Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Summary of Findings and Conclusions

At Hostos, planning, resource allocation, and assessment activities for institutional renewal are increasingly connected. Planning and performance assessment processes required by CUNY through its Performance Management Process (PMP) are connected to CUNY resource allocation for each constituent college. In recent years, Hostos has focused on creating mechanisms to link its individual efforts at planning, fundraising, and assessment to its mission. Its new strategic plan represents where these efforts currently stand and where they are going for the future. As discussed in the Working Group #1 report, the year-long process that led to this plan engaged faculty, staff, and students to establish goals, initiatives (activity areas), outcomes, and performance indicators that everyone will aspire to, all of which align closely with the college's mission. The plan is currently being implemented and a major part of that implementation is the periodic assessment of the college's progress in achieving the stated outcomes.
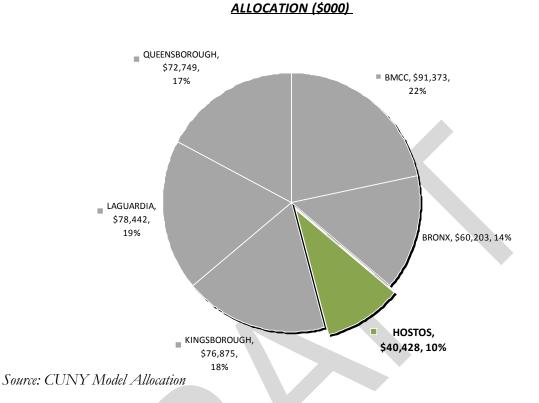
Overall, Hostos meets the fundamental elements of this standard, although additional work is needed in order for the college to more consistently and transparently embed assessment into its culture of resource allocation and institutional renewal. The evidence of these findings and conclusions is presented in the following report.

Working Group 2 – Standard #2 Report

Question 1: Are CUNY-wide and Hostos-specific planning and budgeting processes effectively connected?

A. CUNY and Hostos budgeting processes are effectively connected.

Hostos currently receives 10% of the total CUNY community college allocation annually. See Table 2.1 on the following page for a comparative analysis with other CUNY communication college budget allocations.

T 2.1 Hostos % of CUNY Community College Controllable Budget Allocation in 2010-11

2010-11 COMMUNITY COLLEGE CONTROLLABLE BUDGET ALLOCATION ($000)

Source: CUNY Model Allocation

CUNY dictates the budgeting processes for all its constituent campuses. Budgeting includes three process components: CUNY advocacy for state and city funds; a CUNY three-year weighted FTE enrollment calculation; and Hostos' operating budget planning. These three interconnected processes are described below.

1. CUNY advocacy for state and city funds

Since New York State, and New York City largely fund CUNY, it is subject to the state and city budget process and timetables (D 2.4).

As a first step in annual budgeting, CUNY advocates for CUNY-wide funding from the city and state. This four-stage funding advocacy process is initiated by Chancellor's Office every July (D 2.5).

Stage 1: Between July and November, college presidents submit their institutions' priorities while at the same time, the university meets with faculty and student governance. The university then prepares a draft overview of all budget requests and consults with the Council of Presidents and the Board of Trustees Committee on Fiscal Affairs.

Stage 2: In November and December, a draft budget is presented to the Board of Trustees Fiscal Affairs and Academic Affairs committees for review and consideration. Then, following a hearing on the draft request, the full Board of Trustees considers the budget
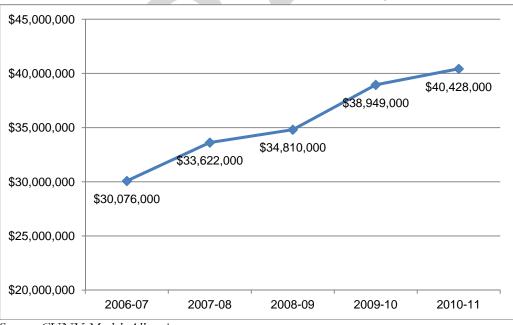
request. Once approved, the budget request is then formally transmitted to city and state executive branches.

Stage 3: From January through March, state executive budget recommendations and the city financial plans and preliminary budget are released. Testimony is then presented to the state senate's Finance and Assembly Ways and Means Committees on the impact of the state's proposed executive budget recommendations. Testimony on the impact of the city's financial plan and preliminary budget is presented before the city's Finance and Higher Education Committees and before the Borough Presidents.

Stage 4: April through June is the final stage of the planning and budgeting process. April 1 is the deadline for the state to adopt a budget, and April 26 is the deadline for the release of the city's executive budget recommendations. Testimony on the impact of the city's executive budget is then presented before the New York City Council Finance and Higher Education Committees, and the budget is adopted by June 5.

