
College of Staten Island

Periodic Review Report

June 1, 2006



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President

Periodic Review Report

**Presented by: College of Staten Island,
The City University of New York**

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COLLEGE OF STATEN ISLAND
The City University of New York

PERIODIC REVIEW REPORT

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Chapter 1: Executive Summary

The *College of Staten Island Periodic Review Report, 2006* presents the progress of the College in the period since the report of the Middle States Commission Evaluation Team in October 2000. It demonstrates the vibrant, responsive, and energetic ways in which the College has met the challenge of providing both access and excellence in higher education. The College of Staten Island (CSI) – a comprehensive college in The City University of New York (CUNY) – is unique within its parent University: it serves a population that ranges from pre-freshman to post-doctoral students, and from those with significant remedial needs to those who qualify for honors programs. Meeting this challenge requires the College to be attentive to its strategic plan while remaining agile and alert to opportunity. Our five-year strategic plans have successfully moved the College forward within the budgetary and geographic constraints we face. As our strategic plans direct the College's forward movement, each successive Middle States report documents the College's continuous progress in addressing its mission and meeting its goals.

High among these goals is the fostering and enhancement of a faculty dedicated to effective teaching and learning in the liberal arts and sciences, and in a range of professional disciplines. We present in the *College of Staten Island Periodic Review Report, 2006* a context for the College's educational offerings, structures, and enrollment. In several sections, particularly in Chapter 5 (Assessment), we discuss the College's commitment to an ongoing outcomes assessment initiative that is mindful of the standards set by the Middle States Commission. We also present the many initiatives and activities that, informed by ongoing assessment, have strengthened our academic offerings.

Methodology

In October 2000, the College of Staten Island was granted full ten year accreditation status by the Middle States Commission. As part of the accreditation process, the Commission's Evaluation Team gave the College ten commendations, recognizing the College's many achievements.

To prepare for the development of the current Middle States *Periodic Review Report* (PRR), the President appointed a coordinating committee and five subcommittees. Several of the chairs and co-chairs of these committees attended Middle States workshops on PRR preparation. The Coordinating Committee reviewed the relevant materials and developed a time-line for the preparation of the report. Faculty, staff, and students comprised the several subcommittees, which drafted responses to questions posed by the Coordinating Committee. In summer and fall 2005, subcommittee reports were reviewed, revised, and synthesized into a first draft document that was reviewed again by each subcommittee, revised further, and presented to a combined meeting of the Coordinating Committee and the College's Institutional Planning Committee in December 2005.

A further draft was made available to the College community in February 2006, followed by open hearings held in March. The draft was also distributed to student leaders and a meeting was held with the members of the Student Government to obtain their input. Revision of the draft continued during April and a final version was approved by the College's Institutional Planning Committee and the College Council in May 2006, prior to the submission of the report to the

Middle States Commission. The report follows the guidelines presented in the *Handbook for the Periodic Review Reports, 9th edition* (2004).

Summary of the Report's Contents

Chapter 2 of this document identifies the College's actions in response to the Evaluation Team's two recommendations:

- 1) *The College of Staten Island must determine how to provide students with the appropriate level of library resource support for their general education and major concerns of study and develop a strategy to be implemented as soon as possible.*
- 2) *There are suggestions regarding assessment throughout the report that lead to a recommendation. To provide the basis for informed decision making, the College of Staten Island needs to strengthen the development, collection, and analysis of data for academic/support programs and services, assessment, student learning, and the allocation of resources consistent with established goals. Once the process is developed, the College of Staten Island needs to utilize that process to improve programs and services.*

The College responded to the first recommendation by developing and implementing a strategy that has enhanced the Library's access to print and electronic materials. We have also increased professional staffing and increased our students' access to instruction in information literacy. Data indicate that students are making greater use of the Library.

Many members of the faculty and staff have collaborated to address the second recommendation. Since the 2000 *Middle States Report*, the College has completed an extensive reorganization of its efforts in assessment of both academic and institutional effectiveness outcomes. Two subcommittees of the College's Institutional Planning Committee (IPC) were formed to promote this endeavor: the Academic Outcomes Assessment (AOA) Subcommittee, co-chaired by a faculty member from each academic division and comprised of faculty from each academic department; and the Institutional Effectiveness (IE) Subcommittee, co-chaired by the Director of College Testing and the Acting Director of Institutional Research and Assessment with membership from all areas of the college community. A Special Assistant for Academic Affairs, a faculty member on full reassigned time, was assigned to oversee and coordinate the work of the AOA and IE Subcommittees. These subcommittees have made periodic presentations to the IPC, as well as to the College community through the annual *Day of Assessment* conference, which has been held since 2003.

The College's full commitment to academic outcomes assessment is also reflected in a wide variety of activities conducted by faculty in both the academic majors and the various categories of general education. The College produced a *CSI Academic Outcomes Assessment Manual* and added a requirement that an outcomes assessment plan be part of all new course and program proposals. In addition, guidelines for periodic departmental and program self-studies were revised to include a section on academic outcomes assessment for the purpose of examining the effectiveness of goals and objectives, as well as the changes they have created.

Similarly, institutional effectiveness, through the IE Subcommittee, has been evaluated in several college services central to the well being of students, faculty, and staff. Improvements to such services, including advisement, transportation and parking, registration, and other “quality of life” areas, have been made in response to evaluation findings.

Chapter 2 also includes the College’s progress relative to its own recommendations that were presented in *CSI 2000: The Middle States Report*. These include the implementation of a revised Governance document, efforts to further diversify the faculty, increased support for faculty research, and greater integration of part-time faculty and of instructional support services. Also discussed is the successful implementation of the recommendations of the *CSI Strategic Plan, 2001-2006*, including: (1) forwarding the College’s ten academic priorities – including the establishment of the CUNY Institute for Macromolecular Assemblies and the Center for Engineered Polymeric Materials, and the College’s health sciences, teacher education, and Modern China initiatives; (2) enhancing the experience of first-year students through the creation of FIRST, a freshmen learning communities program, (3) improving the delivery of services to students through the establishment of The Hub, a one-stop student services center, and (4) making the College more valuable to its community by the formation of the Staten Island Project, since renamed the Center for the Study of Staten Island, which has provided a locus for the examination of issues that concern Staten Islanders such as traffic, quality of life, and the environment. In addition, the College has established on campus the CSI High School for International Studies, a Gates Foundation-funded small school developed in collaboration with the Asia Society, allowing us to serve the community in a new and exciting way.

Chapter 3 discusses the major challenges and opportunities that form the basis of the forthcoming *CSI Strategic Plan, 2006-2011*. The first subject is attracting and retaining better-prepared students, the major strategy being the creation of a “school within the school” with selective criteria. The *Plan* will also examine how CSI will further strengthen its academic priorities, while adding new ones, and support its graduate education and faculty research. The *Plan* will also address the enhancement of our athletic program, the development of a facilities plan, and the maintenance and advancement of our technology. Finally, the *Plan* will address the preparation of the College for the construction of residence halls. The College is committed to the development of a living/learning model for the residence halls that incorporates the academic mission into the design.

Chapter 4 presents enrollment trends that demonstrate relative stability. It also projects future enrollment. The demographic patterns on Staten Island – one of the fastest growing counties in New York State – and our plans to build residence halls suggest increases of between 8.8 and 12.5% over the next decade.

Chapter 5 provides a comprehensive analysis of the College’s self-assessment program. The growth of our outcomes assessment activities is documented, including the formation of an organizational structure and the allocation of resources to support outcomes assessment. The College has pursued academic outcomes assessment (AOA) of both majors and General Education. Within the majors, faculty are at various stages of designing and implementing their AOA activities. Within general education, faculty have implemented AOA projects in two required courses: ENG 111 Introduction to College Writing and COR 100 United States: Issues, Institutions, and Ideas. In the remaining required courses, ENG 151 College Writing and PED

190 Fitness for Life, and in the general education categories (Scientific Analysis; Social Scientific Analysis; Textual, Aesthetic, and Linguistic Analysis; The Contemporary World; Foreign Language), AOA is at various stages of progress. Our strategy in these categories is to focus on the most heavily enrolled courses that satisfy each requirement.

Our Institutional Effectiveness activities have addressed a myriad of areas, including recruitment, enrollment, retention, and graduation; the student advisement process; and the economic and social impact of the College. A bi-annual student satisfaction survey administered University-wide allows comparative as well as longitudinal comparisons. The College has made substantial strides in using the internet to more efficiently process data and facilitate student transactions, which has had a positive effect on student satisfaction. The introduction of The Hub, the one-stop student services center, has also had a salutary effect. Offices in the Division of Student Affairs and the Registrar's Office have implemented specific assessment projects. Data show achievements in all of the areas measured in the student satisfaction survey: academic support services, counseling and administrative services, access to instructional technology, faculty and courses, and general institutional quality.

Chapter 6 presents the College's planning and budgeting process. Planning is conducted in several committees at various levels; college-wide planning is done by the Institutional Planning Committee (IPC), which receives proposals from other college committees and departments. Subcommittees of the IPC have been instrumental in developing the College's planning documents; two five-year plans were developed under the current administration and a third, the *CSI Strategic Plan, 2006-2011*, is currently being completed. These planning documents influence decision making regarding the allocation of resources. In Academic Affairs, a Lines and Budget Subcommittee of the College Personnel and Budget Committee, comprised of six department chairs elected by their peers, allocate funds and faculty lines to departments using the *Strategic Plan* as a guide. There is increased emphasis on augmenting resources with grants and college advancement funds. The College has made great strides in both areas. Grant funding has increased by 62% since 1999-2000, and fundraising has increased consistently each year, invested funds reaching more than \$3 million this year.

The College's overall financial condition continues to be satisfactory, although we are concerned about increased costs. We also face increasing dependence, as determined by the University, on tuition revenue. The University has initiated a *Campaign for the Colleges of CUNY* to raise \$50 million University-wide through this and the next three years. This new and very demanding initiative requires that CSI build on its existing fundraising efforts to meet challenging targets for the upcoming years. The 2006-2007 budget proposal of the Chancellor of the University depends more heavily than ever on philanthropy, productivity savings, and increased enrollment.

The College of Staten Island is well poised to build on its many academic accomplishments. As we move forward and face new challenges, we are confident that, as in the past, through careful planning, assessment, and commitment to our core mission of access and excellence, we will continue to provide strong and stable educational experiences for our students.

Chapter 2: Responses to the Recommendations of the Middle States Evaluation Team and the Institutional Self-Study

PART A: RESPONSES TO EVALUATION TEAM RECOMMENDATIONS

We were very pleased that, in their 2000 report, the Middle States Evaluation Team gave the College of Staten Island ten commendations. These commendations highlight several of the College's most significant accomplishments. The team also made two recommendations, one pertaining to the Library and the other to assessment. This section of Chapter 2 presents how the College has responded to these recommendations in the intervening years.

Recommendation 1: The Library

The College of Staten Island must determine how to provide students with the appropriate level of library resource support for their general education and major courses of study and develop a strategy to be implemented as soon as possible.

Following the conclusion of the Evaluation Team visit, the College's Chief Librarian, the Library faculty, and the members of the Library Committee (a standing committee of the Faculty Senate, with one faculty representative from each department), in consultation with the Senior Vice President for Academic Affairs/Provost, developed the framework to address this recommendation. The effort to provide the appropriate level of library resource support for General Education and majors focused on three major areas: access to print and electronic material, staffing, and information literacy.

Access to Print and Electronic Material

The College has focused on four strategies in improving students' access to print and electronic material: increasing the book collection, enhancing the availability of electronic resources, improving interlibrary loan services, and establishing an Archive and Special Collections.

Development of the book collection has focused on:

- general subject areas of academic departments, with involvement from department liaisons;
- programs seeking accreditation and re-accreditation;
- an updated reference collection in the sciences, social sciences, and humanities; and
- the replacement of missing and mutilated books vital to the curriculum.

The book collection is currently 229,000 volumes. Since 2000, approximately 19,000 volumes have been added to the collection and about 4,000 volumes have been weeded from it, a net increase of 15,000 volumes. While this represents a modest improvement, we recognize that continued progress is needed to meet the standard of the Association of Colleges and Research Libraries (ACRL) of 500,000 volumes for a college of our size.

Access to electronic resources has been enhanced by the development of consortial agreements with other CUNY libraries. Such agreements have enhanced the quality and quantity of full-text journals available to CSI students and faculty. While 10,000 periodicals were available electronically in 1999, over 25,000 periodicals are now easily accessible to CSI students and faculty on and off campus, including those at a distance (e.g., CSI students enrolled at our consortial program with the American University of Rome), through the CSI Library Homepage (<http://www.library.csi.cuny.edu>).

In addition to the wealth of local electronic resources, interlibrary loan, through the CSI Office of Inter-Library Loan/Document Delivery (ILL/DD), has become a more viable service to faculty and graduate students for resources not available at the CSI Library. This service has significantly improved over the past few years with an upgrade of hardware and software, additional staffing, and improvement in staff performance. The fulfillment rate for requested articles has improved from an average of seven days to three days, and for books from 13 days to seven days.

Table 2-1

Inter-Library Loan/Document Delivery (ILL/DD) Service
Analysis of Borrowing Activities

Academic Year	# of requests	# fulfilled	% fulfillment
2001-2002	1878	1515	81%
2002-2003	1797	1512	82%
2003-2004	1132	949	84%
2004-2005	1128	1041	93%

Table 2-1 indicates that the percentage of requests fulfilled has increased. At the same time, the number of requests has decreased significantly over the last four years; we believe this to be a result of the increased availability of full-text articles in online research journals. The upgrade in hardware and software has enabled the Office of ILL/DD to effectively secure materials from libraries across the United States, as well as from libraries in other countries.

The newest unit in the Library, the Archives and Special Collections, created by the renovation of space within the Library, was inaugurated in October 2000. It has attracted faculty, students, and scholars who have utilized its collections for research. The Archives develops programs and its collection under the coordination of a new faculty hire, an archivist, in consultation with the Chief Librarian. Receiving financial support from the New York State legislature, the Archives and

Special Collections has become the central repository of papers of Staten Island legislators, including State Senator John J. Marchi, the longest sitting state senator in the nation. In addition, it houses collections on special topics related to the curriculum such as environmental history (the Fresh Kills landfill collection) and the treatment of individuals with developmental disabilities (the Willowbrook State School collection). The Archives has been successful in integrating its materials into the life of the College, holding workshops, seminars, exhibits, and library instruction sessions as described on its website. (See <http://www.library.csi.cuny.edu/archives/>.)

