

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 1: Integrated Teaching and Learning Programs and Supports

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15	2015-16
1. First year retention of First-Time Full-Time Freshmen in Associate Programs will reach 75%	64.7% (F11 Cohort)	67.2% (F12 Cohort)	60.5% (F13 Cohort)	60.5% (F14 Cohort)	68.0% (F15 Cohort)
Fall-to-Spring retention of of First-Time Full-Time Freshmen in Associate Programs	84.10% (F11 Cohort)	84.50% (F12 Cohort)	80.30% (F13 Cohort)	81.60% (F14 Cohort)	83.2% (F15 Cohort)
<i>Percentage of students fully proficient by the end of the first year (of those initially needing any remediation) (New indicator)</i>	35.00% (F10 Cohort)	35.40% (F11 Cohort)	43.60% (F12 Cohort)	48.22% (F13 Cohort)	47.42% (F14 Cohort)
2. Second year retention will reach 60%	44.2% (F10 Cohort)	42.3% (F11 Cohort)	47% (F12 Cohort)	44.6% (F13 Cohort)	45.5% (F14 Cohort)
<i>Three-year graduation rate (New indicator)</i>	10.30% (F09 Cohort)	11.90% (F10 Cohort)	12.60% (F11 Cohort)	20.60% (F12 Cohort)	20.22% (F13 Cohort) (preliminary)
3. Six year graduation will reach 30%	22.8% (F05 Cohort)	26.3% (F06 Cohort)	29.5% (F07 Cohort)	21.6 (F08 Cohort)	24.2% (F09 Cohort)
<i>Percentage of first-time freshmen transferring to any baccalaureate program within 6 year (New Indicator)</i>	25.10% (F05 Cohort)	28.90% (F06 Cohort)%	29.00% (F07 Cohort)%	27.00% (F08 Cohort)%	26.30% (F09 Cohort)%
5. Transfer rate for liberal arts students who graduate from Hostos and enroll in a 4-year institution for the following fall will reach 55%	54.05% (2010-11 graduates)	52.60% (2011-12 graduates)	57.20% (2012-13 graduates)	54.50% (2013-14 graduates)*	56.20% (2014-15 graduates)*
6. Transfer rate for career students who graduate from Hostos and enroll in a 4-year institution for the following fall will reach will reach 30%	31.60% (2010-11 graduates)	33.20% (2011-12 graduates)	33.20% (2012-13 graduates)	33.80% (2013-14 graduates)*	38.50% (2014-15 graduates)*
<i>Transfer of AA/AS graduates to any CUNY or non-CUNY baccalaureate program within two years after graduation (New indicator)</i>	66.70% (2009-10 graduates)	72.90% (2010-11 graduates)	69.90% (2011-12 graduates)	75.90% (2012-13 graduates)	72.80% (2013-14 graduates)
<i>Mean first-term GPA of transfers into CUNY baccalaureate programs</i>	2.63 (F11 Cohort)	2.64 (F12 Cohort)	2.59 (F13 Cohort)	2.65 (F14 Cohort)	2.67 (F15 Cohort)
7. Transfer rate for non-degree transfer will reach 15% (Percentage of full-time first-time freshmen in associate programs who transferred outside of CUNY within six years of entry without having earned a degree from the college of entry)	11.10% (F05 Cohort)	11.60% (F06 Cohort)	11.90% (F07 Cohort)	14.60% (F07 Cohort)*	14.50% (F07 Cohort)*

*Based on Hostos OIRSA analysis using CUNY OIRA's methodology. Please note: some PMP indicators were no longer tracked by the University starting in AY 2014-15.