2. CUNY three-year weighted average FTE enrollment calculation

Once the state and city have agreed on the CUNY-wide budget allocation, CUNY determines the next academic year allocation for each CUNY college by calculating a three-year weighted average full-time equivalent (FTE) enrollment based on show rate data for the previous three years. Table 2.2 below shows the growth of Hostos' budget allocation in the last 5 years.
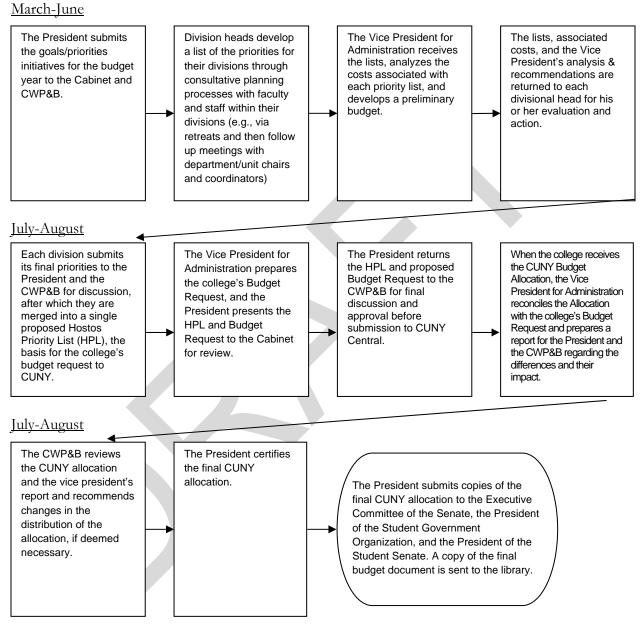
T 2.2: Hostos CUNY Controllable Allocation, Last 5 Years

Source: CUNY Model Allocation

3. Hostos prepares operating budget

Hostos follows the steps in Table 2.3 below in developing its operating budget.

T 2.3: Hostos Operating Budget Planning Process

March-June

The President submits the goals/priorities initiatives for the budget year to the Cabinet and CWP&B.	Division heads develop a list of the priorities for their divisions through consultative planning processes with faculty and staff within their divisions (e.g., via retreats and then follow up meetings with department/unit chairs and coordinators)	The Vice President for Administration receives the lists, analyzes the costs associated with each priority list, and develops a preliminary budget.	The lists, associated costs, and the Vice President's analysis & recommendations are returned to each divisional head for his or her evaluation and action.

July-August

Each division submits its final priorities to the President and the CWP&B for discussion, after which they are merged into a single proposed Hostos Priority List (HPL), the basis for the college's budget request to CUNY.	The Vice President for Administration prepares the college's Budget Request, and the President presents the HPL and Budget Request to the Cabinet for review.	The President returns the HPL and proposed Budget Request to the CWP&B for final discussion and approval before submission to CUNY Central.	When the college receives the CUNY Budget Allocation, the Vice President for Administration reconciles the Allocation with the college's Budget Request and prepares a report for the President and the CWP&B regarding the differences and their impact.

July-August

The CWP&B reviews the CUNY allocation and the vice president's report and recommends changes in the distribution of the allocation, if deemed necessary.	The President certifies the final CUNY allocation.	The President submits copies of the final CUNY allocation to the Executive Committee of the Senate, the President of the Student Government Organization, and the President of the Student Senate. A copy of the final budget document is sent to the library.

Overall, the three processes described above operate according to interrelated and interconnected timetables.

B. CUNY and Hostos' planning processes are also effectively connected.

The CUNY Performance Management Process (PMP) is CUNY's mechanism to link planning and goal setting by the University with that of its constituent colleges and professional schools (D 2.6). Each spring, the Chancellor states the University's PMP targets in the nine PMP objectives areas for the upcoming academic year, guided by the University's Master Plan (D 2.7). CUNY presidents, working with their executive teams and college communities, then map out performance goals and targets for their institution for the coming year in alignment with those of the university (D 2.8). Hostos sets its PMP targets and goals each year, and submits formative reports to CUNY that monitor progress three times during the academic year. Each CUNY College's targets reflect differences in campus missions, resources and circumstances, as well as performance baselines. At the end of each academic year, CUNY assesses progress towards each college's targets. High performance is recognized and, as resources are available, rewarded (D 2.9 – PMP 2010-11 report/targets?).

Nine PMP Objectives (D 2.10):

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity

3. Ensure that all students receive a quality general education and effective instruction

4. Increase retention and graduation rates and ensure students make timely progress toward degree completion

5. Improve post-graduate outcomes

6. Improve quality of student and academic support services

7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

8. Increase revenues and decrease expenses

9. Improve administrative services

The nine PMP objectives are translated into specific targets by Hostos. These targets include those actually set by CUNY (e.g., performance on the CUNY skills tests, student retention, etc.), but also targets that are set by Hostos (e.g., development of new programs, performance on certification exams, development of hybrid courses, etc.). The college uses both groups of targets to allocate resources.

C. Budgeting and planning are becoming more clearly mission-based.

In the past, annual divisional planning and budgeting was initiated by teams of staff within divisions setting their performance goals and targets, and division heads coordinating with the Division of Administration and Finance to set their budgets. Now, Hostos will implement a more cohesive process, given that divisions will work toward campus-wide goals, initiatives, outcomes, and performance indicators laid out in the new strategic plan.

As discussed by Working Group #1 relative to Standard 1, Question 1the new plan was developed following input from students, faculty, staff, and external stakeholders. The process included focus groups, surveys, Office of Institutional Research (OIR) data and analysis of recent student demographics, enrollment and performance trends, and a literature review examining trends underway in community colleges across the country. The approved plan outlines an implementation process that requires ongoing, deep engagement of students, faculty, and staff, to help the college become more proactive and transparent in working toward common priorities.

Question 2: How could the different plans of the college, such as the strategic plan, the academic plan, the enrollment management plan, the technology plan, the financial plan, and the capital facilities master plan be better aligned to support institutional renewal?

A. Strategic planning serves as the "umbrella."

Hostos is currently working on better alignment of college plans, using the new 2011-16 strategic plan as the overarching planning "umbrella" under which all other plans operate in an aligned fashion.

B. Annual operating plans describe divisional activities to implement strategic planning priorities

Each year, divisions creates annual plans outlining activities for the coming year – in the past, aligned with the goals and activities outlined in the 2003-08 strategic plan and now to be aligned with the 2011-16 strategic plan.

