



**Continuous Improvement Matters:  
Institutional Assessment Plan for  
Hostos Community College  
2013-2017**

Office of Institutional Research and Student Assessment  
Office of the President  
Eugenio María de Hostos Community College  
The City University of New York

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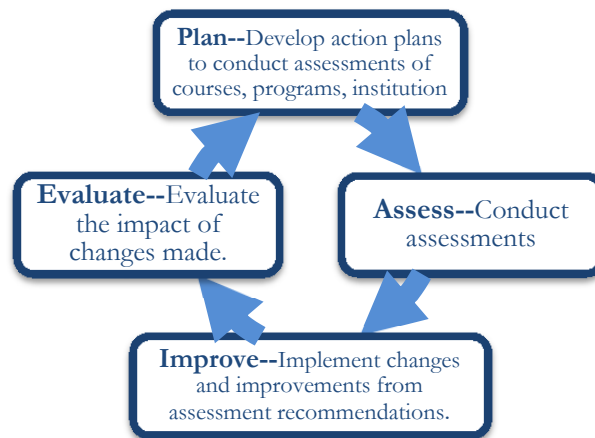
## I. Closing the Loop on Continuous Improvement

Let's do a word association. *Institutional assessment* ...what immediately comes to mind?

While a single document is not likely to change peoples' associations, it can provide a clarity that helps them understand something better, allowing them to be more open to it. This assessment plan is intended as such a document. It not only lays out the nuts and bolts of Hostos' comprehensive approach to institutional assessment, but it also serves as a platform from which to build a greater and deeper consensus about the purpose and value of assessment. The plan is intended to help expand the Hostos college community's knowledge about how institutional assessment, when planned for and implemented effectively, can serve as the infrastructure that informs decision-making so that the campus community can more effectively and efficiently achieve its mission.

Good institutional assessment systems can act like electrical circuits. They become a source of energy that revitalizes organizations. However, knowledge, like electricity, can only be conducted through a network or circuit that has a closed loop giving a return path for the current. At Hostos, the issue of "closing the loop" is a primary one. The figure below shows how the various components of assessment activities inter-relate, resulting in a cycle of continuous improvement and assessment. The college has many active assessment components, but the interconnections between and the systemization of these components need to be strengthened.

**Figure 1**  
**Cycle of Continuous Improvement**



Hostos' 2011-16 strategic plan calls attention to this issue. In that plan, Hostos commits to *strengthening its culture of continuous improvement and innovation* as one of its five goals. This institutional assessment plan provides the specifics about how assessment will be systematized. It outlines Hostos' comprehensive approach toward "closing the loop" on institutional assessment, one that ties all elements together – in terms of *types of assessment* (from course, program, institutional assessments, and general education assessment), as well as *processes* to help all college stakeholders utilize assessment more effectively in their decision-making processes.

## **II. Background and Profile of Hostos**

*Institutional Profile:* One of 24 units of The City University of New York (CUNY), Eugenio María de Hostos Community College was established in 1968 when a diverse group of community leaders, students, educators, activists and elected officials demanded the creation of a higher education space to meet the needs of the South Bronx. Its founding constituted the first occasion in New York that a two-year, public, open admissions, transitional language learning college was deliberately sited in a neighborhood like the South Bronx, then, as now, the nation's poorest congressional district.

Hostos offers 27 degree options and certificate programs, including academic transfer, and career/technical training, as well as numerous non-credit continuing education offerings. As a CUNY college, its academic programs are accredited by the Middle States Commission on Higher Education, as well as other accrediting bodies for its professional programs, which are listed in the college catalog on the college's website ([www.hostos.cuny.edu](http://www.hostos.cuny.edu)).

*Student Profile:* Over the past 10 years, enrollment at Hostos has almost doubled. According to Fall 2012 data, Hostos' unduplicated headcount was 6,455, with 4,453 FTEs.

The number of adult and continuing education students has grown by 451% since 1999-2000, from 1,994 to 10,986 in 2011-12. Students are predominantly Hispanic and Black, and speak a language other than English at home. While upwards of 90% of students indicate their home language is other than English, the same percent indicate that they are equally comfortable in both English and their home language. An important student demographic trend to note is the growing percentage of incoming freshmen with U.S. high school diplomas. Hostos is increasingly serving 1.5 generation students: children of immigrants who speak a language other than English, who may identify with their 'home country,' but were born in the U.S. and attended a U.S. high school. Still, many students enter Hostos with GEDs or foreign high school diplomas. In Fall 2012, one hundred and twenty countries and territories and 78 languages were represented on campus.

Hostos students face serious economic and educational challenges to their pursuit of higher education. The large majority (over 70%) has household incomes below \$30,000 and is eligible for financial aid. Nearly all students require remediation or developmental education in reading, writing, or math, and one third require it in all three areas (aka triple remedial). Hostos has the highest percentage of remedial/developmental students in CUNY, and educates about half of CUNY's triple remedial/developmental student population.

Given these tremendous hurdles to higher education and that about 35 percent of Hostos students drop out after their first year, the Hostos community needs to be precise and systematic in obtaining information that not only allows problems and issues to be diagnosed, but identifies those strategies and programs that are working for its students.

## **III. Driving Forces Behind the Assessment Plan**

This institutional assessment plan balances the driving forces which help set Hostos' course of action – those which the college has outlined for itself in the form of its mission and val-

ues, those which The City University of New York (CUNY) has defined in the form of Performance Management Process (PMP) objectives for all of its campuses, and those which Hostos has set as priorities from 2011-16 in the form of its strategic plan. (The PMP is CUNY's mechanism to link planning and goal setting by the University with that of its constituent colleges and professional schools.)

*Hostos' Driving Forces:* The central grounding element for the assessment plan is the Hostos Mission (see Appendix I). Hostos' mission is a forthright description of how it will address the complex challenges its students face in their pursuit of higher education. The mission provides guidance for the way in which the college seeks to help students achieve success. Further, it helps faculty, staff, and administrators remain grounded in the college's founding principles, while also ensuring that the institution remains dynamic and transformative into the future.

During the preparation of the college's Middle States Self-Study in 2010-2011, a review of the Mission lifted up six primary themes to which the college is committed:

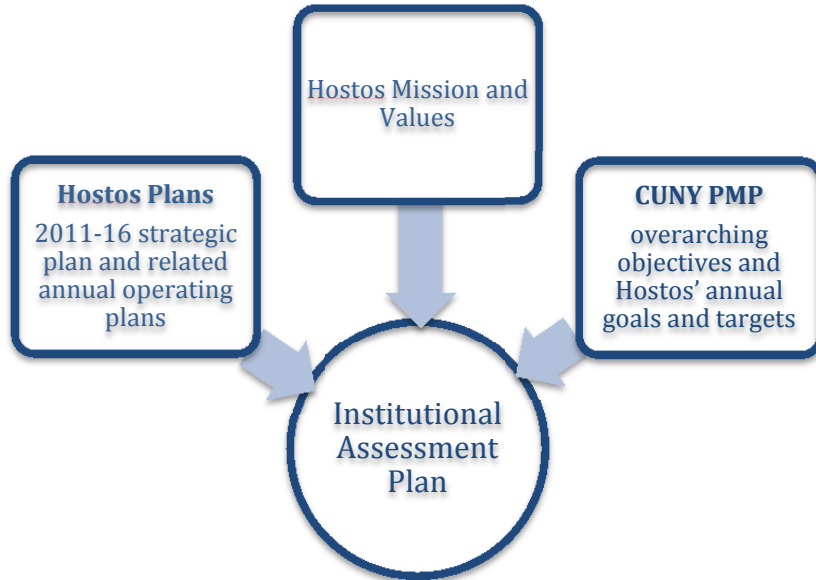
- Access to Higher Education
- Diversity & Multiculturalism
- English/Math Skills Development
- Intellectual Growth/Lifelong Learning
- Socio-economic Mobility
- Community Resources

Appendix II contains the full description of the Mission themes.

Another driving force is Hostos' 2011-16 Strategic Plan. As part of the strategic planning process (which coincided with the Self-Study), 6 values, 5 goals, 20 initiatives, and 30 outcomes were set that provide more specificity in terms of prioritized areas of focus for those 5 years (see Appendix III). Since the Strategic Plan's adoption, the college has undertaken three cycles of annual operational planning, whereby each division has set expected results and activities for the year that relate to the prioritized areas of focus. (See Appendix IV for the 2013-14 Operational Plan.)

*CUNY's Driving Forces:* The CUNY Performance Management Process (PMP) requires each college to address the annual 9 overarching objectives set by CUNY. Each college sets annual goals and targets that align to these 9 cross-cutting PMP objectives (Appendix V for PMP Objectives and Hostos' 2012-13 PMP Goals and Targets).

**Figure 2**  
**Driving Forces Impacting Institutional Assessment at Hostos**



**IV. Levels of Assessment at Hostos**

As with other colleges and universities, Hostos is conducting its assessments at three levels: institutional, program, and course. Although each of these levels has unique challenges and requirements, the overall goal is to create an integrated assessment system that will permit Hostos to improve teaching and learning, organizational effectiveness and accountability, and provide data that is used for planning and resource allocation.

Because of the efforts to institutionalize the Strategic Plan, as well as CUNY’s PMP, Hostos has laid a solid foundation for the assessment of institutional effectiveness. At the course level, Hostos has assessed over 30 percent of its courses over the past five years. As a result, there is a solid infrastructure around course assessment in place. The opportunity is to build on these strengths and to better connect the three levels of assessment—course, program, and institution.

The diagram below shows the primary methods of assessment at each of the levels, which are described in detail in the following sections.

<p><b>Institutional</b>  <i>General education ◊ operational planning ◊ PMP</i></p>
<p><b>Program</b>  <i>SLO program assessment ◊ academic/ non-academic program review</i></p>
<p><b>Course</b>  <i>SLO course assessment</i></p>

## **V. Institution Level Assessment**

At the institutional level, assessment takes primarily two forms: 1) general education assessment, college-wide; and 2) institutional effectiveness assessment related to Hostos' 2011-16 Strategic Plan and the annual CUNY Performance Management Process (PMP).

### **A. General Education Assessment**

General education assessment provides a college-wide assessment of student performance on the 19 general education competencies identified at Hostos (e.g., communications skills, information literacy, life-long learning). These competencies were developed and adopted by the Hostos faculty in 2004, as a way to identify and assess the underlying competencies that all Hostos students should attain. (See Appendix VI for the General Education Competencies.) In 2010, CUNY developed general education competencies as part of the CUNY Pathways, a system designed to streamline the transfer of courses between colleges. (See Appendix VII for a fuller description of CUNY Pathways.)

The CUNY Pathways competencies have been mapped to the Hostos general education competencies. This has resulted in a single set of competencies that will be used in the general education assessment. (See Appendix VIII for the Hostos General Education Competencies Mapped to Pathways.)

Because general education assessment is inherently cross-cutting, it is desirable to go beyond a simple course-based assessment and focus on the degree to which students completing their college education have attained those competencies throughout their coursework. As an initial and interim process, Hostos is undertaking the general education assessment in tandem with its well-established course-based student learning outcomes assessment approach. This approach will provide the college with data on student performance across the general education competencies in distinct courses.

The longer-term approach is to put into place a methodology that will address the cross-cutting and embedded nature of the general education competencies across the curriculum. The Hostos model is to develop a continuum of general education assessment that will assess student learning and progress from entry to graduation. This approach will encompass a variety of measurements that will occur in courses typically taken before and after the 30<sup>th</sup> credit.

To address these issues, during 2013-14 and 2014-15, Hostos will pilot two methods for assessing general education that will help the college understand the degree to which competencies are achieved before and after students reach their 30<sup>th</sup> credit. E-portfolios become the tool for assessing student performance in courses up to the 30<sup>th</sup> credit. The capstone becomes the assessment for performance beyond the 30<sup>th</sup> credit (i.e., students in their majors/programs). By adopting this methodology, Hostos will be able to assess the continuum of general education learning across students' careers at the college.

At the end of the pilot period, the college will determine which method(s) may be pursued for further expansion in the assessment of general education learning outcomes. The determining factors for selecting the assessment method(s) to use will be based on: degree of

faculty and student buy-in and participation, cost, relevance of data collected, feasibility of use, ease of data collection, validity of the data collected, and usefulness and relevance of the results to the college in improving teaching and learning.

### **Primary Methods of General Education Assessment**

*General Education Course-Based Assessment:* To jumpstart general education assessment on campus, in Spring 2013, four courses that underwent course-based student learning outcomes assessment were also assessed for general education. Moving forward, Hostos will continue this process, whereby general education assessment will be conducted for selected courses each year that are also undergoing student learning outcomes assessment.

The annual process is as follows:

- By September of the fall term, the General Education Committee identifies the subset of general education competencies, from the integrated system and college competencies, that will be assessed in the current year. (It is likely that some competencies, e.g., writing skills, will be assessed in multiple years.)
- By September of the fall term, at least four courses will be selected for general education assessment from among the courses that are undergoing course assessment in that academic year.
- In October, the courses will be paired with their general education competencies and faculty will begin participation in PDIs designed to orient them to the course-based general education assessment approach; and assist them in the development of their significant assignments and identification of corresponding artifacts.
- By the end of the fall term, the selected courses will be paired with the general education competencies by which they will be assessed and what artifacts will be collected and used for assessment.
- By the end of the fall term, the general education assignments will be completed and included in the course syllabi for the spring term courses.
- In January, determinations will be made as to who will collect the general education artifacts, when the collection(s) will occur, and the members of the assessment team for each course.
- During the spring term, the general education artifacts will be collected with support from the Office of Institutional Research and Student Assessment (OIRSA).
- By the end of the spring term, with all artifacts collected, the actual assessment of the general education courses will take place. The assessment will be conducted by designated course assessment teams, using the relevant general education rubrics (see Appendix IX). The assessments will be completed by the end of June.
- In July and August, the results from the assessments will be analyzed and reported by OIRSA. Preliminary draft reports will be shared with the Office of Academic Affairs (OAA) for their review and input.
- At the beginning of the next fall term, OIRSA will report the results of the general education competencies by course to the faculty who taught the course, the relevant department chairs/unit coordinators, the General Education Committee, and OAA. Based on the results, OAA will work with faculty and departments to develop appropriate interventions to improve teaching and learning in the courses. In addition,



a summary report across the competencies assessed will be provided to OAA, the General Education Committee, and the Executive Cabinet (as part of institutional effectiveness reporting). (See Appendix X for a report template.)

- At the start of the next spring term (a year after completion of the assessments), based on the plan(s) developed by OAA and the departments and faculty, OIRSA will meet with the faculty teaching the courses that underwent assessment to identify any changes that were made as a result of the findings. This ‘closing-the-loop’ follow-up will ask two questions: What changes were made to the course as a result of the findings from the assessment study? And what were the impacts of those changes on student outcomes?
- At the end of that spring term, OIRSA, in consultation with OAA, will select a small sample of student artifacts from the previously assessed courses to determine if the changes made to the course resulted in improvements in student learning. (The review and reporting processes will be the same as above.) As was discussed previously, a summary report will be provided to the relevant faculty and leadership.

### **Pilot Methods for General Education Assessment**

In addition to the course-based assessment method described above, Hostos will pilot two longer-term approaches that will put into place methodologies to address the cross-cutting and embedded nature of general education across the curriculum. If either or both of the pilot methods are determined to be successful and meet the college’s needs moving forward, the course-based assessment method (discussed above) will be phased out. The schedule for phasing out the course-based assessment would be determined at the time the pilots move toward full implementation.

*General Education Assessment Up to the 30<sup>th</sup> Credit (Using e-portfolio):* The assessment process and timeline will be similar to that outlined above for the course-based General Education assessment. The selection of the courses that will participate in the e-portfolio process will be made by OAA, in consultation with the General Education Committee, the academic departments, and OIRSA. The PDIs in which faculty will participate during the fall term will be conducted in collaboration with EdTech. The purpose of these special PDIs will be to orient faculty to the pilot approach and train them in the use of e-portfolios as a general education assessment tool.

At start of Spring 2014 term, all students in the selected courses will participate in workshops, conducted by EdTech, to teach the students how to use the Digication e-portfolio software, which is available through CUNY and compatible with existing software and systems at the college. Students will create and maintain their e-portfolios for the course, as well as maintain it for future courses using this software.

During the spring 2014 term, OIRSA, in conjunction with EdTech, will keep track of student use of e-portfolios to better ensure that all artifacts are being uploaded, as required in the course syllabus (e.g., draft of term paper uploaded by mid-term). To support the faculty in ensuring students are uploading their artifacts, OIRSA, in close collaboration with OAA, will provide faculty with periodic reports so they can follow up with their students, as ap-

appropriate. All artifacts, across courses, need to be uploaded by the students to their e-portfolios, by the end of the Spring 2014 term.

As with the steps outlined in the course-based General Education assessment, OIRSA will analyze and report on the results to the same entities, as well as conduct follow-up assessment to determine the impact of any changes to the courses, based on the findings.

*General Educational After the 30<sup>th</sup> Credit (Using Capstone Course or Embedded Assignments):* The second pilot method will be the assessment of student performance on the general education competencies beyond the 30<sup>th</sup> credit. This assessment will be done using capstone courses or course-embedded capstone assignments as the assessment tool. Typically, these are courses that students would take after reaching the 45<sup>th</sup> credit. However, because many programs do not have a single culminating course, students often take these courses after the 30<sup>th</sup> credit. Because of the need to have new courses (even for a pilot study) go through curriculum committee reviews, Hostos will start in 2013-2014 with course-embedded capstone assignments within the career-oriented programs. Simultaneously, Hostos will develop capstone courses, predominately for the Liberal Arts programs. However, because such a capstone course would have to go through the governance process, it would not be available for implementation until 2014-2015, at the earliest, even as a pilot course.

