MINUTES
Meeting of the Hunter College Senate
18 October 2023

1   The 681st meeting of the Hunter College Senate convened at 3:58 PM in HW 714.

3   **Presiding:**   Sarah Chinn, Chair

5   **Attendance:**   The elected members of the Senate with the exception of those marked absent in Appendix I.

7   Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-
8   person meetings, and they were enabled to vote using iClicker.

11 **Report by**
12 **Vice President**
13 **for Student**
14 **Affairs and**
15 **Dean of**
16 **Students:**
17 Chair Chinn invited Eija Ayravainen, Vice President for Student Affairs and Dean of Students, to report.
18 The report is available in Appendix II.

21 **Report by the**
22 **Administrative**
23 **Committee:**

24 a) **Approved Curriculum Changes**
25 The following curriculum changes as listed in the attached report dated 18 October 2023 have
26 been approved as per Senate resolution and are submitted for the Senate's information. Items:
27 US-2534 Curriculum & Teaching (Change in degree program), US-2535 Curriculum &
28 Teaching (New course), and US-2536 Curriculum & Teaching (Change in course).

30 b) **Election of Ombuds Officer:**
31 Chair Chinn reported that only one candidate had been nominated and had submitted all required
32 documentation - Professor Rosanne L. Flores (Psychology Department).

34 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The
35 motion carried by voice vote without dissent and Professor Flores was re-elected.

37 c) **Election of Committee Chairs**
38 The floor was open for nominations for Chair of the Nominating Committee.

40 Professor Edgar Troudt (Curriculum & Teaching) was nominated.

42 It was moved that the Secretary be instructed to cast a single ballot in favor of the
43 nominee. The motion carried by voice vote without dissent and Professor Troudt was
44 elected.

46 d) **Election of Student Slate for Search Committee for Dean for the School of Education**
47 Chair Chinn reminded the body that the Senate elected the Search Committee for Dean of the
48 School of Education on 22 February, 2023. The elected students are no longer available to serve,
49 and the Senate has been asked to elect a new student slate for the search committee. A call for
50 nominations is being made for those vacated seats. Nominations are due to the Senate Office by
51 27 October. Election of six nominees for up to three student seats will take place at our next
52 meeting on 1 November.

56
57   e)   **Announcement to establish a Search Committee for the Chief Librarian**
58   Chair Chinn announced that the Senate will begin the process of establishing a Search Committee
59   for the Chief Librarian, and the Senate Office will begin accepting nominations.
60
61   **Committee**
62   **Report:**
63   **Nominating Committee**
64   Chair Chinn called on Professor Edgar Troudt, Nominating Committee Chair, to present a report.
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66   The Nominating Committee is submitting the following nominations for seats currently vacant on
67   Senate Committees:
68
69   1.   **UNDERGRADUATE COURSE OF STUDY COMMITTEE**
70   Faculty Alternate: Sandra Clarkson (Mathematics & Statistics)
71
72
73   2.   **UNDERGRADUATE ACADMEIC REQUIREMENTS COMMITTEE**
74   Faculty from School of Social Work: Laura Graham Holmes
75
76
77   3.   **COMMITTEE ON STUDENT SUCCESS**
78   Faculty: Kristen Hodnett (Special Education)
79
80
81   4.   **COMMITTEE ON THE BUDGET**
82   Faculty from Education: Alex Fietzer (Educational Foundations)
83   Faculty from Humanities & Arts: Lawrence Kowerski (Classical & Oriental Studies)
84
85   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
86   The motion carried by voice vote without dissent.
87
88
89   **Joint Report by Committee on General Education and Committee on Academic Assessment &**
90   **Evaluation**
91   Chair Chinn called on Professor Lawrence Kowerski, Chair of the Committee on General Education, and
92   Professor Gina Riley, Chair of the Committee on Academic Assessment and Evaluation, to report on a 5-
93   year Assessment Plan for General Education. The report is in Appendix III.
94
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96   **Committee on General Education**
97   Chair Chinn invited Professor Lawrence Kowerski, Chair of the Committee on General Education, to
98   give a report.
99
100   Professor Kowerski said the following:
101
102   "This report should be very quick. I just want to update you on what is happening with the P&D revision.
103   So, all of your departments and program heads should have received two communications ostensibly from
104   me. The first is asking that you look at your entire course catalog to see if there are any courses you would
105   be planning to put into the revised categories of the P&D. Along with that, I sent a spreadsheet with all of
106   your courses. If you have any questions, I am happy to talk about them or anyone from the P&D
107   subcommittee would do so, as well. That is the lesser of the two tasks. I have gotten a lot of questions
108   which have indicated to me that programs and departments are really taking this task seriously and taking
109   it to heart. So, I want to say thank you. The second communication I gave was a form that we will be
110   using to approve courses for the revised P&D. Now, this form is modeled off of the form that was used
111   for Pathways for when we put all of our courses into Pathways. It asks you to identify the course and to
112   show how the course meets the various outcomes. This form was generated by the Undergraduate Course