The new strategic plan lays out a clear process for annual divisional operational planning that will bring the campus together to implement common goals, initiatives, outcomes, and performance indicators (D *). It also requires staff and faculty to align all other plans – new or existing – with these operating plans, so everyone is moving in a coordinated direction.

Existing plans that will become aligned under annual operating plans include:

- Annual operating technology plans – mandated by CUNY since the creation of the annual CUNY technology fee allocation in 2005

- Semi-annual enrollment management plans – an internal Hostos document used to gauge allocation of faculty resources to programs and courses based on enrollment projections

- Annual financial plans – an internal Hostos document that tracks annual expenses against CUNY revenues and other financial resources given to the college

- Periodic academic plans – required by CUNY to project future enrollment by academic programs (helps determine course and program staffing needs)

- Capital facilities master plans – required by CUNY to address physical plant needs based on the academic program plan and enrollment projections

Question 3: What issues should Hostos be planning for? How can an integrated system of planning and resource allocation help address those issues?

Input from more than 525 individuals, combined with OIR research on student demographics (D 2.16), enrollment and performance trends (D 2.17), and a literature review on trends experienced by community colleges nationally (D 2.18), illuminated the following organizational strengths and opportunities to leverage, and challenges to confront as Hostos embarks on its next college-wide plan.

Hostos' Ten Core Strengths and Opportunities

1. **Enduring commitment to non-traditional students.** Hostos was created as a result of the commitment and passion of a community that understood the value of higher education. Serving the higher educational needs of people from communities historically excluded from higher education remains core to Hostos' mission.

2. **Thriving signature programs.** Hostos has a reputation for some strong signature academic programs (allied health, dual degrees), student services (leadership, athletics, disabilities programs), and community service programs (the Hostos Center for Arts and Culture, volunteer efforts by students in the Hostos Leadership Academy, Hostos' free dental hygiene clinic).

3. **Ambitious and dedicated students, faculty and staff.** Students come to Hostos to transform their lives. And Hostos' talented faculty and staff take great pride in serving a community of learners who don't typically come from privilege.

4. **Diversity and multilingualism.** For Fall 2010, students at Hostos indicated that they are from more than 115 different countries around the world and speak at least 80 different languages (D 2.20). Students at Hostos receive a global education in a truly diverse and international environment.

5. **History of community engagement.** Hostos' history breathes meaning and life into its work – from everyday activities to plans for the future. Hostos has a rich legacy of serving the communities of color reflected in the demographics of the Bronx.

6. **Strong sense of community on campus.** Hostos is like a family. Faculty and staff are among the students' biggest fans and serve as role models for students. And students support each other inside and outside the classroom.

7. **Accessibility – locations in hub areas of the South Bronx and Washington Heights.** Both locations are situated at major intersections just steps from express subway stations and bus stops, and close to major highways.

8. **Stability and growth in key administrative capacity areas.** Hostos has remained financially solvent and even grown in key areas, expanding the footprint of the campus,

and innovating the use of technology in the classroom and in support of operations and facilities.

9. **Spotlight on community colleges.** As more and more of this nation's leaders, from Chancellor Goldstein to President Obama, call attention to the critical role community colleges can play in revitalizing the U.S., Hostos can leverage new funding streams and supports to demonstrate its value and impact.

10. **Adaptability.** Hostos is known for its ability to capitalize on the strengths of its community, for its willingness to experiment and innovate, and for its capacity to adjust to difficult circumstances.

Hostos' Ten Core Challenges

1. **Enrollment booming (a challenge and opportunity).** Over the past 10 years, enrollment at Hostos has almost doubled, from 3,118 to 6,187 students, with about a 25 percent increase in the number of FTEs. Headcount enrollment peaked above 7,000 in 2011-12.

2. **Fiscal Woes in State and City**. With the condition of State and City budgets still uncertain, Hostos could potentially sustain significant cuts to its operating budget in the next few years.

3. **Limited space and funds for building maintenance/improvements.** Hostos lacks room to grow, and has limited funding to maintain state-of-the-art facilities much less expand to meet the needs of its increasing enrollment.

4. **Replacing retiring faculty.** Eight faculty retired in spring 2011. Despite the fact that CUNY recently ended its hiring freeze and gave the green light to hire 24 faculty, replacing retiring faculty will still be a challenge in coming years. With between 20-30 faculty expected to retire by 2016, Hostos will have to be strategic in ensuring that replacement of faculty lines becomes a priority as new dollars are identified.

5. **Challenges facing remedial/ developmental students.** More than 85 percent of each entering freshmen class must take at least one remedial/developmental course and upwards of one-third of these students are triple remedial.

6. **Collaboration with other academic institutions.** Hostos could do more to build relationships with local high schools and four-year colleges, to ensure smooth transitions as students continue their education.

7. **Navigating external politics of support.** Hostos could strengthen engagement with policy makers and funders so legislation and grants programs are more responsive to the needs of educationally and economically disadvantaged students.

8. **First year retention.** As with many community colleges across the country, first year retention is a challenge. While Hostos' retention rate has improved significantly since

the last Middle States visit, about 40 percent of Hostos freshmen drop out/stop out before their second year.

9. **Remaining competitive as other higher education institutions expand.** When asked, "why did you come to Hostos?" students consistently say they heard about it word-of-mouth. In an environment of increasing competition with educational proprietary systems, Hostos must do better at marketing and communicating its value and brand.

