HOFSTRA UNIVERSITY

Periodic Review Report
prepared for
Middle States Commission
on Higher Education, June 1, 2014

Presented by

Hofstra University, Hempstead, NY

Chief Executive Officer:

Stuart Rabinowitz, President

Date of decennial evaluation visit:

April 19-22, 2009

CHE MSA Middle States Commission on Higher Education
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Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements
Effective October 19, 2012

Hofstra University
(Name of Institution)

is seeking *(Check one)*:

___ Initial Accreditation
___ Reaffirmation of Accreditation through Self Study
X Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum *(Check if applicable)*

(Chief Executive Officer) 5/29/14 (Date)

Janis M. Meyer
(Chair, Board of Trustees or Directors) 5/29/14 (Date)

1. EXECUTIVE SUMMARY

Founded in 1935, Hofstra University began with 19 faculty and four programs of study. Students attended classes in one building, Hofstra Hall. Today, almost 11,000 students choose from nearly 300 undergraduate and graduate programs. Our students work with 500 full-time faculty on a 240-acre campus that includes 115 buildings. Hofstra faculty are noted scholars in their disciplines, and more than 124,000 Hofstra alumni are experiencing success in their chosen careers. The University's primary mission is to provide a quality education to its students in an environment that encourages, nurtures, and supports learning through the free and open exchange of ideas, for the betterment of humankind. Academic excellence guides everything the University undertakes.

For undergraduates, there are approximately 140 programs and 6 degrees: BA, BBA, BE, BFA, BS, BSED. At the graduate level, there are approximately 150 programs and 13 degrees: ADVC, PDIP, EDD, LLM, MA, MBA, MFA, MHA, MPH, MS, MSED, PHD, PSYD, and MD (in 2015). In addition, students may choose from approximately 150 dual-degree programs. (View the Hofstra Bulletin.)

There are 10 colleges and schools within the University:

- Hofstra College of Liberal Arts and Sciences
- Honors College
- Lawrence Herbert School of Communication
- Frank G. Zarb School of Business
- School of Education
- School of Health Sciences and Human Services
- School of Engineering and Applied Science
- School for University Studies
- Maurice A. Deane School of Law
- Hofstra North Shore-LIJ School of Medicine

Since President Stuart Rabinowitz began his tenure in 2001, the credentials of the entering class have shown measurable improvement. The average test score (SAT/ACT converted) of the class has improved from 1040 in fall 2000 to a range today between 1155 and 1193. High school GPA, the best predictor of academic success and retention before college, increased from 2.80 in 2000 to 3.51 in 2013. About a quarter of the students in the Fall 2013 entering class were in the top 10 percent of their high school class, while in Fall 2000 that number was only 12 percent. In Fall 2013, there were 10,993 students enrolled in the University:

Undergraduate	Graduate	School of Law	School of Medicine
6,840	3,101	868	184

The University received its first accreditation from the Middle States Commission on Higher Education (MSCHE) in 1940. In June 2009, MSCHE reaffirmed its accreditation and commended "the institution for progress to date and for the quality of its self-study process.” In addition, the University successfully obtained seven reaccreditations in 2009 and maintains a total of 25 accreditations, 22 of them academic. The University continues to be recognized by *U.S. News & World Report*, *Princeton Review*, *Fiske*, *Washington Monthly*, and *Forbes* on each of their best college lists. The *Chronicle of Higher Education* has recognized Hofstra in its “Great Colleges to Work For” series for five consecutive years. The University continues to be named to the President’s Higher Education and Community Service Honor Roll for exemplary commitment to service and civic engagement on and off campus.

Summary information on the institution’s approach to the preparation of the PRR

Led by the Associate Provost for Accreditation and Assessment, preparation of the 2014 Periodic Review Report began in Spring 2012. Regular meetings were held with the Provost, the Senior Vice President for Planning and Administration, and the Vice President for Institutional Research. Given that the 2013-2018 Strategic Plan was nearing completion, the committee drew upon that report and the individual plans provided by each dean and vice president. A two-year timeline for writing the report was developed. Vice presidents, deans, program directors, department chairs, assessment coordinators, and faculty committees acted as resources for appropriate sections. In addition, members of assessment committees regularly attend MSCHE conferences and workshops, including panels dedicated to the preparation of the PRR. MSCHE’s *Handbook for Period Review Reports (12th edition)* guided the organization of this document.

Once a complete draft was prepared, the Faculty Senate was consulted via the Speaker of the Faculty, the Planning and Budget Committee, and the Senate Executive Committee. The Chairs Caucus leadership was consulted, as were leaders in the Student Government Association and the Alumni Organization. The verification of compliance with accreditation-relevant federal regulations was reviewed by the committee as well as the University’s compliance staff in the Office of General Counsel.

Summary of major institutional changes and developments since the decennial evaluation, to the extent that such changes are relevant to one or more accreditation standards

Since 2009, enrollment declines and increasing discount rates have resulted in modestly positive or negative growth in net tuition and fees, requiring cuts in expenditures to ensure the University’s ability to make essential new investments while securing the University’s financial health. More than $35 million in expense reductions were made over the last five years. Among the most significant cuts were plan design changes in postretirement medical benefits and the elimination of postretirement medical benefits for new employees, increased contributions to healthcare benefits, and reduced pension contributions for new employees, all of which were implemented over time following negotiation with the University’s five unions.

Staff reductions were made as well, usually through the elimination and shifting of open lines. The majority of reductions were borne by non-academic departments; most academic reductions were made through reappointments left unfilled in accordance with priorities established by the Provost in consultation with the deans and faculty. Expense reductions were carefully made and communicated to ensure continued quality of academic programs and student services. The reduction in faculty lines carefully followed the declines in student enrollment, maintaining the student/faculty ratio of 14:1 throughout this period. All contractual commitments, including those made through collective bargaining during more robust economic times, were honored.

Moreover, the reductions were made alongside significant investments and institutional improvements. Total financial resources have grown by 75.8% in the last five years and 351.7% in the last ten years. Long-term investments have risen by $161 million, or 66%, to more than $400 million during the last five years with modest increases in debt of only $27 million. Similarly, liquidity remains strong. During the past few years, rating agencies reaffirmed their prior ratings of A3 for Moodys and A for Standard & Poors, noteworthy given the agencies' downgrade and public concerns for the higher education industry as a whole. The financial strength of the University supported the establishment of the medical school and the creation of two new schools from existing programs (The School of Engineering and Applied Science and the School of Health Sciences and Human Services). Major capital improvements, detailed in section 6, include renovations for the Schools of Medicine and Engineering as well as classroom renovations to several buildings on the South Campus. In the Axinn Library, computer labs were upgraded and student study spaces created on multiple floors. In 2011, a major renovation and expansion of the fitness center was completed. In 2013, a three-year effort to renovate all six campus high-rise towers was also completed.

The University's reliance on tuition and fees highlights the importance of growth in net tuition revenues, focusing the University's leadership on the careful management and review of the critical areas of enrollment, retention, and discounting. The challenging student market in the metropolitan New York and Northeast region will require continued focus and careful oversight of net tuition revenue. Accordingly, sections 2 and 3 describe new and enhanced initiatives to recruit and retain a geographically diverse student body. To date, these initiatives have been successful: In Fall 2013, there were 1,612 freshmen enrollments, and the Fall 2014 class is at or above target. As a result, the University is investing in a variety of academic enhancements including faculty lines, faculty travel funds, and equipment for science and engineering classrooms.

To support continued growth and academic excellence, the University is in the quiet phase of a capital campaign, described in section 6. The campaign's target includes $125 million to be raised through a distinct new group of donors in support of the medical school. Another $125 million will be raised for all other schools and programs of the University. While the campaign will aim to raise funds for chairs and professorships, technology investments, academic centers and other initiatives and capital projects, the main target will be raising funds in support of scholarships, both endowed and annual.

An abstract of the highlights of the PRR in narrative form

In response to the economic recession, the prior Five Year Plan (2005-2010) was extended until 2013. The original Plan goals remained in place, guiding our progress, the budget process, and new initiatives in each of these years. The current Plan (2013-2018) emphasizes high-growth areas in the sciences, technology, and healthcare while maintaining our commitment to the liberal arts. These programs will attract a broad base of qualified students, provide expanding career opportunities for Hofstra graduates, and a foundation for enrollment growth in the coming years. The Plan also calls for faculty lines with an emphasis on areas where student demand is high or where necessary to fill significant curricular gaps. In Fall 2013, the University hired 19 new faculty members. In 2014, interviews and campus visits are ongoing, with the expectation that 30 new faculty members will be hired. During these new rounds of hiring, continued efforts will be made to diversify the faculty.

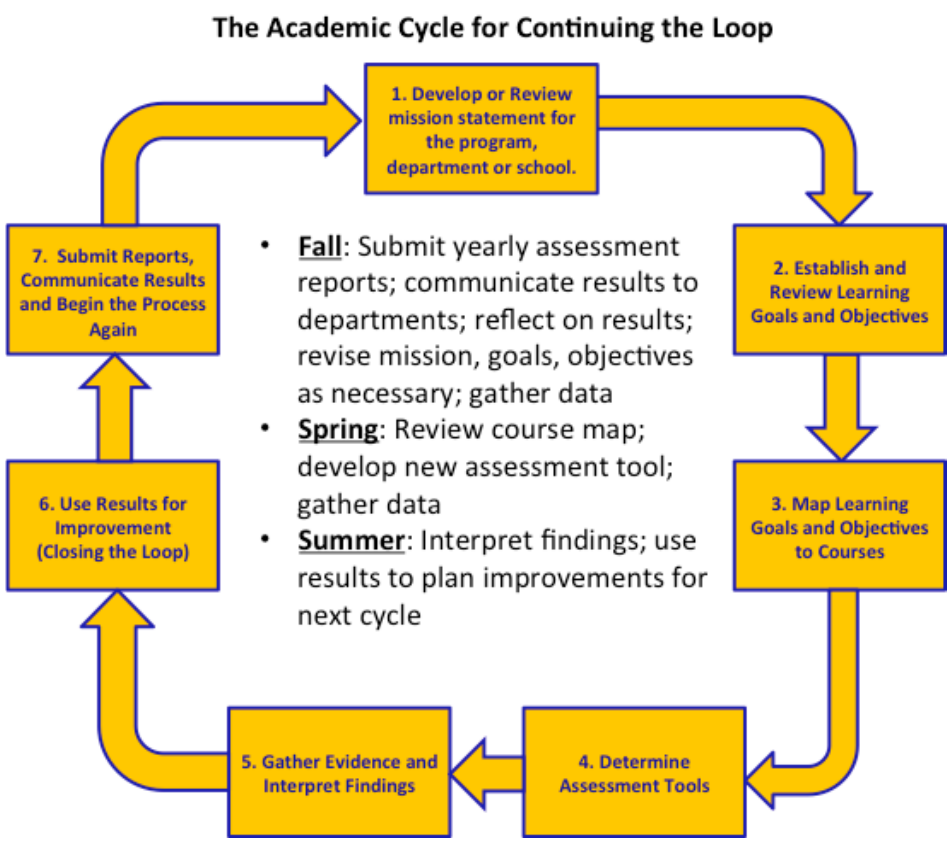
As the student population grows more geographically diverse, demand has increased for distance learning classes during the summer and intercession for undergraduates. At the graduate level, distance learning courses are offered throughout the year, providing students the opportunity to complete many of Hofstra's graduate courses in a hybrid fashion. In addition, there are currently five graduate programs that can be completed entirely online.

The University's continued focus on student success helped to improve the first-year retention rate from 74 percent to 80 percent between 2003-2010, with 78 percent retention in the fall semesters of 2011 and 2012. During this time the graduation rate also improved from 54 to 62 percent. The current Plan calls for an 85 percent retention rate and a 65 percent six-year graduation rate by 2018. To support this effort, the University has reviewed all admissions and recruitment initiatives as well as financial aid models to provide enhanced and strategic packages to incoming students. The new Plan augments social and academic support systems for students through the integration of student leadership and engagement, increased numbers of peer teachers, expanded writing center hours, enhanced advisement, and proactive outreach to at-risk students.

A particular emphasis has been placed on the creation of new dual programs (joint undergraduate and graduate programs), which allow students to earn both an undergraduate and graduate degree in less time and at a reduced cost than if each degree was pursued separately. At this time, more than 150 dual-degree opportunities are available to our students. Such programs offer our students enhanced value and help in recruiting highly qualified and motivated applicants. In addition, high demand graduate programs have been established in schools across the University.

As illustrated in section 5, a culture of continuous improvement and sustainable assessment is integral to Hofstra's mission. The University continues to build on a solid foundation of assessment by pursing two related goals: (1) augment the integration of assessment projects and findings across administrative and academic units to ensure that priorities can be set appropriately and results acted upon quickly; (2) share results in ways that facilitate discussion, analysis, and action. To support these goals, Hofstra provides robust human resources in the academic units, the Provost's Office and Institutional Research, as well as other resources to ensure the highest quality of assessment.

The assessment cycle is coordinated by an administrative structure that ensures meaningful integration among the various programs and clear lines of communication between academic units and administration. Department chairs and assessment facilitators are in the best position to develop and identify meaningful learning goals for their students, to assess the degree to which students have reached those goals, and to effect continuous improvement in their respective areas. Led by the Associate Provost, assessment facilitators meet as a group once each semester to chart progress on the seven-step assessment loop:



In Fall 2013, the assessment website was enhanced with significant additional content. The site contains an overview of the assessment process and cycle; answers to frequently asked questions; tools and resources for assessment (e.g., Blackboard, clickers, and Qualtrics); an archive of the assessment newsletters; and best practices in assessment, including a guide to developing and using rubrics, basic reporting guides for campus labs, and links to outside resources, such as the MSCHE website. We will continue to update the website with new information, which will be incorporated into a new edition of the Handbook for Outcomes Assessment.

2. RESPONSE TO PREVIOUS EVALUATION

After the 2009 decennial review, the visiting team commended Hofstra for “broad-based planning and performance in recent years.” The team endorsed the recommendations of Hofstra's self-study, which calls for continuous improvement in the areas below. No additional recommendations were provided.

1. Student admission, retention and student support services
2. Diversity
3. Faculty
4. Assessment
5. Educational Initiatives
6. Academic Investments and Financial Resources

Student admission, retention and student support services

Hofstra’s current strategic plan aims to enroll a diverse and high-achieving population of students, numbering between 1,620-1,720 freshmen in each year of the period 2013-2018. The largest economic downturn since the Great Depression negatively affected student admission, as undergraduate enrollments fell below this target between 2009-2010 and in 2012. The University met freshman enrollment targets in 2011 and 2013 (and from deposit activity anticipates meeting or exceeding this target in 2014)—despite increased competition from elite institutions, which vie for students at the top of the class, and competition from local institutions, which offer substantial discounts to students at the middle and bottom of the class. In response to this competition, Hofstra reviewed all admissions and recruitment initiatives as well as financial aid models to provide enhanced and strategic packages to incoming students. Fall 2013 enrollment was on budget for freshmen (1616 new first-time students); shortfalls for new transfers were covered by increases in continuing undergraduates. Fall 2013 graduate enrollment was above target with 1,204 new graduate students. Modest growth, based on the addition of new programs, is anticipated throughout the current Five Year Plan.

The credentials of the entering class have shown measurable improvement. While the average SAT of the class fluctuated between 1150 and 1186, the average ACT ranged from 25 to 26, and the highest test score (i.e., the score used in admissions decisions, on a 1600 point scale) ranged from 1155 to 1193, all far higher than the average highest test score of 1040 in 2000. High school GPA, the best predictor of academic success and retention before college, increased from 2.80 in 2000 to 3.51 in 2013. Current deposits for the 2014 entering class show a slight improvement in test scores and a .02 gain in GPA. The current Five Year Plan (2013-2018) calls for additional increases in high school GPA and in the percentage of students admitted from the top 10 and 25 percent of their high school classes. (View the academic credentials of the incoming classes 2000-2013.)

