

PRELIMINARY DRAFT FOR DISCUSSION – Work in Progress

Office of Academic Affairs
 Spring 2003 Retreat
 May 16 and 19, 2003



ACADEMIC ADVISEMENT

To develop a more advanced, coherent, continuous faculty and technical advisement system that provides accurate, updated information to faculty and students on degree requirements

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measureables
	1	3	5			
To develop efficiencies to existing faculty and technical academic advisement activities	X X X X	X		OAA OAA and coordinators	<ul style="list-style-type: none"> Develop consensus on academic advisement – form an academic advisement committee and/or coordinator for advisement Create information booklets and pamphlets for students and faculty – on core curriculum for every program Integrate the advisement process into student orientation (particularly for liberal arts) Identify and develop faculty training and supports Identify and develop user friendly systems and forms 	Faculty and student surveys
To expand technical academic advisement efforts using technology to accommodate all students		X X X	X	OAA and Student Development	<ul style="list-style-type: none"> Update the DRC – mechanize through technology Develop a web page for student forms Make the college catalogue available on the web Develop strategies to accommodate non-traditional student needs (e.g., to develop schedules relevant to them) 	Increased student web use/IVR Student surveys
To integrate academic advisement activities with registration as appropriate	X X			OAA and Student Development Academic Depts.	<ul style="list-style-type: none"> Implement faculty training opportunities, such as PDIs Coordinate across divisions 	Increased pre-registration Increased student satisfaction
To assess the advisement system to determine its effectiveness	X	X	X	OAA and Academic Depts.	<ul style="list-style-type: none"> Identify evaluation methodology 	Link with outcomes assessment—progress towards graduation; student grades

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ACADEMIC SUPPORT SERVICES

To develop cohesive academic support services that integrate academics, technology, and administrative efforts at Hostos in order to maximize student access and improve accountability to/communication with faculty (consistent with general campus-wide philosophy of teaching and learning)

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measureables
	1	3	5			
To identify and develop ways to reach more of the student body in general, as well as special needs students	X X X	 X		OAA/Student Development Task Force	<ul style="list-style-type: none"> Explore what/where support services are being offered to learning disabled students at Hostos Develop links with CPE prep, as well as Math, English, Language and Cognition programs Improve articulations with individual departments and programs Identify and implement discipline-specific software through HALC 	Link to Outcomes Assessment (using HALC assessment model)
To expand tutor staffing and enhance tutor effectiveness (op)	X X X	X X		OAA, HALC, Library	<ul style="list-style-type: none"> Identify specific long-term goals and objectives Provide ongoing, consistent tutor training across disciplines Link tutor training to teaching and tutoring theory Develop tutor logs and record keeping activities (e.g., portfolios for each student) Increase tutor hours in computer labs 	Link to Outcomes Assessment (using HALC assessment model)
To integrate information competencies into the curriculum	X			Library	<ul style="list-style-type: none"> Host library workshops, particularly targeted to writing intensive courses 	Workshop evaluations
Expand the advisory body to provide guidance to ongoing HALC development	X			OAA	<ul style="list-style-type: none"> Appoint additional faculty members from the disciplines 	Advisory body meeting minutes
To expand the drop-in system to develop relationships between students and tutors (op)	X	X	X	HALC	<ul style="list-style-type: none"> Offer appointments to students 	Link to Outcomes Assessment (using HALC assessment model)

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To improve students' pass rates in the CPE	X			OAA and faculty	<ul style="list-style-type: none"> Offer additional support through Perkins-funded opportunities for computerized self-tutorials and writing assessments. 	Implementation of proposal submitted to Perkins
To ensure the long-term sustainability and functioning of the HALC (impl)	X X X			OAA	<ul style="list-style-type: none"> Secure an ongoing financial commitment to the ALC To explore the possibility of a “global grant” that links with WAC, CPE, ACT, CMAT so that all cohorts of students access the learning center To clarify coordinator duties based on budget realities 	<ul style="list-style-type: none"> Development of grant proposals Obtaining funding Coordinator job description
To expand opportunities for faculty to increase technological expertise	X	X	X	OAA	<ul style="list-style-type: none"> Increase faculty participation in development projects 	<ul style="list-style-type: none"> PDI Course development
Develop an ongoing self-assessment plan (new)		X		Director of Instructional Technology and OAA	<ul style="list-style-type: none"> Preparation of outcomes assessment plan 	Completion of task

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CURRICULUM REVITALIZATION

Students believe in and can successfully navigate programs, curriculum is coherent, and faculty is held accountable...

