Strategic Plan Priorities Survey
Overview & Report

The Strategic Plan Survey (See **Appendix A for survey instrument**) was administered on May 22nd, 2020 to the entire college community via the Hostos Distribution List. The survey officially closed on June 9th, 2020 with a total of 4 reminders sent during the period that the survey was open. There were 164 respondents and a survey completion rate of 64% (*the percentage of respondents who completed the entire survey from beginning to end*). Below is a breakdown of the response rate for each question:
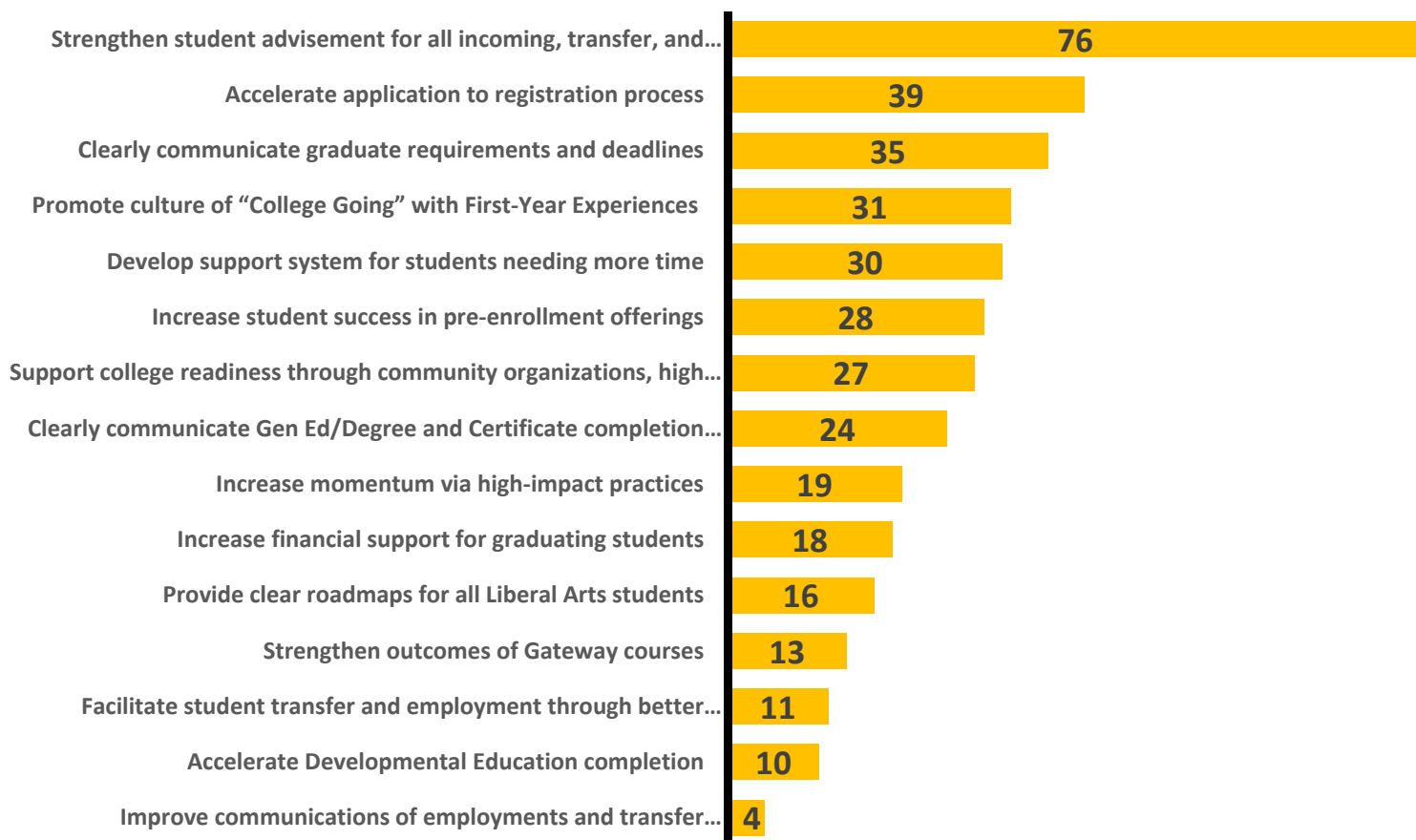
Question	# of responses	% of total respondents
Q1: "Part 1: Please select the first of the three priorities for AY 20-21."	164	100%
Q2: "Part 2: In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?"	81	49%
Q3: "Part 1: Please select the second of the three priorities for AY 20-21."	111	68%
Q4: "Part 2: In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?"	68	41%
Q5: "Part 1: Please select the third of the three priorities for AY 20-21."	106	65%
Q6: "Part 2: In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?"	67	41%
Q7: "Part 3: Given the unique circumstances under which we are operating today, what else would you like to share as we plan for next year?"	74	45%

AY20-21 Priorities

Part 1 of the survey asked respondents to select the priorities they think should be the focus of college-wide efforts in AY20-21, in questions 1, 3, and 5 (which was limited to one selection per question); each respondent had an opportunity to select 3 priorities total across these 3 questions. Results were aggregated across these 3 questions in order to determine the total number of respondents that selected each priority, thus allowing us to see where each priority option ranked. Below is a chart that shows the frequency of priorities selected, from highest to lowest.

