



# **HOSTOS ACADEMIC MASTER PLAN 2024-2029**

## **Academic Implementation Plan**

January – December 2024

Year 1

### **Division of Academic Affairs**

Shiang-Kwei Wang, Ph.D.

Vice President for Academic Affairs and Provost

Eugenio Maria de Hostos Community College



OFFICE OF  
**ACADEMIC AFFAIRS**

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## MESSAGE FROM THE PRESIDENT



“Let the beauty we love be what we do”, Rumi

It is a pleasure to welcome the OAA Five-Year Implementation Plan (AIP), a brief summation of what we all hope will be a significant labor of dedication and coming together as an engaged academic community at Hostos.

Many voices have come together to articulate actual applications of the goals for justice by means of higher education gathered in our Hostos: Elevating Justice, Strategic Plan 2023-2028.

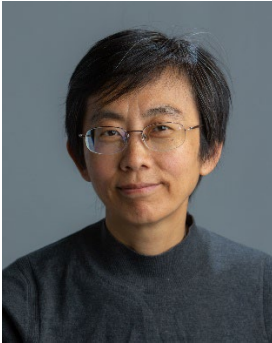
I look forward to seeing the outcomes of the strategies gathered by Provost Wang, the OAA leadership and OAA Faculty and Staff team in a plan that will benefit us all.

Mil gracias y mucho éxito,

Daisy Cocco De Filippis, Ph.D.

President

## ACKNOWLEDGEMENT FROM THE PROVOST



Dear Hostos Family,

I am excited to share our Five-Year Academic Implementation Plan (AIP) with you all. This plan is a significant step for Academic Affairs, and it's something we've been working on together. The AIP is developed based on Hostos' Five-Year Strategic Plan, focusing on academic priorities and serving as guidance for making academic decisions. We assembled some great teams to focus on three areas: Teaching Excellence and Research, Curriculum Innovation, and Student Support. These teams, composed of our own faculty, staff, and administrators, have worked diligently to determine how we can enhance our college.

This plan is all about ensuring our courses are excellent, helping students understand what they're learning and their future options, and providing our faculty with the support they need. It's about ensuring everyone at Hostos can succeed in a rapidly changing world.

I want to extend a heartfelt thank you to all the AIP working group members who contributed to this plan. Your hard work and innovative ideas have been incredible. This is our roadmap for the next five years, and it will enable us to accomplish great things for our students. I also want to express my appreciation to all the Department Chairs for their ongoing input and support.

Let's prepare for an exciting journey ahead, full of new challenges and opportunities to make a difference. Thank you for being part of this important step in our college's story.

With gratitude,

Shiang-Kwei Wang, Ph.D.

Vice President for Academic Affairs and Provost  
Hostos Community College

## AIP WORKING GROUPS

### Teaching Excellence and Research

**Andrea Fabrizio**

Teaching Excellence and Research Working Group Chair  
Associate Dean, Academic Affairs

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Associate Professor, English

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**Amanda Howard**

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**Anna Manukyan**

Associate Professor, Natural Sciences/Physical Science

**Natasha Yannacañedo**

Associate Professor, Humanities/Visual and Performing Arts

### Curriculum Innovation

**Babette Audant**

Curriculum Innovation Working Group Chair  
Dean, Academic Affairs

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Director Career Services

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## Student Support

**AJ Stachelek**  
Student Support Working Group Chair  
Director, OIERA and Associate Professor, Mathematics

**Ruth Lewis**  
Student Support Working Group Co-Chair  
Lecture, Business Department

**William Casari**  
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**Karla Contreras**  
Coordinator Dual Degree Advising

**Ashant'e Diggs**  
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Professor, English

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**Silvia Reyes**  
Director Student Engagement and Special Programs

**Carlos Rivera**  
Director Admissions

**Lisnette Rosario**  
Director Career Services

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Assistant to Vice President for Academic Affairs and Provost

**Elizabeth Quinones**  
Hostos Alumna, Digital Design and Animation

**Richard Beard**  
Hostos Student, Game Design Major

**Chyna Bryant**  
Hostos Student, Accounting Major

## ABOUT THE ACADEMIC IMPLEMENTATION PLAN (2024-2029)

The Office of Academic Affairs embraces the College's mission and its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds. To further that mission, the Office of Academic Affairs will provide the leadership and support necessary to ensure the integrity and excellence of the academic programs, support the faculty's teaching and scholarship, and advocate for faculty and the academic programs within the College, University, community and external regulatory agencies, as required.