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	1	3	5			
To identify and develop additional degree programs to increase student options	X			OAA and appropriate Academic Depts.	<ul style="list-style-type: none"> Identify new programs in health-related fields and other career areas based on workforce needs, faculty strengths, program capacity Identify and charge experts in the field 	Program submissions
To have all departments and disciplines annually review their areas and courses	X			Dept. Chairs and dept. curriculum committees	<ul style="list-style-type: none"> Research practices and current trends in CUNY, SUNY, and across the nation in relationship to the curriculum Review and reassess exit criteria 	Benchmarks as appropriate based on established exit criteria, field practices and trends
To develop standardized course syllabi and departmental exams among faculty teaching the same course (operational)	X	X		Provost, Dept. Chairs and dept. curriculum committees – and coordinators	<ul style="list-style-type: none"> Identify standards for syllabi Choose courses of focus Link with outcomes assessment process Review previously approved standardized syllabi where possible 	Link with outcomes assessment measures
To revise the departmental final exam schedule	X			Dept. Chairs and appropriate administrators	<ul style="list-style-type: none"> Analyze the feasibility of coordinating graduating senior finals schedule on the ESL day (reading day) 	Changes in schedule
To develop new ways to evaluate teaching effectiveness		X		Dept. Chairs, coordinators, and selected faculty – link with governance process	<ul style="list-style-type: none"> Explore new evaluation methods (e.g., program specific evaluation) Redesign student evaluation process Provide peer training in classroom observation 	Link to Outcomes Assessment New student evaluation process
To develop language-enhanced guidelines		X		Language and content faculty	<ul style="list-style-type: none"> Prepare guidelines handbook for dissemination on campus 	Completion of task
To identify ways to better link departments with the HALC	X			OAA, HALC, and Academic Depts.	<ul style="list-style-type: none"> Liaisons from each department to work with HALC Center to develop a system for communications 	Monitoring/ assessing the communication system
To explore the need and the possibilities for alternative learning opportunities	X X X				<ul style="list-style-type: none"> Develop the weekend college program Increase distance learning opportunities Increase on-line offerings 	Link to Outcomes Assessment (course cycles and new initiatives)

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To review, improve, and help students better navigate course sequencing	X			OAA and Student Development	<ul style="list-style-type: none"> • Create a subset of advisers for pre-career students 	PDI evaluations; Student progress towards graduation
To improve faculty understanding of regulations	X			OAA and pertinent Academic Depts.	<ul style="list-style-type: none"> • Revise routine and compliance forms 	
To expand career discovery and exploration activities	X X			Language & Cognition dept. and Institutional Research	<ul style="list-style-type: none"> • Strengthen/expand use of skills assessment mechanisms • Target ESL freshmen in particular 	Student surveys; results of assessments; progress towards graduation; alumni follow-up
To increase the capacity of faculty to serve as interdisciplinary advisors	X			OAA	<ul style="list-style-type: none"> • Offer a PDI 	PDI evaluation

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PROGRAM, COURSE AND ARTICULATION DEVELOPMENT

To improve and enhance current practices, course offerings, and transferability of programs to baccalaureate institutions within and outside the CUNY system

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measureables
	1	3	5			
To develop standardized course syllabi and departmental exams among faculty teaching the same course (operational)	X X X	X	X	Dept. Chairs	<ul style="list-style-type: none"> Collect all syllabi and review for consistency Match syllabi with course descriptions and objectives Begin to standardize exams – start with accounting courses 	50% of all syllabi standardized (first year) Link to Outcomes Assessment cycles
To integrate opportunities to build student reading, writing, analytical, and technological skills capacities across the curriculum (operational)	X	X	X	OAA, Dept. Chairs and faculty	<ul style="list-style-type: none"> Develop consensus/principles of teaching and learning that permeate the curriculum – begin to implement through WAC, library, etc. 	Implementation of Center for Teaching and Learning
To update and expand articulation agreements (all 3 objectives)	X X X	X	X	OAA and Dept. Chairs	<ul style="list-style-type: none"> Update existing course articulations (e.g., with the rest of CUNY) To implement the new joint electrical engineering program and articulated options for the AA degree Identify and initiate new articulation agreements – develop relationships with counterparts at schools to which students are likely to apply 	Signing of 5 new or revised articulations per year
To incorporate plus and minus grades into the grading structure (operational and implementation)	X X			College Senate and appropriate committees	<ul style="list-style-type: none"> Remove obstacles to incorporation of plus grades – revitalize discussion Approve minus grades as part of grading structure 	Completion of task Analysis of results and impact on students learning and progress to graduation
To implement Hostos’ new core curriculum for the AA and the AS degrees	X X X	X X X	X X X	OAA and Academic Depts.	<ul style="list-style-type: none"> Implement with new cohort of freshmen Offer courses to support implementation Disseminate advisement booklet 	Student satisfaction of program Link to Outcomes Assessment of core curriculum