10. **High unemployment facing Hostos' service population.** Hostos students come from communities with grim employment-related statistics, where unemployment is almost double that of New York City as a whole. (D-*) High poverty rates also affect many Hostos' students.

Just because a higher education organization focuses on learning does not mean that it is a learning organization. Learning organizations employ linked planning and assessment systems to ensure their vibrancy and potential for transformation. And they tend to be more effective, since these linked systems allow the organization to innovate and adapt via continuous improvement processes. (Senge, 1990, Middaugh, 2010)

With the implementation of Hostos' new strategic plan, the college will build systems that better assess progress toward achieving planned goals – in courses, throughout programs, and across the institution. It will also create processes that connect the various plans of the college via interrelated assessment mechanisms, so everyone can better understand the effectiveness of the college's services and programs and so that we can more strategically deploy our assets (e.g., faculty and staff, space, revenues, etc.).

All of this work will fall within the college's efforts to create a strong culture of continuous improvement and innovation, one of the five goals of the new plan (D *). This goal was set because we realize that unless Hostos can more consistently and comprehensively answer the question "how are we doing?" it cannot demonstrate if the college is effectively achieving its mission. Assessment will also be key to long-term institutional success, as Hostos, like other community colleges, adapts to higher enrollments with tighter budgets.

Relationship to Other Standards

Planning, resource allocation, and institutional renewal relates to many other standards. However, Hostos' Standard 2 questions most relate to the following other working group standard and question.

Working Group	Standard	Question(s)
1	1 – Mission and Goals	1

Recommendations

1. Make the CUNY and Hostos budgeting processes more transparent to the Hostos community and more publicly communicate the different ways in which the college is financially resourced. For example, Hostos could should publish budget information on its website and host some open forums where the budgeting process is explained.

2. Strengthen discretionary revenue fundraising. This is a crosscutting recommendation, also referenced by Working Group #1, to decrease dependency on CUNY's formula-driven budget process.

3. Analyze best use of college's financial resources, using new strategic plan as a frame, to support the goals and strategies outlined for 2011 – 2016. Indicate distinction between tax levy funded and non-tax levy funded resources.

4. Strengthen planning at Hostos by setting guidelines related to engagement, assessment, and reporting, and creating aligned planning systems. For example:

   - Revisit all major existing plans (e.g., enrollment management plan, facilities master plan) in light of the new strategic plan to ensure goals alignment.
   - Establish clear guidelines for the creation of new plans, including annual operating plans across divisions. The processes, the formation of timelines, and the expectations for engagement, assessment, and sharing of updates should be clearly laid out.
   - Ensure that all new plans are developed via inclusive processes and communicated to the larger Hostos community to ensure increased engagement across the ranks of faculty, staff, and students.
   - Formalize plans by balancing its ideal state and day-to-day realities. Consider current state and desired future state in development of annual operating plans—follow pragmatic steps to achieve alignment outcomes.
   - Identify planning and resource allocation best practices at similar institutions and explore how these insights might influence the implementation and alignment of Hostos' systems moving forward.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Summary of Findings and Conclusions

Hostos has access to the human, financial, technical, physical facilities, and other resources necessary to achieve its mission and goals. However, like many other community colleges across the country, Hostos is experiencing two competing forces – dramatic enrollment increases and significant financial uncertainty – especially given that all CUNY college operating budgets are, by CUNY mandate, solely funded from tax levy funds. CUNY colleges have, in their favor, the CUNY Compact, a relatively recent, innovative model of financing the CUNY system, which should increasingly protect individual colleges from financial downturns. However, like other CUNY schools, Hostos would be wise to strengthen discretionary fundraising efforts via its Foundation and coordinated efforts across divisions.

Assessment is key to knowing the extent to which resources are used efficiently and effectively. Although Hostos takes some steps to assess human, financial, technical and facility expenditures at divisional levels, Hostos could do better at assessing the effective and efficient use of resources across the institution. We expect these types of assessment efforts will improve with the implementation of Hostos' new strategic plan, which calls for more formal feedback loops that link planning, implementation, and assessment, starting in 2011-12.

Working group 2 concluded that Hostos meets the fundamental elements of this standard. The evidence of these findings and conclusion is presented in the following report.

Working Group 2 – Standard #3 Report

Question 1: How does Hostos' budget process respond to faculty and administrative needs? How inclusive is the process?

As discussed in response to Standard 2, Question 1, each year divisional vice presidents at Hostos engage in consultative planning processes with their faculty and staff to identify budget priorities for the upcoming year. These form the basis for Hostos operating budget (D 2.37), which is developed in accordance with the CUNY budget process and timetable (D 2.38). They also help identify targets for discretionary fundraising efforts undertaken by the Hostos Foundation, the Office of Academic Affairs, and the division of Institutional Advancement.

An innovation in CUNY's financing model has also allowed Hostos to more effectively and inclusively budget for faculty and administrative needs. In 2003, CUNY's Chancellor

Goldstein realized that CUNY needed to create a financing model that protects constituent colleges, as well as students, from the economic uncertainties that undermine sustainability and growth. This gave rise to the CUNY Compact described in Table 3.1 below.

T 3.1 What is the CUNY Compact?

The CUNY Compact is a financing model guaranteeing that New York's financial support of CUNY won't diminish in the next five years unless a fiscal emergency is declared. Prior to the CUNY Compact, funding for public higher education in New York was determined on a year-to-year basis. This discouraged long-term investment and made public universities vulnerable to economic downturns. Students were hurt when large, unexpected tuition increases were used to cover operating expenses unmet by insufficient public funding.

