Office of the Hunter College Senate
Room 1018 East Building   Phone: 772-4200

MINUTES
Meeting of the Hunter College Senate
1 May 2019

1		The 627th meeting of the Hunter College Senate convened at 3:40 PM in HW room 714.
2		
3	**Presiding:**	Thomas DeGloma, Chair
4		
5	**Attendance:**	The elected members of the Senate with the exception of those marked absent in Appendix I.
6		
7		Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and
8		clickers were distributed to them.
9		
10	**Minutes:**	The minutes of 6 February and 20 February were approved as distributed.
11		
12	**Report by the**	
13	**Administrative**	
14	**Committee:**	a) **Approved Curriculum Changes**

15   The following curriculum changes as listed in the attached Report dated 1 May 2019 have been
16   approved as per Senate resolution and are submitted for the Senate's information: Items: US-
17   2270 Classical & Oriental Studies/Japanese (New courses), US-2271 Classical & Oriental
18   Studies/Japanese (Change in degree program), US-2272 Computer Science (Change in degree
19   program), US-2276 Community Health (Changes in courses), US-2277 Community Health (New
20   course), US-2278 Community Health (Change in degree program), US-2280 Community Health
21   (Routine Changes to Courses), US-2279/GS-1287 Community Health (Change in Program
22   Name), US-2281 Nursing (New courses), US-2282 Nursing (Change in degree program), US-
23   2294/GS-1288 Curriculum & Teaching/Biology (Change in degree program), US-2295/GS-1289
24   Curriculum & Teaching/Chemistry (Change in degree program), US-2296/GS-1290 Curriculum
25   & Teaching/Geography (Change in degree program), US-2297/GS-1291 Curriculum &
26   Teaching/Mathematics & Statistics (Change in degree program), US-2298/GS-1292 Curriculum
27   & Teaching/Physics & Astronomy (Change in degree program).

28

29   b) **Special Senate Election for Vacant At-large Seats**
30   In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter
31   College, the Administrative Committee is presenting the names of all nominees
32   received to date:

33

34   Faculty: Omar Dahbour (Philosophy)

35

36   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.

37

38   c) **Reminder: Establishment of Search Committee for Dean of the School of Nursing and**
39   **School of Health Professions**
40   It was reminded that the Senate Office would accept nominations until 2 May, 2019 by 5:00 pm.

41

42   **Committee**
43   **Report**   **Committee on Charter Review**
44   Professor DeGloma called on Professor Elke Nicolai, German Department, to present the second reading
45   of the proposed amendment to the **Charter for the Governance of Hunter College**. Questions and
46   discussion followed. The proposed amendment is below.

47

48   1.   Article III, Section 3
49   Include the Faculty Delegate Assemble (FDA) to the ex-officio membership.

50

51   "Section 3

52

56
57 Ex officio nonvoting membership shall be extended to:
58
59 a. the Presidents of the Hunter College Undergraduate Student Government and the Graduate
60 Student Association;
61 b. the President of the Hunter College Alumni Association;
62 c. the Presidents of the Hunter College HEO Forum and the College Laboratory Technician
63 Council;
64 **d. the President of the Faculty Delegate Assembly.”**
65
66
67 The question was called and carried.
68
69 Clicker vote produced the following results: 48 in favor, 22 against and three abstentions.
70
71 The motion failed.
72
73
74 **Undergraduate Academic Requirements Committee**
75 Professor DeGloma called on Professor Eckhard Kuhn-Osius, Chair of the Undergraduate Academic
76 Requirements Committee, to present the **Resolution on International Students Taking Online**
77 **Courses** (Appendix II) **and Credit/No Credit Revised Policy** (Appendix III). Questions and debate
78 followed.
79
80 **Resolution on International Students Taking Online Courses**
81
82 Be it Resolved that the following language be added to the catalog under International Admissions:
83 “Current federal regulations do not allow international students with F-1 or J-1 visas to take more than
84 three (3) credits of online instruction per semester. Such students must take all other credits in person
85 and are therefore ineligible for Hunter College programs which require more than three credits per
86 semester of online courses.”
87
88 The question to adapt the **Resolution on International Students Taking Online Courses** was called
89 and carried.
90
91 The motion carried by voice vote without dissent
92
93
94 The question to adopt **Credit/No Credit Revised Policy** was called and carried.
95
96 The motion carried by voice vote without dissent
97
98
99 **Governance Committee**
100 Professor DeGloma called on Professor John Chin, Chair of the Governance Committee to present a
101 revised **By-Laws for Department of Africana and Puerto Rican/Latino Studies** and **By-Laws for**
102 **Department of Urban Policy and Planning**. By-Laws are available on the Senate website. Questions
103 and debate followed.
104
105 The question to accept the **By-Laws for Department of Africana and Puerto Rican/Latino Studies**
106 was called and carried.
107
108 The motion carried by voice with one Nay.

