

HOSTOS ACADEMIC IMPLEMENTATION PLAN

2024-2029

Year 1 - Academic Implementation Plan Report
(January – December 2024)

Year 2 – Activities
(January – December 2025)

Office of the Vice President for Academic Affairs and Provost
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Eugenio Maria de Hostos Community College

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OFFICE OF
ACADEMIC AFFAIRS

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ABOUT THE ACADEMIC IMPLEMENTATION PLAN (2024-2029)

The Office of Academic Affairs embraces the College's mission and its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds. To further that mission, the Office of Academic Affairs will provide the leadership and support necessary to ensure the integrity and excellence of the academic programs, support the faculty's teaching and scholarship, and advocate for faculty and the academic programs within the College, University, community and external regulatory agencies, as required.

AIP Guiding Framework

AIP will align CUNY Lifting New York (2023-2030 Strategic Roadmap), Hostos 2023-2028 Strategic Plan, AcMO 2.0 plan, Middle States' Self-Study recommendations, and the Hostos Environmental Scan.

This AIP is developed to support the College's Strategic Plan, guides us for the next five years in teaching excellence, curriculum innovation, and student support. The AIP is a living document, designed to evolve, reflecting our collective vision and hard work. It will be revised each fall by the three working groups, based on implementation results and institutional priorities. This iterative process ensures that our plan remains responsive to our changing environment and the needs of our community.

AIP Timeline

Spring 2023

- AIP Working Groups were convened, comprised of academic leaders, faculty, and administrators
- Provost presented updates to the Academic Council and Faculty Senate
- AIP Working Groups began collecting data and identifying Year 1 activities and the end of Year 5 outcomes using the Hostos strategic plan's strategic progress indicators (SPIs)

Fall 2023

- AIP team identified activities to target for each year's implementation.
- Provost Wang presented the AIP update at the Cabinet, Academic Council, and Faculty Senate in December 2023.

Spring 2024

- Launch of the AIP Year 1 Activities

Fall 2024 to Spring 2029

- AIP Working Groups will continue to review the implementation of each activity, adjust the targets as necessary, and develop activities for Years 2 to 5.

Abbreviation Glossary

A-PART/Annual Planning and Assessment Reporting Template

ASAP/Accelerated Studies in Associate Program

BSS/Behavioral and Social Sciences Department

BUS/Business Department

CDAC/Cross Divisional Advisement Committee

Chairs/Academic Department Chairpersons

CJ/Criminal Justice

CLIP/CUNY Language Immersion Program

CN/College Now

CPL/Credit for Prior Learning

CS/Computer Sciences

CSTEP/Collegiate Science Technology Entry Program

CTEP/Career and Technical Education

CTL/Center for Teaching and Learning

CWCC/College-Wide Curriculum Committee

DP/Degree Program

DPAC/Degree Program Assessment Committee

Ed Tech/Office of Educational Technology

EDU/Education Department

ENG/English Department

ELO/Experiential Learning Outcomes

ESL/English as a Second Language

FRNYC/Future Ready New York City

FYE/First Year Experience

FYS/First Year Seminar

Gen Ed/General Education

GEPAC/General Education Program Assessment Committee

Grants/Office of Research Administration and Grants

HALC/Hostos Academic Learning Center

HUM/Humanities Department

LA/Liberal Arts

L&C/Language and Cognition Department

MTH/Math Department

OAA/Office of Academic Affairs

OIERA/Office of Institutional Effectiveness, Research, and Assessment

OSCP/Office of School College Partnerships

PLO/Program Learning Outcomes

SI/Supplemental Instruction

Title V/Title V grant

WAC/Writing Across the Curriculum

WC/Writing Center

WI/Writing Intensive

AIP WORKING GROUPS

Teaching Excellence and Research

This group embodies the principles of culturally responsive teaching, which are crucial for reflecting the unique cultures and experiences represented in our community. Recognizing the evolving nature of knowledge and technology, we are dedicated to developing teaching methods and research initiatives that not only adapt to these changes but also resonate with and empower our diverse student body. Our focus on teaching excellence is not just about academic rigor; it's about creating inclusive and equitable learning environments that celebrate the diverse voices and experiences of our students. In our research efforts, we aim to address issues that are relevant and impactful to our community, fostering a deeper understanding of social justice and equity issues that directly affect the South Bronx and similar urban environments. By integrating these values into our teaching and research, we not only enhance the educational experience but also reinforce our commitment to nurturing a learning environment where every member feels valued, supported, and inspired to achieve academic excellence.

Curriculum Innovation

The "Curriculum Innovation" working group plays a critical role in ensuring our academic programs remain relevant and forward-thinking. As the job market and societal needs change, it's vital that our curriculum evolves to prepare students for the realities of the professional world. This group is tasked with regularly reviewing and updating our courses and programs, integrating interdisciplinary approaches, and embedding skills that are crucial in the 21st century, such as critical thinking, digital literacy, and cross-cultural competencies. By innovating our curriculum, we not only maintain academic rigor but also enhance the employability of our graduates, ensuring they leave Hostos with the knowledge and skills necessary to succeed in a diverse and dynamic world.

Student Support

This group focuses on the holistic development and well-being of our students, recognizing that factors such as mental health, financial stability, and access to resources significantly impact students' academic journey. By providing robust support services, we aim to create an inclusive and nurturing environment where all students can thrive. This includes offering counseling, tutoring, career guidance, and financial aid assistance, among other services. Effective student support not only enhances academic performance but also ensures that our students are equipped to handle life's challenges, both during and after their time at Hostos.

Year 1 Report (Spring 2024 – Fall 2024)

Hostos Strategic Goal 1: Access to Higher Education

Curriculum Innovation Working Group

- **First Year Experience (FYE):** Integration of First Year Seminar learning outcomes with degree Gateway initiative: faculty and courses are identified: ACC100, BUS100, EDU101 and HLT100.
- **Program pathways maps:** Program pathway maps were created for 30% (adjusted from 50%) of the academic degrees including Cybersecurity, Office Technology/Medical Office Manager and Community Health. The maps account for Credit for Prior Learning (CPL) opportunities as well as pre-college and concurrent certifications/credentials to support career development.
- **Career Infused Degree Maps:** Development of Career Infused Degree Maps took priority in 2024 and is supported by Career Services, Perkins, Alternative Pathways, Faculty.
- **Career Readiness Hub:** The Brightspace Career Readiness Hub was created by Career Services to facilitate student and faculty engagement.

