



Hostos
Community College



Midway In – How Are We Doing?

A Report on Progress
Toward Our 2011-2016 Strategic Plan

April 2014

HOSTOS MISSION



Access to Higher Education

Provide access to higher education
For all who seek it

Community Resources

Continuing education
Cultural events
Community development and service

Diversity & Multiculturalism

Ethnic
Racial
Cultural
Linguistic

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 socio-economic 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.

English/Math Skills Development

Integral part of its mission
Transitional language instruction for all ESL learners
Developmental Education (as foundation for Intellectual Growth)

Socio-economic Mobility

Careers
Liberal Arts
Transfer
Professional Programs

Intellectual Growth/Lifelong Learning

Linguistic
Mathematical
Technological
Critical thinking
Spanish/English bilingual education offerings

President's Letter

I have a secret to share

As an academic, I guess I have always been apprehensive about things like “strategic planning.” I wondered how I was going to manage when we embarked on the process back in 2010.

But now I feel differently. You – the faculty, staff, and administrators of this college – have shown me what can be accomplished when a campus unites and commits to a common path.

I am proud of the things we have done, many of which are described on the following pages. Across our five goals and 20 initiatives, we are building on proven successes and have implemented a number of new pilots and programs that are demonstrating a positive impact on our students and making us a stronger institution. We are getting better at developing systems – collecting and analyzing data that help us understand what is working and what needs improvement. We are on track toward achieving most of the 30 outcomes we outlined for ourselves.

It is you who inspire me and make me proud of what we have done together. Your determination to be the best professionals you can be, and your willingness to exercise leadership has made our success possible. Your continued activism and support of the communities our college was created to serve keeps us grounded in our mission. That is what I kept thinking as we, 450 students, faculty and staff strong, volunteered a day of our time to more than a dozen organizations in the Bronx for the BIG EVENT. It is the people that make what we say and what we do real.

It is the people and our progress together that provide the momentum to propel us forward and take the work to the next level. But we know we are far from done. We have much still to accomplish to be able to claim success according to our strategic

plan. What does that mean in terms of next phase priorities? Expect to see the following in the next three years:

- *Building on faculty-driven successes, we will ramp up remedial and developmental education efforts to improve student academic college readiness*
- *More regularized impact assessment of leadership development opportunities for students, faculty and staff, as well as those offered to Bronx nonprofit leaders*
- *Greater attention to “closing the loop” across academic and non-academic assessment efforts – so that findings are more often used to improve practice*
- *Launch of a \$7 million, five-year comprehensive fundraising campaign that takes an integrated, college-wide approach to increasing and diversifying financial resources*
- *Expansion of non-credit to credit pathways (and vice versa)*
- *Implementation of an early warning system pilot so that at risk students – especially those with remedial/developmental needs – are better tracked and receive the services they need to stay*
- *Fine tuning and integrating the entire advising infrastructure on campus*

And so much more...

I look forward to sharing our continued progress with you in the years to come!



Félix V. Matos Rodríguez, Ph.D.
President of Hostos Community College



Progress Made On Our Five-Year Strategic Plan Outcomes




We have decided to begin with our bottom line – *how much progress have we made toward achieving the five-year outcomes we set for ourselves?*

The following five pages present a snapshot of how we think we are doing based on an analysis of data from 2011-12 and 2012-13. Progress is documented and then given a “trend” rating.

For most of our outcomes, we are “in the green.” We expect that we will hit our outcome marks by the end of 2015-16 in a number of critical academic areas, including first year retention, six year graduation, and career student transfer. We are also on track to meet our outcomes in many academic support areas, from faculty and community leadership, to academic and non-academic assessment, workforce development, technology innovation, and fundraising.

In the coming years, we will pay increased attention to some of the outcomes which received yellow arrows, including those focused on strengthening the non-degree transfer rate, pedagogical innovation to improve student learning outcomes, pathways between degree and non-degree programs, student leadership opportunities, academic program review, experiential learning, online offerings, and brand recognition across markets.

And then we recognize our primary areas of focus for the remainder of our plan will be to improve second year retention, the liberal arts transfer rate, and remedial/developmental education in reading, writing and mathematics, as measured by student performance on the CUNY basic skills tests.

Outcome Trend Ratings: What They Mean	
	The data we have shows we are on track to reach our five-year outcomes if we continue at our current rate
	While data shows we may be making progress, we are not sure we will achieve that particular five-year outcome based on the current pace of work, or that we do not think we have sufficient data indicating we are on track
	According to our data, our progress is declining. And if we cannot reverse the trend, we will not achieve our five-year outcomes

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 1:

INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

Five-Year Anticipated Outcome	2011-12	2012-13	Trend
1. First year retention will reach 75%	64.7%	67.3%	↗
2. Second year retention will reach 60%	44.2%	41.9%	↘
3. Six year graduation will reach 30%	22.8%	28.9%	↗
4. Set the standard for community college freshmen advisement in CUNY	Success Coaches advisement effort piloted	88.7% entering freshmen assigned Success Coaches	↗
5. Transfer rate for liberal arts students who graduate from Hostos will reach 55%	54.5%	52.6%	↘
6. Transfer rate for career students who graduate from Hostos will reach 30%	31.6%	33.2%	↗
7. Transfer rate for non-degree transfer will reach 15%	11.1%	11.6%	→
8. 85% of students will demonstrate proficiency in all three skills areas prior to achieving their 30 th credit	58.1% proficiency by 30 th credit	51.1% proficiency by 30 th credit	↘
	33.6% pass rate on reading	30.9% pass rate on reading	↘
	34.4% pass rate on writing	35.0% pass rate on writing	→
	49.9% pass rate on math	33.5% pass rate on math	↘
9. Creation of a community of teaching and learning practice focused on more effective pedagogical practice and improved student learning outcomes in curricular design	No community of practice	Teaching Institute in development for 2013-14 (10 faculty-led workshops - 50 faculty participating in Spring 2014)	→
10. Increased evidence of links between PDIs and grants, curricular and pedagogical changes, and improved student learning outcomes	52 PDIs (419 participants)	51 PDIs (401 participants)	→
	21 grants engaging 18 faculty (e.g., Ford Foundation grant for MAT 15; Title V w/City College to strengthen math and engineering)	20 grants engaging 23 faculty (e.g., NSF gaming grant; NSF w/Lehman College to develop teachers in environmental science)	↗
11. 1/3 of degree programs will have pathways from non-credit to credit programs	0 non-credit to credit pathways	2 non-credit to credit pathways (Community Health and Health Information Technology)	→
12. 1/4 of degree programs will have post-graduate continuing education programs	0 degree to post-grad pathways	1 degree to post-grad pathway (NYS Restricted Certificate in Local Infiltration Anaesthesia/ Nitrous Oxide Analgesia)	→

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 2:

CAMPUS AND COMMUNITY LEADERSHIP

Five-Year Anticipated Outcome	2011-12	2012-13	Trend
13. Increased student leadership competencies and programs	About 650 students participating in 7 leadership programs	About 650 students participating in leadership programs	→
		CUNY Star leadership competencies adopted	↗
		5 leadership programs with competencies identified (student ambassadors, student orientation services team, emerging leaders program, volunteer corps, athletic leaders organization)	↗
14. Increased faculty and staff leadership skills and competencies via programs that help them become more effective organizational and community leaders	Over 240 faculty and staff across divisions participate in professional development	Over 325 faculty and staff across divisions participate in professional development	↗
		70 faculty and staff participate in retreats on leadership development	↗
15. Increased faculty, student and alumni cross-cultural experiences via expanded study abroad and exchange opportunities, and increased cultural competency offerings at Hostos	1 study abroad (Cuba), 1 local media field study (New England) Numerous arts and culture events and exchanges (e.g., "Conversing Bricks" art installation; Chain Reaction performance)	1 exchange (Edinburgh Festival Fringe)	→
		Numerous arts and culture events and exchanges (e.g., Young Roots Series; Hostos Heritage Lecture Series)	→
16. Strengthened leadership capacity of Bronx serving nonprofits	26 Bronx Fellows 321 Bronx leaders take nonprofit management and fundraising certificate programs	The CBNP executive director hired	↗
		24 Bronx Fellows	→
		323 Bronx leaders take nonprofit management and fundraising certificate programs	→
		295 Bronx leaders served through CBNP events/trainings	↗
		373 organizations impacted	↗