112
113   The question to accept **By-Laws for Department of Urban Policy and Planning** was called and
114   carried.
115
116   The motion carried by voice without dissent.
117
118
119   **Committee on General Education and Committee on Evaluation and Assessment**
120   Professor DeGloma called on Professor Lawrence Kowerski, Chair of Committee on General Education
121   to present a joint report. The report is in Appendix IV.
122
123
124
125
126   The meeting was adjourned at 5:07 PM.
127
128   Respectfully submitted,
129
130
131   Dana G. Reimer
132   Secretary

APPENDIX I

The following attendance was noted from the meeting   (A) =Alternate, A=Attended, X=Absent, E=Excused

Faculty

Department	Name			Department	Name		
AFPRL	Anthony Browne		A	Mathematics & Statistics	Bill Williams		A
	Denis Milagros	(A)	X			0	
	Edgardo Melendez	(A)	X		Patrick Burke	(A)	A
Anthropology	Jackie Brown		A		Verna Segarra	(A)	X
	David Hodges	(A)	A	Medical Laboratory Sciences	Abigail Morales		A
	William Parry	(A)	X		Chad Euler	(A)	X
Art & Art History	Daniel Bozhkov		X		Muktar Mahajan	(A)	X
	Lynda Klich		A	Music	Jewel Thompson		A
	Susan Cole	(A)	X		Michele Cabrini	(A)	A
	Susan Crile	(A)	X			(A)	
Biological Sciences	Derrick Brazill		A	School of Nursing	Lynda Olendar		X
	Shirley Raps		A		Cheryl Zauderer		X
	Paul Feinstein	(A)	X		Jin Young Seo		A
	Maria Pereira	(A)	X		Charles Reuter	(A)	X
Chemistry	Akira Kawamura		X	Philosophy	Laura Keating		A
	Gabriela Smeureanu	(A)	A		Daniel Harris	(A)	A
		0 (A)			Omar Dahbour	(A)	A
Classical & Oriental Studies	David Petrain		A	Physics & Astronomy	Kelle Cruz		A
	Dai Fang	(A)	A			(A)	
	Alexander Elinson	(A)	X			(A)	
Computer Science	Lei Xie		X	Political Science	John Wallach		A
	Jia Xu	(A)	X		Sanford Schram	(A)	A
		(A)			Michael Lee	(A)	A
Curriculum & Teaching	Jason Wirtz		X	Psychology	Roseann Flores		A
	Karen Koellner		A		Jonathon Rendina		A
	Terri Epstein	(A)	X		Peter Moller	(A)	X
	Benjamin Shuldiner		X		Chris Braun	(A)	A
Dance	Maura Donohue		X	Physical Therapy	Nicki Silberman		A
	Carol Walker	(A)	E		Thomas Holland	(A)	X
		(A)				(A)	
Economics	Randall Filer		A	Romance Languages	Monica Schinaider		X
	John Quiang Li		X		Julie Van Peteghem	(A)	A
	Tim Goodspeed	(A)	X			(A)	
		(A)	0	School of Social Work	Alexis Jemal		A
Educational Foundations & Cou	Goeum Na		A		Rufina Lee		A
	John Ranellucci	(A)	X		Adam Brown	(A)	E
	Amanda Crowell	(A)	A		Maria Rodriguez	(A)	A
English	Leigh Jones		X	Sociology	Mark Halling		A
	Amy Robbins		A		Mike Benediktsson	(A)	X
	Chong Chon-Smith		X		Michaela Soyer	(A)	X
	Janet Neary	(A)	A	Special Education	Elizabeth Klein		X
Film & Media Studies	Tami Gold		A		Lauren Schnell	(A)	X
	Aaron Glenn				Virginia Gryta	(A)	A
	Larry Shore	(A)	X	Speech-Language Pathology and Audiolo	Donald Vogel		A
		(A)	X		Michelle MacRoy-Higgins	(A)	A
Geography	Ines Miyares		E			0 (A)	
	Shipeng Sun	(A)	X	Theatre	Louisa Thompson		X
		(A)			Jonathan Kalb		X
German	Elke Nicolai		A		Claudia Orenstein	(A)	A
	Eckhard Kuhn-Osius	(A)	A	Urban Policy and Planning	Victoria Johnson		X
	Aine Zimmerman	(A)	X		William Milczarski	(A)	A
History	Eduardo Contreras		A			(A)	
		0 (A)		School of Urban Public Health	Phil Alcabes		A
	Jill Rosenthal		A		Khursheed Navder	(A)	X
Library	Sarah Ward		A		Ming-Chin Yeh	(A)	X
	Adina Milliken		X	Women & Gender Studies	Deborah Tolman		A
	Mee' Len Hom	(A)	A		Catherine Raissiguier	(A)	X
	Hal Grossman	(A)	A		Rupal Oza	(A)	X