We are gratified that student satisfaction with the Library was rated highly in University-wide surveys undertaken in 2002 and 2004. Over 80% of students were satisfied with the Library's facilities, services, and hours of operation. The Library has sought to use its resources as effectively as possible to meet the needs of our students in General Education and the majors, although financial support continues to be a challenge. The College's method of funding library resources in the past few years was changed to utilize a new Student Technology Fee. This money has addressed the need for digital resources, but cannot be used for printed materials. The College has made support for the Library one of its emphases in external fundraising, resulting in additional resources being made available. We will continue to use our resources as wisely and strategically as possible to support the library needs of our students.

Staffing

Since the last Team visit, the College allocated three new additional faculty lines to the Library: a Web/Instructional Design Librarian, an Information Literacy Librarian, and an Archivist. The Library's total faculty is now 14, which represents a 27% increase over the last four years. We recognize that this number is nevertheless lower than the ACRL standard for an academic library at an institution of our size (18-20 librarians given our current student FTE population). The College is also in need of additional technical staff to support ongoing and expanding programs taking place in the Library, as it has become the hub of digital learning activity for the College. In particular, the newly created Digital Learning Lab and the Virtual Classroom Project, a U.S. Department of State-sponsored program in which classes in multiple countries can share classroom activities in real time through a video internet connection, are high priority, staff-intensive initiatives; both of them are described in greater detail in subsequent sections.

Information Literacy

The College's Library Instruction program has expanded; Table 2-2 documents the increase in the number of library instruction sessions held, as well as the increase in the percentage of students reached by the Library offerings. Library instruction reached 25% of all CSI students in 1999-2000, compared to 56% in 2005-2006. Additionally, there has been greater penetration into the higher course levels. While in 1998-1999, only 17 library instruction classes were taught to courses at the 300-level or above, 55 such classes were taught in 2004-2005, representing an improvement of 223%.

The Library Instruction program has been enhanced by the installation of a state-of-the-art Digital Learning Lab. With 41 stations and two large-screen LCD displays, the Lab, funded by the Borough President's Office, allows library faculty to provide comprehensive introduction to the digital resources available through the Library and instruction on how to access them.

Table 2-2

Library Instruction Statistics, 1999-2000 to 2005-2006

Academic Year	Enrollment*	# of Classes [†]	Total Instruction**	# of Students	% of Enrollment
1999-2000	10,991	104	125	2784	25%
2000-2001	10,785	126	163	3332	31%
2001-2002	11,213	123	162	3352	30%
2002-2003	11,876	170	208	4615	39%
2003-2004	11,916	210	242	5779	48%
2004-2005	12,093	219	253	6154	51%
2005-2006	11,907	240	261	6665	56%

* Total enrollments for academic years expressed as average of fall and spring semesters.

[†] Bibliographic instruction (BI) classes

** All BI classes, tours, workshops, and individual sessions (usually for students with disabilities).

Past improvements and future plans for the Library are also discussed below in Part B: Responses to Institutional Self-Study – Recommendation 9: Student Use of the Library.

Recommendation 2: Assessment

There are suggestions regarding assessment throughout the report that lead to a recommendation. To provide the basis for informed decision-making, the College of Staten Island needs to strengthen the development, collection, and analysis of data for academic/support programs and services, assessment, student learning, and the allocation of resources consistent with established goals. Once the process is developed, the College of Staten Island needs to utilize that process to improve programs and services.

The College of Staten Island has continued the ongoing process of assessing both academic and institutional effectiveness outcomes. The culture of the College has shifted such that faculty and staff understand outcomes assessment to be integral to both the life of the institution and the fulfillment of its mission.

Our activities since the 2000 Middle States report included a reorganization in 2001 of the committee originally envisioned in our 1995 Assessment Plan into the Academic Outcomes

Assessment (AOA) and the Institutional Effectiveness (IE) Subcommittees. The AOA Subcommittee, comprised of faculty from each academic department, is co-chaired by one faculty member from each academic division. The subcommittee establishes the agenda for outcomes assessment activities, determines academic assessment policy, and supports departmental plans for outcomes assessment. Its meetings provide an opportunity for colleagues to collaborate on aspects of the assessment plan and share their experiences and expertise with each other.

Following this reorganization of the committee structure, the AOA Subcommittee pursued two parallel endeavors: (1) the development of a resource document, based upon the assessment literature and the advice of experts, to be used by the departments in developing their individual assessment plans, and (2) the cultivation of an initial cohort of departments to enter the assessment process and develop plans. By 2003, the *CSI Academic Outcomes Assessment Manual* was published, the members of the original cohort had progressed along their established assessment plan timelines, and additional departments had been brought into the process. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Reports and Documents, Background Documents - CSI Academic Outcomes Assessment Manual, 2003.)

The IE Subcommittee is co-chaired by the Director of College Testing and the Acting Director of Institutional Research and Assessment. Faculty, staff, and two student representatives comprise the subcommittee membership. The subcommittee focuses on the non-academic activities of the College that promote the fulfillment of its mission. We have defined these activities broadly: they are as varied as academic advisement, transportation and parking, cafeteria, and registration. Put differently, they pertain to the quality of life for students, faculty, and staff. Various institutional effectiveness activities have been conducted in the past five years and have been the basis of significant improvements to college services, as described later in the present chapter and in Chapter 5.

Both the AOA and IE Subcommittees report to the Institutional Planning Committee (IPC), a standing committee of the College Council. The IPC reviews results of outcomes assessment projects, both independently and as part of scheduled departmental and programmatic reviews. The IPC also reviews departmental action plans that result from the periodic reviews and outcomes assessment activities.

In order to further our outcomes assessment efforts, the Provost designated a faculty member, serving as Special Assistant for Academic Affairs, to serve as coordinator for both the AOA and IE Subcommittees. (See <http://library.csi.cuny.edu/~mspr/>, CSI Assessment Committees.)

A detailed discussion of outcomes assessment can be found in Chapter 5 of this report. It contains a fuller description of the College's initiatives, achievements, and plans developed since the Middle States Evaluation Team's recommendation was received.

PART B: RESPONSES TO THE INSTITUTIONAL SELF-STUDY RECOMMENDATIONS

In our Institutional Self-Study, *CSI 2000: The Middle States Report*, the College offered twelve specific recommendations for the future. Below, we review the recommendations and describe how they have been addressed in the intervening years.

Recommendation 1: Governance

The committee reviewing the College of Staten Island's own governance needs to complete its work in 2000-2001.

The committee charged with the review of the College governance continued to work diligently throughout 2000-2001 and produced a draft revision of the governance plan for presentation to the faculty and staff. The process utilized to develop the new governance plan was highly collaborative, with discussions involving all constituent groups within the College (faculty, students, administrators, and staff) and consultation with the University. Drafts of the revised governance were discussed and debated at length in departmental and college-level meetings.

Following the approval of the revised Governance Plan through a referendum and CUNY Board of Trustees action, the Plan was adopted in May 2002. The plan was refined to serve the evolving institution and its constituencies. The most significant change was a restructuring of the major legislative bodies of the College, the College Council and the Faculty Senate. The College Council, with representation from the full- and part-time teaching faculty, non-teaching instructional staff, administrators, and students, focuses on issues of interest to the broader college community. Such issues include educational and policy issues affecting the College and University, institutional planning, and governance reviews. The Institutional Planning Committee and By-Law Review Committee (previously the Governance Review Committee) became committees of the College Council rather than freestanding committees. The Faculty Senate, with representation from the faculty (both full- and part-time), college laboratory technicians, and academic administrators, is responsible for academic policy decisions including the establishment and revision of admission criteria, academic programs, and degree requirements.

The new governance also broadened academic oversight of General Education through its provision that an elected faculty representative from each academic department serve on the College's General Education Committee. An earlier General Education committee had existed, but its membership was elected at-large and it did not have representation from each department.

Other changes in the Governance included ensuring representation for interdisciplinary programs on the College Curriculum Committee and institutionalizing existing faculty subcommittees on the allocation of lines and budget within the academic area. The new governance has clarified the College's decision-making process and broadened participation of all constituencies. (See <http://library.csi.cuny.edu/~msprf/>, Assessment Reports and Documents, Background Documents – CSI Governance Plan 2002.)

The new Governance Plan has been hailed as a model by the University and CSI faculty who participated in the revisions have been serving as a resource for other CUNY colleges that are reviewing their own governance plans.

Recommendation 2: Diversity

CSI has diversified its curriculum and made its faculty more diverse and gender balanced during the past decade; it nevertheless needs to recruit prospective faculty more strategically and more energetically among Blacks and Hispanics, African-Americans and Latinas/os

The College has continued to strive for a more diverse faculty. While it has succeeded in internationalizing the faculty, recruiting more under-represented minority candidates continues to be a challenge. Strategies have included allocating lines in areas conducive to minority hiring (e.g., Caribbean history), making a second line available to departments in searches with a promising second candidate who is from an under-represented minority group, and sending letters to candidates listed in the *Minority and Women Doctoral Directory*. Despite our efforts, our successes have been modest and we continue to pursue this important goal. (See <http://library.csi.cuny.edu/~mspr/>, Institutional Reports - Affirmative Action Report, 2005-2006.)

In 2004, CSI hired a new Director of Compliance and Diversity, who drafted a plan to recruit prospective faculty more strategically and energetically among under-represented minorities. The *Faculty Hiring Practices, 2005* manual developed by the new director will ensure the following:

- Search committees should be diverse (to the extent possible) with respect to race, gender, sexual orientation, and ethnicity.
- Before a recruitment effort begins, the search committee chair consults with the Office of Compliance and Diversity (OCD) to establish a recruitment plan.
- Prior to any recruitment efforts, the OCD Director approves the recruitment plan including approving publications or journals in which the position will be advertised.
- After the advertisement closes, search committees submit an applicant pool list and interview list before interviews are scheduled to determine the sufficiency of the applicant pool.
- If approved, the search committee schedules interviews with candidates. If the applicant pool is determined insufficient, the OCD Director extends the search date and/or expands the list of publications and journals in which the vacancy is to be advertised to draw a greater pool.

In addition, the College's OCD Director is engaged in preliminary discussions with colleagues at other CUNY campuses to explore establishing a Visiting Professor Program to help meet diversity goals of the College. Finally, OCD will conduct a periodic review of the tenure process for compliance with CUNY's Affirmative Action Policy and Non-Discrimination Policy. (See http://www.csi.cuny.edu/compliance_and_diversity/.)

Recommendation 3: Assessment of General Education

CSI's new general education requirements are in place and their assessment has begun; CSI nevertheless needs to do more to assess general education and, in particular, to assess it in view of the about-to-be-implemented CUNY Proficiency Examination, which all students must pass to earn an associate's degree or to work toward a bachelor's degree; this examination, a potential surrogate for CSI's own assessment of general education, will need to be reviewed

In addition to the academic outcomes assessment projects that are currently ongoing in the academic majors, the College is also engaged in the development of assessment strategies for General Education requirements. They are described in detail in Chapter 5 (Assessment). By way of example, we cite the following departmental initiatives to assess general education.

Faculty members from the Department of English, Speech, and World Literature have developed protocols for outcomes assessment for the first freshman writing course, ENG 111 Introduction to College Writing. Using a rubric developed by members of the department, the faculty ran its first outcomes assessment exercise in spring 2004; it has been repeated annually. As part of its preparation for review by the National Council of Teachers of English (NCTE), required for accreditation by the National Council for the Accreditation of Teacher Education (NCATE), the department developed additional rubrics for the evaluation of written examinations, oral presentations, and exercises in linguistics classes.

The Mathematics Department maintains student performance data on enrollment, pass/fail/withdrawal rate, and grade distribution for all its remedial and most heavily enrolled 100-level courses, including MTH 102 Mathematics for Liberal Arts, taken by more than 500 students each semester. In the latter case, analysis of data led to changes in curriculum and textbooks. In 2004-2005, the department also tracked changes in student performance resulting from the introduction by CUNY of the ACT/COMPASS examination for all new students (in place of a test developed for and by CUNY), and developed a new tutoring and placement plan based on these data.

The Department of Modern Languages established ways of assessing learning outcomes in the required sequence of language classes. One involves the creation of portfolios of students' work over the course of three semesters (the required sequence) and comparing student performance to national standards of oral and written proficiency developed by the American Council on the Teaching of Foreign Languages (ACTFL), which establishes the state of the discipline for second language instruction.

Work on outcomes assessment in the area of General Education in the sciences also has been initiated in two areas, Astronomy and Geology. The faculty identified student achievement levels in all Astronomy courses. Both students' self-rating and faculty ratings of student achievement were analyzed, and curricular implications were considered. In spring 2005, 350 Geology students participated in an outcomes assessment project that resulted in the modification of teaching strategies.

From 2003 to 2005, the faculty undertook a major project to establish the goals of General Education that included descriptions of each General Education area and an articulation of its

purpose. Subsequently, the College's General Education Committee began discussions on formulating specific learning objectives for each area and exploring various methodologies to achieve them. In the natural and social sciences, faculty agreed on the importance of assessing such competencies as generating a hypothesis, examining empirical evidence, and understanding the scientific method. In the current academic year, the Academic Outcomes Assessment Subcommittee has pursued an agenda of developing further outcomes assessment projects in the General Education areas of Social Scientific Analysis; the Contemporary World; Pluralism and Diversity; Textual, Aesthetic, and Linguistic Analysis; and Scientific Analysis. (See <http://library.csi.cuny.edu/~mspr/>, 2006 Documents and Reports - News, Plans and Brief Communications - General Education Assessment Plan, 2006.)

The University introduced the CUNY Proficiency Examination (CPE) in fall 2000 to assess General Education. This initiative runs parallel to CSI's assessment projects at the course and discipline levels. The CPE is administered to students prior to the completion of 60 credits and consists of two parts: (1) Analytical Reading and Writing, and (2) Analyzing and Integrating Materials from Graphs and Text. (See www.cuny.edu/cpe/.)

A number of CSI faculty who developed academic outcomes assessment projects in General Education did so with the CPE in mind. Outcomes assessment projects in ENG 111, MTH 102, and COR 100 United States: Institutions, Ideas, and Issues are three such examples. These projects focused on assessing skills and competencies relevant to the CPE. However, we recognize that CPE preparation rests in the cumulative effect of all courses that students complete by the time they take the CPE.

To foster student success on the CPE, the College established a CPE Committee with representatives from all academic departments. One of the main charges was to ensure that all CSI faculty became familiar with the CPE and encourage, where appropriate, that the skills and competencies assessed by it be included in pedagogy. This and other efforts are included in the updated *CSI Academic Outcomes Assessment Manual (2003)*.

The College's pass rates for the CPE are among the highest in CUNY as a whole, as well as in comparison to individual community and senior colleges in the CUNY system. In addition, for ESL students and repeat takers, the College ranks higher than do its counterparts in CUNY. The College offers workshops for students who need assistance in taking or retaking the test. (See CSI CPE Performance, <http://library.csi.cuny.edu/~mspr/>, CUNY Reports - CUNY Proficiency Exam Performance.)

