



## 2016-2017 Operational Plan Executive Summary – March 2017

### Closing the Loop: Continuous Improvement

As we approach our 50<sup>th</sup> anniversary, we remain committed to our founding principles: accessible, high-quality education for all, coupled with social and economic mobility for our students and their families.

From humble beginnings, the college has flourished – our 2016 graduating class was the largest in Hostos' history. We ascribe this to our 2011-16 Strategic Plan: Rooted in our Mission, Our Compass to the Future. We continue to make progress toward our goal: increasing the number of students who graduate on-time, prepared to transfer to other institutions of higher learning, or to enter their chosen professions.

At the end of 2016, Hostos extended its Strategic Plan for another year. Feedback from the Aspen Institute and our own internal data indicated that we needed to focus our energies upon fewer and more inclusive objectives. We carefully examined what we were doing and how we were doing it – an ongoing procedure that is part of our dedication to continuous improvement. Our Strategic Plan has provided us with the opportunity to look back at where we were and to plan effectively for the future.

For more information,  
please visit  
[www.hostos.cuny.edu/  
strategicplan](http://www.hostos.cuny.edu/strategicplan)

We are acutely aware that every bit of data we collect and examine represents a human being who dreams of a better life. The decisions we make stem from this awareness. We observe, we adjust, we change; this is how we close the loop between our objectives and the ways in which we achieve them. Our vision remains constant.

The same three cross-divisional priorities were chosen for the 2016-17 Operational Plan during the Strategic Plan extension. Each of them contributes to our overarching completion agenda, which plays a crucial role in all of our decision-making processes.

### Three Cross-Divisional Priorities Continued

**Priority 1. Streamline advisement so that it is academically sound, administratively efficient, and seamlessly responsive to student needs (Strategic Plan Goal 1, Initiative 1 – First Year Student Success and Transfer).**

Activities:

- Aligned organizational structures for advisement
- Developed common assessment processes and tools so that students experience advisement seamlessly
- Developed and coordinated communications materials that help students navigate advisement supports

**Priority 2. Fine tune and scale up pre-enrollment and developmental math options as a first step in defining a comprehensive completion agenda on campus (Strategic Plan Goal 1, Initiative 2 – Developmental Education).**

Activities:

- Scaled up Quantway, Statway, and Supplemental Instruction (SI)
- Scaled up pre-enrollment options—CUNYStart, Summer Start, Freshmen Summer Immersion, Enrollment Seminars, and High School Equivalency (HSE) prep—that build math competencies prior to enrollment
- Scaled up small group interventions—Math 22, Math Lab, and Math Workshops—for students needing alternative paths to success
- Developed and coordinated communications materials that help students navigate developmental math supports

Results have been striking:

- Pass rates for Math workshop M10 showed a 9.8% increase (from 51.8% in January 2015 to 61.6% in January 2016.)
- Math Workshop M20 showed a 12.5% increase (from 36.5% to 49% in the same period). 67% (3,400) students were enrolled in a non-traditional math class last year
- 75% of M10 and 20 sections offered Supplemental Instruction

Additionally, 655 students were enrolled in Accelerated Study in Associate Programs (ASAP). Cohort 7 had a 55.9% three-year graduation rate, and Cohort 8 had a 46.3% two-year graduation rate. Three-year graduations have risen dramatically: from 12.6% for Academic Year 2013-14 to 20.6% for Academic Year 2014-15. This increase is pleasing, but our sights are set on a much larger number: a three-year graduation rate of 50% by 2022. This is an ambitious goal, but it is neither impossible nor beyond our present capabilities to achieve. Projections indicate that the three-year graduation rate for the next cohort will be 20.22%. Over all, Hostos has seen a 35% increase in total degrees earned from 2010 to 2015.

**Priority 3. Construct a prototype, scaffolded pathway that provides students interested in a construction career with aligned non-credit to associate degree to bachelor's degree options (Strategic Plan Goal 1, Initiative 4 – Build Articulated Pathways).**

Activities:

- Created two new non-credit-to-credit programs
  - ✓ The first is in Construction Management and Technology. We identified construction-related courses on the non-credit side; matched the non-credit curriculum with degree curriculum offerings; consulted with faculty to determine what can be articulated with associate degree options, including how credit could be offered to students taking the construction-related non-credit courses; collaborated with the New York City College of Technology to determine what can be articulated with its construction-related bachelor's degree offering.
  - ✓ The second is part of our Health Sciences offerings. The Division of Continuing Education and Workforce Development (CEWD) and the Office of Academic Affairs finalized a credit articulation agreement from CEWD's Health Information Technology (HIT) and Medical Billing and Coding Certificate Programs into the Office Technology's AAS Degree in Medical Office Assistant (MOA).

CEWD students will receive six credits upon completion of the HIT Certificate Program and nine credits upon completing the Medical Billing and Coding Certificate towards their MOA Degree. Recruitment of eligible CEWD students for the MOA Degree Program began in spring 2017.

