

# HOSTOS: ELEVATING JUSTICE

## Our Strategic Plan 2023–2028



**Hostos**  
Community College



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## PRESIDENT'S MESSAGE

In his fourth and last book before his assassination, “Where do we go from here: Chaos or Community” (1967, p. 209), Dr. Martin Luther King, Jr. observes:

**“Universities adapting to the new needs of the day must learn how to develop the abilities of people who have had trouble with school in their youth and have not earned their credentials. They should be trained on the job, get university credit for their experience, learn in relevant courses and develop a liberal-arts knowledge that is built around their concerns. We need what S.M. Miller has called ‘second-chance universities.’ A democratic educational system requires multiple doors.”<sup>1</sup>**

While Dr. King wrote those words decades ago, they remind higher education, particularly community colleges, of our civil rights imperative. We need to keep multiple doors of opportunity open for our students. Students deserve access to teaching and learning opportunities that help them follow their dreams. It is our charge to offer students different paths to choose from, guided by the intelligent and generous support of the entire college community.

The responsibility to provide a just and equitable educational experience is a through line in this 2023–2028 Strategic Plan. Its six goals and 21 strategies were developed through an evidence-based, participatory process to offer mission-aligned ways our campus community and external stakeholders can collaborate toward our shared interests in student success for all. Our aspirations for the impact of this plan extend city-wide. Our student-centered and equity-focused agenda will help our University make progress toward the goals, initiatives, and targets outlined in CUNY Lifting New York, 2023–2030 system-wide strategic plan.

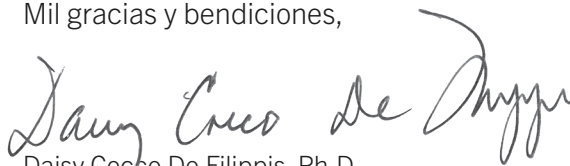


I am most proud of how this plan balances supporting students intellectually and practically. We understand we need to build students' sense of belonging and community on campus, alongside making sure they have the resources they need to stay in college and find upwardly mobile careers to support themselves and their families. However, as a college, our core purpose is engaging students academically. Our academic offerings must teach students how to think and learn. All students, no matter their socioeconomic status, should have the right to be part of an intellectual community. They deserve opportunities to develop their passion for knowledge within fields of study well beyond what they imagined when they first walked in our doors.

This plan is a flexible, living document that turns these values into action via an annual process of planning and reflection that divisions, departments and units will participate in. It remains true to our mission, offers ways to improve the student academic experience, and builds our capacity to give all our students options once they leave us. What appears on the following pages champions community interests too, articulating multiple pathways by which community residents can come to us and benefit from our offerings.

As we mark our 55th anniversary, we now have the roadmap we need to serve as an ongoing source of learning and mobility in the South Bronx.

Mil gracias y bendiciones,

A handwritten signature in black ink, reading "Daisy Cocco De Filippis". The signature is fluid and cursive, with the first name "Daisy" being the most prominent.

Daisy Cocco De Filippis, Ph.D.

*President*

Eugenio María de Hostos Community College, CUNY

# HOSTOS PLAN FRAMEWORK 2023–2028: EXECUTIVE SUMMARY

This strategic plan was developed via a yearlong participatory process through which hundreds of students, faculty, staff, and community stakeholders participated.

## SIX GOALS AND 21 STRATEGIES

The following are our defined areas of focus for the next five years.

### **GOAL 1: Equitable access to higher education at Hostos for our diverse student population**

1. Implement a comprehensive and integrated First Year Experience (FYE) program for all Hostos students.
2. Offer an integrated and multi-phased student advisement model.
3. Effectively communicate student support resources to all students.
4. Strengthen students' ability to finance their higher education.

### **GOAL 2: Build a culture of justice, diversity, equity, and inclusion at Hostos**

1. Increase JDEI-related education opportunities for faculty and staff.
2. Institutionalize JDEI-related policies, processes, and structures.
3. Encourage faculty to establish a more culturally diverse, inclusive pedagogy and curriculum as a requirement for all programs while respecting academic freedom.
4. Institute JDEI-related climate assessment practices.
5. Strengthen inclusion, belonging, and equity of experiences for student constituencies experiencing inequitable outcomes.

### **GOAL 3: Promote English and Math learning**

1. Facilitate successful student navigation through Gateway courses.
2. Build student desire to pursue further learning in English and Math.

### **GOAL 4: Academic programs that balance intellectual growth and workforce preparedness**

1. Ensuring progression of intellectual growth in Gen. Ed. coursework.
2. Strengthen infrastructure of Liberal Arts degrees and options to make Liberal Arts a degree of choice.
3. Strengthen experiential learning and career preparation across majors.
4. Measure and develop foreign language and technological competencies across majors.
5. Develop the institutional infrastructure to deliver quality online academic programs.

### **GOAL 5: Increase student socioeconomic mobility**

1. Increase career exploration and placement support for Hostos students.
2. Strengthen transfer to BAs and beyond.

### **GOAL 6: Champion social justice for the South Bronx**

1. Strengthen systems for mission-based strategic collaboration across sectors.
2. Expand Hostos' arts and culture offerings for students and the broader community.
3. Strengthen K-12 partnerships to support career and admission pathways into Hostos.

# PLAN IMPLEMENTATION AND ASSESSMENT

At Hostos, we have a robust operational planning system in place that is described in detail in the College’s 2022 Self Study. This involves the creation of annual overarching operational plans that share divisional priorities for each year, which then inform unit-based plans, called A-PARTs. Operational planning and A-PARTs will now align with this new college-wide strategic plan. Each year, all academic and non-academic units across the College will articulate their strategic plan-related activities, reporting out progress multiple times each year, and using year-to-year progress to inform future work.

In addition to undertaking divisional processes to plan, reflect and make adjustments to actions, college-wide leaders will similarly gather to set priorities and discuss progress, so that the course of action can continuously adjust and improve. This includes progress toward quantitative and qualitative measures, including:

- **Strategy progress indicators (SPIs)**, which represent study areas to help Hostos faculty, staff, and administrators track if and how the activities undertaken are having their intended impact. The SPIs are included in the detailed plan narrative.
- **Measurable college-wide key performance indicators (KPIs)**, which represent indicators of progress toward the collective activities of this plan. These are largely pulled from the CUNY Performance Management Process (PMP) indicators, which are tracked across CUNY colleges.

HOSTOS COLLEGE-WIDE KPIs 2023–2028
Total headcount enrollment (including first-time freshmen, transfer, re-admits, and non-degree students)
Student retention rates (Fall to Spring/1 term, 1-year, and 2-year)
Student persistence rates
Graduation rates (2-year and 3-year)
First-year credit accumulation (20 credits or more, 30 credits or more)
Gateway course success (English and Math)
Student transfer rate (post-graduation)
Graduate wages (1 year, 3 years and 5 years post-graduation)

Each year, based on the College’s operational planning process, the Office of Institutional Effectiveness, Research, and Assessment (OIERA) will take the lead in tracking those SPIs connected to where the work in the operational plan is most concentrated. KPIs will also be tracked annually. A KPI public dashboard will be created and consistently updated to show five years of data for each KPI. SPI data that is more quantitative will also be reported via the dashboard. Progress toward SPIs that are more qualitative in focus will be shared via research briefs on a rolling basis each year.

# THE HOSTOS MISSION

This plan reaffirms the Hostos mission with six goals that directly align with our six mission pillars. This is intentional. Six Strategic Plan Working Groups were created to correspond with Hostos' six mission pillars. Each was tasked with exploring what activities the College could undertake to better fulfill the intent of their assigned pillar.

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio María de Hostos Community College was established in the South Bronx to meet the higher educational needs of people from this and similar communities who historically have been excluded from higher education.

**The mission of Eugenio María de Hostos Community College** is to offer access to higher education leading to intellectual growth and socioeconomic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.

The College takes pride in its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds, particularly Hispanics and African Americans. An integral part of fulfilling its mission is to provide transitional language instruction for all English-as-a-Second-Language learners along with Spanish/English bilingual education offerings to foster a multicultural environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.



# THE SIX PILLARS OF THE HOSTOS MISSION



**ACCESS TO HIGHER EDUCATION**



**DIVERSITY AND MULTICULTURALISM**



**ENGLISH AND MATH SKILLS DEVELOPMENT**



**INTELLECTUAL GROWTH AND LIFELONG LEARNING**



**SOCIOECONOMIC MOBILITY**



**COMMUNITY RESOURCE**



## 2023–2028 PLAN VISION

As part of the planning process, the Strategic Planning Steering Committee developed this overarching vision for this plan:

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*Hostos values students for who they are, what they bring, and who they become educationally and professionally. At Hostos, we are invested in you: your passion, your academic and career potential, your community, and your future.*

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This vision will guide all that we do, reminding us to focus on students as our most treasured responsibility and sacred trust.

# PLAN DEVELOPMENT PROCESS

Our planning process engaged nearly 300 Hostos community members.

More than 100 faculty, staff, students, and community members participated in strategic planning forums held both in Spring 2022 and then again in Spring 2023. The draft Strategic Plan was also presented to the Community Advisory Council (CAC), the Hostos Foundation, and the College-wide Senate in Spring 2023.

