



Rooted in our Mission, Our Compass to the Future
The HCC Strategic Plan 2011-2016



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Letter from the President



Some 45 years ago, a diverse group of community leaders, students, educators, activists, and elected officials came together to demand a higher education space in one of New York City's most neglected communities. Like the great education reform activist for whom our institution was named, they believed in the transformational power of institutions of higher education. They realized that the creation of a community college would dramatically change the educational, cultural, social, and economic life of the South Bronx. In short, these visionary "founding elders" recognized what the country is discovering today: how community colleges can improve the quality of life, not just for the students who attend, but also for the surrounding community.

Today, New York City, our State, and the nation are all taking a new look at the promise and potential of community colleges as key engines for regional economic growth and social mobility. That "new look," of course, is based on decades of incredible achievements in educating the majority of college students in the country, particularly students from communities of color. It is predicated on the cost-efficiency that has characterized community colleges and an affordability that has been key in expanding our middle-class and educating first-generation college students.

It stems from the realization that community colleges have demonstrated capacity well beyond just training individuals for the labor force. They serve as leaders of teaching and scholarship, and advance arts and culture in connection with strong liberal arts and social science curricula.

Greater recognition comes with increased responsibility. President Obama is counting on community colleges to help achieve his ambitious 2020 goal for the United States to lead the world again in the number of college graduates. He and other leaders across the country expect greatness from community colleges, which means we must all consider how to position ourselves for long-term success.

If a measure of success for institutions is their ability to remain true to their missions, a related measure of continued relevance and potential excellence depends on the periodic contextualization of their purpose. What does the Hostos mission mean today? How do we achieve the core elements of the mission, given the economic, social, demographic, and cultural realities of the Bronx, New York City, the tri-state area, and the United States?

Our Strategic Plan is our response to these questions. We engaged in strategic planning in order to ensure our relevancy to the students and the communities we serve today and in the immediate future. Our mission served as our compass

"[La educación] ha de tener un fin humano, un fin nacional y un fin civil; formar hombres para la humanidad; patriotas para la humanidad; ciudadanos para el ejercicio del derecho, para el cumplimiento del deber, para la práctica del gobierno, para el progreso de la civilización."

"[Education] must have goals that are human, national and civic in scope; to shape men and women, so that they can serve and become patriots of humanity; and to prepare citizens so that they can exercise their rights, fulfill their duties, practice government, and promote the progress of civilization."

Eugenio María de Hostos

throughout the strategic planning process. It grounded us in our signature approach – to work with the talents and assets that our students bring to the campus and build on those assets so that individuals reach their full potential. It guided our thinking about how we can embrace the many forms of diversity – linguistic, cultural, racial, ethnic, and generational, among others – and create a welcoming and vibrant community.

Taking an intensive look back at our mission also reminded us of why Hostos was created and who we still feel deeply committed to serve. That is why we will build on our historic niche of promoting transitional language programs and Spanish content courses for those whose first language is not English, to assist many students in their integration into college life. It is also why we will remain focused on serving the South Bronx community. Although we are a citywide-serving institution, and our mission speaks of serving other communities that historically have been excluded from higher education – such as Washington Heights, East Harlem, and other parts of the Bronx, for example – without the energy, vision, and hard work of generations of South Bronxites, Hostos would not exist. Hostos must always be a part of change and improvement of the quality of life in the South Bronx.

We have accomplished great feats during the past 45 years. Now, as we prepare for our 50th anniversary, it's time to lay the foundation for accomplishing even greater work. This Strategic Plan was developed with that mindset. It will focus on five key areas. It will help us integrate our academic programs and our student support services so that students have manifold pathways to pursue their educational and career goals. It formulates plans for how we can become a campus known for the student, faculty, staff, and community leaders we have nurtured. It outlines how we will systemize our assessment processes and create a campus ingrained with a culture of continuous improvement that leads to innovation. It describes key strategies for how we will prepare students to meet 21st century



workforce needs – be they in a technical or pre-professional career, or with solid liberal arts skills. And it highlights much needed investments to improve and expand our institutional infrastructure, not only our technology and physical plant, but also our sources of revenue and support for Hostos.

I am proud that we have embarked on this Strategic Plan process “Hostos style”: by engaging the different constituents that comprise the Hostos community. For the goals, initiatives, and outcomes in the Strategic Plan to be meaningful, they needed to emerge from a process of consultation, reflection, and dialogue. That has characterized our process, and I have no doubt that we have not only a better “plan,” but also more importantly, a greater chance of success as a result of the way we have worked for the past year.

Can we accomplish all of this within the next five years? I believe so. I have been witness to the great human and professional capital that we have in our faculty, staff, and alumni. I have seen how Hostos taps into the best every student has to offer to help them achieve their dreams. This Strategic Plan provides a roadmap that we have created together as a community. Now let's take advantage of this roadmap to help us achieve an even higher level of community, excellence, and leadership. I cannot wait to get started!

Sincerely,

A handwritten signature in black ink, reading "Félix V. Matos Rodríguez".

Félix V. Matos Rodríguez, Ph.D.
President

Grounding Elements of the Plan

Mission, Values, and CUNY PMP

Hostos Mission

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio María de Hostos Community College was established in the South Bronx to meet the higher educational needs of people from this and similar communities who historically have been excluded from higher education.

The mission of Eugenio María de Hostos Community College is to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.

The College takes pride in its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds, particularly Hispanics and African Americans. An integral part of fulfilling its mission is to provide transitional language instruction for all English-as-a-Second-Language learners along with Spanish/English bilingual education offerings to foster a multicultural environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

Hostos Values

- 1. Integrity.** We believe faculty, staff, and students should be guided by principles consistent with our mission.
- 2. Inquiry.** We believe in the pursuit of knowledge, artistic and creative activity, applied learning, and scholarship enriched by multiple perspectives.
- 3. Stewardship.** We believe faculty, staff, and students must be responsible and accountable for our organizational and operational resources.
- 4. Narrative.** We believe the personal narrative inspires positive changes in attitudes, perceptions, and actions. We learn from the experiences of others, we strive to teach by example, and we share our stories of success.
- 5. Transformation.** We believe in self-actualization, and we engage students in a process that leads to the fulfillment of their academic, social, and personal aspirations.
- 6. Community Building.** We believe our college's primary strengths are embedded in our diverse, multicultural, and historic community roots. We are inspired by our community origins and our mission, and seek to embrace its spirit each day.

This plan balances the driving forces that impact Hostos – those that the college has outlined for itself in the form of a mission and values, and those that The City University of New York (CUNY) has defined in the form of the Performance Management Process (PMP) objectives for all of its campuses.

CUNY Performance Management Process (PMP) Objectives

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity
3. Ensure that all students receive a quality general education and effective instruction
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion
5. Improve post-graduate outcomes
6. Improve quality of student and academic support services
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses
8. Increase revenues and decrease expenses
9. Improve administrative services





Hostos—A College on a Mission

There's a
spotlight
shining
now upon
community
colleges, and
everyone is
feeling
the heat.

As our nation's leaders enact job creation legislation aimed toward revitalizing the economy, they are looking to community colleges as frontline educational and training grounds for America's workforce.¹ Indeed, with the whole country feeling the economic pinch, more and more students are choosing community colleges for accessible, affordable, and quality higher education.

Instead of stepping out of this light, Hostos chooses to take the stage to make sure the community it serves isn't left behind as the country moves forward. Tough economic times only strengthen Hostos' resolve to serve those historically excluded from higher education.

In March 2010, when Hostos embarked on strategic planning, it did so with the intention of outlining its plan of action to heed this heightened call. Over the past 12

months, more than 525 students, faculty, and staff dedicated time and energy to help set the goals, initiatives, and outcomes outlined on the following pages. These contributors kept the planning process focused on the college's ideals, while detailing pragmatic approaches to address the complex challenges that come with serving such a high-need community.

Hostos undertook strategic planning simultaneously with its Middle States reaccreditation self-study, so the planning process benefitted from rigorous analysis on what makes the college strong and where it needs to grow. These concurrent processes solidified the campus community's resolve that Hostos' mission still stands and should continue to guide all that it does. They also helped the community put into words the specific values that all members will aspire to daily, as they continue to strive for what is outlined in the mission statement.

What is presented on the following pages represents a reaffirmation of Hostos' founding principles, and translates these principles into goals, initiatives, and outcomes designed to make the college an even more relevant, responsive, and accessible institution to the multiple constituencies it serves. Most importantly, this plan reflects Hostos' mission in action and provides a common understanding for priorities the campus community will undertake over the next five years.

"This country's community colleges are the largest and fastest-growing sector of higher education. They enroll almost half of all undergraduates. And they are the focal point of national and state economic recovery efforts; they provide affordable degree and training programs for the country's skilled workforce."