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Goal 2: Campus and Community Leadership

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
13. Increased student leadership competencies and programs	About 650 students participating in 7 leadership programs	<p>About 650 students participating in leadership programs</p> <p>CUNY Star leadership competencies adopted</p> <p>5 leadership programs with competencies identified (student ambassadors, student orientation services team, emerging leaders program, volunteer corps, athletic leaders organization)</p>	<p>About 670 students have participated in leadership programs.</p> <p>The Leadership Academy added a new program: SOAR - Student Orientation and Advancement Retreat</p> <p>1 additional new leadership programs with competencies identified (leadership training and education program for YMI IMPACT Peer Mentors.</p>	
14. Increased faculty and staff leadership skills and competencies via programs that help them become more effective organizational and community leaders	Over 240 faculty and staff across divisions participate in professional development	<p>Over 325 faculty and staff across divisions participate in professional development</p> <p>70 faculty and staff participate in retreats on leadership development</p>	<p>Over 450 faculty and staff across divisions participate in professional development</p> <p>80 faculty and staff participate in retreats on leadership development</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>15. Increased faculty, student and alumni cross-cultural experiences via expanded study abroad and exchange opportunities, and increased cultural competency offerings at Hostos</p>	<p>1 study abroad (Cuba), 1 local media field study (New England)</p> <p>Numerous arts culture events and exchanges (e.g., "Conversing Bricks" art installation; Chain Reaction performance)</p>	<p>1 exchange (Edinburgh Fringe)</p> <p>Numerous arts culture events and exchanges (e.g., Young Roots Series; Hostos Heritage Lecture Series)</p>	<p>No new study abroad or exchange opportunity</p> <p>Numerous arts culture events and exchanges (e.g. "Dominicans of the Diaspora Seminar"; "Welcome to Arroyo's" stage production)</p> <p>Cultural competency components incorporated in workshops for HPOG program.</p> <p>OAA provided inclusivity training for chairs, coordinators, faculty, HEOs and COAs. The trainings facilitated discussions pertaining to diversity and multiculturalism.</p> <p>2 courses were assessed for Gen Ed Global Citizenship competency.</p>	

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<p>16. Strengthened leadership capacity of Bronx serving nonprofits</p>	<p>26 Bronx Fellows</p> <p>321 Bronx leaders take nonprofit management and fundraising certificate programs</p>	<p>CBNP executive director hired</p> <p>24 Bronx Fellows</p> <p>323 Bronx leaders take nonprofit management and fundraising certificate programs</p> <p>295 Bronx leaders served through CBNP events/trainings</p> <p>373 organizations impacted</p>	<p>Administrative Assistant hired to support work of CBNP.</p> <p>24 Bronx Fellows</p> <p>Developed new strategic plan with nonprofit leadership development and management program component, which will replace certificate program.</p> <p>724 (duplicated) Bronx leaders served through CBNP events/trainings</p> <p>355 (unduplicated) organizations impacted</p>	

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Goal 3: Culture of Continuous Improvement and Innovation

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
17. Planning and assessment processes inform day-to-day activities across campus	1 st annual ops plan	2nd annual ops plan (3 rd in development) Strategic Plan and CUNY PMP aligned	3rd annual operational plan developed and aligned with SP and PMP. Ops Plan online platform in development to better streamline operational planning.	
	2 APR self-studies No non-degree reviews	4 APR self-studies completed, 2 still in process 2 non-degree reviews Standardized non-degree protocol implemented (9 non-APRs using in 2013-14) Highlights of APR changes: · Increased outreach to strengthen freshman enrollment (Gerontology) · Strengthened cross-disciplinary content & alignment w/ CUNY skills tests (Lang. & Cog.)	4 APR self-studies completed, 2 still in process 8 non-APRs completed Highlights of APR changes: Social Sciences external review was completed and based on the results the unit added a math pre-req to their economics courses. Behavioral Sciences, Business Management, Accounting, and Office Technology self-studies (APR) were in progress	

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<p>18. 75% of degree and non-degree programs reviewed</p>		<ul style="list-style-type: none"> Expanded use of technology and supplemental instruction (Mathematics) 	<p>The following programs/departments initiated preparation for APR self-studies to be conducted in 2014-2015: Public Administration, Forensic Science, Health Education, and the Natural Sciences and Humanities departments.</p> <p>Language and Cognition developed two new learning communities by linking courses: ESL 25 + HUM 100 and ESL 35 + SOC 101. A team of faculty met regularly to develop a Reading curriculum.</p> <p>APR: 8 out of 27 (29.6%) Self-studies completed since AY2010-2011 (based on AY2010-2011 to AY2016-2017 review cycle)</p> <p>Non-APR: 8 out of 51 (15.7%) Self-studies completed since AY2013-2014 (based on AY2013-2014 to AY2017-2018 review cycle).</p> <p>Total: 16 out of 78 (20.5%) units have completed self-studies.</p>	