The University’s continued focus on student success helped to improve the first-year retention rate from 74 percent to 80 percent between 2003-2010, with 78 percent retention of the entering 2011 and 2012 cohorts. During the last Plan, six-year graduation rates improved from 56 percent (Fall 1997 cohort, reported 2003) to 62 percent (Fall 2007 cohort, reported 2013), and the four-year graduation rate improved from 37 percent to 50 percent. The current Plan calls for an 85 percent retention rate and a 65 percent six-year graduation rate by 2018.

A number of resources have and will be put in place to support this goal: (1) Academic support services are being enhanced through proactive advisement and outreach to at-risk students, the integration of student leadership and engagement, increased numbers of peer teachers, and expanded writing center hours. (2) The Recruitment, Retention, and Student Experience Task Force, comprised of faculty and administrators, meets regularly to discuss retention issues and recommend initiatives. Additional staff members have also been added to the career center. (3) A retention prediction and outreach model, in place since 2010, was recently enhanced to further assist advisement staff design early interventions for struggling students. (4) The implementation of DegreeWorks allows students to better understand academic options for registration and, eventually, graduation through "What If" and "Look Ahead" reports available to both students and faculty. Moreover, DegreeWorks will supplement already existing mechanisms for identifying at-risk students and will connect them to appropriate support services (e.g., University Tutoring, the Writing Center, and Services for Students with Disabilities).

Diversity

The University's mission statement commits to "recruiting and retaining a highly qualified and diverse academic community of students, faculty, staff and administrators respectful of the contributions and dignity of each of its members." The University has developed an administrative structure as well as a series of grants, partnerships, scholarships, and lectures in support of this mission.

The University continues to actively recruit nationally and internationally. The student population has become more racially, ethnically, and geographically diverse with an increase in first-time self-identified non-white students from 26 percent to 38 percent since 2009. (Student diversity is described in detail in section 3 of this report.)

To enhance faculty diversity, the University has appointed a faculty member as a Special Advisor to the Provost on Diversity. In this capacity, the Advisor works directly with the Provost's Office and the deans on developing strategies to increase faculty and administrative diversity. For example, at the start of the Spring 2014 semester a meeting with the Provost, the Advisor on Diversity, and department and personnel committee chairs was held to generate ideas that will enhance diversity in the current and upcoming rounds of faculty hiring. As a result of this meeting, the hiring process will begin earlier in the academic year to allow departments more time to diversify their applicant pools.

The Provost's Office also sponsors an annual diversity lecture and invites distinguished speakers to the series. Many Hofstra faculty members are actively involved in research and programs that support diversity. The University provides financial support for this important work through funds raised at the University's Celebration of Diversity dinner, and through diversity research awards and an LGBTQ research award. Additionally, the Multicultural and International Students Office provides workshops and diversity training to student affairs personnel, resident assistants, orientation leaders, fraternity and sorority leaders, and many other groups on campus.

Since the visiting team's 2009 report, the economic decline and lower freshman enrollments (2009-10, 2012) limited the hiring of new faculty. Hence, continued improvements in the diversity of the faculty profile were difficult to achieve. (Throughout this difficult time, however, the student-to-faculty ratio remained constant [14:1] as did the average class size of 22.) As the economy and enrollment trends improve, investment in new and replacement faculty lines is a high priority. The new Five Year Plan calls for adding faculty lines across the University with an emphasis on areas where student demand is high. With this new round of hiring, continued efforts will be made to diversify the faculty.

Faculty

Hofstra faculty are active scholars who make frequent contributions to their respective disciplines and to public intellectual discourse via publications, presentations, media productions, and grant-funded projects.

Faculty research is supported by generous leave policies, with leaves available every five years, a schedule that is more frequent than any comparable institution. The University also provides special leave options for untenured faculty, and a new article in the current collective bargaining agreement (article 6.19) provides for a minimum of 30 annual, three-credit load reductions, which are available to all full-time, tenured faculty on the basis of research proposals.

In addition, funding for travel to conferences is available to all full- and part-time faculty. Funding for research through internal grant applications is also available. In 2012-13, $147,936 was dispensed through this program.

Assessment

In 2009, the visiting team praised Hofstra for an assessment program that was "robust, widespread, and both data- and action-oriented." The culture of assessment is strong at Hofstra, where the academic structure includes an Associate Provost for Accreditation and Outcomes Assessment, a General Education Outcomes Assessment Task Force, and faculty at the department level who are charged with the development of assessments appropriate to their discipline or area. At the institutional level, The Office of Institutional Research and Assessment assists with strategic planning, maintains longitudinal information, and conducts benchmarking research with reference to national data (e.g., NSSE and CIRP).

Hofstra has built on this solid foundation by pursing two related goals: (1) augment the integration of assessment projects and findings across administrative and academic units to ensure that priorities can be set appropriately and results acted upon quickly; (2) share results in ways that facilitate discussion, analysis, and action. For example, the annual results of the Student Satisfaction survey and retention analysis are shared with the Task Force on Recruitment, Retention, and Student Experience. This discussion has led to changes in the advisement process, the implementation of more online self-service options for students, and the addition of more green spaces on the residential side of campus. In the area of student learning, assessments have prompted departments to add new courses (Chemistry), enhance assignment design (Herbert School of Communication), and adopt new textbooks (Zarb School of Business).

With over 140 undergraduate and 150 graduate programs, the range of assessment methods is necessarily broad, which makes imperative the tasks of integrating assessment projects and disseminating useful results. To assist with these tasks, Hofstra purchased the Baseline module from Campus Labs in 2007; Collegiate Link in 2010; and the Compliance Assist, Planning, and Accreditation modules in 2013. This software will help faculty and administrators organize, share, and use assessment data. (For details about Campus Labs, see Section 3 of this report.)

Educational Initiatives

Along with enhancements across the institution, the University has made major academic investments in three new schools: The Hofstra North Shore-LIJ School of Medicine, The School of Engineering and Applied Sciences, and the School of Health Sciences and Human Services. (See section 3.)

In addition, a particular emphasis has been placed on the creation of new dual degree programs, which allow students to earn both an undergraduate and graduate degree in less time and at a reduced cost than if each degree was pursued separately. Such programs offer our students enhanced value and help in recruiting highly qualified and motivated applicants. The programs are carefully planned and assessed by faculty in their respective disciplines to ensure rigor, while saving students the cost of one or more semesters of tuition. The University currently offers over a 150 dual degree programs with over a dozen more in the pending or planning stages.

Hofstra remains committed to the value of face-to-face interactions between students and faculty. As noted above, class sizes are small (22 students, on average) and the faculty-to-student ratio is low (14:1). At the undergraduate level, the University will continue to experiment with hybrid courses, although there are no current plans to offer fully online undergraduate programs. However, the University's student body is geographically diverse and student needs have changed; hence, during the summer and intercession terms, the University continues to offer undergraduate students the convenience of distance learning. At the graduate level, distance learning courses are offered throughout the year, providing students the opportunity to complete many of Hofstra's graduate courses in a hybrid fashion. In addition, there are currently five graduate programs that can be completed entirely online.

In these instances, the University maintains its commitment to class sizes that foster meaningful student/faculty exchanges. Administrative structures to support distance learning have been strengthened, with a new Executive Director of Online Learning appointed to oversee faculty and curriculum development. This person reports directly to the Provost and is supported by instructional designers and instructional technologists, and the Plan calls for additional hiring in this area. In 2006-2007, six faculty offered eight distance-learning courses, which were taken by 65 students in total. In 2012-2013, 111 faculty taught 270 courses, and there were 3,896 student registrations.

While 30 new programs have been created in the past five years, others have been discontinued. The 2009 MSCHE evaluation team report notes that Hofstra should “continue to review programs to eliminate redundancy and administrative overlaps in order to focus more effectively on its priorities.” The University carefully evaluates undergraduate and graduate programs to ensure quality and sufficient student demand. In addition, the University regularly monitors national and international trends so that resources are allocated appropriately and growth opportunities identified. In this way, program review becomes a vital and ongoing process of institutional renewal.

Programs that have been discontinued due to low student interest include graduate programs in Spanish, Math, Comparative Arts and Culture, and Applied Research in Public Policy. In addition, the University has retained Eduventures, a consultant to review programming and opportunities in the School of Education. In recent years, the demand for teacher education programs has declined due to a difficult job market for educators in New York; hence, such programs are being monitored, and a number will be discontinued by the end of the 2013-14 academic year.

Finally, after a thorough study of expenses and benefits, Hofstra’s intercollegiate football program was eliminated in 2009. At the Football Conference Subdivision level (formerly known as Division I-AA), football could not attain significant national recognition, and had low student, community and media interest, as well as low attendance and financial support. In addition, the football program, the largest of Hofstra’s athletic programs, was by far the most expensive. Thus, the decision allowed for the strategic reallocation of resources into need-based financial aid and academic initiatives.

Academic Investments and Financial Resources

Since the 2009 MSCHE visit, Hofstra has continued to invest in the sciences, technology, and healthcare, which are growth areas that provide expanding career opportunities for college graduates. These investments should provide a foundation for enrollment growth in the coming years. Hofstra is only one of three schools in the metropolitan area to offer such a wide array of programs including Schools of Engineering, Business, Law, and Medicine.

We have also continued to invest in our academic physical plant including major renovations and upgrades in ten of our key academic buildings including the Axinn Library, Adams Hall, Barnard Hall, Berliner Hall, Davison Hall, Gittleson Hall, Lowe Hall, Roosevelt Hall, Starr Hall, and Weed Hall.

The University is in the quiet phase of a capital campaign to raise a preliminary target of $250 million. The target includes $125 million to be raised through a distinct new group of donors in support of the medical school. The remaining $125 million will be raised in support of all other schools and programs of the University. While the campaign will aim to raise funds for chairs and professorships, technology investments, academic centers and other initiatives and capital projects, the main target will be raising funds in support of scholarships, both endowed and annual. Beyond growth in endowment, efforts will be made to increase annual giving and alumni participation, which is currently 10 percent.

Most recently, two significant multi-million dollar gifts have been made in connection with the naming of the Lawrence Herbert School of Communication and the Maurice A. Deane School of Law. Significant naming opportunities exist for the Medical School, School of Engineering and Applied Science, School of Health Sciences and Human Services, and for the College of Liberal Arts and Sciences. Additionally, The Louis Feil Charitable Lead Annuity Trust endowed a $10 million scholarship fund for students at the Hofstra North Shore-LIJ School of Medicine.

3. Identify Challenges and Opportunities

The economic downturn, which began in 2008, has changed the landscape of higher education and poses significant challenges for private institutions moving forward. The recession and limited recovery have impacted enrollment, making it more difficult to enroll the same number of students without reducing quality or raising the tuition discount rate to unsustainable levels. Hofstra, like other institutions (particularly in the Northeast), has experienced variable enrollments and increased freshman discount rates during the period 2008-2013. In some years, circumstances required expense reductions, which were made strategically and without harming our educational product. During this period, the student/faculty ratio remained 14:1. Further, all contractual commitments were upheld. Annual faculty pay increases between 4 and 5 percent were continued, as specified by the 2006-2011 Collective Bargaining Agreement (CBA). The 2011-2016 CBA stipulates faculty pay increases of approximately 3 percent per academic year. In Fall 2013, the University hired 19 new faculty members. Interviews and campus visits are ongoing, with the expectation that 30 new faculty members will be hired in Fall 2014, many of which are in the areas of Engineering, Health, and the Sciences.

Moving forward, the challenges confronting private institutions of higher education continue despite a slowly improving economy. It is in this environment of still difficult economic conditions, competition for students, and increasing financial aid packages that the 2013-2018 Plan was formed. Hofstra is well positioned to overcome these challenges and flourish. Hofstra's faculty members are noted scholars in an array of disciplines. They are also dedicated educators who serve as mentors and advisors to their students, who benefit from Hofstra's nurturing and fully textured campus environment. In addition, the rich array of undergraduate majors and graduate programs as well as the professional schools of medicine, law, and business provides students with the opportunities and resources to succeed.

The section below describes challenges and opportunities, consistent with Middle States Characteristics of Excellence.

1. Enhance student recruitment, admission, and retention (Standards 2 and 8)

Reallocate resources to growth fields, such as the sciences, technology, and healthcare. These high demand programs will attract a broad base of qualified students.

Continue to grow in racial, ethnic, and geographic diversity, thereby expanding the base of prospective students.

Review existing offerings and eliminate underperforming programs.

Fierce competition in the Northeast, as well as the increase in applications driven by new technologies, requires the University to employ new strategies to differentiate itself from competing institutions.

Graduate recruitment has focused on the addition of tailored and niche programs, online programs, and an internationalization of the admissions pool. Several high-demand programs have begun in the past five years:

- The College of Liberal Arts and Sciences began an MA in Forensic Linguistics, an MFA in Creative Writing, MA and MS programs in Urban Ecology, and an MS program in Medical Physics.
- The Herbert School of Communication expanded its graduate offerings to include an MA in Public Relations.
- The Zarb School of Business expanded its MBA program to include a fully online MBA, with an option for a concentration in Strategic Health Care Management.
- The School of Health Sciences and Human Services began a Master of Public Health. The School also added Advanced Certificate programs in the following areas: Rehabilitation Counseling, Rehabilitation Counseling in Mental Health, Mental Health Counseling.
- The School of Education expanded its offerings to include the following programs: Secondary Special Education Generalist, M.S.Ed.; Students with Disabilities 7-12 Generalist With Extensions in Secondary Education, M.S.Ed.; Educational Technology, MA; Languages Other Than English (LOTE) & Teaching English to Speakers of Other Languages (TESOL), M.A./M.S.Ed; Literacy Studies, MA. The School also added Advanced Certificate programs in the following areas: Mentoring and Coaching for Teachers, Special Education, and Work-Based Learning Extension.

Since the decennial review, the University has made major academic investments in three new schools: The Hofstra North Shore-LIJ School of Medicine, The School of Engineering and Applied Sciences, and the School of Health Sciences and Human Services.

Current labor statistics and national demographic data indicate that medicine, health, and the applied sciences are growth areas. Thus, in 2006 the University entered into a partnership with the North Shore-Long Island Jewish Health System to found the School of Medicine and appointed the founding Dean. In 2010, the School was granted preliminary accreditation by the Liaison Committee on Medical Education. In 2011, the School accepted its inaugural class, and in 2013 the School broke ground on the expansion of a new medical education center, which will increase the size of the main site by over 60,000 square feet. The School was granted provisional accreditation in 2013 and will stand for full accreditation in 2015, the same year the charter class will graduate. Interest in the Medical School is reflected in the 6,000 applications received for the 40-100 openings. Moreover, accepted students' MCAT scores are competitive with the top medical schools in the country.

After a national search, a new Dean for the School of Engineering and Applied Sciences has been hired, and an Interim Dean for the School of Health Sciences and Human Services has been appointed. In the coming years, enrollment trends in both schools will be carefully monitored, and faculty lines will be allocated accordingly. Enrollment in Fall 2013 shows the result of these initiatives: Compared to Fall 2012, enrollment of new first-time students increased 101 percent in Engineering (70 to 141 students) and 87 percent in Health Sciences (45 to 84 students). Preliminary data from the Fall 2014 entering class show increases yet again in these areas.

