

# A Bridge to Student Success

THE HOSTOS STRATEGIC PLAN FRAMEWORK 2017-2022





#### ACKNOWLEDGMENTS

We would like to recognize the invaluable contributions of the Strategic Plan Committee, Professor Catherine Lewis, who lent her remarkable talents to the Graphic Design of this Plan, and Ms. Anna Pond for her unstinting efforts in keeping us grounded and in helping us through our strategic planning journey. And a special thank you to the entire Hostos community for adding your voices. This is our Plan!

October 2017

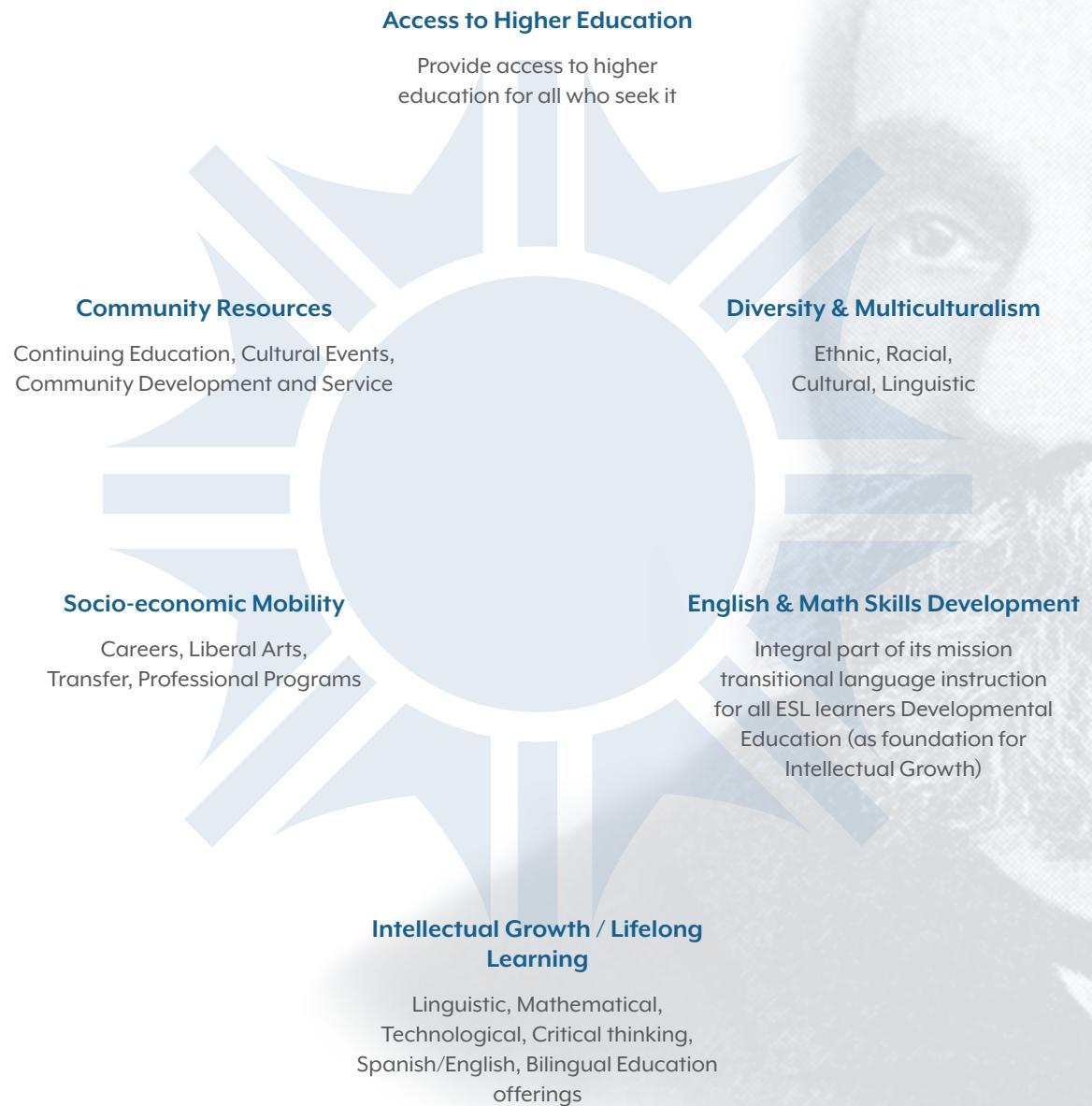
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# MISSION

One of 24 units of the City University of New York (CUNY), Eugenio María de Hostos Community College was established in 1968, when a diverse group of community activists demanded the creation of a higher education space to meet the needs of the South Bronx, then, as now, the nation's poorest congressional district. Although the demographics of the student population have shifted with the demographics of the surrounding community, Hostos' mission remains as relevant today as it was when the college was founded. The six pillars of Hostos' mission: access to higher education, diversity and multiculturalism, English and math skills development, intellectual growth and lifelong learning, socio-economic mobility, and community resources, continue to inform the daily work of faculty, staff, and administrators.