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19. Program review schedule established for next five yrs	No schedule	10 year schedule implemented and maintained for APR and non-APR	10 year schedule for APR and Non-APR updated.	
20. Student learning outcomes, including Gen Ed competencies, infused across all courses and programs	SLOs in 95 courses SLOs in all 29 programs	SLOs in 117 courses Reviews of program SLOs started in Spring 2013 and continue into 2013-14 Highlights of SLO course assessment changes: · MAT 160: Creation of course (MAT 150) · NUR 120: Fine-tuning skills mastery in key areas, including use of electronic data · PHY 210: change in pre/co requisites to improve math foundational skills	SLOs in 173 courses No new developments in AY 2013-14 Highlights of SLO course assessment changes: Gen Ed assessment was conducted for: EDU 101, ENG 225, MAT 150 by Gen Ed Committee. Responsibility for Gen Ed assessment was moved to OAA Assessment Committee.	
21. All Hostos college-level credit-bearing courses will transfer for degree credits at all CUNY four-year institutions consistent with new transfer policies from CUNY's Board of Trustees	No systematized transfer	100% Pathways courses transfer for credit 80 Pathways courses approved (with up to 20 courses scheduled for approval in 13-14)	100% Pathways courses transfer for credit Revisions of articulation agreements started to re-elect pathways and new degree requirements.	
		51 CBO leaders from 29 organizations trained by CBNP/OIRSA in planning and assessment	12 Individuals from 4 organizations trained by CBNP/OIRSA in planning and assessment	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
22. Bronx community-based groups demonstrate increased capacity for planning and assessment	No CBNP planning and assessment trainings	90% indicate will use training to inform institutional practice	Survey not administered because group was too small; CBNP rethinking marketing of planning and assessment training.	

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Goal 4: Workforce Development for a 21st Century Economy

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>23. Market and degree environmental scanning (ES) institutionalized (conducted periodically)</p>	<p>Hostos considers different models for ES</p> <p>ES on workforce development – informs thinking on CEWD programs and staffing</p> <p>ES to consider additional Allied Health programs – finds demand for occupational and physical therapy assistant training, considering new certificate and degree pathway programs</p>	<p>Hostos considers consultant recs to improve ES</p> <p>ES to consider additional Food Studies programs – finds demand for training, considering new degree</p>	<p>Hostos engaged as partner in BX-wide collective impact projects (funded by J.P. Morgan Chase) that contain strong ES components.</p> <p>Hostos engaged as partner in "Bronx Corridors of College Success" project (aimed at revitalizing the South Bronx by increasing high quality post-secondary access and completion) that contains strong ES components.</p> <p>Based on ES, the Division of Academic Affairs developed and approved a Food Studies degree program, initiated planning for a dental/assistant option, and implemented a community health-worker pathway to degree.</p>	