Chancellor Matthew Goldstein,
March 4, 2010, from *Community Colleges:
The Sleeping Giant* speech,
Center for Educational Innovation/
Public Education Association

¹ "Preparing the Workers of Today for the Jobs of Tomorrow," a report from the Executive Office of the President Council of Economic Advisors, July 2009.



Who We Are and Who We Serve

Institutional Profile

Eugenio María de Hostos Community College, one of 24 units of The City University of New York (CUNY), was established in 1968 in response to the demands of Puerto Rican, Latino, community, and educational leaders who urged the creation of a college to meet the needs of the South Bronx. Its founding constituted the first occasion in New York that a two-year, public, open admissions, transitional language learning higher educational institution was deliberately sited in a neighborhood like the South Bronx, the nation's poorest congressional district.

With six buildings at East 149th Street and the Grand Concourse, and shared sites in Washington Heights (CUNY in the Heights) and the Grand Concourse and Fordham Road (CUNY on the Concourse), Hostos offers 27 degree options and certificate programs, including academic transfer, vocational/technical training, and continuing education and professional studies.

Hostos is also a hub for numerous community and cultural events. Our hallways, classrooms, and lecture halls are often used by community groups and government agencies to present their programs to the neighboring community.

The Hostos Center for the Arts and Culture, which first opened its doors in 1982, is a premier events venue for cultural experiences that affirm and nurture the ethnic heritages of the communities the college serves.

Its 907-seat state-of-the-art concert hall has served as stage for internationally renowned musicians, such as Tito Puente, Celia Cruz, Marc Anthony, Rubén Blades, and the Spanish Harlem Orchestra. Its 367-seat theater serves as home for the Hostos Repertory Company, an award-winning troupe that recently won three HOLA awards and two ACE awards for its 2010 production of *You Always Forget Something*, and was one of five university-based companies to be invited in 2010 to participate in the Kennedy Center's American College Theatre Festival for its production of *Boom*. Its museum-grade art gallery, which programs five to six exhibitions a year, showcases the work of visual artists of regional and national renown. Now in its 28th season, the Center has served over 100,000 patrons via more than 300 events produced by the Center and the college, as well as community-based organizations, local schools, and independent producers. Its events continue to attract audiences from all over the New York Metropolitan region and beyond.

Student Profile

Over the past 10 years, enrollment at Hostos has almost doubled. According to the Fall 2010 data, Hostos' unduplicated headcount was 6,499, with 4,651 full-time equivalents (FTEs). The number of continuing education students has grown by 440% since 1999-2000, from 1,999 to 10,802 in 2009-10.

Faculty/Staff Profile

Hostos has 181 full-time faculty, 218 adjunct faculty, and over 525 staff members. Fifty-three percent of faculty possess doctoral level degrees and 48% possess master's level degrees. Ninety-two percent are tenure or tenure-track faculty. More than 50% of faculty represent racial/ethnic minority groups (32% Hispanic/Latino, 11% African-American, 8% Asian), with an almost even balance between male and female faculty.

Service Region Profile

A majority of Hostos students come from the South Bronx. This community has served as a historical entry-point for many waves of New York City migrants, welcoming people of a diverse range of ethnicities, including those of German, Irish, Jewish, Scandinavian, African, and Asian descent. Its rich racial and ethnic mix has made it a vibrant hub of political, cultural, and entertainment activity in the Bronx and for the city. Its many artists and musicians (salsa, hip hop and others) have achieved national and international recognition, putting this community on the map for its creative capital.

Unfortunately, the South Bronx holds another reputation that is far less uplifting. The South Bronx is located in the 16th Congressional District, the poorest of the nation's 435 Congressional Districts, with 42.2% of residents living below the poverty line and households earning less than half of the New York City median household income. More than 34% of residents have less than an 11th grade education, as compared with about 16% of New York City residents.

	New York City	S. Bronx/ 16 th Cong. District
Race/Ethnicity	28% Hispanic	66% Hispanic
Home Language	24% Spanish	61% Spanish
Median Household Income	\$50,403	\$23,270
Poverty Level	16% of families fall below	37% of families fall below
Education	48% H. S. diploma/GED or less	69% H.S. diploma/GED or less

HOSTOS FALL 2010 STUDENT PROFILE	
Gender	68.3% female, 31.7% male
Average Age	25.7
FT/PT	58% FT, 42% PT
Day/Evening	91% day, 9% evening
Race/Ethnicity	56.9% Hispanic 22.2% Black 3.4% White 3.2% Asian/P.I. 4% Am. Ind./Al. Nat. 13.9% Other/Unknown
Language Spoken	76% speak language other than English at home
Economic Status	72% have < \$30K in household income Over 95% are eligible for financial aid
Where they live	64.9% live in the Bronx
Entering freshmen college readiness	87.5% in 1 remedial 1/3 triple remedial
Programs of Highest Enrollment	A.A. Liberal Arts & Sciences Nursing Teacher Education Business Management Dental Hygiene

Source: Hostos Office of Institutional Research, Fall 2011

Only about 11% of residents of working age possess a higher education degree (associate's degree or higher), compared to nearly 40% of New York City residents. Unemployment is almost double that for the city as a whole. And more than two-thirds of residents speak a language other than English at home, which often translates into levels of limited English proficiency that make it difficult to find consistent employment.

Hostos has been part of the Bronx rebirth story since the 1970s, connecting higher education with the many community building and revitalization initiatives intended to spur increased business and education investment, tourism, and support for cultural institutions. Hostos has been a partner in and advocate for these urban renewal efforts since its founding, to ensure that this community receives the support it deserves.

A Brief Summary of the Evolution of the Plan

To stay true to its mission and values, Hostos took an inclusive approach to institution-wide strategic planning. Although we expected no less, we are proud to report that more than 525 individuals – students, faculty, staff, administrators, and community leaders – contributed to the creation of this plan via meetings, surveys, and focus groups. These pages are the product of hundreds of hours of planning discussions that took place across campus between March 2010 and March 2011.

An inclusive process like this requires skillful stewardship. A strategic planning team appointed by the President led the planning process at the college (see attached list of team members). An organizational development consultant facilitated key meetings and provided strategic support related to plan development. The College also took advantage of several important processes that were part of campus life during 2010-2011, such as the Middle States reaccreditation, the Foundations of Excellence review, and an Office of Academic Affairs and Student Development/ Enrollment Management retreat in Spring 2010, to further our research, consultation, and dialogue.

Hostos Planning Activities

Key planning activities included:

- **Strategic planning team meetings** – a kick-off retreat followed by ongoing Cabinet discussions and periodic meetings with the planning consultant, to make decisions about the planning process and strategy.
- **On-campus planning meetings and town hall events** – six convenings involving more than 200 faculty, staff and students, to seek input into the development of the goals, strategic initiatives, activities, outcomes, and performance indicators.
- **A literature review** – to explore best practices in post-secondary education that support the goals and activities proposed in Hostos' plan.
- **An Office of Institutional Research report** – trend analysis on college-wide and program enrollment, admissions, student demographics, student performance, student retention, and graduation and post-graduation data.
- **Faculty, staff and student e-surveys** – with 92 faculty respondents (50.8% response rate), 72 staff respondents (13.7% response rate), and 186 student respondents (2.9% response rate).
- **Student, faculty and staff focus groups** – four focus groups through which 47 faculty and staff participated (to solicit input on the college's SWOT analysis and vet the proposed strategic goals), and five focus groups through which 75 full-time and part-time students participated (to explore student perspectives on how the college can better respond to student needs).
- **Hostos Foundation Board consultation** – to solicit feedback from the 12 Foundation Board members on goals, initiatives, outcomes, and performance indicators.
- **Individual meetings with community leaders** – the President and other Cabinet members met with numerous business, government, nonprofit, and academic leaders, to discuss potential areas for partnership.

The Hostos Community College Strategic Plan for 2011-2016 was drafted and edited by the strategic planning team in consultation with the college's chairs, coordinators and unit directors. The plan was circulated across campus for comment in April 2011. It was then completed in Summer 2011 and will be shared publicly in Fall 2011.



