

Hostos Operational Plan 2013-14

Executive Summary

October 2013



Hostos Community
College

GETTING INTO THE GROOVE

In 2012-13, Hostos produced its first college-wide operational plan, which laid out an outcome-oriented action agenda to implement key aspects of our 2011-16 Strategic Plan. We aspired for results that could bring about positive change to improve student success and institutional effectiveness. Then we tracked our progress, reflecting both at the year's mid-point and end on what was working and where we needed to change course. The good news is while we know we still have much to do, we made progress in a number of important areas, 10 of which are “noted” on the following pages. Additional details on our successes and challenges will be provided in our first public report on our strategic plan, to be released in Spring 2014.

This 2013-14 Operational Plan builds on the work we undertook last year. It shows how we're getting into the groove of moving together toward outcomes that collectively benefit students and strengthen our operational policies and practice. We note 10 to “watch for” on the following pages. These and other efforts outlined in the Plan generally fall into one or more of the following categories:

- **Modeling:** We're continuing to try new approaches that address big challenges to student success, including remedial and developmental education, first year success, and transfer – building on tested models and developing new ones that evidence shows can contribute to transformative change.
- **Continuous Improvement:** We're spending more time planning, implementing work based on plans, using data to assess the impact of what we implement, and then making adjustments based on what we find as part of the next planning cycle.
- **Systematization:** We're putting in place sustainable processes and structures so that our work becomes better aligned – across units, divisions, and with CUNY.

The challenges higher education institutions face are complex, especially for open admissions community colleges like Hostos, which serve students with diverse educational needs and economic means. That means we – our faculty, staff, and administrators, working alongside our community partners – must be even more strategic in how we seek to improve the learning and lives of our students. That is what we continue to aspire for, and what we believe can be accomplished with the actions on the following pages.

READING THE HOSTOS OPERATIONAL PLAN – HOW IT’S ORGANIZED

Seven College-wide Priorities: This section describes coordinated efforts across divisions to make progress on the seven strategic plan initiatives prioritized for college-wide action this year (the asterisked initiatives reappear from last year):

1. Focus on First Year Student Success and Transfer*
2. Rethink Remedial and Developmental Education*
3. Build Faculty and Staff Management Skill Sets and Leadership*
4. Align Planning and Assessment Systems*
5. Transition Students to Employment
6. Establish Hostos as a Model for Use of Technology
7. Align and Expand the College’s Marketing and Branding Efforts

Efforts Related to Other Strategic Initiatives: Our work at Hostos is not limited to the seven college-wide priorities. This section describes efforts by divisions to make progress on other strategic plan initiatives, such as assessing student learning outcomes, advancing cultural competency programming, developing next generation student leadership, optimizing the College’s physical infrastructure, and diversifying revenue streams.

CUNY-Hostos Strategic Alignment: Following this executive summary, we’ve included a chart and narrative that details how our Strategic Plan Goals and Initiatives align with CUNY’s 2013-14 CUNY Performance Management Process Indicators.

Some 2012-13 Results

Our hard work is paying off:

- **First-time, full-time retention reached 67.5%**, up 3 percentage points from the previous year and up 10 percentage points over the last four years. Less than nine percentage points to go toward our goal of 75% by 2016.
- **Six-year graduation rate increased by 2.6 percentage points last year to 28.9%**, bringing us closer to our five-year goal of 30% by 2016.
- **Transfer rate for AA/AS students has reached 52.6%**, almost achieving our five-year goal of 55% by 2016.
- **Transfer rate for AAS has surpassed Hostos’ five-year goal of 33%, with a 33.2% in 2012-13.**

More 2012-13 achievements are shared on the following pages. Our first plan report (to be released spring 2014) will provide a more thorough analysis of successes and challenges.

Note: results here are preliminary.

10 NOTABLE ACHIEVEMENTS IN 2012-13

1.

All first-year entering freshmen (about 900 students) were assigned Success Coaches who stay with them through graduation.

Hostos launched its Success Coaches Initiative in 2012-13 with first-year entering freshmen. Coaches help students connect with academic advisement to better understand the academic requirements of their degrees of choice. They help students navigate supports, such as tutoring, financial aid, and counseling. Preliminary data shows the program is having an impact on retention. We expect this impact to increase over time, as the coaches coordinate even more with faculty and department chairs to meet individual student needs, and influence administration processes, from registration, to the design of an early warning system and the fine tuning of student support services.

2.

Targeted offerings for students with different remedial/developmental needs showing positive results.

Hostos now offers a variety of options to remedial and developmental students, based on their reading, writing, and mathematics needs. These include new accelerated courses such as English 094 for students who passed reading and have a high fail on the writing skills test, and Math 015 for students who have a high fail on pre-algebra and algebra. Students participating in innovations introduced in Mathematics in the last few years — including MathXL, an interactive learning software, and peer-led supplemental instruction — are showing better course performance and retention.

3.

More non-credit to credit routes forged.

Students interested in community health and digital design can now 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. In Fall 2013 we enrolled as an undergraduate our first student who completed the Community Health Worker certificate. More roadmaps are under development for 2013-14.