For the course-embedded capstone assignments: The timeline for the implementation of the pilot study of the capstone assignments will follow the same timeline as that used for the course-based assessment, as well as the assessment of general education up to the 30<sup>th</sup> credit with the following modifications: OAA, in conjunction with OIRSA, will select the courses that will participate in the pilot. The selection process will be completed by the start of October 2013. The courses selected will be the final courses in the program sequences (e.g., Digital Design, Early Childhood Education, Criminal Justice, and Dental Hygiene). At least one course in each of the at least 3 selected career programs, will be selected for inclusion in the pilot. Faculty will participate in PDIs that will orient them to the pilot assessment approach and assist them in the development of their capstone assignments, which will have at least two (2) general education competencies embedded within them.

By the end of the Fall 2013 term, the capstone assignment instructions for students will have been completed and included in the course syllabi for the Spring 2014 term. At the start of the spring term, students will be informed of the capstone requirements within the course, how it will be graded, and its use as part of the assessment of general education at the college.

At the conclusion of the Spring 2014 term, a sample of course-embedded capstone assignments across the courses will be selected by OIRSA. The assignments will be assessed, using the appropriate general education rubrics, by assessment teams identified by the General Education Committee. OIRSA will analyze and report the results to the same entities identified in the other methods following the same timeline described previously. As with the other assessment methods (described above), OAA will work with the programs and faculty to determine what changes ought to be made in light of the results. Based on these changes, OIRSA, in collaboration with OAA and the programs, will conduct follow-up studies to assess the impact of any changes made to the courses and programs.

For the capstone courses: Because the Liberal Arts programs do not have a set of culminating courses that students typically take in their last semester, Hostos will create capstone courses for students in these programs. To ensure that the capstone course pilot is conducted during the 2014-2015 academic year, the Liberal Arts programs will complete the curriculum development process and submit the capstone course(s) for appropriate curriculum committee review by Spring 2014. In Fall 2014, the approved capstone course(s) will be offered and assessed, using the common timeline discussed above. In the following academic year (i.e., 2015-2016), the capstone course(s) will become a part of the Liberal Arts degree requirements.

OIRSA will collect a sample of the capstone assignments generated in the courses. These assignments will be assessed using the appropriate rubrics by assessment teams identified by the General Education Committee. As discussed previously, OIRSA will analyze and report the results to the same leadership entities and appropriate faculty, identified in the other methods. In addition, a follow-up study (using the same timelines and methods discussed previously) will be conducted to assess the impact of any changes made to the courses as a result of the findings.

Finally, in Fall 2014, OAA, in consultation with OIRSA, will identify additional programs for which capstone courses would be appropriate. For those newly identified programs, curriculum development for the capstone courses will begin. The development of these courses will follow the same procedures and timelines discussed above.

Appendix XI provides a discussion on the why and how of e-portfolios and capstones, as well as a brief literature review on the use of e-portfolios.

## **B. Institutional Effectiveness Assessment**

Institutional effectiveness assessment provides a college-wide assessment to measure the extent to which the organization and each of its 5 divisions is achieving the strategic goals, initiatives, and outcomes as laid out in Hostos' annual operational plan, as well as in the annual CUNY PMP goals and targets.

### **Primary Methods of Institutional Effectiveness Assessment**

*Strategic/Operational Planning Related Assessment:* In 2011-2012, Hostos undertook a year-long process to develop its 2011-16 Strategic Plan, in conjunction with the preparation of the Middle States Self-Study. This process, which involved campus-wide input, resulted in a Strategic Plan with five (5) main goal areas. Within each goal area, four (4) initiatives were identified. A total of 30 outcomes have been established for the college that cut across all of the 20 initiatives.

For the past three academic years, Hostos has developed annual college-wide operational plans that help the college make progress toward achieving strategic plan goals and outcomes. For the past two academic years, seven initiatives were prioritized each year for all five divisions to address, although individual divisions included additional actions and anticipated results for the year in other initiative areas. The operational plan identifies the activities

to be undertaken and results anticipated by division, as well as which staff members or offices are responsible.

The operational planning process commences in early spring for the upcoming academic year. In March, the President hosts a retreat, involving his Cabinet, college deans, and selected senior campus administrators to set college-wide priorities for the upcoming year (from among the 20 initiatives identified in the strategic plan). To inform the setting of priorities for the upcoming year, OIRSA provides mid-year college-wide data on the performance on key strategic planning outcomes, such as skills test pass rates, retention, and graduation, (See Appendix XII for OIRSA's 2012-13 President's Retreat Presentation).

In March-April, divisions hold retreats to begin the process of drafting their divisional operational plans for the coming academic year. The draft divisional operational plans are due to the President and OIRSA in early May. The President and OIRSA then provide feedback (to ensure clarity of results and their related activities, as well as the alignment of efforts across divisions). Final drafts of the divisional operational plans are submitted to the President's Office and OIRSA by mid-July. The President's Office and OIRSA consolidate the plans into a single document, tying the work across the divisions together with a summary, highlighting key efforts to be undertaken for the coming academic year. While work begins in earnest with the start of the academic year, the plan is officially presented to the college community at the October State of the College meeting.

In addition to OIRSA's reporting (see above), mid-year divisional assessments (conducted in February) and end-of-year divisional assessments (conducted in July) are built into the operational planning structure. For the mid-year assessment, faculty and staff are required to meet by division to discuss and then complete a standardized assessment template that reflects quantitative and qualitative results. (See Appendix XIII for a sample completed template.) Findings then inform progress moving forward, helping faculty and staff to adjust activities and, at times, anticipated results for the year. The first mid-year divisional assessments were completed in February, 2013.

The end-of-year divisional assessments examine the extent to which Hostos has achieved anticipated annual outcomes. Final data and results are made available for the operational planning initiatives, which are also used by the divisions in their planning for the coming academic year, to set priorities for existing programs and policies, as well as identify areas in which new initiatives may need to be developed. The first end-of-year assessments were completed in July, 2013. Highlights of findings will be shared with the campus as part of the annual State of the College meeting in October.

*Performance Management Process (PMP) Assessment:* As one of the colleges within CUNY, Hostos participates in the assessment activities of the larger university. Specifically, CUNY requires each of its 24 constituent colleges to annually assess performance in accordance with the nine CUNY PMP objectives. Those objectives are translated into targets by each college, so as to reflect their unique characteristics and priorities. The final PMP assessment and report are due by mid-June. At Hostos, the strategic/operational planning process is aligned with the PMP reporting cycle so that data and information can be used efficiently and effectively for both processes.

The PMP results are used by CUNY to assess the performance of each college and to work with college presidents to improve performance in those areas needing it. Hostos uses the PMP results to formulate policies and programs using the indicators for each year, as well as the trends over several years. The PMP also informs the goal setting and development of activities for the Hostos' annual Operational Plan. Some examples of policies and programs that have stemmed from the PMP reviews are: renewed emphasis on academic advising, resulting in the Student Success Coaches; creation of fund-raising priorities; and setting priorities for resource allocations.

### **C. Annual Timelines for Institutional Effectiveness**

The table below shows the annual timelines for all of the activities related to institutional effectiveness that are discussed above. This summary table shows how all of the activities are inter-related, when they will occur, and provides indications regarding responsible entities.

**Table 1  
Institution Level Assessment  
Annual Activities and Timeline**

Month/ Term	Phases for Gen Ed As- sessment	Gen Ed Course Assessment	Gen Ed – Up To 30 <sup>th</sup> Credit (2013- 14 pilot using e- portfolio)	Gen Ed – After 30 <sup>th</sup> Credit (2013-14 pilot using capstone)	Operational Planning	PMP
September	Course Selection & Assessment Preparation	<ul style="list-style-type: none"> <li>• OAA Gen Ed Committee identifies subset of competencies to assess</li> <li>• OAA Gen Ed Committee selects 4+ courses</li> </ul>	<ul style="list-style-type: none"> <li>• OAA Gen Ed Committee selects 10-12 Gen Ed courses (all sections)</li> <li>• <b>In 2014-15</b> – Cabinet, in consultation with OAA and OIRSA, determines if e-portfolio use will continue/expand for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OAA Gen Ed Committee selects at least 3 courses across at least 3 career-oriented programs to create capstone embedded assignments</li> <li>• Faculty, with OAA, create capstone courses in Liberal Arts (developed in fall 2013, approved by governance in spring 2014, and offered and assessed in fall 2014)</li> </ul>		
October		<ul style="list-style-type: none"> <li>• OAA Gen Ed Committee pairs courses with Gen Ed competencies</li> <li>• Faculty participate in PDIs created and offered by OAA</li> </ul>			<ul style="list-style-type: none"> <li>• State of the College – OIRSA provides relevant data and President reports progress of plan for previous year, present plan for current year</li> </ul>	

<b>November</b>		<ul style="list-style-type: none"> <li>Faculty begin creation of assignments/corresponding artifacts for assessment</li> </ul>		
<b>December</b>		<ul style="list-style-type: none"> <li>Faculty complete creation of Gen Ed assignments and include in syllabi for Spring courses</li> </ul>		
<b>January</b>	<b>Data Collection</b>	<ul style="list-style-type: none"> <li>OAA and Gen Ed Committee, in consultation with OIRSA, determine who will collect artifacts and when</li> <li>OAA and Gen Ed Committee, in consultation with OIRSA, determine membership of assessment teams</li> </ul>		
<b>February</b>		<ul style="list-style-type: none"> <li>Courses run in Spring term</li> </ul>	<ul style="list-style-type: none"> <li>Divisions submit mid-point reports to President's Office (PO) for current year</li> </ul>	<ul style="list-style-type: none"> <li>Divisions submit mid-year progress reports to PO on PMP goals and targets</li> </ul>
<b>March</b>		<ul style="list-style-type: none"> <li>Faculty collect artifacts (w/OIRSA support)</li> </ul>	<ul style="list-style-type: none"> <li>President's Retreat participants set college-wide priorities for upcoming year (OIRSA provides data to inform process)</li> <li>Divisions create plans for upcoming year</li> </ul>	
<b>April</b>		<ul style="list-style-type: none"> <li>Faculty collect artifacts (w/OIRSA support)</li> </ul>	<ul style="list-style-type: none"> <li>Divisions create plans for upcoming year</li> </ul>	<ul style="list-style-type: none"> <li>Divisions submit draft end-of-year reports and goals and targets for upcoming year to PO</li> </ul>
<b>May</b>		<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>All artifacts collected and maintained in hardcopy by faculty or in e-portfolio</li> <li>Teams conduct assessment using relevant Gen Ed rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Divisions submit draft plans for upcoming year to PO, receive feedback from President and revise plans accordingly</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>Teams conduct assessment using relevant Gen Ed rubrics</li> </ul>			<ul style="list-style-type: none"> <li>President's Office</li> </ul>

				submits Final PMP for current year to CUNY Central <ul style="list-style-type: none"> <li>• President's Office submits Goals and Targets for next year to CUNY Central</li> </ul>
<b>July</b>		<ul style="list-style-type: none"> <li>• OIRSA analyzes results, in consultation with OAA and academic departments</li> </ul>	<ul style="list-style-type: none"> <li>• Divisions submit end-of-year reports for current year plans to PO</li> <li>• Divisions submit final plans for upcoming year to PO</li> <li>•</li> </ul>	
<b>August</b>		<ul style="list-style-type: none"> <li>• OIRSA analyzes results, in consultation with OAA and academic departments</li> <li>• OIRSA provides preliminary draft results to OAA for review and input</li> </ul>	<ul style="list-style-type: none"> <li>• President's Office consolidates upcoming year into a single college-wide plan and prepares summary</li> </ul>	
<b>Fall of next academic year</b>	<b>Reporting &amp; Changes</b>	<ul style="list-style-type: none"> <li>• OIRSA reports results to OAA, Gen Ed Committee, department chairs, faculty teaching assessed courses – by course and by competency</li> <li>• OAA meets with faculty to identify course changes based on findings</li> </ul>		
<b>Spring of next academic year</b>	<b>Impact Analyses</b>	<ul style="list-style-type: none"> <li>• OIRSA surveys faculty, in conjunction with OAA – what changed and impact of changes on student outcomes</li> <li>• OIRSA conducts assessment of small sample of artifacts to assess impact of changes</li> <li>• OIRSA reports results to OAA, Gen Ed Committee, department chairs, and faculty teaching assessment courses</li> </ul>		



## VI. Program Level Assessment

Institutional outcomes assessment and course-level student learning outcomes assessments at Hostos are well underway. However, program level assessment has not been as fully implemented. Moving forward Hostos will build on the existing assessment infrastructure to implement program level assessment in two distinct forms.

**Program Level Outcomes Assessment:** At the program level, this assessment includes the assessment of student learning as well as the impact analysis of programs on students. For the academic programs, outcomes assessment seeks to determine the extent to which students have mastered the content relevant to that program upon completion (direct assessment). Assessment of program impact will examine the student experience within the program and the extent to which the program facilitates retention and graduation (indirect assessment).

**Academic and Non-Academic Program Review (APR):** The purpose of APR is to conduct a comprehensive review of the program, office, or initiative, and its functioning beyond student learning. The purpose of non-academic program review is similar: to assess how effectively programs are functioning. The APR findings are used by programs and the administration for long-term planning and program renewal.

### A. Direct Methods of Program Assessment

*Program Level Outcomes Assessment:* Currently, all academic programs at Hostos have created program level outcomes, detailing the learning outcomes that students are to achieve by graduation. By the end of the Fall 2013 term, OIRSA, in close collaboration with OAA, will work with all 27 programs to review and complete maps of program outcomes to courses. The maps will also indicate in which courses the program outcomes are either introduced to students, developed, or have students demonstrate mastery. (See Appendix XIV for sample program learning outcomes and related outcomes maps.)

With the completion of the outcomes maps, Hostos will begin conducting program assessments in the career programs. For 2013-14, Hostos will piggy-back on the course-based assessments, as well as begin a pilot for capstone experiences. This two-pronged approach will allow program faculty to assess program outcomes at the individual course-level, as well as more holistically at the conclusion of the program (initially on a pilot-basis). By utilizing this model, faculty will be able to better assess the progression of students through their program, identifying content areas in which additional emphases or work needs to be done to ensure that students complete the programs with the expected skills.

At least every five years, all programs will review their program outcomes and course-outcomes maps to ensure that they are still relevant and reflect current practice in their profession.

Course-Based Program Assessment: Once the mapping is complete, the assessment of the program outcomes will be conducted in conjunction with the student learning outcomes (SLO) course assessments. The selection of the courses will be based, in part, on the schedule for academic program review (see section, below). As each course within a program un-

dergoes SLO course assessment (see section on SLO course assessment, below), OIRSA, working with the OAA, the Assessment Committee, and program faculty, will ensure that the program outcomes are included in those assessments. The results will then be analyzed and reviewed in conjunction with the program learning outcomes map. Findings will be shared with OAA, the program's coordinator and faculty for use in improving student learning vis-à-vis the program outcomes. The process of course-based program assessment will be similar to that followed for institutional effectiveness methods and is detailed in Table 2, below.

Capstone Assignment Assessment: The creation of embedded capstone assignments in the final courses of the career programs (see section on General Education Assessment Beyond the 30<sup>th</sup> Credit, above) will provide Hostos with an additional direct measure of program outcomes. The assessment will occur at the end of each academic year (typically in May and/or June) and be conducted by an assessment team composed of faculty from the program. OIRSA will provide technical assistance to the program faculty in their selection of a sample of the embedded assignments. The specific steps and timelines for implementing the capstone assignments are also shown in the annual timeline table for program level assessment. (See Table 2, below.)

The capstone assignments, collected as part of the general education assessment, will also be used for program assessment. Once collected, faculty (other than those involved in the general education assessment) will assess the capstone assignments using rubrics designed by them to assess the program outcomes. OIRSA will work with program faculty to adapt existing rubrics or create new ones to assess the program outcomes.

Once the assignments have been assessed, OIRSA will analyze the results and report back to OAA, the program coordinator, faculty, and appropriate department chair on the performance of students on each of the outcomes. (As with other reporting, OAA will be provided with preliminary draft reports for their review and input.) Results will be analyzed by course, to ensure that the assignments are comparable across courses, and program outcome to provide the program with information about student performance on each of their program outcomes. The report will be provided by the start of the following fall term.

In the following spring term (i.e., one year later), program faculty will be interviewed to identify any program changes that were made as a result of the findings. Faculty will be asked: What changes have been made? And what was the impact of those changes? At the end of the spring term, a small sample of embedded assignments will be reviewed to assess the impact of the changes. Results from this 'closing-the-loop' assessment will be reported by OIRSA and shared with program faculty and the academic leadership.

*Academic and Non-Academic Program Review:* The Academic and Non-Academic Program Review processes are an integral part of the Hostos Institutional Assessment Plan. While program outcomes assessment focuses on student learning in the academic programs, Academic Program Review (APR) is an in-depth study of program effectiveness that goes beyond the assessment of student learning to examine administrative effectiveness, relevance of course offerings to industry standards, instructional and student support services, and adequacy of faculty and staff. Non-Academic Program Review (Non-APR) is an in-depth study of individual offices, programs, or initiatives that are not specifically academic in nature, to assess

operational effectiveness and efficiency and impact on student success. APRs are expected to be completed in the course of a single academic year, with initial preparation work occurring at the end of the previous academic year. The implementation of recommendations are expected to begin in the academic year following completion. Non-APRs are expected to take less than an academic year to complete, although some offices and units might require the full year, depending on the scope and nature of their function.

