Hostos Community College Annual Report

[Unit/Department/Program] [Year]

Guidance Overview

This document serves as a resource guide to help units complete the Annual Planning and Assessment Report. This document is organized to provide clarity on what should be captured in each component of each of the three primary tables of the Annual Planning and Assessment Report: (1) “What did you do this year?”, (2) “How did it go?”, and (3) “What do you need?”. Each component under each table (below) will contain 4 key pieces of guidance:

1. Definitions: to provide clarity on what each component means
2. Guiding questions: to consider as you draft each component (or should you need to revisit a component)
3. Sentence stems: to help guide creation of the content for your own units
4. Examples: to illustrate what content for each component could look like

As the mantra in the footer of this document denotes, this guidance document is a work in progress and may be imperfect, but it attempts to help provide some clarity.

1. What did you do this year? (AES)

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| --- | --- | --- | --- | --- |
| **Goal** | **SP Goal** | **Activities** | **Results** | **Proposed Action (optional)** |
| Goal 1 | (aligned goal) | Activities to address goal 1 | Results from activities | Anything needed to respond to results? |
| Goal 2 | (aligned goal) | Activities to address goal 2 | Results from activities | Anything needed to respond to results? |

Please summarize here and attach Appendix with full details

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| --- | --- | --- | --- | --- | --- |
|  | Goal | SP Goal | Activities | Results | Proposed Action |
| *Definition* | This is the impact of the department/ unit/program activities on people, places, or processes. | An abbreviation of “**Strategic Planning Goal**,” this is a college-wide target identified to achieve a measurable/intended outcome.[[1]](#footnote-1) These goals are outlined in the Hostos Strategic Plan. For each goal, units will need to select the appropriate **cross-cutting commitment(s)** or **Priority(ies)** that aligns to the goal. Student-facing units, particularly, should first try to determine possible alignment of their developed goals to the college priorities; if there’s not clear alignment here, units should align their goals to the cross-cutting commitments.  The Hostos Strategic Planning Goals can be found here: [http://www.hostos.cuny.edu/StrategicPlan/ (*see p.18 of 2017-2022 SP*)](http://www.hostos.cuny.edu/StrategicPlan/) | Actions or events developed and implemented to achieve the goal. | Outcomes that are achieved and are measured or quantifiable after activities are implemented. | The plan of action or activities developed after assessing and analyzing the results you intended to achieve. This plan or activity should be informed by what worked or did not work. |
| *Guiding Question(s)* | For whom, specifically, does your unit want to have an impact?  What is the impact your unit wants to have on that group? | Which college priority from the strategic plan does this unit goal best align to?  Which cross-cutting commitment from the strategic plan does this unit goal best align to?  Does this unit goal align to more than one priority or cross-cutting commitment? | What major activities can help our unit see progress toward this goal?  Do these major activities take into account the college’s cross-cutting commitments and/or college priorities? | What did our unit do (with regard to this activity)?  What was the result of what we did re: this activity (who/what was impacted? In what way?) | What is the implication of the result of this activity?  What next steps might we need to respond to our results? |
| *Sentence Stems* | “[*This group of people/place/process*] will [*be impacted in this way*].” | [*state the college priority(ies) and/or cross-cutting commitment being aligned*] | [*Typically starts with action verb; e.g. “Develop”, “Create”, “Implement”, etc.*] | “Our unit [*brief description of unit’s effort on activity*]; [*brief description of the impact of the activity*] | “Our next step is [*follow-up action to occur*]” |
| *Example(s)* | “Students will be able to access scholarship opportunities that suit their needs” | “Continuing students: increase momentum via high-impact practices”  “Completing students: increase financial support for graduating students” | “Develop a scholarship database with a tagging system” | “Our unit developed a new scholarship database, but was not yet able to determine an appropriate tagging system. However, we started sharing the database as-is and, so far, most of the students who’ve used it found it helpful” | “A next step for us is to schedule a few additional conversations so that we can finalize a tagging system and incorporate it into the database” |
| “The surrounding community will be aware of cultural events.” | “Cross-cutting commitment: Community Engagement” | “Publicize college cultural events via 2 new methods: local newspaper & Instagram” | “This year we started publicizing the cultural events (monthly in the local paper and weekly on Instagram); participation seems to have increased based on this. | “Our unit will start incorporating a question on our surveys ‘how did you find out about this event?’ so that we can more easily establish which source is yielding impact. |

2. How did it go? (AES)

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| **Support/Learning Outcome** | **ILO or SP Goal** | **Method of Assessment** | **Findings** | **Proposed Action** |
| Outcome 1 | (aligned outcome/ goal) | Activities to address outcome 1 | Results from activities | Actions to respond to findings |