To identify and attract more qualified applicants, undergraduate recruitment initiatives have been expanded in recent years: development of personalized communications that address the individual interests of prospective students, facilitation of prospective student contact with departments and faculty liaisons, enhanced outreach by students and alumni, receptions hosted by parents of current students and alumni, and development of special yield events such as the Signature Event Series.

To meet the challenges confronting undergraduate enrollment that are caused, in part, by demographic shifts in the Northeast, admissions efforts have been implemented to strategically grow our presence outside our local market. The Plan proposes new and enhanced recruitment efforts nationally as well as internationally to further diversify the geographic profile of our student body. Already, Hofstra attracts a national and international student body with roughly 50 percent of the freshman class from outside of New York. This geographic diversity differentiates the University from many of our local competitors.

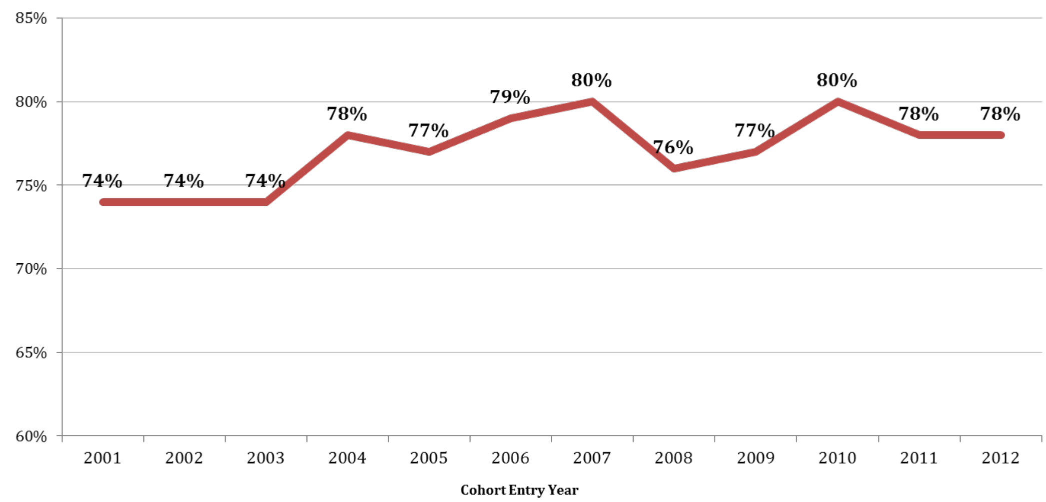
Geographic Diversity	Fall 2009	Fall 2012	Fall 2013
Freshmen, NY State residents	54%	53%	53%
Freshmen, Mid-Atlantic residents	72%	70%	71%
Freshmen, North East residents	89%	85%	83%
Total Student Body, NY State residents	71%	67%	65%
Total Student Body, Mid-Atlantic residents	82%	77%	75%
Total Student Body, North East residents	92%	86%	84%

Between 2009 and 2013, the racial and ethnic diversity of the student body increased, and the number of international students increased as well.

Category	Fall 2009	Fall 2012	Fall 2013
Freshmen, identifying as white	67%	55%	52%
Freshmen, identifying as non-white	26%	35%	38%
Freshmen, identifying as international	2%	3%	4%
Total Student Body, identifying as white	64%	59%	56%
Total Student Body, identifying as non-white	22%	27%	29%
Total Student Body, identifying as international	3%	8%	9%

Continue to improve retention and graduation rates by augmenting social and academic support systems for students, and focusing more on high school GPA in admissions decisions.

The University continuously monitors the retention and graduation rates of our first-time student cohort. While there had been an upward trend to retention rates since 2001, the rate has been fairly steady for the last several years, between 77% and 80%.



One-Year Retention Rates of New Full-Time Freshmen

The last Five Year Plan called for the University to reach an 80% retention rate by 2010. This ambitious goal was achieved in 2007 and 2010. The current Plan calls for us to reach 85% by 2018, with additional assessment and outreach initiatives being put in place. For example, during the summer of 2013, a team including Institutional Research, Admissions, Academic Records, the Provost's Office, and Student Affairs met weekly to review the experiences of our entering first-time student cohort, from initial application to the University through the first year and beyond. The goals were to identify meaningful contact points with new students, to see where offices could work together more seamlessly, and to understand the information we were learning about students prior to and during their enrollment at Hofstra. New details emerged about how we interact with our students and additional best practices were established (e.g., storing student information in Banner on a common form rather than on local, non-shared databases).

Over the past several years, analysis of retention behaviors has become richer, expanding from reporting of first-term and first-year retention to a multi-year lifecycle analysis through the six-year graduation rate. Based on this analysis the University has developed stronger predictive models to aid in retention and proactive outreach organized by the main reasons for student departure, which include, in descending order, personal and family reasons, financial difficulty, academic, other, and medical reasons. As found in the literature, modeling of our population shows that high school GPA is the best predictor of success before attending Hofstra; however, once enrolled, Hofstra GPA is the best predictor.

Other initiatives are also underway, including continued encouragement for faculty to use the REACH alert system to communicate their concerns about particular students to advisement and other appropriate departments, encouragement for First Year Connections faculty to provide early academic feedback to their students, establishment of new courses that begin at mid-term to help students maintain a full course load if they need to drop a course due to academic difficulty, early identification and outreach to students who may be at risk of losing scholarship aid, and the establishment of a working group of senior administrators who meet regularly to brainstorm about retention and make recommendations as necessary.

Research shows that high retention rates are supported by both academic and social engagement. Hence, the University will continue to enhance social-academic integration opportunities, while also improving academic support beyond the classroom. For example, after researching the impact of pre-college programs across the country, Hofstra introduced the Discovery Program in the summer of 2009, initially supported by a grant from the Jenzabar Foundation. This optional three-day program runs annually, immediately before the start of Welcome Week in August. The Discovery Program is a service-learning transition program for first-year and transfer students to promote leadership, social awareness, and engagement and connection to Hofstra and the surrounding communities. The major outcomes of this program are to create a culture of learning and awareness that will foster acts of compassion and conservation; and to jumpstart students' level of engagement and connection to the University, which can promote student success and retention.

At the conclusion of the program, 97% of participants said that they planned to be "very involved" at Hofstra, and the Discovery participants' involvement on campus has been impressive from the start. There have been 229 participants in the four years of the program, and individuals from that group have started 12 student clubs in that time period. They have volunteered for our Alternative Spring Break programs each year, and have participated in all of our leadership development programs. In addition, all 53 Discovery leaders, who are the students who guide the Discovery activities, have been prior participants.

While engagement was a large part of our goal for these students, we also hoped that the program would have an impact on student retention. Each year, the persistence of Discovery participants has outpaced the rates for those who did not participate by as much as 9 percent. In addition, 65 percent of the first cohort (2009) graduated in 4 years, as compared to 48 percent of their peers. We continue to promote this program for new students and are exploring other social-academic opportunities to improve our students' experience at Hofstra.

Support additional scholarship aid through capital campaign fundraising.

With a preliminary target of $250 million, the University is in the quiet phase of a capital campaign. The goal includes $125 million in support of the medical school and $125 million in support of all other schools and programs of the University. The main target will be raising scholarship funds. In recent years, two significant multi-million dollar gifts have been made in connection with the naming of the Lawrence Herbert School of Communication and the Maurice A. Deane School of Law. Significant naming opportunities exist for the Medical School, School of Engineering and Applied Science, School of Health Sciences and Human Services, and for the College of Arts and Sciences. Additionally, The Louis Feil Charitable Lead Annuity Trust endowed a $10 million scholarship fund for students at the Hofstra North Shore-LIJ School of Medicine.

(See more on fiscal health and planning in sections four and six.)

2. Communicate the value of the Hofstra degree (Standard 8)

Increase the value of the Hofstra degree by facilitating school to workplace transition through enhanced internship and experiential learning opportunities.

Studies have shown that students who engage in experiential learning programs (defined broadly to include traditional internships, field work, cooperative and co-curricular activities) are more likely to receive a job offer upon graduation.

Experiential learning gives students opportunities to serve the community, explore a career, and develop a network of connections with fellow students and alumni. While the University has traditionally supported students seeking internships and experiential learning opportunities, an enhanced effort with programs linked to academic majors will benefit a broader base of students and, thereby, strengthen the University's commitment to Standard 8. For example, an Internship Task force has reviewed and revised internship policies and procedures to encourage broader participation by students and enhanced ease of access through centralization of services.

Major recommendations are as follows:

(1) Advisors should strongly encourage all students to participate in the Career Center's internship orientation, which includes a resume and cover letter review and a mock interview with Career Center staff.
(2) Students will be prompted to participate in a self-report system (PRIDE-Career Center Management), which tracks student volunteer experiences with credit bearing and non-credit bearing experiential learning programs.
(3) Internship programs at the Career Center and at the department level will be coordinated via an integrated website.

To complement these recommendations, the Career Center added an additional career fair, resulting in a 20 percent increase in employer visits to campus and a 19 percent increase in student participation in career and job fair programs. The results of our alumni outcomes survey for 2012-2013 show that 66% of undergraduate students reported completing one or more internships or career-related experiences prior to graduation. The results show increases in each of the past two years.

	2012		**2011**		**2010**	
	UG	GR	UG	GR	UG	GR
Number of Internships	N = 1174	N = 317	N = 1103	N = 308	N = 1019	N = 247
1 or more	66%	77%	65%	72%	64%	77%

The Internship Task Force continues to meet and will address internship issues as they arise.

The University is committed to expanding experiential learning opportunities so that our graduates are even more competitive in a global marketplace and maximize the return on their investment in Hofstra.

Communicate the value of the Hofstra degree by publicizing data that clearly articulate the benefits and outcomes.

Higher education is an investment in one's future, and families are eager for information about the return on this investment. Tracking graduates' outcomes is vital to communicating the success of our institutional mission. After reviewing data used for internal evaluations of performance, accreditations, and marketing, it became evident that while placement and outcomes data were being collected, the process could be enhanced. Other schools' processes for data collection were reviewed to establish best practices in design and method. In 2010 Institutional Research (IR) met with the Career Center to develop a more sophisticated data collection process that improved not only response rates but also the reliability of the data collected. In 2011, a three-step data collection process was put in place: (1) initial data collection via an online survey at the December and May Cap & Gown distributions, (2) online survey follow-ups with non-respondents in October, and (3) telephone follow-ups with non-respondents in November. The new process yielded a 39% and 46% response rate for 2009-2010 and 2010-2011 cohorts, respectively. In 2012, Hofstra expanded the collection of employment and placement statistics in order to report at the program level wherever possible.

The enhanced data collection method was successful, increasing overall response rate to 60% for the 2011-2012 cohort. The University will continue to include the spring phase of the follow-up process in the data collection methodology and continue to involve the chairs and faculty in order to enhance departmental involvement with both soliciting and communicating the results. The data collected are displayed on the websites for each school and at the department level, where the numbers are sufficient to ensure statistical validity. See, for example, the Career Potential page for the Marketing and International Business program.

3. Enhance the culture of assessment (Standards 7 & 14)

Continue to emphasize the importance of assessment and support these efforts.

Use technological tools, such as Campus Labs to coordinate efforts and facilitate University-wide discussions of best practices.

Since his installation in 2001, President Rabinowitz has dramatically increased the institutional focus on and commitment to assessment. During his tenure, the number of staff focused on assessment has grown, and technological and financial resources have been enhanced.

The growth of assessment across the University has prompted the need for further standardization and an archive of essential reports and activities. In response, the University has purchased Compliance Assist from Campus Labs. The University has an existing relationship with Campus Labs, and is currently using Baseline (which collects assessment data through online surveys, mobile surveys, and rubrics) and Collegiate Link (which organizes student involvement opportunities). The new Compliance Assist modules facilitate longitudinal tracking of assessment, outcomes, loop closure, and provide enhanced tools for primary data collection, rubric creation, and document archiving.

After initial setup and training in Spring 2013, a soft launch was held for the Planning module (which manages and tracks planning items and individual assessments) and the Accreditation module (which provides templates for accreditations). Department chairs and assessment facilitators received additional one-on-one training in the 2013-14 academic year. By Spring 2014, 90 percent of departments will have input their goals and outcomes, and by Fall 2014 all assessment reports will be submitted via Campus Labs.

New measures are underway to communicate the above developments in Hofstra's assessment practices: an internal outcomes assessment (OA) website, housed in the university portal, debuted in September 2013. The website provides an overview of the assessment process; examples of goals, objectives, and sample assessments; resources for OA; and a "best practices" in OA series. A monthly outcomes assessment newsletter, distributed via email to all faculty and staff, was also instituted to facilitate and reinforce the campus-wide dialogue on outcomes assessment.

4. Analysis of Enrollment and Finance Data

Enrollment Trends and Projections
Given the difficult economic times and the highly competitive atmosphere in which Hofstra recruits, enrollment of new students has been more variable in recent years. Total undergraduate FTE enrollment has declined; first-time student FTEs have been variable, and new transfer FTEs have been declining, again, in the context of a very competitive landscape. Main campus graduate enrollment has increased over this period.

FTE	Enrollment					Projection				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First-Time UG	1,568	1,448	1,673	1,486	1,614	1,670	1,670	1,680	1,685	1,690
New Transfers	507	475	458	430	408	420	420	420	420	420
Total UG	7,571	7,046	6,869	6,590	6,549	6,600	6,665	6,709	6,754	6,781
Main Campus Graduate	2,580	2,709	2,771	2,786	2,902	2,990	3,072	3,144	3,205	3,239
Law School	1,080	1,042	1,083	997	848	734	692	750	771	763
School of Medicine	n/a	n/a	43	105	187	288	353	393	413	413
Total Enrollment	11,231	10,797	10,766	10,479	10,486	10,612	10,782	10,996	11,143	11,196

Initiatives have been put in place for enhanced recruitment of new first-time and transfer students, including expansion to new geographic markets, new articulation agreements with our key feeder schools, review of transfer credit policies, and additional financial aid to help defray the cost of tuition. On the graduate level, we are streamlining admissions operations, improving communication with inquiries, marketing new programs, and expanding international recruitment efforts, which have already been successful in our Zarb School of Business.