To assist the individuals who will actually be conducting the program reviews, OIRSA will conduct a PDI at the beginning of the process. The PDI will provide an overview of the program review process, a detailed review of the components of the APR and non-APR, how to gather and use available data, and guidance on the preparation of the report. In addition, OIRSA will provide each group with a standard set of data on their program, unit, or department to assist them in beginning their reviews. In Fall 2013, the elements of this standard data set will be developed in conjunction with the division vice presidents. Additional data would be provided to the individuals conducting the reviews, as requested.

Hostos currently has in place protocols for conducting the APR in the academic departments, units, and programs. Briefly, the APR encompasses the following items:

- Academic Program: an overview of the program, including mission statement, program goals, student learning outcomes (SLOs), degree requirements, course descriptions, articulation agreements, etc.
- Outcomes assessment activities and program evaluation, including results from and use of assessment activities at the course and program levels.
- Students in the program, including enrollment patterns, demographic profiles, performance on CUNY tests, retention and graduation statistics, as appropriate, and student outcomes after graduation (e.g., licensure, employment, transfer, etc.).
- Overview of the faculty in the program, including scholarship and grants, faculty development, and faculty profiles.
- Overview of facilities and resources, including overview of non-faculty staff, space requirements, budgets, etc.
- Strengths, Weaknesses, Opportunities and Threats (SWOT): an analysis of areas that would support or impede achieving the goals of the department's academic program and/or impede the growth of the department's academic program.
- Review of future directions for the academic program, based on data collected and projections for the next 3 to 5 years.
- Recommendations to address issues raised by the analysis.

When the APR is completed, an external reviewer conducts a review of the document and related materials, visits the campus, and prepares a final report. The final report may include recommendations for program/unit improvement. All of the documents are reviewed by the department and Provost, and future directions for the program, department, or unit are mapped out with particular attention to any recommendations made for continuous improvement.

Program Reviews in non-academic programs will follow a similar protocol, timeline, and process. The protocol has been developed and will be implemented in Fall 2013. While there is no academic focus (unless the program has an academic component, such as College Discovery), these reviews will encompass a full review of the activities and outcomes for the program, the staff, facilities and budget, as well as an analysis of the strengths and weaknesses of the program, the effectiveness of the program, and recommendations for improvement. As appropriate, an external reviewer may also be invited to review the documents and conduct a site visit. As with the Academic Program Review, the results from the Non-Academic Program Review will be used to improve the effectiveness of the program, office, or initiative. Follow-up assessments will be conducted to ensure that the recommendations have been implemented and that the 'loop has been closed.

Copies of the final documents for both APR and non-APR will be kept by the appropriate division and unit, program, or department within that division, as well as by OIRSA.

For both the Academic and Non-Academic Program Reviews, a schedule has been developed. This schedule is found in Appendix XV, along with the protocols for conducting APRs and non-APRs.

## **B. Indirect Methods of Program Assessment**

*Program Level Impact Assessment:* The indirect program assessment will be comprised of three primary activities: focus groups of students either currently enrolled in the program or recent graduates; surveys of graduates or students leaving without graduating; and surveys of currently enrolled students. Surveys will be constructed with a core set of questions to which individual programs or offices can add questions relating to their individual requirements. In addition, the results of these surveys will be augmented with analyses of program graduation and retention rates.

The surveys and focus groups will be conducted on a schedule that is appropriate to the needs of the program. Some programs (e.g., Allied Health) may require annual graduation surveys; smaller programs may wish to conduct annual focus groups and forego surveys, altogether; other programs may elect to alternate surveys from one year to the next. The selection of programs for the surveys/focus groups will be based on the APR schedule (see previous section). Programs undergoing APR will conduct their surveys/focus groups at least one year prior to the start of their scheduled APR.

Overall, the indirect assessments will encompass both qualitative measures of program impact through surveys and focus groups and quantitative measure of program impact through analyses of program retention and graduation rates. These data will be used by the division vice-presidents, unit heads, directors, program faculty, etc., to inform decisions related to program sequences, pedagogy, curriculum, scheduling, resource allocation, etc., as necessary and/or appropriate.

## **C. Annual Timelines for Program Assessment**

The annual timelines for program level assessments are found in Table 2, below. As with the annual timelines shown for institutional effectiveness (see Table 1, above), the timelines

for program assessment provide clear indications of the processes and responsibilities regarding both the assessment of student learning outcomes and the activities related to program review.

**Table 2  
Program Level Assessment – Activities and Annual Timeline**

<b>Table 2 Program Level Assessment – Activities and Annual Timeline</b>				
	<b>Student Learning Assessment</b>		<b>Program Review</b>	
<b>Month/ Term</b>	<b>Program Level Outcomes Assessment (Course and Capstone Assignment Pilot)</b>	<b>Program Level Impact Assessment</b>	<b>Academic Program Review</b>	<b>Non-Academic Program Review</b>
<b>September</b>	<ul style="list-style-type: none"> <li>OAA and Assessment Committee selects at least 3 programs to undergo PLO assessment. Within each program, courses for PLO assessment and capstone assignments will be identified (both course and capstone)</li> </ul>	<ul style="list-style-type: none"> <li>OAA will work with OIRSA and identified programs to determine scope and detail of surveys and/or focus groups for the coming academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Programs scheduled for APR, by OAA, commence self-study process using established template</li> <li>Faculty participate in PDIs relating to self-study process</li> </ul>	<ul style="list-style-type: none"> <li>Programs scheduled for non-APR, by division VPs, commence review process using established template</li> <li>Staff participate in PDIs relating to self-study process</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>Faculty participate in PDIs developed and offered by OAA and supported by OIRSA</li> </ul>		<ul style="list-style-type: none"> <li>OIRSA and APR subcommittee of Assessment Committee follow-up with faculty to provide technical assistance and support</li> </ul>	<ul style="list-style-type: none"> <li>OIRSA follow-up with staff to provide technical assistance and support</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>Faculty begin creation of assignments corresponding to PLO assessment method</li> </ul>		<ul style="list-style-type: none"> <li>OIRSA and APR subcommittee monitors progress of APR self-studies and reports findings to OAA for appropriate action.</li> </ul>	<ul style="list-style-type: none"> <li>OIRSA monitors progress of non-APR self-studies and reports findings to division VPs for appropriate action.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>OAA and Assessment Committee (with OIRSA support) will ensure all 27 programs have program outcomes mapped to courses.</li> <li>Faculty complete creation of relevant assignments and include in syllabi for Spring courses</li> </ul>	<ul style="list-style-type: none"> <li>OAA, department faculty, coordinators, and OIRSA design questions and protocols for surveys and focus groups</li> </ul>	<ul style="list-style-type: none"> <li>Initial draft of self-study sent by program to OAA, APR subcommittee, and OIRSA for review and comment.</li> </ul>	<ul style="list-style-type: none"> <li>Initial draft of self-study sent by program to division VPs and OIRSA for review and comment.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>OAA, OAA Assessment Committee and OIRSA determine who will collect artifacts from courses doing PLO and when</li> <li>OAA, Assessment Committee, program coordinators, and OIRSA determine membership of</li> </ul>		<ul style="list-style-type: none"> <li>OAA, APR sub-committee, and OIRSA complete review of draft and provide feedback to programs.</li> </ul>	<ul style="list-style-type: none"> <li>Division VPs and OIRSA complete review of draft and provide feedback to programs.</li> </ul>

	PLO assessment teams			
<b>February</b>	<ul style="list-style-type: none"> <li>• Courses run in Spring term</li> </ul>	<ul style="list-style-type: none"> <li>• OIRSA conducts surveys and focus groups, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs complete revisions and provide second draft to OAA, APR subcommittee, and OIRSA for final review.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs complete revisions and provide second draft to division VPs and OIRSA for final review.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Faculty collect artifacts (with OIRSA support)</li> </ul>		<ul style="list-style-type: none"> <li>• Final review by OAA, APR subcommittee, and OIRSA</li> </ul>	<ul style="list-style-type: none"> <li>• Final review by division VPs and OIRSA</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Faculty collect artifacts (with OIRSA support)</li> </ul>			
<b>May</b>	<ul style="list-style-type: none"> <li>• All artifacts are collected and maintained in hardcopy by faculty or in e-portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• OIRSA completes surveys and focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Program submits final APR to OAA with recommendations for individuals to conduct external review.</li> </ul>	<ul style="list-style-type: none"> <li>• Program submits final non-APR to division VPs with recommendations for individuals to conduct external review, if appropriate.</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Team conducts assessment of relevant artifacts using appropriate PLO rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• OIRSA analyzes results from surveys/focus groups.</li> </ul>		
<b>July</b>	<ul style="list-style-type: none"> <li>• OIRSA analyzes results</li> </ul>			
<b>August</b>	<ul style="list-style-type: none"> <li>• OIRSA analyzes results and provides preliminary draft to OAA for review and comment</li> </ul>	<ul style="list-style-type: none"> <li>• OIRSA completes analyses from surveys and focus groups and provides preliminary draft to OAA for review and comment</li> </ul>		
<b>Fall of following academic year</b>	<ul style="list-style-type: none"> <li>• OIRSA reports results to OAA, department chairs, program coordinators, relevant faculty – by course and by program outcome.</li> <li>• OAA meets with program faculty to identify changes based on findings from PLO assessments and surveys/focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• OIRSA reports on results from surveys and focus groups, in conjunction with PLO assessment reporting, to OAA, department chairs, program coordinators, relevant faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• External reviewer selected and campus visit conducted</li> </ul>	<ul style="list-style-type: none"> <li>• External reviewer selected and campus visit conducted, if appropriate</li> </ul>

<p><b>Spring of following academic year</b></p>	<ul style="list-style-type: none"> <li>• OIRSA, in consultation with OAA, surveys faculty – what changed and impact of changes on student outcomes.</li> <li>• OIRSA conducts assessment of small sample of artifacts to assess impact of changes, as appropriate.</li> <li>• OIRSA reports results to OAA, Assessment Committee, department chairs, program coordinators, and relevant faculty</li> </ul>		<ul style="list-style-type: none"> <li>• Program submits final APR report to OAA, with recommendations from the external reviewer.</li> <li>• In the following academic year, program implements recommendations from the APR. OIRSA monitors implementation and reports on progress to OAA.</li> </ul>	<ul style="list-style-type: none"> <li>• Program submits final non-APR report to division VPs, with recommendations from the external reviewer, if appropriate.</li> <li>• In the following academic year, program implements recommendations from the non-APR. OIRSA monitors implementation and reports on progress to divisional VPs.</li> </ul>
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## VII. Course Level Outcomes Assessment

Assessment at the course level will take the form of course-based outcomes assessment to determine the extent to which students have mastered the course content. Each year, course-based outcomes assessment will be conducted in at least 35 courses, across all of the academic departments. The selection of the courses will be made by the department chairs, unit coordinators and appropriate faculty, in conjunction with the College-wide Assessment Committee and OAA. The list of the 2012-13 courses undergoing outcomes assessment is found in Appendix XVI.

### Primary Method

*SLO Course Assessment:* As a first step in further systematizing SLO course assessment, OAA, in conjunction with the Assessment Committee and OIRSA, will create a master schedule indicating when all offered courses will be assessed. This master schedule will be reviewed annually by OAA, the Assessment Committee and OIRSA and revised, as appropriate and/or necessary. The criteria that will be used to select courses for any given academic year will include (in no particular order): when the course last underwent course-level assessment; when the course curriculum was last reviewed and/or revised; average course enrollment (including number of sections); and relationship of course to program outcomes assessment. The final schedule will seek to have a range of courses across programs, departments, and enrollments in each academic year. The selected courses will also be among those used for the course-based general education assessment discussed previously.

In preparation for the SLO course assessment in a given academic year, in the prior spring term, the department/units, in conjunction with the Assessment Committee and OAA, will be informed of the courses to be assessed in the coming academic year, based on the master schedule.

In the fall term, faculty working with OIRSA staff, will finalize the course SLOs and identify the method(s) of assessment for each SLO. Assessment methods could include performance on subsets of questions on multiple-choice tests, term papers or projects assessed using rubrics, etc. In the spring term, the assessments (including gathering the data) will be conducted and the results analyzed by OIRSA. The assessments will be conducted by faculty with the department, including faculty teaching the courses, as the assessments will be embedded within the course. OIRSA staff will be available to assist faculty to facilitate the assessment and data gathering processes.

As with the other levels of assessment, OIRSA will analyze the results during the summer for reporting back at the beginning of the next fall term. The results will be reported to OAA, the Assessment Committee, department chairs and unit coordinators, and faculty in the assessed courses. In the following spring term, OIRSA will survey faculty to identify any changes they may have been made in their courses based on the assessment results. Faculty will be asked two questions: What changes were made? And what was the impact of those changes on student learning? At the end of the term, OIRSA will collect a small sample of student work in the courses to assess the impact of the changes on student learning.

The annual timeline for the completion of the course-based assessment activities is found in Table 3, below.

As noted previously, OIRSA staff will work with faculty in the programs to ensure that the course assessments include the appropriate program level outcomes as part of the SLOs in each of the courses. (See section on program level outcomes, above.)

<b>Table 3</b>	
<b>Course Level Assessment – Activities and Annual Timeline</b>	
<b>When</b>	<b>Course-based SLO Assessment</b>
<b>End of Prior Spring Term</b>	<ul style="list-style-type: none"> <li>• OAA and Assessment Committee identify at least 35 courses, following the master schedule, to be assessed in the coming academic year. Criteria used to create the schedule include: time since last assessment; enrollment; relationship to program outcomes assessment; relationship to general education assessment</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• OAA and Assessment Committee, with OIRSA, begin review of SLOs for selected courses.</li> <li>• Faculty in selected courses participate in PDIs focusing on course assessment developed and offered by OAA and supported by OIRSA</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Faculty working with OAA, Assessment Committee, and OIRSA, finalize review of SLOs and begin creation of assignments/corresponding artifacts for SLO assessment</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Faculty continue creation of assignments for Spring courses</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Faculty complete creation assignments and include in syllabi for Spring courses</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• OAA, Assessment Committee and OIRSA determine who will collect course assessment artifacts and when</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Courses run in Spring term</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Faculty collect artifacts (w/OIRSA support)</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Faculty collect artifacts (w/OIRSA support)</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• All artifacts are collected and maintained in hardcopy by faculty or in e-portfolio</li> <li>• Teams conduct assessments using relevant SLO rubrics</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• OIRSA analyzes results</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>• OIRSA analyzes results</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>• OIRSA analyzes results</li> </ul>
<b>Fall of next academic year</b>	<ul style="list-style-type: none"> <li>• OIRSA reports to results to OAA, Assessment Committee, Department chairs, faculty teaching assessed courses – by course and by outcome</li> <li>• OIRSA meets with relevant faculty to identify changes being made to courses based on findings</li> </ul>

<b>Spring of next academic year</b>	<ul style="list-style-type: none"> <li>• OIRSA surveys faculty in assessed courses– what was changed? And what was the impact of those changes on student learning?</li> <li>• OIRSA conducts assessment of small sample of artifacts to assess impact of changes</li> <li>• OIRSA reports results to OAA, Assessment Committee, Department chairs, and faculty teaching assessed courses</li> </ul>
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### **VIII. Structure and Processes that Support Assessment**

To support the work encompassed by the Institutional Assessment Plan, Hostos has reorganized the Office of Institutional Research and Student Assessment (OIRSA). Recognizing the importance and centrality of assessment and in order to be able to better serve the needs of the entire college, OIRSA is housed within the Office of the President. This structure is designed to provide maximum support for the ongoing implementation of the assessment initiatives, including institutional effectiveness, at the college.

The Assistant Dean for Institutional Research and Student Assessment provides the ongoing leadership in the implementation of these assessment initiatives and activities on campus. Further, the Assistant Dean also has direct responsibility for: overseeing the work of the IR specialists and Assessment Coordinator; implementing college-wide Strategic and Operational plans; ensuring the alignment of college-wide assessment activities, college-wide PMP reporting, student evaluations, external reporting (e.g., Middle States, IPEDS, CUNY Central, etc.), and collaborating with the divisional vice-presidents and/or their designees(s).

Overseen by the Assistant Dean, OIRSA has hired three full-time professional staff members: three IR Specialists, one of whom also oversees the college’s OAA assessment activities. The IR Specialists have been assigned to work with individual divisions to be better able to serve their specific data needs. In addition, they work with their divisions on data collection and analysis for the Strategic Plan/Operational Plan and assessment support; ensuring the required reporting of PMP goals and targets; providing data and technical support for Academic/Non-Academic Program Review; and provide assistance and support for divisional staff, as appropriate.

The IR Specialist overseeing the OAA assessment activities works with faculty on course and program outcomes assessment, as well as work with faculty on general education assessment. In that capacity, he works with both the Assessment Committee and the General Education Committee on these activities. In addition, he works with staff in the non-academic divisions on their program assessments, including assisting in the development of goals and objectives. See Appendix XVII for organization chart of OIRSA.

## Plan Management

To ensure that all aspects of the Assessment Plan (including the Operational Plan and PMP reporting) remain on schedule, the following meeting and reporting structure will be used:

- OIRSA staff will meet monthly with the President to discuss progress toward assessment at all levels, as well as any issues that need to be addressed.
- OIRSA Assistant Dean and/or OAA liaison will meet with the OAA Associate Dean at least twice per month to discuss technical and consultative issues related to assessment activities in OAA.
- OIRSA divisional liaisons will meet with their divisional counterparts on a monthly basis to review progress on assessment activities to identify any problem areas and how they can be best addressed.
- OIRSA staff will meet monthly with Cabinet to review the status of ongoing activities, ensuring that they are being implemented according to the assessment calendar. For example, these meetings would review the progress on the pilot activities around general education assessment. Problem areas would be identified and decisions made as to how they should be addressed.
- OIRSA will produce quarterly reports for Cabinet and Assessment Committee discussion that detail progress on all levels of assessment, raising any issues that need to be addressed from a management perspective, and making recommendations as appropriate on any adjustments moving forward.
- OIRSA will prepare semi-annual presentations to the Senior Leadership Council (members represent the executive and managerial and academic leadership of the college) and to the Chairs and Coordinators meeting to report out on progress made in relationship to the initiatives in the Strategic Plan and the Operational Plan for that academic year.