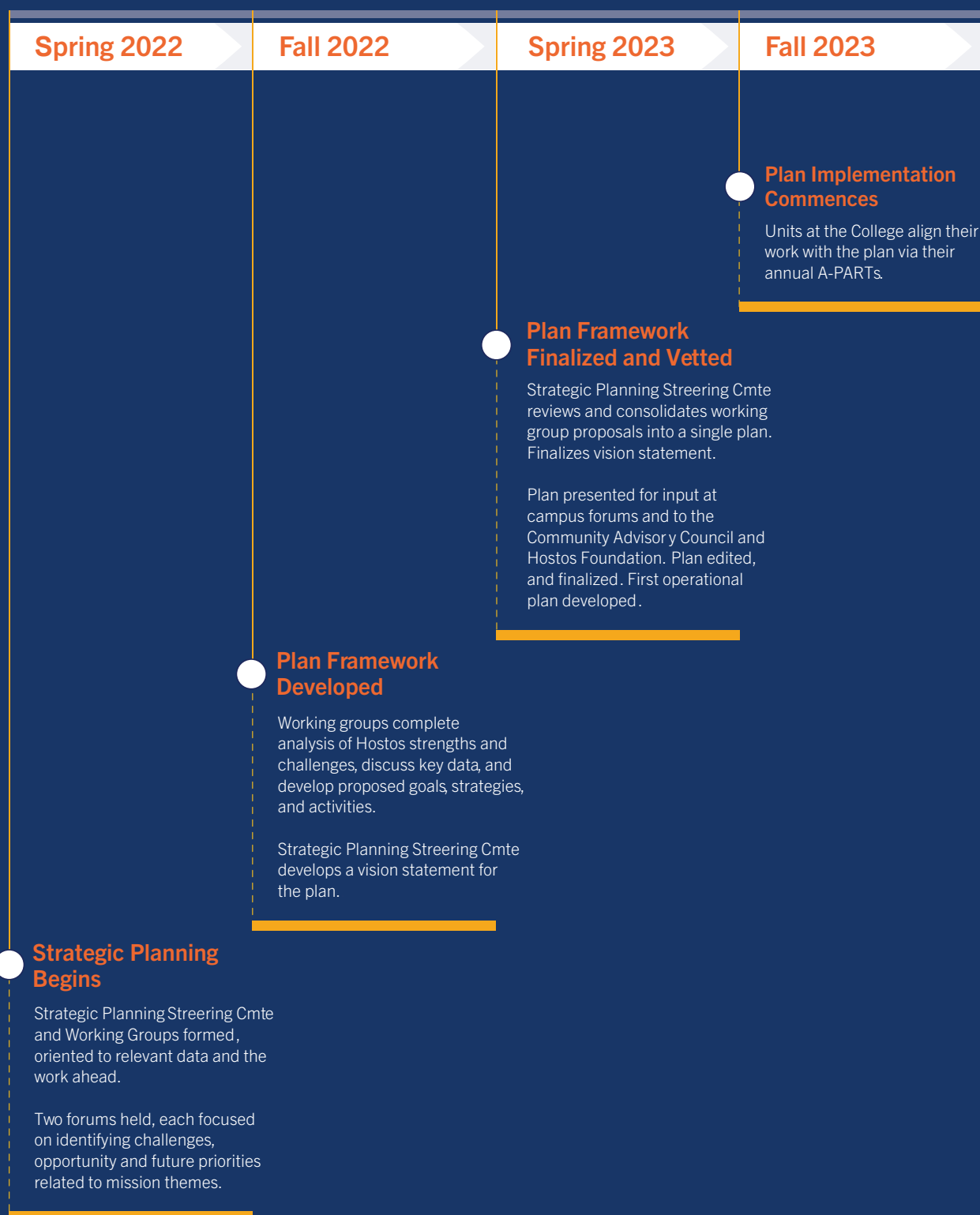
Six mission-aligned working groups, composed of 57 total faculty and staff members spent six months creating proposals that shaped this plan. They considered input from the forums, examined data, and worked together to determine what future actions would advance Hostos' mission and facilitate student success.

A Strategic Planning Committee composed of 24 faculty, staff, administrators, and CAC representatives was responsible for delivering a five-year College-wide strategic plan and ensuring a quality process that was transparent, engaged, and evidence-based. This group took the lead in pulling the working groups' proposals together into one framework. They also created the plan's vision statement, which is meant to remind us all of our True North as we implement this plan.

Throughout her tenure the President has met regularly with the Student Government Association (SGA) leadership to ensure specific representation of student interests and concerns, bringing that information into the planning process as the Chair of the Strategic Planning Steering Committee.



# PLANNING TIMELINE



# THE HOSTOS COMMUNITY



Take one step out onto the Grand Concourse where Eugenio María de Hostos Community College is located and you'll at once experience the overwhelming odds set against and the incredible determination of those who live here. That makes social justice and equity not abstract concepts but very consequential imperatives.

These imperatives are embedded in Hostos' founding. Hostos Community College, one of 25 colleges within the CUNY, was created to address the under-education of South Bronx residents. In 1968, the Board of Higher Education, in response to community activists, recognized residents of this community — typically Hispanic or Black, first- or second-generation immigrants who are poor and lack academic readiness for college — deserved to benefit from the CUNY mission. Fifty-five years on, Hostos remains rooted in the social justice and equity priorities that led to its founding: providing education to unlock a world of opportunities for students who predominantly come from the Bronx, where so many immigrants arrive to make their American dreams come true.

Hostos, an open-admissions institution, currently offers 28 associate degree programs and one certificate program that prepare students for transfer to four-year colleges and to enter the workforce. Our division of Continuing Education and Workforce Development (CEWD) offers a wide range of trainings to serve the lifelong and intergenerational educational needs of the community.

## OUR STUDENTS

Hostos students are predominantly Hispanic (52.6%) and Black (37.9%),<sup>2</sup> and upwards of three-quarters of them speak a language other than English at home. Two-thirds live in the Bronx. Sixty-nine percent are female and 31% are male. Their average age is 25. More students attend Hostos part-time versus full-time (55% versus 45%). While some students enter with GEDs and international high-school diplomas and many identify with home countries other than the U.S., the significant majority are 1.5 generation students: children of immigrants who were born in the U.S. and attended U.S. high schools.

The economic and educational barriers our students face in their pursuit of higher education persist. More than three quarters have household incomes below \$30,000 and 95% are eligible for financial aid. Hostos consistently has the highest percentage of entering students identified as not academically ready for college in the fundamentals of reading, writing, and math among all CUNY colleges: 56.9% of our students require support in order to be academically ready, and place into Gateway English and/or Math that provides supplemental academic support, and 18.8% of first-time freshmen address remediation needs via pre-matriculation supports including CUNYStart and Math Start.

**“... schools have as a moral imperative  
the cultivation of conscience”**

**— Eugenio María de Hostos**

## **OUR FACULTY AND STAFF**

Hostos faculty and staff are highly credentialed and reflect the diverse communities which comprise the people of the city and state of New York. Nearly 60% of full-time faculty are women, and over 50% identify as non-White. Staff also mirror the diversity of our students: 58% female and 85% non-White.

## **OUR GEOGRAPHIC COMMUNITY**

The majority of Hostos students come from the South Bronx and neighboring Bronx and Upper Manhattan communities that have long served as entry points for many waves of New York City immigrants. These communities are internationally known as vibrant political, cultural, and entertainment communities — places from which award-winning actors, playwrights, hip-hop and salsa musicians, and a Supreme Court Justice hail.

These communities, including the South Bronx, where Hostos is situated, hold another reputation. The South Bronx, home to more than 60% of our students, has long been the country’s poorest House district. The household income of residents is less than half of New York City’s median income: 49% of the children in the South Bronx live in poverty, compared to 30% of children city-wide. Residents are predominantly of color

(35% Black, 60% Hispanic) as compared to about half of New York City residents. More than two-thirds speak a language other than English at home. Notably, more than two-thirds of residents have no college experience, compared to 38% of all New Yorkers.<sup>3</sup>

During the COVID-19 pandemic, the South Bronx also stood out as one of the hardest hit neighborhoods in New York City, with among the highest number of cases per capita.<sup>4</sup> Post-COVID unemployment remains 50% higher than the national average.

Hostos remains steadfastly committed to higher education and its potential to transform the socioeconomic mobility and prosperity of individuals, families, and generations. Since its founding, it has partnered to build community and spur investment in business, education, tourism, and support for cultural institutions. The Fall ’21 creation of a Community Advisory Council includes civic, business, and nonprofit leaders from the Bronx to help guide our programs and ensure these communities receive the support they deserve.

# KEY DEFINITIONS

## THE FIVE DEFINITIONS HERE OUTLINE OUR INTENT

### JUSTICE

Justice in a diversity, equity, and inclusion context (DEI) is the act of dismantling barriers to resources and equal opportunities in society so that all individuals and communities can lead a full and dignified life. At educational institutions, this means eliminating structural barriers to students, faculty, and staff advancement. Eugenio María de Hostos said, “if you wish to know what justice is, let injustice pursue you.” At Hostos, we challenge ourselves to question our institutional practices and systemic structures that inhibit full access to justice for all. We fight to ensure those most pursued by injustice have a fair opportunity to achieve success — in higher education and beyond.


#### JDEI

**The term Justice, Diversity, Equity, and Inclusion (JDEI) is used throughout this document to encompass how Hostos will continuously strive to uphold these definitions.**

### DIVERSITY

Diversity is expressed in myriad forms. It includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While expressions of diversity are ever-evolving, they are often used in reference to: race and ethnicity, gender and gender identity, physical appearance, marital/partnership status, family structure, education, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, neurodiversity, and differences in belief, ideology, and political perspective. At educational institutions, diversity can also encompass full-time/part-time status, income level, citizenship status, justice-impacted, and access to advancement opportunities. At Hostos, diversity is our strength. We embrace all dimensions of human difference and practice giving equal attention to the many backgrounds of the members of our community. Hostos is a place that helps people explore the intersectionality of their identities. We are open to whoever you are, even if you don't know and if you change.





## Those engaged in the process defined often used terms.

### EQUITY

Equity is grounded in the principle of fairness. It focuses on access, opportunity, and advancement for all. Equity recognizes that advantages and barriers exist, which impacts our starting position and participation. At Hostos, it refers to ensuring that each student, faculty member, and staff person receives what they need to be successful. We aim to routinely scrutinize structural barriers to equity and understand the root causes of outcome disparities in order to invest in equity-minded policies, practices, and behaviors that lead to success for all members of our community.

### INCLUSION

Inclusion is about the culture created to ensure that everyone feels welcomed, accepted, supported, protected, and valued. It is about belonging, not tokenism, as a means to actively invite contributions and participation from all. Inclusion fundamentally relates to power: it's not just being invited to the table, but being able to fully participate in the decision-making processes. It requires us to be aware of and address biases that can inhibit voices from being heard and respected. At Hostos, inclusion is about building relationships, connections and shared experiences. It makes no difference where you come from or whether you are student, faculty, or staff. All are included and valued.

### SOCIOECONOMIC MOBILITY

Socioeconomic mobility refers to the movement of individuals between one or more social or economic classes. Higher education institutions that primarily serve racially and ethnically underrepresented communities, such as Hostos Community College, are recognized engines of socioeconomic mobility for graduates. Hostos drives socioeconomic mobility by helping students complete their associate degrees, obtain sustainable employment with career advancement opportunities upon graduation, and transfer to bachelor's degree programs. Hostos is proud of its role in fostering intergenerational mobility, which allows entire families to cross the economic divide.

