

# 2018-2019 Operational Plan Mid-Year Report

What we aspire to do		What we're doing - Summer 2018		Mid-year Progress Report - February 2019	
Objectives	Outcomes	Activities (bullets)	Activities (detailed)	Done/In process/Not started/Changed plan	Baselines and Targets
Evaluate and refine the <b>Enrollment Plan</b> and increase percentage of first-time freshmen who file FAFSA by July 1 <sup>st</sup> to 61%, and advance at least 33% of entering dev ed freshmen by one level.	<p><b>Create Clear Paths From Enrollment to Completion:</b> 100% of first-time, full-time freshmen will use degree maps when meeting with advisors to discuss academic goals.</p> <p>50% of faculty will refer to degree maps when talking to students about progress in their respective programs of study in AY18 (and 100% in AY19).</p> <p><b>Succeed@Hostos:</b> 50% of faculty will use Succeed@Hostos to alert advisors about students' academic progress. 90% of advisors will respond to an early alert by meeting with the student to discuss academic progress.</p> <p>OAA, SDEM and other appropriate divisions/units will coordinate efforts to increase awareness and use of Succeed@Hostos among faculty, staff and students.</p> <p><b>Create a Student First Environment:</b> Strategically use staff training and technology to ensure we are</p>	<p>Create clear paths from enrollment to completion</p> <p>Succeed@Hostos</p> <p>Create a student first environment</p> <p>Help students on probation</p> <p>Communicate effectively with students</p> <p>Use evidence-based decision making</p>	<p><b>ADM/Enrollment Group</b> Enrollment group develops a student-centric infographic which provides a "roadmap" for what areas and what steps need to be taken to complete enrollment, and posts copies in or near all enrollment-process-related service areas. (ADM, SDEM, OAA)</p> <p><b>ADM:</b></p> <ul style="list-style-type: none"> <li>Develop a financial comparison of cost of attendance and financial aid impact (for F/T and P/T enrollment) of community colleges vs CUNY senior colleges. (Bursar)</li> <li>Students with financial aid who are undergoing testing will receive a "pre-bill" that provides information on the financial impact based on full-time enrollment (Bursar with Financial Aid) (Note: Requires financial aid office to provide one or two staff after students complete testing)</li> <li>Assist DIA with Virtual Tour of campus &amp; Rebranding/Web redesign effort (IT)</li> <li>Deploy AI Chatbots for improved student service to three areas [Admissions, Student Financials (Financial Aid, Bursar's, Business), and Registrar] by spring 2019 (IT) (Note: Duplicate activity under Retention objective)</li> <li>Implement Online Orientation for students in mobile app (IT w/ SDEM)</li> </ul>	<p><i>Done:</i> A flyer was produced and is now in use.</p> <p><i>In progress:</i> A flyer is currently being produced and will be included in the admissions packet starting Fall 2019.</p> <p><i>Done:</i> The pre-bill template is completed and available for use Spring 2019.</p> <p><i>In process:</i> IT coordinated with DIA in developing a first draft of the virtual tour. When the software was sent to Purchasing for procurement, we were informed that since the vendor was not a US-based entity, the software could not be purchased. We are now evaluating two alternative US-based platforms for viability.</p> <p><i>In process:</i> On target for the Spring 2019 implementation. A PO has been issued and received by the vendor; IT is currently negotiating the Statement of Work for implementation of the platform.</p> <p><i>In process:</i> SDEM conducted a reference check on the platform which was initially suggested and there were some concerns raised by another CUNY campus. They are working out the details and whether those would impact Hostos' use of the platform. SDEM should be the primary on this, with IT as the facilitator of making it available via the app once the</p>	<p><i>Baseline:</i> no guide. <i>Target:</i> Display and distribution of a completed flyer.</p> <p><i>Baseline:</i> no flyer. <i>Target:</i> Distribution of flyer.</p> <p><i>Baseline:</i> No pre-billing. <i>Target:</i> Pre-bill sent to relevant students</p> <p>N/A</p> <p><i>Baseline:</i> no chatbots. <i>Target:</i> Deployed chatbots to areas identified in OP activity.</p> <p><i>Baseline:</i> no orientation in mobile app. <i>Target:</i> Orientation available through student mobile app.</p>