Based on the chart below, the top 3 priorities selected by respondents were:

- Strengthen student advisement for all incoming, transfer, and target populations (*76 selections*)
- Accelerate application to registration process (*39 selections*)
- Clearly communicate graduate requirements and deadlines (*35 selections*)

Priority	Count
Strengthen student advisement for all incoming, transfer, and…	76
Accelerate application to registration process	39
Clearly communicate graduate requirements and deadlines	35
Promote culture of "College Going" with First-Year Experiences	31
Develop support system for students needing more time	30
Increase student success in pre-enrollment offerings	28
Support college readiness through community organizations, high…	27
Clearly communicate Gen Ed/Degree and Certificate completion…	24
Increase momentum via high-impact practices	19
Increase financial support for graduating students	18
Provide clear roadmaps for all Liberal Arts students	16
Strengthen outcomes of Gateway courses	13
Facilitate student transfer and employment through better…	11
Accelerate Developmental Education completion	10
Improve communications of employments and transfer…	4

Part 2 of the survey asked: *In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?*

Nearly 50% of respondents completed the write-in section for their #1 priority (that rate dropped to 41% for #2 and #3 choices). Many of the responses were concrete, proposing actions to guide future work. As with any Open Forum, or other venue where there is a broad appeal for comment, there are numerous cases where at least some readers will say, "we already do this." That is both inevitable, and an opportunity to consider how our actions, policies, processes and priorities are communicated across the college. It's also an opportunity to consider where systems might be better aligned to ensure that work happening in one sector can more effectively inform work in another. Lastly, faculty took part in this survey and there are multiple instances where coordination/alignment of staff and faculty effort is proposed. As we narrow our priority, or priorities, for AY20-21, there is an opportunity to consider how to further engage faculty in college-wide work.

We will send the responses for each of the top 5 Priorities in a separate Excel document. Below is a summary and brief analysis of survey responses:

The #1 Priority was *Strengthen student advisement for all incoming, transfer, and target populations*. Several themes emerged from the responses:

Responsibility: Who is ultimately responsible for advisement outcomes across the college? Advisement is multiply sited at Hostos; should/could all units report to (or be guided by) a single entity?

Best practices: Are advisement practices guided by national best practices? Are they assessed in relation to those standards? Can successful models/techniques - including ASAP - be adopted across Hostos advisement units?

Standardized goals and reporting: Some colleges set common goals across advisement units, and assess annual outcomes across advisement units based on shared goals, targets, and measures. Could Hostos do the same?

Ask the students: Survey students college-wide about their advisement experiences (as part of ongoing assessment practices).

The #4 Priority was *Promote culture of "College Going" with First Year Experiences*. A theme among the comments emphasized the need for a targeted communications strategy, particular one that's geared to adult students and topics that might be more geared toward life outside of college.

Priorities #1 and #4 together reflect the discussion of the June 2019 President's Retreat, which was informed by recommendations from the Best Practices Reading Group led by the Provost and discussions at the SLC that further focused recommendations. These priorities framed college-wide efforts included in the AY19-20 Operational Plan to develop and implement a comprehensive, integrated First Year Experience (FYE). Advisement was recognized – in the literature, and through discussions at Hostos – to be foundational to First Year Experience. As was developing a culture of "College Going." Whether and how we moved the needle on FYE in AY19-20 suggests we may have opportunities around systems alignment and assessment before we (further) implement First Year Experience.

Regarding some of the accomplishments related to advisement and FYE, the SLC's recommendation to consolidate advisement yielded significant changes in AY19-20: Cabinet acted on the SLC's feedback and consolidated the Academic Advisement office and the Dual Degree office into SSCU and ASAP, reducing the number of advisement offices from 5 to 3 (SSCU, ASAP and College Discovery). And, acting on recommendations made at the President's Retreat, Cabinet drafted and implemented the Student Success Policies related to advisement policies in Fa19.

Priority #2 was *Accelerate application to registration process*. In addition to suggestions that we set baselines for assessing the effectiveness of the process of moving students from application to registration, there were also several comments that emphasized that we should focus on improving the student experience and minimize the expectation that students go from office to office in route to enrolling at Hostos. Lessons learned during the pandemic, now that all processes are moved online, might inform how we could make the process less onerous for students.