GRAND CONCOURSE

EUGENIO MARIA DeHOSTOS
BOULEVARD

E 149 ST



The Issues We Face

Institutional Analysis Findings

Hostos' 10 Core Strengths and Opportunities

- 1. Enduring commitment to non-traditional students.** Hostos was created as a result of the commitment and passion of a community that understood the value of higher education. Serving the higher educational needs of people from communities historically excluded from higher education remains core to Hostos' mission.
- 2. Thriving signature programs.** Hostos has a reputation for some strong signature academic programs (allied health, dual degrees), student services (leadership, athletics, disabilities programs), and community service programs (the Hostos Center for Arts and Culture, volunteer efforts by students in the Hostos Leadership Academy, Hostos' free dental hygiene clinic).
- 3. Ambitious and dedicated students, faculty and staff.** Students come to Hostos to transform their lives, and Hostos' talented faculty and staff take great pride in serving a community of learners who do not typically come from privileged backgrounds.
- 4. Diversity and multilingualism.** For Fall 2010, students at Hostos indicated that they are from more than 115 different countries around the world and speak at least 80 different languages. Students at Hostos receive a global education in a truly diverse and international environment.
- 5. History of community engagement.** Hostos' history breathes meaning and life into its work – from everyday activities to plans for the future. Hostos has a rich legacy of serving the communities of color reflected in the demographics of the Bronx.
- 6. Strong sense of community on campus.** Hostos is like a family. Faculty and staff are among the students' biggest fans and serve as role models for students. Students support each other inside and outside the classroom.
- 7. Accessibility.** Hostos has locations in hub areas of the South Bronx and Washington Heights. Both locations are situated at major intersections just steps from express subway stations and bus stops, and close to major highways.
- 8. Stability and growth in key administrative capacity areas.** Despite budgetary challenges, Hostos has remained financially solvent and even grown in key areas, expanding the footprint of the campus, and innovating the use of technology in the classroom and in support of operations and facilities.
- 9. Spotlight on community colleges.** As more and more of this nation's leaders, from Chancellor Goldstein to President Obama, call attention to the critical role community colleges can play in revitalizing the U.S., Hostos can leverage new funding streams and supports to demonstrate its value and impact.
- 10. Adaptability.** Hostos is known for its ability to capitalize on the strengths of its community, its willingness to experiment and innovate, and its capacity to adjust to difficult circumstances.

Input from more than 525 individuals, combined with OIR research on student demographics, enrollment and performance trends, and a literature review on trends experienced by community colleges nationally, illuminated organizational strengths and opportunities to leverage, and challenges to confront as Hostos embarks on its next college-wide plan.

Hostos' 10 Core Challenges

- 1. Enrollment booming (a challenge and opportunity).** Over the past 10 years, enrollment at Hostos has almost doubled, from 3,118 to 6,499 students, with an increase of about 25% in the number of FTEs. Enrollment is now above 7,000 in 2011-12.
- 2. Fiscal Woes in the State and City.** With the condition of State and City budgets still uncertain, Hostos might sustain significant cuts to its operating budget in the next few years.
- 3. Limited space and funds for building maintenance/improvements.** Hostos lacks room to grow, and has limited funding to maintain state-of-the-art facilities, much less expand to meet the needs of its increasing enrollment.
- 4. Replacing retiring faculty now subject to negative budget conditions.** Eight faculty members retired in Spring 2011. Under normal conditions, Hostos could replace these faculty almost immediately; however, hiring is now on hold until CUNY assesses faculty hiring needs across campuses and gives the green light for replacement. The current fiscal climate, and with 20-30 faculty expected to retire by 2016, Hostos must become increasingly strategic about how to fill vacant faculty lines.
- 5. Challenges facing remedial/developmental students.** More than 85% of each entering freshmen class must take at least one remedial/developmental course and upwards of one-third of these students are triple remedial.
- 6. Collaboration with other academic institutions.** Hostos could do more to build relationships with local high schools and four-year colleges, to ensure smooth transitions as students continue their education.
- 7. Navigating external politics of support.** Hostos could strengthen engagement with policy makers and funders so legislation and grants programs are more responsive to the needs of educationally and economically disadvantaged students.
- 8. First year retention.** As with many community colleges across the country, first year retention is a challenge. While Hostos' retention rate has improved significantly since the last Middle States Study ten years ago, about 40% of Hostos freshmen drop out/stop out before their second year.
- 9. Remaining competitive as other higher education institutions expand.** When asked, "Why did you come to Hostos?" students consistently say they heard about it by word-of-mouth. In an environment of increasing competition with educational proprietary systems, Hostos must do better at marketing and communicating its value and brand.
- 10. High unemployment facing Hostos' service population.** Hostos students come from communities with grim employment-related statistics, where unemployment is almost double that of New York City as a whole. High poverty rates also affect many Hostos' students.

Hostos Goals and Strategic Initiatives

What We'll Aspire for, What We'll Do

AT A GLANCE	
Goal 1	INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS
FOUR INITIATIVES	
<ol style="list-style-type: none">1. Focus on first year student success and transfer2. Rethink remedial and developmental education3. Cultivate cross-disciplinary scholarship for effective teaching and learning4. Build articulated pathways for learning between degree programs and continuing education offerings	
5-YEAR ANTICIPATED OUTCOMES	
<ol style="list-style-type: none">1. First year retention will reach 75%2. Second year retention will reach 60%3. Six year graduation rate will reach 30%4. Set the standard for community college freshmen advisement within CUNY5. Transfer rate for liberal arts students who graduate from Hostos will reach 55%6. Transfer rate for career students who graduate from Hostos will reach 30%7. Transfer rate for non-degree transfer will reach 15%8. 85% of students will demonstrate proficiency in all three skills areas prior to achieving their 30th credit9. Creation of a community of teaching and learning practice focused on more effective pedagogical practice and improved student learning outcomes in curricular design10. Increased evidence of links between PDIs and grants, curricular and pedagogical changes, and improved student learning outcomes11. 1/3 of degree programs will have pathways from non-credit to credit programs12. 1/4 of degree programs will have post-graduate continuing education certificate options	

Goal Area #1 : INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

Goal: Hostos will offer students many pathways to pursue their educational and career goals.

Rationale: Given its multilingual, diverse community of learners, Hostos offers many pathways and supports to college. To improve its offerings, Hostos needs to better align programs and services internally, and work across divisions and departments toward a common purpose – helping students fulfill their education and career-related goals.

Opportunity: These difficult economic times call for even greater coherence and internal alignment in pursuit of its educational purpose. Now is the time to reassess the educational enterprise at Hostos, particularly how it can more comprehensively and consistently ensure student success at key points in their community college experience.

Target Population

- First year entering freshmen
- Outbound transfer students – liberal arts graduates, career program graduates, and non-degree transfers

Getting Started – Key Tactics in Years 1–2

- Create campus-based task force - a group with broad representation from across the student, faculty and staff constituencies.
- Conduct campus audits of first year and transfer services and supports (the Gardner Institute’s “Current Practices Inventory”). Assessment will culminate in the development of strategic action plans for campus improvement. These plans will include recommendations to better integrate the full array of first-year related and transfer activities, from prior learning assessment and advisement to non-academic supports.

FOUR STRATEGIC INITIATIVES:

1. Focus on First Year Student Success & Transfer

Navigating the first year of college is a primary challenge for community colleges with large numbers of remedial students who must spend significant time and money on non-credit bearing developmental courses (Bueschel 2009, Barr and Schuetz 2008, Bailey et al. 2010). Studies increasingly show high stop out/dropout rates in the first year, with many colleges losing students before a second term of enrollment (Community College Survey of Student Engagement 2007).

In the last decade, Hostos has, on average, lost 35-40% of its entering students before their second year, making it difficult to improve graduation rates.

Helping students continue their education is also a struggle for many community colleges. Preparing students for transfer provides a path that supports their socio-economic upward mobility, as well as their overall employability, especially in

the current labor market where forecasts project that the largest percentage of new jobs in the next few years will require a bachelor’s degree or higher (Georgetown University Center on Education and the Workforce, 2011). Yet Hostos’ transfer rate for liberal arts students and career students remains around five percentage points lower than the CUNY averages for transfer of these students.

Across the country, community colleges are creating first year and transfer initiatives that provide students with enhanced connectedness to their peers (which proves highly important to student retention and graduation), and enriched academic and extra-curricular activities and support services (Barr and Schuetz 2008). Experts agree that the key to successful first year and transfer initiatives is to create campus-wide, holistic approaches that support students at these critical points in their educational experience (Alexander and Gardner 2009, Barefoot et al. 2005). Hostos will participate in assessment processes outlined in the John N. Gardner Institute’s *Foundations of Excellence* that help institutions meet first year and transfer needs through aligned policies, practices and procedures across the institution, as well as with external partners (e.g., high schools and regional four-year colleges).

2. Rethink Remedial and Developmental Education

Lacking the basic academic skills to take college-level courses presents a major hurdle for those seeking postsecondary education. In short, individuals who cannot demonstrate basic reading, writing, and math skills cannot successfully pursue either a vocational or liberal arts career track.