4.

Assessment infrastructure now in place.

The Office of Institutional Research and Student Assessment (OIRSA) has two new analysts and a permanent dean on board. And over 80 faculty and staff (vice presidents, directors, chairs and coordinators) participated in trainings, which strengthened their understanding of planning and assessment.

5.

Allied Health and Natural Science Complex in development.

With an enrollment that has doubled in ten years, Hostos is raising funds to create this 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. We have already raised \$9 million to fund the design phase of this Complex, the construction of which we expect to generate 1,700 jobs.

6. College fundraising hit new heights at more than \$8.5 million.

In our 45th Anniversary year, more than \$1.2 million came in from private foundations, corporate funders, and individuals, including a Ford Foundation grant to build Hostos' fundraising infrastructure. Many of these 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.

7. Hostos news coverage has dramatically expanded, recognizing successes.

From our own Rees Shad being named "NY State Professor of the Year," to the August 2013 *New York Times* article about our students participating in the highly prestigious Edinburgh Festival Fringe, our accomplishments are getting more and more public attention. In 2012-13, we also created *Hostos at a Glance*, a campus e-newsletter, and now provide ongoing, timely distribution of press coverage to ensure better flow of information about key activities on campus.

8. CUNYfirst implementation a model to other CUNY colleges.

The CUNYfirst system was ultimately created to help students better access the information and college support services they need, like tuition and financial aid assistance. Our successful system implementation has led other CUNY schools to look to us for advice, particularly in the use of CUNYfirst to improve administrative systems like registration, as well as for overall data retrieval and analysis.

9. Stronger connections between our academic programs and workforce needs.

Increased attention to the labor market and outreach to regional employers has led Hostos to develop new academic programs, such as the proposed dual-degree in Nursing with Lehman College. A partnership with the Department of Education has resulted in the creation of an early college high school focused on Health Education and Research Occupations (HERO HS) that opened this fall. Our commitment to supporting growth in the Bronx inspired the creation of the Center for Bronx Nonprofits at Hostos, which just hired its first executive director and has already engaged more than 200 Bronx nonprofit leaders through its certificate programs, fellowship, and public interest discussion forums.

10. 80 courses have been CUNY Pathways approved.

That means students can expect a more seamless transfer of these courses for credit at any other college within CUNY. Pathways courses include student learning outcomes that are aligned with national standards of general education adopted by CUNY faculty.



Professor Rees Shad selected as the New York Professor of the Year by CASE and Carnegie Foundation.

10 THINGS TO WATCH FOR IN 2013-14

1. Expanding the Success Coaches Initiative to more students.

All Fall 2013 first-year freshmen 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. And by 2014-15, we expect nearly all of our students to have Coaches who will stay with them through graduation.

2. Offering more pre-college experiences and early college supports, including Summer Bridge and pilot college seminar.

Our participation in the national Foundations of Excellence program has led to the creation of a number of new pre-college and first-year supports, including a Summer Bridge program, which will be offered to 200 students, and a pilot full credit-bearing College Seminar for entering freshmen.

3. Scaling up free, accelerated, pre-college remedial/developmental offerings.

Recent research shows that accelerated progress in developmental course work is strongly correlated with retention and academic progress in completing college credits toward a degree. Hostos will offer a free summer basic skills immersion program for 375 entering freshmen designed to strengthen reading, writing, and math skills before their fall entry. Students will be placed in immersion sequences designed to meet their needs based on placement test data.

4. Strengthening professional development for faculty and staff.

In addition to providing more trainings that equip management-level faculty and staff across the college to undertake strategic plan-related activities, each division has identified trainings targeted to the interests and needs of its professionals. For example, the Center for Teaching and Learning in OAA will roll 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 will undertake a needs assessment to build a holistic approach to staff and faculty development in the division. SDEM will identify Higher Education Officer (HEO) leadership competencies and strategies to reinforce them. Administration and Finance will offer professional development designed to improve customer service across all its units. And all divisions have identified trainings designed to build job-specific expertise of their professionals.

5. Building capacity to transition students to employment.

Hostos has brought on board an expert to administer the workforce development and training aspects of CEWD's operations. This person is responsible for building our overall workforce development capacity, as well as workforce development connections with academic programs. Career Services will now report to CEWD, to ensure even greater alignment of career/jobs and workforce goals. New advisory boards for academic programs are also in development (such as in the Business Department, for example), as are expanded service-learning opportunities in several majors, such as Public Administration and Business.

6.**Developing technology that is more responsive to faculty, staff, and student needs.**

Increased collaboration between technology administrators and faculty and staff is leading to a number of innovations. Efforts this year include re-engineering Hostos' website to improve navigability and user friendliness, as well as linkages to social media; implementation of an early warning 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 modernization of our online space management system.

7.**Improving student transfer options via CUNY Pathways.**

All Fall 2013 entering freshmen have been enrolled in Pathways degrees. A Pathways webpage (www.hostos.cuny.edu/pathways) is now available on our website, which details key aspects of the program, including Pathways requirements, how Pathways courses and credits transfer, and our list of revised degree programs. We expect an additional 15-20 Pathways courses to be approved this academic year.

