HOLYOKE COMMUNITY COLLEGE

STRATEGIC PLAN FY 19-22

HOLYOKE
COMMUNITY
COLLEGE

FROM THE PRESIDENT

When we began our strategic planning process, we had no idea of the enthusiasm or broad participation it would generate. HCC students, faculty, staff, alumni, trustees, workforce partners, and members of the larger community joined research teams; attended workshops, focus groups and brainstorming sessions; completed surveys, and contributed long hours drafting, editing, and further refining the contents you will find in the pages that follow.

The results are a succinct new Mission statement, an aspirational Vision statement, and HCC's first ever Values and Student Experience statements, which (respectively) articulate our core values and pledge to deliver a transformational college experience to our students.

Our efforts further produced a set of strategies, objectives and actions that will guide day-to-day college operations as HCC recalibrates its priorities to address changing demographics and the needs of our students and the region's employers.

Combined, these materials form our Strategic Plan. It is a plan that provides HCC with great clarity and an even greater sense of purpose. It serves as both a blueprint and a foundation for the future.

I am brimming with pride at what we have created together and am confident that our efforts will position HCC and the region to thrive in the years ahead.

My heartfelt thanks to all who contributed to this vital work.

Sincerely,

Christina Royal, Ph.D.
President

TABLE OF CONTENTS

HCC's strategic planning process reaffirmed the duality of the college's mission to provide both transfer pathways as a quality liberal arts institution and career programs responsive to the social and economic needs of the region. The strategies and objectives that follow were developed in alignment with the priorities of the Massachusetts Department of Higher Education and against the backdrop of changing demographics and a heightened awareness of the enormous difficulties that regional poverty and high unemployment rates present to current and potential students as well as to the community at large. These strategies are intended to take HCC through FY 2022 and align the college's work with its 2020 NEASC accreditation.

INTRODUCTION

At Holyoke Community College, everything starts and ends with our mission: **Educate. Inspire. Connect.** While the words may sound simple and obvious, they are the result of a year-long initiative unlike anything the college has gone through in recent memory.

HCC's strategic planning process included hundreds of faculty, staff, students, alumni, trustees, and community members who came together in various configurations for workshops, brainstorming sessions, discussions, lectures, brown bag lunches, surveys, focus groups, forums and more to produce a blueprint to guide HCC for the next four years, and construct a foundation for a future beyond even that. The pages that follow represent the culmination of our work.

At the core of our process was an understanding of our history and recognition of who we are as an institution today. From our beginnings in 1947 as the city-sponsored Holyoke Junior College, to the resourcefulness and determination that enabled us to rebuild after a devastating fire in 1968, the college's strongest assets were and continue to be an innovative spirit, a sincere concern for students, and a commitment to strive for even greater success.

These assets, combined with annual operational plans, have sustained the college through much of its history. However, the challenges and opportunities facing higher education today require a strategic, long-term approach to planning. We recognize that a comprehensive planning process is new for HCC. Therefore, our plan clearly addresses system-wide goals while also considering institutional maturity vis-à-vis planning and campus identity at the action level. The result is a combination of Year Zero and Year 1-3 actions.

After incorporating feedback gleaned from the Board of Higher Education's (BHE) Touch Point II, the second of a three-touch point process for BHE review of campus strategic plans, we have made important distinctions throughout our plan that highlight our need for infrastructure building across all four strategies. These areas are contextualized in Year Zero actions. This approach allows us "build the bridge as we walk on it," recognizing the dual priorities of laying a strong foundation while making progress on key strategies and objectives. In Years 1-3, we are able to fully execute our plan with knowledgeable committees and clear tactics.

HCC's strategic plan reflects our region, community, culture, and our mission. As we prepare to mark the 75th anniversary of our founding, this strategic plan will be the single greatest tool – and living document – for ensuring we meet the needs of our students and the community while maintaining a commitment to the Commonwealth's vision to produce the best-educated citizenry and workforce in the nation.

Developing a Strategic Plan for HCC

INQUIRY & EXPLORATION

The development of Holyoke Community College's strategic plan began in January 2017 with the arrival of Christina Royal, the college's fourth president. Early in her tenure, President Royal set the stage by asking questions intended to encourage faculty and staff to think broadly and differently about the future of HCC. The conversations that followed over the course of the next academic year challenged faculty and staff to examine their assumptions; about future students—who they might be, the obstacles they may face and how they will access the college; about innovation both inside and outside of the classroom; about the social and economic needs of the communities we serve; and finally, about capacity and our ability to leverage our strengths and ensure that we wisely invest in programs and human and technological resources that position the college well for sustainable growth.