Community colleges across the country struggle with how to respond to the needs of entering students who lack the basic skills to take college-level courses (Bueschel 2009, Barr and Schuetz 2008, Bailey et al. 2010). At Hostos, student academic under-preparedness is one of our central challenges. Close to 90% of each entering freshmen class must take at least one remedial/developmental course and upwards of one-third of these students are triple remedial. Students entering Hostos consistently score lowest on the required CUNY entrance skills tests for reading, writing, and mathematics.

This initiative will bring our campus community together to rethink our developmental and remedial educational offerings, so that students can improve their skill acquisition overall and in a more timely fashion.

Target Population

- Students with less than 30 credits

Getting Started – Key Tactics in Years 1-2

- Conduct assessment of Math, ESL, and English skills-building courses and programs – establish ongoing assessment mechanisms to track student success in these offerings
- Redesign skills-building courses and programs for Math, ESL, and English

3. Cultivate Cross-Disciplinary Scholarship for Effective Teaching and Learning

Target Population

- Hostos faculty

Getting Started – Key Tactics in Years 1-2

- Design activities for collaborative engagement among faculty
- Solicit interested faculty to participate
- Create community of practice in which faculty determine common research areas of interest (e.g., learning pathways for Hostos students, tackling critical thinking across the curriculum)

While faculty at Hostos have a solid reputation for their individual research and publications focused in their disciplinary areas, more support is needed to cultivate cross-disciplinary attention to scholarship that informs teaching and learning practice. This initiative will bring faculty together to conduct research on the unique learning pathways and challenges of Hostos students that then informs experimentation and innovation in pedagogical approaches on campus.

This initiative will bridge existing efforts at Hostos – including those undertaken via the Committee on Beautiful Ideas (COBI) – so that interested faculty become part of a community of practice that regularly convenes to connect scholarship with more effective teaching practice.² The work here cross references with goal 3, initiative 3 – where Hostos will undertake more concerted efforts to connect student learning outcomes assessment with curricular and pedagogical change.

² The Committee on Beautiful Ideas (COBI) at Hostos solicits and reviews grant proposals from faculty and then awards mini-grants. Faculty members can submit their “beautiful ideas” in teaching and learning, and winning proposals receive funding and release time to put the proposals into practice.

4. Build Articulated Pathways for Learning Between Degree Programs and Continuing Education Offerings

The number of continuing education students at Hostos has increased by 80.7 % over the past seven years, from 5,978 in 2003-04 to 10,802 in 2009-10. Many students come to the college to take advantage of a wide variety of continuing education programs, from GED preparedness to certificate programs and vocational activities. Yet few transfer into credit bearing academic programs. We have not built a systematic pipeline to encourage and facilitate continuing education student enrollment in the college.

Hostos also currently offers only a limited number of continuing education post-graduate certificate options to complement degree offerings, despite labor market research that increasingly shows many job seekers could benefit from specialized training beyond their academic degrees.

This initiative will strengthen linkages between Hostos' credit and non-credit programs so that more non-credit students have access to higher education opportunities and more Hostos graduates have access to advanced training opportunities that can better position them for employment. It will increase student awareness about high employment demand tracks (where college degrees and advanced certificates yield more marketable skills and better paying jobs), and provide additional supports to students interested in enrolling in Hostos degree programs and continuing education advanced certificate offerings.

Target Population

- Students enrolled in Hostos continuing education courses
- Students graduating with degrees where specialized certificate training can significantly improve their employment prospects (e.g., in nursing, radiology, digital design)

Getting Started – Key Tactics in Years 1-2

- Identify continuing education offerings that could become primary portals to degree programs
- Identify degree programs where specialized training can significantly improve student employability
- Strengthen targeted linkages between continuing education offerings and existing degree programs
- Design new continuing education certificate options that provide advanced training post-associate degree attainment
- Create communications strategy to help students understand career pathways and offerings available at Hostos

AT A GLANCE

Goal 2

CAMPUS AND COMMUNITY LEADERSHIP

FOUR INITIATIVES

1. Develop next generation of student leaders – all levels
2. Build faculty and staff management skill sets and leadership
3. Advance cultural competency programming
4. Assist in the professional development of the leadership of Bronx nonprofits based on collaboration

5-YEAR ANTICIPATED OUTCOMES

1. Increased student leadership competencies and programs
2. Increased faculty and staff leadership skills and competencies via programs that help them become more effective organizational and community leaders
3. Increased faculty, student and alumni cross-cultural experiences and research opportunities via expanded study abroad and exchange opportunities, and increased cultural competency offerings at Hostos
4. Strengthened leadership capacity of Bronx serving nonprofits

Goal Area #2: CAMPUS AND COMMUNITY LEADERSHIP

Goal: Hostos will nurture the leadership capacities of students, faculty, staff, and Bronx community organizations so they can better engage as active members of their neighborhoods and communities.

Rationale: Academic institutions like Hostos must cultivate the skills and talents of all their constituencies, so they can better contribute to the revitalization of the many communities they serve.

Opportunity: In our globalized, high-tech world, people and organizations can exercise leadership in a variety of ways. In fact, now more than ever, individuals and institutions can take action that almost immediately impacts local, regional, national, and global change. The key is to ignite this potential, especially for those who may not think of themselves in this way.

Target Population

- All matriculated students

Getting Started – Key Tactics in Years 1-2

- Research model programs that support student leadership development for different cohorts – from honors students to remedial/developmental students
- Clarify standardized competencies to be taught across leadership development programs
- Assess student leadership development offerings at Hostos according to competencies to be taught going forward
- Query students about their particular interests
- Build on Hostos' existing Student Leadership Academy – broadening, diversifying, and deepening leadership opportunities
- Map current student civic engagement opportunities and explore possibilities for expansion

FOUR STRATEGIC INITIATIVES:

1. Develop Next Generation Student Leadership – All Levels

Prior to coming to Hostos, few students have access to programs that cultivate their potential as future leaders. And Hostos students – not just those in honors programs – keep saying they want more opportunities to build their leadership skills.

Research shows that student participation in leadership education and training programs has an impact on educational and personal development – particularly their sense of civic responsibility, leadership skills, multicultural awareness, understanding of leadership theories, and personal and societal values (Cress et al., 2001). This initiative will expand Hostos' leadership development offerings to students at all levels of academic preparedness.

2. Build Faculty and Staff Management Skill Sets and Leadership

While Hostos faculty and staff bring impressive discipline-based and specific professional experience, few have been exposed to the kinds of professional development opportunities that help them become more effective institutional and community leaders. With tightening budgets and current possibilities for faculty and staff expansion limited, Hostos must immediately prepare its faculty and staff to share the load of increased leadership responsibilities inside the college, across CUNY, and within nonprofits in communities the college serves.

Through this initiative, Hostos will reconsider faculty development on campus using a leadership development/management lens, supporting a range of opportunities that position faculty and staff to become even more effective agents of organizational/community change along the lines of the college's mission.

Target Population

- All full-time faculty and staff

Getting Started – Key Tactics in Years 1-2

- Research model programs that support faculty and staff organizational/community leadership development for different cohorts - by experience level (new to seasoned), by area of expertise, by role, etc.
- Clarify standardized competencies to be taught across programs (e.g., focused on building administrative/management skills and experience)
- Assess professional/leadership development offerings at Hostos – to determine which, if any, existing offerings provide administrative/management skills building experience
- Query faculty and staff about their particular interests
- Build on existing and create new opportunities for faculty and staff development

3. Advance Cultural Competency Programming

Now more than ever, success in the workplace comes to people capable of participating in a diverse, global landscape. That means academic institutions must create more opportunities for students, faculty, and staff to broaden their minds and experiences, so they possess the skills and competencies to thrive in whatever career they choose.

Through this initiative, Hostos will expand study abroad and exchange opportunities for faculty, staff, students, and alumni. It will also examine its U.S. based cultural competency related programs and expand on existing offerings.

Target Population

- All students, faculty, and staff

Getting Started – Key Tactics in Years 1-2

- Research model study abroad and exchange programs, as well as best practices in cultural competency programming
- Assess current offerings
- Build on existing and create new offerings. For example, Hostos will further integrate arts and culture programs with academic programs, and ramp up summer training to New York City public school teachers on Dominican history and culture so they can better serve the increasing numbers of Dominican students in Bronx and New York City schools

4. Assist in the Professional Development of the Leadership of Bronx Nonprofits Based on Collaboration

In keeping with the commitment to community service articulated in its mission, Hostos and CAUSE-NY plan to launch The Center for Bronx Non-Profits in 2012. This Center will focus on strengthening organizations and the borough as a whole through professional development seminars, networking, coalition building, and educational courses.

This initiative encompasses these efforts to advance professional development for nonprofit leadership in the Bronx.