The above structure will ensure that all managerial and executive levels of the college are fully informed of the activities being undertaken in conjunction with the Assessment Plan. Further, these structures will allow any areas that are behind schedule to be quickly identified and permit corrective actions to be taken, as appropriate.

## **IX. Assessment and Institutional Renewal – How it Works**

Hostos has in place continuous improvement assessment processes that address institutional renewal in two domains: student learning and institutional effectiveness.

### **Continuous Improvement Processes to Assess Student Learning**

At the course and program level, Hostos has and continues to: 1) formulate student learning outcomes, 2) identify appropriate assessment measures and methods, 3) create course and program-based learning experiences leading to these outcomes, and 4) assess the results (the degree to which intended learning outcomes are achieved by the learning experiences underway in courses and programs), and 5) facilitate discussion and use of the results to improve teaching and learning at the course and program levels.

The General Education competencies are assessed at all three levels (i.e., course, program, and institution) and the results are used to inform decision-making around staffing, resource allocation and planning, including the development or expansion of programs and initiatives.

Results from the student learning assessments (including general education) are typically available at the end of the academic year or the beginning of the next academic year. The results from these assessments are then available for use in planning for the coming academic year.

As described in the sections relating to assessment of student learning, the analysis of assessment results are conducted by OIRSA during the summer, with reporting to faculty and academic leadership at the beginning of the next fall term. Then, using these results faculty will be able to make curricular changes, as appropriate, to their courses in time for the coming spring term. At the end of the spring term a small assessment will then be conducted to determine the impact of the changes made. Thus, a continuous cycle of assessment, use of results, and further assessment is established.

### **Continuous Improvement Processes for Institutional Effectiveness and Resource Allocation**

Assessing institutional effectiveness is also a priority. Hostos has put in place the following processes to make progress on achieving the desired goals, initiatives, and outcomes laid out in its strategic plan. Each July, Hostos formulates an annual operational plan that lays out the outcomes and activities each division will undertake to achieve those outcomes. In January/February, assessment results are used to facilitate divisional and college-wide discussion among faculty, staff, and administrators about the extent to which anticipated outcomes are being achieved and connected to actual activities underway. These results then help the College make revisions to outcomes and activities for the year as necessary and appropriate. These results also inform a March/April early formulation of the next year's plan, which includes preliminary analysis of budgeting and resource allocation implications. In May/June, end-of-year assessment takes place and informs the final draft of the college-wide operational plan for the next year, for which informs final resource allocation decision-making. A final report summarizing outcomes and activities for the previous academic year is then released in October, in tandem with the public release of the new annual operational plan.

In conjunction with the operational planning process, the PMP is also part of the continuous improvement process at the institutional level, providing additional information relating to college performance on university priorities (e.g., on-line instruction, use of faculty, etc.). The PMP results are reviewed by CUNY Central administration and form the basis for the President's annual meeting with the CUNY Chancellor. Results are used to identify areas in need of strengthening, as well as highlighting areas in which the college has shown progress. CUNY also works with the colleges to establish enrollment targets. Based on these discussions, program and academic priorities, including enrollment targets are established by the college. Connected to these priorities Hostos, with CUNY input, allocates appropriate resources.

As part of the planning process, results from course and program assessments are also included. Results from these assessments are used as part of the allocation process for academic programs (e.g., a program might need additional resources to provide additional instruction in an area needing strengthening). Additionally, decisions regarding requests for additional labs, supplies, or program materials are informed by the results from both program level outcomes assessment and Academic Program Reviews. Results would also be used to identify areas in which PDIs would be most beneficial for faculty, such as the development of assignments related to general education assessments for the global citizenship-competency. The above are examples as to how assessment results could be used and are not meant to be prescriptive, but illustrative. Ultimately, the results from both course and program assessments are used in an on-going manner as part of the planning and resource allocation process around student learning in courses and programs.

### **Timetables for Assessment Implementation and Annual Activities**

*Implementation of Assessment Activities:* Tables 1 through 3, above, provide detailed implementation schedules for assessment at the institution, program, and course levels, respectively. At the end the five years of this Assessment Plan, there will be an overall cumulative result of what will have been accomplished. Table 4, below, shows the annual and cumulative assessment results.

**Table 4  
Annual and Cumulative Assessment Results for the Hostos Institutional Assessment Plan**

<b>Type of Assessment</b>	<b>Year 1 (AY2012-13)</b>	<b>Year 2 (AY2013-14)</b>	<b>Year 3 (AY2014-15)</b>	<b>Year 4 (AY2015-16)</b>	<b>Year 5 (AY2016-17)</b>	<b>Cumulative Results</b>
Course Level Assessment	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 35 Courses Assessed	At least 175 Courses Assessed
Program Level Assessment	At least 3 courses in 5 programs assessed	At least 3 courses in 6 programs assessed	At least 5 courses in 6 programs assessed	At least 5 courses in 6 programs assessed	At least 5 courses in 6 programs assessed	All 27 programs complete assessment
Academic Program Review	5 programs/units assessed	5 programs/units assessed	5 programs/units assessed	5 programs/units assessed	5 programs/units assessed	At least 75% academic departments, programs, and units complete APR
Non-Academic Program Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 2 units from each division conduct Review	At least 75% of units in each division complete non-Academic Program Review
General Education	Align assessment of 4 competencies to courses undergoing course assessment	Begin pilot of e-portfolios and capstones; alignment of assessment of 4 competencies	Assess results of pilot; align assessment of 4 competencies	Implement decision from pilot student; align assessment of 4 competencies	Finalize implementation of decision from pilot student; align assessment of 4 competencies	Hostos will have established and implemented an on-going general education assessment method across the curriculum.  All General Education competencies assessed at least once.
Operational Planning	7 Priority Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All Annual Priority and other Relevant Initiatives addressed and assessed	All college-wide strategic planning goals, initiatives, and outcomes will have been addressed and assessed

## X. Communication of Assessment Activities and Results

Table 5, below, provides a framework for the reporting of results from various assessment activities. In terms of what is being reported internally versus externally, the table below is more representative of the current state of reporting at Hostos. Over time it is expected that increasing amounts of information will be externally reported. The format of the reporting for the various results (e.g., presentations to faculty and/or SLC, dashboards, reports, etc.) will be determined in consultation with President and the appropriate divisional vice-presidents.

**Table 5**  
**Reporting Structure for Assessment Results**

<b>Primary Focus of Distribution</b>	<b>What is Reported</b>	<b>Results Reported to:</b>
Internal	Course assessment results	OAA, Dept. chairs, faculty, Assessment Committee
	Program assessment results	OAA, Dept. chairs, program coordinators, faculty, Assessment Committee
	General Education assessment results	OAA, Dept. chairs, faculty, Gen Ed Assessment Committee
	Detailed assessment results related to annual operational plans	President, Executive Cabinet
	Academic Program Review	OAA, Dept. chairs, program coordinators
	Non-Academic Program Review	Divisional V.P.s, unit/office directors, relevant staff
External	Anticipated outcomes and activities by year and cumulative of course of plan	College community, public (through Hostos website)
	CUNY PMP annual goals and targets (released by CUNY)	CUNY Central (Chancellor), College community, public (through CUNY website)

Hostos is also putting into place a communications and reporting strategy that will assist stakeholders, both internally and externally, to understand the degree to which the performance indicators have been met across all aspects of the on-going assessment effort. A central component of that reporting will focus on the performance on the outcomes in Hostos' current Strategic Plan.



## **XI. Conclusions**

This assessment plan was developed through reviews of best practices and input and consensus among the divisions at Hostos. The purpose of this plan is to provide a clear roadmap for the college as it continues to create and refine a culture of assessment and evidence-based decision-making. The plan makes clear the responsibilities of all divisions, offices, and individuals within the assessment structure and culture being developed. The importance of this shared responsibility cannot be underestimated. It makes clear that assessment is the business of everyone at the college and that everyone has an important role to play in the overall effort. Beyond just creating a culture of assessment, the ultimate goal of this plan, and the college, is to ensure that this culture of assessment continues and becomes self-sustaining. Such a result will go a long way towards ensuring that Hostos is able to continue to grow and provide its students with the best education possible.

# Appendix I

## Hostos Mission

### Hostos Community College Mission Statement

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

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

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

## Appendix II

### Mission Logo and Mission Themes



**Appendix III**  
**2011-16 Strategic Plan**

The Hostos 2011-16 Strategic Plan is over 50 pages. It is available on line, in pdf format, at:

<http://www.hostos.cuny.edu/StrategicPlan/>

## **Appendix IV Operational Plan**

The 2012-13 Operational Plan is 140 pages. It is available on line, in pdf format, at:

<http://www.hostos.cuny.edu/StrategicPlan/OperationalPlan.html>

## Appendix V PMP Objectives and Hostos' 2012-13 PMP Goals and Targets

Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
<b>Goal 1: Raise Academic Quality</b>			
1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies	1.1 Documented results of all accreditation reviews	<p>1.1.1 The College will develop a comprehensive assessment plan for evaluation of educational offerings (Standard 11) and general education as a discrete program (Standard 12) with a focus on student learning (Standard 14). This will be included in this year's college-wide operational plan. MSCHE requested a progress report that is due on November 1, 2013.</p> <p>1.1.2 Two full-time faculty searches in Nursing will be finalized in FY 2012-2013 to meet staffing needs. LPN incoming class size has been capped at 20 qualified students.</p>
	1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community	1.2 Recognition/validation from various external sources	<p>1.2.1 OAA will implement the nine new service learning projects designed in AY 2011-2012 and develop and execute an assessment tool to measure student learning in these projects.</p> <p>1.2.2 OAA will develop two courses, approved through governance, to be designated service learning courses.</p> <p>1.2.3 OAA will develop a pilot study abroad class to expand offerings.</p> <p>1.2.4 OAA will begin the development of a new program in health information technology/management.</p> <p>1.2.5 Hostos website will be revamped and redesigned.</p>
	1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation	1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs	1.3.1 In AY2012-2013, five programs will begin Academic Program Reviews (APR), as per the Hostos APR schedule: Behavioral Sciences; Social Sciences; Business Management; Office Technology; and Gerontology.



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			<p>1.3.2 Mathematics will pilot a MAT 15 course in Fall 2012. Student pass rates on exit exam will be equal to or surpass MAT 20 pass rate. Language and Cognition department will incorporate components of the summer bridge program modules including Library, Technology, and Study Skills to support first year ESL students.</p> <p>1.3.3 In Summer 2012, OAA and SDEM will implement the Foundations of Excellence (FOE)-recommended First-Year Experience summer bridge program.</p> <p>1.3.4 OAA and SDEM will create a cross-divisional committee that will develop and widely disseminate a first-year student philosophy, as recommended by FOE.</p> <p>1.3.5 50% of the entering freshmen will be assigned a Student Success Coach.</p> <p>1.3.6 The Office of Institutional Research's function will be expanded to work on assisting each of the divisions in the creation of tracking systems to assess student progress, also including helping SDEM and Workforce Development Divisions with SLOs for student leadership programs and courses, respectively.</p>
	<p>1.4 Colleges will use technology to enrich courses and improve teaching</p>	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p>	<p>1.4.1 There will be a 10% increase in the number of faculty attending integrative technology workshops. In AY 2011-2012, there were 134 participants.</p> <p>1.4.2 The number of faculty using Blackboard technology will increase by 5%. In AY 2011-2012, there were 167 faculty utilizing Blackboard.</p>



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			1.4.3 Faculty use of e-portfolio will increase by 20%. In AY 2011-12, there were 10 participants. 1.4.4 The EdTech survey data will be analyzed and data-based recommendations will be implemented. 1.4.5 Twenty faculty members will be identified to work with EdTech staff to develop a plan to embed online resources in classes. 1.4.6 OAA will research and identify national standards of excellence in learning, teaching and leading with technology to guide and assess the College's course offerings. 1.4.7 Six new hybrid courses will be developed and eight new additional sections of existing hybrid courses will be offered. 1.4.8 The College will develop a database of prospective faculty with online teaching experience for searches for adjuncts, sub-appointments and full-time faculty positions.
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity	2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers	2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for full-time and part-time faculty	2.1.1 Based on assessments from the AY 2011-2012 Center for Teaching and Learning (CTL) offerings, professional development opportunities will be aligned with faculty needs. 2.1.2 The CTL will design and schedule at least two professional development activities for part-time faculty. 2.1.3 The CTL will adopt professional core competencies for chairs, coordinators and directors.





Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			<p>2.1.4 There will be a 10% increase in the number of faculty participating in professional development initiatives. In AY 2011-2012, there was participation from 137 faculty members.</p> <p>2.1.5 OAA will charge a faculty committee to strengthen cross-disciplinary scholarship on campus.</p> <p>2.1.6 The Peer Observation Improvement Network (POINT) will provide two professional development opportunities for faculty who conduct peer observations.</p>
	2.2 Increase faculty research/scholarship	2.2 Faculty scholarship and creative work	2.2.1 The number of faculty actively engaged in research and scholarly activities will increase by 2% as evidenced by grant submissions, publications and conferences. In AY2011-2012 there were 95 faculty members engaged in research and scholarly activities.
	2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty	2.3.1 Instruction by full-time faculty will increase by 2%. In AY 2011-2012 full-time faculty delivered 50.9% of instruction. In 2009-2010, the annual mean teaching hours was 24.2; in 2011-12 is 23.4.
	2.4 Colleges will recruit and retain a diverse faculty and staff	2.4 Faculty and staff diversity and affirmative action reports	2.4.1 The Affirmative Action Office will expand diversity initiatives to include recruitment outreach efforts to veterans' groups and organizations for people with disabilities. Three-year trend in the diversity of new hires: 2009-10: hired 60 F/T staff, 30 women and 45 minority 2010-11: hired 25 F/T staff, 12 women and 18 minority 2011-12: hired 56 F/T staff, 37 women and 39 minority



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
<b>Goal 2: Improve Student Success</b>			
3. Ensure that all students receive a quality general education and effective instruction	3.1 Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative	3.1 Colleges will present evidence of curricular development and revision, and alignment of courses leading into the large transfer majors	3.1.1 At least 20 courses will align their student learning outcomes with Pathways outcomes, evidenced by approval of the Pathways subcommittee.  3.1.2 Participation in Gen Ed PDIs will increase by 15%. In AY 2011-2012 there were 33 participants.
	3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses	3.2 Basic skills test performance and pass rates on exit from remediation; Bacc: % credits passed of those attempted for SEEK/ESL students; assoc: % of remedial students at 30 credits who have pass all basic skills tests	3.2.1 OAA will implement restructured reading and writing workshops offered through the English Department and offer 50 workshops.  3.2.2 Pass rates on CUNY assessment tests following exit from remediation in the Fall 2012 term will increase by 2%. In AY 2011-2012, CUNY assessment test pass rates were: COMPASS Reading – 43.3%; CATW (Writing) 42.9%.  3.2.3 The percentage of students who needed remediation and now have 30 credits at the start of the Fall term, and are proficient in all of their skills test will increase by 2%. Last Fall Hostos' average was 58.1%.
	3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study	3.3 % of students passing freshman composition and gateway math courses with C or better; % of CLA target sample who were administered the CLA test	3.3.1 % of students passing freshman composition and gateway math courses with C or better will increase by 2%. English: 2011-12, 79.3%; 2012-13, 81.3% Math: 2011-12, 80.9%; 2012-13, 82.9%.
	3.4 Colleges will reduce performance gaps among students from underrepresented groups	3.4 1-yr. retention rates by group status	3.4.1 One-year retention rates by underrepresented groups and gender will improve by 2%; thus narrowing the URM gap. In 2011-12, Female was 64.2% and Male was 62.9%



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	3.5 College will show progress on implementing faculty-driven assessment of student learning	3.5 Evidence that faculty are assessing student learning, using results to make improvements, and documenting the process	3.5.1 In accordance with the course assessment calendar, at least 35 courses will undergo faculty-driven course assessment.  3.5.2 The Assessment Committee will meet bi-weekly to track changes recommended from FY 2011-2012 assessments.
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion	4.1 Colleges will facilitate students' timely progress toward degree completion	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; back: % of students with major declared by the 70 <sup>th</sup> credit; average # credits earned in first 12 months; assoc: % of freshmen who complete freshmen composition/credit-bearing math within 2 years of entry	4.1.1 The percentage of transfer students taking courses or workshops the summer after entering will increase by 2%.  4.1.2 The ratio of undergraduate FTEs to headcount will increase by 2%. For Fall 2011, the ratio was -.74 (5236 FTEs/7078).  4.1.3 The average number of credits earned in the first 12 months will increase by 1 credit. The Fall 2010 to Fall 2011 average was 15 credits.  4.1.4 The percentage of freshman who complete freshman composition/credit-bearing math within 2 years of entry will increase by 2 points. For students entering in Fall 2010, the spring 2012 percentages were 36.5% for freshman comp, and 36.2% for credit-bearing math.  4.1.5 First year students will be matched with a Student Success Coach. First year student persistence for second semester will increase by 2 points. Allied Health majors will participate in one program information session each semester with advisors in the Academic Advisement Center. At least 80% of students will be pre-registered for the spring semester 2013.