Looking forward, with consistent first-time freshman student enrollment between 1670 and 1690 annually and stability in the transfer population, it is anticipated that the total undergraduate FTE should stabilize and start to grow modestly. The following initiatives have been implemented to aid in these enrollment goals:

- Recruitment in areas where there is demographic growth (e.g., Arizona, California, Colorado, Texas, Florida)
- Expansion in new international markets and development of feeder programs for non-native speakers (e.g., India and Brazil)
- Investments in academic offerings in the sciences and health where there are expanding career opportunities (e.g., Engineering, Occupational Therapy, Physician Assistant Studies)
- Additional dual-degree programs that offer students both an undergraduate and graduate degree in five years, thus saving time and money.
- Enhanced marketing efforts to demonstrate positive career outcomes and job potential by specific major and program

The growth in graduate students is anticipated to remain relatively steady with gains provided from the addition of new programs:

- MA in Sustainability
- MA in Geographic Information Systems
- MA in Urban Ecology
- MS in Medical Physics
- MA in Public Relations
- MA Ed in Technology for Learning
- Masters of Public Health
- MS in Occupational Therapy
- MA in Public Policy
- MA in Forensic Linguistics
- MBA in Engineering Management
- MS International Special Education

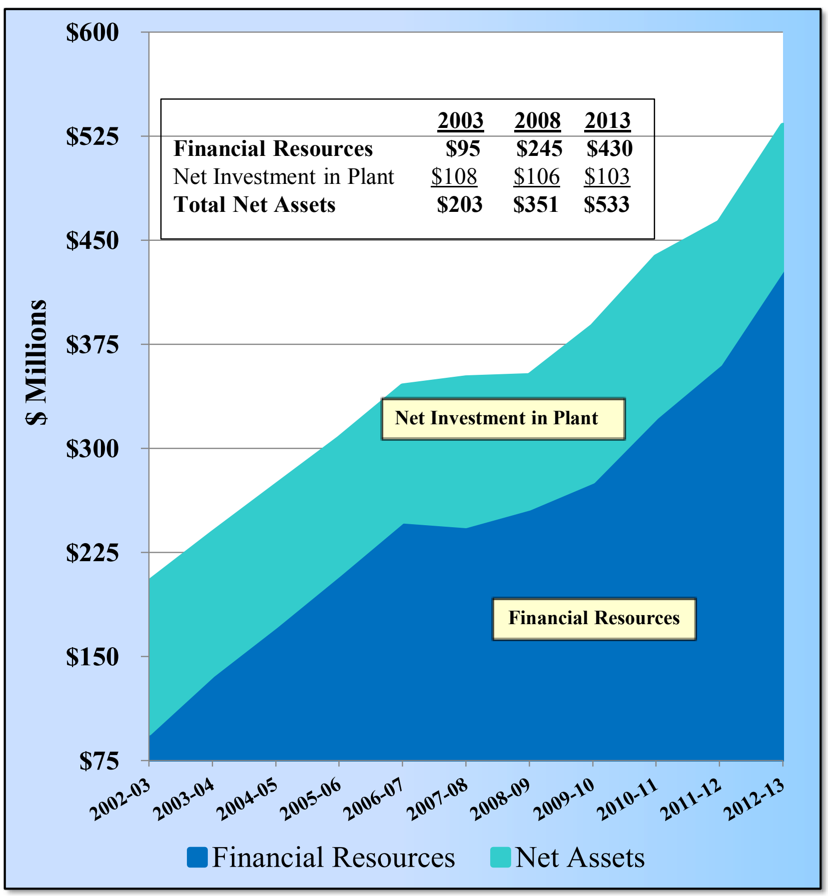
The School of Medicine welcomed its first class in Fall 2011. The School's accrediting body has approved a four-year cycle with gradually increasing entering classes: There were 40 students in the School's inaugural class, 60 in the following class, and 80 in this year's class. Next year's entering class and all the following classes will be 100 students. At full capacity, School of Medicine enrollment will be approximately 400. Funding for the School is provided by contractual commitments from the North Shore -LIJ Health System, medical students' tuition, and fundraising and endowment income specifically raised for the school. Hence, the School does not draw on assets from other areas of the University. In addition, the School offers MD/PhD and PhD programs with research undertaken at the Feinstein Institute.

Since the job market for lawyers is especially challenging right now, the School of Law reports a decline in FTEs, similar to most other law schools nationwide. Law School enrollment is projected to stabilize at around 750 FTEs per year during the next three years.

Financial Trends and Projections --Strengthened Financial Condition

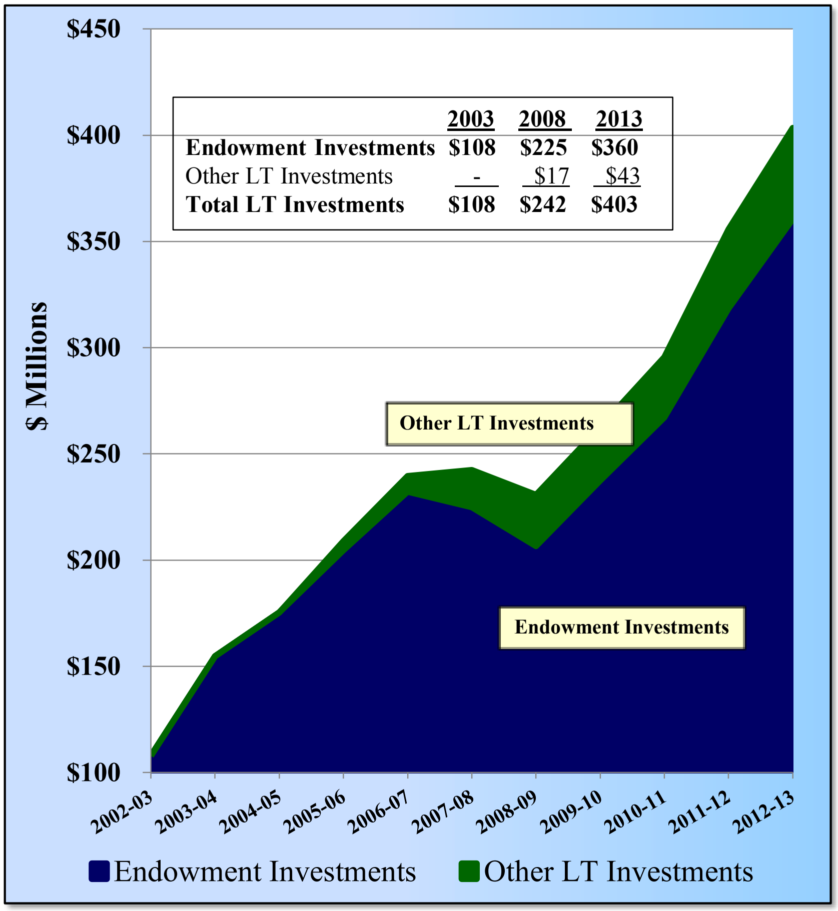
While the recent economic uncertainty has affected the University's ability to generate consistently strong positive net tuition and fees in the last five years, the University's financial condition, as evidenced by growth in financial resources and strong operating margins, has nevertheless remained strong. Total financial resources have grown by 75.8% in the last five years and 351.7% in the last ten years. Most significantly, long-term investments have risen by $161 million, or 66%, to more than $400 million during the last five years with modest increases in debt of only $27 million. Similarly, liquidity remains strong.

Strong Balance Sheet Growth…
Reflected in Growth of Financial Resources



University Net Assets are comprised of Financial Resources and the Net Investment in Plant; Financial Resources have grown 76% during the last five years despite a period of great economic uncertainty

Long-Term Investments



Financial Resources are largely comprised of Long Term Investments which grew by 273% over the last 10 years including 66% in the last 5 years

Debt levels remain modest and the debt structure remains conservative as the University has carefully managed to balance the budget and generate positive operating margins despite lower enrollment levels. In 2013, debt service expense represented a modest 3.5% of total expenses. Taking advantage of declines in interest rates in recent years, the University has refinanced debt in 2011 and 2013 yielding savings available for reinvestment.

In connection with the most recent debt offering, the rating agencies reaffirmed their prior ratings of A3 for Moodys and A for Standard & Poors. The rating affirmations were particularly noteworthy given the agencies' downgrade and public concerns for the higher education industry as a whole. Moodys cited the University's large diversified and growing array of undergraduate and graduate programs; the very strong balance sheet growth during the last several years, despite the recession; positive operating performance with healthy debt service coverage; and a conservative debt structure with all fixed-rate debt.

The impact of the growth in financial resources is clearly reflected in endowment income available for spending which will be $16 million in 2014-15, compared with $9.6 million in 2008-09, an increase of $6.4 million or 67%.

The significant growth in financial resources during the last five year period is reflected in the selected items shown in the chart below.

	(in thousands)			
	Fiscal Year Ending		**Five Year Change**	
	2008	**2013**	**$**	**%**
Assets				
Investments				
Endowment Investments	224,894	360,482	135,588	60.3%
Total Long Term Investments	242,399	403,424	161,025	66.4%
Liabilities				
Liability for Postretirement Benefits	61,009	49,986	(11,023)	-18.1%
Unfunded Liability for Postretirement Benefits	43,504	7,045	(36,459)	-83.8%
Long-Term Debt & Accrued Interest on Capital Appreciation Bonds	165,394	192,494	27,100	16.4%
Net Assets				
Unrestricted Net Assets	249,286	342,169	92,883	37.3%
Total Net Assets	350,570	532,576	182,006	51.9%
Total Financial Resources	**244,707**	**430,195**	**185,488**	**75.8%**
Ratios				
Financial Resources to Debt	1.48	2.23		51.1%
Financial Resources per FTE student	21,340	41,055		92.4%
				Source: Audited Financial Statements

Continued Academic Enhancement and Capital Investment

At the same time, despite the recession and economic uncertainty, the University has continued to invest in academic enhancements and improvements to physical facilities.

Among the most significant recent investments in academic programs and student services are the following:

- The University launched three new schools – the Hofstra-North Shore LIJ School of Medicine, the School of Engineering and Applied Science and the School of Health Sciences and Human Services.
- In the Fall of 2013, the University hired 19 new faculty and in the Fall of 2014 the University anticipates hiring 30 new faculty members through new investments and reallocation of resources.
- Significant investments in the sciences have taken place throughout the University, including an epifluorescence microscope, renovations of Gittleson Hall for equipment that allows for chemistry gas chromatography and fast protein chromatography.
- All general purpose classrooms with 20 or more seats have been outfitted with the latest classroom technology, an investment that approaches $1 million. In addition, the University has established a separate budget to refresh all classroom technology on a regular schedule.
- In HCLAS significant investments include in the digital media center, a fine arts mid-size kiln, and lighting upgrades in the Black Box theater.
- In the School of Education, exercise science equipment has been replaced and an SAS statistical software package, which is required for students, has been purchased.
- In the Zarb School of Business, the computer lab has been renovated and equipped with new furniture.
- In the Herbert School of Communication, high definition cameras and a high definition audio/video data router were installed
- Investments in the School of Engineering and Applied Science include "LEGO" robotic education equipment, Texas Instruments "166B" lab equipment, and a wind tunnel.
- Hofstra University Honors College mentor stipends were restored. Faculty travel budgets were restored, facilitating travel to conferences and academic meetings.
- In Student Services, investments have been made in the Career Center graduate career counseling, graduate student orientation, the transition to electronic medical records for the Health & Wellness Center, and in adding more public safety officers.

During the last five years, the University has continued to make significant investment in its physical facilities, largely drawing on funds set aside each year to fully fund depreciation expense. To a lesser extent, the University has also taken advantage of low cost tax-exempt debt. The University has invested $194 million during the last ten years, including $75 million during the last five. During the last 5 and 10 year periods, debt was incurred for approximately one-third of the improvements, with debt increasing by only $27 million in the last five years. Among the most significant capital improvements are the following:

Academic Facilities

- In 2010, the University completed major renovations to an existing 50,000 sq. ft. building to serve as the initial home for the Hofstra North Shore-LIJ School of Medicine. Construction of a new 63,000 sq. ft. building is currently underway immediately adjacent to the current facility. The new building doubles the current academic space, providing fully for the planned growth of the school. Construction of the new building is expected to be completed by the end of 2014.

- Weed Hall and Adams Hall, homes to the School of Engineering and Applied Science, were renovated in 2012 and 2014, respectively. In addition, supported by state grants, a completely new Biomedical Engineering Lab was constructed and equipped with the very latest in research lab equipment and two new labs are currently underway – a new Robotics Lab and a Big Data Lab.

- Various classroom buildings have been renovated, including Davison Hall, Gittleson Hall and Calkins Hall. Renovations include exterior work such as new windows and roof replacement, upgrades to public areas and classrooms, enhanced faculty offices, new classroom technology, significant renovations to biology laboratories and research facilities, and renovations to the sculpture studio, photo studio, and photography development area.

- Within the Axinn Library, the University renovated the very popular Hammer Computer Lab in the summer 2013, updating existing computers, installing new printers, purchasing new desktop furniture, and fully modernizing the lounge area. In Fall 2013, a new student study area was added to the lower level of Axinn library with an enlarged open floor space serving as a student study lounge with various furniture options, new carpet, new LED dimmable lighting, and the latest in AV/IT technology.

Student Service Facilities

- In 2013, the University completed a three-year effort to fully renovate all six campus high-rise towers. Each tower renovation included full window replacement with new energy-efficient windows, a new building entranceway, new furniture and HVAC units in student rooms, new outdoor bike storage, and enhanced student lounge/study spaces

- At the dining facility known as HofUSA, significant interior and exterior renovations were undertaken in 2011 to transform this facility into a late night eating option for students, while also serving as a student lounge with video and gaming facilities. The 24-hour convenience store known as Dutch Treats was expanded to double its original size in order to provide more food options and improved service to our students.

- In 2011, the University completed a major expansion and renovation of the Fitness Center, expanding the facility by 10,000 sq. ft. to add exercise rooms and an expanded weight room area. In 2010, the framed air-supported structure (known as the "Bubble") used by our Athletic department and many community groups for indoor training and camps was completely replaced. The University also installed lighting in the intramural fields to permit extended usage by student clubs and other student groups.

- The University is currently planning for renovations of the residential Townhouses, the stadium, student space in the Student Center, the Playhouse, and for the few remaining academic buildings not completed in recent years.

Five Year Operating Budget Pro forma

Following completion of the Five Year Plan, a five year operating budget pro forma was prepared.

The funding of the 2013-2018 Plan investments will require annual growth in net tuition and fees, to be attained through enrollment growth and a carefully managed discount rate, a further shifting of resources to high-growth areas, and continued fundraising activity to generate annual gifts and continued growth in the endowment. The budget will be supplemented as possible through fundraising, particularly the capital campaign with its emphasis on scholarships, but also faculty chairs, technology and capital improvements.

The pro forma anticipates modest enrollment growth from an FTE of 10,486 in the fall 2013 to approximately 11,200 in the fall 2018. Undergraduate enrollment is projected to grow by approximately 230 FTEs to 6,781 in the fall 2018 and graduate enrollment is expected to grow largely through new programs by approximately 340 FTEs by the fall 2018. Tuition rate increases are expected to remain near current levels, with discount levels maintained near current levels.

Conservatively, endowment income was based on gifts currently in hand. Growth in the endowment and endowment income will provide funds for further investment in academic priorities.

The pro forma incorporates all contractual salary and wage increases and modest increases thereafter, along with prudent escalations for benefits, utilities, insurance, and other operating expenses. No new debt is anticipated for the next five year period; however, to the extent debt may be issued it will be supported by fundraised dollars and the debt services will be offset by endowment income as done in the past.

The pro forma includes a pool for Academic Enhancements of $3 million to fund the goals of the Five Year Plan. The pool will be invested in new faculty lines largely in high growth areas, as well as in other academic and student services enhancements as outlined in the Plan, supplementing additional enhancements funded from the reallocation of resources and through open positions.

Further savings not reflected in the pro forma are anticipated from design changes in the pension plan which were adopted for new employees and further changes in the postretirement benefit plan which will cap benefits for those employees still covered through the date of Medicare eligibility. The savings will be captured as they occur and/or as they are negotiated with the various unions and will provide additional funds for investment.

A number of contingencies have been incorporated, including a $5 million institutional contingency and substantial funds for capital improvement. Historically, the University has fully funded depreciation expense, drawing on the available and unspent contingency pool at the end of each year.

Conclusion

The University has completed the last five years with a strengthened financial condition, significant investment in new and continuing academic programs and capital facilities, and with greater flexibility for the future. The financial pro forma provides a general framework for managing the University's fiscal health and is reviewed regularly and modified as necessary. It reflects the flexibility provided as a result of the resource reallocations made in recent years, along with the reduction of expenses related to fringe benefit plan design changes and the elimination of football. The pro forma contains ample contingencies and flexibility, providing the University continued opportunity to make new investments in the future.

5. Institutional Effectiveness and Student Learning

An Overview of Assessment at Hofstra

The University has a solid history of high quality assessments at the institutional, program, and department levels. In academic areas, assessment is student focused and faculty driven. Robust assessment of administrative services ensures that students' experiences outside the classroom enable them to be successful and maximize achievements. The 2009 MSCHE evaluation team report praised Hofstra for its "documented ability to 'close the loop' [by applying] the results of assessment to drive improvements that enhance student learning from the bachelors to the doctoral levels." Since 2009, the University has reaffirmed its commitment to providing high-quality education, academic support, and learning opportunities to students both within and beyond their experiences in the classroom.