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	<p>accessible, accurate and supportive in all engagements with students and the community.</p> <p><b>Help Students on Probation:</b> SDEM and OAA will coordinate a pilot effort to intentionally intervene and help students recover from academic probation. Results will be used to rollout efforts to all students on academic probation.</p> <p><b>Communicate effectively to students:</b> Develop proactive, coordinated messaging to students that guides their successful progress and tracks their responsiveness.</p> <p><b>Use evidence-based decision-making:</b> Foster a culture of practice that supports the use of data and assessment to inform our work.</p>		<ul style="list-style-type: none"> <li>Use Hobsons to automatically set up cohorts for Succeed@Hostos (using enrollment data and self-identification) (IT with SDEM) (Duplicate under Retention).</li> </ul> <p><b>IA</b> In collaboration with OAA, SDEM, and IT, IA planned, developed and launched the “Think. Dream. Do.” campaign. Phase I: a 6-week MTA enrollment campaign showcasing exterior signage along the three Bronx bus lines with the highest annual ridership. Campaign signage includes a quick response (QR) code leading to a web page for tracking the number of applicants who enroll. The campaign expands to web and social media platforms; IA is tracking the social media analytics and engagement on a weekly basis.</p> <p>Phase II will feature short video interviews with newly-enrolled students; Phase III will feature short video interviews with students just prior to graduation. Videos for both phases will be used as a recruitment tool for high schools; distributed as stories to donors to encourage support, scholarship and student retention; incorporated into the website and social media platforms to increase reach and engagement; and played in campus lobby monitors for marketing purposes.</p>	<p>platform has been decided on, procured and implemented by SDEM.</p> <p><i>In process:</i> IT has already engaged with Starfish to accomplish this. The Succeed@Hostos Relaunch Team has identified all of the appropriate attributes they would need to have the dynamic cohorts established. We have weekly 2-hour meetings (1 hour with the vendor, 1 hour internal) to keep the progress on track.</p> <p><b>Phase I: Done</b> IA <u>posted on each Facebook and Instagram 13 times between 7/9 and 8/17</u>. Our <u>posts were seen by approximately 11,000 people</u>. We boosted two posts in that time, which accounted for nearly half of our reach.</p> <p>We <u>posted 11 times between 7/9 and 8/17 on Twitter</u>. Our <u>posts were seen almost 7,000 times</u>. Detail analytics of each post were recorded.</p> <p>Phase II &amp; III: Not started Due to reorganization, transfer of Communications Department to President's Office. To assess department/division responsible for follow-up.</p>	<p><i>Baseline:</i> no cohorts in Succeed@Hostos. <i>Target:</i> cohorts set up.</p> <p>Unique URL and QR codes worked well to track visitors to campaign's website. Next step would be conversion data to assess all who visited and completed the form, how many actually enrolled.</p>