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			<p>4.1.6 SDEM will conduct a Time-To-Degree assessment of students in three college majors.</p> <p>4.1.7 SDEM will partner with CUNY Lumina Grant project to establish a Student Peer Mentoring Program for First Year Students.</p> <p>4.1.8 OAA/SDEM will increase winter participation and summer enrollment in courses by 2%. Winter @2% = ~140; Summer @2% = ~1845</p>
	4.2 Retention rates will increase progressively	4.2 1-yr retention rates and difference between actual and adjusted 1-yr retention rates	4.2.1 1-yr. retention rate will be at least 2 percentage points higher than the rate expected by RAPM.
	4.3 Graduation rates will increase progressively in associate, baccalaureate, and master's programs	4.3 assoc: 4-yr grad rates, difference between actual and adjusted 4-yr grad rates; bacc:4-yr grad rates, difference between actual and adjusted 4-yr grad rates; master's: 4-yr grad rates	4.3.1 The 4-yr graduation rate will be at least 2 percentage points higher than the rate expected by RAPM. ('07 = 19.3%, '08 = ~ 21.3%, '09 = ~23.3%)
5. Improve post-graduate outcomes	5.1 Professional preparation programs will improve or maintain the quality of successful graduates	5.1 Pass rates and # of students passing licensure/certification exams	<p>5.1.1 The pass rate for radiology will be 90%.</p> <p>5.1.2 The pass rate for nursing will reach 80%. In AY 2011-2012, the average pass rate of the RN and LPN was 77%. The unit is using the ATI computer assisted instruction program for tutorials and remediation in preparation for NCLEX. All students are strongly encouraged to take a final review class.</p> <p>5.1.3 The pass rate for dental hygiene will increase from 90% to 95%.</p>



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	5.2 Job and education rates for graduates will increase	5.2 College self-reports and surveys of graduates' job placement rates; colleges report mean prof/grad school test scores of their back graduates to OIRA; % of assoc graduates working or continuing their education	5.2.1 Outreach to graduates, transfer to CUNY 4-year colleges, and job placement for graduates will increase by 2%.  In 2011, Outreach to graduates: 71%; transfer to CUNY 4-year colleges: 65.4; jobs for graduates: 77.3%.
6. Improve the quality of campus life and student and academic support services	6.1 Colleges will improve the quality of student life and campus climate	6.1 Colleges will present evidence of improved quality of life and campus climate; baseline satisfaction ratings of relevant Noel-Levitz scales will be established	6.1.1 SDEM will create newly designed Annual Satisfaction Survey based on new Noel Levitz Model.
	6.2. Colleges will improve the quality of student and academic support services, including academic advising and use of technology	6.2. Colleges will present evidence of improved quality and satisfaction with student, academic, and technological support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established	6.2.1 The number of students participating in instructional technology workshops will increase by 2%. In AY2011-2012, 695 students participated in workshops.
<b>Goal 3: Enhance Financial And Management Effectiveness</b>			
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree; mean SATs/CAAs; % difference between target and actual FTE enrollment	7.1.1 Enrollment targets will remain near AY 2011-2012 levels, as per conversations with CUNY Central.  7.1.2 The Continuing Education enrollment target for 2012-2013 is <b>11,195</b> , which is an average of the past three (3) years (2010: 10,802; 2011: 10,007; 2012: 12,776).
	7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	7.2 Colleges will document efforts to communicate Pathways gen ed and major curricular requirements to students, faculty, and staff; change infrastructure in support of Pathways (e.g., DegreeWorks); and create dual admission/degree programs or other effective means of facilitating transfer	7.2.1 A second Faculty Fellow will be selected to assist departments with Pathways implementation.  7.2.2 OAA and SDEM will develop a collaborative communication plan focused on Pathways Gen Ed and major curricular requirements.  7.2.3 OAA will offer 5-10 trainings targeted to faculty, advisors and students to ensure consistency of information on Pathways curricular changes.

**HOSTOS COMMUNITY COLLEGE**  
**PRESIDENT FÉLIX V. MATOS RODRÍGUEZ**

The City University of New York  
**College/President Performance Goals and Targets**  
**2012-2013 Academic Year – Revised August 30, 2012**



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
			<p>7.2.4 The College will create a new and separate section on Pathways on its website to facilitate orientation and information.</p> <p>7.2.5 The proposal for the dual degree program for nursing in collaboration with Lehman College will be submitted for the Board of Trustees' approval.</p>
	7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission	7.3 % of College Now enrollment target achieved; registrations in adult and continuing education programs	<p>7.3.1 College Now enrollment will remain in alignment with enrollment management conversations with the CUNY Office of Academic Affairs. In 2011-2012, there were 914 students enrolled.</p> <p>7.3.2 The Continuing Education enrollment target for 2012-2013 is 11,195, so as to promote the college's mission.</p>
8. Increase revenues and decrease expenses	8.1 Alumni-corporate fundraising will increase 10%	8.1 Alumni/corporate fundraising (CAE-VSE report) 3-year rolling average; colleges will provide evidence of increased alumni outreach	<p>8.1.1 Hostos will increase fundraising efforts by 10% of the total reported in the CUNY Fundraising Summary for FY 2012.</p> <p>8.1.2 The College will develop the Alumni Speakers Bureau to encourage contact between alumni and students.</p>
	8.2 Colleges will make progress within a declared capital campaign	8.2 Evidence of declared capital campaign with fundraising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan	8.2.1 Hostos will finalize its capital campaign feasibility study and launch its first-ever comprehensive campaign. As part of this campaign, Hostos will prepare a case statement, select a campaign chairperson, and establish giving societies and donor recognition policies and guidelines.



Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	8.3 Each College will achieve its revenue targets and improve or maintain high collection rates	8.3 Revenue as a percentage of target; collection rate	8.3.1 The tuition and fees revenue collection rate will increase by 0.5% per term, using the following baselines:  Fall: 96.6% Spring: 93% Summer: 98.3%
	8.4 Colleges improve or maintain sound financial management and control	8.4 % of budget spent on general administration; number of material weaknesses or significant deficiencies in annual internal control reviews	8.4.1 The College will continue to decrease administrative costs by 0.5%.  8.4.2 Hostos will maintain 100% compliance (zero citations) according to the annual internal control review.
	8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve	8.5 % of allocated budget retained as reserve	8.5.1 The College will retain 3% of its allocated budget as reserve.
	8.6 Contract/grant awards will increase	8.6 Contract/grant awards including specifically for research	8.6.1 Hostos will apply for two new sources of funding to promote students' academic success.  8.6.2 The number of grants received will increase incrementally.
	8.7 Indirect cost recovery ratios will improve	8.7 Indirect cost recovery as ratio of overall grant/contract activity	8.7.1 The College will improve its indirect cost ratio by 0.5%.
9. Improve administrative services	9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges	9.1 Colleges will present evidence of improved student satisfaction with nonacademic administrative support services; baseline satisfaction ratings of relevant Noel-Levitz scales will be established	9.1.1 SDEM will establish baseline for assessment according to new measurement scale (Noel-Levitz scale).  9.1.2 Student satisfaction with support services (Buildings & Grounds, Information Technology, and Public Safety) will increase based on analysis of CUNY Student Experience Survey and Hostos Student Satisfaction Survey.





Objectives	2012-2013 University Targets	Representative Indicators	2012-2013 College Targets
	9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs	9.2 % of instruction delivered on Fridays, nights, weekends; evidence of space prioritization for degree and degree-related programs	9.2.1 The percentage of instruction offered on Friday nights and weekends will increase by 3%.
	9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws, and develop business continuity plans	9.3 Evidence of compliance in target areas; evidence of a business continuity plan	<p>9.3.1 The College will form a business continuity planning committee to review and address compliance requirements and develop a Business Continuity Plan with assistance and guidance from CUNY.</p> <p>9.3.2 The College will continue to improve compliance with EPA regulations, CUNY Workplace Violence Prevention training, and University Business Continuity requirements.</p> <p>9.3.3 The Affirmative Action Office, in collaboration with HR, will train all new employees on CUNY Policies and regulations (ie., Sexual Harassment, EEO), and will systematize EEO training for non-supervisory staff and new employees.</p>
	9.4 All colleges will make progress on CUNYfirst implementation	9.4 Evidence of participation in CUNYfirst training activities, effective communication, and change/change readiness activities	9.4.1 The College will continue its effective progress of the CUNYfirst implementation process, and achieve a 90% rate of claimed accounts.
	9.5 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan	9.5 Evidence of annual progress implementing goals and initiatives from each of the seven areas of a college's multi-year sustainability plan (e.g., energy)	9.5.1 The College will begin implementation of its long-term sustainability plan goal focused on creating a garden and increasing nutrition awareness.



## Appendix VI Hostos General Education Competencies

### **GENERAL EDUCATION CORE COMPETENCIES / LEARNING GOALS**

#### **GLOBAL CITIZENSHIP AND LIFE COMPETENCIES IN A MULTICULTURAL PLANETARY CIVILIZATION**

1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
5. Cultivate an understanding and appreciation of aesthetic literacy.
6. Develop and demonstrate leadership and interpersonal relationship skills.

#### **SCIENTIFIC AND QUANTITATIVE REASONING**

7. Interpret scientific observations and delineate conclusions.
8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.
9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.
10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.

#### **COMMUNICATION SKILLS**

11. Read, write, listen and speak effectively.
12. Recognize the need for precision in vocabulary appropriate to the writing task at hand, and comprehend the interplay of abstract ideas and concrete details.
13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.

#### **ACADEMIC LITERACY & INQUIRY SKILLS**

15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.
16. Access and evaluate critically current events and issues from many perspectives.
17. Distinguish factual/documentated evidence from rhetorical/anecdotal evidence.
18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
19. Acquire important knowledge and information for life-long learning.

## **Appendix VII**

### **Description of CUNY Pathways**

From the CUNY Website on Pathways:

<http://www.cuny.edu/academics/initiatives/pathways/about.html>

#### **ABOUT**

Starting in Fall 2013, CUNY will implement the Pathways initiative across its undergraduate colleges. Pathways establishes a new system of general education requirements and new transfer guidelines across CUNY--and by doing so reinforces CUNY's educational excellence while easing student transfer between CUNY colleges.

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#### **General Education Requirements**

CUNY's new general education framework is a central feature of Pathways. It lays out requirements that undergraduate students across CUNY must meet. Importantly, it also guarantees that general education requirements fulfilled at one CUNY college will be carry over seamlessly if a student transfers to another CUNY college.

Through the three elements of this framework--the Required Common Core, the Flexible Common Core, and, for students in bachelor's degree programs, the College Option Requirement--CUNY seeks to provide students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which students live today, and the ability to help society create a fresh and enlightened future. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also develops students' intellectual curiosity and commitment to lifelong learning.

The flexibility of the Common Core framework enables each CUNY college to maintain its distinctive character. So, too, does the College Option, which allows colleges to specify 6-12 additional credits of general education coursework that bachelor's degree students must complete.

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#### **Gateway Courses Into Majors**

Faculty committees representing several popular transfer majors at CUNY have designated a minimum of three common and transferable courses that will be required of all students in those majors. Students anticipating majors in these fields can begin their coursework at any CUNY college with the assurance that if they transfer to another CUNY college, their prior coursework will count toward their continued pursuit of that major.

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#### **How Credits Transfer**

By creating a general education framework that applies to all CUNY undergraduates, and by establishing gateway courses into several popular majors, the Pathways initiative will significantly improve the ease and efficiency of student transfer between CUNY colleges. Courses taken for general education credit, major credit, and elective credit are guaranteed to transfer.

**Appendix VIII**  
**Hostos General Education Competencies Mapped to Pathways**

**DRAFT**

<b>Pathways Outcomes</b>	<b>Hostos General Education Outcomes</b>
<b>English Composition</b>	
<ul style="list-style-type: none"> <li>Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>	11. Read, write, listen and speak effectively.
<ul style="list-style-type: none"> <li>Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>	12. Recognize the need for precision in vocabulary appropriate to the writing task at hand, and comprehend the interplay of abstract ideas and concrete details.
<ul style="list-style-type: none"> <li>Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
<ul style="list-style-type: none"> <li>Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>	
<ul style="list-style-type: none"> <li>Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>	14. Comprehend and learn from a text or a lecture: to take notes, analyze and synthesize the material, and respond with informed questions / reports.
<b>Mathematical and Quantitative Reasoning:</b>	
<ul style="list-style-type: none"> <li></li> </ul>	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
<ul style="list-style-type: none"> <li>Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>	Quantitative Literacy Rubric Dimension: <b>Interpretation:</b> <i>Ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams)</i>
<ul style="list-style-type: none"> <li>Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>	Quantitative Literacy Rubric Dimension: <b>Calculation</b>
<ul style="list-style-type: none"> <li>Represent quantitative problems ex-</li> </ul>	Quantitative Literacy Rubric Dimension: <b>Representation:</b>

pressed in natural language in a suitable mathematical format.	<i>Ability to convert relevant information into various mathematical forms (e.g. equations, graphs, or diagrams)</i>
<ul style="list-style-type: none"> <li>Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>	Quantitative Literacy Rubric Dimension: <b>Communication:</b> <i>Expressing a solution so that an audience understands what the solution means</i>
<ul style="list-style-type: none"> <li>Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>	Quantitative Literacy Rubric Dimension: <b>Estimation/ Reasonableness Checks:</b> <i>Reality check</i>
<ul style="list-style-type: none"> <li>Apply mathematical methods to problems in other fields of study.</li> </ul>	
<b>Life and Physical Sciences:</b>	
<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>	8. Identify and analyze relevant aspects of the natural and ecological realities and apply to environmental challenges.
<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>	
<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>	7. Interpret scientific observations and delineate conclusions.
<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>	
<b>All Flexible Core courses must meet the following three learning outcomes. A student will:</b>	
<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>	18. Locate, evaluate, and use information in a variety of formats and organize, analyze, evaluate, treat critically and present that information in a cohesive and logical fashion. [Information Literacy]
<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>	17. Distinguish factual/documentated evidence from rhetorical/anecdotal evidence.
<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>	13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
<b>World Cultures and Global Issues</b>	
<ul style="list-style-type: none"> <li>Identify and apply the fundamental con-</li> </ul>	10. Develop and apply the methodological and computational skills necessary to attain literacy by apply-

<p>cepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>	<p>ing different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.</p>
<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>	<p>2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.</p>
<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>	<p>1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.</p>
<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>	<p>16. Access and evaluate critically current events and issues from many perspectives.</p>
<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>	<p>2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.</p>
<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>	
<p><b>U.S. Experience in its Diversity</b></p>	
<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>	<p>2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.</p>
<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>	<p>16. Access and evaluate critically current events and issues from many perspectives.</p>
<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>	
<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>	<p>16. Access and evaluate critically current events and issues from many perspectives.</p>
<ul style="list-style-type: none"> <li>Identify and differentiate among the leg-</li> </ul>	

islative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.	
<ul style="list-style-type: none"> <li>Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>	2. Exhibit an appreciation, understanding, acceptance and respect for human differences in ethnic and cultural perspectives, race, class, gender, sexual orientation and ability.
<b>Creative Expression</b>	
<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>	5. Cultivate an understanding and appreciation of aesthetic literacy.
<ul style="list-style-type: none"> <li>Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>	
<ul style="list-style-type: none"> <li>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate knowledge of the skills involved in the creative process.</li> </ul>	
<ul style="list-style-type: none"> <li>Use appropriate technologies to conduct research and to communicate.</li> </ul>	13. Use appropriate communication and educational technologies in order to express and present ideas effectively. [Technological competency]
<b>Individual and Society</b>	
<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>	1. Function effectively as a member of the local and global community by utilizing prior knowledge and the knowledge gained through study as demonstrated by writings, actions, and oral communications.
<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>	4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing different views.
<ul style="list-style-type: none"> <li>Articulate and assess ethical views and</li> </ul>	4. Develop and evaluate personal values, principles, and ethics and to interact with others espousing

their underlying premises.	different views.
<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>	15. Utilize higher-level critical and analytical skills in reading and in personal and professional settings.
<b>Scientific World</b>	
<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>	10. Develop and apply the methodological and computational skills necessary to attain literacy by applying different uses of quantitative and qualitative data to problem-solving in the sciences and mathematics, as well as in the social/behavioral sciences and in disciplines requiring artistic, literary, and philosophical investigation.
<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>	
<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>	3. Analyze global environmental issues and ethics and develop personal standards of responsibility and action.
<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>	9. Explain the importance of biophysical systems and value the various ways human societies cultivate an awareness of their natural surroundings.