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117   of Study Committee with whom we are working extremely closely to create the process by which we are
118   doing this. So, we have a form, and this form will stay, and it should be what it is for the duration of this
119   required. The Undergraduate Course of Study Committee has instituted an expedited process whereby, at
120   least for this year, you will complete this form and submit it to the Senate, and we will not be requiring
121   any presentations to either of the two curriculum committees. So, this is for already offered courses. What
122   you will do is just submit these, and they will go through the process without any presentation. Should
123   there be any problems with the submission, someone will reach out and help. We are also in the process
124   of identifying and creating examples. So, if anybody has a need or want of an example of how to do so,
125   please do not hesitate to reach out. We are aiming for this to go into effect in Fall 2024. This will depend
126   on how many courses we can get in and how many of you will submit. We are still a little bit tentative,
127   but we would really like if you could look at your courses and at least submit the low hanging fruit by the
128   end of the term. Then, we will get them on, and we will reevaluate. We will come back to report at the
129   end of the Spring, as we promised in our Resolution, so that we can evaluate where we are from there. I
130   am happy to take any questions or if you do not have questions here, I am happy to answer questions by
131   email. It is on the form. It is also in the emails that we have sent. You can find me in Classics at Hunter.
132   Come by and talk to me. I want to make this work, and I want to make this as easy as possible for you."

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137   The meeting was adjourned at 4:46 PM.
138
139   Respectfully submitted,
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141
142   Sarah Jeninsky
143   Secretary

APPENDIX I

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

Faculty

Department	Name	Alt	Status
AFPRL	Anthony Browne		X
	Milagros Denis-Rosario	(A)	X
	Lázaro Lima	(A)	X
Anthropology	Jackie Brown		X
	Stephanie Levy	(A)	X
	Milena Shattuck	(A)	A
Art & Art History	Itam Uchenna		A
	Chitra Ganesh		X
	Emily Braun	(A)	X
	A. K. Burns	(A)	X
Biological Sciences	Ben Ortiz		A
	Jesus Angulo		A
	Paul Feinstein	(A)	X
	Carmen Melendez	(A)	X
Chemistry	Gabriela Smeureanu		A
	Nancy Greenbaum	(A)	X
	Brian Zeglis	(A)	X
	Nadya Kobko-Litskevitch		X
Classical & Oriental Studies	Yasha Klots		A
	Lawrence Kowerski	(A)	X
	Doron Friedman	(A)	A
Computer Science	Raj Karpan		X
	Saptarshi Debroy	(A)	X
	William Sakas	(A)	X
Curriculum & Teaching	Edgar Troudt		A
	Stephen Demeo		A
	Maverick Zhang	(A)	X
	Tim Farnsworth		X
Dance	Maura Donohue		X
	Ana Nery Fragoso	(A)	X
	David Capps	(A)	X
Economics	Tim Goodspeed		X
	Michelle Liu		A
	Kenneth McLaughlin	(A)	A
	Avi Liveson	(A)	X
Educational Foundations & Cou	Sarah Bonner		X
	Jeanne Weiler	(A)	A
	John Keegan	(A)	X
English	Sarah Chinn		A
	Angie Reyes		A
	Mark Miller		A
	Janet Neary	(A)	A
Film & Media Studies	Larry Shore		A
			0
	Tami Gold	(A)	X
	Gustavo Mercado	(A)	X
Geography & Environmental Sci	William Solecki		A
	Sun Shipeng	(A)	A
		(A)	0
German	Christina Mekonen		A
	Elke Nicolai	(A)	A
	Aine Zimmerman	(A)	E
History	D'Weston Haywood		A
	Manu Bhagavan	(A)	X
	Aaron Welt		X
Library	Iris Finkel		A
	Ajatshatru Pathak		A
	Mee' Len Hom	(A)	A
		(A)	