Student Support Working Group

- **First Year Experience:** Implement a comprehensive and integrated First Year Experience program for all Hostos students
 - The mentoring program has twelve peer mentors to support students' learning
 - Title V conducted a Summer Bridge that served approximately 36 freshmen, connecting students to support services, enhancing both soft and academic skill development, and increasing their sense of belonging through peer interaction.
 - Title V supported the development of online onboarding modules for First Year Experience to launch next academic year
- **Advisement:** Offer an integrated and multi-phased student advisement model
 - Faculty and Adviser Lunch and Learns: We offered this training through the Cross Divisional Advisement Committee (CDAC). ASAP has begun to develop the concept of parallel planning which will allow students to have a backup option ready to go if they cannot proceed with Allied Health programs.
 - STEM Committee is developing information for students to be launched in Spring 2025.
 - SSCU is collecting student course/section needs and coordinating with OAA and faculty to ensure real-time course scheduling and enrollment support.
- **Communication:** Effectively communicate student support resources to all students
 - Staff in OAA and First Year Experience Committee are in the process of developing a coordinated communication plan that provides customized messages to student groups throughout the semester. In relation to this, EAB Navigate is being reviewed to serve as a tool to facilitate this work, known as Messaging Campaigns. Currently the platform is open for faculty and staff training on aspects of Navigate, such as alerts and scheduling of appointments with advisors. Other aspects of Navigate to support pursuit of academic support have yet to be defined.
 - Hostos Academic Learning Center (HALC) has been strengthening communication with students through open houses, classroom visits, and technology. As a result of student feedback, HALC extended its hours of operation for both online and in-person tutoring.
 - The Writing Center (WC) participated in various orientation and welcome events across the college, distributing a Research Calendar and teaching students about time management and research methods. WC team members conducted class visits each term as well as presenting at HOPE, Early College Initiative, and Honors Program meetings to encourage and circulate information about tutoring support.
 - Supplemental Instruction (SI): Mathematics SI holds weekly study sessions for over 20 classes; English SI Peer Leaders held 5 SI Labs in the evening and virtually with information shared via listservs. The Office of Student Activities shares information on SI Labs via social media and physical flyers in all three academic buildings.
 - Hostos Academic Learning Center and Supplemental Instruction provided overview of services and tabled at various events (HOPE, Math Day, CSTEP, ASAP, Health and Wellness, Advisement Week, STEM and Dual Degree Orientations, and FYE Orientations.

Hostos Strategic Goal 2: Diversity and Multiculturalism

Teaching Excellence Working Group

- **Culturally Responsive Teaching:** Under Title V, this year we launched our first cohort of faculty enrolled in a culturally responsive teaching faculty seminar led by Prof. Nelson Nunez Rodriguez of the Natural Sciences Department and Prof. Amina Tajbhai of the English Department. Nine faculty are participating in this seminar. The goal is to revise/develop an assignment or a syllabus that promotes a sense of belonging in first year courses.
- **Teaching Award and Faculty Recognition:** In spring 24, OAA initiated the inaugural award for Teaching Excellence. Faculty had the opportunity to nominate colleagues for their achievements in teaching and pedagogy. Awards were given to one full-time faculty member and one adjunct. At this same ceremony, faculty with 25 or more years of service were celebrated and recognized for their dedication to the College. This celebration was intended to foster a sense of belonging and appreciation among our faculty. Scholarly Achievements Website: To recognize and celebrate faculty and staff achievements, the Office of Academic Affairs created a Scholarly Achievements site to house accomplishments including grants, publications, performances, and/or presentations.
- **CUNY Environmental Justice:** NATSCI faculty are working with PSC- EJWG (Environmental Justice Working Group) to address the importance of environmental education and climate change and helped organize a Fall 2024 town hall focused on decarbonizing CUNY.

Hostos Strategic Goal 3: English and Math Skills Development

Teaching Excellence Working Group

- Ongoing PD for SI tutors in English and Math supported through Title V as well as for faculty teaching SI classes.
- Out of the 21 faculty who completed cohort 1 of the ACUE certification in effective online teaching practices, twelve were from English or Math.

Curriculum Innovation Working Group

- Assess reading comprehension competencies for pre-clinical nursing students (PREN) (CLIP, OIERA, L&C, ENG) - OIERA began this project in October 2024 by reviewing aggregate ATI TEAS pass rates for four semesters (rates ranged from 76% to 50%). Based on initial review, OIERA requested four semesters of ATI TEAS reports from the Nursing Unit to analyze student competency gaps.

Student Support Working Group:

- **Navigation through Gateway (English / Math):** Facilitate successful student navigation through Gateway courses
 - CUNY Start students challenge of delayed enrollment invitations was corrected by implementing the following process – students are term activated by admissions, then vetted for enrollment by CUNY Start, at which point the invitation for enrollment is sent to the CUNY Start advisor (rather than SDEM)
 - The Writing Center embedded SI peer leaders into a dozen English development classes each term.
 - A joint Math and English PDI was held in January 2024 for 50 SI faculty and peer leaders (inclusive), with consultants from University Missouri – Kansas City, the originators of the SI model.
 - Professional development was provided for Supplemental Instruction English and mathematics faculty by Kansas-Missouri consultants to the faculty and SI leaders – provided opportunity for cross-discipline dialogue and pedagogical learning
 - Navigate being reviewed to see if it is possible to track milestones such as English and mathematics gateway completion.
 - Hostos Academic Learning Center conducted 10 learning activities for developing students' soft skills. HALC also held midterm and final review sessions for both mathematics and science courses on Friday.
- **Building Interest (English /Math):** Build student desire to pursue further learning in English and Math
 - The WC organized and hosted a series of events to engage student.
 - Counseling Office and Writing Center offered Hostos Scholarships Personal Statements workshop, Open Mic, and Therapeutic Writing workshops