Assessment is integral to this commitment and is conducted among many different groups: students, staff, faculty, and alumni. Two offices share the leadership of assessment efforts: The Office of Accreditation and Outcomes Assessment and Institutional Research and Assessment. The former, which is part of the Provost's Office, primarily focuses on academic assessments, student learning outcomes, faculty development, and accreditation; the latter, reporting to the President's Office, focuses on administrative assessment, institutional effectiveness, service delivery, and strategy. These two units work closely together and meet regularly on assessment issues to ensure that the process is well organized, carefully documented, and sustainable over time. Outcomes data are continually shared with the senior administration and used for decision making and goal setting.

To ensure accuracy and truthfulness, assessments are carefully documented, consistent with ethical and professional standards. The University ensures that all staff responsible for assessment receives training in these areas. Institutional Research & Assessment staff adheres to the Association of Institutional Research (AIR) Code of Ethics, Family Education Rights and Privacy Act (FERPA), and the American Psychological Association (APA) Ethical Principles for data collection.

Assessment of Student Learning

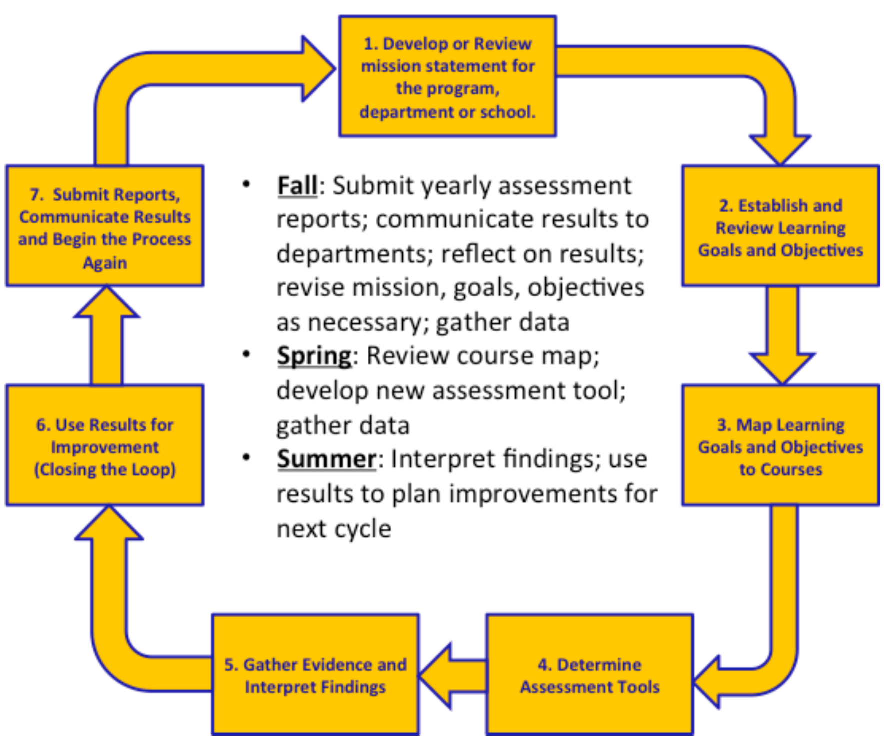
The University supports approximately 140 undergraduate and 150 graduate programs that are distributed across ten schools. To assess such an array of programs, the University has developed a flexible model that ensures sustainability and efficiency. For example, programs with separate accreditations are encouraged to use the assessment model provided by their accrediting body. (The Zarb School of Business uses the AACSB's Assurance of Learning criteria. Within the teacher education programs, the School of Education has incorporated into their learning goals TEAC's Quality Principles and Cross-Cutting Themes.) In addition, since the decennial review, the University has established two new schools from existing programs: (1) Health Sciences and Human

Services, (2) Engineering and Applied Sciences. These schools have been incorporated into the assessment structure defined below.

President									
Provost									
Associate Provost for Accreditation and Assessment									
Dean Hofstra College of Liberal Arts and Sciences	Dean Honors College	Dean Lawrence Herbert School of Communication	Dean School of Education	Dean School of Health Sciences and Human Services	Dean School of Engineering and Applied Science	Dean Frank G. Zarb School of Business	Dean School for University Studies	Dean Maurice A. Deane School of Law	Dean Hofstra North Shore-LIJ School of Medicine
	Assessment Facilitators (Associate and Vice Deans, Chairs of key assessment committees)								
	Department Chairs and Program Directors								
	Department and Program Assessment Committees								

The assessment cycle is coordinated by an administrative structure that ensures meaningful integration among the various programs and clear lines of communication between academic units and administration. Department chairs and assessment facilitators are in the best position to develop and identify meaningful learning goals for their students, to assess the degree to which students have reached those goals, and to effect continuous improvement in their respective areas. Led by the Associate Provost, assessment facilitators meet as a group once each semester to chart progress on the seven-step assessment loop:

The Academic Cycle for Continuing the Loop



In Fall 2013, the assessment website was enhanced with significant additional content. The site contains an overview of the assessment process and cycle; answers to frequently asked questions; tools and resources for assessment (e.g., Blackboard, clickers, and Qualtrics); an archive of the assessment newsletters; and best practices in assessment, including a guide to developing and using rubrics, basic reporting guides for campus labs, and links to outside resources, such as the MSCHE website. We will continue to update the website with new information, which will be incorporated into a new edition of the Handbook for Outcomes Assessment.

The following section provides case studies in the assessment of student learning in general education and in each of the major schools in the University (excluding the Schools of Medicine and Law.)

General Education

The Hofstra Bachelor of Arts degree requires completion of course work in seven areas:

- Humanities (9 credits)
- Natural Science (9 credits)
- Social Sciences (9 credits)
- Cross-Cultural (3 credits)
- Interdisciplinary Studies (3 credits)
- Writing Studies and Composition (6 credits)
- Foreign Language (varies by placement)

Course work in the above areas comprises Hofstra's General Education program. Requirements for Bachelor of Science programs are similar, with some variation by program.

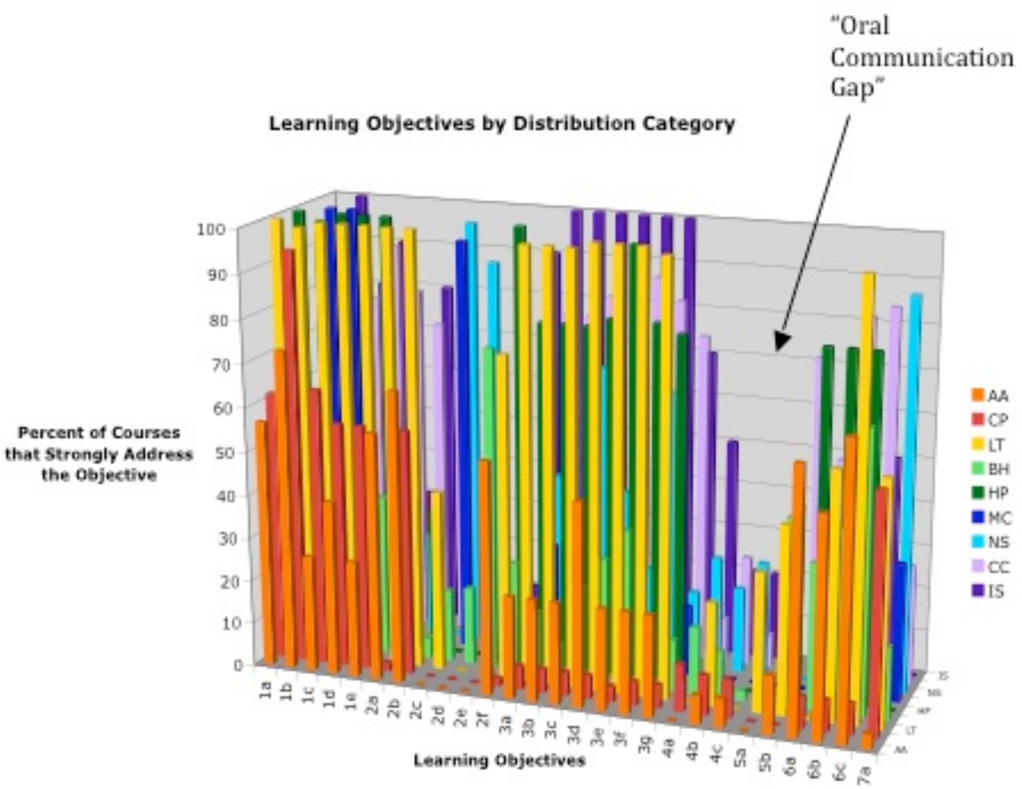
Assessment of the general education curriculum is the primary responsibility of the General Education Outcomes Assessment Task force (GEOATF), which was established in September 2006 and is comprised of four faculty members (including one who also works as an instructional technologist) and an Associate Dean. The Chair of the GEOATF is an assessment facilitator, as described in the organization chart, above. The committee’s work is overseen by the Dean of Hofstra’s College of Liberal Arts and Sciences, and the Associate Provost for Accreditation and Assessment.

The mission of this task force is to regularly assess the program’s learning goals and to make recommendations for continuous improvement to the Dean and appropriate faculty committees (e.g., Standards and Review, Curriculum Proposals) and academic departments. GEOATF activities are guided by an assessment plan that aims to assess all seven learning goals on a six-year cycle.

Consistent with Hofstra's assessment philosophy, the GEOATF follows a process in which the targeted area of the curriculum is first analyzed via survey data and indirect assessment and then assessed directly through a review of student artifacts. The following examples illustrate how this two-step process generates continuous improvement in the curriculum.

Oral Communication

At the time of the 2009 self-study and evaluation team visit, the assessment process revealed that oral communication was highly valued in the University and in department mission statements. In addition, oral communication skills are identified as essential in Goal 4 of the General Education Learning Goals and Objectives. However, a survey of faculty teaching distribution courses suggested that students had an insufficient number of opportunities to practice these skills in their distribution classes. This oral communication gap can be seen in the following 2009 curriculum map:

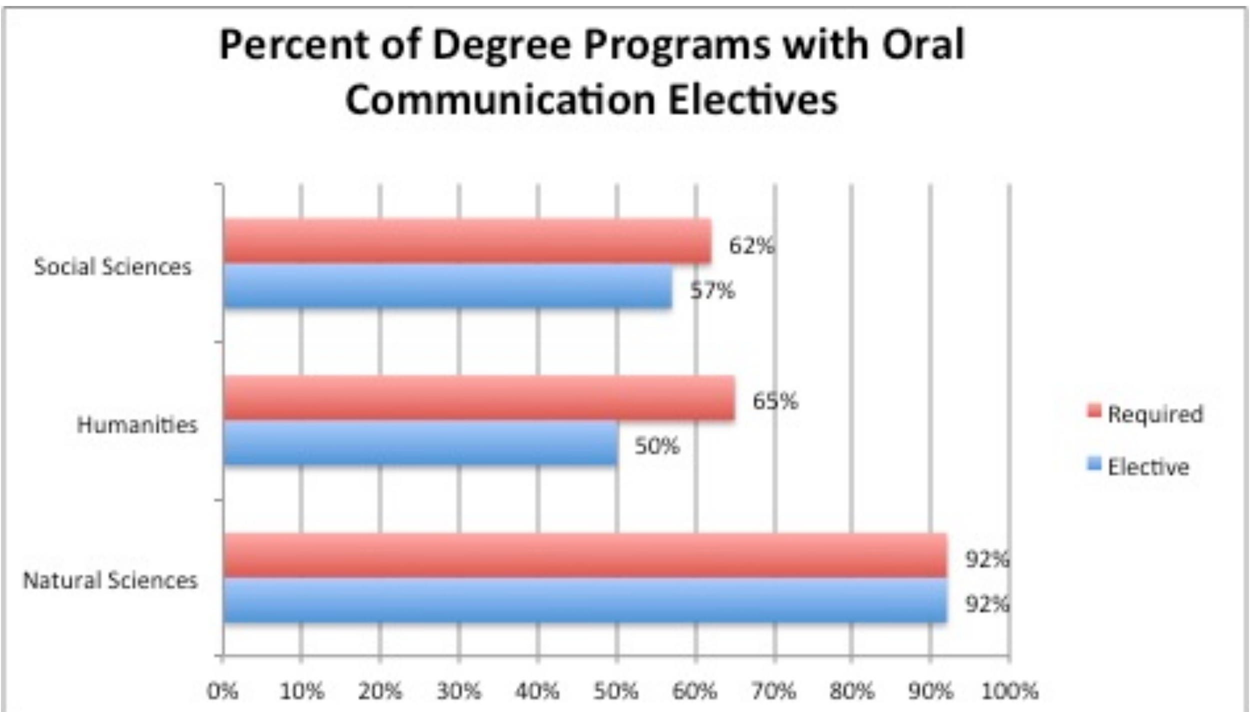


Closing the loop

As a result of this assessment, the following initiatives were put in place:

1. A faculty resolution was passed: “Students should have a series of oral communication experiences throughout their undergraduate years.”
2. Added oral component to WSC 1, part of the two-semester writing requirement.
3. Added oral competency requirement to each major field of study.
4. (In progress) Make appropriate curricular changes at the departmental level (additional courses and oral communication assignments in existing courses) to meet the new oral competency requirement.

In 2011 GEOATF assessed oral communication for a second time, in order to chart the degree to which the assessment loop had been closed. The Task Force surveyed the course offerings in HCLAS and found that 158 courses specified an oral communication requirement and that the majority of degree programs in the major areas of the distribution required an oral communication experience. The General Education assessment plan calls for a direct assessment of student performance in oral communication in the 2014-15 academic year.



Written Communication

Recent analyses from the Collegiate Learning Assessment Longitudinal Project, a national study of more than 2,000 students from 24 colleges and universities (Arum & Roksa, 2011; Glen, 2011) indicates that many students do not show significant improvement in their writing skills between the freshman and senior years. Prompted by this, the GEOATF was interested to learn if Hofstra students’ writing skills improved over time. Longitudinal data on individual students was not available, so a pilot study was constructed:

In 2007-08, a random sample of 200 essays was collected from students enrolled in English 1 and 2—required writing classes that are mostly populated by freshmen. In 2009, a more limited sample of 40 papers was collected from a second group of students who were nearly finished with their general education coursework. For the most part, these students were juniors or seniors.

All essays and papers were scored against a rubric, which was scaled (0) *unsatisfactory*, (1) *basic*, (2) *good*, and (3) *superior*. Best practices were employed to ensure reliability and validity of measurement.

Both groups of students are performing reasonably well with 66 percent of students scoring 1.5 or higher at the end of WSC 2 and 63 percent scoring 1.5 or higher at or near the end of the distribution. An ANOVA analysis shows no significant difference between these two groups, suggesting that writing skills remained constant.

Closing the loop

When these results were brought to the attention of department chairs and faculty in HCLAS, a general consensus emerged that there was a close pedagogical association between critical thinking and writing, and that students would benefit from having more opportunities for developing and practicing writing skills in their courses. This process prompted a Writing Across the Curriculum initiative. In 2011, the Department of Writing Studies appointed a Writing Across the Curriculum Director, who was charged with implementing a series of workshops and a guest speaker series. Writing pedagogy workshops and lectures run twice each term; in addition, a two-day faculty writing retreat ran in January 2013. This retreat included over a dozen faculty from all major divisions in the University.