Department	Name	Alt	Status
Mathematics & Statistics	Sandra Clarkson		X
			0
	Robert Thompson	(A)	X
	Barry Cherkas	(A)	A
Medical Laboratory Sciences	Chad Euler		A
	Steven Einheber	(A)	X
	Muktar Mahajan	(A)	X
Music	Michele Cabrini		A
	L. Poundie Burstein	(A)	X
		(A)	
School of Nursing	William Samuels		X
			0
	Stephen Yermal		X
	Deidre O'Flaherty	(A)	X
Philosophy	Laura Keating		A
	Daniel Harris	(A)	X
	Omar Dahbour	(A)	X
Physics & Astronomy	Kelle Cruz		A
	Yuhang Ren	(A)	X
	Ying-Chih Chen	(A)	X
Political Science	Lina Newton		A
	Charles Tien	(A)	X
	Michael Lee	(A)	X
Psychology	Roseanne Flores		A
	Darlene DeFour		A
	Glenn E Schafe	(A)	X
	Peter Serrano	(A)	X
Physical Therapy	Jaya Rachwani		A
	Milo Lipovac	(A)	X
	Chad Woodard	(A)	X
Romance Languages	Magdalena Perkowska		X
	Monica Calabritto	(A)	X
	Julie Van Peteghem	(A)	X
School of Social Work	Jonathan Prince		A
	George Patterson		X
	Marina Lalayants	(A)	X
	Keith Chan	(A)	X
Sociology	Mark Halling		A
	Mike Benediktsson	(A)	X
	Michaela Soyer	(A)	X
Special Education	Salvador Ruiz		X
	Melissa Jackson	(A)	A
	Kathryn Furlong	(A)	A
SLPA	Donald Vogel		A
	Nancy Eng	(A)	X
	JungMoon Hyun	(A)	A
Theatre	Louisa Thompson		X
			0
	Claudia Orenstein	(A)	A
Urban Policy and Planning	Lily Baum Pollans		X
	Victoria Johnson	(A)	X
	vacant	(A)	
Nutrition and Public Health*	Susan Cardenas		X
	Khursheed Navder	(A)	A
	Steven Trasino	(A)	X
Women & Gender Studies	Jennifer Gaboury		A
	Catherine Raissiguier	(A)	X
	Rupal Oza	(A)	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui		A
	Luis Roldan	(A)	X
Library	Jocelyn Berger-Barera		A
English	Donna Paparella		X
Psychology	Stefan Schlussman		X
Social Work	James Mandiberg		A
Medical Lab Science	Hongxing Li		X
Religion	Wendy Raver		A
Political Science	Rosa Squillacote		X
0 vacant			
Special Education	Gina Riley		A
0 vacant			
THHP	Sarah Jeninsky		A
Art & Art History	Peter Dudek		X

Students

Nicole Palmetto	A
Umar Faruque	A
Ariadna Pavlidis-Sanchez	A
Nicole Palmetto	X
Ronette Johnson	X
Olivia Massey	X
Lorraine Santana	A
Jacob Appet	A
Christopher Orzech	X
Ermina Chowdhury	X
Ayanna Wiltshire	X
Viet Thanh Phan	A
Nourhan Ibrahim	X
Veronica Witkowski	E

Ex-Officio

President, USG	Bushir Juwara	X
Vice President, GSA		0
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:

HEO/CLA Representative	Irina Ostrozhnyuk	A
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	X
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Jennifer Tuten	X

Alternate Senators (3):

Dean of Social Work	Mary Cavanaugh	X
General Counsel & Dean of Faculty		0
Dean of Nursing	Ann Marie Mauro	A

APPENDIX II

"Thank you, Professor Chinn, and thank you for the invite and the opportunity to speak. I have been asked to speak about some of the new initiatives that we are doing in Advising. I am very pleased to do that. First, you should know that we advise and deal with 17,000 undergraduate students rather than graduate students. Graduate students, of course, are welcome to come to our offices for any kind of mental health issues and counseling, and so forth at any time, but our advising services are for undergraduate students. Right now, we have 14 full-time advisors for 17,000 students. We have been given a chance by the College to hire 4 new advisors, and that will distribute 900 students per advisor. So, we are really looking at quite a large number of students. All of my advisors use Navigate. I really want to thank the faculty members who have also taken on Navigate. We have done very well. Hunter College is the prime user of Navigate in all of CUNY. We were given quite a bit of applause on that in one of our CUNY meetings, which is nice to be applauded rather than hissed at anyway.