Hostos Strategic Goal 4: Intellectual Growth and Lifelong Learning

Teaching Excellence Working Group

- **First Year Seminar:** This summer, the first-year seminar was revised to emphasize career development, exploration of the Liberal Arts Options, and more college readiness skills. We are developing a certification process for faculty who would like to teach FYS. The goal is that this PD will provide faculty with the support they need to feel comfortable teaching a course that is outside of their discipline. There is also an initiative in OAA to incorporate FYS learning outcomes into introductory courses in degrees such as Business and Education.
- **Support for Grants:** This year Prof. Sarah Hoiland joined the Office of Grants and Research Administration (OGRA) as a faculty liaison to lead professional development initiatives for grant writing. Several initiatives have been taken to recognize and celebrate faculty achievements in grantsmanship. In the spring, OAA hosted a brunch for PSC CUNY awardees; in Spring 2025 the Senate Grants Committee will once again host Research Day, and OAA initiated a website to house faculty scholarly achievement. OGRA also publishes a newsletter at least once a semester to inform faculty of grant opportunities, resources, and compliance information. This year, CUNY will also be launching Cayuse, a grants management system, that will facilitate an efficient and transparent grants submission process.
- **EdTech and ETLC:** Extensive support was provided over the summer and throughout the fall to prepare faculty for the transition to Brightspace. Our transition to the new LMS has been both seamless and highly successful. Key factors in this success include an early start, strategic communication, extensive training opportunities, and continued development of the Brightspace Hub. The next phase will drive key initiatives to empower teaching innovation, leverage data for student success and enhance collaboration and community. This continued focus will ensure we make the most of our new platform, ultimately enhancing the educational experience for both faculty and students. EdTech is conducting a survey of faculty and students...
- **ACUE cohort 3:** Recruitment for the third ACUE cohort is completed. Twenty-one full-time Hostos faculty completed the program as part of the first ACUE cohort during the 2023 calendar year; the second cohort finishes in December 2024. The comprehensive course, Effective Online Teaching Practices, is proven to boost persistence and completion for students, increase faculty confidence in teaching, and expand faculty skill sets to meet students' academic needs. Faculty who complete the course receive the only nationally recognized Certificate in Effective Teaching Practice Framework, endorsed by the American Council on Education.
- **Writing Across the Curriculum (WAC):** Beginning last year, WAC piloted a year-long, collaborative faculty working group model where four faculty from Women's and Gender Studies met to discuss grading and assessment practices and current readings and research on the topic. This initiative continues into this year with a new multidisciplinary group from English, BSS, and Humanities. WAC produces a yearly curated digest of theoretical and pedagogical materials related to an urgent topic—last year's was on queer pedagogy and included a praxis section for faculty to use right away in the classroom. These resources are hosted on CUNY's Manifold platform and are available to all Hostos faculty as teaching tools, aligning with Title V's emphasis on culturally responsive teaching. WAC continues to certify faculty to teach existing Writing Intensive courses via its Brightspace module, and continues to assist faculty in developing new Writing Intensive courses to help students meet the graduation requirement in as many disciplines as possible. There are currently 170 WI courses and 87 WI courses ran last semester.
- **AI Syllabus Templates:** A task Force led by Prof. Jacki DiSanto of the Education Department was convened to develop syllabus templates that could be used by faculty to provide guidance to students about the use of AI in the classroom. The Task Force developed 3 templates: one that allows the use of AI, one that prohibits it, and one that allows it as directed in certain circumstances. These templates can be found on the CTL website.
- **Honors Program:** Honors Program provides an enriched academic, cultural and social experience to intellectually inquisitive and motivated students. The program accepts students each semester and they complete an Honors Course or an Honors Contract to complete an enhanced research project with faculty. Each student is also assigned a faculty or staff mentor, who is a member of the Honors Committee. Students attend cultural events like a recent Whitney Museum tour of Edges of Ailey, Honors colloquia on various topics like college transfer and scholarships, and conferences like 2024 Concordia Summit Youth Panel.
- **Behavioral and Social Sciences Liberal Arts Options Open Houses:** Each unit in BSS (Behavioral Sciences, Public Policy and Law, and Social Sciences) hosts virtual and in-person open houses or meet and greets that showcase career opportunities, transfer and major opportunities for all of the BSS Liberal Arts Options.

- **Collaborative Online International Learning (COIL):** COIL module collaborations are developed by partnering professors from an international institution who want to enrich their courses with student interaction and collaborative learning across countries and 2- and 4-year institutions. Students are placed in binational teams and complete a collaborative project.
- **STEM Boot Camps:** The Natural Science Department has developed STEM boot camps to equip students with the foundational knowledge necessary for success in rigorous STEM coursework. These programs focus on disciplines such as chemistry, physics, mathematics, and technical competencies like AutoCAD. A key example is the BMI STEM Bootcamp, which aims to introduce students to "threshold concepts" in these fields prior to their academic semester, offering intensive preparation through guided sessions led by tutors and mentors.
- **Hostos Student Symposium:** In April of 2024, we held the second Hostos Student Symposium. This is a celebration of students' academic work but also a recognition of the faculty mentors who support the students' intellectual growth and development. Nearly 120 students presented their work in STEM, the Humanities, and Allied Health at the 2024 Student Symposium, with the support of 50 faculty mentors.

