

Operational Plan 2015-16 Executive Summary - October 2015

Finishing Strong

In this last year of our 2011-2016 Strategic Plan, we're determined to focus on what the data substantiate as our most needed areas of growth.

While we've achieved many improved outcomes over the past five years, we've got a ways to go before we can declare success with student completion on the degree side. Student first-year retention and performance on reading, writing, and math skills tests after taking developmental courses remains lower than what we hoped to achieve by the end of our strategic plan. And our three-year graduation rate hovers around 12%—something that hasn't significantly changed over the last five decades.

For more information,
please visit
[www.hostos.cuny.edu/
strategicplan](http://www.hostos.cuny.edu/strategicplan)

Another part of what we've been trying to do with our current strategic plan is to redefine the parameters of student completion so that it's inclusive of what we do on the non-credit side. If you look at what's outlined under Goal One, we've included continuing education programs as an essential completion component. We know we could do more to help some students complete certificates for which they could receive credit should they choose to continue into an associate degree program at Hostos. Preparing students academically means all of what we do should be geared toward their completion—at Hostos and beyond. This approach is good for our students, and consistent with national discussions on the essential role community colleges can play to both educate and prepare students to have long-term, employable skills.

For the next year, we will focus college-wide on those strategic plan priorities that most accelerate this completion agenda on the credit and non-credit sides. We have decided to focus on fewer activities—those that the data show are successful. We identified our collective focus for 2015-16 using internal data, as well as feedback from the Aspen Institute, which showed us how our completion performance compares to other community colleges in the nation. The Aspen Institute and the Bronx Corridors project have helped us to understand factors that stand in the way of our completion success. They have also validated the types of practices that have shown to have the greatest impact on community college student completion.

As you read this remember—this is not a compliance document. What's outlined here is aspirational and we know it.

Three Cross-Divisional Priorities for the Next Year

Priority 1. Streamline advisement so that it is academically sound, administratively efficient, and seamlessly responsive to student needs (Strategic Plan Goal 1, Initiative 1 – First Year Student Success and Transfer).

Activities:

- Align organizational structures for advisement
- Develop common assessment processes and tools so that students experience advisement seamlessly at Hostos
- Develop and coordinate communications materials that help students navigate advisement supports

Priority 2. Fine tune and scale up pre-enrollment and developmental math options as a first step in defining a comprehensive completion agenda on campus (Strategic Plan Goal 1, Initiative 2 – Developmental Education).

Activities:

- Scale up Quantway, Statway, and Supplemental Instruction (SI)
- Scale up pre-enrollment options—CUNYStart, Summer Start, Freshmen Summer Immersion, Enrollment Seminars, and High School Equivalency (HSE) prep—that build math competencies prior to enrollment
- Scale up small group interventions—Math 22, Math Lab, and Math Workshops—for students needing alternative paths to success
- Develop and coordinate communications materials that help students navigate developmental math supports

Priority 3. Construct a prototype, scaffolded pathway that provides students interested in a construction career with aligned non-credit to associate degree to bachelor's degree options (Strategic Plan Goal 1, Initiative 4 – Build Articulated Pathways).

Activities:

- Identify construction-related courses on the non-credit side
- Match the non-credit curriculum with degree curriculum offerings
- Consult with faculty to determine what can be articulated with associate degree options, including how credit could be offered to students taking the construction-related non-credit courses
- Collaborate with the New York City College of Technology to determine what can be articulated with its construction-related bachelor's degree offering
- Develop and coordinate communications materials that help students navigate Hostos' construction career pathway options

How We'll Know if We've Made Progress

In addition to tracking progress on already defined strategic plan outcomes, we will take steps to see how our work in these three areas directly impacts student completion. For example, we'll examine how what we do in these areas affects student satisfaction, as well as student success outcomes, such as retention, persistence, credit accumulation, graduation, and completion of credit and non-credit programs.

Reading the Detailed Operational Plan – How It's Organized

Following this Executive Summary you can read about what else divisions will do in 2015-16 to make progress on strategic plan priorities. Please read the details about this significant body of work, which includes other important efforts making strides toward our completion agenda.

We've also included a chart that shows how our 2015-16 CUNY Performance Management Process (PMP) goals and targets and our 2015-16 operational plan are aligned.

We're In This Together!

Department and divisional leaders, working in collaboration with the President, are charged with moving our 2015-16 operational plan forward. However, all of us play a role in facilitating student completion. Thank you for doing your part.

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I AM HOSTOS