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To implement the Honors program and develop ways to recognize and reward talents and abilities beyond GPA (impl.)	X			Honors Program Committee, OAA	<ul style="list-style-type: none"> Identify sources of funding for the honors program 	Obtain funding for the support of 5 college-wide non-Serrano Scholars. One journal per year
	X			Honors faculty	<ul style="list-style-type: none"> Publication of an Honors journal 	
To provide more training and faculty access to SIMS (impl.)	X			OAA and Student Development	<ul style="list-style-type: none"> PDI's 	4 workshops per year
To improve community outreach	X			OAA, Continuing Education Office	<ul style="list-style-type: none"> Workforce development initiatives (see section) 	Completion of task Surveys of community involvement
To foster liaisons and build bridges with high schools in the area		X		OAA and faculty	<ul style="list-style-type: none"> Work with admissions and OAA to present at high schools information about our program 	6 visits per year Increase in number of NYC high school students entering Hostos

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FACULTY DEVELOPMENT

To promote professional development and scholarship among faculty...to strengthen internal and external recognition and prestige

WHAT? Objectives	TIMEFRAME?			WHO? Lead	HOW? Key Activities	WHY? Measureables
	1	3	5			
To strengthen individual faculty professional development and improve interdisciplinary communication/collaborative action	X	X		OAA	<ul style="list-style-type: none"> • Provide new PDIs: 1) academic advisement; 2) new curricula; 3) joint programs; 4) on-line registration; 5) SIMS and 6) other topics - letters of support, pilot courses, online programs, articulations, support services (ALC), etc. • Bring in outside developers and new research and analysis on teaching trends in all academic disciplines and programs • Strengthen educational and communications aspects of the Stated Meeting of Faculty • Match faculty technological training with state-of-the-art equipment • Match size of information technology support staff with the need for services (strengthen maintenance and support) • Expand faculty opportunity and ability to web-enhance courses • Make all curriculum proposals available in the library and on-line • Provide faculty with access to all Hostos resources on-line both at the office and at home • Develop a “master teachers” series through PDIs 	Faculty surveys: <ul style="list-style-type: none"> • Non-PDI attendees • Future PDI activities • PDI schedules • Etc.
	X			OAA		
	X					
			X			
			X			
			X			
	X			Library		
	X			OAA		
To promote faculty-driven research	X			Provost	<ul style="list-style-type: none"> • Host a research-focused funding PDI • OAA Fund 1 research project a year – culled from competitive proposals – develop call for proposals (first year) 	10% of faculty have an academic research project (5 years) Maintain records of above

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To implement the Center for Teaching and Learning	X			OAA	<ul style="list-style-type: none"> • Designate space • Appoint faculty and staff • Implement concept 	Opening of Center and monitoring Center usage and activities
To foster the preparation of grant sponsored programs	X			OAA, external experts	<ul style="list-style-type: none"> • PDIs on grantwriting 	Number of grants proposed and/or funded
To increase access to external professional development opportunities	X	X	X	OAA Dept. Chairs OAA	<ul style="list-style-type: none"> • Increase professional travel opportunities – make resources more available and useful where feasible • Increase faculty access to more information on graduate/continuing education courses in their fields – particularly through CUNY – Chairs to ascertain faculty interest and help faculty find information • Continue to host orientation meetings with new faculty 	Number of faculty/staff attending conferences, etc. Conference reports

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TEACHING AND LEARNING THROUGH TECHNOLOGY

To build consensus on the role of technology within teaching and learning at Hostos – balancing being “cutting edge” with what we know about how technology impacts teaching and learning for Hostos’ students. What does Hostos as an institution want to do with technology? How far should it go?

