	3296		2522	5818
Virtual HALC	549	106	527	1182

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Appendix 9.5: Student Needs/Issues Identified by SDEM and Actions Taken

Need/ Issue	Action(s)	Intended Outcome	Action Implemented	Results since implementation
Information	Created "The Link" a weekly electronic events and information guide	To encourage students to become more involved in student life by informing them of upcoming events	Spring 2006	36 Issues of "The Link" published each year
Connection	Simplified club registration process	To encourage more students to create clubs	Fall 2006	# of clubs increased from 38 to 43 and club membership increased from 1,140 to 2,150
Venue for Community Service	Created Student Leadership Academy	To provide leadership training and promote community service	Fall 2007	Participation increased from 37 to 135
Connection	Developed the Program for Academic Support Services (PASS)	To ensure our student-athletes good academic guidance and standing	Fall 2008	# of students receiving academic guidance increased from 28 to 68
Lack of Life Skills	Developed continuous series of workshops (from Etiquette to Sexually Transmitted diseases)	To help our students to develop social and life skills	Spring 2009	Student participation doubled from 40 to 80

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Lack of Leadership in the ranks of our student-athletes	In conjunction with the Leadership Academy, developed Hostos Athletic Leadership Academy	To make a difference in the community and become an effective leader on the field of competition and off	Fall 2010	4 Athletes have now joined the Athletic Leadership Academy
Lack of well trained individuals to work at Hostos Athletic Events and lack of job opportunities for Hostos students	Developed an "Event Staff" work force including professional development training as well as "on the job and on the road training" (we ran events at other Community Colleges)	Provide training and resume building experiences while earning an income	Fall 2008	# of students participating increased from 5 to 20
Voter apathy	Identified new methods to encourage students to vote during the Student Government Elections	To familiarize students with their civic responsibilities	Spring 2006	# of students voting has increased from 1,172 to 1,230
Club budget allocations	Established a funding limit for club budget proposals	To enable each club to have the opportunity to obtain a budget. To promote a wider array of club activities.	Fall 2006	Improved management of clubs Increased student leadership competencies

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