Students

Joelle Tirado		A
	0	
Richard Lu		X
Alexa Michel		X
Sandra-May Flowers		X
	0	
	0	
Riana Khan		X
Kendra Cornelis		X
Noam Sohn		A
Nafeeza Ali		A
YanHong Li		X
	0	
Sohail Khan		X
Shannon O'Rourke		X
	0	
Demi Moore		X
	0	
Linda Yohannes		X
Anam Khalid		X
Rafael Monroy-Rojas		X
Julissa Valerio		X
Andrew Shkreli		X
Jasmine Azeharie		X
Dorothy Slater		A
Christoper Cantor		X
	0	
Mila Adelman		A
Dine Butler		X
Michael Galka-Giaquinto		X
	0	
	0	
	0	
Bryan Terry		A
	0	
Leonid Prog		X
	0	
Stephon Odom		X
	0	
Zaiba Iqbal		E
	0	
Raymer Contreras		X
Serenity Colon		X
Phuong Vo		X
Saif Zihiri		X

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt		X
	Luis Roldan	(A)	A
Library	Jocelyn Berger-Barera		A
Geography	Dana Reimer		A
Sociology	Calvin Smiley		A
Library	Ajatshatru Pathak		A
Medical Lab Science	Hongxing Li		A
Philosophy	Ian Blecher		X
Sociology	Thomas DeGloma		A
Mathematics & Statistics	Sandra Clarkson		A
Music	Christopher Buchenholz		X
Educational Foundations	Jeanne Weiler		A
THHP	Sarah Jeninsky		A
Psychology	Joseph Lao		A

Ex-Officio

President, USG		0
Vice President, Graduate Student Association		0
President Alumni Association	Kim Hafner	A
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:

HEO/CLA Representative	Brian Buckwald/Joseph Fantozzi	X
Vice President for Student Affairs	Eija Ayravainen	A
Senior Advisor to the President for Stude	William Tramontano	A
Provost	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A

Alternate Senators (3):

Dean of Education	Michael Middleton	A
Special Counsel to the President & Dean	Laura Hertzog	X
School of Nursing	Gail McCain	A

APPENDIX II

Resolution on International Students Taking Online Courses
1 May 2019

Be it Resolved that the following language be added to the catalog under International Admissions:
"Current federal regulations do not allow international students with F-1 or J-1 visas to take more than three (3) credits of online instruction per semester. Such students must take all other credits in person and are therefore ineligible for Hunter College programs which require more than three credits per semester of online courses."

Rationale:
U.S. Immigration and Customs Enforcement governing regulations provide as follows for students in the U.S. with an F-1 visa:

"8 CFR 214.2 (f) (6) (G)Academic and Language Students
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement."

https://www.ice.gov/sevis/schools/reg#2141

APPENDIX III

I.   C/NC Policy

FROM:

Credit/ No Credit Policy

~~Credit/No Credit A system based on the non-letter grades of Credit/No Credit, where Credit is the equivalent of A, B or C and No Credit is the equivalent of D or F. Credit/No Credit grades are not averaged into the GPA; course requirements are the same as in the traditional grading system.~~

ALERT/NOTE: OTHER COLLEGES, GRADUATE SCHOOLS,~~PROFESSIONAL SCHOOLS, SERVICES AND EMPLOYERS MAY~~ ~~LOOK WITH DISFAVOR UPON THE USE OF THE CREDIT/NO CREDIT GRADING OPTION AND MAY EVEN CONVERT CREDIT TO C AND NO CREDIT TO F FOR THEIR PURPOSES.~~

ALERT/NOTE: ~~ELIGIBILITY FOR SOME FINANCIAL AID GRANTS MAY BE AFFECTED~~ BY THE CHOICE OF CREDIT/NO CREDIT GRADES~~. THIS MUST BE CHECKED BY STUDENTS BEFORE THE OPTION OF CREDIT/NO CREDIT GRADES IS TAKEN.~~