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measureables
	1	3	5			
To identify and implement minimum technology standards and competencies for faculty, staff and students	X X	 X		OAA, Director of Instructional Technology, faculty	<ul style="list-style-type: none"> Following the curricular process, adopt a minimum set of technology and information literacy competencies Develop guidelines for implementation Implementation 	Link to Outcomes Assessment (Instructional Technology)
To integrate technology into programs and courses where appropriate;	X X X	 X X	X X	OAA, Director of Instructional Technology, faculty	<ul style="list-style-type: none"> Develop guidelines for courses to be considered: a) web-enhanced; b) hybrid; c) asynchronous Increase faculty awareness of different course prototypes for technology integration (PDIs) Encourage faculty to integrate technology in instruction and provide tech support 	Link to Outcomes Assessment
To integrate technology into the daily functions of the institution	X X	 X X	 X	IT Committee, Dept. Chairs, and OAA	<ul style="list-style-type: none"> Establish hardware and software standards throughout the college Develop departmental benchmarks – set goals Implementation of standards Have a system of instructional and administrative support in place – including access to technology throughout the college 	Link to Outcomes Assessment—Inst. Tech.— development of benchmarks, standards, goals and objectives
To enhance existing and identify new ways to incorporate technology within the existing academic support structure, such as within the Teaching and Learning Center, the library, the HALC, the Academic Computing Center, and Faculty Development Center	X X X	X X X	X	OAA and pertinent depts.	<ul style="list-style-type: none"> Expand what is presently being offered Develop new ways to support students and faculty Keep all support centers as state-of-the-art technology centers where students and faculty can enhance their technology and information literacy competencies 	Checklists of available and desired hardware and software and availability

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To disseminate findings about the impact of technology on teaching and learning at Hostos		X	X	IT Committee and OAA	<ul style="list-style-type: none"> • Within CUNY, the state 	Dissemination thru website, conferences, etc.
To develop consensus on the overall technology assessment methodology – what should be examined, how do we assess the impact, and how can this impact be monitored over time	X	X	X	IT Committee, OAA, and Student Development	<u>Assessing Courses/Global Issues</u> <ul style="list-style-type: none"> • [Want to be part of the technology “inertia” but] 1) build on OIR’s existing student surveys and develop ways to “observe” the impact of technology on the classroom; 2) look to models out there – their success with similar populations; 3) look at changes in technology enhancement; 4) look at what we know about the tech versus touch issue; 4) look at impact of tech on writing; 5) distinguish between student satisfaction and improved learning; 6) determine why students are not enrolling in technology-enhanced courses (e.g., are their issues with hybrid courses); 7) assess student technological interests and skills – beyond school <u>Assessing effectiveness of online instruction</u> <ul style="list-style-type: none"> • Examine the role of technology within Hostos’ teaching and learning – engage in debate (e.g., technology as a driver versus as a support, etc.) • Examine how technology affects the learning process/learning styles 	<ul style="list-style-type: none"> • Student evaluations • Classroom observations • Faculty Surveys • Student Satisfaction Surveys • Student Expectation Surveys • Link to Outcomes Assessment
	X	X	X			
To continue with the needs assessment and training already in place – develop the many substrategies that respond to the range in faculty interest and skills (bringing faculty up-to-speed)	X	X	X	OAA and pertinent committees and depts.	<ul style="list-style-type: none"> • Explore ways to identify and support departmental level projects (potentially by incentivizing department involvement through a mini-proposal system) • Identify external funding/grants for this work • Support more of the professional development efforts 	PDI evaluations
	X	X	X			
	X	X	X			

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To expand online offerings and programs to students where applicable	X X	X X		OAA and pertinent committees and depts.	<ul style="list-style-type: none"> • Identify new online programs • Convert courses to on-line mode • Implementation 	Link to Outcomes Assessment (Inst. Tech.) and to course cycle (include technology facet into on-going Outcomes Assessment)
To support concept of a weekend college	X	X		OAA, College administration, and Student Development	<ul style="list-style-type: none"> • Expand online offerings 	Courses supported by interested students, and registration

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INSTITUTIONAL RESEARCH (new topic)

To enhance Hostos’ institutional research capacity to identify and communicate and improve educational outcomes