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			<p><b>SDEM</b> In collaboration with OAA, IA, and CEWD, develop a cross divisional recruitment team to partner with the admissions office starting in the fall 2019 semester.</p> <p><b>Rewrite to include:</b> This collaboration will be rolled out in three phases; Campus tours, "Buddy" Recruitment (partner with an admission staff to participate in recruitment activities), independent recruitment.</p>	<p><b>In Process:</b> In the Spring 2019 semester 2 staff members from each division will attend recruitment workshops and trainings with the idea of having everyone promote Hostos with a unified message.</p> <p>SDEM's Admissions and Recruitment Office will spearhead this initiative. The Tour scripts, once drafted by the recruitment team will be reviewed and approved by the enrollment group. The group will reconvene and aim to begin training by May. Once training is complete, some campus tours will be scheduled during the summer (peak enrollment season).</p> <ul style="list-style-type: none"> <li>-Tour scripts and a common vocabulary recruitment syllabus will be drafted.</li> <li>- create a power point presentation for the recruitment workshops.</li> <li>- The 'peer" recruitment team: selected staff members will attend recruitment events with admissions recruiters, "on-the-job" training.</li> <li>- Assignments will be made in the recruitment calendar after training is complete for staff to attend an event once a month.</li> <li>- Develop a post tour survey to solicit feedback and track interest.</li> <li>- Input inquiry cards collected at recruitment activities into Hobson's Connect for follow up: <i>How do we get this initiative to grow?</i> <i>Why is this important?</i> <i>What is the long-term goal?</i></li> </ul>	Target: Increase networking contacts
			<p><b>IA</b> In partnership with IT, IA will produce a virtual tour that highlights the various areas of the campus allowing viewers to be "led through" the campus virtually. A virtual tour will serve as a recruitment tool and as a road map, facilitating navigation of the campus. Production of the virtual tour will be completed by the end of September 2018.</p>	<p><b>In Process:</b> DIA worked with IT to develop an example of a virtual tour, however when we sent to purchasing, the vendor was not approved. We are not evaluating other platforms.</p>	

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			<p><b>SDEM</b> Collaborate with IA to Identify 50 merit scholarships and identify a selected incoming cohort of freshmen with GPAs of 85 or higher to encourage retention and on-time graduation.</p> <p><b>Change:</b> Decrease goal from 50 to 10 merit scholarships.</p>	<p><b>In process:</b> Collaborate with IA to identify 10 external merit scholarships for the fall 2019 semester.</p> <p>Based on the timing, the realistic approach is to begin with 10 external merit scholarships and gradually increase each year by 5%.</p>	
<p>Develop an evidence-driven, coordinated plan to radically increase <b>retention</b> for first-time, full-time freshmen to 76%* and increases the percentage of students who accumulate 20+ credits in Y1 to 37.5%*.</p> <p>*Annualized Strategic Plan indicators</p>	<p><b>Create Clear Paths From Enrollment to Completion:</b> 100% of first-time, full-time freshmen will use degree maps when meeting with advisors to discuss academic goals.</p> <p>50% of faculty will refer to degree maps when talking to students about progress in their respective programs of study in AY18 (and 100% in AY19).</p> <p><b>Succeed@Hostos:</b> 50% of faculty will use Succeed@Hostos to alert advisors about students' academic progress. 90% of advisors will respond to an early alert by meeting with the student to discuss academic progress.</p> <p>OAA, SDEM and other appropriate divisions/units will coordinate efforts to increase awareness and use of Succeed@Hostos among faculty, staff and students.</p>	<p>Create clear paths from enrollment to completion</p> <p>Succeed@Hostos</p> <p>Create a student first environment</p> <p>Help students on probation</p> <p>Communicate effectively with students</p> <p>Use evidence-based decision making</p>	<p><b>Create Clear Paths</b></p> <p><b>OAA</b></p> <ol style="list-style-type: none"> <li>1) Create a policy for universal use of Degree Maps by all advisement units</li> <li>2) Animated power point for students/faculty on how to read the degree map and use alongside Degree Works</li> <li>3) PD for faculty, advisers, COA's prior to October registration period on use of degree maps</li> </ol> <p><b>Liberal Arts Program</b></p> <ul style="list-style-type: none"> <li>- Identify a faculty coordinator, administrative support and department to house liberal arts program and oversee FYS and capstone courses</li> <li>- Revise program description, learning outcomes and degree requirements</li> <li>- Create a second capstone course for the degree</li> </ul> <p><b>Allied Health Programs</b></p> <ul style="list-style-type: none"> <li>- Implement career advising and supports for allied health students</li> <li>- Provide alternative options for allied health students</li> </ul>	<p><b>Create Clear Paths</b></p> <p><b>OAA</b></p> <ol style="list-style-type: none"> <li>1)<b>In process</b> Policy has been verbally shared with faculty and staff. Policy will be shared more formally in spring 2019 when a draft of a memo explaining the policy will be shared with the president and divisional vice presidents with a request to collaboratively sign.</li> <li>2)<b>Done</b> Video has been posted on Hostos YouTube channel and on Hostos Degree Maps page.</li> <li>3)<b>In process</b> PD was done for faculty and advisors. PD for COAs will happen in spring 2019.</li> </ol> <p><b>Liberal Arts</b></p> <p><b>In process</b> A faculty member has been identified to serve as coordinator. The Liberal Arts Committee is currently revising the program description, outcomes and requirements. Title V has started the process to develop the second Capstone course.</p> <p><b>Allied Health</b></p> <p><b>In process:</b> The Allied Health Committee held several advisement events to expose aspirant Allied Health majors to alternative careers. The Committee is exploring the option of a meta major and developing printed advisement materials as well.</p>	