CONSTRUCTING AN INCLUSIVE PROCESS

Core tenets of the planning process were outlined in keeping with DHE guidelines that the process "should be transparent and inclusive," and NEASC Standard 2.1 requirements to "involve the participation of individuals and groups responsible for the achievement of institutional perspectives and include external perspectives." It was agreed that the planning process be participatory, collaborative, exploratory, comprehensive, decisive, inventive and transparent. The college contracted with the consulting firm CampusWorks, which provided a year-long road map of activities and a detailed timeline for completion. The Long Range Planning Committee, a standing committee of college governance, was leveraged to guide the process along with additional volunteers to ensure representation from all areas of the college. Worthy of note, this newly-formed strategic planning steering committee (SPSC), comprising 53 faculty and staff, met weekly throughout the entire academic year, with direction from CampusWorks, to research best practices, plan and host activities, and involve internal and external audiences.

Every effort was made to provide a range of opportunities that would garner multiple points of view from individuals and groups and accommodate varying levels of interest and engagement. All told, the process included numerous college-wide events, presentations with faculty, staff, and students, Board of Trustee workshops, external community events, surveys, and a "lunch and learn" series.

RESEARCH & COLLABORATION

Throughout the planning process, members of the board and steering committee drew upon extensive research from a number of key sources, including an external environmental scan prepared by HCC's office of Institutional Research, an economic impact report authored by the firm EMSI, CCSSE (Community College Survey of Student Engagement) data, and the results of a SWOT survey distributed to the campus community.

As the governing board "ultimately responsible for the institution's quality and integrity" (NEASC Standard 3.3), the HCC Board of Trustees was given the responsibility for updating the college's Mission statement and crafting a first-ever Vision statement. The process intentionally occurred during the latter part of the strategic planning cycle so that Trustees could consider regional trend data, community forum feedback, scan team research, CCSSE survey results, and emergent themes from both the Student Experience Workshops and SWOT survey. Draft versions were reviewed by the SPSC and feedback was solicited via college-wide surveys.

CampusWorks consultants note that "Organizational values are at the heart of healthy, happy institutions as they can provide a common set of expectations upon which the college can build a thriving and high-performing culture." For this important component, a college-wide survey was first distributed to solicit broad input about the values by which we choose to live and work at HCC. Two subsequent workshops were attended by 69 faculty and staff to review survey themes and develop a draft set of values. Several iterations were reviewed and presented to the SPSC and cabinet for finalization.

Taking the time to think about and describe our desired student experience was a unique step in our strategic planning process. Seventy-five faculty, staff, and students attended one of two workshops held with this purpose in mind. Participants were asked to think about the many life events that get in the way of student success, before enrollment, after enrollment, and as a result of our own processes. We talked about family obligations, financial aid, academic preparation, and Maslow's hierarchy of needs—if students' basic needs aren't being met, how can we expect them to learn? We learned from students how important it is to be able to connect them to the internal and external resources they need in order to overcome obstacles and achieve their academic and career goals. Following the workshops, draft statements were sent to the college community for further feedback. Our Student Experience Statement is our pledge to students and will be used to guide decision making at the college.

The following statements were approved by the HCC Board of Trustees and reflect the college community's fundamental belief in the success and potential of every student and the genuine desire to fulfill our mission in a collaborative and engaging way.

The Four Pillars of Our Strategic Plan

MISSION

Educate. Inspire. Connect.

VISION

Holyoke Community College aspires to be a college of academic excellence known for helping students overcome barriers to success.

VALUES

- Innovation
- Collaboration
- Kindness
- Inclusion
- Trust

Kindness, inclusion, and trust are the foundations of the work that we do together. Innovation and collaboration enable us to explore and implement the ideas that will shape our future.

THE STUDENT EXPERIENCE STATEMENT

Holyoke Community College commits to delivering a transformational student experience characterized by:

- A "connection network" that draws people, services and knowledge together to address students' fundamental needs and thus ensure their readiness to succeed at HCC

- An affordable, relevant education provided by talented faculty and resulting in career and transfer opportunities that enable students to thrive

- An approach to educating the whole person that continuously meets students where they are — socially, financially, educationally, and geographically — and engages them in real-world learning experiences

- A vibrant, connected college community that enriches the learning experience, delivers relentless encouragement, and builds life-long connections

Faculty and staff of Holyoke Community College commit to support this transformative experience through:

- Accessible, guided, and intuitive services that support students and their families

- Efficient and effective processes supported by contemporary technologies

- Data and predictive analytics that enable HCC to deliver personalized, proactive, and responsive programs and services

- An agile and supportive culture that recognizes the importance of training and professional development to build knowledge, skills, and abilities.