## Appendix IX Hostos General Education Rubrics

### Critical Thinking – Spring 2009

Professors: Gina Cicco, América Trinidad, Sandy Figueroa, Julie Trachman

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating skill	3 Mastering skill	2 Developing skill	1 Attempting skill
Knowledge and Comprehension: Explanation of Problems/Issues	Problem/issue relevant to situation in context clearly stated	Problem/issue relevant to situation stated and partially described	Problem/issue relevant to situation minimally stated	Problem/issue not relevant to the situation identified
Application: Investigation and Integration of Evidence	Position is established with evidence. Source selection reflects some exploration across disciplines and integrates multiple media modes. Veracity of sources is challenged and mostly balanced. Source summaries and attribution deepen the position and not just restate the position.	Position is supported by evidence, though selective, inconsistently aligned, narrow in scope and limited to one or two modes. Examination of source quality shows some balance; attribution (citations) documents and adds authority to position.	Position strengthened by supporting evidence, though sources are limited or convenient (assigned sources and personal stories only) and in a single mode (text, audio, graphs, or video). Source used repeats information and absent contrary evidence. Attribution merely lists references and decorates	Position is unsubstantial, random. Limited evidence of exploration (curiosity) or awareness of <i>need</i> for information, search, selection, source evaluation and source attribution (citations)
Analysis: Developing Personal positions based on context and evidence	Position qualified by considerations of experiences, circumstances, conditions and environment that influence perspectives and the implications of those perspectives	Position presented with recognition of contextual sources of bias, assumptions and possible implications of bias.	Position presented tentatively with emerging awareness of own and others' biases, ethical and political, historical sources and implications of bias.	Position presented in absolutes with little recognition of own personal and cultural bias and little recognition of ethical, political, historical or other considerations
Analysis and Synthesis: Clearly states perspective; formulates hypothesis	A reasonable, clear, position or hypothesis, stated or implied, demonstrates some complexity of thought. The position also acknowledges, refutes, synthesizes, or extends three or more other perspectives appropriately	A reasonable, clear position or hypothesis is stated or implied. Important objections and/or two or more alternate perspectives are considered with some thought.	Position or hypothesis is clear, whether stated or implied with at least one other perspective acknowledged.	Work contains a discernible position or hypothesis that reflects only the student's perspective.
Synthesis and Evaluation: Accepts or refutes hypotheses and draws conclusions and implications	Conclusions are based on a synthesis of evidence from various sources. Inferences about casual consequences are supported by evidence that has been evaluated from disparate viewpoints. Analysis of implications indicates some awareness of ambiguity.	Conclusions and evidence are relatively obvious with synthesis drawn from selected evidence. Assertions of cause are supported mostly by opinion and are also selective. Considerations of consequences are timid or obvious and easy.	Conclusions are weakly supported by evidence with only emerging synthesis. Assertions of cause are doubtful. Considerations of consequences are narrow or exaggerated and dichotomous.	Conclusions are not supported by the evidence or repeat the evidence without synthesis or elaboration; tendency to confuse correlation and cause. Considerations of consequences are sketchy, drawn in absolutes or absent



**Quantitative Literacy Metarubrics – Spring 2009**

Professors: Elvir Dincer, Francisco Fernandez, John Gillen, Olga Steinberg, Nelson Nunez-Rodriguez.

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	<b>4 Incorporating skill</b>	<b>3 Mastering skill</b>	<b>2 Developing skill</b>	<b>1 Attempting skill</b>
<p><b>Interpretation</b> <i>Ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams)</i></p>	<p>Skillfully explains information presented in mathematical form (e.g. equations, graphs, diagrams, tables). Consistently provides clear explanation with no errors.</p>	<p>Competently explains information presented in mathematical form (e.g. equations, graphs, diagrams).</p>	<p>Developing the ability to explain information presented in mathematical form (e.g. equations, graphs, diagrams). Sometimes makes errors or gives unclear explanation.</p>	<p>Attempts to explain information in mathematical form (e.g. equations, graphs, diagrams), but has trouble doing so correctly. Frequently makes errors or gives unclear explanation.</p>
<p><b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g. equations, graphs, or diagrams)</i></p>	<p>Consistently demonstrates fluency in converting relevant information into mathematical forms (e.g. equations, graphs or diagrams, tables). Reliably chooses the best form for the problem at hand.</p>	<p>Generally able to convert relevant information into various mathematical forms (e.g. equations, graphs, diagrams)</p>	<p>Developing the ability to convert relevant information into mathematical form (e.g. equations, graphs, diagrams). Sometimes makes errors or uses forms that are not the best for the problem at hand.</p>	<p>Attempts to identify relevant information, but has difficulty converting it into mathematical form (e.g. equations, graphs, diagrams). Frequently makes errors or uses forms that are not the best for the problem at hand</p>
<p><b>Calculation</b></p>	<p>Successfully complete all calculations for the task at hand with consistency.</p>	<p>Successfully complete most calculations for the task at hand.</p>	<p>Ability to complete successfully calculations for the task at hand is limited. Perhaps the students can do a few of these calculations very well, but others are inconsistently completed and still others cannot be completed at all.</p>	<p>Attempts to complete calculations for the task at hand are rarely and inconsistently successful.</p>
<p><b>Application/Analysis</b> <i>Ability to make judgment based on quantitative analysis of data</i></p>	<p>Makes informed judgment based on quantitative analysis data. Consistently draws appropriate conclusions from the data and recognizes the limits of analysis used.</p>	<p>Makes informed judgments base on quantitative analysis of data.</p>	<p>Makes judgments based on quantitative analysis of data. Sometimes makes errors or draws unwarranted conclusions.</p>	<p>Attempts to make judgments based on quantitative analysis or data. Frequently makes errors or draws unwarranted conclusion.</p>
<p><b>Estimation/reasonableness checks</b> <i>Reality check</i></p>	<p>Consistently checks calculated answers for reasonableness; makes good assumptions for estimation problems that involve unknown quantities; performs reality checks on numbers reported by others, as appropriate</p>	<p>Often checks calculated answers for reasonableness; Makes good assumptions for estimation problems that involve unknown quantities; performs reality checks on numbers reported by others as appropriate.</p>	<p>Sometimes checks calculated answers for reasanableness; confident about making estimates that require assumptions about unknown quantities; performs reality checks on numbers reported by others, as appropriate.</p>	<p>Rarely checks answers for reasonableness, confident in making estimates that require assumptions about unknown quantities, performs reality checks on numbers reported by others, as appropriate</p>
<p><b>Communication</b> <i>Expressing a solution so that an audience understands what the solution means</i></p>	<p>Clearly communicate quantitative information shaping it into an argument, solution, or conclusion as appropriate, using a well-chosen, effective format and placing values in context</p>	<p>Clearly communicates quantitative information, although information may not cohere as argument, solution or conclusion, may not be in the most effective format or with necessary context</p>	<p>Communicates quantitative information, but does not constitute a clear or coherent point, chosen format is neither most effective nor in the context.</p>	<p>Attempts to communicate quantitative information, but is unsuccessful in making argument, selecting an appropriate format, or placing in context.</p>

## Written Communication – Spring 2009

Professors: Angel Morales, Maria Bennett, Greg Marks, Karin Lundberg, Andrea Fabrizio, Sharon Hill, Fatiha Makloufi, Elyse Zucker, Richard Gampert, Kim Sanabria, Alisa Roost

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	<b>4 Incorporating skill</b>	<b>3 Mastering skill</b>	<b>2 Developing skill</b>	<b>1 Attempting skill</b>
<b>Context of and purpose for writing</b>	Has a sophisticated and nuanced definition of purpose that is used to focus all elements. Work responds to the assigned task and demonstrates strong sense of audience, purpose, and awareness of context. Work makes appropriate connections among ideas presented for analysis and addresses the writing assignment fully and analytically with strong to superior focus and coherence as well as clarity.	Addresses the writing assignment fully, analytically, with strong focus and coherence. Has a clear definition of purpose that is used to control the organization and reasoning of assignments. Analysis of purpose and audience expectations is evident throughout, and shows a good grasp of source material. Addresses all parts of the writing assignment with adequate focus, clarity, and coherence throughout, although focus may occasionally waver.	Addresses all or most of the parts of the writing assignment adequately, but focus may lapse or connections may be missing. Has a clearly defined purpose and is tailored to the specifics of the assignment, with a simple analysis of audience expectations. Work shows that comprehension of relevant material may be incomplete, however.	Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Has an implied purpose and demonstrates some attention to audience needs and assignment itself. Grasp of relevant material is only cursory; work shows inattention to sources. Shows little ability to truly address the breadth of the assignment, and may not create a cohesive whole, or not link thoughts between paragraphs.
<b>Content development (reasoning, organization, and detail)</b>	Presents and explores sophisticated and complex ideas developed through insightful reasoning and highly relevant supporting details. Organization enhances the development of those ideas and is clearly effective. Demonstrates strong to superior critical understanding of readings through accurate summary, full explanation of points, and relevant analysis.	Presents and explores increasingly complex ideas through the use of deliberate reasoning and appropriate details. Full organization enhances the development of those ideas. Demonstrates an overall accurate understanding of readings through appropriate summary, explanation, and analysis, although these may be less than complete.	Presents ideas of some complexity, using adequate reasoning, and offers details to explain and begin to expand ideas. Organization generally supports the development of ideas. Demonstrates partial understanding of readings through summary or explanation, but exposition may be faulty or incomplete.	Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Presents simplistic ideas with only basic reasoning and organization, and includes modest use of details to explain or support ideas. Demonstrates little to no understanding of text.
<b>Genre and disciplinary conventions</b>	Blends genre and disciplinary conventions in sophisticated ways to structure the writing and situate it within the discipline.	Consistently uses genre and discipline-related conventions to situate ideas in writing.	Shows evidence of attempts to use genre conventions as well as disciplinary conventions to structure writing.	Shows evidence of attempts to use genre conventions and to use the most obvious disciplinary conventions.



**Oral Communication – Spring 2009**

Professors: Angel Morales, Maria Bennett, Greg Marks, Karin Lundberg, Andrea Fabrizio, Sharon Hill, Fatima Makloufi, Elyse Zucker, Richard Gampert, Kim Sanabria, Alisa Roost

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	<b>4 Incorporating Skill</b>	<b>3 Mastering Skill</b>	<b>2 Developing Skill</b>	<b>1 Attempting Skill</b>
<b>Organization</b>	Presentations always contain a clear central message, a meaningful introduction and conclusion, and clearly-identifiable sections featuring a purposeful organizational pattern (e.g. chronological, topical, problem-solution, motivated sequence, etc.).	Presentations often contain a recognizable central message, an introduction and conclusion, and identifiable sections that featuring an explicit organizational pattern.	Presentations sometimes contain a recognizable central message, an introduction and conclusion, and/or identifiable sections.	Presentations rarely contain a recognizable central message, an introduction and conclusion, or identifiable sections
<b>Argument</b>	Presentations always convey a significant and compelling central message, fully supported by credible and well-chosen evidence, and consistently expressed in vivid effective language.	Presentations often convey a significant and compelling central message, adequately supported by credible and well-chosen evidence, and expressed in effective language.	Presentations sometimes convey a significant central message, partially supported by credible and well-chose evidence, and expressed in language that is intermittently effective.	Presentations rarely convey a significant central message, rely on credible evidence or use effective language.
<b>Delivery</b>	Speaker always enunciates clearly with standard pronunciation and appropriate inflections. Speaker speaks extemporaneously, with confidence and passion, maintaining eye contact, using gestures and vocal variety consistently and artfully to enhance the message. Speaker avoids vocal fillers (e.g. um, uh, like, you know).	Speaker usually enunciates clearly with standard pronunciation and appropriate inflections. Speaker speaks extemporaneously, with confidence, maintaining eye contact, using gestures and vocal variety consistently. Speaker uses few vocal fillers (e.g. um, uh, like, you know).	Speaker enunciates inconsistently or with some non-standard pronunciation and inappropriate inflections. Speaker inconsistently displays some confidence, eye contact, appropriate gestures and vocal variety. Speaker uses many vocal fillers (e.g. um, uh, like, you know).	Speaker rarely enunciates clearly or with significant non-standard pronunciations and/or inappropriate inflections. Speaker displays little confidence, eye contact, appropriate gestures and vocal variety. Speaker uses extensive vocal fillers (e.g. um, uh, like, you know).
<b>Interpersonal Communication</b>	Speaker warmly navigates a variety of professional settings, treating colleagues with respect, asserting differences and concerns without aggression, and working to defuse conflicts.	Speaker navigates a variety of settings, treating colleagues with respect, asserting differences and concerns without aggression, and consistently avoid escalating conflicts and occasionally defuse conflicts created by others.	Speaker understands some different communication expectations with some respect for colleagues; may not understand difference between aggression and assertion and may occasionally escalate conflicts.	Speaker demonstrates little understanding for different communication expectations; may not understand difference between aggression and assertion and escalates conflicts.

**Information Literacy – Spring 2009**

Professors: Lisa Tappeiner, Flor Henderson

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

<b>Information Literacy Components</b>	<b>4 Incorporating Skill</b>	<b>3 Mastering Skill</b>	<b>2 Developing Skill</b>	<b>1 Attempting Skill</b>
Framing the Need for Information	Consistently develops a focused tentative thesis statement or research question; identifies key concepts and related terms that articulate various facets of and points of view related to the question	Clearly develops a tentative thesis statement or research question; identifies key concepts that demonstrate a deeper understanding of the question	Develops a tentative thesis statement or research question; identifies key concepts that demonstrate a basic understanding of the question	Unable to articulate a tentative thesis statement or research question; identifies few keywords
Choosing appropriate research tools	Proficiency in selecting and navigating most appropriate resources available to them (Print/online, general/discipline specific) and demonstrating an understanding of the differences between academic and non-academic online research tools	Demonstrates ability to navigate and select general print and online resources and has a basic understanding of the differences between academic and non-academic online research tools	Demonstrates basic understanding of academic print and online resources	Identifies and uses obvious, non-academic research tools to find information; fails to differentiate between academic and non-academic research tools
Effectively access sources	Effectively employs effective search strategies using keywords, synonyms and controlled vocabularies, and online contextual help; differentiates between and uses primary / secondary and peer-reviewed / non peer-reviewed sources	Employs basic search strategies using keywords; identifies and searches a variety of sources of information; differentiates between and uses primary / secondary and peer-reviewed / non peer-reviewed sources	Develops basic search strategies using keywords; identifies and searches few sources of information.	Unable to develop effective search strategies, fails to identify, search for and retrieve information.
Evaluating Sources and Content	Examines and compares information from various sources and evaluates sources appropriately; analyzes differing viewpoints and effectively uses different formats. Differentiates between academic peer-reviewed, non-peer-reviewed overviews, and sources for general readers	Examines and compares information from various sources; investigates differing viewpoints; synthesizes main ideas to create new concepts; compares new information with prior knowledge	Basically examines and compares information from a few sources with little analysis; broadly summarizes main ideas	Quotes sources without comment or evaluation; uses sources that do not meet research need; uses too few sources, lacking in variation

**A rubric for problem-solving strategies based upon Polya's stages**

	4	3	2	1
<p><b>Define and understand the Problem</b></p> <p>Extracting and assimilating information, determines the goal of the problem, and introduces suitable notations when needed.</p>	<p>Shows clear understanding of problem and identifies specific factors that influence the approach to a problem before solving.</p> <p>A level 4 students should be proficient in all previous levels and can reformulate the problem if called upon to do so.</p>	<p>Shows clear understanding of the problem and identifies many specific factors that influence the approach to a problem before solving.</p> <p>At level 3 a student can clearly identify all variables required and separate these from any extraneous information.</p>	<p>Shows partially developed understanding of the problem and identifies a few specific factors that influence the approach to a problem before solving.</p> <p>At level 2 a student should understand the variables and/or information required and use suitable notation</p>	<p>Shows limited understanding of the problem and broader context.</p> <p>At level 1 a student should know what the problem asks them to find i.e. the goal.</p>
<p><b>Devising a plan or strategy to solve the problem</b></p> <p>Making a general plan and selecting relevant methods, "heuristics" that might be useful for solving the problem based on the understanding of the problem</p>	<p>At level 4 a student can recognize or classify the structure of the problem. They can consider one or more strategies, coordinate several processes into a strategy. They would demonstrate the ability to invert a process to form a plan and clearly articulate their decision making process (in words or algebraic formula).</p>	<p>At level 3 a student can begin to think about more than one method of solution. They can identify a plan based upon structural aspects of the problem not just keywords and phrases but not always with accuracy.</p> <p>They would be able to coordinate two processes into a strategy and articulate essential components of their strategy.</p>	<p>At level 2 a student can identify a viable strategy especially when keywords are provided and plan is straightforward.</p> <p>Student rarely recognizes the need for multiple solutions however, they can sometimes do so when prompted or when clear their solution is not appropriate.</p>	<p>At level 1 a student will select a strategy without regard to fit. Typically based upon superficial phrases or keywords in the problem.</p> <p>Student does not have ability to consider new strategies even if theirs is clearly not appropriate.</p>



<p><b>Carry out or execute the plan</b></p> <p><b>Generate a solution</b></p>	<p>At level 4 a student can recognize the need for multiple paths to carry out the plan. Reasoning or thought is fully developed. They can implement plans with several processes or steps (including inverse processes) and identify accurately at least one correct or workable (frequently creative) solution(s).</p>	<p>At level 3 a student frequently recognizes the need for multiple paths to carry out the plan. Reasoning or thought in carrying out the plan is well developed. They can implement plans with limited number of processes or steps and state one or more accurate potential solution(s).</p>	<p>At level 2 a student does not demonstrate well developed thought or reasoning in carrying out the plan. Sometimes they recognize the need for multiple paths to carry out the plan especially if first attempt fails but they do so with limited proficiency.</p>	<p>At level 1 a student demonstrates minimal thought or reasoning in carrying out the plan. States at most one, frequently incorrect solution. Student does not recognize multiple paths to carry out the plan even when solution appears incorrect.</p>
<p><b>Looking back - reflection stage</b></p> <p><b>Is solution correct?</b></p> <p><b>What to do if solution is not correct?</b></p>	<p>At level 4 a student Always analyzes or synthesizes results from a wide range of perspectives. They can always apply background or context knowledge of the problem when considering appropriateness of the solution(s). They include reasoning behind the evaluation of each options. They can reflect upon solutions to make adjustments in and provide insights about their plan.</p>	<p>At level 3 a student frequently analyzes or synthesizes results from more than one perspective. They frequently apply background or context knowledge of the problem when considering solutions. They include reasoning behind the evaluation of most options, and identify one correct/workable solution. Incorrect solutions lead to reflection and adjustments in planning.</p>	<p>At level 2 a student sometime analyzes or synthesizes results. They sometimes apply background or context knowledge of the problem when considering solutions. They identify partially correct solutions with some reasoning and limited ability to check their answer and if they do so are unable to make adjustments in their planning or execution stages.</p>	<p>At level 1 a student does not analyze or synthesize results. They rarely apply background or context knowledge of the problem when considering solutions. They identify unworkable solutions with little reasoning. They rarely check their solution.</p>

## Appendix X General Education Assessment Report Template

### MAT 120 Spring 2013 Gen Ed Assessment Report

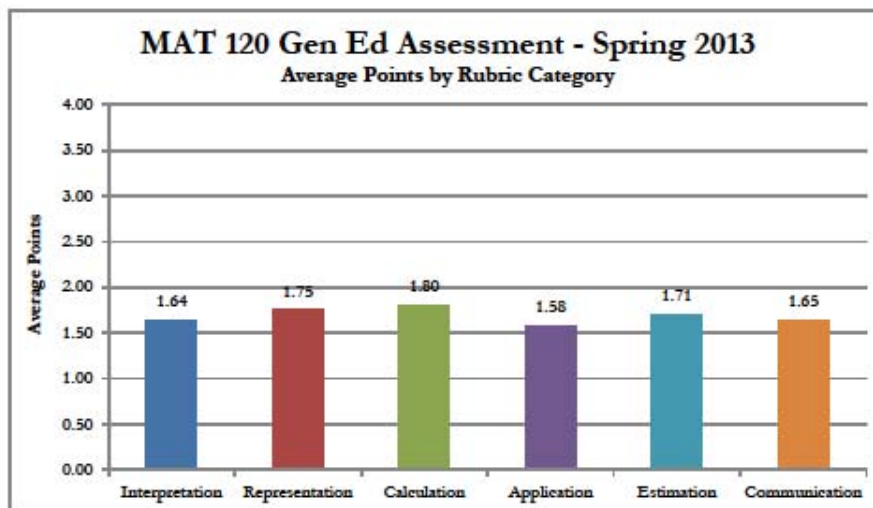
Prepared by the Office of Institutional Research and Student Assessment (OIRSA)

#### Background

The Hostos Gen Ed Committee was charged with conducting general education assessment of four courses in the Spring 2013 semester, one of which was MAT 120. There were 8 sections of MAT 120 in the Spring 2013 term. A Gen Ed subcommittee obtained a sample of 40 final exams, 5 from each section and assessed them using the Quantitative Literacy Rubrics, graded on the scale of 1 – 4, where 4 means 'incorporating the skill', 3 means 'mastering the skill', 2 means 'developing the skill', and 1 means 'attempting the skill'. Each test was scored by two subcommittee members and whenever the discrepancy between the graders was 2 points or higher, an average was calculated and used. The inter-rater reliability was 95.67 percent.