We intend to create more non-credit-credit programs as resources allow.

## Cornerstones of our 2016-2017 Operational Plan: Continuous Improvement

First-year student success and transfer, remodeled developmental education, and articulated pathways between credit and non-credit programs – are the cornerstones of our 2016-2017 Operational Plan. We continue to test and re-design as necessary our Advisement system and our developmental education offerings. Significant steps have been taken to implement our construction program, which will serve as a model for further credit / non-credit courses. Further goals include the enhanced use of technology and the improvement of transfer outcomes. Transfers from Hostos to baccalaureate programs have increased from 66.7% in 2009 to 73% in 2013-14. Enrollment remains at near-record levels (7,285 students in fall 2016) – the College has experienced a 13.2% increase in enrollment from 2010 to 2015.

Hostos continues to excel. As reported in January 17, 2017 edition of *The New York Times*, a study by the Equality of Opportunity Project indicated that Hostos boasts the highest “intergenerational social mobility rate” among two-year CUNY institutions. The study was based on information collected from 30 million college students and demonstrates how a college education can help students move up the socio-economic ladder. “This data proves the value of a community college education,” Hostos President David Gómez said in response to the *Times* article. “There are higher education opportunities for all students, regardless of their class, location, or ethnicity. Hostos is proud to serve a diverse population and offer each student the tools to improve their lives and the lives of their families.”

Department and divisional leaders, in collaboration with the President, are charged with moving our 2016-17 Operational Plan forward, but everyone has a role to play in ensuring student completion. We contribute our individual strengths toward a shared goal. Things are going well at Hostos. We are determined to make them even better.

*Quality, affordability, diversity, and empowerment:* these are our guiding principles. Firmly rooted in the South Bronx, we take great pride in playing a role in the intellectual, social, economic, and cultural development of the diverse communities that constitute the borough we call home.

## We Continue to Collaborate, Commemorate and Celebrate!

We continue to be motivated as we approach our 50<sup>th</sup> Anniversary with our 50% Completion Agenda. As we move forward with our 2016-17 operational plan, we all play a role in facilitating student completion. Thank you for doing your part.

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I AM HOSTOS



## 2016-2017 College-Wide Operational Plan

Initiative	Unit Responsible	Description	KeyPartners	Questions	DataSources	Activities
(G1, I1) Focus on First Year Student Success and Transfer	Provost, Academic Affairs	Student retention will increase by 2%	VP, Student Affairs - Enroll Mgmt    Continuing Education	How can we tie these activities to changes in retention?	OIRSA, CUNY PMP	Advisement processes will be standardized cross-divisionally    A common advisement web page will be created with a link on the Hostos home page    A "What's Your Graduation Plan?" campaign will be initiated with posters around campus, sliders on the Hostos web page and all advisement materials revised to prompt students to indicate their anticipated graduation date.
(G1, I1) Focus on First Year Student Success and Transfer	VP, Student Affairs - Enroll Mgmt	Streamline the Advisement Experience	Provost, Academic Affairs    CEWD Executive	How do we measure the effectiveness of the trainings?    How do we determine the effectiveness of the common resources?    How will we assess buy-in of the campus community?	Pre & Post Assessment tools	Roll out the "Train the Trainer" module    Under the Cross-Divisional Advisement Committee, 3 Sub-committees will develop common resources for advisors; Vocabulary of Terms, Advisement Syllabus, Curriculum Worksheets, and a Calendar of Advisement Conversations.    Institutionalize a Semi-Annual Advisement Summit    Prepare a Calendar of Training for Advisors and Student Service areas.    Develop a communication/marketing campaign to enhance awareness on campus.
(G1, I1) Focus on First Year Student Success and Transfer	Workforce Development	Pilot an intake process for CEWD's High School Equivalency (HSE) students that prepares them to seamlessly transition to CEWD Certificate Programs and/or enroll in HCC Degree Programs upon receiving their HSE		What tools exist that staff can use to guide students, so they can identify the right academic and career pathways? How do these tools help us identify and address students remedial needs?    How do we effectively match students to career and academic pathways utilizing the tools we already have (e.g. Career Coach)?	ALC intake forms, Eleven-page individual assessment plan, and Career Coach	Review all the intake processes used by the Adult Learning Center (ALC)    Customize the comprehensive eleven-page individual assessment plan, which contains industry focused questions, developed by CEWD to meet the needs of ALC programs    Ensure intake is aligned with the advisement process developed by the Cross Divisional Advisement Committee (CDAC)

