

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
1.1	1	All divisions, departments, and units within the college should conduct more regular review of the extent to which their activities reflect the six major mission themes. The findings from this ongoing analysis should be consolidated and disseminated periodically to the college community. For example, as the new strategic plan is implemented, divisions should contribute to a campus-wide annual report on progress toward achieving outcomes and performance indicators laid out in the plan. See Working Group #7 for more recommendations on how to strengthen the culture of assessment on campus.	ALL		VPs	√	√			
1.2	1	As outlined in the new five-year strategic plan, the college should engage in more activities to encourage intercultural dialogue and multicultural learning – an aspect of the mission that deserves even greater attention. For example: • Hostos should engage other historically Hispanic and African American-serving colleges in dialogue that would help to address and contextualize the challenges the college faces. • Deepen outcomes assessment of Hostos' current bilingual, developmental, and ESL offerings	President's Office and OAA	Affirmative Action and OIR	Directors	√ √				
1.3	1	The college should continue to draw on the strength of its multiple constituencies in order to translate strategic goals into programs, courses, and initiatives.	Cabinet		VPs		√	√	√	√
1.4	1	Expand opportunities for international exchange and deepen foreign language learning aspects of programs.	OAA		Ass't Dean	√				

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
2.1	2	Make the CUNY and Hostos budgeting processes more transparent to the Hostos community and more publicly communicate the different ways in which the college is financially resourced. For example, Hostos could should publish budget information on its website and host some open forums where the budgeting process is explained.	Admin. & Finance	Budget	Director	√	√	√	√	√
2.2	2	Strengthen discretionary revenue fundraising. This is a crosscutting recommendation, also referenced by Working Group #1, to decrease dependency on CUNY's formula-driven budget process.	Institutional Advancement		Director	√	√	√	√	√
2.3	2	Analyze best use of college's financial resources, using new strategic plan as a frame, to support the goals and strategies outlined for 2011 – 2016. Indicate distinction between tax levy funded and non-tax levy funded resources.	Cabinet	Finance	SVP	√	√	√	√	√
2.4	2	Strengthen planning at Hostos by setting guidelines related to engagement, assessment, and reporting, and creating aligned planning systems. For example: - Revisit all major existing plans (e.g., enrollment management plan, facilities master plan) in light of the new strategic plan to ensure goals alignment. - Establish clear guidelines for the creation of new plans, including annual operating plans across divisions. The processes, the formation of timelines, and the expectations for engagement, assessment, and sharing of updates should be clearly laid out. - Ensure that all new plans are developed via inclusive processes and communicated to the larger Hostos community to ensure increased engagement across the ranks of faculty, staff, and students. - Formalize plans by balancing its ideal state and day-to-day realities. Consider current state and desired future state in development of annual operating plans—follow pragmatic steps to achieve alignment outcomes. - Identify planning and resource allocation best practices at similar institutions and explore how these insights might influence the implementation and alignment of Hostos' systems moving forward.	Cabinet & OAA	OIR	VPs	√	√	√	√	√
						√	√	√	√	√
						√	√	√	√	√
						√	√	√	√	√
						√	√	√	√	√
						√	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
3.1	2	Establish guidelines for how and when Hostos vice presidents should engage chairs and coordinators of departments and units across division in the budgeting process, as well as how chairs and coordinators should seek input from their departments and units on budget-related issues. This will further ensure that Hostos' budget process responds to faculty and administrative needs.	Admin. & Finance	Budget	Director		√			
3.2	2	Formalize mechanisms for assessment of resource allocation – to strengthen the review of effectiveness of resources expenditures. For example, institute regular assessment of technologies and technology applications that have potential to increase productivity of staff, reduce expenses, and provide students with the latest technology tools.	Cabinet		VPs		√			
3.3	2	Ensure that all teaching faculty will continue to monitor and develop all curricular issues related to technology.	OAA and Admin. & Finance	Ed. Tech. & OIT	Directors	√	√	√	√	√
3.4	2	Better connect academic program and scholarship needs assessment to fundraising strategy development. For example: Review annual divisional operational plans and reports to set future college-wide fundraising targets for academic support, discussed and agreed upon by the cabinet and president.	OAA, SDEM & Institutional Advancement		VPs	√	√	√	√	√
3.5	2	Formalize when facilities analysis takes place in the creation of new academic, student support, and continuing education & workforce development (CEWD) programs and initiatives.	OAA, Admin. & Finance and CEWD	Campus Facilities	Deans	√				
3.6	2	Review operational plans produced, to ensure facility needs can be met before new programs, courses, services, and initiatives are created.	Admin. & Finance	Campus Facilities	Dean		√	√	√	√
3.7	2	Review the current room usage throughout the campus to improve utilization of instructional and non-instructional spaces.	Admin. & Finance	Campus Facilities	Dean & Director	√	√	√	√	√