OUR STRATEGIC PLAN

STRATEGIC FRAMEWORK: TEACHING & LEARNING

Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all.

Objective 1.1: Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.

Objective 1.2: Increase the rate of college completion by providing targeted placement and support measures, creating multiple pathways to program completion and increasing flexible schedule options.

Objective 1.3: Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.

STRATEGIC FRAMEWORK: INCLUSION & STUDENT SUCCESS

Strategy #2: Work with the communities we serve to increase equity.

Objective 2.1: Increase student success through a holistic approach addressing underrepresented students' academic and life challenges.

Objective 2.2: Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.

STRATEGIC FRAMEWORK: WORKFORCE DEVELOPMENT & TRANSFER

Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.

Objective 3.1: Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.

Objective 3.2: Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.

STRATEGIC FRAMEWORK: SUSTAINABILITY

Strategy #4: Create a sustainable model for long-term growth.

Objective 4.1: Utilize technology and data to advance operational effectiveness and business process improvement.

Objective 4.2: Develop and launch new revenue streams that address strategic priorities and provide new net revenue.

Strategic Planning FY19-FY22

STRATEGIES, OBJECTIVES, AND MEASUREABLE OUTCOMES

TEACHING & LEARNING

Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all.		Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations
1.1 Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.	1.1.1 Decrease the graduation rate gap (achievement gap) between first-time, degree-seeking white students and students of color.	11	7	4		Y	Y
1.2 Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology.	1.2.1 Increase the overall graduation rate for first-time, degree-seeking students.	15%	19%	22%	Y		
	1.2.2 Increase the overall Fall course completion rate.	76%	80%	83%	Y		
1.3 Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.	1.3.1 Create learning spaces for innovative ideas to be researched, tested, and incubated.	Not available	operational	optimal	Y	Y	

EQUITY, INCLUSION & STUDENT SUCCESS

Strategy #2: Work with the communities we serve to increase equity.		Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations
2.1 Increase student success through a holistic approach addressing underrepresented student's academic and life challenges.	2.1.1 Increase the Fall-to-Fall retention rate for all first-time, degree-seeking students.	51%	55%	58%	Y		
	2.1.2 Increase the Fall-to-Fall retention rate for first-time, degree-seeking...						
	adult students	43%	47%	50%	Y		Y
	students of color	44%	48%	51%	Y		Y
	first generation students	50%	54%	57%	Y		Y
	2.1.3 Decrease the retention rate gap (achievement gap) between first-time, degree-seeking white students and students of color.	12	8	5		Y	Y
2.2 Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.	2.2.1 Decrease the percentage of first-time, degree-seeking students requiring developmental math.	78%	74%	71%	Y		
	2.2.2 Decrease the percentage of first-time, degree-seeking students requiring developmental English.	43%	39%	36%	Y		

WORKFORCE DEVELOPMENT & TRANSFER

Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.		Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations
3.1 Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.	3.1.1 Increase the number of credentials awarded in high-need/priority fields (STEM and Health).	260	335	378	Y		
	3.1.2 Increase the number of workplace credentials awarded in high-need/priority fields (Health, Manufacturing, IT, Education and Hospitality) to 3,000.	1,892	2,081	3,000	Y		
3.2 Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.	3.2.1 Increase the transfer rate of all first-time, degree-seeking students within 150% of normal time.	26%	30%	33%	Y		
	3.2.2 Increase the transfer rate of first-time, degree-seeking students of color within 150% of normal time.	23%	27%	30%	Y		Y
	3.2.3 Increase the employment rate for students of color who graduated from career focused programs.	59%	63%	66%	Y		
	3.2.4 Increase the number of job placements from workforce programs.	379	436	500	Y		

SUSTAINABILITY

Strategy #4: Create a sustainable model for long-term growth.	Metrics	Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations
4.1 Utilize technology and data to advance operational effectiveness and business process improvement.	4.1.1 Decrease the number of paper transactions completed by the Business Office each year through process improvement and automation.	24,000	18,000	12,000			
	4.1.2 Re-engineer mobile applications to enhance student engagement and support.	Not available	operational	optimal	Y		
4.2 Develop and launch new revenue streams that address strategic priorities and provide new net revenue.	4.2.1 Increase financial support for the College through new campaigns and strategic, diversified revenue streams.	$1.7 million	$6 million	$10 million	Y		Y
	4.2.2 Increase the percentage of the operating budget that is not dependent on student fee revenue.	51%	60%	63%			
	4.2.3 Increase the percentage of overall cost that is devoted to instruction, academic support and student support.	63%	75%	78%	Y	Y	Y
	4.2.4 Increase Contract Training through the Training and Workforce Options (TWO) program.	$103,000	$295,000	$445,000			Y

Operations Plan

STRATEGIC FRAMEWORK: TEACHING & LEARNING

STRATEGY #1: Enhance and expand innovative teaching and learning practices that support quality education for all.