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 3:

CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

Five-Year Anticipated Outcome	2011-12	2012-13	Trend
17. Planning and assessment processes inform day-to-day activities across campus	1 st annual ops plan	2 nd annual ops plan (3 rd in development)	➔
		Strategic Plan and CUNY PMP aligned	➔
18. 75% of degree and non-degree programs reviewed	2 APR self-studies No non-degree reviews	4 APR self-studies completed, 2 still in process	➔
		2 non-degree reviews	➔
		Standardized non-degree protocol implemented (9 non-APRs using it in 2013-14)	➔
		Highlights of APR changes: <ul style="list-style-type: none"> • Increased outreach to strengthen freshman enrollment (Gerontology) • Strengthened cross-disciplinary content & alignment w/ CUNY skills tests (Lang. & Cog.) • Expanded use of technology and supplemental instruction (Mathematics) 	➔
19. Program review schedule established for next five years	No schedule	10-year schedule implemented and maintained for APR and non-APR	➔
20. Student learning outcomes, including Gen Ed competencies, infused across all courses and programs	SLOs in 95 courses SLOs in all 29 programs	SLOs in 117 courses	➔
		Reviews of program SLOs started in Spring 2013 and continue into 2013-14	➔
		Highlights of SLO course assessment changes: <ul style="list-style-type: none"> • MAT 160: Creation of course (MAT 150) • NUR 120: Fine-tuning skills mastery in key areas, including use of electronic data • PHY 210: change in pre/co requisites to improve math foundational skills 	➔
21. All Hostos college-level credit-bearing courses will transfer for degree credits at all CUNY four-year institutions consistent with new transfer policies from CUNY's Board of Trustees	No systematized transfer	100% Pathways courses transfer for credit	➔
		80 Pathways courses approved (with up to 20 courses scheduled for approval in 13-14)	➔
22. Bronx community-based groups demonstrate increased capacity for planning and assessment	No CBNP planning and assessment trainings	51 CBO leaders from 29 organizations trained by CBNP/OIRSA in planning and assessment	➔
		90% indicate will use training to inform institutional practice	➔

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 4:

WORKFORCE DEVELOPMENT FOR A 21ST CENTURY ECONOMY

Five-Year Anticipated Outcome	2011-12	2012-13	Trend
23. Market and degree environmental scanning (ES) institutionalized (conducted periodically)	Hostos considers different models for ES	Hostos considers consultant recommendations to improve ES	→
	ES on workforce development – informs thinking on CEWD programs and staffing	ES to consider additional Food Studies programs – finds demand for training, considering new degree	↗
	ES to consider additional Allied Health programs – finds demand for occupational and physical therapy assistant training, considering new certificate and degree pathway programs		
	ES on digital music conducted as part of Next Note conference on state of jobs and what is needed		
24. Credit and non-credit programs responsive to labor market and higher education trends – using environmental scanning information and other higher education data	No systematized ES	ES infused in APR and non-APR, other ways to do ES also under consideration	↗
25. 100% of degrees offer career preparedness/ placement supports and/ or experiential learning opportunities	284 students participate in co-op ed	286 students participate in co-op ed and service learning	→
	8 degrees (28.6% of all degrees) offer	10 degrees (35.7% of all degrees) offer	→
26. Strategic partnerships in place that further the workforce development component of Hostos' mission	<p>Examples of new partnerships:</p> <ul style="list-style-type: none"> - w/Acacia/Promesa – HHS HPOG grant hiring partner - w/CWE – industry trainings <p>- 138 new employer partners secured via Career Services</p>	<p>Examples of new partnerships:</p> <ul style="list-style-type: none"> - w/National Supermarket Assoc – customer service training - w/FEGS –Workforce 1 in Bronx Terminal Market - w/STRIVE – industry trainings - part of collective impact initiatives in the Bronx (e.g., with South Bronx Rising Together) <p>- 120 new employer partners secured via Career Services</p>	↗

Hostos' 30 Five-Year Strategic Plan Outcomes – How We're Doing

Goal 5:

INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

Five-Year Anticipated Outcome	2011-12	2012-13	Trend
27. Recognized model and resource for use of technology to improve teaching, learning, and operations	167 faculty using Blackboard	195 faculty using Blackboard	➔
	13 smart classrooms	20 smart classrooms	➔
	30% of courses use online resources	43% of courses use online resources	➔
	5% courses online (92 hybrid and asynchronous offered)	6% courses online (119 hybrid and asynchronous offered)	➔
	Students have access to a fully online Early Childhood Education program	Hostos' CUNYfirst live – becomes model and resource for other colleges	➔
28. Hostos will increase classroom utilization by 30%	33.6% FTEs offered Friday, evenings, weekends	32.5% FTEs offered Friday, evenings, weekends	➔
29. Donor base doubled, diversified, and aligned with programmatic needs of college	\$1.14 million	\$1.26 million	➔
		33% increase in individual donors (result from expanded efforts to attract individual donors)	➔
30. Increased brand recognition among target markets	I AM HOSTOS campaign (700,000 views)	Skills To Do the Job campaign in CEWD (to 250,000+ households)	➔
	45 Profile booklet (award winning, printed 2,000 distribution)		
	President's Report 2009-11 released (1 st ever - sent to 1,900 VIPs)		
	5 op-eds (est. reach 10,000 per op-ed)	2 op-eds (est. reach 10,000 per op-ed)	➔
	-About 375 Twitter followers	-619 total Twitter followers	➔
	-About 125 LinkedIn members	-207 total LinkedIn members	
- 1,707,727 unique website pageviews	-1,654,113 unique website pageviews		
	-E-newsletter hits 12,000 distribution		

**WHAT'S BEHIND THE NUMBERS – HIGHLIGHTS
OF WHAT WE'VE DONE IN OUR GOAL AND
INITIATIVE AREAS**

GOAL AREA 1: INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

5 YEAR GOAL

Hostos will offer students many pathways to pursue their educational and career goals

Initiative 1

FOCUS ON FIRST YEAR STUDENT SUCCESS AND TRANSFER

Since the strategic plan was implemented, 36 Hostos faculty and staff participated in the Foundations of Excellence (FOE) First Year Study, a voluntary, self-review process through which colleges conduct campus audits of policies and practices that then culminate into action plans. A number of recommendations from the FOE process are being implemented, such as a Summer Bridge program for entering freshmen to facilitate student transition to college. The FOE findings supported the creation of the Success Coaches Initiative, which helps students connect with academic advisement as well as the array of non-academic supports, from financial aid to counseling. All Fall 2013 first-time entering freshmen (about 900 students) have been assigned Success Coaches. This means that now more than one third of our students has one-to-one access to full-time staff who can help them stay on track and in school. By 2014-15, we expect nearly all of our students to have Coaches.

In the last two years we have undertaken a number of efforts to improve student transfer. Our Transfer Office has undergone restructuring to enhance services and increase outreach to students. We are collaborating more with other campuses, such as City College and John Jay, so that we have strong articulations in degree areas, such as STEM, and so that our transfer and admissions offices are better coordinated.

All colleges across CUNY have become more focused on transfer with the recent implementation of Pathways. Pathways courses include student learning outcomes that are aligned with national standards of general education adopted by CUNY faculty. To-date, 80 Hostos courses have been Pathways approved and all Fall 2013 entering freshmen have been enrolled in Pathways degrees, which allow for more seamless transfer to other CUNY colleges.

