

Hostos Strategic Plan 2017-2022
Emerging Priorities from SP Cmte Meetings
March 8, 2017 - UPDATED

Educational Excellence

- Hostos as a leader (within dev ed and beyond)

Developmental Education

- Data/Assessment – reach those not reached, need to more regularly track all/cohorts (e.g., ESL), connecting new initiatives to assessment
- Scaling what works

Shifting Demographics

- Need to understand and best serve (assessment)

Faculty and Staff Development

- Diversity and multiculturalism
- Cultural competency – to understand who students are

Student Development

- Create a culture of “college going”
- Students don’t know what a college experience means
- Need for sustained, intrusive, interventions
- Give softer launching pre-college, summers, advisement

Aligning Institutional Resources With Student Needs

- Communications/marketing
- Incentivize student use (e.g., connect to core requirements)
- Data/assessment
- Scheduling

Liberal Arts

- Communicate value to students and their families

Technical Degrees

- Communicate importance of critical thinking

Credit Accumulation and Rapid Acceleration

Seamless Connections

- Continuing Education, Community College, 4-year colleges

Bilateral Community Partnerships (redefining community in community college)

- To help accelerate student success

Open Access Institution

Hostos Community College
SWOT Analysis
SP Cmte Brainstorm – March 1, 2017

STRENGTHS

- **CROSSCUTTING MISSION STRENGTH** – mission statement is strong, themes enduring – maybe even was ahead of the times when written (since now higher education nationally is focused on many of them) – there’s a reason we’ve left it be. In new SP put it in the present context, where we’ve come, where we are now so its message is rebranded for the times
- Commitment on topic (skills devel) from college community – via strategic plan and beyond
- Knowledgeable faculty on topic
- Supplemental instruction implemented (resourced)
- Data shows interventions are working – e.g., Co-req English (scores up), # of multiple repeaters going down, students are getting through dev ed quicker, for almost every developmental course the pass rates are up
- Successful pilots being scaled
- Array of academic and student supports
- Central location via transportation – subway, highway, bus
- Walkable campus
- Variety of academic programs and resources
- Diversity of faculty and staff – we look like our students
- Diverse student clubs
- Affordable (Access)
- Campus life like family – accessible faculty, staff, facilities
- Social mobility – data (NYT article) shows CUNY helping raise students to middle class and above, and Hostos doing this at the highest rate among CUNY community colleges

WEAKNESSES

- Need better tracking/assessment of students in dev ed – both ongoing consistent data each semester, and more drill down on why some students are not successful
- Students don’t continue to Gateway courses
- Triple remedial cohorts – better but still a problem
- Pipeline to credit – need for greater communication and coordination between academic, continuing ed, and student services supports
- Students need to understand the importance of remediating quickly – need to rebrand as a positive
- High dev ed need of population
- Low level of evening courses and services and low resources/enrollment at these times – how to address/strengthen student utilization (e.g., tie more to core requirements)
- Low level of resources to address students’ emergency economic challenges (more money for scholarships but less for emergency needs)
- Need to better align resources to student needs – better communications/marketing of offerings, utilization analytics and data analyses (including faculty perceptions), incentives (e.g., connect offerings on evenings/weekends with core requirements)
- Liberal arts degree – need to help students understand the value (not a backup degree)
- Percentage of students not completing
- Need better student job placement upon completion

STRENGTHS (CONT'D)

- Allied health and engineering programs in particular (students earning high salaries)
- Diversity – linguistic and cultural of students at the college
- Strong continuing education program and Gen Ed Movement
- Diverse/multicultural – what's changing is students have a different ESL blend/background, more demographic diversity (e.g., more Africans), more younger students, more 2nd-3rd gen that don't speak Spanish, most students speaking English at home (students continue to come from poverty and low levels of family educational attainment)
- Hostos changes with the times – we're not stagnant, we respond to the needs of community (have a history of this)
- Hostos well established – 50th anniversary, a committed community institution
- Hostos a cultural center (e.g., Arts Center)
- Corridors research gives us insights into how Hostos can work with community agencies – to help Hostos help students

CHALLENGES (CONT'D)

- Translate Gen Ed conversation into curriculum concretely
- Need new model for bilingual ed
- Need to break the pattern of credit accumulation that, for many students, doesn't lead toward a major
- Need to better embrace changing demographics – new language diversity
- Need to define bilingual education aspect of mission more clearly – clarify how we work with and service 2nd language speakers
- Need even greater resources and support – including diversification of programming, courses, clubs, theatre offerings
- Need to make curriculum and services more responsive to the new demographics – need for more engaging teaching and learning tools (this all impacts retention and graduation)
- Underutilize connections to local businesses

OPPORTUNITIES

- CUNY has given us more autonomy – the colleges have more latitude
- **Funds exist to support dev ed and we're pursuing those**
- Dev ed is a hot topic nationally – lots of research underway
- Research pointing to clear things that work – like tying dev ed skills to credit-bearing courses
- Opportunities exist for faculty professional development on dev ed
- Promote Hostos as a leader in dev ed
- State level attention on affordability
- Open resource classes
- New building funding commitment
- Attract students outside CUNY to come to Hostos
- Many untapped external fundraising resources – corporate, individual, public and private grant sources
- **High enrollment**
- **New building**
- **Transition to skill development (De Blasio) in community colleges**
- Continuing ed to credit classes and vice versa
- Community college to 4 years
- Negative policy action impacting diverse constituents brings national attention to importance of diversity – can serve as catalyst for things like faculty development
- Global world – new ways younger generations view the world
- Bronx – unique value proposition of community and role Hostos has played in it
- S. Bronx CBO's very active in community

THREATS

- Financial aid/federal aid support changes – what's the Trump Admin going to cut? How will funding streams change?
- Dev ed students struggle with accessing scholarships – will be excluded with the free tuition coming
- Erosion of outside support services (e.g., Single Stop)
- **BCC ASAP model**
- **High dev ed need of population**
- **Vulnerable student population – cannot complete because of finances, homelessness, domestic trouble, poor high school prep**
- **National debate on liberal arts versus technical education – need to take a clear stand within that context**
- **Funding**
- **Articulation partners priorities may change**
- **Immigration “reform”**
- **National attacks on diverse populations?**
- Changing demographics
- Competition (other colleges)??