There are certain restrictions about how and when the student may choose the Credit/No Credit system:
1. A maximum of four courses (including repeated courses) at Hunter College may be ~~taken on a Credit/No Credit basis excluding remedial/developmental courses and any courses with mandatory CR/NC grading~~.
2. Credit/No Credit grades are not allowed for students on probation.
3. ~~When a student chooses the Credit/No Credit option and earns a D as the final grade, the student may choose to receive either the D or a grade of No Credit.~~
4. If (as a result of a student's request) a Credit/No Credit is given where it is not an allowed grade according to existing regulations, it will be converted to a letter grade by the Registrar's Office, Room 217 Hunter North. Credit grades will be changed to C; No Credit grades will be changed to F. ~~With approval of the Senate, departments may prohibit the use of Credit/No Credit grades in major courses, especially in those areas in which outside certification is required. Credit/No Credit grades are not permitted in education, nursing, pre-engineering, premedical, health sciences, nutrition and food science and prelaw. All students should check with their departmental advisers for specific policies.~~

~~The Credit/No Credit system may be elected by students up until the beginning of the final exam (or the due date for handing in the last term paper, if there is no final exam).~~ Credit/No Credit forms are available on the Office of the Registrar web page at http://www.hunter.cuny.edu/onestop. ~~Full instructions are included on the form.~~ Credit/No Credit is an agreement between a student and the student's instructor or professor. ~~When departmental policies allow, request forms must be accepted by the instructor. Students requesting grading according to this system must satisfy whatever attendance requirement has been set by the instructor, complete all the assignments and take the final examination. It should be noted that the grade of No Credit shall be used only to replace the academic grades of D and F. It shall not be used to replace the grades of WU. or IN. A No Credit grade may not override the FIN grade.~~

TO:

Credit/No Credit Policy <u>for Undergraduate Courses</u>

<u>In many courses, it is possible to obtain credit for the course without receiving a letter grade. If students decide to receive a grade based on this system, they will receive "Credit (CR)" instead of A, B, or C, and will receive "No Credit (NC)" instead of D or F. Students can receive a grade of D instead of NC if they indicate this on their form requesting the CR/NC option. Students requesting grading according to this system must satisfy all requirements regarding attendance, assignments, and examinations set by the instructor. Course requirements and standards are the same as in the letter grading system, but CR/NC grades are not counted when a student's GPA is calculated by Hunter College. Students can choose whether they want to take a course for a letter grade or CR/NC, but certain restrictions apply:</u>

<u>Restrictions for Credit/No Credit Grades</u>:

1. <u>Some departments or programs restrict a student's choice in opting for Credit/No Credit. Several programs of study prohibit the use of Credit/No Credit grades in major courses. This applies especially to programs of study leading to outside certification or post-graduate study. Students should check with their departmental advisers for specific policies. On the other hand, there are some courses in which letter grades are not assigned. Departments who restrict student choice of the CR/NC option must have this policy approved by the Senate. When departmental policies allow the CR/NC option, individual instructors cannot refuse students who want to exercise this option.</u>

2. Credit/No Credit grades are not allowed for students on probation.

3. A maximum of four courses (including repeated courses) taken at Hunter College may be <u>assigned a Credit/No Credit grade on the Hunter College transcript, excluding any courses with mandatory CR/NC grading. (Students who obtain a D as the final grade and have asked to have this appear on their transcript instead of NC, will have a grade for this course, which will then not count towards the permitted maximum of four Credit/No Credit grades on the Hunter transcript.)</u>

4. <u>The grade of No Credit shall be used to replace the academic grades of D and F. It shall not be used to replace the grade of WU.</u>

5. If (as a result of a student's request) a Credit/No Credit grade is given where it is not an allowed grade according to existing regulations, it will be converted to a letter grade by the Registrar's Office, Room 217 Hunter North. CR will be changed to C; NC will be changed to F.

<u>ALERT</u>: OTHER COLLEGES, GRADUATE <u>AND </u>PROFESSIONAL SCHOOLS, SERVICES, AND EMPLOYERS MAY <u>NOT FAVOR CREDIT/NO CREDIT GRADES. THEY</u> MAY CONVERT "CREDIT" TO "C" AND "NO CREDIT" TO "F" FOR THEIR PURPOSES. SUCH DECISION IS DONE BY THE OTHER INSTITUTION.