Since the rollout of our strategic plan, Hostos has ramped up other support services that facilitate first year success and transfer. Three key developments include:

- **Hostos Single Stop USA Resource Center** – we adapted this national model into our own, adding staffing and additional legal services. And now all students seeking Bridge Tuition Support Assistance (BTSA) must go to Single Stop first to make sure they also have access to additional public services they may need. Since our Single Stop was created in 2009, it has assisted 7,800+ students and their families.
- **Office of Student Programming for Veterans and Reservists** – we were able to expand our veteran enrollment by collaborating with the Project for Return and Opportunity in Veterans Education (PROVE) program at Hunter College, one of four CUNY campuses where the PROVE program is offered. PROVE was created by CUNY in 2007 as a means to support student veterans as they transition from military service to student life. With customized student support services provided by Hunter's PROVE social work graduate interns and veterans coordinator, Hostos has been able to expand its number of veterans and reservists enrolled from 16 students in 2011-12 to currently 91 students.
- **Accessibility Resource Center (ARC) – formerly the Office of Disabled Student Services** – we renovated the ARC Computer Lab and ARC testing space to improve student accessibility, and we added new software that provides specialized learning assistance to students with disabilities. These changes have already boosted the number of students served in 2013-14 by 28 students over 2012-13.

While we have made some progress in first year retention, as well as transfer for career students, we still have much to do to ensure that more and more students have a successful first year experience that then leads to second year retention, and then completion and transfer. Key areas of focus in upcoming years include the rollout of an early warning system, improved advisement training and coordination, and strengthened communications with students about transfer options.

GOAL AREA 1: INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

5 YEAR GOAL

Hostos will offer students many pathways to pursue their educational and career goals

Initiative 2

RETHINK REMEDIAL AND DEVELOPMENTAL EDUCATION

We know our efforts to address first year student success and transfer are interrelated with the fact that about 90% of our first-time entering students require some remedial or developmental education assistance.

A number of faculty-led innovations and pilots to improve remedial and developmental education are underway. These include:

- revision of course criteria for ENG 94 (for students who passed reading and have a high fail on the writing skills test) so that more students can take the course;
- creation of the MAT 15 course (for students who have a high fail on pre-algebra and algebra), an accelerated learning option;
- course innovations, such as those introduced with support from the National Science Foundation to use game design and game play in MAT 10 to reframe and teach concepts at the remedial course level;
- increased usage of interactive learning software, such as MathXL, in the context of courses; and
- peer-led supplemental instruction to provide additional support to course-based learning.

“We spent time learning about what strategies in the national literature could help make a difference at Hostos. Then, the faculty attended national conferences to develop a plan that they believe would work for them. The enthusiasm of the department and exploring ‘initiatives with promise’ was fun to witness.”

**— Julie Phelps, Valencia College
(served as consultant to
Math department)**

We know that more needs to be done beyond piloting in order to address the trend of declining or flat pass rates of Hostos students on the CUNY reading, writing, and mathematics skills tests. In Fall 2014, we will be expanding efforts that show the greatest success and potential for improving reading, writing, and mathematics pass rates and retention. Our work will include bringing successful pilots to scale, launching new pilots, improving student placement policy, especially for high fails and double and triple remedial students, and strengthening Hostos’ infrastructure long-term to support its capacity to develop, test, and assess what’s working and what’s not so that adjustments can be made.

GOAL AREA 1: INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

5 YEAR GOAL

Hostos will offer students many pathways to pursue their educational and career goals

Initiative 3

CULTIVATE CROSS-DISCIPLINARY SCHOLARSHIP FOR EFFECTIVE TEACHING AND LEARNING

We know that cultivating cross-disciplinary scholarship improves teaching and learning on campus. This knowledge has led to continued efforts to regularly offer 50-plus faculty professional development institutes (PDIs) through which more than half of the faculty across disciplines participate each year, many in more than one session. It has also driven more and more faculty across disciplines to seek grants that improve teaching and learning.

Over the last two years, a number of faculty have secured grants that are resulting in curricular and pedagogical changes, particularly in remedial and developmental education and STEM. For example, a Ford Foundation grant paid for a consultant to help the Math department faculty implement supplemental instruction within the MAT 15 curriculum. MAT 15 combines content from our MAT 10 Basic Math Skills course and MAT 20 Elementary Algebra course. A National Science Foundation (NSF) grant has supported an initiative developed by media design Professors Catherine Lewis Cannon and Rees Shad that uses game design and game play to reframe and teach concepts in math and science courses at the remedial and college levels. And another NSF grant has supported the alignment of our STEM course curricula with those required for chemistry and environmental science majors with a minor in education at Lehman College, an effort spearheaded by Professor Sarah Church. This NSF-funded project creates two joint-degree/dual admission programs so that Hostos graduates can transfer seamlessly to Lehman and earn their bachelor's degree.

Cultivating cross-disciplinary scholarship to improve our teaching and learning effectiveness took another form last year. In July 2012, Hostos welcomed educational professionals from four continents and nine countries at the International Teaching Styles Conference. Associate Dean Christine Mangino helped coordinate this four-day event, which brought together teachers, administrators and others to showcase and discuss the best pedagogical practices and research in learning styles. This was a great opportunity for Hostos faculty to share their knowledge, as well as to learn from others around the globe about how they are accommodating students' learning styles and increasing student achievement.

This Spring 2014, OAA is rolling out the Hostos Teaching Institute, a series of 10 interactive workshops led by Hostos faculty and offered in Spring 2014 and Fall 2014 to strengthen teaching practice. Seminar topics include classroom management, syllabus development, backward design of teaching, strategies for making challenging material accessible, and student engagement. Faculty must commit to attend a minimum of 7 workshops in order to participate. Fifty faculty are participating in the Hostos Teaching Institute in Spring 2014. We expect this effort and others to grow in upcoming years, so that more and more faculty across disciplines can engage in ways that result in more effective teaching and learning practice on campus.

GOAL AREA 1: INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

5 YEAR GOAL

Hostos will offer students many pathways to pursue their educational and career goals

Initiative 4

BUILD ARTICULATED PATHWAYS FOR LEARNING BETWEEN DEGREE PROGRAMS AND CONTINUING EDUCATION OFFERINGS

Some students come to Hostos through degree programs, others through Continuing Education. In recent years, Continuing Education and Workforce Development (CEWD) and the Office of Academic Affairs (OAA) have increased collaborative efforts to create more seamless and transferable connections between certificate to degree programs of study on campus. Now, students interested in community health and health information technology can access career roadmaps that help them consider certificate and/or degree training options, with credit available for certificate courses should they continue on to degrees. A post-graduate NYS Restricted Certificate in Local Infiltration Anaesthesia/ Nitrous Oxide Analgesia is also available to students who have graduated from our Dental Hygiene program.

Financial incentives have also been created to encourage students and their families to take advantage of our degree and continuing education offerings. Now we offer all Hostos degree students and their immediate family members a 10% to 15% discount when they enroll in a continuing education program. As part of our two-generation strategy, this discount extends to family members of all enrolled degree students. In just three semesters, more than 700 people have benefitted from these discounts. Hostos is the only CUNY school offering this discount.

In the coming years, OAA and CEWD will build more non-credit certificate to degree (and vice versa) articulated programs, including those for High School Equivalency (HSE) students (previously known as the GED), and in criminal justice and allied health. We will also explore additional incentives that help more and more students access credit and non-credit pathways to careers of their choice.

“I appreciate the discount because I was able to save some money. I was able to receive a discount of up to 15 percent off of any Continuing Education class, including swimming. I have been recommending both the class and discount to all of my friends, who are also Hostos students! I feel safe, the staff is friendly and I like the teaching environment! I plan on taking more classes next semester.”