Please summarize an assessment of one support or learning outcome

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| --- | --- | --- | --- | --- | --- |
|  | Support/Learning Outcome | ILO or SP Goal | Method of Assessment | Findings | Proposed Action |
| *Definition* | **Support Outcome**: A statement that describes the intended impact/result of a specific unit activity.  **Student Learning Outcomes**: A statement that describes the intended knowledge, competencies and/or skills that are intended for students to have demonstrated as a result from a unit’s implementation of a specific activity, instruction, programs, or curricula. | **Institutional Learning Outcomes (ILOs)** are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experience at Hostos including both curricular and co-curricular activities. Hostos’s ILOs are aligned with our Mission statement, specifically the six mission themes.  (*see above for* ***SP Goal*** *definition*) | A description of the type of data/information a unit will collect or use to assess the identified support/learning outcome. This would also include a brief description of how the unit plans to assess the outcome.  (*See the “AES Annual Report Glossary” for a detailed description of the two approaches to assessment:* ***direct*** *and* ***indirect assessment***) | Your **findings** include the measurable results of your activities and what was learned from those activities or what the impact is towards meeting the goal. You should use data as evidence for these results and explain your conclusions. Findings are used to determine next actions or activities and should consider any issues faced while making progress towards the goal. | The plan of action or activities developed after assessing and analyzing the results you intended to achieve. This plan should be informed by what worked or did not work. |
| *Guiding Question(s)* | What support outcome (tied to one of our goals) do we want to investigate to better understand how a specific unit practice or process is having an impact on a specific stakeholder group?   * What will be different as a result of this activity?   For which knowledge, competency, or skill do we want to investigate the extent to which the students we serve are acquiring it?   * What will students know or be able to do as a result of this activity? | For the unit goal that is associated with this support outcome or student learning outcome, what is the aligned priority or cross-cutting commitment that I aligned it with?  (*For SLOs*) Which ILO best aligns to my identified student learning outcome? | What data do we have that we can use to assess this outcome?  What data might we need to collect to assess this outcome?  How will we analyze these data/this information (once it’s collected) to help us understand what was different as a result of a specific effort or what knowledge, skills, or competencies students actually learned? | What did we learn about our identified outcome?  What data from of our analysis leads us to our determined conclusion(s)? | What are the implications of what we learned from our assessment?  What might be an appropriate next step based on our findings? |
| *Sentence Stems* | “[*Stakeholder group*] will [*description of intended impact*] through/as a result of [*unit activity*]”  “Students will [*knowledge, competency, or skill to be demonstrated*] as a result of [*description of specific activity, instruction, programs, or curricula*]” | “[*The stated priority or cross-cutting commitment that is aligned to the support outcome*]”  “[*the stated ILO that is aligned to the developed SLO*]” | “We will use/collect the following data to assess this outcome: [*description of data that will be collected/used and how those data will be collected*].  To assess this outcome we will analyze [*brief description of what comparisons you plan to make or questions you will ask of the data*]” | “The data/information we analyzed illustrated [*brief description of highlights from the review of the data*].  For the outcome we assessed, we learned that [*description of the main conclusion your unit derived about whether or not the intended impact was seen in the data*]” | “Based on our findings, [*description of the plan of action/next steps that were decided on in response to the findings*]” |
| *Example(s)* | “Faculty will be better able to identify and assist struggling students (earlier) through our unit’s improved Starfish training workshops.” | “Cross-cutting commitment: Professional Development” | “We will be comparing Starfish data from last academic year to this year and specifically looking at the faculty rate of usage.  We will also be using our workshop attendance logs so that we can compare usage rates only for the faculty that attended at least 1 workshop.” | “Our analysis found that the rate of usage for faculty that attended at least 1 training workshop increased slightly after the training workshops, when we looked at the rate 2 months after (15% increase); of note, when we looked at usage of specific aspects of Starfish, we noticed a particularly higher increase in faculty using \_\_” | “Based on what we found, we decided to collect a little more information from the participants to decipher what may have aided higher usage with a specific aspect.  We will also adjust the workshop to emphasize some other areas.” |
| *Support outcome*: “OIERA’s team meetings will become productive and efficient through strengthened meetings structures” | “Cross-cutting commitment: Assessment”  “Cross-cutting commitment: Systems Alignment” | “Survey instrument to capture the team’s perceptions of monthly meetings, consisting of a 10-point rating scale for 4 different meeting categories followed by a few open-ended questions. Data were aggregated across the 3 times they were administered, and the team reviewed the data and had a discussion.” | “The survey data showed that the average score for meeting productivity and satisfaction slightly increased and that meeting efficiency remained high throughout; however, clarity on next steps decreased.” | “Investigate what changed between Feb and March/Apr that led to the drop in clarity on next steps.  Continue collecting data.” |
| *Student Learning Outcome*: “Students who participated in research methods workshops will be able to develop a clear research thesis” | “Written Communication: *Construct sustained, coherent arguments, narratives or explications of issues in an active voice that is modulated for a specific audience.”* | “The students who participate in the workshop will be given an assessment prior to the workshop and after (a few weeks later); it will ask students to develop a thesis from one of a set of pre-determined topics.  The workshop facilitators will select a sample of 50 participants’ thesis assignments prior to the workshop and select the same students’ post assessment after the workshops. They will use a rubric to rate the pre- and post-assessments and determine what percentage improved (increased their rating) | “Workshop facilitators analyzed the pre- and post-assessments from the same sample of 50 participants and found that 90% had an increased rating in their post-workshop assignments. Of note, they found more than half of the participants raised their rubric scores by 2 levels or more (on a 5-point rubric scale).  Based on this we determined that our workshop curriculum appears to be effective” | “We will run this same assessment next year to try to determine any emerging patterns.  We will also expand our workshop offering for next semester, to offer this particular training to more students.” |