Hostos offers opportunities for intellectual growth and socioeconomic mobility through the development of proficiencies needed for success in careers, liberal arts, transfer, and professional licensure programs. Hostos serves the South Bronx and surrounding communities through continuing education, cultural events, and engagement in workforce development and community revitalization. Through 27 associate degree programs, 2 certificate programs, and transitional language instruction, 6,500-plus students enroll each year in degree programs. In addition, almost 14,000 students annually enroll in continuing education offerings.



# PRESIDENT'S MESSAGE

In an interesting twist on the old phrase, "time is money," Eugenio Maria de Hostos once observed:

*El tiempo es vida,  
y consumir el tiempo en no hacer lo  
que se debe,  
es consumir inútilmente la existencia.*

*Time is life.  
To waste time by not doing what one  
should,  
is to waste existence itself.*

Time is a precious commodity to our students. They must carefully manage time in every aspect of their lives: children, jobs, study, family obligations, and navigating public bureaucracies. They also understand that they cannot invest any time in doing what is unnecessary because it impacts their ability to achieve their goals and improve their lives and the lives of their loved ones.

Our Plan recognizes that time (whether measured in financial aid eligibility, semesters to graduation, credits earned, etc.) is a resource that must be managed with the same sensitivity and given the same priority that our students give it. Their journey to completion can be smoother if we acknowledge that at each phase of their educational journey, students face different challenges that require different types of support. Their journey will be made easier if we leverage the strengths of the institution and invest in enhancing coordination

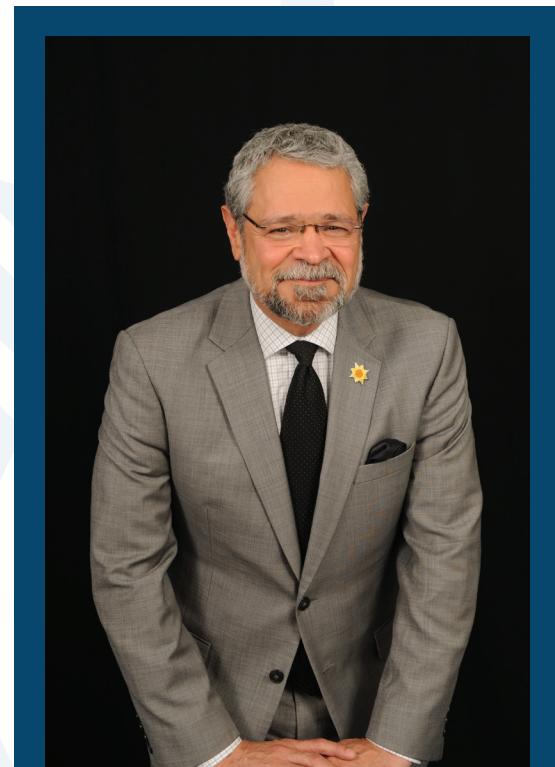
of those strengths. Our objective is to help them cross that bridge toward the next stage of their lives.

Accelerating time to completion, however, is not the end, it is the means. Student success is the end. Completing a degree or earning a certificate in two years is of little consequence if quality of instruction or student achievement is compromised. Similarly, characterizing as a failure the effort of students who must take six years to complete their degree because of their various obligations fails to recognize the courage and tenacity of so many of our students. What we seek is to eliminate that which is unnecessary and, to paraphrase *el maestro Hostos*, do what we should. If we can reduce by one semester the time needed for completion or if we reduce by one course the credits needed to complete a program, all students will be better served while still providing the academic rigor needed for success.