Recommendation 4: Reassigned Time for Faculty Research

During the last decade, CSI has increased reassigned time for faculty research; it nevertheless needs to provide more, particularly in view of its heavy teaching loads, its expectations of faculty productivity, and the number of faculty it has hired.

Increases in the reassigned time made available to faculty have been the result of both College and University policies. At CSI, in response to a request by the faculty Committee on Research, the President increased the annual allocation of reassigned time hours available on a competitive basis to senior faculty from 32 to 36. The Provost made available reassigned time hours to

faculty as part of grant applications to NSF and other agencies that required an institutional match. In addition, the College continued to offer summer stipends for junior faculty.

At the University level, the 2002 *Memorandum of Agreement* between the University and the faculty union, the Professional Staff Congress (PSC), allocated twelve hours of reassigned time for research for all newly appointed faculty, to be used in their first three years at CUNY. The newest contract between CUNY and the PSC, as yet unsigned, will allow for 24 hours of reassigned time for new faculty effective September 1, 2006. (See http://psc-cuny.org/contract_packet.html.)

CUNY recognizes that the current tenure clock, in which tenure is decided in the fifth year of appointment, poses particular difficulty for new faculty members who arrive having just finished their doctorates. The Chancellor of the University has suggested to the legislature of New York State that the tenure clock be extended so that candidates are evaluated in their seventh year. As one might expect, this has been a hotly debated issue; however, recently, CUNY and the PSC agreed to request that the New York State legislature lengthen the tenure clock from five to seven years. The change may go into effect as soon as September 2006.

Recommendation 5: The Integration of Part-Time Faculty

Although it is CUNY policy to reduce the percentage of courses taught by part-time faculty, funding has been incremental. CSI needs better to integrate its part-time faculty (who currently teach some 45% of all its courses and as much as 65% of the introductory courses that comprise general education) into their departments and more effectively to monitor their teaching.

Because of increased enrollment, the College continues to rely heavily on adjunct faculty, so the need to integrate adjuncts remains critical. The College makes an effort to support its part-time faculty and to integrate them into the College's departmental structure. In 2001, the College raised the awareness of the issue by convening an ad hoc Adjunct Committee. The 2002 PSC-CUNY contract provides adjuncts teaching six or more hours with a paid professional hour each week to engage in relevant professional activities, such as office hours, professional development, and other departmental and college activities.

The professional hour is used in some departments to involve adjunct faculty in activities that integrate them more fully into the life of the department. Some examples of departmental involvement of part-time faculty are:

- The Department of Education requires part-time faculty to attend meetings on standards and the use of portfolios, and invites them to all departmental workshops and functions.
- The Department of English, Speech, and World Literature offers a workshop series on the teaching of writing and ESL. Meetings are held several times each semester at which faculty discuss pedagogical issues.
- The Department of History has elected a part-time faculty member to represent fellow adjuncts in departmental meetings.

- Because of its remedial offerings, the Department of Mathematics has a large number of part-time faculty, many of whom are longstanding. Part-timers are regularly involved in discussions about curriculum development, textbooks, and examinations. New part-timers are mentored by full-timers and a coordinator maintains contact and ensures that departmental policies are carried out.
- The Department of Modern Languages makes training in the most up-to-date uses of technologies for learning foreign languages available to part-time faculty. The CUNY Foreign Language Discipline Council regularly offers training workshops for all faculty and has provided monies to support attendance and participation of part-timers at professional conferences.
- The Department of Nursing includes part-time faculty in departmental and curriculum meetings. Area leaders mentor and supervise all part-time faculty, most of whom are clinical instructors. The part-time faculty are included in faculty development workshops and other professional conferences or programs offered by the department.

Recommendation 6: Instructional Support Services

CSI has reorganized its instructional support services to make them more effective; it nevertheless needs to involve faculty more directly in them and to ensure that students in need of them are referred to them; this recommendation is particularly important in view of CUNY's and CSI's recent raising of standards for student achievement.

Whether addressing the remedial needs of students who do not pass the admission tests for reading, writing, or math, the needs of first-time college freshmen, honors students, or students in various courses, the College continues to ensure that the faculty plays a significant role in the design and implementation of instructional support services. All efforts and initiatives are continually monitored and their outcomes assessed and reported to the Senior Vice President for Academic Affairs. Faculty and staff analyze outcomes data, such as pass rates on examinations, retention rates, and grade point averages and use them to improve programs and activities. In the area of services for students needing remediation, faculty meet regularly with staff of the Office of Instructional Support Services to design and assess teaching strategies for the Summer and Intersession Immersion Workshops, which prepare students for retesting in basic skills. A large portion of the faculty collaboration with the Office of Instructional Support Services is in the areas of English and Mathematics; many other departments collaborate with the Office in its ongoing tutoring and supplemental instruction services. (See <http://www.csi.cuny.edu/iss/>.)

To help incoming students who arrive without college-level skills, the College has introduced two programs to help students become better prepared. The first is the CUNY Language Immersion Program (CLIP), which began at CSI in 2003 for students who are non-native speakers of English. Planned in consultation with faculty from the English and Modern Languages Departments, entering students who have English language needs are offered at low cost the opportunity to improve their English reading, writing, and speaking through a sustained content-based immersion program as a pre-cursor to credit-bearing courses.

The second is the Pre-College Academy, designed for students who had not passed any of the three CUNY basic skills tests (reading, writing, and mathematics). An analysis of student retention and graduation rates prepared by the CSI Office of Institutional Research and Assessment demonstrated that student success was directly related to the number of remedial needs students have when they enter college. As a result of this analysis and after significant consultation with faculty from English and Mathematics, the College in 2004 piloted a “triple remedial program” for students who volunteered to participate. Based on the positive outcomes of the pilot, in April 2005, the Faculty Senate of the College passed a resolution requiring incoming first-year students to have passed at least one of the three CUNY assessment tests before enrolling in college-level classes. Those students who did not pass any of the three tests were referred to one of the Immersion Programs (in the summer or January) or the Pre-College Academy (during the academic semesters). Hitherto, such students enrolled in remedial courses, often with a non-remedial content course, such as PSY 100 – required to be eligible for New York State financial aid – and had very poor retention and graduation rates. Those who did pursue their degrees found that they used much of their financial aid while they were still catching up on remedial requirements, placing them in significant financial difficulty later on. In the Pre-College Academy, students receive instruction that prepares them for college-level courses stressing the skills tested in the CUNY assessment tests and study skills. The program is free to students and funded by New York State. Outcomes data so far on students participating in the Pre-College Academy (which is run on the CSI campus in cooperation with the Brooklyn Educational Opportunity Center) have demonstrated that the vast majority of students complete the program ready to begin college coursework, having passed one, two, and sometimes all three basic skills tests.

In addition to the basic skills tests required upon entry to the University, CUNY requires students to pass the CUNY Proficiency Examination (CPE) at the mid-point in their pursuit of a baccalaureate degree, as described earlier in Recommendation 3. The Office of Instructional Support Services, in collaboration with various academic departments, developed a series of CPE Preparatory Workshops that are offered several times throughout the academic year. Students are strongly encouraged to participate in these workshops prior to taking the CPE.

The Office of Instructional Support has also worked with academic departments on specific projects. Staff of the Office helped the English Department evaluate its English Learning Center in 2001, exploring the best ways to improve its services. With the general goal of helping students strengthen their language skills, a faculty committee examined the Center’s history, mission, and methods and examined surveys completed by faculty, students, and tutors. The result was the transformation of the Learning Center into the English Writing Center, with a more precise focus on assisting students to prepare for the CUNY ACT and other testing programs and enhancing student writing skills needed for General Education and majors.

The Mathematics Department routinely works closely with the Office of Instructional Support Services, including its mathematics specialist, to develop materials and coordinate workshops for mathematics test preparation. The Mathematics faculty also participate in the development of curriculum for the immersion programs and in the services offered in the Mathematics Tutoring Center.

The Department of Modern Languages has a substantial tutoring (and tutor-training program) in place for students in all languages that are offered (American Sign Language, Chinese, French, Italian, and Spanish). The director of the department's Media Center (where tutoring services for languages are housed) also works closely with the Office of Instructional Support Services, which regularly offers training workshops for all tutors in several disciplines.

Directors of the various tutoring centers meet regularly with the tutoring specialist in the Office of Instructional Support. In addition to these specialized centers, the Learning Assistance Resources Center (LARC) was established in the Office of Instructional Support Services to assist students at all levels of academic achievement. Students who visit the LARC are offered drop-in peer tutoring in all disciplines including preparation for retesting in basic skills assessment and preparation for the CPE. LARC tutors attend ongoing tutor-training workshops created by the College's Committee on Tutoring and Supplemental Instruction. In response to requests from students, LARC has expanded its tutoring to include evening and weekend hours. The Office of Instructional Support Services posts the drop-in-center's location and hours prominently throughout the Library, Campus Center, and other College buildings. In addition, the office's website provides information on hours and offerings. Faculty and other students are also an important source of referrals to the Center.

The *CSI Strategic Plan, 2001-2006* recognized the need to improve recruitment and retention of first-time college freshman. The faculty were integral to the design (which began in 2000-2001) and implementation (2002) of the Freshman Integrated Resources for Support and Teaching (FIRST) Program, overseen by the Office of Instructional Support Services. Within the FIRST Program, students new to college take three linked classes. Faculty teaching the linked courses work together prior to the start of the semester to develop coordinated syllabi and joint exercises. Funds are available for field trips and collaborative activities, which help foster a sense of community among the students. As the semester progresses, the faculty interact regularly to monitor student progress and plan activities. Faculty also work closely with staff from the Instructional Support and Student Services areas to coordinate services and to further enhance the freshman students' sense of belonging in the college environment. Outcomes data on the FIRST program demonstrate its positive impact on student retention, credits completed, and grade point average. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Reports and Documents - *CSI Strategic Plan, 2001-2006* and FIRST Program Reports.)

Recommendation 7: Enrollment Management

The Enrollment Management Committee has removed many of the difficulties that confronted students when they registered; it nevertheless needs to refine its assessment of those that remain and take measures to remove them, insofar as possible.

Enrollment management was one of the first foci of the Institutional Effectiveness Subcommittee upon its creation in 2001. We recognized that students' impressions of the College and its services begin with their first contacts during the recruitment and admissions process, are further shaped by their experiences during advisement and registration, and continue to form as they interact with a variety of support services. The College surveyed students' experiences regarding these services and, using the results, results developed strategies to make improvements.

Subsequent systematic assessments of the effectiveness of these changes have demonstrated their positive impact.

One of our new strategies was to create and modify the literature important to the admissions and registration processes. A comprehensive brochure, which describes the admissions process at length, was produced for walk-in students who apply directly to the College rather than through the centralized University admissions process. This has been particularly helpful during high volume periods as many students no longer have to wait for information; their questions are answered via this document. Another informative item produced by the Office of Recruitment and Admissions is a program supplement to the CUNY application, which reflects a limited number of programs, particularly in the liberal arts. This newly devised supplement lists all of CSI's programs and their corresponding admissions codes to further assist the first-time student. In addition, acceptance letters were revised to include information about college services and student concerns. Students were invited to the campus to attend information sessions and other events to help them learn more about the College.

In fall 2000, the University instituted a multiple admissions policy whereby students applying through the CUNY central processing center may receive acceptance letters for up to three CUNY colleges whose admission criteria they meet. This creates competition between the three colleges to attract the student as an enrollee. An outgrowth of this policy was the establishment of semi-annual College Extravaganza events, which bring prospective and admitted students to the campus to receive extensive information about the College. Faculty from each department, as well as senior administrators and directors, participate in these events. Prospective students and guests leave these events with a thorough understanding of the processes involved in enrolling at CSI; moreover, they gain a sense of the commitment of the campus community.

No initiative reflects the recommendations of the 2000 Middle States self-study more than The Hub, a one-stop student service center. Following visits to the University of Delaware and Kean University, The Hub was constructed using space on the first floor of the North Administration (2A) building that previously had been used for telephone registration. Careful attention to space and design yielded an efficient student-friendly facility. The Hub opened on October 7, 2002, dramatically changing how the College meets a wide variety of students' enrollment needs. The Academic Advisement, Admissions, Bursar, Financial Aid, and Registrar's Offices provided intensive cross-training to Hub personnel to familiarize them with the procedures of the various offices. In addition to providing a more inviting space, the major benefits of The Hub have been the decrease of bureaucratic impediments and more efficient service to students. The number of visits to The Hub increased from 33,938 in 2002-2003 to 50,681 in 2003-2004. The impact of The Hub can be seen in the positive responses that CSI received in a CUNY-wide Student Satisfaction Survey.

Another important change resulting from the Middle States self-study was the implementation of One-Stop Registration for first-time, first-year students in fall 2001. Students who have taken their CUNY basic skills tests are invited to attend One-Stop sessions for advisement and registration. These sessions are designed to allow the student to complete all of the steps necessary for registration in one location and in as short a time as possible. Eight administrative offices participate in One-Stop events to facilitate students' registration. Surveys of students served by One-Stop show a high degree of satisfaction with the service.

Technology has also played a major role in improving the enrollment process since the 2000 Middle States self-study. The Office of Recruitment and Admissions has developed a computerized tracking system designed to monitor students' progress through the application process and has implemented a digital imaging system for all freshmen and transfer applications. This system, later expanded to the offices of the Registrar and Financial Aid, resulted in a massive reduction in paper and an improved flow of student records within the various offices, since data are now accessible digitally.

Another important enhancement to the registration process has been the implementation of on-line registration. Students may now register for, add, and drop classes on-line, thereby eliminating the need to visit the campus for this purpose. For those students electing to come to the College to register, however, computers have been arranged throughout the campus. In addition, a new *e-permit* system allows students to request permission to attend other CUNY colleges on-line, eliminating the need to go from office to office to seek approval.

Many other new web applications have been developed to enhance enrollment services. Prospective and current students may access services from the College's web page. These include:

- The Student Financial Opportunities website, which assists students interested in working in on-campus positions.
- The new Admissions and Recruitment website, which provides applications and contact information.
- The Career Placement and Scholarships website, which provides information and an application.
- The Nursing website, which allows prospective Nursing students to track their admission status.

The CSI Enrollment Management Committee, which meets monthly, monitors outcomes data at several points during the academic year, analyzing results and modifying strategies as it continues to strive to meet the challenges identified in the *CSI 2000: The Middle States Report* and the *CSI Strategic Plan, 2001-2006* through improved physical and technological services. (See <http://library.csi.cuny.edu/~msprr/>, Assessment Reports and Documents, Background Documents.)

Recommendation 8: Student Satisfaction Surveys

The consolidation and improvement of student special services has proceeded apace while their evaluation, globally, in the form of student-satisfaction surveys, has lagged behind; CSI will administer a Leavers' Survey in the summer of 2000 and two additional surveys will follow: a CUNY-wide Student Satisfaction Survey and a national Cooperative Institutional Research Program survey that will be administered to students entering in fall 2000. These surveys will serve to guide the strengthening of student services.