The Five Year Plan calls for continued support for this program so that a structure for writing intensive classes can be added to the curriculum. Moreover, the HCLAS Dean has appointed a General Education Task Force, charged with proposing changes to the general education curriculum that allow for enhanced experiences with reading, writing, and critical thinking. This Task Force began its work in September of 2013.

Finally, another major assessment, similar to the one in 2007-08, will be undertaken during the 2014-15 academic year.

Information Literacy

Goal 6 of the HCLAS General Education program notes that students will demonstrate information literacy in the following areas:

6a. Conduct research using a variety of information sources.
6b. Demonstrate the ability to evaluate the relevance and utility of different sources.
6c. Integrate sources effectively and ethically through proper citation.

In the spring of 2009, the GEOATF assessed the degree to which the research conducted by the student relied on a range of primary and secondary sources, the degree to which the sources chosen were relevant and effectively used to argue the main points of the essay, and the degree to which the student effectively demonstrated a relationship between the arguments of the essay and the source material referenced.

Closing the loop

The results of the assessment were positive, with some room for improvement. In response, the GEOATF presented the results along with a number of practical recommendations to faculty (model effective papers and coordinate assignments with Hofstra University's Writing Center). In addition, the task force recommended that the HCLAS Standards and Review Committee investigate making research-based writing a requirement in distribution courses. Currently, distribution courses require a minimum of 3,500 words of writing in the humanities, social sciences, cross-cultural, and interdisciplinary studies categories. However, there is no explicit expectation that this writing be research-based. Over the next two years, the Standards and Review Committee will finalize its recommendation and present it for faculty approval.

Zarb School of Business, Graduate Programs

The AACSB accredited Frank G. Zarb School of Business offers eight graduate programs. There are two school-wide programs: the Masters of Business Administration (MBA) and Executive Masters of Business Administration program (EMBA). In addition, the school offers six Masters of Science programs in Finance, Human Resources, Information Technology, Marketing, Marketing Research and Quantitative Finance.

Graduate student learning is regularly assessed by the Graduate Assessment Subcommittee, which acts in accordance with the AACSB expectations for Assurance of Learning. The subcommittee uses a course-embedded method of assessment that includes term projects, tests, case analyses, research papers, and oral presentations.

The following learning goals were assessed in Fall 2011 and Spring 2012:

- Five goals were assessed in the M.B.A. program: Teamwork, Analytical Skills and Critical Thinking, Global, IT, and Ethics and Social Responsibility.
- Three goals were assessed in the M.S. program: Knowledge Base, Empirical Methods, and Professional Codes.
- Two goals were assessed in the E.M.B.A. program: Presentation Skills and Ethics and Corporate Social Responsibility.

The following learning goals were assessed in Fall 2012 and Spring 2013:

- Three goals were assessed in the M.B.A. program: Communication, Teamwork, and Global.
- Nine goals were assessed in the M.S. program: Knowledge Base, Empirical Methods, Data Collection, Critical Thinking, Professional Code, Application Methods, Strategic Management, Practical Experience, and Strategy Implementation.
- Six goals were assessed in the E.M.B.A. program: Leadership, Presentation, Organizational Planning, Ethics & Corporate Social Responsibility, Global Environment, and Critical Thinking.

Assessors used rubrics to score student work on a three-point scale: (3) exemplary, (2) average, and (1) low. The desired target was to have 80% of the students assessed fall within the exemplary and average categories. The analysis of the data collected for the M.B.A., MS, and E.M.B.A, programs shows that this target was met for all of the assessed learning goals:

M.B.A.	M.S.	E.M.B.A.
Teamwork (81 %)	Knowledge Base (92%)	Presentation Skills (100%)
Analytical Skills and Critical Thinking (89%)	Empirical Methods (92%)	Ethics and Corporate Social Responsibility (100%)
Global (100%)	Professional Codes (92%)	
Ethics and Social Responsibility (85%)		

Closing the loop

Student performance on all of the learning goals was at or above the 80 percent target; thus, no major curriculum changes were required. However, both curriculum and non-curriculum enhancements were suggested by the subcommittee in the Assurance of Learning Graduate Assessment Report. For example, in the MS program a new graduate course was added, MKT 332 (Marketing Research Internship). One of the learning goals of the internship calls for students to acquire hands-on knowledge and experience associated with their career trajectories, thereby ensuring a sufficient knowledge base in marketing research to be successful in the field.

The Lawrence Herbert School of Communication

The school houses the Department of Journalism, Media Studies, and Public Relations, which is one of only 108 programs to earn accreditation from the prestigious Accrediting Council on Education in Journalism and Mass Communication; the Department of Radio, Television, and Film; and the Department of Rhetoric. In all departments, students graduate with a solid foundation in the liberal arts and have exposure to courses on news reporting, media ethics, history, law and public speaking. Collectively, the school draws over 1,000 students to its various majors.

Department of Journalism, Media Studies, and Public Relations

In 2011-2012, the department aimed to assess goal 5: "Students will demonstrate the ability to gather and critically evaluate in-depth information from diverse sources."

For the assessment of the associated objectives (described in the table below), 140 essays were collected from a total of 183 students in the course Mass Media: History and Development, which is a foundational course in the department. Of these essays, 53 were randomly selected, for a sample size of 38 percent (90% confidence level, ± 9%). A faculty member who was not teaching any of the classes from which the essays were drawn scored essays against a rubric.

The results are as follows:

Element	Exceptional (4)	Target (3)	Acceptable (2)	Unsatisfactory (1)	Mean score
Identification and selection of a variety of sources	14 (26%)	28 (53%)	9 (17%)	2 (3%)	3.1
Effective use of a variety of sources	12 (23%)	30 (56.6%)	8 (15%)	3 (5%)	2.9
Rationale for trusting sources	11 (21%)	19 (36%)	17 (32%)	6 (11%)	2.0

Closing the loop

As evidenced above, a significant majority of students are performing at or above target levels in the first two objectives. Performance on the third objective, "Rationale for Trusting Sources," is not as strong; hence, faculty developed the following strategies for improving performance in this area:

- Faculty spent more time (in lectures and hands-on exercises) working with students to describe appropriate strategies for determining the trustworthiness of sources. Particular attention was given to the difference between usefulness and trustworthiness.
- The Lawrence Herbert School of Communication librarian liaison developed and presented lessons in this area.
- Many paper assignments in both core and advanced Media Studies courses now require a written rationale for the trustworthiness of items cited.

The department also actively uses current student and alumni survey results to shape curriculum.

Hofstra College of Liberal Arts and Sciences

HCLAS is comprised of 21 different departments and 18 interdisciplinary programs. The College is responsible for implementation of the general education curriculum as well as programing in the majors, listed below. Department chairs and assessment facilitators determine the type of assessment that best fits the individual department. The following table describes assessment methods that are common to various departments.

Department	Standardized test (e.g., Major Field Test)	Student work or a portfolio scored on a rubric	Embedded exam questions	Common exam or assignment	Review of assignments, observation of student performance	Course or graduate surveys, interviews
Division of the Humanities						
Comparative Literature and Languages		X	X			
Drama and Dance					X	X
English		X				
Fine Arts, Design, Art History						X
Music, Music Education		X	X		X	X
Romance Languages and Literatures				X		
Writing Studies and Composition		X		X	X	
Division of Social Sciences						
Anthropology		X				
Economics	X		X			X
Global Studies and Geography		X	X			X
History		X				
Philosophy		X				
Political Science	X					X
Psychology	X	X	X	X	X	X
Religion		X				
Sociology					X	X
Division of Natural Sciences and Mathematics						
Biology	X				X	X
Chemistry	X					
Geology, Environment, and Sustainability					X	X
Mathematics			X	X		X
Physics and Astronomy			X			X

Below, one representative case study from each division is profiled:

Division of the Humanities

Comparative Literature and Languages, BA

This department offers BA majors in Asian Studies, Chinese, Classics, Comparative Literature, German, Hebrew, Latin, Linguistics, and Russian. It also has minors in Arabic, Asian Studies, Chinese, Classics, Comparative Literature, German, Hebrew, Japanese, Latin, Linguistics, and Russian. The department also prepares students for the MA in Forensic Linguistics.

In 2012, the department focused on the following learning goal and associated objectives:

Goal 1. Students will develop linguistic skills in the target language.

Objective a. Describe accurately basic grammatical and syntactical phenomena in the target language.

Objective b. Demonstrate the ability to write grammatically and analytically at a variety of language levels.

Results

Classes in Elementary Latin and Intermediate Chinese were selected for analysis. In the former case, the assessment involved embedded questions, in which students were asked to identify a series of grammatical usage patterns. In the latter case, students translated a passage from English to Chinese. In both cases, performance was ranked on the following scale: 4 = superior, 3= good, 2 = basic, and 1= unsatisfactory.

Average performance on the Latin exam was 2.8, and average performance on the Chinese translation was 3.5.

Closing the loop

While both assessments indicated that most students were reaching the target learning outcomes of "good" or "superior," the department will implement the following curricular changes to ensure continuous improvement:

- Review elements of English grammar and syntax while teaching our target languages because some students have only a rudimentary knowledge of the intricacies of English, and thus may have difficulties with explanations of patterns and structures that reference grammatical terminology beyond the most obvious ones.
- Explore the creation of a 1 or 2 credit grammar class for students between the elementary and intermediate levels.

- The curriculum in Latin is being enhanced in several ways:
  - A full-time faculty member specializing in classical civilizations was hired. This person will teach Latin 1.
  - The textbook choice has been changed from *Wheelock's Latin* to the *Oxford Latin Course* (college edition), which employs an inductive pedagogical method. The efficacy of this change will be assessed next year.

Division of the Natural Sciences and Mathematics

Chemistry, BS and BA

The Chemistry department has a robust history of assessment, enabling comparisons of old and new curriculum. For a number of years various standardized tests provided by the American Chemical Society have been used as assessment tools in appropriate courses. These tests provide two means of assessment: (1) comparison of average performance to national average and (2) analysis of performance on individual topics to guide improvement of a course.

In 2012, the department focused on the following learning goals and associated objectives:

1. Students should have a basic knowledge of the content of traditional chemical disciplines.
   1.a. Students should have a basic knowledge of Organic Chemistry.
2. Students should demonstrate critical and analytical thinking.
   2.b. Students should solve problems both logically and numerically.
3. Students should be able to communicate orally.
   3.a. Students should attend and discuss scientific seminars.

Results:

1. Since 2008 all students in organic chemistry (CHEM 132) have taken the same ACS standardized examination and consistently scored at or above the national mean. These results include performance on the ACS Organic Chemistry Exam.

	Chem 132A-02 (two-semester sequence)			Chem 135-02 (one-semester sequence)		
	2010	2011	2012	FA2012	SP2013	FA2013
Number of Students	77	74	82	69	39	66
Hofstra Mean	39.6	40.9	40.6	42.4	36.5	39.1
National Mean	39.5	39.5	37	39.5	37	39.5

Note: No significant differences in scores between the 2 and 1 semester sequences

2. Item analysis of the ACS standardized examination revealed good performance overall, except in the area of complex multi-step problems.

3. Hofstra's American Chemical Society (ACS) Student Members program sponsors six seminars featuring outside speakers in a typical year. These seminars provide students with opportunities to observe and model skills in oral presentation. Participation is generally strong with at least 50 students attending these events out of 80-100 chemistry and bio-chemistry majors.

Closing the loop

1. A new one-semester organic chemistry course (CHEM 135, lecture and CHEM 137, lab) was developed. The course will add an extra credit hour of instructional time and will now meet five hours each week.
2. With the goal of providing more active learning opportunities, lecture time in the relevant courses in organic chemistry will be decreased by 25%. This time will be used for group work and problem solving. The new organic chemistry course (CHEM 135) will also be enriched by the addition of an online problem-solving component.
3. Attendance at scientific seminars is part of the course grade in Foundations in Biochemistry (BCHM 176) and Descriptive Chemistry (CHEM 80). These seminars are an ideal "laboratory" for the importance of communication and analysis skills and the value of group work.
4. Additionally, during the Fall 2013 semester, the chair convened an *ad hoc* committee to develop extra questions to test topics not covered in the first term national general chemistry exam. The committee developed and evaluated a group of 30 questions, out of which seven final questions were chosen and edited. These questions were first used during final exams in the Fall 2013 semester; analysis will be provided in subsequent assessments.

Division of the Social Sciences

Psychology, BA

For assessment, the undergraduate program in psychology uses ETS's Major Field Test (MFT) in psychology. Students at the start of their capstone seminar course take the MFT, which contains subsections on "Learning, Cognition, Memory;" "Perception, Sensation, Physiology;" "Clinical, Abnormal, Personality;" and "Developmental and Social." The test was taken on-line for the first time during the spring of 2013. ETS administers the MFT and provides a number of new performance summary indicators, including national performance norms and peer comparisons. In addition, ETS provides a data file with all of our student scores linked to all of the additional questions we asked about their courses taken, future plans, and other psychology-related experiences during college.

Results

Students have improved considerably on the MFT in the last few years. When the test was first administered a decade ago, scores were quite low (ranging from below the 10th to about the 20th percentile). The test has been re-normed since then, and the topics included in the various sub-scores have changed slightly, making direct comparisons difficult.

Regardless, our students are clearly performing better with an impressive jump in the past year. The overall score increased from the 33rd (fall) and 28th (spring) percentiles in 2011-2012 to the 62nd (fall) and 40th (spring) percentiles in 2012-2013.Likewise, scores on the four sub-scores increased from an average of the 35th percentile (range 23rd - 55th) in 2011-2012 to an average of the 46th percentile (range 30th - 57th).

In Fall 2012, our students scored above the national average overall and on all sub-scores for the first time. The on-line administration also enables comparison with the scores of a select set of universities that also administer the MFT. The department chose 10 universities in the northeast region that are similar to Hofstra. The overall mean score for those 10 universities was slightly higher than the national average (157.3 vs. 155.3). Our students surpassed those peer institutions in Fall 2012 and were a bit below those schools during Spring 2013. The four sub-scores show the same pattern where our students are above their peers in Fall 2012 and below in Spring 2013. Although providing a helpful comparison, caution must be taken in interpretation, as we are not given information for those peer institutions on who exactly takes the test (their sample) and under what conditions. The summary table below displays the overall scores and each of the four sub-scores for the last four semesters.

Cohort	Total Score	SS1 Learning, Cognition, Memory	SS 2 Perception, Sensation, Physiology	SS 3 Clinical, Abnormal, Personality	SS 4 Developmental, Social
National	155.3	54.4	55.5	55.9	54.7
Peer Comparison	157.3	55.7	58.3	57.6	56.1
Fall 2011	151.4 (33)	52.1 (39)	54 (45)	50.6 (23)	48.8 (23)
Spring 2012	150.5 (28)	49.9 (32)	56.5 (55)	52.4 (30)	51.3 (31)
Fall 2012	158.9 (62)	56.6 (57)	56.9 (56)	57.4 (51)	57.2 (57)
Spring 2013	153 (40)	51 (35)	55 (49)	53 (31)	51 (30)

Total Score range 120-200; Subscores range 20-100; (percentile)

Closing the loop

We define success, in the short term, as improvement from the previous years up to the point where our students' scores are consistently matching the national averages on the test. This criterion holds for the overall score as well as the sub-scores.

Based on past scores on the MFT and additional qualitative data, we have revised our curriculum. With a change in our major requirements, students now take more courses in core areas of the field. For example, we required students to take courses in several specific areas: Biopsychological, Learning/Cognitive/History, and Developmental/Clinical/Social. These areas are targeted by the MFT and improvements on that exam have coincided with this requirement.

Starting in Fall 2013, the department requires majors to take four of these essential courses with at least one course in each area. We plan to continue to monitor performance on the MFT and use that data to help guide future curriculum adjustments.