### AIP Guiding Framework

AIP will align CUNY Lifting New York (2023-2030 Strategic Roadmap), Hostos 2023-2028 Strategic Plan, AcMO 2.0 plan, Middle States' Self-Study recommendations, and the Hostos Environmental Scan.

This AIP is developed to support the College's Strategic Plan, guides us for the next five years in teaching excellence, curriculum innovation, and student support. The AIP is a living document, designed to evolve, reflecting our collective vision and hard work. It will be revised each fall by the three working groups, based on implementation results and institutional priorities. This iterative process ensures that our plan remains responsive to our changing environment and the needs of our community.

### AIP Timeline

Spring 2023

- AIP Working Groups were convened, comprised of academic leaders, faculty, and administrators
- Provost presented updates to the Academic Council and Faculty Senate
- AIP Working Groups began collecting data and identifying Year 1 activities and the end of Year 5 outcomes using the Hostos strategic plan's strategic progress indicators (SPIs)

Fall 2023

- AIP team identified activities to target for each year's implementation.
- Provost Wang will present the AIP update at the Cabinet, Academic Council, and Faculty Senate in December 2023.

Spring 2024

- Launch of the AIP Year 1 Activities

Fall 2024 to Spring 2029

- AIP Working Groups will continue to review the implementation of each activity, adjust the targets as necessary, and develop activities for Years 2 to 5.

## Abbreviation Glossary

**A-PART**/Annual Planning and Assessment Reporting Template

**ASAP**/Accelerated Studies in Associate Program

**BSS**/Behavioral and Social Sciences Department

**BUS**/Business Department

**CDAC**/Cross Divisional Advisement Committee

**Chairs**/Academic Department Chairpersons

**CJ**/Criminal Justice

**CLIP**/CUNY Language Immersion Program

**CN**/College Now

**CPL**/Credit for Prior Learning

**CS**/Computer Sciences

**CSTEP**/Collegiate Science Technology Entry Program

**CTEP**/Career and Technical Education

**CTL**/Center for Teaching and Learning

**CWCC**/College-Wide Curriculum Committee

**DP**/Degree Program

**DPAC**/Degree Program Assessment Committee

**DEI**/Diversity Equity Inclusion

**Ed Tech**/Office of Educational Technology

**EDU**/Education Department

**ENG**/English Department

**ELO**/Experiential Learning Outcomes

**ESL**/English as a Second Language

**FRNYC**/Future Ready New York City

**FYE**/First Year Experience

**FYS**/First Year Seminar

**Gen Ed**/General Education

**GEPAC**/General Education Program Assessment Committee

**Grants**/Office of Research Administration and Grants

**HALC**/Hostos Academic Learning Center

**HUM**/Humanities Department

**JDEI**/Justice Diversity Equity Inclusion

**LA**/Liberal Arts

**L&C**/Language and Cognition Department

**MTH**/Math Department

**OAA**/Office of Academic Affairs

**OIERA**/Office of Institutional Effectiveness, Research, and Assessment

**OSCP**/Office of School College Partnerships

**PLO**/Program Learning Outcomes

**SI**/Supplemental Instruction

**Title V**/Title V grant

**WAC**/Writing Across the Curriculum

**WC**/Writing Center

**WI**/Writing Intensive

## TEACHING EXCELLENCE AND RESEARCH

This group embodies the principles of Justice, Diversity, Equity, and Inclusion (JDEI), crucial in reflecting the unique cultures and experiences that our community represents. Recognizing the evolving nature of knowledge and technology, we are dedicated to developing teaching methods and research initiatives that not only adapt to these changes but also resonate with and empower our diverse student body. Our focus on teaching excellence is not just about academic rigor; it's about creating inclusive and equitable learning environments that celebrate the diverse voices and experiences of our students. In our research efforts, we aim to address issues that are relevant and impactful to our community, fostering a deeper understanding of social justice and equity issues that directly affect the South Bronx and similar urban environments. By integrating these values into our teaching and research, we not only enhance the educational experience but also reinforce our commitment to nurturing a learning environment where every member feels valued, supported, and inspired to achieve academic excellence.