<u>ALERT</u>: THE CHOICE OF CREDIT/NO CREDIT GRADES <u>MAY AFFECT THE ELIGIBILITY FOR SOME FINANCIAL AID GRANTS. STUDENTS SHOULD CHECK THE POLICIES OF GRANT-MAKING AGENCIES BEFORE OPTING FOR CREDIT/NO CREDIT GRADES.</u>

<u>How To Opt For Credit/No Credit</u>

Credit/No Credit is an agreement between a student and the student's instructor. <u>Students opt for Credit/No Credit by presenting a signed and dated CR/NC form to the instructor, who will sign and date the form (in accordance with departmental policy) and return the appropriate portion of the form to the student. The form is to be used to resolve disputes when either student or instructor think that a letter grade or grade of CR/NC has been given in error. Forms<u>, including full instructions,</u> are available on the Office of the Registrar's web page: http://www.hunter.cuny.edu/onestop</u>.

<u>Timeline: The Credit/No Credit form must be submitted by the student to the instructor by 5:00 p.m. on the scheduled last day of classes for that semester (or session) as published in the academic calendar for that semester (or session), or by the last class meeting of the course in the semester. No requests can be made after the final exam/paper/project has been submitted.</u>

Rationale:

The rewording does not introduce substantive changes in the Credit/No Credit policy, but makes the policy clearer to all parties affected by it. Issues regarding the counting of the grade of D when CR/NC has been chosen as an option are clarified.

APPENDIX IV

To: Tom DeGloma, Chair, Hunter College Senate

From: The Joint Committee on General Education Assessment
         Prof. Lawrence Kowerski, Chair, Senate Committee on General Education Requirements
         Prof. Wendy Hayden, Chair, Senate Committee on Academic Assessment and Evaluation

Re: **Report and Recommendations on General Education Assessment**
Date: May 1, 2019

As outlined in the Framework for Assessment of General Education, passed by the Senate on February 28, 2018, we have assessed General Education requirements in composition, quantitative reasoning, and the three common Flexible core outcomes. The outcomes were developed as part of Pathways and we thus could not revise the outcomes themselves. We could however choose how we interpret the outcomes and how we assess them.

Composition:

English Composition: A course in this area must meet all of the following learning outcomes. A student will:
1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

The Composition program has a history of assessment dating back over ten years. Every year, they take a random sample of two writing portfolios from each section of composition, English 120 in the fall and English 220 in the spring. 120 is academic research and writing and 220 is writing about literature. A group of ten instructors of the course meet and evaluate the research papers from the portfolios according to the rubric. The attached chart shows how many students achieve "meets expectations" or higher in the rubric categories. We find it easier to report by rubric category since we can compare data over time from before the Pathways outcomes (and we now align them with those outcomes). Every year, a majority of the students "meet expectations." The lower numbers, in the 70 percent range, consistently come in the information literacy categories showing that students can struggle with the use of sources in their writing. The program has worked with the library to improve these outcomes, developing new instructional sessions with the library, a new library tutorial called the Research Toolkit, and librarians often attend professional development workshops with instructors and have helped with workshops on research paper assignments. Librarians participate in the assessment as second readers, and we can see that in the early years of the pilot, instructor and librarian data differed on the three information literacy rubrics but they have come together in recent years. Finally, in fall 2017, English 120 participated in the learning community pilot as the anchor course; 120 ran over 100 themed sections. While numbers dropped in all categories in fall 2017 and spring 2018, they are back up in fall 2018 showing that the work in professional development sections in 2018 on teaching with these themes was effective.
We recommend that funding continue to be provided to the composition courses for professional development as well as the creation and use of Open Education Resources and zero-cost materials.

Quantitative Reasoning:

Mathematical and Quantitative Reasoning: A course in this area must meet all of the following learning outcomes. A student will:
1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

For quantitative reasoning, uniform midterm exams, semester-long projects, and uniform finals were given in Math & Statistics general education courses. They learned that students struggled with complex ideas. They have responded to the results by changing delivery methods to students, though this seems to have little effect on the outcomes. The departments have developed their professional development of instructors, now meeting throughout the semester rather than once per semester. The coordinators provide feedback to instructors and discuss how they can offer more support to students in the classroom. They have also responded to the assessment results by creating new courses, such as a course in critical reasoning for students who do poorly. They have also pushed for instructors to adopt zero-cost materials as affordability of books often contributed to student success; their adoption of a zero-cost model saved students over a million dollars in textbook costs this year. Finally, they use the Early Alert system for referrals to the Dolciani Center for students who get less than 75 on the exams.