# GOAL 1



ACCESS TO  
HIGHER EDUCATION

## **GOAL 1:**

# **EQUITABLE ACCESS TO HIGHER EDUCATION AT HOSTOS FOR OUR DIVERSE STUDENT POPULATION**

As our mission states, Hostos was established in the South Bronx to meet the higher educational needs of people from this and similar communities who historically have been excluded from higher education. We believe in our students, and provide education to unlock a world of opportunities for them, including intellectual growth, living wages, and intergenerational socioeconomic mobility. However, we recognize students often face access barriers to higher education even here at Hostos.

The strategies and activities in this goal aim to break down those barriers by targeting key aspects of what makes higher education accessible: getting started right, having people working together to help students navigate through, knowing where to go for resources and support, and having the financing in place to make college affordable.

### **STRATEGIES AT A GLANCE**

- 1. Implement a comprehensive and integrated First Year Experience program for all Hostos students.**
- 2. Offer an integrated and multi-phased student advisement model.**
- 3. Effectively communicate student support resources to all students.**
- 4. Strengthen students' ability to finance their higher education.**



## GOAL 1:

# EQUITABLE ACCESS TO HIGHER EDUCATION AT HOSTOS FOR OUR DIVERSE STUDENT POPULATION

## STRATEGY 1:

### IMPLEMENT A COMPREHENSIVE AND INTEGRATED FIRST YEAR EXPERIENCE PROGRAM FOR ALL HOSTOS STUDENTS.

With so many full- and part-time students, including transfers, representing the first in their families to attend college, getting a good start is crucial to their success. Hostos already has a number of first-year student supports. This strategy aims to integrate practices into a holistic First Year Experience (FYE) program. We will adapt and expand existing offerings, such as the Hostos Liberal Arts First Year Seminar (FYS), so that all students benefit from a required, credit-bearing course that helps them have the skills and tools necessary to be successful at Hostos. In addition, we will create new FYE program activities that help welcome and onboard all types of first-year students so their early experience contributes to their long-term success.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Define what the First Year Experience program is at Hostos**, clarifying the activities and student outcomes expected across activities.
- **Delineate Office of Academic Affairs (OAA)/ Student Development and Enrollment Management (SDEM) leadership and support roles and responsibilities**, including systems for required collaboration to ensure clear FYE implementation, professional development and evaluation (e.g., of teaching and learning effectiveness), and success.
- **Identify and integrate common outcomes across First Year Experience program activities that develop: a sense of belonging for full-time and part-time students; opportunities for skills progression that align intellectual life with workplace skills; financial literacy; and JDEI and Hostos' founding social justice principles** (e.g., implement an annual JDEI theme to be integrated across FYE offerings and grant funding proposals such as Title V, introduce students to affinity groups on campus).

- **Design and implement a required First Year Seminar for all students that reinforces key FYE program outcomes** (e.g., on the syllabus).
- **Identify and implement an onboarding framework as part of the new FYE program activities that considers specific needs for full-time and part-time students, including the development of a four-week onboarding period that encompasses Hostos' existing orientation process and builds in additional welcoming/navigational activities** (e.g., start onboarding one week before classes and continuing up through three weeks into the semester, offer targeted orientation to resources for subpopulations such as undocumented students including those not eligible for DACA).
- **Implement systems to ensure all first-year students in need are identified and gain access to books, laptops, wifi/hotspots and transportation prior to the start of classes** (e.g., expand the development of Open Educational Resources for first-year courses, prioritize first-year students via the Library's laptop loan program, expand the availability of emergency MetroCards, explore the expansion of these supports to all Hostos students).

#### STRATEGY PROGRESS INDICATORS:

- **Track percentage of students participating in FYE overall and particular FYE elements.**
- **Track student acquisition of FYE student learning outcomes.**
- **Track relationship between comprehensive, integrated FYE and retention.**



## STRATEGY 2:

### OFFER AN INTEGRATED AND MULTI-PHASED STUDENT ADVISEMENT MODEL.

More and more research points to the critical role of advising in facilitating student credit accumulation and retention.<sup>5</sup> At Hostos, we have spent the last decade innovating different strategies to better advise students, which has resulted in 100% of students having access to advisors they must meet with (through the creation of the Student Success Coaches who advise 75% of Hostos students, with the other 25% advised through cohort-based programs they participate in). This strategy seeks to create a new level of advising at Hostos, whereby faculty and staff work together to offer clear, coordinated, and more regular guidance that helps students successfully complete their degrees.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Update advisement roadmap every semester to ensure seamless synergy between advisement units and academic departments, clarifying SSCU roles beyond enrollment.**
- **Establish training and retreats for all stakeholders to create shared language and agreements between OAA and SDEM.**
- **Ensure staff and faculty advisors stay current on Hostos degree requirements, curriculum updates, and transfer requirements** (e.g., identify regular communications tools that keep advisors up-to-date on curriculum revisions and degree articulations).
- **Create a process to evaluate effectiveness of the advisement units and seamless transition to faculty-led advisement** (e.g., develop advisement evaluation processes that both OAA and SDEM undertake every term).
- **Establish mandatory, recurring advising requirements for all students** (pre-enrolled, full-time, part-time, evening/weekend, transfer) that define the requirements for different types of students

at different phases (new, continuing) and clarify who they should engage with when (e.g., create a common calendar of advisement events for all students each semester).

- **Enforce mandatory advising in a way that fosters re-enrollment and retention** (e.g., defining use of advisement service indicators, identifying other ways to incentivize student participation in advisement).
- **Explore ways to expand cohort-based models of advisement** (e.g., in the context of liberal arts options and departments that teach these key option courses, integrate advisement, counseling, socioemotional programming and mentoring into one model, replicating best practices from ASAP, College Discovery, and STEM-based BMI programs which show higher credit accumulation and retention levels).

#### STRATEGY PROGRESS INDICATORS:

- **Track student interaction with advisors and faculty in their advisement role** (e.g., # of meetings each year).
- **Track relationship between advisement and credit accumulation** (e.g., credits attempted, completed, Drop, Withdrawal, Fail, and Incomplete (DWFI) rates).

## GOAL 1:

# EQUITABLE ACCESS TO HIGHER EDUCATION AT HOSTOS FOR OUR DIVERSE STUDENT POPULATION

## STRATEGY 3:

### EFFECTIVELY COMMUNICATE STUDENT SUPPORT RESOURCES TO ALL STUDENTS.

Hostos offers a rich variety of supports to students. However, as noted in the Hostos 2022 Self Study, ensuring students know about them remains a challenge. This strategy focuses on the importance of better communication to all students, including those attending evenings and weekends, taking online classes, and/or attending college part-time.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Design an equity-based communication strategy that is adaptive to currently available methods of communication.**
- **Identify areas of communication overlap between units and increase coordination to simplify communication.**
- **Develop processes to regularly update Hostos' website from a student navigability perspective** (e.g., review design trends in higher education every two to three years, review for navigability by all student populations including freshmen, transfers, readmits, evening/weekend students, non-degree students including adult learners, and students with varying needs, such as for mental health and other specialized services).
- **Create a campus-wide process for website content review and approval** (e.g., coordinate document upload from different divisions, cluster descriptions of services, clarify descriptions of roles of supports, and regularly update the consumer information page).

#### STRATEGY PROGRESS INDICATOR:

- **Track student access to supports (e.g., how students access support, ease of access)**

#### STRATEGY 4:

### STRENGTHEN STUDENTS' ABILITY TO FINANCE THEIR HIGHER EDUCATION.

Higher education is an investment for any student. But when money is tight, making strategic choices about how much debt to take on, and how much of one's financial aid to use and for what purposes can have serious long-term implications. Given that about 95% of Hostos' enrolled students each year qualify for financial aid, helping them consider how to finance their higher education experience while at Hostos is critical. This strategy will provide support to student financing decision-making, and expand their access to scholarships that help them graduate with less debt and more funding still available to continue into four-year programs. We will also expand processes that reduce financial hurdles to enrollment at Hostos and increase funding that helps students stay in school.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Identify and decrease financial barriers to registration** (e.g., remove small tuition balances and stops on registration for small balances, provide financial education and support for readmits).
- **Increase the percentage of emergency need-based grants available for all students.** (e.g., offer assistance to out-of-status and international students).
- **Increase scholarship options for all majors** (e.g., seek support from donors for students across degrees, increase scholarships that foster cultural awareness and appreciation).
- **Offer more assistance to students in understanding their financing options** (e.g., ensure clear references on the website and financial assistance that is aligned with student academic pathways) and in completion of their financial aid applications. (e.g., screen all students for TAP and other forms of financial aid).

- **Strengthen faculty understanding of financial aid** (e.g., create a reference guide and dictionary of key terms, offer workshops for faculty).
- **Foster financial literacy and debt management** (e.g., offer workshops on budget management, investment strategies, and retirement planning).
- **Increase placements of work-study students on campus** (e.g., expand Mentor/Mentee Jobs on Campus).
- **Examine expansion of recruitment of individuals who face significant barriers to higher education** (e.g., support justice-impacted individuals via funding from the Prison Education Program/Second Chance Pell, address the needs of individuals with intellectual and/or developmental disabilities as part of CUNY Unlimited, and out-of-status students).

#### STRATEGY PROGRESS INDICATORS:

- **Track number of students applying for and receiving emergency grants, scholarships, and work study.**
- **Track dollar value and number of emergency grants and scholarships.**
- **Track percentage of students exiting Hostos that know their financial situation (e.g., how much debt they leave with upon completion of degree).**
- **Track student financial situation in relation to their next steps (e.g., percentage of financial aid used at Hostos for degree and non-degree attainers).**



# GOAL 2



DIVERSITY AND  
MULTICULTURALISM



## **GOAL 2:**

# **BUILD A CULTURE OF JUSTICE, DIVERSITY, EQUITY, AND INCLUSION AT HOSTOS**

Hostos Community College was born of a struggle for social justice. In 1968, the Board of Higher Education, in response to community activists, recognized that residents of the South Bronx community deserved to benefit from the CUNY mission: to provide a public, first-rate education for *a//* New Yorkers. The College, named for human rights and educational advocate Eugenio María de Hostos, has always stood for the principles of justice, diversity, equity, and inclusion (JDEI), even before these concepts became more mainstream. As our 2022 Self Study notes, whether through regular events or through the curriculum, Hostos faculty, staff, and administrators consistently seek ways to promote the diverse culture and identity its students and community brings. Yet, as the events in the world in recent years have shown, people and organizations alike are acknowledging the need for even greater intentionality when it comes to addressing JDEI concepts. This goal seeks ways for Hostos to more systematically approach JDEI to engrain it within all aspects of our organizational culture.