Curriculum Innovation Working Group

- **Experiential Learning Outcomes (ELO) / Work Experience:** Career Services surveys graduates about ELO experience and career impact and invites students to complete a survey post-field work experience: [Field Experience Student Self Evals Fall 2019-Summer 2024 \(Simplicity Export\)](#) From 2019-24: 70% of employed graduates reported they remained in the same job they held while studying at CUNY, while an additional 4% received a promotion or pay raise now that they have their degree. 26% started a new job upon graduating.
 - Best practices in ELO and data-gathering in NATSCI that regularly surveys students participating in Field Trips, Career Workshops and Presentations:
 - Identify and document the experiential learning opportunities available across degree programs (i.e. internships, field experience, faculty-led student research, clinical (CPL) - set baseline. Examples of student research and other ELOs: NATSCI offers students research opportunities through programs such as CRSP, LSAMP, CSTEP and ADELANTE projects and other internal and external grant opportunities. These research projects offer authentic research and are faculty-led one-on-one mentorship experiences. The students are also being offered the research opportunity through Hostos Research Center (the call for applications has been opened in Fall 2024).
 - In Summer 2024 the students planning to enroll in CHE 210 and CHE 110 were offered "Getting Ready for Chemistry – Intensive Hands-On Training for Undergraduate Students" – combination of workshops and lab hands-on preparatory training in chemistry. This Training will be offered also in Winter 2025.
 - In summer 2024 the BIO 299 course included field experience.
 - Faculty shared the Research Internship opportunities outside of HCC for students to apply. Many of our students from Engineering and LAS AS Programs had applied and were accepted to conduct research at various organizations/institutions. In the Summer 2024 our Engineering and LAS AS students completed summer internships at Institutions such as Weill Cornell Medicine, Caltech and NOAA.
 - In the Fall 2024 a LAS AS student was accepted to an EMT certification course based at Albert Einstein Medical College.
 - In the past two years (Winter 2023 and Winter 2024) two of our students (one from the Engineering and one from LAS AS programs, respectively) were accepted and participated in the India Air Pollution Research Project together with other CUNY students in India.
- **Foreign Language & Technology Competencies –** setting baselines by department/program/assessment of discipline-appropriate technology competencies in 50% of degree programs (Faculty, OIERA, Perkins)
 - We catalogued NATSCI technology integration at course level.
 - A new course (ENG 252 Artificial Intelligence & Advanced Composition) was developed and approved by CUNY Central and will run in Fall 2025. This course introduces the history of A.I. and examines its impact on the literary arts, corporate communication, journalism, graphic arts, and more. After taking this course, students will gain an in-depth understanding of A.I. and its impact on the future of writing.
 - HUM/Modern Languages Unit drafted a Translation & Interpretation curriculum as the basis for a new Spanish hire.
 - New Program Development:
 - To support program revision and development, OIERA created a list of all pre- and co-requisites for Pathways and degree courses. This resource is included in departmental APR templates and will be housed online.
 - (In progress) Surgical Technology AAS (syllabi are complete) and Allied Health Science AS
 - (In progress) new online program development and design: Computer Science AS, Criminal Justice AA and Public Administration AAS.
 - (In progress) NYSED registration of Community Health Worker Certificate and online program

- **Liberal Arts Degrees:**
 - NATSCI organized 18 events between Su23 and Fa24 including “Welcome to LAS AS!” (focused on program requirements, academic pathways and transfer options) and the “LAS AS Workshop and Presentation Series” focused on science and medical-related careers, as well as internships and job opportunities to help students connect their academic and career goals.
 - NATSCI is revising the Science AS (currently LAS AS) program to support career pathways including options/concentrations such as Pre-Health Science (Pre-Pharmacy, Pre-Med, etc.); Science of Food; and Geoscience & Environmental Science. Corresponding articulation agreements and transfer opportunities will be developed.

Student Support Working Group:

- **General Education Pathways Courses:** Ensuring progression of intellectual growth in General Education coursework
 - General Education Pathways course alignment listings have been created on the degree map recommended and required Pathways courses across Pathways area for each degree program
 - Community College Innovation Fund (CCIF) grant work enabled tracking of student enrollment across General Education Pathways courses to determine alignment between selections across Pathways areas and degree programs (in ACC, BUS, and ECE thus far – adaptable to all degree programs)
- **Liberal Arts Degrees:** Strengthen infrastructure of Liberal Arts degrees and options to make Liberal Arts a degree of choice
 - Advisement Guides/Degree Maps exist for all options - each has a faculty liaison named for supporting students in navigating and understanding each option
 - Lunch and Learn meetings hosted across semesters for advisors to learn more about the options to support their communication of them to students
 - Tracking of student enrollment across options completed each semester to measure growth in the selection of options by students
- **Experiential Learning / Career Prep:** Strengthen experiential learning and career preparation across majors
 - Career Services offers interview prep, dress for success, and resume/cover letter review and offers skill development workshops in the classroom
 - The Career Services Office analyzed 2022-23 and 2023-24 data on all employer partner activities to refine the definition of anchor employers, ensure equitable access to opportunities across majors and CTE programs, and develop outreach plans for low and medium activity employers.
 - The Career Services Office continued to connect ECE students to CEWD for access to ECE-related certificates, including Teaching Assistant courses (DASA, Needs of Students with Autism, etc.). The Career Services Office also made available information on CEWD offerings, Hostos Summer offerings (including AI and Cybersecurity resources), free Google Professional Certificates in IT and Cybersecurity. Students maintain access to Grow With Google Career Certificates as well, and participation is tracked.
- **Foreign Language / Technology Competencies:** Measure and develop foreign language and technology competencies across majors
 - Alignment of 10 academic programs to National Career Clusters has been drafted, which includes technological competencies relevant to each field (including software tools, industry standards, and trending technologies) and provides the foundation for completing this work by expanding integration of industry-relevant skills across remaining degree programs
 - New measuring tool has been developed to track technological and foreign language competencies required in the job market – this tool collects data from employers and industry sources to keep track of changing job requirements, enabling academic programs to adjust (tool still under review)
 - Career Services is developing a career advisors’ guide to help clarify for students the connections of language skills to success and help identify and make accessible additional resources and opportunities for language/tech skills development.
- **Online Academic Programs:** Develop the institutional infrastructure to deliver quality online academic programs.
 - Increased accessibility of online courses from a baseline score of 75.7%. Departments that achieved this benchmark were: Allied Health (87.46), Business (80.28 - an increase by 50), English (84.83), and Natural Sciences (82.2). Mathematics did increase by 30 despite falling short of the overall benchmark.
 - Policy on Hostos Online Teaching and Learning was presented to Senate on December 21, 2023 that supports implementation of fully online programs.