"We expect about 100 freshmen to come in January. Usually, it has been anywhere between 40 and 60, but more and more people have discovered us lately when they graduate from high school. So, we have about 100 freshmen and about 900 or so transfer students. Freshman students are assigned individual advisors by October 1st for the Fall term and by March 1st for the Spring term. They will have their schedules all filled in and done before orientation, so they do not have to worry as they come into the orientation. Typically, they are given Pathway courses, as well as courses based on the majors that they have selected in their admissions application. Of course, courses can always be changed.

"Early alerts have been placed in effect, especially for students who have taken math courses four or more times. Advisors call students and say, "Let's talk about this a little bit, and what you need to do differently. Perhaps you will have to select a different kind of major if that D is a consistent grade in that math class." Also, this past Fall we had 10 new peer advisors. These peer advisors connect first-year students with pre-nursing and science students. Peer advisors do not give students classes, but they talk about how students can adjust to college. "What do you need? What do you need to do? How do you talk to professors?"

"We have three new campaigns. This current semester, Fall 2023, we have invited students to workshops on how to declare a major. You would be surprised how many students do not know how to do this. We have also invited students to workshops on the virtual schedule builder. This system is relatively new in the College and not as intuitive as we would like it to be at times, so we are giving a workshop on that, as well. The third thing that is relatively new, and we have sort of done it, but not totally, is advising students how to get involved with departments. "What is it that they do? What do they teach? What other kinds of things do they do? How to get involved with that?" I have had quite a number of comments, "I didn't know I had to apply for graduation. I thought you would just give it to me." It may not be a universal problem, but it seems to be powerful for quite a number of students. So, we do have workshops on how to apply for graduation, what the checklists are and when to complete them. Finally, if we have any time at all after advising the 900 students per advisor, we call students who have not been here for a semester or two. We call them and let them know that we are here, and they are welcome to come and talk to us, so we can advise them again.

"Computer Science, Human Biology, Biology, Chemistry, Psychology, and Media work very well with us, in terms of doing workshops and events together. Those departments have been offering workshops as well as panels and things of that sort in conjunction with our advising staff. We offered summer scholarships again last summer, and it was a very smooth process. Thanks, Ellie, if Ellie is here. Students applied and we reviewed each application. Students who received a satisfactory grade for the course got a scholarship. These new initiatives will continue and evolve as time goes on.

"I would also like to talk about transfer students. We have between 900 to 1,000 transfer students. We have orientations for them, but split them between non-CUNY and CUNY transfer students. The non-CUNY students need more help in the sense that they do not know our craziness, and what we do here. We have group meetings, individual meetings and then we register these students. Then, we meet with the CUNY students as a group, and they will register during that group meeting because they know much more about CUNY, our CUNYFirst system and all kinds of systems that we have. We have created videos for the CUNY and non-CUNY students, so if they missed what we said or missed the meeting, they can watch these videos and be on top of things.

"I want to tell you about our "dream team". The "dream team" consisted of Brian Buckwald, Assistant Dean from Arts and Sciences, Joseph Fantozzi, Interim AVP for Student Affairs, and Nikole Feliciano, Assistant Dean for Academic Support. These three got together and worked up an orientation. This was an all-day orientation. For the first time this June, we registered almost 2,900 new freshmen. Lots of people were involved, and we had student ambassadors. You may have seen them. They wore yellow shirts and were very loud. They met with students individually. A lot of important people in the College also spoke with the students. Students asked lots of questions and they even got free lunch. This is the first time we have done that. These three really were a dream team,

Minutes   **Page 7268**
Meeting of the Hunter College Senate
18 October 2023

and I would like to expand that team to maybe include a faculty member who would like to join us. We are happy to have you in that team.