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	<p><b>Create a Student First Environment:</b> Strategically use staff training and technology to ensure we are accessible, accurate and supportive in all engagements with students and the community.</p> <p><b>Help Students on Probation:</b> SDEM and OAA will coordinate a pilot effort to intentionally intervene and help students recover from academic probation. Results will be used to rollout efforts to all students on academic probation.</p> <p><b>Communicate effectively to students:</b> Develop proactive, coordinated messaging to students that guides their successful progress and tracks their responsiveness.</p> <p><b>Use evidence-based decision-making:</b> Foster a culture of practice that supports the use of data and assessment to inform our work.</p>		<p><u>General Education Classes</u> Provide materials to all gen ed faculty and opportunities for ongoing PDs on supports for first-year students, engaging students in the classroom and the college with the goal of increasing course completion rates</p> <p><u>CEWD</u></p> <ul style="list-style-type: none"> <li>Develop a presentation for Hostos degree students that delineates alternative CEWD allied health certificates as part of the Allied Health Retention Committee's Workshop</li> <li>Develop a CEWD presentation on certificates with credit articulation agreements for Hostos degree students and partner with SDEM to present it at Freshmen Orientation</li> <li>Work with Institutional Advancement to solicit funding to provide Early Childhood degree students, who are on track to graduation, with four CEWD certificates (DASA, Child Abuse &amp; School Prevention, Child Development Associate, and Autism), fingerprinting, and a TEACH account</li> <li>Work with Institutional Advancement to solicit funding to provide CEWD's Local Anesthesia/Nitrous Oxide Analgesia Certificate Program for free to graduates of the Dental Hygiene degree program.</li> </ul>	<p><u>General Ed In process:</u> A standardized book of general education resources was provided to each faculty member teaching a gen ed course and these faculty were also invited to a Lunch and Learn with the provost to discuss the materials.</p> <p>Done:</p> <ul style="list-style-type: none"> <li>Surveys were administered at the end of the presentations and the Chair has the survey results.</li> <li>In addition, the Committee will be tracking students who attended the presentations.</li> </ul> <p><u>In process:</u></p> <ul style="list-style-type: none"> <li>CEWD has developed a flyer with standardized language and it's in the catalog.</li> <li>Details have been added to relevant degree maps.</li> </ul> <p>Changed plan: CEWD has been able to offer this training free to degree students</p> <p>Not started.</p>	