### Ties to Strategic Plan

- 2.1. Increase JDEI-related education opportunities for faculty and staff
- 2.2. Institutionalize JDEI-related policies, processes, and structures
- 2.3 Encourage faculty to establish a more culturally diverse, inclusive pedagogy, and curriculum as a requirement for all programs while respecting academic freedom
- 2.4. Institute JDEI-related climate assessment practices
- 2.5. Strengthen inclusion, belonging, and equity of experiences for student constituencies experiencing inequitable outcomes
- 3.1. Facilitate successful student navigation through Gateway courses
- 3.2. Build student desire to pursue further learning in English and Math
- 4.1. Ensuring progression of intellectual growth in Gen Ed coursework.
- 4.5. Develop the institutional infrastructure to deliver quality online academic programs.
- Faculty research support and grants development support

### Year 1 Activities

#### Goal 2

- Implement Title V-sponsored Justice, Diversity, Equity and Inclusion (JDEI) professional development (*CTL, Title V*)
- Work with Academic Council to identify faculty who are already doing JDEI work to share best practices in specific disciplines (*CTL, Title V, Academic Council*)
- Conduct DEI survey (*CTL, Academic Council*)
- Train First Year Experience (FYE) mentors and expanded FYE to bolster connection between student events to classroom practices, including for ESL students (*OIERA, FYE*)

#### Goal 3

- Create and examine communications designed for students to be used in Navigate student campaigns (*Navigate Committee, HALC, FYS, Title V*)
- Communicate with students who failed or withdrew and welcome them back (*HALC, FYS, Title V*)
- Develop a student survey that measures students' college readiness (*HALC, FYS, Title V*)

- Examine the success rate data for first year students who take 5 courses/15 credits in their first semester (*HALC, FYS, Title V*)
- Identify faculty with strong records of retention to offer professional development and share best practices (*HALC, FYS, Title V*)
- Advocate for additional advisors to communicate with students, especially for students enrolled in co-requisite courses (*HALC, FYS, Title V, CDAC*)  
Encourage students to pursue further learning in English by selecting English Options in the LAS-AA degree (*ENG*)
- Explore the development of themed Gateway courses (*MTH, ENG, CSTEP, Title V*)
- Develop a structure for faculty mentorship for our Liberal Arts students (*OAA*)

#### **Goal 4**

- Use Navigate surveys (*Academic Council, OIERA*)
- Continue to provide faculty professional development such as ACUE certification (*CTL, Ed Tech, Title V*)
- Establish online teaching certification protocol (*CTL, Ed Tech, Title V*)
- Identify courses needed for semesters 1 and 2 of existing online programs and certify and offer as asynchronous (*CTL, Ed Tech, OAA*)
- Support Learning Management System (LMS) transition to Brightspace (*CTL, Ed Tech, OAA*)

#### **Related Research Goals**

- Establish and implement a mentoring program (*Grants, Senate Grants Committee*)
- Generate a repository of funded proposals by agency (*Grants, Senate Grants Committee*)
- Create boilerplate language for budget justifications/institutional context (*Grants, Senate Grants Committee*)
- Hold workshops and resources for creating bio-sketches (*Grants, Senate Grants Committee*)
- Provide office hours for faculty to visit the Grants Office (*Grants, Senate Grants Committee*)
- Offer in-person PSC-CUNY grant workshops (*Grants, Senate Grants Committee*)
- Reimagine Hostos Grants Office to account for the limitations that result from its small size (*Grants, Senate Grants Committee*)
- Transparency regarding internal applications (*Grants, Senate Grants Committee*)
- Personal acknowledgment of faculty achievements, including documents/letters that can be included in portfolios (*Grants, Senate Grants Committee*)
- Events celebrating faculty research (*Grants, Senate Grants Committee*)

## CURRICULUM INNOVATION

The "Curriculum Innovation" working group plays a critical role in ensuring our academic programs remain relevant and forward-thinking. As the job market and societal needs change, it's vital that our curriculum evolves to prepare students for the realities of the professional world. This group is tasked with regularly reviewing and updating our courses and programs, integrating interdisciplinary approaches, and embedding skills that are crucial in the 21st century, such as critical thinking, digital literacy, and cross-cultural competencies. By innovating our curriculum, we not only maintain academic rigor but also enhance the employability of our graduates, ensuring they leave Hostos with the knowledge and skills necessary to succeed in a diverse and dynamic world.