## **STRATEGIES AT A GLANCE**

- 1. Increase JDEI-related education opportunities for faculty and staff.**
- 2. Institutionalize JDEI-related policies, processes, and structures.**
- 3. Encourage faculty to establish a more culturally diverse, inclusive pedagogy and curriculum as a requirement for all programs while respecting academic freedom.**
- 4. Institute JDEI-related climate assessment practices.**
- 5. Strengthen inclusion, belonging, and equity of experiences for student constituencies experiencing inequitable outcomes.**

## GOAL 2:

# BUILD A CULTURE OF JUSTICE, DIVERSITY, EQUITY, AND INCLUSION AT HOSTOS

### STRATEGY 1:

#### INCREASE JDEI-RELATED EDUCATION OPPORTUNITIES FOR FACULTY AND STAFF.

Hostos faculty and staff come to Hostos because they believe in our social justice mission. The College's commitment to justice and equity hits home as we represent a diverse mix ourselves: approximately 60% of our faculty and staff identify as women; and 50% of faculty and 85% of staff identify as non-White. This strategy seeks to build our JDEI-related knowledge and understanding, so that even more of us can translate our beliefs into action in all aspects of our work, as well as in our interactions with colleagues and students.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Incorporate the history and founding of our institution into employee onboarding and orientation** (e.g., modules that communicate the College's social justice principles, including those Eugenio María de Hostos stood for).
- **Create regular professional development and training opportunities for faculty and staff** (e.g., develop a JDEI-related leadership development program, invite Hostos faculty and other scholars to conduct workshops that build skills and offer tools for addressing JDEI-related issues, such as unconscious bias, cultural competency, and addressing the intersectionality of identities).
- **Facilitate authentic JDEI-related dialogue among faculty and staff** (e.g., offer campus forums each semester that allow for candid exchange of ideas and perspectives).

#### STRATEGY PROGRESS INDICATOR:

- **Track staff and faculty participation and satisfaction with JDEI-related trainings and forums.**



## STRATEGY 2:

### INSTITUTIONALIZE JDEI-RELATED POLICIES, PROCESSES, AND STRUCTURES.

Hostos is a federally designated Hispanic-Serving Institution (HSI) consistently serving a student body that is majority underrepresented minority (52.6% Hispanic and 37.9% Black in 2021–22), 95% financial aid eligible, and immigrant or 1.5 generation. Our commitment to JDEI is something we reaffirm daily because we believe in opening a world of opportunities for our students. However, this strategy acknowledges that more could be done to embed these values into our policies, processes, and structures so that JDEI is more comprehensively addressed across all aspects of our institution and for all our constituents. This includes undertaking assessment to ensure equitable practices across the institution. For example, as a point of reference, in Fall 2022, while tenure-track faculty identifying as a member of an underrepresented group are well represented among faculty ranks (133 of 185 faculty or 72%), 67% faculty identifying as members of underrepresented groups have received tenure versus 79% of faculty who identify as a member of a represented group.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Strengthen faculty and staff recruitment and retention of more diverse candidates** (e.g., regularly assess recruiting practices, offer meet-and-greets, and conduct hiring workshops to ensure diverse pools that also improve candidate visibility and networks).
- **Facilitate equal access to opportunities for faculty and staff advancement** (e.g., ensure transparency of promotion processes across departments and units, ensure service burdens at Hostos do not follow national trends of disproportionately impacting women and people of color, explore integration of leadership development and JDEI-related trainings into promotion and tenure decision-making processes, conduct assessment to examine demographics of promotion and tenure across departments, explore ratio of research and publications to service required in portfolios

for advancement, and develop succession plan strategies across departments and units).

- **Conduct regular review of recruitment, enrollment, and retention policies and practices** (e.g., examine pre-enrollment recruitment policies against trends in student body demographics annually, select policies and practices for annual review and examine them from a JDEI perspective to recognize bias and ensure inclusivity).
- **Enhance celebration of diversity of students, faculty and staff** (e.g., highlight different cultures/heritages in annually calendared events).
- **Strengthen ADA/accessibility beyond compliance** (e.g., incorporate Universal Design for Learning (UDL), increase access to services and supports through translation services, mainstreaming accessibility — visual, hearing, and other — in all campus presentations).
- **Build infrastructure to support JDEI policies and practices** (e.g., define or create an office at Hostos charged with college-wide JDEI planning, clarify advisory bodies guiding JDEI college-wide, and convene regular summits of key stakeholders).
- **Better communicate policies that support JDEI** (e.g., post JDEI policies more prominently on the website, feature policies in regular campus communications, and host campus conversations to engage in policy-related discussions such as free expression).
- **Engage the college community in mission reflection from a JDEI perspective** (e.g., campus forums with students, faculty, and staff).

#### STRATEGY PROGRESS INDICATORS:

- **Track retention of diverse faculty and staff.**
- **Track disaggregated data on tenure and promotion of faculty, examining progression across ranks.**



## GOAL 2:

# BUILD A CULTURE OF JUSTICE, DIVERSITY, EQUITY, AND INCLUSION AT HOSTOS

### STRATEGY 3:

#### ENCOURAGE FACULTY TO ESTABLISH A MORE CULTURALLY DIVERSE, INCLUSIVE PEDAGOGY AND CURRICULUM AS A REQUIREMENT FOR ALL PROGRAMS WHILE RESPECTING ACADEMIC FREEDOM.

One of the most effective ways for us to engage students from a JDEI perspective is to embed JDEI concepts into their academic experience at the College. This strategy seeks to ensure that teaching across all programs offers a strong JDEI lens. It aligns with other strategies in this plan, particularly Strategy 1 in Goal 1: to embed JDEI-related content and outcomes within a comprehensive, integrated First Year Experience program for all students.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Incorporate JDEI definitions in syllabi** (e.g., develop a common statement with links to college-wide JDEI definitions that is incorporated in all syllabi).
- **Offer JDEI courses across degrees** (e.g., expand beyond the current electives in Liberal Arts).
- **Support academic departments to infuse JDEI in their curriculum and practice culturally inclusive pedagogy** (e.g., conduct an environmental scan to identify where JDEI is infused in the curriculum and where it could be developed, help faculty adapt models of programs/courses offered by their peers at Hostos and by faculty at other institutions, develop modules that communicate the College's social justice principles, develop and integrate JDEI-related learning outcomes across all programs).

#### STRATEGY PROGRESS INDICATOR:

- Track JDEI-aligned program learning outcomes and course offerings across degrees.

#### STRATEGY 4:

##### INSTITUTE JDEI-RELATED CLIMATE ASSESSMENT PRACTICES.

It has become common practice for organizations to develop climate assessment practices that help them regularly gauge how they are doing when it comes to diversity, equity and inclusion. This strategy will institutionalize JDEI-related qualitative and quantitative data collection and analysis practices. It will put in place regular quantitative analysis via disaggregation of data to identify and address inequities experienced by faculty, staff, and student constituencies on campus. It will also help us keep abreast of the perspectives and lived experiences of campus community stakeholders so that more voices feel heard and help set future action.

##### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Deepen analysis institution-wide via more systematic disaggregation and examination of enrollment, retention, graduation, transfer, and workforce data to identify equity gaps within faculty, staff, and student constituencies** (e.g., identify and share gaps by degree programs, develop targeted analyses, such as surveys of Black male graduates achieving high wage employment, to determine what helped retain them at Hostos).<sup>6</sup>
- **Engage units, programs, and departments college-wide in more regular reflection on barriers and potential strategies to achieve equity among our faculty, staff, and students** (e.g., conduct a periodic JDEI-related climate survey, create forums and bring in data and speakers with experience in equity innovations, identify topics which could include discussion of Hostos' new JDEI definitions rolled out with this plan).

##### STRATEGY PROGRESS INDICATORS:

- **Track participation rate in campus climate assessment.**
- **Track climate assessment indicators longitudinally for changes in attitudes, perceptions and experiences (e.g., via COACHE, other surveys — potentially ask questions related to all the strategies/activities under this goal.**

## GOAL 2:

# BUILD A CULTURE OF JUSTICE, DIVERSITY, EQUITY, AND INCLUSION AT HOSTOS

## STRATEGY 5:

### STRENGTHEN INCLUSION, BELONGING, AND EQUITY OF EXPERIENCES FOR STUDENT CONSTITUENCIES EXPERIENCING INEQUITABLE OUTCOMES.

Given the persistent, massive under-investment in the South Bronx and surrounding communities that reinforce broad-scale structural inequities, most of Hostos' work to-date has focused on this broader equity imperative because it impacts nearly all our students. Moving forward, we are committed to identifying inequitable outcomes within our student body. Some are already apparent. Our male students, who are 98% non-White, represent about one-third of annual enrollment, but are chronically retained at significantly lower rates than female students (7 to 11 percentage points lower in recent cohorts). While Hostos' female students, also 98% non-White, are retained at higher rates than males, CUNY Wage Dashboard data shows their employment wages are significantly lower than their male counterparts, with about a \$10,000-\$20,000+ gap for low- to high-level earners by 10-years post-graduation.<sup>7</sup> Our students who aren't able to meet the mandate of full-time, cohort-based programs such as Accelerated Study in Associate Programs (ASAP) and College Discovery (CD) have significantly lower first- and second-year retention, credit accumulation and graduation rates. This strategy suggests we do more to address these known equity gaps. Building on findings from data analysis in Strategy 4, additional actions may be selected to address other equity gaps that emerge.

### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Expand efforts to address the retention gap experienced by Hispanic and Black male students** (e.g., increase Hispanic and Black student engagement in the Hostos Black Male Initiative (BMI), explore expanding the BMI to students beyond STEM).
- **Develop a targeted strategy to improve Hispanic and Black female employment outcomes upon graduation** (e.g., as part of Goal 5, Strategy 1's activity to develop a comprehensive job placement strategy for graduating students that emphasizes careers leading to family-sustaining wages and that offer opportunities for advancement, consider implications for career exploration and advisement of Hispanic and Black female students).
- **Offer more cohort-like experiences for student constituencies facing retention issues to increase their sense of belonging** (e.g., conduct data analysis to identify student cohorts across and within degree programs that are experiencing lower retention including among full- and part-time students).

