



FORTNIGHT

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A Communiqué focusing on topics related to Outcomes Assessment, Institutional Effectiveness, and Institutional Research produced jointly by the Office of the Associate Provost for Institutional Effectiveness and the Office of Institutional Research and Assessment (OIRA) at the College of Staten Island/The City University of New York

www.library.csi.cuny.edu/assessment

WHAT IS FORTNIGHT?

A **fortnight** is a unit of time equivalent to 14 days. The term derives from the Old English *feorwertyne niht*, meaning "fourteen nights." Inspired by the opportunities and challenges of Middle States Standard 14 and the desire to share information and best practices, **FORTNIGHT** is a communication vehicle, which is distributed online to the campus community.

THE COLLEGE'S ARRAY OF RELATED EDUCATIONAL ACTIVITIES (REAs) EXTENDS LEARNING OPPORTUNITIES

Distance learning, certificate programs, Continuing Education, and experiential learning are all examples of Related Educational Activities (REAs) that may provide access opportunities to underserved populations, provide enrichment, and have the potential to expand the constituent base of the College of Staten Island. Certificate programs are offered in two different areas of the College's operations: the Nursing and Education Departments and the Modern China Studies Program yield certificates that fit within the regular structure of the College, while other certificates are offered under the umbrella of Continuing Education.

The College's Continuing Education and Professional Development Program under the direction of Dr. Hugo Kijne serves approximately 4,500 students annually through many different initiatives, including community leadership institutes, personal enrichment courses, and workforce development programs. The Program includes 101 students in a GED curriculum, and more than 300 individuals seeking trade and vocational certificates in programs as diverse as bookkeeping and boating. The CUNY Language Immersion Program (CLIP) provides English language instruction to non-native speakers, while the English Language Institute (ELI) offers instruction in the basics of grammar, reading, writing, and speaking. Certificates are offered by Workforce Development Programs and the English Language Institute. Detailed information about the College's Continuing Education opportunities can be found at www.library.csi.cuny.edu/continue.

Practicing professionals can also improve and expand their existing skill sets through specialized professional programs administered by the College. CSI's successful Teachers on Sabbatical Program provides post-graduate coursework to in-service teachers, while the Advanced Certificate in Cultural Competence gives health care professionals the theoretical background and cultural insights to address the challenges and needs of an increasingly diverse patient base.

The College of Staten Island offers a growing number of distance learning opportunities in both asynchronous and hybrid forms. Additionally, some international classes take place using a synchronous distance learning model, where students at CSI and students abroad participate in the same virtual space using video-linking technology. Such extensions of the classroom allow for more flexibility in course schedule decisions, potentially opening a College of Staten Island education to students unable to commit to traditional classes held totally on site.

These are just some of the programs and learning opportunities offered by the College of Staten Island, which have the potential to expand the breadth of student, participant, or visitor base of the campus. Related Educational Activities should support the College's mission and, as such, are a focus of the Middle States reaccreditation process.



THE MIDDLE STATES SELF-STUDY PROCESS: WORKING GROUP 6

Co-Chairs: Dr. Michael Kress, Vice President for Technology Systems
Dr. Deborah Popper, Professor of Geography

Working Report Title: Encouraging Innovation, Outreach, and the Building of Constituent Bases

Working Group 6 is focusing on elements from Middle States Standards 11, 13, and 14. The group's charge reads as follows:

Working Group 6 recognizes that to meet the College mission, the College community must reach well beyond the traditional classroom and engage both matriculated and non-matriculated students in knowledge creation and acquisition. The Working Group will explore the processes through which the College of Staten Island identifies and reaches out to varied constituent bases, ensures access, and fosters innovative programs and related educational activities (i.e., continuing education, distributed learning, specialized certificate programs, and experiential learning): How effectiveness and learning outcomes are determined, what assessment processes are used and communicated, how they fit into and are coordinated within the College's mission. Working Group 6 will also explore the processes the College uses to develop new related educational activities.

Working Group 6 includes among its members individuals who are familiar with Continuing Education programs, outreach initiatives, distance education and off-site programs, certificate programs, and experiential learning opportunities. In addition, the group consists of faculty, staff, and administrators representing potential new learning communities, community service opportunities, and new or potential directions for the College.

CLOSING THE LOOP: HYBRID TEAM MEMBERS COLLABORATE FOR CLASSROOM CONSERVATION

In a collaboration resulting from the Hybrid Course Initiative, Kerri Gerson of the Registrar's Office has been working with hybrid course instructors to more closely monitor classroom use. Since instructors in hybrid course sections leave classrooms unused for pre-determined class sessions, careful scheduling can allow two class sections to utilize the same physical space. Such "double usage" presents the opportunity for the College to serve more students without increasing class sizes.

CAMPUS UPDATES

Strategic Planning Implementation Process

Six Strategic Direction Committees are actively engaged in examining many aspects of the campus, with the aim of providing preliminary information to the Institutional Planning Committee in mid-December. Many of the source materials being gathered for the Middle States self study are also useful to the Strategic Directions Committees, so the SharePoint resource collection has been shared between the two processes. In addition, the Strategic Directions groups and the Office of Institutional Research and Assessment (OIRA) are engaging in original research about the campus in order to inform the implementation of the new Strategic Plan.

Student Government

Associate Provost Susan Holak and OIRA members Warrick Bell, Barbara Cohen, and Dan Hoizner met with representatives from Student Government to discuss the Middle States self study. After describing the process to date, the speakers noted the College's Middle States website where students could obtain more information about the initiative. The issue of student involvement in the process was raised by Dr. Holak, who suggested that the Special Resources Committee would provide an appropriately flexible opportunity to involve student representatives. The Associate Provost and the Office of Institutional Research and Assessment are grateful to Student Government President Jolanta Smulski for the invitation to speak with them, and look forward to future opportunities to discuss reaccreditation.

FORTNIGHTLY NOTES

The Thanksgiving cactus, *Schlumbergera truncata*, produces flowers during November, with each flower typically lasting about one **fortnight**. A native of Brazil, blooms may range from red and orange to white and pink, with hybrid varieties blooming in shades of salmon and yellow.

FORTNIGHT will resume publication after a brief hiatus for the semester break. We will return in mid-February, 2011.