Priority #3 was *Clearly communicate graduation requirements and deadlines*. A number of comments suggest it would be helpful to test and track students' understanding of the graduation requirements, and that this testing and tracking – and communication – be sustained throughout students' time at Hostos.

Priority #5 was *Develop support systems for students needing more time*. There seems to be a difference in interpretation about what this priority actually is. Some folks seem to think this is about students needing more time for tests, course work, etc. Others seem to think this is about students who need more time to complete college, i.e. students attending part time. The latter was the intent of the Strategic Plan, although Hostos rightfully takes pride in serving a high total rate and overall number of students who may need more time to complete tests and coursework, among other accommodations. Several comments addressed outreach to students who had stopped out.

Part 3 of the survey asked a single question: *Given the unique circumstances under which we are operating today, what else would you like to share as we plan for next year?*

There were more than 70 responses to this question, and most addressed current needs and Hostos' future. Nearly all included suggestions for concrete actions we can take as an institution focused on student success. (See **Appendix B – Part 3 Responses** sent as a separate attachment)

Themes:

There are many comments about getting ahead of potential technology needs for students and staff, including provision of devices, software, training, and quick responses to emerging needs.

There were several comments about considering synchronous online education as a way to better support students in the Fall.

There were several comments about leaning on our mission/social justice commitments and listening to our students more intentionally.

There were several comments about the challenges with Cabinet level leadership and the opportunities to strengthen collaboration, communication and leadership at that level.

Preparing the SP Priorities Survey results:

Part I data were calculated using a simple count of votes for each of the 16 priorities. We did not weigh responses for choices 1, 2 and 3.

Part 2 and Part 3 data, which consisted of write-in responses, was reviewed, then evaluated in two ways: first, a color code was used to identify three classes of responses (Interesting Comment, Interesting Concrete Idea, Interesting Question). These classifications are, of course, subjective. Second, themes were identified where possible. These themes are included in both the spreadsheet and in the above report.

We opted to include data for the top 5 Priorities (rather than the top 3) because the #1 spot was clear. The #2, #3, #4 and #5 spots were separated by 4 and 1 vote.

Additional steps:

Part 2 and Part 3 responses were lightly edited for spelling and grammar. Responses were not shortened or summarized except in the case of "Multiple responses" (see below).

Part 2 responses were removed if they consisted of a single, evaluative phrase (i.e. Needs improvement, or, Pretty good), or if they consisted of a single number (i.e., 1, or 4).

In some cases, Part 2 responses were moved from one category (i.e. Assessment) to another (i.e. Communication). Also, if there were 3 or more responses that were the same or similar, the response was summarized and "Multiple responses" was noted.

Appendix A: Strategic Plan Survey: College-wide Input on AY 20-21 Priorities

Survey Intro:

Hostos' 2017-2022 Strategic Plan was developed through an engaged, inclusive process. The resulting plan, focused squarely on supporting and increasing student outcomes, was informed by faculty, students and staff who came together to plan for our community's future.

Operational Plans are developed each year as roadmaps to guide our annual effort toward achieving those lofty goals we set for ourselves. Typically, we engage in college-wide forums to listen to peers and discuss priorities for the coming year. The emerging priorities frame the work at the President's Retreat. The Operational Plan is drafted over the summer, and shared in September at the State of the College.

COVID-19 punctuated that cycle. There will be no open forums this year. And yet, we need your input to determine next year's priorities, and to drill down into what activities we invest our time and effort. Please take the opportunity to share your expert perspective.

You will be asked to identify three of the Strategic Plan's fifteen Priorities to be the focus of the AY 20-21 Operational Plan (see p. 18 of the Strategic Plan). You will also be able to provide suggestions about what we can do as a college to act on the Priorities you identified in light of the five Cross Cutting Commitments (Assessment, Communication, Community Engagement, Professional Development, Systems Alignment). Finally, there will be an open-ended question for you to provide additional feedback.

Your responses are anonymous and confidential, and only aggregated results will be reported out. Operational Plans are developed each year as roadmaps to guide our annual effort toward achieving those lofty goals we set for ourselves. Typically, we engage in college-wide forums to listen to peers and discuss priorities for the coming year. The emerging priorities frame the work at the President's Retreat. The Operational Plan is drafted over the summer, and shared in September at the State of the College.

COVID-19 punctuated that cycle. There will be no open forums this year. And yet, we need your input to determine next year's priorities, and to drill down into what activities we invest our time and effort.

Please take the opportunity to share your expert perspective:

Part I of the survey asks you to identify three of the Strategic Plan's fifteen Priorities to be the focus of the AY 20-21 Operational Plan (see p. 18 of the Strategic Plan).