### Ties to Strategic Plan

- 1.3. Effectively communicate student support resources to all students
- 2.3. Encourage faculty to establish a more culturally diverse, inclusive pedagogy, and curriculum as a requirement for all programs while respecting academic freedom
- 3.1. Facilitate successful student navigation through (ENG and MAT) Gateway courses
- 3.2. Build student desire to pursue further learning in English and Math
- 4.1. Ensuring progression of intellectual growth in Gen Ed coursework.
- 4.2. Strengthen infrastructure of Liberal Arts degrees and options to make Liberal Arts a degree of choice.
- 4.3. Strengthen experiential learning and career preparation across majors.
- 4.4 Measure and develop foreign language and tech competencies across majors.
- 4.5. Develop the institutional infrastructure to deliver quality online academic programs.
- 5.2. Strengthen transfer to BA's and beyond.
- 6.3. Strengthen K-12 partnerships to support career and admission pathways into Hostos.

### Year 1 Activities

#### Goal 1

- Finalize program pathway maps for 50% of degrees including early childhood education, cybersecurity, office technology/medical office manager, paralegal/pre-law, community health, computer science, liberal arts/social work option (*Career Services, Perkins, Alternative Pathways, Faculty*)
- Align Gen Ed requirements and flexible core learning outcomes with career competencies (*Career Services, Perkins, Alternative Pathways, Faculty*)
- Align Program Learning Outcomes (PLOs) for two "areas of study" with American Association of Colleges and Universities learning outcomes and career competencies (work towards more consistent language to help communicate PLOs to students, advisors, employers, faculty) (*Career Services, Perkins, Alternative Pathways, Faculty*)
- Pilot Brightspace degree-specific community sites (*Career Services, Perkins, Alternative Pathways, Faculty*)
- Help students find one another; faculty share degree-wide information/announcements (*Career Services, Perkins, Alternative Pathways, Faculty*)
- Create flyers for credit for prior learning (CPL) opportunities and career and technical education (CTE) pathways at Hostos (*Career Services, Perkins, Alternative Pathways, Faculty*)

## Goal 2

- Create and implement student communications using Navigate (*WC, Navigate Committee*)
- Work with faculty in 25% of degrees to review program learning outcomes and align (if/when appropriate) with AACU Justice Diversity Equity and Inclusion (JDEI) related learning outcomes (*OIERA, A-PART, Faculty*)
- Work with faculty in 25% of degrees to review existing PLOs and course descriptions, syllabi, website communication to identify (if/when appropriate) language that emphasizes JDEI learning opportunities (*OIERA, A-PART, Faculty*)
- Highlight strategies in weekly bulletin, operational planning reports, et. al. to communicate JDEI principles used by individual faculty (i.e. examples used in STEM class represents females, who are underrepresented; choice of authors/researchers presented as experts) (*OIERA, A-PART, Faculty*)