OBJECTIVE 1.1: Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.

Measurable Outcomes: By 2022, the graduation rate gap (achievement gap) between first-time degree seeking white students and students of color will decrease by 4 percentage points.

DHE Alignment: Close the Achievement Gap, Attract and Graduate More Students from Underserved Populations

Action Items

1. **Define and develop a common understanding of the concept of culturally responsive pedagogy, with special consideration for the college's identity as a Hispanic Serving Institution.**

   a) Year Zero: Form a committee driven by faculty; gain an understanding of the diverse needs of the student body as it relates to pedagogy; research best practices and inventory existing practices; develop a rubric to identify the existing courses taught using culturally responsive pedagogies; review course completion rates for all demographics taught in courses using culturally responsive pedagogies.

   b) Years 1-3: Communicate and educate the campus community about the common definition of culturally responsive pedagogy; provide ample opportunity for peer-to-peer development around this common understanding; measure the increase in the number of courses taught using culturally responsive pedagogies; measure the impact on student course completion rates in those courses; complete labeling of courses for general education knowledge of diversity outcomes; create an online campus portal to centrally locate all materials, initiatives, and ideas regarding culturally responsive pedagogies at HCC.

Success looks like: The college community has a common understanding of culturally responsive pedagogy, and cultural responsiveness has been established as an underlying core principle; professional development opportunities exist across campus to expand understanding of being culturally responsive; the philosophy of culturally responsive pedagogy is a standard for all new faculty positions; in the search process, teaching demonstrations include integration of culturally responsive pedagogies; the concept is reviewed in new faculty orientation. Culturally responsive pedagogy is assessed in the program review process and is adopted across disciplines (with discipline discretion). By the end of Year 3 (2022), there will be a 50% increase in the number of courses taught using culturally responsive pedagogy.

OBJECTIVE 1.2: Increase the rate of college completion by providing targeted placement and support measures, creating multiple pathways to program completion and increasing flexible schedule options.

Measurable Outcomes: By 2022, the overall graduation rate for first-time, degree-seeking students will increase by 4 percentage points.

By 2022, the overall Fall course completion rate will increase by 4 percentage points.

DHE Alignment: Boost College Completion Rates

Action Items

1. Align course offerings to meet student needs.

a) Year Zero: Form a committee driven by academic affairs (e.g. deans and faculty), analyze existing schedule; begin the work to enhance summer term options and consider incentives for summer enrollment; informed by market research, develop proposal to increase the number of courses offered in evening/weekend/online as well as late-start (8-week & 10-week) courses, and block scheduling for specific programs. Develop schedule of course offerings one year in advance.

b) Years 1-3: Increase flexible schedule options, including the number of courses offered evening/weekend/online/accelerated and in the summer; develop recruitment and marketing plan specific to evening/weekend/online classes as well as late start (8-week & 10-week) courses; develop pilot 10-week course schedule and integrate into existing semester term; implement block scheduling where recommended.

Success looks like: HCC offers a full-year course schedule including a full array of course offerings (e.g., evening/weekend/online classes as well as late start (8-week & 10-week) courses) to allow for flexible start options; as a result, we see an increase in the average number of credits taken by each student resulting in stronger college completion rates. Increase the percent of attempted credits that were successfully completed during the first term (from 63% to 72%) and within the first two years (from 69% to 75%). Increase the percentage of students who earned 24 credits (part-time) and 42 credits (full-time) within two years from 30% to 36%.

2. Develop and market options for students to earn credit for prior learning.

a) Year Zero: Support faculty in the development of a standardized approach for evaluating and assessing prior learning; inventory existing options (e.g. CLEP, HCC Challenge exams, portfolio review, articulation agreements, and non-credit course completion). Map exam options to HCC courses and publish accordingly.

b) Years 1-3: Scale up support services for adult students; create an intentional strategy for advising every student of the relevance and benefit of credit for prior learning. Position the college to become known and recognized as a leading Adult Learning Focused Institution (ALFI); develop and launch marketing strategy targeted towards adult learners earning credit for prior learning.

Success looks like: 100% increase in the number of students receiving credit for prior learning by Year 3 (2022), leading to a decrease in time-to-degree completion; HCC is recognized as a leading Adult Learning Focused Institution (ALFI).

Measurable Outcomes: By 2022, learning spaces will be created for innovative ideas to be researched, tested, and incubated.