In order to increase public support, keep tuition manageable, and create new revenue sources within the University, Chancellor Goldstein proposed, and the Board of Trustees supported the creation of the CUNY Compact. This investment plan delineates shared responsibility for financing the University among government, the University, its alumni and friends, and its students.

The CUNY Compact requires:

- A state "maintenance of effort" commitment not to reduce financial support over the prior year, although it may increase it.
- Modest but regular tuition increases, instead of erratic, jumps of up to 40 percent, usually in bad economic times when students could least afford it. Now tuition cannot exceed the rate of inflation.
- More philanthropic contributions, which have risen from $35 million a dozen years ago to more than $200 million a year now. Constituent colleges are also expected to ramp up fundraising.
- More efficient operations through increased attention to identifying greater efficiencies, restructuring, and improved productivity.
- Each campus to convene a faculty and staff committee to determine the annual allocation of discretionary Compact revenues

The Compact asks the State and the City of New York to cover the University's mandatory costs (such as energy and labor contracts) and at least 20 percent of the academic initiatives in CUNY's four-year master plan. The remainder of the funding for investments comes from the University, in the form of increased philanthropic revenues, internal restructuring and efficiency measures, managed enrollment growth, and tuition increases, not to exceed the Higher Education Price Index over the life of the plan.

A critical part of the Compact is that revenue from tuition increases, or, in years where CUNY decides not to increase tuition, additional revenue provided by the state goes exclusively toward funding programmatic initiatives in the CUNY Master Plan (D *), with input from CUNY students and faculty on each campus. Since the Compact's creation, CUNY has been able to hire 800 full-time faculty across CUNY colleges, 10 of whom were positioned at Hostos to cultivate library collections and academic support services, and to improve student support services – an allocation of faculty resources that squarely met with Hostos-identified needs (D 2.40).

In addition to Compact revenues, in 2004-05, the Mayor's Office created the Community College Investment Program (CCIP), a one-time discretionary funding pool for CUNY community colleges to support additional hiring of full-time faculty and staff to support student services (D 2.41). CCIP funding led to the creation of 17 new faculty lines at Hostos. See Appendix 3.1 for more details on the allocation of CCIP funding to support faculty and other lines at Hostos.

Question 2: What steps have been taken to assess how effectively resources are allocated and expended? Has anything changed as a result?

Working Group 7 provides a detailed analysis of assessment mechanisms in response to Standard 7, Question 2. In addition, Working Group 3, in response to Standard 5, Question 2 also covers similar areas in their analysis of how well the college assesses and measures administrative effectiveness within each division. However, the focus of this question is about the steps Hostos takes to assess how effectively it is allocating and expending human, financial, technical, and physical facilities resources. While all assessment, to some degree, connects to resource allocation, the two primary formal mechanisms utilized to make resource allocation decisions include divisional year-end reports (D 2.43) and the performance analysis on the CUNY PMP (D 2.44). While additional regular assessment mechanisms are in place that inform resources allocation, from outcomes assessment (D 2.45), to student experience surveys (D 2.46), and reports generated by Hostos' OIR (e.g., skills test results analyses, CPE analyses, enrollment management analyses, course and program assessment analyses, term profiles, etc.) (D. 2.47), the feedback loops between these assessment mechanisms and decision-making are less formal. Table 3.2 below provides additional details.

T 3.2: Primary Formal Mechanisms for Resource Allocation Assessment at Hostos

Assessment Mechanisms	Purpose	Examples of impact
Divisional Year-End Reports (D *)	Departments and units prepare reports for divisional VP, which are aggregated to project future personnel, space, technical, and financial needs	Allocation decisions made for faculty lines to specific departments Space secured for program expansion Used to project budgetary needs for divisions
CUNY PMP (D *)	CUNY's alignment of goals and targets across constituent colleges	Informs the CUNY budget process Performance across campuses drives the setting of future goals by CUNY, to which each campus must develop specific targets for that year
OIR Reports	CPE analysis	Allocation decisions made impacting faculty release time, faculty development activities, and CPE prep workshops for students
	CUNY skills test analysis	Allocation decisions made for CUNY skills test prep workshops
	Retention and grade analysis	Allocation decisions made for SDEM retention activities

Hostos has taken steps to strengthen the rigorousness of the connection between assessment and resource allocation with the creation of its new strategic plan (D *). The plan not only calls for the creation of more formal mechanisms that link planning/budgeting and assessment, but it also outlines an approach to systematize environmental scanning on campus, a process by which Hostos can keep more current with the external forces, such as economic, social, and political trends and events, that can impact the effectiveness of resource allocation on campus.

Question 3: How are Hostos' goals for expanding the development of technology aligned with its mission?

A. *Hostos ensures that technology goals are aligned with its mission by setting these goals via decision-making processes that include staff, faculty, and students*

As far as the overall planning and oversight of technology goals is concerned, the college's major stakeholders are represented on the two technology committees: the Information Learning Commons (ILC) Advisory Council and the Technology Fee Committee.

The ILC Advisory Council concept was conceived in 2007 to help students and faculty access technology-based resources across campus that augment curricular activities. Since then, the ILC has evolved to become an active committee co-chaired by representatives from the Office of Academic Affairs and the Information Technology unit within the Division of Administration and Finance. This dynamic committee includes representation from faculty, the office of Educational Technology, the Academic Computing Center, Career Services, the Library, and Information Technology.

The ILC's charge is to make recommendations to the Technology Fee Committee, to ensure responsiveness to the ever-changing needs of our students. The Technology Fee Committee also has representation from across the college, including all divisions and from student government. Its mandate is to approve projects and the allocation from the student technology fee. See Appendix 3.2 for a breakdown of student technology fee expenditures from FY 2006-FY 2010.