Target Population

- Bronx nonprofit staff and trustees

Getting Started – Key Tactics in Years 1-2

- Survey Bronx nonprofit staff and trustee's professional development interests and needs
- Research model professional development programs, in light of interests and needs
- Develop responsive professional development programs

AT A GLANCE

Goal 3

CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

FOUR INITIATIVES

1. Align planning and assessment systems
2. Institute clear program planning and review cycles
3. Assess student learning outcomes, including a focus on Gen Ed
4. Assist Bronx community and educational institutions as they develop a culture of continuous improvement and innovation

5-YEAR ANTICIPATED OUTCOMES

1. Planning and assessment processes inform day-to-day activities across campus
2. 75% of degree and non-degree programs reviewed
3. Program review schedule established for next five years
4. Student learning outcomes, including Gen Ed competencies, infused across all courses and programs
5. All Hostos college-level credit-bearing courses will transfer for degree credits at all CUNY four-year institutions consistent with new transfer policies from CUNY's Board of Trustees
6. Bronx community-based groups demonstrate increased capacity for planning and assessment

Goal Area #3: CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

Goal: Hostos will have in place ongoing assessment mechanisms that improve performance, impact, and results.

Rationale: Unless Hostos can more consistently and comprehensively answer the question, “How are we doing?” it cannot demonstrate whether the college is achieving its mission effectively. Assessment will also be key to long-term institutional success, as Hostos, like other community colleges, adapts to higher enrollments with tighter budgets.

Opportunity: Increasing emphasis on performance and accountability within higher education will support Hostos’ systemization of planning and assessment, so that continuous improvement and innovation become embedded in its organizational culture.

FOUR STRATEGIC INITIATIVES:

1. Align Planning and Assessment Systems

Just because a higher education organization focuses on learning doesn’t mean it’s a learning organization. Learning organizations employ linked planning and assessment systems to ensure their vibrancy and potential for transformation. And they tend to be more effective, as these linked systems allow the organization to innovate and adapt via continuous improvement processes (Senge, 1990, Middaugh, 2010).

Through this initiative, Hostos will build systems that better assess progress toward achieving planned goals – in courses, throughout programs, and across the institution. It will also create processes that connect the various plans of the college via interrelated assessment mechanisms, so that everyone can better understand the effectiveness of the college’s services and programs.

Target Population

- All faculty and staff

Getting Started – Key Tactics in Years 1-2

- All existing plans (enrollment management, facilities, technology, etc.) reviewed and made consistent with strategic plan
- Create shared expectations for operational planning – according to certain standardized, inclusive processes across divisions
- Create annual operational plans that specify cross-divisional efforts to implement the strategic planning goals, initiatives, and outcomes
- Align annual CUNY PMP goals with annual Hostos operational planning
- Determine assessment methods and reporting out that informs ongoing planning

2. Institute Clear Program Planning and Review Cycles

Academic Program Review (APR) is an integral part of the ongoing process of outcomes assessment of any college. On most campuses, it entails academic departments and units within each department undergoing a self-study process. Departments and units review and reflect on the totality of their work over the course of several academic years. They identify their strengths and weaknesses and then plan their future direction.

Academic program review is nothing new to Hostos. Faculty know program assessment is important, but in a busy academic schedule it can become a lower priority than more pressing demands on faculty time. This initiative will encourage renewed focus on program planning and review, including the establishment of clear ongoing review cycles so Hostos academic programs remain pedagogically sound and of high quality. The data collection and analysis from academic program review will also inform administrative and policy decisions (e.g., new hires, adjustments to academic support services), and thus serve as a cornerstone for continuous improvement processes across the campus.

Target Population

- All faculty

Getting Started – Key Tactics in Years 1-2

- Create an academic program review schedule for the next five years and beyond (to set expectations for ongoing review over the long-term)
- Query faculty on their training needs to undertake successful academic program reviews
- Identify and schedule initial faculty development activities (grouped and targeted to particular departments) to support successful academic program reviews (e.g., peer-to-peer exchanges, one-to-one assistance, expert trainings)
- Consider additional ways to share key assessment findings with the entire campus

3. Assess Student Learning Outcomes, Including a Focus on Gen Ed

Hostos has built a solid foundation for assessment at the course level. About 20% of courses have recently undergone student learning outcomes assessment, and all are scheduled to complete assessment by 2016.

Hostos has also spent the last few years defining general education goals for students, which include ways to help them become better global citizens, improve their scientific and quantitative reasoning, develop their communication skills, and increase their academic literacy and inquiry skills. More specifically, it has identified 19 general education learning competencies that transcend traditional discipline focused boundaries and stretch across the curriculum.

This initiative expands on these efforts and will ensure that student learning outcomes, including Gen Ed competencies (where appropriate), are established for all courses and academic programs. It will also ensure greater focus on how to strengthen pedagogical practice and curriculum development as a result of student learning outcomes assessment. This work will be closely linked to goal 1, initiative 3, which help build cross-disciplinary scholarship for more effective teaching and learning.

Target Population

- All faculty

Getting Started – Key Tactics in Years 1-2

- Create a schedule for student learning outcome assessment for the next five years and beyond (to set expectations for ongoing review over the longterm)
- Query faculty to understand training needs to undertake successful student learning outcomes assessment, including how to integrate general education competencies assessment into the process
- Identify and schedule initial faculty development activities (grouped and targeted to particular departments) to support successful student learning assessment (e.g., peer-to-peer exchanges, one-to-one assistance, expert trainings)
- Determine ways to ensure greater experimentation and innovation in curriculum development and pedagogical practice
- Consider additional ways to share key assessment findings with the entire campus

4. Assist Bronx Community and Educational Institutions as They Develop a Culture of Continuous Improvement and Innovation

Many organizations struggle with how to assess their programs and services, as well as how to use findings from assessment to make improvements and innovate. But this can be lonely work. Organizations tend to keep their planning and assessment activities (or lack thereof) to themselves.

As Hostos builds its systems for continuous improvement and innovation, it will reach out to Bronx institutions interested in participating in a local community of practice on institutional assessment – one in which organizations can learn from each other on how to implement processes, structures and systems that improve their effectiveness.

Target Population

- Bronx nonprofits and educational institutions

Getting Started – Key Tactics in Years 1-2

- Outreach to potential partners via the Center for Bronx Non-Profits
- Brainstorm areas of mutual interest and need relative to assessment (e.g., learning needs, expert support needs)
- Identify learning and technical assistance opportunities
- Convene ongoing community of practice of interested organizations

AT A GLANCE

Goal 4

WORKFORCE DEVELOPMENT FOR A 21st CENTURY ECONOMY

FOUR INITIATIVES

1. Systematize environmental scanning
2. Ensure state-of-the-art offerings
3. Transition students to employment
4. Expand workforce partnerships

5-YEAR ANTICIPATED OUTCOMES

1. Market and degree environmental scanning institutionalized (conducted periodically)
2. Credit and non-credit programs responsive to labor market and higher education trends – using environmental scanning information and other higher education data
3. 100% of degrees offer career preparedness/placement supports and/or experiential learning opportunities
4. Strategic partnerships in place that further the workforce development component of Hostos' mission

Goal Area #4: WORKFORCE DEVELOPMENT FOR A 21st CENTURY ECONOMY

Goal: Hostos will invest in the development of relevant and responsive programs and services to meet workforce needs.

Rationale: For any community college, developing relevant programs to meet the needs of the 21st century workforce is a must. Education and job training are essential ingredients for a recovering economy and successful future for the South Bronx and surrounding communities.

Opportunity: Given the importance our nation's leaders, from President Obama to Mayor Bloomberg and Bronx Borough President Rubén Díaz, have placed on community colleges as training grounds for America's future workforce, Hostos has the opportunity to position itself as a premier provider of education and training in New York City, especially for Bronx and Upper Manhattan residents.

FOUR STRATEGIC INITIATIVES:

1. Systematize Environmental Scanning

Every community college across the country struggles to maintain current and relevant education and training programs. As the marketplace for jobs evolves, political administrations change, and local, state, and federal higher education needs and priorities shift, how can colleges create processes and systems to adjust their degree and non-degree offerings quickly? Hostos must address this same challenge – to ensure that it is in tune with its external environment so that it can prepare students for the careers and the postsecondary programs of tomorrow.

Through this initiative, Hostos will systematize environmental scanning on campus. Environmental scanning is a higher education term used to describe analytical processes that help colleges keep current with the external forces relevant to the institution, such as economic, social, and political trends and events (Morrison, 1992, Coates, 1985). It is a "method that enables [college] decision-makers both to understand the external environment and the interconnections of its various sectors and to translate this understanding into the institution's planning and decision-making processes" (Morrison, 1992).