## Goal 3

- Assess reading comprehension competencies for pre-clinical nursing students (PREN) (*CLIP, OIERA, L&C, ENG*)
- Review pre- and co-requisites in relation to writing/reading expectations (building on ENG skills) in Gen Ed/Pathway courses (*OIERA, GEPAC, Faculty*)
- Review degree alignment and math requirements/recommendations (*OIERA/Transfer Services, MTH, Career Services*)
- Anticipate transfer/career goals (*OIERA/Transfer Services, MAT, Career Services*)
- Develop a policy for maintaining/sustaining alignment of math co- and pre-requisites across degree maps, CUNYfirst, communication to students (*Curriculum Office, MTH, OIERA, GEPAC*)
- Explore College Now “math ramp” efforts (i.e. year-long MAT120, MAT150, CSTEP/STEP support) (*MTH, OSCP/CN*)
- Demonstrate English and math learning outcomes with alignment to academic/career pathways in program maps (See 1.3) (*Career Services, OIERA, A-PART, Faculty*)
- Develop script for advisors about math and English courses and academic/career pathways, including transfer (*Faculty, Career Services*)
- Revising/re-emphasizing Writing Across the Curriculum (WAC) syllabi including reading across the curriculum strategies to include predicting, summarizing, synthesizing information (*WAC*)
- Use models included in Writing Intensive (WI) courses (i.e. lab reports) across all course sections and adapt modeling and revision steps without meeting all WI requirements (*ENG, WC, WAC, Writing Fellows*)
- Set goals for Writing Fellows to target high impact courses (*ENG, WC, WAC, Writing Fellows*)

## Goal 4

- Analyze distribution of Gen Ed across degrees and students' access to choices within Pathways competency areas (*OIERA, GEPAC, Academic Council*)
- Review Capstone guidelines in light of program learning outcomes and institutional learning outcomes (ILOs) in 6 majors (*OIERA, GEPAC, Academic Council*)
- Evaluate feasibility of Liberal Arts (A.A.) 3-credit work-based learning course (i.e. internship, CPL) (*OIERA, LA Committee, Faculty, CDAC*)
- Support student and advisor access to Liberal Arts A.A. Options by adding faculty contact to webpage (*OIERA, LA Committee, Faculty, CDAC*)
- Pilot Liberal Arts A.A. faculty advisement model (*OIERA, LA Committee, Faculty, CDAC*)
- Assess correlation of First Year Seminar (FYS) completion and student outcomes (*OIERA, LA Committee, Faculty, CDAC*)
- Assess opportunities for quantitative reasoning skills and career aligned skills development across Liberal Arts A.A. Options (*OIERA, LA Committee, Faculty, CDAC*)

- Identify and document the experiential learning opportunities available across degree programs (i.e. internships, field experience, faculty-led student research, clinical) (*CPL*)
- Evaluate correlation of experiential learning outcomes (ELOs) participation with student outcomes (*CPL*)
- Survey graduates about ELO experience and career impact (*CPL*)
- Evaluate Perkins-funded faculty fieldwork coordinators role on student completion (*Perkins*)
- Evolve role of CPL Committee to project-based work with individual programs (*CPL*)
- Establish a baseline for students in technological and foreign language competencies based on currently utilized measures, such as language exams, certification exams, etc. (*Ed Tech, HUM*)
- Explore offering language/tech labs and other activities to develop competencies (*Faculty, OIERA, DPAC, Ed Tech, Perkins, HUM*)
- Expansion of Spanish (SPA) and French (FRE) (e.g. Pathways, heritage speakers) options (*Faculty, OIERA, DPAC, Ed Tech, Perkins, HUM*)
- Perkins funded (SP24) faculty working group to design technology competency modules for all students (*Faculty, OIERA, DPAC, Ed Tech, Perkins*)
- OIERA/assessment of discipline-appropriate technology competencies in 50% of degree programs (*Faculty, OIERA, DPAC, Ed Tech, Perkins*)
- CUNY Strategic Roadmap alignment – 8 minimum fully online programs by 2026 (CJ, CS are next in line) (*OIERA, EDU, OAA, LA BSS, MTH*)
- Launch Community Health Worker certificate (CUNY Online) (*OIERA, EDU, LA Committee, BSS, MTH*)
- NYSED registration of 8 programs as delivered by distance education (*OIERA, EDU, LA Committee, BSS, MTH*)

#### Goal 5

- Checklist/action steps are identified to support successful transfer across majors (i.e. clean up pre- and co-requisites; course sequencing; PLOs; resources to guide articulation agreements; TREX rules/equivalencies) (*Senate CWCC, OIERA, Transfer Services, Faculty*)
- Three new articulations are completed (i.e. Physical Education (EDU), Business Management (BUS), Early Childhood (EDU)) (*Senate CWCC, OIERA, BUS, EDU*)