School of Health Sciences and Human Services: MA in Speech-Language Pathology

The MA in Speech Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). Learning outcomes are tied to the standards for knowledge and skill acquisition of ASHA.

In 2012-12, faculty evaluated all 72 students in the program, across 16 courses through tracking forms, completed by instructors, and student surveys. The target for this program requires every student to demonstrate mastery of every objective in every course. A tracking form listing students, objectives, and associated ASHA standards was circulated to instructors of academic and clinical graduate courses, and any student not achieving an objective was identified.

Closing the loop

Action was taken at the individual student level. Any student identified as not achieving any course objective was required to complete further instruction. Depending on the specific objective, this additional instruction included revising an assignment, retaking an exam, or completing an independent study with the instructor.

Out of the 72 students in the graduate program 12 failed to achieve one or more objectives in the following courses. After additional instruction, 11 of these students completed all objectives; the remaining student is undergoing an extensive tutorial.

Thus, except for one student, all current students are meeting all program learning objectives and related ASHA standards. Since the current results are positive, no curricular changes are being made at present, but the department is continuing to monitor achievement of learning objectives. For example, in Fall 2014 the department will begin using new software that will provide both students and faculty with an ongoing cumulative assessment of the students' achievement of the learning objectives and related ASHA standards. This software will permit students and faculty to examine progress across the objectives, including any necessary remediation activities, in real time.

School of Education: MA, MSED Program in Special Education

In 2012, the program's learning goals and objectives were revised to align with the Teacher Education Accreditation Council (TEAC) Quality Principles for Teacher Education Programs.

Three goals were assessed in 2012-13:

- Goal 1 Subject Matter Knowledge: The students in the Special Education program will understand the subject matter they will teach.

- Goal 2 Pedagogical Knowledge: The students in the Special Education program will be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.

- Goal 3 Caring and Effective Teaching Skill: The students in the Special Education program will be able to teach effectively in a caring way and to act as knowledgeable professionals.

The assessment included materials from the following courses:

- SPED 201: The Exceptional Child
- SPED 204: Collaborative Partnerships With Families of Children With Disabilities
- SPED 211: Knowledge and Strategies for Teaching Students With Cognitive Disabilities
- SPED 216: Assessment and Diagnosis in Early Childhood Special Education
- SPED 241: Identification and Interventions for Children and Adolescents With Emotional/Behavioral Disorders
- SPED 245: Curriculum and Methods for Students With Diverse Learning Needs
- SPED 248: Education of Students With Autism Spectrum Disorders
- SPED 277: Technology and Assistive Technology in Special Education

Faculty in the above courses identified and scored assignments relevant to the learning goals. Scored on various rubrics, these assignments included inclusion preparation plans, case studies, article summaries and book reviews, mock summary evaluations, art portfolios, functional behavior assessments, and research proposals.

Closing the loop:

Based on the assessments, a number of curricular changes were implemented:

Goal 1 Subject Matter Knowledge
In SPED 204, a case study assignment was created to allow for the application of knowledge. Performance will be monitored with the aim of mastery in the following areas: (1) connections between issues and case study, (2) research, and (3) usage of APA guidelines.

Goal 2 Pedagogical Knowledge
In SPED 241, the number and diversity of assigned readings was increased. Students will be assigned more case studies for analysis.

Goal 3 Caring and Effective Teaching Skill
In SPED 216, faculty increased the instructional time devoted to interpretation of assessment scores that structure intervention strategies for children with special needs.

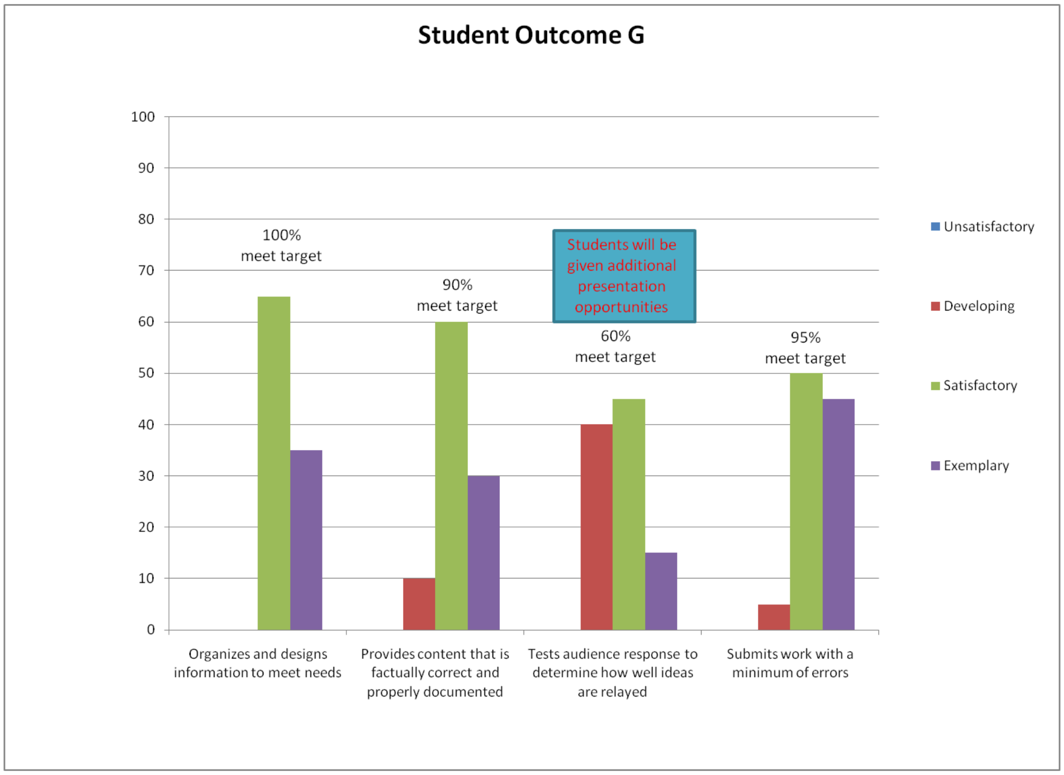
School of Engineering and Applied Science: Mechanical Engineering Program

This School is accredited by the Accreditation Board for Engineering and Technology (ABET). One of the outcomes assessed in the 2012-13 assessment focused on communication skills.

A course map prepared to assist in the assessment of the communication outcome revealed ample opportunities for instruction and practice of oral and written communication skills in engineering courses. Further, surveys of graduates of the program showed that writing and making oral presentations was a regular part of their professional work, confirming the importance of communication skills.

In Spring 2013, the goal "communicate effectively via oral presentations" was assessed. All students in a class of ENGG 19: Technology and Society were observed giving oral presentations (n=20). This course is required by all of the engineering programs and is typically taken by first- and second-year students.

As indicated in the chart below, three of the four assessed objectives met the target of 80% exemplary or satisfactory on a four-point rubric. Only 60% met the target on the objective, "tests audience response to determine how well ideas have been relayed."



Closing the loop

Additional presentation opportunities will be added to engineering courses to give students more practice in this skill. Specifically, ENGG 19 students will be given the opportunity to hone their skills in testing and reacting to audience response through brief presentations. Their instructor and peers will give immediate feedback to the students. This outcome will again be assessed in 2015-2016 as a part of the regular assessment cycle

Institutional Assessment

University-wide institutional assessment is primarily managed by Institutional Research & Assessment (IR). The department maintains a clear mission statement to provide consistent, reliable information for use in decision making and planning in all University areas. IR performs the following tasks:

- Ascertain and archive institutional facts and statistics, longitudinal enrollment trends, and peer analyses.
- Consult on assessment, survey design, analysis and presentation.
- Provide data support for accreditation efforts; respond to external constituents (IPEDS, NYSEDs, guidebooks, etc.).
- Monitor institutional effectiveness, and provide key data for use in decision making by senior administration.
- Provide support and training on Compliance Assist, Remark, SPSS and SAS.

IR has a dedicated professional staff to help in the creation and fielding of original primary research, supporting both institution-level and unit-level assessment. Assessment efforts are standardized and well organized and ensure that its mission and goals are assessed with regularity and intentionality. IR uses a multi-year assessment calendar, a map of projects to institutional mission and goals, maintains an assessment plan, and is integral in developing and monitoring the Five-Year Plan.

External data analysis comes from several authoritative sources, including National Center for Education Statistics Integrated Postsecondary Education Data System (NCES IPEDS), New York State Education Department (NYSED), National Collegiate Athletic Association (NCAA), Common Data Set (CDS), National Clearing House, U-CAN, and publisher's guidebooks and websites, such as *College Board*, P*rinceton Review*, *Barron's*, *US News*, and *Petersons*. Additionally, national benchmarking tools include the Cooperative Institutional Research Program (CIRP) First Year Survey, National Survey of Student Engagement (NSSE), Educational Benchmarking Initiative (EBI) First-Year Experience, Educause Center of Applied Research (ECAR), National Association of Student Personnel Administrators (NASPA), Profile of the American College Student (PACS), American College Health Association - National College Health Assessment (ACHA NCHA), and Center for Academic Integrity (CAI) Academic Integrity Assessment Guide.

Regular internal evaluations and surveys include the assessment of progress toward the Five Year Academic Plan (with annual metrics), Student Satisfaction, alumni outcomes of one and five-year graduates, Residential Student Assessment, athletic evaluations and exit interviews, focus groups/interviews, New Student Orientation survey, and the Welcome Week survey.

Institutional Effectiveness

To ensure effectiveness of assessments, IR creates an annual calendar of past, current and proposed projects. This calendar is reviewed annually with the Provost's Office, President's Office, and the Vice President of Student Affairs. IR also meets with representatives of academic colleges and units as needed. These meetings provide a clear view of past and future projects, ensuring a rigorous and sustainable process. For example, surveys are deployed strategically over time both to measure change and to prevent over surveying our constituents.

These project reviews lead to discussions about assessment priorities and new projects, as well as the elimination of projects that are no longer as useful to the University.

The following list describes a few of the studies that were implemented for the first time in the past five years. Each description includes an explicit connection to the institutional mission.

- The American College Health Association - National College Health Assessment (ACHA NCHA) survey is a thorough inventory of student health beliefs and actions. Gaining a better understanding of our students' health-related decisions allows us to design programs and services to address areas of student need and supports the Five Year Plan goal of starting a broad health education initiative and the University mission of helping our students grow in their emotional and physical wellbeing.

- Supporting our mission goal of helping our students achieve their career aspirations, several assessments have been conducted relating to the Career Center (both homegrown and national benchmarking effectiveness studies), student outcomes and job placement, as well as long-term career and educational outcomes.
- The Center for Academic Integrity (CAI) Academic Integrity Assessment Guide supports our mission by emphasizing learning in the liberal arts and sciences and the development of ethical decision making, along with strengthening community bonds through dialogue. These results were shared with the full faculty, the Student Government Association, and the President. In Fall 2013, an Honor Board was established and an Honor Code was implemented.

Communicating Findings

To aid in institutional effectiveness, assessment findings are shared broadly and at the most senior levels. The Provost and the Senior Vice President review all analyses for Planning and Administration. Findings from key institution-wide assessments are shared with the President's cabinet and academic deans. Presentations are made to inform key stakeholders. For example, the table below shows the results from the Spring 2013 Student Satisfaction Survey that was shared with the Task Force on Student Experience in Fall 2013. This table demonstrates that overall levels of undergraduate satisfaction have increased in the ten years of this study. Further, levels of engagement and satisfaction are higher among seniors than freshmen, showing the developmental growth over their years at Hofstra.

			Conf Interval		Top 2	Bot 2	Mean								
	N	2013	Lower	Upper	Box	Box	2012	2011	2010	2009	2008	2007	2006	2005	2004
Overall satisfaction	1027	3.88↑▲	3.83	3.94	72%	6%	3.69▲	3.59▲	3.54▲	3.58 ▲	3.56 ▲	3.45	3.34	3.36	3.38
Recommend Hofstra	1027	3.88▲	3.82	3.94	70%	8%	3.78↑▲	3.60▲	3.62▲	3.61 ▲	3.61 ▲	3.56↑	3.39	3.36	3.44
Would choose Hofstra again	1023	3.53▲	3.46	3.61	54%	21%	3.46↑▲	3.26	3.30	3.34	3.33	3.26	3.09	3.10	3.24
Never considered leaving Hofstra	1028	3.45▲	3.37	3.53	54%	26%	3.35	3.25	3.30	3.34	3.31	3.32	3.26	3.25	3.23

Student Satisfaction Survey Results

In addition to senior administration, other important findings are shared with appropriate units, for example, retention findings are shared with the Center for University Advisement; placement statistics are shared with the deans and chairs; New Student Orientation evaluations are led by and shared with the Orientation Office staff; the athletic evaluations are shared with Athletics administration and coaches; and the Residential Student survey is led by and shared with Residential Programs Office staff.

Case Studies

The following case studies highlight some of the assessment activities during the past five years and illustrate the University's data collection process and commitment to continuous improvement. These cases represent only a very small portion of the assessment activities underway in the administrative areas.

Center for University Advisement

The Center for University Advisement (CUA) went through a significant restructuring in 2007, just before Hofstra's most recent self-study. Prior to 2007, advisors in the CUA saw only students who had yet to declare a major, primarily on a walk-in basis, allowing little continuity or relationship building between advisor and student. Since the restructuring, each of the advisors in CUA works with an assigned cohort of students from their point of entry into Hofstra through graduation. They advise on non-major requirements, assist students in navigating University resources, and coordinate assistance for students experiencing personal or academic difficulties. When students declare a major, they are also assigned a faculty advisor to assist them with major-related advising and mentoring, but they do not lose the support of their CUA dean. The CUA dean also works to improve student retention by reviewing grades, reaching out to students at risk, and following up with students who have not registered for classes or who are not making adequate progress toward their degree.

Our last self-study highlighted the assessment results for the CUA from 2004-2008, which included the first year of the new advising model. As part of an ongoing departmental assessment plan, the CUA conducted a major student survey in 2009 (N=493 undergraduates). It was found that while the majority (70%) of students was satisfied overall with their interactions with the CUA, there seemed to be a lack of awareness across campus of the CUA and confusion among students as to the types of services they provide. As a result of the 2009 survey, several recommendations were made:

- The CUA needs to communicate their services and resources more effectively.

Students' ratings of satisfaction with the CUA and learning outcomes were modest. Respondents only somewhat agreed that advisors had a sense of their interest and abilities (3.15 on a scale of 1 to 5, 5 being high), knowledge of degree requirements (3.70), understanding what they need to graduate (3.81), and a sense of students' long-term goals (3.30).

Of the 30% of students who never visited the CUA, approximately half did not know where the offices were located or what services they offered. Although most students are assigned an Advisement Dean upon entry to Hofstra, about 25% did not know they had one, and only about two in five said their dean initiated contact with them. However, students were more positive about interactions with their assigned Advisement Dean than they were with impromptu appointments. The survey also suggested that dual-advising system at Hofstra needed promotion and clarification.

Closing the loop

As a result of the 2009 survey, the following actions were taken:

- Improved marketing and explanations of the CUA's role and Hofstra's advising model at New Student Orientation
- Increased programs in heavily trafficked locations around campus
- Added visits to first-year classes before registration to educate students about the CUA
- Created more content for the web, including tip sheets, handbooks and videos, so students could access information on their own schedule and in familiar formats
- Increased proactive student contact from assigned advisement deans to let students know about the variety of services
- Increased use of social media to promote the value of getting to know one's CUA dean, as well as connecting students to resources, academic programs, academic support programs
- Increased collaboration with faculty to identify students with poor academic performance in basic courses. Should a change in major be appropriate, the CUA adviser will work with the student to retain them and guide them toward a major that is more appropriate and will help the student succeed overall.
- Created peer-driven events to put more experienced students together with newer, undecided students in an effort to help students choose suitable majors, minors, and programs.