3.8	2	Seek other funding sources for capital dollars (e.g., through Bronx Borough President and City Council discretionary funds, targeted grant requests, and fundraising from alumni and other individuals).	President's Office & Institutional Advancement		VP	√	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
4.1	3	Explore the possibility for creating a Faculty Council that would deal with faculty issues, especially curricular items.	College Senate		College Senate			√		
4.2	3	Adopt the revised Hostos Charter of Governance.	College Senate		College Senate	√				
4.3	3	Promote more effective functioning of the Senate. For example: • Provide annual orientation to new Senate members. • More strongly enforce existing rules surrounding attendance and remove members who consistently do not attend meetings. • Strongly consider having alternate faculty, student and staff members to ensure quorum. • Implement the new Senate voting technology as soon as possible. • Enforce procedural rules of the Senate that gets business done in a more timely manner (e.g., Robert's Rules)	College Senate		College Senate	√	√			
4.4	3	Identify new ways to address the community service aspect of our mission in Hostos' various governance bodies. For example, ways for students, faculty, and staff to strengthen their service to the community.	Cabinet		VPs		√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
5.1	3	Identify specific indicators that consistently and continuously assess the effectiveness of administrative structures – particularly those that support teaching and learning – within each division. Track progress according to these indicators as part of annual divisional operational planning.	Cabinet		VPs & OIR Director		√	√	√	√
5.2	3	Systematize how administrative units communicate to inform decision-making so that feedback loops exist to strengthen programs and services.	Cabinet		VPs	√	√	√	√	√
5.3	3	All procedures, timelines, and leadership structures should be well defined and well documented. Details, such as committee members and chairpersons, should be available.	Cabinet		VPs		√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
6.1	1	Offices and departments around the college should focus more regularly on initiating activities that will enhance knowledge of and spur discussion about current ethics policies and procedures (including recent updates), making them part of the campus ethos. For example, efforts could be undertaken to strengthen professional development for faculty and staff on ethics policies.	Cabinet		VPs	√	√	√	√	√
6.2	1	The college, in conjunction with university-wide initiatives, should periodically assess compliance with principles of academic freedom.	OAA & College Senate		OAA	Fall √	√	√	√	√
6.3	1	Hostos should more regularly re-examine equitability of treatment as demand for services changes over time. For example, if number of students seeking evening/weekend classes increases, and more adjuncts are brought on board to accommodate students' needs, what adjustments, if any, need to be made?	OAA and Admin. & Finance		Deans	Fall √	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
7.1	7	Increase the development of assessment activities, particularly in the non-academic divisions, to ensure that assessment is properly and consistently implemented.	ALL	OIR	Director	√	√	√	√	√
7.2	7	Expand resources for institutional assessment to further demonstrate the importance and centrality of assessment to the entire college community.	Cabinet		VPs & OIR Director		√			
7.3	7	Ensure that Goal 3 (Culture of Continuous Improvement and Innovation) of Hostos' new strategic plan is infused across divisional operational plans.	Cabinet		VPs & OIR Director	√	√	√	√	√
7.4	7	Regularly survey graduates to determine their activities and status since graduating.	Institutional Advancement & OAA	OIR & Alumni	Directors		√		√	
7.5	7	Use findings more clearly and systematically from course and program assessment in resource allocation and institutional planning decision-making processes, particularly at the departmental level.	Cabinet		VPs	√	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
8.1	4	Develop a strategic plan of communication with its current students through e-mail. The success of the Hobson's Client Relationship Management (CRM) vehicle should be used as a guide for further communication.	SDEM		Deans	√	√	√	√	√
8.2	4	Acquire and implement the second phase of the CRM vehicle called Retain. This program allows the college to communicate with all current students, in all aspects of campus life, including academic progress, early warning systems, and referrals to academic services, among other things. Implementation of this program will strengthen the current initiatives already in place.	SDEM & OAA		Deans		√	√	√	√
8.3	4	Periodically review of admissions catalogs, view books, websites, recruiting and other relevant materials for accuracy and effectiveness.	SDEM	Admissions	Director		√		√	
8.4	4	Encourage collective participation in order to stress that recruitment is not the sole responsibility of Admissions. Further delineate the roles to be played in this process by deans, department chairs, and faculty, and encourage collective engagement in this process.	SDEM & OAA	Admissions	OAA Deans & Director of Admissions	√	√	√	√	√
8.5	4	Automate the OFA Counter Services Survey to get more data on the students' preferred vehicle of communication.	SDEM	Financial Aid	Director		√			
8.6	4	Automate data collection regarding tuition assistance programs to include number of users and awards given.	SDEM	Financial Aid	Director		√			
8.7	4	Increase the level of student participation in pre-college activities such as the Admissions Seminars, Early Advisement, Immersion Workshops, and New Student Orientation.	SDEM, OAA & CEWD		Deans	√	√	√	√	√
8.8	4	Structure first-semester learning experiences that strengthen developmental skills.	OAA		Deans	√	√	√	√	√
8.9	4	Link pre-college efforts with structured first-semester learning experiences.	SDEM, OAA & CEWD		Deans	√	√	√	√	√