We start and end each day asking ourselves, is this an institution that we would want our children, friends and family to attend? Are we, an institution known for academic excellence and its nurturing and supportive environment, doing everything within our power to ensure that students are successful? Can we ensure that an institution, known for academic excellence and its nurturing and supportive environment, continue to improve the rate of student success? The answer to all of these questions is a resounding "Yes" because we are

committed to our students and to this community. We will continue the tradition of innovation that gave birth to this institution and has sustained us, in good times and in bad, for half a century.

It is with this sense of optimism and confidence in the ability of our students that we offer this Plan.



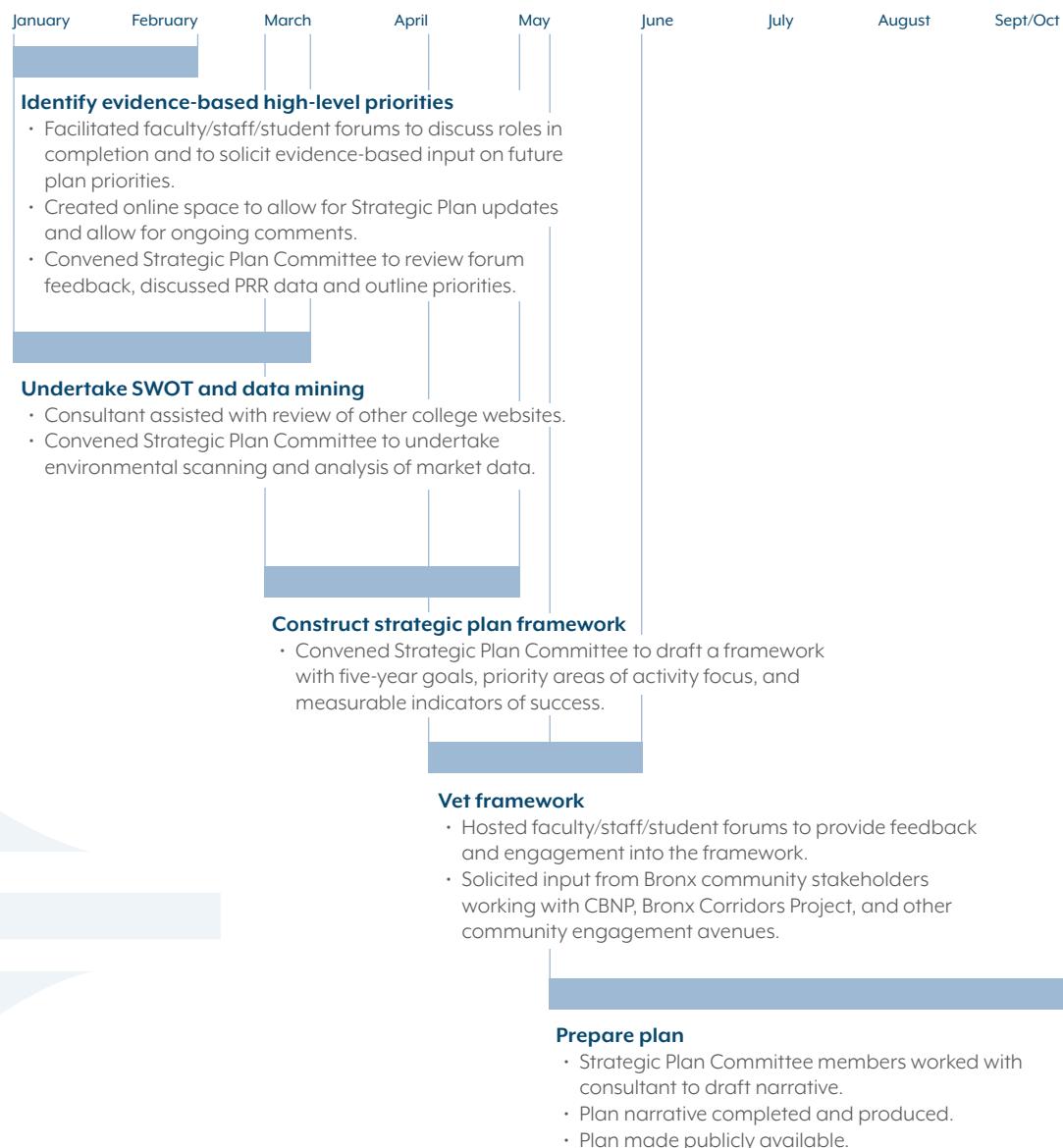
President David Gómez

# HOW WE DEVELOPED THIS PLAN

Hostos' 2017-2022 Strategic Plan takes student completion to the next level.