DHE Alignment: Boost College Completion Rates, Close the Achievement Gap

Action Items

1. Design and establish a Center for Excellence[1].

a) Year Zero: With active engagement from faculty and staff, establish Center for Excellence mission based on the foundation of scholarship for teaching, learning, and innovation; define space and staffing needs.

Success looks like: The Center for Excellence is established, promoting the development of faculty and staff; fulfilling its mission, and providing meaningful opportunities for training and exposure to innovative practices.

b) Years 1-3: Center for Excellence provides input and assists with the development of programming necessary for professional development, with emphasis on the College's status as an HSI.

2. Develop a comprehensive professional development training program offered through multiple modalities for all faculty and staff, including intensive workshops, trainings, and online modules.

a) Year Zero: Examine best practices that are tied to the concept of cultural humility, build on the concepts of universal design and family engagement; identify internal and external consultants/experts to deliver training designed to develop employee skills in understanding cultural humility[2], universal design and other related topics (e.g., meeting the needs of Latinx[3] students).

b) Years 1-3: Implement professional development training program, with emphasis on the College's status as an HSI.

Success looks like: Faculty serve as subject-matter experts in their relevant fields to enhance programs; relevant professional development is provided on a regular basis and through multiple modalities for all faculty and staff; students report on CCSSE survey that they feel valued and included based on culture.

[1] Center for Excellence: Utilized in the implementation of all four strategies and underlying objectives.

[2] Cultural humility is a perspective that involves practicing lifelong learning, exercising self-reflection and critique, recognizing the dynamics of power and privilege, and being comfortable with not knowing.

[3] A person of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).

STRATEGIC FRAMEWORK: INCLUSION & STUDENT SUCCESS

STRATEGY #2: Work with the communities we serve to increase equity.

OBJECTIVE 2.1: Increase student success through a holistic approach addressing underrepresented students' academic and life challenges.

Measurable Outcomes: By 2022, the Fall-to-Fall retention rate for all first-time, degree-seeking students will increase by 4 percentage points.

By 2022, the Fall-to-Fall retention rate for FTDS adult students will increase by 4 percentage points.

By 2022, the Fall-to-Fall retention rate for FTDS students of color will increase by 4 percentage points.

By 2022, the retention rate gap (achievement gap) between first-time degree seeking white students and students of color will decrease by 4 percentage points.

By 2022, the Fall-to-Fall retention rate for FTDS first generation students will increase by 4 percentage points.

DHE Alignment: Boost College Completion Rates, Close the Achievement Gap, Attract and Graduate More Students from Underserved Populations

Action Items

1. **Connect to community based organizations to help students remove barriers to educational and career opportunities (e.g., homelessness, food insecurity, mental health, addiction, childcare, transportation etc.) as informed by the Student Experience Workshop and non-cognitive assessments.**

   a) Year Zero: With the support of the HCC Foundation, the City of Holyoke, Holyoke Housing Authority and others, identify new and enhance existing public-private partnerships to address housing needs of HCC students.

   b) Years 1-3: With the support of the Western Mass Food Bank, the Gandara Center, the PVTA the City of Holyoke and others, develop new and enhance existing public-private partnerships to address food, addiction, and transportation needs of HCC students. Develop and implement effective methods to refer students to resources throughout the community. Assess childcare needs for HCC students and explore programming that serves the educational needs of early childhood education students, provides low cost, quality childcare for HCC students at the times and under the conditions that they need it.

Success looks like: HCC students are connected to a network of service providers that assist with removing barriers to success, leading to increased retention among all student populations.

2. Implement a team-based case management approach to onboarding new students that responds to learner needs throughout the student lifecycle.

a) Year Zero: Building on best practices of successful programs and services such as Multicultural Academic Services (MAS), STRIVE[4], Thrive[5], Office for Students with Disabilities and Deaf Services (OSDDS), Transition to College and Careers (TCC), Foundations of Health (FOH), Undecided option, and workforce training, develop student learning outcomes related to the enrollment process; define team members and roles; develop team training and define expectations; identify technology needs for student tracking method; develop standardized communications to students; develop and implement non-cognitive assessment to identify resource needs; develop "meta-majors" (i.e., grouping of programs under broad areas of interest) at point of application for admission.

b) Years 1-3: Implement "meta-major"[6] selection; implement team-based case management approach; implement method to track students through the enrollment process; implement method to document communication with students across team.

Success looks like: Students new to HCC are assigned a support team at the point of admission. This team is responsible for assisting assigned students through the student lifecycle, including major and course selection, financial aid, and referral to appropriate support services. Students receive a personalized approach, feel connected and supported. Admit to enroll yield increases and fall-to fall retention increases.