3. What do you need?

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| **Proposed Action** | **Resources or Support** |
| Action proposed earlier | Facilities, Personnel, Funding |

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|  | Proposed Action | Resources or Support |
| *Definition* | The plan of action or activities developed after assessing and analyzing the results you intended to achieve. This plan should be informed by what worked or did not work. These are the same proposed actions that you developed in Sections I and II. | A list of any resources/support that you believe your unit may need in order to enact the proposed actions from sections I and II. These could fall into a few categories:  **Human Resources** – administrative, academic and non-academic staff, college assistants, work study students and external stakeholders working together to ensure the effective and efficient delivery of services. Working together and problem solving with colleagues to find creative solutions to address resource shortages. For example, this may include reallocation of responsibilities, changes to organizational charts/supervisory structures, etc.    **Physical/Material Resources** – the tangible resources such as the structures and facilities (classrooms, laboratories, library, offices, theaters, studios and recreational areas), hardware, software, vehicles, equipment and supplies that directly and indirectly contribute to the organizational goals.    **Financial Resources** – sources of funding and a budgeting system that provides a comprehensive framework to identify the academic and fiscal strategy for accomplishing the college’s mission and goals.    **Time Resources** – maintaining or increasing the effectiveness and efficiency of academic and administrative operations. |
| *Guiding Question(s)* | What were the proposed actions that we noted in Sections I and II of this report Template?  Which ones may particularly require some sort of resource or support to implement? | For each of the proposed actions we flagged (to the left), what resources and/or supports might be needed to successfully implement these actions? |
| *Sentence Stems* | “Goal #, Activity #: [*pull the proposed actions from Tables I or II and directly state*]” | “Human Resources Needed: [*State the need*]”  “Physical/Material Resources Needed: [*state the need*]”  “Financial resources needed: [*state the need*]”  “Time resources needed: [*state the need*]” |
| *Example(s)* | “Goal 2, Activity 3: A next step for us is to schedule a few additional conversations so that we can finalize a tagging system and incorporate it into the database” | “Physical/material resources needed: unit needs transcription software to be able to effectively capture the follow-up conversations and identify themes that will be used for the tagging system.” |
| “Goal 1, Activity 2: We will run this same assessment next year to try to determine any emerging patterns.  We will also expand our workshop offering for next semester, to offer this particular training to more students.” | “Physical/Material resources needed: unit will need to be able to book an additional classroom to conduct the additional workshop offering.” |
| “Goal 3, Activity 5: “Investigate what changed between Feb and March/Apr that led to the drop in clarity on next steps.  Continue collecting data.” | “No additional resource/support outside of what the unit already has is needed” |

Additional Commentary (optional)

Appendices

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| **Appendix** | **Description** |
| A | Mission, Goals, Student/Support Learning Outcomes, Curriculum Map |
| B | Faculty statistics (conferences, promotions, service, publications, grants, fellowships) |
| C | Student statistics (enrollment, retention, graduation, TTD, service targets) |
| D | Staff statistics (conferences, promotions, workshops, fellowships) |
| E | (other) |

1. The measurable/intended outcome: A way to quantify or qualify the result you intended to achieve. [↑](#footnote-ref-1)