Since 2001, both a Noel-Levitz Student Satisfaction Survey and a CUNY sponsored student satisfaction survey have been administered, the latter twice. The Noel-Levitz survey led directly

to several changes on the campus. These changes included the establishment of The Hub and One-Stop Registration sessions, effectively centralizing a variety of services to students, the rehabilitation of student lounges, and the creation of well-lit bus shelters around the loop road. Academic buildings and the Campus Center have been painted and the Library's Reading Room on the first floor received new study chairs, ergonomically designed for use at computer workstations.

The College did well on a 2004 CUNY Student Satisfaction Survey, showing very high scores in all of the areas rated. Comparing 2004 data with those of 2002, more students were found to be very satisfied with registration and billing procedures (by nine percentage points), and the admissions process (by ten percentage points). Satisfaction with the library also improved, with more students indicating satisfaction with library facilities (by eleven percentage points), services (by nine percentage points), and hours (by twelve percentage points). Data also showed an increased proportion of students were very satisfied with academic advisement (by ten percentage points), new student orientation (by nine percentage points), the Testing Office (by seven percentage points), and financial aid services (by four percentage points). (See <http://library.csi.cuny.edu/~msprrr/>, CUNY Reports - 2004 CUNY Student Satisfaction Survey.)

This survey was also the vehicle for transforming other services. Students had expressed concerns that the cafeteria and café locations and hours of operation were not always convenient to their schedules. Food services have now been improved, providing better quality and more variety in the Campus Center cafeteria and in the newly created Cyber Café, housed in the Library. Expanded beverage and snack vending services have also been provided within academic buildings. Additional services provided to improve the quality of life of students include increasing the number of parking spaces, an option for direct deposit of financial aid, and a book voucher system for students receiving financial aid.

Since the 2000 Middle States self-study, the College has restored the position of Ombudsperson. The Associate Dean for Student Affairs, under the supervision of the Vice President for Student Affairs, serves as the Ombudsperson helping students resolve a variety of academic and non-academic matters.

Recommendation 9: Student Use of the Library

CSI needs to increase students' use of the resources of the library; this will best be done through the incorporation of library-based assignments into courses.

The Library faculty have succeeded in increasing student use of the Library and its resources. The table *Library Instruction Statistics, 1999-2000 to 2005-2006*, included earlier in Part A of this chapter, demonstrates a significant increase in the number of students reached by library instruction, many through bibliographic instruction classes incorporated into individual courses. The increase in the number of students served by the Library and the improved quality of the presentations has led to an increase in student presence in the Library and consequently a need for more resources such as tables, chairs, and computer workstations. In spring 2004, the College allocated \$40,000 to replace furniture on the Library's first floor, including ergonomic computer workstations and 98 study chairs. We recognize a further need to expand the study areas and computer workstations and are seeking funding to support such improvements.

The CSI librarians recognize information literacy as an important component of the library instruction program, since it provides a tool through which students may use library resources effectively and efficiently for their assignments. Various strategies have been implemented to increase students' use of library resources through the incorporation of library-based assignments into courses. In summer 2003, the Library faculty began introducing information literacy concepts into library instruction presentations. A Digital Library Learning Center, the first of its kind in CUNY, was created in 2004 through support from the Borough President, to support information literacy instruction with the latest state-of-the-art technology. It includes 41 workstations that are fully multimedia capable to display any format and create media rich documents. The Library Homepage informs students and faculty of a number of services and may be found at <http://www.library.csi.cuny.edu/libserv/libinstr/>.

Goals and objectives for integrating information literacy into the General Education curriculum have been drafted and will be discussed among the faculty. Currently, all library instruction classes includes the following information literacy concepts: 1) search strategies, 2) evaluating retrieved information (i.e., integrity, quality, and pertinence), and 3) citing retrieved print and electronic information. The goals and objectives of the CSI Library Instruction and Information Literacy Program developed thus far may be found on the Library Homepage cited above.

In spring 2005, the Department of English, Speech, and World Literature and the Department of the Library worked together to develop guidelines to integrate information literacy into the two freshman writing courses, ENG 111 and ENG 151. Effective fall 2006, instructors of all freshman writing classes are required to bring their classes to the Library for Information Literacy instruction. The librarians have worked with faculty in other departments to integrate information literacy into the curriculum and encourage student use of the Library.

The Archivist collaborated with History faculty on a curriculum-based primary research project. In 2004-2005, approximately 70 students explored research topics on the archived papers of Theodora DuBois, a noted local author, in order to learn how to conduct research using primary sources. In fall 2005, ENG 111 students conducted research on the Willowbrook State School using resources in the Archives. (See <http://www.library.csi.cuny.edu/archives/>.)

Many of the initiatives previously described in "Part A: Recommendation 1: The Library" were designed to facilitate student use of the library through course-related library instruction. Sections of Recommendation 10 below also address that effort.

Recommendation 10: Web-Enhanced Learning and Distance Learning

CSI has made the resources necessary to incorporate web-enhanced learning into classroom instruction and to develop distance learning available to faculty; it nevertheless needs to do more to encourage and support faculty, both full-time and part-time, in their use.

In 2001, the President's Task Force on Technology reported on the College's use of its technology resources and made recommendations for the upcoming years. In 2005, the Task Force met again to review the state of technology at CSI and make recommendations for the next five years. It has completed a draft document, *Overview of Electronic Technology*

Infrastructure, Resources, Issues and Opportunities at the College of Staten Island (Draft, 2006). (See <http://library.csi.cuny.edu/~mspr/r/>, Assessment Documents and Reports.)

The document reports that most on-line learning offered at the College continues to be through hybrid courses that blend traditional instruction and technology augmented learning. (The number of fully on-line (distance learning) courses offered since 2003 has remained essentially the same: in fall 2005 and spring 2006 there were five.) Hybrid courses continue to expand and training sessions for faculty interested in incorporating technology into their teaching are offered through the Center for Excellence in Learning Technology (CELT), housed in the Library, and the Office of Information Technology. In fall 2003, 110 course sections used the Blackboard courseware system. In fall 2005, 180 course sections used Blackboard, an increase of 50%. CELT also offers a mini-grant program, supported by the Student Technology Fee, to help faculty explore innovative ways to integrate technology into instruction.

One hybrid course project emerged from a CUNY-wide United States History Initiative in 2001-2005 that created web-based modules for teaching United States history. The goal of the modules was to create innovative assignments that make use of some of the great primary source databases that have come online in recent years and have made previously inaccessible materials accessible. Faculty from throughout CUNY created exercises for their students that engaged them in historical research and analysis online. The twelve resulting modules are now available on the web at <http://origin.admin.ccnycuny.edu/humanities/jaffee/ushi/>. Select sections of the United States history survey course have become hybrid courses, making extensive use of online assignments and Blackboard course management software.

Faculty in the Library and Nursing Departments used Blackboard to create a transcultural nursing website which introduces students to essential resources and necessary skills to research topics in the field. The website contains tutorials, databases, bibliography of books and articles and internet resource sites that can help students complete their cultural research assignment. (See http://classweb.csi.cuny.edu/bin/entry_leftpanel.pl, login as guestjudy.)

Our most exciting example of distance learning is the Virtual Classroom Project. Since September 2004, the Video Conference Center, located in the Library, has been home to a “Virtual Classroom” in World Cultures that has linked our students with counterparts in Turkey, China, and South Africa. The course, initially funded by the U.S. State Department, allows students to interact in real-time using the internet. The cost of the necessary technology is reasonable and the opportunity for cross-cultural interaction is extensive. Students, sharing discussion and debate, extend their interaction after the real-time class ends through chat rooms and e-mail contact. We also have used this technology in one- or two-session classes to link our students with those abroad. For example, a CSI music professor co-taught two sessions of a course on the history of jazz with a colleague in South Africa. The two professors shared their expertise while the two classes shared their perspectives on jazz music.

Recommendation 11: Resources for Outcomes Assessment

While CSI's assessment of itself with respect to institutional effectiveness is extensive; its assessment of itself with respect to student outcomes is modest, though growing; it needs to direct more resources and more faculty and staff time toward outcomes assessment.

As described in Part A, Recommendation 2, the College developed two subcommittees of the Institutional Planning Committee, Academic Outcomes Assessment (AOA) and Institutional Effectiveness (IE). The AOA Subcommittee was led by the Director of College Testing; upon his retirement in 2005, two faculty members, one from each academic division, have undertaken the leadership of AOA. In addition, a faculty member serving as Special Assistant for Academic Affairs was designated to oversee and coordinate the efforts of the AOA and Institutional Effectiveness (IE) Subcommittees. Reassigned time is made available to all three of these faculty members. In addition, support has been provided for them and for faculty on the AOA and IE Subcommittees to attend national and local conferences on outcomes assessment.

The AOA Committee, which oversaw the development of a new *Assessment Manual*, organizes the annual *Day of Assessment* conference that commenced in spring 2003; the *Fourth Annual Day of Assessment* took place on May 12, 2006. At these events, panels of faculty and staff present their on-going work, achievements, and models for assessment that may prove to be helpful to other groups of faculty who are starting such programs. This one-day conference also serves to summarize the College's latest assessment achievements and draws faculty and staff from other CUNY units as both audience as well as presenters. To further support the AOA agenda of the College, resources have been allocated to allow faculty to attend major conferences on outcomes assessment. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Documents and Reports, News, Plans and Brief Communications - Day of Assessment Programs and Evaluations.)

Recommendation 12: Goals of the 2001-2006 Strategic Plan

The 2001-2006 strategic plan needs to study and make recommendations with respect to:

- *Positioning CSI within CUNY's flagship environment, that is, an environment with centers of academic excellence dispersed across CUNY's colleges rather than concentrated in a few flagship institutions;*
- *Strengthening the freshman/sophomore years;*
- *Strengthening college services;*
- *Positioning CSI strongly within its communities*

Subsequent to the completion of the College's 2000 self-study and the Middle States Evaluation Team's site visit and report, the College published the *CSI Strategic Plan, 2001-2006*. The Plan was the result of wide-ranging collaboration between faculty and staff over a two-year period and it established the major directions that the College would take in this five-year period. It also identified intersections of the priorities of CSI with those of CUNY, so that the College's unique role within the larger institution could be defined. The College's major accomplishments in the areas identified in the *CSI Strategic Plan 2001-2006* are described below.

Positioning CSI within CUNY's Flagship Environment and Establishing Its Academic Priorities

Highlights of the advancement of the College's academic priorities are:

- *Polymer Science:* Two strands have merged from the College's priority in polymer sciences. The first is the CUNY-CSI Institute for Macromolecular Assemblies (MMA), a

CUNY flagship biosciences program, established in 2004. Positioned at the interface of chemistry, biology, physics, and engineering, the goal of the Institute is to build on current research and educational programs throughout CUNY to address fundamental and applied questions at the frontier of life sciences research. Its scientific mission encompasses molecular-level investigation on the structure, dynamics, and assembly mechanisms of large biological entities and biomaterials. The activities of the MMA Institute include laboratory and computational research, educational and pre-professional training, and scientific, business, and community outreach. Funding comes from external and institutional sources, with the largest share (\$2.4 million) from New York State. The University has supported this initiative through the allocation of five faculty positions, start-up funding, and fund for laboratory renovations.

The second is the Center for Engineered Polymeric Materials (CePM), inaugurated in 2005. This collaborative effort draws together the state, the private sector, and the academic research community in an exciting initiative designed to stimulate technology-based applied research and economic development across New York State. A College Applied Research and Technology (CART) grant will provide the Center with a total of \$2.3 million over a five-year period.

- *Ecology and Evolutionary Biology (EEB)*: The College continues to build on its faculty's strong research capabilities in this area. The EEB faculty collaborate in research with colleagues in the Center for Environmental Science and the Center for Developmental Neuroscience and Developmental Disabilities, and participate in the Interdisciplinary Applied Mathematics initiative. Academic programs have been enhanced by the creation of an MS degree in Biology and a Bioinformatics option for the BS in Biology.
- *Health Sciences*: A priority for the College and the University, health science programs at CSI (Physical Therapy, Nursing, and Physician's Assistant) are highly competitive and have among the highest passing rates within CUNY on licensing exams.

Faculty from CSI and Hunter College collaborated to develop a Doctorate in Physical Therapy (DPT). The DPT program, which meets the revised standards of the American Physical Therapy Association for entry-level practice, began admitting students in spring 2006. In addition, in recognition of the increasing importance of Physical Therapy at the College, a Department of Physical Therapy was created, independent of its current home in the Department of Biology.

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The master's program in Nursing has expanded its degree options. Students may study for a joint Clinical Nurse Specialist/Nurse Practitioner (CNS/NP) in adult or gerontological nursing, and several post-masters' certificates. The AAS in Nursing is at capacity. However, we are unable to increase enrollment because of the nation-wide shortage of qualified nursing faculty. To help address this problem, faculty from CSI, Hunter College, and Lehman College collaborated to develop a Doctor of Nursing Science degree to be offered through the CUNY Graduate Center. The first class will be admitted in September 2006.

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CSI has also added new MS programs in Neuroscience, Mental Retardation, and Developmental Disabilities; and combined Clinical Nurse Specialist/Nurse Practitioner in Adult Health/Gerontology. A program in Urban Health is awaiting state approval.

- *Modern China Studies:* A certificate in Modern China Studies, initiated in fall 2005, affords students from different majors an opportunity to study modern China in an interdisciplinary fashion. The certificate requires four courses, including HST 213 Chinese Civilization, one course in Chinese language, and two courses selected from specific offerings in several disciplines, for a total of 16 credits. The Modern Languages Department began offering Chinese language courses in fall 2005 and is currently conducting a search for a tenure-track position in Mandarin. Ten faculty members collaborated with *The New York Times* to develop an instructional website to accompany “China Rises,” a multipart documentary on China that was launched in spring of 2006 (<http://www.nytimes.com/chinarises>).
- *Teacher Education:* In September 2005, the CSI High School for International Studies admitted its first class. The product of a partnership among the College, the Asia Society, and the New York City Department of Education, the school is generously supported by the Bill and Melinda Gates Foundation. The mission of this innovative small high school is to prepare students for college and, ultimately, success in a global society. Graduates will have the necessary knowledge and skills to build a strong foundation for careers in internationally oriented professions and to participate responsibly and ethically as global citizens. The school draws upon the College’s strengths in international studies, multimedia foreign language teaching, and teacher education. In 2005, the school received the highest number of applications of any newly-opened small school in the City.

Graduate programs in Biology, English, and History were revised to meet the accreditation requirements for teacher education programs at the secondary level.

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The self-study for accreditation by the National Council for Accreditation of Teacher Education (NCATE) was completed and, after a March 2005 site visit, the NCATE Board granted provisional certification for CSI’s Education programs in October 2005.