**— Damaris Rodríguez,
Hostos Student**

GOAL AREA 2: CAMPUS AND COMMUNITY LEADERSHIP

5 YEAR GOAL

Hostos will nurture the leadership capacities of students, faculty, staff, and Bronx community organizations so they can better engage as active members of their neighborhood and communities

Initiative 1

DEVELOP NEXT GENERATION OF STUDENT LEADERSHIP – ALL LEVELS

Over the last two years, a major focus for this initiative has been on the expansion of leadership offerings, so that students at all levels of academic readiness and achievement can access these programs, which facilitate their educational and personal development.

Now about 650 students per year participate in one of Hostos's seven leadership programs. These include the Student Ambassador Program, Student Orientation Services (SOS) Team Program, Emerging Leaders Program, Scholarship Orientation, Winter Workshop Series, Hostos Athletic Leaders Organization, and Volunteer Corps.

We are also strengthening our leadership offerings by ensuring that our programs meet high quality standards. Last year, we adopted the CUNY Star leadership competencies (10 in all which can be found at <http://www.cuny.edu/site/mla/about/cuny-star.html>). These competencies outline what educational and developmental skills students should expect to acquire from participation in a leadership program. Five Hostos leadership programs have already undertaken an assessment of the extent to which they help students develop these competencies.

In the coming years, we will continue our efforts to expand opportunities for students at all levels of academic preparedness to participate in high quality leadership development programs. And we will strengthen our efforts to measure the success of these leadership programs according to the standards adopted.

GOAL AREA 2: CAMPUS AND COMMUNITY LEADERSHIP

5 YEAR GOAL

Hostos will nurture the leadership capacities of students, faculty, staff, and Bronx community organizations so they can better engage as active members of their neighborhood and communities

Initiative 2

BUILD FACULTY AND STAFF MANAGEMENT SKILL SETS AND LEADERSHIP

This past year OAA took the lead in facilitating leadership conversations among faculty and staff. In Spring 2013, OAA held two retreats – one with about 40 chairs and coordinators and another with about 30 HEOs – focused on defining personal leadership styles and developing communication skills to facilitate task execution, effective conversations and collegial environments. The retreats allowed participants to explore the dynamics of collaborative leadership and the role of individual contributions to team goals. They included exercises that guided participants in assessments of personal strengths, challenges and values and explored how these qualities can inform and shape leadership styles.

In 2012-13, more than 440 faculty and staff across divisions underwent some kind of professional development training, from attending conferences, to participating in Hostos-led professional development activities, to taking courses to improve skills in work-related areas.

Participation has increased with the addition of management-level trainings that equip faculty and staff across the college to undertake strategic plan-related activities. And now each division annually identifies trainings targeted to the interests and needs of its professionals as part of its operational plans. For example, in 2013-14, the Center for Teaching and Learning in OAA is rolling out several professional development initiatives to improve faculty leadership capabilities. These include a mentorship program for new chairpersons, and an assessment training series to help academic leaders strengthen their use of data in decision-making. CEWD is undertaking a needs assessment to build a holistic approach to staff and faculty development in the division, which has resulted in the development of individualized professional development plans for each staff person within the division. SDEM is identifying Higher Education Officer (HEO) leadership competencies and strategies to reinforce them. Administration

“In our efforts to make excellence inclusive, we must continue to invest in professional development and leadership training for our faculty and staff. These ‘front-line’ educators are the experts in the development and implementation of programs and pathways that build institutional capacity for alleviating inequities in student achievement.”

— Tia Brown McNair,
Senior Director for Student Success,
Office of Diversity,
Equity, and Student Success
(AAC&U)

GOAL AREA 2: CAMPUS AND COMMUNITY LEADERSHIP

5 YEAR GOAL

Hostos will nurture the leadership capacities of students, faculty, staff, and Bronx community organizations so they can better engage as active members of their neighborhood and communities

Initiative 3

ADVANCE CULTURAL COMPETENCY PROGRAMMING

At Hostos, we know that exposing students to other cultures and global issues through hands-on learning experiences improves their educational and employment success. In recent years, we have spent more time cultivating these kinds of learning opportunities.

“Traveling to Cuba was truly a life-changing adventure! I gained a deeper understanding of my culture, while trying to accommodate to local norms. It expanded my perspective of the world, and I am now more prepared to work in a diverse workplace, and no book would’ve prepared better than that real life experience.”

— Yandry Taveras,
Spring 2013 Graduate

In July 2012, 15 Hostos students traveled to Cuba for a two-week study of Cuban history, society and culture from 1902 to the Revolution. Former Humanities Chair, Dr. Carlos Sanabria, led the trip in conjunction with the Centro de Estudios Martianos in Havana.

As an alternative to study abroad opportunities, several “closer to home” efforts have been launched to build student community and cultural awareness. Media Design Professors Catherine Lewis Cannon and Sarah Sandman launched the Hostos Design Lab, a local field study model that takes students out of the classroom and teams them up with arts organizations in the Northeast. In August 2011, 14 students participated in an immersive design experience at the Massachusetts Museum of Contemporary Art, and in 2012, 11 students spent seven days with a nonprofit organization called The Wassaic Project in rural upstate New York.

At Hostos, the arts have long served as a vehicle for building cultural awareness. This tradition continued in full force in August 2013, when the Hostos Repertory Company had its international debut at the renowned Edinburgh Festival Fringe. Hostos was the only community college to perform at this international arts festival in which more than 24,000 artists from 41 countries performed over a three-week period. The 11-member cast led by Humanities Professor and Artistic Director Ángel Morales presented “Rough Magic” by Roberto Aguirre-Sacasa. The Fringe trip exposed students, two of whom had never been on an airplane, to the history and culture of another country and to people from all over the world.

Other examples of arts-based projects to build community and cultural awareness include: **The Young Roots Performance Series**, incubated by Hostos, has been a mainstay at the College for the last three years. These performers are at the center of the movement to preserve, reinterpret and fuse Afro-Caribbean music and dance traditions rooted in Puerto Rico and the Dominican Republic with contemporary hip-hop and jazz. In June 2013, video screenings of performances from this series were produced by BronxNet and funded by the Rockefeller Foundation. **The Hostos Heritage Lecture Series**, inaugurated in 2013, is at the center of the College’s drive to showcase extraordinary talent and bring the nation’s best and brightest to the campus. Among the speakers were Supreme Court Justice Sonia Sotomayor, Pulitzer Prize-winning author Junot Díaz, and NY1 News anchor Cheryl Wills. **“Conversing Bricks”** is a permanent art installation at Hostos since the spring of 2012, which uses bricks sent by right-wing anti-immigrant organizations to Congressman José Serrano (D-NY), who opposed building a wall between Arizona and Mexico. Inscribed with messages such as “No to Illegals” and “Build a Wall,” the bricks were transformed by artist Hatuey Ramos-Fermín, who invited immigrants to inscribe their own messages on them and then used the bricks to construct a table and bench in Hostos’ Memorial Garden Plaza.

This strategic plan initiative has evolved differently from how we originally envisioned it. While we will continue to explore possibilities for study abroad and exchange, we expect to continue to leverage our cultural awareness building programs offered by the HCAC and better connect them to our academic offerings. We expect this link to become stronger with our new HCAC director John MacElwee, and Hostos English Professor and distinguished lecturer Charles Rice González now on board as HCAC’s associate director.

GOAL AREA 2: CAMPUS AND COMMUNITY LEADERSHIP

5 YEAR GOAL

Hostos will nurture the leadership capacities of students, faculty, staff, and Bronx community organizations so they can better engage as active members of their neighborhood and communities

Initiative 4

ASSIST IN THE PROFESSIONAL DEVELOPMENT OF THE LEADERSHIP OF BRONX NONPROFITS BASED ON COLLABORATION

When Hostos prepared its Strategic Plan for 2011-16, we restated the College's focus on serving the Bronx community, even as we recognized that our mission also extends to other parts of the City. This dedication to the Bronx, in particular, is grounded in our knowledge that Hostos would not exist today without the energy, vision, and hard work of generations of Bronxites. Hostos owes our home community a great deal. For that reason our commitment remains strong and has resulted in the Bronx-focused initiatives, such as the creation of The Center for Bronx Non-Profits (CBNP) to strengthen the Bronx nonprofit community and its leadership.