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			<p><b>IA</b></p> <ul style="list-style-type: none"> <li>IA will begin to explore the establishment of an alumni mentorship program and will provide recommendations by Q4.</li> </ul> <p><b>Succeed@Hostos</b></p> <p><b>ADM</b></p> <ul style="list-style-type: none"> <li>Relaunch Succeed@Hostos (student success initiative) with a new multi-tiered approach and new targeted indicators in conjunction with OAA and SDEM (IT)                             <ul style="list-style-type: none"> <li>Integrate Succeed@Hostos w/ Blackboard</li> <li>Web attendance use as automatic early alert</li> <li>Configure "cohorts" for targeted intervention based on attributes</li> <li>Overall initiative rethink removing the platform as the focus</li> </ul> </li> </ul>	<p><b>In process:</b></p> <p><i>In process:</i> Succeed@Hostos, as an initiative, was relaunched using a Core Team of representatives from IT+ AA+ SDEM and establishing weekly team meetings with both the vendor consultant and internal group for a "relaunch" of a more structured, streamlined and manageable implementation by January 25, 2019. So far we are on track. Challenges include personnel time availability and also that 90% of the core team members were not here during the initial launch so there is a learning curve.</p> <ul style="list-style-type: none"> <li>Integrate Starfish w/Blackboard. - <i>Done:</i> IT completed this activity, but grade book use policies need to be defined by OAA such that agreed upon scores and thresholds for alerts can be configured in Starfish</li> <li>Web attendance use as automatic early alert - <i>Changed plan:</i> Attendance taking is not mandatory and setting up attendance in either Blackboard or Starfish as the collection platform would be cumbersome for faculty. Evaluating option of relaunching home-grown web attendance system and integrating the data into Starfish.</li> <li>Configure "cohorts" for targeted intervention based on attributes - <i>In process.</i></li> <li>Overall initiative rethink removing the platform as the focus - <i>In process.</i></li> </ul>	<p><i>Baseline, target: N/A</i></p> <p>- <i>Baseline:</i> no integration. <i>Target:</i> integration of systems.</p> <p>- <i>Baseline:</i> no connection between web attendance and early alert system. <i>Target:</i> systems connected.</p> <p>- <i>Baseline:</i> no cohorts set up. <i>Target:</i> cohorts available for use.</p> <p>- <i>Baseline, target: N/A</i></p>

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			<p><b><u>Create a Student First Environment</u></b></p> <p><b><u>SDEM</u></b> Develop engaged employees who put students first. [Additional description of this activity:] Identify and train a cadre of SDEM leadership personnel to facilitate workshops as subject matter experts in strategic planning initiatives, defining and contributing to student engagement and retention efforts while improving customer service and communication.</p> <p><b><u>IA:</u></b></p> <ul style="list-style-type: none"> <li>• IA will engage alumni by holding the first annual Alma Matters Awards Reception on October 5, 2018. Alumni will be asked to offer time, video testimonials, participate in Annual Scholarship Benefit (ASB). Donors will be asked to continue funding student scholarships in support of student retention.</li> <li>• A minimum of 50% of grant proposals submitted to foundations will request funding for initiatives that further persistence and retention.</li> <li>• IA will develop announcements for Giving Tuesday with a focus on giving toward BTSA in support of student retention.</li> </ul> <p><b><u>OAA:</u></b> Crucial Conversations (one planned for this fall. Do another for COAs/CLTs)</p> <p><b><u>ADM:</u></b> Deploy Student Self Service Laptop Loan locker to the Library (24 laptop unit)</p>	<p><b><u>In process:</u></b> Drafting a SP "Train the Trainer" course for the selected SDEM leadership, to be reviewed and vetted by OIRA.</p> <p>Done and ongoing.</p> <p>Done and ongoing.</p> <p>Done. Exceeded our goal of \$30K.</p> <p><b><u>Done</u></b> CC workshop held in January 2019</p> <p><b><u>In process:</u></b> 20-unit laptop locker is on-site in the Library and multiple dates have been setup with the vendor to finish configuring the unit. On track for a late Fall/Early Spring announcement</p>	<p>Baseline: no charging locker. Target: locker fully deployed.</p>