Action Plan for Self-Study Recommendations

			Responsibility			Years Addressed				
Standard	Working Group	Recommendation	Division	Unit	Assigned to	12	13	14	15	16
8.10	4	Engage in campus dialogue to identify ways to help students better understand their educational options and choices as they relate to their academic progress.	SDEM & OAA	Academic Advisement & Academic Achievement	Directors	√	√	√	√	√
8.11	4	Adapt the current first-year student orientation course to be more responsive to different student needs (e.g., triple remedial, developmental, non-developmental).	SDEM & OAA		Deans	√	√	√	√	√
8.12	4	Need better use of available data regarding student performance and progress in order to develop systems and procedures for addressing student attrition/retention.	OAA & SDEM	OIR	OIR Director	√	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
9.1	4	More uniform and comprehensive assessment of student support services is needed, especially on the assessment of student advisement.	SDEM & OAA	OIR	OIR Director & EM Dean	√	√	√	√	√
9.2	4	Explore the creation of systems and structures to make Hostos' multiple academic and non-academic supports more holistic and accessible to students and responsive to Departmental content needs.	SDEM & OAA		VPs & Deans		√			
9.3	4	Institute early warning system – Hostos has lots of helpful student supports, but needs a system to coordinate across supports so that it can keep abreast of the whole needs of each student, as well as the aggregate needs of its student body.	SDEM & OAA		Deans		√	√	√	√
9.4	4	Develop more measures to capture data regarding students' personal and social development to provide better support services and extracurricular activities.	SDEM & OAA	OIR	OIR Director		√	√	√	√
9.5	4	Increase student awareness of advisement services.	SDEM & OAA	Academic Advisement & Academic Achievement	Directors	√	√	√	√	√
9.6	4	Provide ongoing training to faculty advisors to keep up to date on requirements relevant to advisement.	SDEM & OAA	Academic Advisement & Academic Achievement	Directors	√	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
10.1	5	Pursue additional funding to improve faculty teaching practices and curriculum development centered on improving student learning outcomes.	OAA, Admin. & Finance and Institutional Advancement		VPs		√	√	√	√
10.2	5	Expand course assessment and associated faculty development efforts so that it becomes part of Hostos' ongoing culture of student learning outcomes assessment.	OAA	OIR	Dean and OIR Director	√	√	√	√	√
10.3	5	Track the effectiveness of the faculty PDIs and other faculty development supports.	OAA	OIR and CTL	Dean and OIR/CTL Directors		√	√	√	√
10.4	5	Include a category within the department template of the OAA end-of-year report to include service to the college and department. An overall picture of faculty service would help OAA determine which faculty members, tenured or untenured, may be over or under-serving. The end-of-year report for the 2009-2010 academic year included a list of OAA committees and members.	OAA		Dean and Chairs		√	√	√	√
10.5	5	Establish an annual service award based on evidence provided in the OAA end-of-year report on service. Present this data in tandem with the teacher-of-the-year award and faculty publication/presentation booklet.	OAA	CTL	Dean and Chairs		√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
10.6	5	Track periodically service equity to determine if the group (i.e., untenured faculty) is under or overrepresented.	OAA		Provost and Chairs		√	√	√	√
10.7	5	Post online all forms and sample documents, as well as an appendix to the guidelines for faculty evaluations, required or optional, that are use in the reappointment, promotion, and tenure processes. In the Guidelines for Faculty Evaluations, include descriptions and forms for all mechanisms and tools used to review faculty (i.e., the Faculty Activity Report, classroom observation forms, student evaluation questionnaire, and annual evaluation forms.)	OAA		Dean and P&B	√	√	√	√	√
10.8	5	Create and publish online <i>Adjunct Policies and Procedures Handbook</i> to thoroughly describe policies and procedures, including relevant advisories, contact information, forms and documents.	OAA	CTL and Ed Tech and OIT	Dean and Directors	√	√			
10.9	5	Conduct a series of interviews and questionnaires with Chairs and Coordinators to understand and standardize how Hostos supports and mentors its adjunct faculty.	OAA	OIR and CTL	Dean and Directors		√			√
10.10	5	Survey adjuncts periodically to identify issues and concerns.	OAA	OIR and CTL	Dean and Directors		√		√	