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	<p>ES on digital music conducted as part of Next Note conference on state of jobs and what is needed</p>		<p>SDEM has identified 271 potential current students that might be eligible for the Food Studies Program. Admissions Office has recieved inquiries about the Food Studies Program, follow up will be done in the upcoming weeks. Will be scheduling a Counselor Luncheon with high schools identified as potential feeders. Once state approval is recieved, will be collaborating with OAA for marketing campaign.</p> <p>Based on ES, the Gerontology and Office Technology programs created curricular changes, which included employer input.</p>	
<p>24. Credit and non-credit programs responsive to labor market and higher education trends – using environmental scanning information and other higher education data</p>	<p>No systematized ES</p>	<p>ES infused in APR and non-APR, other ways to do ES also under consideration</p>	<p>ES component was incorporated into the SWOT analysis for 4 out 8 (50%) of the Non-APR units. ES Component was not incorporated into any of the reports for APR units.</p>	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>25. 100% of degrees offer career preparedness/placement supports and/or experiential learning opportunities</p>	<p>284 students participate in coop ed</p> <p>8 degrees (28.6% of all degrees) offer</p>	<p>286 students participate in coop ed and service learning</p> <p>10 degrees (35.7% of all degrees) offer</p>	<p>332 students participate in coop ed and service learning</p> <p>11 degrees (40.7% of all degrees) offer experiential opportunities</p>	
<p>26. Strategic partnerships in place that further the workforce development component of Hostos' mission</p>	<p>Examples of new partnerships:</p> <ul style="list-style-type: none"> - w/Acacia/Promesa – HHS HPOG grant hiring partner - w/CWE – industry trainings <p>- 138 new employer partners secured via Career Services</p>	<p>Examples of new partnerships:</p> <ul style="list-style-type: none"> - w/National Supermarket Assoc – customer service training - w/FEGS –Workforce 1 in Bronx Terminal Market - w/STRIVE – industry trainings - part of # of collective impact initiatives in the Bronx (e.g., with NYCHA in Mott Haven) - 120 new employer partners secured via Career Services 	<p>Examples of new workforce programs that have been contracted to Hostos as a result of strategic partnerships:</p> <ul style="list-style-type: none"> ~ "Career Network: healthcare" project developed with PHIPPS and Montefiore. ~ Spanish for Allied Health Workers project developed with DC37 partners. ~ Reentry Green Technology Training Program developed as a result of partnership with STRIVE -75 new employer partners secured via Career Services for internship, volunteer and employment opportunities 	

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Goal 5: Institutional Infrastructure and Advancement

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
27. Recognized model and resources for use of technology to improve teaching, learning, and operations	167 faculty using Blackboard 13 smart classrooms 30% of courses use online resources 5% courses online (92 hybrid and asynchronous offered) Students have access to a fully online ECE program	195 faculty using Blackboard 20 smart classrooms 43% of courses use online resources 6% courses online (119 hybrid and asynchronous offered) Students have access to a fully online ECE program Hostos' CUNYfirst live – becomes model and resource for other colleges	222 faculty using Blackboard 25 smart classrooms 52% of courses use online resources 122 hybrid and asynchronous offered Students have access to a fully online ECE program Hostos has become recognized as a model for best practices. Other insititutions within CUNY have looked to the college for help with implementation and business reengineering for several CUNYFirst modules.	
28. Hostos will increase classroom utilization by 30%	33.6% FTEs offered Fri, evenings, weekends	32.5% FTEs offered Fri, evenings, weekends	31.9% FTEs offered Fri, evenings, weekends	
29. Donor base doubled, diversified, and aligned with programmatic needs of college	\$1.14 million	\$1.26 million 33% increase in individual donors (result from expanded efforts to attract individual donors)	\$1.60 million (27% increase in overall fundraising revenue)	

Five-Year Anticipated Outcome	2011-12	2012-13	2013-14	2014-15
<p>30. Increased brand recognition among target markets</p>	<p>I Am Hostos campaign (700,000 views)</p> <p>45 Profile booklet (award winning, printed 2,000 distribution)</p> <p>President's Report 2009-11 released (1st ever - sent to 1,900 VIPs)</p> <p>5 op-eds (est. reach 10,000 per op-ed)</p> <p>-About 375 Twitter followers</p> <p>-About 125 LinkedIn members</p> <p>- 1,707,727 unique website pageviews</p>	<p>Skills To Do the Job campaign in CEWD (to 250,000+ households)</p> <p>2 op-eds (est. reach 10,000 per op-ed)</p> <p>-619 total Twitter followers</p> <p>-207 total LinkedIn members</p> <p>-1,654,113 unique website pageviews</p> <p>-E-newsletter hits 12,000 distribution</p>	<p>Skills To do The Job campaign in CEWD (235,000 households catalogue + 11,000,000 unique readers for advertising in news papers such as Daily News, NY Post, El Especial, and El Especialito)</p> <p>20+ print and TV new stories about Hostos in leading media outlets (e.g. The New York Times and ABC news)</p> <p>-982 Twitter followers</p> <p>-228 LinkedIn Members</p> <p>3,795,375 unique website pageviews</p> <p>-E-newsletter hits 15,000+ distribution</p>	