Achieving the indicators outlined, including a 50 percent three-year student completion outcome, requires both wide and deep collaborative engagement.

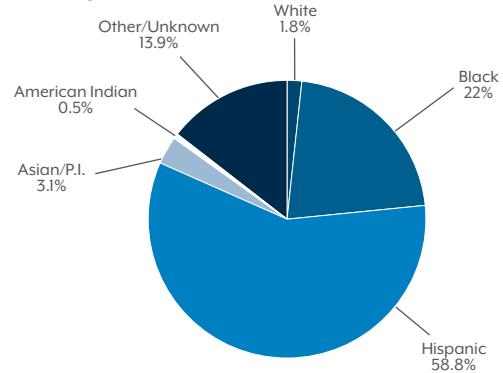
To bring as many Hostos community members to the table as possible from the start, we created an inclusive and transparent planning process. Stewarded by a Strategic Planning Committee comprised of representatives across divisions of the college, the process included various open forums with many Hostos faculty, staff, administrators, students, and community leaders. From the early stages of plan development to the preparation of the final draft, we sought guidance from our community. Their input, alongside student success data gathered, helped set the goals, priorities, and success indicators outlined on the following pages.



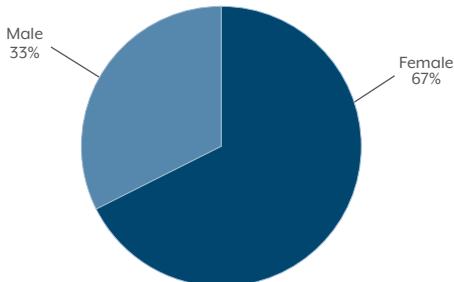
# OUR COMMUNITY

## Fall 2016 Student Demographics

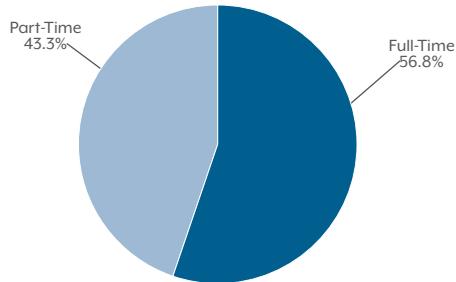
### ETHNICITY



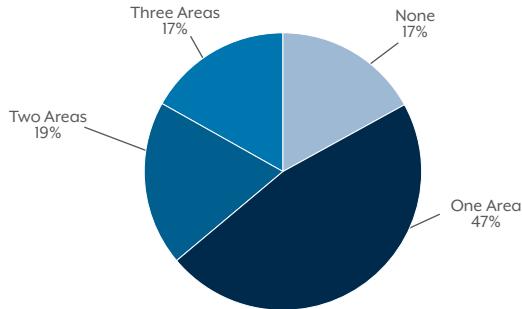
### GENDER



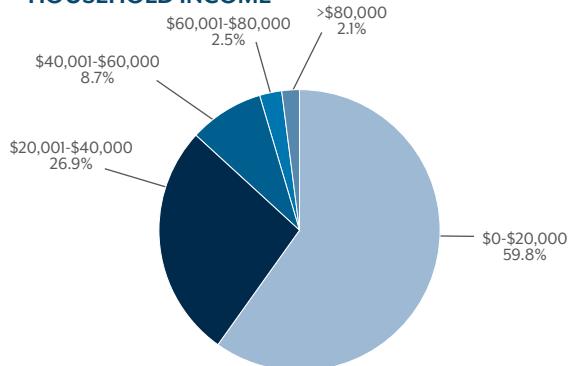
### FULL-TIME VS. PART-TIME



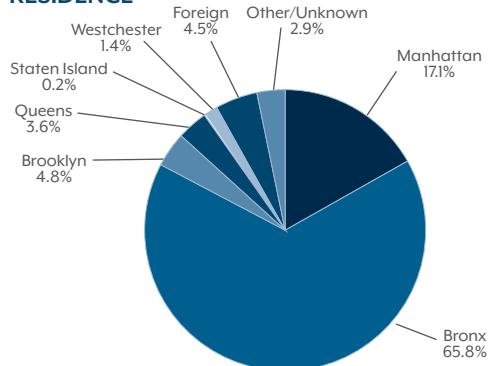
### DEVELOPMENTAL NEEDS



### HOUSEHOLD INCOME

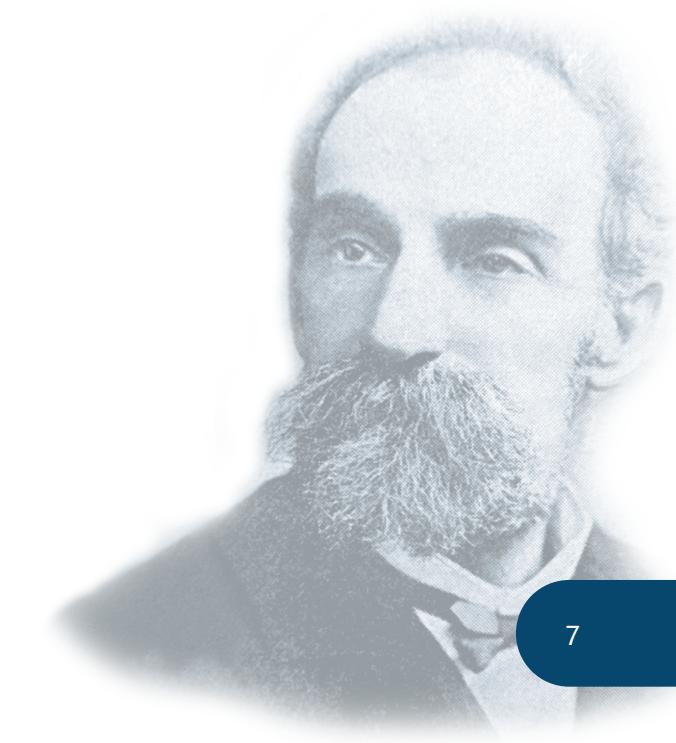


### RESIDENCE



Hostos is a college not merely in a community but of the community.

Since our founding, we have served a student body that reflects the South Bronx and its surrounding neighborhoods. Our community focus stems from our history as a college founded by activists and politicians committed to social justice and educational equity for those who lacked access to higher education. A deep sense of community is embedded in our mission and guides how we engage each other on campus and externally. Indeed, community-centeredness underlies all that we do and represents a through line in this plan.



# PLAN FRAMEWORK

Hostos' next five-year strategic plan centers on achieving better completion rates.

The plan contains four goal areas corresponding to phases in a student's progression toward completion. Each goal area includes priorities set by our campus community to help students successfully complete that phase at Hostos. We've also crafted five-year indicators of student success for each phase with baselines, so that we can assess where students are moving forward or where they may be getting stuck.

