



# HOSTOS COMMUNITY COLLEGE

DEGREE PROGRAM ASSESSMENT REPORT 2020 TO 2021

## **Goal 1: Faculty will be engaged in building and sustaining a strong culture of academic assessment.**

### **Assessment Focus:**

The Degree Program Assessment Committee (DPAC) provided faculty support in conducting assessment, holding a total of ten meetings with department chairs and unit coordinators to support the systemization of assessment using the annual planning and assessment reporting template (A-PART) to help guide and support the assessment process. To improve the assessment process, the A-PARTs will now be included on a site accessible by department chairs, unit coordinators, and program directors to provide a living document all constituents can update throughout the academic year.

### **Communication Focus:**

DPAC informed faculty about academic assessment through the *El Semanario* newsletter and various meetings (leadership, departmental, and one-on-one). These means of communication will continue to be used to provide faculty with continued communication on general education assessment and in the future, possible integration into the New Faculty Orientation (NFO) modules will be considered to connect early on with newly hired faculty.

### **Professional Development Focus:**

DPAC encouraged faculty to complete the CUNY-wide assessment course on Blackboard, Assessment 101; however, DPAC was unable to track Hostos faculty completion of this course because of the enrollment of faculty across CUNY. The Director of Assessment is working to find a way to obtain the names of Hostos faculty completing this course. Furthermore, the Director is in the process of building a Hostos specific version of this assessment course as a resource for faculty and staff, as well as a platform in which they can interact around the topic of assessment.

## **Goal 2: Program directors will gain knowledge about and be supported and guided to effectively conduct degree program outcome assessment.**

### **Assessment Focus:**

The Degree Program Assessment Committee (DPAC) provided program director support in conducting assessment, holding a total of seventeen one-on-one. Topics in these meetings included discussion of program learning outcome (PLO) statement and selection, alignment of PLOs to ILOs, discussion of rubric design, and utilization of eLumen for data collection and analysis. To improve the assessment process, the A-PARTs will now be included on a site accessible by program directors to provide a living document that can be updated throughout the academic year to facilitate immediate review of PLO assessment plans by DPAC upon request.

### **Communication Focus:**

DPAC expanded the communication of academic assessment processes by creating dedicated pages on the Office of Institutional Effectiveness, Research, and Assessment (OIERA) website.

Each of these pages contain a summary of the process using A-PART, a step-by-step timeline, and access to resources as they are developed. This means of communication will continue to be used to provide program directors with an initial orientation to degree program assessment, as well as continually updated information of any changes that are devised in assessment processes.

**Professional Development Focus:**

DPAC conducted eight program director meetings throughout the academic year to outline the A-PART template and the assessment process. During six of these meetings, a detailed discussion of the use of eLumen was discussed with program directors interested in shifting to eLumen. Going forward, DPAC suggests that the program director meetings will shift to a cohort model to better align and match program directors who are at different stages of the assessment process for their respective programs. Also, DPAC will continue to support faculty in the use of eLumen by ensuring the learning outcomes and assessment tools are in place for faculty to record assessment data and run detailed assessment reports. DPAC also encouraged program directors to complete the CUNY-wide assessment course on Blackboard, Assessment 101; however, DPAC was unable to track program director completion of this course because of the enrollment of faculty across CUNY. The Director of Assessment is working to find a way to obtain the names of Hostos faculty completing this course. Furthermore, the Director is in the process of building a Hostos specific version of an assessment course, with specific resources geared towards program directors, as well as a platform in which they can interact around the topic of assessment.

**Goal 3: Degree Program Assessment Committee will be organized and systematic in supporting general education outcome assessment.**

**Assessment Focus:**

The Degree Program Assessment Committee (DPAC) reviewed the annual planning and assessment report template (A-PART) and developed an academic specific version that outlined the six overarching goals that span all academic departments, aligned with the appropriate aspects of the Strategic Plan. Extending the impact of this new template, DPAC derived new Academic Program Review (APR) guidelines based on the A-PART structure to facilitate consistency in quality across APR reports. Both the A-PART and APR documents will be reviewed continuously to make necessary improvements that align with the needs of the academic departments and the requirements of The City University of New York (CUNY). DPAC will also review its own membership structure to ensure that the membership of the committee is effective in providing the support needed for academic assessment. DPAC suggests that each academic year, a junior faculty member be included as a mentee to ensure consistency and continuation of the work of the committee.