Part II asks you for suggestions about what we can do as a college to act on the Priorities you identified in light of the five Cross Cutting Commitments (Assessment, Communication, Community Engagement, Professional Development, Systems Alignment).

Part III is an open-ended question: Given the unique circumstances under which we are operating today, what else would you like to share as we plan for next year?

Your responses are anonymous and confidential and only aggregated results will be reported out.

2017-2022 Priorities:

- Accelerate application to registration process
- Clearly communicate Gen Ed/Degree and Certificate completion requirements and career options
- Increase student success in pre-enrollment offerings
- Support college readiness through community organizations, high school partnerships, and alumni engagement
- Strengthen student advisement for all incoming, transfer, and target populations
- Provide clear roadmaps for all Liberal Arts students
- Promote culture of "College Going" with First-Year Experiences
- Accelerate Developmental Education completion
- Clearly communicate graduate requirements and deadlines
- Strengthen outcomes of Gateway courses
- Increase momentum via high-impact practices
- Develop support system for students needing more time
- Facilitate student transfer and employment through better aligned supports
- Improve communications of employments and transfer opportunities
- Increase financial support for graduating students

Survey Items

Section 1

Q1: **"Part 1: Please select the first of the three priorities for AY 20-21." (***Checkbox; 1 response allowed; see priorities options above***)**

Q2: **"Part 2: In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?"**

[Priority 1 – Auto-populated based on selection from Q1]	
Assessment	*[Open Ended Response]*
Communication	*[Open Ended Response]*
Community Engagement	*[Open Ended Response]*
Professional Development	*[Open Ended Response]*
Systems Alignment	*[Open Ended Response]*

Section 2

Q3: **"Part 1: Please select the second of the three priorities for AY 20-21." (***Checkbox; 1 response allowed; see priorities options above***)**

Q4: **"Part 2: In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?"**

[Priority 2 – Auto-populated based on selection from Q3]	
Assessment	[Open Ended Response]
Communication	[Open Ended Response]
Community Engagement	[Open Ended Response]
Professional Development	[Open Ended Response]
Systems Alignment	[Open Ended Response]

Section 3

Q5: **"Part 1: Please select the third of the three priorities for AY 20-21." (***Checkbox; 1 response allowed; see priorities options above***)**

Q6: **"Part 2: In light of the priority you identified, how do we act on this priority in light of the five Cross-cutting Commitments?"**

[Priority 3 – Auto-populated based on selection from Q5]	
Assessment	[Open Ended Response]
Communication	[Open Ended Response]
Community Engagement	[Open Ended Response]
Professional Development	[Open Ended Response]
Systems Alignment	[Open Ended Response]

Section 4

Q7: **"Part 3: Given the unique circumstances under which we are operating today, what else would you like to share as we plan for next year?" (***Open-ended response***)**

A new reality where the majority of our work needs to be retrofitted for the "virtual" world. Significant fiscal challenges, reduction in resources which may impact our ability to fulfill our objectives in the time proposed. President vacancy/change could have an impact. New Strategic Plan under consideration.
Access to and literacy in technology are challenges that have become evident during the adoption of distance learning. Workshops on using technology for
Advisors needs to be a little more considerate in answer emails, not have the student wait 2 months for a response to be advised.
Allow ESL students to audit classes in order to give them a fuller understanding of what's expected of college students in the U.S.
Always inform students of the importance of having a formal education.
All activities should be designed to be handled online.
As it becomes an option, we should offer in-person, small group trainings on things like using the laptop and accessing resources.
Be kind to everybody in the college community and realistic about the circumstances in which we're all operating.
Be mindful of the requirements in the field of study chosen and provide a roadmap for success rather than provide a route of excuse for failure to arise
Despite the challenges of working from home, there is a desire on the part of students for direction as they go through college. More reaching out to them, by any means, is what is needed.
Develop new marketing strategies that better connect with students
Distance learning outcomes and analysis to improve and provide more online courses
Do not cut programs / course offerings that focus on school-college partnerships
Don't rush to reopen campus. Of course, we all miss the face-to-face contact with students, but re-opening must be done with extreme caution for the safety of students, staff, and faculty.
Emphasize the use of Hostos email for students and faculty
Enroll students in online employment searches activities
Ensure everyone is at the table and design a reasonable timeline [for reopening].
Forcing student and adjuncts to bear the brunt of an economic fallout is a moral outrage--please consider both in making any plans for the future of this beautiful college
Hostos Community College should provide the full course offerings that we were planning to offer before the emergency started, even if enrollment is temporarily lower. There are at least three strong reasons to offer all of our regular classes in the fall of 2020. Reason #1: If classes are in fact smaller, it will be easier to maintain social-distancing safety. Reason #2: Our students (working, most; parents, many) will be more successful and graduate more quickly if they can take the classes they need, when they need to take them. Reason #3: The college has short-term ethical and longer-term practical obligation to
Hostos deserves a leadership that would take it to the next level where divisions and units work together and we create and put in place systems. We do not have that. Instead, we have lack of communication between the key VPs, a misinformed and underutilized SLC, and offices that are often not allowed to
I think CUNY/Hostos has a unique opportunity to reimagine its workforce, I hope they think long and hard about how we can make overdue changes that will support students, reinvigorate staff and change the way we educate in urban communities.