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The College expanded its Teachers on Sabbatical Program, creating a more structured curriculum that aims for rigor, and both practical and academic usefulness.

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In an effort to deal with the shortage of teachers in high need areas in New York City public schools, the College and the New York City Department of Education (NYCDOE) collaborated from 2002 to 2006 in the Teaching Fellows Program, a State-approved alternate route teacher certification program. CSI candidates have already completed the baccalaureate degree with a liberal arts major and a grade point average of 3.0 (B) or higher. Following a screening process at NYCDOE as well as an admissions process at CSI, candidates enter a master’s degree program in the high need area of Special Education in the summer that includes course work and placement in classes at the NYCDOE. During this time, candidates also complete the first round of examinations required for State certification. Upon successful completion of the required

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examinations, college coursework, and fieldwork experience in the summer, each candidate is granted a teaching certificate. The alternate route master's degree program of 45-48 graduate credits requires two years and three summers of study. As of August 31, 2006, CSI will have graduated over 200 Teaching Fellows.

In 2006, CUNY, responding to the continuing need for well-prepared teachers of science and mathematics at the secondary level, began planning a CUNY Teacher Academy. Modeled after the successful CUNY Honors College, the Teacher Academy seeks to attract better-prepared high school students through free tuition. It is hoped that, through exposure to teaching experiences, these students will become attracted to the teaching profession. The Teacher Academy will begin in September 2006 at six campuses, including the College of Staten Island. Students will be expected to develop a deep knowledge of content and the program will work closely with the New York City Department of Education. The campus director is an experienced faculty member from the Mathematics Department and recruitment efforts for fall 2006 are currently underway. (See http://www.csi.cuny.edu/newatcsi/teacher_academy.html.)

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In 2001, CUNY conferred "Institute" status on the Discovery Center, the College's grant-funded arm for teacher professional development, with a mandate to disseminate programs throughout the University. The Discovery Center began in 1987 with a \$6,000 grant awarded to two CSI faculty. The annual operating budget of the Institute is now \$4.5 million. The Institute's mission is to renew teaching through professional development and to recruit highly qualified new teacher prospects. The latter is accomplished through the Teaching Scholars program, which seeks to attract undergraduate students in the liberal arts and sciences into teaching careers using paid assistant teaching opportunities. The Institute's goal is to encourage teachers to use their own creativity in developing ways to incorporate discovery learning, integrate disparate subjects by working on common themes, incorporate state learning standards into lesson plans, attend to basic skills development, and relate lessons to the real worlds of students.

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Strengthening the Freshman and Sophomore Years

In spring 2003, the Freshman Integrated Resources Support and Teaching (FIRST) program was initiated for students who passed all three freshman-skills test. The program was designed to provide an environment that helps students develop a sense of belonging to the CSI community by building relationships with faculty, peer mentors, and other key personnel who will assist in their academic journeys. Students enroll in a learning community of three linked courses that satisfy the College's General Education requirements. Since it was initially piloted, the number of learning communities has increased. In fall 2005, the College offered 15 learning communities, serving approximately 450 students. Initial data has demonstrated that the program has had a positive effect on retention, GPA, and credits completed.

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Strengthening College Services

The creation of The Hub, a one-stop service center for students, was a direct product of this chapter of the *CSI Strategic Plan, 2001-2006*. It is described in detail earlier in this report under Recommendation 7.

Positioning CSI Strongly within Its Communities

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The CSI-Staten Island Project, recently approved by the University as a Center and renamed the CSI Center for the Study of Staten Island, is designed to integrate the work of the College with the public affairs concerns of the people of Staten Island. To that end, it mediates and facilitates the collaboration of the College's faculty, students, and staff with government, civic organizations, and businesses in order to identify and assist in finding solutions to the borough's pressing public issues. The Center for the Study of Staten Island serves as an information and consultation resource to prepare citizens and leaders to make better-informed decisions; fosters the development of faculty research and undergraduate and graduate education through engagement with the Staten Island community; and builds bridges to other public affairs institutes and local communities as a spur to innovations in public life on Staten Island. At the time of its inception, CSI President Springer said, "As the only public institution of higher education on Staten Island, CSI is ideally positioned through the newly established CSI-Staten Island Project, to play an even more central role than it has in the past in public affairs debates that affect the borough, its relationship to the city, and its links to the immediate region." (See <http://www.csi.cuny.edu/csisp/>.)

In spring 2001, CSI was accepted into the CUNY Honors College: University Scholars Program and admitted its first class of students in fall 2002. The program is designed to provide an outstanding educational opportunity for academically gifted students. Students are enrolled in a special honors curriculum of innovative and challenging courses. Classes are taught by select faculty in smaller classes and feature opportunities for field trips, research, and other creative activities during the students' first two years at the College. Third and fourth year students pursue study in their majors. Students receive full-tuition scholarships and a variety of other benefits, including a laptop computer, funds to enable them to participate in study abroad or unpaid internships, and a Cultural Passport that provides free or reduced admission at a wide variety of New York City museums, theaters, and other cultural institutions. Demand for the program increases each year, as does the average SAT score of the incoming class. In June 2006, CSI will graduate its first class of CUNY Honors College University Scholars.

Chapter 3: Major Challenges and/or Opportunities

In this section, the College identifies its most important challenges and opportunities. An underlying issue, however, is the College's financial status: as a public institution whose finances are a product of allocations made by the State and then by the Central Office of The City University of New York (CUNY), the College is not a master of its own financial domain. We therefore move forward acknowledging the possibilities, such as budget cuts, revised funding formulas, and changing tuition rates, over which we have no control but which impact significantly upon our work.

Despite these financial uncertainties, which are not new and have always been inherent in CUNY, the College has addressed its major goals and objectives with intelligence, dedication, and energy. The first five year strategic plan of the current administration, *CSI Multiyear Plan, 1995-2000*, raised the level of academic offerings by the addition of several baccalaureate and master's programs, the elimination of under enrolled associate degree programs, and the delisting of all non-degree certificate programs. Contemporaneously, academic standards were raised leading to the dismissal of hundreds of students at the lowest end of the academic spectrum. The second five year plan, *CSI Strategic Plan, 2001-2006*, addressed four major goals: identifying ten academic interdisciplinary priorities, improving the educational experience of first-year students, consolidating student services, and enhancing the College's relationship with the community. We were successful in achieving these goals with demonstrable forward movement in nine of the academic priorities, the establishment of the freshman learning communities program (FIRST), the creation of a central service center for students (The Hub), and the creation of the Center for the Study of Staten Island, which sponsors conferences, white papers, and research projects concerning the borough.

The preparation of the third strategic plan, the *CSI Strategic Plan, 2006-2011*, is giving us opportunity to reflect on our challenges and hopes for the next half decade. Discussions in the Institutional Planning Committee led to the identification of seven major areas that are being fleshed out as we develop the plan.

Attracting and Retaining Better-Prepared Students

As a college that admits all students, CSI is challenged to make itself attractive to those who are better-prepared. Of an entering class of 2200 students in fall 2005, only half entered without remedial needs and only one-eighth qualified for baccalaureate status. However, we learned through our participation in the CUNY Honors College (which we joined in 2001) that, under the right conditions, we could attract a greater number of outstanding students. The CUNY Honors program at CSI admits twenty new students each fall, but the enrollment is limited by funding.

Cognizant of a heterogeneous incoming class of students each fall, in the last few years we have introduced several programs tailored to better meet the needs of incoming students. These include the CUNY Language Immersion Program (CLIP) for entering students who are non-native speakers of English; the Pre-College Academy for entering students who have triple remedial needs (reading, writing, and mathematics); and the FIRST learning communities

program for non-remedial students who study with full-time faculty in smaller classes with a cohort of fellow students. These programs are described in Chapter 2, Recommendation 6.

Data suggest that, through these programs, we have done a better job at placing students into appropriate first-semester programs; however, these changes have not made the significant impression on our community that is needed to change the perception of the College, nor have they ensured an ongoing positive experience beyond the first semester. Consequently, we applied for and received a Title III grant designed to improve retention of FIRST students and minority students, whose retention rate is lower than non-minority students, using a strategy that employs faculty mentors and student mentors.

In the coming years the College intends to create a “school within the school” for the FIRST students, building on the Title III grant, which will extend the benefits of the FIRST learning communities across the students’ full college experience. Data show the positive effects of the FIRST program on GPA, credits completed, and retention. To build upon this success, the “school within the school” will have the following features:

- select admissions standards
- learning communities with smaller classes and classes shared by cohorts of students, with greater teaching by full-time faculty
- faculty mentoring and student mentoring
- opportunities for internships and service learning
- in junior and senior year, opportunities for faculty-guided research

We seek to extend the positive experience of students in the FIRST program beyond the first semester and through the first two years of academic study and into the major. Our intention is that this school will gain the attention of the community and attract better-prepared students; the features of the school will then retain them. At the same time, we will continue to meet our commitment of providing strong educational services to our remedial and ESL students. Implementing this effort will be a major thrust of the next few years.

Strengthening Academic Priorities

The identification of ten interdisciplinary academic priorities in the *CSI Strategic Plan, 2001-2006*, bore fruit, as we were able to strengthen them in the ensuing years. An outstanding example of success is the polymer science priority that was expanded to include the study of macromolecular assemblies, and led to the establishment of the CUNY Institute for Macromolecular Assemblies and the CSI Center for Engineered Polymeric Materials which together have received \$5 million in State funding. Another example is the Modern China Studies initiative. The work of a faculty group led to the establishment of a certificate in Modern China Studies, the introduction of Chinese language to the curriculum, the allocation of a new faculty line in Chinese language and literature, a major film festival, in collaboration with Lincoln Center, and an international symposium on 100 years of Chinese film on campus. Other areas, such as Gender and Women’s Studies, Telecommunications, Interdisciplinary Applied Mathematics, Health Sciences, Teacher Education, and Evolution, Ecology, and Behavior have also been productive. However, it is an appropriate time to re-examine and perhaps refresh these priorities to reflect the changing strengths and interests of the faculty. New interdisciplinary

areas, including local area studies and media studies, have been proposed and are currently the subjects of discussion among the faculty.

Supporting Graduate Education and Research

In the last ten years, we initiated master's degrees in Biology, History, Neuroscience, and Nursing. By the end of 2006, we will have introduced doctorates in Nursing and Physical Therapy, as well as a master's in Business Management. A master's degree in Urban Health is in the approval process. This is an appropriate point in time to reflect on our progress in graduate education and re-examine our recruitment strategies. Enrollment in the MS in Computer Science, for example, has declined considerably since visas for foreign students became more difficult to acquire. The program has already begun to redefine its curriculum and its target audience to reach a sufficient level of ongoing enrollment. A similar process will be needed for the degrees in Biology and in Cinema and Media Studies, both of which require improved enrollment. Overall, CSI must examine how well it is set up for graduate students; how are they received; whether they receive the services they need, and whether their experience, both inside and outside the classroom, is sufficiently rich. We must ensure that, in our evolution as a senior college, we meet the needs of our current and anticipated populations.

Further, as CSI becomes more successful in attracting faculty scholars with active, funded research agendas, we must be sure that our organization and structures support them in their work. Our grant dollars have grown 62%, from \$6.9 million in 1999-2000 to \$11.2 million in 2004-2005. CSI has become third in CUNY, after City College and Hunter College, in grant dollars in the natural sciences.

While we are proud of our success, we recognize a strain in our operations. We need to transform from a primarily teaching college to one with a greater balance between teaching and research. This transformation has implications for areas that include personnel, the business office, and buildings and grounds; it affects how we all do business, from the academic administrators to the departmental secretaries. It requires a change of the college culture in a manner that enhances and does not detract from our existing culture. Yet the importance of this transformation cannot be minimized if we are to flourish as a research and teaching institution.

Enhancing Athletics

As a member of the National Collegiate Athletic Association Division III and the CUNY Intercollegiate Athletics Conference, CSI teams have met with great success. It will be important to improve on that success so that the College can continue to recruit student athletes as well as students who will fill the bleachers and stands as spectators. To that end, the College is examining the existing programs in athletics with an eye toward expanding in one or two areas. Specifically, the men's and women's basketball programs and several other areas of the College's athletic program will be reviewed. We will also examine academic support programs for student athletes, financial support of the athletics program, athletic facilities, the remaining athletic teams, and staffing for the athletics program. By reviewing these areas, we expect to be able to make recommendations that will be beneficial to both of the basketball programs as well as the entire intercollegiate athletics program.

Facilities Planning

The College of Staten Island campus is only thirteen years old. Several of our buildings were new when we arrived in 1993; the others had been rehabilitated. We have reveled in the beauty of our physical space and the park-like setting of the campus. Nonetheless, we find ourselves faced with significant challenges.

First, although the buildings are new or newly renovated, they are subject to periodic problems. As we construct state-of-the-art laboratories in the Science Building (6S) for incoming scientists, we have been particularly frustrated with the speed at which new problems arise.

Second, our campus, although new, sits on a much older infrastructure, created for the institutions that previously occupied this site. Put differently, the pipes are old; significant work is needed to avoid the leaks that will spring.

Third, although our campus is large in acres, it is small in classroom, laboratory, and office space, relative to our enrollment. We look forward to the development of building 2M, an abandoned site on our campus, for which we have design money and hope to soon have construction money. While we look to the day when we may acquire more buildings, at present we make as intelligent use of the space we have as we can.

In the next year, however, we have a unique opportunity to plan the campus of our future. CUNY has funded the development of a CSI Facilities Master Plan that will allow us to envision our needs given our growth in enrollment and faculty, and the reshaping of our academic programs. The last such plan was designed before CSI moved to the Willowbrook campus. The upcoming plan will be developed through collaboration with a Faculty Facilities Committee to establish our needs, from pipes to laboratories, from residences to smart classrooms, for the next decades.

Maintaining and Advancing our Technology

The College prides itself on keeping current in the use of technology to support teaching, research, and administrative functions. Maintaining currency is a challenge, given the speed at which technology advances. In 2005, a Task Force on Technology prepared a draft document, *An Overview of Electronic Technology Infrastructure, Resources, Issues, and Opportunities at the College of Staten Island*, as previously noted in Chapter 2, Recommendation 10. The document presents the status of our technology and our plan for the future. The final version of the report will be the sixth leg of the *CSI Strategic Plan, 2006-2011*. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Documents and Reports.)

Preparing for Residential Life

Related to our goal of attracting and retaining better- prepared students is our intention to construct residence halls on campus. Preparation for the creation of residence halls is well underway. Feasibility studies and approvals at the necessary levels are completed; a plan for funding is established. The residence halls are likely to attract as many as 900 students, most of

whom would not otherwise attend CSI. In addition, the presence of residence halls should help us achieve our goal of attracting better-prepared students.