We recommend the dean's office provide funding for professional development activities. We also recommend finding sources of funding for the creation of better zero-cost teaching materials in Statistics as the Open Educational Resources available do not always address the specific outcomes of the program and course.

Flexible Core:

All Flexible Core courses must meet the following three learning outcomes. A student will:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

The Committee chose 10 courses to participate in the Flexible core assessment of the three outcomes. The Joint Committee selected lower-level sections (100- and 200-level) in order to obtain a measure of student skills early in their undergraduate educations The departments were notified in June 2018 of those courses and the departments chose which sections and instructors would participate in the assessment. The Composition and Information Literacy rubrics developed by the composition program and the library were adapted to the three Flexible Core outcomes. Instructors were given the rubrics and told how to choose their random sample of students. The Office of Assessment offered workshops on applying the rubrics in fall 2018 The Director of Assessment then compiled the results.

For the three learning outcomes assessed, a majority of students met or exceeded expectations for all of the outcomes (see Figure 1 below). For the first outcome, information literacy measured by the three rubrics on choice of sources, integration and attribution of sources), over 70% of students met or exceeded expectations. For the second and third outcomes, percentages were lower, but still over 50%. In interpreting these numbers, it's important to consider that these outcomes represent fairly high order skills, and that these were 100- and 200-level classes.

Recommendations of the Committee on the Flexible Core:

We recommend re-assessing the three Flexible Core outcomes in 2019-2020 to implement what we have learned about improving the process of assessment, create more faculty investment and engagement with the assessment process:

- The target sample size be increased to account for the fact that not all outcomes will be assessed in all sections
- The Assessment director work with the department assessment coordinators and instructors to choose their most appropriate assignment for assessment
- An assessment workshop be held at the end of the year involving all instructors and librarians in the assessment, using the models provided by Composition and Math to engage instructors in the assessment and discuss the rubric, the application of the rubric, and their evaluation of the sample during the workshop, and developing recommendations for the Senate
- Communication of the process be improved
- Institutional Learning Outcome assessment in spring 2019 of Written Communication, Research, and Critical and Creative Thinking come from more upper-level courses for comparison
- Large multi-section general education courses should all have a faculty coordinator
- All part-time faculty be compensated for professional development run by the faculty coordinator
- Funding provided for professional development
- All departments be informed that they should apply to the dean's office for professional development funding based on their assessment results
- General Education courses should work with a writing fellow to improve the outcomes
- Courses work with librarians and disciplinary library liaisons on assessment and library guides for research
- A symposium on general education be held in 2019-2020 to define what we want general education to be at Hunter (our interpretation of Pathways).
- More department-wide discussion of general education courses.

Results
Fall 2017, Spring 2018, and Fall 2018 English Composition Results English 120 Comparative Assessment Results 2008-2017

Learning Outcome		Fall 2018	Spring 2018	Fall 2017
1. Focus and Thesis	% Meets Expectations or higher	82	94	73
2. Argumentation and Evidence	% Meets Expectations	74	91	60
3. Organization and Coherency	% Meets Expectations	93	93	78
4a. Engagement with Sources	% Meets Expectations	72	77	64
4b. Choice of Sources	% Meets Expectations	82	N/A	76
4c. Integration and Attribution of Sources	% Meets Expectations	84	83	74
5. Style and Grammar	% Meets Expectations	99	N/A	93

Composition Assessment Instructor vs Librarian Data 2014-2016*

		2018	2017	2016	2015	2014
4a. Engagement with Sources	**Instructor** % Meets Expectations	72	64	90.4	94.3	91.7
	Librarian % Meets Expectations	77	60	75	84.2	85.7
4b. Choice of Sources	**Instructor** % Meets Expectations	82	76	84.3	88.9	89.2
	Librarian % Meets Expectations	81	70	78.1	72.7	68.3
4c. Integration and Attribution of Sources	**Instructor** % Meets Expectations	84	74	86.8	87.8	87.1
	Librarian % Meets Expectations	81	75	62.5	61.5	79.7

Insert Quantitative Reasoning Charts

Flexible Core

All Flexible Core courses must meet the following three learning outcomes. A student will:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

Outcome		**% Meets Expectations or Higher**
Gather, interpret, and assess information from a variety of sources and points of view	Engagement with Sources	55
	Choice of Sources	74
	Integration and Attribution of Sources	72
Evaluate evidence and arguments critically or analytically		51
Produce well-reasoned written or oral arguments using evidence to support conclusions		55