**Communication Focus:**

DPAC reviews the A-PART documents from the academic departments and discusses the alignment across goal, strategic plan, activities, results, and proposed actions and resource

requests. Recommendations are drafted and shared with the various academic department chairs, unit coordinators, and program directors to facilitate continuous improvement in the use of these reports and the assessment processes in place. In future academic years, DPAC will pre-populate the academic department A-PARTs' activities based on the review and discussion of the previous year's proposed actions with the provost. Based on the feedback meetings with the provost, DPAC realized that the original section 3 of the A-PART did not facilitate discussion of the connection across proposed actions and resources requested. For this reason, DPAC redesigned the A-PART by removing section 3 and integrating it into the two previous sections for easier alignment, reporting, and review.

## Academic Assessment Results:

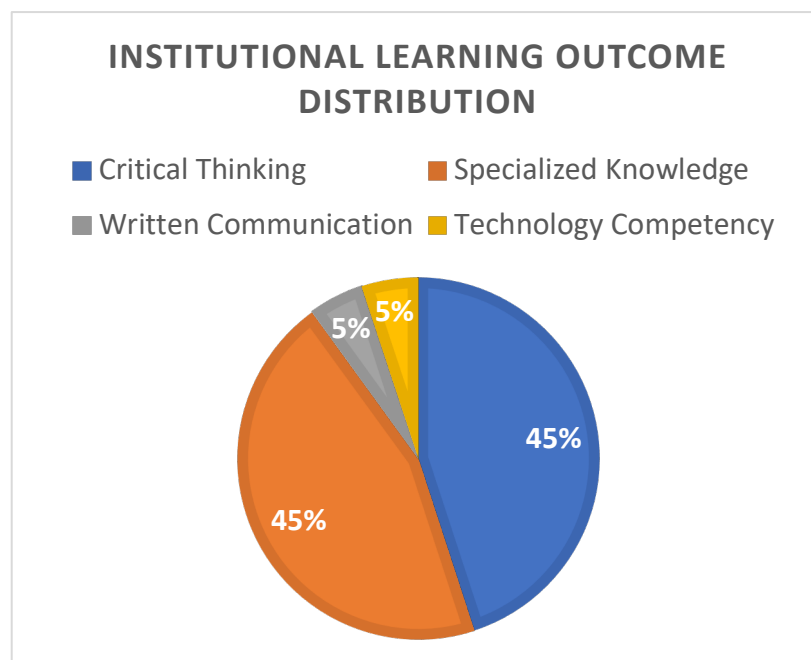
### Summary across all Academic Departments with Degree Programs

#### Program Learning Outcomes (PLOs):

Twenty out of the twenty-eight academic degree programs completed the assessment process for at least one program learning outcome (PLO) defined by their degree program.