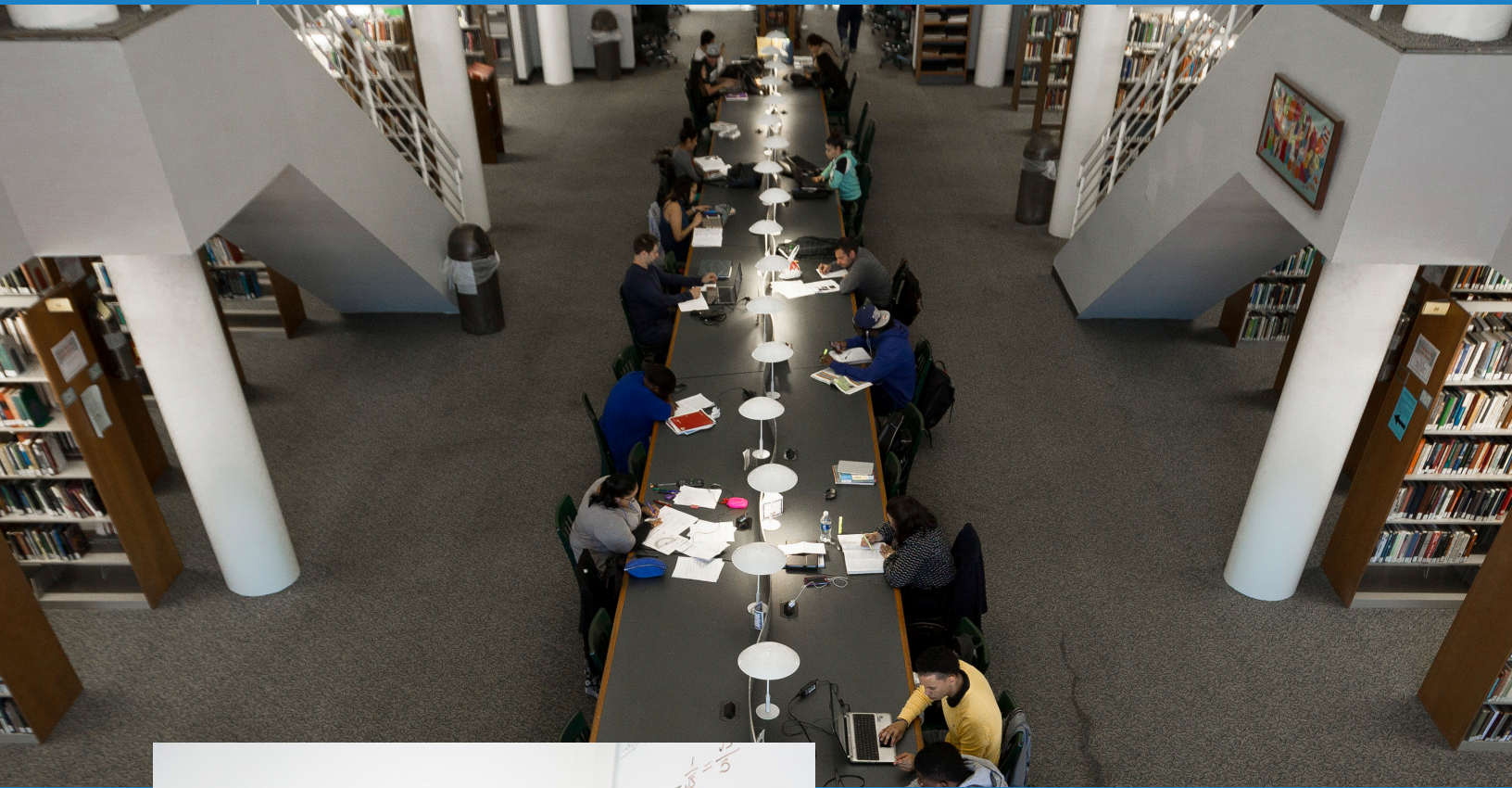
### STRATEGY PROGRESS INDICATORS:

- Track achievement gaps between represented and underrepresented populations.
- Track relationship between targeted activities and student outcomes for students experiencing inequitable outcomes.
- Track persistence of part-time students, including persistence of student attainment of 20 credits or more a year.





# GOAL 3



ENGLISH AND  
MATH SKILLS  
DEVELOPMENT

## **GOAL 3:**

### **PROMOTE ENGLISH AND MATH LEARNING**

English and math are cornerstones of higher education with significant life relevancy. Success in these subjects at the higher education level positions students for a wider range of opportunities and future prospects. Yet at Hostos, college readiness in English and math is an enduring challenge for our entering students, which often makes these subjects hurdles to overcome versus academic areas of inquiry to embrace for their pragmatic and intellectual value. This goal includes two strategies that take English and math skills development at Hostos to a higher level. The first strategy acknowledges the need to help our students successfully navigate through Gateway courses to position them for academic success. The second strategy challenges us to help students discover an intellectual curiosity for English and math beyond what is required.

#### **STRATEGIES AT A GLANCE**

- 1. Facilitate successful student navigation through Gateway courses.**
- 2. Build student desire to pursue further learning in English and Math.**



## GOAL 3:

# PROMOTE ENGLISH AND MATH LEARNING

### STRATEGY 1:

#### FACILITATE SUCCESSFUL STUDENT NAVIGATION THROUGH GATEWAY COURSES.

Gateway English and math courses provide students with the foundation for future academic progress that has been shown to positively impact their retention.<sup>6</sup> In recent years, our English and math faculty have undertaken significant innovation in Gateway placement, sequencing, and course curriculum. For example, the development of corequisites and supplemental instruction has allowed more of our students to earn college credit while building their college-level English and math skills. These efforts have saved students time and money, improved student outcomes in Gateway courses, and better positioned our students for academic and career success. This strategy focuses on a new wave of reform to strengthen student acquisition of college-ready reading, writing, and math skills early on and quickly.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Better communicate Gateway sequences to students** (e.g., regularly revise and redesign course sequence guidelines, develop more mechanisms to ensure communication of sequence changes between faculty and advisors, eliminate redundancies for multi-part courses in CUNYfirst and learning management systems such as corequisites).
- **Integrate communication of Hostos' support services in Gateway courses** (e.g., include information in course materials such as syllabi, bring in representatives from tutoring, counseling, accessibility supports, One Stop Center, and advising).
- **Hasten the transition between completion of pre-enrollment options** — including the CUNY Language Immersion Program (CLIP), CUNYStart, Math Start, University Skills Immersion Program (USIP)/workshops, high school equivalency — and enrollment at Hostos, as well as registration into Gateway courses (e.g., create systems to minimize barriers).

- **Track success of ESL students in co-enrollment Gen. Ed. courses.**
- **Improve placement and coordinated transition in and across corequisite and college-level Gateway courses** (e.g., regularly explore placement innovation underway across CUNY and nationally).
- **Increase first-year completion of Gateway courses with a strong focus on math** (e.g., increase use of Succeed@Hostos, facilitate student connections with advisors and peer leaders, offer effective student supports such as with writing, tutoring, and time management, promote the benefits of taking math early to minimize perpetuation of math-phobia, develop a standardized process for mid-term intervention, track distribution and impact of Supplemental Instruction).

#### STRATEGY PROGRESS INDICATORS:

- **Track transition time for students from pre-enrolled options to enrollment in college (particularly CUNYStart and Math Start).**
- **Track transition time and success of ESL students through English composition sequence.**
- **Track student response to first-year advisement for enrollment in English and Math.**
- **Track enrollment, retention, and completion in Gateway English and math in the first two semesters.**
- **Develop a longitudinal model for examining the relationship between CUNY Proficiency Index (CPI) and student enrollment, retention, and completion measures.**

## STRATEGY 2:

### BUILD STUDENT DESIRE TO PURSUE FURTHER LEARNING IN ENGLISH AND MATH.

For Hostos students, 56.9% of whom require support in order to be academically ready, and place into Gateway English and/or Math that provides supplemental academic support, and 18.8% of whom address remediation needs via pre-matriculation supports, the pressure to get through Gateway courses can bias their English and Math experiences. This strategy seeks a shift in approach to develop students' intellectual curiosity for English and math. Fundamentally, this strategy fosters joyful intellectual engagement and an understanding that English and math can help our students become better critical thinkers no matter what careers they choose.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Communicate to students potential opportunities for English/math skills progression** (e.g., communicate initiatives supporting English/math beyond Gateway, align intellectual life with workplace skills, career readiness, and skills needed in everyday life).
- **Expand English and math extracurricular college-wide experiences that facilitate interaction among students, faculty, and staff** (e.g., rethink our math Liberal Arts approach, bring students and faculty together through extracurriculars such as Math Day, the Columbia Core Books Project, Writing Center, Women's and Gender Studies events, and Black Studies events, expand professional development opportunities for faculty that cultivate English and math intellectual curiosity in students).
- **Increase completion of English and math courses beyond what is required** (e.g., improve longitudinal sequencing, develop new course offerings of interest that are applicable to STEM and non-STEM majors and facilitate transfer).

#### STRATEGY PROGRESS INDICATORS:

- Track student enrollment in English and math electives.
- Track changes in major between STEM and non-STEM.
- Track availability of and student participation in co-curricular/extracurricular experiences that promote engagement in English and math outside of courses.

# GOAL 4



INTELLECTUAL GROWTH  
AND LIFELONG LEARNING



## **GOAL 4:**

### **ACADEMIC PROGRAMS THAT BALANCE INTELLECTUAL GROWTH AND WORKFORCE PREPAREDNESS**

People often assume a successful, well-rounded academic program, particularly at the community college level, can do only one of two things well: either it develops the students' ability to think critically and engages them intellectually, or it prepares them for well-paying jobs and provides them with the real-world connections and experience necessary for joining the workforce. We reject that either/or proposition for Hostos students. A just approach gives them both. To achieve socioeconomic mobility, they *need* both. If Hostos implements the strategies below, our academic programs will better provide that balance for our students.