3. Establish intervention protocol for struggling students (e.g., midterm grades of C or lower, withdraw, not attending class; debt after withdrawal).

a) Year Zero: Develop protocol for reporting and responding to struggling students; develop training on the protocol for campus-wide engagement; identify partner to provide train-the-trainer training on trauma-informed response [7].

b) Years 1-3: Pilot intervention protocol for all students with grades of D, F, W, I, by midterm and measure for effectiveness; roll out training for campus wide engagement; implement trauma-informed response training across the college.

Success looks like: Intervention protocol implemented throughout academic advising; campus employees are better prepared to support students in crisis.

---

[4] STRIVE is a federally funded TRiO Student Support Services program designed to assist students who are first-generation, low income, and/or have a documented disability.

[5] Thrive is a one-stop financial success center that offers an array of free services for students and community members who need help managing their finances.

[6] Meta-majors allow students to select a grouping of majors at the point of application. With academic program and career guidance through the enrollment process, the student will make an informed major selection prior to registering for first semester courses.

[7] Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment (www.traumainfomredcareproject.org).

4. Develop a Universal Design (UD) plan that incorporates facilities, services, classroom, and online learning environments.

a) Year Zero: Utilizing the ADA committee, deliver college-wide training on the benefits of Universal Design; evaluate campus buildings for modifications; establish a process for reviewing and updating campus buildings; explore UD's impact on services, classrooms, and online learning environments.

b) Years 1-3: Provide ongoing professional development on Universal Design; implement UD principles within each of the areas of facilities, services, classroom and online learning environments; include UD in academic program reviews.

Success looks like: HCC's commitment to universal access is evident in all facilities, services, classrooms, and online learning environments; DCAMM recommendations are implemented, future audits result in fewer to no recommendations.

5. Establish a welcoming culture that embraces diversity, inclusion, and belonging.

a) Year Zero: Identify training resources around cultural humility, cultural responsiveness, and our status as an HSI; utilize the Healing Racism Institute[8] as a resource for HCC faculty and staff; establish campus affinity groups; develop strategies that will create space for cross-cultural, ideological, and social differences to be shared and valued.

b) Years 1-3: Establish an Equity Collaborative or Institute with an emphasis on social justice on the HCC campus that includes HCC faculty and staff as well as leaders in the broader community; enhance cultural programming and forums; develop and launch opportunities for HCC campus community to have difficult conversations (e.g., race, intersectionality).

Success looks like: HCC becomes a centralized resource, think tank, and change agent for Western Massachusetts regarding equity, inclusion, pluralism, social justice, and cultural humility. Through survey methodology, students express positive views on inclusiveness at HCC.

[8] The Healing Racism Institute of Pioneer Valley works with individuals and organizations to overcome the impact of racism and advance our community and the region's diverse population.

Measurable Outcomes: By 2022, first-time, degree-seeking students requiring developmental math will decrease by 4 percentage points.

By 2022, first-time, degree-seeking students requiring developmental English will decrease by 4 percentage points.

DHE Alignment: Boost College Completion Rates

Action Items

1. Expand access to college-level courses using multiple measures for placement.

a) Year Zero: Review and develop standard cut scores for common standardized tests such as the SAT, ACT, AP, CLEP, DSST, GED, and HiSET. Review existing and develop new placements based on high school GPA and course grade (e.g. HS. algebra II and HS. English IV); explore curriculum alignment with area high schools to improve college readiness; examine co-requisite remediation and other supported remediation models; educate the campus community on the benefits of supported remediation models; identify faculty, programs, and/or departments who are willing to participate in supported remediation; identify support structures necessary for faculty and students to be successful in this model.

b) Years 1-3: Implement placement through multiple measures; implement chosen remediation model and associated support for faculty and students.

Success looks like: Multiple measures for placement are fully utilized; decrease in developmental course placement; increase in retention and degree completion rates. Increase the percent of those students who placed into developmental math in the Fall who completed a college level math course within 6 years from 24% to 31%. Increase the percent of those students who placed into developmental English in the Fall who completed a college level English course within 6 years from 41% to 46%.

2. Expand current models in partnership with school districts (K-12) to continue pathway development.

a) Year Zero: Identify current K-12 partnerships and evaluate associated data; explore additional options for formalized partnerships (i.e., 100 males to college, mathematics and English curriculum alignment with K-12 curriculum); identify increased revenue generating opportunities with K-12 partners.

b) Years 1-3: Develop plan to grow successful program enrollment; scale up dual enrollment programs (e.g. MACEI, Gateway to College, Dual Enrollment) and fund appropriately; implement retention (matriculation) plan for each program; implement college-preparation programming with partner districts; implement additional formalized partnerships.