- Support faculty in utilizing the new LMS (Brightspace) - 232 faculty and staff participated in workshops, of which 179 were unique faculty members, with a total of 70 unique adjuncts trained in the usage of Brightspace.

Hostos Strategic Goal 5: Socioeconomic Mobility

Curriculum Innovation Working Group:

- **Transfer Support** - Anticipate transfer/career goals when reviewing, revising and developing curriculum:
 - Business Dept faculty approved curricular revisions to the Business Management AS degree map and individual courses in anticipation of joining the joint dual degree with Baruch Business Academy.
 - Revised Cybersecurity courses reflect integration of Comp TIA credentials reflecting employer demand.
 - NATSCI/Engineering Program hosts events such as “Conversation with Advanced Science and Engineering Students and Alumni” to better prepare Engineering students for transfer to the City College of New York: Grove School of Engineering (GSoE).
 - NATSCI/Forensic Science, in collaboration with colleagues at John Jay College, with which the Forensic Science Program has a joint dual degree, organized meetings and workshops for students (Fall 2024) including “Forensic Science Insights from CUNY experts and Faculty”; and presentations by alumni.
 - New articulations include:
 - Physical Education AS with Manhattan College
 - Liberal Arts AA Psychology Option with CUNY SPS.
 - (Under review) Biomedical Engineering Major within the Joint Dual Engineering Degree Program with The City College of New York’s Grove School of Engineering.
 - (In progress) Science AS Majors to LIU (Long Island University) PharmD program for students in Pre-Pharmacy Option.
 - CUNY Justice Academy Dual Admissions Agreements for English and History.
 - Checklist/action steps are identified to support successful transfer across majors (i.e. clean up pre- and corequisites; course sequencing PLOs; resources to guide articulation agreements; TREX rules/equivalencies) - Some action taken by Transfer Services to ensure all SI Math courses transfer equitably.

Student Support Working Group:

- **Career Exploration / Placement:** Increase career exploration and placement support for Hostos students
 - Survey drafted to establish baseline of students’ understanding of career opportunities across degree programs, specifically on students’ awareness of industries related to their field of study, perception of required skills, and their career readiness OIERA is reviewing the survey questions.
 - Career Services reached out to current internship sites to find out more about paid opportunities and is promoting the CUNY paid internship programs
 - Handshake launched August 2024 to promote internships and career opportunities through targeted student campaigns, highlighting local organizations and job fairs – email, in-app notifications, and social media used to increase student engagement with platform.
 - In Fall 23 ASAP achieved 91% Traitify completion rate and 74% SkillSurvey completion, surpassing our goal of 70% for both self-assessments.
 - CUNY Start is actively working on modules to discuss with Career Services. In partnership with Grow With Google, lessons for 5 career exploration and skills development modules were made available to students. Career Services is working to create customized modules integrating LMI and data for enhanced career exploration activities. The college launched Brightspace, through which the resources created SP24 will be available.

Hostos Strategic Goal 6: Community Resource

Curriculum Innovation Working Group:

- **School and College Partnerships:**
 - A 1-credit First Year Seminar course (FYS 100) was developed Summer and Fall 2023 and implemented in Spring 2024 and passed through CWCC in Fall 2024. College Now offered seven sections for FutureReadyNYC (FRNYC) high school partners, with a total enrollment of 133 students.
 - FutureReadyNYC (FRNYC): Math Stretch initiative: adapted MAT120, Introduction to Probability and Statistics, a Gateway-to-Major course in Business pathways and a CUNY Core course, and MAT150, Introductory Algebra and Trigonometry, a CUNY Core course and prerequisite in Technology and Healthcare pathways, integrating these into high school offerings through a full-year course that makes content more accessible to build students' math skills for career pathways.
 - Real-time adaptation of SPA110 Spanish for Healthcare to accommodate students of mixed abilities (i.e. students with heritage language skills and students new to Spanish).
 - Mott Haven Village Prep (MHVP) and Hostos awarded NYS SmartScholars grant to develop new early college model. Curriculum map for 9th –12th grade includes foundations in Digital Design, Animation and Game Design.

Student Support Working Group:

- **School and College Partnerships:** Strengthen K-12 partnerships to support career and admission pathways into Hostos
 - Growing high school English Language Learning (ELL) pathways to college: Bronx-based collaboration to deliver ELL and heritage language skills through College Now network (OSCP, FRNYC, HUM/MLU). In 2024/Year 1: two SPA course sections with 46 students in total.
- **Community Resources:** In 2024, Academic Affairs collaborated with Rad Tech (Sp24) and Edu (F24) department leaders and faculty to engage senior college partners, community partners, and industry and government liaisons to discuss the career pathways for students and review our curriculum design to implement the college's Industry Summit offered each semester.

Year 2 (SP25-FA25) Activities Guidance

TEACHING EXCELLENCE AND RESEARCH

Ties to Strategic Plan

- 1.1 Implement a comprehensive and integrated First Year Experience program for all Hostos students.
- 2.1 Increase JDEI-related education opportunities for faculty and staff
- 2.2 Institutionalize JDEI-related policies, processes, and structures
- 2.3 Encourage faculty to establish a more culturally diverse, inclusive pedagogy, and curriculum as a requirement for all programs while respecting academic freedom
- 2.4 Institute JDEI-related climate assessment practices
- 2.5 Strengthen inclusion, belonging, and equity of experiences for student constituencies experiencing inequitable outcomes
- 3.1 Facilitate successful student navigation through Gateway courses
- 3.2 Build student desire to pursue further learning in English and Math
- 4.1 Ensuring progression of intellectual growth in Gen Ed coursework.
- 4.5 Develop the institutional infrastructure to deliver quality online academic programs.
- Faculty research support and grants development support