## PRE-ENROLLED STUDENTS

Entering College  
More Prepared

## ENTERING STUDENTS

Getting Vested  
in College  
0-20 credits

## CONTINUING STUDENTS

Keeping the  
Momentum Going  
20-45 credits

## COMPLETING STUDENTS

Setting the Stage  
for their Future



# HOSTOS AS A BRIDGE

## Cross-Cutting Commitments

This plan envisions ways in which the college community can come together and more effectively act as a bridge that helps students “travel” toward completion and beyond.

The bridge only remains strong if key elements undergird it. Five structural underpinnings (cross-cutting commitments)—**assessment, communication, community engagement, professional development, and systems alignment**—have been identified by our campus community to help facilitate student completion success.

We will identify ways to fortify our work in these areas by asking ourselves the following questions each year during plan implementation:

### **Assessment**

How can we regularize data collection and analyses, as well as conduct targeted assessments that isolate student and systems challenges that impact our capacity to facilitate student completion? How do we undertake regularized environmental scanning to ensure our programs and services reflect state-of-the-art higher education practice and prepare students for employable careers?

### **Communication**

How can we raise the public profile (within higher education, with accreditors, funders, other partners) of our excellent faculty, staff, and practice? How can we strengthen internal communications so that all faculty, staff, and students have information to strengthen student completion? How do we communicate non-academic supports better?

### **Community Engagement**

How can we better engage our campus community in decision-making that impacts completion? How can we better partner with external community stakeholders to improve student completion? How do we ensure that those providing non-academic supports (at Hostos and beyond) remain engaged in this core strategic planning work?

### **Professional Development**

How can we provide professional development so that faculty and staff get the support they need to facilitate completion success? How do we orient new faculty and staff and provide ongoing reorientation as things change?

### **Systems Alignment**

How can we better align systems internally to facilitate completion?