We recognize the opportunity that residence halls provide for the College. Having a residential life will transform the College; it is perhaps the third major event in the College's history, the first having been the creation of CSI from the merger of Richmond College and Staten Island Community College in 1976 and the second having been the unification of the College through the move to a single campus at Willowbrook in 1993. We will be working in the next few years to plan for a campus with a significant residential population with attention to a living/learning design, services and facilities (including the Library), student life, food services, safety, and technology needs. We are also sensitive to the needs of our neighbors in the Willowbrook community as we engage in construction and the introduction of a residential student population.

Chapter 4: Enrollment Trends and Projections

The College's enrollment in 2005 (12,083) is similar to that of ten years ago (12,190). In the middle of the decade, enrollment dropped due to the raising of academic standards and the dismissal of approximately 900 students in 1999-2000. By 2003, enrollment had returned to previous levels and, in fact, reached an all-time high in FTE enrollment. As we continued to raise standards, enrollment decreased slightly (by 2.9%) compared to the prior year due to the introduction of the non-credit Pre-College Academy program for triple remedial students; we also began to phase out the Teaching Fellows program, an emergency program designed to address the teacher shortage. (See <http://www.library.csi.cuny.edu/~mspr/> Institutional Reports – CSI Institutional Profile.)

We expect future enrollment to increase. Richmond County (Staten Island) is projected to have an increase in elementary and middle school enrollment of approximately 6.7% between 2003 and 2013; this increase will also eventually be reflected in Staten Island's high school enrollment and graduation rate. Richmond is the only county in New York City where a net increase in school population is expected over this time, and eventually this increase should be reflected in college enrollment. Given that Staten Island's general population is also rising it can reasonably be expected that college enrollment of adult learners will also increase.

CSI has developed multiple models to help us project enrollment trends. The following charts contain two such models. Both are based upon enrollment growth that occurred in the twenty years between 1985 and 2005, and are premised in part upon the anticipated increase of high school completions and a slightly increased rate of adult enrollment.

In addition, CSI will actively seeking to recruit additional students through the introduction of residence halls in the coming years. Both of the following projections include graduated enrollment increases from residence halls with moderate occupancy rates over and above the increases expected from the broader Staten Island population.

The first model, presented in Table 4-1, using a best-fit curve, predicts moderate growth of 8.8% over 10 years, to a total fall enrollment of over 13,100 in 2015. The second model, presented in Table 4-2, using a best-fine line, predicts growth of over 12.5% over 10 years, to a total fall enrollment of over 13,600 students.

The models and recruitment strategies anticipate significant growth at the College over the next ten years. Both the development of more classroom and laboratory space and the growth of faculty are essential if we are to keep up with either of these projections.

Table 4-1: Moderate Growth Projection

	Actual 2003	Actual 2004	Actual 2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Freshmen	5,247	5,120	5,079	5,118	5,129	5,307	5,317	5,452	5,462	5,471	5,479	5,488	5,496
Sophomores	2,944	3,041	2,926	2,953	2,959	3,062	3,067	3,145	3,151	3,156	3,161	3,166	3,171
Juniors	1,395	1,392	1,329	1,364	1,367	1,414	1,417	1,453	1,455	1,458	1,460	1,462	1,465
Seniors	1,515	1,577	1,586	1,550	1,553	1,607	1,610	1,651	1,654	1,657	1,660	1,662	1,665
Masters	1,254	1,251	1,107	1,197	1,199	1,241	1,243	1,275	1,277	1,279	1,281	1,283	1,285
Adv. Certificate	67	61	56	61	61	63	63	65	65	65	65	65	65
School Total	12,422	12,442	12,083	12,242	12,268	12,694	12,718	13,041	13,064	13,086	13,107	13,127	13,147
Change From 2005				1.3%	1.5%	5.1%	5.3%	7.9%	8.1%	8.3%	8.5%	8.6%	8.8%

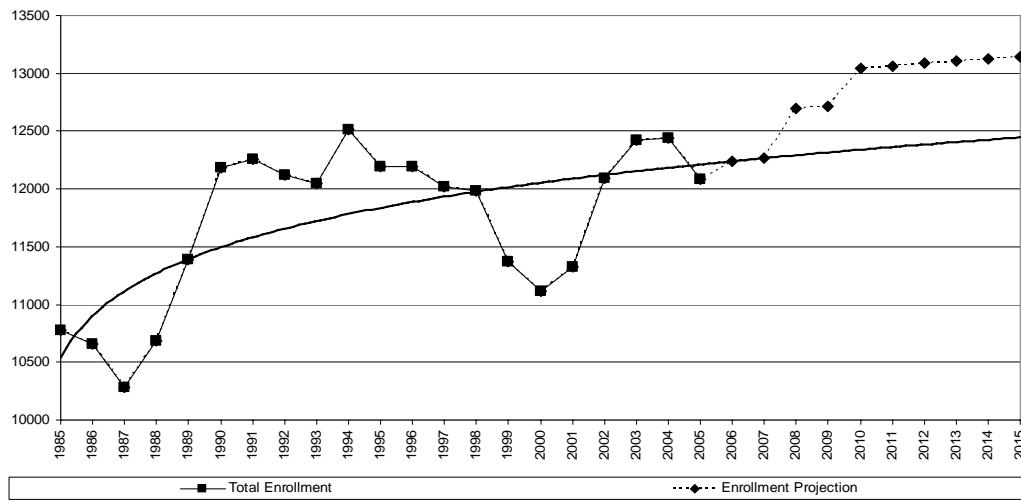
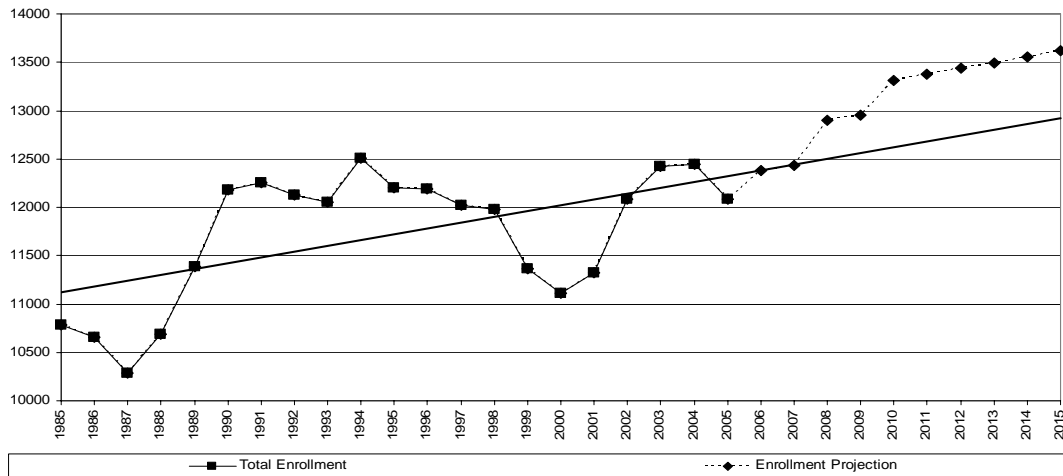


Table 4-2: High Growth Projection

	Actual 2003	Actual 2004	Actual 2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Freshmen	5,247	5,120	5,079	5,175	5,200	5,392	5,417	5,567	5,592	5,617	5,642	5,667	5,692
Sophomores	2,944	3,041	2,926	2,985	3,000	3,111	3,125	3,212	3,226	3,241	3,255	3,269	3,284
Juniors	1,395	1,392	1,329	1,379	1,386	1,437	1,443	1,484	1,490	1,497	1,504	1,510	1,517
Seniors	1,515	1,577	1,586	1,567	1,575	1,633	1,641	1,686	1,694	1,701	1,709	1,716	1,724
Masters	1,254	1,251	1,107	1,210	1,216	1,261	1,267	1,302	1,308	1,314	1,319	1,325	1,331
Adv. Certificate	67	61	56	62	62	64	65	66	67	67	67	68	68
School Total	12,422	12,442	12,083	12,378	12,438	12,897	12,957	13,317	13,377	13,436	13,496	13,556	13,616
Change From 2005				2.4%	2.9%	6.7%	7.2%	10.2%	10.7%	11.2%	11.7%	12.2%	12.7%



Chapter 5: Assessment

The Middle States accreditation visit of 2000 and a change in the College Mission statement prompted major revisions to the 1995 *CSI Assessment Plan*, as well as the expansion of the Institutional Research Office into the Office of Institutional Research and Assessment. In 2001, new subcommittees focusing on Academic Outcomes Assessment and Institutional Effectiveness were created, and a comprehensive new document, *The College of Staten Island Academic Outcomes Assessment Manual*, was released in 2003. The *Manual* now serves as the main reference document for departments and programs developing or reviewing their outcomes assessment plans. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Reports and Documents, Background Documents.)

Institutional Support for Assessment Plans

Further encouragement for the development of a robust outcomes assessment plan came from the University, which requires colleges to review academic programs in a ten-year cycle. These reviews, which include a self-study, an external evaluation, and an action plan, are becoming increasingly dependent on outcomes assessment to determine how effective the departments are in accomplishing their objectives. CSI's guidelines for the self-studies were revised in 2002 to include an outcomes assessment requirement as part of the self-study process. Evaluation of student performance using the departmental academic outcomes assessment plans occurs more frequently than the self-study process, but the self-study is often a strong force driving the implementation of an academic outcomes assessment plan in part because of this addition to the guidelines.

Further, outcomes assessment has become a major part of the annual CUNY-wide accountability process: each college submits performance goals for the academic year and the College's performances relative to these goals are assessed at year's end. This structure is termed the CUNY Performance Management Process (PMP). The PMP is an outcomes assessment foundation for the entire college that incorporates the idea of assessment throughout the university and emphasizes the importance of supporting assessment structures. Goals pertain to academic planning, retention, enrollment, productivity savings, grants, and fundraising, as well as student performance on various college and pre-professional measures. (See <http://library.csi.cuny.edu/~mspr/>, CUNY Reports - CSI Performance Against Goals 2003-2004, 2004-2005.)

To facilitate a process of an evolving and ongoing outcomes assessment, the College developed several structures and provided additional resources:

- *The CSI Academic Outcomes Assessment (AOA) Subcommittee, which is a modified version of the 1993 Outcomes Assessment Committee, comprised of faculty from all academic departments.* It interacts with the standing curriculum committees: General Education Committee, Undergraduate Curriculum, and Graduate Curriculum.
- *An Institutional Effectiveness (IE) Subcommittee that focuses on outcomes assessment in non-academic domains.* The membership of both the AOA and IE Subcommittees is

included on the webpage report to the CSI Institutional Planning Committee. (See <http://library.csi.cuny.edu/~mspr/>, CSI Assessment Committees)

- *A flexible budget to meet the needs of outcomes assessment including sending faculty to workshops and conferences on outcomes assessment.* We are also planning to host a large-scale conference on assessment in spring 2007 to which faculty across the CUNY colleges will be invited.
- *Reassigned time and personnel to support faculty and staff with assessment projects.* A faculty coordinator with full reassigned time oversees both the AOA and IE Subcommittees, and two faculty members, each receiving a course release, work with faculty in their respective divisions.
- *The Day of Assessment, an annual one-day conference in late spring to summarize achievements and provide further impetus and assistance for faculty beginning their outcomes assessment projects.*
- *The CSI intranet website as a means of communication on issues of institutional effectiveness and outcomes assessment.* (See <http://www.library.csi.cuny.edu/~oira/>.)
- *A structure for reporting and cataloging all outcomes assessment reports.* This structure is currently under development.
- *The CUNY Proficiency Examination (CPE) Committee with representatives from all academic departments.* Its main charges are to ensure that all CSI faculty become familiar with the CPE as an indicator of student learning in General Education and to encourage, where appropriate, that the skills and competencies assessed by the CPE be included in pedagogy.

Involvement of Faculty and Students

Following a year of planning after the 2000 Middle States site visit, a number of departments commenced work in spring 2001 on outcomes assessment projects. Each year more faculty have begun work on such projects in their respective departments. This additive method has resulted in all departments engaging in an outcomes assessment project. Some departments have focused on developing an assessment of their majors; other departments have focused on individual courses that fall into the General Education curriculum; and those with external accreditation have more developed outcomes assessment plans in place. CSI faculty observe that the cycle of initiating academic outcomes assessment, from the formulation of significant learning objectives, through deciding on the method of assessment, through pilot studies, data gathering, analysis, and recommendations, requires approximately three years. The process then becomes ongoing.

Procedures for academic outcomes assessment are detailed in the 2003 *Academic Outcomes Assessment Manual*, which provides a comprehensive list of examples, methodologies, and guidelines to assist faculty develop AOA projects. Faculty decide the best course of action for their departments and programs regarding outcomes assessment. Although AOA activities are ongoing in many areas, our next step will be to implement a coordinated plan for systematic

assessment that ensures the inclusion of all majors and General Education categories. The AOA Subcommittee, with faculty leadership from each academic department, is currently developing such a plan. The divisional faculty coordinators work closely with faculty in targeted programs and majors to assist with AOA projects.

A 2004 survey of the conference participants at the annual *Day of Assessment* indicated that they found the conference useful in developing and planning their own outcomes assessment projects. CSI faculty have discovered that interdisciplinary discussion of the benefits of outcomes assessment can lead to a consensus, across disciplines, of the important central ideas. Faculty increasingly recognize the value of such assessment when they see how it improves the delivery of academic processes including: streamlining prerequisites, changing textbooks, reexamining pedagogy, and changing ways of testing and assessing students in order to assign grades. Both the interdisciplinary enthusiasm and the benefits surface not only in discussions but also during the *Day of Assessment*. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Documents and Reports-News, Plans and Brief Communications - Day of Assessment Programs and Evaluations.)

When faculty from multiple disciplines meet to discuss AOA, they generally agree on the importance of communication skills, reading comprehension, mathematical reasoning, and more specific ones such as note taking and time management. There is consensus on the importance of higher-level intellectual skills or competencies such as critical thinking (although it does not lend itself to a single, agreed-upon definition). In some domains, most notably the natural and social sciences, there is recognition of other important competencies: generating a hypothesis, examining empirical evidence, and understanding the scientific method. These discussions have proven helpful in the formulation of the learning objectives although the discussions of methodology to assess the achievement of these objectives lead to more diverse points of view.

The College ensures that students are involved in the assessment process. To obtain student input in decision making, student representatives participate in a variety of college-wide and departmental committees. Students also give the College feedback through the completion of faculty and course evaluations, and College and CUNY surveys, and they participate in focus groups. The recently revised *College of Staten Island Governance Plan, May 28, 2002*, gives student government leaders representation on the College Council as well as other committees or organizations. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Reports and Documents, Background Documents - CSI Governance Plan, 2002.)