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			<p><u>CEWD</u></p> <ul style="list-style-type: none"> <li>Offer CEWD's Professional Development and Wellness Seminar Series to Hostos degree students</li> <li>Work with Institutional Advancement to solicit funding to allow Hostos degree students to enroll their children, ages 5-14, for free in CEWD's Summer Academy</li> </ul> <p><u>Help Students on Probation:</u></p> <p><u>SDEM</u> Develop and implement an Academic Recovery Program to assist students on academic probation to obtain good academic standing. Goal: <b>50%</b> of students on academic probation participate in the Academic Recovery program</p> <p>Encourage students to think about and understand why they are on probation and what they have to do to return to good academic standing. Create an understanding of the value of maintaining good academic standing.</p> <ul style="list-style-type: none"> <li>Students sign "Academic Recovery Statement of Understanding" stating that they understand what they have to do to get off of academic probation, available supports &amp; resources, and that they want to participate in the program</li> <li>"Self-Assessment" is completed to help students identify the challenges that they have had and to help guide the conversation</li> <li>"Customized Success Plan" creates a goals and a path to take to move towards good academic standing</li> </ul>	<p>Not started.</p> <p>In process.</p> <p><u>In process:</u> For Fall 2018, SSCU identified 213 students who met the Academic Recovery criteria. Coaches reached out to students through various methods. Blast emails were sent utilizing universal templates (Hostos and personal addresses) about the program in addition to personal phone calls (a script was provided for use) at a minimum.</p> <p>Out of the 213 students, 77 (36.15%) met with their coach, signed the statement of understanding, completed the self-assessment and success plan.</p> <p>17 (7.98%) continued and completed the mid-assessment.</p> <p>At the end of the fall 2018 semester, 51.95% (40) of the participating students were in good academic standing.</p> <p>16.88% (13) are now flagged on academic alert. Academic Alert is defined as student who is at risk of falling into probation – CUM GPA range of 2.0-2.3). 19.48% (15) are still on probation and 11.68% (9) were flagged for academic dismissal.</p>	



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			<ul style="list-style-type: none"> <li>“Mid Self-Assessment” and “Final Self-Assessment” are completed during the semester to identify change in student behavior</li> </ul> <p>Appropriate referrals to resources and offices are given as needed</p> <p>Anticipated effect of the Academic Recovery program</p> <ul style="list-style-type: none"> <li>Positive change in GPA</li> <li>No longer on academic probation</li> </ul> <ul style="list-style-type: none"> <li>A tracker is used to capture information about student participation in the program as well as their demographics (GPA, credits, major, etc.)</li> <li>Informal Inter-office interviews - review success, opportunities, and challenges of program and student experience</li> </ul> <p><b>Communicating with students</b></p> <p><b>IA</b></p> <ul style="list-style-type: none"> <li>The Alumni Speakers Bureau will produce 4 inspirational panel discussion series per semester related to how panelists overcame challenges and completed their degrees.</li> <li>IA will collaborate with SDEM/Office of Financial Aid and OAA to incorporate one student success story in its monthly e-newsletter, Caiman Bites. Stories will also be featured on social media platforms. IA will research the possibility of generating a printed copy of Bites for broader distribution to students. In collaboration with IT, video testimonials will be developed and displayed on monitors in public spaces on campus.</li> <li>IA will continue to promote existing resources such as the 15/30 campaign and can develop assets on how to manage 15+ credits.</li> </ul>	<p>Students that are on probation after the fall 2018 semester will complete the Academic Recovery Program again for the spring 2019 semester. We have revised the Statement of Understanding to be able to better reflect this.</p> <p>We will analyze the qualitative and quantitative data at the end of the spring 2019 program and identify collaborations to expand and support the program.</p>	