Hostos initiated an environmental scanning process several years ago. This initiative renews attention to this important area of work and calls for environmental scanning to become part of its ongoing culture of practice.

Target Population

- Administrators, chairs, coordinators, and unit directors in degree programs and continuing education

Getting Started – Key Tactics in Years 1-2

- Start developing a methodology based on the college's earlier experience with environmental scanning
- Track external trends such as:
 - Community education and training needs
 - Labor market research data
 - Educational and labor market stakeholders
- Analyze how Hostos fits in the education and training landscape, particularly in New York City and the South Bronx, to ensure that it is filling an appropriate niche
- Produce a report that is disseminated to the Bronx community
- Repeat the cycle every three years

2. Ensure State-of-the-Art Offerings

The environmental scanning process will yield data on external trends relevant to the college's planning and decision-making processes. But once administrators, chairs, coordinators, and unit directors have this data, how should they use it to make decisions about programming?

This initiative will focus on how to help translate environmental scanning data into the creation of new courses and programs, adaptation of existing ones, and phase out of those that are no longer relevant or sustainable given external economic, social, and political trends impacting the

Target Population

- Administrators, chairs, coordinators, and unit directors.

Getting Started – Key Tactics in Years 1-2

- Implement recommendations identified in academic program reviews and environmental scanning

3. Transition Students to Employment

Unemployment in the South Bronx, where about 70% of Hostos students live, is almost double that of the city as a whole. More than 34% of South Bronx residents have less than an 11th grade education, as compared with about 16% of New York City residents. About 11% of residents of working age possess a higher education degree (associate's degree or higher), compared to nearly 40% of New York City residents. And more than two-thirds of residents speak a language other than English at home, which often indicates limited English proficiency making it difficult for them to find consistent employment (American Community Survey, 2006-08).

Indeed, most Hostos students seek sustainable employment as well as access to higher paying jobs and career tracks. This initiative will focus on working smarter across the institution to strengthen linkages between training and education programs and career preparedness and placement supports. Particular emphasis will be given to those that facilitate experiential learning opportunities.

Target Population

- Matriculated students with 30+ credits

Getting Started – Key Tactics in Years 1-2

- Conduct background research on what employment supports and experiential learning opportunities prove most effective for different types of degrees (e.g., liberal arts, specific career programs) – consulting with organizations such as the Council on Adult and Experiential Learning (CAEL)
- Work with faculty and staff to develop a plan for strengthening career supports across disciplines, as well as experiential learning opportunities, where appropriate

4. Expand Workforce Partnership

As the only public institution of higher learning in the South Bronx, Hostos is well positioned to serve as a community anchor in the provision of affordable, quality workforce training to South Bronx residents. But we cannot do this work alone. Hostos must work more strategically with other local workforce partners, deepening relationships with some long-time allies and reaching out to new employers, nonprofits, educational institutions, unions, and public and private sector institutions to invest in collaborative workforce development ventures such as co-sponsored training workshops and certificate programs.

Based on information gained through the environmental scanning process, Hostos will consider new ways to grow its relationships with external workforce development partners.

Target Population

- Local employers, nonprofits, educational institutions, unions, and public and private sector institutions

Getting Started – Key Tactics in Years 1-2

- Work closely with chairs, coordinators, and unit directors, to create a map of local workforce development stakeholders, starting with existing relationships and identify potential new partners
- Determine plan to cultivate and manage relationships more strategically across the college
- Establish a process to inventory these stakeholders and others – so that workforce partner relationships are developed more systematically

AT A GLANCE

Goal 5

INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

FOUR INITIATIVES

1. Establish Hostos as a model for use of technology
2. Optimize physical infrastructure to meet student needs
3. Diversify the college's sources of revenue
4. Align and expand the college's marketing and branding efforts

5-YEAR ANTICIPATED OUTCOMES

1. Recognized model and resources for use of technology to improve teaching, learning, and operations
2. Hostos will increase classroom utilization by 30%
3. Donor base doubled, diversified, and aligned with programmatic needs of college
4. Increased brand recognition among target markets

Goal Area #5: INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

Goal: Hostos will reflect state-of-the-art postsecondary institutional practice across all aspects of its work.

Rationale: With a combined headcount enrollment for degree programs and continuing education expected to exceed 17,000 in 2011-12 and budget cuts anticipated in the next several years, Hostos must focus more deliberately on fortifying its internal infrastructure in core capacity areas.

Opportunity: A dedicated focus on infrastructure development can help Hostos survive trying times, as well as model sound 21st century administrative practice for other community colleges.

FOUR STRATEGIC INITIATIVES:

1. Establish Hostos as a Model for Use of Technology

With generous support from CUNY, Title V, Perkins and other funding programs, Hostos has integrated technology into courses and across its operations. These funds have supported the proliferation of asynchronous/hybrid courses, as well as the implementation of campus-wide solutions to improve communications and service delivery. They have helped Hostos develop a strong reputation for its technological innovation, which has been publicly recognized by CUNY, the League for Innovation in Community Colleges and other organizations and colleges across the nation.

Through this initiative, Hostos will build on this foundation to ensure continued cutting-edge technological advancement inside and outside the classroom. The future classroom, both physical and virtual, will serve as model pedagogical environments using technology to facilitate collaboration, learning, and academic success. The technology infrastructure for the college will support enhanced communications and services internally and externally, while also focusing on administrative systems that facilitate seamless business processes for intelligent decision making while being environmentally and fiscally conscious.

Target Population

- All faculty and staff

Getting Started – Key Tactics in Years 1-2

- Identify target programs to become fully available online
- Assess use of online resources in courses and create plan to expand, as appropriate
- Identify ways to increase student use of Hostos email
- Integrate business processes to complement CUNY First
- Identify ways to expand access to online learning supports
- Develop plan to expand smart classrooms

2. Optimize Physical Infrastructure to Meet Student Needs

Hostos has outgrown much of its current footprint, and the capital dollars needed to address many of its building infrastructure needs might be harder to obtain given budgetary constraints at the city and state levels. Yet enrollment keeps growing and Hostos must find ways to use its space creatively.

Through this initiative, Hostos will consider ways to optimize its physical infrastructure in keeping with the priorities outlined in this strategic plan. This will require greater collaboration between the administrators responsible for managing the physical infrastructure, and the faculty and staff responsible for academic programs, support services, and continuing education offerings.

Target Population

- All faculty and staff

Getting Started – Key Tactics in Years 1-2

- Create a revised schedule to optimize classroom use
- Identify potential evening and weekend college programs
- Share progress toward completion of Master Plan

3. Diversify the College's Sources of Revenue

Hostos' operating budget is determined by a CUNY formula allocation tied to available tax-levy funds. This means that the college has little financial independence from the system, and either benefits or suffers when city and state funding for CUNY fluctuates.

While Hostos will always rely on CUNY for its operating costs, it has an opportunity to pursue more public/private foundation grants and discretionary funds. Through this initiative, Hostos will diversify revenue sources through strategic efforts to increase grants, contracts, and individual donor contributions.

Target Population

- All faculty and staff

Getting Started – Key Tactics in Years 1-2

- Develop plans to increase donors and dollars across categories (individual donors, foundations, corporate, government) working closely with the Alumni Office and the Foundation Board

4. Align and Expand the College's Marketing and Branding Efforts

Most students come to Hostos through word-of-mouth referrals. Hostos must do better at defining and articulating its value and brand. This initiative will promote strategic thinking about its target audience and messaging, and increased creativity about how to build a communications campaign that harnesses a wide range of communications resources, from traditional advertising placements to the use of social media targeted at a broad range of audiences, from the public to policy-makers and funders.

Target Population

- All faculty and staff

Getting Started – Key Tactics in Years 1-2

- Identify market analysis strategy to assess brand recognition within target markets (e.g., in the South Bronx, Upper Manhattan)
- Develop a communications plan – tied to strategic plan and enrollment management plan



How We'll Get There

Plan Implementation

Strategic planning provides a roadmap to guide an organization into the future. It articulates the priorities, but it doesn't describe the specifics of what an organization will do on a more day-to-day basis to get there.

Plans can fail if an organization does not clearly articulate the steps it will take to translate a strategic plan into specific actions. Given Hostos' mission, we will undertake the following inclusive implementation process each year.