Through the collaborative work of the ILC and Tech Fee Committee, Hostos has innovated a number of successful technology initiatives on campus, including:

- Established a common platform for facilitating the reservation of technology by faculty (D 2.48)

- Created the Hostos Academic Learning Center for tutoring and academic support (D 2.49)

- Enhanced library support services and technology resources (D 2.50)

- Implemented a Hostos Student Rewards Point Program which rewards students for participating in a variety of workshops, surveys, and other co-curricular activities including early bursar payments (D 2.51)

- Established standards for smart classroom implementation and use (D 2.52)

- Improved coordination amongst various student and faculty servicing technology areas to ensure a consistent approach and response to requests for information

- Established "commons" areas across the campus for informal group learning and interaction

- Expanded the open lab to include a commons/instructional space

B.   *Although the college is currently working on its new technology plan, analysis shows that Hostos' technology goals are either explicitly or implicitly aligned with the six core mission concepts in a number of ways – from broad policy to the delivery of specific programs and services*

Hostos' mission – explicitly and implicitly – informs the setting of technology goals on campus. Leading examples include the following.

To increase the accessibility of its programs and services, Hostos offers a variety of online and partially online programs and courses in order to increase the availability of higher education. The college currently offers approximately 10 fully online courses and 25 hybrid or blended courses per semester, and in doing so, provides the college experience to harder to reach student populations, including: those students who would be unable to study during traditional time blocks or class periods; and those whose disabilities limit their mobility (D 2.53). Hostos students also benefit from the CUNY e-Sims portal, which allows students to electronically register for courses, access their transcripts, and view course schedules and grades (D 2.54).

In recognition of the college's commitment to diversity and multiculturalism, as well as to increase access to higher educational opportunities for non-English speaking and alternatively-abled populations, the college's website is available in both English and Spanish, and the Office of Services for Students with Disabilities provides a comprehensive combination of facilities, equipment, and support services for students who require assistive technology resources (D 2.55).

Skills development and intellectual growth, likewise, are addressed by the college's technology strategy (D 2.56). Currently, there are is one drop-in computer labs with 100 computers, pre-loaded with a variety of popular software packages. The labs and a Help Desk are accessible seven days per week. In addition, the digital programs at Hostos offers its student's access to the Apple Collaborative Lab housing 28 machines fully loaded with a wide assortment of media software. The college currently has 12 "smart" classrooms—with an additional three to be completed by September 2011, and 8 more in January 2012—that provide students with access to the latest in educational technology, and provide the opportunity for students, particularly those attempting to enter the teaching profession, to receive training on how to use this technology. In addition, students are provided with a comprehensive series of free workshops on technology, usually more than 100 per term. Faculty, likewise, are able to not only schedule more specialized workshops for their students, but are also able to receive extra training themselves in order to incorporate the latest technology into their pedagogies.

Ever mindful of increasing our students' socioeconomic mobility, the college has created new academic and certificate programs, in areas of projected high labor market demand that relate to technology, including digital design and digital music (D 2.57).

Question 4: To what extent do Hostos' fundraising strategies support academic programs and scholarships to students?

Since the creation of the CUNY Compact, all CUNY colleges have been required to enhance unrestricted, discretionary fundraising efforts in support of a variety of college needs, including academic programs and scholarships (the Compact is described earlier in response to Question 1 of this Standard) (D *). At Hostos, the Division of Institutional Advancement and the Hostos Foundation are now the two primary entities responsible for fundraising, although all college divisions have a hand in developing discretionary (non-tax levy) fundraising strategies to support academic programs and scholarships for students. Key examples of fundraising strategies that support academic programs and scholarships include the following.

Since 2003-04, the Alumni Relations Department (created in 2003) and the Hostos Foundation (created in 2002) have raised $1,344,526 solely from annual fundraising events – with 80% of funds raised ($1,075,621) going to students for scholarships and emergency needs-based grants, and 20% ($268,905) allocated to support academic programs. Hostos has also raised $230,000 toward an endowment that can be applied toward scholarships and in support of academic programs (D 2.59).

Hostos has received state-administered Perkins funding since 2000, and received Title V Department of Education federal funding between 2004 and 2009. Through these and other smaller grants managed via coordinated, cross-divisional efforts, Hostos has raised more than $8.35 million in grant funding since 2003-04, all of which has been allocated in support of academic programs and student services (i.e., with more than $6 million, or about 75% for academic programs).

Table 3.3 below provides additional details.

T 3.3: Snapshot of Non-tax levy Funds Distributed - 7 Year Analysis

Funding Sources	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
<u>Events</u>								
Annual Gala	140,179			366,310		135,845	240,745	883,079
Golf Outing *			147,310		91,210		70,346	308,866
Noche De Danza Event					35,400			35,400
Circle of 100/Dental Hygiene Event			7,100	25,125	18,053	43,380	40,492	134,150
Investment Gain/(Loss)		8,161	38,010	-41,049	-87,050	39,960	24,999	-16,968
Sub-Total	140,179	8,161	192,420	350,386	57,613	219,185	376,582	1,344,526
<u>Grants</u>								
William T. Morris				40,000	40,000	40,000		120,000
Title V Funds (including Endowment)	542,317	545,564	496,745	485,272	498,906			2,568,804
Perkins III & IV Programs		899,927	1,103,129	1,164,846	862,987	985,855		5,016,744
Other		152,812	104,420	49,263	118,297	69,097	154,056	647,946
Sub-Total	542,317	1,598,303	1,704,294	1,739,381	1,520,190	1,094,952	154,056	8,353,494
Total Revenue	682,496	1,606,464	1,896,714	2,089,767	1,577,803	1,314,137	530,638	9,698,020

Question 5: How adequate and transparent are the processes used to determine the facilities requirements for new programs, courses, services and initiatives?