Success looks like: 50% increase in the number of students participating in dual enrollment opportunities; increase in retention (matriculation) rates after high school graduation.

STRATEGIC FRAMEWORK: WORKFORCE DEVELOPMENT & TRANSFER

STRATEGY #3: Align programs with workforce demands, student needs for transfer and employment opportunities.

OBJECTIVE 3.1: Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.

Measurable Outcomes: By 2022, increase the number of credentials awarded in high-need/priority fields (STEM and Health) to 335.

By 2022, increase the number of workplace credentials awarded in high-need/priority fields (Health, Manufacturing, IT, Education and Hospitality) to 3,000.

DHE Alignment: Boost College Completion Rates

Action Items

1. Align academic and training curricula with employment opportunities and needs.

a) Year Zero: Leverage existing and develop new advisory boards consisting of industry leaders to guide the alignment of curriculum; conduct skills based gap analysis of emerging and/or untapped markets; prioritize high-need fields; determine the method for aligning academic and training curricula.

b) Years 1-3: In alignment with NACE[8] competencies, create tailored instruction to meet the needs of employers in high-demand existing and emerging industries; develop and deliver instruction that is tied to specific employer needs above and beyond degree or certificate requirements (e.g., internships, apprenticeships); engage students in career-readiness activities (e.g., online Moodle course) to assist in their development of necessary skills for gainful employment.

Success looks like: New academic and training programs aligned with emerging fields (e.g., cannabis, green and life sciences technology, cyber security); an increased number of graduates reporting degree-related job attainment; career readiness programs are being delivered across disciplines; employers seek out our students for internships and jobs.

2. Develop marketing and outreach plans that bridge the gap between credit and non-credit programming, thus communicating to students the flexibility and multiple options available to achieving academic/career goals that keep them nimble in the marketplace.

a) Year Zero: Identify opportunities to integrate credit and non-credit. Develop strategies that engage alumni in opportunities for re-entry into non-credit courses.

b) Years 1-3: Establish a marketing campaign with a singular brand which breaks down the silos between credit and non-credit. Provide training to college community on options for both non-credit and credit with emphasis on meeting students where they are and encouraging lifelong learning.

Success looks like: By launching and promoting more programs that provide immediate job opportunities and put students on path to careers, HCC yields a larger and broader demographic of students who are then prepared to be successful in these job markets.

---

[9] NACE is the National Association of Colleges and Employers. NACE competencies include critical thinking/problem solving, oral/ written communications, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/international fluency. http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

OBJECTIVE 3.2: Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.

Measurable Outcomes: By 2022, the transfer rate of all first-time, degree-seeking students within 150% of normal time will increase by 4 percentage points.

By 2022, the transfer rate of first-time, degree-seeking students of color within 150% of normal time will increase by 4 percentage points.

By 2022, the employment rate for students of color who graduated from career-focused programs will increase by 4 percentage points.

By 2020, job placement from workforce programs will increase by 4 percentage points.

DHE Alignment: Boost College Completion Rates

Action Items

1. **Assess and align programs and resources to expedite students' progress towards degree attainment and transfer, with an emphasis on eliminating barriers for underserved and underrepresented students.**

   a) Year Zero: Review data for underserved student outcomes (e.g. time to completion, transfer rates, success after transfer; identify best practices around the country (e.g. Guided Pathways); Assess and align college prep programs (e.g., ESL, ESOL/ABE, Transition to College, developmental courses) to meet the needs of students; evaluate existing and explore additional transfer pathways.

   b) Years 1-3: Implement new structured approach to increasing degree attainment and transfer opportunities for underserved students; evaluate student success of transfer programs.

   Success looks like: An increase in the number of underrepresented students earning degrees and transferring.

2. **Analyze program review data, course scheduling data, and the Pioneer Valley Blueprint[10] to inform the alignment of programs with job placement.**

   a) Year Zero: Create workforce development review process that is aligned with the academic program review process; explore cross-disciplinary stackable credentials; identify industry partners for program alignment to workforce.

   b) Years 1-3: Utilize the data to inform alignment of programs with job placement; in cooperation with MassHIRE, scale up Career Services to support job placement and workplace readiness; develop on-the job training opportunities across disciplines.

   Success looks like: Method to align programs to workforce demands exists; ability to develop new programs based on industry needs; students are prepared for immediate entry into the workforce.

---

[10] The Pioneer Valley Labor Market Blueprint seeks to fuel economic growth by bridging the gap between the skills and experience of individuals and the needs of employers.