**ASSESSMENT**

**COMMUNICATION**

**COMMUNITY  
ENGAGEMENT**

**PROFESSIONAL  
DEVELOPMENT**

**SYSTEMS  
ALIGNMENT**



# PRE-ENROLLED STUDENTS

## Entering College More Prepared

At Hostos, approximately 80% of our students are not academically ready for college-level study upon entry. Many are first in their families to attend college. In addition, about 90% of incoming students are in need of financial aid.

The faster we help students get college ready, the more likely they are to stay and achieve their goals—whether a degree, certificate, or non-credit training program.

We recognize our very real opportunity to impact completion by increasing college preparedness even before students enroll. This plan strengthens college-wide outreach and support to students at the pre-enrollment phase of their completion journey.

### PRIORITIES

- ◆ Accelerate time from application to registration for credit and non-credit programs through improved pre-enrollment systems and communications alignment
- ◆ Clearly communicate to entering students what it takes to complete gen ed/degree requirements and certificate (credit and non-credit) options
- ◆ Increase student success in pre-enrollment offerings (summer workshops, orientations, enrollment seminars, CUNYStart, MathStart)
- ◆ Provide more seamless college readiness supports by partnering with community organizations, high schools and alumni

### 5-YEAR INDICATORS OF SUCCESS

- ◆ Increase students tested within 3 weeks of admissions to Hostos by 50%  
*Baseline: 30%\**
- ◆ Advance at least 33% of entering developmental ed freshmen by one level  
*Baseline: 83%\* requiring developmental ed*
- ◆ Increase early admissions and placement by July 1st to 75%  
*Baseline: 62%\**

\*fall 2016

ASSESSMENT

COMMUNICATION

COMMUNITY ENGAGEMENT

PROFESSIONAL DEVELOPMENT

SYSTEMS ALIGNMENT



# ENTERING STUDENTS

## Getting Vested in College

First-year success is a critical predictor of student completion. Indeed, students simply do better when they complete developmental offerings faster, receive guidance and roadmaps that help them accumulate credits quickly, and have access to first-year experiences that acculturate them to college.

This plan builds on our existing initiatives to support students in the zero-to-twenty credit range.

### PRIORITIES

- ◆ Strengthen first-year and certificate student advisement for incoming students, students transferring in from other colleges or having credit equivalency, and additional target populations (e.g., weekend, evening, ESL students)
- ◆ Provide a clear roadmap for all Liberal Arts students, Hostos' largest degree cohort
- ◆ Promote a culture of "college going" through increased student participation in first-year experiences (integrated, intrusive, sustained, cohort-style)
- ◆ Accelerate student developmental education completion

### 5-YEAR INDICATORS OF SUCCESS

- ◆ Increase the percentage of students who exit remediation in their first year to 75%  
*Baseline: 52%\**
- ◆ Increase the percentage of students who accumulate 20 or more credits to 60%  
*Baseline: 27.4%\**
- ◆ Increase first-time, full-time retention to at least 85%  
*Baseline: 68%\**

\*fall 2015

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# CONTINUING STUDENTS

## Keeping the Momentum Going

Like many colleges, we have focused past efforts on helping entering and graduating students.

This plan builds supports for students in the twenty to forty-five credit range. It emphasizes strategies to improve our communications, advisement, support services, and curriculum so that students can make it across the completion finish line.

PRIORITIES
<ul style="list-style-type: none"><li>◆ Facilitate student graduation through improved communication of graduation requirements and deadlines</li><li>◆ Strengthen outcomes of gateway courses</li><li>◆ Increase student momentum through high impact practices found to benefit continuing students (e.g., experiential learning, service learning, undergrad research, internships, field experiences, etc.)</li><li>◆ Develop a targeted support system for students who need more time to complete degrees and certificates (credit and non-credit)</li></ul>

5-YEAR INDICATORS OF SUCCESS
<ul style="list-style-type: none"><li>◆ Increase the number of students on track for on-time graduation or certificate completion to 60% <i>Baseline: 25.2%* (students with &gt;= 40 credits)</i></li><li>◆ Increase the % of part-time students with &gt;=30 credits to 50% <i>Baseline: 32.3% *</i></li><li>◆ Increase 2-year retention to 75% <i>Baseline: 40.6%**</i></li></ul>

\*fall 2015

\*\*fall 2014

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# COMPLETING STUDENTS

## Setting the Stage for their Future

Completion isn't just about earning a degree or certificate. Employability and earning power increasingly correlate to degree attainment. Students yield an estimated \$3.80 return on investment for every dollar they spend on a community college education.