Hostos could do better at connecting new program, course, services, and initiatives planning with facilities planning. Working Group #6, in response to Standard 11, Question 2, details the adequacy and transparency of Hostos' current process for creating new academic programs (D 2.61). The process for approving a new course is similar. In short, the college-wide Curriculum Committee and Senate must approve all curricular initiatives. Hostos has no formal process in place to establish student support services or initiatives, although these often come before the cabinet as part of the creation of annual divisional plans, which they must approve.

At this time, facilities analysis is not required to establish new programs, courses, services, and initiatives. Currently, once Hostos, and, when required, CUNY officially approves a program, course, service, or initiative, the Campus Planning and Operations Department in Hostos' Division of Administration and Finance is expected to find facilities to support the decision. While CUNY periodically requests colleges to prepare facilities master plans to consider capital budget requests, these are not intended as ongoing mechanisms to help CUNY colleges manage their annual space needs for new programs, courses, services, and initiatives.

Overall, the college needs to do a better job at ensuring that facility needs are considered before new programs, courses, services, and initiatives have been formally approved. This will help ensure the availability of facilities resources for effective implementation.

Question 6: What significant human, financial, technological and physical plant opportunities and challenges will Hostos face in the next five years? How is Hostos addressing these opportunities and challenges?

A. Financial outlook 2012-16.

Opportunities and challenges. As explained more in detail earlier in response to Standard 2, question 1, CUNY allocates financial resources to campuses according to the CUNY Budget Model. In FY 2010-11, CUNY reduced its CUNY Model allocation of support to Hostos from approximately 99% of our request to approximately 90% (see Table 2.2 for an overview of CUNY funding allocations from FY 2007 through FY 2011). Although the college is projecting a 4% increase per year in its CUNY funding model allocation for the next three years, we cannot know if our projections will be met, especially in these uncertain economic times (D 2.64).

What Hostos is doing. The college has hired a new VP for Institutional Advancement. Goal #5 of the new Strategic Plan makes discretionary fundraising one of the college's priorities (D *). In addition, the college has and continues to examine efficiencies in various operational processes and procedures. For example, the college is trying to partner with other CUNY colleges in the Bronx to purchase certain products that we all use, in an effort to increase purchasing power.

B. Human resources outlook 2012-16.

Opportunities and challenges. The primary human opportunity and challenge facing the college concerning managing enrollment growth is how to increase staffing levels to meet increasing enrollments with potentially more limited financial resources.

This becomes more complicated with the recent increase in number of faculty and staff retiring. For example, during 2010-11, eight faculty retired, and human resources projects an additional 20 to 30 faculty will retire between now and 2016. CUNY just ended a hiring freeze in fall 2011, and gave Hostos the greenlight to hire 24 faculty. However, Hostos still needs to have in place a strategic action plan for hiring to maintain adequate teaching staff that meet the needs of more students. This will require Hostos to think through various scenarios that consider the ideal full-time faculty to student ratio (currently at 1 to 30), as well as a reasonable full-time faculty to part-time faculty ratio (currently at 70:30). Additional analysis will need to be conducted to maintain adequate staff as well.

What Hostos is doing. An Enrollment Management Plan is in place and is reviewed prior to registration each semester (D 2.65). The college, like most colleges nationwide, has used adjuncts to replace faculty and temporary employees to replace staff that retired through the recent early retirement initiative, and is now developing a strategic action plan to replace faculty with the CUNY hiring freeze lifted. The college is looking into optimizing the schedule as a way to accommodate growth. The college is currently reviewing and reallocating new hires to the areas where the growth is the highest (D 2.66).

C. Physical plant outlook 2012-16.

Opportunities and Challenges. According to CUNY's Annual Classroom Utilization Report, which analyzes classroom utilization across all CUNY campuses, Hostos fully utilizes classroom space from 8 A.M. to 2 P.M., but underutilizing classroom space from 2 P.M. to 10 P.M., as well as on weekends (D 2.67). See Appendix 3.3 for a summary of key data from Hostos' FY 2010 Classroom Utilization Report. As enrollment increases, and new courses, programs, services, and initiatives are created to meet the needs of our complex, diverse study body, the college will need to become more efficient in the use of classrooms, office space, and commons areas.

Given the age of the campus buildings and their primary infrastructure elements--roofs, elevators, electrical, plumbing and mechanical systems--the college will be needing a major influx of capital dollars in order to maintain these components and meet all ADA, Fire Department and Building Department codes (D 2.68).

What Hostos is doing. CUNY has finally granted Hostos approval to amend its Facilities Master Plan, which was last approved by CUNY in 1984 (D 2.69). The amended Facilities Master Plan is being developed by Mitchell Giurgola Architects. This plan will include recommendations on how to better utilize existing building spaces; improve adjacencies between departments; create more student common spaces; upgrade building operating systems (mechanical, electrical, plumbing); provide space for existing programs, as well as

programs currently under development for future implementation; identify the need for additional space based on enrollment projections through the AY 2025; identify public/private opportunities that would minimize the cost of land acquisition and construction; and provide an implementation schedule for capital investment . The issue of infrastructure is also being addressed in the college's new strategic plan (see goal #5, page ___ of the new strategic plan) (D *).

