



**Hostos** Community  
College

# 2019-2020 College-Wide Operational Plan

## Executive Summary

December 2018

**Aligning Efforts & Acting on Opportunity: Year 3**





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### Aligning Efforts & Acting on Opportunity: Year 3

Hostos is in Year 3 of our five-year Strategic Plan, a plan developed through an inclusive process that engaged students, faculty, and staff. The Strategic Plan is an affirmation of our shared priorities and sets aspirational goals that guide our work. Year 1 set a foundation for these goals. Year 2's evidence-informed priority was increasing student retention. Year 3 focuses on the student experience in Phase II: *Entering Students: Getting Vested in College*. Addressing concerns about retention means we must address students' experiences during their first year, and consider which nationally-recognized best practices are appropriate to our institution and the students we serve. We are also prioritizing the development of a sustained and systematic culture of assessment, as well as kick-starting our Middle States Self-Study process.

#### Reading the Plan:

The 2019-2020 Operational Plan has three columns: First-Year Experience, Assessment, and Self-Study. Though discrete, these three columns support one another, and are all aligned with the Strategic Plan.

#### First-Year Experience:

Our commitment to developing and implementing an intentional, comprehensive First-Year Experience (FYE) is grounded in a year-long process of evidence-gathering and analysis. In Fall 2018, Provost Christine Mangino convened the Best Practices Research Group, a working group with college-wide representation. Members read numerous reports and articles, conducted analyses, and recommended two high-impact initiatives which Hostos could use to increase retention: **develop and implement an intentional, comprehensive First Year Experience** and **develop a sustained culture of assessment**. The Best Practices Research Group presented their findings to the Senior Leadership Council (SLC) in April 2019. The SLC voted for both initiatives, viewing them as inter-dependent. The Cabinet supported this view. The Best Practices Research Group then presented at a college-wide Open Forum in May 2019, where participants discussed aspects of the content and delivery of a First-Year Experience at Hostos. At the President's Planning Retreat in June 2019, conversation centered on aspects of FYE, refining priorities, and anticipating action steps.

The focus on students' First-Year invites us to consider multiple aspects of their experiences inside and outside of class. It requires us to work together to foster a sense of belonging, and create success networks that reflect our commitment to a culture of care. This is hard work because it requires coordination of effort. It's necessary work that draws together knowledge gleaned from faculty, staff, and students.

### **Assessment:**

The President's Cabinet took on the charge of strengthening a culture of assessment at Hostos, and has developed a road map to do so. This year's priorities are:

1) implementing an annual assessment template across the college's academic and AES (administrative, educational and student support) units; 2) establishing a college-wide Institutional Effectiveness Committee; and 3) identifying Mission-based ILOs (Institutional Learning Outcomes). The aim is to strengthen and sustain a systematized, standardized, and mature culture of assessment that supports student outcomes and continuous improvement.

### **Middle States Self-Study:**

The Middle States Commission on Higher Education (MSCHE) requires institutions to undergo a Self-Study every eight years. Hostos will submit its Self-Study report in 2021, and host a team of peer evaluators in 2022. Self-Study Co-chairs Professors Kate Wolfe and Nelson Nuñez-Rodríguez are leading this colossal process; its success depends on the contributions of hundreds of faculty, staff, and students. The MSCHE Self-Study is at once a compliance report (we must submit it in order to have our accreditation re-confirmed), and an opportunity to learn about what we do, and learn from what we do, in order to inform our future work and aspirations.

### **Senior Leadership Council:**

Below the Operational Plan's three columns described above are the projects undertaken in AY 19-20 in support of the Strategic Plan's five structural underpinnings (cross-cutting commitments): **Assessment, Communication, Community Engagement, Professional Development, and Systems Alignment**. In Spring 2019 the Senior Leadership Council (SLC) proposed projects in support of the Strategic Plan and in alignment with the cross-cutting commitments. SLC members voted on which projects to undertake, as well as which project they are each working on.

### **Indicators of Success:**

The last section of the 2019-2020 Operational Plan is a table of several **Indicators of Success**, the metrics by which we quantify our goals and institutional effectiveness. The Baselines and Targets reflect data submitted to CUNY as part of the annual Performance Management Process (PMP) report.

### **Contextualizing our work:**

In addition to the college-wide priorities that guide our efforts in 2019-20, there are opportunities and challenges from beyond the campus we intend to meet in the process of implementing the 19-20 OP:

For example, CUNY is implementing a new proficiency index that replaces the testing process for math and English placement. Hostos faculty and leadership have anticipated these changes and their probable impact on enrollment; we are committed to monitoring outcomes to ensure the changes benefit our students. Hostos faculty anticipated the related changes to developmental education and implemented co-requisite and supplemental instruction models that will shorten the time students spend in developmental education.