"The only problem with all of this is that it costs money. Miesha Smith, Director of Student Life, was one of the dream makers in that, as well. Miesha really created the magic. We nagged our previous administration to give us money to run this. Nothing runs cheaply in a sense, with lunch and with student ambassadors, and we made all kinds of concessions to them. They were just wonderful. 90% of our incoming class was registered by July 1st. We have never done this before. In four days, these four people did everything in their power: switching schedules, making schedules, and sending the students off saying do whatever you want to do in the Summer because you are registered for the Fall. No one can take these courses away from you, just come back in September. I hope to nag and plead the current administration for that kind of money for an orientation for next June, as well. It really worked out well because this mitigates the melt that we have during the Summer. Freshman students feel like they know Hunter in some ways. They have been here, and then we paraded them up and down every single hall and area, and they somehow feel like they are part of Hunter. So, this was a wonderful thing for them, and many of them were very appreciative. I even got some notes from parents because they told the parents about this unique experience. So, it was a really very nice thing. They registered about 700 students per day. I think Nikole used the couch in my office and slept there overnight to do all of this. We plan to add one more day for the orientation next summer in June so that we can even get more and more students on this.

"I also want to mention SEEK. The SEEK program reports to us, as well. They currently have staff of seven, and they have pending two members who are being hired because of retirements, and so forth. SEEK is organized and funded by CUNY. They have now changed their rules a little bit so that students who have been here more than three semesters ago can apply to come back because we want them to graduate and to be successful neighbors and workers in our city. So, there are some rules that have been changed, and Vanderie Vielié is the leader of SEEK. It is a really wonderful program.

"I also want to say that Student Affairs is not just Advising and SEEK. We have lots of departments and programs. We are happy to come back if invited to talk about them. We have the Residence Halls. We have Student Life and Activities. We have AccessAbility. We have Athletics. We have Counseling and Wellness Services, which has been absolutely critical in the pandemic, and, as you can imagine, in the last couple of weeks in this very strange time that we are in. We also have lots of DACA students, and we have a manager of that program. We have Financial Aid. We have Registrar. We have Admissions and Recruitment. We have International Students Office and Veterans. And, I must say that we were just assessed for the veteran program. A fellow came, and he actually informally said to us, "I wish I were a veteran." So, we also have a great program for veterans.

"Do you have any questions? Do students have questions? If students have questions, we should connect with each other. I encourage that to happen more and more. We should all be much more available to each other and to students. You can usually hear me on the 11th floor of the East building when you come in, so please come and see me, or come see any of my colleagues. We all love being here. We love working with you and hope to work with you some more. Thank you very much."

APPENDIX III

Report to Senate by Joint Committee on General Education Requirements and Academic Assessment and Evaluation

Introduction. The Hunter College Faculty Senate first passed its institutional General Education Assessment Plan in April 2018, and then updated it for another five-year cycle in May 2022 (see attached calendar). The Hunter College Senate's Joint Committee on General Education Assessment (comprised of members of the Committee of General Education Requirements and the Committee on Academic Assessment & Evaluation), in cooperation with the Assessment Office and the Provost's Office, planned and implemented student learning outcome assessments in the following categories in the 2022-2023 Academic Year: English Composition, Mathematics and Quantitative Reasoning, and Life and Physical Sciences (LiPS).

Because student learning outcomes (SLOs) in English Composition were assessed successfully in 2018-2019, we were able to use a similar rubric for the seven SLOs as in the previous cycle, as well as a similar methodology, with the main difference being the inclusion of English 220 in addition to 120, making this year's assessment broader.

English Composition Assessment Process

For both classes, students were assigned to write 10-page papers. At the end of the semesters, two papers were randomly selected from each section, for a total of 199 papers for ENGL 120 and 160 papers for ENGL 220, for a total sample of 359 student artifacts assessed. A combination of instructors and librarians were selected to conduct the assessment, with each paper to be reviewed by one instructor and one librarian. Prior to conducting their assessment, all members of the assessment team met for norming sections in which they viewed a few examples of student papers together with the rubric in order to reach a general understanding of what each of the five levels of competency means for each of the student learning outcomes. A comprehensive report was submitted to the Assessment Director, Joel Bloom, who in turn drafted a summary report for the Senate Committees on Academic Assessment and Evaluation, and General Education Requirements, excerpts of which are contained within this report.