#### Goal 6

- High school English Language Learning (ELL) pathways to college - Bronx-based collaboration to deliver ELL and heritage language skills through College Now network (*OSCP, FRNYC, L&C*)
- Future Ready New York City (FRNYC) - implement career-focused college pathways for healthcare, education and business management (*OSCP, FRNYC, BUS, EDU*)
- Renew articulation with media design CTE schools (*OSCP, FRNYC, HUM*)

## STUDENT SUPPORT

This group focuses on the holistic development and well-being of our students, recognizing that factors such as mental health, financial stability, and access to resources significantly impact students' academic journey. By providing robust support services, we aim to create an inclusive and nurturing environment where all students can thrive. This includes offering counseling, tutoring, career guidance, and financial aid assistance, among other services. Effective student support not only enhances academic performance but also ensures that our students are equipped to handle life's challenges, both during and after their time at Hostos.

### Ties to Strategic Plan

- 1.1 Implement a comprehensive and integrated First Year Experience program for all Hostos students.
- 1.2 Offer an integrated and multi-phased student advisement model.
- 1.3 Effectively communicate student support resources to all students.
- 3.1 Facilitate successful student navigation through Gateway courses.
- 3.2 Build student desire to pursue further learning in English and Math.
- 4.1 Ensuring progression of intellectual growth in Gen Ed coursework.
- 4.2 Strengthen infrastructure of Liberal Arts degrees and options to make Liberal Arts a degree of choice.
- 4.3 Strengthen experiential learning and career preparation across majors.
- 4.4 Measure and develop foreign language and tech competencies across majors.
- 4.5 Develop the institutional infrastructure to deliver quality online academic programs.
- 5.1 Increase career exploration and placement support for Hostos students.
- 6.3 Strengthen K 12 partnerships to support career and admission pathways into Hostos.

### Year 1 Activities and Responsible Offices/Areas

#### Goal 1

- Design and implement Title V - summer bridge in 2024 as Gateway to FYE Pilot using Brightspace (*FYE Committee, Title V*)
- Hire Title V Peer Mentors to support FYE outcomes; program to launch in SP24 with 10 Peer Mentors (*FYE Committee, Title V*)
- Develop advisement calendar and content of mandatory meetings; define student levels of need based on credit accumulation, vulnerability, et. al. (*ASAP, CUNY Start, CDAC*)
- Conduct professional development to facilitate collaboration between faculty and advisors about Hostos degree requirements, curricular changes, and career/transfer requirements (*ASAP, CUNY Start, CDAC*)
- Assess student learning and access to HALC and Writing Center and Supplemental Instruction through student survey, faculty survey, and/or analysis of concerns identified in Navigate. Design a system to monitor and assist in planning activities to increase collaboration and integrated use of resources (*HALC, WC, SI, CSTEP*)
- Implement student campaigns through Navigate to communicate campus support and resources for students related to persistence and completion (*Navigate Committee*)
- Strengthen current practices to communicate with students (i.e., book-marks and other useful informative handouts, social media campaigns) (*HALC, SI*)
- Expand in-person and online; evening hours; Writing & Reading Sanctuary (study room); technology for online classes (*HALC, SI*)

- Participate in FYE and collaborative orientations and fairs (*HALC, SI*)

### Goal 3

- Define specific barriers that impede the transition between pre-enrollment and enrollment for students entering through CUNY Start and Math Start (*CUNY Start, Math Start*)
- Conduct professional development(s) for advisors, faculty and peer leaders on the guidelines for Gateway sequences. Survey advisors, peer leaders, and students about the clarity of the guidelines for Gateway sequences (*MTH, ENG*)
- Communicate with students in Gateway courses regarding available support services (i.e. Hostos Academic Learning Center (*HALC*), Writing Center) using syllabi, LMS, in-class presentations, Navigate, et. al. using Learning Management System, Navigate, and other communication tools (*MTH, ENG, CDAC, Navigate Committee*)
- Establish a calendar of co-curricular and extra-curricular activities designed to promote engagement in English and math outside of courses; related to career-related skills and proficiencies (*MTH, ENG, HALC, WC*)