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measureables
	1	3	5			
To strengthen data collection and assessment mechanisms internally and externally	X X X X	 X		OAA and the Office of Institutional Research	<ul style="list-style-type: none"> • Collect data for new career opportunities • Convene focus groups • Identify the key assessment questions and measures (e.g., Why do students leave? What happens to students after they leave?) • Develop profiles of successful students and programs • Conduct needs assessments – at the college and in the community 	Surveys of: <ul style="list-style-type: none"> • Entering freshmen • Graduates • Dropouts • Technology
To develop ongoing data dissemination strategies internally and externally	X	X	X	OAA Management Team; President’s Cabinet	<ul style="list-style-type: none"> • Determine which information goes to which users • Public profiles • Web site information 	Development of dissemination plan
To provide increased support to faculty-driven institutional research	X			OAA and the Office of Institutional Research	<ul style="list-style-type: none"> • Develop an action research approach (faculty engaged in gathering own data) 	Conduct PDIs on research methods, etc.

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MARKETING OF PROGRAMS

To improve program marketing through enhanced OAA input and involvement in internal and external communications efforts

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measureables
	1	3	5			
To conduct substantive review of academic programs for marketability	X			OAA and Dept. Chairs	<ul style="list-style-type: none"> Identify and prioritize programs to be marketed (looking particularly to liberal arts, language, and existing articulated programs) 	Link to outcomes assessment—courses and programs undergoing outcomes assessment
To develop strategies to market programs internally/externally	X	X	X	OAA, Dept Chairs working with Student Development and the Public Relations Office	<ul style="list-style-type: none"> Develop websites (with links) and brochures Develop public communications tools Highlight successes (e.g., Earthday, Tech Day, CLIP Open House) Host open houses for faculty from other colleges in special programs 	Surveys and focus groups
To develop new strategies to raise the institutional public profile	X	X	X	Office of the President, Office of Development, and OAA	<ul style="list-style-type: none"> Host national and international conferences (e.g., Hostos and Marti Conference and Commemoration) Develop alumni activities 	Surveys—External surveys; conference evaluations

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WORKFORCE DEVELOPMENT

<i>WHAT?</i> Objectives	<i>TIMEFRAME?</i>			<i>WHO?</i> Lead	<i>HOW?</i> Key Activities	<i>WHY?</i> Measurable
	1	3	5			
To offer a securities certificate program	X			Lorraine Altman	<ul style="list-style-type: none"> To arrange offering with Guardian Angel To get state approval 	
To procure grants to subsidize our computer CISCO offerings		X		Lorraine Altman	<ul style="list-style-type: none"> To search grants opportunities To assemble a grant writing team To submit grants 	Number of grants submitted and/or funded
To procure grants to subsidize our Home Technology Program		X		Lorraine Altman	<ul style="list-style-type: none"> To search grants opportunities To assemble a grant writing team To submit grants 	Number of grants submitted and/or funded
To develop Plumbing Certificate Program	X			Lorraine Altman	<ul style="list-style-type: none"> To conduct a Feasibility Study To complete state application 	Feasibility study Submit application
To develop a Refrigeration Certificate Program	X			Lorraine Altman	<ul style="list-style-type: none"> To conduct a Feasibility Study To complete state application 	Feasibility study Submit application
To develop a Cosmetology Certificate Program	X			Lorraine Altman	<ul style="list-style-type: none"> To conduct a Feasibility Study To complete state application 	Feasibility study Submit application
To develop a Bookkeeping & Accounting Certificate Program	X			Lorraine Altman	<ul style="list-style-type: none"> To collaborate with Business Department to Develop Curriculum To complete State Application 	Develop curriculum; Submit application
To develop Continuing Education Units of Real Estate professionals	X			Lorraine Altman	<ul style="list-style-type: none"> To develop curricula To complete State Application 	Develop curriculum; Submit application
To respond to RFP's from DOL, HRA, SED, with specific Workforce initiatives.			X	Lorraine Altman	<ul style="list-style-type: none"> To identify RFPs To assemble grant writing team To submit grants 	Number of grants submitted and/or funded
To develop career ladder programs for current workforce		X		Lorraine Altman	<ul style="list-style-type: none"> To identify appropriate upgrade programs To collaborate with college faculty To develop curricula To procure state certification 	Possible link with Outcomes Assessment