#### **STRATEGIES AT A GLANCE**

- 1. Ensuring progression of intellectual growth in General Education coursework.**
- 2. Strengthen infrastructure of liberal arts degrees and options to make liberal arts a degree of choice.**
- 3. Strengthen experiential learning and career preparation across majors.**
- 4. Measure and develop foreign language and tech competencies across majors.**
- 5. Develop the institutional infrastructure to deliver quality online academic programs.**

## GOAL 4:

# ACADEMIC PROGRAMS THAT BALANCE INTELLECTUAL GROWTH AND WORKFORCE PREPAREDNESS

## STRATEGY 1:

### ENSURING PROGRESSION OF INTELLECTUAL GROWTH IN GENERAL EDUCATION COURSEWORK.

Gen. Ed. is the natural home for coursework and other initiatives that provide all students with a common foundation of critical thinking skills. Hostos offers a strong Gen. Ed. program aligned with the CUNY Pathways curriculum. For this next phase, this strategy will broaden the way the college approaches General Education, focusing more on opening doors to intellectual pursuits and career growth and less on technical fulfillment of requirements.

### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Demonstrate the value of Gen. Ed. to students and incentivize early completion** (e.g., use a dashboard to show growth, learning assessment surveys, waivers for summer/online Gen. Ed. courses, advisors emphasizing intellectual growth, and cultivation of joyful intellectual engagement via initiatives like professor TikToks/TED Talks).
- **Implement assessment of progressive skill development in Gen. Ed.** (e.g., fold in initiatives like Writing Across the Curriculum (WAC)).
- **Engage faculty in next-level Gen. Ed. curriculum development/assessment** (e.g., robust/ongoing conversation around Gen. Ed. program, incentives to teach Gen. Ed., assessment of intellectual impact of Gen. Ed. courses on students and their completion rates).
- **Revisit student choices and Gen. Ed. requirements across majors** (e.g., look at distribution of common core offerings across majors, how students are guided, what's in degree maps, clarifying how these skills contribute to intellectual development in particular programs).

### STRATEGY PROGRESS INDICATORS:

- Track student Gen. Ed. completion in relation to early credit accumulation.
- Track learning across progression of Gen. Ed. courses.
- Track Gen. Ed. options available to students across degrees in relation to Pathways General Education competency areas.

## STRATEGY 2:

### STRENGTHEN INFRASTRUCTURE OF LIBERAL ARTS DEGREES AND OPTIONS TO MAKE LIBERAL ARTS A DEGREE OF CHOICE.

Hostos views the liberal arts from a justice perspective: it opens hearts, minds, and a world of intellectual exploration for our students. We are proud that liberal arts majors represent, on average, about one third of our Hostos graduates, and have recently expanded our liberal arts offerings with the creation of options, designed to guide students along academic and career pathways. While our liberal arts opportunities have grown dramatically, so too must the program infrastructure and communication of what our associate degree in liberal arts provides, so students choose the major rather than default into it.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Clarify the process by which and when students can select liberal arts options** (e.g., create a roadmap that explains students' opportunities to select a liberal arts option).
- **Develop an assessment plan and align liberal arts learning goals with options learning goals.**
- **Ensure liberal arts degrees and options articulate with four-year degrees and careers of growth.**
- **Communicate Liberal Arts A.S. potential to students** (e.g., clarify where the degrees take students and how Hostos can support these students).

#### STRATEGY PROGRESS INDICATORS:

- **Track initial enrollment and persistence in Liberal Arts A.A. and change of major into it.**
- **Track initial enrollment and persistence in Liberal Arts A.S. and change of major out of it.**
- **Track enrollment across Liberal Arts options.**
- **Track number of articulations available to students earning Liberal Arts A.A.s.**



## GOAL 4:

# ACADEMIC PROGRAMS THAT BALANCE INTELLECTUAL GROWTH AND WORKFORCE PREPAREDNESS

### STRATEGY 3:

#### STRENGTHEN EXPERIENTIAL LEARNING AND CAREER PREPARATION ACROSS MAJORS.

Experiential learning is a high-impact practice in higher education in which students are actively engaged with real-world problems and situations and learn by doing. Currently, while many Hostos programs deliver successful and well-structured experiential learning opportunities (ELOs), including Hostos STEM and Education majors, some do not, and others could do so more formally. We should ensure that all students, regardless of major, modality or any other consideration, have access to meaningful ELOs during their studies. More could also be done to recognize any degree-relevant experience that students bring to their education before starting their studies, regardless of their major. Lastly, via partnership efforts between OAA and CEWD, we should incentivize a more seamless integration of career preparation into academic coursework across degrees, including micro-credentialing, stackable credits, and integration of industry certificates, so all students are prepared for the world of work.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Implement prior learning assessment across majors, validating student prior learning and work-based learning experiences, including non-credit to credit.**
- **Track student progression in experiential learning** (e.g., create an ELO score card across majors).
- **Build a meaningful ELO into every major — explicitly embedded in the curriculum** (e.g., offer a series of Pathways courses that build research experiences, paid internships, experiential learning communities, Capstone courses w/ experiential elements, and cooperative education learning aligned with program learning outcomes).
- **Accelerate the growth of student ELOs in collaboration with faculty, via the Hostos Research Center** (e.g., increase grant funded STEM and non-STEM research).

- **Use labor market projections and industry engagement to shape and deliver ELOs** (e.g., conduct sector analyses, create employer and alumni engagement/advisory councils, offer adjuncts gift cards to give students real job advice and facilitate connections).
- **Map programs to highlight ELOs as intentional strategies** (e.g., create transfer rules for four-year experiential articulations).
- **Develop capacity to support career development across degrees** (e.g., expand industry advisory councils, integrate career development with introductory courses and capstone experiences).
- **Integrate industry-recognized certificates with academic degree programs to help make students more employable.**
- **Build stackable micro-credentials that provide industry- and degree-aligned access points for upskilling and employment.**

#### STRATEGY PROGRESS INDICATORS:

- **Track availability and use of CPL/ PLA opportunities.**
- **Track number of industry credentials students earn on their way to graduation.**
- **Track quality and access to ELOs for students in all majors.**

#### STRATEGY 4:

##### MEASURE AND DEVELOP FOREIGN LANGUAGE AND TECH COMPETENCIES ACROSS MAJORS.

Both foreign language and tech competencies significantly improve students' employability across all sectors. Our students have many skills related to these competencies, both developed during their time at the College and obtained before coming to us. We need to do a better job of identifying and developing existing language and tech competencies, and should also incentivize the programs which are designed to create and foster them within Hostos.

##### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Create infrastructure to measure foreign language competence and develop it** (e.g., use internally-developed assessment tools like the one used to guide Spanish placement levels).
- **Certify foreign language courses as Pathways courses, which allows more students to enroll and apply their financial aid.**
- **Reinstate foreign language requirements and communicate career alignment to students.**
- **Offer foreign language competence credentialing across majors** (e.g., expand career-focused foreign language course offerings).
- **Determine appropriate universal tech skills for all students beyond tech-centered programs.**
- **Create opportunities, including credentialing — through curriculum, continuing education, and other avenues — to ensure all students acquire tech competencies aligned with their career and academic pathways.**

##### STRATEGY PROGRESS INDICATORS:

- **Track student certification for foreign language and tech competencies.**
- **Track relationship between acquisition of foreign language and tech competencies and internships and employment opportunities.**

## GOAL 4:

# ACADEMIC PROGRAMS THAT BALANCE INTELLECTUAL GROWTH AND WORKFORCE PREPAREDNESS

## STRATEGY 5:

### DEVELOP THE INSTITUTIONAL INFRASTRUCTURE TO DELIVER QUALITY ONLINE ACADEMIC PROGRAMS.

Online learning is not simply a choice of course modality; it is a pedagogical and technical strategy for increasing access to and completion of academic programs. **It is also an enrollment imperative.** For online learning to be a force for equitable outcomes, we must develop and strengthen policies, processes, faculty expertise, staff capacity, and a common vision for how it will enhance current academic offerings in ways that best support students' intellectual growth, skills development, and future success.

### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Maintain Hostos' technology infrastructure to support the growth of online programs**, as systems and software are updated.
- **Create a communication plan and a policy and process infrastructure to guide students, faculty and staff**, including an intellectual property agreement, pre-admissions screening and student access to services.
- **Provide faculty with resources, support and training**, including to become certified to teach for fully asynchronous online programs.
- **Identify programs best suited for asynchronous online learning and responsive to industry and community needs.**
- **Create opportunities for students completing online programs to participate in the life of the college** beyond their academic experiences.
- **Design high-quality, rigorous online learning environments that reflect Hostos' core values and academic standards.**
- **Implement financial and business models that support sustainable online program growth.**

### STRATEGY PROGRESS INDICATORS:

- **Track proportion and overall number of students enrolled in online programs.**
- **Track faculty certification for asynchronous online programs.**
- **Track student success outcomes in online programs compared to student success overall.**





# GOAL 5



**SOCIOECONOMIC  
MOBILITY**



## GOAL 5:

### INCREASE STUDENT SOCIOECONOMIC MOBILITY

Hostos serves as an engine of socioeconomic mobility. A 2020 Brookings Institution study, which examined data from more than 1,600 colleges nationwide, ranked Hostos fourth among two-year colleges in terms of demonstrating the greatest success in lifting low-income students into the middle class. A 2016 Equality of Opportunity Project study that created “Mobility Report Cards” with data from 30 million college students nationwide reported that Hostos graduates have the highest intergenerational social mobility rate among CUNY community colleges. According to this study, Hostos placed 33rd in the nation among colleges for its intergenerational social mobility rate with 6.5% of students who come from the bottom 20% in household income (quintile) able to achieve incomes in the top 20% by completing a degree at Hostos. This goal zeroes in on two strategies: increasing career exploration and placement supports; and facilitating transfer to bachelor’s degrees and beyond, both of which are proven to directly impact socioeconomic mobility.

#### STRATEGIES AT A GLANCE

1. **Increase career exploration and placement support for Hostos students.**
2. **Strengthen transfer to BAs and beyond.**

## GOAL 5:

# INCREASE STUDENT SOCIOECONOMIC MOBILITY

### STRATEGY 1:

#### INCREASE CAREER EXPLORATION AND PLACEMENT SUPPORT FOR HOSTOS STUDENTS.

Earnings upon graduation can dramatically impact lifelong earnings for students. Currently, Hostos does not offer consistent career exploration and placement support opportunities for every student. Students have to opt in. More emphasis is also needed on the impact of associate and bachelor's degrees on socioeconomic mobility. This strategy includes recommendations on how Hostos can consistently offer career exploration and placement support to help students obtain upwardly mobile employment from the time they enroll to when they graduate. This strategy builds upon Goal 4, Strategy 3, which focuses on integrating experiential learning and career development into the curriculum.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Offer information sessions for prospective and continuing students to help them select their majors and explore potential career options** (e.g., offer in-person and virtual sessions, integrate sessions into Gateway courses).
- **Offer career seminars focused on academic programs and/or industry sectors that provide students with labor market data and other tools to make informed decisions about their long-term career and educational pathways** (e.g., look at CEWD's Intro to Careers in Healthcare Seminar as an example, engage alumni to speak about their career pathways, emphasize careers across all degree programs including Liberal Arts, pilot sending supplementary one-pagers to admitted students who pick particular majors to show them their career/academic trajectory).
- **Offer early and sustained career advisement to all students based on their academic programs and fields of interest** (e.g., create program maps that combine degree and career pathways for all majors).