I think offering students flexibility with turning in all kinds of paperwork would be crucial. Also, there should be plans for students to report needs for technology access directly. Also, disseminating information in short, accessible prose (with lists, bullet points, short videos)

I think the focus for the next year should be on promoting shorter term certificate programs, especially those that articulate into college credit but also lead to gainful employment. We should be helping our students get jobs and then promoting degrees that can help them move up in their career pathway

I think we need to begin to debrief about what we learned this semester--what is essential and what was easily left behind. what lessons we can bring forward into the future

I think we need to think about how to provide our students with technological resources

I wish CUNY would announce that we'll be online in the fall and possibly the spring. It is going to be a massive challenge to support faculty and students in the online environment, and we need to focus our efforts there, rather than figuring out how to provide in-person support. This is especially true for areas like HALC, the library, writing center.

I would like for us to focus our efforts on ways to provide an inclusive and equitable institution whether we continue to work remotely or on-campus.

Improve the ability to assess student progress through consistent and clear monitoring

Improving and increasing student access to technology.

Increase and embrace remote work for all staff, leverage technology to do so to provide best in class service to all stakeholders.

Learning environment/counseling and registration practices in the face of uncertainty (pandemic)

Less administration for faculty

Make going to school part time reasonable. Change the metric of 3-year graduation rates. We are here to serve ALL students, not just the ones who test out of remedial/developmental.

More availability of information and services from departments and offices to the students.

More team effort and being inclusive, Most of the faculty are left alone

More virtual meetings to discuss plan [for reopening]

Not sure how but better communication with faculty and students about the changes going on. Some important info. was not always reaching everyone myself included.

Offer more Online, synchronous courses in college

Online education, where possible

Online support systems.

Orientation to Blackboard, CUNYfirst, DegreeWorks, and Succeed@Hostos will be essential for FYE students because these are all new systems and there is not a place to go for assistance without an appointment with an advisor or knowing what to search for on the website. FYE Orientation could have How-To's for new students. I'm currently developing an ASAP orientation with instructions for how to use these systems so new students aren't lost.

Please make laptops available to students, especially entering freshman or students in CUNY Start

Prepare students for online learning

Prioritize importance of communication between faculty and students in distance learning environment

Re-consider 12-6-12 system--last go-round was poorly done; trim all the administrative bloat, eps coaching; be prepared to assess faculty online teaching effectiveness.
Recruitment and enrollment needs to be prioritized, advertising and marketing!
Redesign Blackboard into an intuitive online platform that allows students, faculty, advisors and tutors to facilitate communication
Resolve ATB issue (students cannot take the test online so they will not get TAP); need for more recruitment outreach, relationships, interactions
Strategic planning/Operational Plan or Office Working Plan- stick to the plan Strategic resource allocation Learn to delegate and give work to the appropriate coworker
Students are struggling mightily with the online format that we have been forced to transition to because of COVID19. I think more synchronous classes via Zoom/Skype, etc. might help to replicate the in-classroom experience as much as possible. It also may be necessary to have an Orientation for all students now, not just freshman, given the disconnect many students feel. I think we also need to make sure that Orientation is distinct from Registration; the two are connected but not synonymous. Orientation needs to be about students feeling connected to and excited about Hostos. Registration follows that sense of connection.
Students need more communication about all the benefits we have on campus
Students should be offered a computer loan when they enter school.
Students training about easy to use BB is essential.
Students, faculty, and staff are tired. Remote work is onerous and exhausting. We need to motivate through celebrations and joy
Students, particularly CUNY Start students, have a deep need for technology to complete online courses next year. Many of my students had to complete the rest of the Spring 2020 semester on their phones.
supporting students with the online education experience seems paramount. Supports for the offices that support faculty with developing online courses and providing quality online education are essential; providing students with wi-fi access and technology hardware has never been more important to enrollment, persistence, and graduation of our students
Teaching staff and faculty how to operate in a supportive and successful manner in a virtual environment.
The benchmarks for student success cannot be obtained without complementary benchmarks in faculty development. A student can survive a bad teacher, and even online teaching. But students cannot survive poor assessment of the SLOs. How are we going to use data collection to make sure that the assessment of student learning is both valid and reliable? There is no faculty development in the area of test and measurement. How much measurement error is responsible for failing grades. How does data collection assist faculty so that the assessment (exams, essays, papers) come from the prescribed SLOs based on the unit. Or the course. How valid and reliable are the questions from publishers test banks? Or faculty constructed exams. When will faculty be taught to develop tests and measurements, which can be used for formative and summative instructional improvements. Alida Pastoriza. Not anonymous.