STRATEGIC FRAMEWORK: SUSTAINABILITY

STRATEGY #4: Create a sustainable model for long-term growth.

OBJECTIVE 4.1: Utilize technology and data to advance operational effectiveness and business process improvement.

Measurable Outcomes: By 2022, the number of paper transactions completed by the Business Office each year through process improvement and automation will decrease by 6,000.

By 2022, the mobile applications to enhance student engagement and support will be re-engineered and implemented.

DHE Alignment: Boost College Completion Rates

Action Items

1. **Develop and conduct training on process improvement for campus leadership.**

   a) Year Zero: Provide EAB Process improvement training for all NUPs; identify all programs to be assessed for process improvement.

   b) Years 1-3: Conduct departmental evaluation of efficiencies and effectiveness, utilizing process improvement, identifying technology needs, and incorporating into the new budget process.

   Success looks like: Resources are in alignment with the goals of the strategic plan; there is an elimination of redundant and outdated processes; the new budget process is operationalized.

2. **Use mobile application to enhance student experience.**

   a) Year Zero: Research available mobile applications for student engagement and select the application best suited for the future of HCC; identify impact areas (recruitment, retention, attendance, course completion) to use in selection process of the mobile application; establish a baseline metric for student engagement using mobile application.

   b) Years 1-3: Implement mobile application and evaluate for effectiveness and improvement of the student experience; determine how users are interacting with the app; measure active users vs. new users; analyze behavior metrics; assess traffic.

   Success looks like: Through survey methodology students express a high level of satisfaction with their connection to HCC via mobile application technology. Increased retention (e.g., fall-to-fall, summer melt), students feel a greater sense of connection with the campus resulting in increased satisfaction in student experience.

Measurable Outcomes: By 2022, increase financial support for the College through new campaigns and strategic, diversified revenue streams by $4.3 million.

By 2022, the operating budget that is not dependent on student fee revenue will increase by 9 percentage points.

By 2022, the overall cost that is devoted to instruction, academic support and student support will increase by 12 percentage points.

By 2022, Contract Training through the Training and Workforce Options (TWO) program will increase by $192,000.

DHE Alignment: Boost College Completion Rates, Close the Achievement Gap, Attract and Graduate More Students from Underserved Populations

Action Items

1. Develop and implement a comprehensive revenue strategy in support of strategic plan.

a) Year Zero: Work with HCC Foundation Board to develop a strategic plan for the HCC Foundation that aligns with the college strategic plan; inventory all facility charges, identify other revenue sources.

b) Years 1-3: Grow funds within the HCC Foundation with emphasis on funds that support strategic planning initiative; implement relevant and competitive pricing structure for facility charges; enhance collaboration efforts with K-12 partners, targeting initiatives proven to result in increased net revenue; develop innovative programs/event series to connect the community to HCC and generate new net revenue.
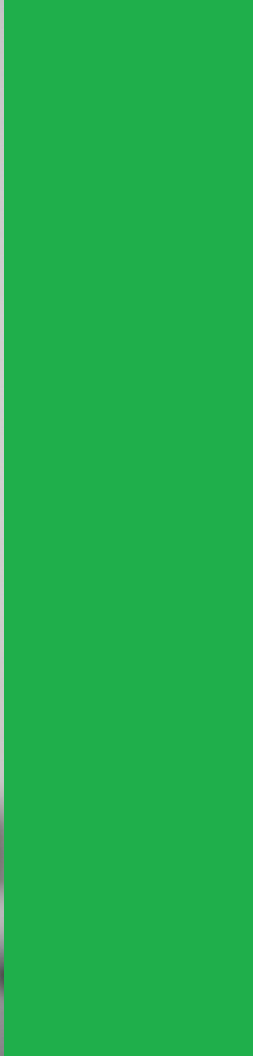
Success looks like: Increased net revenue from fundraising, federal, state and private grants, workforce development initiatives, facility fees and rentals; diversification of revenue base and decreasing reliance on student fees.

2. Align non-credit offerings to future market needs.

a) Year Zero: Evaluate enrollments in all non-credit courses; establish process for course prioritization; develop a system to identify emerging fields and topics of interest.

b) Years 1-3: Implement enhanced non-credit online course selection, registration and payment process (i.e. shopping cart); develop and launch recruitment plan for non-credit courses; measure/evaluate success; expand footprint by offering courses within the surrounding community and with corporate partners.

Success looks like: Non-credit course offerings reflect market demand; increase in enrollment (and revenue); measures are implemented to make non-credit programming financially self-sustaining; new courses launched (e.g. cannabis-related programming).

HOLYOKE
COMMUNITY
COLLEGE