- **Develop industry advisory councils by sector to help students access careers with growth opportunities.**
- **Develop a comprehensive career placement strategy for graduating students that emphasizes careers that lead to family-sustaining wages and that offer opportunities for advancement.**
- **Build a Hostos mentoring program across degree programs to strengthen students' social capital, connections, and networks.**

#### STRATEGY PROGRESS INDICATORS:

- **Track student ability to identify upwardly mobile career options.**
- **Track student access to and use of career supports across degrees.**

## STRATEGY 2:

### STRENGTHEN TRANSFER TO BAs AND BEYOND.

While obtaining an associate's degree can be game changing, mobility dramatically increases when students obtain their bachelor's degree. Having a bachelor's degree results in a higher return on investment over one's lifetime. Lifetime earnings for high school graduates is \$1.6 million on average whereas lifetime earnings for people with an associate degree is \$2 million on average. Lifetime earnings substantially increase if you have a bachelor's degree: Graduates with a bachelor's degree earn a median lifetime earnings of \$2.8 million.<sup>9</sup> Those with bachelor's degrees also tend to experience lower rates of joblessness<sup>10</sup> and poverty,<sup>11</sup> especially as net job growth has trended toward those with bachelor's degrees or higher in recent years.<sup>12</sup> Given that about 55% of Hostos graduates transfer within CUNY (nearly 30% to Lehman College), this strategy seeks to support the transfer process from Hostos to a four-year institution no matter a student's degree and destination.

### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Develop a college-wide strategy to address course equivalencies and ensure transfer agreements with four-year programs across all degrees** (e.g., negotiate college-wide instead of by individual faculty or unit, ensure transferability of open educational resources (OER) courses).
- **Innovate and develop new transfer opportunities that facilitate seamless transfer to four-year institutions, such as A+B+C, and joint/dual degrees.**
- **Facilitate early transfer advising** (e.g., investigate transfer initiatives across CUNY, help students navigate Transfer Explorer (T-Rex), include talks on financial planning, ensure dedicated advisors and/or seminars before transfer, and provide students with early exposure to faculty/advisors at four-year institutions).

- **Engage faculty in the transfer process** (e.g., connect Hostos faculty with four-year faculty from aligned programs, clarify the transfer options at four-year institutions for faculty, engage faculty in transfer events and ask them to connect students to faculty at four-year institutions, train faculty to use T-Rex).
- **Support student transition and access to career and financial resources at four-year institutions** (e.g., improve the handoffs from Hostos to the four-year colleges).
- **Celebrate successful transfers, highlighting what is working well** (e.g., highlight stories via multiple communications venues, and host panel discussions).

### STRATEGY PROGRESS INDICATORS:

- **Track the number of credits transferring toward student completion of four-year programs of study.**
- **Track the number of students transferring within one semester of graduation.**
- **Track the number of students invoking an articulation agreement upon transfer.**
- **Track student financial aid balance and debt in relation to completion of a four-year degree.**



# GOAL 6



COMMUNITY  
RESOURCE





## **GOAL 6:**

# **CHAMPION SOCIAL JUSTICE FOR THE SOUTH BRONX**

The South Bronx and surrounding neighborhoods have long had a dual reputation: one as a flourishing community and another as a place where residents face overwhelming odds set against them. Hostos was founded as an agent of educational change. Today, our social justice mission is as important as ever. This goal identifies strategic partnerships with organizations across sectors that share our mission-based interests, with which we commit to advance justice and equity for South Bronx residents.

### **STRATEGIES AT A GLANCE**

- 1. Strengthen systems for mission-based strategic collaboration across sectors.**
- 2. Expand Hostos' arts and culture offerings for students and the broader community.**
- 3. Strengthen K-12 partnerships to support career and admission pathways into Hostos.**

## GOAL 6:

# CHAMPION SOCIAL JUSTICE FOR THE SOUTH BRONX

### STRATEGY 1:

#### STRENGTHEN SYSTEMS FOR MISSION-BASED STRATEGIC COLLABORATION ACROSS SECTORS.

Hostos plays a critical social justice role on behalf of the communities it serves: to provide education and training that helps open the doors to opportunity and lift individuals and families out of poverty. Strategies under the first five goals in this plan emphasize ways to accomplish this by improving the student experience at Hostos so that more students successfully transfer to four-year colleges or gain employment with family-sustaining wages upon degree completion. This strategy complements those preceding it by emphasizing the importance of systematizing collaboration with external community stakeholders with which we share a common sense of purpose. This includes the breadth of partners we already work with, from nonprofits to private and public sector organizations and unions. Now more than ever, being strategic in our relationships with stakeholders across sectors around shared values and actions represents our best way to help achieve justice and equity on behalf of residents of the South Bronx and surrounding neighborhoods that continue to face widening health, education, and economic disparities. This means both building on existing systems for cross-sectoral collaboration as well as targeting sectors where mutual mission-related interests are served.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Build cross-sectoral collaboration opportunities via the Community Advisory Council** (e.g., expand industry summits, engage more of the campus in the Community Advisory Council's work).
- **Systematize outreach and collaboration with Bronx nonprofits toward shared recruitment and employment interests** (e.g., explore grant-funded collaborations, and coordinate outreach internally between CEWD recruitment efforts and Career Services employment efforts).

- **Expand research and assessment that helps Hostos better support its partners and those they serve** (e.g., support investigation into the state of nonprofits as a leading service sector in the Bronx via the Hostos Research Center, assess Allied Health industry needs, survey partner organizations across sectors to identify constituencies Hostos could better serve via recruitment into Hostos continuing education and academic programs).
- **Create and maintain a centralized, shared live database to include core community partners/priorities** (e.g., develop a software tool similar to Raiser's Edge to track relationships with CAC members, pre-college partners, experiential learning partners, faculty, and others).

#### STRATEGY PROGRESS INDICATOR:

- **Track implementation and use of a system (e.g., Raiser's Edge or other database which tracks relationships with CBOs, CAC members, corporate partners, etc).**

## STRATEGY 2:

### EXPAND HOSTOS' ARTS AND CULTURE OFFERINGS FOR STUDENTS AND THE BROADER COMMUNITY.

For more than 40 years, the Hostos Center for Arts & Culture has served as a dynamic force dedicated to the Bronx and New York City. From a justice and equity perspective, the Center positions Hostos to provide accessible and inclusive programs that reflect and celebrate the artistic richness and diversity of South Bronx and Upper Manhattan communities. This strategy focuses on expanding Hostos' role as a leading physical and virtual arts and culture provider in the South Bronx. It also creates space for a next generation of partnerships between the Center and faculty to increase opportunities for students to benefit from arts and culture programming.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Expand arts and culture programs/exhibitions targeted to the community** (e.g., expand recruitment efforts to increase audiences for exhibits and cultural programs, offer online venues for streaming programs that are both Hostos- and community-led, seek funding to expand programming that both features local artists and exposes community members to broader arts and culture programming).
- **Expand inter-departmental collaboration to help facilitate the College's enrollment goals** (e.g., work with admissions to develop an opening reel that showcases the college, expand free tickets to local high school students and faculty talkbacks to expose them to the college).
- **Integrate arts and culture programming with academic offerings to incentivize more student engagement** (e.g., partner with academic departments to determine ways participation in the Center's programming can help fulfill degree requirements, explore timing of the Center's offerings to include programming when students are most on campus).

#### STRATEGY PROGRESS INDICATORS:

- Track arts and culture programming participation both in-person and online.
- Track relationship between arts and culture programming and revenue generation and fundraising.

## GOAL 6:

# CHAMPION SOCIAL JUSTICE FOR THE SOUTH BRONX

### STRATEGY 3:

#### STRENGTHEN K-12 PARTNERSHIPS TO SUPPORT CAREER AND ADMISSION PATHWAYS INTO HOSTOS.

While Strategy 1 goes wide in strengthening Hostos' strategic collaboration across sectors, this strategy focuses on expanding Hostos' already robust pre-college programs and partnerships. Each year, over 1,000 middle school and high school students participate in Hostos' pre-college programs, including College Now, the Early College Initiative, and CUNY Explorers, where they have the opportunity to experience college, take tours of Hostos, and earn college credits. Through early college partnership programs, students can complete a degree at Hostos while still in high school, or continue at Hostos at no-cost for two years. For example, each year, on average, 40 Hostos Lincoln Academy (HLA) graduates and 10 to 40 HERO High graduates earn high school diplomas plus associate degrees. This strategy offers ways we could use these successful models to do better at incentivizing other local high school students to enroll at Hostos by supporting their career exploration and seamless admission into the College.

#### OUR FIVE-YEAR ACTIVITIES INCLUDE:

- **Prioritize school partnerships that lead toward enrollment** (e.g., explore partnering with DOE Community schools).
- **Build upon existing K-12 pre-college offerings** (e.g., offer more experiential learning opportunities such as summer internships and field trips, expand support to multilingual learners in nearby middle and high schools through programs for recent immigrants, increase participation in Math Start, expand integration of industry credentials and seminars focused on specific industries into existing offerings, increase adjunct pool interested in working with high school students, provide mentoring/tutoring for high school students in college courses, target pre-college students for support services such as Single Stop and the Accessibility Resource Center).

- **Recruit into Hostos from College Now, Early College, and other local middle schools and high schools** (e.g., assign Admissions advisor to reach out proactively to College Now, Early College Initiative, and FutureReadyNYC participants to explain how credits will be applied at Hostos if they enroll here full-time, expand tours to middle and high schools as well as community-based organizations serving pre-college students, recruit faculty and staff for speaking engagements with potential students).
- **Explore enrichment activities for families in K-12 partner organizations** (e.g., offer weekend activities to whole families, such as: swimming class for one child, reading club for another, and child care for another, all while the parent takes ESL).
- **Consider Hostos space rental that is mission-aligned but also benefits recruitment** (e.g., pursue strategic high school graduation rentals, explore K-12 conferences on new models of seamless access to higher education, create opportunities for space rental, such as for the pool, to youth-serving organizations).