In collaboration with the Jewish Community Relations Council (JCRC), and funded by the JPMorgan Chase Foundation and The New York Community Trust, Hostos created the CBNP to support local community leaders and nonprofit organizations that serve the borough. In 2012, the CBNP moved into its new home in the Bronx Terminal Market which houses Hostos's Workforce Development and Continuing Education programs. In 2013, Eileen Newman, its first executive director was hired. Current programs include:

- The *We are the Bronx Fellows* programs through which about 25 nonprofit leaders participate annually in professional development and networking activities;
- *Nonprofit management and fundraising certificate programs* offered by the Division of Continuing Education and Workforce Development (CEWD) through which more than 320 Bronx leaders have participated in the last two years; and
- A variety of *annual convenings and trainings* on topics of interest to nonprofits, such as evaluation, mergers and strategic partnerships, fundraising, urban food systems, and the changing political landscape - through which 295 Bronx leaders and their 373 organizations participated in 2012-13.

In the coming years, the CBNP will expand programming to increase the diversity of offerings to Bronx nonprofits and leaders. Programs envisioned will include monthly executive roundtables, "meet the grantmaker" style events, and additional training sessions on organizational management, fundraising, and board development. Plans are underway to create an advisory board to guide the development of programs that are responsive to the interests and needs of Bronx nonprofit leaders.

GOAL AREA 3: CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

5 YEAR GOAL

Hostos will have in place ongoing assessment mechanisms that improve performance, impact, and results

Initiative 1

ALIGN PLANNING AND ASSESSMENT SYSTEMS

In higher education, the emphasis on evidence-based decision making and the use of data to impact institutional renewal has increased dramatically in recent years. More and more, data are being used to assess institutional performance.

Given this context, and in response to recommendations from the Middle States Commission on Higher Education, the College turned its attention to building systems and processes that help it better plan and assess progress toward achieving its goals in accordance with our Strategic Plan. A new Office of Institutional Research and Student Assessment (OIRSA) is now in place to lead efforts that develop institution-wide assessment processes for evaluation of our educational offerings (at the course and academic program levels), as well as of non-academic programs. OIRSA is facilitating annual cycles of operational planning and assessment to implement the Strategic Plan, assisting divisions as they develop their component parts of the operational plan, and providing data to help track results. OIRSA also helps the College ensure alignment between our strategic planning processes and the CUNY PMP processes, and keeps our leadership up-to-date on proposed revisions to the Middle States accreditation standards.

All divisions are working hard to align internal planning – from enrollment management to communications and workforce development planning – with the goals, initiatives, and outcomes outlined in Hostos’ strategic plan. And over 80 faculty and staff across the college (vice presidents, directors, chairs and coordinators) have participated in trainings to strengthen their understanding of planning and assessment.

In 2012-13, Hostos rolled out a five-year 2013-2017 Institutional Assessment Plan (IAP) that systematizes assessment - building data collection and analytic processes at the course, program, and institution levels (including general education) so that the College can better strengthen student learning outcomes and institutional effectiveness. Implementation of this IAP is our main priority in this initiative for the future. We will also continue efforts to ensure that all planning on campus aligns with our Strategic Plan goals and outcomes, and is consistent with expectations set forth by CUNY and Middle States.

GOAL AREA 3: CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

5 YEAR GOAL

Hostos will have in place ongoing assessment mechanisms that improve performance, impact, and results

Initiative 2

INSTITUTE CLEAR PROGRAM PLANNING AND REVIEW CYCLES

Academic Program Review (APR) at Hostos is a three-year process: year one for self study; year two for external evaluation; and year three for implementation of findings. Thirteen academic programs of a total of 29 have been engaged in the APR process in the last two years. These include: Behavioral & Social Sciences, Business Management/Accounting/Office Technology, Digital Design & Animation, Digital Music, Dual Programs (including Engineering), Gerontology, Hostos Academic Learning Center (HALC), Language & Cognition, Liberal Arts, Library, Mathematics, Modern Languages, and Social Sciences.

In 2012-13, in addition to undertaking two non-academic program reviews (Certified Nursing Assistant Certificate Program and the Hostos Center for the Arts and Culture), Hostos created a uniform process by which non-academic program review will take place according to a common protocol. This new protocol is based on the existing guidelines for APRs, but also includes additional areas relating to services provided (e.g., nature of service, numbers served, customer satisfaction, etc.). In 2013-14, nine non-academic programs are being reviewed across divisions. These include: Athletics and Recreation, The Children's Center, Registrar's Office, Student Success Coaching Unit, CUNY Language Immersion Program (CLIP), CUNY Start, Work Incentive Planning and Assistance Program, Alumni Relations, and Human Resources.

APR and non-academic program reviews have resulted in many important changes, such as:

- Increased outreach to strengthen freshman enrollment (Gerontology)
- Strengthened cross-disciplinary content & alignment w/ CUNY skills tests (Language and Cognition)
- Expanded use of technology and supplemental instruction (Mathematics)
- An additional mathematics pre/co-requisite and an English pre-requisite (Social Sciences)
- Administration of a program entry assessment exam to ensure students meet the minimum reading and math level required (Certified Nursing Assistant Certificate)
- Reassessment of mission and financial report practices (Hostos Center for the Arts & Culture)

“The APR process provided the Unit with important data on a variety of subjects, which then allowed us to make recommendations and changes to improve the Gerontology program. Two changes to note: we have increased freshmen into the program by collaborating with the Student Success Coaching Unit, and we increased the service learning components in many of our courses.”

— **Professor Eunice Flemister,
Unit Coordinator,
Gerontology Program**

Our focus moving forward will be to help faculty and staff stay on schedule, as well as ensure that they have the training and technical support they need to complete their reviews, “close the loop,” and inform future program improvements.

GOAL AREA 3: CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

5 YEAR GOAL

Hostos will have in place ongoing assessment mechanisms that improve performance, impact, and results

Initiative 3

ASSESS STUDENT LEARNING OUTCOMES, INCLUDING A FOCUS ON GEN ED

Hostos has a solid track record of assessment at the course level. Course assessments took place in 95 courses from 2003 through 2011. In 2012-2013, 22 additional courses underwent course assessment, with all creating or updating student learning outcomes (SLOs), creating course assessment matrices, and conducting data collection and analysis. That means 117 Hostos courses have undergone student learning outcomes assessment in the last 10 years. Results from these assessments have been used by faculty to strengthen courses in a number of ways, including revising course objectives, instituting common final exams and textbooks, and restructuring student advisement in some programs.

In 2013-2014, with the rollout of the IAP, Hostos is ramping up course assessment activities. This academic year, 38 courses began assessment in Fall 2013 and an additional 42 have begun in Spring 2014. All 80 will complete assessment by the end of 2013-2014. By 2016, all courses are scheduled to complete course assessment according to student learning outcomes.

Alongside this course level assessment work, program level student learning outcomes assessment is now becoming fully institutionalized. In Fall 2013, all 29 degree programs commenced reviewing their program level learning outcomes and completing maps of program outcomes to courses. Three programs (Dental Hygiene, Early Childhood Education, and Criminal Justice) are also creating capstone assignments within their existing terminal courses. The results from both the program outcomes assessments and the capstone assignments will provide clear indications of what students are learning in their courses as they complete and graduate from their academic programs. Program coordinators and faculty will then be able to use the results to strengthen their programs.