Activities and Responsible Offices/Area

Goal 1

- FYE: Develop a PD and certification process for FYS faculty (Title V and OAA)

Goal 2

- Build student awareness of curricula that promotes multicultural awareness (Academic Council)
- Showcase Title V initiatives on culturally responsive teaching and learning during the CTL Professional Development Day. (Title V and CTL)
- Assess effectiveness of Culture of Belonging seminar through faculty and student feedback. (Title V)
- Expand Summer Bridge to targeted 100 students (Title V)
- Fully pilot online FYE (Title V)
- Expand parameters of Teaching award to recognize various contributions to teaching innovation such as curriculum innovation, career readiness, accessibility, etc. (OAA)
- LGBTQI+ Safe Zone Training Professional Development (LGBTQI+ Council Co-Chairs)

Goal 3

- Continue to provide PD to Math and English SI tutors and faculty (Title V)
- Expand Supplemental Instruction (SI) into Sociology courses (CUE)
- Continue to include elements of English and Math in the Title V Summer Bridge (Title V)
- Identify and address gaps in the testing and enrollment process for ESL students (OAA)

Goal 4

- Recruit cohort 3 of ACUE Effective Online Teaching Practices (Title V)
- Develop and FYS certification process for faculty to build a community of practice and incentivize teaching FYS (OAA)
- Provide faculty professional development to learn best practices to improve student success (OAA)
- Launch cohort 2 of Culture of Belonging faculty seminar (Title V)

- Continue OAA initiative to update website to house faculty scholarly achievement. (OAA)
- CUNY will also be launching Cayuse, a grants management system, that will facilitate an efficient and transparent grants submission process. (OGRA and Office of Research)
- OGRA will continue to offer PD on grant writing and grant related platforms such as Pivot and GrantForward (OGRA)
- EdTech will conduct a survey of faculty and students to gauge needs relating to Brightspace and Brightspace PD (EdTech)
- Beginning last year, WAC piloted a year-long, collaborative faculty working group model where four faculty from Women's and Gender Studies met to discuss grading and assessment practices and current readings and research on the topic. This initiative continues into this year with a new multidisciplinary group from English, BSS, and Humanities, led by one of last year's group members. (WAC)
- Revise the student feedback form to lift the limit on the length of comments so faculty can benefit from more robust feedback from students. (OIERA)

CURRICULUM INNOVATION

Ties to Strategic Plan

- 1.1 Implement a comprehensive and integrated First Year Experience program for all Hostos students.
- 1.3 Effectively communicate student support resources to all students.
- 2.3 Encourage faculty to establish a more culturally diverse, inclusive pedagogy, and curriculum as a requirement for all programs while respecting academic freedom
- 3.1 Facilitate successful student navigation through Gateway courses
- 4.2 Strengthen infrastructure of Liberal Arts degrees and options to make Liberal Arts a degree of choice.
- 4.3 Strengthen experiential learning and career preparation across majors.
- 4.4 Measure and develop foreign language and tech competencies across majors.
- 4.5 Develop the institutional infrastructure to deliver quality online academic programs.
- 5.2 Strengthen transfer to BA's and beyond.
- 6.3 Strengthen K-12 partnerships to support career and admission pathways into Hostos.

Activities and Responsible Offices/Area

Goal 1

- Finalize Career Infused Degree Maps for 30% of degrees and train faculty, advisors and students to use the new maps to track career development milestones from initial enrollment/FYE to completion/transfer and draft 10 additional majors by integrating Credit for Prior Learning (CPL) opportunities, LMI, and Career and Technical Education (CTE) pathways. (Career Services, Perkins, Alternative Pathways, Faculty)
- FYS learning outcomes are integrated with degree Gateway courses (i.e. HLT100, ACC100, EDU101)
- Communicate alignment of Gen Ed requirements and flexible core learning outcomes with career competencies as part of Career Infused Degree Map project (Career Services, Perkins, Alternative Credit, Faculty)
- Assess correlation of First Year Seminar (FYS) completion and student outcomes (OIERA, LA Committee, Faculty, CDAC)
- As part of FYE, Career Services' Brightspace hub will embed Career Readiness Modules, link to Career-Infused Degree Maps and leverage intake surveys to understand student needs (Career Services, Title V/FYE)
- Build Brightspace degree-specific community sites (i.e. BUS, MDU, Alternative Pathways, Faculty) to help students find one another and share degree-wide information/announcements (faculty, OAA, EdTech)
- Communicate faculty contacts for all Liberal Arts AA Options on website and Lib Arts AA Options brochure (OAA, Liberal Arts Coordinator, Faculty)
- Pilot communication about academic and career pathways to admitted/pre-enrolled students applying to key programs (i.e. Digital Design, Animation, Game Design, PREN). (OAA, Faculty, SDEM/Admissions)

Goal 2

- Title V funds an initiative to integrate culturally responsive and sensitive teaching practices into the curriculum; the initiative is guided by Dean Fabrizio and facilitated by Professors Amina Tajbhai and Nelson Nunez-Rodriguez. A second 10-faculty cadre will be recruited in Fall 2025.
- NATSCI faculty work with PSC- EJWG (Environmental Justice Working Group) to address the importance of environmental education and climate change and related curricular integration.
- Work with faculty in 25% of degrees to review program learning outcomes and align (if/when appropriate) with AACU recommended learning outcomes (OIERA, A-PART, Faculty)
- Work with faculty in 25% of degrees to review existing PLOs and course descriptions, syllabi, website communication to identify (if/when appropriate) language that emphasizes culturally responsive/sensitive teaching and learning practices (OIERA, A-PART, Faculty)

- LGBTQI+ Across the Curriculum initiative (LGBTQI+ Council Co-Chairs)