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
11.1	6	Establish a process that is clear and transparent for setting pre- and co-requisites for courses, and also the impact on students of such requisites.	OAA	Dean/ CWCC		√	√			
11.2	6	Review existing course pre- and co-requisites in light of new requirements for possible review and augmentation, assess their impact on students, and in particular, ESL and developmental students.	OAA	Dean/ CWCC			√	√		
11.3	6	Provide faculty development opportunities that assist faculty, especially new faculty, to develop strategies for better addressing student needs.	SDEM and OAA	CTL	Deans	√	√	√	√	√
11.4	6	Review processes for curriculum development to make them more consistent, informed, and transparent.	OAA		Dean (CWCC)		√			

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
11.5	6	Communicate to all constituencies the rationale for new programs.	Cabinet		VPs	√	√	√	√	√
11.6	6	Continue to ensure that syllabi contain the standardized course description and class requirements.	OAA		Dean and CWCC	√	√	√	√	√
11.7	6	Develop and Implement a college-wide Hostos syllabi database that is easily accessible through the college's website. (This database should have provisions for opting out and/or redirection to alternate web locations such as Blackboard.)	OAA and Admin. & Finance	Ed Tech and IT	Dean and Directors		√			
11.8	6	Continue developing, expanding, and requiring course assignments that ask students to access, analyze, and apply information literacy.	OAA	Library	Dean and Chief Librarian		√	√	√	√
11.9	6	Determine ways to link with other postsecondary institutions to drive promising practices in info literacy.	OAA		Dean and Chief Librarian		√			

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
12.1	6	Provide support to encourage faculty to understand, utilize, and incorporate the Gen Ed rubrics, syllabi models, e-portfolios, the templates and the Mapping Tool.	OAA	CTL	Dean and Gen Ed Committee	√	√	√	√	√
12.2	6	Provide support to help students understand the importance of obtaining General Education competencies.	OAA	CTL	Dean and Gen Ed Committee	√	√	√	√	√
12.3	6	Obtain feedback from graduates in order to develop curricular innovations and enhance our commitment to General Education.	OAA	CTL	Dean		√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
13.1	6	Review academic remediation areas and student support strategies to effectively integrate basic skills across content areas and enhance student academic success.	OAA and SDEM	Academic Advisement & Academic Achievement	Deans	√	√	√	√	√
13.2	6	Develop an effective and integrated persistence and retention program for students in developmental levels.	OAA and SDEM	Academic Advisement & Academic Achievement	Deans	√	√	√	√	√
13.3	6	Establish early intervention systems such as summer skills immersion programs, improved referral processes, and inter-divisional efforts in identifying, tracking and servicing at risk students.	OAA and SDEM	Academic Advisement & Academic Achievement	Deans	√	√	√	√	√
13.4	6	Establish and implement rigorous assessment processes and procedures for all continuing education offerings.	CEWD		Dean	√	√	√	√	√
13.5	6	Make assessment results available to potential continuing education consumers and organizational partners, including contractors.	CEWD		Dean	√	√	√	√	√

Action Plan for Self-Study Recommendations

Standard	Working Group	Recommendation	Responsibility			Years Addressed				
			Division	Unit	Assigned to	12	13	14	15	16
14.1	7	Continue to expand and systematize the use of student learning outcomes assessment.	OAA and SDEM	OIR	Director	√	√	√	√	√
14.2	7	Increase and expand faculty training on the use of outcomes assessment to further improve teaching and learning.	OAA	CTL and OIR	Directors	√	√	√	√	√
14.3	7	Incorporate data from SLOs and other sources into curriculum development and classroom practice to better ensure successful student performance.	OAA	OIR	Director and Dept. Chairs	√	√	√	√	√
14.4	7	Encourage faculty to incorporate Gen Ed competencies into courses and outcomes assessment methods to improve teaching and learning, particularly in multi-section courses.	OAA	CTL	Dean and Director		√	√	√	√
14.5	7	Periodically review the alignment of assessment procedures and processes with the college mission.	Cabinet and OIR	OIR	VPs and OIR Director			√		√
14.6	7	Develop and implement a comprehensive assessment of the impact of technology on student learning, including clear indications as to how the results will be used.	Admin. & Finance and Ed Tech	IT	AVP and Directors		√	√	√	√
14.7	7	Develop benchmarks against which student performance can be better assessed, especially for ESL and remedial/developmental students.	OAA	OIR	OIR Director and Dept. Chairs		√	√	√	√