The current pandemic has amplified many of the issues that individuals from the South Bronx and the Hostos community have been experiencing historically. Now more than ever, it is required that we be strategic by bringing us all together. Hostos has had growth as an institution. Perhaps it is time for scaling back to focus on strengthening the institution to position itself to better serve the community. Our institution's technological infrastructure and that of our students and faculty must be addressed in order for us to participate and succeed in the 21st century and beyond. Our focus on literacy and numeracy of course must continue, [and] still, digital literacy is an imperative.

The Open Forum allowed different offices to report out their activities and we need more of this. How else will we know what is happening in other parts of the college?

The pandemic shed a light on how important technology will be and how some students cannot access technology. Have preparations to review technological advances for teaching, learning, and access

The success coaches are a colossal waste of money.

The VPs are not doing a good enough job. They need to be skillful, focused and held accountable for their shortcomings and poor leadership

We all stay strong and love what we do

We enter probably a new ERA in Higher Education. What are the lessons learned regarding ways of operating? Can we create a narrative for our future on the other side of the pandemic? The virus could become endemic. We have to learn to live with it meantime a vaccine becomes available.

We need a campus-wide discussion about students' relationships with Public Safety. I have had to de-escalate too many altercations between Public Safety and students/faculty of color.

We need to remember that the most important things we offer as an institution is life-long knowledge and relationships. Whatever we can do to strengthen those things is what we should be doing. This means that the students who are the receivers of what we have to offer are going to be the ultimate best source of information on what works and what doesn't. I think we need a way to give students voice and agency on telling us what they need in their neighborhoods, in their lives and for their future. I think we all think we know. But as we can see from Covid, BLM, the economic depression, digital divide, depth of food security vulnerability and home safety issues exposed recently; there is a lot we missed that we thought we knew.

We really need to rethink the way we do business at this college. It's time to take on a student first approach and redo our administrative and academic areas to ensure student success. In addition, implementing a case management approach to supporting students would help with retention. SDEM needs to be completely overhauled, the lack of leadership in that area has impacted student success. We need to breakdown the silos between departments so we can function more effectively. Finally, we need to change the culture at Hostos to one that encourages collegiality and allows us to have the difficulty conversations needed to reform our institution and support students to from registration to graduation. Also, our IT infrastructure has to be completely overhauled and staff and faculty need training on tools needed for remote work and managing teams and other technology tools to efficiently do their jobs

We should all be prepared to be a little more creative, adaptable, and understanding as we will be phased with the unique reality that our business practices will need to be modified, that we may be asked to learn other jobs even if it challenges our degree of comfort, and we have to be ready to do more with less resources or work smarter rather than harder to respond to our students and other constituents effectively

Whatever f2f forms/processes/practices we were able to put online (like transcript requests) should be kept online. Also, can we think strategically as a college about how to "flip" the campus experience for students who are short on time: for some, time on campus might be best used to engage with supportive services, work as a peer mentor, take part in a club, and they can take the majority of their course work online via distance ed. And, perhaps this pandemic has taught us that even public employees can work effectively from home - please consider developing policies that allow us to create more opportunities for formalizing WFH options for staff whose work doesn't always depend on their being on site.

While we have to be flexible given the circumstances, it is also important to be as clear as possible about the limits of flexibility.

KEY
equals interesting comment
equals interesting, concrete idea
Interesting question
Themes
LOTS of comments about getting ahead of potential technology needs for students and staff, including provision of devices, software, training, and quick responses to emerging needs.
There were several comments about considering synchronous online education as a way to better support students in the Fall
There were several comments about the challenges with Cabinet level leadership and the opportunities to strengthen collaboration, communication and leadership at that level
There were several comments about leaning on our mission/social justice commitments and listening to our students more intentionally as a way of more effectively serving our communities.

Part 3: Given the unique circumstances under which we are operating today, what else would you like to share as we plan for next year?

A new reality where the majority of our work needs to be retrofitted for the "virtual" world. Significant fiscal challenges, reduction in resources which may impact our ability to fulfill our objectives in the time proposed. President vacancy/change could have an impact. New Strategic Plan under consideration.

Access to and literacy in technology are challenges that have become evident during the adoption of distance learning. Workshops on using technology for academic purposes will be helpful.