#### Results

On the whole, the MAT 120 students received between 1.58 and 1.80 points. That places them between the 'attempting skill' and 'developing skill' levels, slightly closer to the latter. The graph below depicts the students' average scores on each of the rubric categories. Students received the highest scores on the calculation part (1.8 points on average), with representation and estimation not far behind (1.75 and 1.71 points on average respectively). Communication, interpretation, and particularly application caused the students most problems (1.65, 1.64, and 1.58 points on average respectively).

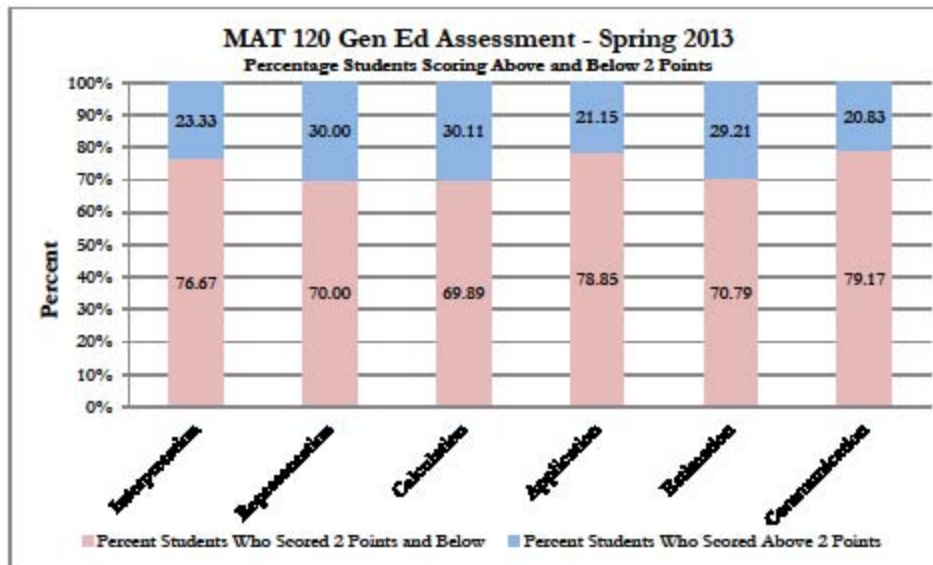


All three versions of the test (A, B, and C) were structured in the same way, with similar content questions numbered 1 – 5. The table below shows the percentages of students who scored between 1 and 2 points, and the percentages of students who scored between 2 and 4 points on each question. All students, regardless of the test version, had the lowest scores on question 5, which was the most complex problem all five.

Question	Rubric	Percent Students Who	
		Scored 2 Points and Below	Scored Above 2 Points
Question 2	Representation	63.16	36.84
	Calculation	64.86	35.14
	Estimation	65.79	34.21
Question 3	Interpretation	70.27	29.73
	Representation	68.42	31.58
	Calculation	65.63	34.38
	Application	71.88	28.13
	Estimation	64.52	35.48
	Communication	76.67	23.33
Question 5	Interpretation	86.96	13.04
	Representation	83.33	16.67
	Calculation	83.33	16.67
	Application	90.00	10.00
	Estimation	90.00	10.00
	Communication	83.33	16.67

The graph below shows the same breakdown, but this time the data have been aggregated. It is important to mention that two rubric categories (interpretation and application) were aggregated based only on 2 questions (number 3 and 5) since the subcommittee agreed question 2 was not conducive to assessing interpretation and application).





**Recommended next steps**

The Spring 2013 Gen Ed assessment revealed significant weaknesses of MAT 120 students on all six Gen Ed rubric dimensions. After presenting the results of the Spring 2013 assessment to the MAT 120 faculty, OIRSA (in conjunction with the Gen Ed Committee) will initiate a discussion on the possible impact of the results on the teaching and learning processes, and will continue to work with the faculty in order to identify ways in which the problematic areas can be addressed. The Spring 2013 assessment will serve as a benchmark against which future Gen Ed assessment of the course can be done.

## Appendix XI: The Why and How of E-portfolios and Capstones

### E-portfolios

Currently, e-portfolios are used by many colleges and universities, including sister colleges at CUNY (e.g., LaGuardia Community College), as well as community colleges that serve similar demographic populations to Hostos. In order to conduct the general education assessment up to the 30<sup>th</sup> credit, e-portfolios will be used because they provide an efficient and effective way of keeping all of a student's artifacts for each course in a single place. By having all the artifacts in a single place, the assessment teams will be able to easily access the relevant artifacts, making the general education assessment task that much easier and efficient.

For each of the constituencies at the college, e-portfolios have distinct benefits. Among those benefits are:

- **For students** – e-portfolios are a way that students can assume more direct responsibility for their learning. The e-portfolio serves as a centralized repository of student learning artifacts that are evidence of the skills and training they received while at Hostos. Because of that students can show their e-portfolios to potential employers and/or senior colleges. Around the country, students are creating resumes containing links to specific artifacts in their e-portfolios that demonstrate their critical thinking skills, problem solving capabilities, and communication skills, as well as providing a representation of the quality of their work.
- **For Faculty and Staff** – because e-portfolios contain the full array of a student's work at Hostos in a single place, faculty can see student growth both within their and across courses. Faculty members who conduct such reviews are in a better position to continuously address those areas of student deficiency. By reviewing student work across courses, program advisors will be able to more quickly identify those areas in their programs in which students may need assistance, either through changes to the curriculum or academic support services, such as tutoring. Finally, because the e-portfolio contains all of the student's work, its contents will provide comprehensive evidence of students' strengths and weaknesses, permitting better and more focused academic advisement by faculty, staff in the Office of Academic Advisement, and the Student Success Coaches.
- **For the Institution** – a centralized repository of student course work, e-portfolios bring a degree of efficiency to course, program, and institutional assessments that are not available using other methods. While assessments of student performance on the general education competencies can be conducted within a course, it is more important to assess the degree to which a student has gained those competencies across their academic career at Hostos. Because e-portfolios contain artifacts across courses, assessments are not limited to performance in a single course. Results from these assessments allow the college to be able to demonstrate the degree to which students are attaining the general education competencies across the institution (i.e., as a result of attending Hostos), as well as student growth on the competencies. Assessment of individual courses does not permit these kinds of analyses.

The use of e-portfolio for assessment purposes will begin in the general education assessment of courses taken by students up to their 30<sup>th</sup> credit. In the future, the use of e-portfolio may be expanded to additional assessment methods, from capstone assignments to general

education assessment to student learning outcomes in course-based and program assessments. (A brief literature review on use of e-portfolios follows below.)

## Capstone Experiences

As with e-portfolios, capstones experiences are designed to provide students with the opportunity to integrate the work they have done in their academic major. (In this brief analysis, 'capstone experience' refers to both course-embedded capstone assignments and capstone courses.) While the nature of the experience may vary from one program to another, the overarching goal is to provide students with an experience that incorporates what they learned in their major field, use the skills developed in conjunction with general education, and to potentially engage in a variety of high impact practices, such as undergraduate research and service learning.

Capstone experiences provide distinct advantages to each of the constituencies of the college:

**For Students:** Capstone experiences provide students with the opportunity to integrate what they have learned in an organized manner within the context of a single project or assignment. Such integration will permit students to have a clearer understanding of their major field. This understanding will benefit students whether they intend to enter the workforce or pursue a four-year degree, that students can show their capstone artifact(s) to potential employers or four-year colleges as evidence of their work.

**For Faculty and Staff:** The capstone experience will permit faculty in the programs to have a deeper and more rigorous understanding of what their students have learned by the time they have completed their course work. Individual course assessments would provide faculty with performance information on student and program learning outcomes, this information would be in the context of individual courses. The capstone experience will provide an overall view of how well the students have mastered the program level outcomes. Within this context, the capstone experience becomes an important element of program level outcomes assessment.

**For the Institution:** Because the artifacts created in the capstone experiences would necessitate students to use many of the general education skills (e.g., communication skills, information literacy, quantitative reasoning, critical thinking, problem solving, etc.) the artifacts become a rich source of material for general education assessment. Since the capstone experience occurs at the end of the student's career, the capstone artifacts are a reflection of the degree to which students have attained the general education competencies. Not only would the capstone artifacts show the level of attainment, but when paired with the results from the general education assessments below the 30<sup>th</sup> credit, the college would be able to show the degree to which students have improved in general education competencies as a result of their educational experiences.

As noted above, capstone artifacts may be stored in students' e-portfolios, which would benefit both the students and the college. Students would benefit by having all of their college work, including their culminating project, in one place to better show potential employers and four-year colleges. The college would benefit because the documentation underpin-

ning the assessment analyses would be available for review by accrediting agencies, as well as subsequent analyses of student performance.

## Use of E-portfolios for Assessment in Higher Education

This review is based on information from several sources (Sternberg, et al., 2011; Walvoord, 2010; Allen, 2006). In each of these sources, the use of portfolios (of which e-portfolios are a subset) is discussed in the larger context of higher education assessment. First, however, a brief discussion of what portfolios are and how they are being used in the context of higher education.

Portfolios are, at their most basic, a place for students to put samples of their course work. (E-portfolios are simply an on-line or electronic version of portfolios.) Typically, the samples of student course work, usually called ‘artifacts,’ are reviewed and assessed using rubrics. The rubrics are designed to quantify judgments by the reviewers so that aggregate determinations of student performance can be obtained.

The above description leaves a number of issues unanswered, such as: what is the purpose of the portfolio review; who is doing the reviewing; which portfolios are being selected for review; which artifacts are being included in the portfolio; and how are the results being used. All of these and other related questions need to be addressed in the context of the overall assessment plan for the institution. Nevertheless, student-created portfolios have a number of advantages:

- Students are required to take responsibility for their learning and reflect on it (Allen, 2006, p. 163).
- On-going student portfolios (developmental) can be integrated in the student advisement, assisting students in selecting appropriate courses (Allen, 2006, p. 163; Walvoord, 2010, p. 50).
- The artifacts are actual course work and thus are direct assessments reflecting what students are expected to do (see below).
- Because the artifacts are actual course assignments, the students’ work would be expected to reflect their best efforts.
- The assessments are typically based on rubrics that more clearly reflect the goals of the institution.

Clearly, portfolios are not without their disadvantages and drawbacks, most of which are issues that need to be resolved prior to any implementation:

- Careful planning is required to ensure that the portfolio process works in the way the institution desired and work for the institution.
- Conducting the assessment reviews can be a time-consuming activity for faculty and staff, requiring training in the use of rubrics and the review of student work.
- The development of appropriate rubrics can be time-consuming.
- Motivation for both faculty and students need to be identified.
- How and whom will the results be used.

### **Some Thoughts on the Use of Portfolios:**

The above discussion should begin to make clear that how portfolios are implemented at an institution will be a major determinant in what kind of results will be obtained. As noted above, careful planning is probably the most crucial aspect of portfolio implementation process. The kinds of issues that need to be addressed are:

- Which students will create portfolios (All students, subgroups, graduating students)?
- Will students put work in their portfolios throughout their college career or only at the end or on some other schedule?
- What are the motivations for students to maintain their portfolios?
- What are the motivations for faculty to use portfolios in their courses?
- Will students be required to include work from all of their courses or only a selected group (e.g., general education) courses?
- What support will be provided by the institution's administration?

### **Other Assessment Methods:**

One of the primary advantages of portfolios is that they are direct assessments of students work. Portfolio contents are a clear and direct indication of what students are expected to do. This is contrasted with **indirect assessments**, which typically ask students about their opinions, attitudes, and perceptions of their college experiences. While indirect assessments take less time to obtain relevant data, the results are based on self-reports and are not a reflection of what students can do. Indirect assessments are students' opinions of what they think they can do.

Questions on national surveys often focus on the degree to which students feel or think they have improved in various aspects of their education experience (e.g., how much have your critical thinking skills improved in the past academic year?; how prepared do you think you are to be able to continue learning on your own [life-long learning]?, etc.). Indirect assessment is typically conducted using surveys, focus groups, interviews, etc.). The NSSE (and the CCSSE) are examples of surveys that permit colleges to gain some indirect assessments of student learning. Hostos administered the CCSSE in Spring 2010 and will be administering the Noel-Levitz Student Satisfaction Survey in Spring 2013, at the behest of CUNY Central.

In addition to national surveys, other indirect assessments can include focus groups or locally developed surveys, pitched to specific students groups (e.g., students in a specific program). At Hostos, both the Dental Hygiene and Education programs have conducted graduate surveys and used the results to make program changes. Finally, statistical analyses relating to graduation rates, retention rates, grade analyses, etc., are considered indirect evidence of student learning.

While national accreditors recognize the usefulness of indirect assessments, they also are clear that indirect assessments, alone, are not sufficient to provide evidence for the assessment of student learning. As MSCHE indicates in their "Characteristics of Excellence": "Indirect evidence . . . can be vital to understanding the teaching-learning process and stu-

dent success (or lack thereof), but such information alone is insufficient evidence of student learning unless accompanied by direct evidence.” (Page 65.)

Therefore, it is incumbent on colleges to include direct evidence in their assessment plans, which returns to the subject of portfolios. Of course, there are other forms of direct evidence of student learning besides portfolios. Some examples of **direct assessments** are:

- Performance on course-based tests, written assignments, projects, etc., that are tied to the students learning outcomes (SLOs) of a course.
- Performance on a comprehensive examination or on a capstone project that are tied to a set of specific program outcomes.
- Performance on a college-wide examination that is tied to institutional learning outcomes, such as general education outcomes.

Each of these levels of direct assessment has both advantages and disadvantages. Some of these are:

- At the course level, the assessments are clearly tied to what is happening in a specific class (assuming things are being done properly) and will provide direct evidence of student learning. However, the results from individual course assessments cannot be used to say anything about student performance in any other courses.
- At the program level, performance on a capstone project or comprehensive examination will provide some indications as to what students graduating from the program are able to do. However, it is unlikely that all program learning outcomes can be assessed in single activity. Further, the assessment is not generalizable to outcomes in other programs and the development of the examination or project is a time-consuming process for faculty.
- At the institutional level, the assessment tend to focus on general education outcomes (e.g., communication skills, information literacy, etc.). National assessments (e.g., the CLA, the MAPP, etc.) have the advantage of being reliable and valid, based on the processes used in their development, and the results allow for comparisons with other institutions. However, the SLOs covered by these tests may not be the ones that are most important to the institution, or may not reflect the range of institutional goals. A further drawback is that students may not be motivated to do their best on these low stakes tests. (Jaschik, 2013) Currently, Hostos is administering the CLA at the behest of CUNY Central.

The above discussion is intended to make clear that all of the elements in an assessment plan have their advantages and disadvantages. Ultimately, the assessment plan for an institution must rely on multiple measures. As Walvoord (2010) advises: “Never let a standardized test and a survey be your institution’s only way of looking at student work. Use student classroom work, evaluated by faculty, as another direct measure.” (Page 47.)

### **Some Advantages of Portfolios:**

As discussed at the outset, portfolios are not the only way in which student learning outcomes can be assessed. However, depending on the way in which portfolios are implemented at an institution, they can provide some powerful advantages:

- The assessment of student learning over time, showing student growth and development
- The assessment of general education outcomes both across and within programs and disciplines
- The ability to focus assessments on specific outcomes and groups of students (e.g., native versus transfer students)
- The use of the portfolio in the student advisement process (at Hostos, the Student Success Coaches could be the primary staff involved)
- Requiring students to take primary responsibility for their learning over their academic careers
- Involving faculty across disciplines in assessing student learning

Of course, portfolios have their disadvantages, which were discussed at the outset. However, as has been noted, many of the disadvantages stem from problems with the initial planning and implementation of portfolios. If these problems are dealt with early on, they will become far less problematic as the portfolio process is implemented.