Goal 3

- Assess reading comprehension competencies (ATI TEAS scores) for pre-clinical nursing students (PREN) to inform interventions (OIERA, ALH, ENG, NATSCI)
- Assess ENG pre- and co-requisites in relation to writing/reading expectations in high enrollment/high impact in Gen Ed/Pathway courses including ELL/ESL student progression (OIERA, GEPAC, faculty)
- Develop a policy for maintaining/sustaining alignment of math co- and pre-requisites across degree maps, CUNYfirst, and communication to students (Curriculum Office, MTH, OIERA, GEPAC)
- Assess implementation of College Now FRNYC aligned “math ramp” efforts (i.e. year-long MAT120, MAT150) and develop expansion strategy (MTH, OSCP/CN)
- Revising Writing Across the Curriculum (WAC) implementation now that CUNY has decentralized WAC/WI efforts and the assignment of graduate writing fellows (WAC)
- Encourage use of WI assignments/strategies included in Writing Intensive (WI) courses (i.e. lab reports) across all course sections and adapt modeling and revision steps without meeting all WI requirements (ENG, WC, WAC, Writing Fellows, faculty), Additional support for WI is provided through the workshop component of the free Intensive Hands-On Training in Chemistry (Winter 2025) for students planning to enroll in CHE 110 and CHE 210 in Spring 2025 includes a Scientific Writing session.

Goal 4

- Increase Pathways options for students across the disciplines:
- English department will Pathways-certify 8 elective classes
- Humanities department will Pathways-certify courses including Global Film and Spanish language sequences.
- Assess opportunities for quantitative reasoning skills and career aligned skills development across Liberal Arts A.A. Options (OIERA, LA Committee, Faculty, CDAC)
- Career Infused Degree Maps: meet with faculty to select courses where faculty explicitly integrate career competencies into syllabi (based in part on alignment of Gen Ed core and flex requirements with career competencies) and Career Services integration. *File AIP 2024 Flexible_Core_Alignment_with_Career_Competerencies.xlsx (Career Services)
- Evaluate correlation of experiential learning outcomes (ELOs) participation across degrees and initiatives (including those funded by Ms. MacKenzie Scott) with student outcomes (OIERA, faculty, HRC)
- Identify degree-specific opportunities for ELO and evaluate equity gaps in access and outcomes (OIERA, faculty)
- Support efficient new program and course curriculum development processes in collaboration with CUNY Central to ensure responsiveness to emerging opportunities (i.e. Allied Health AS, micro-credential in Spanish language, EDU degree in Bilingual Education) (faculty, OAA, Curriculum Office, CWCC, Senate)
- Implement industry/discipline appropriate best practices for faculty/employer collaborations for CTE programs (Perkins, faculty, Career Services)
- Expand Perkins engagement with CTE programs to ensure all CTE programs are included in Perkins goal-setting and strategies (OAA, Perkins, faculty)
- Revise LAS AS/Science AS to support career pathways including options/concentrations such as Pre-Health Science (Pre-Pharmacy, Pre-Med, etc.); Science of Food; and Geoscience & Environmental Science (NATSCI)
- OIERA/assessment of discipline-appropriate technology competencies in 50% of degree programs (Faculty, OIERA, DPAC, Ed Tech, Perkins)
- NYSED registration of 8 programs as delivered by distance education (OIERA, EDU, LA Committee, BSS, MTH)

- New academic programs to be developed include: AS Science Education, AS Instructional Technology, AS Bilingual Education with Special Education micro credential, AS Allied Health Sciences, AS Data Analytics (faculty).

Goal 5

- Assess impact of satellite Career Services and Transfer Services in-person hours and work with departments to identify opportunities to expand.
- Connect academic curricula and career pathways at department/degree Open Houses including “LAS AS Workshop and Presentation Series” focused on science and medical-related careers, internships and job opportunities (Faculty)
- Collaborate with DIA/Alumni Relations to integrate alumni speakers with career development goals at the degree level (Career Services, faculty)
- Pilot hybrid/remote work opportunities with community-based organizations to support students’ career skills development and advance equitable access to remote work (Career Services, faculty)
- New articulations are completed (including Science AS to LIU PharmD program; Bridge to Baruch joint dual degree (Senate CWCC, OIERA, BUS, NATSCI)

Goal 6

- Integrate FYS learning goals with EDU101, BUS100 and HLT100 in support of FutureReadyNYC career exploration pipelines. (OSCP, faculty)
- Implementation of FRNYC Grade 10 and Grade 11 courses at partners HSs. 19 FYS sections scheduled for Sp25. (OSCP, OAA, faculty)
- “Smart Scholars” funded Mott Haven Village Prep implementation of credit-bearing courses begins in Sp25 and space planning is ongoing at Hostos to accommodate (max) 32 credits of early college pre-graduation. (OSCP, HUM/MDU)
- (Ongoing) Partnership with International Schools network to assess and place ELLs into appropriate Spanish language courses and strengthen pathways to college. (OSCP, HUM/MLU)

STUDENT SUPPORT

Ties to Strategic Plan

- 1.1 Implement a comprehensive and integrated First Year Experience program for all Hostos students.
- 1.2 Offer an integrated and multi-phased student advisement model.
- 1.3 Effectively communicate student support resources to all students.
- 3.1 Facilitate successful student navigation through Gateway courses.
- 3.2 Build student desire to pursue further learning in English and Math.
- 4.1 Ensuring progression of intellectual growth in Gen Ed coursework.
- 4.2 Strengthen infrastructure of Liberal Arts degrees and options to make Liberal Arts a degree of choice.
- 4.3 Strengthen experiential learning and career preparation across majors.
- 4.4 Measure and develop foreign language and tech competencies across majors.
- 4.5 Develop the institutional infrastructure to deliver quality online academic programs.
- 5.1 Increase career exploration and placement support for Hostos students.