Advisors needs to be a little more considerate in answer emails, not have the student wait 2 months for a response to be advised.

Allow ESL students to audit classes in order to give them a fuller understanding of what's expected of college students in the U.S.

Always inform students of the importance of having a formal education.

All activities should be designed to be handled online.

As it becomes an option, we should offer in-person, small group trainings on things like using the laptop and accessing resources.

Be kind to everybody in the college community and realistic about the circumstances in which we are all operating.

Be mindful of the requirements in the field of study chosen and provide a roadmap for success rather than provide a route of excuse for failure to arise

Despite the challenges of working from home, there is a desire on the part of students for direction as they go through college. More reaching out to them, by any means, is what is needed.

Develop new marketing strategies that better connect with students

Distance learning outcomes and analysis to improve and provide more online courses

Do not cut programs / course offerings that focus on school-college partnerships

Do not rush to reopen campus. Of course, we all miss the face-to-face contact with students, but re-opening must be done with extreme caution for the safety of students, staff, and faculty.

Emphasize the use of Hostos email for students and faculty

Enroll students in online employment searches activities

Ensure everyone is at the table and design a reasonable timeline [for reopening].

Forcing student and adjuncts to bear the brunt of an economic fallout is a moral outrage--please consider both in making any plans for the future of this beautiful college

Hostos Community College should provide the full course offerings that we were planning to offer before the emergency started, even if enrollment is temporarily lower. There are at least three strong reasons to offer all of our regular classes in the fall of 2020. Reason #1: If classes are in fact smaller, it will be easier to maintain social-distancing safety. Reason #2: Our students (working, most; parents, many) will be more successful and graduate more quickly if they can take the classes they need, when they need to take them. Reason #3: The college has short-term ethical and longer-term practical obligation to keep lecturers, instructors, adjuncts, and other part-timers employed and insured for the duration of the pandemic.

Hostos deserves a leadership that would take it to the next level where divisions and units work together and we create and put in place systems. We do not have that. Instead, we have lack of communication between the key VPs, a misinformed and underutilized SLC, and offices that are often not allowed to communicate with one another. We need a complete remodel of leadership and honestly - a completely new Cabinet.

I think CUNY/Hostos has a unique opportunity to reimagine its workforce, I hope they think long and hard about how we can make overdue changes that will support students, reinvigorate staff and change the way we educate in urban communities.

I think offering students flexibility with turning in all kinds of paperwork would be crucial. Also, there should be plans for students to report needs for technology access directly. Also, disseminating information in short, accessible prose (with lists, bullet points, short videos)

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Less administration for faculty

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More availability of information and services from departments and offices to the students.

More team effort and being inclusive, Most of the faculty are left alone

More virtual meetings to discuss plan [for reopening]

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Online education, where possible

Online support systems.

Orientation to Blackboard, CUNYfirst, DegreeWorks, and Succeed@Hostos will be essential for FYE students because these are all new systems and there is not a place to go for assistance without an appointment with an advisor or knowing what to search for on the website. FYE Orientation could have How-To's for new students. I'm currently developing an ASAP orientation with instructions for how to use these systems so new students aren't lost.

Please make laptops available to students, especially entering freshman or students in CUNY Start

Prepare students for online learning

Prioritize importance of communication between faculty and students in distance learning environment

Re-consider 12-6-12 system--last go-round was poorly done; trim all the administrative bloat, eps coaching; be prepared to assess faculty online teaching effectiveness.

Recruitment and enrollment needs to be prioritized, advertising and marketing!

Redesign Blackboard into an intuitive online platform that allows students, faculty, advisors and tutors to facilitate communication

Resolve ATB issue (students cannot take the test online so they will not get TAP); need for more recruitment outreach, relationships, interactions

Strategic planning/Operational Plan or Office Working Plan- stick to the plan Strategic resource allocation Learn to delegate and give work to the appropriate coworker

Students are struggling mightily with the online format that we have been forced to transition to because of COVID19. I think more synchronous classes via Zoom/Skype, etc. might help to replicate the in-classroom experience as much as possible. It also may be necessary to have an Orientation for all students now, not just freshman, given the disconnect many students feel. I think we also need to make sure that Orientation is distinct from Registration; the two are connected but not synonymous. Orientation needs to be about students feeling connected to and excited about Hostos. Registration follows that sense of connection.

Students need more communication about all the benefits we have on campus

Students should be offered a computer loan when they enter school.

Students training about easy to use BB is essential.

Students, faculty, and staff are tired. Remote work is onerous and exhausting. We need to motivate through celebrations and joy

Students, particularly CUNY Start students, have a deep need for technology to complete online courses next year. Many of my students had to complete the rest of the Spring 2020 semester on their phones.