### Goal 4

- Review course taking patterns around when and which Gen Ed courses students take across the different degree programs (degree maps) (*OIERA, OAA*)
- Develop a series of communications by Liberal Arts faculty to guide incoming students who select Liberal Arts A.A.; gamify the Liberal Arts Options in a quiz to help students make informed choices; develop advisement guides based on career/academic pathways (i.e. psychology, early childhood education) (*LA Committee*)
- Track and review enrollment across Liberal Arts A.A. Options to develop articulations and advisement plans for the strongest enrolled Options as examples for all Options (*LA Committee, Transfer Services*)
- Share alignment of Industry Cluster to academic programs for the ten (10) already in existence to enable expansion to remaining degree programs, including but not limited to aligned technological competencies (*Career Services*)
- Establish measuring tool to keep track of job requirements regarding technological and foreign language competencies (*Career Services*)
- Ensure that all administrative and academic support services are fully accessible via online platforms to facilitate student participation across modalities (*Ed Tech*)

### Goal 5

- Establish a baseline for student understanding regarding career opportunities across degree programs (*Career Services*)
- Expand paid internships with South Bronx organizations and develop programming that includes alumni in building a mentorship program / pipeline (*Career Services, OAA/DP faculty*)
- Promote available internships and experiential opportunities using Navigate student campaigns (*Career Services, Navigate Committee*)

### Goal 6

- Design a system automatically calculates credits earned before high school graduation via CUNY application / transcript CUNY application already pulls in school transcripts – college transcripts, indicate Early College credit directly on it – add a code or clearly indicate separation (*OSCP*)

## HOSTOS KEY PERFORMANCE INDICATORS AND TARGETS

Key Performance Indicators											
Indicator	Cohorts										
Cohort Year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 *	Fall 2021 *	Fall 2022*	Fall 2023*	Fall 2024	Fall 2030
Enrollment (Target = increase by 18.5% from FA22 baseline)	7371	7210	7211	7331	7120	6136	5441	4904	5568 (5105)	(5315)	(6000)
Freshman Cohort	976	900	1032	1142	1084	772	748	714	974		
1-term Retention Rate	83.1%	80.1%	76.8%	76.2%	78.1%	71.5%	69.5%	78.6%	(79%)	(80%)	(85%)
1-year Retention Rate (Target = increase by 15% from FA21 baseline)	68.0%	61.1%	55.6%	57.8%	59.6%	52.5%	52.4%	58%*	(54%)	(56%)	(60%)
2-year Retention Rate	40.7%	39.4%	36.7%	33.7%	31.5%	26.4%	25.6%	(32%)	(36%)	(37%)	(40%)
2-year Graduation Rate	8.6%	6.9%	8.1%	7.9%	9.0%	8.4%	7.5%	(8%)	(9%)	(11%)	(15%)
3-year Graduation Rate (PMP Target = increase by 5 percentage points from FA18 baseline)	26.7%	23.1%	22.9%	21.1%	20.4%	19.2%	(21%)	(22%)	(23.5%)	(23.5%)	(27%)
20 Credits Rate	33.3%	27.8%	32.0%	33.3%	36.6%	35.2%	34.7%	33.3%	(34%)	(36%)	(40%)
30 Credits Rate	5.8%	6.6%	7.6%	9.5%	11.6%	14.0%	9.3%	6.5%	(7.5%)	(9%)	(15%)
Gateway English Pass in Year 1 Rate	62.2%	59.2%	55.3%	59.1%	66.5%	53.9%	59.9%	60.7%	(62%)	(64%)	(70%)
Gateway Math Pass in Year 1 Rate	30.5%	28.6%	34.2%	40.8%	42.9%	47.9%	39.2%	37.1%	(39%)	(41%)	(55%)
Grad Transfer (all degrees)	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21*	AY 2021-22*	AY 2022-23*	AY 2023-24	AY 2024-25	AY 2025-26
	N=919	N=1215	N=1256	N=1268	N=1257	N=1033	N=925	(N=1033)			
	66.3%	65.7%	63.3%	60.9%	61.4%	61.4%	61.3%	(61.4%)	63%	64%	65%
*One or more indicator is based on preliminary data											
Post-graduation earnings (all degrees)	1-year	3-year	5-year								
	\$39,199	\$44,912	\$50,035								