#### STRATEGY PROGRESS INDICATOR:

- **Track percentage of students enrolling at Hostos with pre-college credit.**





# PLAN ASSESSMENT AND IMPLEMENTATION

The preceding pages outline what Hostos intends to do over the next five years. This section helps describe how we will hold ourselves accountable and assess the extent to which our actions make a difference so that we can adjust our course as needed. Fundamentally, by combining annual plan assessment and implementation, and creating spaces annually for division and college-wide leadership to discuss how we're doing, our approach can be flexible and allow for continuous improvement.

## SPIs AND KPIS: OUR TRACKING MECHANISMS

This plan includes two types of indicators of progress:

**Strategy progress indicators (SPIs)** represent study areas to help Hostos faculty, staff, and administrators track if and how the activities undertaken are having an impact on particular strategies and the goals they are striving toward. The SPIs are included by strategy in the preceding narrative.

**Measurable college-wide key performance indicators (KPIs)** represent indicators of progress toward the collective activities of this plan. These are largely pulled from the CUNY Performance Management Process (PMP) indicators, which are tracked across CUNY colleges.

### HOSTOS COLLEGE-WIDE KPIS: 2023–2028

Total headcount enrollment (including first-time freshmen, transfer, re-admits, and non-degree students)

Student retention rates (Fall to Spring/1 term, 1-year, and 2-year)

Student persistence rates

Graduation rates (2-year and 3-year)

First-year credit accumulation (20 credits or more, 30 credits or more)

Gateway course success (English and Math)

Student transfer rate (post-graduation)

Graduate wages (1 year, 3 years and 5 years post graduation)

Each year, based on the College's operational planning process, the Office of Institutional Effectiveness, Research, and Assessment (OIERA) will take the lead in tracking those SPIs connected to where the work in the operational plan is most concentrated. For example, if most of the plan focuses in a given year on four or five strategies, then the SPIs associated with those strategies will be those tracked most closely.

KPIs will also be tracked annually. To help Hostos reflect more on trends, a KPI public dashboard will be created that will be updated to show five-years of data for each KPI. KPI data will be updated on the dashboard and will be disaggregated and made available to academic departments as it becomes available each academic year to help us reflect on whether activities undertaken are having their intended impact. This will allow the college to adjust at multiple levels as needed over the five years of the plan. NOTE: Some of the impact of this plan, such as five-year wage gains, will not be known until this plan is over. However, getting into the practice of tracking these KPIs over time and regularly discussing them will help us better understand our progress and calibrate our activities, adjusting along the way.

As for SPI data, quantitative metrics will be reported via the dashboard as well, but progress toward SPIs

that are more qualitative in focus will be shared via research briefs on a rolling basis each year. These data-based communications systems will allow units, divisions, and college-wide leadership to reflect on how actions being taken may be improving student success.

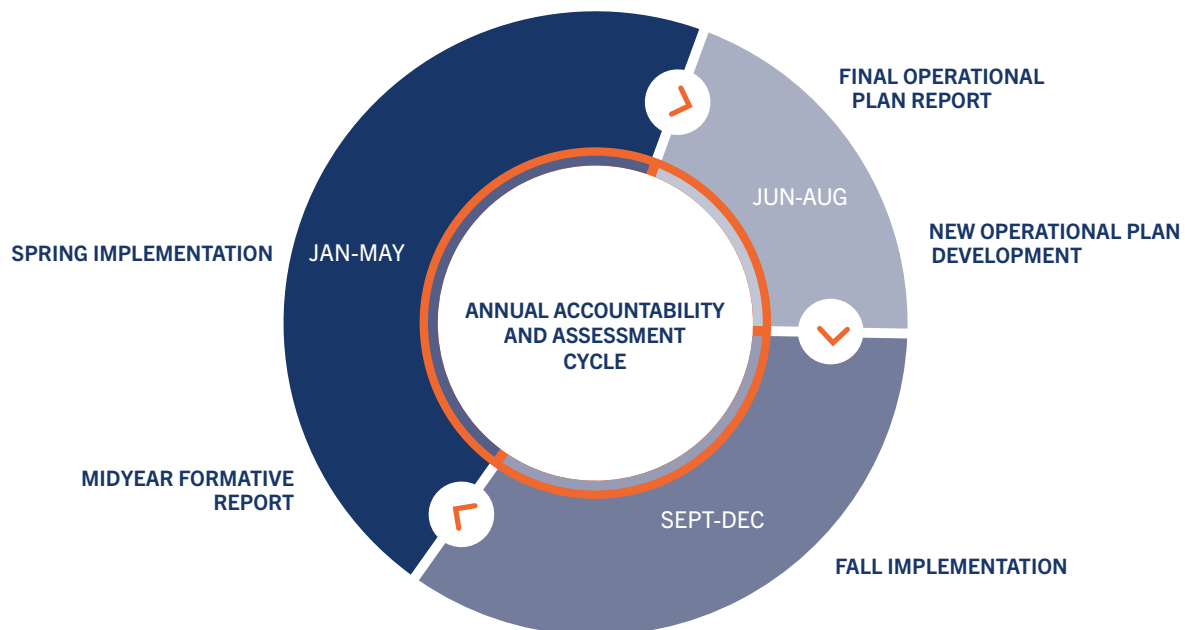
The next section describes in greater detail how the College will use these data as part of operational planning for continuous improvement.



# OPERATIONAL PLANNING, A-PARTs AND THE ANNUAL CYCLE

Hostos has a robust operational planning system in place that is described in detail in the College's 2022 Self-Study. This involves the creation of annual overarching operational plans that share divisional priorities for each year, which then inform unit-based plans called A-PARTs. Operational planning and A-PARTs will now align with this new college-wide strategic plan. Each year, all academic and non-academic units across the College will articulate their strategic plan-related activities, reporting out progress multiple times each year, and using year-to-year progress on activities and toward SPIs and KPIs to inform future work.

In addition to undertaking divisional processes to plan, reflect and make adjustments to actions, college-wide leaders will similarly gather to set priorities and discuss progress of activities and toward SPIs and KPIs so that the course of action can continuously adjust and improve.





# ALIGNED DIVISIONAL PLANS

This 2023–2028 college-wide strategic plan serves as the guiding framework for all of our work over the next five years. However, it does not detail specialized work to be undertaken by divisions.

Divisions are in the process of developing the following aligned plans:

- Academic Affairs is developing an **Academic Implementation Plan** that specifically addresses the work of academic departments, units and offices to strengthen Hostos' curriculum, teaching excellence, and student supports.
- While improving Hostos' enrollment is a responsibility of all of our divisions, Student Development and Enrollment Management (SDEM) is taking the lead in the creation of an **Enrollment Management Plan** that will articulate key ways Hostos will boost its enrollment.
- Continuing Education and Workforce Development (CEWD) is developing a **Multi-Year CEWD Plan** to grow participation in CEWD certificates and programs, and helping more students transition from non-credit into credit-bearing courses and programs.
- Institutional Advancement, working in consultation with other divisions, will be developing a **Multi-Year Fundraising Plan** to grow non-tax levy sources of funding, including from individual and institutional donors.

These aligned plans dedicate attention to core aspects of Hostos as a higher education institution, outlining how we can grow in our effectiveness and better serve our students and our community.

## ENDNOTES

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## GLOSSARY OF ACRONYMS

**A-PARTs:** Annual Planning and Assessment Reports

**BMI:** Black Male Initiative

**CAC:** Hostos Community Advisory Council

**CEWD:** Hostos' division of Continuing Education and Workforce Development

**CPI:** CUNY Proficiency Index is a formula to determine if a student can succeed in a credit-bearing math or English course without additional support.

**DWFI:** Drop, Withdrawal, Fail and Incomplete

**ELOs:** Experiential Learning Opportunities provide hands-on experience in a specific area to build essential skills.

**FYE:** First-Year Experience

**HSI:** Hispanic-serving Institution, a degree granting, public or private non-profit higher education institution which serves over 25% of Hispanic or Latino full-time equivalent (FTE) student enrollment.

**JDEI:** Justice, Diversity, Equity, and Inclusion

**KPIs:** Key Performance Indicators are touchstones to determine progress toward collective activities of this plan.

**OAA:** Hostos Office of Academic Affairs

**OIERA:** Hostos Office of Institutional Effectiveness, Research and Assessment

**SDEM:** Hostos's division of Student Development and Enrollment Management

**SPIs:** Strategy Progress Indicators are study areas to track how activities in this plan are having their intended impact at the College.

**SSCU:** Student Success Coaching Unit is a comprehensive learning environment committed to the academic achievement, personal and professional development of students at Hostos Community College.

**T-Rex:** Transfer Explorer is a website that allows students to see how courses transfer into the CUNY system.

**UDL:** Universal Design for Learning, a teaching approach that accommodates the needs and abilities of all learners.

**We hope in reading this plan you feel cared for and see where there's space for you to contribute. In the end, we want Hostos to be a place of kindness that makes all our lives better. In that spirit, we share this poem.**

## **Kindness**

**By Naomi Shihab Nye**

Before you know what kindness really is  
you must lose things,  
feel the future dissolve in a moment  
like salt in a weakened broth.  
What you held in your hand,  
what you counted and carefully saved,  
all this must go so you know  
how desolate the landscape can be  
between the regions of kindness.  
How you ride and ride  
thinking the bus will never stop,  
the passengers eating maize and chicken  
will stare out the window forever.

Before you learn the tender gravity of kindness  
you must travel where the Indian in a white poncho  
lies dead by the side of the road.  
You must see how this could be you,  
how he too was someone  
who journeyed through the night with plans  
and the simple breath that kept him alive.

Before you know kindness as the deepest thing inside,  
you must know sorrow as the other deepest thing.  
You must wake up with sorrow.  
You must speak to it till your voice  
catches the thread of all sorrows  
and you see the size of the cloth.  
Then it is only kindness that makes sense anymore,  
only kindness that ties your shoes  
and sends you out into the day to gaze at bread,  
only kindness that raises its head  
from the crowd of the world to say  
It is I you have been looking for,  
and then goes with you everywhere  
like a shadow or a friend.

From "Words Under the Words: Selected Poems." Copyright © 1995 by Naomi Shihab Nye.



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**Strategic Planning 2023–2028 Process >  
Membership**