Supporting students with the online education experience seems paramount. Supports for the offices that support faculty with developing online courses and providing quality online education are essential; providing students with wi-fi access and technology hardware has never been more important to enrollment, persistence, and graduation of our students

Teaching staff and faculty how to operate in a supportive and successful manner in a virtual environment.

The benchmarks for student success cannot be obtained without complementary benchmarks in faculty development. A student can survive a bad teacher, and even online teaching. But students cannot survive poor assessment of the SLOs. How are we going to use data collection to make sure that the assessment of student learning is both valid and reliable? There is no faculty development in the area of test and measurement. How much measurement error is responsible for failing grades. How does data collection assist faculty so that the assessment (exams, essays, papers) come from the prescribed SLOs based on the unit. Or the course. How valid and reliable are the questions from publishers test banks? Or faculty constructed exams. When will faculty be taught to develop tests and measurements, which can be used for formative and summative instructional improvements. Alida Pastoriza. Not anonymous.

The current pandemic has amplified many of the issues that individuals from the South Bronx and the Hostos community have been experiencing historically. Now more than ever, it is required that we be strategic by bringing us all together. Hostos has had growth as an institution. Perhaps it is time for scaling back to focus on strengthening the institution to position itself to better serve the community. Our institution's technological infrastructure and that of our students and faculty must be addressed in order for us to participate and succeed in the 21st century and beyond. Our focus on literacy and numeracy of course must continue, and still, digital literacy is an imperative.

The Open Forum allowed different offices to report out their activities and we need more of this. How else will we know what is happening in other parts of the college?

The pandemic shed a light on how important technology will be and how some students cannot access technology. Have preparations to review technological advances for teaching, learning, and access

The success coaches are a colossal waste of money.

The VPs are not doing a good enough job. They need to be skillful, focused and held accountable for their shortcomings and poor leadership

We all stay strong and love what we do

We enter probably a new ERA in Higher Education. What are the lessons learned regarding ways of operating? Can we create a narrative for our future on the other side of the pandemic? The virus could become endemic. We have to learn to live with it meantime a vaccine becomes available.

We need a campus-wide discussion about students' relationships with Public Safety. I've had to de-escalate too many altercations between Public Safety and students/faculty of color.

We need to remember that the most important things we offer as an institution is life-long knowledge and relationships. Whatever we can do to strengthen those things is what we should be doing. This means that the students who are the receivers of what we have to offer are going to be the ultimate best source of information on what works and what doesn't. I think we need a way to give students voice and agency on telling us what they need in their neighborhoods, in their lives and for their future. I think we all think we know. But as we can see from Covid, BLM, the economic depression, digital divide, depth of food security vulnerability and home safety issues exposed recently; there is a lot we missed that we thought we knew.

We really need to rethink the way we do business at this college. It's time to take on a student first approach and redo our administrative and academic areas to ensure student success. In addition, implementing a case management approach to supporting students would help with retention. SDEM needs to be completely overhauled, the lack of leadership in that area has impacted student success. We need to breakdown the silos between departments so we can function more effectively. Finally, we need to change the culture at Hostos to one that encourages collegiality and allows us to have the difficulty conversations needed to reform our institution and support students to from registration to graduation. Also, our IT infrastructure has to be completely overhauled and staff and faculty need training on tools needed for remote work and managing teams and other technology tools to efficiently do their jobs

We should all be prepared to be a little more creative, adaptable, and understanding as we will be phased with the unique reality that our business practices will need to be modified, that we may be asked to learn other jobs even if it challenges our degree of comfort, and we have to be ready to do more with less resources or work smarter rather than harder to respond to our students and other constituents effectively

Whatever f2f forms/processes/practices we were able to put online (like transcript requests) should be kept online. Also, can we think strategically as a college about how to "flip" the campus experience for students who are short on time: for some, time on campus might be best used to engage with supportive services, work as a peer mentor, take part in a club, and they can take the majority of their course work online via distance ed. And, perhaps this pandemic has taught us that even public employees can work effectively from home - please consider developing policies that allow us to create more opportunities for formalizing WFH options for staff whose work doesn't always depend on their being on site.

While we have to be flexible given the circumstances, it is also important to be as clear as possible about the limits of flexibility.

KEY

equals interesting comment

equals interesting, concrete idea

Interesting question

Themes

LOTS of comments about getting ahead of potential technology needs for students and staff, including provision of devices, software, training, and quick responses to emerging needs.

There were several comments about considering synchronous online education as a way to better support students in the Fall

There were several comments about the challenges with Cabinet level leadership and the opportunities to strengthen collaboration, communication and leadership at that level

There were several comments about leaning on our mission/social justice commitments and listening to our students more intentionally as a way of more effectively serving our communities.