Even without a current master plan, Hostos has worked, with CUNY's support, on reconfiguring space and acquiring capital dollars to undertake renovations to existing spaces as needed.

D. Technological outlook 2012-16.

Opportunities and challenges. As with all colleges, Hostos needs to keep pace with the needs of and demands for technology, both administratively and academically. Hostos has been recognized within CUNY for its course-based technology innovations (e.g., creation of online courses, wikis, blogs, etc.), which have been largely funded from the Perkins Grant Program. These provide a solid base on which to further innovate. Hostos also benefits from CUNY's commitment to keeping pace with the technology curve. Five years ago, CUNY began developing CUNY 1st, an enterprise resource process designed to integrate all business processes across campus, from student registration to payroll).

What Hostos is doing. As discussed in response to Question 3 of this Standard, the college has charged the ILC Advisory Council and the Technology Fee Committee with addressing existing technology challenges, as well as identifying future needs. In addition, the college has identified capital dollars and received approval from the city to create a disaster recovery data center on campus. The center should be fully operational by November 2011.

Relationship to Other Standards

The issue of institutional resources and their availability and accessibility relates to all other standards. However, Hostos' Standard 3 questions most relate to the following other questions across working groups and standards.

Working Group	Standard	Question(s)
2	2 - Planning, Resource Allocation, Institutional renewal	1
3	5 – Administration	2
6	11 – Educational Offerings	2
7	7 – Institutional Assessment	2

Recommendations

1. Establish guidelines for how and when Hostos vice presidents should engage chairs and coordinators of departments and units across division in the budgeting process, as well as how chairs and coordinators should seek input from their departments and units on

budget-related issues. This will further ensure that Hostos' budget process responds to faculty and administrative needs.

2. Formalize mechanisms for assessment of resource allocation – to strengthen the review of effectiveness of resources expenditures. For example, institute regular assessment of technologies and technology applications that have potential to increase productivity of staff, reduce expenses, and provide students with the latest technology tools.

3. Ensure that all teaching faculty will continue to monitor and develop all curricular issues related to technology.

4. Better connect academic program and scholarship needs assessment to fundraising strategy development. For example:

   - Review annual divisional operational plans and reports to set future college-wide fundraising targets for academic support, discussed and agreed upon by the cabinet and president.

5. Formalize when facilities analysis takes place in the creation of new academic, student support, and continuing education & workforce development (CEWD) programs and initiatives.

6. Review operational plans produced, to ensure facility needs can be met before new programs, courses, services, and initiatives are created.

7. Review the current room usage throughout the campus to improve utilization of instructional and non-instructional spaces.

8. Seek other funding sources for capital dollars (e.g., through Bronx Borough President and City Council discretionary funds, targeted grant requests, and fundraising from alumni and other individuals).

APPENDIX 3.1

Position Summary		ACTUAL POSTIONS	F/T POSITION INCREASES BY CCIP & COMPACT •							
		FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06 *	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11
I&DR Teaching	Position Allocation	127	127	144	150	150	153	153	156	160
	CCIP		17	1						
	COMPACT					3	3	0	4	0
	CLUSTERS			5						
CLT	Position Allocation	14	14	15	15	15	15	15	15	15
CLT I&DR Teaching	CCIP		1							
Library	Position Allocation	11	11	15	15	15	15	15	15	15
	CCIP		3							
Library CLT **	CCIP		1							
	COMPACT									
Academic Support	Position Allocation	0	0	6	6	6	6	7	7	9
	CCIP	0	6							
	COMPACT						1			
	COMPACT-Priorities								2	0
Student Services	Position Allocation	54	54	62	62	62	64	65	65	70
	CCIP		8							
	COMPACT					2	1	0	4	0
	COMPACT-Priorities								1	0
General Administration *	Position Allocation	0	0	0	0	0	5	5	5	10
	COMPACT					5	0	0	3	0
	COMPACT-Priorities								2	0
SUMMARY	Position Allocation	206	206	242	248	248	258	260	263	279
	CCIP	0	36	1	0	0	0	0	0	0
	COMPACT	0	0	0	0	10	5	0	11	0
	COMPACT-Priorities	0	0	0	0	0	0	0	5	0
	CLUSTERS	0	0	5	0	0	0	0	0	0
	TOTAL LINES	**206**	**242**	**248**	**248**	**258**	**263**	**260**	**279**	**279**

NOTE:

 * From FY2005 CCIP have been allocated within the model.

 ** Library CLT line converted to HE Assistant

*** Lines were added to B&G, GIS & General Administration

• **This list represents a partial F/T positions number of areas affected by CCIP & COMPACT**

Appendix 3.2: Student Technology Fee Expenditures

Student Technology Fee Expenditures—FY 2006 through FY 2010

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Personnel Services (PS)	$191,332	$199,280	$163,363	$212,653	$240,491
Other Than Personnel Services (OTPS)	$363,706	$333,983	$403,650	$541,785	$741,098
TOTALS	**$555,038**	**$533,263**	**$567,013**	**$754,438**	**$981,589**

Appendix 3.3: Classroom Utilization Report

Classroom Utilization Report, Hours and Capacity—FY 2010

	Allied Health (Building A) 21 Classrooms	500 Grand Concourse (Building B) 18 Classrooms	East Academic Complex (Building C) 30 Classrooms	Savoy Manor (Building D) 2 Classrooms
Avg. Hourly Fill Rate (%)	35	34	23	9
Avg. Capacity Fill Rate (%)	20	17	13	7