8.**Institutionalizing assessment at all levels, including General Education.**

Hostos is rolling 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 so that we can better strengthen student learning outcomes and institutional effectiveness. The IAP also details General Education assessment methods, including the pilot use of e-portfolio and capstone-embedded assignments, to assess student performance on general education competencies.

9.**Expanding our branding and messaging.**

This year we will develop a communications plan that will help us fine-tune our look, feel, and message. This plan will also lay out the steps to undertake several comprehensive communications campaigns that expand our visibility and reach in New York City and beyond.

10.**Improving alignment between CUNY and Hostos 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. This year, Hostos will strengthen alignment between CUNY's Performance Management Process (PMP) and our Strategic Plan activities and outcomes.

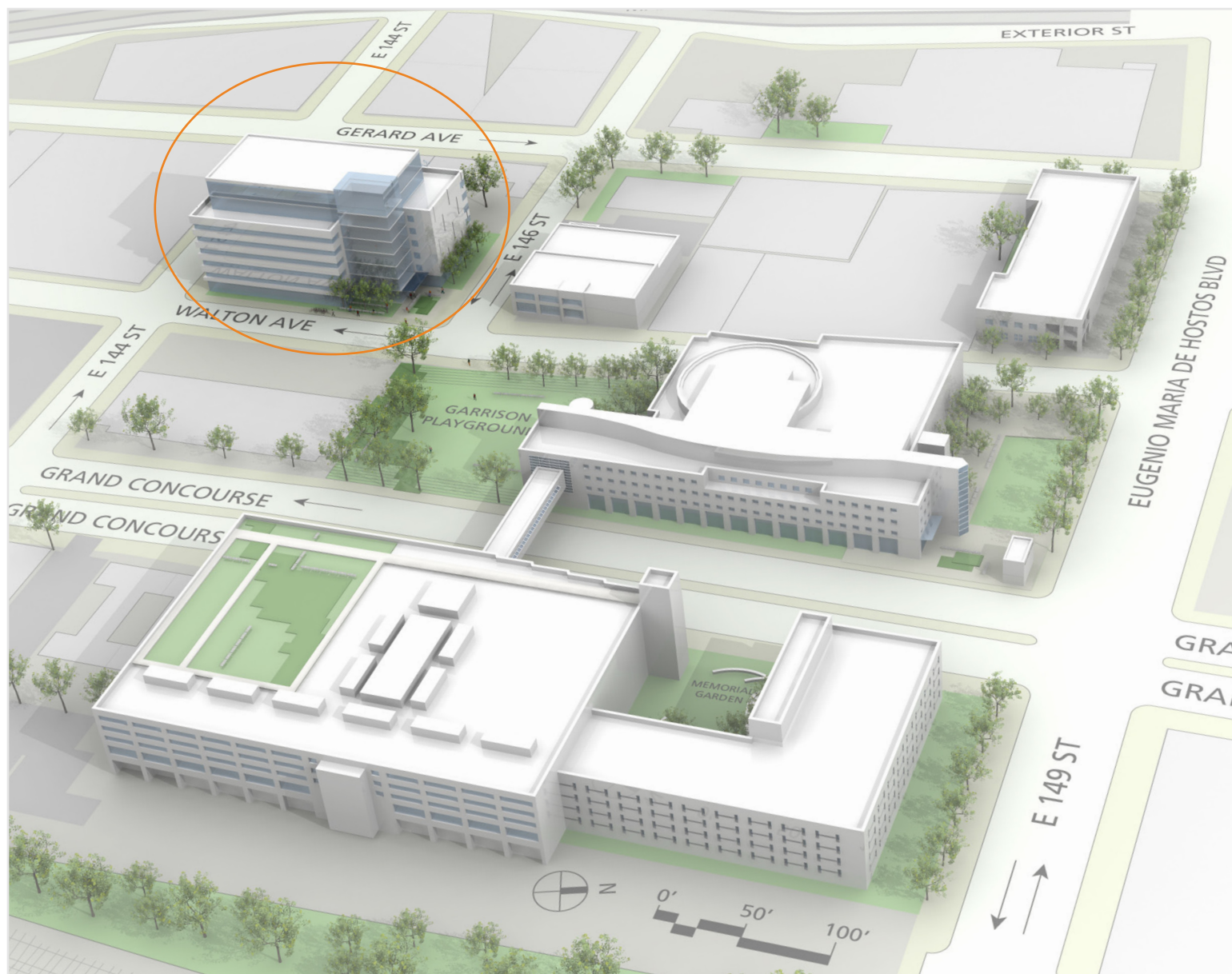
I AM HOSTOS



Hostos Repertory Theater rehearsing for the Edinburgh Festival Fringe in Scotland.

THE FUTURE IS NOW

- New Allied Health & Natural Science Complex with State-of-the-Art Teaching Labs
- College and Community Health and Wellness Center
- 170,000 SQ. FT. 9 Story Building Located on Walton Avenue between E. 144th and E. 146th Streets



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