Over the last two years, Hostos jumpstarted general education assessment using a course-based methodology. In Fall 2012, Hostos' General Education Assessment Committee identified three of the College's 19 general education competencies (#7-Scientific Reasoning, #10-Quantitative Literacy, and #11-Written and Oral Communication) for assessment. Four courses were assessed in 2012-13. For 2013-14, Hostos is continuing to use course-based assessment for assessing general education. The General Education Committee selected four competencies that are being assessed across four courses this academic year. These include: ENG 110 Expository Writing; VPA 192 Fundamentals of Public Speaking; MAT 120 Introduction to Probability and Statistics; and ENV 110 Environmental Science.

The introduction of CUNY Pathways in 2012-13 has also strengthened our general education assessment practice. Pathways competencies have been mapped to Hostos' general education competencies, resulting in a single set of competencies that will become part of our general education assessment, once approved by the General Education Assessment Committee.

The College is concurrently piloting the use of e-portfolios and capstone assignments for general education assessment in seven courses. Moving forward, we continue to expand the assessment of general education, including how we will implement ongoing assessment practice based on lessons learned from piloted efforts.

GOAL AREA 3: CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

5 YEAR GOAL

Hostos will have in place ongoing assessment mechanisms that improve performance, impact, and results

Initiative 4

ASSIST BRONX COMMUNITY AND EDUCATIONAL INSTITUTIONS AS THEY DEVELOP A CULTURE OF IMPROVEMENT AND INNOVATION

The Hostos Center for the Arts and Culture (HCAC) has a long history of working with and supporting arts-based institutions in the Bronx. It has always played an active role in offering our facilities and promotional support to emerging arts organizations to present their works. In recent years, HCAC has played a more active convening role, partnering with institutions such as Bronx Heritage Music Center, Bronx Arts Museum, and the Bronx Arts Alliance to bring arts-based institutions together to explore common interests and possibilities for collaboration. It has also partnered with the NYC Department of Cultural Affairs to help arts-based groups learn more about how to access their funding programs. HCAC expects to partner more with the CBNP, providing service and technical assistance for emerging arts organizations, even potentially weaving HCAC into the nonprofit management certificate training curriculum.

This year, the CBNP rolled out its first program to assist Bronx community and educational institutions as they strengthen their cultures of improvement and innovation. In November 2013, OIRSA collaborated with the CBNP to deliver a series of three training workshops to nonprofit leaders in the Bronx, with the goal of helping the nonprofits strengthen their capacity for planning and assessment. The

training workshop series was comprised of three 2-hour long training workshops that focused on program review methodology for nonprofits; mission-driven data collection; and analysis and presentation of data. On average, approximately 20 people attended each 2-hour training workshop and 29 different community-based organizations that serve the Bronx community were represented at the training workshop series.

The results from feedback surveys that were administered at the end of each interactive training workshop indicate that participants were satisfied with the training workshops and had intentions of using the content in the work of their nonprofits. Across all three training workshops more than 94% of survey respondents reported being either satisfied or very satisfied with the training workshops and more than 85% of respondents reported being likely or extremely likely to utilize training workshop content in their nonprofits. Back by popular demand, the CBNP and OIRSA will offer another series of planning and assessment workshops in 2014-15. OIRSA will continue to work with the CBNP to conduct follow-up assessments of the nonprofits who attended the training workshop series to determine the impact on planning and assessment capacity building within the nonprofits.

Offering these workshops had an ancillary benefit. It helped the CBNP learn what other types of trainings Bronx nonprofit organizations find useful. Participants expressed a strong desire for Excel workshops, which the CBNP first offered in February 2014. This Excel workshop was sold out and now there is a waiting list for the next one. In the coming years, the CBNP will continue to expand these and other capacity building efforts.

“My organization has paid a lot of money to send me to other trainings around data, and I didn’t really understand much of what had been taught. But I am going to start using what I learned here at Hostos. It is so wonderful to have a resource like this available here in the Bronx.”

— A participant from a nonprofit in three-part planning and assessment workshop

GOAL AREA 4: WORKFORCE DEVELOPMENT FOR A 21ST CENTURY

5 YEAR GOAL

Hostos will invest in the development of relevant and responsive programs and services to meet workforce needs

Initiative 1

SYSTEMATIZE ENVIRONMENTAL SCANNING

Since our Plan was implemented, we have taken a number of important steps to institutionalize environmental scanning – essentially the analytical process to ensure that our credit and non-credit programs are current with educational practice and relevant to meet 21st century workforce needs. Our biggest change: now the templates faculty and staff use for APR and non-APR processes specify environmental scanning as a required component to complete those program reviews. And each year, the faculty participating in these processes now undergo training that explains all aspects of APR and non-APR, including the kind of data collection and analysis that is expected of their programs from an environmental scanning perspective.

These new environmental scanning mechanisms build on those already institutionalized on campus. For example, Hostos' Continuing Education program has long utilized environmental scanning-type data to determine future program additions and refinements. CEWD identifies certificate training programs, non-credit workforce courses, and areas of potential employer contractual need based on labor market information from CUNY's NYC Labor Market Information Service, which allows for customization of data and forecasts employment opportunities.

We expect added emphasis on environmental scanning will help lead to new courses and programs, as well as refinements that ensure our courses, programs, and operations are in alignment with state-of-the-art higher educational practice. We also expect environmental scanning, alongside additional efforts to create program advisory boards, will help us examine our programs using a labor market lens, so that we can ensure that students get the education they need to be successful in their careers of choice.

GOAL AREA 4: WORKFORCE DEVELOPMENT FOR A 21ST CENTURY

5 YEAR GOAL

Hostos will invest in the development of relevant and responsive programs and services to meet workforce needs

Initiative 2

ENSURE STATE-OF-THE-ART OFFERINGS

In addition to broad-scale systematization of environmental scanning within APR and non-APR processes, we have undertaken environmental scanning in targeted program areas.

In 2011-12, CEWD worked with a consultant to undertake a workforce development environmental scan, which informed thinking on CEWD programs and staffing. An Allied Health scan that year, for example, identified demand for occupational and physical therapy assistant training programs. This scan also led to a partnership with Montefiore Medical Center that established the Health, Education and Research Occupations (HERO) High School, an early college and career school that serves students in grades 9-14, to bring more students into nursing and community health educational programs. During 2011-12, we also hosted the Next Note Conference, which explored the state of jobs and what training is needed in the field of digital music.

In 2012-13, we conducted a Food Studies environmental scan. This scan came about for a couple of reasons: because faculty wanted to explore expanding our educational offerings to include wellness and nutrition-related education; in response to conversations with business community leaders about strengthening the College's connections with Hunts Point (a major food industry hub); and because of our desire to have a bigger role on wellness and nutrition in the food desert where our campus is located. The scan has led to a discussion on campus to consider a new associate degree in food systems/studies. This program will allow us to reframe the food sector and food studies landscape by educating individuals historically disenfranchised and negatively impacted by traditional food planning and policy, and positioning them for jobs that can influence future food policy and practice. It positions Hostos as a Bronx-based conduit for training that equips students for a range of food industry-related jobs, from those focused on nutrition and wellness to those within food policy advocacy, working on logistics and operations within the food industry, and entrepreneurial efforts to develop food-related business enterprises. Creating an associate degree program along these lines will represent a first in the United States.

In 2013-14, environmental scanning conversations with other CUNY colleges that included discussions of labor market demands led to two new dual degree programs: a new environmental engineering dual degree with City College; and a nursing dual degree with Lehman (currently going through governance). Conversations among faculty at Hostos are also leading to exploration of more specialized degrees, such as public health administration.