- In March, all divisions will prepare operational plans for the following academic year based on the strategic plan's goals, initiatives, outcomes, and performance indicators. Divisional Vice Presidents will conduct at least one meeting with their staff (must be inclusive, not just have area directors participating) prior to submitting goals to the President and the Cabinet.
- In April, the Cabinet will discuss all proposed operational plans from the divisions and synthesize what is to be included in next year's operational plan. The Cabinet will also align this annual plan with the CUNY Performance Management (PMP) objectives outlined for this upcoming year. This first draft of a college-wide annual operating plan will be posted on the college website for campus-wide review.
- In May, the President will host a campus-wide "town meeting" conversation to present this draft, along with data on progress toward achieving the goals outlined in the current operating plan and PMP. He will also report progress on the overarching strategic plan, highlighting successes and challenges.
- In June, the Cabinet will prepare a second draft of the plan based on "town meeting" and other feedback. The President will review and approve the final draft. The approved plan will be posted publicly on the college website.
- In July, the new annual operating plan will begin implementation.
- In July, October, January, and March, the Cabinet will meet to check on progress toward completion of the current operating plan, discuss progress toward achieving PMP objectives, and review cumulative data on progress on the overarching strategic plan.



What Lies Ahead

Some mission statements sound generic and obscure rather than illuminate the spirit of an organization. Not ours. Hostos' multi-dimensional mission sheds light on the complex challenges our students face in their pursuit of higher education. It guides the way in which we help students achieve success on their diverse learning paths. And it grounds us as we endeavor to bridge the past, present, and future in all that we do. With this as our compass, we are certain we can set a course that makes us even more effective in meeting the needs of our students.

The key will be to maintain focus in the five goal areas we identified. These five goals represent major areas of work that we believe will make Hostos an even stronger organization and higher quality educational provider in service of our target student population – people from the South Bronx and nearby communities who historically have been excluded from higher education. Academics, teaching, and support to student success in our education and training programs are at the heart of what we do. Therefore, ensuring greater cohesion and alignment across divisions, departments, and units in support of the students at key points in their educational experience, from entry to exit, is our first goal.

Our second goal, cultivating campus and community leadership, stems from a shift in thinking about the word “leader” in our society. We have moved from thinking about leaders as individuals with intrinsic qualities to a belief that leaders are made, not born. While at Hostos we have always believed in the leadership capacity of our students, faculty, staff, and people in the surrounding communities, with this new plan we will nurture their leadership potential more intentionally.

Our third goal focuses on building our capacity for improvement and innovation. We know effectiveness can only be measured with greater attention to assessment. But assessment cannot successfully take root in an organization

unless it is supported by a culture that values data analysis as a key component in organizational decision-making. Building systems and structures that support continuous improvement and innovation will be key to our future success.

Our fourth goal – workforce development for a 21st century economy – acknowledges significant external forces which the college needs to respond to in order to continue to be relevant. Students increasingly want to know what jobs they might expect from different degrees. Students become more marketable to employers through specialized education and training, by possessing solid basic and critical thinking skills, and by having had the advantage of experiential learning. Overall, we have become increasingly aware of the need to serve the whole student – from academic needs, to student services, to workforce development.

Our fifth goal recognizes that Hostos cannot continue to grow without dedicated attention to shoring up the college's infrastructure and advancement capacity. This plan outlines core areas where we will focus, from technology development to marketing and branding, so that the college can thrive throughout the next 50 years.

Of course a plan is just words on paper if people are not committed to bring them to life. We expect to continue with the same level of participation and dialogue that shaped this plan so that we can determine how it is implemented on our campus, and how to reinterpret strategies as the world changes.

We have no doubt Hostos will become a better place as we accomplish these goals. We look forward to reporting back on our success!

Strategic Plan Overview

Goal Area 1 : INTEGRATED TEACHING AND LEARNING PROGRAMS AND SUPPORTS

5 YEAR GOAL	HOSTOS WILL OFFER STUDENTS MANY PATHWAYS TO PURSUE THEIR EDUCATIONAL AND CAREER GOALS
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INITIATIVE 1	FOCUS ON FIRST YEAR STUDENT SUCCESS AND TRANSFER	
	5-Year Outcomes	Key Performance Indicators
	First year retention will reach 75% (currently at 63%)	First year retention – 2-3 percentage point increase each year
	Second year retention will reach 60% (currently at 40%)	Second year retention – 4 percentage point increase each year
	Six-year graduation rate will reach 30% (currently at 22%)	Graduation rate will increase by 1-2 percentage points each year
	Set the standard for community college freshmen advisement within CUNY	<p>Meet Academic Advising Programs Standards and Guidelines established by the Council for the Advancement of Standards in Higher Education (CAS), and consistent with Concepts and State of Core Values of Academic Advising established by the National Academic Advising Association (NACADA)</p> <p>Periodic surveys of matriculated students indicate improved first year socialization and wellness (increased socio-emotional readiness for the college experience)</p>
	Transfer rate for liberal arts students who graduate from Hostos will reach 55% (currently at 46.3%, CUNY average at 50.5%)	Transfer rate each year – 2 percentage points increase for liberal arts and career students who graduate from Hostos, 1 percentage point increase for non-degree transfer students
	Transfer rate for career students who graduate from Hostos will reach 30% (currently at 26.5%, CUNY average is 29.4%)	Track average 1st semester GPA for all transfers from Hostos to identify trends (including comparison with CUNY average)
	Transfer rate for non-degree transfer will reach 15% (currently estimated for Hostos at 10.1%)	

INITIATIVE 2	RETHINK REMEDIAL AND DEVELOPMENTAL EDUCATION	
5-Year Outcomes	Key Performance Indicators	
<p>85% of students will demonstrate proficiency in all three skills areas prior to achieving their 30th credit (right now only about 65% demonstrate this proficiency by their 30th credit)</p>	<p>4 percentage point increase in the percent of students who have reached the 30th credit and met all their skills test requirements</p> <p>For all remedial courses and workshops (via OAA and continuing education), the percentage of students passing their relevant skills tests will increase by 4 percentage points each year</p>	

INITIATIVE 3	CULTIVATE CROSS-DISCIPLINARY SCHOLARSHIP FOR EFFECTIVE TEACHING AND LEARNING (CROSS REFERENCED WITH GOAL 3, INITIATIVE 3)	
5-Year Outcomes	Key Performance Indicators	
<p>Creation of a community of teaching and learning practice focused on more effective pedagogical practice and improved student learning outcomes in curricular design</p> <p>Increased evidence of links between PDIs and grants, curricular and pedagogical changes, and improved student learning outcomes</p>	<p>20+ faculty engaged in community of practice on effective teaching and learning</p> <p>Increased number of PDIs and grants focused on effective teaching and learning (increased attention to outcomes assessment – cross referenced with goal 3, initiative 3)</p> <p>Case studies and other evidence emerging that links PDIs and grants to curricular and pedagogical change, and improved student learning outcomes (link to outcomes assessment – cross referenced with goal 3, initiative 3)</p>	

INITIATIVE 4	BUILD ARTICULATED PATHWAYS FOR LEARNING BETWEEN DEGREE PROGRAMS AND CONTINUING EDUCATION OFFERINGS	
5-Year Outcomes	Key Performance Indicators	
<p>One third of degree programs will have pathways from non-credit to credit programs</p> <p>One fourth of degree programs will have post-graduate continuing education certificate options</p>	<p>Double # of non-credit to credit offerings (to reach 1/3)</p> <p>Five new post-graduate non-credit professional certificates created – 1 per year (to reach 1/4)</p>	

Goal Area 2: CAMPUS AND COMMUNITY LEADERSHIP

5 YEAR GOAL	HOSTOS WILL NURTURE THE LEADERSHIP CAPACITIES OF STUDENTS, FACULTY, STAFF, AND BRONX COMMUNITY ORGANIZATIONS SO THEY CAN BETTER ENGAGE AS ACTIVE MEMBERS OF THEIR NEIGHBORHOODS AND COMMUNITIES
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INITIATIVE 1	DEVELOP NEXT GENERATION OF STUDENT LEADERS – ALL LEVELS
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5-Year Outcomes	Key Performance Indicators
Increased student leadership competencies and programs	<p>Leadership programs will adhere to curricular guidelines and standards to be identified – that reflect Hostos’ core values (laid out in this plan) and that are consistent with Student Leadership Programs Standards and Guidelines established by the Council for the Advancement of Standards in Higher Education</p> <p>At least 90% of matriculated students in leadership programs demonstrate the skills and competencies outlined in the curricular guidelines and standards for these programs</p> <p>Increased number of student leadership programs for degree students, 100% of which adhere to the outlined curricular guidelines and standards</p> <p>Documented qualitative evidence (e.g., case studies based on pre-post assessment of student interests and needs) demonstrating impact of leadership programs on matriculated students – in their lives on and off campus</p>