Assessment at Department and Program Levels

In addition to the requirements of the CUNY and the annual CUNY performance management report, most external program accreditation agencies now require some form of outcomes assessment as part of their accreditation criteria. This means that programs at CSI that undergo external accreditation (including Computer Science, Education, Electrical Engineering Technology, Engineering Science, Medical Laboratory Technology, Nursing, Physician Assistant, and Physical Therapy) have externally mandated assessment plans in place that are periodically reviewed and revised. As an example, the Computer Science department has had a formal outcomes assessment process in place since an ABET accreditation visit in 2003, but since that time the assessment plan itself has been assessed: faculty committees have reviewed

the effectiveness of the program's initial assessment plan and the usefulness of the data it provided relative to changes that had been made to the program's structure. The assessment plan is now being modified to answer questions that were not addressed by the original version.

Another example is in the Department of Mathematics. Because many Mathematics majors become high school teachers, the Mathematics Education program (offered jointly with the Education Department) has been evaluated and approved by the National Council of Teachers of Mathematics (NCTM) for the College's NCATE accreditation. As an outcome of this process, the department strengthened the curriculum by introducing a new course in Geometry and requiring courses such as the History of Mathematics and Probability/Statistics that previously had been electives.

In the College's non-accredited programs, a growing number of faculty members understand the importance of outcomes assessment as a process to improve teaching and learning in their courses without the impetus of an accreditation directive. This is evidenced by the popularity of, and participation in, the annual Day of Assessment conferences and the number of programs with AOA plans underway.

The status of departmental and program activities is described in Table 5-1.

Table 5-1: Academic Outcomes Assessment Activities within Departments and Programs

Department and Programs	Assessment Activities
Division of Humanities and Social Sciences	
Business	Marketing faculty have identified skills to be evaluated for key courses MKT 211, 410 and 420 by means of portfolios. Piloting has been completed for MKT 211 and a scoring rubric has been created and revised. The next step will be to refine the rubric for MKT 410 and 420.
Education	The department's programs are accredited by NCATE which requires use of a comprehensive assessment process. Since fall 2002, faculty have implemented and continually refined an assessment system that focuses on transition points in the program. Primary methodologies include portfolios and surveys.
English	The faculty have focused on the first freshman writing course, ENG 111. The English major was recently revised in preparation for NCATE accreditation, given that many majors seek to be adolescence education teachers. Outcomes assessment in the major is the department's next project.
History	The department established assessment mechanisms in key

	courses in the major, HST 200, 300, and 401 to provide an ongoing check on student progress as they proceed in the majors. Data analysis has led to curricular revision, strengthening the major sequence and leading to better faculty advisement.
Media Culture	The faculty are presently working on a major rewrite of the curriculum, after which the department will initiate a comprehensive outcomes assessment project.
Modern Languages	The faculty have developed an outcomes assessment system for the major in Spanish and the minors in French and Italian. These involve close analysis of student proficiency and skill development, often using technology.
Performing and Creative Arts	Outcomes assessment has been initiated in the Music major. Future effort will be directed to the Art and Drama majors.
Political Science, Economics, & Philosophy	Outcomes assessment projects will be initiated in the three majors of the department beginning in 2006.
Psychology	Following a self-study, the department revised the curriculum. The goals of PSY 100 have been more precisely defined.
Sociology, Anthropology, & Social Work	As part of the Writing Across the Curriculum initiative several faculty are collecting survey data in the current semester. The data will subsequently be analyzed and used for program revisions.
Science, Letters, & Society	The faculty of this multidisciplinary liberal arts major for childhood and early childhood preservice teachers have identified programmatic goals (critical thinking, problem solving, content literacy, and effective communication) and are currently identifying assessment methodologies.
Division of Science and Technology	
Biology	The faculty have focused on the BIO 170/180 sequence, identifying expected outcomes that are foundational knowledge for later courses. Assessments of students' skills and study habits in BIO 180 were completed in May 2005.
Chemistry	The faculty are currently examining the goals and pedagogies of the general chemistry courses.
Computer Science	The major is accredited by ABET and uses a comprehensive assessment process to meet accreditation standards. A

	departmental outcomes assessment committee makes recommendations for curriculum change based on assessment data.
Engineering Science and Physics	The AAS in Electrical Engineering and BS in Engineering Science are accredited by ABET and have comprehensive assessment processes, including surveys of current students and graduates and evaluation of learning in the programs.
Mathematics	Because many mathematics majors intend to become high school teachers of mathematics, the Mathematics Education program (offered jointly with the Education department) has been assessed and approved by NCTM and NCATE. As part of the NCATE review process, changes were made to strengthen the program by adding a course in Geometry and requiring courses in History of Mathematics and Probability/Statistics.
Nursing	The AAS, BS, and MS programs are externally accredited and outcomes assessment is an essential part of this process. Learning outcomes have been identified, tools developed, and a systematic plan for outcomes assessment is in place. Curriculum committees use assessment results to make revisions in the program.

General Education Assessment

Over the past five years, the College articulated the purpose of all of its General Education categories as a prerequisite to establishing learning goals. AOA projects have been established for two required general education courses, COR 100 United States: Issues, Institutions, and Ideas, and ENG 111 Introduction to College Writing. Groups of faculty are working on AOA projects in the second freshman writing course, ENG 151 College Writing, and in the general education distribution requirements. Pertaining to the latter, our strategy is to address the most highly enrolled courses within each category first, and systematically progress to the others. In 2005-2006, the General Education Committee, in collaboration with the AOA Subcommittee, changed the requirements for new course proposal approvals. Such proposals must now identify the specific goals within a General Education category a course meets and how assessment of these goals will be achieved.

The College's AOA projects in General Education are presented in Table 5-2.

Table 5-2: General Education Assessment Activities

General Education Requirements	Assessment Activities
I. Basic Requirements	
ENG 111 Introduction to College Writing	An AOA project began in 2004-2005, after piloting in 2003. An assessment rubric with six criteria is used to evaluate student writing samples. Faculty are currently considering refinements in the course based on assessment data.
ENG 151 College Writing	To be scheduled as part of the General Education plan for outcomes assessment.
COR 100 United States: Issues, Institutions, and Ideas	The faculty have implemented an AOA project for past four years. Each semester, instructors administer a final exam with embedded question that are analyzed using a scoring rubric developed by the faculty. The strategy and scoring rubric have been refined following discussions. Results have led to changes in the course curriculum and textbook.
PED 190 Fitness for Life	To be scheduled as part of the General Education for outcomes assessment.
II. Scientific Analysis	
Science/Technology – 8 cr.	<p>Students may complete their science and technology requirement by enrolling in courses in various science disciplines. Our AOA effort has focused on two of the most popular, Astronomy and Geology, as well as Chemistry.</p> <p><i>Astronomy:</i> Student achievement levels in lecture and lab courses in all courses have been identified. Students and faculty were asked to assess attainment of these objectives. Comparisons showed that students rated themselves higher on the attainment of the objectives than did faculty. The results have been discussed and recommendations for changes will be made.</p> <p><i>Geology:</i> In spring 2005, 350 students participated in an AOA project for the lecture and lab. Significant concepts were determined, and tests were administered to students. Results led to changes in teaching strategies, which will themselves be evaluated.</p>

	<i>Chemistry</i> : The department is currently reviewing the pedagogy of the introductory sequence.
Math – 3 cr.	Faculty have focused on remedial and 100-level courses. A major AOA project in the heavily-enrolled MTH 102 was initiated in spring 2003, resulting in selection of a new text and supplemental materials. MTH 123 is scheduled for spring 2007 review.
III. Social Scientific Analysis 7-8 cr.	A review was done of PSY 100, one of the most popular courses in this category. Exit interviews with students led to revisions in course outlines to clarify the course's objectives. Coordination among all faculty teaching the course was improved. SOC 100, another highly enrolled course, is scheduled for review in spring 2007.
IV. The Contemporary World 4 cr.	Selected courses, namely POL 240 and HST 203 are scheduled for review in 2006-2007.
V. Textual, Aesthetic, & Linguistic Analysis 6-8 cr.	CIN 100 and DRA 100 are revising course learning objectives and will carry out assessment plans in 2006-2007.
VI. Foreign Language 0-12 cr.	The faculty have revised course content in Spanish and Italian as a result of assessments. A comprehensive assessment of SPN 113 is scheduled for 2006-2007.

(See <http://library.csi.cuny.edu/~mspr/>, Assessment Documents and Reports, News, Plans and Brief Communications - General Education Assessment Plan, 2006.)

The CUNY Proficiency Examination (CPE)

The CPE was introduced by the University in fall 2000 as a requirement for graduation from associate degrees, or progression past the mid-point of baccalaureate degrees. It consists of two parts: Analytical Reading and Writing, and Analyzing and Integrating Materials from Graphs and Text. Increasingly, it is accepted as one method of assessing skills and competencies that fall into General Education. CSI faculty members involved in the development of AOA projects for General Education courses AST 100, COR 100, BIO 170, ENG 111, GEO 100, and MTH 102 have done so with the CPE in mind.

Data demonstrate that CSI students perform quite well on the CPE. The CUNY Office of Institutional Research published findings in 2004 showing that CSI students pass the CPE after three tries, the stated limit, with the highest rate in CUNY (92.3%). A more detailed description of the CPE can be found at www.cuny.edu/cpe/.

The New York State Teacher Certification Examination

Further opportunities for assessing the quality of General Education are presented by evaluating CSI students enrolled in Education programs. These students are required to pass the Liberal Arts and Sciences test of the New York State Teacher Certification Examination. CSI students consistently achieve very high pass rates on this examination (usually around 98% and above).

Writing across the Curriculum (WAC)

The CUNY-wide WAC initiative is designed to ensure that students receive instruction in writing within the disciplines they study. At CSI, we connected WAC specifically to General Education, embarking last year on a new approach to ensure that the program is both comprehensive and sustainable. Specifically, we redesigned WAC to ensure that students have multiple opportunities to be exposed to writing intensive courses within the General Education curriculum and thus be better prepared for the CPE, their majors, and their future careers.

The goal of our new plan is to engage full-time faculty in a year-long study group in which they consider how writing proficiencies can be developed in a more systematic way in 200-level General Education courses. In 2004-2005, full-time faculty teaching courses in the categories of Textual, Aesthetic, and Linguistic Analysis and Social Scientific Analysis undertook a year-long study of how to best implement intensive writing instruction into their respective disciplines. CSI is strongly committed to the goal of significant participation by full-time faculty teaching General Education courses. Hence, it is our belief that full-time faculty must be given the opportunity to develop realistic and practical strategies for infusing writing into the curricula. With the assistance of Writing Fellows, graduate students assigned by CUNY to each campus, and experts in the field of WAC, faculty have considered how best to deliver the content material in their 200-level General Education courses. They submit reports on best practices that are shared with colleagues, including part-time instructors, teaching these same courses. In 2004-2005 faculty from the departments of Performing and Creative Arts, and Political Science, Economics, and Philosophy participated. In 2005-2006, we expanded WAC to the Biology and the Sociology, Anthropology, and Social Work Departments.

Quantitative Reasoning across the Curriculum (QRAC)

In spring 2004, faculty began working on the QRAC project to promote students' quantitative reasoning, as assessed in the second part of the CPE (Analyzing and Integrating Materials from Graphs and Text). Faculty members in mathematics and the social and natural sciences developed materials and pedagogy to enhance students' quantitative reasoning. Mathematics faculty developed an approach for MTH 102 that was embedded in the course. Based on assessment results, faculty revised the syllabus, text, supplemental materials, and examinations. Goals were established for student learning and the course was presented in five modules.

Assessment of Institutional Effectiveness

In spring 2001, the College's outcomes assessment process was reshaped to include an Institutional Effectiveness (IE) Subcommittee. This subcommittee is co-chaired by the Director of College Testing and Acting Director of Institutional Research and Assessment and incorporates staff members of the College's several divisions (Academic Affairs, Student

Affairs, Finance and Administration, Technology Systems, and College Advancement), as well as faculty and students. Utilizing data produced by both the CUNY and CSI Offices of Institutional Research and Assessment, the IE Subcommittee addresses a wide range of issues. Its most recent studies have concerned the student advisement processes, the economic and social impact of the College on the surrounding community, faculty and staff development, and academic progress including student retention and graduation rates.

In addition, the IE Subcommittee has initiated two significant projects. The first initiative is to review, revise and republish the College's *Assessment Plan*. This review is focused on better representing the current and enhanced status of assessment efforts at the College, on increasing the usefulness of the Plan as a resource and guide in conjunction with the *Assessment Manual*, and on developing a calendar of current and planned assessment activities as an essential corollary to the main document.

The College's enrollment and retention of new and transfer students are evaluated on an ongoing basis and reported to the University annually. Analyses of enrollment and retention data have been used in determining the allocation of faculty lines and course sections, recruitment activities, and the creation of new initiatives (e.g., the FIRST program). Retention results led the College to seek and obtain a Title III grant focusing on faculty and peer mentoring as a strategy to retain better prepared students. These results were also the basis of the decision to initiate a school within the school, emerging from the current round of strategic planning.

A large degree of the subcommittee's emphasis has been on areas encompassed within the Division of Student Affairs. The first of many activities the group undertook was the creation of a comprehensive handbook specifically designed for institutional effectiveness studies within the Division. The handbook includes the instruments used by the offices within the division to assess the effectiveness of its services and programs. The handbook is reviewed and updated periodically, having been most recently updated in 2005.

In 2003, the Division of Student Affairs created an assessment calendar that outlined the subcommittee's focus for the next few years. Since then, the Division has conducted a student evaluation of one office within the Division annually and reported the results of these assessments at the annual *Day of Assessment* conferences. In 2005-2006, the Division is completing an evaluation of the College Health Center, as it previously has evaluated the College Life Unit Experience (CLUE) Program, the Office of Disability Services, and the Career and Scholarship Center. In addition, there will be a survey of the students who have served in a branch of the military. (See <http://library.csi.cuny.edu/~mspr/>, Assessment Documentation and Reports-News, Plans and Brief Communications - Division of Student Affairs Assessment Activity Calendar.)

The Vice President for Student Affairs has also requested that the directors of the many offices comprising the Division of Student Affairs (including the CLUE Program, the Counseling Center, Career Placement, Disability Services, the College Health Center, the Wellness Program, and the Children's Center) set up evaluation activities in their offices and submit a yearly summary to the Division which then reports to the IE Subcommittee.

In the past few years, several administrative offices outside of the Division of Student Affairs such as the Registrar's Office have successfully conducted focused assessments with a view toward modifying their procedures. The College has made substantial strides in using the internet and other technologies to more efficiently register students, as well as conduct other registrarial activities (e.g., graduation applicants, requests for permission to enroll in courses in other CUNY schools, applications to specific programs). The University has introduced a web-based system that allows students to determine equivalencies of their courses within the CUNY system. Finally, to achieve efficiencies in other areas, the College has introduced technology-based systems for processing information in the areas of billing, purchasing, and human resources.