In order to measure the impact of these changes, the same survey was administered to undergraduate students in 2012. Overall, the results of the survey are positive, with several ratings significantly higher than the 2009 survey.

Significant Differences	**2009**	**2012**
The Advisement Dean	1= low, 5=high	
Helped me with my academic planning	3.79	4.15
Was knowledgeable about University policies and procedures	4.03	4.40
Encouraged me to see a faculty/major advisor	3.97	4.38
Provided me with accurate information	3.88	4.29
Was approachable	4.29	4.54
Seemed interested in me as an individual	3.84	4.16
Followed up with me as promised	3.57	4.18
As a result of my interaction with an AD, I have increased		
Understanding of what I need to do to graduate	3.81	4.21
Sense of my long term goals	3.30	3.76
Agreement Statements		
I believe I have received good advice when I interacted with the CUA	3.66	4.20
Satisfaction		
Overall, how satisfied are you with the services the CUA has provided?	3.50	3.95

Numbers in blue indicate significant increase at 95 percent level

Academic Integrity

In 2010, the University community participated in a national benchmark survey on academic integrity. The survey was intended to initiate a broader dialogue about our value system and academic integrity on our campus. Almost 1900 students and 340 faculty participated in the survey. The results were shared with the community in a report issued by the Task Force on Academic Integrity and Responsibility. This report was the basis for the motions that were brought forward to the full faculty, the Student Government Association, and the President.

The survey results showed that 91% of faculty and students were informed about our academic integrity policies, and many had the perception that cheating was a "serious problem" at Hofstra. However, self-reported cheating behaviors by students were generally in line with national averages. As a result of this survey, the following recommendations have been implemented as of this academic year: establishment of an Honor Code, promotion of the code's core values to every member of the community, and the creation of the Honor Board with student, faculty and administrative representation to promote and uphold academic integrity.

A marketing campaign started in Fall 2013, featuring communications from the President, Provost, and Vice President of Student Affairs. Academic integrity is also being promoted through posters around campus and social media. The community began taking a pledge to uphold the honor code in September 2013, and to date over 10,000 members of our community have affirmed their commitment. The Office of Admissions is building the code into promotional material, so future students will know of the University's stance on academic integrity, and the information will be built into new faculty, administrator, and staff materials as well. It is anticipated that the measures will be re-assessed in three to five years to understand how perceptions and behaviors of cheating at Hofstra have changed.

Services for Students with Disabilities

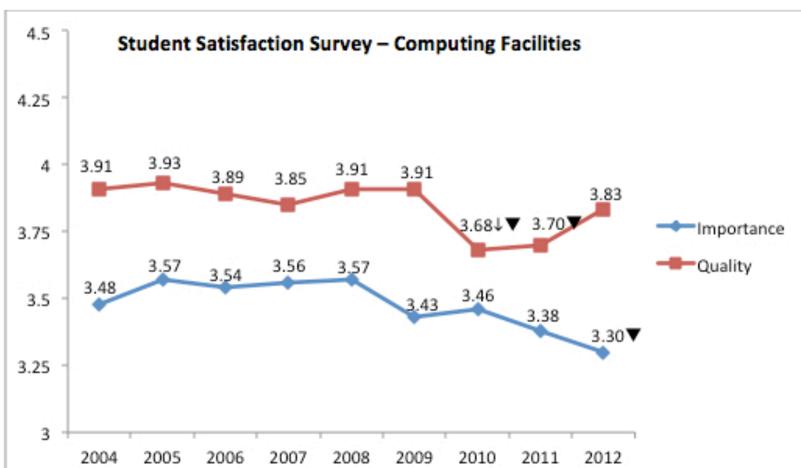
Hofstra's history of supporting students with disabilities dates back to the early 196's, and the University was one of the few institutions in the country to be accessible before mandates were established by the Americans With Disabilities Act (ADA) in 1990.

In Fall 2007, a wide range of programs for students with learning and physical disabilities was brought together under the new office of Services for Students with Disabilities (SSD). This restructuring improves communication among related programs, centralizes resources, and better meets the needs of this population.

The number of students registered with SSD increased in each of the first three years of the office's operation and has now leveled off with approximately 500 active student registrations each year. In November 2010, SSD completed its first assessment of their office, with a 24% response rate (n=111). The Vice President of Student Affairs, the Assistant Vice President of Student Affairs, the Director of SSD and the SSD staff reviewed results, which demonstrated a strong degree of satisfaction with the support that students receive from the office staff. For example, 83% of respondents reported that support from SSD is important to their success at Hofstra. Students showed a high regard for the staff, with 96% agreeing (top 2-box) that SSD will maintain their confidentiality, 97% feeling that they have been treated with respect and fairness, and 94% agreeing that the office respects all aspects of the student's identity. Over 80% of students thought that SSD services helped them manage their disability and are important to their success at Hofstra.

Information Technology

After several years of stable ratings of computing facilities on the annual Student Satisfaction Survey (mean range 3.85 to 3.93 on a scale of 1 to 5, 5 being the highest), results from the 2010 survey showed a decline in the perceived quality of Hofstra's computing facilities among undergraduate students (mean=3.68). In 2011, these services received a similar rating (mean=3.70); therefore, IT services and facilities across campus were assessed to better understand the causes of the decline in perceived quality. In Fall 2011, Institutional Research and Information Technology designed and administered an online survey to assess satisfaction of both students and employees (faculty and staff) with technical services on campus. Results of the survey would provide information to guide IT with future decisions for their services and to help improve the overall student experience.



Computing Facilities Survey 2004-12

WiFi Network

In the survey, students voiced a concern for Hofstra's WiFi signal on campus. Students are the most frequent users of WiFi at Hofstra but gave the lowest rating to this resource (3. 53 v. Faculty: 3.76, Staff: 3.82). From the data we learned that although it was easy to connect to the WiFi network, respondents gave lower ratings to the speed of service, coverage across campus (notably in the residence halls), and reliability of network connection.

Closing the loop

As a result of this evidence, Hofstra has nearly doubled the number of WiFi access points in the residence halls and improved the ease of connecting mobile devices. A campus-wide advertising campaign was launched to help make students aware of the best way to connect and Hofstra added an easier authentication method to access the WiFi network. Further, in Fall 2013, additional funding was provided by the President for continued investments in the wireless network.

Help Desk

Although rated favorably overall (3.93), students (2.10), faculty (2.08), and staff (1.98) indicated that the Help Desk did not always solve their problems. Comments from an open-ended question suggest there was a perceived decrease in the quality of Help Desk service over the past few years. Twenty-three percent of employees offered suggestions, including the desire for faster turnaround.

Closing the loop

The physical space for both the student and faculty/staff Help Desk has been re-organized to improve communication between staff members and to permit staff resources to be used flexibly in response to the current workload.

Boot time

Through open-ended comments it was clear that both faculty and staff perceived the in-classroom computer boot time to be too long, at times impacting the amount of instruction time. While IT was aware of the slow boot time of classroom computers due to the migration of technology that was underway in 2011, they were unaware of the effect it was having on the students and faculty in the classroom.

Closing the loop

The migration was expedited, improving boot time considerably.

To chart the results of these service modifications, the full IT assessment will again be conducted in 2014-2015.

6. INSTITUTIONAL PLANNING

Given that the economic recession and enrollment trends necessitated expense reductions, the prior Five Year Plan (2005-2010) was extended until 2013. The original plan goals remained in place and guided our progress, the budget process, and new initiatives in each of these years. Despite limited funds for investment in new personnel in the last several years, progress was made in nearly all of the areas outlined in the Plan, although progress was slower in certain areas (e.g., increasing SAT scores of entering freshmen) than had been anticipated pre-recession.

Preparation of the current Five Year Plan (2013-2018) began in 2010. Deans were asked to begin the planning process within their respective schools and to involve the faculty in every phase of this process. This process resulted in the preparation of school-wide Five Year Plans. The co-chairs of the Plan met with the deans to develop summaries of the most critical areas in unit-level goals and assessments, and the deans met with their faculty to review priorities. Similarly, the vice presidents reviewed their plans and priorities with their staffs and with the co-chairs of the Plan. The overall Plan was reviewed by the following groups:

- The Task Force on Recruitment, Retention, and the Student Experience
- The Planning and Budget Committee of the University Senate
- The Senate Executive Committee
- Faculty leaders including the Chair of the Chair's Caucus, the Speaker of the Faulty, and the Chair of the Senate Executive Committee
- The President of the Alumni Organization and the President of the Student Government Association.

After this review process, President Rabinowitz presented the Plan for approval to the Board of Trustees. The Plan, which includes a summary of major goals, was then shared with the greater Hofstra community. Major goals, as discussed in preceding sections, include enhancements in the areas of enrollment and recruitment; student retention, experience, and graduation rates; faculty and instruction; University's profile; fundraising and fiscal stability; and physical facilities and equipment.

As part of enrollment and recruitment, the University aims to continue to enhance the quality and diversity of the student body, introduce new programs in high demand areas and review existing programs for long term viability, and improve the "value" message to current and prospective students. As we did in the last Plan, the University continues to focus on further increasing retention and graduation rates, through an enriched student experience with experiential learning, faculty interaction and academic support, enhanced peer and alumni mentoring, enhancements to advisement and additions to the career center. Noted earlier, the Plan also reallocates resources into high demand areas like the sciences, while continuing to support our strong foundation in the liberal arts. The Plan outlines investments in new faculty, teaching and research, along with new academic centers and technology in support of teaching. The capital campaign will lead our fund raising efforts, and along with prudent budget management, will support the University's continued fiscal stability, enabling it to continue to make investments in the academic and student services areas.

Following completion of the Plan, a five year operating budget pro forma was prepared. The pro forma provides a general framework for managing the University's fiscal health and is reviewed regularly and modified as necessary.

In addition, the Sr. VP for Planning and Administration and the Sr. VP for Academic Affairs and Provost have visited each academic department and met with the Chair and faculty in each department's space to discuss recruitment and retention and new program ideas, and to listen to general concerns and recommendations. This initiative permitted an informal and in-depth conversation directly with the faculty that was exceptionally productive in enhancing the already strong partnership between the academic and administrative areas.

Operating Budget Process

The annual budget process is driven by the goals of the Plan, while remaining flexible to provide investment in new opportunities and to address contingencies. The annual budget process begins each year with the preparation of a pro forma operating budget by the Office of Financial Affairs which reflects estimates for tuition and fee increases, enrollment projections, salary and benefit increases agreed to through collective bargaining or otherwise anticipated, operating cost escalations and investments anticipated in the Plan. Following the President's review of the pro forma and any funding issues that may result, guidelines are developed for the creation of the budget, which are discussed with the vice presidents. The guidelines are distributed to the vice presidents and deans in November for submission of departmental budgets in mid-December. All departments are asked to identify mandatory increases, and to identify investment opportunities beyond those anticipated by the Plan or possible through the availability of current funding.

Each dean submits a budget for review and approval by the Provost and the vice presidents review their respective budget proposals with the President. Upon approval in concept, the Office of Financial Affairs compiles the budget requests and reviews the requirements for balancing the budget with the President and Senior Vice President for Planning. The President, Senior Vice President for Administration and the Senior Vice President for Academic Affairs and Provost further meet to review and discuss priorities. The preliminary budget is submitted for review and discussion with the Finance Committee and the Board of Trustees in February in connection with proposals for tuition rates and scholarships. The budget, with any modifications, is again presented to the Finance Committee in late spring and to the Committee and Board of Trustees for approval in June.

In addition to the process of developing the Plan, a regular planning process is always ongoing. The Provost meets regularly (at least monthly) with all the deans together as well as individually, with the faculty leadership, with the lead Department Chair of every school and college, as well as once a semester with all chairs. In addition, there is continuous interaction with University committees (Planning & Budget, Senate Executive Committee, etc.). Communication and collaboration are also facilitated by regular interaction between the provost, deans, vice presidents, faculty and students on key governance committees (Faculty Senate, Undergraduate Academic Affairs, etc.) and also on standing committees (Task Force on Student Experience and Retention). Additionally, the Provost and Vice President for Financial Affairs and Treasurer meet regularly with the Faculty Senate's Planning and Budget Committee to review financial trends and the budget process. Similar meetings are held with the various Vice Presidents to address trends and issues in enrollment management, student life, assessment, and physical facilities.

Resource Allocation in Recent Years

Since 2009, enrollment declines and increasing discount rates have resulted in modestly positive or negative growth in net tuition and fees, requiring cuts in expenditures to ensure the University's ability to make essential new investments while securing the University's financial health. More than $35 million in expense reductions were made over the last five years. Among the most significant cuts were plan design changes in postretirement medical benefits and the elimination of postretirement medical benefits for new employees, increased employee contributions to healthcare benefits, and reduced pension contributions for new employees, all of which were implemented over time following negotiation with the University's five unions. Notably, the University's benefit plans remain generous and competitive even after these changes were implemented. Additional reductions came from the elimination of credit card fees associated with tuition payments, the elimination of football, and savings from utilities resulting from negotiated lock-in rates. Staff reductions were made as well, usually through the elimination and shifting of open lines.

Expense reductions were carefully made and communicated to ensure continued quality of academic programs and student services. The majority of reductions were borne by non-academic departments; most academic reductions were made through reappointments left unfilled in accordance with priorities established by the Provost in consultation with the deans and faculty. The reduction in faculty lines carefully followed the declines in student enrollment, maintaining the student/faculty ratio of 14:1 throughout this period. Expense reductions were carefully planned and implemented and all contractual commitments, including those made through collective bargaining during more robust economic times, were honored. Moreover, these reductions were made alongside significant investments and institutional improvements. During this period the University successfully launched the medical school and established two new schools from existing programs (The School of Engineering and Applied Science and the School of Health Sciences and Human Services), while continuing to improve its financial health.

With the successful recruitment of a larger freshmen class in the Fall of 2013 and an even larger anticipated class in the Fall of 2014, as described in section 4, new investments have already been made in the hiring of additional faculty and in other academic and student services enhancements.

The University's reliance on tuition and fees combined with the challenging student market in the metropolitan New York and Northeast region highlights the importance of growth in net tuition revenues, focusing the University's leadership on the careful management and review of the critical areas of enrollment, retention, and discounting. Significant and regular analysis and monitoring by Enrollment Management, Institutional Research and Financial Affairs provides the University with the necessary information and time to adjust to changes.

While the annual operating budget is driven by the goals of the Plan, significant flexibility in the form of contingency reserves is maintained to address contingencies and/or new investment opportunities.

Conclusion

Despite great challenges, the University has completed the last five years with a strengthened financial condition, significant investment in new and continuing academic programs and capital facilities, and with greater flexibility for the future. In this regard, the Financial Affairs Office and Institutional Research provide a significant amount of financial ratio analysis, trend data and comparative financial analysis to guide faculty, administration and the Board of Trustees and its various committees in the planning process. Planning and monitoring routinely occur with significant opportunity for communication among groups. The University community is united and clearly focused on the need to further expand financial resources through fundraising and endowment growth and the need to grow net tuition and fees on an annual basis to support essential expenses and academic investment in support of the Plan.

As a testament to the campus-wide planning, the University has implemented without incident several difficult and controversial decisions – reducing employee benefits negotiated with five unions and eliminating football – which have provided essential funds for investment in academic programs and student scholarship.

The current Plan provides for modest growth and investment in new faculty, academic programs and facilities, as well as in student services to assist in enhancing students' academic success and retention. Moreover, the various contingencies built into the budget and Plan provide needed flexibility to address difficulties or seize new opportunities.