GOAL AREA 4: WORKFORCE DEVELOPMENT FOR A 21ST CENTURY

5 YEAR GOAL

Hostos will invest in the development of relevant and responsive programs and services to meet workforce needs

Initiative 3

TRANSITION STUDENTS TO EMPLOYMENT

With Perkins funding support, now more and more students have access to our experiential learning programs in career tracks of their choice. In 2012-13, 286 students across 10 degree programs participated in either cooperative education workplace internships (269 students) or piloted service learning courses (17 students). In the last two years, 553 students have been placed at 242 organizations, with more than 250 additional local employers agreeing to take on cooperative education interns during that time. Cooperative education internship opportunities have been offered at a range of organizations, from local businesses to nonprofits and educational institutions. The internship provides a hands-on work experience that increases a student's knowledge of a professional career field. More than a part-time job or volunteer experience, the internship includes learning objectives related to increasing student knowledge, training to develop additional skills, and quality supervision to guide and mentor the intern.

“Hostos’ Cooperative Education experience relays important information and helps prepare individuals for work.”

— Early Childhood Education student

Job placement and transfer rates have mainly held steady or increased among graduating students who participated in cooperative education programs. We attribute some of this success to a newly formed alliance among job developers working across employment-related programs on campus (described more in detail under the next initiative). New hires in Career Services have also helped expand employment opportunities and strengthened our capacity to follow-up with students. These factors have contributed to our 76% job placement/transfer rate in 2012-13 among graduating students who participated in cooperative education.

Structural changes have been made that strengthen our capacity to transition students to employment. To ensure even greater alignment of career/jobs and workforce goals, Career Services now reports to CEWD. New advisory boards for academic programs are also in development (e.g., such as in Business), as are expanded service-learning opportunities in several majors, such as Public Administration and Business.

GOAL AREA 4: WORKFORCE DEVELOPMENT FOR A 21ST CENTURY

5 YEAR GOAL

Hostos will invest in the development of relevant and responsive programs and services to meet workforce needs

Initiative 4

EXPAND WORKFORCE PARTNERSHIPS

Much work is underway at Hostos to expand our workforce development partnerships.

Major CEWD grant-funded workforce development partnership programs, such as Jobs-Plus, have been nationally recognized as innovative models and replicated throughout New York City. A place-based program now offered onsite or nearby 20-plus NYCHA facilities across all five boroughs, Hostos is one of eight Jobs-Plus services providers, operating its Jobs-Plus program onsite at Jefferson Houses in East Harlem. Based on the success of our multi-year pilot, which helped 770 individuals living in Jefferson Houses to secure employment in the last two years, our Jobs-Plus was recently awarded a three-year contract to expand our placement, financial counseling, education, and job retention supports. Also during the last two years, our HHS Health Profession Opportunity Grant (HPOG) Hostos Pipeline Program, which works closely with an advisory council of business leaders in allied health, has provided job training to 900 low-income individuals seeking careers in the allied health professions. This Business Advisory Council serves as a major pipeline for employment of continuing education students. It also informs, evaluates and makes adjustments to the curriculum of the Pipeline program to meet the needs of local businesses.

“Our members perform so many different kinds of jobs, and the skills they need are constantly changing. Some have to understand management practices. Others deal with building maintenance issues, others with security issues. Hostos is an important partner in providing the job training that keeps our members up to date.”

**— Linda Nelson, Director,
Thomas Shortman Training, Scholarship
and Training Fund (SEIU Local 32BJ)**

Hostos is increasingly sought out to participate in collaborative educational and workforce partnerships in the Bronx, such as several collective impact initiatives. One major emerging collective impact project is *South Bronx Rising Together* – a cradle-through-college-and-career pathway initiative that is coordinated through the Children’s Aid Society and Phipps Neighborhoods and funded by the JPMorgan Chase Foundation. Earlier this year, Bronx leaders from the education, civic and nonprofit sectors convened at Hostos to develop various components to this initiative. They are considering how to utilize data that identifies student and community needs and monitors student progress.

Many other partnerships have been secured to help more of our credit and non-credit students to secure employment upon completion of degrees, certificates, and other training programs we offer. New such partnerships include Acacia/Promesa (a new HHS HPOG grant hiring partner), and with the Small Business Services Department (a NYC agency) and FECS (to house the Bronx Workforce 1 Center in our CEWD Bronx Terminal Market facility). Internally, we have also developed an Employer Alliance which includes 12 directors and career counselors on campus who work closely with employers. This also allows for better understanding of employer needs, referrals, and resources so that we can customize our partnerships with employers.

In 2013-14, CEWD brought Evelyn Fernández-Ketcham on board to administer the workforce development and training aspects of CEWD’s operations. Ms. Fernández-Ketcham, who has more than 20 years in the workforce field, is now responsible for building CEWD’s overall workforce development capacity. In collaboration with Assistant Dean Peter Mertens, she is charged with creating new workforce development connections with employers and the community at large so that we are consistently recognized as the educational and career center in the Bronx that produces the talent to do the job.

GOAL AREA 5: INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

5 YEAR GOAL

Hostos will reflect state-of-the-art postsecondary institutional practice across all aspects of its work

Initiative 1

ESTABLISH HOSTOS AS A MODEL FOR USE OF TECHNOLOGY

We continue to advance and innovate with technology inside and outside the classroom, building on the solid foundation of efforts funded by CUNY, the Student Technology Fee, Title V, Perkins and other funders.

Technology has proliferated on campus as a teaching and learning modality and tool. As of 2012-13, 195 faculty are now using Blackboard, which provides faculty with tools for creating and organizing a virtual classroom space. Faculty use Blackboard in a variety of ways, ranging from simply uploading the course syllabus and materials for students, or to create more interactive interfaces with students so that they can participate in discussion boards, upload their assignments and comment on other students' assignments, monitor their grades and participate in real-time video conference-based learning with their professors. The number of courses using online resources (meaning at a minimum using Blackboard) jumped in 2012-13 to 43%, and in that same year 6% of our courses (119 in total) were offered in either a hybrid or asynchronous mode. And now faculty have more opportunities to teach in classrooms supported by state-of-the-art technology, with 20 smart classrooms on campus.

“Staff from Hostos, a CUNYfirst Wave Two institution, spent two hours helping City Tech staff have a better understanding of data source comparability from the legacy system to CUNYfirst, as well as of data quality control issues in the new system. Thank you!”

**— Tammie Cumming,
Director, Office of Assessment and
Institutional Research, City Tech**

CUNYfirst went live in 2012-13, and is being implemented in phases. Base processes for business, HR, academic structure, and financial aid have been created, and future modules such as accounts payable, payroll, and benefits will be implemented within the next two years. Our successful system implementation has led other CUNY schools to model our approach, particularly in the use of CUNYfirst to improve administrative systems like registration, as well as for overall data retrieval and analysis.

Increased collaboration in recent years between technology administrators and faculty and staff is leading to many innovations across campus. Efforts underway include implementation of an early warning and intervention system that helps us to identify and address student needs sooner; a new technology orientation for all incoming freshmen; expansion of a one card ID system that streamlines access to spaces as well as security on campus; and implementation of a modernized Hostos online space management system.

In the coming years, we will roll out a number of technological innovations. We will expand efforts to model good technological practice in higher education by integrating even more technology into teaching and learning practice, such as by building technology-driven supplemental instruction platforms and offering e-learning options that strengthen student reading, writing, and math skills. We will explore new ways to incorporate technology into operational processes, such as through the implementation of a campus-wide collaboration portal, electronic forms to replace paper processes, and business intelligence tools that will allow for data analytics-driven decision making. We will explore e-advising platforms that facilitate student academic planning and complement our current advising efforts.

Hostos will soon release its 2014-2017 Technology Strategic Plan, which reflects many of the initiatives above. This Plan reflects a collaborative environment that embraces technology in an integrative, secure, and innovative manner. It focuses on student success, enhanced teaching and learning, improved access to services and streamlined operational processes.