Perhaps more importantly, increased completion makes students more mobile socio-economically. Hostos proudly boasts the highest intergenerational social mobility rate of students among CUNY community colleges. Translation: we're number 1 in CUNY and 33rd in the nation for the percentage of students who come from the bottom 20 percent household income (quintile) and achieve the top 20 percent due to degree completion.

This plan strengthens our capacity to help students achieve their completion goals. It also fortifies systems and structures so that students can better transition into 4-year degrees and careers of their choice.

PRIORITIES	5-YEAR INDICATORS OF SUCCESS
<ul style="list-style-type: none"> <li>◆ Facilitate student transfer and employment through better aligned completion supports</li> <li>◆ Improve communications of employment and transfer opportunities for near completion degree and certificate (credit and non-credit) students</li> <li>◆ Increase financial support for graduating students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Three-year graduation rate will reach 50% <i>Baseline: 22.1% (fall 2013)</i></li> <li>◆ Transfer rate for AA/AS/AAS graduates will reach &gt;=80 % <i>Baseline: 65.9% (AY 2014-15 graduates)</i></li> <li>◆ First-term GPA in BA programs will reach 2.7 or higher <i>Baseline: 2.67 (fall 2015)</i></li> <li>◆ % of students graduating with excess of 66 credits will decrease to 10-15% <i>Baseline: 51.5% (avg AY2010-11 through 2015-16 graduates)</i></li> <li>◆ % of CEWD Certification attainment will increase to 80% <i>Baseline: 69% (AY2015-16)</i></li> <li>◆ Increase employment rates for occupational programs to 90% <i>Baseline: 82.1% (AY2014-15 graduates)</i></li> <li>◆ Six-year graduation rate will increase to 65% <i>Baseline: 27.3% (fall 2010)</i></li> </ul>

ASSESSMENT

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## PRE-ENROLLED STUDENTS

*Entering College More Prepared*

### PRIORITIES

- Accelerate Application to Registration Process
- Clearly Communicate GenEd / Degree & Certificate Completion Requirements and Career Options
- Increase Student Success in Pre-Enrollment Offerings
- Support College Readiness through Community Organizations, High School Partnerships, and Alumni Engagement

### INDICATORS OF SUCCESS

- ↑ students tested within 3 weeks of admissions to Hostos by 30%
- Advance at least 33% of entering developmental ed freshmen by one level
- ↑ early admissions and placement by July 1st to 75%

## ENTERING STUDENTS

*Getting Vested in College (0-20cr)*

### PRIORITIES

- Strengthen Student Advisement for All Incoming, Transfer, and Target Populations
- Provide Clear Roadmap for all Liberal Arts Students
- Promote Culture of "College Going" with First-Year Experiences
- Accelerate Developmental Education Completion

### INDICATORS OF SUCCESS

- ↑ the percentage of students who exit remediation in their first year to 75%
- ↑ the percentage of students who accumulate 20 or more credits to 60%
- ↑ first-time, full-time retention to at least 85%

## CONTINUING STUDENTS

*Keeping the Momentum Going (20-45 cr)*

### PRIORITIES

- Clearly Communicate Graduate Requirements and Deadlines
- Strengthen Outcomes of Gateway Courses
- Increase Momentum via High-Impact Practices
- Develop Support System for Students Needing More Time

### INDICATORS OF SUCCESS

- ↑ the number of students on track for on-time graduation or certificate completion to 60%
- ↑ the % of part-time students with >=30 credits to 50%
- ↑ 2-year retention to 75%

## COMPLETING STUDENTS

*Setting the Stage for their Future*

### PRIORITIES

- Facilitate Student Transfer & Employment through Better Aligned Supports
- Improve Communications of Employment & Transfer Opportunities
- Increase Financial Support for Graduating Students

### INDICATORS OF SUCCESS

- 3-year graduation rate will reach 50%
- Transfer rate for AA/AS/AAS graduates will reach >=80 %
- First-term GPA in BA programs will reach 2.7 or higher
- % of students graduating with excess of 66 credits will decrease to 10-15%
- % of CEWD Certification attainment will ↑ to 80%
- ↑ employment rates for occupational programs to 90%
- ↑ 6-yr graduation rate to 65%