### **Some Concluding Thoughts:**

It is hoped that this brief analysis has provided some insight into the advantages and disadvantages of the use of portfolios in an overall assessment plan. Clearly, the assessment of student learning must be undertaken from a range of viewpoints, including both direct and indirect assessments. As discussed, depending on how they are implemented, portfolios can provide an institution with the ability to assess student learning across all students and programs, assess student learning over time, assess general education outcomes that are important to the institution, as well as program outcomes.

While no panacea, portfolios, when incorporated into a comprehensive assessment plan, will provide clear and direct evidence of extent of student learning at an institution. However, the one component that is most crucial is that of full administrative support. Without clear, unambiguous, and ongoing support no assessment plan, no matter how well conceived, will succeed.

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January 2013



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Appendix XII  
OIRSA's 2012-13 President's Retreat Presentation

**2012-13 COLLEGE-WIDE  
OPERATIONAL PLAN  
WHERE ARE WE?  
A PRELIMINARY VIEW**



Presentation at  
President's Retreat  
March 7, 2013  
Richard D. Gampert, Ph.D.  
Assistant Dean (Acting)  
Office of Institutional Research and Student Assessment

**Operational Plan  
Update--President's Retreat Presentation**

## Appendix XIII Sample of Completed Operational Plan Template

Hostos Community College Operational Plan – FY 2012-2013  
End-of-the-Year Divisional Report

Build faculty and staff management skill sets and leadership (G2, I2)			
Office of the President			
Annual Result Anticipated	Result Achieved		What Did You Learn?
			Next Steps
		<i>What Worked, Didn't Work and Why? What Circumstances Impacted the Work?</i>	<i>What will you continue to do, or not?</i>
1. Management skills development series relevant to strategic plan created - with focus this year on building assessment skills	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<p>Over 80 Administrators, Chairs &amp; Coordinators participated in the two-session assessment workshop and have begun to incorporate assessments tools &amp; methods into daily work.</p> <p>Overall evaluation of the workshop was very positive and participants were enthusiastic about the workshop leader.</p> <p>Recommendations for future workshops: team building, data analysis methods, leadership development, and support services workshops.</p>	<p>OIRSA will follow-up with selected participants in Fall 2013 to detail how they are using assessment tools.</p> <p>Possible follow-up assessment training sessions for administrators and faculty in Fall 2013.</p> <p>Additional workshops are being recommended as part of the 2013-14 Operational Plan.</p>

## Appendix XIV Sample Program Learning Outcomes and Related Outcomes Maps

**Program Map**

<b>Hostos Community College</b> <b>Office Technology</b> <small>√ = Program outcome or core ability is fully covered directly within the course through formal learning and/or assessment activities.                      λ = Program outcome or core ability is partially covered within the course through formal learning and/or assessment activities.</small>		Program Courses														Assessment Methods											
		DT 101 Basic Computer Keyboarding and Document Formatting	DT 102 Intermediate Computer Keyboarding and Document Formatting	DT 103 Introduction to Computer Software Packages	DT 104 Office Systems and Procedures	DT 201 Advanced Computer Keyboarding and Document Formatting	DT 202 Transcription	DT 203 Business Communications	DT 204 Medical Terminology/Transcription	DT 205 Legal Terminology/Transcription	DT 206 Medical Billing & Insurance	DT 207 Office Technology Internship	DT 208 Professional Office Management	Oral Presentation	Examinations	Paper/Pencil Test	Written Presentation	Assignments	Peer Assessment	Self Assessment	Group Discussions	Demonstration	Skill Performance Exercise	Portfolio	Journaling	On-the-Job	Conducting Research
Program Goals	Program Student Learning Outcomes																										
To provide student with the opportunity to acquire computer and document formatting skills.	Prepare correctly formatted correspondence at the computer.	√	√			√								λ													
To develop in students effective oral, written, and non-verbal communication skills.	Read, write, listen, and speak effectively in a business environment.																										
To develop in students effective critical thinking skills.	Utilizing critical and analytical skills in reading and in personal and professional settings.			√	√																						
To prepare students for the changing workplace environment.	Exhibit positive leadership, interpersonal and customer relations skills.																										
To provide student with the opportunity to acquire the knowledge of basic office systems, technology, and routine workplace procedure.	Demonstrate effective routine workplace procedures.				√																						
To prepare students to use technology to accomplish required office support tasks.	Use appropriate information processing, internet, and search tools.				√																						
	Function efficiently and effectively in an actual office setting.																										

Appendix XV  
 Schedule for Academic and Non-Academic Program Reviews  
 and  
 Protocols for Conducting the APR

DEPARTMENT/ Program	APR LAST COMPLETED	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
<b>Academic Units/Departments:</b>															
Language and Cognition	2012	P	S	E	I			P	S	E	I				
Mathematics	2012	P	S	E	I			P	S	E	I				
Behavioral and Social Sciences	1999		P	S	E	I			P	S	E	I			
Social Sciences	1999		P	S	E	I			P	S	E	I			
Business Management	1998		P	S	E	I			P	S	E	I			
Accounting	1998		P	S	E	I			P	S	E	I			
Office Technology	1998		P	S	E	I			P	S	E	I			
Gerontology	1997		P	S	E	I			P	S	E	I			
Dual Programs (including Engineering)	New Program			P	S	E	I			P	S	E	I		
Library	Not Reviewed			P	S	E	I			P	S	E	I		
Liberal Arts Education (Gen Ed Self-Study)	Not Reviewed			P	S	E	I			P	S	E	I		
Digital Design and Animation	New Program			P	S	E	I			P	S	E	I		
Digital Music	New Program			P	S	E	I			P	S	E	I		
Modern Language	Not Reviewed			P	S	E	I			P	S	E	I		
Criminal Justice	New Program				P	S	E	I			P	S	E	I	
Public Administration	1999				P	S	E	I			P	S	E	I	
Science for Pre-nursing Science	New Program				P	S	E	I			P	S	E	I	
Natural Sciences	Not Reviewed				P	S	E	I			P	S	E	I	
Humanities	Not Reviewed				P	S	E	I			P	S	E	I	
Black Studies	Not Reviewed				P	S	E	I			P	S	E	I	
Latin and Caribbean Studies	Not Reviewed				P	S	E	I			P	S	E	I	
Visual and Performing Arts	Not Reviewed				P	S	E	I			P	S	E	I	
Health Education (Community Health)	1997				P	S	E	I			P	S	E	I	
Early Childhood	2008										P	S	E	I	
English	2009						P	S	E	I		P	S	E	I
Radiologic technology	2009						P	S	E	I		P	S	E	I
Nursing	2009						P	S	E	I		P	S	E	I
Dental Hygiene	2010						P	S	E	I		P	S	E	I
<b>Academic Support Units:</b>															
Hostos Academic Learning Center (HALC)	Not Reviewed			P	S	E	I			P	S	E	I		
Writing Centre	Not Reviewed						P	S	E	I		P	S	E	I
Center for Teaching and Learning (CTL)	Not Reviewed						P	S	E	I		P	S	E	I
EdTech	Not Reviewed				P	S	E	I			P	S	E	I	
Academic Advisement	Not Reviewed				P	S	E	I			P	S	E	I	
Honors Program	Not Reviewed				P	S	E	I			P	S	E	I	
<b>KEY:</b>															
P =	Preparation														
S =	Self-Study														
E =	External Review														
I =	Year 1 implementation														
* PRR due to Middle States															
**Self-Study due to Middle States															

Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
Admin. & Finance	Accounts Payable			S	E	I			S	E	I	
	Budget Office			S	E	I			S	E	I	
	Bursar's Office		S	E	I			S	E	I		
	Business Office				S	E	I			S	E	I
	Campus Planning & Operations					S	E	I			S	E
	Human Resources	S	E	I			S	E	I			S
	Information Technology						S	E	I			S
	Payroll				S	E	I			S	E	I
	Procurement						S	E	I			S
SDEM	Athletics & Recreation	S	E	I			S	E	I			
	Children's Center	S	E	I			S	E	I			
	COPE			S	E	I			S	E	I	
	Counseling Services		S	E	I			S	E	I		
	Wellness Services (& Health)		S	E	I			S	E	I		
	Single Stop			S	E	I			S	E	I	
	Student Activities				S	E	I			S	E	I
	Student Leadership				S	E	I			S	E	I
	Veterans Office					S	E	I			S	E
	Academic Achievement					S	E	I			S	E
	Accessibility Resource Center (ARC)	S	E	I				S	E	I		
	Admissions		S	E	I				S	E	I	
	College Discovery			S	E	I				S	E	I
	Enrollment Support				S	E	I			S	E	I
	Financial Aid		S	E	I				S	E	I	
	Information Services (SDEM)					S	E	I			S	E



Division	Unit	2013-2014	2014-2015	2015-2016	2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022**	2022-2023	2023-2024
CEWD	High Equivalency Programs					S	E	I				
	ESL Programs			S	E	I						
	Allied Healthcare Certificate Programs		S	E	I							
	Professional Development & Certificate Programs and Classes			S	E	I						
	Nonprofit Management Certificate Programs			S	E	I						
	Personal Enrichment and Children's Programs				S	E	I					
	CUNY Language Immersion Program (CLIP)	S	E	I								
	CUNY Start	S	E	I								
	Liberty Partnership				S	E	I					
	ATTAIN Lab					S	E	I				
	Work Incentive Planning & Assistance Program (WIPA)	S	E	I								
	The Allied Health Career Pipeline Program		S	E	I							
	Jobs-Plus		S	E	I							
	CUNY CareerPATH		S	E	I							
	Career Services			S	E	I						
Inst. Advancement	Alumni Relations Office	S	E	I								
	Office of Communications		S	E	I							
	Conference Center			S	E	I						
	Office of Development				S	E	I					
	Community Relations				S	E	I					

Hostos Center for the Arts & Culture Note: VP of OIA informed OIRSA that HCAC underwent evaluation in AY2012-2013.

<b>KEY:</b>	
F	Preparation
S	Self-Study
E	External Review
I	Year 1 implementation

\*PRR due to Middle States  
 \*\*Self-Study due to Middle States

## **Components of the APR:**

Because the APR is an administrative function, overseen by the Provost, there are specific items that are required to be included. In order to maintain a degree of standardization across departments, the format of the reports is proscribed. The components of the APR are as follows:

**Executive Summary:** to be prepared when the full report is completed. Not to exceed five pages.

**Academic Program:** this section of the report must contain the following components:

- A brief overview of the academic program in the department
- Department mission statement and program goals and objectives
- Student Learning Outcomes (SLOs) of the academic program in the department and how they relate to the goals and objectives
- A matrix relating each course to the SLOs
- Admissions requirements (if applicable)
- Specification of the degree requirements
- Brief course descriptions for all courses offered within the last three academic years (copies of most recent syllabus, with date of last update, to be included in the appendices). A separate table will be provided to list each course with its associated information (i.e., credit hours, enrollment, etc.).
- Community/business/education links and/or involvement in the department's academic program (e.g., internships, clinical practica, field-work, etc.)
- Articulation agreements, as appropriate
- New academic programs (include only those that are in process, not those that are still in the planning stages).

**Outcomes Assessment Activities and Program Evaluation:**

- Course and program assessment activities—provide a brief description of activities, results, and the use of the results in improving the academic program. (Full reports can be placed in the appendices.)
- Analysis of course grade patterns across terms and plan(s) for addressing issues relating to high course failure or withdrawal rates
- Use of student evaluations in course improvement
- Results from surveys of students and/or faculty, as appropriate.

**Students in the Department's Academic Program:**

- Enrollment



- Demographic profile of current students in the department's academic program
- Performance on the CUNY Skills Tests (as appropriate) and CPE (as appropriate)
- Student recruitment
- Retention and graduation statistics for department's academic program
- Student outcomes—performance on licensure examinations, job placement, transfer rates to senior college, etc.

#### Faculty:

- Overview of faculty including: number, length of service, tenure status, adjuncts, courses taught, and faculty demographics
- Summary of faculty scholarship and grants
- Faculty development activities within the department's academic program and how those activities relate to improving the department's academic program
- Each faculty member is required to provide a paragraph summarizing accomplishments and activities. (Curriculum vitae for each faculty member are included in the appendices.)

#### Facilities and Resources:

- Overview of non-faculty staff—brief description
- Adequacy/appropriateness of library facilities and collections for academic program
- Space (including office, classroom, and other space)
- Equipment/laboratories (as appropriate)
- Budget, including PS and OTPS issues

#### Strengths, Weaknesses, Opportunities and Threats (SWOT):

- Identify areas that would support or impede achieving the goals of the department's academic program and/or impede the growth of the department's academic program.
- Include a review of the discipline(s) relating to the department's academic program. The review should focus on the continuing need for an academic program in this discipline, the outlook for employment for graduates of the program, the availability of quality faculty in the future.

#### Future Directions for the Academic Program:

- Based on the data collected and the analyses that have been performed, where does the academic program want to be in three years? In 5 years?

- What new courses and/or other curricular changes should be implemented?
- Are there new programs to add? Should any existing programs be dropped or substantially modified?
- What needs to happen in order for this academic program to achieve the goals it has set out for itself?

Recommendations:

The academic program should make specific recommendations to address the issues raised above. These recommendations are to be divided into two categories:

- Those recommendations that can be implemented by the academic program.
- Those recommendations that can be implemented only by the intervention and/or assistance of OAA, the Provost, the President, or higher authority.

## **Non-Academic Program Review Components**

### **Office Overview**

Provide a brief overview and summary of the office and the work done there. Describe the functions of the office, the services provided, and the service recipients.

### **Office Mission, Goals, and Objectives**

Describe the expected outcomes of the office and how they relate to the goals and objectives of the office. Also, describe how the office goals and objectives relate to the broader goals and objectives of the division and the college.

### **Outcomes Assessment**

What are the expected annual outcomes, based on the above goals and objectives, for the period of the review (typically a five-year look)? How are the outcomes being assessed? What were the results of the assessments? How were/are the results used to improve services to customers?

### **Significant Changes or Improvements Since Last Program Review (as applicable)**

Describe any significant changes made to the unit since the last review, as a result of the findings and recommendations from that review. Also, indicate any significant changes made to the unit as a result of any policy or organizational changes, including changes mandated by external organizations (e.g., federal, state, accreditation bodies, etc.).

### **External Partnerships and Collaborations**

Describe any partnerships, collaborations, or other external activities in which the office is engaged (as appropriate). Some examples of these kinds of activities are: joint programs with CBOs, participation in a grant consortium, providing support services, etc.

### **Customer Analysis**

Who is served by the office/unit? Provide information on the number of individuals served and the demographic profile (e.g., gender, race/ethnicity) of the customers (as appropriate). If the office/unit does not provide services to individuals, provide information on the client base served (e.g., contractors, suppliers, vendors, etc.).

What information is collected about the impact of the office/unit's services on customers? What information is collected about customer satisfaction with the office's services? How is this customer-related information used by the office? How does the use of this information strengthen civility on campus?

### **Personnel, Facilities, and Resources**

Provide an organization chart of the office/unit, along with job descriptions of the personnel in the office (including classification), and a demographic breakdown (e.g., gender, race/ethnicity) of personnel.

Describe the work flow in the office (as appropriate)

Describe the support and resources provided, including both PS and OTPS resources. Discuss the extent to which these are sufficient and adequate for the office/unit to accomplish its mission. Discuss any efforts being made to secure additional resources (if necessary)

through alternative funding sources (e.g., grants, collaborations, partnerships, etc.). Also describe any efficiencies that have been made to make better use of available resources.

**Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT Analysis)**

Discuss relevant trends in the field of higher education that could affect the work of the office/unit, either positively or negatively (e.g., changes in work rules, new governmental regulations, student enrollment, etc.)

Address issues relating to the strengths of the office, as well as areas in which improvements in service delivery could be made. Also discuss, as appropriate, any information on ‘best practices’ and how those are being incorporated into the office’s work.

**Future Directions and Recommendations**

Based on the information collected and reviewed, discuss the future directions of the office, including recommendations for improvement. Recommendations for change should be identified as those that can be implemented by the office versus those that require the intervention of individuals at higher organizational levels of the college.

Appendix XVI  
List of 2012-13 Courses for Outcomes Assessment

**AY 2012-2013 Course Level Assessment Activity by Course**

Course Title	Course Number	Department	Learning Objectives and Matrices Submitted	Course Assessment Done and Data Submitted
NUR	227	ALH	Y	N
NUR	316	ALH	Y	N
NUR	317	ALH	Y	N
NUR	326	ALH	Y	N
XRA	129	ALH	Y	N
XRA	229	ALH	Y	N
PSY	101	BHS	Y	Y
GERO	101	EDU	Y	Y
PED	100	EDU	Y	N
ENG	110	ENG	Y	Y
ENG	202	ENG	Y	Y
DD	101	HUM	N	Y
DD	105	HUM	N	Y
HUM	100	HUM	Y	N
SPA	121	HUM	Y	N
SPA	222	HUM	Y	N
MAT	10	MAT	Y	Y
MAT	30	MAT	Y	N
MAT	100	MAT	N	Y
MAT	105	MAT	N	N
MAT	130	MAT	N	Y
MAT	160	MAT	N	Y
BIO	110	NAT	Y	Y
CHE	210	NAT	Y	Y
PHY	210	NAT	Y	Y
		<b>Y</b>	<b>19</b>	<b>13</b>
		<b>N</b>	<b>6</b>	<b>12</b>
		<b>Total</b>	<b>25</b>	<b>25</b>

**Appendix XVII  
Organization Chart for OIRSA**