In spring 2006, the IE Subcommittee began developing a plan and calendar to formalize the assessment of all administrative services utilizing a structure similar to the one successfully implemented in Student Affairs. In addition to our own specific assessments of student satisfaction, the College utilizes the data provided by periodic CUNY-wide Student Experience Surveys. The CUNY survey assesses students' satisfaction with academic support services, counseling and administrative services, access to institutional technology, faculty and courses, and general institutional academic quality and reports the data for each college. Initiated in 1989, and repeated in 1995, the surveys have been administered biennially since 2002. The survey results are used by College for enrollment management and other activities to improve services to students. (See <http://library.csi.cuny.edu/~msprr/>, CUNY Reports - CUNY Student Satisfaction Surveys.)

As the College reflects on the progress it has made in the area of outcomes assessment, it has become clear that the process is enhanced by better coordination and collaboration between all groups involved. The coordinator overseeing both the IE and AOA Subcommittees, the Special Assistant for Academic Affairs, a faculty member on full reassigned time, facilitates this process. The subcommittees work together to ensure the timeline for comprehensive assessment across the institution is maintained, clarify the mechanisms for the analysis and reporting of findings, and document the strategic actions resulting from such a process.

Chapter 6: Linking of Institutional Planning and Budgeting

PART A. LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESS

The College of Staten Island has used a collaborative planning process to advance the institution, addressing new challenges with imagination and an ongoing attention to our mission. The process is cyclical: as we implement initiatives identified in one strategic plan, we assess, revise, plan again, and enact further enhancements. We allocate resources to follow the directions established in our plans.

The *CSI Strategic Plan, 2001-2006* was produced subsequent to the 2000 Middle States site visit following extensive discussions among constituents of the College. Faculty, staff, students, administrators, and community members helped shape the direction for the College for the next five years. The *CSI Strategic Plan, 2001-2006* fully describes the methodology that was utilized to develop the plan. (See <http://library.csi.cuny.edu/~mspr/> Assessment Reports and Documents - Background Documents.)

In fall 2006, CSI will complete its strategic plan for the next five years. The members of the Institutional Planning Committee (the President, the Vice Presidents for Academic Affairs, Finance and Administration, and Student Affairs, and faculty and student) determined its foci. Subcommittees were formulated with representation from all constituent groups to address the issues of: Attracting and Retaining Better Prepared Students; Supporting Research and Graduate Programs; Strengthening Academic Priorities; Preparing for Residential Life; Athletics; Facilities Plan; and Technology. With the exception of the sections on Facilities and Preparing for Residential Life, the preparation of which will begin in summer 2006, the subcommittees over the past year critically examined the last five years in order to evaluate the current state of the College and plan for its future. These subcommittees reviewed documents such as the *CSI Strategic Plan, 2001-2006*, *CSI 2000: The Middle States Report*, yearly Performance Management Reports prepared for the University, and enrollment and financial trend data, as well as other pertinent information essential for evaluating what has occurred in the life of the College, and determining its directions for the next five years.

The subcommittees and their co-chairs are as follows:

Attracting and Retaining Better Prepared Students: David Podell, Senior Vice President for Academic Affairs/Provost, and Matthew Greenfield, Associate Professor of English

Supporting Research and Graduate Programs: Jonathan Sassi, Acting Assistant Provost, and Syed Rizvi, Chairperson of Engineering Science and Physics

Strengthening Academic Priorities: For the Division of Humanities and Social Sciences, Francisco Soto, Dean, and Richard Flanagan, Associate Professor of Political Science. For the Division of Science and Technology, Gail Simmons, Dean, and Andrew Pojé, Associate Professor of Mathematics

Enhancing Athletics: Michael Daniels, Associate Dean for Student Affairs, and Jason Fein, Acting Director of Sports and Recreation

Facilities Planning [to be determined]

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Maintaining and Advancing Our Technology: Michael Kress, Vice President for Technology Systems, and Kathryn Talarico, Chairperson of Modern Languages

Preparing for Residential Life: Angelo Aponte, Vice President for Administration and Finance, and Carol Jackson, Vice President for Student Affairs

Unlike past strategic plans, the *CSI Strategic Plan, 2006-2011* has been deliberately developed in stages. The technology portion of the plan (Maintaining and Advancing Our Technology) was completed in 2005; the three academic portions (Attracting and Retaining Better Prepared Students, Strengthening Academic Priorities, and Supporting Graduate Education and Research) and the chapter on athletics (Enhancing Athletics) will be completed in September 2006. (The sections on Facilities Planning and Preparing for Residential Life will be completed in 2007.) Completed portions will be presented to the CSI community in fall 2006. Thereafter, it will be used for decision-making concerning priorities, budgeting, hiring, and program development. It will also serve as the guide for grant seeking and fundraising within departments and the institution.

Under the Governance Plan approved in 2002, the Budget Committee of the College Council, comprised of five members appointed by the Executive Committee, works with the administration to formulate the budget request to CUNY, provides advice regarding priorities for expenditure, and proposes reallocation of funds and resources. The College's final budget request is the result of the President's consultation with the Vice Presidents, the Budget Committee, and other relevant advisors with a focus on the goals of the strategic plan.

Within CUNY, individual colleges are allocated budgets based on enrollment and other factors. Once the College is notified of its actual allocation (often after the fiscal year is already underway), the President again consults with those mentioned above to revise allocations as necessary. Once again, the strategic plan is a major guide in this decision making process. In the area of Academic Affairs, for example, the Budget and Lines Subcommittees of the College Personnel and Budget Committee, comprised of six department chairs elected by their peers, allocate funds and faculty lines to departments using the strategic plan initiatives as a guide.

The College is placing increased emphasis on augmenting resources with grant and college advancement funds, and has made great strides in both areas. As noted in Chapter 3, grant funding has increased 62% since 1999-2000. The Office of College Advancement has been increasingly successful in its fundraising efforts. Invested funds reached more than \$3 million this year. In 2004-2005, there was a 32% increase in the amount spent on behalf of the College over the 1999-2000 amounts.

PART B. FINANCIAL TRENDS AND PROJECTIONS

The College of Staten Island's overall financial condition is satisfactory. (See Operating Budget, 2001-2005 and Projected Operating Budget, 2006-2010 attached.) However, CSI is challenged in achieving its mission by financial considerations. This year, for example, CSI will have to deal with increased energy costs for heating fuel oil and gasoline. The University pays the other energy costs – natural gas and electricity – centrally.

Over the past five years, the State has reduced its proportion of budgetary support, making the colleges of CUNY more dependent on tuition. At the same time the College has had to deal with unfunded collective bargaining contractual increases, increased costs and inflation, maintenance and other service cost increases, unfunded mandates, and facilities costs including renovations. The lack of an adequate capital budget during the past five years has forced the College to fund facility renovations from operating budgets.

To help maximize the use of our resources, in the last two years the College has introduced a “zero-based budgeting” methodology and has increased its emphasis on self-funding using an “all-funds budgeting” approach. The latter has helped the College find support from sources other than the tax-levy budget to fund expenses that are more appropriately charged to such sources.

The CUNY-wide senior college tuition increase that became effective in fall 2003 provided needed revenue for the College, but at the same time the University Budget Office imposed a contingency holdback of 2% of the senior college budgets. In Fiscal Year (FY) 2004, the University later released to the College half of the holdback, but in FY 2005 none of the 2% holdback was released. In FY 2006, while there was no University Budget Office holdback, CSI was given a very ambitious revenue target that was not met. In fall 2005, given a revenue target that required a 0.6% increase in FTE enrollment, the College in fact had a 2.9% decrease. The latter was the result of two decisions: first, to require triple remedial students to attend the Pre-College Academy, a non-credit program that was more educationally sound and, second, to not admit new students to the Teaching Fellows program, originally designed to address an emergency condition of a teacher shortage in New York City that had abated (both are described in previous chapters). CSI made a significant effort to increase spring 2006 enrollment, including the introduction of a winter intersession and expansion of the Teachers on Sabbatical program, which reduced the decrease from 2.9% in fall 2005 to less than 0.5% in spring 2006.

Recently, the University initiated a *Campaign for the Colleges of CUNY* to raise \$50 million University-wide during this and the next three years. In fall 2006, CSI will make its entry into the Campaign. This new and very demanding initiative requires that the College build on its existing fundraising efforts to meet challenging targets for the upcoming years.

Consistent with the *Campaign*, the 2006-2007 Budget Proposal of the Chancellor of City University of New York depends more heavily than ever on philanthropy, as well as on productivity savings and enrollment increases. We face this new challenge with a positive attitude and determination, and with the awareness that the College has been successful at increasing grants and fundraising and using our resources strategically. As in the past, we will continue to move forward through collaborative planning, flexibility, and commitment to our core mission.

Table 6-1

**The College of Staten Island
Operating Budgets (000's)
For the Fiscal years Ending 2001 Through 2005**

	2000-01	2001-02	2002-03	2003-04	2004-05
INSTRUCTIONAL					
PS	27,716.3	28,575.6	30,007.7	33,911.2	35,268.3
OTPS	1,496.7	1,494.7	1,344.0	1,672.0	1,584.9
TOTAL	29,213.0	30,070.3	31,351.7	35,583.2	36,853.2
LIBRARY & MEDIA					
PS	1,469.5	1,567.2	1,355.4	1,621.8	1,630.5
OTPS	465.7	475.0	325.3	295.1	319.3
TOTAL	1,935.2	2,042.2	1,680.7	1,916.9	1,949.8
STUDENT SERVICES					
PS	3,602.9	4,189.6	4,069.7	4,251.7	4,578.1
OTPS	686.5	585.4	389.8	496.7	392.4
TOTAL	4,289.4	4,775.0	4,459.5	4,748.4	4,970.5
ADMINISTRATION					
PS	14,252.8	15,290.8	15,990.5	15,970.4	15,750.7
OTPS	3,586.0	4,534.0	3,968.1	4,236.3	4,374.3
TOTAL	17,838.8	19,824.8	19,958.6	20,206.7	20,125.0
COLLEGE TOTAL					
PS	47,041.5	49,623.2	51,423.3	55,755.1	57,227.6
OTPS	6,234.9	7,089.1	6,027.2	6,700.1	6,670.9
TOTAL	53,276.4	56,712.3	57,450.5	62,455.2	63,898.5

Table 6-2

**The College of Staten Island
Projected Operating Budgets (000's)
For the Fiscal years Ending 2006 Through 2010**

	2005-06*	2006-07	2007-08	2008-09	2009-10
INSTRUCTIONAL					
PS	35,268.30	35,700.33	37,395.30	39,090.27	40,785.25
OTPS	1,584.90	1,726.69	1,808.67	1,890.65	1,972.63
TOTAL	36,853.20	37,427.02	39,203.97	40,980.92	42,757.88
LIBRARY & MEDIA					
PS	1,630.50	1,747.68	1,830.66	1,913.63	1,996.61
OTPS	319.30	413.62	433.26	452.90	472.54
TOTAL	1,949.80	2,161.30	2,263.92	2,366.53	2,469.15
STUDENT SERVICES					
PS	4,578.10	4,740.25	4,965.31	5,190.36	5,415.42
OTPS	392.40	558.63	585.15	611.68	638.20
TOTAL	4,970.50	5,298.88	5,550.46	5,802.04	6,053.62
ADMINISTRATION					
PS	15,750.70	17,487.32	18,317.58	19,147.84	19,978.10
OTPS	4,374.30	4,708.95	4,932.52	5,156.09	5,379.67
TOTAL	20,125.00	22,196.27	23,250.10	24,303.93	25,357.76
COLLEGE TOTAL					
PS	57,227.60	59,670.56	62,503.59	65,336.62	68,169.65
OTPS	6,670.90	7,412.91	7,764.86	8,116.81	8,468.76
TOTAL	63,898.50	67,083.48	70,268.45	73,453.43	76,638.40

* The 2005-06 Budget has remained constant with that of 2004-05.

** The increases and decreases to the budget noted in FYE 2006 through 2010 were based on mean percentage change experienced for the FYEs 2001 through 2005.

APPENDIX

THE COLLEGE OF STATEN ISLAND

SUMMARY OF ELECTRONIC DOCUMENTATION
PERIODIC REVIEW REPORT – June 1, 2006

Locating documentation on the CSI Office of Institutional Research and Assessment website for the Middle States Periodic Review Report: <http://library.csi.cuny.edu/~msprt/>

- Affirmative Action Report, 2005-2006. See Institutional Reports
- Assessment Committee Membership. See CSI Assessment Committees
- Assessment of the College's Mission and Goals. See Assessment Documents and Reports
- CSI Academic Outcomes Assessment Manual, 2003. See Assessment Reports and Documents, Background Documents
- CSI CPE Performance. See CUNY Reports, CUNY Proficiency Exam Performance
- CSI Governance Plan, 2002. See Assessment Reports and Documents, Background Documents
- CSI Performance Against Goals 2003-2004, 2004-2005. See CUNY Reports
- CSI Strategic Plan, 2001-2006. See Assessment Reports and Documents, Background Documents
- Day of Assessment Programs and Evaluations. See Assessment Documents and Reports-News, Plans and Brief Communications
- Division of Student Affairs Assessment Activity Calendar. See Assessment Documentation and Reports-News, Plans and Brief Communications
- FIRST Program Reports. See Assessment Documentation and Reports
- General Education Assessment Plan, 2006. See Assessment Documents and Reports, News, Plans and Brief Communications
- IPEDS Financial Reports 2003-2004, 2004-2005. See CUNY Reports
- Membership of Academic Outcomes Assessment and Institutional Effectiveness Committees. See Assessment Reports and Documents
- Outcomes Assessment Committees. See CSI Assessment Committees
- Overview of Electronic Technology Infrastructure, Resources, Issues and Opportunities at the College of Staten Island (Draft, 2006). See Assessment Documents and Reports
- 2004 CUNY Student Satisfaction Survey. See CUNY Reports

College of Staten Island Webpage Sites:

- CSI Library Homepage. See <http://www.library.csi.cuny.edu/>
- Graduate Catalog. See <http://www.csi.cuny.edu/catalog/graduate/>
- Office of Compliance and Diversity Webpage. See http://www.csi.cuny.edu/compliance_and_diversity/
- Undergraduate Catalog. See <http://www.csi.cuny.edu/catalaog/undergraduate/>

Other sites:

- CUNY CPE information website. See <http://www.cuny.cuny.edu/cpe/>
- Memorandum of Agreement 2002, PSC-CUNY Contract. See http://psc-cuny.org/contract_packet.html
- *New York Times* “China Rises” website. See <http://www.nytimes.com/chinarises>
- United States History Initiative website. See <http://original.admin.cuny.cuny.edu/humanities/jaffee/ushi/>