## ASSESSMENT

## COMMUNICATION

## COMMUNITY ENGAGEMENT

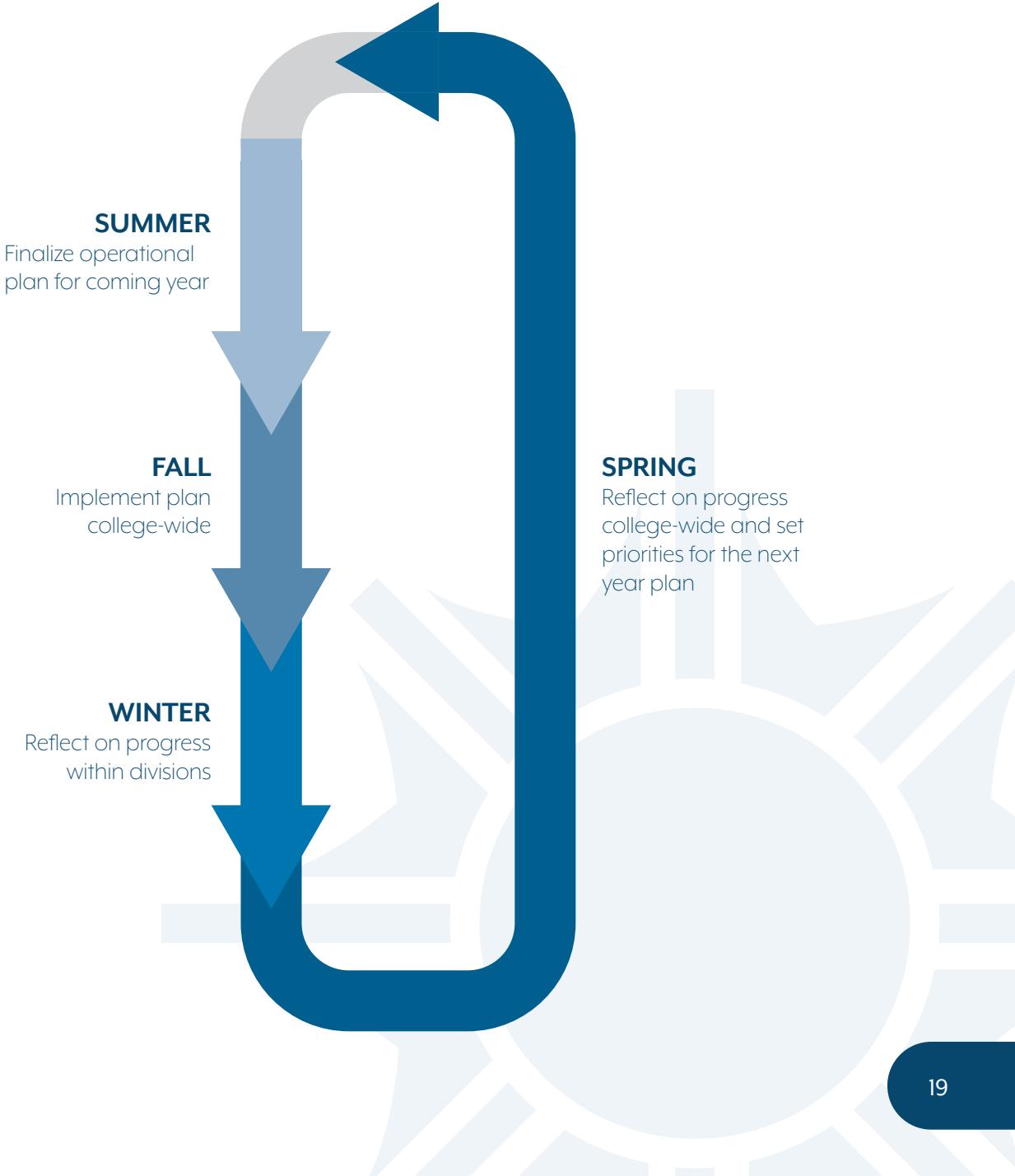
## PROFESSIONAL DEVELOPMENT

## SYSTEMS ALIGNMENT

# IMPLEMENTATION

This plan serves as a framework. The details of what we'll do will be determined by the campus community through our annual operational planning/budgeting process.

Operational planning includes priority setting as well as college-wide reflection on progress toward student success outcomes.



# THIS IS OUR PLAN

Thank you for contributing. We need you to stay involved. Please participate in operational planning. Visit us at this link to find other ways to get involved:  
[www.hostos.cuny.edu/StrategicPlan/2017-2022](http://www.hostos.cuny.edu/StrategicPlan/2017-2022)

We look forward to working together toward greater student success!