Along with the placement index, the enrollment process is also changing. We are competing earlier and harder to meet our enrollment targets, with an increased emphasis on direct admits. More students applying at our doors mean more opportunities to let them know that, from the very first day of their First Year, they belong at Hostos.

### **We are focused on shared goals!**

We are motivated by past successes and by working together to achieve our college-wide priorities. As we work toward accomplishing the goals included in our 2019-2020 Operational Plan, we all have a role to play in improving student outcomes, facilitating completion, and remaining engaged in the hard work ahead. Thank you for doing your part.

# Hostos' 2019-2020 College-Wide Operational Plan

<b>2019-2020 Goals</b>	<b>Create an intentional, comprehensive First Year Experience</b> that increases student momentum and retention, and creates a strong sense of belonging			Build a sustained <b>culture of assessment</b> throughout the college that supports continuous improvement and advances student success			Sustain and advance <b>college-wide MSCHE Self-Study efforts</b>
<b>2017-2022 Strategic Plan Alignment</b>	<b>Phase II: Entering Students</b> – Getting Vested in College			<b>Cross-cutting commitments:</b> Assessment, Communication, Professional Development, Systems Alignment			<b>Cross-cutting Commitments:</b> Assessment, Communication, Community Engagement
<b>Activities</b>	<b>Define, build and deliver content and modalities for First Semester Student Orientation &amp; Onboarding</b>	<b>Relaunch Succeed@Hostos: Building Success Networks across the college</b>	<b>Build an infrastructure for success</b>	<b>Implement college-wide annual assessment template</b>	<b>Establish college-wide Institutional Effectiveness Committee</b>	<b>Identify Mission-based Institutional Learning Outcomes</b>	<b>Build foundation for college-wide engagement in the Self-Study Process</b>
<b>Outcomes</b>	<p>Launch of Caiman Clues, a weekly series of timely tips delivering college knowledge during their first semester</p> <p>Create cross-divisional focus groups to determine content and strategize delivery of that content to students in their first semester</p> <p>Increase enrollment of eligible, first year students in First Year Seminar</p>	<p>The benefits of Succeed@Hostos are clearly communicated to students, staff and faculty, generating widespread engagement with <b>Succeed@Hostos</b> technology</p> <p>Pre-probation interventions are expanded to all vulnerable students, helping to sustain their academic momentum and financial aid</p>	<p>Anticipate impact of CUNY Placement Index</p> <p>Sustain evidence-informed, proactive Dev Ed reforms/innovations</p> <p>Student Success policies are reaffirmed and enforced</p> <p>Streamlined assignment of advisement groups</p>	College-wide implementation of new annual assessment template supported by workshops and other forms of professional development	Institutional Effectiveness Committee (IEC) supports implementation of a college-wide annual assessment cycle that informs continuous improvement/ planning and budgeting; defines a calendar of assessment activities including communication and professional development	<p>College-wide engagement yields Institutional Learning Outcomes (ILOs) that will help frame, guide and assess institutional priorities</p> <p>ILOs are integrated into the annual assessment template/process</p>	<p>Steering Committee and Working Groups are formed</p> <p>Communication plan, including College-wide forums and self-study webpage, is implemented</p> <p>Self-Study Design template is approved by MSCHE</p> <p>Timeline for self-study process is developed and adhered to</p>

Senior Leadership Council (SLC)					
Cross-cutting Commitments	Assessment	Communication	Community Engagement	Professional Development	Systems Alignment
<b>Activities</b>	Develop a culture of assessment through assessment literacy (including common language tools)	Develop campus-wide use, knowledge, and marketing of Succeed@Hostos	Create the templates (fast facts, videos, stats, points of pride), recruitment materials, testimony from alumni, create a repository of high quality PR materials	Create a customer service model with standards of excellence  Cultural competency	Align Middle States and the strategic plan (create a system)

Indicators of Success		
Indicator	Baseline	Target
1-year retention	55.6% (Fa17)	59.1%
≥20-credits in first year	32% (Fa17)	32.9%
≥30 credits in first year	7.6% (Fa17)	9.1%
Gateway English completion in first year	55.9% (Fa17)	61.5%
Gateway Math completion in first year	34.2% (Fa17)	42.3%
2-year grad rate	5.9% (Fa17)	6.4%
3-year grad rate	26.7% (Fa15)	23.3%