GOAL AREA 5: INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

5 YEAR GOAL

Hostos will reflect state-of-the-art postsecondary institutional practice across all aspects of its work

Initiative 2

OPTIMIZE PHYSICAL INFRASTRUCTURE TO MEET STUDENT NEEDS

Enhancing the learning experience for students and faculty also means providing the best physical, technology, and professional tools and spaces.

Among our most important accomplishments is the \$9 million renovation of the 500 Grand Concourse Building's 5th floor, unveiled in March 2012. This renovation allows for access to all of the main buildings on campus without having to cross the Grand Concourse. The floor now features a 72-seat lecture hall and seven new state-of-the-art classrooms. Among them is the first Smart bilingual classroom specifically designed for English as a Second Language classes, which demand smaller groups and a highly interactive environment.

A new \$4.7 million building for CUNY in the Heights officially opened in September 2012. The 15,000-square-foot facility enables classes in continuing education and workforce development to be held year-round. The new space, shared with the Borough of Manhattan Community College and the SUNY ATTAIN Lab, features classrooms equipped with wireless connections and SMART Boards, computer labs, conference rooms and allows for the operation of programs year-round. More than 40 job skills certificate-based courses will be offered.

With support from community leaders, the Bronx Borough President, City Council Members and CUNY, Hostos opened its new Center for Workforce Development and Continuing Education in the former Bronx Terminal Market in October 2012. A \$1.4 million investment, the new building accommodates ongoing growth and provides a state-of-the-art environment for staff and students. The facility enables the division to expand popular programs – HSE test preparation, English for speakers of other languages, and College for Kids – and develop new programs such as the Center for Bronx Non-Profits, CUNY CareerPATH, and the Young Men's Initiative/IMPACT Peer Mentoring program. Expansion of the facility has allowed for additional enrollment. In 2012-13, CEWD enrollment approached 12,000, a 23% increase from 2010-11.

With an academic enrollment that has doubled in ten years, Hostos is raising funds to create an Allied Health and Natural Science Complex, a new 170,000 s.f. space with state-of-the-art classrooms and science labs, as well as in-house dental and wellness clinics to serve the community. The College has raised \$9 million to fund the design phase of this Complex, the construction of which we expect to generate 1,700 jobs. This Complex will house Hostos' existing nursing, radiologic technology and dental hygiene programs as well as be one of the cornerstones of our STEM strategy. This includes offering more high-demand allied health programs to train specialists, such as physical and occupational therapists, and launching STEM programs in the natural and environmental sciences. The goal is to prepare students for a range of 21st century jobs being created by the ecosystem of labs, medical centers and business incubators in our region.

The 4th floor of the B Building will also undergo extensive renovations to improve office space for OAA, the Information Technology and the Mathematics Department, by making the space more efficient and providing more workstations for new faculty and staff hires.

GOAL AREA 5: INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

5 YEAR GOAL

Hostos will reflect state-of-the-art postsecondary institutional practice across all aspects of its work

Initiative 3

DIVERSIFY THE COLLEGE'S SOURCES OF REVENUE

Hostos' fundraising efforts hit new heights at more than \$8.5 million for the 2012-13 academic year. In our 45th Anniversary year, more than \$1.2 million came in from private foundations, corporate funders, and individuals. This included a Ford Foundation grant to create a comprehensive fundraising campaign that better supports our programs and facilities. Many contributions were raised as part of events, such as the Annual Gala and Concert, and Annual Golf Outing. About \$7.3 million was raised via contracts and grants, including more funding for pre-college programs, allied health training, and individual faculty research.

A major fundraising focus for Institutional Advancement (IA) has been to strengthen contributions from individual donors. And IA's efforts are paying off. In 2012-13, we increased individual donor contributions by 33% from 2011-12, which represents a 108% increase since 2010-11 (\$100,351 to \$208,631). A number of strategies contributed to the rise in individual giving, including introducing the Text to Pledge for the 2012-13 Gala, which helped raise \$26,930. The 2012-2013 Gala raised \$533,000, more than any previous year, and the Fall 2013 annual Golf Outing and 2013 end-of-year electronic annual appeal also exceeded prior years by raising \$92,000 and over \$9,000, respectively.

“Hostos was built by heroes in the community who gave so much of themselves to ensure people had access to quality higher education. By donating to the college, I can continue that legacy. You can be a hero, too.”

**— Bill Aguado,
(former Vice Chair,
Executive Board,
Hostos Foundation)**

Another major focus has been to increase scholarship funding for students. In 2012-13, we raised \$315,000 in scholarships for 576 students, the largest amount and number of students receiving scholarships to date. In 2013-14, we launched an online management scholarship system, which centralized all Hostos scholarship opportunities online in one place. This helps students better access available scholarships, and helps donors have access to data on scholarship dollars given, as well as the number of students who are applying for these opportunities. Creating this centralized scholarship system has led to efforts to work with donors to clarify the criteria across scholarship programs on campus.

In recent years, we have broadened our base of foundation support to include grantmakers like JPMorgan Chase, New York Community Trust, the Carroll and Milton Petrie Foundation, Citibank, and the Ford Foundation. Their grants have supported a range of our needs, from scholarships, to financial literacy, the CBNP, and internal capacity building across divisions.

In the coming years, we will seek more individual donor contributions by creating new structures, such as giving circles, through which alumni and others can give. We have brought Virginia Almendarez on board as development director to manage the rollout of a \$7 million, five-year comprehensive fundraising campaign that will cultivate much-needed partnerships and generate ongoing support from individuals, corporations, foundations and government entities. The Campaign is essential for the College's next phase of growth, and critically supports our students' academic and professional competitiveness in pursuit of their goals.

GOAL AREA 5: INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

5 YEAR GOAL

Hostos will reflect state-of-the-art postsecondary institutional practice across all aspects of its work

Initiative 4

ALIGN AND EXPAND THE COLLEGE'S MARKETING AND BRANDING EFFORTS

From Hostos' own Rees Shad being named "2012 NY State Professor of the Year," to the August 2013 *New York Times* article about our students participating in the prestigious Edinburgh Festival Fringe, and NY1's coverage of our nationally-ranked basketball team, Hostos' accomplishments are getting more and more public attention in New York City and beyond.

We extended our reach in a number of ways. We sent out more and more press releases. We used technology and social media more, consistently achieving more than 1.6 million unique website page views, and doubling our Twitter following and almost doubling our LinkedIn members. And we launched a number of communications campaigns. Our largest was "I AM HOSTOS", which was advertised in a variety of outlets, from magazines to newspapers and via brochures to an estimated 700,000 viewers. Additional campaigns included a first ever President's Report 2009-11, a CEWD's Skills To Do the Job campaign (sent to over 250,000 households), and our award-winning 45th Profile booklet in honor of our 45th anniversary.

Our President contributed to spreading the word about Hostos by writing op-ed articles that appeared in *El Diario/La Prensa*, *Crains*, and the *Huffington Post*. These articles gave visibility to the College as well as to the issues community colleges face in general. A good example of the latter is the Huffington Post article entitled \$46,432 vs. \$372 – Community Colleges and Philanthropic Support, which highlighted the difference in giving to private colleges versus community colleges in the U.S. We estimate that each op-ed reached at least 10,000 readers.

During these last two years we also focused on internal communications. In 2012-13, we created *Hostos at a Glance*, a campus e-newsletter, which now provides ongoing, timely distribution of press coverage to ensure better flow of information about key activities on campus. Distribution of this e-newsletter has already hit 12,000. We also created internal news releases to keep faculty, staff, students, alumni, and donors informed about what we are doing.

As this report goes to press, Institutional Advancement (IA), in collaboration with IT, is rolling out a new and improved website which is more user-friendly, comprehensive, and helps systematize our marketing and branding efforts. IA is also developing a communications plan that helps us fine-tune Hostos' look, feel, and message.

“Rooted in our Mission, Our Compass to the Future”

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Office of the President
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