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			<ul style="list-style-type: none"> <li>IA will develop media assets to support retention and academic success. In collaboration with OAA, SDEM, the Wellness Center, CUNY Start, and ASAP, IA will develop tip sheets, fact cards, video testimonials and other assets that focus on perseverance and degree completion. The "Did You Know" section of the website will be expanded to host information based on the academic calendar. In collaboration with IT, video testimonials will also be displayed in lobby monitors.</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Create and push out mini-videos on importance of class attendance, WU/Withdrawal impact, Take 5, etc.</li> </ul> <p><b>SDEM</b> <b>Rewrite/Change:</b> Organize and streamline communications to incoming and continuing students that may impact student completion and student success.</p> <p><b>ADM</b></p> <ul style="list-style-type: none"> <li>Deploy AI Chatbots for improved student service to three areas [Admissions, Student Financials (Financial Aid, Bursar's, Business), and Registrar] by spring 2019 (IT) (Note: Duplicate activity under Enrollment objective)</li> <li>Virtual Advising/Office Hours for at least 3 departments using Skype (IT)</li> <li>Mobile credential access to turnstiles (using Near Field Communications (NFC) (IT)</li> </ul>	<ul style="list-style-type: none"> <li>Completed tip sheets during Alma Matters Event. Due to reorganization, transfer of Communications department to President's Office. To assess department/ division responsible for follow-up.</li> </ul> <p><b>In process:</b> A flyer was created and shared broadly in both print and video. An animated video will be created spring 2019.</p> <p><b>In process:</b> A communication plan for incoming and continuing students is being drafted. Current communication to students are sent via Hobsons Connect and Retain, i.e. Acceptance letters, Checklist and orientation invites, financial aid, testing, open enrollment, outstanding balances, and verification checklist items.</p> <p><i>[duplicate activities; see responses under enrollment plan objective]</i></p>	

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			<p><b>Use evidence-based decision making</b> <b>ADM</b></p> <ul style="list-style-type: none"> <li>Business Intelligence Initiative Phase 2: Expand Self Service Reporting Dashboard to 3 additional areas to help improve operational effectiveness; work with OIRA to streamline efforts/education and access to data science for analytics (IT)</li> <li>Use Hobsons to automatically set up cohorts for Starfish (using enrollment data and self-identification) (IT with SDEM) (Duplicate under Enrollment)</li> </ul> <p><b>CEWD</b> will identify and track CEWD students that enroll in Hostos degree programs</p> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Establish college-wide Data Working Group tasked to develop a series of standardized, automatically generated data sets with mutually agreed upon metrics to satisfy the "broad overview" data needed and provide common ground for all units</li> <li>Address particular issues by creating data sets that help units answer particular questions. For example, we need data that can track students by 1) developmental needs, 2) major, 3) retention, 4) credit accumulation</li> <li>OAA Assessment projects               <ol style="list-style-type: none"> <li>Assess OER courses (supported by OER grant money)</li> <li>Assess SI/Co-Req/Workshops</li> <li>Continuation of work with Elumen for PLO's and ILO's for academic programs</li> </ol> </li> </ul>	<p><i>In process:</i> ASAP and Admissions have been granted access to the self-service reports, Dual Degree program coordinator is also evaluating what has been shared with them. In addition, IT has been working with OIRA to provide a "report repository" in SharePoint which will allow them to share reports they are creating with the appropriate user groups while we assist them with building the dashboards in the BI environment.</p> <p><i>In process:</i> [duplicate activities; see responses under enrollment plan objective]</p> <p><i>In process:</i></p> <p><b>Changed Plan:</b> OAA will refocus on developing data sets and metrics for our division and collaborate with OIRA (if desired) to develop college-wide metrics and data. OER, SI/Co-req assessment are all in process. The work with Elumen is also in process.</p>	<p>Baseline: 2 areas with access to Business Intelligence dashboard. Target: 5 areas with access (3 more than baseline).</p>

# 2018-2019 Operational Plan Mid-Year Report

What we aspire to do		What we're doing - Summer 2018		Mid-year Progress Report - February 2019	
Objectives	Outcomes	Activities (bullets)	Activities (detailed)	Done/In process/Not started/Changed plan	Baselines and Targets
			<p><b>SDEM</b></p> <ul style="list-style-type: none"> <li>Establish an SDEM assessment committee to work collaboratively with OIRA to identify a standardized model for data collection for student affairs.</li> <li>Identify key barriers that may contribute to stop out rates (i.e. receivables, GPA, SAP).</li> </ul>	<p><b>In process:</b> Members from enrollment and student life units have been selected for the committee.</p> <p>First assignment: review the CAS standards (Council for the Advancement of Standards in Higher education) to identify commonality among the units.</p> <p>The committee will be comprised of about 5 staff members. Each member will be assigned 2-3 units within the division to work in obtaining feedback on data collection needs and potential barriers that may contribute to stop out rates.</p>	