Activities and Responsible Offices/Area

Goal 1

- Increase participation in designed summer bridge in 2025 (FYE Committee, Title V)
- Integrate Title V Peer Mentors in FYE activities, such as orientations, enrollment events, FYS courses, summer bridge, online FYE, and other student engagement events (FYE Committee, Title V)
- Provide example of advisement model developed by ASAP to other advising groups (ASAP, CUNY Start, CLIP, CDAC)
- Conduct professional development to facilitate collaboration between faculty and advisors about Hostos degree requirements, curricular changes, and career/transfer requirements (ASAP, CUNY Start, CDAC, faculty liaisons)
- Assess First Time Freshmen access to and use of HALC, Writing Center, and Supplemental Instruction. (HALC, WC, SI, OIERA)
- Design a system to monitor and assist in planning activities to increase collaboration and integrated use of resources (HALC, WC, SI, CSTEP)
- Implement with new Freshmen students through Navigate to communicate campus support and resources for students related to persistence and completion (Navigate Committee)
- Continue to participate in FYE and collaborative orientations and fairs (FYE Committee, HALC, SI)
- Integrate information about LGBTQI+ resources and course offerings at various FYE events and new student orientations – (LGBTQI+ Council Co-Chairs)
- Encourage students to participate in research activities for example Engineering students are encouraged to apply for NSF HEAT scholarships designed to support retention and graduation of high-achieving, low-income students pursuing a degree in engineering in partnership between Hostos and GSoE. BMI STEM Boot Camp offers courses taken on e-permit. The HEAT scholars participate in the End-of-Semester gatherings, attend professional conferences including the SWE Conference in Chicago, and receive faculty and peer mentoring (NATSCI, MTH)

Goal 3

- Conduct professional development(s) for advisors, faculty and peer leaders on the guidelines for Gateway sequences. Survey advisors, peer leaders, and students about the clarity of the guidelines/flowcharts for Gateway sequences (MTH ENG)
- Communicate with students in Gateway courses regarding available support services (i.e. Hostos Academic Learning Center (HALC), Writing Center) using syllabi, LMS, in-class presentations, Navigate (student success markers), et. al. using Learning Management System, Navigate, and other communication tools (MTH, ENG, CDAC, Navigate Committee)

- Explore how to establish a calendar of co-curricular and extra-curricular activities designed to promote engagement in English and math outside of courses; related to career-related skills and proficiencies (MTH, ENG, HALC, WC)

Goal 4

- Faculty review of Gen Ed requirements linked to degree programs for consistency with learning goals and appropriateness (faculty)
- Determine how students are engaging with the selection of Liberal Arts Options and continue to monitor enrollments change in the Options (LA Committee, Transfer Services, CDAC)
- Share alignment of Industry Cluster to academic programs for the ten (10) already in existence to enable expansion to remaining degree programs, including but not limited to aligned technological competencies (Career Services, Transfer Services, faculty)
- Develop alignments across the Liberal Arts Options and specific Industry Clusters, including the ten (10) existing clusters as a foundation to expand to remaining degree programs (Career Services, Transfer Services, CDAC, faculty)
- Utilize measuring tool and sharing results with the related academic programs (Career Services)
- Assess reading comprehension competencies and identify interventions for pre-clinical nursing students (PREN) by analyzing ATI TEAS individual student competency reports (OIERA, ALS, ENG, NATSCI).

Goal 5

- Explore guided pathways advisement model (OAA)
- Use developed survey to establish a baseline for student understanding regarding career opportunities across degree programs (Career Services)
- Integrate information on available paid internships into a Navigate Communication Plan (Career Services, Navigate Committee)
- Expand partnerships with nonprofits and organizations that align with student needs and values (Career Services)
- Advocate for grant funding, scholarships, or external sponsorships to support additional paid internship opportunities (Career Services)
- Develop resources to help local nonprofits structure sustainable paid internship programs, including stipends or alternative funding models (Career Services)

HOSTOS KEY PERFORMANCE INDICATORS AND TARGETS

Key Performance Indicators										
Indicator	Cohorts									
Cohort Year	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023*	Fall 2024	Fall 2030
Enrollment (Target = increase by 18.5% from FA22 baseline)	7210	7211	7331	7120	6136	5441	4904	5526 (5105)	5977	(6000)
Freshman Cohort	900	1032	1142	1084	772	748	721	849 (974)		
Freshman 1-term Retention Rate	80.1%	76.8%	76.2%	78.1%	71.5%	69.5%	77.4%	72.6% (79%)	(80%)	(85%)
1-year Retention Rate (Target = increase by 15% from FA21 baseline)	61.1%	55.6%	57.8%	59.6%	52.5%	52.4%	57.1%	54.1 (54%)	(56%)	(60%)
2-year Retention Rate	39.4%	36.7%	33.7%	31.5%	26.4%	25.6%	(32%)	(36%)	(37%)	(40%)
2-year Graduation Rate	6.9%	8.1%	7.9%	9.0%	8.4%	5.1%	4.6%	(9%)	(11%)	(15%)
3-year Graduation Rate (PMP Target = increase by 5 percentage points from FA18 baseline)	23.1%	22.9%	21.1%	20.4%	16.8%	16% (21%)	(22%)	(23.5%)	(23.5%)	(27%)
20 Credits Rate	27.8%	32.0%	33.3%	36.6%	35.9%	35.2%	34.5%	31.3%	(36%)	(40%)
30 Credits Rate	6.6%	7.6%	9.5%	11.6%	14.2%	10.7%	8.9%	5.4%	(9%)	(15%)
Gateway English Pass in Year 1 Rate	59.2%	55.3%	59.1%	66.6%	54.3%	54.9%	57.3%	53.8%	62.6 (64%)	(70%)
Gateway Math Pass in Year 1 Rate	28.6%	34.2%	40.8%	45.1%	53.1%	52.3%	51.6%	48.9%	48.5 (41%)	(55%)
Grad Transfer (all degrees)	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21*	AY 2021-22*	AY 2022-23*	AY 2023-24	AY 2024-25	AY 2025-26
	N=1215	N=1256	N=1268	N=1257	N=1033	N=1257	N=1033			
	65.7%	63.3%	60.9%	61.4%	61.4%	61.4%	61.4%	63%	64%	65%
*One or more indicator is based on preliminary data										
Post-graduation earnings (all degrees)	1-year	3-year	5-year							
	\$39,199	\$44,912	\$50,035							

Note: () is the targets