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(G1, I1) Focus on First Year Student Success and Transfer	Development	Produce a general case statement highlighting students' needs which will be used for fundraising purposes	Communications    VP, Student Affairs - Enroll Mgmt    Alumni Relations    Institutional Research	Are we working with the areas most knowledgeable about students' needs?    Are we framing students' needs in a manner that will be compelling to funders?    Which metrics should we highlighted in the case statement?	OIRSA	Identify team members and processes to conduct outreach to specific constituents    Obtain information from key partners    Write case statement
(G1, I1) Focus on First Year Student Success and Transfer	Information Technology	Complete a data gap analysis for at least 4 units	Institutional Research    VP, Student Affairs - Enroll Mgmt    Provost, Academic Affairs	Can we standardize a campus business practice for data collection and presentation?	CUNYfirst    Starfish    Titanium    Single Stop    Excel    interview questions	Conduct interviews with respective key partners' staff members    Document currently available data elements from CUNYfirst and other application sources    Identify missing data elements based on key partner requirements
(G1, I1) Focus on First Year Student Success and Transfer	Information Technology	3 units given access to utilize myHostos push notifications	VP, Student Affairs - Enroll Mgmt    Bursar's Office    Business Office	Is the use of this platform improving student responsiveness?    What is the actual successful reach of the push notifications?	Unit heads    myHostos reports	Develop internal web interface using myHostos API    Train end user units
(G1, I2) Rethink Remedial and Developmental Education	Provost, Academic Affairs	The percentage of students who exit developmental education in their first year will increase by 2%	VP, Student Affairs - Enroll Mgmt	question placeholder	data source placeholder	OAA and SDEM will facilitate a cross-divisional Advisement Summit for all advisors to highlight the need for students to immediately address developmental needs and to review the impact of recent changes in developmental education at CUNY.    Advisement materials will be revised to reflect the importance of action and persistence with developmental education.    Develop a method to identify students with developmental needs to improve tracking and advisement.

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(G1, I2) Rethink Remedial and Developmental Education	Pre-College	Expand Summer Start pilot to a year-round Math Start program that will run in the summer, late Fall and late Spring		How will the profile of Math Start students change from semester to semester? What changes will we have to implement to address the needs of the student body?    How can Math Start identify and help serve Hostos students that stop out?    What additional departments should we collaborate with to help Math Start graduates enroll in Hostos upon completing the program?	CUNYFirst, Math Start Database, Testing, SDEM, and IT Department	Pilot an evening section of Math Start to broaden program accessibility and bolster HSE matriculation at Hostos    Create a seamless pathway for Math Start graduates to Student Success Coaching Unit (SSCU), ASAP and College Discovery    Revise and update Math Start section of Hostos website to bolster online marketing, program reach, and student engagement
(G1, I2) Rethink Remedial and Developmental Education	Alumni Relations	5 in-classroom presentations by Alumni Speaker Bureau members to developmental/remedial students	Provost, Academic Affairs	What's the impact of the ASB presentations?    What is the feedback from faculty who participate?	Attendance Records	Connect with faculty members interested in scheduling presentations    Schedule ASB members for presentations

## 2016-2017 College-Wide Operational Plan

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(G1, I4) Build Articulated Pathways for Learning Between Degree Programs and Continuing Education Offerings	Continuing Education	Align workforce certificates in construction, Youth Studies, and Credentialed Alcohol Substance Abuse Counselor (CASAC) to degree programs	Provost, Academic Affairs	How do we ensure that credit-bearing certificate programs result in employment for our students?    How do we ensure the credit-bearing certificate programs are connected with Associate Degree Programs that articulate to a Bachelor's Degree?    What's the best strategy for tracking students who enroll in college upon completing the credit-bearing certificate programs?    How do we develop a seamless process for awarding credit via the Registrar's Office once a student enrolls in Hostos after completing the credit-bearing certificate?	OAA/CEWD Credit Articulation MOU template, Registrar's Office, OAA, and Labor Market Information from Industry Experts	Meet 1-2 times a month with the newly created OAA/CEWD Pathways to Credit Committee    Meet with Education Department Chair to implement Youth Studies Credit-bearing Certificate    Meet with Behavioral and Social Science Department to identify potential avenues for credit to be awarded to the CASAC Certificate Program    Work with OAA to determine the number of credits to award to the Basic Construction Management Certificate Program

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(G1, I4) Build Articulated Pathways for Learning Between Degree Programs and Continuing Education Offerings	Workforce Development	Implement the noncredit to credit pathway from CEWD's Health Information Technology (HIT) and Medical Billing and Coding Certificates into the Office Technology Degree's Medical Office Assistant (MOA) Option	Provost, Academic Affairs	What is the best recruitment strategy to get CEWD students to enroll in the college's Office Technology MOA option?    How will we engage the Registrar's Office to ensure credit is assigned in CUNYFirst?    At what point do we begin to engage degree students in CEWD's credit-bearing certificate program?	Credit Articulation MOU; and Work with OIRSA to track and analyze noncredit to credit students in CUNYFirst	Office Technology Department Chair will meet with HPOG staff to explain the information seminar she will provide to students that are interested in enrolling in the program    Office Technology Department Chair will recruit students from CEWD's HIT and Medical Billing and Coding Certificate Programs    Assign credit to students who register at HCC for Office Technology's MOA option    Identify a mechanism to award credit in CUNY First for CEWD's HIT and Medical Billing and Coding Graduates