Educational Excellence
  • Hostos as a leader (within dev ed and beyond)

Developmental Education
  • Data/Assessment – reach those not reached, need to more regularly track all/cohorts (e.g., ESL), connecting new initiatives to assessment
  • Scaling what works

Shifting Demographics
  • Need to understand and best serve (assessment)

Faculty and Staff Development
  • Diversity and multiculturalism
  • Cultural competency – to understand who students are

Student Development
  • Create a culture of “college going”
  • Students don’t know what a college experience means
  • Need for sustained, intrusive, interventions
  • Give softer launching pre-college, summers, advisement

Aligning Institutional Resources With Student Needs
  • Communications/marketing
  • Incentivize student use (e.g., connect to core requirements)
  • Data/assessment
  • Scheduling

Liberal Arts
  • Communicate value to students and their families

Technical Degrees
  • Communicate importance of critical thinking

Credit Accumulation and Rapid Acceleration

Seamless Connections
  • Continuing Education, Community College, 4-year colleges

Bilateral Community Partnerships (redefining community in community college)
  • To help accelerate student success

Open Access Institution
Hostos Community College  
SWOT Analysis  
SP Cmte Brainstorm – March 1, 2017

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tbody>
<tr>
<td><strong>CROSSCUTTING MISSION STRENGTH</strong> – mission statement is strong, themes enduring – maybe even was ahead of the times when written (since now higher education nationally is focused on many of them) – there’s a reason we’ve left it be. In new SP put it in the present context, where we’ve come, where we are now so its message is rebranded for the times</td>
<td>• Need better tracking/assessment of students in dev ed – both ongoing consistent data each semester, and more drill down on why some students are not successful</td>
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<td>• Commitment on topic (skills devel) from college community – via strategic plan and beyond</td>
<td>• Students don’t continue to Gateway courses</td>
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<td>• Knowledgeable faculty on topic</td>
<td>• Triple remedial cohorts – better but still a problem</td>
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<td>• Supplemental instruction implemented (resourced)</td>
<td>• Pipeline to credit – need for greater communication and coordination between academic, continuing ed, and student services supports</td>
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<td>• Data shows interventions are working – e.g., Co-req English (scores up), # of multiple repeaters going down, students are getting through dev ed quicker, for almost every developmental course the pass rates are up</td>
<td>• Students need to understand the importance of remediating quickly – need to rebrand as a positive</td>
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<td>• Successful pilots being scaled</td>
<td>• High dev ed need of population</td>
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<td>• Array of academic and student supports</td>
<td>• Low level of evening courses and services and low resources/enrollment at these times – how to address/strengthen student utilization (e.g., tie more to core requirements)</td>
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<tr>
<td>• Central location via transportation – subway, highway, bus</td>
<td>• Low level of resources to address students’ emergency economic challenges (more money for scholarships but less for emergency needs)</td>
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<tr>
<td>• Walkable campus</td>
<td>• Need to better align resources to student needs – better communications/marketing of offerings, utilization analytics and data analyses (including faculty perceptions), incentives (e.g., connect offerings on evenings/weekends with core requirements)</td>
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<td>• Variety of academic programs and resources</td>
<td>• Liberal arts degree – need to help students understand the value (not a backup degree)</td>
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<tr>
<td>• Diversity of faculty and staff – we look like our students</td>
<td>• Percentage of students not completing</td>
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<td>• Diverse student clubs</td>
<td>• Need better student job placement upon completion</td>
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<td>• Affordable (Access)</td>
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<td>• Campus life like family – accessible faculty, staff, facilities</td>
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<tr>
<td>• Social mobility – data (NYT article) shows CUNY helping raise students to middle class and above, and Hostos doing this at the highest rate among CUNY community colleges</td>
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<tr>
<td>STRENGTHS (CONT’D)</td>
<td>CHALLENGES (CONT’D)</td>
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<tr>
<td>• Allied health and engineering programs in particular (students earning high salaries)</td>
<td>• Translate Gen Ed conversation into curriculum concretely</td>
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<tr>
<td>• Diversity – linguistic and cultural of students at the college</td>
<td>• Need new model for bilingual ed</td>
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<tr>
<td>• Strong continuing education program and Gen Ed Movement</td>
<td>• Need to break the pattern of credit accumulation that, for many students, doesn’t lead toward a major</td>
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<tr>
<td>• Diverse/multicultural – what’s changing is students have a different ESL blend/background, more demographic diversity (e.g., more Africans), more younger students, more 2nd-3rd gen that don’t speak Spanish, most students speaking English at home (students continue to come from poverty and low levels of family educational attainment)</td>
<td>• Need to better embrace changing demographics – new language diversity</td>
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<tr>
<td>• Hostos changes with the times – we’re not stagnant, we respond to the needs of community (have a history of this)</td>
<td>• Need to define bilingual education aspect of mission more clearly – clarify how we work with and service 2nd language speakers</td>
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<td>• Hostos well established – 50th anniversary, a committed community institution</td>
<td>• Need even greater resources and support – including diversification of programming, courses, clubs, theatre offerings</td>
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<td>• Hostos a cultural center (e.g., Arts Center)</td>
<td>• Need to make curriculum and services more responsive to the new demographics – need for more engaging teaching and learning tools (this all impacts retention and graduation)</td>
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<tr>
<td>• Corridors research gives us insights into how Hostos can work with community agencies – to help Hostos help students</td>
<td>• Underutilize connections to local businesses</td>
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## OPPORTUNITIES
- CUNY has given us more autonomy – the colleges have more latitude
- **Funds exist to support dev ed and we’re pursuing those**
- Dev ed is a hot topic nationally – lots of research underway
- Research pointing to clear things that work – like tying dev ed skills to credit-bearing courses
- Opportunities exist for faculty professional development on dev ed
- Promote Hostos as a leader in dev ed
- State level attention on affordability
- Open resource classes
- New building funding commitment
- Attract students outside CUNY to come to Hostos
- Many untapped external fundraising resources – corporate, individual, public and private grant sources
- High enrollment
- New building
- **Transition to skill development (De Blasio) in community colleges**
- Continuing ed to credit classes and vice versa
- Community college to 4 years
- **Negative policy action impacting diverse constituents brings national attention to importance of diversity** – can serve as catalyst for things like faculty development
- Global world – new ways younger generations view the world
- Bronx – unique value proposition of community and role Hostos has played in it
- S. Bronx CBO’s very active in community

## THREATS
- Financial aid/federal aid support changes – what’s the Trump Admin going to cut? How will funding streams change?
- Dev ed students struggle with accessing scholarships – will be excluded with the free tuition coming
- Erosion of outside support services (e.g., Single Stop)
- BCC ASAP model
- High dev ed need of population
- Vulnerable student population – cannot complete because of finances, homelessness, domestic trouble, poor high school prep
- National debate on liberal arts versus technical education – need to take a clear stand within that context
- Funding
- Articulation partners priorities may change
- Immigration “reform”
- **National attacks on diverse populations?**
- Changing demographics
- Competition (other colleges)??