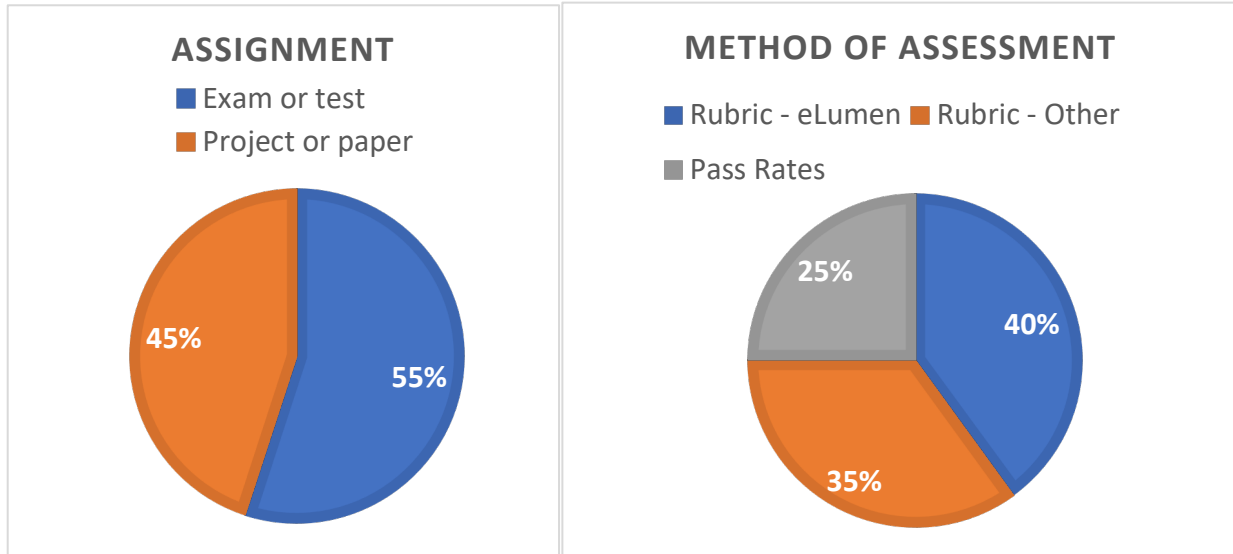
#### Institutional Learning Outcome (ILO) Distribution:

Across the twenty program learning outcomes (PLOs) assessed, nine PLOs aligned with critical thinking (ILO 1), nine PLOs aligned with specialized knowledge (ILO 7), one PLO aligned with written communication (ILO 2), and one PLO aligned with technology competency (ILO 5).



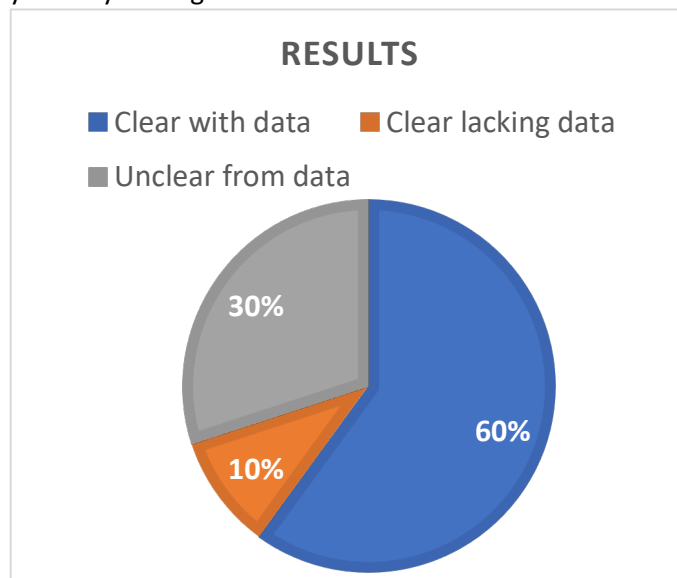
### Methods of Assessment Implemented:

In terms of the assessment methods employed in assessing the PLOs, eight degree programs utilized eLumen to conduct the assessment with a common rubric, seven utilized another platform (like Excel) to conduct the assessment with a common rubric, and five utilized pass rates or test scores as a method of assessment. In terms of the assignments employed in assessing the PLOs, eleven degree programs utilized exams or tests for the assignment, while the other nine utilized projects or papers for the assignment.



### Results of Assessment:

Across the twenty degree programs assessing their PLOs using various methods, twelve had processes in place that yielded clearly stated results, including both quantitative and qualitative findings. Of the remaining eight degree programs, the processes implemented did not provide sufficient information regarding the results of the assessment. Two of these eight degree programs provided clearly stated results; however, did not provide sufficient evidence of quantitative or qualitative information that led to these findings. The remaining six had neither clearly stated results nor any qualitative or quantitative information that would yield any findings.



**Next Steps (Closing the Loop):**

Although twelve degree programs had assessment processes in place that yielded clear results that were supported by the data collected, few were able to extend these results to develop proposed actions to take in the subsequent year. In fact, only five of the twenty degree programs recommended clear next steps for implementation in the following academic year. The remaining fifteen degree programs had either 1) no recommendations for improvements stated or 2) broad next steps or next steps that were not directly related to the findings from the assessment process.