INITIATIVE 2	BUILD FACULTY AND STAFF MANAGEMENT SKILL SETS AND LEADERSHIP
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5-Year Outcomes	Key Performance Indicators
Increased faculty and staff skills and competencies via programs that help them become more effective organizational and community leaders	<p>Leadership programs will adhere to curricular guidelines and standards– that reflect Hostos’ core values (laid out in this plan)</p> <p>At least 90% of faculty and staff in leadership programs demonstrate the management skills and competencies outlined in the curricular guidelines and standards for these programs</p> <p>Increased number of faculty and staff management/ leadership development opportunities, 100% of which adhere to the outlined curricular guidelines and standards</p> <p>Documented qualitative evidence (e.g., case studies based on pre-post assessment of faculty interests and needs) demonstrating impact of leadership programs on faculty and staff</p> <p>Track staff and faculty retention data annually</p>

INITIATIVE 3	ADVANCE CULTURAL COMPETENCY PROGRAMMING	
5-Year Outcomes	Key Performance Indicators	
<p>Increased faculty, student, and alumni cross-cultural experiences and research opportunities via expanded study abroad and exchange opportunities, and increased cultural competency offerings at Hostos</p>	<p>5 new cross cultural courses and 3-4 new cultural exchanges and study abroad opportunities – in and beyond the Caribbean (at present, offer 1 course and 1 cultural exchange/study abroad)</p> <p>Double the # of students, faculty, staff, and alumni participating</p> <p>Documented qualitative evidence (e.g., case studies and oral histories) demonstrating impact of cross-cultural knowledge on students, faculty, staff, and alumni – as people, professionals, and leaders</p>	

INITIATIVE 4	ASSIST IN THE PROFESSIONAL DEVELOPMENT OF THE LEADERSHIP OF BRONX NONPROFITS BASED ON COLLABORATION	
5-Year Outcomes	Key Performance Indicators	
<p>Strengthened leadership capacity of Bronx-serving nonprofits</p>	<p>Impact of increased number of community leadership capacity-development opportunities, to be measured by external evaluations of Center for Bronx Non-Profits and collaborations with Hostos Arts and Culture Center, as well as other campus efforts that play an active role in community capacity building</p>	

Goal Area 3: CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION

5 YEAR GOAL	HOSTOS WILL HAVE IN PLACE ONGOING ASSESSMENT MECHANISMS THAT IMPROVE ITS PERFORMANCE, IMPACT, AND RESULTS
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INITIATIVE 1	ALIGN PLANNING AND ASSESSMENT SYSTEMS	
5-Year Outcomes		Key Performance Indicators
<p>Planning and assessment processes inform day-to-day activities across campus</p>		<p>Yearly implementation of strategic plan drives all other planning and assessment systems that inter-relate based on planning goals</p> <p>Yearly alignment of strategic plan with CUNY Performance Management Process and goals</p>

INITIATIVE 2	INSTITUTE CLEAR PROGRAM PLANNING AND REVIEW CYCLES	
5-Year Outcomes		Key Performance Indicators
<p>75% of degree and non-degree programs reviewed</p> <p>Program review schedule established for next 5 years</p>		<p>3-4 programs per year reviewed</p>

INITIATIVE 3	ASSESS STUDENT LEARNING OUTCOMES, INCLUDING A FOCUS ON GEN ED (CROSS-REFERENCED WITH GOAL 1, INITIATIVE 3)	
5-Year Outcomes	Key Performance Indicators	
<p>Student learning outcomes, including Gen Ed competencies, infused across all courses and programs</p> <p>All Hostos college-level credit-bearing courses transfer for degree credits at all CUNY 4-year institutions in a way that is consistent with new transfer policies from CUNY's Board of Trustees</p>	<p>100% of academic programs and courses demonstrate evidence of student learning outcomes and the use of results to improve teaching and learning (include subset analysis of Gen Ed across programs and courses)</p> <p>All CUNY schools accept Hostos college-level credit-bearing courses for credit and/or be consistent with new transfer policies from CUNY's Board of Trustees</p>	

INITIATIVE 4	ASSIST BRONX COMMUNITY AND EDUCATIONAL INSTITUTIONS AS THEY DEVELOP A CULTURE OF CONTINUOUS IMPROVEMENT AND INNOVATION	
5-Year Outcomes	Key Performance Indicators	
<p>Bronx community-based groups demonstrate increased capacity for planning and assessment</p>	<p>Bronx nonprofits, actively collaborating with Hostos, demonstrate increased capacity for planning and assessment, to be measured by external evaluation of Center for Bronx Non-Profits</p>	

Goal Area 4: WORKFORCE DEVELOPMENT FOR A 21ST CENTURY ECONOMY

5 YEAR GOAL	HOSTOS WILL INVEST IN THE DEVELOPMENT OF RELEVANT AND RESPONSIVE PROGRAMS AND SERVICES TO MEET WORKFORCE NEEDS
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INITIATIVE 1	SYSTEMATIZE ENVIRONMENTAL SCANNING ³	
	5-Year Outcomes	Key Performance Indicators
	Market and degree environmental scanning institutionalized (conducted periodically to establish longitudinal trends and their relevancy to Hostos)	Report prepared and disseminated to campus community – for discussion and feedback

INITIATIVE 2	ENSURE STATE-OF-THE-ART OFFERINGS	
	5-Year Outcomes	Key Performance Indicators
	Credit and non-credit programs responsive to labor market and higher education trends – using environmental scanning information and other higher education data	Documented reviews of existing and new programs (credit and non-credit) based on environmental scanning data and other higher education data

³ Environmental scanning is a higher education term used to describe analytical processes that help colleges keep current with the external forces relevant to the institution, such as economic, social, and political trends and events (Morrison, 1992, Coates, 1985). It is a method that enables [college] decisionmakers both to understand the external environment and the interconnections of its various sectors and to translate this understanding into the institution’s planning and decisionmaking processes” (Morrison, 1992).

INITIATIVE 3	TRANSITION STUDENTS TO EMPLOYMENT	
5-Year Outcomes	Key Performance Indicators	
<p>100% of degrees offer career preparedness/placement supports and/or experiential learning opportunities</p>	<p>Double matriculated student participants in experiential learning opportunities</p> <p>At least 2 faculty in each department offer experiential learning courses as an option for students</p> <p>At least 10 external partners identified per degree program</p> <p>Annually assess impact of experiential learning and employment placement supports on matriculated students (if they improve career placement, etc.)</p>	

INITIATIVE 4	EXPAND WORKFORCE PARTNERSHIPS	
5-Year Outcomes	Key Performance Indicators	
<p>Strategic partnerships in place that further the workforce development component of Hostos' mission</p>	<p>Expanded workforce development projects through Workforce Development/Continuing Ed. Center</p> <p>Expanded strategic partnerships in areas aligned with key labor market and higher education trends</p> <p>Strategic partnerships cultivated, coordinated, and managed</p>	

Goal Area 5: INSTITUTIONAL INFRASTRUCTURE AND ADVANCEMENT

5 YEAR GOAL	HOSTOS WILL REFLECT STATE-OF-THE-ART POSTSECONDARY INSTITUTIONAL PRACTICE ACROSS ALL ASPECTS OF ITS WORK
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INITIATIVE 1	ESTABLISH HOSTOS AS A MODEL FOR USE OF TECHNOLOGY	
	5-Year Outcomes	Key Performance Indicators
	Recognized model and resource for use of technology to improve teaching, learning, and operations	<p>At least 2 programs fully available online</p> <p>100% of courses use online resources (e.g., Blackboard, e-portfolio – currently about 30% use online resources, 10% of courses are online)</p> <p>Hostos has access to all students via email</p> <p>Seamless integration of business processes to complement CUNY First</p> <p>24/7 access to online learning supports</p> <p>Double the number of smart classrooms</p>

INITIATIVE 2	OPTIMIZE PHYSICAL INFRASTRUCTURE TO MEET STUDENT NEEDS	
	5-Year Outcomes	Key Performance Indicators
	Hostos will increase classroom utilization by 30%	<p>Revise schedule to optimize classroom use</p> <p>Develop and implement at least 2 programs for evening and weekend college</p> <p>Document progress toward completion of Master Plan</p>

INITIATIVE 3	DIVERSIFY THE COLLEGE'S SOURCES OF REVENUE	
5-Year Outcomes	Key Performance Indicators	
Donor base doubled, diversified, and aligned with programmatic needs of college	Double donors and dollars across categories (individual, foundation, corporate, government) Increase donations from alumni and in partnership with Foundation Board	

INITIATIVE 4	ALIGN AND EXPAND THE COLLEGE'S MARKETING AND BRANDING EFFORTS	
5-Year Outcomes	Key Performance Indicators	
Increased brand recognition among target markets	Communications plan developed and implemented – tied to strategic plan and enrollment management plan Evidence of increased brand recognition within target markets (e.g., market analysis within Bronx and other targeted communities)	

STRATEGIC PLANNING TEAM

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