Summary of Results:

For all learning outcomes in English Composition, large majorities of students were found to have achieved competence or higher in both classes, although there is variation among outcomes (see Table below).

Assessment Results in English Composition Assessment in ENGL 120 and 220 Combined

English Composition General Education Outcomes	Failure	Weak	Competent	Good	Excellent	Top 3 Categories	Total Assessed
1. Focus and Thesis	2.2%	19.2%	29.0%	34.5%	15.0%	78.6%	359
2. Argumentation and Evidence	4.2%	22.0%	35.7%	28.1%	10.0%	73.8%	359
3. Organization and Coherency	1.1%	15.6%	36.8%	34.0%	12.5%	83.3%	359
4a. Engagement with Sources	2.8%	24.8%	35.7%	27.0%	9.7%	72.4%	359
4b. Choice of Sources	3.5%	14.6%	30.7%	33.2%	18.1%	81.9%	199
4c. Integration and Attribution of Sources	4.2%	28.7%	30.4%	28.7%	8.1%	67.1%	359
5. Style and Grammar	0.5%	5.5%	21.1%	32.2%	40.7%	94.0%	199

Those involved in the English composition assessment clearly spent a great deal of time on the assessment, as well as analysis and conclusions. They also reflected on how they can use the assessment results as a program to improve curriculum, instruction, and student learning. The results are positive. However, the program does report a small decline in student learning, which they attribute to COVID learning loss, increase in section sizes, increases in numbers of ESL students, and loss of resources for professional development.

Recommendations:
Based on this, the program recommended several actions to be taken, including making sure all sections assign the pre/post semester responses and 10 page research paper, providing instructors with a sample syllabus that emphasizes requirements and scaffolded processes, allowing for lower course caps, and providing more sections of English 120/220 specifically for ESL students. An additional suggestion was to provide more professional development on learning loss, scaffolding the writing process, and understanding and valuing cultural differences in argumentation. The committee encourages the administration at Hunter College to take a careful look at Program requests, and consider them on their merits in the context of Hunter College resources.

Mathematics and Quantitative Reasoning

Assessment Process
Working with the Joint Committee and the Director of Assessment, Mathematics and Statistics Department's Assessment Coordinator selected sections and assessment methods, and conducted the assessments. Student work for this assessment was collected in Fall 2022, and analyzed in Winter and early Spring 2023. Overall, 122 pieces of student work were assessed from MATH 102 and another 98 were assessed from MATH 150, for a total of 220. On completion of the assessment activities, the results were compiled and analyzed.

Summary of Results
As shown in the Table above and the charts below, for the majority of learning outcomes, majorities of students were found to be meeting or exceeding the expectations for MQR, although there is substantial variation among outcomes. Of the six outcomes assessed, three showed over 75% meeting or exceeding expectations; two others were over 60%, and the lowest (outcome 6) was only 56%.

Mathematical & Quantitative Reasoning General Education Outcomes	Does not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Total Assessed
1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.	11.8%	11.8%	29.1%	47.3%	76.4%	220
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.	12.3%	11.4%	29.1%	47.3%	76.4%	220
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.	21.4%	17.3%	25.5%	35.9%	61.4%	220
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.	9.8%	13.9%	29.5%	46.7%	76.2%	122
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.	12.3%	23.8%	36.9%	27.0%	63.9%	122
6. Apply mathematical methods to problems in other fields of study.	16.4%	27.7%	24.1%	31.8%	55.9%	220

Recommendations from the Math and Statistics Department and Math Assessment Coordinator are outlined below:

Actions To Be Taken	Who Will Take these Actions?	Timeframe for implementation and intermediate steps
Consider partnering with the Dolciani Mathematics Learning Center (DMLC) to support students and refer them individually to tutoring, workshops, etc.	Dept. Chairs and DMLC	2023-2024
Consider "extension" courses or workshops to be offered in Winter and Summer required for students who earn a "C" in a 100-level course, to reinforce their knowledge before taking the next level course.	Dept. Chairs and DMLC	2023-2024
Consider remedial workshops for students who earn "D" or "F" in a 100-level course to help them learn basic skills before retaking the class.	Dept. Chairs and DMLC	2023-2024
Require most or all students take Hunter's in-house Math Placement Test to help them and their advisors decide the right course placement.	Math/Stat Dept. and Hunter Testing Center	Spring 2023
Urge instructors to utilize CUNY's Early Alert system to refer struggling students to tutoring, counseling, advising, and other services as needed.	Chairs, Course Coordinators, and Instructors	2023-2024
Consider adding more coordination/standardization to multi-section courses.	Chairs and Course Coordinators	Fall 2023
Support coordinators and adjunct faculty with training sessions, etc.	Administration and Chairs	2022-2023
Make sure students are aware of the free counseling and mental health services available. Encourage instructors and advisors who notice students struggling with either to refer them to an appropriate office or service.	Chairs, Faculty, and Advisors	Spring 2023

Life and Physical Sciences:
Assessment Process:
In Fall 2022, the Director of Assessment contacted chairs and assessment coordinators from the five departments scheduled to offer courses in the LiPS category in the Spring term. They were provided with a rubric and an offer to suggest changes to it, along with a list of Spring 2023 courses in their department in the LiPS category, with a request to select one or more courses or sections and assess a total of at least 50 students' work in the Spring.

Because LiPS was assessed three years earlier, faculty from the five departments declined the opportunity to have workshops on how to use the rubric and the report template as prescribed by the GER/assessment calendar approved by the Hunter College Faculty Senate in May 2022.

Summary of Results:
The Table below puts all the main findings into one place, including sample size, the numbers and percentages in each category for each outcome, and the percentage of combined "meets expectations" and "exceeds expectations" for each outcome. Overall, the lowest assessment ratings were in the Outcome 4b assessment with 67% meeting or exceeding expectations, and the highest was Outcome 5, at 90% (noting that Outcome 5 was only assessed in 2 out of 5 departments). The other three outcomes were tightly distributed between 70% and 73%, meeting or exceeding expectations. Rounding errors should be considered when reading the below chart.

Summary of Spring 2023 Life and Physical Sciences Assessment Results

Life and Physical Sciences Student Learning Outcomes	Does not Meet Expectations		Approaches Expec-tations		Meets Expec-tations		Exceeds Expec-tations		Total		Combined Meets + Exceeds
	N	%	N	%	N	%	N	%	N	%
1. Identify & apply the fundamental concepts & methods of a life or physical science.	46	15%	41	14%	102	34%	108	36%	297	70%
2/4a. Apply the scientific method to explore natural phenomena, including hypothesis development, experimentation, measurement, data analysis, & data presentation. 4a. Gather, analyze, & interpret data…	22	10%	37	16%	84	37%	85	37%	228	74%
3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.	36	12%	44	15%	80	27%	138	46%	298	73%
4b. …and present it in an effective written laboratory or fieldwork report.	33	14%	46	19%	57	24%	106	44%	242	67%
5. Identify & apply research ethics & unbiased assessment in gathering & reporting scientific data.	6	5%	7	6%	32	26%	79	64%	124	90%

Recommendations:
The failure to separate assessments of SLO 3a and 3b indicates that it is essential to have faculty attend rubric workshops, so they can ask any questions they may have about the rubric and/or the overall assessment.
During the next LiPS cycle, it will be important to address SLO 5 focusing on research ethics, making sure courses chosen for this assessment cover research ethics and reporting of scientific data.

Committee Overall Recommendations:
We are very grateful to those departments participating in this assessment. Both the GER and AAE committees discussed all of the assessments, and provided the following recommendations:
-It would be interesting to get data on how many students received a grade of W or INC in these courses during the semester they were assessed in order to get an accurate picture of student participation in the courses; as we know rates of W and INC's have increased in recent years.
-It is essential to "close the loop" in the immediate future on all of these assessments, discussing the strengths and weaknesses of the assessments with the departments who participated, as well as ideas for future reliable and valid assessment within the 5 year cycle, as the goal is always for assessment to improve in each cycle.

-We recommend the attendance at workshops and close the loop sessions offered by the Office of Assessment, to better understand the purpose of GER/Assessment and review rubrics and plans for assessment.